



ACADEMIC PROGRAM REVIEW
Institutional Response Form
2013-14

Program: Bachelor of Arts in Art **Date:** February 17, 2014
Type of Review: Comprehensive Self-Study Follow-Up / Progress Report

Recommendation to the Board of Governors:

	1.	Continuation of the program at the current level of activity with specific action as described in the Rationale section of this Form;
X	2.	Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
	3.	Identification of the program for further development (e.g., providing additional institutional commitment);
	4.	Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
	5.	Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
	6.	Other. Specify.

Rationale for Recommendation:

It is recommended that the Bachelor of Arts in Art degree program be continued at a reduced level of activity.


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 5-year review period, the program has maintained a relatively stable number of majors, but has a consistently low number of graduates from its program.

During this review period of 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 implement 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.

Considering both the program strengths and weaknesses, it is recommended that the Art program take 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.



 Signature of the Chief Academic Officer

2/17/14

 Date

 Signature of the President

 Date

West Virginia State University

Comprehensive Program Review

for

Bachelor of Arts in Art

Submitted to

The Program Review Committee

Fall 2008- Summer 2013

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

The purpose of the Department of Art is to provide the student with undergraduate competencies in the theoretical and applied forms and processes of visual art. The development of critical thinking skills, problem solving, and self-motivation is emphasized in all classes. Studio courses enable students to develop technical skills and aesthetic judgment in the fine and commercial arts. Art history courses provide students with socio-historical knowledge and understanding of the art of the past, of non-western art, as well as contemporary critical art forms and issues.

With all classes being based on the understanding of artistic language, one mandatory introductory course (Art 103) is dedicated to rehearsals of visual grammar and terminology. Having been presented with a broad perspective of art through studies of Art History, Aesthetics, Art Criticism and Studio Art, the student then chooses one area of concentration from the disciplines of art history, ceramics, drawing, graphic design, painting, photography, printmaking, or sculpture.

The capstone course prepares the student for entering graduate school and/or professional art settings by providing competencies in business practices, grants- and proposal-writing, bookkeeping, studio management, preservation and photographing of art, etc. The student finalizes his/her studies by preparing and presenting a professional portfolio and graduate exhibition.

Offering two introductory-level courses (Art 101 teaching basic practices of studio work, and Art 100 teaching skills for aesthetic appreciation), the Department of Art serves as a major contributor to the fulfillment of the General Education program's Fine Arts requirements.

Beyond its educational function, the Department of Art continues to be an integral part of the University and the community. The Department's art openings and exhibitions in the Della Brown Taylor Art Gallery and the downtown Charleston Capitol Gallery frequently consist of works by nationally recognized artists, as well as relating to the multi-cultural aspects of the University's heritage and mission. The art club is quite active; and is involved in arranging juried exhibitions, museum trips and various fundraisers.

All studio instructors regularly exhibit their work, and all four full-time faculty members have taken leadership positions relative to artistic and academic scholarship in the state. Committed to excellence, we actively strive to improve the program as well as our own and student performances through continuous assessments and proposed enhancements to the curriculum.

B. Program Outcomes

During 2012-2013 we rewrote the Program Level Outcomes for our program; reducing the number of outcomes from nine to five, and simplifying them to minimize the vagueness and ambiguities which we realized flourished in our previous outcomes. [See Exhibit 1-B for Old Program Level Outcomes]

Students will be able to write articulately about art.

Students will be able to speak articulately about art.

Students will be able to apply theory to the critical analysis of art.

Students will be able to apply art theory to the production of their own art.

Students will be able to demonstrate technical proficiency.

C. Consistency with University Mission

The Bachelor of Arts in Art program fits into the mission of West Virginia State University in numerous manners:

- The *Living Laboratory of Human Relations* ideal of *preserving racial and cultural diversity* is reflected in the diverse composition of both students and faculty within the department: Approximately 20 percent of our majors are African-American; a substantial percentage are non-traditional students, and faculty members are diverse in age, gender and national origin.
- *Personal and professional development of faculty:* Workshops have been designed to revise the curriculum, to improve didactic efficiency and to develop working assessment methods.
- *Student learning that includes effective communication, understanding and analysis of the interconnections of knowledge and responsibility for one's own learning*
Most of the classes specifically emphasize the importance of effective communication, understanding and analysis of the interconnections of knowledge and taking responsibility for one's own learning. This is accomplished through oral and written critiques of one's own and others' works, and through comparative and referential research. The staff encourages lifelong growth, development and achievement of students (post graduate students, non-traditional students), and development of human capacities for integrity, compassion and citizenship (active art club, class critiques, very supportive atmosphere).
- *Flexible course schedules in traditional classrooms, in non-traditional settings, and online:*
Due to needs expressed especially by non-traditional students and candidates for the Regents Bachelor of Arts (RBA) degree, the continuous development of online classes has been a high priority during this review period. In addition to the traditional classroom courses, several classes have been offered at the Capitol Center in downtown Charleston. To assist students in their expression of financial hardship and rising gas prices, one day a week classes (instead of two- or three days a week) have been successfully offered. This concentration of time is quite conducive to learning -- both in studio and art history classes. To further accommodate various student needs efforts are made to ambulate our classes between days, afternoons and evenings, and when needed classes are offered by special arrangement.

D. Previous Reviews and Corrective Actions

Program Review of the BA in Art program was conducted during 2008-2009, resulting in the following recommendation from the Program Review Committee:

Continuation of the program at the current level of activity without specific action.

Rationale for Recommendation: The Program Review Committee recommends the Bachelor of Arts in Art to be continued at its present level of activity, without specific action. The undergraduate Art program consists of a major within which students choose a specialization in one of several media or in art history. Course offerings for the art major also serve art education majors. The committee recognizes a number of strengths in the art program, especially the strong credentials of the faculty, strong student-faculty interaction, and its multifaceted assessment of program level outcomes. The program maintains up-to-date facilities, including a computer lab for graphic design courses and a digital slide/video collection. Offerings include courses in a range of media, multicultural and international art history courses, and a capstone experience in which students prepare a juried exhibition and learn business principles that are essential for a professional artist. While the program's funding, like that of many others, often results in difficulties in maintaining continuity in course offerings, the department has succeeded in identifying a group of strong part-time faculty to teach several essential courses. Assessment of program level outcomes takes place in a number of contexts, at all levels and through a variety of student work. Graduate surveys provide data on graduate satisfaction with their training, but the department has had difficulty in obtaining employer satisfaction data. The committee suggests, for the next comprehensive program review, that employer surveys focus on general questions about the preparation offered at WVSU, rather than specific questions about graduate/employee competence and skills.

E. Accreditation Information N/A

SECTION II: ADEQUACY

A. Curriculum

Requiring 120 credit hours for graduation, the Bachelor of Arts in Art degree is composed of a combination of Major Core Classes (46 credit hours), General Education classes (50 - 52 credit hours), Cognates (12 credit hours), and Free Electives (to bring total to 120 hours).

Designed to provide the students with broad undergraduate studio and art historical competencies, the program includes the option for concentration in either Art History or one of the following Studio areas: Ceramics, Digital Photography, Drawing, Graphic Design, Painting, Photography, Printmaking, or Sculpture. Out of the 46 credit hours art major core classes, 10 specific elemental courses (30 credit hours) are required for all, while the remaining 15 credits (three credit hours studio, six credit hours art history courses, and six credit hours within area of concentration) may be selected according to interest. The area of concentration consists of a minimum of nine credit hours (three credit hours on the introductory level plus six credit hours on advanced levels). However, a student has the option of taking an Advanced Studio class three times for a total of nine credit hours.

Despite the fact that each studio area is considered a separate discipline, certain mediums are based on the knowledge of others, and all studio disciplines are based on a fundamental understanding of the formal elements and principles of design. Art majors are therefore required to have passed *Art 103: Studio III - Design* with a grade of C or better before taking any further studio classes. While not required, it is highly recommended that students proceed to take *Art 201 - Drawing*, **before** taking *Art 304 - Painting*, and that they take *Art 311 - Ceramics* **before** taking *Art 300 - Sculpture*. It is also recommended that students have taken *Art 104 - Western Art I* and *105 - Western Art II* before signing up for their art history electives.

Art 410 - Arts Management is established as the capstone course for art majors. The course is designed to prepare our seniors for graduate school and/or employment within the visual arts. Student competencies are comprehensively tested through the final exam during which students present their portfolios to the panel of faculty. Assuming the format of an interview, professional criteria are applied in the collective critique and judgment of the presentation:

- Is the body of work of high technical quality and conceptually cohesive?
- Is the résumé well formulated and visually effective?
- Is the artist statement concise, informative and consistent with artistic output?
- Are slides of high quality and labeled according to form?
- Is the work proposed for the student graduating show conceptually and technically strong enough to warrant inclusion?
- Is the application for the Mullins Brothers Graduating Scholarship (if applicable) convincingly argued and economically realistic and justified?
- Do students exhibit oral clarity and a professional demeanor during presentation?

The capstone course serves the dual purpose of testing students' comprehensive learning, and providing them with the theoretical and practical knowledge necessary to successfully operate within the art world.

Finally, in order to graduate, students must successfully pass *Art 475: Senior Exhibit/Senior Thesis* (one credit hour, taken the last semester in conjunction with an advanced course within a chosen area of concentration) which culminates in the Senior Exhibition or Senior Thesis. Students who choose to concentrate in art history take *Art 475* as a Senior Thesis class in conjunction with an advanced art history class.

It should be noted that -- while the majority of our students are art majors -- the Department of Art accommodates a number of students who graduate with BS in Art Education degrees, Regents Bachelor of Arts degrees, Associate in Art degrees, as well as students fulfilling their General Education Fine Arts requirements.

B. Faculty

There are four full-time faculty employed in the Department of Art. All hold terminal degrees within their fields: the art historian holds a Ph.D. in Comparative Arts, and each full time studio instructor holds an M.F.A. Three faculty members are tenured, and one was hired as a temporary instructor fall 2012 (and hired as a tenure track Assistant Professor fall 2013). The University's ideal of multiculturalism is reflected in the composition of faculty: women being represented in the ratio of three to one, and one faculty member being of foreign origin. Out of the numerous part-time faculty members employed during the 2008-2013 period, the majority have been women, several have been of foreign origin, and all have been qualified to teach within their fields.

All faculty members have active exhibition and/or scholarship records. Attending seminars, national and regional conferences, symposia and professional meetings, they also contribute to the community by judging art competitions, and leading workshops.

The Department has used a total of 20 part-time faculty members during the past five years. Screened as to their appropriate credentials and teaching capabilities, all part-time faculty members also maintain active exhibition and professional records.

C. Students

1. Entrance Standards:

Entrance standards into the Bachelor of Arts in Art program are in accordance with West Virginia State University regular admission requirements, as described in the WVSU Catalog under Admissions.

2. Entrance Abilities:

For fall 2012, 45 of the 49 listed art majors had an average High School GPA of 2.77. The minimum high school GPA was 1.42 and the maximum high school GPA was 4.0. 40 Students reported ACT scores. The mean ACT English score was 20.0 (minimum was 8 and maximum was 32), the mean ACT Math score was 16.6 (minimum was 6 and maximum was 27), the mean ACT Social Science score was 20.6 (minimum was 12 and maximum was 32), the mean ACT Natural Science scores was 19.4(minimum was 6 and maximum was 27), and the mean ACT Composite scores was 19.4 (minimum was 13 and maximum was 29).

3. Exit Abilities:

In order to graduate art majors must have a minimum of 2.0 GPA average in art courses. All graduating seniors are also required to take the capstone course, *Art 410 - Arts Management*, and *Art 475 – Senior Exhibit/Senior Thesis*. As already stated, the capstone course is designed to prepare students for graduate school and/or employment within the visual arts, and through the final exam students' skills are comprehensively tested. These skills are further tested through the Senior Exhibit/Senior Thesis class, which culminates in either a senior exhibition of new work from within the area of the student's concentration, or a senior thesis paper from the chosen art historical area of concentration. Only faculty-juried work is accepted into the senior show. The exhibiting students will demonstrate their technical and critical proficiencies by producing a coherent body of work, supervised by the instructor of the chosen concentration. It is also expected that the integration of art historical and aesthetic issues are reflected in the artist's statement accompanying the show. The same rigorous demands are put on the students who choose the art history option.

The acceptance of several of our graduates into graduate school, the pursuits of some as freelance photographers and illustrators, and the employment of several graduates in visual art-related positions demonstrate the exit abilities provided by the program.

4. Graduates:

Between fall 2008 and spring 2013 the Department of Art has had 21 graduating majors. Six of these have gained full-time employment within their area of concentration, while four are freelancers within their field. Three of our graduates are currently in graduate school, while one has already completed the MFA in Painting. A few of the graduates who remain in the area have continued to take post-graduate classes within their studio field at WVSU. [EXHIBIT 2 C-4].

Because of the informal, personable relationship existing between faculty and students during their years of study, most graduates continue to stay in touch with at least one of their professors. All information about the graduates is procured through social media or in personal contact between the student and a faculty member.

D. Resources

1. Financial

Financial support for the Department of Art mainly comes from state funds. The Department is allocated an annual sum for purchases of basic equipment and material for classes (Art Account) and studio classes (Art Course Fee). Title III funds have been provided for larger purchases of equipment, etc. Funds have also been received for travel, models, lab workers and other student workers.

ACCOUNT	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Art E & G	\$3,649.00	\$3,649.00	\$3,600.00	\$3,225.00	\$3,225.00
Art Course Fee	\$16,824.00	\$18,266.95	\$18,381.81	\$14,495.26	\$7,007.99 *
Title III	Think Tank Brent Thomas: \$430.29 Software Lab: \$470.97 9 iMac 20: \$12,591.00			Peter Pugger: \$3,000.00	
R & D/CCRA		For D211 Multimedia Classroom: Denon Receiver: \$2,312.92 LG 55" HDTV: \$2,628.00 iMac 27: \$2,007.00 Furniture: \$7,287.96			

** Art Course Fees were mistakenly not charged Fall 2012 -- explaining the low number. Should have been around \$15,000.00*

2. Facilities

Most of the Department's facilities, classrooms, studios, photography and computer labs, offices, storage and the Gallery, are located in the John W. Davis Fine Arts Building. The adjacent Jones Hall accommodates studio space for sculpture and tile-making, a clay-making room and one faculty office. We have also been using space in the downtown Charleston Capitol building for classes. Two upstairs rooms are used for studio classes, while the street-level gallery (in addition to serving its purpose as a gallery) is used for art history and arts management classes.

The following studios are dedicated with concomitant equipment:

Room	Courses Offered	Equipment
D208	Digital Classes: Art 217 Art 230, 313, 413 Art 252, 352, 452	Use of lab is restricted to students taking classes 16 Wacom Drawing Tablets 15 iMac 21" Adobe Creative Suite 4, Microsoft Office 2008 for mac computers 4 Epson perfection 2450 flat bed scanners 1 Epson 9880 color inkjet printer 1 HP Color Laserjet 3600 printer 1 Panasonic Projector
D211	Art history classes (Also shared with other departments)	Multimedia Classroom: Denon Receiver LG 55" HDTV iMac 27" Furniture
D217	Basic Studio: Art 101 Art 103 Art Education: Art 308, 414, 416	Basic set up with tall work desks and lighting for still lifes Matte cutter Spray booth Cutting mat Large paper cutter
D216	Ceramics: Art 208, 312, 404	6 "Klompstein" potters wheels 2 "Brent" potters wheels 1 "Northstar" slab roller 1 "Brent" extruder 15 Banding wheels Amaco glaze chemistry table w/ 24 bins 1 Ball mill 1 Amaco downdraft 27 cu. ft. gas kiln 2 Amaco electric kilns (36 cu. ft.each) 1 Stacking "RAKU" kiln w/ venturi burner
D221	Drawing Art 201, 305, 402	Tables
D218	Printmaking Art 206, 303, 405	1 TAKACH press 1 WHELAN press 1 500 drying rack – large 4 Large flat files Vacuum + light box Hot Plate Paper Trimmer

D219	Photography Art 209, 310, 407	2 35 mm Pentax cameras 5 Yashika 2 ¼ format cameras 7 Seagull 2 ¼ format cameras 1 6x9 format Pentax camera 2 4"x 5" view cameras 9 Besler enlargers (35 mm – 4" x 5" print capacity) 1 Resin-coated print dryer 1 Film drying cabinet 2 Bogen tripods 1 Copy stand 3 Light tables
Jones Hall	Sculpture, Tilemaking Art 207, 301, 406	Various Tools Metal cutters Peter Pugger
D211	Art History	For D211 Multimedia Classroom: Denon Receiver LG 55" HDTV iMac 21"
Capitol Building, 2nd floor	Painting Art 203, 306, 403	20 Easels Paint disposal facility
Capitol Building, Gallery	Arts Management Art History Gallery	

Keeping the digital lab up to date is extremely challenging, but essential in order to remain a competitive program, and because the job market most easily absorbs qualified digital designers and photographers.

The WVSU library carries most major art journals and has an extensive collection of art books and related materials. In close cooperation with the library liaison, the collection of current literature on artists, art history and criticism is continuously expanded.

E. Assessment (Both Student and Program levels)

1. Student Outcome Assessment Plan

Portfolio-building is a useful way to implement timelines and test the success of the various elements of the student outcome assessment plan. [Appendix II E] Since the 2003-2004 Academic Year, the Department formally requires students to submit all assignments completed in art classes in a portfolio (sequential entering of assessment-data into digital portfolio files which are stored in the art department), intended to accommodate three purposes and stages of the assessment process:

- **The development of a PROCESS PORTFOLIO:**
The process portfolio is created as an aid for students to assess their own learning. This portfolio includes all the students' work and assignments done during the course of study, along with a sample written self-assessment of final exam and professor's written evaluation. Professor- and peer-critiques in all studio classes are helpful to students' self-assessment. Students are also presented with the Art Department's Outcome Objectives and Assessment Criteria.
- **The Creation of a Selective Portfolio with Evaluation/Assessment as its main purpose:**
Aiming at a summative evaluation of student learning related to outcome objectives, this portfolio is based on specific assignments at various class-levels to measure students' mastery of outcome objectives.
[Appendix II-E The selected courses are Art 103- Design (the introductory studio class), Art 410 - Arts Management (capstone course), and Art 475-Senior Exhibit (taken the graduating semester).

These assignments are kept in the department, and have also been uploaded to LiveText.

- **The Final Product: Demonstration of Competencies**

The purpose of this portfolio - **developed** during the *Arts Management Seminar* (Capstone course) and **completed** with work from *Art 475: Senior Exhibit/Thesis* - is to help students develop a final product portfolio which documents their skills and competencies when applying for graduate school or arts-related employment. This portfolio is presented to all full-time faculty members during final examinations and is judged according to professional criteria. The portfolio is comprised of the students' best and normally most recent work. It is presented in a professional format; it should have an inner coherency, accompanied by a succinct artist statement.

The National Association of Schools of Art and Design (NASAD) and the College Art Association (CAA) both provide general standards and guidelines against which our Outcome Objectives and Program may be quite favorably measured.

All of the requirements listed by NASAD are articulated and expounded upon in the Department of Art and General Education outcome objectives. The CAA clearly developed its standards for the B.A. (and B.F.A. Degrees) in Studio Art in consonance with NASAD. Its guidelines are useful in consideration of the art program itself.

<http://nasad.arts-accredit.org/index.jsp?page=Standards-Handbook>

<http://www.collegeart.org/guidelines/bfa>

2. Use of Assessment Data: Learning-Teaching-Curriculum

The Department held several assessment and curriculum development workshops during the review period, and based on the findings several changes to the program have been made, and more are in progress. Although a larger emphasis was placed on revising the curriculum, the process of building electronic portfolios in order to evaluate student learning during the span of their studies was continued.

Some other results based on our assessment data:

- During 2008/2009 an extensive curriculum revision proposal was submitted to EPC. The revisions were largely based on the need for consistency and logic in course numbers (lower level classes presently listed on the 200 and 300 levels, and beginning studio classes with the same prerequisite are listed on the 100, 200 and 300 levels). The goal was to coordinate our prerequisites for classes that were recommended to be taken in conjunction with classes in other disciplines. The establishment of a new class was proposed: *Art 470: Internship*; for placement of qualified B.A. in Art students to provide supervised work experience in the student's chosen interest area. (Approved)
- In 2010 proposals were submitted for establishing Digital Photography (Art 252, 353, 452) as an added option of studio concentration. (Approved)
- The process of building electronic portfolios (LiveText) was continued in order to evaluate the students' learning during the span of their studies:
 - Art 103 (introductory studio) students submit their work to LiveText for evaluation,
 - Art 410 (capstone) students submitted their work to LiveText for evaluation,
 - and
 - Art 475 (senior exhibit/thesis) students submitted their work to LiveText for evaluation
- Data based on our new Program Level Outcomes have not been collected, but the expectation is to provide much more useful data than what was received from previous outcomes.
- In the quest to serve students and increase enrollment and retention, much time has been devoted to gain awareness of the reasons for student dropout, factors affecting persistence and success, and how to help in counteracting some of these problems.
- Assessment and revision of the B.A. in Art Curriculum will continue, and efforts will be made to assess the success of (new) PLOs through Art 103 - Introduction to Design (the introductory studio class for art majors) and Art 410 - Arts Management (the capstone course), and the number of graduating seniors with complete e-portfolios (assessment assignments from Art 103 - Introduction to Design, students' area of

concentration (Advanced Studio Skills or Art History), and from Senior Exhibit/Thesis Project. (The selective portfolio). Graduating seniors' e-portfolios will be systematically examined along with the input from the exit surveys in order to better connect course material and make learning more effective.

- In response to the need for a Philosophy Cognate which more closely relates to the core art classes, an aesthetics class will be designed and will be offered fall 2014.

3. Graduate and Employer Satisfaction

Having informally followed most of the graduates since 2008-2009, an awareness exists of how and what most of them are presently doing. Several graduates are hired in local businesses/institutions, and informal feedback is received from many of those employers.

Only five graduates have returned their Graduate Satisfaction questionnaire.

Questioned as to what **was the most beneficial part of the program study** all students mentioned the student-faculty ratio and the close and personable interaction with art faculty. They felt that their wellbeing and learning genuinely mattered to the art faculty, and they valued the ability to stay after hours, working on studio projects. A couple of students who previously complained about faculty harshness about deadlines and critique attendance, now expressed gratitude for being better prepared for "real life" by already having learned that excuses are not acceptable, and that a big part of success is showing up.

Questioned as to **what the University could do to improve its level of student satisfaction**, all students said the facilities were pretty good, but several of the studio areas (digital classes, sculpture, and printmaking) needed equipment updates or more equipment. They went on to state that more money would solve any issues they had with their education. Two students mentioned the sense of instability within sculpture, since the class is almost always taught by part-time faculty. One student believes that internship-opportunities should be better publicized, since she did not know about the possibility during her time of study. [Exhibit 2 E-3a]

Taking the advice of the Program Review Committee to focus the employer surveys on general questions about the preparation offered at WVSU, rather than specific questions about graduate/employee competence and skills, a better formal response was experienced than in 2008. (Last time there were no formal responses from employers) Six employers returned their Employment Satisfaction questionnaire, which was fashioned in response to readings about current countrywide employer responses as to graduate preparedness. The majority of employers expressed need for improvement especially within the areas of critical thinking, writing, self-direction, and global knowledge. Our graduates did quite well with critical thinking and self-direction; three employers reported that writing skills could be improved, and four employers found the question of global knowledge irrelevant.
http://www.insidehighered.com/sites/default/server_files/files/Bridge%20That%20Gap-v8.pdf [Exhibit 2 E-3b]

F. Advisory Committee(s)

The program has an Art Advisory Committee [EXHIBIT 2-F] whose members serve as sponsors to the program and as liaisons between the University and the community. While the formal meetings of the Art Advisory Committee are rare, frequent informal communication with individual Advisory Committee members have been quite constructive to the Department.

Individual members of the committee have provided students with:

Free entrance to exhibits at the Clay Center;

Collaboration with the Clay Center and Art Department regarding upcoming Leslie Dill exhibit;

Exhibition space;

Paints and other art equipment;

Frames to assist them in professionally presenting their work ;
Monetary support to enable individuals to stay in the program; and
A growing library of art books situated in the Department of Art.

G. Program Strengths and Weaknesses

Strengths:

- A small department with high faculty-student interaction and contact.
- A keen and competent full-time and part-time faculty who all are demonstrably committed to the program, the college, and their individual artistic and/or scholarly development. We encourage our students to become artists and scholars by BEING artists and scholars.
- All full-time Art Department members have terminal degrees; one Ph.D. and three MFAs. As a Department, our overall faculty average always exceeds the campus faculty average in student evaluation scores.
- Low faculty/student ratio.
- Student and faculty diversity (age, nationality, ethnicity).
- State-of-the-art facilities/equipment for Art History.
- Relatively attractive and functional studios for Ceramics, Drawing and Painting, Printmaking and Sculpture.
- Regular offerings of multi-cultural and international art history courses, such as Appalachian Arts and Crafts, Women Artists, and Contemporary Criticism have been added in response to requests and requirements otherwise at the University.
- Regular revisions of curriculum. Revisions are based on student interactions and expressed needs, as well as our observations of trends in the job market and graduate school requirements.
- An extensive digital library and DVD/video collection; continuously expanded to accommodate the above mentioned multi-cultural and international perspective courses.
- Art exhibits featuring locally, regionally and nationally recognized artists.
- An active Art Club – M.O.N.A. – which arranges juried shows, fundraisers, other exhibition venues, and trips to important art museums
- The emphasis on critical thinking both in art history and studio classes. Through studio assignments and contemporary art history courses students are motivated to critically consider/deal with contemporary local and world issues.
- Students are prepared for “the real world” as artists and/or cultural workers – especially through Art 411 Arts Management, which is the capstone course.

Weaknesses:

- Marginal funds allocated to operate the Department.
- Computer lab is in dire need of 16 new computers and up to date software.
- An additional full-time faculty position is needed for continuity in the offering of core classes.

Plans for Removing Weaknesses:

Most weaknesses are related to economy.

While maintaining the need for an additional full-time faculty position, there is a small group of outstanding part-time faculty members, who are retained from semester to semester.

SECTION III: VIABILITY

A. Program Enrollment

The number of art majors has remained relatively stable during the last few years. Although there was a reduction in numbers halfway through this review period, the number of majors is back up. Due to the fact that one tenure track slot (the position has been transient for more than 10 years) has been filled with a faculty member is expected to remain and contribute to further stabilize all areas of the department, it is believed the numbers will increase slightly more. Experience has also taught the important role of Art 103 (the introductory studio course) as a means of retention. After more carefully selecting the faculty members who teach this class a higher retention was experienced.

B. Course Enrollment

During the past five years, the Department has offered 126 upper-division courses for art majors, an average of 25 courses per year. Due to the low number of full-time faculty members, many of these courses have been offered as concurrently taught classes, or faculty members have offered courses (without compensation) as special arrangement classes. It appears that an increasing number of students tend to concentrate in the digital areas because there specializations afford the most likely job opportunities upon graduation.

C. Enrollment Projections

Data indicates that, in spite of – or possibly because of -- the present economic situation in the state and country, enrollment will increase or remain relatively stable.

D. Cost Analyses

A cost analysis is performed for the Program Review to provide useful data about the Departmental Cost of Instruction and the Facilities and Administrative Costs, which are not instructional driven but attribute the overall educational experience of students.

Departmental Cost of Instruction:

The Departmental Cost of Instruction encompasses two components: 1. Departmental cost to offer the major, and; 2. Departmental cost to offer courses in the department. To determine the departmental cost to offer the major, calculations are conducted to generate the program cost per graduate and the cost per student in the major. Calculation of the cost to offer the major: The numerator value is determined by using 2012-2013 faculty salary data for full-time and part-time faculty (including fringe benefits) who provide instruction for courses offered in the major (degree program). The value excludes salary compensation for instruction in general education courses (services courses) unless those courses are required for the major and serves as the numerator value for both the *program cost per graduate* and the *cost per student in the major* formulas.

Two denominator values are determined for the various calculations. For the *program cost per graduate* calculation, the denominator value is the average number of program graduates for the 2008- 2013 review period, while the *cost per student in the major* calculation uses the average number of majors in the degree program during the same review period as the denominator value.

The resulting formulas are:

$$\text{Cost per graduate} = \frac{\text{2012-2013 degree program instructional faculty}}{\text{average number of program graduates 2008-2013}}$$

$$\text{Cost per student in the major} = \frac{\text{2012-2013 degree program instructional faculty}}{\text{average number of majors in the degree program 2008-2013}}$$

$$\begin{aligned} \text{Art program cost per graduate} &= \$242,636/4.4 = \$55,145 \\ \text{Art program cost per student in the major} &= \$242,636/69.8 = \$3,476 \end{aligned}$$

Calculation for the departmental cost to offer courses in the department: The previously generated numerator value also serves as the numerator for this calculation. The denominator of this calculation is student credit hours produced for the last academic year (2012-2013) of the five-year review period. As this program offers no general education courses, the credit hours produced is calculated using courses taken by both majors and non-majors.

The resulting formula is:

$$\text{Cost of courses offered in the department} = \frac{\text{2012-2013 degree program instructional faculty}}{\text{total student credit hours produced by department}}$$

$$\text{Art cost of courses offered in the department} = \$242,636/1100 = \$221$$

The Facilities and Administrative cost also using total faculty compensation for 2012-2013 as the numerator. For this value, the denominator federal indirect rate of 56.9 percent, which is a measure that is used to determine the cost of operation for grant administration.

The formula Facilities and Administrative cost (Non-instructional operational cost):

$$\text{Facilities and Administrative cost} = \text{2012-2013 degree program instructional faculty} * 0.569$$

$$\text{Art Facilities and Administrative cost} = \$242,636 * 0.569 = \$138,060$$

The ratios are exhibited in the table below.

Total Salary	Avg. Majors (AY11-AY13)	Avg. Graduates (AY12-AY13)	Total SCH (AY 2013)	Cost of Operation (AY 2013)
\$ 242,636	69.8	4.4	1100	0.569
Cost Ratios	\$3,476	\$55,145	\$221	\$ 138,060

Note: All major, graduate and SCH values are based on data from templates prepared by the IR office.

In summary, the total salary for faculty during the 2012-2013 year of the review period is \$242,636 and includes both part-time and full-time faculty salaries. The average cost per major is \$3,476 while the average cost per graduate is \$55,145. Both values include all unduplicated student majors and graduates for the five-year review period. The cost of offering courses in the department for all students is based on the total semester credit hours

(fall and spring combined) generated is \$221 per semester credit hour. The cost of operation (non-instructional cost) is \$138,060.

E. Service Courses

The Department is actively involved with the Department of Education, as the Bachelor of Science in Art Education program is required to take 48 credit hours of studio, art history, and art education classes. The Department of Communication depends on the Art Department to offer cognates that are required in their program.

A large percentage of the total student population satisfies their General Education Fine Arts requirements through the Department of Art.

Board of Regents students frequently fulfill their upper level electives requirements through our department due to our continuous offering of new online courses

Various art courses are frequently taken as free electives by non-majors.

F. Off-Campus Courses

Since spring 2011 courses have been offered at the Capitol Center in downtown Charleston. Painting has proven very successful as an off-campus class -- especially since the course mostly has been taught as a one day a week class on Fridays when few other classes are taught.

Other course offerings are Arts Management and a Special Topics course entitled Art Worlds and Management.

Mainly art majors have attended these classes. [Appendix III-F]

G. Articulation Agreements

Already included in the 2 + 2 partnerships articulation agreement between WVSU and Kanawha Valley Community, WVSU and the B.A. in Art program continues its new 2 + 2 partnership articulation agreement with Bridgemont Community and Technical College.

SECTION IV: NECESSITY

A. Similar Programs

The University of Charleston does not offer a program similar to the Bachelor of Arts in Art program offered at WVSU. The closest alternative to the WVSU art program is offered at Marshall University in Huntington, approximately 50 miles away from Charleston.

The recently articulated 2 + 2 partnership agreement between WVSU and multi-campus BridgeValley CTC (old Kanawha Valley CTC and Bridgemont CTC) provides a compelling argument for the viability of our program, which was specifically named as one program option for associate degree graduates pursuing their baccalaureate degree.

Catering to a large population within the Kanawha Valley and its surroundings, WVSU and the B.A. in Art Program characteristically respond to the needs of non-traditional students who would likely not make the commute to Huntington to attend Marshall University.

A high percentage of the out of state students attending the University are recruited from the country's black population – many whose family members have already attended WVSU. The program's continued existence is therefore strongly supported by the institution's history as “an institution of higher education for Blacks, and among other specialties, it continues to serve as a center for Black culture” (from Mission statement).

B. Job Placement

Twenty-one students graduated during the 2008-2013 review period. Six of these have gained full-time employment within their area of concentration, while four are freelancers within their field. Three of the graduates are currently in graduate school, while one has already completed the MFA in Painting. Three students recently had a baby whom they are taking full-time care of. The rest are employed, except for one, who is preparing to apply for graduate school.

The area of concentration with the highest relevant employment rate is Graphic Design, with Photography (digital and traditional) as the area that produces the most freelancers.

The trend for students choosing the other areas of concentration is that they either plan to go on to graduate school, or they are looking to get a B.A. degree with no particular aim to work within the arts. Several of those return to jobs they already had, often receiving a pay raise upon earning their degree.

Appendices

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Arts in Art		Total number of credit hours required for graduation: 120					
Professional society that may have influenced the program offering and requirements: N/A							
Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education	Hours
Art 103 Design	3	(Two Upper Level Courses	6	Modern Foreign Language	6	Interdisciplinary Matrix:	
Art 201 Drawing I	3	from Area of Concentration)		(=6 sequential hrs of same language)		HRH 101 Freshman Experience	1
Art 203 Painting I	3	Art History		Language Level 1		GE 100 Origins	3
Art 204 Western Art I	3	Ceramics 312, 404		Language Level 2		GE 200 Race Gender	3
Art 205 Western Art II	3	Drawing 305, 402				Internat. Perspective (Language)	3
Art 206 Printmaking I	3	Graphic Design 313, 413		Philosophy		Hist of Civilization Hist 201 or 202	3
Art 207 Sculpture I	3	Painting 306, 403		Phil 201 Intro to Philosophy	3	Intellect. & Pers. Development	
Art 208 Ceramics I	3	Photography 310, 407				English 101	3
Art 217 Computer Graphics	3	Printmaking 303, 405		Communications Cognate	3	English 102	3
Art 410 Arts Management Sem.	3	Sculpture 301, 406		Comm 241 Filmmaking or		English 150	3
Art 475 Senior Exhibit/Thesis	1	Digital Photography 352, 452		Comm 343 Animation Production		Math 111	3
Choose ONE course from:	3					Comm 100	3
Art 209 Photography I				Electives (to fulfill 120 hrs)		Info Skills (Art 217 or Art 230)	3
Art 214 Figure Drawing						HPERS 122 or 157	2
Art 230 Graphic Design I						Fine Arts:	6
Choose TWO Art History Courses from:	6					Art 100 or 101	
Art 202 Non_ Western Art						Comm 140 or 170	
Art 314 Renais, Baroque & Early 19 th C Art						Music 104 or 107	
Art 315 Modern Art						Natural Science	6-8
Art 316 American Art,						Biology 101, 102, 108, 120	
Art 317 African & Afro-American Art,						Geography 106, Chemistry 100	
Art 318 American Art						Physics 103, 120, 170	
Art 319 Appalachian Arts & Crafts,						American Tradition	3
Art 320 African Art						Poli Sci 101 or Hist 207 or 208	
Art 411 Art History Seminar						Soc. Structure & Behavior	3
Art 450 Contemporary Art						Sociology 101	
Art 451 Women Artists,						Psychology 151	
Art 399 Special Topics Courses						Political Science 100	
Art 499 Special Topics Courses							
Total Required Major Hours	46			Total Cognate Hours	12	Total General Education Hours	51-53

APPENDIX II-B: Faculty Data

Name: Andrea Anderson	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.F.A.
Degree Conferred by: Ohio University	Date Degree Received: 2007
Area of Specialization: Sculpture	

Professional registration/licensure:	N/A
Years of employment at present institution:	1
Years of employment in higher education:	3
Years of related experience outside higher education:	5

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
N/A
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Cristofer Botkin	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University	Date Degree Received: 2011
Area of Specialization: Sculpture	

Professional registration/licensure:	N/A
Years of employment at present institution:	1
Years of employment in higher education:	1
Years of related experience outside higher education:	3

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	Art 101 – Studio I – Introduction to Art	22
Spring 2012		
Fall 2012		
Spring 2013	Art 101 – Studio I – Introduction to Art	10

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Carol Brown	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: West Virginia University	Date Degree Received: 1974
Area of Specialization: Art Education	

Professional registration/licensure:	N/A
Years of employment at present institution:	21
Years of employment in higher education:	30
Years of related experience outside higher education:	35

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	Art 101 – Studio I – Introduction to Art	4
Spring 2012	Art 201 – Drawing I	2
Fall 2012	Art 101 – Studio I – Introduction to Art	15
Spring 2013	Art 103 -- Design	11

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Paula Clendenin	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.F.A.
Degree Conferred by: West Virginia University	Date Degree Received: 1975
Area of Specialization: Art Education	

Professional registration/licensure:	N/A
Years of employment at present institution:	22
Years of employment in higher education:	25
Years of related experience outside higher education:	38

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE * CONCURRENTLY TAUGHT CLASSES	ENROLLMENT
Fall 2011	*Art 203 Painting I, Art 306 Adv. Painting & Art 403 Adv. Studio Painting	7 + 2 + 2
	*Art 206 Printmaking I, 303 Adv. Printmaking, 405 Adv. Studio Printmaking	4 + 1 + 1
	Art 410 Arts Management Seminar	7
Spring 2012	Art 101 Studio I: Introduction to Art, 2 sections	41
	*Art 201 Drawing I, 305 Adv. Drawing, 402 Adv. Studio Drawing	20 + 1 + 2
	*Art 203 Painting I, Art 306 Adv. Painting & Art 403 Adv. Studio Painting	9 + 3 + 4
	Art 410 Arts Management Seminar	1
Fall 2012	Art 101 Studio I: Introduction to Art	20
	*Art 201 Drawing I, 305 Adv. Drawing	10 + 4
	*Art 206 Printmaking I, 303 Adv. Printmaking, 405 Adv. Studio Printmaking	11 + 3 + 1
	Art 410 Arts Management Seminar	3
Spring 2013	*Art 201 Drawing I, 305 Adv. Drawing	14 + 5
	*Art 203 Painting I, Art 306 Adv. Painting & Art 403 Adv. Studio Painting	6 + 2 + 1
	*Art 206 Printmaking I, 303 Adv. Printmaking, 405 Adv. Studio Printmaking	4 + 5 + 1
	Art 299 Special Topics: Artworlds & Management	9

*THESE CLASSES ARE TAUGHT AT THE SAME TIME

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
- Reflections: HOMAGE TO DUNARK CREEK. Regional invitation sponsored by the Sierra Club. Exhibition traveled to 12 universities and museums in four states: Chatham University, Art Institute of Pittsburgh, Waynesburg University, Frostburg University, Fairmont State University, Parkersburg Fine Arts Center, Carnegie Hall, University of Charleston, Arts Monoghala, 2011-2013
 - Works from the Permanent Collection Huntington Museum of Art, Huntington, WV, 2011
 - Group Invitational Annex Gallery, Charleston, WV, 2009 and 2011
 - Personal Symbols: Surviving 20 Years of Clendenin's Work The Art Store, Charleston WV, 2009 and 2011
 - New Works: Pelissippi State College, Knoxville, TN, 2009
 - 2009: One person Exhibition, Pellissippi State College, Knoxville Tenn.
 - Manufactured Reality: The Art of Collage; group exhibition, Francie Naumann Gallery, NYC
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- A Day with Judy Pfaff: Huntington Museum of Art., Huntington, WV Workshop
One 12 regional artists were selected to participate with Pfaff, an international installation artist and chairman of Bard University Art Department.
 - Work accepted into the collections of:
Julie Collins Smith Museum of Fine Arts, Auburn University, 2010
West Virginia University Art Collection, 2010
Huntington Museum of Art, 2013
- (E). Indicate any other activities that have contributed to effective teaching.
Along with the art faculty, arranged two student juried exhibitions to celebrate the grand opening of the WVSU downtown art gallery at the Capitol Center, October 2012 and February 2013
- (F). List professional books/papers published during the last five years.
Exhibitions listed under (C)
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Joy M. Doss	Rank: Instructor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University	Date Degree Received: 2003
Area of Specialization: Humanities – Cultural Studies	

Professional registration/licensure:	N/A
Years of employment at present institution:	7.5
Years of employment in higher education:	10
Years of related experience outside higher education:	8

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	Art 100: Art Appreciation	37
	Art 204: Western Art I	11
	Art 450: Contemporary Art	23
	Art 499: History of Photography	15
Spring 2012	Art 100: Art Appreciation	38
	Art 100: Art Appreciation	38
	Art 100: Art Appreciation	25
	Art 451: Women Artists	21
Fall 2012	Fall 2011--204 Western Art I	18
Spring 2013	Art 100: Art Appreciation	25
	Art 205: Western Art II	17

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
- Presented paper at Appalachian Studies Conference, Huntington, WV, April 2009
 - Published book: Dovetails: An Unlikely Binding of Souls, N.M. Ball Press, 2010
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.

N/A

(F). List professional books/papers published during the last five years.
N/A

(G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Harold K. Edwards	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University	Date Degree Received: 1982
Area of Specialization: Humanities	

Professional registration/licensure:	N/A
Years of employment at present institution:	1
Years of employment in higher education:	4
Years of related experience outside higher education:	23

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Joey Elswick	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: B.F.A.
Degree Conferred by: West Virginia University	Date Degree Received: 2001
Area of Specialization: Graphic Design	

Professional registration/licensure:	N/A
Years of employment at present institution:	1
Years of employment in higher education:	1
Years of related experience outside higher education:	0

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Molly S. Erlandson	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.F.A.
Degree Conferred by: Michigan State University	Date Degree Received: 1989
Area of Specialization: Ceramics	

Professional registration/licensure:	N/A
Years of employment at present institution:	24
Years of employment in higher education:	24
Years of related experience outside higher education:	3

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE * CONCURRENTLY TAUGHT CLASSES	ENROLLMENT
Fall 2011	Art 101 Studio I - Introduction to Art, 2 sections Art 103 Studio III-Design *Art 209 Photography I & Art 407 Adv. Studio Photography Art 404 Advanced Studio Ceramics	43 20 14 + 1 1
Spring 2012	Art 101 Studio I - Introduction to Art Art 103 Studio III-Design *Art 208 Ceramics I, Art 404 Advanced Studio Ceramics *Art 209 Photography I, Art 407 Adv. Studio Photography	25 17 10 + 12 10 + 3
Fall 2012	Art 101 Studio I - Introduction to Art, 2 sections Art 103 Studio III-Design Art 208 Ceramics I	31 12 8
Spring 2013	Art 100 Art Appreciation Art 101 Studio I - Introduction to Art Art 209 Photography I, Art 310 Adv. Photography & Art 407 Adv. Studio Photo Art 299 Tile Making Art 404 Advanced Studio Ceramics	28 22 5 + 1 + 1 10 1

*THESE CLASSES ARE TAUGHT AT THE SAME TIME

- (B). If degree is not in area of current assignment, explain:
N/A

- (C). Identify your professional development activities during the past five years.
- *A Sense of Place* Invitational Exhibition, Huntington Museum of Art, June - September 2013.
 - New Masters Workshop with Katherine Ross, Huntington Museum of Art, Huntington, WV November 2012.
 - *Kindred Spirits*, Invitational Exhibition at The Art Store gallery, Charleston, WV, April 2012.
 - *Faculty Exhibition*, Della Brown Taylor Gallery, WVSU, October 2009.
 - Dalle de Verre workshop, at Blenko Glass factory, February 2008.
 - Full Year Sabbatical, 2007-08. Apprenticeship at Moravian Tile Works, Doylestown, PA.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
N/A
- (E). Indicate any other activities that have contributed to effective teaching.
- On-Line Learning Course, September-December 2012, WVSU
 - New Masters Workshop with Katherine Ross, Huntington Museum of Art, Huntington, WV. April 2012
 - Faculty Advisor to our WVSU campus Art Club.
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Courtney Fint	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.S.
Degree Conferred by: Columbia University	Date Degree Received: 2003
Area of Specialization: Historic Preservation	

Professional registration/licensure:	N/A
Years of employment at present institution:	1
Years of employment in higher education:	2
Years of related experience outside higher education:	5

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Todd Griffith	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: N/A
Degree Conferred by: N/A	Date Degree Received: N/A
Area of Specialization: Photographer	

Professional registration/licensure:	N/A
Years of employment at present institution:	27
Years of employment in higher education:	27
Years of related experience outside higher education:	29

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE * CONCURRENTLY TAUGHT CLASSES	ENROLLMENT
Fall 2011	*Art 252 Digital Photography I, Art 352 Advanced Dig Photo, Art 452 Adv. Studio Skills Digital Photo	10 + 9 + 1
Spring 2012	*Art 252 Digital Photography I, Art 352 Advanced Dig Photo, Art 452 Adv. Studio Skills Digital Photo, Art 499 Spec Top: Environmental Photo	13 + 6 + 6 + 1
Fall 2012	Art 252 Digital Photography I	12
Spring 2013	Art 252 Digital Photography I	7

*THESE CLASSES ARE TAUGHT AT THE SAME TIME

- (B). If degree is not in area of current assignment, explain:
Professional Photographer
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A

- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Barbara E. Ladner	Rank: Instructor
Status: <input checked="" type="checkbox"/> Full-time for English Department & Dean <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Yale University	Date Degree Received: 1987
Area of Specialization: American Studies	

Professional registration/licensure:	N/A
Years of employment at present institution:	22
Years of employment in higher education:	26
Years of related experience outside higher education:	2

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012	Art 319 Appalachian Arts and Crafts	26
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
American studies encompasses American art and material culture, relevant to the class taught for the Department of Art.
- (C). Identify your professional development activities during the past five years.
Conference attendance:
- Higher Learning Commission Annual Meeting, North Central Association of Colleges and Schools, Chicago, 2012 and 2013.
 - LiveText Conference, Chicago, 2012
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
N/A

- (E). Indicate any other activities that have contributed to effective teaching.
Conference papers:
- *Captivity or Exile? Narratives of Return in Appalachian Literature*, SAMLA, Louisville, KY, November 7, 2008.
 - *Objective and Subjective Discourse in Appalachian Documentary*, Florida State University Literature and Film Conference, Tallahassee, FL, February 2, 2008
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Phoebe Levine	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time for Education Department <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: West Virginia University	Date Degree Received: 1995
Area of Specialization: Educational Leadership & Cultural Foundations/Curriculum & Teaching	

Professional registration/licensure:	PreK, K-Adult Art Education, NC & WV; Reading Specialist, WV
Years of employment at present institution:	15
Years of employment in higher education:	2
Years of related experience outside higher education:	15

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Caryl Crysty Linkenhoker	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: R.B.A.
Degree Conferred by: West Virginia State University	Date Degree Received: 1994
Area of Specialization: Information Tech/Logistics	

Professional registration/licensure:	N/A
Years of employment at present institution:	7
Years of employment in higher education:	7
Years of related experience outside higher education:	27

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	Art 100 Art Appreciation, 2 sections	43
Spring 2012	Art 100 Art Appreciation, 2 sections	95
Fall 2012	Art 100 Art Appreciation	39
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.

N/A

APPENDIX II-B: Faculty Data

Name: Joshua D. Martin	Rank: Instructor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.F.A.
Degree Conferred by: Full Sail University	Date Degree Received: 2013
Area of Specialization: Graphic Design	

Professional registration/licensure:	N/A
Years of employment at present institution:	2
Years of employment in higher education:	2
Years of related experience outside higher education:	19

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE * CONCURRENTLY TAUGHT CLASSES	ENROLLMENT
Fall 2011	Art 217 Computer Graphics * Art 230 Graphic Design I, Art 313 Adv. Graphic Design	9 10 + 4
Spring 2012	Art 217 Computer Graphics * Art 230 Graphic Design, Art 313 Adv. Graphic Design, Art 413 Adv. Studio Skills Graphic Design	15 5 + 2 + 2
Fall 2012	Art 101 Intro to Art Art 217 Computer Graphics * Art 230 Graphic Design & Art 313 Adv. Graphic Design * Art 352 Adv. Digital Photography & Art 452 Adv. Studio Skills Digital Photography	13 13 6 + 1 6 + 1
Spring 2013	Art 101 Intro to Art Art 103 Intro to Design Art 217 Computer Graphics * Art 230 Graphic Design, Art 313 Adv. Graphic Design & Art 413 Adv. Studio Skills Graphic Design * Art 352 Adv. Digital Photography & Art 452 Adv. Studio Skills: Digital Photography	20 13 13 5 + 4 + 1 6 + 5

*THESE CLASSES ARE TAUGHT AT THE SAME TIME

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
Freelance Graphic Design
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- Received the People’s Choice Award at FestivaALL Charleston’s Silent Film Competition, 2011
 - Course Director’s Award in Design Research, Full Sail University, 2013
- (E). Indicate any other activities that have contributed to effective teaching.
- Training Seminars in Adobe InDesign at the Charleston Area Alliance, Charleston, WV, 2011, 2012
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Anne McConnell	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time for English <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Colorado at Boulder	Date Degree Received: 2006
Area of Specialization: Comparative Literature	

Professional registration/licensure:	N/A
Years of employment at present institution:	6
Years of employment in higher education:	7
Years of related experience outside higher education:	N/A

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
Degree in Comparative Literature includes research art history and film.
- (C). Identify your professional development activities during the past five years.
- *Approaching Disappearance*, Faculty Lecture, West Virginia State University, November 2012.
 - *Navigating Narratives in Junot Diaz's The Brief Wondrous Life of Oscar Wao* Faculty Lecture, West Virginia State University, November 2011.
 - *Blanchot Reads Hegel: The End of Art and Literature*, The American Comparative Literature Association Conference, Brown University, April 2011.
 - *Accidental Art: Werner Herzog's Fitzcarraldo and Grizzly Man*, Faculty Lecture, West Virginia State University, September 2009.
 - *Narrative and the Subversion of Discourses of Identity in Maryse Condé's I, Tituba, Black Witch of Salem*, The American Comparative Literature Association Conference, Harvard University, March 2009.
 - *Fictional Histories in the Work of Maryse Condé*, Faculty Lecture, West Virginia State University, February 2009.
 - *Community, Literature, and Ethics in the Work of Maurice Blanchot*, The American Comparative Literature Association Conference, California State University at Long Beach, April 2008
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five

years.
N/A

(E). Indicate any other activities that have contributed to effective teaching.
N/A

(F). List professional books/papers published during the last five years.
N/A

(G). List externally funded research (grants and contracts) during the last five years.

- Educational Grant from the Benedum Foundation to participate as an instructor in a workshop series for teachers of English and Geography \$10,000 (2013)
- American Library Association and Humanities Council; Humanities Scholar for the national book program called Love and Forgiveness \$1,000 (2009)

APPENDIX II-B: Faculty Data

Name: Rose M. Namay	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: West Virginia State University	Date Degree Received: 2010
Area of Specialization: Media Studies	

Professional registration/licensure:	N/A
Years of employment at present institution:	1
Years of employment in higher education:	3
Years of related experience outside higher education:	20

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012	Art 100 Art Appreciation, 2 sections	83
Spring 2013	Art 100 Art Appreciation	35

- (B). If degree is not in area of current assignment, explain:
Degree involved design, filmmaking, graphic art, photography, writing, teaching presentations.
- (C). Identify your professional development activities during the past five years.
Working in graphic art/design, photography, writing, marketing.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Reidun Øvrebø	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Ohio University	Date Degree Received: 1993
Area of Specialization: Comparative Arts	

Professional registration/licensure:	N/A
Years of employment at present institution:	21
Years of employment in higher education:	23
Years of related experience outside higher education:	0

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	Art 101 Introduction to Studio Art	20
	Art 101 Introduction to Studio Art, 2 sections	25
	Art 475 Senior Exhibit	2
Spring 2012	Art 200 Art Appreciation	47
	Art 101 Introduction to Studio Art , 2 sections	44
	Art 475 Senior Exhibit	7
	Art 499 Sp. Top: Contemporary Iranian Art	1
	Art 499 Sp. Top: Documenting the Environment	1
Fall 2012	Art 101 Introduction to Studio Art	15
	Art 205 Western Art II	14
	Art 499 Sp. Top: The Power of Art	22
Spring 2013	Art 101 Introduction to Studio Art	22
	Art 450 Contemporary Artists	7
	Art 475 Senior Exhibit	4
	Art 499 Sp. Top: Political Art	22

- (B). If degree is not in area of current assignment, explain:
N/A

- (C). Identify your professional development activities during the past five years.
- *A Sense of Place* Invitational Exhibition, Huntington Museum of Art, June - September 2013.
 - *Art on a Limb* Group Show, Huntington Museum of Art, Huntington, WV, December 2010-January 2011; December 2011-January 2012

- Panel Presentation for Charleston Stage Company and Kanawha County Library, February 11, 2012
- *Best in Show* Group Show, Good News Garage, Charleston, WV October, 2010
- *FestivALL 2009*: Drawing for Washington Street Banner; auctioned by East End Main Street during FestivALL
- *WVSU Art Faculty Exhibition*, Della Brown Taylor Gallery, WVSU, Institute, WV, September 17- October 13, 2009
- *ArtMares Exhibition*, East End Main Street, 1598 Washington Street, Charleston, WV, October 28- November 30, 2009
- *Faculty Exhibition*, Della Brown Taylor Gallery, WVSU, October 2009.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- Hired by the Supreme Court for the 2012 Mid-Atlantic Regional Conference of Chief Justices and Conference of State Court Administrators to assist in showcasing cutting edge cost-effective way to provide long-distance foreign language interpreters, April 4- 5, 2012
- Two-page interview by *Aftenposten*, (Norway's largest subscription newspaper) about West Virginia (Grafton in particular, due to Mother's Day being observed in Norway on February 8.) and WVSU. *Aftenposten, February 7, 2009. Reise-edition, pp 2-3.*
- In response to Aftenposten interview Tina Brock, radio journalist in NRK (*Norwegian Broadcasting Corporation*), conducted a 20 minutes interview about teaching at WVSU, WV economy and political climate, and reactions to the recent election. The interview was part of a series about Norwegians emigrants. The program appeared March 30, 2009.

(E). Indicate any other activities that have contributed to effective teaching.

- Created digital version of Art 101 so it could be offered as a 100 percent online class
- Have created and taught several other online art history classes
- Posting of all needed material for current classes on personal educational web site, *KnowledgeTree*
- Presented full day Technology Workshop for art faculty, February, 2010
- Presented several full day Assessment Workshop for art faculty, 2011-2013

(F). List professional books/papers published during the last five years.
N/A

(G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Regina D. Perry	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University	Date Degree Received: 2006
Area of Specialization: Sculpture	

Professional registration/licensure:	N/A
Years of employment at present institution:	6
Years of employment in higher education:	7
Years of related experience outside higher education:	9

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE * CONCURRENTLY TAUGHT CLASSES	ENROLLMENT
Fall 2011	* Art 308 Visual Arts and the Elementary Curriculum, Art 414 Visual Arts and the Secondary Education Curriculum, Art 416 Visual Arts and the Elementary Curriculum	1 + 1 + 10
	* Art 207 Sculpture I, Art 299 Sp. Top: Sculptural Photography	9 + 1
Spring 2012	* Art 207 Sculpture I, Art 301 Adv. Sculpture, Art 406 Adv. Studio Skills Sculpture	8 + 3 + 2
	* Art 414 Visual Arts and the Secondary Education Curriculum, ART 416-01 Visual Arts and the Elementary Curriculum	1 + 14
Fall 2012	* Art 207 Sculpture I, Art 299 Sp. Top: Installation Art, Art 301 Adv. Sculpture, Art 406 Adv. Studio Skills Sculpture	6 + 1 + 4 + 2
	* Art 308 Art Education, Art 414 Visual Arts and the Secondary Education Curriculum, Art 416 Visual Arts and the Elementary Curriculum	1 + 1 + 5
Spring 2013	* Art 308 Visual Arts and the Elementary Curriculum, Art 416 Visual Arts and the Elementary Curriculum	1 + 20

*THESE CLASSES ARE TAUGHT AT THE SAME TIME

- (B). If degree is not in area of current assignment, explain:
N/A

- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
N/A
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Eleanor K. Rashid	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University	Date Degree Received: 2003
Area of Specialization: Printmaking	

Professional registration/licensure:	N/A
Years of employment at present institution:	3
Years of employment in higher education:	5
Years of related experience outside higher education:	3

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Megan Schultz	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: University of New Mexico	Date Degree Received: 2011
Area of Specialization: Contemporary Art History	

Professional registration/licensure:	N/A
Years of employment at present institution:	0.5
Years of employment in higher education:	2.5
Years of related experience outside higher education:	3

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013	Art 101 Studio I Introduction to Art Art 204 Western Art I	19 16

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Barbara Schwartz-Arevalo	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Wright State University	Date Degree Received: 1988
Area of Specialization: Art Therapy	

Professional registration/licensure:	Registered Art Therapist
Years of employment at present institution:	1
Years of employment in higher education:	1
Years of related experience outside higher education:	8

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012	Art 299 Sp. Top: Art Therapy I	7
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Maggie Starcher	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: B.F.A.
Degree Conferred by: Rhode Island School of Design	Date Degree Received: 2007
Area of Specialization: Painting	

Professional registration/licensure:	N/A
Years of employment at present institution:	1
Years of employment in higher education:	1
Years of related experience outside higher education:	0

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Mary Starcher	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University	Date Degree Received: 1994
Area of Specialization: Secondary Education	

Professional registration/licensure:	N/A
Years of employment at present institution:	0.5
Years of employment in higher education:	0.5
Years of related experience outside higher education:	5

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Brent Thomas	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.F.A.
Degree Conferred by: University of Arizona	Date Degree Received: 2006
Area of Specialization: Studio Art	

Professional registration/licensure:	N/A
Years of employment at present institution:	6
Years of employment in higher education:	6
Years of related experience outside higher education:	2.5

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012		
Spring 2013		

- (B). If degree is not in area of current assignment, explain:
N/A
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-B: Faculty Data

Name: Amy J. Williams	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University	Date Degree Received: 1998
Area of Specialization: Counseling	

Professional registration/licensure:	WV lpc 1550
Years of employment at present institution:	1
Years of employment in higher education:	3
Years of related experience outside higher education:	10

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011		
Spring 2012		
Fall 2012	Art 100 Art Appreciation	36
Spring 2013	Art 100 Art Appreciation	28

- (B). If degree is not in area of current assignment, explain:
Has worked and exhibited as an artist for 13 years.
- (C). Identify your professional development activities during the past five years.
N/A
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
N/A
- (F). List professional books/papers published during the last five years.
N/A
- (G). List externally funded research (grants and contracts) during the last five years.
N/A

APPENDIX II-E
Assessment

Assessment			A = Application/Analysis						S = Synthesis/Evaluation						
PROGRAM LEVEL OUTCOMES	1) Students will be able to write articulately about art.			2) Students will be able to speak articulately about art.			3) Students will be able to apply theory to the critical analysis of art.			4) Students will be able to apply art theory to the production of their own art.			5) Students will be able to demonstrate technical proficiency.		
	K	A	S	K	A	S	K	A	S	K	A	S	K	A	S
Courses	K	A	S	K	A	S	K	A	S	K	A	S	K	A	S
Art 103 Studio III Intro to Design	K			K			K			K			K		
Art 201 Drawing I	K			K			K			K			K		
ART 202 Non-Western Art	K			K			K								
Art 203 Painting I	K			K			K			K			K		
Art 204 Western Art I	K			K			K								
Art 205 Western Art II	K			K			K								
Art 206 Printmaking I	K			K			K			K			K		
Art 207 Sculpture I	K			K			K			K			K		
Art 208 Ceramics I	K			K			K			K			K		
Art 209 Photography I	K			K			K			K			K		
Art 214 Figure Drawing	K			K			K			K				A	
Art 217 Comp Graph I				K			K			K				A	
Art 230 Graph Design I	K			K			K			K			K		
Art 252 Digital Photo I	K			K			K			K			K		
Art 299 (art history)	K			K			K								

APPENDIX II-E
Assessment

Assessment			A = Application/Analysis						S = Synthesis/Evaluation						
PROGRAM LEVEL OUTCOMES	1) Students will be able to write articulately about art.			2) Students will be able to speak articulately about art.			3) Students will be able to apply theory to the critical analysis of art.			4) Students will be able to apply art theory to the production of their own art.			5) Students will be able to demonstrate technical proficiency.		
	K	A	S	K	A	S	K	A	S	K	A	S	K	A	S
Courses	K	A	S	K	A	S	K	A	S	K	A	S	K	A	S
Art 299 (studio)	K			K			K			K			K		
Art 301 Adv. Sculpture	K				A		K				A			A	
Art 303 Adv. Printmaking	K				A		K				A			A	
Art 305 Adv. Drawing	K				A		K				A			A	
Art 306 Adv. Painting	K				A		K				A			A	
ART 307 Figure Painting	K				A		K				A			A	
Art 308 Art Education		A			A		K								
Art 310 Adv. Photo	K				A		K				A			A	
Art 312 Adv. Ceramics	K				A		K				A			A	
Art 313 Adv. Graph Des	K				A		K				A			A	
ART 314 Renaissance, Baroque and Early 19th Century Art		A			A			A							
ART 315 Modern Art		A			A			A							
ART 316 American Art		A			A			A							
ART 317 African and Afro-American Art		A			A			A							

APPENDIX II-E
Assessment

Assessment			A = Application/Analysis						S = Synthesis/Evaluation						
PROGRAM LEVEL OUTCOMES	1) Students will be able to write articulately about art.			2) Students will be able to speak articulately about art.			3) Students will be able to apply theory to the critical analysis of art.			4) Students will be able to apply art theory to the production of their own art.			5) Students will be able to demonstrate technical proficiency.		
	K	A	S	K	A	S	K	A	S	K	A	S	K	A	S
Courses	K	A	S	K	A	S	K	A	S	K	A	S	K	A	S
ART 318 American Indian Art		A			A			A							
Art 319 Appalachian Arts & Crafts		A			A			A							
ART 320 African Art		A			A			A							
ART 350 African-American Art		A			A			A							
Art 352 Adv. Digital Photo	K				A		K				A			A	
Art 399 (art history)		A			A			A							
Art 399 (studio)	K				A		K				A			A	
Art 402 Adv. St. Drawing		A			A				S			S			S
Art 403 Adv. St. Painting		A			A				S			S			S
Art 404 Adv. St. Ceramics		A			A				S			S			S
Art 405 Adv. St: Printmaking		A			A				S			S			S
Art 406 Adv. St. Sculpture		A			A				S			S			S
Art 407 Adv. St: Photography		A			A				S			S			S
Art 410 Arts Man Seminar			S			S			S						
Art 411 Arts History Seminar			S			S			S						

APPENDIX II-E
Assessment

Assessment			A = Application/Analysis						S = Synthesis/Evaluation						
PROGRAM LEVEL OUTCOMES	1) Students will be able to write articulately about art.			2) Students will be able to speak articulately about art.			3) Students will be able to apply theory to the critical analysis of art.			4) Students will be able to apply art theory to the production of their own art.			5) Students will be able to demonstrate technical proficiency.		
Courses	K	A	S	K	A	S	K	A	S	K	A	S	K	A	S
Art 413 Adv. St: Graph Design		A			A				S			S			S
Art 414 Teaching Art		A			A		K								
Art 416 Visual Art & Elem. Curriculum	K			K			K			K			K		
ART 445 Travel			S			S			S						
Art 450 Contemporary Art			S			S			S						
Art 451 Women Artists			S			S			S						
Art 452 Adv. St: Digital Photo		A			A				S			S			S
Art 475 Senior Exhibit			S			S			S			S			S
Art 499 (art history)			S			S			S						
Art 499 (studio)			S			S						S			S

**APPENDIX III-A
Program Enrollment**

YEAR	MAJORS	ENROLLMENT	SUMMER	FALL	SPRING	TOTAL
2008-2009	71	Lower division	18	330	340	688
		Upper division	10	68	49	127
		Total Enrollment	28	398	389	815
		Graduates	0	2	0	2
2009-2010	57	Lower division	55	307	360	722
		Upper division	16	58	67	141
		Total	71	365	427	863
		Graduates	1	5	3	9
2010-2011	53	Lower division	55	367	375	797
		Upper division	16	75	69	160
		Total Enrollment	71	442	444	957
		Graduates	0	0	0	0
2011-2012	49	Lower division	43	341	394	778
		Upper division	15	81	112	208
		Total Enrollment	58	442	506	986
		Graduates	0	1	5	6
2012-2013	56	Lower division	29	363	340	732
		Upper division	8	61	89	158
		Total Enrollment	37	424	429	890
		Graduates	0	1	3	4

**APPENDIX III-B
Course Enrollment**

* = concurrently taught classes # = may fulfill GE requirement

Course numbers	2008-09 enrollment			2009-10 enrollment			2010-11 enrollment			2011-12 enrollment			2012-13 enrollment			Total enrollment
	Sum	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	
Art 103 Studio III Intro to Design	0	8	0	0	13	0	0	17	0	0	20	17	0	12	23	110
* Art 201 Drawing I	0	19	18	0	0	25	0	0	30	0	0	22	0	10	14	138
Art 203 * Painting I	0	9	0	0	8	0	0	5	4	0	7	9	0	0	6	48
Art 204 Western Art I	0	24	0	0	16	0	0	18	17	0	11	0	0	18	16	120
Art 205 Western Art II	0	0	20	0	0	17	0	0	0	0	0	0	0	14	17	68
* Art 206 Printmaking I	0	6	6	0	4	6	0	9	6	0	4	0	0	11	4	56
* Art 207 Sculpture I	0	8	7	0	7	8	0	0	0	0	9	8	0	6	0	53
* Art 208 Ceramics I	0	0	12	0	10	12	0	5	0	0	0	10	0	8	0	57
* Art 209 Photography I	6	13	19	8	0	13	9	9	0	0	14	10	0	0	5	106
Art 217 # Comp Graph I	0	10	23	0	22	22	0	9	13	0	9	15	0	13	13	149
* Art 230 Graph Design I	0	5	1	0	0	0	0	0	8	0	10	5	0	6	5	40
* Art 252 Digital Photo I	0	10	10	0	13	13	9	14	13	0	10	13	0	12	7	124
Art 299 Sp Top: Special Arrange	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	3
Art 299 Sp Top: Art Therapy	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	7
Art 299 Sp Top: Art World & Man	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	9

**APPENDIX III-B
Course Enrollment**

* = concurrently taught classes # = may fulfill GE requirement

Course numbers	2008-09 enrollment			2009-10 enrollment			2010-11 enrollment			2011-12 enrollment			2012-13 enrollment			Total enrollment
	Sum	Fall	Sprin	Sum	Fall	Sprin	Sum	Fall	Sprin	Sum	Fall	Sprin	Sum	Fall	Sprin	
Art 299 Sp Top: Tilemaking	0	0	0	0	0	0	0	0	14	0	0	0	0	0	10	24
* Art 301 Adv. Sculpture	0	4	2	0	3	2	0	0	0	0	0	3	0	4	0	18
* Art 303 Adv. Printmaking	0	3	6	0	1	1	0	2	4	0	1	0	0	3	5	26
* Art 305 Adv. Drawing	0	4	0	0	0	2	0	0	2	0	0	1	0	4	5	18
* Art 306 Adv. Painting	0	0	6	0	1	0	0	2	5	0	2	3	0	0	2	21
* Art 308 Art Education	0	3	0	0	3	0	0	2	0	0	1	0	0	1	1	11
* Art 310 Adv. Photo	0	3	0	0	4	0	0	0	5	0	0	0	0	0	3	15
* Art 312 Adv. Ceramics	0	0	0	16	5	0	0	5	0	0	0	0	0	0	0	18
* Art 313 Adv. Graph Des	0	2	2	0	0	0	0	0	0	0	4	2	0	1	4	15
Art 319 Appalach Arts & Crafts	0	0	0	0	0	18	0	0	0	0	0	26	0	0	0	44
* Art 352 Adv. Dig Photo	0	0	0	0	0	10	0	5	9	0	9	6	0	3	6	48
Art 399: Sp Top: Special Arrange	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2
* Art 402 Adv. St. Drawing	0	2	0	0	2	3	0	0	0	0	0	2	0	0	0	9
* Art 403 Adv. St: Painting	0	3	3	0	7	0	0	3	4	0	2	4	0	0	1	27
* Art 404 Adv. St: Ceramics	0	0	0	0	0	2	0	0	0	0	1	2	0	0	1	6
* Art 405 Adv. St Printmaking	0	1	0	0	1	1	0	1	2	0	1	0	0	1	1	9

**APPENDIX III-B
Course Enrollment**

* = concurrently taught classes # = may fulfill GE requirement

Course numbers	2008-09 enrollment			2009-10 enrollment			2010-11 enrollment			2011-12 enrollment			2012-13 enrollment			Total enrollment
	Sum	Fall	Sprin	Sum	Fall	Sprin	Sum	Fall	Sprin	Sum	Fall	Sprin	Sum	Fall	Sprin	
* Art 406 Adv. St Sculpture	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	4
* Art 407 Adv. St Photo	0	4	2	0	2	2	0	0	1	0	1	3	0	0	1	16
Art 410 Arts Man Seminar	0	7	0	0	9	0	0	3	0	0	7	1	0	10	0	37
Art 411 Arts Hist Seminar	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	6
* Art 413 Adv. St Graph Design	0	3	1	0	0	0	0	0	0	0	0	2	0	0	1	7
* Art 414 Teaching Art	0	0	7	0	0	0	0	0	0	0	1	1	0	1	0	10
* Art 416 Vis Art & Elem. Curriculum	0	20	12	0	9	21	0	17	9	0	10	14	0	5	20	137
Art 450 Contemporary Art	0	0	0	0	0	0	0	0	0	15	23	0	8	0	7	53
Art 451 Women Artists	10	0	0	16	0	0	16	23	17	0	0	24	0	0	0	106
* Art 452 Adv. St Digital Photo	0	0	0	0	0	0	0	3	2	0	1	6	0	1	5	18
Art 475 Senior Exhibit	0	2	1	0	6	2	0	0	0	0	2	7	0	0	4	24
Art 499 Sp Top: The Power of Art	0	0	0	0	0	0	0	0	0	0	15	0	0	22	0	37
Art 499 Sp Top: History of Ugliness	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Art 499 Sp Top: Contemp Afr Art	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Art 499 Sp Top: Am Architecture	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	5
Art 499 Sp Top: PostMod Arts	0	0	0	0	0	0	0	0	8	0	0	0	0	0	0	8

**APPENDIX III-B
Course Enrollment**

* = concurrently taught classes # = may fulfill GE requirement

Course numbers	2008-09 enrollment			2009-10 enrollment			2010-11 enrollment			2011-12 enrollment			2012-13 enrollment			Total enrollment
	Sum	Fall	Sprin	Sum	Fall	Sprin	Sum	Fall	Sprin	Sum	Fall	Sprin	Sum	Fall	Sprin	
Art 499 Sp Top: Political Art	0	0	0	0	0	0	0	0	0	0	0	0	0	0	22	22
Art 499 Sp Top: Spec Arrange	0	0	1	0	0	1	0	1	1	0	0	3	0	0	0	7

APPENDIX III-E
Service Courses

	<i>Required art history classes</i>	<i>Required studio classes</i>	BS in Art Edu	Edu	Associate Degree	General Edu	Communication		Interdisciplinary Minors:	
	<i>Art History elective</i>	<i>Studio elective</i>					1 Visual Media	2 Public Relations	1 Internet Studies	2 Women's Studies & 3 Appalachian Studies
Courses										
Art 100 # Art Appreciation										
Art 101 # Studio I – Introduction to Art										
Art 103 Studio III - Introduction to Design										
Art 201 Drawing I										
ART 202 Non-Western Art										
Art 203 Painting I										
Art 204 Western Art I										
Art 205 Western Art II										
Art 206 Printmaking I										
Art 207 Sculpture I										
Art 208 Ceramics I										
Art 209 Photography I										

APPENDIX III-E
Service Courses

	<i>Required art history classes</i>	<i>Required studio classes</i>	BS in Art Edu	Edu	Associate Degree	General Edu	Communication		Interdisciplinary Minors:	
	<i>Art History elective</i>	<i>Studio elective</i>					1 Visual Media	2 Public Relations	1 Internet Studies	2 Women's Studies & 3 Appalachian Studies
Courses										
Art 214 Figure Drawing										
Art 217 # Computer Graphics I										
Art 230 Graphic Design I										
Art 252 Digital Photo I										
Art 299 (art history)										
Art 299 (studio)										
Art 301 Adv. Sculpture										
Art 303 * Adv. Printmaking										
Art 305 Adv. Drawing										
Art 306 Adv. Painting										
ART 307 Figure Painting										
Art 308 Art Education										
Art 310 Adv. Photo										

APPENDIX III-E
Service Courses

	<i>Requirea art history classes</i>	<i>Required studio classes</i>	BS in Art Edu	Edu	Associate Degree	General Edu	Communication		Interdisciplinary Minors:	
	<i>Art History elective</i>	<i>Studio elective</i>					1 Visual Media	2 Public Relations	1 Internet Studies	2 Women's Studies & 3 Appalachian Studies
Courses										
Art 312 Adv. Ceramics										
Art 313 Adv. Graph Des										
Art 314 Renaissance, Baroque and Early 19th C. Art										
Art 315 Modern Art										
Art 316 American Art										
Art 317 African and Afro- American Art										
Art 318 American Indian Art										
Art 319 Appalachian Arts & Crafts										
Art 320 African Art										
Art 350 African-American Art										
Art 352 Adv. Dig Photo										
Art 399 (art history)										
Art 399 (studio)										

APPENDIX III-E
Service Courses

	<i>Requirea art history classes</i>	<i>Required studio classes</i>	BS in Art Edu	Edu	Associate Degree	General Edu	Communication		Interdisciplinary Minors:	
	<i>Art History elective</i>	<i>Studio elective</i>					1 Visual Media	2 Public Relations	1 Internet Studies	2 Women's Studies & 3 Appalachian Studies
Courses										
Art 402 Adv. St. Drawing										
Art 403 Adv. St: Painting										
Art 404 Adv. St: Ceramics										
Art 405 Adv. St: Printmaking										
Art 406 Adv. St: Sculpture										
Art 407 Adv. St: Photography										
Art 410 Arts Man Seminar										
Art 411 Arts Hist Seminar										
Art 413 Adv. St: Graph Design										
Art 414 Teaching Art										
Art 416 Visual Art & Elem. Curriculum										
ART 445 Travel										
Art 450 Contemporary Art										

APPENDIX III-E
Service Courses

	<i>Requirea art history classes</i>	<i>Required studio classes</i>	BS in Art Edu	Edu	Associate Degree	General Edu	Communication		Interdisciplinary Minors:	
	<i>Art History elective</i>	<i>Studio elective</i>					1 Visual Media	2 Public Relations	1 Internet Studies	2 Women's Studies & 3 Appalachian Studies
Courses										
Art 451 Women Artists										
Art 452 Adv. St: Digital Photo										
Art 475 Senior Exhibit										
Art 499 Art History										
Art 499 Studio										

APPENDIX III-F: Off-Campus Courses

YEAR / SEMESTER	COURSE NUMBER AND TITLE * CONCURRENTLY TAUGHT CLASSES	LOCATION
Spring 2011	* Art 203, 306 & 403 - Painting	Capitol Center
Fall 2011	* Art 203, 306 & 403 - Painting	Capitol Center
Spring 2012	* Art 203, 306 & 403 - Painting	Capitol Center
Fall 2012	Art 410 Arts Management Seminar	Capitol Center
Spring 2013	* Art 203, 306 & 403 - Painting Art 299 Sp Top: Art Worlds & Managements	Capitol Center

* CLASSES TAUGHT AT THE SAME TIME

Exhibits

EXHIBIT I-B
Old Art Department Program Level Outcomes

Art Department Outcomes	Data to be Collected
1. Students will demonstrate an understanding of visual language by coherently implementing visual grammar (the formal elements and principles of design) and essential vocabulary and terminology.	ART 103 Design Projects. All submitted to LiveText WHEN: Freshman Semester 1 or 2
2. Students will demonstrate a general understanding of themes and purposes of art, the essentials of aesthetic perception, and a good ability to critically discuss and analyze art.	All beginning studio classes Projects and Critiques CDs from classes submitted
3. Students will demonstrate a basic knowledge and understanding of art history by being able to identify major artistic periods, movements and artists within their historical and cultural contexts.	Art 204 & 205 Written exams and papers
4. Students will demonstrate a basic understanding of contemporary, international art movements.	Art 315, 450, 451 Critical and Analytical Papers
5. Students will be able to implement various methodologies for formal, stylistic, conceptual, or topical analysis of art.	Art 411 Critical and Analytical Papers
6. Students will demonstrate a basic understanding of the various materials, techniques and processes inherent to the mediums of ceramics, drawing, graphic design, painting, photography, printmaking, and sculpture.	All advanced studio classes Projects & critiques
7. Students will demonstrate an advanced understanding and proficiency within one of the following disciplines: art history, ceramics, drawing, graphic design, painting, photography, printmaking, and sculpture.	All advanced studio skills classes Final Projects and critiques
8. Students will demonstrate an understanding of the various functions (politics, religion, expression, imitation, beauty, etc.) and purposes (edification, pleasure, commemoration, propaganda, description, etc.) historically ascribed to art.	Art 316, 317, 318, 319, 320 Exams and Research/Critical papers
9. Students will demonstrate preparedness within their specialization for graduate studies or professional life.	Art 475 Senior Exhibition/Thesis Senior Show/Thesis

**EXHIBIT II C-4
Graduates**

Graduate	Art-Related Employment	Graduate School	Employed	Not employed
1	Graphic Designer			
2	Teaching Art	Finished M.F.A.		
3			Sales	
4			Musician/Singer Freelance Illustrator	
5			Waiter	
6			Hair Dresser	
7			Sales	
8		Current Graduate Student (MBA)	Manager	
9			Freelance Film Photographer	
10			Musician/Singer Freelance Illustrator	
11			Freelance Photographer	Stay at Home Mom
12	Graphic Designer			
13		Current Graduate Student (M.A. in Media Studies)	Freelance Photographer	
14		Current Graduate Student (M.A. in Media Studies)	Clerical	
15				Applying for Graduate school

**EXHIBIT II C-4
Graduates**

Graduate	Art-Related Employment	Graduate School	Employed	Not employed
16	Graphic Designer			
17			English Language Teacher in Beijing	

EXHIBIT II-E3a

GRADUATE SATISFACTION SURVEY

Thank you for taking the time to fill in this questionnaire. All information will be kept confidential and will be used for program evaluation purposes only. The survey is intended to assist us in improving our program to best prepare students for graduate school or the work environment. If you wish to contact us directly, please call me (304-766-3339) or email me (ovrebores@wvstateu.edu) if you have any questions or further comments.

Graduate's Name _____

Graduation semester and year _____

With my B.A. in Art degree from West Virginia State University, I:

____ Entered graduate studies in (program) _____

at (name of institution) _____

____ Got a new job

____ Got a raise in my current job

____ Got a promotion

____ Everything stayed the same

Please rate each of the following as experienced at the Department of Art at WVSU:

	Excellent	Good	Average	Fair	Poor
Preparation of facilities					
Up-to-date technology and equipment					
Class materials appropriate for the course objectives					
Instructors were knowledgeable of the subject matter					
Instructors helped me understand the material					
My overall rating of the quality of my program of study					

	Excellent	Good	Average	Fair	Poor
My level of satisfaction with my education					

Please indicate your degree of agreement to the below statements:

My program of study at WVSU:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Gave me the proper preparation for graduate school					
Gave me the skills to do my job well					
Enhanced my job performance					
Prepared me for future duties and responsibilities. Helped me to achieve my educational objectives					
Provided adequate practice in fundamental skills					
I would recommend the B.A. in Art program at WVSU to others					

What was the most beneficial part of your program study?

The University could improve its level of student satisfaction if it did the following:

EXHIBIT II-E3b

EMPLOYMENT SATISFACTION SURVEY

Thank you for taking the time to fill in this questionnaire. All information will be kept confidential and will be used for program evaluation purposes only. The survey is intended to assist us in improving our program to best prepare students for graduate school or the work environment. If you wish to contact us directly, please call me (304-766-3339) or email me (ovrebores@wvstateu.edu) if you have any questions or further comments.

Company Name _____

Name of person completing form _____

Address _____

City _____ State _____ Zip _____

Graduate/Employee name _____

Date of hire _____

IS THE GRADUATE STILL EMPLOYED BY YOUR COMPANY? YES _____ NO _____

Please rate each of the following skills as they apply to your employee:	Excellent	Good	Average	Fair	N/A
Teamwork skills					
Ethical judgment					
Intercultural skills					
Social responsibility					
Quantitative reasoning					
Oral communication					
Adaptability					

Please rate each of the following skills as they apply to your employee:	Excellent	Good	Average	Fair	N/A
Critical thinking					
Writing					
Self-direction					
Global knowledge					

Please indicate the importance of an education which develops the following skills for your line of work:	Very Important	Important	Neutral	Less Important	N/A
Adaptability					
Critical thinking					
Writing					
Self-direction					
Global knowledge					
Teamwork skills					
Ethical judgment					
Intercultural skills					
Social responsibility					
Quantitative reasoning					
Oral communication					

Please provide any comments the preparation offered WVSU -- its strengths or weaknesses as you perceive them

EXHIBIT II-F: 2012-2013 Advisory Committee

<p>Dan Carlyle</p>	<p>Gallery Director at Annex Gallery 226 Capitol Street Charleston, WV 25301 Phone: (304)342-1461 Private: 500 Grant Street , Charleston 25302</p>
<p>Arif Kahn</p>	<p>Mary Price Ratrie Curator of Art Clay Center's address: One Clay Square, Charleston, WV 25301 Private: 1593 Lee Street East Charleston, WV 25311 akhan@theclaycenter.org</p>
<p>Mack Miles</p>	<p>Graphic Designer 114 Bradford Street Charleston, WV 25301 all3miles@gmail.com Phone (304)346-4537</p>

Dr. Gina Puzzuoli	Gallery Owner and Art Collector 217 Hale St. Charleston, WV 25301 ginapuzzuoli@yahoo.com
Jeff Pierson	Illustrator and previous Director of WV Division of Culture and History West Virginia Commission on the Arts Phone: (304)558-0240
Keeley Steele	Artist and active in The East End Renewal 1600 Washington Street East Charleston, WV 25311

EXHIBIT III-A: Art Enrolled Program Majors

Fall	2008	2009	2010	2011	2012	2013
Art						
First-Time Freshman	14	12	13	7	6	16
Transfers	2	1	0	6	3	4
Continuing and Returning	53	58	44	40	40	36
Total	69	71	57	53	49	56

Spring	2009	2010	2011	2012	2013
Art					
First-Time Freshman	3	2	2	0	0
Transfers	1	0	2	0	3
Continuing and Returning	70	57	47	39	47
Total	74	59	51	39	50

Summer	2008	2009	2010	2011	2012	2013
Art	4	7	4	3	4	3



ACADEMIC PROGRAM REVIEW

Institutional Response Form

2013-14

Program: Bachelor of Science in Recreation **Date:** February 10, 2014
Type of Review: X Comprehensive Self-Study Follow-Up / Progress Report

Recommendation to the Board of Governors:

1.	Continuation of the program at the current level of activity with specific action as described in the Rationale section of this Form;
X	2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
3.	Identification of the program for further development (e.g., providing additional institutional commitment);
4.	Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5.	Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
6.	Other. Specify.

Rationale for Recommendation:

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 (i.e., 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, the recommendation was that the program regain external accreditation for the Therapeutic Recreation option but realizing the implausibility of regaining the accreditation, the option was inactivated.

Given the challenges the program has faced with low student enrollment, the inactivity of the Therapeutic Recreation program option coupled with the loss of internship opportunities and the upcoming retirement of the faculty member with expertise for the option, 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;
2. Development of separate course prefixes for this program to increase visibility in an effort to boost viability and student enrollment; and
3. Submission of a follow-up report in March 2015 to address items such as faculty data, program enrollment, course enrollment, graduate numbers and assessment information.

Signature of the Chief Academic Officer

Date

Signature of the President

Date

West Virginia State University

Comprehensive Program Review

for

Bachelor of Science
in
Recreation

Submitted to

The Program Review Committee

2008-2013

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

The Bachelor of Science in Recreation is a multi-disciplinary program of study providing academic credentialing and experiential learning to students interested in the pursuit and advancement of careers in parks, recreation and tourism. The Program is also appropriate for those students interested in continuing parks, recreation and tourism studies in graduate school. The curriculum contains a general studies requirement, recreation and leisure studies core, cognates and a choice of General Recreation or a specialization in either Therapeutic Recreation or Tourism. Students electing to study General Recreation are required to choose a minor in any selected field of study.

The mission of the Recreation Program at West Virginia State University (WVSU) is to prepare our students for professional opportunities in the advancement of parks, recreation and tourism initiatives that enhance the quality of life for all people.

The Bachelor of Science in Recreation prepares students to be highly skilled managers, planners, and educators able to meet the varied demands for recreation and leisure service professions. Successful completion of the Program requires satisfactory mastery of theory-based knowledge, sound analytical capabilities, entrepreneurial approaches to management issues, and field experience in one's chosen area of concentration. The curriculum emphasizes the sustainability of nature-based recreation resources. Depending upon the chosen specialization of study, the natural sciences intersect the social sciences, as students acquire analytical skills, develop managerial capabilities, and gain competency in research techniques. Field experience through an arranged practicum and an internship allows students and faculty to interact with working professionals at federal, state, local, not-for-profit and commercial organizations serving the recreation and tourism industries.

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.

B. Program Outcomes

Students graduating with a Bachelor of Science in Recreation will be able to:

1. Demonstrate entry-level knowledge of the nature and scope of the parks, recreation and tourism profession.

2. Demonstrate entry-level knowledge of techniques and processes used by professionals in the industry.
3. Demonstrate knowledge of the historical, scientific and philosophical foundations of the profession.
4. Demonstrate ability to design, implement and evaluate services that facilitate targeted human experiences.
5. Demonstrate entry-level knowledge about operations and strategic management / administration in parks, recreation and tourism.
6. Demonstrate through a comprehensive internship of not less than 400 hours, the potential to succeed as professionals at supervisory levels in parks, recreation or related organizations.

These program level outcomes are based on National Recreation and Parks Association standards.

C. Consistency with University Mission

The mission of West Virginia State University is to meet the higher education and economic development needs of the state and region through innovative teaching and applied research.

The mission of the College of Professional Studies is to prepare qualified professionals to serve and lead in a global society.

The Recreation Program supports both the missions of the University and the College of Professional Studies through the production of a skilled and educated workforce recognizing the significance of parks, recreation and tourism services to the economic development and social wellbeing of the region and the state. The Recreation Program specifically demonstrates this support by:

1. Providing for the advancement of knowledge through teaching, scholarship, creative endeavor and community service.
2. Providing a degree option that is affordable, accessible and professionally viable to students in the University's service area.
3. Preparing qualified recreation and tourism professionals who can serve their employers and their communities through the provision of innovative programming and skilled management of recreation and tourism services.
4. Promoting academic and international cooperation through educational and cultural exchanges with other universities, such as Charles University, Czech Republic.

5. Providing lifelong learning opportunities and academic excellence through educational opportunities open to all qualified applicants interested in achieving their maximum potential within a globally competitive economy.

D. Previous Reviews and Corrective Actions

The 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 (TR) 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; (5) Seek additional resources for faculty to pursue needed professional development.

In April 2011, the Program Review Committee had 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. Dr. Robert L. Harrison, Jr., Dean of the College of Professional Studies; Professor Debra Anderson-Conliffe, Chair of the Department of Health and Human Performance; and Dr. Steven Richards, Program Leader attended this meeting. The corrective action findings of the 2008-2009 Program Review were discussed and clarification sought.

This meeting resulted in a mutually agreed policy initiative that Therapeutic Recreation would become "inactive" as a program option because of insufficient passing rates for students sitting for the licensing exam, insufficient faculty resources to deliver an increase in academic courses for accreditation specific to the TR specialization (from 9 to 15 semester hours), the addition of an internship of 560 hours (14 consecutive weeks) involving field placement experience in therapeutic recreation service, and closure of the West Virginia Rehabilitation Center as the National Council for Therapeutic Recreation Certification (NCTRC) approved facility for internship.

University-wide fiscal limitations and a substantial increase in the national standards for TR credentialing made it problematic to pursue compliance with NCTRC requirements for program accreditation. For these reasons, Dr. Steven Richards made the recommendation to declare "inactive" the BS in Recreation / Therapeutic Recreation specialization with provision for possible reactivation if fiscal conditions improved and market demand opportunities increased. Subsequent to the Committee's recommendation for action item 1, barriers to long-term, strategic development of the TR Program have not ameliorated.

Closure of the West Virginia Rehabilitation Center, adjacent to the WVSU campus, removed a valuable asset to the Program. In a strategic assessment authored during the 2010-2011 academic year by Dr. Ted Muilenburg, Associate Professor and a Certified Therapeutic Recreation Specialist (CTRS), it was noted that the Rehabilitation Center facilities offered access to significant professional support, internships, guest lecturers

and collaborative programmatic opportunities. In an advisory committee meeting convened in late 2009, a panel of practicing TR Specialists from around the state noted that both Marshall and West Virginia University had dropped their TR programs in favor of redirecting focus on other areas of Leisure Studies. These professionals noted continuing need, but declining demand for TR 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 TR option increased from 9 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, Dr. Muilenburg advised that the Program would be required to develop three (3) additional courses (three (3) semester hours each) and approval sought by EPC. Dr. Muilenburg suggested three (3) new courses; Therapeutic Recreation Process; Therapeutic Recreation Interventions; and Management and 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 TR, realistic achievement becomes even less probable.

Action item 2 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 (See Exhibit A).

Action item 3 involved access to technology-capable classrooms.

Through employment of Title III funds, installation of Smart Board capacity in the Fleming Hall classroom 105, enhanced technological capabilities.

Action item 4 called for active program participation by instructors outside of the department.

Professor Patricia Wilson, Department of Education and Dr. Brenda Wamsley, Department of Social Work, met on several occasions in active response to the Recreation Program's curriculum requirement for EDUC 201 (Human Growth and Development). 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 5 involved additional resources needed for faculty development.

Fiscal resources remain scarce and a university-wide problem. Presently, attendance at professional conferences, travel, and faculty development funding remains uncertain and limited, given existing conditions.

E. Accreditation Information N/A

SECTION II: ADEQUACY

A. Curriculum

The Bachelor of Science in Recreation curriculum is comprised of a general education component, recreation core courses in the major, cognates, electives, and a choice of specialization in Therapeutic Recreation, Tourism Studies, or a generalized Recreation degree with election of a declared minor. One hundred twenty-one (121) hours are required for graduation. The general education component requirements are essentially consistent with the University requirements for all bachelor's degrees. Students complete 48 semester hours of general education courses. These courses are designed to increase the students' general knowledge of the world and its impact on the profession while reinforcing basic skills in reading, writing, mathematics and problem solving.

The recreation core component defines the major and requires 43 semester hours (see Appendix II-A). All students majoring in Recreation must complete these courses with a grade of "C" or higher.

The content specialization requirements vary from 18 to 22 semester hours. The Therapeutic Recreation specialization consists of two additional major courses and five (5) cognate courses comprising 22 credit hours. The content specialization requirements for Tourism consist of six (6) additional major courses comprising 18 hours. The general Recreation option requires an approved minor of 15-18 credit hours as cognates. See Appendix II-A for curriculum sheets for each of the options.

B. Faculty

The Recreation Program has three (3) full-time, tenure track faculty members.

Dr. Steven W. Richards is a full-time, tenure-track Professor in the Department of Health & Human Performance, serving as the Program Director since his appointment Fall 2008. Dr. Richards holds a Ph.D. from Ohio State University in Natural Resource and Environmental Studies with concentrations in parks and recreation management, sustainable development and tourism studies. His M.S. degree, also earned at Ohio State

University, is in Natural Resource Management, with concentrations in conservation biology, environmental education and ecotourism development. Dr. Richards' undergraduate degree, a Bachelor of Science in Business Administration (accounting), was earned at Bowling Green State University (Ohio).

Dr. Ted Muilenburg is a tenured Associate Professor in the department, holding a Ph.D. from Walden University and had served as Recreation Program Director until Fall 2004. He is the Director of Geri Olympics and currently teaches full-time within the department. His expertise is in therapeutic recreation, while also lending support in general recreation and tourism studies.

Ms. Patricia King is a tenured, full-time Assistant Professor, holding a Master's in Education from the University of Central Oklahoma and had served as the Recreation Interim Program Director from Fall 2004 through Spring 2005. Her expertise lies in the provision of general recreation courses, physical education and the administration of student internships.

Adjunct faculty members in the Recreation Program are required to hold a minimum of a master's degree in order to teach courses in recreation and tourism studies. No adjunct faculty presently serves the program.

See Appendix II-B for Faculty Data Sheets

C. Students

1. Entrance Standards

Students enrolling in the Bachelor of Science in Recreation degree program meet the same entrance requirements as students in other university-wide baccalaureate degree programs. Students must maintain a "C" average or better in all major coursework in order to remain enrolled in the program.

2. Entrance Abilities

Entrance abilities for Recreation majors are comparable to students in other academic programs. More than 50 percent of freshmen enrollees are required to take one or more remedial courses in English and / or mathematics. Based on statistics provided by Computer Services, the mean composite ACT score for students entering the Bachelor of Science in Recreation degree program was 17.

3. Exit Abilities

Students successfully completing required TR academic course work and an internship supervised by a Certified Recreation Therapeutic Specialist satisfy National Council for Therapeutic Recreation Certification requirements and are eligible to sit for the NCTRC Examination. General Recreation majors successfully

completing the program are eligible, with additional work experience, to sit for the Certified Park and Recreation Professional Examination.

4. Graduates

Since the last review, 25 students have graduated from the Bachelor of Science in Recreation program, including specializations in Therapeutic Recreation and Tourism Studies. Insufficient data are currently available to report descriptive statistics about levels of employment, graduate school enrollments and starting salaries for graduates of the program. Only four post-graduation surveys have been returned.

D. Resources

1. Financial

The Bachelor of Science in Recreation program utilizes many of the existing resources available at West Virginia State University. The program leverages these existing resources while imposing minimal additional demand on support services. Therefore, with the exception of instructors' salaries, termination of the program would have minimal impact on saving resources at the institution.

During the review period, the Recreation Program has relied on Title III funds for limited support of faculty with travel to state and national conferences, local workshops and other educational opportunities.

2. Facilities

During the review period and prior to renovation, the Recreation Program has utilized general classrooms in Fleming Hall. Fleming Hall serves primarily as an athletic facility for the University. Academic classrooms have been outdated and spartan, with limited access to technology / media capabilities. The single exception was installation of an interactive white board in Room 105, Fleming Hall during Spring 2009 to be shared by all faculty teaching in the building.

With renovation of Fleming Hall, came temporary assignment of office and classroom space to Wallace Hall. Generally, the move, though temporary, has been beneficial to the Program since it has facilitated improved classroom conditions and technological access.

General library resources are available through the Drain-Jordan Library. Funding allocations to the library are severely limited and have impacted the quality of the research opportunities available to students in the Recreation and Tourism Program. Only one on-line electronic professional journal is available to Tourism students. Recreation students enjoy limited, but more liberal, access to the literature.

E. Assessment (Both Student and Program Level)

1. Student Outcome Assessment Plan

The assessment plan at the Recreation Program level includes program 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. (See Appendix II-C). 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 assessments are 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.

2. Use of Assessment Data: Learning-Teaching-Curriculum

Feedback from student evaluations, graduate surveys, internship evaluation forms, employers and student learning assessments embedded in course assignments are periodically monitored to evaluate the degree to which goals and objectives of the Recreation Program are met. These same tools are informative with respect to the achievement of student learning outcomes.

Evidence of curriculum and programmatic changes resulting from assessment initiatives include:

- a. 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.
- b. Introduction of additional on-line content and on-line courses to the program. Surveys indicate that many students are looking for alternative means to advance their educational experience. As a result, faculty are actively involved in Quality Matters and training for distance learning protocols.

- c. 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.

3. Graduate and Employer Satisfaction

A departmental Graduate Exit Survey is customarily mailed to each student several months following the semester of graduation. This gives the graduate time to secure employment and to be able to provide useful data regarding salaries, skills needed, strengths / weaknesses of the program, etc. Because some graduates move from the area, response rates have tended to be lower than for other forms of assessment captured while the student is actively engaged in their academic lives.

The University's Graduate Exit Surveys were mailed (N=25) and four (4) surveys returned. Though the response rate was too low for meaningful interpretation, departmental surveys returned indicate general student satisfaction with overall educational preparation. Program strengths cited included, accessibility of professors; small class sizes; and internships. Program weaknesses cited involved, limited technology; (limited) course scheduling options; and (lack of) job interviewing advisement.

See Exhibit C (Departmental Graduate Follow-up Survey).

F. Advisory Committee(s)

With introduction of a new specialization in Tourism Studies, the program has witnessed a shift in composition of members serving on the Recreation Program Advisory Committee. A strategic realignment of relationships with leading recreation and tourism agencies / organizations in the University's service area has resulted in an exceedingly strong representation of professional leaders in the hospitality, tourism and recreation service fields. Public, private and not-for-profit sectors are represented as well.

The Recreation and Tourism Advisory Committee lends support to the administration and faculty of the Recreation and Tourism Studies Program. Each member has been invited to serve based on professional accomplishments and expertise within the member's discipline. Advisors serve as tangible connections to the workplace, representing industry needs with respect to the education and training of the workforce. The committee offers suggestions for strategic direction, guides quality improvements and helps to assess program effectiveness. Nine (9) individuals serve on the advisory committee, including the three (3) faculty members teaching in the program.

G. Program Strengths and Weaknesses

Strengths:

During the period under review, 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.

Twenty-five students graduated from the Program during the last five (5) years, an increase of one from the previous review period. Student evaluations and internship assessment surveys indicate overall achievement of programmatic goals and objectives. Internship supervisors in the workplace indicate, with few exceptions, very high levels of satisfaction with student performance during the internship experience. Several internship placements have resulted in immediate, entry-level employment opportunities for graduates of the Recreation Program. The Program continues to place students in internship opportunities of high visibility, with agencies and organizations of stellar professional reputations, in both the public and private sectors throughout the state of West Virginia. This is evidence of the quality of student preparation from the Recreation Program.

Weaknesses:

Several weaknesses pose limitations to maximizing program potential. With respect to recruitment of new students into the program, one limitation is related to the employment and deployment of human resources. The Recreation curriculum demands multi-disciplinary capabilities of its faculty, but not every faculty member has sufficient range within the discipline to fully maximize program potential. Advising, retention and recruitment of students within the program suffer when faculty are not fully fluent in the discipline. Faculty credentialed only in Physical Education have limited ability to serve a multidisciplinary and dynamic Parks, Recreation and Tourism program and to differentiate it from more traditional “sports” and “physical education” programs.

In addition, a continuing weakness has been the general deficiency in financial resource allocations to not only the Recreation Program, but also to the Department of Health and Human Performance. Expectations for professional development, conference attendance, and research participation are severely challenged, particularly when teaching loads do not recognize or support other priorities within the department. Financial barriers to participation in state, regional, national and international conferences takes on significance when branding, promoting and positioning the Recreation Program within the academic marketplace and among employers, as well as imposes restrictions on professional development of instructors.

Another challenge for the program might be referenced as “structural.” With two (2) specializations and a generalist option available, the Recreation Program can be

conceptualized as three (3) discreet programs, though there is but one. Owing to the multidisciplinary nature of the profession, this can represent both strength and weakness for the program. Multidisciplinary preparation and academic rigor successfully prepares students for the workplace. Recruitment into the Program, however, suffers for lack of crisp branding and promotion of identity. As a result, students without strong initial career preferences, particularly first-generation college students, are more prone to select for “sport” and “physical education” majors if they are unfamiliar with the plethora of career choices available to them through Recreation and Tourism. This presents a recruitment challenge for the program if recruiters and contact persons also are unaware of the major and potential career opportunities available in the workplace.

SECTION III: VIABILITY

A. Program Enrollment

Enrollment statistics for the Recreation Program range from a high of 39 students in the Spring of 2010 to a low of 11 in Spring 2013. On average, five (5) students have graduated from the program annually. See Appendix III-A for program enrollment statistics.

Content specializations for those students graduating have varied significantly across the period of review. The Therapeutic Recreation concentration in particular has experienced a decline in enrollment rates and is unlikely to recover to former levels. The generalist Recreation Program experienced a drop in enrollment beginning Spring 2012, but has since stabilized at a reduced average of eight (8). Lower enrollment in the Program is congruent with the general macro picture of decline in total student enrollment during the period of review, but also correlated to the launch of a new Sports Studies Program within the Health and Human Performance Department and to more rigorous coursework demands for successful completion of the Recreation curriculum itself. The Tourism specialization was an exception to lower program enrollments, experiencing slow, but steady enrollment growth over the review period.

See Appendix III-A for the statistics for Specialization Graduates per academic year.

B. Course Enrollment

See Appendix III-B.

C. Enrollment Projections

Enrollment trends are mixed for the three (3) specializations within the Recreation and Tourism Program. Enrollment projections specific to each specialization within the Program are identified below.

Currently, the Therapeutic Recreation (TR) specialization does not meet accreditation standards and is not viable as an academic option for students interested in national certification. Recent employment trends within the state have not supported a robust and attractive employment picture for TR students. This is demonstrated by the lack of TR academic programs offered at other institutions throughout West Virginia. Active recruitment into the specialization has ceased at WVSU, and with the retirement of Dr. Ted Muilenburg, expertise in the discipline will be lost to the Program with no probability of faculty replacement. The forecast calls for no students in the TR specialization going forward.

The generalist Recreation Program holds promise for growth in enrollment, given more vigorous recruitment efforts and possible articulation agreements with local community colleges. The challenge remains to differentiate sports studies and physical education from parks and recreation within the Department of Health and Human Performance. Future enrollments can be reasonably forecasted to range between 10 and 15 students.

The Tourism Specialization has experienced slow, but steady enrollment growth over the review period. Challenges for recruitment into the specialization remain because of low “visibility” of the Tourism option within the Department of Health and Human Performance. Academic linkages to Business Administration and the Natural Sciences would enhance job opportunities for students interested in Tourism Studies because of the multidisciplinary nature of the profession. Given the current status of the Tourism Specialization, conservative projections for program enrollment (tourism only) predict modest growth to 12 – 15 students over the next several years. A more robust recruitment effort and program linkages to other academic disciplines may improve these numbers significantly.

D. Cost Analyses

A cost analysis is performed for the Program Review to provide useful data about the Departmental Cost of Instruction and the Facilities and Administrative Costs (Cost of Operation), which are not instructional driven but attribute the overall educational experience of students.

Departmental Cost of Instruction: The Departmental Cost of Instruction encompasses two components: (1) Departmental instructional costs to offer the major and; (2) Departmental instructional costs to offer courses in the department. To determine the departmental costs, ratios are calculated to generate the program cost per graduate and the cost per student in the major.

Calculation of the cost to offer the major: The numerator value is determined by using 2012-2013 faculty salary data for full-time and part-time faculty (including fringe benefits) who provide instruction for courses offered in the major (degree program). The value excludes salary compensation for instruction in general education courses (services courses) unless those courses are required for the major and serves as the numerator value for both the *program cost per graduate* and the *cost per student in the major* ratios.

Two denominator values are determined. For the *program cost per graduate* ratio, the denominator value is the average number of program graduates for the 2008-2013 review period, while the *cost per student in the major* calculation uses the average number of majors in the degree program during the same review period as the denominator.

The resulting formulas are:

$$\frac{\text{Cost per graduate salaries}}{\text{}} = \frac{\text{2012-2013 degree program instructional faculty}}{\text{average number of program graduates 2008-2013}}$$

$$\frac{\text{Cost per student in the major faculty salaries}}{\text{majors in the}} = \frac{\text{2012-2013 degree program instructional}}{\text{average number of degree program 2008-2013}}$$

Recreation program cost per graduate = \$222,261/4.8 = \$46,304

Recreation program cost per student in the major = \$222,261/34.2 = \$6,499

Calculation for the departmental cost to offer courses in the department: The previously generated numerator value also serves as the numerator for this calculation. The denominator of this calculation is student credit hours produced for the last academic year (2012-2013) of the five-year review period. As this program offers no general education courses, the credit hours produced is calculated using courses taken by both majors and non-majors.

The resulting formula is:

Cost of courses offered in the department = $\frac{\text{2012-2013 degree program instructional faculty total}}{\text{student credit hours produced by department}}$

Recreation program cost of courses offered in the department = \$222,261/1,279 = \$174

The Facilities and Administrative cost (Cost of Operation) also uses total faculty compensation for 2012-2013. For this value, federal indirect rate of 56.9 percent, which is a measure used to determine the cost of operation for grant administration. These values are multiplied to determine the cost of operation.

The formula Cost of Operation (Non-instructional operational cost):

Cost of operation = 2012-2013 degree program instructional faculty * 0.569

Recreation Cost of Operation = \$222,261 * 0.569 = \$126,467

The ratios are exhibited in the table below.

Total Salary	Avg Majors (AY09-AY13)	Avg Graduates (AY09-AY13)	Total SCH (AY 2013)	Cost of Operation (AY 2013)
\$222,261	34.2	4.8	1279	0.569
Cost Ratios	\$6,499	\$46,304	\$174	\$126,467

Note: All major, graduate and SCH values are based on data from templates prepared by the IR office.

In summary, for the Recreation degree program, the total salary for faculty during the 2012-2013 year of the review period is \$222,261 and includes both part-time and full-time faculty salaries. The average cost per major is \$6,499 and the average cost per graduate is \$46,304. Both values include all unduplicated student majors and graduates for the 5-year review period. The cost of offering courses in the department for all students are based on the total semester credit hours generated is \$174 per semester credit hour. The cost of operation (non-instructional cost) is \$126,467.

E. Service Courses

HHP 370. Outdoor Education & Camp Leadership is a required course taken by all Education and Recreation majors in the Department.

F. Off-Campus Courses

There are no off-campus courses offered in Recreation.

G. Articulation Agreements

A memorandum of understanding exists with Charles University in Prague, Czech Republic to exchange students and provide an international educational experience.

No other formal articulation agreements exist between the Recreation and Tourism Program and other institutions of higher education. Discussions between Kanawha Valley Community and Technical College's (KVCTC) Hospitality Program and the

Recreation and Tourism Program at WVSU have explored mutual areas of interest for a future 2+2 articulation agreement. No agreement has yet been reached.

SECTION IV: NECESSITY

A. Job Placement

Most graduates of the program readily find employment in the region within six (6) months of graduation; many upon graduation. Graduates have been employed with federal agencies such as the National Forest Service (as a recreational planner), within the private sector in the hospitality and resort industry, the public sector (as recreation facilities managers), and in the not-for-profit sector (as recreation supervisors). Two graduates have gone on to the West Virginia Police Academy for training and commission as a West Virginia State Trooper and as a park ranger for the Hatfield & McCoy Trail System.

B. Similar Programs

West Virginia State University is the only state-supported institution of higher learning within the 50-mile service area of the WVSU campus offering a general Bachelor of Science in Recreation degree. West Virginia University (WVU), through the Davis College of Agriculture, Forestry and Consumer Science offers a Bachelor of Science in Recreation Parks and Tourism Resources.

West Virginia State University and Alderson Broaddus University (Philippi, WV) are the only institutions of higher learning that continue to offer a specialization in Therapeutic Recreation within the state of West Virginia. Only WVSU offers this degree option within the 50-mile service area of its campus in Institute. Alderson Broaddus University offers a Bachelor of Arts with an emphasis in Recreational Leadership and an option in Therapeutic Recreation.

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Recreation (General)	Total number of credit hours required for graduation: 121 minimum
Professional society that may have influenced the program offering and requirements: National Recreation and Parks Association	

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
HHP 180 Intro to Recreation	3			EDUC 201 Human Growth and Development	3	CPS 100 Freshman Experience	1
HHP 200 Program Planning	3					G ED 100 Origins	3
HHP 280 Rec Activities	3			ART 101 Intro to Art (Fine Arts)	3	G ED 200 Race/Gender	3
HHP 285 Community Recreation	2					International Perspectives	6
HHP 289 Service Practicum	3			SOC 101 Intro to Sociology (Social Structures)	3	HIST 201/202 World History	3
HHP 304 Hist & Phil of Leisure	3					ENGL 101	3
HHP 360 Mgmt of Leisure Services	3			Statistics (CJ 314 or PSYC 200)	3	ENGL 102	3
HHP 370 Outdoor Ed & Leadership	3					ENGL 150 Literature	3
HHP 380 Contemporary Trends	3					MATH 111/120	3
HHP 386 Resort & Commercial Rec	3					COMM 100 Speech Comm	3
HHP 404 Policies/Proc/ Prac in Rec	4					Information Skills (HHP150)	3
HHP 407 Internship in Rec	6					Lifetime Health	2
HHP 460 Research & Evaluation	3					Fine Arts (+ cognate Art 101)	3
HHP 490 Seminar	1					Natural Science	6-8
						American Traditions	3
						Electives/Minor	15-18
Total Required Major Hours:	43	Total Additional Major Hours:		Total Cognate Hours:	12	Total Gen. Ed. / Elective Hours:	66-71

Note: Elective hours dependent upon selected minor. Students who do not choose the Therapeutic Specialization or Tourism must elect a minor.

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Recreation (Therapeutic Specialization)	Total number of credit hours required for graduation: 121
Professional society that may have influenced the program offering and requirements: National Recreation and Parks Association	

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
HHP 180 Intro to Rec	3	BIOL 210 Basic Anatomy/Physiology	4	EDUC 201 Human Growth and Development	3	G ED 100 Origins	3
HHP 183 Camping/Outdoor Rec	2	SOCIAL WORK 245 Human Behavior and the Social Environ	3	ART 101 Intro to Art	3	G ED 200 Race/Gender	3
HHP 184 Rec Program Planning	2	SOCIAL WORK 350 Aging/Process	3	SOC 101 Intro to Sociology	3	International Perspectives	6
HHP 280 Rec Leadership	3	ED 327 Exceptionalities/Human Diversity	3			Social Structure and Behavior	3
HHP 281 Intro to Therapeutic Rec	3	PSYC 335 Abnormal Psychology	3			HIST 201/202 World History	3
HHP 285 Community Rec	3	HHP 401 Plan Rec for Special Pop	3			ENGL 101	3
HHP 289 Practicum in Recreation	3	HHP 408 Leisure Ed/Counseling	3			ENGL 102	3
HHP 355 Market/Budget/Qual Prin	3					ENGL 150 Literature	3
HHP 404 Policies/Proc/Prac in Rec	3					MATH 100/101	3
HHP 407 Internship in Rec	6					COMM 100 Speech Comm	3
HHP 458 Plan/Implement/Eval Intervention in HHP	3					Information Skills (HHP 150)	3
						Lifetime Health	2
						Fine Arts	6
						Natural Science	6-8
						American Traditions	3
						Electives	0-3
Total Required Major Hours:	34	Total Additional Major Hours:	22	Total Cognate Hours:	9	Total Gen. Ed. / Elective Hours:	56-58

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Recreation (Tourism Specialization)	Total number of credit hours required for graduation: 121 minimum
Professional society that may have influenced the program offering and requirements: National Recreation and Parks Association	

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
HHP 180 Intro to Recreation	3	HHP 170 Intro to Travel & Tourism	3	EDUC 201 Human Growth and Development	3	CPS 100 Freshman Experience	1
HHP 200 Program Planning	3	HHP 250 Special Interest Tourism	3	ART 101 Intro to Art (Fine Arts)	3	G ED 100 Origins	3
HHP 280 Rec Activities	3	HHP 390 Customer Service	3	SOC 101 Intro to Sociology (Social Structures)	3	G ED 200 Race/Gender	3
HHP 285 Community Recreation	2	HHP 395 Event Management	3	Statistics (CJ 314 or PSYC 200)	3	International Perspectives	6
HHP 289 Service Practicum	3	HHP 470 Tourism Marketing	3			HIST 201/202 World History	3
HHP 304 Hist & Phil of Leisure	3	HHP 485 Sustainable Development	3			ENGL 101	3
HHP 360 Mgmt of Leisure Services	3					ENGL 102	3
HHP 370 Outdoor Ed & Leadership	3					ENGL 150 Literature	3
HHP 380 Contemporary Trends	3					MATH 111/120	3
HHP 386 Resort & Commercial Rec	3					COMM 100 Speech Comm	3
HHP 404 Policies/Proc/ Prac in Rec	4					Information Skills (HHP150)	3
HHP 407 Internship in Recreation	6					Lifetime Health	2
HHP 460 Research & Evaluation	3					Fine Arts (+ cognate Art 101)	3
HHP 490 Seminar	1					Natural Science	6-8
						American Traditions	3
Total Required Major Hours:	43	Total Additional Major Hours:	18	Total Cognate Hours:	12	Total Gen. Ed. / Elective Hours:	48-50

Note: Elective hours dependent upon selected minor. Students who do not choose the Therapeutic Specialization or Tourism must elect a minor.

APPENDIX II-B: Faculty Data

Name: Patricia R. King	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M. ED.
Degree Conferred by: University of Central Oklahoma	Date Degree Received: 1989
Area of Specialization: Health, Physical Education, and Recreation in Community College Teaching	

Professional registration/licensure:	N/A
Years of employment at present institution:	17
Years of employment in higher education:	22
Years of related experience outside higher education:	5, non-teaching

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013 Spring	HHP 122 Fitness for Living	16
	HHP 240 Football and Basketball	21
	HHP 280 Recreational Activities	04
	HHP 289 Recreational & Leisure Practicum	02
	HHP 380 Contemporary Trends in Leisure	07
2012 Fall	HHP 102 Beginning Tennis	08
	HHP 103 Beginning Bowling	09
	HHP 238 Methods of Gymnastics & Aerobics	25
	HHP 285 Community Recreation	10
	HHP 370 Outdoor Education & Camp Leadership	12
2012 Spring	HHP 102 Beginning Tennis	03
	HHP 285 Community Recreation	08
	HHP 289 Recreation & Leisure Practicum	02
	HHP 370 Outdoor Education & Camp Leadership	10
	HHP 380 Contemporary Trends in Leisure	05
2011 Fall	HHP 102 Beginning Tennis	09
	HHP 103 Beginning Bowling	16
	HHP 200 Program Planning & Leadership	04
	HHP 280 Recreational Activities	06
	HHP 285 Community Recreation	08
	HHP 370 Outdoor Education & Camp Leadership	07

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Attended the National Conferences for National Recreation and Park Association (NRPA) and American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) (Tampa, FL.; Miami, Fla. – NRPA Boston, MA, Orlando, FL.; Cincinnati, OH, and Philadelphia, PA. – AAHPERD, Charlotte, NC)

Attended State Conferences for WVTRA, WVPRA, and WVHPERD (Canaan Valley, WV and Wheeling, WV – WVTRA; Huntington, WV – WVPRA; Charleston, WV – WVHPERD, and Logan, WV – WVPRA)

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teaching.

Community services with several non-profit organization such as the Black Diamond Girls Scout, Charleston YMCA, Super Kids, Charleston Boys and Girls Club, New Covenant Church After-School Program and attended the Coaching and Officiating clinics on sports such as volleyball, baseball and basketball.

(F). List professional books/papers published during the last five years.

N/A

(G). List externally funded research (grants and contracts) during the last five years.

Tobacco Free Grant funded by the State of West Virginia (2013)

APPENDIX II-B: Faculty Data

Name:	Dr Harry T Muilenburg	Rank:	Assoc Professor
Status:	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned:	Ph. D.
Degree Conferred by:	Walden University	Date Degree Received:	1977
Area of Specialization:	Educational Leadership and Supervision		

Professional registration/licensure:	CTRS
Years of employment at present institution:	47
Years of employment in higher education:	50
Years of related experience outside higher education:	5

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013 Spring	HHP 200 Program Planning & Leadership	08
	HHP 285 Community Recreation	08
	HHP 395 Tourism Convention & Event Management	11
	HHP 404 Policies/Procedures/Practices in Recreation	04
	HHP 407 Internship in Recreation (TR)	01
2012 Fall	HHP 360 Management of Leisure Services	07
	HHP 386 Resort / Commercial Recreation	10
	HHP 390 Customer Service & Workplace Etiquette	10
	HHP 470 Marketing Travel & Tourism	03
2012 Spring	HHP 200 Program Planning & Leadership	09
	HHP 285 Community Recreation	07
	HHP 395 Tourism Convention & Event Management	10
	HHP404 Policies/Procedures/Practices in Recreation	10
2011 Fall	HHP 360 Management of Leisure Services	03
	HHP 386 Resort / Commercial Recreation	16
	HHP 390 Customer Service & Workplace Etiquette	09

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.
 Took on-line class at Marshall University Spring 2011
 Presentations at International Conferences in Prague Fall 2012, Glasgow Fall

2011, Valencia Spain Spring 2011

- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

World Conference on Active Aging Symposia and Meet the Expert Session- 2012

EGREPA Conference-Prague 2010

INTED Conference Valencia Spain 2011

- (E).** Indicate any other activities that have contributed to effective teaching.

Directed and did fund raising for Geri Olympics Programs all of the years and for 27 years.

- (F).** List professional books/papers published during the last five years.

- (G).** List externally funded research (grants and contracts) during the last five years.
Geri Olympics Grants from Bureau of Senior Services, Mylan Pharmaceutical,
Visitor and Convention Bureau and others for 27 years

APPENDIX II-B: Faculty Data

Name: Steven W. Richards	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Ohio State University	Date Degree Received: December 2006
Area of Specialization: Natural Resources and Environmental Studies, Tourism Development	

Professional registration/licensure:	
Years of employment at present institution:	6
Years of employment in higher education:	8
Years of related experience outside higher education:	8

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013 Spring	HHP 170-01 Introduction to Travel & Tourism	04
	HHP 180-01 Introduction to Recreation	08
	HHP 399-02 ST: American Environmental Movement	02
	HHP 399-04 ST: Recreational Trails Management	06
2012 Fall	HHP 180-01 Introduction to Recreation	11
	HHP 304-01 History & Philosophy of Leisure	07
	HHP 399-01 ST: Sustainable Development	07
	HHP 460-01 Research / Evaluation	11
2012 Spring	HHP 170-01 Introduction to Travel & Tourism	07
	HHP 180-01 Introduction to Recreation	09
	HHP 470-01 Internship in Recreation and Leisure Studies	01
2011 Fall	HHP 180-01 Introduction to Recreation	11
	HHP 180-02 Introduction to Recreation	10
	HHP 399-01 ST: Sustainable Development	02
	HHP 460-01 Research / Evaluation	05

- (B).** If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Attendance at national (National Recreation & Parks Association), state (West Virginia Recreation & Parks Association) 2011, and tourism (West Virginia Governor's Conference on Tourism) 2011 conferences.

Workshop: "A Bright Economic Future for the Mountain State;" Charleston, West Virginia; September 3-4, 2013.

"Center for Online Learning;" Online Teaching Institute, West Virginia State University; Spring 2013.

Paper for presentation: "Sustainable Tourism Development;" 12th International EGREPA Conference; Charles University; Prague, Czech Republic. September 2010.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Invitations to Present:

West Virginia State University; Faculty Lecture Series; "Sustainability: Theoretical Concepts and Praxis in Community Development and Conservation." April 2009

12th International EGREPA Conference; Charles University; Prague, Czech Republic; "Sustainable Tourism Development" September 2010

Handlan Chapter of the Brooks Bird Club; Charleston, West Virginia; Topic: "Birding, Business, and Ecotourism in the Central Balkans of Bulgaria;" May 2012

(E). Indicate any other activities that have contributed to effective teaching.

Course Development:

West Virginia State University Continuing Education Program; developed and launched a new course for adult learners; "Outdoor Adventures: Birding and Ornithology for Beginners;" Spring, Fall 2013.

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

Appendix II-C Assessment

Learning Outcomes Curriculum Mapping

Student learning outcomes for the Recreation & Tourism Program are based on National Recreation & Parks Association Standards. Inflection points for outcomes assessment are detailed in the Assessment Matrix defined in Table 1 below. Student shall:

1. Demonstrate entry-level knowledge of the nature and scope of the parks, recreation and tourism profession.
2. Demonstrate entry-level knowledge of techniques and processes used by professionals in the industry.
3. Demonstrate knowledge of the historical, scientific and philosophical foundations of the profession.
4. Demonstrate ability to design, implement and evaluate services that facilitate targeted human experiences.
5. Demonstrate entry-level knowledge about operations and strategic management / administration in parks, recreation & tourism.
6. Demonstrate through a comprehensive internship of not less than 400 clock hours, the potential to succeed as professionals at supervisory levels in parks, recreation, or related organizations.

Table 1

Learning Outcomes Assessment Matrix

Course	180	200	280	285	289	304	360	370	380	386	404	407	460
Learning Outcomes													
1	A*	x	x			x			x	x			
2		x		x	x			x			x		x
3	x					x				x			
4			x	x	x			x			x		x
5							x		x	x	x		
6												B*	

A* Assessment Instrument: *Article Review* in HHP 180 (Introduction to Recreation)

B* Assessment Instrument: *Internship Performance Evaluation Form* from HHP 407 (Internship in Recreation)

Appendix III-A

Recreation Baccalaureate Program Enrollment

Emphases	Academic Year	# of Applicants	# Admitted and Enrolled	Total Enrollment Fall / Spring	# of Graduates
General Recreation					
	2008-2009			26 / 24	1
	2009-2010			23 / 27	6
	2010-2011			27 / 19	5
	2011-2012			21 / 10	2
	2012-2013			10 / 6	2
Recreation / Therapeutic					
	2008-2009			9 / 13	2
	2009-2010			8 / 12	4
	2010-2011			11 / 7	0
	2011-2012			4 / 5	0
	2012-2013			2 / 1	1
Recreation / Tourism					
	2008-2009			0 / 0	0
	2009-2010			0 / 0	0
	2010-2011			1 / 3	1
	2011-2012			4 / 5	1
	2012-2013			6 / 4	0
Total Number of Graduates					25

Appendix III-B

Recreation Course Enrollment

Semester/Year	Course #	Course Name	Enrollment	Required/ Elective	Faculty
Fall 2008	HHP 360	Mgmt of Leisure Services	12	Required	Richards
	HHP 386	Resort / commercial Rec	14	Required	Muilenburg
	HHP 390	Customer Service	14	Required/Tour	Muilenburg
Spring 2009	HHP 380	Contemp Trends Leisure	11	Required	King
	HHP 395	Tourism Event Mgmt	3	Required/Tour	Muilenburg
	HHP 399	Outdoor Ed / Camp Ldrshp	25	Required	King
	HHP 404	Policies/Proc/Prac in Rec	15	Required	Muilenburg
	HHP 407	Internship in Recreation	1	Required	Richards
	HHP 408	Leisure Educ & Counseling	10	Required/TR	King
Summer 2009	HHP 407	Internship in Recreation	4	Required	King
Fall 2009	HHP 360	Mgmt of Leisure Services	2	Required	Muilenburg
	HHP 370	Outdoor Ed / Camp Ldrshp	8	Required	King
	HHP 386	Resort / Commercial Rec	16	Required	Muilenburg
	HHP 390	Customer Service	13	Required/Tour	Muilenburg
	HHP 399	ST: Sustainable Dvlpmt	3	Required/Tour	Richards
	HHP 399	ST: Hist of Environ Mvmt	4	Elective	Richards
	HHP 407	Internship in Recreation	1	Required	King
	HHP 407	Internship in Recreation	1	Required	Richards
	HHP 408	Leisure Educ & Counseling	10	Required/TR	King

Spring 2010	HHP 304	History & Phil of Leisure	10	Required	Richards
	HHP 370	Outdoor Ed / Camp Ldrshp	8	Required	King
	HHP 395	Tourism Event Mgmt	7	Required/Tour	Muilenburg
	HHP 404	Policies/Proc/Prac in Rec	7	Required	Muilenburg
	HHP 407	Internship in Recreation	4	Required	King
Summer 2010	HHP 407	Internship in Recreation	4	Required	King
Fall 2010	HHP 360	Mgmt of Leisure Services	14	Required	Muilenburg
	HHP 370	Outdoor Ed / Camp Ldrshp	12	Required	King
	HHP 386	Resort / Commercial Rec	9	Required	Muilenburg
	HHP 390	Customer Service	8	Required/Tour	Muilenburg
	HHP 404	Policies/Proc/Prac in Rec	1	Required	Muilenburg
	HHP 408	Leisure Educ & Counseling	8	Required/TR	King
	HHP 470	Marketing Travel Tourism	1	Required/Tour	Richards
	HHP 480	Sustainable Tourism Mgmt	2	Required/Tour	Richards
Spring 2011	HHP 304	History & Phil of Leisure	10	Required	Richards
	HHP 370	Outdoor Ed / Camp Ldrshp	12	Required	King
	HHP 380	Contemp Trends Leisure	11	Required	King
	HHP 395	Tourism Event Mgmt	6	Required/Tour	Muilenburg
	HHP 399	ST: Prof Develmnt Leisure	1	Elective	King
	HHP 404	Policies/Proc/Prac in Rec	5	Required	Muilenburg
	HHP 407	Internship in Recreation	3	Required	King
Summer 2011	HHP 407	Internship in Recreation	1	Required	King
Fall 2011	HHP 360	Mgmt of Leisure Services	3	Required	Muilenburg
	HHP 370	Outdoor Ed / Camp Ldrshp	7	Required	King
	HHP 386	Resort / Commercial Rec	16	Required	Muilenburg

	HHP 390	Customer Service	9	Required/Tour	Muilenburg
	HHP 399	ST: Sustainable Dvlpmt	2	Required/Tour	Richards
	HHP 460	Research & Evaluation	5	Required	Richards
	HHP 470	Marketing Travel Tourism	9	Required/Tour	Muilenburg
Spring 2012	HHP 370	Outdoor Ed / Camp Ldrshp	10	Required	King
	HHP 380	Contemp Trends Leisure	5	Required	King
	HHP 395	Tourism Event Mgmt	10	Required/Tour	Muilenburg
	HHP 404	Policies/Proc/Prac in Rec	10	Required	Muilenburg
	HHP 407	Internship in Recreation	1	Required	Richards
Fall 2012	HHP 304	History & Phil of Leisure	7	Required	Richards
	HHP 360	Mgmt of Leisure Services	7	Required	Muilenburg
	HHP 370	Outdoor Ed / Camp Ldrshp	12	Required	King
	HHP 386	Resort / Commercial Rec	10	Required	Muilenburg
	HHP 390	Customer Service	10	Required/Tour	Muilenburg
	HHP 399	ST: Sustainable Dvlpmt	7	Required/Tour	Richards
	HHP 399	ST: Clinical Practices	1	Required/TR	Muilenburg
	HHP 401	Planning Rec Programs	1	Required/TR	Muilenburg
	HHP 407	Internship in Recreation	2	Required	King
	HHP 408	Leisure Educ & Counseling	1	Required/TR	Muilenburg
	HHP 460	Research & Evaluation	11	Required	Richards
	HHP 470	Marketing Travel Tourism	3	Required/Tour	Muilenburg
Spring 2013	HHP 380	Contemp Trends Leisure	7	Required	King
	HHP 395	Tourism Event Mgmt	11	Required/Tour	Muilenburg
	HHP 399	ST: Amer Environ Mvmt	2	Required	Richards
	HHP 399	ST: Rec Trails Mgmt	6	Elective	Richards
	HHP 404	Policies/Proc/Prac in Rec	4	Required	Muilenburg
	HHP 407	Internship in Recreation	1	Required	Muilenburg

Appendix III-C: Service Courses

HHP 370 Outdoor Education & Camp Leadership is a required course taken by Recreation and Physical Education majors.

Appendix III-D: Off-Campus Courses

There are no off-campus courses offered in Recreation Services.

Exhibit A

Assessment Rubric / Journal Article Review

HHP 180 Introduction to Recreation Services

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Follows proper format (4, 11%)	Five or more errors or omissions: title page; reference incorrect or missing; summary or reaction not labeled/missing.	Three or four errors or omissions: title page; reference incorrect or missing; summary or reaction not labeled/missing.	One or two errors or omissions: title page reference incorrect or missing; summary or reaction not labeled/missing.	Includes title page, proper referencing, summary section, reaction section.			
Full text copy of article attached (4, 11%)	Abstract not stapled to review or no abstract/article included.	Abstract only.	Full text copy of article not stapled to back of review.	Full text copy of article attached to back of review.			
Spelling / grammar (3, 8%)	Paper submitted with more than 16 grammatical / spelling errors.	Paper submitted with 6 - 15 grammatical / spelling errors.	Paper submitted with fewer than five grammatical / spelling errors.				
Summary: Organization / clarity of writing (4, 11%)	Writing does not meet requirements for assignment.	Writing lacks clarity and organization; significant grammatical errors.	Writing meets requirements and demonstrates satisfactory level for assignment.	Writing well done; exceeds expectations.			
Summary: Statement of articles' significance (3, 8%)	No evidence	Weak	Statement of				

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
	(statement) of article's contribution to recreation literature.	acknowledgement of article's main contribution to recreation / leisure studies.	article's contribution to recreation and leisure studies in evidence.				
Critique: Well organized, logical arguments (7, 20%)	No demonstrated attempt to organize comments or logical arguments.	Narrative and / or logical organization does not meet assignment requirements.	Narrative lacks essential organization of thoughts.	Narrative and/or organization of comments need substantial improvements.	Narrative and/or organization of comments could be improved with minor changes.	Well organized comments; arguments and statements meet requirements.	Well organized review comments; logical statements elegantly argued and exceed expectations.
Critique: Reference to course topics / subject matter (4, 11%)	No mention or reference of how this article intersects with relevant topics in recreation / leisure studies.	One reference made to relevant topics in recreation / leisure studies.	At least two references to relevant topics in recreation / leisure studies.	Three or more references made to relevant topics in recreation / leisure studies.			
Critique: Analysis of article's primary contributions (6, 17%)	No analysis of article's contribution to the discipline	Analysis insufficient; No mention of article's significance for parks, recreation or tourism.	Analysis sufficient, but weak mention of article's significance.	Single statement of article's significance. Statement lacks analytical depth.	Satisfactory analysis advanced regarding the article's contribution to the parks, recreation and leisure profession.	Well stated analysis of the article's contribution to the parks, recreation / leisure profession.	

Exhibit B
West Virginia State University
Health, Human Performance and Leisure Studies Department

Internship in Recreation / Tourism HHP 407

Internship Evaluation Form

Intern Name: _____

Agency Name: _____

Agency Address: _____

Name of Internship Supervisor: _____

Title of Internship Supervisor: _____

Performance Evaluation

A. Assignments

List and describe the intern's responsibilities and assignments during the internship period:

B. Areas of Performance

In rating the following areas, consider the student's actual performance in comparison with other students of comparable academic level and with other personnel assigned the same or similar jobs. Do NOT consider the student's potential.

Please assign a numerical value from one (1) to five (5) in the rating column of the following chart to reflect your assessment of the student's performance. Please leave the rating space blank if the category does not relate to the student's assignment or if you have insufficient information to make an evaluation.

Numerical Rating Value

- 5 Outstanding Always exceeds expectations
- 4 Excellent Frequently exceeds expectations
- 3 Satisfactory Meets expectations
- 2 Unsatisfactory Needs improvement in meeting expectations
- 1 Unacceptable Does not meet expectations (poor attitude, ineffective or poor performance)

Job Performance Rating:

CATEGORY	RATING
1. Quality of work produced	_____
2. Analytical ability	_____
3. Sensitivity to problems and ability to resolve	_____
4. Accuracy and thoroughness	_____
5. Ability to work under pressure	_____
6. Effectiveness of oral communications	_____
7. Effectiveness of written communications	_____
8. Demonstrates a willingness to accept responsibility	_____
9. Effective in preparing and organizing work	_____
10. Is cooperative in working relationships with others	_____
11. Attendance and punctuality	_____
12. Overall performance	_____

Problem Check List:

In considering the intern’s total performance, indicate problem areas below which had a negative effect on overall outcomes. This information will be valuable to the faculty in assisting the student in his/her professional development. **Please check only those areas that are applicable.**

<u>PROBLEM AREA</u>	<u>Needs Attention</u>	<u>Serious Deficiency</u>
Limited Communication	_____	_____
Poor Attitude	_____	_____
Lack of Enthusiasm	_____	_____
Personality Conflicts	_____	_____
Personal Problems Influences Work	_____	_____
Negative Reaction to Criticism	_____	_____
Inability to transfer academic training to job requirements	_____	_____
Lack of Initiative	_____	_____
Poor Health	_____	_____
Lacks Willingness to Learn	_____	_____
Inappropriate Grooming	_____	_____
Respect and Courtesy	_____	_____
Cooperation	_____	_____
Flexibility	_____	_____
Judgment	_____	_____
Planning & Organizing Skills	_____	_____
Ability to Schedule Recreation Services	_____	_____

C. Professional Development

Does the intern appear to be making satisfactory progress for his/her stage of professional development? What suggestions do you have for this student which might increase the student's value to the organization and further his/her professional preparation?

Based on the intern's performance, would you be willing to hire him/her again if there were an appropriate employment opportunity? (If no, please state reason.)

D. Summary

This report has been discussed with the intern. Yes _____ No _____

Intern Supervisor's letter grade for student intern. (Circle One) A B C D F

Supervisor's Signature

Date

Additional comments may be placed on the back. Thank you for your cooperation and willingness to provide a professional internship experience for this student.

Dr. Steven Richards, Professor
srichards@wvstateu.edu
Recreation & Tourism Studies
West Virginia State University, PO Box 1000; Fleming Hall; Institute, WV 25112

Exhibit C

GRADUATE FOLLOW-UP SURVEY DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE

(Based on 4 surveys returned; N=25)

Part I – Personal Data

Major: (3) Recreation (0) Therapeutic Rec (1) Tourism
 Gender: (3) M (1) F
 Age: (0) 18-22 (2) 23-29 (2) 30-39 (0) 40+
 GPA (1) 2.0-2.5 (0) 2.6-3.0 (2) 3.1-3.5 (1) 3.6-4.0

Part II – Job Information

Are you currently employed in your field of study in college? (3) Yes (1) No
 What is your job title? Recreation Planner; Supervisor; Trails Enforcement Officer;
 Do you plan on continuing your career in this profession? (3) Yes (1) No
 Do you plan or are you currently enrolled in graduate school? (0) Yes (4) No
 What is your present annual salary range?
 (1) 10,000-15,000 (1) 30,000-35,000
 (2) 15,000-20,000 (0) 35,000-40,000
 (3) 20,000-25,000 (0) 40,000-45,000
 (0) 25,000-30,000 (0) Over 45,000
 Are you certified or licensed in your field? (0) Yes (4) No
 What is the certification?

Part III – Preparation

Instruction: Please respond to the questions regarding your educational preparation. Circle your response by using the following scale: 5 = Very well prepared; 4 = Well prepared; 3 = Adequate; 2 = Not well prepared; 1 = Poorly prepared

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
1. Ability to solve problems.	2	1	1		
2. Ability to handle work flow.		1	3		
3. Ability to turn out accurate results.		1	2	1	
4. Ability to supervise staff.		3	1		
5. Ability to communicate with clients/students.	2	2			
6. Ability to use computers and technology in my career.	1	2		1	
7. Ability to train others in my field.		3	1		
8. Ability to use leadership skills.	3	1			
9. Ability to use verbal communication in my profession.	3	1			
10. Ability to use written communication in my profession.	2	1	1		
11. Ability to work with diverse populations.		4			
12. Ability to adapt to reality and demands of the work place.		3	1		
13. Ability to recognize professional career opportunities.	2	2			
14. Ability to gain respect from co-workers.	3	1			

Part IV

1. What do you believe are the strengths of your degree program at WVSU?
Accessibility of professors
Small class sizes
Internships
2. What do you believe are the weaknesses of your degree program at WVSU?
Limited technology
Course scheduling options
Job interviewing advisement
3. As a potential employer of future graduates from WVSU, what suggestions would you make to improve the program?
Reduce number of gen ed course requirements.
Improve scheduling of courses (more on-line, flexible scheduling)
More emphasis on communication skills.



ACADEMIC PROGRAM REVIEW
Institutional Response Form
2013-14

Program: Bachelor of Science in Social Work **Date:** February 21, 2014

Type of Review: Comprehensive Self-Study Follow-Up / Progress Report

Recommendation to the Board of Governors:

X	1.	Continuation of the program at the current level of activity with specific action as described in the Rationale section of this Form;
	2.	Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
	3.	Identification of the program for further development (e.g., providing additional institutional commitment);
	4.	Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
	5.	Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
	6.	Other. Specify.

Rationale for Recommendation:

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; 3. Accreditation by the Council on Social Work Education. 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.

Based on the program strengths and consistent performance during the review period, it is recommended that the Social Work program continue at the current level of activity without specific action.

R. Charles Repace
 Signature of the Chief Academic Officer

2/24/14
 Date

 Signature of the President

 Date



West Virginia State University

Comprehensive Program Review
for
Bachelor of Science for Social Work

Submitted to
The Program Review Committee

Fall 2008 – Summer 2013

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

The mission of the Social Work Program is to prepare students for the beginning level of professional practice as social work generalists in a wide range of settings, with diverse populations, and with a special sense and appreciation for the peoples and institutions of West Virginia. The goals of the program are to:

1. Prepare the undergraduate student with the knowledge and skills necessary for baccalaureate level generalist social work practice in a wide range of settings with diverse populations.
2. Instill in students high standards of social work values and ethics throughout the curriculum.
3. Provide students with a broad understanding of the nature of human needs through a liberal arts foundation, which enriches student growth and provides an understanding useful for thinking critically about society, people and their problems, the expressions of culture, and a perspective on the ways social welfare programs address human needs.
4. Contribute to the University's commitment to fostering cultural, social, and ethical growth in its students by a special emphasis on relationships between diverse peoples and their social environment and by instilling in students recognition and respect for the dignity and worth of client systems in reference to gender, race, religion, national origin, disabilities, and sexual preference.
5. Instill in students the habits and discipline conducive to lifelong learning and the ongoing enhancement of the skills necessary for successful professional growth and development in social work practice and provide them with a comprehensive foundation for graduate professional education in social work.

B. Program Outcomes/Objectives

Program-level learning outcomes of the Social Work Program are consistent with Council on Social Work (CSWE) accreditation standards. A graduating student is able to:

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly;
- 2.1.2 Apply social work ethical principles to guide professional practice;
- 2.1.3 Apply critical thinking to inform and communicate professional judgments;
- 2.1.4 Engage diversity and difference in practice;
- 2.1.5 Advance human rights and social and economic justice;
- 2.1.6 Engage in research-informed practice and practice-informed research;
- 2.1.7 Apply knowledge of human behavior and the social environment;
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- 2.1.9 Respond to contexts that shape practice; and
- 2.1.10 (a) Engage, (b) assess, (c) intervene, and (d) evaluate with individuals, families, groups, organizations, and communities.

C. Consistency with University Mission

Consistency is evident between the institutional and program missions. Both mission statements show a commitment to the preparation of professionals at the appropriate level of practice. Both mission statements emphasize the importance of preparing students to work with diverse populations, which is appropriate to the purpose of social work education. Finally, both mission statements reflect a commitment to serve the manpower and service needs of West Virginia. The Social Work Program specifically fulfills this aspect of its mission through close relationships with local, state, and regional employers, including an ongoing contractual relationship with the West Virginia Department of Health and Human Resources (WVDHHR) to train child welfare workers through a Title IV-E program. Social Work faculty members also develop, coordinate, and deliver pre-service training curriculum to foster and adoptive parents on an annual contractual basis with WVDHHR.

D. Previous Reviews and Corrective Actions

The last Comprehensive Program Review was completed during the 2008-2009 Academic Year when the Program Review Committee recommended “continuation of the program at the current level of activity” without corrective action.

E. Accreditation Information

1. Accreditation Organization:

The Social Work Program is accredited by the Council on Social Work Education (CSWE).

2. Year of Accreditation:

The program has been fully accredited since 1975.

3. Accreditation Status:

The program is fully accredited for the current eight-year cycle. The program is due for reaffirmation in February 2017.

4. Accreditation Organization Report: See **Exhibit 1** for CSWE Reaffirmation letter.

5. Deficiencies and Corrective Actions: There were no deficiencies or corrective actions required by CSWE.

SECTION II: ADEQUACY

A. Curriculum

The curriculum is organized as a coherent and integrated whole and is comprised of three major areas: (1) a general studies curriculum that provides a solid liberal arts perspective; (2) cognate courses in the psychological, social, and political sciences that develop a framework for understanding social systems, institutions, and problems; and (3) a professional foundation that focuses on knowledge, values, and skills needed for the beginning generalist social work practitioner providing a variety of services in diverse settings with diverse populations.

The Social Work Program requires 120 credit (semester) hours for graduation. This includes 45-47 hours in liberal arts/general studies courses, 16 hours in cognate courses, 48 hours in required and elective social work courses, and 9-11 hours in free electives. See **Appendix II-A** for a list of required courses, elective courses, and total hours.

Moving through the program in a coherent, systematic way assures the student an opportunity to develop a steadily expanding knowledgebase that serves as the foundation for further learning, to relate learning in one area to another, to synthesize or conceptually integrate learning in all areas, and to relate learning to practice. The suggested pattern for completing coursework is illustrated in **Chart 1**.

Chart 1: SUGGESTED COURSE SEQUENCE

FRESHMAN YEAR

1st Semester

English101	3 hrs
Communications 100	3 hrs
G ED Fine Arts	3 hrs
G ED American Traditions	3 hrs
HHP 122 or 157	2 hrs
CPS101 Freshman Exp.	1 hr

2nd Semester

English 102	3 hrs
G Ed 100	3 hrs
G Ed Natural Science	3-4 hrs
Sociology 101	3 hrs
Social Work 131	3 hrs

SOPHOMORE YEAR

1st Semester

G ED Natural Science	3-4 hrs
G ED International Persp	3 hrs
Political Science 204	3 hrs
Psychology 151	3 hrs
Education 201	3 hrs

2nd Semester

History 201 or 202	3 hrs
G Ed International Persp	3 hrs
Math 111 or 120	3 hrs
G ED Fine Arts	3 hrs
English 150	3 hrs

JUNIOR YEAR

1st Semester

Social Work 200	3 hrs.
Social Work 202	3 hrs
Social Work 242	3 hrs
Social Work Elective	3 hrs
Free Elective	1-3 hrs

2nd Semester

Social Work 316	3 hrs
Social Work 342	3 hrs
Psychology 200	4 hrs
Social Work Elective	3 hrs
Free Elective	1-3 hrs

SENIOR YEAR

1st Semester

Social Work Elective	3 hrs
Social Work 403	3 hrs
Social Work 404	6 hrs
Free Elective	1-3 hrs

2nd Semester

Social Work 400	3 hrs
Social Work 405	3 hrs
Social Work 406	6 hrs
Free Elective	1-3 hrs

Consistent with Program Goals and Objectives

The curriculum is a direct outgrowth of the program’s goals and objectives and reflects its mission to prepare students as generalist social work practitioners. The curriculum seeks to develop sensitivity to the issue of diversity and to address the needs of individuals, groups, families, organizations, communities, and the environments in which they function by intervening in the interaction of the person and the environment. Consistency with program goals and objectives is achieved by requiring students to complete coursework that covers areas such as critical thinking, values and ethics, cultural diversity, advocacy, history of social work and social welfare, human behavior and the social environment, social policy, social work research, and a generalist practice sequence.

B. Faculty

The program consists of three full-time, tenure track faculty positions. These positions are filled by Brenda Wamsley, M.S.W., Ph.D.; Rita Brown, M.S.W., M.A.; and Raphael Mutepa, Ph.D. These faculty provide a balance of expertise and experience needed to help the program achieve its goals and objectives. For example, although professional content is integrated throughout the curriculum, each faculty member is recognized as having teaching expertise as follows:

Values & Ethics	Diversity	Populations at-Risk	HBSE	Policy	Practice	Research	Field
Brown Wamsley	Brown	Wamsley Mutepa	Mutepa	Wamsley	Brown Wamsley	Mutepa	Brown

The faculty represents a diverse group with a variety of practice experience that includes: foster care, child protection, child welfare training, domestic violence, medical social work, non-profit administration, aging and long term care, and HIV/AIDS. The table below summarizes the educational background, higher education teaching experience, higher education administrative experience, and social work practice experience for the faculty:

Name	Degrees	Years Teaching Higher Ed	Years Admin Higher Ed	Years Social Work Practice
Brenda Wamsley	M.S.W., Ph.D.	24	9	23
Rita Brown	B.S.S.W., M.A., M.S.W.	16	8	20
Raphael Mutepa	B.A., M.A., Ph.D.	11	-	10

Per semester, two part-time faculty teach one course each. These courses typically include elective or lower-level courses. Part-time instructors must have at least an M.S.W. degree and two years of social work practice experience. They must complete an orientation session, submit their syllabi for review, and have their courses evaluated by students and the Department Chair. Each part-time faculty member has a full-time faculty member as a mentor/liaison to assure that his or her course assists in the achievement of program goals and objectives.

See **Appendix II-B** for Faculty Data Sheets.

C. Students

1. Entrance Standards:

Students may declare as social work majors at any time during their collegiate careers. However, students must apply to the Social Work Program for formal admission. Students are evaluated after their 45th credit hour when they make formal application for admission into the Social Work Program. See **Exhibit 2** for application materials.

Candidates for a B.S.S.W. degree must have an overall grade point average of 2.3 or higher, with a grade of C or higher in all social work courses and in the English 101 and 102 courses. (Note: A grade of PASS must be obtained in all field instruction courses undertaken.) Students who receive less than a grade of C in a social work course must repeat the course. Students are then selectively admitted to the program, and only those formally admitted can enroll in the practice and field instruction courses. Social Work 316 (Social Work Practice I) is the gatekeeping course for continuation in the program. No student may enroll in any of the advanced practice courses without having passed S WK 316 and being formally admitted into the program.

2. Entrance Abilities:

The mean high school GPA of first-time freshmen in the Social Work Program during the 10 semesters covered by this report ranged from a low of 2.43 (spring 2010) to a high of 3.16 (fall 2011). This is slightly higher than the mean high school GPA of all entering social work majors with a low of 1.92 (spring 2009) to a high of 2.76 (fall 2011). The mean ACT Composite score for first-time freshmen ranged from 17.5 (fall 2012) to 20.6 (fall 2011). The mean ACT Composite score for all social work majors ranged from 16.8 (spring 2010) to 18.3 (fall 2012). These entrance abilities should be interpreted in the context of the students' demographic characteristics. For example, the mean age of students ranged from 26.7 (fall 2012) to 33.2 (spring 2009) indicating that many of our students were non-traditional, and 94 percent were identified as being either economically disadvantaged, academically disadvantaged, or both. Faculty are sensitive to the academic challenges faced by many of our entering students, and take steps during advisement to help assure that students receive all developmental courses needed.

3. Exit Abilities:

The social work licensure exam (ASWB Testing) administered by the Association of State Social Work Boards provides an external criterion for measurement of basic competency in the knowledge, skills and attitudes required for safe and competent entry-level practice of social work. The Department of Social Work receives a pass/fail report yearly from the West Virginia Board of Social Work. The individual scores of test takers are not provided. The pass rates for the past five academic years for WVSU social work graduates are as follows:

2008-09 55 percent
2009-10 71 percent

2010-11 75 percent
2011-12 72 percent

2012-13 75 percent

The national pass rate during this time period ranged from 76.6 percent (2008) to 77.1 percent (2012). Only the scores of first-time test takers are used when reporting results at both levels. While looking at the pass rate of our graduates in the context of the national pass rate is informative, its utility is limited because the number of test takers each year from our pool of graduates averages only about 10 compared to thousands of test takers included in the national pass rate. Not all of our graduates choose to take the exam in West Virginia. Students who take the exam in another state are not included in our yearly report. Additionally, many students who go on to graduate school defer taking a licensing exam until after they complete their graduate work.

4. Graduates:

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 percent)
Employed by WVDHHR (eight counties)	26 (31 percent)
Employed by other public agencies (public health, public schools, Va.)	5 (6 percent)
Employed by private agencies	26 (31 percent)
Unknown	18 (22 percent)

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
- Pretera Center
- Rescare Homecare
- Schoenbaum Family Enrichment Center
- Women’s Health Center of West Virginia
- West Virginia Children’s Home Society
- YWCA Sojourner’s Shelter

In general, our students find employment fairly easily. They are able to obtain a temporary permit during their last semester from the West Virginia Board of Social Work, which allows them to seek employment immediately. They then have six months to pass the licensure exam.

D. Resources

1. Financial

The Social Work Program receives an annual budget for operating expenses, primarily routine office supplies. In addition to University resources, grants are available to the program on an application and competitive basis. The Department of Social Work receives a Title IV-E grant annually from the West Virginia Department of Health and Human Resources that provides stipends to cover tuition and fees for 10 social work juniors and seniors who will work in a public child welfare agency following graduation. These grant funds can also be used to supplement the purchase of supplies, training materials, and equipment for the Social Work Program.

2. Facilities

The Department of Social Work is located in a suite of offices on the ninth floor of Wallace Hall. Each faculty member has a private office that is fully equipped with a personal computer, internet access, desk, chairs, bookshelves, locked file cabinets, and telephone. The department has a reception/work area that is equipped with a copier, supply cabinet, desk, chairs, part-time faculty mailboxes, and computer with internet access. In addition, the department has a conference room/student lounge area that serves as a multi-purpose room for students and faculty. This area is equipped with a conference table, chairs, microwave oven, small refrigerator, locked storage cabinet, and bulletin board. The department also has a computer lab on the ninth floor that has five computer stations for student use. The program has access to a dedicated, media-ready classroom in Wallace Hall.

E. **Assessment**

1. Student Outcome Assessment Plan

A graphic presentation of the Assessment Plan (including measures, procedures for implementation, benchmarks, and analysis procedures) and copies of assessment instruments are provided in **Appendix II-E**.

Assessment of educational outcomes is an important component of the Social Work Program. Program objectives identify educational outcomes by defining what graduates should know and be able to do. Program objectives specify the requisite skills, capabilities, and competencies needed for effective professional practice. The Social Work Program has an assessment plan and procedures in place to evaluate each of its program objectives. Because they are discrete, measurable, and comprehensive, program objectives form the basis for the assessment plan, which is a thoughtful and organized system for collecting information to determine the extent to which program graduates demonstrate educational outcomes.

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 Courses - Each required social work course has a key assignment used to evaluate specific program objectives (see **Exhibit 3** for Curriculum MAP). Outcome data are collected each time the course is taught using LiveText, an online assessment management system. Each instructor teaching the course is responsible for conducting and scoring the key assignment in LiveText.

Field Evaluation – All field supervisors are asked to rate students on items designed to assess program sub-competencies. The instrument is provided to field supervisors by the Director of Field Instruction and is completed at the end of Social Work Practice II (S WK 404) and Social Work Practice III (S WK 406). The instrument asks supervisors to rate students on discrete sub-competencies using a rubric rating tool with scores ranging from 1 (low) to 5 (high). Students are also asked separately to rate themselves on the same sub-competencies. The benchmark for satisfactory performance of each sub-competency is a mean of 3. The instrument is viewed as having high face validity as determined by field supervisors and the Field and Community Advisory Committee. The instruments are returned to the Director of Field Instruction who cleans the data and forwards the forms to a designated faculty member in the Department of Social Work who enters the data into a SPSS database. Analyses are typically limited to descriptive statistics, including percentages, means, standard deviations, etc.

Employer Survey – This survey is administered every two years to a cross section of employers that hire our B.S.S.W. graduates in the Charleston and surrounding areas. The survey asks employers to rate our graduates on a scale of 1 (unprepared) to 4 (well prepared) on items that assess program level outcomes/competencies. The benchmark for success is a mean score of 3 or higher for the item being measured. The instrument, which has been

endorsed by the Field and Community Advisory Committee as a convincing measure of educational outcomes (face validity), is mailed to between 20 – 25 employers by the Director of Field Instruction. The data are analyzed using SPSS software and presented to various stakeholders in summary form. The Employer Survey was last conducted in May 2013.

Student Exit Survey – This survey is administered each semester with graduating seniors by the Director of Field Instruction. The survey asks students to rate themselves on a scale of 1 (unprepared) to 4 (well prepared) on items that assess program level outcomes/competencies. The benchmark for success is a mean score of 3 or higher for the item being measured. The data are analyzed using SPSS software and presented to various stakeholders in summary form.

Alumni Survey – This survey is administered once every five years with social work alumni. The survey asks alumni to rate themselves on a scale of 1 (unprepared) to 4 (well prepared) on items that assess program level outcomes/competencies as they entered the workforce or graduate study after receiving their degrees from WVSU. The benchmark for success is a mean score of 3 or higher for the item being measured. The data are analyzed using SPSS software and presented to various stakeholders in summary form.

Licensure Pass/Fail Rates – Described in Section C.3. above.

Formative Measures:

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

2. Use of Assessment Data: Learning-Teaching-Curriculum

Assessment results are provided in this section for Key Assignments in Required Non-Field Social Work Courses (2013 Spring Semester) and Field Evaluation (2012 Fall Semester). The Social Work Program made the transition to new CSWE Accreditation Standards during the 2010-2011 AY, which required substantial changes to PLOs and assessment instruments. Although assessment data were collected prior to and during this transition, they were not analyzed because they did not evaluate the new PLOs. New instruments were piloted during the 2011-2012 AY, but the data collected were compromised and not considered usable. We did not begin collecting usable data under the new standards until the 2012-2013 AY. Unfortunately, Field Evaluation data during the 2013 Spring Semester were collected online through a LiveText forum tool developed in collaboration with James Taylor, and these data were lost when Taylor left the University following the 2013 spring semester. For these reasons, usable data available for this report are limited.

Key Assignments in Required Non-Field Social Work Courses: Results

Exhibit 4 provides a description of the key assignment, assessment rubric, and performance assessment results for *SWK 316 Social Work Practice I*, which was collected in LiveText. This assignment provides assessment data for the following 5 PLOs: 2.1.1; 2.1.2; 2.1.3; 2.1.7; and 2.1.10. Mean scores are based on a 5 point scale with 0= Unacceptable, 1= unsatisfactory, 2= Satisfactory, 3= Good, and 4= Superior. Summary results are as shown in Table 1:

Table 1. Summary Results of Performance Assessment: SWK 316 Social Work Practice I

PLO	Mean	Stdev
2.1.1 Identify as a professional social worker and conduct oneself accordingly	3.50	0.56
2.1.2 Apply social work ethical principles to guide professional practice	3.38	0.65
2.1.3 Apply critical thinking to inform and communicate professional judgments	2.50	0.61
2.1.7 Apply knowledge of human behavior and the social environment	2.59	1.00
2.1.10 (a) Engage, (b) assess, (c) intervene, and (d) evaluate with individuals, families, groups, organizations, and communities	3.97	0.17

All results exceed the benchmark score of 2.00 (defined as “satisfactory” as determined by social work faculty).

Field Evaluation: Results

The Field Evaluation provides a more comprehensive assessment of the sub-competencies that make up each PLO/competency. It is completed during the student's senior year at the conclusion of his/her internship, which involves supervised practice (240 clock hours per semester) in an approved field site. The student and the field supervisor complete separate assessment scoring rubrics.

Results of the Field Assessment (2012 Fall Semester) are presented in Table 2 (see **Exhibit 5**) and show that all mean scores exceed the benchmark score of 3.00 with the exception of the three sub-competencies related to PLO 2.1.8 and PLO 2.1.9.

Structure for Using Findings for Program Improvement

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, and
- the community at large.

Social work **faculty** review assessment results like those described above at regularly held departmental meetings to help identify strengths in the curriculum as well as areas for improvement or revision.

Findings that result from the analysis of assessment data are shared with the Dean of the **College of Professional Studies** as summary reports are drafted. The Dean reviews all findings and makes suggestions for improvement in the Social Work Program. Findings are shared with faculty within the College of Professional Studies as determined by the Dean.

Field supervisors are provided with findings at a regularly held meeting/seminar conducted by the Director of Field Instruction. These meetings are held at the end of each semester.

The **Field and Community Advisory Committee** receives summary reports of assessment results at meetings held annually. Members review the reports and offer recommendations for program improvement. **Current students** are represented on this committee.

The Department of Social Work website is the primary structure used to share findings with **current students**, **prospective students**, the **community at large**, and **service providers**, including employers. In addition, community members, service providers, and employers are represented on the Field and Community Advisory Committee.

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:

- 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 *S WK 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*. This event, which consists of workshops, interviews with legislators, and direct observation of legislative

committee hearings and floor sessions, helps students to better appreciate and understand the policy making process and its relevance to social work practice. Strengthening of course content to improve student performance is by definition an ongoing process and will continue going forward.

- 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 assessment results for *S WK 316 Social Work Practice I* collected in LiveText in the 2013 Spring Semester (see Table 1 above). Committee members offered the following ideas for program improvement to address the identified areas of weakness:
 - Encourage more students to take *S WK 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.

- Although the 2008-09 social work licensing exam pass rate of 55 percent (see Section II.C.3. above) was an anomaly when considered in the context of the average 72 percent pass rate for the prior five years (2004-2008), it raised concerns both with administrators and faculty. In addition, it became evident that a strategy to raise the pass rate to a level comparable to the national pass rate was needed in order to better serve students and to keep our program competitive. Therefore, the Department reviewed the files of all graduates who took the exam in recent years and compared the academic profiles of those who passed to those who failed the exam. The Department also consulted with its Field and Community Advisory Committee for recommendations. As a result, the following actions were taken:
 - 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).

Results: Pass rates fluctuated in the 71-75 percent range in the years immediately following the year in which the pass rate fell to 55 percent. We anticipate that as more students enter and graduate under the new 2.30 GPA requirement, pass rates will continue to improve to a level consistent with national rates. The first class required to graduate under this new criterion will take the exam in 2016.

Analysis of assessment data is a continuous process that affirms our successes and informs our efforts to strengthen areas targeted for improvement as the above examples illustrate. The Social Work Program is committed to the implementation of an assessment plan that takes place on a sustained and reliable basis and results in meaningful changes.

3. Graduate and Employer Satisfaction

Graduate and employer assessment of the Social Work Program are included in the overall Assessment Plan. Table 3 (see **Exhibit 5**) summarizes the results of surveys conducted with employers, alumni, and graduating seniors during the 2012-2013 AY. These surveys asked respondents for their ratings of graduates' performance related to PLOs. All mean scores exceed the benchmark mean score of 3.00.

In addition to these ratings related to PLOs, respondents were also asked for feedback related to their overall satisfaction with how well our graduates are prepared for entry-level practice.

Of graduating seniors completing the survey, 58.5 percent reported that they felt "well prepared" and 41.2 percent felt "satisfactorily prepared" for entry-level practice upon graduating from WVSU. In addition, 63.6 percent of employers reported that our graduates were "well prepared" and 36.4 percent were "satisfactorily prepared"; 69.2 percent of alumni reported being "well prepared" for their first jobs as social workers and 30.8 percent reported being "satisfactorily prepared."

F. Advisory Committee

The Field and Community Advisory Committee to the Social Work Program meets one time each year. The purpose of the committee is to provide input and feedback on ways to improve the program to be responsive to the needs of students and employers in the area. The committee consists of approximately 18 members representing employers, service providers, field supervisors, consumers, current students, and alumni. Members are selected by the faculty in consultation with the Dean of the College of Professional Studies. See **Exhibit 6** for list of Committee members.

G. Program Strengths and Weaknesses

The strengths of the program are summarized as follows:

- A diverse and competent faculty;
- A coherent and integrated curriculum;
- A strong history of accreditation and continuous reaffirmation by the Council on Social Work Education (CSWE);
- A comprehensive assessment process that leads to continuous improvement.
- Strong connections to the professional community through membership in professional societies, presentations at professional meetings, publication of scholarly works, the Title IV-E contract with WVDHHR, and representation on state level Boards and Committees (see Faculty Data Sheets, **Appendix II-B**);
- Strong employer and program partnerships resulting in the skills, competencies, and abilities of our graduates to find employment and to meet the beginning level of generalist social work practice; and
- Deep and ongoing connections to the surrounding community/counties through student internships and service learning projects such as the *Bright Futures Program*, a faith-based mentoring program for at-risk middle school age girls (see **Exhibit 7** for description). The program was started in 2012.

The program has no major weaknesses and will strive to continually improve its curriculum, recruit and retain students, serve the community, engage in research, and prepare its graduates for careers in beginning social work practice and/or graduate study.

SECTION III: VIABILITY

A. Program Enrollment

The program averaged 96 social work majors per year during the five-year review period (see **Appendix III-A**). 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 (See Section II.C.1 above for formal admission criteria).

B. Course Enrollment

Course enrollment over the review period was consistently strong (see **Appendix III-B**) indicating ongoing viability of the Social Work Program.

C. Enrollment Projections

Employment of social workers is expected to grow nationally by 25 percent from 2010 to 2020 according to the U.S. Bureau of Labor Statistics, Occupational Outlook Handbook. This growth is faster than the average for all occupations, primarily due to an increase in demand for health care and social services, but will vary by specialty. For example:

- Although influenced by budget constraints, employment of child, family, and school social workers is expected to grow by 20 percent, faster than the average for all occupations.
- Employment of health care social workers is expected to grow by 34 percent, much faster than the average for all occupations. As baby boomers age, they and their families will require help from social workers to find care and social services.

- Employment of mental health and substance abuse social workers is expected to grow by 31 percent, much faster than the average for all occupations. Growth is expected as more people seek treatment for mental illness and addiction.

In West Virginia, WORKFORCE West Virginia reports that child, family, and school social workers as well as mental health and substance abuse social workers are among the occupations considered to be in high demand. Significant amounts of annual openings and growth are expected between 2010 and 2020.

Due in large part to these trends, we project our enrollment in the Social Work Program to increase by 10-15 percent over the next five years.

D. Cost Analyses

A cost analysis is performed for the Program Review to provide useful data about the Departmental Cost of Instruction and the Facilities and Administrative Costs (Cost of Operation). These costs are not instructional but attribute the overall educational experience of students.

Departmental Cost of Instruction: Departmental Cost of Instruction includes two components: 1. Departmental instructional costs to offer the major, and 2. Departmental instructional costs to offer courses in the department. To determine the departmental costs, ratios are calculated to generate the program cost per graduate and the cost per student in the major.

Calculation of the cost to offer the major: The numerator value is determined by using 2012-2013 faculty salary data for full-time and part-time faculty (including fringe benefits) who provide instruction for courses offered in the major (degree program). The value excludes salary compensation for instruction in general education courses (services courses) unless those courses are required for the major and serves as the numerator value for both the *program cost per graduate* and the *cost per student in the major* ratios.

Two denominator values are determined. For the *program cost per graduate* ratio, the denominator value is the average number of program graduates for the 2008-2013 review period, while the *cost per student in the major* calculation uses the average number of majors in the degree program during the same review period as the denominator.

The resulting formulas are:

$$\text{Cost per graduate} = \frac{\text{2012-2013 degree program instructional faculty salaries}}{\text{average number of program graduates 2008-2013}}$$

$$\text{Cost per student in the major} = \frac{\text{2012-2013 degree program instructional faculty salaries}}{\text{average number of majors in the degree program 2008-2013}}$$

$$\text{Social Work program cost per graduate} = \$186,770/16.4 = \$11,388$$

$$\text{Social Work program cost per student in the major} = \$186,770/113.4 = \$1,647$$

Calculation for the departmental cost to offer courses in the department: The previously generated numerator value also serves as the numerator for this calculation. The denominator of this calculation is student credit hours produced for the last academic year (2012-2013) of the five-year review period. As this program offers no general education courses, the credit hours produced is calculated using courses taken by both majors and non-majors.

The resulting formula is:

$$\text{Cost of courses offered in the department} = \frac{\text{2012-2013 degree program instructional faculty}}{\text{total student credit hours produced by department}}$$

$$\text{Social Work cost offered in the department} = \$186,770/1,507 = \$124$$

The Facilities and Administrative cost (Cost of Operation) also uses total faculty compensation for 2012-2013. For this value, federal indirect rate of 56.9 percent, which is a measure used to determine the cost of operation for grant administration. These values are multiplied to determine the cost of operation.

The formula Cost of Operation (Non-instructional operational cost):

$$\text{Cost of operation} = 2012\text{-}2013 \text{ degree program instructional faculty} * 0.569$$

$$\text{Social Work Cost of Operation} = \$186,770 * 0.569 = \$106,272$$

The ratios are exhibited in the table below.

Total Salary	Avg. Majors (AY09-AY13)	Avg. Graduates (AY09-AY13)	Total SCH (AY 2013)	Cost of Operation (AY 2013)
\$186,770	113.4	16.4	1,507	0.569
Cost Ratios	\$1,647	\$11,388	\$124	\$106,272

Note: All major, graduate and SCH values are based on data from templates prepared by the IR office.

In summary for the Social Work degree program, the total salary for faculty during the 2012-2013 year of the review period is \$186,770 and includes both part-time and full-time faculty salaries. The average cost per major is \$1,647 while the average cost per graduate is \$11,388. Both values include all unduplicated student majors and graduates for the five-year review period. The cost of offering courses in the department for all students is based on the total semester credit hours (fall and spring combined) generated is \$124 per semester credit hour. The cost of operation (non-instructional cost) is \$106,272.

E. Service Courses

SW K 202 Cultural Aspects can be used to meet the *G ED 200 Race, Gender and Human Identity* requirement. The course is open to non-majors (see **Appendix III-E**).

F. Off-Campus Courses

No off-campus courses were offered during the five-year review period.

G. Articulation Agreements

No articulation agreements were initiated during the five-year review period.

SECTION IV: NECESSITY

A. Similar Programs

Marshall University is the nearest institution offering a Bachelor's degree in Social Work. Students attending West Virginia State University commute primarily from Kanawha, Jackson, Roane, Wood, Boone, Lincoln, Logan and Mingo Counties. This program is better able to serve these areas because of geographical accessibility.

B. Job Placement

Social work students are encouraged to attend a career fair hosted each year by the Office of Career Services. Social service agencies, both private and public, from the Greater Kanawha Valley are invited. Career Services notifies the Department of Social Work of current job availability. In addition, the West Virginia Chapter of the National Association of Social Workers publishes current job announcements on its website and through its list serve. These job opportunities are shared with candidates for graduation by the social work faculty. The Director of Field Instruction helps students prepare for job interviews and advises them how to obtain their social work permits through the West Virginia Board of Social Work. Many students are offered employment with the same agencies with whom they completed internships. In addition, a Title IV-E Child Welfare Training grant provides a career path for students in the field of child welfare. The Title IV-E Child Welfare Training Program is a partnership with the West Virginia Department of Health and Human Resources (WVDHHR) to prepare social work majors to enter positions in child welfare immediately upon their graduation from WVSU. Examples of child welfare positions include child protective services (CPS), foster care, adoption, and youth services. Students who are accepted into the program are eligible to receive payment of tuition and a stipend (\$1,000 per semester) with funds provided by WVDHHR Title IV-E grant funds. Upon graduation, these students are contracted by WVDHHR for full-time employment.

APPENDIX II-A

CURRICULUM

APPENDIX II – A: Curriculum—(Old Curriculum)

Degree Program: Bachelor in Social Work				Total number of credit hours required for graduation: 123				
Professional society that may have influenced the program offering and requirements: Council on Social Work Education								
Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours	
S WK 131 Introduction to Social Work	3	RESTRICTED ELECTIVES: 6 HRS 6 hrs from following S WK classes:		COGNATES:		GED 100 & 200	6	
S WK 200 Theories of Poverty	3			BIOL 210	4	GED Natural Science	6-8	
S WK 202 Cultural Aspects	3		S WK 205 Community Services	(3)	Basic Anatomy & Physiology		Fine Arts	6
S WK 245 Human Behavior and the Social Environment	3		S WK 210 Children & Family Services	(3)	EDUC 201	3	Intern. Perspective	6
S WK 316 Social Work Practice I	3		S WK 298 Current Issues in Human Services	(3)	Human Growth & Development	3	Math	3
S WK 342 Social Policy & Legislation	3		S WK 330 Social Work Values & Ethics	(3)	POSC 204		American Traditions	3
S WK 400 Methods of SW Research	3		S WK 350 Aging: Process & Services	(3)	State & Local Government	3	COMM 100	3
S WK 403 Social Work Practice II	3		S WK 399 Special Topics	(1-3)	PSYC 151	3	ENGL 101 & 102	6
S WK 404 Field Instruction	6				General Psychology	4	ENGL 150	3
S WK 405 Social Work Practice III	3				Statistics for Social Sciences	3	HIST 201 or 202	3
S WK 406 Advanced Field Instruction	6				SOC 101	3	HHP 122 or 157	<u>2</u>
				Introduction to Sociology			47-49	
				SOC 212	3	GED Information Skills: ENGL 101 & 102; and SWK 342 & 400 (required)		
				Urban Sociology		GED Social Structure: PSYC 151 & Soc 101 (are required cognates)	6-8	
						Elective hours to bring Total to 123		
Total Required Major Hours:	39	Total Additional Major Hours:	6	Total Cognate Hours:	23	Total Gen. Ed. : Elective Hours:	47-49 6-8	

APPENDIX II – A: Curriculum

New Curriculum (effective Fall 2012)

Degree Program: Bachelor of Science in Social Work				Total number of credit hours required for graduation: 120			
Professional society that may have influenced the program offering and requirements: Council on Social Work Education							
Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
S WK 131 Introduction to Social Work	3	RESTRICTED ELECTIVES: 9 HRS. 9 hrs. from following S WK classes: S WK 205 Community Services S WK 210 Children & Family Services S WK 298 Current Issues in Human Services S WK 330 Social Work Values & Ethics S WK 350 Aging: Process & Services S WK 199—499 Special Topics		COGNATES: EDUC 201 Human Growth & Development POSC 204 State & Local Government PSYC 151 General Psychology PSYC 200 Statistics for Social Sciences SOC 101 Introduction to Sociology		CPS 101	1
S WK 200 Theories of Poverty	3					GED 100	3
S WK 202 Cultural Aspects	3					GED 200 or SWK 202	
S WK 245 Human Behavior and the Social Environment	3				3	Natural Science	6-8
S WK 316 Social Work Practice I	3				3	Fine Arts	6
S WK 342 Social Policy & Legislation	3				3	Intern. Perspective	6
S WK 400 Methods of SW Research	3				3	Math	3
S WK 403 Social Work Practice II	3				3	American Traditions	3
S WK 404 Field Instruction	6				3	COMM 100	3
S WK 405 Social Work Practice III	3				1-3	ENGL 101 & 102	6
S WK 406 Advanced Field Instruction	6					ENGL 150	3
				HIST 201 or 202	3		
				HHP 122 or 157	<u>2</u>		
					45-47		
						GED Information Skills: ENGL 101 & 102; and SWK 342 & 400 (required)	
						GED Social Structure: PSYC 151 & Soc 101 (are required cognates)	9-11
						Elective hours to bring to 120	Total to 120
Total Required Major Hours:	39	Total Additional Major Hours:	9	Total Cognate Hours:	16	Total Gen. Ed. / Elective Hours:	45-47 9-11

APPENDIX II-B

FACULTY DATA

APPENDIX II-B: Faculty Data
(No more than TWO pages per member)

Name: Rita Brown	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.S.W.
Degree Conferred by: West Virginia University	Date Degree Received: 1995
Area of Specialization:	

Professional registration/licensure:	Licensed Social Worker – WV
Years of employment at present institution:	16
Years of employment in higher education:	16
Years of related experience outside higher education:	20

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	SWK 403 Social Work Practice II	18
	SWK 404 Field Instruction	18
Spring 2012	SWK 405 Social Work Practice III	16
	SWK 406 Advanced Field Instruction	17
Fall 2012	SWK 403 Social Work Practice H	17
	SWK 404 Field Instruction	17
Spring 2013	SWK 405 Social Work Practice II	17
	SWK 406 Advanced Field Instruction	17

- (B). If degree is not in area of current assignment, explain: N/A

- (C). Identify your professional development activities during the past five years.

Presentations:

- Delivered the following Title IV -E Training Modules to WVDHHR employees (2008-2012):
 - > Preserving Connections
 - > Interviewing
 - > Ethics
 - > PRIDE Foster Care Training
- *Social Work as a Profession*. A workshop presented at the 2010 Spring Continuing Education Conference for Social Workers, Charleston Civic Center, April 28, 2010.
- *WV Board of Social Work Examiners New Licensing Law*. A workshop presented at the 2011 Spring Continuing Education Conference for Social Workers, Charleston Civic Center, April 15, 2011.
- Presented Social Work Licensing Bill (H.B. 2525) to Senate Finance Committee of the West Virginia Legislature on March 3, 2011.
- *WV Board of Social Work Examiners New Licensing Law*. A session presented at the 2012 Spring Continuing Education Conference for Social Workers, Charleston Civic Center, April 26, 2012.

Conferences Attended:

- Spring Continuing Education Conference for Social Workers, Charleston Civic Center, attended annually 2008-2012.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- Served as Chair of the West Virginia Board of Social Work 2008-2012- appointed by the Governor.
- 2010- Invited speaker for West Virginia University Master of Social Work Graduation Ceremony, Charleston Program.
- Recipient of Community Service Award presented by Trinity Lutheran Church for the *Feeding of the Homeless Project*.

(E). Indicate any other activities that have contributed to effective teaching.

- Presented expert testimony before the West Virginia Legislature Rule-Making Committee on social work licensing issues
- Served as consultant and trainer for the West Virginia Department of Health and Human Resources Bureau for Children and Family Services
- Represented West Virginia Social Work Consortium (SWEC) in negotiations for Title IV -E Funds
- Developed several training modules for West Virginia Department of Health and Human Resources on topics related to foster care and adoption

(F). List professional books/papers published during the last five years.

None

(G). List externally funded research (grants and contracts) during the last five years.

Coordinated the Title IV-E Education and Training Project contract with the West Virginia Department of Health and Human Resources on behalf of the WVSU Department of Social Work (2008-2012)

Faculty Data for Self Study

(No more than TWO pages per faculty member)

Name: David Howard	Rank: Visiting Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Florida	Date Degree Received: 2004
Area of Specialization: Rehabilitation Counseling, Global Health Classifications, Disability/Sexuality, Complementary and Alternative Medicine	
Professional registration/licensure: Licensed Certified Social Worker (BP00943758) Years of employment at present institution: 1 Years of employment in higher education: 9 Years of related experience outside higher education: 12	

To determine compatibility of credentials with assignment:

(A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR /SEMESTER	COURSE NUMBER AND TITLE
Fall2011	SW 330: Social Work Values and Ethics (enrollment: 23)
Spring 2012	SW 330: Social Work Values and Ethics (enrollment: 11)
Fall2012	SW 131: Introduction to Social Work (enrollment: 14)
Spring 2013	SW 330: Social Work Values and Ethics (enrollment: 26)

(B). If degree is not in area of current assignment, explain: Not applicable

(C) Identify your professional development activities during the past five years.

Presentations:

Howard, D. The why's of wrong and the when's of what is right. National Association of Social Work- West Virginia Chapter Spring Continuing Education Conference, April 2012, Charleston, West Virginia.

Howard, D. The World Health Organization and the /CF: Implications for recreational therapy. West Virginia Therapeutic Recreation Association Annual Conference, November, 2010, Canaan Valley, West Virginia.

Howard, D. Men and women with disabilities: Professional issues regarding sexuality and intimate relationships. West Virginia Therapeutic Recreation Association Annual Conference, November, 2010, Canaan Valley, West Virginia.

Howard, D. & Saleeby, P. Soc/a/ Work and the ICF. North American Collaborating Conference on the ICF, June 2010, National Institutes of Health, Bethesda, Maryland.

Howard, D. & Hough, J. /CF in vocational rehabilitation eligibility determination. North American Collaborating Conference on the ICF, June 2010, National Institutes of Health, Bethesda, Maryland.

Howard, D. *The World Health Organization's ICF: Impacting recreation, health and healthy promotion*. National Recreation and Park Association Congress, October 2008, Baltimore, Maryland.

Howard, D., Nieuwenhuijsen, E., & Saleeby, P. *Utilizing ICF-based "Traditional Medicine:" Building social capital and enhancing health promotion*. Poster presented at the North American Collaborating Center on ICF, August 2008, Quebec City, Canada.

Community Development:

Founded the Charleston Healing Arts Center in 2010 - A center designed to develop and deliver services integrating complementary and alternative medicine, biofeedback and the World Health Organization's International Classification of Functioning, Disability, and Health.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
Heart and Soul Recipient. Charleston Area Medical Center (2012)

(E). Indicate any other activities that have contributed to effective teaching.

Professional Service:

2011- Vice President and Member, Board of Directors, Mental Health Association of the Greater Kanawha Valley, Charleston, West Virginia.

2008- Member, Council on Social Work Education's Council on Disability and Persons with Disabilities, overseen by the Commission on Diversity and Social and Economic Justice.

2002- Associate Editor, American Journal of Recreational Therapy

2010-2012 -Member, Board of Directors, Parents, Families, Friends of Lesbians and Gays (PFLAG), West Virginia-Charleston- Huntington chapter.

2008-2009- Founding Member, Parents, Families, Friends of Lesbians and Gays (PFLAG), Indiana- Terre Haute chapter.

(F). List professional books/papers published during the last five years.

Howard, D., Dieser, R., Pegg, S., Yang, H. W., & Lamme!, J. (2008). *International Therapeutic Recreation*. In T. Robertson & T. Long (Eds.), *Introduction to Therapeutic Recreation: Perceptions, Philosophies and Practices for the 21st Century*. Champaign, IL: Human Kinetics, Inc.

Howard, D. (2008). *Healthy People 2010, health promotion and the World Health Organization's ICF model: Application for recreation professionals promoting inclusion*. In G. Kassing (Ed.), *Inclusive Recreation*. Champaign, IL: Human Kinetics.

Howard, D. (2008). *Older men and prostate cancer: ICF-based implications for quality of life and leisure*. *A TRA Annual of Therapeutic Recreation*, 16, 57-70.

Howard, D., Nieuwenhuijsen, E., & Saleeby, P. (2008). *The ICF and health promotion/education: Fostering social change, creating social networks, promoting empowerment*. *Disability & Rehabilitation*, 12(13), 942-54.

(G). List externally funded research (grants and contracts) during the last five years.

Before coming to WVSU last fall, it had been several years since I worked in higher education. However, between 2006-2009 at Indiana State University and as Executive Director of the Maple Center submitted 10 grants that were funded for research and intervention programs related to cancer survivorship and maternal health care.

Faculty Data for Self Study

(No more than TWO pages per faculty member

Name: Raphael Mutepa	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Virginia Commonwealth University	Date Degree Received: December 2003
Area of Specialization: Social Work: HIV-AIDS/Qualitative Research	

Professional registration/licensure: NA
Years of employment at present institution: 11
Years of employment in higher education: 11
Years of related experience outside higher education: 10

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	Enrollment
Fall 2011	SWK 131 Introduction to Social Work	21
	SWK 200 Theories of Poverty	25
	SWK 245 Human Behavior & Social Environment	25
	SWK 298 Current Issues	5
Spring 2012	SWK 131 Introduction to Social Work	15
	SWK 210 Children & Family Services	26
	SWK 245 Human Behavior & Social Environment	11
	SWK 400 Research Methods in Social Work	20
Fall 2012	SWK 131 Introduction to Social Work	15
	SWK 200 Theories of Poverty	30
	SWK 245 Human Behavior & Social Environment	25
	SWK 298 Current Issues	9
Spring 2013	SWK 131 Introduction to Social Work	23
	SWK 210 Children & Family Services	21
	SWK 245 Human Behavior & Social Environment	11
	SWK 400 Research Methods in Social Work	27

- (B). If degree is not in area of current assignment, explain: NA

(C). Identify your professional development activities during the past five years.

Presentations:

- *Non-Traditional Social Work Majors: Where Do Our Students Come From?* A paper presented at the 2010 Spring Continuing Education Conference for Social Workers, Charleston Civic Center, April 30, 2010 along with two of our social work students.

Conferences Attended:

- 2010 Spring Continuing Education Conference for Social Workers, Charleston Civic Center, April 30, 2010

Research Completed:

- 2008: Nontraditional Social Work Majors: Why Do They Come to Social Work?- a qualitative study
- 2011: What the National Association of Social Workers Taught Us About HIV/AIDS Between 1981 and 2010: A Content Analysis of *Health and Social Work* (WVSU Faculty Research and Development award)

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- Served as state representative for the WV Community Planning Group for HIV/AIDS and Other Health Disparities at the 2012 National African American MSM Leadership Conference in New Orleans, LA in January 2012.

(E). Indicate any other activities that have contributed to effective teaching.

- Participated in numerous workshops on distance education and the development of online courses, including completion of Quality Matters training course during the 2012 Fall Semester
- Participated in LiveText assessment activities
- Served as a reviewer of articles submitted to *AIDS Care. Psychological and Socio-Medical Aspects of AIDS/HIV* published by Routledge in 2010
- Made presentations at WVSU Faculty Lecture Series: 11/03/11 -What the National Association of Social Workers Taught Us About HIV/AIDS Between 1981 and 2010: A Content Analysis of *Health and Social Work*

(F). List professional books/papers published during the last five years.

Non

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX 11-B: Faculty Data

(No more than TWO pages per member)

Name: Susan Richards	Rank: Instructor
Status: 0 Full-time X Part-time 0 Adjunct 0 Graduate Asst.	Highest Degree Earned: M.S.W.
Degree Conferred By: West Virginia University	1995
Area of Specialization:	Children and Family Services

Professional registration/licensure:	
Years of employment at present institution:	15 (part-time)
Years of employment in higher education:	15 (part-time)
Years of related experience outside higher education:	29

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
FALL 2011	SWK 202 Cultural Aspects	25
SPRING 2012	SWK 342 Social Policy and Legislation	21
FALL 2012	SWK 202 Cultural Aspects	28
SPRING 2013	SWK 342 Social Policy and Legislation	24

If degree is not in area of current assignment, explain: NA

Identify your professional development activities during the past five years.

Presentations:

- Richards, S. *West Virginia Safety Assessment & Management System (WV SAMS)*. A presentation made at the Atlantic Coast Child Welfare Implementation Center Regional Conference, Baltimore, MD, September 2010.
- Richards, S. *Engaging Child Welfare Staff in West Virginia to Effectively use Data to Support Implementation*. A presentation made at the Department of Health & Human Services Conference, Alexandria, VA, October, 2011.
- Presentation made as part of a national webinar the National Resource Center for In-Home Services, February 2012.
- Richards, S. *Role to Practice*. presented at the Atlantic Coast Child Welfare [implementation Center Regional Conference, Nashville. TN., 2012.
- Richards, S. *Model in Child* a made as part of a national webinar the National Resource Center for Child Protective February 2013.

Conferences Attended:

- Atlantic Coast Child Welfare Implementation Center Regional Conference, Baltimore, MD. September 2010.
- Department of Health & Human Services Conference, Alexandria, VA, October, 2011.
- Atlantic Coast Child Welfare Implementation Center Regional Conference, Nashville, TN, September 2012.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- September 2011 received an award from the Atlantic Coast Child Welfare Implementation Center for work on the WV SAMS Project

(E). Indicate any other activities that have contributed to effective teaching.

- Director of Training (2003-present), Division of Training, WV Department of Health & Human Resources, Bureau for Children and Families oversees policy, systems, and skills training for all classifications within Bureau.
- Serves as a member the WVSU and Field Committee (2009- present)

List professional books/papers published during the last five years:

None

List externally funded research (grants and contracts) during the last five years:

None

Faculty Data for Self Study
(No more than TWO pages per faculty member)

Name: Brenda R. Wamsley	Rank : Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Case Western Reserve University	Date Degree Received: January 2004
Area of Specialization: Social Welfare Policy	

Professional registration/licensure: Licensed Certified Social Worker (LCSW) (WV License #CP00451139)
Years of employment at present institution: 9
Years of employment in higher education: 24
Years of related experience outside higher education: 23 (some years concurrent with employment in higher

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2011	SWK 350 Aging: Process & Services (Web 100)	32
	SWK 399 Special Topics: Services to Veterans & Military Families (Web 50)	16
Spring 2012	SWK 316 Social Work Practice I	11
	SWK 350 Aging: Process & Services (Web 100)	39
Fall 2012	SWK 350 Aging: Process & Services (Web 100)	46
	SWK 399 Special Topics: Services to Veterans & Military Families (Web 50)	14
Spring 2013	SWK 316 Social Work Practice I	25
	SWK 350 Aging: Process & Services (Web 100)	50

- (B). If degree is not in area of current assignment, explain: NA

Identify your professional development activities during the past five years.

Presentations:

- Wamsley, B. *Promoting Health in Later Life*. A workshop presented at the 2009 Spring Continuing Education Conference for Social Workers, Charleston Civic Center, April 29, 2009.
- Wamsley, B. *The WVSU Social Work Health and Wellness Project*. A paper presented at the 55th Annual Program Meeting of the Council on Social Work Education in San Antonio, TX in November 2009.
- Wamsley, B., & Harbert, L. *Grandfamilies: Working with Grandparents Raising Grandchildren*. A workshop presented at the 2012 Spring Continuing Education Conference for Social Workers, Civic Center, April 26, 2012.

Conferences Attended:

- *Social Work Day at the Legislature* Continuing Education workshop annually 2009-2013, sponsored by the National Association of Social Workers (NASW), WV Chapter in Charleston, WV.
- *NASW Spring Continuing Education Conference for Social Workers* annually 2009-2012, Civic Center, Charleston, WV.
- Annual Program Meeting, Council on Social Work Education, San Antonio, TX, November 2009.
- Annual Scientific Assembly of the WV Geriatrics Society at the Stonewall Resort, Roanoke, WV (2010) and Charleston, WV (2011, 2012).
- 2011 DoD/USDA Family Resilience Conference, April 27-29, 2011, Chicago, IL.
- *Preparing for the Elder Boomer Boom: WV Partnership for Elder Living 3rd Annual Partner Summit*, 9/20/2012, Charleston.

Certifications Earned:

- Advanced Geriatrics Education Skills (AGES) Certification, WV. Geriatric Education Center, awarded March 2012.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

“Black and Gold” Faculty Award presented at the WVSU Black and Gold Gala, Founders Week, 3/7/2012.

(E). Indicate any other activities that have contributed to effective teaching.

- Participated in numerous workshops on distance education and the development of online courses, including completion of Quality Matters training course during the 2012 Fall Semester.
- Collaborated with Dr. Gail Mosby, Sociology Department, to conduct a focus group study of custodial grandparents, September and October 2012

(F). List professional books/papers published during the last five years.

Meng, H., **Wamsley, B.**, Liebel, D., Dixon, D., Eggert, G., Van Nostrand, J., (2009). Urban-rural differences in the effect of a Medicare health promotion and disease self-management program on physical function and health care expenditures. *The Gerontologist*, 49(3), 407-417.

Meng, H., Friedman, B., Dick, A.W., Liebel, D., **Wamsley, B.R.**, Eggert, G.M., Mukamel, D.B. (2009). Impact of a disease management-health promotion nurse intervention on personal assistance use and expenditures. *Home Health Care Services Quarterly*, 28, 113-129.

Friedman, B., **Wamsley, B.R.**, Liebel, D.V., Saad, Z.B., Eggert, G.M. (2009). Patient satisfaction, empowerment, and health and disability status effects of a disease management-health promotion nurse intervention among Medicare beneficiaries with disabilities. *The Gerontologist*, 49(6), 778-792.

Meng, H., **Wamsley, B.R.**, Friedman, B., Liebel, D., Dixon, D.A. Gao, S., Oakes, D., Eggert, G.M. (2010). Impact of body mass index on the effectiveness of a disease management-health promotion intervention on disability status. *American Journal of Health Promotion*, 24(3), 214-222.

Meng, H., Friedman, B., **Wamsley, B.R.**, Van Nostrand, J.F., Eggert, G.M. (2010). Choice of personal assistance services providers by Medicare beneficiaries using a consumer-directed benefit: Rural-urban differences. *The Journal of Rural Health*, 26, 392-401.

Meng H., Liebel D., **Wamsley, B.R.** (2011) Body Mass Index and the impact of a health promotion intervention on health services use and expenditures. *Journal of Aging and Health*. 23(4), 743-763.

(G). List externally funded research (grants and contracts) during the last five years.

Served as Evaluation Specialist for USDA grant funded *Fast Track* project implemented by WVSU Extension Service (2010-2013) for youth-at-risk population.

Served as Evaluation Specialist for DoD grant funded *Military-Extension Partnership* health literacy project implemented by WVSU Extension Service in 2012.

APPENDIX II – E
ASSESSMENT PLAN

ASSESSMENT PLAN

Program Objective	Measure(s)	Procedure for Implementation	Benchmark (Success)	Analysis Procedure
Identify as a professional social worker and conduct ones self accordingly (2.1.1)	Key course assignments in SWK 131 (Journal Entries) & SWK 316 (Standard Client Interview Critique)	Assignments submitted through LiveText each time course is taught	M = 2 (Scale 0-4)	LiveText analysis and report
	Field Evaluation	Survey administered through LiveText each semester	M = 2 (Scale 0-4)	LiveText analysis and report
	Employer Survey	Survey administered by mail every two years	75% of employers rate students as being “prepared”	Cross sectional descriptive data analysis (SPSS)
Apply social work ethical principles to guide professional practice (2.1.2)	Key course assignments in SWK 316 (Standard Client Interview Critique) & SWK 405 (Agency Analysis Paper)	Assignments submitted through LiveText each time course is taught	M = 2 (Scale 0-4)	LiveText analysis and report
	Field Evaluation	Survey administered through LiveText each semester	M = 2 (Scale 0-4)	LiveText analysis and report
	Employer Survey	Survey administered by mail every two years	75% of employers rate students as being “prepared”	Cross sectional descriptive data analysis (SPSS)
Apply critical thinking to inform and communicate professional judgments (2.1.3)	Key course assignments in SWK 131 (Journal Entries); SWK 316 (Standard Client Interview Critique); & SWK 400 (Research Article Critique)	Assignments submitted through LiveText each time course is taught	M = 2 (Scale 0-4)	LiveText analysis and report
	Field Evaluation	Survey administered through LiveText each semester	M = 2 (Scale 0-4)	LiveText analysis and report
	Employer Survey	Survey administered by mail every two years	75% of employers rate students as being “prepared”	Cross sectional descriptive data analysis (SPSS)
Engage diversity and difference in practice (2.1.4)	Key course assignments in SWK 202 (Resource Paper) & SWK 403 (Case Report)	Assignments submitted through LiveText each time course is taught	M = 2 (Scale 0-4)	LiveText analysis and report
	Field Evaluation	Survey administered through LiveText each semester	M = 2 (Scale 0-4)	LiveText analysis and report
	Employer Survey	Survey administered by mail every two years	75% of employers rate students as being “prepared”	Cross sectional descriptive data analysis (SPSS)
Advance human rights and social and economic Justice (2.1.5)	Key course assignments in SWK 200 (Term Paper) & SWK 342 (Policy Analysis Paper)	Assignments submitted through LiveText each time course is taught	M = 2 (Scale 0-4)	LiveText analysis and report
	Field Evaluation	Survey administered through LiveText each semester	M = 2 (Scale 0-4)	LiveText analysis and report
	Employer Survey	Survey administered by mail every two years	75% of employers rate students as being “prepared”	Cross sectional descriptive data analysis (SPSS)
Program Objective	Measure(s)	Procedure for Implementation	Benchmark (Success)	Analysis Procedure

Engage in research-informed practice and practice-informed research (2.1.6)	Key course assignment in SWK 400 (Research Article Critique)	Assignment submitted through LiveText each time course is taught	M = 2 (Scale 0-4)	LiveText analysis and report
	Field Evaluation	Survey administered through LiveText each semester	M = 2 (Scale 0-4)	LiveText analysis and report
	Employer Survey	Survey administered by mail every two years	75% of employers rate students as being “prepared”	Cross sectional descriptive data analysis (SPSS)
Apply knowledge of human behavior and the social environment (2.1.7)	Key course assignments in SWK 245 (Term Paper) & SWK 316 (Standard Client Interview Critique)	Assignments submitted through LiveText each time course is taught	M = 2 (Scale 0-4)	LiveText analysis and report
	Field Evaluation	Survey administered through LiveText each semester	M = 2 (Scale 0-4)	LiveText analysis and report
	Employer Survey	Survey administered by mail every two years	75% of employers rate students as being “prepared”	Cross sectional descriptive data analysis (SPSS)
Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8).	Key course assignment in SWK 342 (Policy Analysis Paper)	Assignment submitted through LiveText each time course is taught	M = 2 (Scale 0-4)	LiveText analysis and report
	Field Evaluation	Survey administered through LiveText each semester	M = 2 (Scale 0-4)	LiveText analysis and report
	Employer Survey	Survey administered by mail every two years	75% of employers rate students as being “prepared”	Cross sectional descriptive data analysis (SPSS)
Respond to context that shape practice (2.1.9)	Key course assignment in SWK 342 (Policy Analysis Paper) & SWK 405 (Agency Analysis Paper)	Assignments submitted through LiveText each time course is taught	M = 2 (Scale 0-4)	LiveText analysis and report
	Field Evaluation	Survey administered through LiveText each semester	M = 2 (Scale 0-4)	LiveText analysis and report
	Employer Survey	Survey administered by mail every two years	75% of employers rate students as being “prepared”	Cross sectional descriptive data analysis (SPSS)
Engage, assess, intervene, and evaluate with individual, families, groups, organizations, and communities (2.1.10)	Key course assignments in SWK 316 (Standard Client Interview Critique) & SWK 403 (Case Report)	Assignments submitted through LiveText each time course is taught	M = 2 (Scale 0-4)	LiveText analysis and report
	Field Evaluation	Survey administered through LiveText each semester	M = 2 (Scale 0-4)	LiveText analysis and report
	Licensing Exam	Annual Pass/Fail report received from WV Board of Social Work Examiners	70% of graduates will pass the exam	Trend data aggregated annually
	Graduate Exit Survey	Survey administered each semester with candidates for graduation	80% of students rate themselves ready for practice	Descriptive data aggregated annually
	Employer Survey	Survey administered by mail every two years	75% of employers rate students as being “prepared”	Cross sectional descriptive data analysis (SPSS)

Social Work Field Experience Evaluation

1- Student Name

2- Course Name

- S WK 404
- S WK 406

3- Are you a:

- Student
- Supervisor

4- Field Supervisor's Name

5- Course Name

6- Today's Date

(MM/DD/YYYY)

7- Section 1: Identify as a professional social worker and conduct oneself accordingly

Instructions: For each category, choose the item which best reflects the student's level of achievement.

81.1 Advocate for client access to the services of social work.

- Extremely passive or inappropriate, unaware of services
- Generally too passive or too aggressive, sometimes aware of/informs clients of services
- Appropriate in routine situations, adapts well to some difficult situations, seeks information about community services, identifies gaps in services
- Consistently appropriate in routine and difficult situations, identifies solutions for gaps in services
- Goes above and beyond to appropriately advocate for client access to services, seeks to develop services when needed
- Not Applicable

91.2 Practice personal reflection and self-correction to assure continual professional development

- Appears bored; self-interests primary, superficial discussions with field instructor or weekly logs
- Some self-reflection evident, sometimes accepts and uses feedback
- Demonstrates insight regarding professional development, solicits and uses feedback appropriately
- Solicits and incorporates feedback into practice on a regular basis

- 0 Shows insight in identifying areas of strength and improvement, makes constructive use of feedback and weekly logs or supervisory meetings show in-depth self-analysis
- 0 Not Applicable

101.3 Attend to professional roles and boundaries

- 0 Fails to maintain calm and objective manner, does not maintain appropriate boundaries
- 0 Difficulty remaining calm, generally maintains boundaries
 - 0 Generally poised and in control, consistently adheres to boundaries
- 0 Maintains poise and control, identifies potential boundary issues and responds appropriately
- 0 Consistent poise and control even under stress, consistently handles situations in professional manner, discusses and adheres to boundary issues appropriately
- 0 Not Applicable

111.4 Demonstrate professional demeanor in behavior, appearance, & communication

- 0 Consistently tardy or absent, appearance interferes with work or relationships, or shows poor attitude
 - 0 Occasionally late or absent, appearance usually consistent with agency standards, or occasional poor attitude
- 0 Consistently on time and attendance is good, appearance is consistent with agency standards, and generally positive attitude, and communicates respectfully.
- 0 Consistently on time with excellent attendance, appearance meets standard, consistent positive attitude and communicates respectfully.
- 0 Always on time or early, volunteers for extra work or extra hours, does not complain, is always positive and respectful in communication with others
- 0 Not Applicable

121.5 Engage in career-long learning

- 0 Apathetic about learning, not self-critical for growth
- 0 Seldom recognizes limitations, no effort to read literature or attend training
- 0 Initiates efforts in continuing education (readings, workshops, etc.)
- 0 Reads and discusses relevant professional literature, seeks training and personal growth opportunities
- 0 Continually reads relevant professional research and discusses with others, seeks out continuing education activities
- 0 Not Applicable

131.6 Use supervision and consultation

- 0 Resents supervision, ignores instructions
- 0 Sometimes avoids supervisory help, sometimes defensive when work is critiqued, or too reliant on supervisor

- Meets regularly with supervisor, identifies areas for self- improvement, asks appropriate questions, is tactful in disagreements
- Initiates supervisory meetings, appropriately asks for feedback and uses feedback constructively
- Initiates supervisory meetings, is appropriately assertive in seeking help from relevant professionals in addition to field instructor, is insightful and thinks critically about feedback
- Not Applicable

14 Additional Comments about Section 1: Identify as a professional social worker and conduct oneself according.

15- Section 2: Apply social work ethical principles to guide professional practice.

Instructions: For each category, Choose the item which best reflects the student's level of achievement

16 2.1 Recognize and manage personal values in a way that allows professional values to guide practice

- No or limited evidence of affiliation with social work values and ethics
- Generally able to manage personal values, occasionally judgmental, sometimes considers client strengths
- Identifies and discusses value conflicts with supervisor, has non- judgmental approach, identifies client strengths, values client self-determination
- Identifies value or potential value conflicts and develops effective strategies to manage these, encourages others to be non- judgmental, identifies strengths not easily seen by others, advocates for client self- determination
- Values are in complete alliance with social work values, helps others be non-judgmental see client strengths, advocates for client self-determination and identify policies or practices that conflict with social work values
- Not Applicable

172.2 Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the IFSW/IASSW Ethics

- Violates ethical standards or fails to use standards to guide practice
- Some ability to make ethical decisions, some understanding of NASW or other relevant Codes of Ethics
- Uses a strengths- based approach, maintains and explains confidentiality, Uses NASW or other relevant Codes consistently in practice
- Consistently applies appropriate ethical standards, seeks to gain greater understanding by attending trainings or using collaborative problem-solving processes.
- Trains/informs others regarding ethical decision making, analyzes agency policies/practices to determine alignment with NASW code of ethics and proposes ways to strengthen ethical practices in the agency
- Not Applicable

18 2.3 Tolerate ambiguity in resolving ethical dilemmas

- Demonstrates rigidity (right/wrong) in thinking, does not consider various perspectives
- Sometimes has difficulty seeing more than one side to an issue, is often uncomfortable with no clear cut answer to ethical dilemmas

- ~~Identifies~~ real or potential ethical dilemmas and can identify pros and cons of various options for action, thinks critically about ethical dilemmas
- Seeks information from others and from the literature on resolving ethical dilemmas, is able to see multiple options and possible outcomes
- Continually engages in self-reflection as well as seeking research and practice wisdom in resolving ethical dilemmas, helps others see
- Not Applicable

19 2.4 Apply strategies of ethical reasoning to arrive at principled decisions

- Shows no understanding of how to apply ethical reasoning
- Sometimes arrives at decisions without completely thinking through all aspects
- Applies a systematic problem solving process/model to identify issues involved, identify possible decisions and consequences, and select the best option
- On arriving at decisions, uses a systematic process, and as appropriate, explores alternatives with other appropriate professionals and/or through literature review
- Engages in systematic problem solving process and informs others regarding models of ethical reasoning, helps other colleagues/professionals arrive at principled decisions
- Not Applicable

20- Additional Comments about Section 2: Apply social work ethical principles to guide professional practice.

21- Section 3: Apply critical thinking to inform and communicate professional judgments

Instructions: For each category, select the option which best reflects the student's level of achievement.

22- 3.1 Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom

- Has difficulty applying sources of knowledge
- On occasion, demonstrates the ability to draw upon various knowledge bases including observation
- Consistently integrates knowledge from various sources after carefully appraising each, good observational skills
- Initiates opportunities to enhance practice by investigating additional sources of knowledge appropriate for various clients
- Has extensive knowledge appropriate for various clients including research-based knowledge and assists others in finding appropriate and varied sources of information
- Not Applicable

23- 3.2 Analyze models of assessment, prevention, intervention, and evaluation

- Very limited knowledge of models and applicability
- On occasion, has shown some knowledge of models
- Is informed on and appropriately applies the models used in the agency, seeks information on other models as appropriate

- Seeks out opportunities to become knowledgeable and proficient in using a variety of models, initiates discussions of prevention
- Conducts research related to various models, informs others of evidence based models, seeks to discover the effectiveness of various models
- Not Applicable

24- 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations

- Oral communication is generally not effective and/or written communication skills are poor, does not meet deadlines
- Limited ability to communicate and/or document in a clear and timely manner
- Written work is acceptable and on-time, oral communication is clear, concise, respectful, and timely
- Documentation is good and consistently on time, oral communication is clear, concise, respectful, timely
- Documentation is excellent and consistently on time, oral communication is clear, concise, respectful, timely
- Not Applicable

25- Additional Comments Section 3: Apply critical thinking to inform and communicate professional judgments

26- Section 4: Engage diversity and difference in practice

Instructions: For each category, select the option which best reflects the student's level of achievement .

27- 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power.

- Can identify some oppressed/marginalized populations but does not see the connection between cultural values/structures and determination of power and/or overlooks the impact cultural values/structure
- Identifies cultural values/structures that have served to enhance or reduce power/privilege for a client population
- Good working knowledge of cultural differences and uses that knowledge in engagement with clients
- Strong understanding of power/privilege and has initiated discussion on ways in which clients' diversity relates to power/privilege
- Uses understanding of power/privilege to identify/propose or implement ways to enhance service deliver and/or educates others about power/privilege
- Not Applicable

28- 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

- Shows limited awareness of own biases and values and the effect of client interactions, judgmental
- Acknowledges biases when pointed out by supervisor, but occasionally has difficulty separating own values in working with diverse groups

- Identifies biases and values and is able to discuss ways of eliminating their influence on practice, nonjudgmental approach
- Nonjudgmental approach, seeks out assistance in managing biases and values in best interest of clients
- Solicits feedback from others, initiates learning experiences to eliminate biases
- Not Applicable

29- 4.3 Recognize and communicate understanding of the importance of difference in shaping life experiences

- Cannot identify the importance of difference in shaping life experiences
- Has some superficial recognition of the importance of difference
- Can identify how diversity has shaped the lives of clients and identifies the elements of human diversity in assessment interviews
- Goes beyond the recognition of diversity with clients served and seeks to understand a wider range of diversity or engages in additional activities to understand a diverse population in more depth
- Educates others about a diverse population group and how difference shapes life experiences or conducts in-depth research about a client population
- Not Applicable

30- 4.4 View themselves as learners and engage those with whom they work as informants

- Does not make effort to learn clients' stories, assumes information, over-generalizes, stereotypes, or is disinterested in learning about differences from clients
- Occasionally seeks to understand the client perspective/story
- Asks appropriate questions in client interviews or organizational or community assessments to gain cultural competence, demonstrates awareness that the client is the expert on him/herself
- Initiates efforts to learn more about diverse client systems from those systems through attending cultural experiences, or reading literature from diverse groups
- Initiates efforts to learn more about diverse client systems by implementing focus groups or conducting needs assessments or surveys and incorporates findings into practice
- Not Applicable

31- Additional Comments Section 4: Engage diversity and difference in practice

32- Section 5: Advance human rights and social and economic justice.

Instructions: For each category, select the option which best reflects the student's level of achievement.

33- 5.1 Understand the forms and mechanisms of oppression and discrimination

- Minimizes presence of oppression or discrimination
- Acknowledges societal inequity and is able to identify groups who have experienced oppression and discrimination
- Able to explain or cite examples of oppression and discrimination in past and modern society and/or with a particular client
- Able to explain and cite examples that demonstrate the privilege of certain groups over others and relate it to the experiences of clients

- Can explain and cite examples of institutional systematic forms of oppression and discrimination as well as the implication of those policies
- Not Applicable

34- 5.2 Advocate for human rights and social and economic justice

- Minimizes human rights and social and economic justice issues or shows no interest in issues
- Expresses interest in a human rights issues and the changes he/she would like to see
- Researches path to change and understands steps and point of contact to take some action toward change
- Identifies key players and a plan for change to present to key players; lobbies for change; participates with others in change effort; or raise awareness
- Presented or implemented plan and prepares to follow up
- Not Applicable

35- 5.3 Engage in practices that advance social and economic justice

- Does not recognize social and economic justice issues
- Is able to explain concepts of social and economic justice by citing examples
- Can identify a particular policy, regulation or law intended to advance social and economic justice and explain why the policy was needed, who it serves and how it has advanced social and economic justice
- Able to identify where policies fall short of their goals of promoting social and economic justice and the unintended consequences to the population, can articulate needed changes and path to further development
- Identifies an area of need and develops strategy for addressing the issue on micro/macro level and follows through with action (may include political campaign involvement, lobbying, etc.)
- Not Applicable

36- Additional Comments about Section 5: Advance human rights and social and economic justice.

37- Section 6: Engage in research-informed practice and practice-informed research.

Instructions: For each category, select the option that best reflects the student's level of achievement.

38- 6.1 Use practice experience to inform scientific inquiry

- Is not able to articulate the connection between practice and research
- Identifies a research question related to practice
- Identifies a research question related to practice and develops an approach to studying the problem (i.e. single system design, program evaluation, etc.)
- Analyzes client data, conducts surveyor leads focus group, or uses single system design or other scientific method to explore a research question based on practice experience
- Thoroughly analyzes results of scientific inquiry related to practice and proposes and presents

recommendations to appropriate agency personnel, and/or informs other relevant professionals of results

Not Applicable

39- 6.2 Use research evidence to inform practice

- Does not consult research literature
- Occasionally reads credible research articles and discusses with field instructor
- Reviews credible research and applies to client situation and/or agency practices
- Analyzes models of practice in the agency based on use of credible research and uses findings to improve practice
- Educates others regarding evidence informed practice after thorough review of literature, makes recommendations to improve practice
- Not Applicable

40- Additional Comments about Section 6: Engage in research-informed practice and practice-informed research.

41- Section 7: Apply knowledge of human behavior and the social environment.

Instructions: For each category, choose the option which best reflects the student's level of achievement.

42- 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention & evaluation

- No understanding of eco-systems or use of conceptual frameworks
- Some use of frameworks with one type system (micro, mezzo, macro) but not with all size systems
- Appropriate use of conceptual frameworks with all sized systems - in conducting assessments or planning interventions considers the connections between these systems
- Thoroughly considers micro, mezzo, and macro systems in assessment, intervention, and evaluation, chooses appropriate targets for intervention
- Thoroughly considers all size systems in all phases of the planned change process and helps others to see how conceptual frameworks are used
- Not Applicable

43- 7.2 Critique and apply knowledge to understand person and environment

- Assessments, interventions, and evaluations do not reflect understanding of person and environment
- Shows minimal understanding and application of person and environment
- Assessments/intervention strategies show clear understanding of relevant bio-psycho-social elements and application of theory
- Goes beyond the minimal service expectations with clients by identifying other possible systems for change
- Demonstrates thorough understanding of a problem, applies knowledge of human behavior and the social environment and goes beyond expectations in targeting systems for change & takes appropriate action for change
- Not Applicable

44- Additional Comments about Section 7: Apply knowledge of human behavior and the social environment.

45- Section 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Instruction: For each category, choose the item which best reflects the student's level of achievement.

46- 8.1 Analyze, formulate, and advocate for policies that advance social well-being

- Does not show understanding or adherence to policies
- Reviews agency policies and understands rationale, adheres to policies
- Discusses and understands impact of policy/policy or legislative changes with field supervisor, discusses advocacy activities
- Recommends policy changes or assists in policy development, analyzes how proposed changes will advance social well-being
- Lobbies for particular legislative action or advocates for policy change to advance social well-being
- Not Applicable

47- 8.2 Collaborate with colleagues and clients for effective policy action

- Does not participate in efforts to collaborate relative to policy action
- Reviews and discusses agency, NASW or other organization's political action/legislative agenda/statements
- Participates actively in meeting(s) where political/policy action is discussed, provides information/suggestions/asks appropriate questions; and/or participates with others in lobbying or political campaigning
- Initiates/facilitates activities to bring about policy change
- Initiates/facilitates policy action, develop appropriate strategies, and implement plan
- Not Applicable

48- Additional Comments about Section 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

49- Section 9. Respond to contexts that shape practice.

Instructions: For each category, choose the option which best reflects the student's level of achievement.

50- 9.1 Continually discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

- Shows no interest in learning about trends/populations; unable to use technology effectively
- Reads materials provided by supervisor to learn of trends
- Reads appropriate literature to understand latest developments, identifies trends related to population served and/or new technologies, participates in NASW meetings or other informative workshops/meetings

- Provides relevant information to agency regarding latest developments, makes suggestions/develops plan
- Develops and implements a plan to respond to changing developments and/or technologies
- Not Applicable

51- 9.2 Provide leadership in promoting sustainable changes in service delivery & practice to improve quality of social services

- Overly dependent on others to provide direction, displays apathy or over-aggressive behaviors in meetings
- Listens attentively in meetings but does not speak up; sometimes passively mentions ideas for change
- Provides some ideas or information related to improvement in quality of services, respects others ideas, provides input, demonstrates teamwork
- Proposes evidence- informed, sustainable changes, educates others regarding updated research/technologies or pending changes, thinks creatively and collaborates well
- Plans, facilitates, coordinates, and/or implements a change effort demonstrating appropriate leadership skills
- Not Applicable

52- Additional Comments about Section 9. Respond to contexts that shape practice.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

54- 10.1 Substantively and effectively prepare for action with individuals, families, groups, organizations, communities

- No attempt to prepare for interviews, meetings, does not understand purpose of interviews/meetings or role
- Reviews some materials prior to interviews, has general understanding of purpose/goals of interview/meeting, understands role
- Reviews all relevant information prior to interviews/meetings and communicates clear understanding of purpose and role, discusses any concerns with supervisor
- Review all materials, asks appropriate questions about the purpose/goals beyond a superficial level
- Reviews all materials, identifies specific approaches, identifies additional goals or strategies, locates additional appropriate information beyond usual expectations
- Not Applicable

55- 10.2 Use empathy and other interpersonal skills

- Lacks responsiveness to clients; ignores client's feelings; does not use active listening skills; inappropriate in non-verbal expressions, lectures
- Minimal response to client's communication/feelings - use of short encouraging responses, can identify examples of empathy/interpersonal skills in other workers
- Demonstrates empathy, respect for client, and other active listening skills; nonverbal communication is appropriate, begins "where the client is," forms effective working relationships with clients and colleagues
- Goes beyond basic empathic responses and able to identify and communicate client's underlying emotions; is sought out by others as a "good listener;" "disarming"

- Models effective interpersonal skills to other workers; is able to effectively communicate empathy and use active listening skills even with “hostile” clients or difficult
- Not Applicable

56- 10.3 Develop a mutually agreed-on focus of work and desired outcomes

- Purpose of engagement with client unclear; no attempt to gain agreement with client
- Asks questions to obtain minimal information, able to identify some of client’s (or group) needs, some explanation of purpose
- Clearly explains to clients the purpose of services, obtains clients feedback about purpose, asks appropriate questions and identifies client (or group) needs and goals
- Clearly explains role & purpose, asks appropriate questions that go beyond the minimal, identifies and helps client prioritize needs
- Able to obtain mutual agreement in hostile or difficult situations; able to answer difficult questions from clients about purpose/role and adjust focus as needed
- Not Applicable

57- 10.4 Collect, organize and interpret client data

- Poor, disorganized collection - interpretation of information
- Obtains minimal information, some tendency to misinterpret, or may have tendency to include irrelevant information or leave out important details
- Collects most information, demonstrates understanding of the data; generally includes adequate information and detail, includes client strengths
- Thorough collection and documentation of information, shows ability to interpret and analyze information appropriately
- Initiates data collection and analysis for the agency, improves agency forms or data collection processes
- Not Applicable

58- 10.S Assess client strengths and limitations

- Does not identify strengths and limitations, poor assessment
- Identifies some strengths and limitations, but generally superficial
- Good assessment of strengths and limitations, asks client appropriate questions to obtain the information
- Goes beyond the “obvious” to identify underlying strengths or concerns relevant to the situation
- Continuously and consistently identifies multiple strengths at all system levels (micro, mezzo, macro)
- Not Applicable

59- 10.6 Develop mutually agreed-on intervention goals and objectives

- Poor assessment; inaccurate planning strategies; fails to engage the client in the planning process; objectives not measurable and/or do not match assessed needs
- Develops goals and objectives with the client but sometimes not specific enough or sometimes does not match client needs
- Is able to work with client in developing goals and objectives
- Consistent ability to engage client in arriving at appropriate and measurable objectives based on client needs and strengths
- Ability to arrive at appropriate and measurable objectives based on client needs even with difficult clients
- Not Applicable

60- 10.7 Select appropriate intervention strategies

- Does not select appropriate intervention strategies
- Shows limited understanding of intervention strategies
- Usually identifies appropriate intervention strategies with help from others
- Consistently selects appropriate intervention strategies with minimal supervisory guidance
- Consistently engages in evidence informed practice to weigh options of various intervention strategies and select the most appropriate or educates others about appropriate intervention strategy
- Not Applicable

61- 10.8 Initiate actions to achieve organizational goals

- Does not understand agency mission and goals; actions inconsistent with mission and goals
- Limited understanding of mission and goals and relationship to actions to agency's achievement of goals although actions may sometimes be inconsistent
- Understands agency mission and goals; demonstrates some actions to help achieve the goals
- Understands agency goals and consistently acts in ways and suggests ways to help achieve those goals
- Initiates actions to assist the agency in meeting goals fund-raising, grants, etc.
- Not Applicable

62- 10.9 Implement prevention interventions that enhance client capabilities

- Does not engage in prevention interventions
- Identifies primary, secondary, or tertiary prevention intervention(s)
- Identifies and participates in evidence informed strategies of prevention relative to the agency mission/client population
- Not Applicable

63- 10.10 Help clients resolve problems

- Shows no interest or ability to help client resolve problems
- Demonstrates interest in helping client but may take too much control or is easily frustrated
- Effectively and appropriately engages the client in resolution of problems
- Goes above and beyond in exploring options and seeking to help client
- Effectively engages the client in resolution of problems and also sees the "bigger picture" in identifying other targets for change in an effort to prevent future problems
- Not Applicable

64- 10.11 Negotiate, mediate and advocate for clients

- Does not make an effort to engage in these behaviors
- Makes some effort to engage in these behaviors, but shows discomfort with conflict
- Acts appropriately on behalf of client, works out agreement
- Is persistent and thorough in pursuing resources for clients and/or in negotiating
- Demonstrates skills in conflict resolution and ability to secure resources or services for clients in difficult situation(s)
- Not Applicable

65- 10.12 Facilitate transitions and endings

- Endings/transitions are abrupt without closure
- Endings/transitions brief and minimal in content
- Appropriately discusses termination or transitions with clients, field supervisor, colleagues
- Identifies appropriate resources for client transfer, shows good documentation skills in transfer or termination summaries
- Fully prepares clients for termination or transitions, manages own feelings relative to this, follows up with clients after transitions/termination
- Not Applicable

66- 10.13 Critically analyze, monitor and evaluate interventions

- No ability to evaluate practice; apathetic about learning; not self-critical for growth
- Reviews client outcomes or agency data and analyzes at superficial level
- Analyzes and evaluates outcomes (single system design or program evaluation) with single client or program objective and identifies implications for practice
- Consistently and systematically engages in evaluation of interventions, discusses with supervisor and improves practice accordingly
- Clear sense of responsibility for ongoing practice evaluation; shares appropriate information with others to enhance services with clients; initiates evaluation activities for the agency or trains others in evaluation tools/methods
- Not Applicable

67- Additional Comments about Section 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

West Virginia State University
Social Work Department

Employer Survey

Agency Name _____ Date _____

Person completing survey (optional) _____

Has your agency hired graduates from the Social Work Program at WVSU in the past five years?

Yes (please continue with the survey)

No (please answer Question 1 only)

1. Please indicate the educational requirements for a social work entry-level position in your agency.

- B.S.W./B.A. in Social Work
- M.S.W./M.A. in Social Work
- Bachelor's degree, other
- Master's degree, other
- Other: _____

2. Approximately how many West Virginia State University B.S.W. graduates has your agency hired in the past five years for entry-level positions?

- 1- 3
- 4 - 6
- 7 - 10
- More than 10
- Don't know

3. In general, how well prepared have your WVSU social work graduates been for entry-level practice?

- Unprepared
- Poorly Prepared
- Satisfactorily Prepared
- Well Prepared
- Not applicable/don't know

4. Would your agency hire WVSU social work graduates in the future?

Yes No (please explain _____)

Preparation for Employment

Below is a selected list of values, knowledge and skills that are included in the B.S.W. curriculum. Please indicate the extent to which your West Virginia State University B.S.W. employee(s), in general, are prepared in each area at the time of initial hire.

Please write the number on the line using the following scale.

- | | |
|---|-------------------------|
| 1 | Unprepared |
| 2 | Poorly Prepared |
| 3 | Satisfactorily Prepared |
| 4 | Well Prepared |
| 5 | Unable to Assess |

- ___ Identify as a professional social worker and conduct oneself accordingly
- ___ Apply social work ethical principles to guide professional practices
- ___ Apply critical thinking to inform and communicate professional judgments
- ___ Engage diversity and difference in practice
- ___ Advance human rights and social and economic justice
- ___ Engage in research-informed practice and practice-informed research
- ___ Apply knowledge of human behavior and the social environment
- ___ Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- ___ Respond to contexts that shape practice
- ___ Engage with individuals, families, groups, organizations, and communities
- ___ Conduct assessments
- ___ Intervene with individuals, families, groups, organizations, and communities
- ___ Evaluate practice

Suggestions/comments: _____

Need for Expanding M.S.W. Graduate Study Options

In general, do you feel there is a need for a full-time M.S.W. program along with part-time options in our geographic area? ___ Yes ___ No ___ Unsure

About how many employees at your agency might be candidates for an M.S.W. Program? _____

Comments:

Thank you for completing the survey!

West Virginia State University
Social Work Department

Alumni Survey

Today's Date _____ Year you graduated from WVSU _____

Are you employed in the field of Social Work? ___ Yes ___ No

In general, how well prepared were you for entry-level practice upon graduating from WVSU?

- Unprepared
- Poorly Prepared
- Satisfactorily Prepared
- Well Prepared

Below is a selected list of values, knowledge, and skills that are included in the B.S.W. curriculum. Please indicate the extent to which you were prepared for entry-level practice in each area at the time of initial hire. Please write the number on the line using the following scale.

- 1 Unprepared
- 2 Poorly Prepared
- 3 Satisfactorily Prepared
- 4 Well Prepared
- 5 Unable to Assess

- ___ Identify as a professional social worker and conduct oneself accordingly
- ___ Apply social work ethical principles to guide professional practices
- ___ Apply critical thinking to inform and communicate professional judgments
- ___ Engage diversity and difference in practice
- ___ Advance human rights and social and economic justice
- ___ Engage in research-informed practice and practice-informed research
- ___ Apply knowledge of human behavior and the social environment
- ___ Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- ___ Respond to contexts that shape practice
- ___ Engage with individuals, families, groups, organizations, and communities
- ___ Conduct assessments
- ___ Intervene with individuals, families, groups, organizations, and communities
- ___ Evaluate practice

Do you currently hold an M.S.W. degree? ___ Yes ___ No

If no, would you be likely to enter an M.S.W. program at WVSU if offered? ___ Yes ___ No ___ Unsure

Thank you for completing the survey!

Please use the back of this form to make comments.

West Virginia State University
Social Work Department

**Student Exit Survey
Supplement**

Today's Date _____ Date you will graduate from WVSU _____

In general, how well prepared do you feel you are for entry-level practice upon graduating from WVSU?

- Unprepared
- Poorly Prepared
- Satisfactorily Prepared
- Well Prepared

Below is a selected list of values, knowledge, and skills that are included in the B.S.W. curriculum. Please indicate the extent to which you feel prepared for entry-level practice in each area. Please write the number on the line using the following scale.

- 1 Unprepared
- 2 Poorly Prepared
- 3 Satisfactorily Prepared
- 4 Well Prepared
- 5 Unable to Assess

- ___ Identify as a professional social worker and conduct oneself accordingly
- ___ Apply social work ethical principles to guide professional practices
- ___ Apply critical thinking to inform and communicate professional judgments
- ___ Engage diversity and difference in practice
- ___ Advance human rights and social and economic justice
- ___ Engage in research-informed practice and practice-informed research
- ___ Apply knowledge of human behavior and the social environment
- ___ Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- ___ Respond to contexts that shape practice
- ___ Engage with individuals, families, groups, organizations, and communities
- ___ Conduct assessments
- ___ Intervene with individuals, families, groups, organizations, and communities
- ___ Evaluate practice

Do you plan to obtain an M.S.W. degree in the future? ___ Yes ___ No ___ Unsure

Would you be likely to enter an M.S.W. program at WVSU if offered? ___ Yes ___ No ___ Unsure

Thank you for completing the survey!

Please use the back of this form to make comments.

Rubric

SWK 200

Rafael Mutepa

Rubric

	Superior (100 pts.)	Good (80 pts.)	Satisfactory (60 pts.)	Unsatisfactory (40 pts.)	Unacceptable (20 pts.)
Writing mechanics (1.000, 20%) CSWE-2010.2.1.5	No mistakes in sentence structure, grammar, and punctuation; no typographical error; and no spelling errors.	Four mistakes in sentence structure, grammar, and punctuation; one typographical error; and one spelling errors.	Five mistakes in sentence structure, grammar, and punctuation; two typographical errors; and two spelling errors.	Six mistakes in sentence structure, grammar, and punctuation; three typographical errors; and three spelling errors.	Seven mistakes in sentence structure, grammar, and punctuation; three typographical errors; and four spelling errors.
Organization (1.000, 20%) CSWE-2010.2.1.5	Follows the prescribed overall paper format; thoughts are well organized within each subsection.	Follows the prescribed overall paper format with one or two mistakes; thoughts are well organized within each subsection.	Follows the prescribed overall paper format with one or two mistakes; weak organization of thoughts within subsections.	More than two mistakes in following the prescribed overall paper format ; weak organization of thoughts within subsections.	Does not follow the prescribed overall paper format ; weak organization of thoughts within three or more subsections.
Clarity (1.000, 20%) CSWE-2010.2.1.5	Clearly describes items of the article; provides abundant details; includes only relevant data.	Clearly describes items of the article; provides sufficient details; includes only relevant data.	Describes items of the article, but weak in details and relevant data.	Describes items of the article, but lacks sufficient details and relevant data.	Narrative is too minimal to provide description of items of the article.
Objectivity (1.000, 20%) CSWE-2010.2.1.5	Description totally objective and judgmental; no unnecessary	Description mostly objective with only one or two judgmental and	Description mostly objective with two or three judgmental and unnecessary	Description with three or four judgmental and unnecessary disclosures.	Description is full of unnecessary disclosures.

Rubric

	Superior (100 pts.)	Good (80 pts.)	Satisfactory (60 pts.)	Unsatisfactory (40 pts.)	Unacceptable (20 pts.)
	disclosure.	unnecessary disclosures.	disclosures.		
Critical thinking (1.000, 20%) CSWE- 2010.2.1.5	Issues and questions reflect advanced ability to carefully evaluate the content of the article.	Issues and questions reflect beginning ability to carefully evaluate the content of the article.	Issues and questions reflect adequate, but somewhat limited, ability to carefully evaluate the content of the article.	Issues and questions reflect surface concerns and/or are unrelated to the content of the article.	No issues or questions are identified.

Journal Entries

Journal Entries

	Superior (4 pts.)	Good (3 pts.)	Satisfactory (2 pts.)	Unsatisfactory (1 pt.)	Unacceptable (0 pt.)
Clarity (1.000, 20%) CSWE- 2010.2.1.1	Clearly describes observations. Provides abundant details. Includes only relevant data.	Clearly describes observations. Provides sufficient details. Includes mostly relevant data.	Describes observations, but is weak in details and relevant data.	Description of observations lacks sufficient details and relevant data.	Narrative is too minimal to provide description of the observation(s).
Objectivity (1.000, 20%) CSWE- 2010.2.1.1	Description is totally objective and nonjudgmental.	Description is mostly objective with only one judgmental statement.	Description is mostly objective with two judgmental statements.	Description contains three judgmental statements.	Description contains more than three judgmental statements.
Organization (1.000, 20%) CSWE-	Follows the prescribed overall journal entry format.	Follows the prescribed journal format with	Follows the prescribed journal format with	More than two mistakes in following the prescribed	Does not follow prescribed journal format.

Journal Entries

	Superior (4 pts.)	Good (3 pts.)	Satisfactor y (2 pts.)	Unsatisfactor y (1 pt.)	Unacceptabl e (0 pt.)
2010.2.1.1	Thoughts are very well organized within each subsection of the entry.	only one or two mistakes. Thoughts are well organized within each subsection of the entry.	only one or two mistakes. Weak organization of thought within one subsections.	journal format. Weak organization of thoughts within two subsections.	Weak organization of thought within three or more subsections.
Critical Thinking (1.000, 20%) CSWE- 2010.2.1.3	Issues and questions reflect advanced ability to carefully evaluate observations from multiple perspectives.	Issues and questions reflect beginning ability to carefully evaluate observations from multiple perspectives.	Issues and questions reflect adequate, but somewhat limited, ability to carefully evaluate observations from multiple perspectives.	Issues and questions reflect surface concerns and/or are unrelated to the observations.	No issues or questions are identified.
Writing Mechanics (1.000, 20%) CSWE- 2010.2.1.1	No mistakes in sentence structure, grammar, and punctuation; no typographical errors; and, no spelling errors.	Two mistakes in sentence structure, grammar, and punctuation; one typographical error; and/or one spelling error.	Three mistakes in sentence structure, grammar, and punctuation; two typographical errors; and/or two spelling errors.	Four mistakes in sentence structure, grammar, and punctuation; three typographical errors; and/or three spelling errors.	Five or more mistakes in sentence structure, grammar, and punctuation; more than three typographical errors; and/or four or more spelling errors.

APPENDIX III-A

PROGRAM ENROLLMENT DATA

APPENDIX III—A

PROGRAM ENROLLMENT DATA

Academic Year	Major Headcount	Number of Graduates
2008-2009	96	13
2009-2010	94	15
2010-2011	98	17
2011-2012	94	21
2012-2013	98	17

Source: Major Codes from Banner

APPENDIX III-B

COURSE ENROLLMENT DATA

Course Enrollment Data

COURSE #	TITLE	# SEC	CREDIT	ENROLLED	CHP
SUMMER 2008					
S WK 316	Social Work Practice I	1	3	7	21
S WK 350	Aging (arranged course)	1	3	1	3
Term Total				8	24
FALL 2008					
S WK 131	Introduction to Social Work	1	3	23	69
S WK 131	Introduction to Social Work	2	3	9	27
S WK 200	Theories of Poverty	1	3	27	81
S WK 202	Cultural Aspects	1	3	26	78
S WK 210	Children and Family Services	1	3	22	66
S WK 350	Aging: (Web 100 course)	1	3	34	102
S WK 399	Special Topic: Professional Self-Care in Human Services	1	3	9	27
S WK 403	Social Work Practice II	1	3	14	42
S WK 404	Field Instruction	1	6	14	84
Term Total				178	576
SPRING 2009					
S WK 131	Introduction to Social Work	1	3	20	60
S WK 131	Introduction to Social Work	3	3	10	30
S WK 200	Theories of Poverty (arranged)	1	3	1	3
S WK 210	Children and Family Services	1	3	21	63
S WK 245	Human Behavior and Social Environment	1	3	16	48
S WK 316	Social Work Practice I	1	3	10	30
S WK 342	Social Policy and Legislation (web 80 course)	1	3	30	90
S WK 399	Special Topics: Child Welfare	1	3	12	36
S WK 399	Special Topics: Crisis Intervention I	2	2	1	2
S WK 399	Special Topics: Crisis Intervention II	3	2	1	2
S WK 400	Methods of SW Research	1	3	13	39
S WK 405	Social Work Practice III	1	3	13	39
S WK 406	Advanced Field Instruction	1	6	4	24
S WK 406	Advanced Field Instruction (arranged)	2	6	9	54
Term Total				161	520
SUMMER 2009					
S WK 316	Social Work Practice I	1	3	9	27
Term Total				9	27
FALL 2009					
S WK 131	Introduction to Social Work	1	3	41	123
S WK 131	Introduction to Social Work	2	3	17	51
S WK 200	Theories of Poverty	1	3	24	72
S WK 202	Cultural Aspects	1	3	28	84
S WK 202	Cultural Aspects	2	3	1	3
S WK 298	Current Issues in Human Services	1	3	7	21
S WK 350	Aging: Process and Services	1	3	35	105
S WK 403	Social Work Practice II	1	3	14	42
S WK 404	Field Instruction	1	6	14	84
Term Total				181	585
SPRING 2010					

S WK 131	Introduction to Social Work	1	3	22	66
S WK 131	Introduction to Social Work	2	3	9	27
S WK 210	Children and Family Services	1	3	24	72
S WK 245	Human Behavior/Social Environment	1	3	27	81
S WK 316	Social Work Practice I	1	3	11	33
S WK 330	Social Work Values & Ethics	1	3	35	105
S WK 400	Methods of Social Work Research	1	3	12	36
S WK 405	Social Work Practice III	1	3	14	42
S WK 406	Advanced Field Instruction	1	6	14	84
Term Total				168	546
SUMMER 2010					
S WK 316	Social Work Practice I	1	3	12	36
Term Total				12	36
FALL 2010					
S WK 131	Introduction to Social Work	1	3	24	72
S WK 131	Introduction to Social Work	2	3	7	21
S WK 200	Theories of Poverty	1	3	22	66
S WK 202	Cultural Aspects	1	3	17	51
S WK 245	Human Behavior and Social Environment	1	3	9	27
S WK 245	Human Behavior and Social Environment	2	3	20	60
S WK 298	Current Issues-Human Services	1	3	9	27
S WK 350	Aging: Process and Services	1	3	28	84
S WK 403	Social Work Practice II	1	3	20	60
S WK 404	Field Instruction	1	6	20	120
Term Total				176	588
SPRING 2011					
S WK 131	Introduction to Social Work	1	3	27	81
S WK 210	Children and Family Services	1	3	23	69
S WK 245	Human Behavior and Social Environment	1	3	12	36
S WK 316	Social Work Practice I	1	3	15	45
S WK 330	Social Work Values and Ethics	1	3	20	60
S WK 342	Social Policy and Legislation	1	3	20	60
S WK 350	Aging—Process & Services	1	3	26	78
S WK 400	Methods of Social Work Research	1	3	22	66
S WK 405	Social Work Practice III	1	3	20	60
S WK 406	Advanced Field Instruction	1	6	19	114
Term Total				204	669
SUMMER 2011					
S WK 316	Social Work Practice I	1	3	5	15
Term Total				5	15
FALL 2011					
S WK 131	Introduction to Social Work	1	3	21	63
S WK 131	Introduction to Social Work	2	3	CANCELED	
S WK 200	Theories of Poverty	1	3	25	75
S WK 202	Cultural Aspects	1	3	25	75
S WK 245	Human Behavior/Social Environment (WEB 80)	1	3	25	75
S WK 298	Current Issues in Human Services	1	3	5	15
S WK 330	Social Work Values and Ethics	1	3	21	63
S WK 350	Aging-Process & Services	1	3	32	96
S WK 399	ST: Services to Vets & Military Families	1	3	16	48
S WK 403	Social Work Practice II	1	3	18	54
S WK 404	Field Instruction	1	6	18	108

S WK 499	ST: Job Seeking Strategies	1	1	1	.1
Term Total				207	672.1
SPRING 2012					
S WK 131	Introduction to Social Work	1	3	15	45
S WK 210	Children and Family Services	1	3	26	78
S WK 245	Human Behavior and Social Environment	1	3	11	33
S WK 316	Social Work Practice I	1	3	11	33
S WK 330	Social Work Values and Ethics	1	3	11	33
S WK 342	Social Policy and Legislation (WEB-CT)	1	3	21	63
S WK 350	Aging—Process & Services (WEB 100)	1	3	39	117
S WK 400	Methods of Social Work Research	1	3	20	60
S WK 405	Social Work Practice III	1	3	16	48
S WK 406	Advanced Field Instruction	1	6	17	102
Term Total				187	612
SUMMER 2012					
S WK 316	Social Work Practice I	1	3	8	24
Term Total				8	24
FALL 2012					
S WK 131	Introduction to Social Work	1	3	15	45
S WK 131	Introduction to Social Work	2	3	14	42
S WK 200	Theories of Poverty	1	3	30	90
S WK 202	Cultural Aspects	1	3	28	84
S WK 245	Human Behavior/Social Environment (WEB 80)	1	3	25	75
S WK 298	Current Issues in Human Services	1	3	9	27
S WK 350	Aging: Process and Services (WEB-100)	1	3	24	72
S WK 350	Aging: Process and Services (WEB-100)	1	3	22	66
S WK 399	ST: Services to Vets & Military Families	1	3	15	45
S WK 403	Social Work Practice II	1	3	17	51
S WK 404	Field Instruction	1	6	17	102
S WK 499	ST: Job Seeking Strategies (CANCELED)				
Term Total				216	699
SPRING 2013					
S WK 131	Introduction to Social Work	1	3	19	57
S WK 200	Theories of Poverty	1	3	1	3
S WK 210	Children and Family Services	1	3	23	69
S WK 245	Human Behavior and Social Environment	1	3	21	63
S WK 316	Social Work Practice I	1	3	25	75
S WK 330	Social Work Values and Ethics	1	3	26	78
S WK 342	Social Policy and Legislation	1	3	24	72
S WK 350	Aging- Process & Services (WEB-100)	1	3	23	69
S WK 350	Aging- Process & Services (WEB-100)	1	3	19	57
S WK 400	Methods of Social Work Research	1	3	11	33
S WK 405	Social Work Practice III	1	3	17	51
S WK 406	Advanced Field Instruction	1	6	17	102
Term Total				226	729
SUMMER 2013					
S WK 316	Social Work Practice I	1	3	3	9
S WK 399	Vets & Military Families	1	3	15	45
Term Total				18	54
Review Period Total				1,964	6,376.1

APPENDIX III-E

SERVICE COURSES

SWK 202 Cultural Aspects – Meet General Education Requirements for GED 200 Race, Gender, and Human Identity (open to non-majors).

APPENDIX III-F

OFF-CAMPUS COURSES

(NONE)

EXHIBIT 1

CSWE ACCREDITATION LETTER



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EXECUTIVE DIRECTOR, CSWE
 Julie M. Watkins, Ph.D.

**PRESIDENT,
 BOARD OF DIRECTORS**

Ed C. Lofby, D.S.W.
 University of Houston

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

EXHIBIT 2

APPLICATION MATERIALS

**APPLICATION FOR ADMISSION
TO THE SOCIAL WORK PROGRAM**

Mail or Deliver to:

Department of Social Work – W917

West Virginia State University

P.O. Box 1000

Institute, WV 25112-1000

Student Name: (last, first, middle)

Student ID (A#)

Today's Date

Please attach a current transcript. The transcript may be printed-off from your “My State” site. Your transcript is an integral part of your formal application for admission to the Social Work Program.

Local Address: _____ Phone #: _____

(number and street)

(city and state)

(zip)

Permanent Address: _____ Phone #: _____

(number and street)

(city and state)

(zip)

Date Entered WVSU: _____ Anticipated Graduation Date: _____

Give the year of the college catalog you are following: _____

Student Status: Full-time Part-time Commute Resident

Did you transfer to WVSU? _____ From: _____

Have your transfer credits been officially approved by the Registrar's Office? _____

Please list any special needs or disabilities: _____

Degree Objectives (mark all applicable): B.S.W. M.S.W. Ph.D.

Intend to earn an M.S.W., please state area of specialization: _____

If in replying to the following questions more space is needed, continue on the back of the pages.

1. **Have you received a final grade less than "C" in any social work course(s) you've taken? Yes No
If "yes", please list courses and provide a brief explanation. Indicate an outline for plans to retake course(s).**

2. **Briefly describe the 20-hour observation placement completed in SW 131.**

3. Describe any previous and current employment in the field of social work and provide dates.

4. Describe any voluntary experiences you had in the social service field.

5. Describe the type of field instruction placement you would prefer (i.e., types of clients, types of problems, location, types of services, etc.).

6. Briefly outline your personal and career life goals.

7. **Answer the following question in a brief paragraph. “Why should I be admitted to the Social Work Program at WVSU?”**

8. **Please attach two typewritten, double-spaced pages of what are your perceived attributes and your concerns/desires about Social Work as your career choice.**

EXHIBIT 3

CURRICULUM MAP

Curriculum Map by PLOs – Social Work

Courses	PLOs	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
		What	When	What	When	What	When	What	When
SWK 131	2.1.1 2.1.3	Journal Entries	Fall Spring						
SWK 200	2.1.5	Term Paper	Fall						
SWK 202	2.1.4	Resource Paper	Fall						
SWK 245	2.1.7	Term paper	Fall Spring						
SWK 316	2.1.1 2.1.2 2.1.3 2.1.7 2.1.10(a)			Standard Client Interview Critique	Spring Summer				
SWK 342	2.1.5 2.1.8 2.1.9			Policy Analysis Paper	Spring				
SWK 400	2.1.3 2.1.6			Research Article Critique	Spring				
SWK 403	2.1.4 2.1.10(b) (c) (d)			Case Report	Fall				
SWK 404	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.10(a) (b) (c) (d)					Field Supervisor Evaluation I	Fall		
SWK 405	2.1.1 2.1.2 2.1.9					Agency Analysis Paper	Spring		
SWK 406	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 2.1.10(a) (b) (c) (d)							Field Supervisor Evaluation II	Spring

Program Level Outcomes (PLOs)

At the end of the Social Work Program, each student will be able to:

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly;
- 2.1.2 Apply social work ethical principles to guide professional practice;
- 2.1.3 Apply critical thinking to inform and communicate professional judgments;
- 2.1.4 Engage diversity and difference in practice;
- 2.1.5 Advance human rights and social and economic justice;
- 2.1.6 Engage in research-informed practice and practice-informed research;
- 2.1.7 Apply knowledge of human behavior and the social environment;
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- 2.1.9 Respond to contexts that shape practice; and
- 2.1.10 (a) Engage, (b) assess, (c) intervene, and (d) evaluate with individuals, families, groups, organizations, and communities.

Note: The numbering system for the PLOs align with the CSWE Accreditation Standards for Curriculum.

EXHIBIT 4

LIVETEXT KEY

(ASSESSMENT MATERIALS SAMPLE)

S WK 316 Social Work Practice I
Standard Client Interview

Purpose: The purpose of this assignment is to demonstrate your knowledge and understanding of the beginning helping interview. Your ability to effectively critique an interview conducted by another social work student is one indication of your progress in achieving performance competencies needed for entry level social work practice. Specifically, this assignment evaluates your ability to:

- A. Identify as a professional social worker and conduct oneself accordingly;
- B. Apply social work ethical principles to guide professional practice;
- C. Apply critical thinking to inform and communicate professional judgments;
- D. Apply knowledge of human behavior and the social environment; and
- E. Engage with individuals in the helping process.

Instructions: After viewing the assigned videotape of an M.S.W. student interviewing a new client, answer all of the following questions and submit your completed assignment using LiveText. Your assignment will be scored using the attached rubric.

Identify as a Professional Social Worker

1. In what ways did the interviewer demonstrate professional demeanor in behavior, appearance and communication? What could she have done differently?
2. Did the interviewer attend to professional roles and boundaries? Explain your answer.
3. How would you assess the interviewer's willingness to advocate for the client?
4. What do you think she could do following the interview to assure her own professional growth as it relates to the interviewing process?

Apply Social Work Ethical Principles

5. How would you assess the interviewer's ability to allow professional values to guide practice? Give at least one specific example from her interview to support your answer.
6. How well did the interviewer follow the NASW Code of Ethics?
7. Did the interviewer allow her personal values to interfere with professional practice? Explain your answer.
8. Identify and explain at least one ethical issue or conflict that could potentially present itself in this case?

Apply Critical Thinking

9. In what ways was the interviewer able (or not able) to use relevant knowledge, including practice wisdom, to understand and communicate with this client?
10. How well did the interviewer demonstrate the use of logic and reasoned discernment?

Apply Knowledge of Human Behavior and the Social Environment

11. Explain the client's situation and needs using systems theory and terminology.

Identify Skills of Engagement

12. Discuss and critique the interviewer's use of the following engagement skills:
 - a. Preparation for the interview
 - b. Empathy and ability to build rapport
 - c. Listening
 - d. Use of questions

SWK 316 Social Work Practice I -- Rubric for Standard Client Interview

	Superior 4	Good 3	Satisfactory 2	Unsatisfactory 1	Unacceptable 0
Identifies as a professional (2.1.1)	Accurately describes four key behaviors of professional conduct.	Accurately describes three key behaviors of professional conduct.	Accurately describes two key behaviors of professional conduct.	Accurately describes only one key behavior of professional conduct.	Fails to identify and discuss any key behaviors of professional conduct.
Applies ethical principles (2.1.2)	Accurately describes four key elements of ethical principles.	Accurately describes three key elements of ethical principles.	Accurately describes two key elements of ethical principles.	Accurately describes only one key element of ethical principles.	Fails to describe any of the key elements of ethical principles.
Demonstrates critical thinking (2.1.3)	Demonstrates exceptional ability to apply principles of logic, scientific inquiry and reasoned discernment.	Demonstrates advanced ability to apply principles of logic, scientific inquiry and reasoned discernment.	Demonstrates a beginning ability to apply principles of logic, scientific inquiry and reasoned discernment.	Demonstrates poor ability to apply principles of logic, scientific inquiry and reasoned discernment.	Fails to apply any principles of logic, scientific inquiry and reasoned discernment.
Applies knowledge of human behavior & social environment (2.1.7)	Uses advanced understanding of systems theory and terms to analyze and explain a client's situation and needs.	Uses advanced knowledge of systems theory and terms to describe a client's situation and needs.	Uses basic knowledge of systems theory to explain a client's situation and needs in general terms.	Uses minimal references to systems theory to describe a client's situation and needs.	Fails to use systems theory to describe a client's situation and needs.
Identifies skills of engagement (2.1.10a)	Identifies and accurately describes the use four key skills of engagement as part of the helping interview.	Identifies and accurately describes the use of three key skills of engagement as part of the helping interview.	Identifies and accurately describes the use of two key skills of engagement as part of the helping interview.	Identifies and accurately describes the use of only one key skill of engagement as part of the helping interview.	Unable to accurately describe any of the key skills of engagement as part of the helping interview.

2.1.1 – Students will identify as a professional social worker and conduct oneself accordingly

2.1.2 – Students will apply social work ethical principles to guide professional practice

2.1.3 – Students will apply critical thinking to inform and communicate professional judgments

2.1.7 – Students will apply knowledge of human behavior and the social environment

2.1.10(a)-(d) – Students will engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

(a) Engagement

Rubric: Performance Assessment

	Superior (4 pts.)	Good (3 pts.)	Satisfactory (2 pts.)	Unsatisfactory (1 pt.)	Unacceptable (0 pts.)	Mean	Mode	Std	ev
Identifies as a professional	17	14	1	0	0	3.50	4	0.56	ev
Applies ethical principles	15	14	3	0	0	3.38	4	0.65	
Demonstrates critical thinking	1	15	15	1	0	2.50	2	0.61	
Applies knowledge of human behavior & social environment	7	9	13	2	1	2.59	2	1.00	
Identifies skills of engagement	31	1	0	0	0	3.97	4	0.17	
Identifies as a professional CSWE-2010-2.1.1, CSWE-2010-2.1.1.a, 2010-2.1.1.b, CSWE-2010-2.1.1.c, CSWE- 2.1.1.d, WV-WVSU-GV-4, WV-WVSU-GV-5, WVSU-GV-9									
Applies ethical principles CSWE-2010-2.1.2, CSWE-2010-2.1.2.a, CSWE-									



EXHIBIT 5

ASSESSMENT RESULTS

TABLE 2. SUMMARY RESULTS OF ASSESSMENT
OF FIELD EXPERIENCE

TABLE 3. SUMMARY RESULTS OF ASSESSMENT OF PLOS
BY GRADUATING SENIORS, EMPLOYERS
AND ALUMNI

Table 2 Summary Results of Assessment of Field Experience (Fall 2012)

Fall 2012 Social Work Field Experience Evaluation Supervisors and Students Scores range from 1 (low) to 5 (high)	<u>Supervisor</u> (N=16)	<u>Student</u> (N=13)
Sub-Competencies for Program Level Outcomes	Mean Score	Mean Score
2.1.1 Identify as a professional social worker and conduct oneself accordingly.		
a. Advocate for client access to the services of social work.	3.44	4.23
b. Practice personal reflection and self-correction to assure continual professional development.	3.56	4.23
c. Attend to professional roles and boundaries.	4.12	4.54
d. Demonstrate professional demeanor in behavior, appearance, and communication.	4.06	4.39
e. Engage in career-long learning.	3.58	4.00
f. Use supervision and consultation.	3.88	4.08
2.1.2 Apply social work ethical principles to guide professional judgments.		
a. Recognize and manage personal values in a way that allows professional values to guide practice.	3.40	4.00
b. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the IFSW/IASSW Ethics.	3.43	3.81
c. Tolerate ambiguity in resolving ethical dilemmas.	3.43	4.27
d. Apply strategies of ethical reasoning to arrive a principled decisions.	3.64	4.18
2.1.3 Apply critical thinking to inform and communicate professional judgments.		
a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	3.56	4.00
b. Analyze models of assessment, prevention, intervention, and evaluation.	3.47	3.92
c. Demonstrate effective oral and written communication in working with individuals, families, groups, and organizations.	3.88	3.75
2.1.4 Engage diversity and difference in practice.		
a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power.	3.27	3.08
b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	3.73	4.08
c. Recognize and communicate understanding of the importance of difference in shaping life experiences.	3.13	3.69
d. View themselves as learners and engage those with whom they work as informants.	3.44	3.85
2.1.5 Advance human rights and social and economic justice.		
a. Understand the forms and mechanisms of oppression and discrimination.	3.18	3.70
b. Advocate for human rights and social and economic justice.	3.20	2.91
c. Engage in practices that advance social and economic justice.	3.10	3.25
2.1.6 Engage in research-informed practice and practice-informed research.		
a. Use practice experience to inform scientific inquiry.	3.27	3.40
b. Use research evidence to inform practice.	3.09	3.17
2.1.7 Apply knowledge of human behavior and the social environment.		
a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	3.50	3.84
b. Critique and apply knowledge to understand person and environment.	3.69	4.17

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.		
a. Analyze, formulate, and advocate for policies that advance social well-being.	2.82	2.91
b. Collaborate with colleagues and clients for effective policy action.	2.88	2.88
2.1.9 Respond to contexts that shape practice.		
a. Continually discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	2.71	3.00
b. Provide leadership in promoting sustainable changes in service delivery and practice to improve quality of social services.	3.00	3.18
2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.		
a. Substantively and effectively prepare for action with individuals, families, groups, organizations.	3.20	3.75
b. Use empathy & other interpersonal skills.	3.67	3.92
c. Develop a mutually agreed-on focus of work and desired outcomes.	3.47	3.55
d. Collect, organize and interpret client data.	3.31	3.75
e. Assess client strengths and limitations.	3.27	3.85
f. Develop mutually agreed-on intervention goals and objectives.	3.46	4.12
g. Select appropriate intervention strategies.	3.56	3.92
h. Initiate actions to achieve organizational goals.	3.19	3.54
i. Implement prevention interventions that enhance client capabilities.	3.31	3.18
j. Help clients resolve problems.	3.33	3.72
k. Negotiate, mediate, and advocate for clients.	3.40	4.10
l. Facilitate transitions and endings.	3.36	3.64
m. Critically analyze, monitor and evaluate interventions.	3.67	4.00

Table 3 Summary Results of Assessments of PLOs by Graduating Seniors, Employers, and Alumni

Program Level Outcome	Student Exit Survey Mean Score (N=16)	Employer Survey Mean Score (N=12)	Alumni Survey Mean Score (N=26)
2.1.1 Identify as a professional social worker and conduct oneself accordingly	3.88	3.64	3.96
2.1.2 Apply social work ethical principles to guide professional practice	3.75	3.64	4.00
2.1.3 Apply critical thinking to inform and communicate professional judgments	3.50	3.55	3.79
2.1.4 Engage diversity and difference in practice	3.75	3.55	3.80
2.1.5 Advance human rights and social and economic justice	3.56	3.60	3.50
2.1.6 Engage in research-informed practice and practice-informed research	3.19	3.56	3.58
2.1.7 Apply knowledge of human behavior and the social environment	3.69	3.55	3.84
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	3.75	3.56	3.64
2.1.9 Respond to contexts that shape practice	3.38	3.60	3.58
2.1.10 (a) Engage with individuals, families, groups, organizations, and communities	3.94	3.72	3.96
(b) Assess with individuals, families groups, organizations, and communities	3.56	3.64	3.79
(c) Intervene with individuals, families, groups, organizations, and communities	3.75	3.64	3.83
(d) Evaluate with individuals, families, groups, organizations, and communities	3.50	3.64	3.54

NOTE: Based on 4 point scale with 1 = Unprepared and 4 = Well Prepared

EXHIBIT 6

FIELD AND COMMUNITY

ADVISORY COMMITTEE MEMBERS

Department of Social Work
Advisory Committee
AY 2012-2013

Nancy Braley
Braley & Thompson
P.O. Box 484
Dunbar, WV 25064

Saundra Clifford, M.S.W.
Kanawha County Schools
1727 Mundy Hollow Road
Charleston, WV 25312

Dr. John L. Fuller
P.O. Box 127
Institute, WV 25112
WVSU Registrar, Retired

Sam Hickman, Executive
Director NASW-WV Chapter
1608 Virginia Street East
Charleston, WV 25311

Lisa Jones, Social Services
CAMC General Division
501 Morris Street
Charleston, WV 25301

Jennifer Jeffrey
Golden Living Center-Riverside
6500 MacCorkle Ave SW
St. Albans, WV 25177

Jennifer Kidd, Director
United Way of Central WV
One United Way Square
Charleston, WV 25301

Lata Menon Home Base Inc.
P.O. Box 20033
Charleston, WV 25362

Susan Richards, Director
WVDHHR-Division of Training
350 Capitol Street, Room B-18
Charleston, WV 25301

Lance Whaley, Administrator
WVDHHR-Putnam County
3405 Winfield Road
Winfield, WV 25213

Judy Combs
3745 Camp Creek Road
Bomont, WV 25030
(Title IV-E Representative)

Gail Holley-Mason
1612 Ridgeview Rd
Charleston WV 25314
(Alumni Representative)

Erin McKinney Davis
Child Shelter
1145 Greenbrier Street
Charleston, WV 25311
(Alumni Representative)

Jennifer Siler, Student Representative
51 Simmerson Place
Cross Lanes, WV 25313

Melissa Jeff, Social Worker
Hospice Care
1606 Kanawha Blvd., West
Charleston, WV 25387

Timothy Babick, Student Representative
801 Smith St. Apt. 16
Charleston, WV 25301

Vickie James, Title IV-E
Training Coordinator,
WV Board of
Occupational Therapy
1001 Lee Street, East
Charleston, WV 25301

George James
Children's Home Society
P.O. Box 2942
Charleston, WV 25330

Beth Standish
Trainer for Title IV-E
85 Willow Tree Road
Nitro, W.Va. 25143

EXHIBIT 7

BRIGHT FUTURES

PROGRAM DESCRIPTION

West Virginia State University Department of Social Work

Bright Futures Project

The Bright Futures Project is a collaborative initiative of West Virginia State University's Department of Social Work and A More Excellent Way Ministries Worldwide, Inc., a local faith-based organization. The program seeks to provide middle-school age girls from at-risk environments with the opportunity to experience the college environment.

Objectives:

The program is designed to help middle school age girls to:

1. Gain an understanding of what it means to be a college student;
2. Increase their perception that college is a realistic personal goal;
3. Begin the process of setting personal goals for their educational future;
4. Articulate a vision of life for themselves outside of poverty, and
5. Develop a support system to help them fulfill their personal goals.



Design:

About 10 girls are identified each academic year to participate in the program. They meet as a group twice per month on the WVSU campus with mentors from the Social Work Program for activities designed to enhance social skills, self-esteem, problem solving, and goal setting. In addition, they are invited to participate in special campus events and activities throughout the year.

Other Partners:

- ❖ WVSU Extension Service – 4-H
- ❖ Alpha Delta Mu Social Work Honor Society
- ❖ National Center for Human Relations – Faith Based Initiative
- ❖ Delta Sigma Theta Sorority



ACADEMIC PROGRAM REVIEW
Institutional Response Form
2013-14

Program: Bachelor of Science in Sports Studies **Date:** February 10, 2014
Type of Review: X Comprehensive Self-Study Follow-Up / Progress Report

Recommendation to the Board of Governors:

X	1.	Continuation of the program at the current level of activity with specific action as described in the Rationale section of this Form;
	2.	Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
	3.	Identification of the program for further development (e.g., providing additional institutional commitment);
	4.	Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
	5.	Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
	6.	Other. Specify.

Rationale for Recommendation:

The Bachelor of Science in Sports Studies, a relatively new program for WVSU, shows solid performance during the initial review period and it is recommended that the program be continued at the current level of activity.

The program has a number of strengths. The program has continuously attracted new majors, and has garnered good interest from both new and continuing students, which are indications that the student enrollment for the program will continue to grow. One of the attractive features of the program is that it appears align well with WVSU's students' interests and long term career goals. Although the program is in its third year and the number of graduates is low, it is projected that the number of graduates will increase in as the student enrollment grows.

The main area of weakness of the program is that it has only one full-time faculty member devoted to the program and the program shares a number of major courses with the physical education teaching field. With the anticipated student enrollment growth, additional full-time faculty members will be needed to meet the program demand.

The program has an active student assessment plan which needs to be more closely connected to the program-level objectives, along with further development of the program assessment plan.

To monitor, the development of the program assessment planning, a formal Follow-Up/Progress Report on program assessment is recommended for December 2015.

R. Paula Ryan 2/17/14
 Signature of the Chief Academic Officer Date

 Signature of the President Date

West Virginia State University

Comprehensive Program Review

for

Bachelor of Science in Sports Studies

Submitted to

The Program Review Committee

2008-2013

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EXHIBITS 36

SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

The purpose of the degree of Bachelor of Science in Sports Studies is to provide students with cognitive and affective knowledge as well as psychomotor skills associated with a career in athletic coaching, wellness and fitness and/or strength and conditioning to serve and educate individuals in their pursuit towards life changing health/fitness and/or athletic performance.

The program of study stresses both didactic and field study opportunities to afford students learning activities utilizing lecture, discussion, case study, research, ethical practice and decision making, problem solving, critical thinking, and psychomotor performance.

The National Association for Sports and Physical Education (NASPE) standards for sports coaches as well as standards set forth by the National Strength and Conditioning Association (NSCA), and the National Federation of High School Coaches govern the curriculum of the major so that students are prepared for national certification and national recognition upon completion of the degree.

B. Program Outcomes

1. Demonstrate coaches as a role model to athletes of all ages and diversities through study and practice of Sport Philosophy, law, ethics, teaching and proper writing and accurate oral communication skills.
2. Demonstrate knowledge of human growth and development from birth - death, kinesthetic learning theories and tactics and current coaching and training trends by planning physiologically and biomechanically correct practice and conditioning sessions that allow for proper skill progression and that are safe and minimize the risk of injury.
3. Demonstrate knowledge and skill for understanding diverse athletic populations and accommodating different learning styles and physical skills by planning, coaching and evaluating athletic performance and progression that include modifications that address these issues.
4. Exhibit knowledge of and abilities to create responsible and effective communities of sports learning and understanding by developing leadership and management frameworks that include criteria with specific attention to respect for other athletes, respect for the sport game, appreciation of diverse cultures, rules, abilities and talents, and awareness of the need for communication.
5. Demonstrate knowledge of and the psychomotor skill needed to perform proper fitness testing and assessment data analysis to afford the fitness community the optimal results based on their desired fitness goals.

6. Demonstrate the appropriate use of technology required in the discipline of exercise science and athletic coaching

7. Exhibit knowledge of what it means to be a member of the coaching/athletic profession by demonstrating ethical practice within the profession, demonstrating proper oral and written communication skills, engaging in research within the profession, following professional performance regulations and participating in continual education to uphold the commitment to life-long learning.

C. Consistency with University Mission

The mission of West Virginia State University is to meet the higher education and economic development needs of the state and region through innovative teaching and applied research.

The sports studies program at this University works towards this mission by producing graduates who recognize the importance of health and fitness for all populations and cultures. They understand and know how to combat the epidemic of obesity that has evolved to death-causing levels in the state of West Virginia and throughout the nation. Furthermore, they understand the global billion dollar industry of athletics and performance enhancement and are educated and credentialed to pursue and complete productive work in this area should that be the direction taken post-graduation. They are focused on developing clients and/or athletes that can achieve their ultimate potential regardless of their individual goal and physical limitations and the students believe that educating their client/athlete is a shared human enterprise and are committed to lifelong learning in their field of study.

The mission of the College of Professional Studies is to prepare qualified professionals to serve and lead in a global society. Therefore, the sports studies program's purpose is evolved from the Institution's, the College of Professional Studies', and the Department of Health and Human Performance mission statements.

D. Previous Reviews and Corrective Actions

The Bachelor of Science in Sports Studies was approved by the West Virginia Higher Education Policy Commission in January 2010 with a starting date of the first day of classes of the Academic Year 2010 – 2011. The Bachelor of Science in Sports Studies has only been operating for three complete academic years.

E. Accreditation Information

1. Accreditation organization:

The Bachelor of Science is recognized by the National Strength and Conditioning Association –Educational Recognition Program (ERP) as a national program meeting all NSCA standards for education and national certification preparation. The NSCA

(National Strength and Conditioning Association) is the international governing body of Strength and Conditioning and Nationally Certified Strength and Conditioning Specialist.

2. Year of accreditation:

The Bachelor of Science in Sports Studies was originally recognized in May of 2010 with initial recognition. Most recently (May 2013) we were informed that we were granted recognition again after application and review during the spring of 2013.

3. Accreditation status:

The Bachelor of Science in Sports Studies is currently recognized as a National Program for Undergraduate Study in Strength and Conditioning by the NSCA-ERP Program. West Virginia State University is the only university in West Virginia with this national recognition.

4. Accreditation organization report:

See Letter of Recognition in Exhibits

5. Deficiencies and corrective actions:

None were reported

SECTION II: ADEQUACY

A. Curriculum

The Bachelor of Science Degree in Sports Studies requires all students to complete three program components: General Education, Core Curricular Components and Electives.

The General Education Component requirements are basically consistent with the University requirements for all bachelor's degrees. Candidates complete 50 semester hours of general education courses (52 hours for students who entered the program before fall 2013). These courses are designed to increase the candidates' general knowledge of the world and its impact on their area of study. In addition, the general education courses increase candidates' basic skills in the areas of reading, writing and problem solving, which they will need as professional coaches, strength and conditioning specialist and general wellness leaders.

The Core Curriculum Component requires 73 semester hours. All candidates must complete the following courses with a grade of "C" or higher:

HHP 126 – Foundations of Physical Education

HHP 140 – Sport History

HHP 150 – Introduction to Health Professions

HHP 210 – Anatomy and Physiology

HHP 220 – Coaching Methodology I

HHP 225 – Biomechanics

HHP 238 – Methods of Gymnastics

HHP 240 – Team Sports I

HHP 242 – Team Sports II

HHP 252 – Emergency Health Care

HHP 327 – Exercise Physiology

HHP 331 – Athletic Training I

HHP 333 – Athletic Training II

HHP 340 – Energy Source and Body Composition

HHP 341 – Individual and Dual Sports I

HHP343 – Individual and Dual Sports II

HHP 350 – Research on Physical Activity

HHP 399/02 – Officiating Volleyball and Basketball

HHP 400 – Exercise Testing

HHP 420 – Sport Law and Ethics

HHP 428 – Administration of Physical Education

HHP 430 – Developing and Implementing Strength and Conditioning Programs

HHP 440 – Coaching Methodology II

HHP 450 – Internship in Sports Studies

All students complete a 480 clock hour internship (HHP 450) to capstone the program. This internship is required per the NSCA-ERP recognition program.

The Elective Component of the program consists of only three hours of elective course choice for the student. Currently, the Program Director, Dr. Aaron Settle, is in the process of further eliminating course requirements to reach the mandated 120 hours for graduation. This three hour elective requirement will be eliminated as it is not required for the NSCA-ERP and was only placed in the major to make 128 hours, the required number to graduate when the program was created.

B. Faculty

The Sports Studies Program has one full-time, tenured faculty member who is a Nationally Certified Strength and Conditioning Specialist. The academic rank of the faculty member is that of Associate Professor. The program utilizes other Health and Human Performance full-time faculty to teach some of the courses in the major plus the program utilizes well qualified individuals as adjunct professors. The two full-time Health and Human Performance professors both hold the rank of Assistant Professor while the adjunct instructors both are employed by West Virginia State University. One of the instructors is the Head Athletic Trainer and the other is the NCAA Compliance Coordinator. The Program Director and full-time Sports Studies Associate Professor holds their doctorate degree while one of the two full-time Health and Human Performance professors holds their doctorate degree.

The faculty that work to teach the courses for the Sports Studies Major work well together in their efforts to optimally lead students to programmatic outcome achievement. There are courses within the major that require the teacher to be CSCS (Certified Strength and Conditioning Specialist) certified so this at times can place a heavy academic load on the Program Director. An additional full-time sports studies only professor would be a positive addition to our growing program.

C. Students

1. Entrance Standards:

A sports studies candidate/student is defined by the NSCA as a person who enrolls at West Virginia State University and declares Sports Studies as their major. Students entering the major of Sports Studies are required to meet all acceptance entry requirements set forth by the University and the Admissions Office. This holds true for first-time freshmen and transfer students.

2. Entrance Abilities:

Beginning Phase - The student is admitted to the University and declares Sports Studies as a major. The student is advised and enrolls in appropriate courses for the major.

The student maintains a Grade Point Average of 2.0 or better in the following areas: overall, general education, core curricular components, and elective courses with 100 and 200 level designations and earned no less than a “C” in the core curricular courses. The student passes the Bronze NFHS (National Federation of High School Coaches) Level Certification after taking HHP 220 – Coaching Methodology I.

Mid-Level Phase – Has completed all areas of the “Beginning Phase” and the student continues their 2.0 Grade Point Average in the following areas: overall, general education, core curricular components, and elective courses with 300 and 400 level designations and earns no less than a “C” in the core curricular courses. The student passes the Silver NFHS (National Federation of High School Coaches) Level Certification after taking Coaching Methodology II.

Capstone and Internship Experience Phase – Has completed all areas of the “Mid-level Phase” and the student has completed all of their general education requirements with an overall Grade Point Average of 2.0 in that area. Furthermore, they have completed all but 15 hours of the core curricular courses with no grade of less than a “C” and a GPA of 2.0 within the core curricular courses. The only courses remaining during this time is the HHP 450 (Internship in Sports Studies – 12 hours) and one 400 level course that may be taken during the Internship time if scheduling issues have led to this necessity. The student completes the 480 clock hour internship with a grade of no less than a “C” and passes their remaining 400 level course (if they needed to take it at this time) with a grade of no less than a “C”.

Continuing Professional Development Phase - In this final phase of the program the candidate has maintained a Grade Point Average of 2.0 or better in the following areas: overall, general education, core curricular courses and elective courses. The student has successfully completed the internship requirement with a “C” or better and is prepared to graduate from West Virginia State University with a Bachelor of Science in Sports Studies and sit for the National Strength and Conditioning – Certified Strength and Conditioning Specialist Examination.

3. Exit Abilities:

Beginning Phase – The student completes all requirements of the Beginning Phase and is eligible to move forward to the Mid-Level Phase.

Mid-Level Phase – The student completes all requirements of the Mid-Level Phase and is eligible to move forward to the Capstone and Internship Experience Phase.

Capstone and Internship Experience Phase – The student completes all requirements of the Capstone and Internship Experience Phase and is eligible to move forward to the Continuing Professional Development Phase.

Continual Professional Development Phase – Students complete requirements to maintain certification through the NSCA CEU online education program.

4. Graduates:

West Virginia State University has had a 100 percent first-time pass rate on the Certified Strength and Conditioning Specialist Examination by students who have elected to pursue the certification. In addition, West Virginia State University has had a 100 percent job placement for Sports Studies graduates who have chosen to enter the work force and a 100 percent Graduate School placement for those students who wished to continue their education and pursue a master's degree.

D. Resources

1. Financial

The financial resources provided by the institution for the operation of the Sports Studies Program are unknown by the program director. The data the program director has to evaluate this portion of the report is found in the financial projections and estimations that were submitted to the Higher Education Policy Commission in 2009 when the program was founded. The University provides approximately \$8,210.00 for administrative support for the program (based on time utilized by the program with current personnel). The University provides the salary for one full-time Associate Professor to teach a full-time load and administer the program at a cost of \$52,000. Furthermore, the University currently pays approximately \$18,000 per year for adjunct faculty to teach additional courses within the major. Financial restrictions have been present at the University since the beginning of the program so additional resources for equipment have been extremely limited. To date, no additional/new equipment has been purchased for the program. However, it must be noted that the students in the courses and the teaching faculty utilize equipment in the Student Union Fitness Center and equipment provided by the Physical Education Program for learning and psychomotor practice. It should also be noted that there is an Exercise Physiology Lab in the new additions to Fleming Hall. The program director supplied a five-year plan of purchase for equipment for the laboratory that is to be implemented once the building has been completed. It is noted that the University has provided approximately \$400 for material such as printer ink, pens, paper, etc. since the beginning of the program. Faculty teaching within the department have attended

national conferences and accreditation meetings; however, request for travel reimbursement was not supported.

2. Facilities

West Virginia State University is well equipped with state of the art science facilities including Biology laboratories and Anatomy and Physiology Laboratories that are utilized by the students enrolled in Biology courses needed for completion of the major. Secondly, the University houses a full fitness facility in the Student Union with state of the art equipment that is open for classes to use for laboratory learning. Many psychomotor skills are practiced and mastered utilizing the fitness facility during classes. Lastly, in addition to the computers available for the students in the library, the University houses outdoor and indoor athletic facilities that allow for optimal space for physical learning, teaching and coaching. Equipment for teaching sport skills is provided by the physical education department and is utilized in the indoor and outdoor facilities. As previously mentioned, there is a newly constructed Exercise Physiology Lab in new/remodeled Fleming Hall scheduled to open in 2014. There was five-year purchase of equipment plan submitted by the program director to ensure that the laboratory was fully equipped within five years of being complete.

E. Assessment (Both Student and Program levels)

1. Student Outcome Assessment Plan

Student Outcome Assessment Plan (Explanation)

The major driving forces behind assessments used in the Sports Studies Program are the stakeholder groups to whom the Program must be accountable for candidate performance and client/athlete/patient progress.

The Sports Studies Program's assessments 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 Sports Studies Program only began in 2010, we have just begun to evolve a data collection system to collect and generate data reports to monitor candidate performance. Starting with the 2012-2013 academic year the NSCA required an internship assessment assessing all programmatic outcomes at the "senior level." Reports, every three years to the NSCA require that all strength and conditioning students have a minimal assessment of "satisfactory" in all programmatic outcomes that have been developed based on the NASPE National Standards for Sport Coaching Education Programs (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. Table I (exhibit D) shows which program outcome is assessed in the Sports Studies courses and which program outcome is assessed in various sections of the internship experience. This is vital to demonstrate as the course completion outcomes are

created using the Sports Studies Programmatic Outcomes that are driven by the national standards (NASPE).

As the reader will notice in the assessment plan found in the appendix portion of this report (Appendix IIB), the Bachelor of Science in Sports Studies has a systematic approach to assessment and leveling of the student as they matriculate from one phase of the program to the other. Noted in the assessment plan are major assessments/assignments that serve as programmatic outcome achievement at the desired program phase level.

2. Use of Assessment Data: Learning-Teaching-Curriculum

The program director and the faculty that teach in an adjunct capacity meet twice a year (once at the end of each semester) to discuss strength and weakness of the program's curriculum and the 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 faculty notice 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 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 student's internship supervisor. 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 as to what the supervisor believes to be the strengths and weakness of the student both didactically and clinically. These verbal assessments by internship supervisors have greatly influenced the direction and course delivery changes in the three short years of this program of study.

3. Graduate and Employer Satisfaction

During 2011, at the suggestion and request of the Dean of the College of Professional Studies, the program director created a graduate satisfaction survey designed for graduates who had successfully completed the Bachelor of Science of Sports Studies curriculum and currently work in the field or participate in graduate studies.

To date the program director has six graduate surveys that were returned to his office after being sent out to graduates of December 2011, Summer 2012, December 2012 and Spring 2013. Summer 2013 graduates will be sent a survey with the December 2013 graduates as they appear on the approved graduation list for December 2013. Among the six surveys that have been returned, four students are employed full-time in the field, one is serving in the military and one is in graduate school for Athletic Administration. Strengths included, professors, coaching certification and the

internship experience while weaknesses were lack of online offerings, lack of night courses for non-traditional students and not enough Athletic Administration. It is recognized that an Employer Satisfaction Survey is in need of immediate creation for the Sports Studies Program.

F. Advisory Committee(s)

On the advice of the Dean of the College of Professional Studies, the Bachelor of Science in Sports Studies developed an advisory committee in spring 2011. The Advisory Committee consists of one medical doctor from the community, two Certified Athletic Trainers (ATC's), two Certified Strength and Conditioning Specialists (CSCS), one youth sport director and one fitness facility/wellness center owner.

The Advisory Committee has met in April, August, November and February since the committee has been developed. The committee members have been critical in the development of the Bachelor of Science in Sports Studies. The insight from the local community and professionals that serve as internship supervisors, operate places of employment for our graduates and a medical doctor have allowed the program to develop in a way that serves our students in regards to up to date national competencies and serves our local community in way of meaningful and quality employees/graduates.

G. Program Strengths and Weaknesses

Strengths:

The major strength of the Sports Studies Program is the high commitment level of the students to comprehension and psychomotor learning of physiology, training technique, risk management and administration as evidenced and assessed in their field placements, course completion and internship experience.

Another major strength is the faculty. The faculty consistently model for the candidates and the community with whom they work, the three critical dispositions the University and the Health and Human Performance Department strives to find in their faculty: student focused, role model and member of a profession.

The faculty has embraced technology as well as remains very current with up to date research pertaining to Strength and Conditioning and Coaching Methodology. The faculty consists of Nationally Certified Strength and Conditioning Specialists, Nationally Certified Athletic Trainers, Nationally Registered Emergency Medical Technicians, Nationally Recognized Athletic Coaches and NCAA Administrators. An additional strength of the Sports Studies Program is its national recognition with NSCA Education Recognition Program. West Virginia State University is the only undergraduate school in the state of West Virginia to hold this distinction.

Weaknesses:

The major weakness of the program is a lack of financial and personnel resources to deliver the program at a higher level than it is currently delivered. The faculty and the adjunct faculty of the program are very diligent in staying abreast of new technologies and training research in the field of strength and conditioning and athletic coaching. However, for example, the Program Director had requested assistance in attending

conferences with research and education themes, including the national roundtable discussions for Nationally Recognized Programs at the National Convention. The cost of travel to this most important conference was submitted and approved but later was taken back and reimbursement to the program director was not given.

A strength within the program is the number of students the major has within it. However, to date, the program has only one full-time faculty member dedicated to the program. This requires large overloads and heavy administrative responsibility for the program director. It is foreseen that any lack of resources for the teaching of the didactic and psychomotor competencies of the program will be eliminated with the completing of the Fleming Hall renovation and addition as a new Exercise Physiology Lab will be equipped within five years of the completion of the structure.

SECTION III: VIABILITY

A. Program Enrollment

The following two tables give the numbers of graduates and enrollment for the past three years. As the program only began in 2010, there were students at West Virginia State University taking all the courses that were already part of the Physical Education Major and awaiting the addition of the new Sports Studies courses once the program was approved by the Higher Education Policy Commission in 2010. This explains our first graduate in the summer of 2011. It should be noted that enrollment has continued to increase within the major and so has the number of students graduating from the program. It is projected that the graduation numbers will continue to increase as the first large group of students completes their matriculation through the program.

Number of Majors

YEAR	FALL	SPRING	SUMMER
2010-2011	46	55	7
2011-2012	74	82	10
2012-2013	89	87	

Number of Graduates

YEAR	FALL	SPRING	SUMMER
2010-2011	0	0	1
2011-2012	1	2	1
2012-2013	3	5	

B. Course Enrollment

The charts found in Appendix IIIB show the course enrollment data for the past three years for courses in the major of Sports Studies. This data was obtained from the West Virginia State University Computer Services Center.

See Appendix IIIB

C. Enrollment Projections

Based on the current trend in the Sports Studies Program enrollment data, the Sports Studies Program should continue to have 80 – 100 students enrolled in the program. It should be further noted that as recently as November 13, 2013, data presented in the Wall Street Journal noted that careers in the fitness and wellness industry were of the top five professions where graduates were obtaining jobs and keeping them.

D. Cost Analyses

A cost analysis is performed for the Program Review to provide useful data about the Departmental Cost of Instruction and the Facilities and Administrative Costs, which are not instructionally driven but attribute the overall educational experience of students.

Departmental Cost of Instruction:

The Departmental Cost of Instruction encompasses two components:

1. Departmental cost to offer the major and
2. Departmental cost to offer courses in the department.

To determine the departmental cost to offer the major, calculations are conducted to generate the program cost per graduate and the cost per student in the major.

Calculation of the cost to offer the major: The numerator value is determined by using 2012-2013 faculty salary data for full-time and part-time faculty (including fringe benefits) who provide instruction for courses offered in the major (degree program). The value excludes salary compensation for instruction in general education courses (services courses) unless those courses are required for the major and serves as the numerator value for both the *program cost per graduate* and the *cost per student in the major* formulas.

Two denominator values are determined for the various calculations. For the *program cost per graduate* calculation, the denominator value is the average number of program graduates for the 2008- 2013 review period, while the *cost per student in the major* calculation uses the average number of majors in the degree program during the same review period as the denominator value.

The resulting formulas are:

$$\text{Cost per graduate} = \frac{\text{2012-2013 degree program instructional faculty}}{\text{average number of program graduates 2008-2013}}$$

$$\text{Cost per student in the major} = \frac{\text{2012-2013 degree program instructional faculty}}{\text{average number of majors in the degree program 2008-2013}}$$

Sports Studies program cost per graduate = \$90,358/6.5 = \$13,901

Sports Studies program cost per student in the major = \$90,358/87.7 = \$1,031

Calculation for the departmental cost to offer courses in the department:

The previously generated numerator value also serves as the numerator for this calculation. The denominator of this calculation is student credit hours produced for the last academic year (2012-2013) of the five-year review period. As this program offers no general education courses, the credit hours produced is calculated using courses taken by both majors and non-majors.

The resulting formula is:

Cost of courses offered in the department = $\frac{\text{2012-2013 degree program instructional faculty}}{\text{total student credit hours produced by department}}$

Sports Studies cost of courses offered in the department = \$90,358/1,630 = \$55

The Facilities and Administrative cost also using total faculty compensation for 2012-2013 as the numerator. For this value, the denominator federal indirect rate of 56.9 percent, which is a measure used to determine the cost of operation for grant administration.

The formula Facilities and Administrative cost (Non-instructional operational cost):

Facilities and Administrative cost = $\frac{\text{2012-2013 degree program instructional faculty}}{\text{total student credit hours produced by department}} * 0.569$

Sports Studies Facilities and Administrative cost = \$90,358 * 0.569 = \$51,414

The ratios are exhibited in the table below.

Total Salary	Avg. Majors (AY11- AY13)	Avg. Graduates (AY12-AY13)	Total SCH (AY 2013)	Cost of Operation (AY 2013)
\$90,358	87.7	6.5	1,630	0.569
Cost Ratios	\$1,031	\$13,901	\$55	\$51,414

*Note Sports Studies is a relatively new program, major counts are from the last three years.

In summary, the total salary for faculty during the 2012-2013 year of the review period is \$90,358 and includes both part-time and full-time faculty salaries. The average cost per major is \$1,031 while the average cost per graduate is \$13,901. Both values include all unduplicated student majors and graduates for the five- -year review period. The cost of offering courses in the department for all students is based on the total semester credit hours (fall and spring combined) generated is \$55 per semester credit hour. The cost of operation (non-instructional cost) is \$51,414.

E. Service Courses

The Sports Studies Program does not currently offer any service courses to students or the surrounding community.

F. Off-Campus Courses

There are no off-campus courses taught for the Sports Studies Curriculum at West Virginia State University.

G. Articulation Agreements

There are no formal articulation agreements with any other institutions in the State of West Virginia or otherwise.

SECTION IV: NECESSITY

A. Similar Programs

There are no universities that have this type of degree program in the State of West Virginia. Other degree offerings at state institutions focus either on coaching aspects or exercise physiology and the wellness industry. The program at West Virginia State University is unique because it educates the enrolled student in both much needed areas of content (coaching and physiology) and prepares each student to not only graduate with the intended knowledge and skill sets but prepares them for state, regional and national certification in both coaching and exercise science. This unique curriculum is recognized by the National Strength and Conditioning Association as West Virginia State University is the only program of its kind to have the distinction of being nationally recognized through the NSCA-ERP Program. Lastly, West Virginia State University historically provides students with an interwoven opportunity to work with diverse populations in their efforts to develop life-long learners in our laboratory of human development. This experience is found only at West Virginia State University as it is the only college or university in the state that is both a Historically Black College or University offering a degree in sports studies or related fields.

B. Job Placement

Because of the low number of graduates due to the program only beginning in fall of 2010, this data is limited. However, to date graduates have found immediate placement in either the graduate school of their choice or employment. Graduates have taken positions in the local community as there are high demands for wellness/PEIA weight management programs and youth sport coordinators. The local fitness industry has also hired our graduates for full-time employment. It should be noted that three graduates have elected to take the National Strength and Conditioning Exam and all three students have passed the national exam.

Appendices

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Sports Studies	Total number of credit hours required for graduation: 128 (126 beginning FA 13)
Professional society that may have influenced the program offering and requirements: NSCA (National Strength and Conditioning Association)	

Core Courses Required in Major (by course number and title)	Hours	Additional courses Required in Major	Hours	Course Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours		
HHP 126 Foundations of PE	3			BIOL 210 (Anatomy and Physiology)	4	Elective	3		
HHP 140 Sport History	2					HHP 122 or HHP 157	2		
HHP 150 Introduction to Health Professions	3					ENGL 101	3		
HHP 220 Coaching Methodology I	2					ENGL 102	3		
HHP 225 Biomechanics	3					ENGL 150	3		
HHP 238 Methods of Gymnastics	2					CPS 101	1		
HHP 240 Team Sports I	2					MATH 111	3		
HHP 242 Team Sports II	2					COMM 100	3		
HHP 252 Emergency Health Care	2					GED 100	3		
HHP 327 Exercise Physiology	3					GED 200	3		
HHP 331 Athletic	3					SOCI 101 or PSYC 151	3		
HHP 333 Athletic Training II	3					BIOL 101	4		
HHP 340 Energy Source and Body Composition	3					HIST 201 or HIST 202	3		
HHP 341 Individual and Dual Sports I	2					HIST 207 or HIST 208	3		
HHP 343 Individual and Dual Sports II	2					CHEM 100 or CHEM 105	3		
HHP 350 Research in Physical Activity	3					6 Hours -International Relations	6		
HHP 399/02 Officiating Basketball and Volleyball	3					6 Hours - Fine Arts	6		
HHP 400 Exercise Testing	3								
HHP 420 Sport Law and Ethics	3								
HHP 428 Administration of PE	3								
HHP 430 Developing and Implementing Strength and Conditioning Programs	3								
HHP 440 Coaching Methodology II	2								
HHP 450 Internship in Sports Studies	12								
Total Required Major Hours:	69	Total Additional Major Hours:	0			Total Cognate Hours:	4	Total Gen. Ed./Elective Hours:	52

APPENDIX II-B: Faculty Data

Name: Jay Canterbury	Rank Instructor
Status: Full-time Part-time X Adjunct	Highest Degree Earned: M.S.
Degree Conferred by: Radford University	Date Degree Received: 1997
Area of Specialization: Physical Education	

Professional registration/licensure:	Nationally Certified Athletic Trainer (ATC)
Years of employment at present institution:	9 years
Years of employment in higher education:	13 years
Years of related experience outside higher education:	4 years

To determine compatibility of credentials with assignments:

(A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

Year/Semester	Course Number and Title	Enrollment
Spring 2011	HHP 331	14
Fall 2012	HHP 333	13

- (B). **If degree is not in area of current assignment, explain:**
- (C). **Identify your professional development activities during the past five years.** Attendance at NATA (National Athletic Trainers Association National Convention, 2012 Virginia Beach, VA
- (D). **List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.**
N/A
- (E). **Indicate any other activities that have contributed to effective teaching.**
- (F). **List Professional books/papers published during the last five years.**
N/A
- (G). **List externally funded research (grants and contracts) during the last five years.**
N/A

APPENDIX II-B: Faculty Data

Name: Patricia R. King	Rank Assistant Professor
Status: X Full-time Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: M.A.
Degree Conferred by: University of Central Oklahoma	Date Degree Received: 1989
Area of Specialization: Health, Physical Education, and Recreation in Community College Teaching	

Professional registration/licensure:	NA
Years of employment at present institution:	17 years
Years of employment in higher education:	22 years
Years of related experience outside higher education:	5 years – Non Teaching

To determine compatibility of credentials with assignments:

(A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2011	HHP 370 Outdoor Education & Camp	7
	Leadership	4
	HHP 200 Program Planning & Leadership	8
	HHP 285 Community Recreation	9
	HHP 102 Beginning Tennis	16
	HHP 103 Beginning Bowling	6
Spring 2012	HHP 280 Recreational Activities	
	HHP 102 Beginning Tennis	3
	HHP 370 Outdoor Education & Camp	10
	Leadership	2
	HHP 289 Recreation and Leisure Practicum	8
Fall 2012	HHP 285 Community Recreation	5
	HHP 380 Contemporary Trends in Leisure	
	HHP 370 Outdoor Education & Camp	12
	Leadership	8
	HHP 102 Beginning Tennis	10
	HHP 285 Community Recreation	9
Spring 2013	HHP 103 Beginning Bowling	25
	HHP 238 Methods of Gymnastics and Aerobics	
	HHP 122 Fitness for Living	16
	HHP 240 Football and Basketball	21
	HHP 280 Recreational Activities	4
	HHP 289 Recreation and Leisure Practicum	2
	HHP 380 Contemporary Trends in Leisure	7

(B). **If degree is not in area of current assignment, explain:**

(C). **Identify your professional development activities during the past five years.**

Attended the National Conferences for National Recreation and Park Association (NRPA) and American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) (Tampa, FL.; Miami, FL)

NRPA Boston, MA, Orlando, FL Cincinnati, OH, and Philadelphia, PA.

AAHPERD, Charlotte, NC.

State Conferences for WVTRA, WVPRA, and WVHPERD (Canaan Valley, WV and Wheeling, WV – WVTRA;

Huntington, WV – WVPRA; Charleston, WV – WVHPERD, and Logan, WV – WVPRA)

(D). **List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.**

N/A

(E). **Indicate any other activities that have contributed to effective teaching.**

Community services with several non-profit organization such as the Black Diamond Girl Scouts, Charleston YMCA, Super Kids, Charleston Boys and Girls Club, New Covenant Church After-School Program attended the coaching and officiating clinics on various sports such as volleyball and basketball.

(F). **List Professional books/papers published during the last five years.**

N/A

(G). **List externally funded research (grants and contracts) during the last five years.**

Tobacco Free Grant funded by the State of West Virginia.

APPENDIX II-B: Faculty Data

Name: Sean McAndrews	Rank Instructor
Status: Full-time Part-time X Adjunct	Highest Degree Earned: M.A.
Degree Conferred by: West Virginia University	Date Degree Received: 1992
Area of Specialization: Education Administration	

Professional registration/licensure:	NA
Years of employment at present institution:	14 years
Years of employment in higher education:	21 years
Years of related experience outside higher education:	4 years

To determine compatibility of credentials with assignments:

(A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

Year/Semester	Course Number and Title	Enrollment
Spring 2012	HHP 428 Administration of PE	
	HHP 420 Sport Law and Ethics	24
	HHP 157 Healthy Living	21 69
Fall 2012	HHP 420 Sport Law and Ethics	20
	HHP 126 Foundations of PE	35
	HHP 157 Healthy Living	78
Summer 2012	HHP 428 Administration of PE	14
	HHP 420 Sport Law and Ethics	12
Spring 2013	HHP 157 Healthy Living	91
	HHP 126 Foundations of PE	22

- (B). **If degree is not in area of current assignment, explain:**
- (C). **Identify your professional development activities during the past five years.** N/A
- (D). **List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.**
N/A
- (E). **Indicate any other activities that have contributed to effective teaching.**
- (F). **List Professional books/papers published during the last five years.**
N/A
- (G). **List externally funded research (grants and contracts) during the last five years.**
N/A

APPENDIX II-B: Faculty Data

Name: Bryan Poore	Rank : Instructor
Status: Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/>	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University	Date Degree Received: 1994
Area of Specialization: Education	

Professional registration/licensure:	WV Teaching License K-12 PE and Health
Years of employment at present institution:	14 years
Years of employment in higher education:	23 years
Years of related experience outside higher education:	2 years

To determine compatibility of credentials with assignments:

(A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

Year/Semester	Course Number and Title	Enrollment
Spring 2011	HHP 343 Individual and Dual Sports II	25
	HHP 126 Foundations of PE	28
Fall 2012	HHP 126 Foundations of PE	29
	HHP 242 Team Sports II	20
Spring 2012	HHP 343 Individual and Dual Sports II	22
	HHP 126 Foundations of PE	28
Fall 2013	HHP 242 Team Sports II	26
	HHP 126 Foundations of PE	25

(B). **If degree is not in area of current assignment, explain:**

(C). **Identify your professional development activities during the past five years.**

I have tried to improve my online teaching skills by meeting with other professors on campus who have experience in this area.

I have attended several workshops or one-on-one sessions with Bobby Seyedmonir, Director of the Center for Online Learning.

Each year I attend the National Association of Basketball Coaches (NABC) and participate in the four-day

Clinic and Professional Development Series.

I have participated in several celebrity Read Aloud programs in the surrounding area.

Attended the Hardwood Pioneers Roundtable at the NBA All Star Weekend in 2012.

Attended Coaching U Live Clinic 2013 in Indianapolis, IN.

- (D). **List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.**

WVIAC Men's Basketball Coach of the Year 2008 – 2009 season.

Spoke at numerous banquets, coaching clinics and summer camps.

Spoke to KISRA Fatherhood Strengthening Families Conference.

- (E). **Indicate any other activities that have contributed to effective teaching.**

- (F). **List Professional books/papers published during the last five years.**

- (G). **List externally funded research (grants and contracts) during the last five years.**

APPENDIX II-B: Faculty Data

Name: Jenelle Robinson	Rank Assistant Professor
Status: X Full-time Part-time Adjunct	Highest Degree Earned: Ph.D.
Degree Conferred by: Mississippi State University	Date Degree Received: 2012
Area of Specialization: Food Science, Nutrition, and Health Promotion	

Professional registration/licensure:	Certified Health Education Specialist
Years of employment at present institution:	1 Year
Years of employment in higher education:	5 years
Years of related experience outside higher education:	5 years

To determine compatibility of credentials with assignments:

(A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	HHP 150 Introduction to Health Professions HHP 354 Contemporary Issues in Health HHP 456 Methods and Strategies in Health Education	27 16 13
Spring 2013	HHP 150 Introduction to Health Professions HHP 354 Contemporary Issues in Health HHP 352 Community Health HHP 458 Program Planning, Implementation, and Evaluation in Health Education	25 18 14 15

(B). **If degree is not in area of current assignment, explain:**

(C). **Identify your professional development activities during the past five years.**

- Navy and Marine Corps Public Health Conference, Hampton, WV, March 2009
- Kaplan University Online Curriculum Development Course, April 2009
- Air Force Health Promotion Workshop, San Antonio, TX, May 2009
- Association of State Nutrition Network Administration Conference, Washington, D.C., April 2010
- Society for Nutrition Education Annual Conference, Reno, NV, September 2010
- The Compact for Faculty Diversity: Institute on Teaching and Mentoring, Tampa, FL, October 2010
- Applying for Quality matters Rubric, WVSU, October 2012
- Workforce Development Conference at WVSU, November 2012
- Webinar: Perfect Pitch: How to Market Yourself as a CHES/MCHES, November 2012
- West Virginia Diabetes Symposium and Workshop, Charleston, WV, December 2012
- Online Learning and Teaching Institute, WVSU, Spring 2013

- (D). **List Awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.**
KISRA For the Health of it Workshop – Dunbar, WV, Speaker November 2012
The Links Meeting – Dunbar, WV, Speaker November 2012
Society of Public Health Educators Annual Conference, Orlando, FL, Poster Presentation, April 2013
WVAHPERED 92nd Annual State Conference, Glade Springs, WV, Presenter, October 2013
- (E). **Indicate any other activities that have contributed to effective teaching.** N/A
- (F). **List professional books/papers published during the last five years.**
Dissertation published at Mississippi State University: Design, Implementation, and Evaluation of a Faith - Based Nutrition Education Program for African-American Women, May 2012
- (G). **List externally funded research (grants and contracts) during the last five years.**
Successful grant application to non-WVSU source – “The Empowerment Initiative” WVHEPC, Award \$3,200, 2013

At Mississippi State: USDA SNAP-ED (Supplemental Nutrition Assistance Program-Nutrition Education) Grant 2010 (\$6,000,000)

APPENDIX II-B: Faculty Data

Name: Aaron Settle	Rank Associate Professor
Status: X Full-time Part-time Adjunct	Highest Degree Earned: Ed.D.
Degree Conferred by: United States Sports Academy	Date Degree Received: 2005
Area of Specialization: Sports Management – Exercise Science Emphasis	

Professional registration/licensure:	Nationally Certified Athletic Trainer, Nationally Certified Strength and Conditioning Specialist, K-12 Permanent Teaching Certification for Health and Physical Education – West Virginia
Years of employment at present institution:	8 years
Years of employment in higher education:	14 years
Years of related experience outside higher education:	6 years

To determine compatibility of credentials with assignments:

(A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2011	HHP 140 Sport History	27
	HHP 225 Biomechanics	11
	HHP 430 Developing Strength and Conditioning Programs	6
	HHP 220 Coaching Methodology I	24
	HHP 341 Individual and Dual Sports I	20
	HHP 251 Consumer Health	23
Spring 2012	HHP 440 Coaching Methodology II	19
	HHP 327 Exercise Physiology	31
	HHP 400 Exercise Testing	16
	HHP 340 Energy Source and Body Composition	18
	HHP 350 Research	16
Fall 2012	HHP 140 Sport History	22
	HHP 225 Biomechanics	24
	HHP 430 Developing Strength and Conditioning Programs	11
	HHP 220 Coaching Methodology I	23
	HHP 341 Individual and Dual Sports I	17
	HHP 251 Consumer Health	19
	HHP 331 Athletic Training I	18
Spring 2013	HHP 440 Coaching Methodology II	20
	HHP 327 Exercise Physiology	25
	HHP 400 Exercise Testing	16
	HHP 340 Energy Source and Body	15

	Composition	
	HHP 350 Research	25
	HHP 333 Athletic Training II	18

(B). **If degree is not in area of current assignment, explain:**

(C). **Identify your professional development activities during the past five years.**

Obtain EMT certification
 Was recertified through CEU completion (ATC and CSCS credentials)
 Attended the NSCA National Convention 2009 and 2011
 Attended the WV Health and Physical Education conference 2008, 2009, 2011
 Attend and presented at National Educators Conference 2008

(D). **List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.**

Presented at National Educators Conference 2008
 Was awarded Paper of the Session for presentation

(E). **Indicate any other activities that have contributed to effective teaching.**

Took course on WEB course development. Developed and implemented first WEB course
 Utilize Live Text for assessment data collection
 Rubric development
 Cross-curricular assessment
 Utilization of holistic writing rubric

(F). **List Professional books/papers published during the last five years.**

Service Learning in the Physical Education Setting – Strategies Journal (September 2008, pp. 31-38)
 Service Learning for Athletic Coaching Setting – Journal of College Teaching and Learning (November 2009, pp 4-9)

(G). **List externally funded research (grants and contracts) during the last five years.**

NA

APPENDIX IIE – Assessment Plan

Program Outcomes and Assessment Phases:

Outcomes shown in **BOLD**

Demonstrate coaches as a role model to athletes of all ages and diversities through study and practice of Sport Philosophy, law, ethics, teaching and proper writing and accurate oral communication skills.

Initial Assessment (Beginning Phase):

Mastery of Course Outcomes (HHP 126, HHP 140, HHP 220, ENGL 101, ENGL 102, COMM 100)
Successful evaluation of initial Coaching Philosophy

Mid-Level Assessment (Mid-Level Phase):

Mastery of Course Outcomes (HHP 240, HHP 242, HHP 341, HHP 343)
Pass NFHS Certification for Level I Coaching Certification
Successful evaluation of Coaching Plan assignments

Sr. Level Assessment (Capstone/Internship Phase):

Mastery of Course Outcomes (HHP 350, HHP 440, HHP 428, HHP 420, HHP 450)
PASS NFHS Certification Level II Coaching Certification
Successfully complete Mini-thesis (HHP 350)
Successfully complete Final Coaching Philosophy
Successfully complete HHP 450 internship requirements

Post Graduation (Continuing Professional Development Phase):

Successfully pass the NSCA-CSCS National Examination
Or Pass the NSCA-CPT National examination
Graduate Surveys

Demonstrate knowledge of human growth and development from birth - death, kinesthetic learning theories and tactics and current coaching and training trends by planning physiologically and biomechanically correct practice and conditioning sessions that allow for proper progression of skill and that are safe and minimize the risk of injury.

Initial Assessment (Beginning Phase):

Mastery of Course Outcomes (PSYC 151 or SOCI 101, HHP 220, HHP 126, BIOL 101, BIOL 210, HHP 240 and HHP 242)
Successful completion and assessment of Coaching Plans
Successful completion of NFHS Level 1 Certification

Mid-Level Assessment (Mid-Level Phase):

Mastery of Course Outcomes (HHP 225, HHP 327, HHP 340, HHP 341, HHP 343, HHP 331 and HHP 333)
Successful completion of advanced Coaching Plans
Successful completion of field placement for HHP 331 and HHP 333
Successful completion of the NFHS Level 2 certification

Sr. Level Assessment (Capstone/Internship Phase):

Mastery of Course Outcomes (HHP 400, HHP 420, HHP 430, HHP 450)
Successful completion of Senior Internship
Pass NFHS Level II Coaching Certification

Post-Graduation (Continued and Professional Development Phase):

Successfully pass the NSCA-CSCS Certification Examination Passed and/or
NSCA-CPT Examination
Graduate Surveys

Demonstrate knowledge and skill for understanding diverse athletic population and accommodating different learning styles and physical skill by planning, coaching and evaluating athletic performance and progression that include modifications that address these issues.

Initial Assessment (Beginning Phase):

Mastery of Course Outcomes (PSYC 151 or SOCI 101, HHP 220, HHP 126, BIOL 101, BIOL 210, HHP 240 and HHP 242)
Successful completion and assessment of Coaching Plans
Successful completion of NFHS Level 1 Certification

Mid-Level Assessment (Mid-Level Phase):

Mastery of Course Outcomes (HHP 225, HHP 327, HHP 340, HHP 341, HHP 343, HHP 331 and HHP 33)
Successful completion of advanced Coaching Plans
Successful completion of field placement for HHP 331 and HHP 333
Successful completion of the NFHS Level 2 certification

Sr. Level Assessment (Capstone and Internship Phase):

Mastery of Course Outcomes (HHP 400, HHP 420, HHP 430, HHP 450)
Successful completion and assessment on senior program design project (HHP 430)
Successful completion of Senior Internship
Pass NFHS Level II Coaching Certification

Post-Graduation (Continuing and Professional Development Phase):

Successfully pass the NSCA-CSCS Certification Examination Passed and/or
NSCA-CPT Examination
Graduate Surveys

Exhibit knowledge of and abilities to create responsible and effective communities of sport learning and understanding by developing leadership and management frameworks that include criteria with specific attention to respect for other athletes, respect for the sport game, appreciation of diverse cultures, rules, abilities and talents, and awareness of the need for communication.

Initial Assessment (Beginning Phase):

Mastery of course outcomes (ENGL 101, ENGL 102, COMM 100, HHP 140, HHP 126, HHP 220)
Successful evaluation on cooperative learning rubric in HHP 140
Successful obtainment of NFHS Level One Coaching Certification

Mid-Level Assessment (Mid-Level Phase):

Mastery of course outcomes (HHP 240, HHP 242, HHP 225, HHP 327, HHP 331 and HHP 333)
Successful completion of advanced Coaching Plans (HHP 242)
Successful completion of field placement for HHP 331 and HHP 333

Sr. Level Assessment (Capstone and Internship Phase):

Mastery of course outcomes (HHP 400, HHP 420, HHP 428, HHP 440, HHP 450)
Successful obtainment of the NFHS Level II Coaching Certification
Successful completion of Internship

Post Graduation (Continued and Professional Development Phase):

Successfully pass the NSCA-CSCS Certification Examination Passed and/or
NSCA-CPT Examination
Graduate Surveys

Exhibit knowledge of what it means to be a member of the coaching/Athletic profession by demonstrating ethical practice within the profession, demonstrating proper oral and written communication skills, engaging in research within the profession, following professional performance regulations and participating in continual education to uphold the commitment to life-long learning.

Initial Assessment (Beginning Phase):

Mastery of course outcomes (ENGL 101, ENGL 102, COMM 100, HHP 126, HHP 126, HHP 220)
Completion of Service-Learning Project in HHP 252
Successful obtainment of NFHS Level I Coaching Certification
Successful completion of first Coaching Philosophy

Mid-Level Assessment (Mid-Level Phase):

Mastery of course outcomes (HHP 240, HHP 242)
Successful completion and assessment of initial Coaching Plans
Successful completion and assessment of coaching demonstration assignment

Sr. Level Assessment (Capstone and Internship Phase):

Mastery of course content (HHP 350, HHP 430, HHP 420, HHP 420, HHP 450)
Successful completion and assessment on senior program design project
Successful completion of Senior Internship
Successful obtainment of the NFHS Level II Coaching Certification

Post Graduation (Continuing and Professional Development Phase):

Successfully pass the NSCA-CSCS Certification Examination Passed and/or
NSCA-CPT Examination
Graduate Surveys

Demonstrate professional communication skills for the academic discipline of exercise science and athletic coaching.**Initial Assessment (Beginning Phase):**

Mastery of course outcomes (ENGL 101, ENGL 102, COMM 100, HHP 126, HHP 126, HHP 220)
Completion of Service-Learning Project in HHP 252
Successful obtainment of NFHS Level I Coaching Certification
Successful completion of first Coaching Philosophy

Mid-Level Assessment (Mid-Level Phase):

Mastery of course outcomes (HHP 240, HHP 242)
Successful completion and assessment of initial Coaching Plans
Completion and assessment of coaching demonstration assignment

Sr. Level Assessment (Capstone and Internship Phase):

Mastery of course content (HHP 350, HHP 430, HHP 420, HHP 420, HHP 450)
Successful completion and assessment on senior program design project (HHP 430)
Successful completion of Senior Internship
Successful obtainment of the NFHS Level II Coaching Certification
Successful completion of 2nd Coaching Philosophy
Successful completion of Mini-thesis (HHP 350)

Post Graduation (Continuing and Professional Development Phase):

Successfully pass the NSCA-CSCS Certification Examination Passed and/or
NSCA-CPT Examination
Graduate Surveys

Demonstrate the appropriate use of technology required in the discipline of exercise science and athletic coaching.**Initial Assessment (Beginning Phase):**

Mastery of course outcomes (ENGL 101, ENGL 102, COMM 100, HHP 126, HHP 126, HHP 220)
Completion of Service-Learning Project in HHP 252
Successful obtainment of NFHS Level I Coaching Certification
Successful completion of first Coaching Philosophy

Mid-Level Assessment (Mid-Level Phase):

Mastery of course outcomes (HHP 240, HHP 242, HHP 225, HHP 327, HHP 331 and HHP 333)
Successful completion of advanced Coaching Plans
Successful completion of field placement for HHP 331 and HHP 333

Sr. Level Assessment (Capstone and Internship Phase):

Mastery of course content (HHP 350, HHP 430, HHP 420, HHP 420, HHP 450)
Successful completion and assessment on senior program design project (HHP 430)
Successful completion of Senior Internship
Successful obtainment of the NFHS Level II Coaching Certification
Successful completion of 2nd Coaching Philosophy
Successful completion of Mini-thesis

Post Graduation (Continuing and Professional Development Phase):

Successfully pass the NSCA-CSCS Certification Examination Passed and/or
NSCA-CPT Examination
Graduate Surveys

APPENDIX IIIA – Program Enrollment Data Sports Studies (Number of Majors and Number of Graduates)

Number of Majors

YEAR	FALL	SPRING	SUMMER
2010-2011	46	55	7
2011-2012	74	82	10
2012-2013	89	87	

Number of Graduates

YEAR	FALL	SPRING	SUMMER
2010-2011	0	0	1
2011-2012	1	2	1
2012-2013	3	5	

APPENDIX IIIB – Course Enrollment Data

Course	2010-2011	2011-2012	2012-2013
HHP 126- Foundation of Physical Education	64	62	52
HHP 150 – Introduction to Health Professions	36	34	70
HHP 220 – Coaching Methodology I	24	23	23
HHP 225 – Biomechanics	11	21	24
HHP – 238 Methods of Gymnastics	11	22	25
HHP 242 – Team Sports I	20	22	27
HHP 331 – Athletic Training I	8	13	27
HHP 341 – Individual and Dual Sports I	20	17	32
HHP 399/02 Officiating Basketball and Volleyball	22	21	24
HHP 430 – Developing and Implementing Strength and Conditioning Programs	6	11	17
HHP 140 – Sport History	27	22	
HHP 240 – Team Sports I	25	23	22
HHP 252 – Emergency Health Care	35	34	26
HHP 327 – Exercise Physiology	9	31	25
HHP 333 –Athletic Training II	4	12	18
HHP 340 – Energy Source and Body Composition	20	18	15
HHP 343 – Individual and Dual Sports II	18	20	25
HHP 350 – Research in Physical Activity	18	16	25
HHP 400 – Exercise Testing	12	16	16
HHP 420 – Sport Law and Ethics	13	37	21
HHP 428 – Administration of Physical Education	19	20	24
HHP 440 – Coaching Methodology II	19	21	20
HHP 450 – Internship in Sports Studies	3	3	9

APPENDIX IIIE-

Course Number	Additional program that the course serves
HHP 150 Introduction to Health Professions	Health Science Health Education-Teacher Education
HHP 126 Foundations of Physical Education	Physical Education-Teacher Education
HHP 225 Biomechanics	Physical Education-Teacher Education
HHP 238 Methods of Gymnastics	Physical Education-Teacher Education
HHP 240 Team Sports I	Physical Education-Teacher Education
HHP 242 Teams Sports II	Physical Education-Teacher Education
HHP 252 Emergency Health Care	Physical Education-Teacher Education Health Science Health Education – Teacher Education
HHP 327 Exercise Physiology	Physical Education-Teacher Education
HHP 331 Athletic Training I	Physical Education-Teacher Education
HHP 341 Individual and Dual Sports I	Physical Education-Teacher Education
HHP 343 Individual and Dual Sports II	Physical Education-Teacher Education
HHP 428 Administration of Physical Education	Physical Education – Teacher Education

Service Courses

Appendix IIIF – Off-Campus Courses

The Bachelor of Science in Sports Studies has no courses that are taught off campus.

EXHIBIT A

**West Virginia State University
Bachelor of Science in Sports Studies - Graduate Survey**

Every five years, all WVSU programs undergo an intensive review. Please take a few moments to complete this survey and return it with the pre-addressed, stamped envelope. You do not need to identify yourself on the survey, **unless you decide to do so**. If you have not already done so, please email the name of your graduate institution/program or your employer (now or your first job after graduation), name of a supervisor/professor, with a mailing address to Dr. Aaron A. Settle, ATC, CSCS or email, if you have any questions.

Your responses provide us with information essential for our report and a greater opportunity to serve current candidates with the feedback we received from you. We appreciate your cooperation.

Semester and year you graduated: _____

Current Status:

- ___ Employed as a full-time Strength and Conditioning Professional
- ___ Employed as a full-time Wellness and/or Youth Sport Director
- ___ Employed full-time in an Athletic/Sport Administration Field
- ___ Employed by the military in active duty
- ___ In Graduate School at _____
 ___ full-time ___ part-time Anticipated date of completion _____
- ___ Major: _____
- ___ Unemployed
- ___ Other: _____

Work: Does your job or schoolwork use the knowledge, skills and professional dispositions you acquired at WVSU in the sports studies program: ___ yes ___no ___ other:

Instruction: On a scale of 1(poor) to 10(excellent), how would you describe your assessment of the overall preparation of WVSU's Sports Studies program as compared with other professionals in your place of employment?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

Curriculum: On a scale of 1(poor) to 10(excellent), how would you describe your assessment of:

1. Quality of the Exercise Science courses you took?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

2. Activity and Weight Lifting courses?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

3. Technology use and learning to use in the professional field?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

4. Learning to use Professional Communication?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

5. Diversity?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

6. Athletic Administration?

Poor										Excellent
1	2	3	4	5	6	7	8	9	10	

7. Field Placements for given courses?

Poor 1 2 3 4 5 6 7 8 9 **Excellent**
10

8. Internship experience?

Poor 1 2 3 4 5 6 7 8 9 **Excellent**
10

9. Quality of Classroom management?

Poor 1 2 3 4 5 6 7 8 9 **Excellent**
10

10. Quality of your professor's Instructional planning?

Poor 1 2 3 4 5 6 7 8 9 **Excellent**
10

Strengths: Briefly, please identify three features of the program that you consider **"strengths"**.

- 1.
- 2.
- 3.

Challenges: Briefly, please identify up to three features of the program that you believe need to be changed or improved.

- 1.
- 2.
- 3.

Future Plans: What goals do you have for the future?

Would you consider returning to WVSU for a Masters of Sports Studies? ___ yes ___no

Comments/Observations: If you would like to tell us anything that this survey did not cover, please feel free to use this space below.

Thank you for filing out this survey. You will note that we have not asked for your name – this can be kept anonymous or not, as you wish. Your information will help us improve our program.

Exhibit B

Sports Studies - Graduate Survey Feedback

(Based on six surveys returned)

Current Status:

- 1 Employed as a full-time Strength and Conditioning Professional
- 3 Employed as a full-time Wellness and/or Youth Sport Director
- ___ Employed full-time in an Athletic/Sport Administration Field
- 1 Employed by the military in active duty
- 1 In Graduate School at WVU
- X full-time ___ part-time anticipated date of completion _____
- Major: _____
- ___ Unemployed
- ___ Other: _____

Work:

Does your job or schoolwork use the knowledge, skills and professional dispositions you acquired at WVSU in the Sports Studies program:

RESPONSE: 6_yes 0_no 0_other:

Instruction:

On a scale of 1(poor) to 10(excellent), how would you describe your assessment of the overall preparation of WVSU' s Sports Studies program as compared with other professionals at your place of employment?

Poor	1	2	3	4	5	6	7	8	9	Excellent
										10 N/A
REPNSE:								1	1	4

Curriculum:

Quality of the Exercise courses you took?

Poor	1	2	3	4	5	6	7	8	9	Excellent
										10
REPNSE:										6

Activity and Weight Lifting courses?

Poor	1	2	3	4	5	6	7	8	9	Excellent
										10
RESPONSE:					2	4				

1. Technology use and learning to use in the professional field?

Poor	1	2	3	4	5	6	7	8	9	Excellent
										10
RESPONSE:								3	1	2

2. Learning to use Professional Communication?

Poor	1	2	3	4	5	6	7	8	9	Excellent
										10
RESPONSE:							1	1	3	1

3. Diversity?

Poor	1	2	3	4	5	6	7	8	9	Excellent
										10
RESPONSE:									6	

4. Athletic Administration?

Poor	1	2	3	4	5	6	7	8	9	Excellent
										10
RESPONSE:								1	3	2

5. Field Placements for given courses?

Poor	1	2	3	4	5	6	7	8	9	Excellent
										10
RESPONSE:									5	1

6. Internship Experience?

Poor	1	2	3	4	5	6	7	8	9	Excellent
RESPONSE:								1		5

7. Quality of Classroom management?

Poor	1	2	3	4	5	6	7	8	9	Excellent
RESPONSE:								2	3	1

8. Quality of your professor's Instructional planning?

Poor	1	2	3	4	5	6	7	8	9	Excellent
RESPONSE:								2	3	1

Strengths:

(Topic listed by graduates)	Number of graduates
Professors	6
Coaching Certification Level 1 and 2	6
Internship Experience	6
Advising	3

Challenges:

(Topic listed by graduates)	Number of graduates
More online courses	6
Strengthen Athletic Admin.	5
Night Course Offerings	4
Lifting Technique	2

Future Plans:

Would you consider returning to WVSU for a Masters of Sports Studies?
 __5__ yes __1__ no

Data Analysis

Twelve Graduate Surveys have been mailed since 2011. Six surveys were returned. Of the six, four were employed full-time, one is serving in the military and one is in graduate school.

The top three strengths that graduates listed were: professors, coaching certification, and internship experience. The top three weaknesses were: more online offerings, courses pertaining to athletic administration, and more night course offerings.

Exhibit C

**SPORTS STUDIES ASSESSMENT RECORD
Internship for Sports Studies Majors
WEST VIRGINIA STATE UNIVERSITY**

Student: _____ Area of Emphasis: _____
Supervisor: _____ Placement: _____
University Supervisor: _____
Client Level(s): _____ Population(s): (1) _____ (2) _____ (3) _____
Date Started: _____ Date Completed: _____
Total Number of Weeks: _____ Total Clock Hours: _____

GRADE EVALUATION

Directions: Based on the cumulative assessments from **PART II**, circle a recommended grade for the candidate. Use + and – if needed. (**Check** indicates mid-term grade; **circle** indicates final grade.)

GRADE:	A	B	C	D	F	I (Incomplete)
--------	---	---	---	---	---	----------------

DATE: _____ COOPERATING SUPERVISOR: _____

DATE: _____ UNIVERSITY SUPERVISOR: _____

FINAL VERIFICATION

(Name of Student Intern)

has achieved all of the required West Virginia State University Program of Sports Studies Outcomes as outlined on the INTERNSHIP ASSESSMENT RECORD.

DATE: _____ COOPERATING SUPERVISOR: _____

DATE: _____ UNIVERSITY SUPERVISOR: _____

PART II – SUMMARY EVALUATION

DIRECTIONS: Using all of the formal and informal assessment results obtained during the supervision period, rate the effectiveness of the student teacher. Record the appropriate number based on the following rating scale:

- 10 – ABOVE ENTRY LEVEL;
- 7 – AT ENTRY LEVEL;
- 4 – DEVELOPING ENTRY LEVEL;
- 1 – STANDARDS NOT MET

	MID-TERM	FINAL
1. ROLE MODEL		
2. PROGRAM PLANNING		
3. CONTENT KNOWLEDGE/TECHNIQUE		
4. DIVERSITY AND PROGRAM DESIGN		
5. LEARNING AND MANAGEMENT		
6. TESTING AND MEASUREMENT		
7. TECHNOLOGY AND COMMUNICATION		
8. MEMBER OF A PROFESSION		
MID-TERM - OVERALL SUMMARY RATING	FINAL - OVERALL SUMMARY RATING	
Please write number to indicate rating. _____	Please write number to indicate rating. _____	

NOTE: For areas given a summary rating of 1, attach a copy of the Improvement Plan and the corrective course of improvement needed by the intern. Students must be rated at the developing level or better on all items to successfully meet the minimal requirements of the internship.

MID-TERM

FINAL

DATE: _____

DATE: _____

SIGNATURE: _____
(Student)

SIGNATURE: _____
(Student)

SIGNATURE: _____
(Cooperating Supervisor)

SIGNATURE: _____
(Cooperating Supervisor)

SIGNATURE: _____
(University Supervisor)

SIGNATURE: _____
(University Supervisor)

PART IV – CUMULATIVE ASSESSMENT RECORD

EVALUATOR:

PART IV contains eight major evaluation categories in the following order:

- | | |
|----------------------|-----------------------------------|
| 1. Role Model | 5. Learning and Management |
| 2. Program Planning | 6. Testing and Measurement |
| 3. Content Knowledge | 7. Technology and Other Resources |
| 4. Diversity | 8. Member of a Profession |

A brief descriptive rubric of overall performance is provided for each of the eight outcomes according to a level of performance against which to measure the intern. Assessment and review is ongoing and continuous as the candidate has the opportunity to perform on a daily basis. Candidates are provided a copy of the assessment instrument and are to be encouraged to reflect on their own performance and progress as they move through the student teaching experience.

Although informal assessment is a daily occurrence, formal assessment is required according to the schedule contained in the assessment instrument. Formal assessment is a collaborative effort between the Site Internship Supervisor and the University Supervisor. All formal assessments are shared directly with the intern.

For determining clock hours, each week of work shall be counted as 40 hours. Students who attend after hour activities and meetings should add those hours to the basic 40hours each week.

DIRECTIONS: Using the rating key below, record the appropriate number, that best describes the candidate's performance at each evaluation point.

KEY RATING

- 10. Above Entry Level:** Performance **exceeds all** expectations for a **novice**; all descriptors are met or performed consistently and exceptionally well.
- 7. At Entry Level:** Performance **meets all** expectations for a **novice**; all descriptors are performed consistently and proficiently.
- 4. Developing Entry Level:** Performance **meets most** of the expectations for a **novice**; some descriptors need more development and refinement, which can be accomplished **with additional experience**.
- 1. Standards not met:** Performance **does not meet** expectations of a **novice**; descriptors are not consistently and proficiently performed. Student needs significantly more development and significant experience in the student teaching context.
- NA Not Applicable:** Not applicable in this placement. **(NA)**

1. ROLE MODEL: Demonstrate coaches as a role model to athletes of all ages and diversities through study and practice of Sport Philosophy, law, ethics, teaching and proper writing and accurate oral communication skills.

INDICATORS	1 st ASSESSMENT	*2 nd ASSESSMENT	3 rd ASSESSMENT	*4 th ASSESSMENT
1. Models in the fitness setting the behaviors expected of clients, professionals and gym/facility patrons				
2. Oral language is: <ul style="list-style-type: none"> • easily understood; • concise; • clearly articulated; • appropriately projected. 				
3. Models correct, oral standard English and usage.				
4. Speaks to clients and others in a positive and professional manner without sarcasm and ridicule.				
5. Listens to clients viewpoints; asks them to extend or elaborate responses in an appropriate manner.				
6. Relates positively to the language/cultural diversity of clients and uses inclusive language.				
7. Recognizes and responds to signs of client distress.				
8. Models and exhibits a physically active lifestyle				
9. Writing is legible and appropriate to audience.				
10. Demonstrates responsible personal and social behavior in physical activity settings in the supervision of the physical education program.				
COMMENTS/DATE/INITIALS:				

2. PLANNING: Demonstrate knowledge of human growth and development from birth - death, kinesthetic learning theories and tactics and current coaching and training trends by planning physiologically and biomechanically correct practice and conditioning sessions that allow for proper progression of skill and that are safe and minimize the risk of injury.

INDICATORS	1 st ASSESSMENT	*2 nd ASSESSMENT	3 rd ASSESSMENT	*4 th ASSESSMENT
1. Constructs instructional plans which include the following:				
a. Fitness/coaching/Administrative objectives/outcomes (NSCA supported).				
b. Rationale (why this plan/program is important).				
c. Management framework (how athletes/clients, supplies, and space are arranged, and predictive use of time).				
d. Coaching strategies and activities (ex: coach-led discussion, modeling, questioning, grouping, independent practice, etc.).				
e. Procedures (introduction, activities and closure are detailed, logical and sequential). Record keeping				
f. Testing/Assessment (plans include the means by which the objectives will be tested and assessed).				
g. Organizes materials and resources before and after the session.				
h. Reflection (The candidate evaluates the lesson/administrative project afterwards).				
i. Understands administrative principals related to internship (Generally speaking).				

COMMENTS/DATE/INITIALS:

3. CONTENT/INSTRUCTION: Demonstrate knowledge and skill for understanding diverse athletic populations and accommodating different learning styles and physical skill by planning, coaching and evaluating athletic performance and progression that include modifications that address these issues.

PHYSICAL EDUCATION CONTENT INDICATORS	1st ASSESSMENT	*2nd ASSESSMENT	3rd ASSESSMENT	*4th ASSESSMENT
1. Plans sessions that adapt to diverse athletic and client populations				
2. Demonstrates competency in many movement forms and proficiency in a few movement forms.				
3. Applies movement concepts and principles to the learning and development of motor skills in athlete/client.				
4. Demonstrates ability to fit client/athlete correctly for machine fitness work				
5. Makes adaptations based on testing data and progressive response of athlete/client.				
6. Demonstrates responsible personal and social behavior in physical activity settings in the supervision of the physical education program.				
7. Demonstrates understanding and respect for differences among people in the athletic setting settings.				
8. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction and imparts this to the client/athlete.				
9. Demonstrates knowledge about the principles of fitness including(Progression, Overload and Specificity Law)				
10. Translates the curriculum content into understandable teaching/coaching material pertinent to the athlete/client.				
12. Incorporates the appropriate problem solving skills that contribute to athlete/client success in program design manipulation.				
13. Is knowledgeable of and able to demonstrate proper lifting technique.				
COMMENTS/DATE/INITIALS:				

4. COMMITMENT TO DIVERSITY/SPECIAL POPULATIONS: Demonstrate knowledge and skill for understanding diverse athletic populations and accommodating different learning styles and physical skill by planning, coaching and evaluating athletic performance and progression that include modifications that address these issues.

INDICATORS	1 st ASSESSMENT	*2 nd ASSESSMENT	3 rd ASSESSMENT	*4 th ASSESSMENT
1. Addresses differences in abilities, interests, and backgrounds of clients/athletes and integrates a variety of strategies in the planning process.				
2. Is aware of the clients/athletes demographics and culture and adjusts instruction to maximize client/athletes goal achievement.				
3. Recognizes bias and myths in textbooks and other resource materials, and corrects/adjusts programs based on current peer-reviewed research.				
4. Adjusts instructions for clients with special needs.				
5. Reads special orders from medical professionals and adapts training to adhere to the medical orders.				
6. Incorporates the contributions of underrepresented groups in fitness plans when appropriate.				
7. Supports, advocates, and participates in facility and community wide activities that promote diversity.				
COMMENTS/DATE/INITIALS:				

* Assessments 2 and 4 may be used dependent on placement.

5. CREATING AND MANAGING : Exhibit knowledge of and abilities to create responsible and effective communities of sport learning and understanding by developing leadership and management frameworks that include criteria with specific attention to respect for other athletes, respect for the sport game, appreciation of diverse cultures, rules, abilities and talents, and awareness of the need for communication.

INDICATORS	1 st ASSESSMENT	*2 nd ASSESSMENT	3 rd ASSESSMENT	*4 th ASSESSMENT
1. Establishes a positive, productive relationship with all athletes/participants				
2. Uses a variety of positive preventive behavior management techniques, such as: <ul style="list-style-type: none"> ■ cuing nonverbally; ■ proximity and movement ■ maintains overlapping eye contact in setting; ■ encourages athlete self-regulation; ■ anticipates athletes/clients needs and problems; ■ acknowledges accomplishments of athletes/clients ■ applies rules fairly and consistently; ■ varies fitness activities to motivate clients/athletes. ■ supports group problem solving of behavioral difficulties. 				
3. Uses oral and written praise to reinforce athlete/client learning and promote self esteem.				
4. Knows and follows state laws, facility procedures and NCAA policies when designing programs and disciplining.				
5. Encourages athletes/clients to work cooperatively and productively.				
6. Organizes the physical setting for effective and efficient management.				
7. Provides a safe physical and psychological setting.				
10. Displays goal and achievement charts to reinforce athlete/client achievement.				
COMMENTS/DATE/INITIALS:				

* Assessments 2 and 4 may be used dependent on placement.

6. ASSESSMENT AND EVALUATION: Demonstrate knowledge of and the psychomotor skill needed to perform proper fitness testing and assessment data analysis to afford the fitness community the optimal results based on their desired fitness goals.

INDICATORS	1 st ASSESSMENT	*2 nd ASSESSMENT	3 rd ASSESSMENT	*4 th ASSESSMENT
1. Creates and implements a variety of formal and informal assessment instruments (T-Test, Sit and Reach, Step test, Coopers, 1RM, etc.)				
2. Uses results of ongoing assessments to adjust program to meet the individual needs of the athlete/client.				
3. Uses results of national, state and local large scale assessments to make program decisions.				
4. Clearly communicates evidence of athlete/client progress to individual and appropriate others.				
5. Administers assessments that are developmentally appropriate.				
6. Teaches the proper skills to ensure clients success on assessments.				
7. Demonstrates the ability to evaluate athlete/client progress.				
8. Provides well-timed evaluation and feedback before, during, and after instruction.				
9. Maintains an appropriate testing chart and record-keeping system consistent with industry standards.				
COMMENTS/DATE/INITIALS:				

* Assessments 2 and 4 may be used dependent on placement.

7. TECHNOLOGY AND OTHER RESOURCES: Demonstrate the appropriate use of technology required in the discipline of exercise science and athletic coaching.

INDICATORS	1 st ASSESSMENT	*2 nd ASSESSMENT	3 rd ASSESSMENT	*4 th ASSESSMENT
1. Incorporates technology and other resources in the design, execution, and assessment of programs.				
2. Includes local, community, regional, and state resources as they pertain to content (i.e. guest speakers, historical landmarks, libraries, and information bureaus).				
3. Utilizes technology and other resources to re-teach and reinforce correct biomechanics (Dartfish, etc.).				
4. Utilizes technology and other resources to provide coaching enrichment.				
5. Uses technology to manage student progress.				
6. Uses technology to communicate with clients/athletes, parents, and educators.				
7. Utilizes social medial in a professional manner in regards to self-representation and professional enhancement.				
COMMENTS/DATE/INITIALS:				

* Assessments 2 and 4 may be used dependent on placement.

8. MEMBER OF A PROFESSION: Exhibit knowledge of what it means to be a member of the coaching/athletic profession by demonstrating ethical practice within the profession, demonstrating proper oral and written communication skills, engaging in research within the profession, following professional performance regulations and participating in continual education to uphold the commitment to life-long learning.

INDICATORS	1 st ASSESSMENT	*2 nd ASSESSMENT	3 rd ASSESSMENT	*4 th ASSESSMENT
1. Is aware of, models, and incorporates the NSCA's mission statement, philosophy and priorities in their coaching.				
2. Complies with facility policies and procedures regarding all of the following: <ul style="list-style-type: none"> ■ privacy and confidentiality; ■ legal and personal rights of clients; ■ ethical behavior; ■ personal appearance; and ■ arrival and departure time. 				
3. Attends staff meetings, committee meetings, group activities, and staff development opportunities.				
4. Demonstrates a genuine personal and professional interest in and motivation for coaching.				
5. Demonstrates self-confidence and control when interacting with clients, staff, and parents.				
6. Professionally accepts critiques and adjusts programs based upon information from supervisors.				
7. Demonstrates respect for athletes/clients, staff, self, and others.				
8. Collaborates effectively with members of the fitness community.				
9. Uses reflection effectively to self-evaluate performance.				
COMMENTS/DATE/INITIALS:				

* Assessments 2 and 4 may be used dependent on placement.

Exhibit D

Table 1

Program Outcome/ Source of Assessment	1	2	3	4	5	6	7
Curriculum course	HHP126 HHP 140 HHP 220 HHP 350 HHP 440 HHP 420 HHP 428 HHP 450	HHP 150 HHP 220 HHP 225 HHP 327 BIOL 210 HHP 340 HHP 430 HHP 440 HHP 400 HHP 450	HHP 220 HHP 240 HHP 242 HHP 238 HHP 341 HHP 343 HHP 400 HHP 428 HHP 440 HHP 440 HHP 450	HHP 220 HHP 240 HHP 242 HHP 341 HHP 343 HHP 428 HHP 420 HHP 440 HHP 450	HHP 126 HHP 140 HHP 220 HHP 240 HHP 242 HHP 341 HHP 242 HHP 343 HHP 428 HHP 440 HHP 428 HHP 440 HHP 450	HHP 220 HHP 240 HHP 242 HHP 238 HHP 341 HHP 343 HHP 350 HHP 400 HHP 428 HHP 440 HHP 450	HHP 150 HHP 220 HHP 225 HHP 327 BIOL 210 HHP 340 HHP 430 HHP 400 HHP 440 HHP 450
Internship	X	X	X	X	X	X	X
Certification Level I (HHP 220)	X	X	X	X	X	X	X
Certification level II (HHP 440)	X	X	X	X	X	X	X
Mini-Thesis	X			X	X	X	

Exhibit E



May 15, 2013

Dear Dr. Aaron Settle,

Congratulations. This letter is to inform you that the program at West Virginia State University has met the educational, psychomotor and assessment criteria recommended for acceptance into the NSCA Education Recognition Program (ERP). Your recognition is valid for a three-year period expiring June 1, 2016.

Please remember:

The NSCA now offers the opportunity for ERP schools to host an Exam Prep Symposium (EPS), which is designed to provide students a review course containing the most relevant CSCS and NSCA-CPT exam content. Not only does this provide students an added opportunity to prepare for the NSCA exams, but this also provides a revenue opportunity to the hosting school. As an NSCA Exam Prep Symposium Host School, you will also receive:

- Priority hosting dates for your Exam Prep Symposium
- A discounted rate for students attending the Exam Prep Symposium

The typical approval/non-approval date occurs by July 15. Due to the high volume of applications and reviews, you will receive: your recognition certificate, exam discount codes, code for career postings, and ERP logos within four to six weeks of this acceptance date.

The NSCA thanks you for your participation and contribution to the NSCA Education Recognition Program, and trusts that you will continue your involvement with this program.

Sincerely,

Linda L. Aaberg

Linda L. Aaberg
Administrative Coordinator

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