

**West Virginia State University Board of Governors
Academic Policies Committee**

Date/Time: 6/12/2014 -- 10:30 AM

Location:

West Virginia State University, Erickson Alumni Center, Weisberg Lounge, Institute, WV

Purpose: To conduct regular business of the Committee in preparation for the June 12, 2014 Board of Governors meeting

Notes:

This is a compliant meeting.

Meeting was approved : 6/2/2014 2:57:55 PM

**West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
May 1, 2014
Minutes**

1. Call to Order and Roll Call

Dr. Thralls, Chair, called the meeting of the West Virginia State University Board of Governors Academic Policies Committee to order at 10:30 a.m.

Present: Dr. Guetzloff, Mr. Konstanty, Mr. Lipscomb, Dr. Smith, and Mr. White. Several members of the administration, faculty, and staff were present.

2. Verification of Appropriate Notice of Public Meeting

Dr. Thralls announced the Verification of Appropriate Notice of Public Meeting.

3. Review and Approval of Agenda

Dr. Thralls asked for approval of the agenda. Mr. Konstanty made the motion, and it was seconded by Mr. White. The motion passed.

4. Review and Approval of Minutes of Previous Meetings

Dr. Thralls asked for approval of the minutes from the March 20, 2014 meeting. Mr. White made the motion, and it was seconded by Mr. Lipscomb. The motion passed.

5. University Recommendations and Reports

Dr. Thralls asked Dr. Byers to provide a report on the academic affairs of the University.

1) Provost's Report on Academic Affairs

Dr. Byers thanked Dr. Thralls for the opportunity to share with the Committee information about work occurring in Academic Affairs.

- a. **Post Approval Review** – In accordance with Series 11, West Virginia State University has three programs slated for post-approval review in 2014: B.S. in Sports Studies, B.A. in International Studies, and M.S. in Law Enforcement and Administration. The deadline for submission is August 15, 2014.
- b. **Program Review 2014-2015** – Five programs are slated for review during the 2014-2015 cycle: M.S. in Biology, B.A. in Communications, B.A. in English; M.S. in Biotechnology, and M.A. in Media Studies. Academic Affairs has notified the respective deans regarding the upcoming review cycle.

- c. **Human Rights Conference** – Dr. David Bejou worked in collaboration with faculty members from his College and the National Center for Human Relations to offer a human rights conference. The conference was a great success. Dr. Byers stated he hopes the conference becomes an annual event.

2) **Program Reviews**

a. Health Sciences

Dr. Byers recommended continuation of the program with specific action. The program has exhibited a number of strengths and weaknesses during the review cycle. The following actions were recommended:

- i. Complete development of a program assessment plan.
- ii. Submission of a follow-up report on the status of assessment in December 2014.

Dr. Paige Carney, and the program coordinator, Dr. Jenelle Robinson, were both present to answer any questions. Dr. Robinson described the program and the two options offered.

- Mr. Lipscomb asked about the portion of the program review comparing our program to that of other schools. Dr. Robinson stated that WVSU was missing some major foundational courses. Those courses were added to the curriculum.
 - Dr. Thralls inquired about graduate information. Dr. Kimberly Whitehead stated that Academic Affairs is aware of this issue and the Deans' Council is working on the revision of a graduate exit survey to obtain feedback.
 - Mr. Konstanty inquired about the level of summer internships available for this program. Dr. Robinson is currently working with the advisory council to explore potential partnerships.
 - Dr. Guetzloff brought up cost and asked why there is only one faculty member. Dr. Byers addressed this question by saying adjunct faculty is based upon the classes that need offered. He also requested clarification in the program review concerning other faculty members conducting research. Dr. Guetzloff requested clarification of the cost chart on page 13.
 - Mr. Lipscomb questioned why the program went from five areas of emphasis down to two. Dr. Byers explained that this was due to a change in faculty. The University made adjustments to attract students.
 - Dr. Thralls requested a follow-up report in December 2014. Dr. Thralls asked for approval of the recommendations for program continuation with specific action required. Dr. Guetzloff made the motion, and it was seconded by Mr. White. The motion passed.
- b. **International Studies** – Dr. Byers recommended the continuation of the program at the current level with specific action. International Studies and the following program, RBA, are not housed in colleges. They report directly to Academic Affairs, because they transcend all of the Colleges.

Due to the interdisciplinary nature of the program, International Studies can be offered at a relatively low cost. Dr. James Natsis was present to answer questions related to the program. Dr. Natsis obliged and described the program.

- Dr. Thralls asked what is anticipated five years from now in terms of enrollment. Dr. Natsis explained that the University is recruiting and has hope for the program to grow.
- Dr. Thralls mentioned that there is no advisory committee. Dr. Natsis verified that an advisory committee has been created recently.
- Mr. Lipscomb pointed out that other institutions do not require students to go overseas whereas it is required to have an international experience in the program. Mr. White stated that he is glad the program exists, and he supports the requirement of having an international experience.
- Dr. Guetzloff posed a question to Dr. Byers concerning the program not being in a specific college. Other institutions have a University College to house neutral programs such as this, but WVSU does not have enough neutral programs for this.
- Dr. Thralls requested a follow-up report in December 2014. Dr. Thralls asked for approval of the recommendation for program continuation at the current level with specific action. Dr. Guetzloff made the motion, and it was seconded by Mr. White. The motion passed.

c. Regents Bachelor of Arts (RBA)

Dr. Byers recommends further development of the program including:

- i. Appropriate assessment activities;
- ii. Learning experiences; and
- iii. Creation of coordinating committees.

Ms. Sherri Shafer became the RBA coordinator in January 2014. Dr. Byers stated that Professor Shafer is turning the program around. RBA, similar to International Studies, RBA is now directly under Academic Affairs. The Program Review Committee recommends the following: a follow-up progress report on assessment, curriculum development, and coordinating committee be submitted by December 2014.

- Dr. Thralls stated to Dr. Byers that he is not familiar with this recommendation option calling for further development of the program. This recommendation comes from both the Program Review Committee as well as Dr. Byers. The recommendation is not to suspend or terminate the program, but to continue with the previously specified conditions.
- Professor Shafer shared with the Committee her efforts in recruiting including marketing materials and recruiting within the National Guard.

- Dr. Guetzloff inquired about freshmen who are declaring an RBA major. Professor Shafer stated that there are very few. In those cases, they only need to obtain a degree while they are working, and it is the best and most rapid choice for them.
- Mr. Lipscomb asked if employers help pay the cost as they would in other programs. Professor Shafer answered that it is on an individual basis and depends on the individual employer. She is also working on scholarship opportunities.
- Dr. Thralls asked for approval of the recommendation for further development of the program with specific action. Mr. White made the motion, and it was seconded by Dr. Guetzloff. The motion passed.

3) **Program Proposal**

Dr. Byers reported on the Master of Public Administration (MPA) program proposal, which was developed to provide training at the graduate level for in-service and pre-service public managers and policy analysts to become visionary leaders in governing and to serve the state employees and those serving in public service in the State of West Virginia. This proposal will go forward with approval from both Provost Byers and President Hemphill. HEPC requested the cover letter, and it will come from President Hemphill. Dr. Byers stated that, when Dr. Damien Arthur was hired, the institution recognized the opportunity to develop this program, because Dr. Arthur has an MPA. Dr. Arthur championed the program and made necessary changes as requested by Dr. Byers. The current proposal is now much more compatible with the needs of this area and the caliber of program that the University is capable of offering.

- Dr. Guetzloff mentioned a fee for capstone and suggested that Dr. Arthur explore the feasibility of this.
- Mr. Lipscomb stated that the University's location is ideal for this market.
- Dr. Thralls asked for approval of the proposal. Dr. Guetzloff made the motion, and it was seconded by Mr. Lipscomb. The motion passed.

4) **Updated HEPC Institutional Compact Metrics**

Dr. Thralls asked Mrs. Ashley Schumaker to report. The compact report submitted on November 1, 2013 was reviewed by a compact team composed of individuals with statewide and institutional experience. All institutions were provided feedback from the review regarding the metrics established for the new compact cycle. Several metrics were flagged, and the University was asked to review these areas. The flagged metrics were then reviewed internally by a compact work group. From those discussions, it is being recommended to this Committee that six metrics out of 87 total metrics be adjusted. The six changes are as follows:

- a. Student Access, Enrollment: Fall Underrepresented Racial/Ethnic Group total was changed from 447 to 509, an increase of approximately 12%.
- b. Student Access, Enrollment: Fall Adult (25+) Headcount was changed from 1,050 to 1,150, an increase of approximately 8%.

- c. Student Success, Developmental Education Outcomes: Students Passing Developmental Courses in Math was changed from 50% to 60%, an increase of 10%.
- d. Student Success, Retention: Full-time, First-time Freshmen was changed from 65% to 70%, an increase of 5%.
- e. Student Success, Retention: Returning Adults was changed from 60% to 65%, an increase of 5%.
- f. Student Success, Four Year Graduation Rate: Returning Adults was changed from 35% to 40%, an increase of 5%.

Mrs. Schumaker stated that this is a process that the Committee will see again November 1, 2014. It will be a much more comprehensive report. This will be the last submission where changes may be made to the metrics. There will be another opportunity to review this data before it is set in stone through 2018.

- Dr. Guetzloff has concerns regarding remedial math and English, whether or not the best practice is to have smaller classes to lift student success he doubts the University will meet these guidelines. Mrs. Schumaker mentioned that this is an area that the State of West Virginia is encouraging other universities to review. They are looking at best practices in academics as a whole. The University is being encouraged to set goals much higher with the understanding that along the way they will help institutions and faculty to meet these goals.
- Dr. Guetzloff stated that this would cause our retention to go down. He also stated that there are 115 students currently enrolled in developmental math whereas there were 250 enrolled last year. Mrs. Schumaker responded that the workgroup collaborated with Dr. Naveed Zaman and created plans, goals, and objectives to meet this goal. Great strides will be taken in the next academic year to create a math lab.
- Dr. Guetzloff stated he would like to see the math lab come to fruition before supporting the change of this metric.
- Mrs. Schumaker also stated that there would be a paragraph added with the metric describing the tools that will be used to reach this goal.
- Dr. Thralls asked for approval of the changes. Mr. Konstanty made the motion, and it was seconded by Mr. White. The motion passed with a dissenting vote cast by Dr. Guetzloff.

5) **Additional Comments and Suggestions**

Dr. Thralls requested a schedule of required program review follow-up reports be presented to the Committee at the next meeting.

6. **Next Meeting Date**

June 12, 2014

7. Adjournment

With there being no further business, a motion was made by Mr. White, and seconded by Dr. Guetzloff to adjourn the meeting. The motion passed. The meeting adjourned at 12:12 p.m.

Respectfully submitted,

Megan E. Norman
Executive Secretary to the Provost

INTENT TO PLAN

**West Virginia State University
Institute, West Virginia**

Date of Request

June 2014

Category of Action Required

Approval to Add a Major in Music with an emphasis in Vocal or Instrumental Music to the Existing Approved Bachelor of Arts Programs at West Virginia State University.

Title of Degree of Certificate

Bachelor of Fine Arts in Music with an emphasis in Vocal or Instrumental Music.

Projected Date of Submission of the Full Proposal

December 2014

Projected Date of Implementation

Fall 2015

Summary Statement

West Virginia State University is proposing the addition of a Music Major with a vocal or instrumental emphasis to its existing, approved Bachelor of Arts programs. Currently, no undergraduate music program exists in the institution's service region. The program aligns with the objectives of the institution in providing student-centered instruction for musicians who have no intention of entering the teaching profession. The proposed new program will not require any additional faculty. The program complies with the Higher Education Policy Commission's recommendation that no proposed new degree program exceed 120 hours.

Brief Program Description

The Kanawha Valley is the cultural hub of West Virginia. Currently, no Bachelor of Arts in Music exists to prepare professional vocalists or musicians in this region. West Virginia State University offers a B.S. in Music Education; however, the serious student of music often does not want to teach. Furthermore, the serious student of music does not necessarily want to specialize in both vocal and instrumental music, which is currently required of all music education majors. The purpose of the proposed new Bachelor of Fine Arts in Music program is to prepare vocalists and musicians to meet the musical needs of the Kanawha Valley, the state, and the nation, as well as to prepare them for future graduate study. A curriculum summary sheet for the proposed program is included in Appendix A. Graduates of the proposed new music degree program will complete the vocal or instrumental major in 120 hours. The degree contains University-required general education courses, core music courses, and courses for one specific emphasis in either vocal or instrumental music. All appropriate committees within the institution have approved the proposed program.

Quality Assurances

The National Association for Music Education (NAfME) evaluates the Music Education Content Specialization at West Virginia State University. In 2006, the West Virginia Department of Education gave “state recognition” for the content specialization in Music (PreK-Adult) based on the Curriculum Analysis Review (CAR) process. (Preparation for the next evaluation by the National Council for Accreditation of Teacher Education (NCATE), including CAR analysis of the music content specialization, is currently under way.) Since all but three of the courses in the proposed BFA curriculum are also part of the Music Education Content Specialization, NAfME recognition provides assurance for the quality of the program’s offerings. In addition, student fulfillment of learning outcomes is regularly assessed for NAfME standards as well as for National Council for Accreditation of Teacher Education (NCATE) accreditation. With the addition of this program, it is the intention of the music department to investigate and likely pursue accreditation with the National Association of Schools of Music (NASM).

Similar Programs in West Virginia

A Bachelor of Fine Arts in Music with an emphasis in vocal or instrumental music is not offered in the Greater Kanawha Valley. The closest state-supported institution offering a similar degree is Marshall University in Huntington, West Virginia. It is the intent of the Department of Music at West Virginia State University to create more well-rounded scholars. In addition to their study of applied music subjects, students in the proposed BFA program will matriculate with a greater world view through the inclusion of the core general education requirements of the traditional BA program. WVSU’s Bachelor of Fine Arts in Music would be the only such program in the Kanawha Valley.

Public Service Needs Met

This proposed program supports West Virginia State University's Mission Statement: *"To meet the economic development needs of the region through innovative programs."* In the May 2011 State Occupational Employment and Wage Estimates for West Virginia, the category of "Arts, Design, Entertainment, Sports, and Media Occupations," which includes musicians, showed a 5.5% increase. Graduates with a B.A. in Music would be good candidates for many of the jobs in this sector, as well as in certain aspects of tourism and hospitality, because of their training in the arts, as well as the communication and self-presentation skills acquired in the program. The addition of this degree will facilitate academic partnerships with the West Virginia Symphony Orchestra and the West Virginia Youth Symphony Orchestra. It will also enable the music department to begin a Music Preparatory Division, allowing students of music to serve as teachers for members of the community who wish to learn instrumental and vocal music skills.

Resources to Deliver the Program

The proposed Bachelor of Fine Arts in Music with a vocal or instrumental emphasis will require the addition of a minimal number of new courses as listed below. It is estimated that one new adjunct faculty member will need to be hired as a string instrument specialist. This can be accomplished easily through the aforementioned partnership with the West Virginia Symphony Orchestra. WVSU has the existing library resources, performance space, and means to deliver the program. There should be no significant additional expenses, unless future enrollment numbers require additional sections/instructors.

Instructional Delivery Methodologies to Be Employed to Deliver the Program

The methodologies for delivery of the program's curriculum will consist of a combination of on-site and technology-based formats. For example, applied study and other performance-based instruction (i.e., ensemble participation) in the vocal or instrumental area will be delivered through traditional, on-site methodologies. Where appropriate (i.e., Music Theory, Music History), technology-based instruction will be utilized to the highest degree with the consensus of faculty.

New Courses Needed for B.F.A. in Music:

- Chamber Ensembles
- Diction for Singers
- Survey of Vocal Music Literature
- Survey of Instrumental Music Literature
- Senior Recital

APPENDIX A

CURRICULUM SUMMARY SHEET

FOR

A BACHELOR OF FINE ARTS IN MUSIC

WITH A VOCAL OR INSTRUMENTAL EMPHASIS

BACHELOR OF FINE ARTS IN MUSIC – VOCAL EMPHASIS

Courses	Hours	
MUSIC		
101 Elementary Theory I	3	
115 Elementary Aural Theory I	1	
102 Elementary Theory II	3	
116 Elementary Aural Theory II	1	
201 Advanced Theory III	3	
215 Advanced Aural Theory III	1	
202 Advanced Theory IV	3	
216 Advanced Aural Theory IV	1	
405 Orchestration and Arranging	3	
303 History and Literature of Music I	3	
304 History and Literature of Music II	3	
150 Concert Choir (8 semesters)	8	
207 Choral Conducting	3	
191 Applied Music	1	
192 “	1	
291 “	1	
292 “	1	
391 Advanced Applied Music	2	
392 “	2	
491 “	2	
492 “	2	
110 Elementary Piano Class I	1	
111 Elementary Piano Class II	1	
210 Advanced Piano I	1	
211 Advanced Piano II	1	
199 Diction for Singers	3	
4?? Vocal Pedagogy	3	
399 Senior Recital	3	
320 Music Technology	3	
130 College Singers (4 semesters)	4	
TOTAL IN MAJOR	68	
GENERAL EDUCATION		
ARH 101 Freshman Experience	1	
ENGL 101 First-Year Composition I	3	
ENGL 102 First-Year Composition II	3	
ENGL 150 Introduction to Literature	3	
GED 100 Origins	3	
GED 200 Race, Gender, and Human Identity	3	
	International Perspectives (one must be foreign language)	6
Math 111 Mathematics for Liberal Arts	3	

HIST 201 or 202	World Civilization	3
	American Traditions (HIST 207 or 208 or POSC 101)	3
	Fine Arts (from two disciplines)	6
COMM 100	Speech Communication	3
HHP 122 or 157	Health and Human Performance	2
	Social Structures (POSC 100, PSYC 151, or SOCI 101)	3
	Natural Science	6-8
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TOTAL GENERAL EDUCATION		51-53
ELECTIVES TO BRING TOTAL HOURS TO 120		0
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TOTAL		119-121

BACHELOR OF FINE ARTS IN MUSIC – INSTRUMENTAL EMPHASIS

Courses	Hours
MUSIC	
101 Elementary Theory I	3
115 Elementary Aural Theory I	1
102 Elementary Theory II	3
116 Elementary Aural Theory II	1
201 Advanced Theory III	3
215 Advanced Aural Theory III	1
202 Advanced Theory IV	3
216 Advanced Aural Theory IV	1
405 Orchestration and Arranging	3
303 History and Literature of Music I	3
304 History and Literature of Music II	3
150 Concert Band or Orchestra	8
(8 semesters)	
207 Instrumental Conducting	3
191 Applied Music	1
192 “	1
291 “	1
292 “	1
391 Advanced Applied Music	2
392 “	2
491 “	2
492 “	2
110 Elementary Piano Class I	1
111 Elementary Piano Class II	1
210 Advanced Piano Class I	1
211 Advanced Piano Class II	1
199 Survey of Band/Orchestral Literature	3
399 Senior Recital	3

320	Music Technology	3
130	Chamber Ensembles	4
	(4 semesters)	
<hr/>		
TOTAL IN MAJOR		65

GENERAL EDUCATION

ARH 101	Freshman Experience	1
ENGL 101	First-Year Composition I	3
ENGL 102	First-Year Composition II	3
ENGL 150	Introduction to Literature	3
GED 100	Origins	3
GED 200	Race, Gender, and Human Identity	3
	International Perspectives (6 credit hours)	6
Math 111	Mathematics for Liberal Arts	3
HIST 201 or 202	World Civilization	3
	American Traditions (HIST 207 or 208 or POSC 101)	3
	Fine Arts (from two disciplines)	6
COMM 100	Speech Communication	3
HHP 122 or 157	Health and Human Performance	2
	Social Structures (POSC 100, PSYC 151, or SOCI 101)	3
	Natural Science	6-8
<hr/>		
TOTAL GENERAL EDUCATION		51-53

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ELECTIVES TO BRING TOTAL HOURS TO 120		2-4
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TOTAL		120

West Virginia State University Program Review Report 2013-2014 Academic Year

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Introduction

West Virginia State University (WVSU) conducted eight academic program reviews during the 2013-2014 academic year in accordance with the schedule outlined by the WVSU Board of Governors. Table 1 provides the list of academic programs reviewed and the final recommendation approved by the governing board.

Table 1: Academic Programs and Governing Board Recommendation

Academic Program	Governing Board Recommendation
Bachelor of Arts in Art	Continuation of the program at a reduced level of activity.
Bachelor of Science in Criminal Justice	Continuation of the program at the current level without specific action.
Bachelor of Science in Health Sciences	Continuation of the program at the current level with specific action.
Bachelor of Arts in International Studies	Continuation of the program at the current level with specific action.
Bachelor of Science in Recreation	Continuation of the program at a reduced level of activity.
Bachelor of Science in Social Work	Continuation of the program at the current level without specific action.
Bachelor of Science in Sports Studies	Continuation of the program at the current level with specific action.
Regents Bachelor of Arts	Identification of the program for further development.

Summary of Program Reviews

A summary of results for each academic program reviewed is presented in the information below.

Bachelor of Arts in Art; Undergraduate

Summary of Significant Findings

The program provides many service courses for other academic departments and the Fine Arts requirement of the General Education program. Over the course of the five-year review period, the program has maintained a relatively stable number of majors, but has a consistently low number of graduates.

During this review period a number of strengths and weaknesses are noted. The program strengths include: 1. Full-time faculty members who exhibit a strong commitment to the program and the University; 2. Strong faculty-student interaction; 3. Evidence of continuous improvement by using assessment data to revise the program curriculum and implementing an electronic portfolio requirement; and 4. The implementation of an employer survey to evaluate the educational preparation of its graduates.

The program weaknesses include: 1. The utilization of adjunct faculty who lack appropriate credentials to teach in the discipline; and 2. A range of courses that may be too broad to be supported by the current program student population.

Plans for Program Improvement

The Art department has stopped offering Sculpture as an area of specialization, and has conducted a review of adjunct faculty (resulting in the cancellation of one class).

Identification of Weaknesses and Status of Improvement

No weaknesses were noted from the previous program review.

Five-Year Trend Data

During the 2008-2013 review cycle, the Art program graduated 22 students. Although the number of majors for the program declined since the beginning of the review cycle, the enrollment has been relatively stable for the past three years. Enrollment and graduate information is provided in Table 2.

Table 2. Art Program Enrollment and Graduation Data

Art Program Five-Year Trend Data				
Year	Number of Majors			Number of Graduates
	Fall	Spring	Summer	
2008-2009	69	74	4	2
2009-2010	71	59	7	9
2010-2011	57	51	4	0
2011-2012	53	39	3	6
2012-2013	49	50	4	5

Summary of Assessment Model and Use of Results for Continuous Program Improvement

The Art program recently revised its Program Learning Outcomes (PLO) for simplicity and developed a comprehensive rubric based on those outcomes. The program faculty intend to use this rubric to evaluate majors entering the program (ART 103, Intro to Design) and again at graduation (ART 410 Arts Management and ART 475, Senior Show).

We have already found possible areas of improvement and plan to submit curriculum changes to the Education Policy Committee to address those areas in order to more effectively reflect our PLO's.

Student Placement Data

Of the fall 2008-spring 2013 graduates, six have gained full-time employment in their field, while four are freelancers. Three students are in graduate school and one has completed a Master of Fine Arts degree in painting.

Governing Board Recommendation

The WVSU Board of Governors recommended that the Art degree program be continued at a reduced level of activity with the following actions:

1. Conduct a review of its curriculum to reduce the number of concentrations offered under this degree program; and
2. Reduce the number of courses offered for better alignment with the needs and interests of its majors and graduates.

Bachelor of Science in Criminal Justice; Undergraduate

Summary of Significant Findings

The Criminal Justice program exhibited consistent performance in the areas of student enrollment and graduates during the five-year review cycle. During this time, the program experienced an increase in its student enrollment and maintained a stable number of graduates.

This consistent performance may be attributed to a number of strengths which include:

- A tenured cadre of faculty members who have extensive practical experience in the field;
- A wealth of active collaborative relationships with industry practitioners and agencies at the local and state level; and
- Effective teaching, faculty access and willingness to provide academic assistance to students as indicated by graduate satisfaction data.

Understanding the utility of a good assessment plan and the importance of continuous evaluation and improvement, the program revised its assessment plan during the review cycle which impacted the collection of data and program assessment.

Plans for Program Improvement

The Criminal Justice program made several program enhancements during the review period which include: implemented a new assessment plan, decreased the program learning outcomes to five and increased the number of online courses. The new assessment plan and new program learning outcomes were implemented in fall 2013. In the review period the number of Web 50, Web 80 and Web 100 courses has increased from 0 in 2009 to 16 in 2012. Additionally, the department continues to schedule evening courses on a regular basis so that employed students can finish their degrees in a timely manner.

Identification of Weaknesses and Status of Improvement

A *Student Satisfaction Survey* of graduates was conducted in the review period. Overall student satisfaction appears to be high in all areas - faculty, curriculum, and the program itself. Results of the survey indicated that students were least satisfied with course and elective offerings. The Department has taken corrective action by

increasing the number of major hours required from 39 to 51 as well as increasing the required elective courses from three to four. Additionally, the department has developed four new certificate programs resulting in the development and offering of the following new elective courses:

1. CJ 385 Criminal Investigation
2. CJ 445 Crime Scene Investigation
3. CJ 455 Interviewing & Interrogation,
4. CJ 465 Sex Crimes & Paraphilia,
5. CJ 499 Special Topics: Homicide Investigation
6. CJ 499 Special Topics: Forensic Death Investigation

Five-Year Trend Data on Graduates and Majors Enrolled

Over the five-year period the number of graduates averages 32 per academic year. The number of graduates and majors has remained consistent during the review period.

Table 3: Criminal Justice Enrollment and Graduation Data

Criminal Justice Program Five-Year Trend Data							
Year	Number of Majors			Number of Graduates			
	Fall	Spring	Summer	Corrections	Law Enforcement	Generalist	Total
2008-2009	166	172	31	1		30	31
2009-2010	163	163	35			37	37
2010-2011	218	215	29			23	23
2011-2012	203	201	32			35	35
2012-2013	221	172	31		1	36	37

Summary of Assessment Model and Use of Results for Continuous Program Improvement

The Criminal Justice faculty initiated development of an assessment plan beginning in fall 2010. The initial assessment plan contained a curriculum map, 14 Program Learning Outcomes (PLO) with assignments in each of the required major courses. Grading rubrics were developed for each assignment and assignments were entered into LiveText for assessment and data collection.

Assessment data collection began in 2011. Several areas of concern were observed which included difficulty in enrolling students in LiveText, faculty not understanding the LiveText system, faculty lack of understanding of assessment and the inclusion of too many PLO's with multiple inconsistent rubrics. These areas of concern have been addressed by providing faculty development training.

After faculty development training in LiveText and assessment, the department examined the collected LiveText data and the assessment plan. It was agreed upon that a new assessment plan was needed to be developed to allow analysis of the assessment data.

The first area of change focused on the rubric assessment grading criteria which consisted of the following areas:

- 1) Did not meet expectations
- 2) Below average
- 3) Expected
- 4) Excellent

The faculty believed the numerical rubric grading scale did not fully constitute a fair evaluation, particularly between the levels three and four. The level three indicated a student's performance would be assessed as expected while a level four indicated a student's performance as excellent. This scale did not have a grading level in between three and four. The new rubric assessment grading criteria was developed with implementation in fall 2013. The new rubric grading criteria now consist of five levels with a level in between levels three and four and are as follows:

- 1) Did not meet expectations
- 2) Below average
- 3) Average
- 4) Above average
- 5) Excellent

Faculty is confident the new rubric levels offer a more reasonable assessment. Collection of data for the new assessment plan began in fall 2013. Data for fall 2013 and spring 2014 has been collected. The faculty members are currently analyzing the collected data.

Student Placement Data

Career Services has been collecting data on student placement. Due to the extreme low return rate there is insufficient relevant data.

Governing Board Recommendation

After a comprehensive review of the Criminal Justice degree program, the WVSU Board of Governors recommended continuation of the program at the current level without specific action.

Bachelor of Science in Health Sciences; Undergraduate

Summary of Significant Findings

The Bachelor of Science in Health Sciences program has shown improvement during the review cycle. The program has a number of strengths. The program has a consistent, strong number of majors and graduates. One of its greatest strengths is its collaboration with other University degree programs and with external partners. The program recently developed an articulation agreement with BridgeValley CTC (formerly KVCTC) for its Leadership in Allied Health and Rehabilitation option.

A potential challenge for the optimal success of this program is that it has only one full-time faculty member devoted to the program.

The program has recently revised its student assessment plan and has only collected one year’s worth of data under this new plan. Additionally, the new plan needs further development to be more comprehensive.

Plans for Program Improvement

The Health Sciences program faculty will investigate adding an internship to the program to improve program outcomes. A meeting with the Director for Academic Internships is planned for late May 2014 to discuss the procedure for developing internships. During the 2014-2015 year, relationships will be established with associated health organizations for internship partnerships. During the 2015-2016 year, curricula modifications will be submitted to the WVSU Educational Policy Committee to add a six-hour internship component to the Community Health Education emphasis area (replacing six hours of electives).

Identification of Weaknesses and Status of Improvement

The Health Sciences program underwent its second program review in 2008. The Program Review Committee recommended “Continuation of the program with continued development of Program Assessment as presented in follow-up report.” Corrective actions included in the 2012 follow-up report that were implemented included providing an initial assessment plan (provided to Academic Affairs 2/4/2014), adding more upper-level courses to the core curriculum (EPC approval in 2/2013; implemented in the fall of 2013) along with providing minutes from the first advisory committee meeting (meeting 12/9/13; minutes provided to chair).

Five-Year Trend Data on Graduates and Majors Enrolled

The Health Sciences program has graduated 74 students during the review period. The number of majors doubled in the 2010-2011 academic year from the previous year but then declined in the year following. Table 4 below provides student enrollment and the number of graduates during the review period.

Table 4: Health Sciences Enrollment and Graduation Data

Health Sciences Program Five-Year Trend Data		
Year	Number of Majors	Number of Graduates
2008-2009	48	9
2009-2010	58	9
2010-2011	119	24
2011-2012	60	13
2012-2013	70	19

Summary of Assessment Model and Use of Results for Continuous Program Improvement

The Health Sciences program has developed nine Program Learning Outcomes (PLO) by which students in the program are evaluated.

Program Learning Outcomes:

- Analyze the relationship between social factors and health in addressing health needs of both individuals and the general population.
- Report assessment techniques used in health care settings.
- Apply health behavioral theories to health settings.
- Construct health education programming for target populations.
- Recommend health education materials and resources for various health topics.
- Employ basic leadership skills that are vital to leading within health care settings.
- Locate health surveillance systems that can be useful in health research and programming.
- Administer quantitative and qualitative statistical methods in health research.
- Inspect health literature to analyze and critique.

From the assessment of PLOs, a matrix has been developed that shows how assignments and projects are linked to the learning outcomes. The matrix is provided in Table 5.

Table 5: B.S. in Health Sciences Program Outcomes Assessment Matrix

<i>Students will be able to: (Artifacts for Health Sciences students will be assessed once a year.)</i>
Analyze the relationship between social factors and health in addressing health needs of both individuals and the general population. Artifact: HHP 352 Discussion Questions (Benchmark= 75% or better)
Report assessment techniques used in health care settings. Artifact: HHP 457 Assessment Assignment (Benchmark= 75% or better)
Apply health behavioral theories to health settings. Artifact: HHP 454 (New course offered; assignment to be determined) (Benchmark= 75% or better)
Construct health education programming for target populations. Artifact: HHP 458 Program Proposal (Benchmark= 75% or better)
Recommend health education materials and resources for various health topics. Artifact: HHP 150 Resource List (Benchmark= 75% or better)
Employ basic leadership skills that are vital to leading within health care settings. Artifact: HHP 461 (New Course offered; assignment to be determined) (Benchmark= 75% or better)
Locate health surveillance systems that can be useful in health research and programming. HHP 458 Artifact: Stats Analysis (Benchmark= 75% or better)
Administer quantitative and qualitative statistical methods in health research. Artifact: HHP 458 Gatekeeper Interview (Benchmark= 75% or better)
Inspect health literature to analyze and critique. Artifact: HHP 354 Article Review (Benchmark= 75% or better)

Courses are reviewed each semester to determine if curricular changes need to be made and improved upon based on evidence of student learning.

Student Placement Data

For the review period, there was a negligible amount of data available for B.S. in Health Sciences program graduates and their employers. Subsequently, there is no data to report.

Governing Board Recommendation

After a comprehensive review of the Health Sciences degree program, the WVSU Board of Governors recommended continuation of the program at the current level with specific action. The requested action is to develop a more comprehensive assessment plan.

Bachelor of Science in International Studies; Undergraduate

Summary of Significant Findings

The Bachelor of Arts in International Studies was implemented in fall 2010 and has maintained a small, stable number of majors. The interdisciplinary design of the program is a primary strength and provides a mechanism to incorporate international themes throughout WVSU's curriculum. The program can be offered at a low cost because it uses courses from other academic programs. Two courses with the specific INTS prefix are currently offered and the program is in a continuous development phase.

The program needs to develop a common core learning experience for its majors and include a capstone course/experience within the core curriculum. Additionally, the program needs to develop an assessment plan.

Plans for Program Improvement

As recommended by the program review committee, we will create a Senior Seminar for all International Studies majors. We also need to improve our assessment plan. The creation of the Senior Seminar will assist in collecting more data for assessment.

Identification of Weaknesses and Status of Improvements

There was no previous program review.

Five-Year Trend Data on Graduates and Majors Enrolled

The International Studies program has graduated seven students during the review period. One of the newest programs at the institution, the program is steady increasing its number of majors. Table 6 provides enrollment and the number of graduates for the review period.

Table 6: International Studies Enrollment and Graduation Data

International Studies Program Five-Year Trend Data							
Year	Number of Majors			Number of Graduates			
	Fall	Spring	Summer	International Relations	International Business	Modern Foreign Language	Total
2008-2009							
2009-2010							
2010-2011	1		2				
2011-2012	11	13	1	1			1
2012-2013	15	14		1		4	5

Student Placement Data

Given the newness of the degree program, and the low number of graduates thus far, we have no significant data for graduate or employment placement.

Governing Board Recommendation

After a comprehensive review of the International Studies degree program, the WVSU Board of Governors recommended continuation of the program at the current level with specific action. It is recommended that the program develop an assessment plan, a capstone course and more major core courses.

Bachelor of Science in Recreation; Undergraduate

Summary of Significant Findings

During the review period, the Bachelor of Science in Recreation has continued in the tradition of strong and appropriate academic preparation for students interested in careers within the fields of parks, recreation and leisure studies. In addition, a new specialization in Tourism Studies has been successfully introduced, experiencing its first graduates in 2011.

The Recreation program as incurred challenges in maintaining student enrollment and program graduate numbers. These challenges include: 1. The suspension of admission to the Therapeutic Recreation option, due to the loss of external accreditation and the inability to regain accreditation for this option; 2. Competition for majors with the launch of a new program in Sports Studies – declines in student enrollment correlates with the implementation of the new program; and 3. Lack of program visibility due to the sharing of a single course prefix (HHP) by three different degree programs (Recreation, Sports Studies, and Health Sciences) housed within the same department.

The program has attempted to reinvigorate interest in the degree program through the tourism option, being mindful of the importance of tourism to the state of West Virginia. Although this option has increased in its student enrollment, the overall enrollment for the degree program (all options) remains low. During the last program review, it was recommended that the program regain external accreditation for the Therapeutic Recreation option but realizing the implausibility of regaining the accreditation, the option was inactivated.

Plans for Program Improvement

Currently, a departmental Graduate Exit Survey is customarily mailed to each student several months following their semester of graduation. Response rates have been woefully low. For this reason, the Program Director for Recreation has begun sending out program specific Graduate Exit Surveys a few days following commencement in hopes of improving student response rates.

Implementation of the Assessment Plan at the programmatic level continues to require roll-out to all identified courses within the Recreation/Tourism curriculum. Assessment pieces for HHP 390 (Customer Service); HHP 304 (History & Philosophy of Leisure) and HHP 395 (Event Management) are scheduled for fall 2014.

Identification of Weaknesses and Status of Improvements

The Recreation program's last Comprehensive Self-Study (2008-2009) resulted in a recommendation for continuation of the program at the current level of activity with specific actions requested. The Committee's recommendations for action were the following: (1) Actively seek to regain accreditation of the Therapeutic Recreation option; (2) Develop procedures to maintain assessment data for program use; (3) Seek better technology for classroom usage; (4) Seek active program participation by instructors teaching cognate courses essential to the TR specialization; and (5) Seek additional resources for faculty to pursue needed professional development.

In April 2011, the Program Review Committee conducted an orientation meeting with the Dean, Department Chair, and Program Leader to discuss requirements for a follow-up report to the five (5) action items defined above. The corrective action findings of the 2008-2009 Program Review were discussed and clarification sought.

As a result of the meeting it was mutually agreed that the Therapeutic Recreation option would be inactivated due to low pass rates on the licensure examination, limited faculty resources to deliver the courses required for specialized accreditation and the required internship hours and the closure of the West Virginia Rehabilitation Center as the National Council for Therapeutic Recreation Certification (NCTRC) approved facility for internship. Subsequent to the Committee's recommendation for action item 1, barriers to long-term, strategic development of the Therapeutic Recreation option have not ameliorated.

In an advisory committee meeting convened in late 2009, a panel of practicing Therapeutic Recreation Specialists from around the state noted that both Marshall and West Virginia University had dropped their Therapeutic Recreation programs in favor of redirecting focus on other areas of Leisure Studies. These

professionals noted continuing need, but declining demand for Therapeutic Recreation specialists around the state and that WVSU had the last remaining academic program among state universities.

In addition, changes in the NCTRC standards imposed additional course loads for certification eligibility. Effective January 1, 2013, coursework requirements for a Therapeutic Recreation option increased from nine to 15 semester hours specific to therapeutic recreation content. Further, field placement standards increased to a minimum 560-hour, fourteen (14) consecutive 40-hour week placement experience in therapeutic recreation service. In order to align the program with these new requirements, the coordinator advised that the program would be required to develop three (3) additional courses (three semester hours each) and approval sought by EPC. Three new courses were suggested; Therapeutic Recreation Process; Therapeutic Recreation Interventions; and Management & Administration of Therapeutic Recreation.

The burden of additional accreditation requirements operating within an environment of fiscal challenge presented substantial obstacles to realistic attainment of the recommendations for accreditation. Further, with impending retirement of the single credentialed faculty member in Therapeutic Recreation, realistic achievement became even less probable.

Action item two involved the assessment plan for program and student outcomes.

Student learning outcomes for the Recreation program are aligned with National Recreation and Parks Association standards. During the period of review, a curriculum map was developed wherein specific student learning outcomes have been identified with individual courses in the Recreation curriculum. The comprehensive Assessment Plan for the Recreation program incorporates both program-level outcomes and student learning outcomes through identification of specific measurement instruments for individual outcomes relevant to each course within the curriculum. The Assessment Plan is mapped and defined in the Learning Outcomes Assessment Matrix.

Action item three involved access to technology-capable classrooms.

The installation of Smart Board capacity in Fleming Hall enhanced technological capabilities.

Action item four called for active program participation by instructors outside of the department.

Faculty members from the Education and Social Work programs met on several occasions in active response to the Recreation program's curriculum requirement for EDUC 201 (Human Growth and Development). An agreement was reached to introduce course content and to interject classroom examples outside the traditional Education field that are relevant to students majoring in Recreation Studies.

Action item five involved additional resources needed for faculty development.

Presently limited funds for attendance at professional conferences, travel and faculty development are available.

Five-Year Trend Data on Graduates and Majors Enrolled

Program enrollment has been variable and declined during the review period. The program has graduated 25 students with an average of five graduates per academic year. Table 7 provides trend data information for enrollment and number of graduates.

Table 7: Recreation Enrollment and Graduation Data

Recreation Program Five-Year Trend Data							
Year	Number of Majors			Number of Graduates			
	Fall	Spring	Summer	General Recreation	Therapeutic Recreation	Tourism	Total
2008-2009	37	37		1	2	0	3
2009-2010	31	39		6	4	0	10
2010-2011	39	29		5	0	1	6
2011-2012	29	20		2	0	1	3
2012-2013	18	11		2	1	0	3

Summary of Assessment Model and Use of Results for Continuous Program Improvement

The assessment plan at the Recreation program includes stakeholder involvement at various inflection points during and following the academic experience. That is, feedback from instructors, students, internship supervisors, and potential employers is sought and integrated into the review process.

The comprehensive assessment plan for student outcome assessment is identified in the Learning Outcomes Assessment Matrix (*not shown*). The matrix identifies a specific assessment instrument with desired student outcomes in a particular course within the curriculum. Student outcomes are defined largely from competencies required by the National Recreation and Parks Association for professional certification. Currently, assessment data are being collected in two courses; Introduction to Recreation (HHP-180) and Internship in Recreation (HHP-407).

The Recreation program's assessment is meant to evaluate student performance and learning as the student progresses through the program. For this reason, learning outcomes are assessed multiple times as the student progresses chronologically through the program. For most student learning outcomes, inflection points for assessment come at the beginning of the program, midway through, and then near completion of the student's program of study.

Continuous improvement efforts: More robust emphasis on the development of technical writing competencies.

Students are required to develop a research proposal as part of the course assignments for HHP-460 (Research & Evaluation). In conjunction with the proposal, students develop a comprehensive literature review for the research topic of their choice. The review of literature supports refinement of professional skills in accessing and evaluating the professional journals and literature extant in the student's discipline.

In addition, writing assignments will be incorporated into curricula for other courses including HHP 304 (History & Philosophy of Leisure); HHP 380 (Contemporary Trends); and HHP 386 (Resort & Commercial Recreation) scheduled for fall 2014.

Relationship building with internship sponsors and potential employers has been facilitated following closer collaboration and consultation regarding student assessment evaluations. Each internship evaluation form is reviewed by the Recreation program director and the Instructor of record for the course. A follow-up personal visit or phone call is made to review student performance with the hosting agency/organization.

Student Placement Data

Graduates of the program pursue careers in public agencies, the private sector or not-for-profit organizations managing recreation and leisure service initiatives. Students interested in strengthening their credentials may seek certification in parks and recreation administration or recreation program planning through the National Recreation and Parks Association (NRPA). A wide array of career options exist including Recreation Facilities Manager, Parks & Recreation Supervisor, Park Ranger, Naturalist, Aquatic Specialist, Recreation Program Coordinator, Special Event Coordinator, Tourism and Recreation Planner, Recreation Interpreters, Outdoor Education Specialists, among others.

Data on student placement is limited because return rates for the Student Graduate Survey have been exceedingly low. However, recent graduates have found employment as:

1. Recreation Planner (United States Forest Service)
2. State Trooper (West Virginia State Highway Patrol)
3. Law Enforcement Officer (Hatfield & McCoy Trail Association)
4. Recreation Supervisor (YMCA)

Governing Board Recommendation

After a comprehensive review of the Recreation program by the WVSU Board of Governors, it is recommended that the Recreation program continue at a reduced level of activity with the following specific actions:

1. Elimination of the Therapeutic Recreation option; and
2. Development of separate course prefixes for this program to increase visibility in an effort to boost viability and student enrollment.

Bachelor of Science in Social Work; Undergraduate

Summary of Significant Findings

The Bachelor of Science in Social Work program has demonstrated a consistent performance during the program review period.

The program maintained a steady number of majors and has a number of strengths. Those strengths include: 1. A qualified faculty with diverse areas of expertise and many years of teaching and professional experience; 2. Continuous professional relationships with private and public agencies which positions the program to provide social work service needs at the local, state and national level; and 3. Accreditation by the Council on Social Work Education (CSWE). Graduates of this program are able to obtain employment related to their training.

Graduates of the program take a licensure examination administered by the Association of State Social Work Boards. The licensure examination pass rate for program graduates is consistent with the national average, an indicator of the quality of the program.

In the area of assessment, the program has given attention to the assessment planning and data collection, but must give greater emphasis to data analysis and interpretation and linking its findings to program effectiveness and the use of data for continuous improvement.

Plans for Program Improvement

The Social Work program will continue to implement its Assessment Plan and will work on improving data analysis and the presentation of its findings for the purpose of continuous program improvement.

Identification of Weaknesses and Status of Improvement

There were no deficiencies noted in the previous comprehensive review.

Five-Year Trend Data on Graduates and Majors Enrolled

The program averaged 96 social work majors per year during the five-year review period. An average of 18 students were formally admitted to the program each year, an average of 17 students graduated per year, indicating high retention and graduation rates for those students formally admitted. The number of majors and graduates remained consistent during the five-year review period. Table 8 provides data for enrollment and number of graduates for the review period.

Table 8: Social Work Enrollment and Graduation Data

Social Work Program Five-Year Trend Data				
Year	Number of Majors			Number of Graduates
	Fall	Spring	Summer	
2008-2009	86	96	19	13
2009-2010	89	94	24	15
2010-2011	98	99	25	17
2011-2012	90	94	14	21
2012-2013	80	88	19	17

Summary of Assessment Model and Use of Results for Continuous Improvement

The assessment plan includes the following components:

1. A set of quantitative and qualitative measures;
2. A system for administering each measure, including the method and frequency;
3. A benchmark identifying the level of student achievement needed for success;
4. A system for aggregating, reviewing and analyzing student outcomes; and
5. A mechanism for presenting results in a way that will be easily understood.

The program uses the following six summative measures to provide information about student learning outcomes/competencies:

- Key Assignments in Required Non-Field Social Work
- Field Evaluation
- Employer Survey
- Student Exit Survey
- Alumni Survey
- Licensure Pass/Fail Rates

Formative Measures:

Examples of formative measures include course evaluations, mid-point evaluations of field experience, graduate exit interview, advising evaluations, and student grades.

The analysis of assessment data is used to affirm and improve the Social Work program on a continuous basis. The structure for using findings for program improvement has several components that assure that all stakeholders are offered the opportunity to review the findings and provide feedback. These stakeholders include the following:

- students
- faculty
- prospective students
- the University
- the College of Professional Studies
- field supervisors
- the Community Advisory Committee
- service providers/employers
- the community at large

Viewed altogether, these various components form a comprehensive feedback loop that provides multiple avenues to share findings of assessment activities to continuously affirm and improve the Social Work program. The following activities serve as three brief examples of how analyses of assessment data have been used for continuous improvement:

1. Analysis of data from the Field Evaluation has resulted in strengthening curriculum to improve student performance related to the following competencies: 2.1.8 engaging in policy practice to advance social and economic well-being, and 2.1.9 responding to contexts that shape practice. For example, students in SWK 342 Social Policy and Legislation are now required to participate in a one-day event sponsored by the West Virginia Chapter of the National Association of Social Workers called *Social Work Day at the Legislature*.
2. Feedback from the Field and Community Advisory Committee at a meeting held in June 2013 resulted in an in-depth discussion of the need to improve critical thinking skills and research skills after reviewing results of the key assessment assignment for SWK 316 Social Work Practice I. Committee members offered the following ideas for program improvement to address the identified areas of weakness:
 - Encourage more students to take SWK 330 Social Work Value & Ethics as one of their required electives; it emphasizes decision-making and critical thinking.
 - Include greater use of case studies with small group discussion in courses to develop critical thinking and application of person-in-environment concepts.
 - Introduce use of electronic medical records (EMR) or other electronic documentation systems in micro practice course to enhance research and data management skills.
3. The following actions were taken after reviewing results of graduates who took the West Virginia Social Work Licensing Exam:
 - A series of tutoring/exam prep sessions were made available to students through individual arrangements with a social work faculty member (effective spring 2010);
 - An exam prep component was added to the 400-level social work practice courses (effective fall 2010); and
 - The overall GPA for formal entry into, and graduation from, the Social Work program was raised from 2.00 to 2.30 (effective fall 2011).

Student Placement Data

During the five-year review period, the program had 83 graduates. The following breakdown shows the path of these students after graduation:

Attended graduate school (full-time)	8 (10%)
Employed by WVDHHR (eight counties)	6 (31%)
Employed by other public agencies (public health, public schools, VA)	5 (6%)
Employed by private agencies	26 (31%)
Unknown	18 (22%)

Of those graduates who became employed, 18 (22 percent) attended graduate school part-time bringing the total number of known graduates who entered graduate school to 26 (31 percent).

Examples of private agencies where students found employment included the following:

- Alzheimer’s Association – West Virginia Chapter
- Braley and Thompson, Inc.
- Covenant House
- Goodwill Industries
- Highland Hospital
- HospiceCare
- KVC Behavioral HealthCare, Inc.
- Metro Area Agency on Aging
- Prester Center
- Rescare Homecare
- Schoenbaum Family Enrichment Center
- Women’s Health Center of West Virginia
- West Virginia Children’s Home Society
- YWCA Sojourner’s Shelter

Governing Board Recommendation

The West Virginia State University Board of Governors recommended that the Social Work program be continued at the current level of activity without specific action.

Bachelor of Science in Sport Studies; Undergraduate

Summary of Significant Findings

The Bachelor of Science in Sport Studies underwent the first program review since the program began in August of 2010. The Bachelor of Science in Sport Studies is nationally recognized by the National Strength and Conditioning Association (NSCA) and has met standards regarding cognitive, psychomotor and affective competencies based on curriculum course outcomes, qualified/certified educators teaching in the program and graduates that have successfully passed the national exam. The Bachelor of Science in Sport Studies was originally recognized in 2010 and was most recently re-recognized in May 2013. The program will be reviewed again in 2016.

Upon completion of the Program Review, strengths and some areas of improvement were noted by the reviewers of the program. The most apparent issue was for the 87 students within the program, there was only one full-time faculty serving the program. Many of the courses being taught are required to be taught by an individual that holds the (CSCS) Certified Strength and Conditioning Specialist credential. This has required heavy overload requirements in teaching and advising for the one full-time faculty member. The second area of concern was the continuation of assessment documentation and data collection. The capstone internship experience assesses all programmatic outcomes at a senior level but due to the few graduates and the “new” program, there was not much data to report. The need for additional assessment data, graduation and employer survey data along with bench mark program outcome assessment data requires further development and implementation of a comprehensive assessment plan.

Plans for Program Improvement

The program director has met with College administrators to discuss the possibility of hiring an additional full-time faculty member to serve the Sport Studies program. Impending retirements coming within the Health and Human Performance department, the student enrollment within the program, the national expectations from the NSCA and the strong suggestions from the program review committee justifies this request. Therefore, the program director will continue to seek an additional full-time faculty member for the program.

The Program Director plans to further develop the programmatic assessment plan to include bench mark assessments throughout the matriculation of the program. Having standards in place that are assessed and recorded will assist the program director and the faculty in identifying strengths and weaknesses throughout the program and within specific courses. Furthermore, all program outcomes will be utilized to create all core course outcomes. The program will begin additional programmatic assessment implementation and data collection in the HHP 220 (Coaching Methodology) course in the fall 2014 semester.

Identification of Weaknesses and Status of Improvements

As mentioned above, the Bachelor of Science in Sport Studies underwent the first program review since the program began in August 2010. For the program review written and submitted in February 2014, there were no previous review suggestions and/or weaknesses/deficiencies noted.

Five-Year Trend Data on Graduates and Majors Enrolled

As mentioned previously, the Bachelor of Science program began in August 2010. Therefore, there was only three years of trend data available regarding student enrollment and graduates of the program. As one can view in the below tables, the data suggest a steady increase in enrollment and graduates which is to be expected as the program continues to develop, grow and become fully operational. As a point of clarification, there are a few students previously enrolled in the Physical Education program who changed majors when the program began. These students had a substantial amount of the courses needed for the major and were able to graduate as early as summer 2011. Table 9 provides enrollment and graduate data for the program.

Table 9: Sports Studies Enrollment and Graduation Data

Sports Studies Program Five-Year Trend Data		
Year	Number of Majors	Number of Graduates
2008-2009		
2009-2010	44	
2010-2011	73	1
2011-2012	86	4
2012-2013	90	8

Summary of Assessment Model and Use of Results for Continuous Program Improvement

The major driving forces behind assessments used in the Sport Studies program are the stakeholder groups to whom the program must be accountable for candidate performance and client/athlete/patient progress. The Sport Studies program’s assessment instruments are designed to evaluate candidate knowledge and performance in the four phases of the program: Initial, Mid-Level, Senior Level and Post Graduate. Most of the Assessment Benchmarks are required by NSCA standards. When one compares these benchmarks with programmatic established benchmarks, candidates meet or exceed these programmatic benchmarks. Since the Sport Studies program began in 2010, we have just begun to define a data collection system to collect and generate data and reports for monitoring candidate performance. Starting with the 2012-2013 academic year, the NSCA required an internship assessment evaluating all programmatic outcomes at the “senior level.” Reports every three years to the NSCA require that all strength and conditioning students have a minimal rating of “satisfactory” in all programmatic outcomes that have been developed based on the National Standards for Sport Coaching Education Programs (NASPE ; adopted by the NSCA as “Golden Standards for programs”).

The Sports Studies program uses a comprehensive and integrated set of evaluation measures to monitor candidate performance and to improve operations and programs. All Program Outcomes are assessed during the student’s internship experience. This is vital to demonstrate as the course completion outcomes are created using the Sport Studies Programmatic Outcomes that are driven by the national standards (NASPE).

The program director and the faculty that teach in the program meet twice a year (once at the end of each semester) to discuss strengths and weaknesses of the program’s curriculum and the performance of students within the program. The group reviews overall grades in each specific course and discuss the specific objectives that were met at higher standards and at lower standards throughout the academic year. If the data indicates a specific outcome within a course not being met at a high level of proficiency, the faculty will make suggested changes to the curriculum and/specific assignments for that particular course and programmatic objective.

Assessment is utilized to inform both the student and faculty of the strengths and weaknesses of the student experience and curriculum. As the program continues to develop and mature, it is critical for the faculty to continue to utilize these assessment data to guide our development and continue the national recognition of the program.

It should be noted that the program director, who serves as the internship coordinator, performs several onsite interviews with the students' internship supervisors. During these meetings, the program director gathers information not only through written assessment governing all programmatic outcomes that is completed by the student's supervisor but also by direct verbal communication from supervisor about the strengths and weaknesses of the student both didactically and clinically. These verbal assessments by internship supervisors have influenced greatly the direction and course delivery changes in the three short years of this program.

Student Placement Data

Table 10 shows student/graduate placement in the field of study.

Table 10: Sports Studies Graduation and Placement Data

Sports Studies Placement Data	
Type of Placement	Number of graduates
Employed as Full-Time Strength and Conditioning Coach	2
Employed as an Athletic Coach (College, High School, Middle School)	3
Employed in Wellness and/or Youth Sport Organizations	3
Employed as active Military personnel	1
Attending Graduate School (Exercise Physiology, Physical Therapy, Sports Admin)	4

Governing Board Recommendation

After a comprehensive review of the Sports Studies degree program, the WVSU Board of Governors recommended continuation of the program at the current level with specific action. The program needs to link its assessment plan to program objectives and hire additional faculty for the program.

Regents Bachelor of Arts; Undergraduate

Summary of Significant Findings

The Regents Bachelor of Arts (RBA) program provides opportunities for non-traditional students to attain a bachelor's degree and it is recommended that the program be further developed for sustainability and full compliance with WVHEPC guidelines.

The program strengths include: 1. A focus on providing higher education degree attainment for non-traditional students; and 2. A consistent program enrollment and number of graduates. This unique program has assisted a large number of West Virginians with baccalaureate degree attainment for which they may not have achieved through traditional higher education degree programs.

As the program continues to grow in interest and enrollment, there are a number of programmatic components that need further development. These include:

1. An appropriate set of assessment activities – The current program design focus for non-traditional students and the lack of program-specific courses present a challenge to assessment.

2. Core curriculum for the program – A review of program guidelines and program requirements to determine the feasibility of establishing a core curriculum for the program should be conducted.
3. A coordinating committee – Establishment of such an advisory group as required by the revised WVHEPC Guidelines. Currently WVSU does not have a coordinating committee.

Plans for Program Improvement

Table 11 provides a comprehensive program improvement plan for the RBA program.

Table 11: RBA Five-Year Plan

Regents Bachelor of Arts Five Plan (Pursuant to Funding and Administrative Support)			
Goal	Method	Measurement	Timeline
Increase Program Enrollment	Recruitment Initiatives Develop social media Webpage update of campus site	Overall number of FTEs Student evaluations	Spring 2014-Ongoing
Promote retention	Improve advising Positive interaction with RBA faculty and staff	Student evaluations Exit surveys Graduate rate	Spring 2014-Ongoing
Increase marketing	Job fairs, website promotion, targeted promotion Develop and distribute promotional materials	Exit surveys	Summer 2014 -Ongoing
Increased faculty participation	Work with chairs to target portfolio reviews Work with chairs to develop AEOs	Increase AEOs from 7 existing offerings/EPC approval	Spring 2014-Ongoing
Improvement assessment	Research and expand assessment opportunities Explore options with external and internal advisory committees	Program Review Assessment data Portfolio Course Development	Spring 2014-Spring 2015
Increase non-traditional offerings	Explore and develop relations with WVROCKS Explore online offerings with various departments Explore RBA orientation course	Increased availability of course options for RBA students	Summer 2014 – 2014-15 academic year
Seek options for non-traditional students to connect with campus	Explore student organizations. Connect with Commuter Services and Military Services	Inclusion of RBA students in campus activities	2014-15 academic year
Adequately staff program	Request full-time secretary/administrative assistant	Hire full-time secretary/administrative assistant	As program grows/budgets allows
Increase program oversight	Develop internal and external advisory committees Finalize RBA program reporting structure	Committee meetings, minutes Work with Provost/Academic Affairs	Spring 2014-Ongoing

Identification of Weaknesses and Status of Improvements

During the last Program Review, the reviewers cited three major deficiencies: (1) a lack of Program Learning Outcomes; (2) an Assessment Plan; and (3) lack of faculty involvement. The following narrative is a chronological listing of the corrective actions that have taken place since the last Regents Bachelor of Arts program review.

Previous program review findings cited a lack of program outcomes and an assessment plan. During the first year of implementing the WVHEPC Guidelines, most of the efforts were spent assessing and advising students in the program. However, plans were underway to develop the assessment plan and methods of data collection during summer 2013. Five Program Learning Outcomes were developed and approved.

In response to the lack of faculty involvement, in August 2012, the Regents Bachelor of Arts Degree was moved to the College of Professional Studies to support the WVHEPC Guideline that the program is to be treated as an academic degree that is an integral part of the University.

In addition, WVHEPC Guidelines require the RBA Program Director is a member of the faculty. Therefore, during the fourth and fifth year of the review period, a Temporary Assistant Professor was hired for one year with nine semester hours of release time to serve as the RBA Program Coordinator. A secretary was hired who was assigned to work half time for the RBA program and the remaining time for the Social Work department.

Five-Year Trend Data on Graduates and Majors Enrolled

Since many students enter the Regents Bachelor of Arts degree from multiple ways it is difficult to determine who actually is an RBA Student. Those students involved only in the portfolio process and not enrolled in coursework may not show as active students in the program.

Table 12: RBA Enrollment and Graduation Data

Regents Bachelor of Arts Program Five-Year Trend Data				
Year	Number of Majors			Number of Graduates
	Fall	Spring	Summer	
2008-2009	118	125	24	93
2009-2010	102	101	27	86
2010-2011	113	104	23	102
2011-2012	102	92	25	81
2012-2013	88	96	19	100

Summary of Assessment Model and Use of Results for Continuous Program Improvement

Student Outcome Assessment Plan

Traditionally, assessment for the RBA program has maintained a dual approach. At the beginning of the program student outcomes are assessed during an entrance interview. This interview assesses Outcome I-The application of strategies to promote success by developing, reviewing and revising personal and career goals. The remaining four program outcomes are assessed using a transcript analysis of the academic work the student has completed before the student enrolls in the program. Once the transcript analysis is completed the student and the RBA Coordinator develop a highly individualized course of study to ensure the student has academic courses that not only meet degree requirements but also meet RBA Program Outcomes. This interview lasts on an average of 30-45 minutes and is structured.

At the end of the program RBA students may elect to use the Work and Life Experience Portfolio to earn College Equivalency Credits (CEC's) during the semester in which the student intends to graduate. These credits are program learning outcomes based and are "substituted" for traditional coursework as prescribed by HEPC. The portfolio is assessed utilizing a scoring rubric. Students are assessed for the RBA Program Learning Outcomes as well as the program learning outcomes of the department where the student is seeking CEC's. Grades are entered into the transcripts and appear with a course tag affiliated with the program where they are seeking credit (ex. EDUC 000).

Use of Assessment Data: Learning-Teaching-Curriculum

Since the RBA degree is regulated by the West Virginia Higher Education Policy Commission, the use of assessment data has very little impact on the curriculum. In the area of learning, the assessment data would be most beneficial from the standpoint of enrollment management or for purposes of student recruitment.

Mission Goals and Program Learning Outcomes

The mission of the Regents Bachelor of Arts (RBA) program is to prepare adult men and women to excel in the professional workplace and to meet their educational needs through innovative approaches to learning.

The degree is comprised of a general education curriculum, upper division courses, and free electives as established by the West Virginia Higher Education Policy Commission. Students may choose to focus their degree through specialized areas of emphasis encompassing business administration, criminal justice, journalism/writing, art history, studio art, U. S. history, and travel and tourism.

The program has developed the following program learning outcomes.

Students successfully completing the RBA undergraduate program will be able to:

- RBA 1** The application of strategies to promote success by developing, reviewing and revising personal and career goals.
- RBA 2** The application of critical thinking skills to solve problems in real world settings.
- RBA 3** Appropriate technology skills to complete work related projects.
- RBA 4** Correct written communication skills.
- RBA 5** Correct oral communications skills.

West Virginia State University is a historically black university, fully accessible and a “living laboratory of human relations.” The Regents Bachelor of Arts degree builds on this “rich and diverse heritage” offering a core of general education courses to all students including English/Communications (six hours), Humanities (six hours), Science (six hours), Social Sciences (six hours), Math/Computer Sciences (three hours), and General Education Electives (nine hours).

Building on the University’s mission to offer “comprehensive and distinguished baccalaureate degree programs” the Regents Bachelor of Arts program requires a core of 39 hours of upper division courses while allowing students to pursue a more refined course of study via a rigorous and comprehensive areas of emphasis including business administration, criminal justice, journalism/writing, art history, studio art, U.S. history, and travel and tourism.

Curriculum

- General Education Courses (36 hours total)
- Eng./Comm. (six hours)
- Humanities (six hours)
- Science (six hours)
- Social Sciences (six hours)
- Math (three hours)
- General Education Electives (Nine hours)

Upper Division (300-400) Credits (39 hours total)

Free Electives (45 hours)

Assessment Methods

(All PLO maps are on file with the University Academic Affairs office and the Regents Bachelor of Arts Director. Portfolio rubrics are on file with the Regents Bachelor of Arts Program Director.)

Program Learning Outcomes (PLO) are linked to the program and University missions. Both are measured through the use of PLO mapping and a system of assessments utilizing rubrics (when applicable) and indirect methods (i.e. entrance interview and exit survey documents). Students choosing the portfolio option provide hard copy portfolio documents intended to meet program learning outcomes for the RBA program and the program for which the life equivalency credits are sought. Portfolios are graded through the use of a standardized rubric with a minimum of two faculty reviewers. Learning outcomes are measurable via the application of rubrics. Students undergo a rigorous entrance interview prior to admission to the RBA program. This document includes a self-reported rating of RBA PLOs. In addition, students undergo an exit interview to determine growth, if any, in self-reported ratings of RBA PLOs. Full implementation of the program outcome assessment will be in place during the 2014-2015 academic year.

Data Collection

The program learning outcomes development and mapping process was completed by the Regents Bachelor of Arts Program Director and the Dean of the College of Professional Studies during the 2013-2014 academic year. Development of assessment instruments also began at that time. Due to the pilot of the exit survey, the process will not be complete until the 2014-2015 academic year.

The portfolio assessment instrument in the form of a rubric was developed by the Dean of the College of Professional Studies. This rubric was implemented fall 2013. Minimal data has been collected from the first cohort of graduates from fall 2013.

Assessment Analysis

The utilization of program learning outcomes, entrance interview, portfolio rubric and exit surveys will provide the RBA Program Director access to performance measurements.

The Director will be able to track the success of key assessment pieces and student progress in a linear fashion. Over time, the Program Director can determine if assessment processes and student outcomes are meeting program level goals. Such data may have implications for future course development, staffing needs, and budgeting pertinent to meeting the goals established by the program and institutional missions.

Continuous Improvement Process

The assessment process for the Regents Bachelor of Arts program is in the early stages. The program learning outcomes were developed during fall 2013. The entrance interview document was updated fall 2013. The mapping process was completed spring 2014. In addition, a student exit survey was developed spring 2014. This document will be piloted spring 2014 so that feedback from students can be utilized in improving the document prior to full launch in the 2014-2015 academic year. A five-year strategic plan was developed spring 2014 and will be implemented accordingly. The RBA Director has developed a Regents Bachelor of Arts Committee, as mandated by the West Virginia Higher Education Policy Commission (to be comprised of no less than the RBA Director, the Registrar, the college Deans, and a student affairs representative). This committee has been tasked with reviewing assessment processes and data, program policies and other program needs. This committee will meet no less than twice each academic year and provide feedback for improvement to the RBA Director. An external advisory committee has been proposed and will begin meeting summer 2014 with a total number of meetings equal to twice annually.

Student Placement Data

Most students who are enrolled in the Regents Bachelor of Arts program are already working and are using this degree for career advancement. No data is currently available on official numbers of students that intend to utilize the degree for promotion, graduate school or first-time employment.

However, during the program entrance interview, the RBA Director instructs the student to check with their employer on the applicability of the RBA degree. The RBA degree is generally recognized by most companies in West Virginia, but exceptions can occur. In addition, the Work and Life Experience Portfolio provides the RBA Program Coordinator with valuable information about employer satisfaction before the student graduates through employer letters of recommendation. After the student graduates, unless the student changes jobs, graduate satisfaction is harder to measure than in traditional degree programs.

Governing Board Recommendation

After a comprehensive review of the Regents Bachelor of Arts degree program, the WVSU Board of Governors recommended the identification of the program for further development. The program to perform the following actions: 1. Develop appropriate assessment activities; 2. Develop common learning experiences for RBA students; and 3. Create a coordinating committee for program administration and oversight.

Appendix A. Specialized Accreditation Letters

Social Work Accreditation Letter from CWSE



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June 13, 2009

Hazo W. Carter, Ed.D.
President
West Virginia State University
P.O. Box 1000
Ferrell Hall 103
Institute, West Virginia 25112-1000

Dear President Carter:

At its June 2009 meeting, the Commission on Accreditation (COA) reviewed the Compliance Audit, the COA Letter of Instructions, the site team report and the program response to the report as the reaffirmation application for the baccalaureate social work program at West Virginia State University. The COA voted to reaffirm the program's accreditation status for eight years. This action, in combination with the 1 meeting administrative adjustment the program received, means that the program is now accredited through February 2017.

Up to date information regarding reaffirmation, including timetables for reaffirmation, is on the CSWE website (www.cswe.org/reaffirmation). Please be in touch with Dr. Dean Pierce, Director of the Office of Social Work Accreditation and Educational Excellence, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,

Wynne Sandra Korr, Ph.D., Chair
Commission on Accreditation

WK/HV

CC: Brenda R. Wamsley, Ph.D.
Chair, Social Work Department