

**AGENDA**  
**West Virginia State University**  
**BOARD OF GOVERNORS**  
**Erickson Alumni Center, Grand Hall**  
**April 6, 2018**  
**10:30 a.m.**

1. Call to Order, Oath of Office, and Roll Call – Chair Mr. L. Vincent Williams, Esquire, presiding
2. Verification of Appropriate Notification of Public Meeting Action 2
3. Review and Approval of Agenda Action 1
4. Review and Approval of Minutes of Previous Meeting Action 3
5. Reports from Board Committees
  - a. Policy Review Special Committee
  - b. Recruitment and Retention
  - c. Finance
  - d. Academic Policies
6. Report from the University President
  - a. University Reports Forwarded by Board Committees
    - i. Proposed BOG Policy – Evaluation of Tenured Faculty Action 15
    - ii. Proposed BOG Policy – Record Retention Action 21
    - iii. Proposed BOG Policy – Furlough Action 30
    - iv. Proposed BOG Policy – Controlled Substances Action 34
    - v. Fiscal Year 2019 Budget and 2018-2019 Tuition and Fee Schedule Action 44
    - vi. Alternative Program Review Process Action 45
    - vii. Follow-up Report – English, B.A. Action 48
7. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel, and Property Matters
8. Other Matters
9. Next Meeting Date – *May 11, 2018*
10. Adjournment

West Virginia State  
Board of Governors

Date/Time: 4/6/2018 -- 10:30 AM

Location:

Erickson Alumni Center  
Grand Hall  
West Virginia State University  
Institute, WV

Purpose: To conduct regular business of the West Virginia State University Board of Governors

Notes:

This is a compliant meeting.

Meeting was approved : 3/27/2018 4:09:12 PM

**West Virginia State University Board of Governors**  
**Erickson Alumni Center, Grand Hall**  
**January 24, 2018**  
**Minutes**

**1. Call to Order and Roll Call**

Mr. Williams called the meeting of the West Virginia State University Board of Governors to order at 4:04 p.m.

**Present:** Mr. Buchanan, Mr. Jones, Mr. Konstanty, Mr. Roberts, Dr. Smith, Mr. Swingle, Dr. Vaughan, and Mr. Williams. Several members of the administration, students, faculty, and staff were also present.

**2. Verification of Appropriate Notice of Public Meeting**

Mr. Williams verified the appropriate notice of public meeting.

**3. Review and Approval of Meeting Agenda**

Mr. Swingle motioned for approval of the agenda as presented, and Mr. Konstanty seconded the motion. The motion carried.

**4. Roundtable Discussions**

Mr. Williams said the meeting was being held in accordance with West Virginia Code to provide an opportunity for campus constituent groups to share their thoughts and ideas about the University. Each group was allotted time on the agenda to participate in a roundtable discussion.

- Item 4.a: Mr. Williams recognized Mr. Buchanan for his service on the Board as the classified staff representative. Mr. Buchanan introduced Classified Staff Council officers Robin Tabor and Mark Akers. Mr. Williams welcomed everyone in attendance and opened the floor for discussion. Ms. Tabor said there was not a formal report, as there is technically no longer a classified staff due to legislation passed last year. She said the staff did have questions about whether seniority would be considered if there were a layoff or furlough, although the bumping rights are no longer in code. Mr. Williams said the Policy Review Special Committee has been meeting on proposed policies, and there would be more information after the Committee reports to the full Board the following day. A question was also raised about whether R&D employees would be impacted by the furlough policy. Mr. Konstanty responded that there was some miscommunication regarding the proposed furlough policy when it first came to the Committee, and tomorrow would be the first time the group will be discussing it in detail. President Jenkins said R&D employees would not be included in the furlough policy. He further stated that, in a time of financial challenges, the University needs to have policies and procedures in place that are in the best interest of the institution if there is a time when staff would have to be furloughed. Mr. Swingle noted that the furlough policy is a temporary layoff and not permanent. Dr. McMeans commented that R&D employees were at risk of being furloughed when the federal government shut down, as they are paid from federal funds. Mr. Swingle said the University has

experienced a continuing battle year after year with budget cuts and financial challenges. He said when the Board sets policies, the intention is always to be fair and keep the University operating effectively and efficiently. Samantha Baisden asked if there is an opportunity for employees to comment when policies are being drafted. Mr. Williams said the Board representatives for each group is involved in the discussions. In addition, proposed policies are distributed campus-wide for a 30-day comment period. Dr. Smith noted that the Board meetings are open to the public and anyone can attend to hear discussions as policies are being developed. Mr. Konstanty provided an overview of the process for creating new policies or making policy revisions, as outlined in BOG Policy #1. President Jenkins said he and his Cabinet have been working to improve communication across campus so employees do not feel caught off guard when there are changes, such as new policies being drafted. Dr. Smith applauded the staff for their election of Mr. Buchanan; she said he is an asset to the Board and doing a great job. Mr. Williams thanked everyone for attending and participating in the discussion.

Item 4.b: Mr. Williams welcomed the faculty members in attendance. He acknowledged Dr. Vaughan for his service as the faculty representative on the Board. The floor was opened for discussion. Faculty Senate Chair Dr. Richard Ford thanked the Board for the opportunity of discussion. He also congratulated the Board for addressing the issue of post tenure review. He felt the majority of the faculty agree and appreciate the work being done to make the policy most effective. President Jenkins expressed appreciation for Dr. Vaughan for leading the charge to work with other faculty on redrafting the policy. An in-depth discussion was held on the evaluation instrument and process for tenured faculty. Dr. Tim Ruhnke expressed his concerns about the evaluation tool being used and the lack of data, to date. Several faculty proposed a multi-year review process. Dr. Barbara Ladner commented that the policy should focus on the evaluation of the faculty. She said she is supportive of the year-to-year evaluation. She also thinks the policy should include an oversight function of the evaluation tool on a periodic basis. Mr. Konstanty said when the policy was discussed before there were comments made about the tool needing revised, and his response was that if there needs to be improvements the faculty should work with Provost Jayasuriya to modify the tool; however, the evaluation tool does not affect the intent of the actual policy. Dr. Ladner agreed that the policy should be the backstop and the focus should be on improving the evaluation tool. Dr. Sonya Armstrong felt the one-year process is not a good representation of work by faculty members, as there is too much subjectivity in the evaluation tool. Mr. Williams noted that the President is evaluated by the Board every year. He went on to say that he appreciates the view of the faculty and reiterated that the goal of the Policy Review Special Committee and Board is to create policies and procedures that benefit the overall University.

Dr. Tom Guetzloff said he understands that President Jenkins is working to address budget deficits. However, he is still concerned about the control of expenditures. Mr. Williams said this is a continuing concern of the Board and administration. President Jenkins said the Budget Efficiency Task Force completed its work and has put forth good recommendations, many of which he will be implementing. He said the

University would be looking at organization, utilization of Title III funds, etc. He further stated that the budget has been challenging the last several years partly because of the state funding cuts, but also because of the reduced retention rate, need to grow enrollment, etc. There are many parts to the budget and it takes everyone working together to address the issue. Mr. Williams thanked the faculty for attending. He said the faculty have been great to work with, and he appreciates the collegiality.

- Item 4.c: Mr. Williams welcomed the students and acknowledged Mr. Roberts for his service as the student representative on the Board. He provided an overview of the role of the Board and asked for introductions of the Board, students and President's Cabinet. Mr. Jones said it is great to be a part of the discussion and he looks forward to hearing from the students. President Jenkins thanked the students for being part of this shared governance opportunity. He reminded everyone that we are all here for one reason and that is our students. He said the different backgrounds of our students are what makes State so special. No matter where you come from you have a story and your story has value and adds to the value of the university. He encouraged the students to be candid in this evening's discussion.

Student Government Association (SGA) President Taylor Conaway said she understands that tuition revenue is broken out to different department and asked about the impact on students when the University does not meet enrollment projections. Mr. Williams said adjustments are made to the budgets as needed. President Jenkins said the enrollment is the lifeline of the University. When the enrollment target is missed adjustments are made because that number affects all budgets and services. For example, the SGA budget depends on tuition revenue. If the enrollment number shrinks, the SGA budget shrinks and they have to adjust their budget and plans for programs. He stressed this is why it is important for everyone to do their part to grow the University. Enrollment Management and Student Affairs and Business and Finance work together to look at enrollment, budget adjustments, etc. He said retention also plays a critical role in the budget. President Jenkins went on to say the University always considers the impact to students and seeks ways to meet budget shortfalls without lessening students' experience and service. Dr. Smith commended the students for raising a question about budget. She said understanding the importance of budgets and seeing the process here at the University is a great experience that will stay with them after graduation.

Emily Robinson said she is the president of an organization on campus that advocates for students with disabilities, which makes up about 10 percent of the student body. She has had numerous conversations about disability and accessibility issues. She said many of the students feel the faculty disregard the needs of these students even though accommodations have been approved. President Jenkins said if the Office of Disability Services grants an accommodation, no faculty member will disregard or trump federal law. Dr. Vaughan suggested that the students share the comments expressed this evening with students in other organizations. Ms. Robinson said when students express concerns to her, she asks them to go see the President or Provost, although there is a chain of command, because there is a sense of urgency. Mr. Roberts acknowledged

Ms. Robinson and thanked her for bringing this issue forward to the Board. He encouraged her to attend the Board meetings to hear more discussion, especially the Policy Review Special Committee. Rachel Fortune, an education major, said if a student is not receiving their accommodations in class, they are losing time to do their work that they are missing. She said there should be an accelerated process for the disability issue because of the impacts on the students. Alex Bennett said the University needs a process that is more effective because students are busy with school, work, and families and do not always have time to go through multiple levels to have an issue addressed. President Jenkins said we have to continue working together to make sure our community is as strong as it is can be. He said he wants to make sure there are multiple people on campus who can help students and are empowered to handle a situation. He also reminded students that they have to do their part, as well. Students cannot fall short in what they are supposed to be doing and then make demands on the University. Mr. Bennett asked how the University is conveying to the students what the processes are and it is frustrating for students. Further discussion was held on accessibility concerns, including lack of responses by some faculty. Mr. Bennett proposed an idea for a complaint process where SGA could help monitor issues and concerns. Ms. Conaway said students would also like to have input in faculty evaluations. President Jenkins noted that the accrediting bodies of institutions are requiring schools to have a student complaint process on their website and University staff are in the process of creating a link. The process will also allow for tracking feedback. Provost Jayasuriya said there is a process for evaluating faculty that must be followed. Ms. Conaway felt advising, compliance with disability accommodations, communication with students, etc. should be part of the evaluation of faculty. In addition, she asked if she could be made aware when the student complaint link is active so she can communicate it to the student body. Victoria Ramey suggested having a way to address when a complaint is filed with the wrong area that the process does not have to restart from the beginning. President Jenkins said the new complaint process would help eliminate some of that issue. Mr. Bennett suggested including information about the complaint process in the freshman experience course. President Jenkins agreed and said Provost Jayasuriya and faculty are working on revamping the class. President Jenkins reminded students that FRPA cannot be violated, and allowing SGA to monitor detailed information about a complaint could lead to a violation.

Tosin Akinsipe said she is a graduate student from Nigeria, and when she first came to State it felt like there was no place for the graduate students and like they were not part of the student body. She is glad to see that it has changed and the graduate students are being included more in the system. She said there have been issues with graduate students filing complaints and not seeing a resolution. She thanked the Board for including them and allowing the opportunity for them to be at the table. President Jenkins said he would be holding town hall meetings with students, faculty, and staff. Details for each meeting will be emailed to the campus community. He asked the students to attend and encourage other students to participate. Group discussion was also held on closing and treating the campus during inclement weather. President Jenkins stressed that safety comes first. He said it helps to hear from the campus community about conditions in their areas from where they are traveling to get to

campus, as that could assist in decision making regarding closing campus due to weather. He said when campus is open, stairs, and walkways should be clear of snow and ice and the University will do better in that area. Mr. Williams thanked the students for attending. He said the information they shared helps the development and work of the Board.

**5. Next Meeting Date**

January 25, 2018

**6. Adjournment**

With there being no further business, the meeting was adjourned at 7:12 p.m.

Respectfully submitted,

---

Gail Pitchford  
Secretary

Approved: \_\_\_\_\_  
L. Vincent Williams  
Chair

**West Virginia State University Board of Governors  
Grand Hall, Erickson Alumni Center  
January 25, 2018  
Minutes**

**1. Call to Order and Roll Call**

Mr. Williams called the meeting of the West Virginia State University (WVSU) Board of Governors (BOG) to order at 12:05 PM. The oath of office on the agenda was postponed, as the new Board member was unable to attend.

**Present:** Mr. Buchanan, Mr. Jones, Mr. Kelley, Mr. Konstanty, Mr. Roberts, Dr. Smith, Mr. Swingle, Dr. Vaughan, and Mr. Williams. Several members of the administration, students, faculty, and staff were also present.

**2. Verification of Appropriate Notice of Public Meeting**

Mr. Williams announced the verification of appropriate notice of public meeting.

**3. Review and Approval of Agenda**

Mr. Williams requested to add a notice to the Board regarding April 5-6, 2018. Mr. Kelley said that, following the Foundation Board of Directors meeting on April 5, they would host a reception for the BOG and Foundation Board members that evening. Mr. Swingle motioned for approval of the agenda, and Dr. Smith seconded the motion. The motion carried.

**4. Review and Approval of Minutes of Previous Meeting**

Mr. Kelley motioned for approval of the minutes of the December 8, 2017 meeting, and Mr. Swingle seconded the motion. The motion carried.

**5. Reports from Board Committees**

Policy Review:

Mr. Konstanty chaired the Committee and presented the report.

- The Committee met twice since the December meeting to review and discuss a redraft of the proposed Post Tenure Review policy, as well as draft policies on Records Retention and Furlough.
- Through Committee discussion, it was agreed that a special meeting would be scheduled in February to finalize the draft policies. The Committee also requested that a special full Board meeting be scheduled following the Committee's meeting to approve the notice of intent and distribution of the proposed policies for a 30-day comment period. The Committee would call another special meeting after the comment period to discuss comments and bring the policies to the full Board for approval during its April meeting.
- Members of the Board thanked Mr. Konstanty for his leadership on the Committee, as his expertise helped greatly in drafting the policies.

Institutional Advancement:

Mr. Williams chaired the Committee and presented the report.



- The Committee discussed pending donor requests and avenues being explored with respect to the advancement of the University.
- The Committee received information on upcoming events, including WVSU Day at the Capitol on February 6, 2018.

Recruitment and Retention:

Dr. Smith chaired the Committee and presented the report.

- The Committee received a presentation by Dr. Underdue Murph and her team that focused on three strategies – greater collaboration, data driven decisions, and looking at the team to ensure right people in right place.
- The Committee discussed out-of-state students and how alumni chapters may assist in recruiting.
- An update was provided on New Student Orientation and outreach strategies.
- The Committee received a presentation on the Sigi3 (System of Interactive Guidance and Information) program
- There will be a national search for the Director of Admissions position.

Finance:

Mrs. Pitchford was unable to attend. As a result, Mr. Kelley chaired the Committee and presented the report.

- The Committee received the December budget report. Revenues are at 42 percent and expenses are at 44 percent.
- Commission discussion was held on the potential financial impact to the University if legislation to make community and technical colleges free is passed.
- The Committee discussed financing relating to Keith Scholars Hall.

Academic Policies:

Mr. Kelley chaired the Committee and presented the report.

- The Committee received program review reports on the B.S. in Business Administration and B.A. in Economics. The Committee voted to accept the program reviews as recommended, with the exception of a modification for the B.S. in Business Administration review. The program reviews will be recommended to the full Board for approval under the President's Report.

Audit:

Mr. Lipscomb was unable to attend. As a result, Dr. Smith chaired the Committee and presented the report.

- The Committee met briefly, as there were no updates or additional information on the audits.

**6. Report from the University President**

President Jenkins said before going into reports from Board Committees, he would like to share some accomplishments by our students, faculty, and administration. He congratulated Kappa Delta Pi Honorary Education Society for receiving the Achieving Chapter Excellence Award. This is the fourth time we have won this prestigious award. He thanked the members, officers, and counselor Professor Barbara Korn for proudly

representing the University. The Business Administration and Economics programs are now fully accredited programs, with no notes or conditions, by the Accreditation Council for Business Schools & Programs (ACBSP). President Jenkins acknowledged Interim Dean Deborah Williams and members of the departments for their work on these programs. The Education Department's Master of Education in Instructional Leadership program continues to grow. With 45 students enrolled in the program, the University has far exceeded the projected enrollment numbers. He gave kudos to Dean Carney and Patricia Wilson for their leadership with the program. President Jenkins also congratulated Dr. Orlando McMeans for who had a new species of beetle names in his honor. The pachybrachis mcmeansi was discovered by West Virginia State professor emeritus Dr. Robert J. Barney, who retired in 2015. Dr. Barney wanted to name the beetle in honor of Dr. McMeans, who supported his research and professional development. President Jenkins also recognized First Lady Toinette Jenkins, who was in attendance.

President Jenkins provided a legislative update. He said there were several pieces of legislation that would impact the University include the proposal to make community and technical schools free. The topic has been discussed in other states and is now being considered in West Virginia. The regional presidents have been discussing the position of the four-year institutions if the legislation would pass. He said there are also discussions about a new formula funding model. If the community and technical college legislation passes and this funding model is implemented, it could affect enrollment at four-year schools. President Jenkins stated that he is in support of the formula funding model and the way it has been designed, as it would be a fairer funding model compared to how funds have been allocated to institutions. President Jenkins said there is another piece of legislation on campus carry that would allow weapons on campus. The presidents have jointly signed a document in opposition to campus carry. For our land-grant state match, President Jenkins said there is strong movement this year as well as documentation from the federal level about the state being so hesitant to fully fund state-match.

a. University Reports Forwarded by Board Committees

Item 6.a.i: President Jenkins said, as recommended by the Academic Policies Committee, he brings before the Board for consideration the program review for the Bachelor of Science in Business Administration. The Committee voted to recommend that the program continue at the current level and removed the request for a follow-up report on assessment. The Committee agreed that this would not be necessary, as the program is accredited by ACBSP. Mr. Swingle motioned for approval by the Board of the program review for the Bachelor of Science in Business Administration as recommended by the Committee. Mr. Kelley seconded the motion, and the motion carried. Mr. Konstanty abstained, as he is an adjunct faculty member in that department.

Item 6.a.ii: President Jenkins said, as recommended by the Academic Policies Committee, he brings before the Board for consideration the program review for the Bachelor of Arts in Economics. The Committee voted to recommend that the program continue at the current level. Dr. Vaughan for approval by the Board of

the program review for the Bachelor of Arts in Economics as recommended by the Committee. Mr. Kelley seconded the motion, and the motion carried.

Items 6.a.iii, iv, and v: President Jenkins said, as previously reported by Mr. Konstanty and the Policy Review Special Committee, there would be no action taken at this time on the proposed policies.

President Jenkins deferred to Ms. Schumann to provide an update on University Advancement, including Day of Giving on March 14, the Katherine Johnson campaign, and the National Alumni Association Conference on April 25-28 in Atlanta, Georgia. Dr. Smith asked Mrs. Jenkins to share information on Sisters of State program. Mrs. Jenkins said that as First Lady it is important to her for everyone to feel welcome at State, but more importantly for female students to be connected. She founded Sisters of State as a way to encourage young women and help them transform into the best version of themselves. Messages of encouragement are sent to the members on a regular basis. Sisters of State plans to hold its first Empowerment Day on April 14, 2018.

**7. Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel and Property Matters**

Mr. Konstanty motioned for approval to go into executive session, under the authority of West Virginia Code §6-9A-4 to discuss legal, personnel, and property matters. Mr. Swingle seconded the motion, and the motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mr. Konstanty, and Dr. Smith seconded the motion. The motion carried. Mr. Konstanty asked for the record to reflect that the Board only discussed items related to the topics listed and no motions or votes were taken.

**8. Other Matters**

No other matters were brought before the Board for discussion.

**9. Next Meeting Date**

April 6, 2018

**10. Adjournment**

With there being no further business, the meeting adjourned at 2:11PM.

Respectfully submitted,

Gail Pitchford  
Secretary

Approved: \_\_\_\_\_

Mr. Leon Vincent Williams

Chair

**West Virginia State University Board of Governors**  
**Ferrell Hall, Room 113**  
**February 9, 2018**  
**Minutes**

**1. Call to Order and Roll Call**

Mr. Lipscomb called the meeting of the West Virginia State University Board of Governors to order at 4:33 p.m. and presided over the meeting, as Mr. Williams participated by conference call.

**Present:** Mr. Buchanan, Ms. Dooley, Mr. Jones, Mr. Konstanty, Mr. Lipscomb, Mr. Roberts, Dr. Smith, Mr. Swingle, Dr. Vaughan, and Mr. Williams. Several members of the administration, students, faculty, and staff were also present.

**2. Verification of Appropriate Notice of Public Meeting**

Mr. Lipscomb verified the appropriate notice of public meeting.

**3. Review and Approval of Meeting Agenda**

Dr. Vaughan motioned for approval of the agenda as presented, and Mr. Williams seconded the motion. The motion carried.

**4. Committee Recommendations and Report on Proposed Policies**

4.1 Mr. Konstanty said the Policy Review Special Committee met on February 8, 2018 to review and discuss the three policies as outlined on the agenda. He stated that the policy on post tenure review should be titled Evaluation of Tenured Faculty, as it was renamed when drafted by faculty. The Committee voted to recommend the policy to the full Board as distributed yesterday evening. Mr. Konstanty motioned for approval by the full Board to post a notice of intent to draft for seven working days and thereafter distribute the proposed Evaluation of Tenured Faculty policy for a 30-day comment period, pursuant to BOG Policy #1. Mr. Williams seconded the motion. It was noted that there might be technical edits needed prior to notice of intent and distribution for comment period. The motion carried.

4.2 Mr. Konstanty said that a number of modifications were made to the proposed Record Retention policy, the version before the Board currently is the final draft. As recommended by the Committee, Mr. Konstanty motioned for approval by the full Board to post a notice of intent to draft for seven working days and thereafter distribute the proposed Record Retention policy for a 30-day comment period, pursuant to BOG Policy #1. Mr. Williams seconded the motion, and the motion carried.

4.3 Mr. Konstanty said the Committee took up the proposed Furlough Policy during its previous two meetings. The draft policy was reviewed and there had been significant consultation among staff along with administration. There are concerns with the propriety of some language in the policy. In particular, language that would prohibit an employee from seeking unemployment benefits. Thorough discussion was held during the February 8, 2018 Committee meeting. As recommended by the Committee,

Mr. Konstanty motioned for approval by the full Board for the University to obtain legal counsel to review the policy in conjunction with state law and existing BOG policies and to make recommendations to the administration. Mr. Swingle seconded the motion, and the motion carried.

**5. Committee Recommendations and Report on Review of Impact upon Existing Policies**

Following the approval of the recommendation under Item 4.3, it was determined that there was no need to address Item 5 presently.

**6. Next Meeting**

April 6, 2018

**7. Adjournment**

With there being no further business, the meeting was adjourned at 4:51 p.m.

Respectfully submitted,

---

Gail Pitchford  
Secretary

Approved: \_\_\_\_\_  
L. Vincent Williams  
Chair

**Agenda Item 6.a.i.**  
**April 6, 2018**

**Action**

**Proposed BOG Policy – Evaluation of Tenured Faculty**

# WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS

## West Virginia State University

### BOG Policy #//

#### **TITLE: Evaluation of Tenured Faculty**

#### **Section 1. General**

- 1.1 Scope: This policy establishes guidelines and procedures related to a process for evaluation of tenured faculty to include, but not be limited to, all current tenured faculty and any future tenured faculty.
- 1.2 Authority: West Virginia Code § 18B-1-6, § 18B-8-7
- 1.3 Adopted:
- 1.4 Effective: Upon adoption. However, no action will be taken against tenured faculty until the 2019-2020 evaluation period.

#### **Section 2. Procedures for Evaluation of Tenured Faculty**

- 2.1 Pursuant to West Virginia Code § 18B-8-7, any rules adopted by a governing board related to faculty preempts any conflicting rule adopted by the West Virginia Higher Education Policy Commission. Therefore, the West Virginia State University Board of Governors adopts this policy to ensure an evaluation of tenured faculty (ETF) is conducted on all tenured faculty to include, but not be limited to, all current tenured faculty and any future tenured faculty.
- 2.2 Evaluation of Tenured Faculty is intended to ensure consistent and continued faculty productivity. It considers the professional quality with which faculty members discharge the academic duties associated with their positions. It is further designed to support the development of faculty and to enhance student success that is to be assessed by qualitative and quantitative measures to include, but not be limited to: retention rates, persistence rates, and completion rates of students through faculty teaching, research and service. The West Virginia State University Board of Governors has an ethical responsibility to the students of the University, as well as a fiscal responsibility to the community that the University serves, to promote and ensure faculty productivity and



excellence. Faculty at West Virginia State University are expected to contribute to the mission and goals of the University through a combination of teaching, research/scholarly activity, and/or service.

- 2.3 The Board of Governors, consistent with West Virginia Code, hereby establishes the following procedures to take effect upon adoption by the West Virginia State University Board of Governors. However, to enable the gathering of data, no action will be taken against faculty until the 2019-2020 evaluation of tenured faculty but will continue annually thereafter.
- 2.4 All tenured faculty are to be evaluated on an annual basis by a procedure and an instrument to be developed and, as needed, revised by the Provost with the approval of the Faculty Senate. The evaluation procedure and the evaluation instrument is to be in the Faculty Handbook as soon as is practical. Should the Provost determine that it is beneficial to allow the research/scholarly activity portion of the instrument to vary by college, doing so will be permissible as long as the research/scholarly contribution across colleges be equitable and both the teaching and service components are university-wide. This instrument will rate tenured faculty members as being: needs improvement, satisfactory, or excellent in each of four categories: (1) teaching; (2) research/scholarly activities; (3) service to the University, the community, or the profession; and (4) overall performance as a tenured faculty member.
- 2.5 During the faculty member's annual review, should the Chair or Dean to which a faculty member reports determine the faculty member's performance to be in the category of needs improvement in the area of either teaching or overall, the Provost, along with the Dean and/or department Chair of the faculty member in question, shall direct the establishment of an Evaluation of Tenured Faculty Committee (ETFC). The charge of the ETFC shall be to review the circumstances surrounding poor faculty performance, develop a plan of improvement (if necessary), and evaluate the success of such a plan in accordance with this policy.
- 2.5.1 Given that highest level of effective teaching lies at the heart and mission of the university, serious deficiencies in teaching can in and of themselves, be considered to constitute a designation of needs improvement and therefore result in a review of the faculty member and therefore subject the faculty member in question to the possibility of the sanctions contained within this policy..

- 2.5.2 As an 1890 land grant university, tenured faculty – especially those in leadership positions – fulfill the University’s mission in a variety of ways. This includes participation in shared governance, service to the University, service to the community, and excellence in research/scholarly activities, all of which should be recognized by both in the evaluation of tenured faculty and by the instrument applied.
- 2.6 An ETFC shall be composed of the following: (1) a faculty member designated by the Provost; (2) the Dean of the College of the faculty member under review; (3) a faculty member selected by the Chair of the Faculty Senate; (4) a Dean chosen by the faculty member under review; and (5) a faculty member chosen by the faculty member under review.
- 2.7 Yearly evaluations begin in the fall of each semester and are typically completed by March 1<sup>st</sup> of each academic year. The timeline contemplated herein is that any faculty that may become subject to an improvement period as a result of a year evaluation shall be notified of that decision on or before March 15<sup>th</sup> of the academic year. Any hearing shall be conducted between March 15<sup>th</sup> and April 15<sup>th</sup> of the academic year. Any improvement plan shall be in place by May 1<sup>st</sup> of the academic year and remain in place until the next evaluation cycle one year from that time. For example, if an improvement plan is in place on May 1<sup>st</sup>, 2018 for a faculty member, the next evaluation as contemplated by this policy would be in the fall semester, 2019 (thus affording more than 12 months under the improvement period).
- 2.7.1 Following the initial organizational meeting of the ETFC, the faculty member must provide, within twenty-one (21) calendar days, a written document to the ETFC, which addresses the specific areas in need of improvement.
- 2.7.2 Upon receipt of the written faculty response addressing concerning the areas in need of improvement, the ETFC must schedule a hearing with the faculty member in question, to review the charge of “needs improvement.” This hearing is to be conducted no later than April 15<sup>th</sup> of that academic year as explained above. The Chair of the ETFC will provide a summary of the Committee’s findings to the Provost within 14 days.

- 2.7.3 As a result of this process, the Provost may direct the ETFC to develop an improvement plan for the faculty member in question. The improvement plan will be drafted by the ETFC, in consultation with the faculty member. The improvement plan will be subject to approval by the Provost. The improvement plan must include performance goals to raise the performance in the deficient areas(s), strategies for attaining the goals, the resources to be provided by the University to achieve the goals specified in the plan, specific measures by which the goals are to be assessed, and a timeline for the completion of goals included in the improvement plan. The approved faculty improvement plan for the coming academic year should be in place no later than May 1<sup>st</sup> of that academic year.
- 2.7.4 The timeline for completion of goals included in the improvement plan shall be determined by the Evaluation of Tenured Faculty Committee, with the approval of the Provost. The timeline can vary dependent upon the area of improvement, and the circumstances surrounding area in need of improvement the discretion of the Evaluation of Tenured Faculty Committee and with the approval of the Provost. Improvement timelines teaching in need of improvement, which is central to the goal of the University, and service in need of improvement, which can be improved immediately, are not to exceed one (1) academic year. Improvement timelines for research/scholarly activity in need of improvement, which may take longer to correct or to be properly evaluated, shall not exceed two (2) academic years initially. Faculty improvement plans shall begin the next academic year after the academic year in which the improvement plan is developed. Any resources needed to meet the requirements within the improvement plan shall be specified in the plan, but should not exceed any resources that would have been necessary to achieve a performance ranking of satisfactory initially.
- 2.7.5 If, at the next annual review of the faculty member on an improvement plan is progressing in a positive direction but has not yet achieved the satisfactory rating, the ETFC may redesign or adjust the improvement plan for one (1) successive year only with the approval of the Provost.
- 2.7.6 If, at the conclusion of the timeline for the improvement plan, the

Evaluation of Tenured Faculty Committee determines the faculty member's performance is still be in need of improvement, the Provost, upon review, may initiate sanctions to include, but not be limited to, termination of employment of the faculty member, at the discretion of the Provost after consultation with the Committee. In the event that the faculty member's employment is terminated, a one-year terminal contract may be extended to the faculty member.

### **Section 3. Appeals**

- 3.1 Upon receiving an notification that a faculty member needs improvement in teaching or overall performance and receiving an improvement plan from the Evaluation of Tenured Faculty Committee, the faculty member may file a grievance with the Faculty Grievance Committee as specified in **Appendix C: WV Code§29-6-C Grievance Procedure for State Employees** of the Faculty Handbook.

**Agenda Item 6.a.ii.**  
**April 6, 2018**

**Action**

**Proposed BOG Policy – Record Retention**

# **WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS**

## **West Virginia State University**

### **BOG Policy #//**

**TITLE: Record Retention Policy**

#### **Section 1. General Information.**

- 1.1. Scope: This policy provides guidelines for retention of business records of West Virginia State University as outlined in a certain schedule of documents published on the University's website. This policy applies to all University departments and offices as defined herein who create, receive, or maintain such records. Finally, this policy also provides guidance for the destruction of documents that have met their retention schedule.
- 1.2. Authority: W.Va. Code §18B-1-6 and §5A-8-1
- 1.3. Passage Date:
- 1.4. Effective Date:

#### **Section 2. Statement of General Policy.**

- 2.1. West Virginia State University requires that university records, as defined herein, regardless of format, be retained for specific periods of time in accordance with legal or other institutional requirements, or for historical value, and at the expiration of that time, be destroyed as specified herein. The University has designated official repositories to manage the retention and disposal of these records according to procedures outlined in this document. Federal and State laws, regulations and best practices require that the University adhere to certain record retention requirements and periods of retention. West Virginia State University requires that records be maintained in a consistent and logical manner and be retained in such a manner so that West Virginia State University can:
  - 2.1.1. Meet legal standards for protection, storage, and retrieval;
  - 2.1.2. Protect the privacy of students and employees of the University;
  - 2.1.3. Make the most efficient use of limited space;
  - 2.1.4. Minimize the cost of record retention;
  - 2.1.5. Ensure that no record is destroyed unless authorized;
  - 2.1.6. Ensure that the means of destruction is appropriate for the type of record;

- 2.1.7. Ensure the preservation of records of permanent value; and
- 2.1.8. Ensure that record retention policies, schedules and procedures are reviewed and modified as necessary to respond to changes in technology or regulations.
- 2.2. Retention periods adopted in this policy may be amended from time to time due to various considerations, including but not limited to: Federal or State statute or regulation; Judicial interpretation or case law; Judicial or Administrative Consent, Decree or Order; private or governmental contract requirements; agency investigation; pending litigation, or audit requirements. Such modifications supersede the retention period for the applicable record stated in the General Retention Schedule and should be kept until final resolution of the action.
- 2.3. The Vice President of Business & Finance or designee shall notify the various administrative departments to preserve potential relevant documents until final resolution of any action above.

### **Section 3. Definitions.**

- 3.1. Active Records: records that are generally referred to once a month or that are needed to support the current business activity of an office or division.
- 3.2. Administrative Unit: the department, office, college, division, or other University area acting as an entity within the institution with a chair or official-in-charge that may have other administrative units reporting to said unit. This term is sometimes used synonymously with the generic term “department.”
- 3.3. Business Record: a financial or operational record that is currently being used, or will be used, by the administrative unit that received or generated the record. Records may remain active for varying numbers of years, depending on the purposes for which they were created. The unit has the responsibility of determining the access required and the security needed for the records. Business records can be electronic records.
- 3.4. Confidential Record: any information that is received or created that includes protected health information (PHI) under the Health Insurance Portability and Accountability Act (HIPAA), personal and educational information under the Family Educational Rights and Privacy Act (FERPA), or any personal financial information under the Gramm-Leach-Bliley Act (GLB). This includes, but is not limited to, name, address, social security number, bank account numbers, financial or financial aid information, student numbers, and medical information. Such records should have access limited to “need-to-know” individuals and should be protected from inadvertent access or disclosure.
- 3.5. Disposition of Records: the terminal treatment of records, through either destruction or permanent storage.
- 3.6. Electronic Mail (E-Mail) (electronic mail, E-mail, Instant Messaging etc.): any communication that requires an electronic device for storage and/or transmission. E-

mail often refers to a package of services designed to automate office communications. E-Mail may be found on desktop computers, laptop computers, tablets and smart phones that are issued by and are property of the University.

- 3.7. Electronic Records: records created or stored by electronic means, including, but not limited to, digital files, images, objects, files on tape, disks, or internal memory.
- 3.8. Electronic Record Management System (also known as Record-keeping Systems): any electronic system that manages the storage, location and retrieval of records, either paper or electronic.
- 3.9. Inactive Records: records that have not been needed for at least one year or for which the active period has passed. The period determining whether a record is inactive begins on the date that the record is executed or published.
- 3.10. Litigation Hold: a communication issued as the result of current or anticipated litigation, audit, government investigation, or other similar matter that suspends the normal process regarding the retention and disposition of University records.
- 3.11. Metadata: structured data about data. It is information about a record and which describes a record. It is descriptive information about an object or resource whether it is physical or electronic. For example, in an e-mail, the “to:”, “from:”, “date:”, “subject:” etc., would be the metadata. In a word processing document the summary portion of properties would be the metadata. When electronic records are collected or transferred to other media, the appropriate metadata needs to follow the electronic records. Metadata can be manually created or derived automatically using software.
- 3.12. Permanent Records: also known as archival records, permanent records have historical, administrative, or research value to the University, which the University keeps indefinitely. Area administrators are responsible for ensuring that the University identifies these records and that they are stored appropriately once they become inactive.
- 3.13. Record: any information, regardless of physical form or characteristics, made or received in connection with the transaction of university business in accordance with law or regulation. A record may include a document, correspondence, recordings, reports, studies, data maps, drawings, photographs, or e-mail, whether in paper, electronic or other form. Typical records include official publications, fiscal data, and incoming/outgoing correspondence including meeting minutes, reports and student files, with the exception of “confidential records.”
- 3.14. General Retention Schedule: an internal document describing categories of records, providing a length of time they should be kept and including instructions for disposition. State or Federal law may determine the period that certain records must be kept. The General Retention Schedule referred to in this policy and published on the University’s website lists the most common records at the University and provides a retention period along with any special instructions related to disposal. Almost every office or department will have records requiring retention that are not on the



General Retention Schedule. Records that are not on this schedule should be added on a case-by-case basis.

- 3.15. Records Destruction: the physical or electronic destruction of a record after it has become obsolete or otherwise in accordance with these guidelines.
- 3.16. Responsible Department: the department or other administrative unit designated as having the responsibility for retention and timely destruction of the particular types of University records in their control.
- 3.17. Retention Period: minimum required length of time for which a university office or department is responsible for maintaining records. Departments may hold records longer than the retention period if feasible and space allows.
- 3.18. The “official copy” of all records related to an employee are retained and maintained by the Human Resources Office, with one exception: The official copy of all records pertaining to faculty promotion, tenure and evaluation are retained and maintained by the Vice President for Academic Affairs.
- 3.19. Students who work in jobs that are NOT part of their educational experience are treated as all other employees for the purposes of record keeping. However, some students are paid to do jobs as a result of a financial aid award or as an integral part of their college education. In that case, their employment information is maintained as a student record with the unique obligations associated with student records.
- 3.20. At the end of a search, the chair of a search committee should collect from each member of the committee all files, notes, applications, recommendations and other material related to that search. This material should be reduced to one “official copy” of each record with the rest destroyed. All e-mail and other electronic records should be printed and kept with other print documents and the e-copy deleted from the e-mail system. All search committee members should delete all electronic files related to the search from their computers, e-mail programs and hard drives.

#### **Section 4. Electronic Records.**

- 4.1. Information maintained in electronic format has the same status as paper records. Issues concerning the Freedom of Information Act, privacy protection, legal discovery, retention and disposition apply to information in electronic format.
- 4.2. If official business is conducted via e-mail, even if over privately-owned equipment, it is subject to the same rules and regulations as hard copy records.
- 4.3. E-mail sent or received over the University’s computer system may constitute a form of university record. While not all e-mails are business records, all university e-mails are property of the University and are subject to discovery in the event of litigation against the University or any of its faculty, staff, or students. These records may also be responsive to a Freedom of Information Act request. Consequently, the administration has the ability and the right to view the e-mail of all members of the University community.

- 4.4. Individual faculty and staff are not obligated to retain e-mails. E-mails addressed to @wvstateu.edu are automatically archived upon receipt or transmission.

## **Section 5. Litigation Holds.**

- 5.1. Where the University has actual notice of litigation or of a government investigation or audit, or has reason to believe that such events are likely to occur, or a formal request to retain records has been received, it has the obligation to take steps to preserve documents that might be implicated in such litigation or investigation. In such event, the University will take steps to identify all paper and digitally maintained files that may contain documents relevant to the case, including e-mails, and will notify members of the University community to preserve such documents indefinitely. If any employee of the University receives a notice to preserve records, the employee is obligated to forward the notice to the Vice President of Business & Finance, or designee, and obtain further instruction.
- 5.2. In the event of a litigation hold, all policies for the disposition of documents must be suspended with respect to those matters that are the subject of the hold. Electronic information should be preserved in its original electronic form on the media on which it is stored. Electronic information should not be transferred from the media on which it is stored to a different media for the duration of the litigation hold unless such transfer is necessary to preserve the integrity of the information for the duration of the hold, and such transfers should be made only after consultation with the IT department to preserve the integrity of the electronic data. In addition, the faculty and/or staff member that receives the notice shall similarly preserve any new information that is generated that may be relevant to the litigation or investigation by saving it in a segregated file. Any employee who fails to adhere to this policy and promptly forward any notice to preserve records, or having received such a notice fails to preserve such records, will be subject to discipline, up to and including termination.

## **Section 6. Department Responsibilities.**

- 6.1. Vice presidents and/or their designee(s) are responsible for creating administrative procedures for establishing appropriate record retention management practices in their administrative units. Each vice president or designee must:
  - 6.1.1. Publish electronically, the unit's record management policies so that it is accessible to unit personnel;
  - 6.1.2. Implement the unit's record management practices and conduct periodic in-services for unit personnel and information sessions for new employees;
  - 6.1.3. Ensure that these management practices are consistent with this policy;
  - 6.1.4. Educate staff within the unit in understanding sound record management practices;
  - 6.1.5. Ensure that access to confidential records and information is restricted;

- 6.1.6. Destroy inactive records upon passage of the applicable retention period; and
- 6.1.7. Ensure that records are destroyed in a manner that is appropriate for the type of records and information involved.
- 6.2. Vice presidents shall have latitude with respect to which types of records shall have specific retention periods, except that respective vice presidents shall include retention periods for the following types in their administrative procedures:
  - 6.2.1. Financial Records;
  - 6.2.2. Human Resources Records;
  - 6.2.3. Administrative Records (procurement, real property and other assets, etc.);
  - 6.2.4. Research-related Records;
  - 6.2.5. Student Affairs Records;
  - 6.2.6. Financial Aid Records; and
  - 6.2.7. Information Technology including Archives
- 6.3. If records are not listed, it does not mean that they can or should be destroyed without first considering the general requirements in this policy.

**Section 7. Confidentiality Requirement.**

- 7.1. Many records subject to record retention requirements contain confidential information. In addition to the retention requirements, any record that contains confidential information should be considered confidential, stored, and secured accordingly.

**Section 8. Disposal and Destruction of Records.**

- 8.1. Following the established retention schedule, records should be securely maintained for the period of retention in either the office or department where they were created or used. Records that have been identified as archival records must be permanently retained in a designated storage area.
- 8.2. If a determination has been made, pursuant to this policy, authorizing the disposal of certain records, they must be destroyed in one of the following ways:
  - 8.2.1. Recycle or shred non-confidential paper records;
  - 8.2.2. Shred or otherwise render unreadable confidential paper records; or
  - 8.2.3. Permanently erase or destroy electronically stored data in a manner that renders it unrecoverable. Such a manner shall be determined by the University's Information Technology Department.

- 8.3. Each Vice President or designee is required to sign off on the destruction of documents or transfer to storage.
- 8.4. Periodic reviews are required of records generated and maintained electronically in the University's information systems or equipment (including all computer and data storage systems) to ensure that these requirements are met.
- 8.5. Records that will not be listed on a retention schedule and therefore may be destroyed at any time include:
  - 8.5.1. material that is not considered a "record" (see definition of record);
  - 8.5.2. duplicates of an official copy which is stored and retained by another office, such as personnel records, financial and budget information, and copies of information used in an employee search;
  - 8.5.3. records that have served their purpose and are no longer needed, such as drafts of reports; or
  - 8.5.4. notes that have been turned into meeting minutes.

## **Section 9. General Retention Schedule**

- 9.1. The General Retention Schedule (hereinafter "the schedule") will NOT include all records that are to be on a schedule. The Vice President or designee shall provide guidance regarding any Federal or State statutes when developing a retention schedule for records not mentioned in this policy.
- 9.2. Not all records must be retained. The list below describes items in a typical office that are not classified as records and therefore do not need to be categorized or maintained. These materials may be destroyed at any time if they are no longer needed by the office in which they are held. These items will not appear on a retention schedule:
  - 9.2.1. large quantities of duplicate materials and all duplicates of "official copies";
  - 9.2.2. magazines and newspapers not published by the University;
  - 9.2.3. published reports produced by other entities;
  - 9.2.4. purchased data from other sources;
  - 9.2.5. catalogues, journals or other printed matter created by other entities used for informational purposes; or
  - 9.2.6. notes or working papers once a project is complete, unless they provide more complete information than the final report.
- 9.3. Web sites have replaced many publications and are a significant archival record of the University and its operation. Web masters and others creating web page content

should capture copies of their web site's content as electronic files and archive them for permanent retention.

- 9.4. The schedule applies to all types of records, regardless of media or format, including documents, e-mail, photographs, audiotapes, videotapes, CDs and DVDs. Retention periods reflect minimum time periods. Records may be retained for longer periods of time at the discretion of the department or as required by legal counsel. Do not destroy any records while they are subject to audit, investigation, or where investigation is probable. Records that are in storage areas such as basements or attics are often at risk of water damage or destruction and should be evaluated in light of this schedule.

#### **Section 10. Review Date.**

- 10.1. The policy and retention schedule will be reviewed annually based on best practices.

DRAFT

**Agenda Item 6.a.iii.  
April 6, 2018**

**Action**

**Proposed BOG Policy – Furlough**

**WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS**

**West Virginia State University**

**BOG Policy #//**

**TITLE: Furlough**

**Section 1. General**

- 1.1 Scope: This policy provides the framework by which the President may implement a faculty and/or employee furlough plan that would allow the University to balance its budget should a reduction in state funding or other loss of revenue cause a significant operating budget deficit.
- 1.2 Authority: West Virginia Code § 18B-1-6, § 18B-7-3, § 18B-8-7
- 1.3 Adopted:
- 1.4 Effective:

**Section 2. Definitions**

- 2.1 “Furlough” means the placement of a faculty or employee deemed non-essential into a temporary non-duty, non-pay status.
  - 2.1.1 Faculty or employees are not permitted to work when placed on furlough.
  - 2.1.2 Faculty or employees may not utilize accrued annual or sick leave or comp time during a furlough period.
- 2.2 “Faculty” means any faculty of the University to include, but not be limited to, tenured, tenured-track, adjunct or term faculty.
- 2.3 “Employee” means, unless noted elsewhere in this policy, all regular University employees to include, but not be limited to, full or part-time, permanent or term employees.
  - 2.3.1 Employees that are holders of H-1B visas as defined by the Immigration and Nationality Act, Section 101(a)(15)(H) are not subject to this policy.
  - 2.3.2 Student employees or graduate assistants are not subject to this policy.
  - 2.3.3 Faculty or employees designated by the President may be excluded from this policy so long as they are designated as essential to the operations of the

DRAFT

Deleted: permitted to

Commented [PK1]: Does this require further definition?

Deleted:

University, which specifically include positions that are required to maintaining the health and safety on the University's campus.

**Deleted:** . This exclusion is to include, but not be limited to,

### Section 3. Implementation

3.1 After consultation with the individual members of the Executive Committee of the West Virginia State University Board of Governors, the President may implement, extend, modify or cancel a furlough.

**Commented [PK2]:** The Board does not get consulted on other day to day operations, so why is this different? This provision should probably just say that the President has the Authority to implement this policy at his discretion – and by reason of the drafting of the policy, the Board gives its approval

3.2 Although the President shall have the discretion provided in Section 3.1, any furlough is to be implemented in a fair manner that prioritizes the mission of the University. Prior to implementation of a furlough, the President should consult with his senior cabinet to determine the faculty and/or employees to be placed on furlough.

**Deleted:** Upon

3.3 If the President determines a furlough is necessary, the number of furlough days will be communicated to the affected faculty and/or employees as soon as possible and every effort is to be made to provide notification at least thirty (30) calendar days in advance of implementation of the furlough.

3.4 Scheduling of furlough days or portions of days shall be the responsibility of the President or his/her designee(s), but in no event will the University close completely.

3.5 Furloughs may be implemented on a differential, intermittent, or staggered basis based on pay/salary level, employee classification or nature of appointment. For example, furloughs may be differential, taking into account the essential operations and safety needs of the University, the availability of designated Federal funding, or income generated by the division, department, unit or program.

**Deleted:** e

**Deleted:** f

3.6 Days the University is normally closed or days that may not normally be work days for certain groups of faculty and/or employees (i.e. spring break, winter break and holidays) may be but are not required to be designated as furlough days.

3.7 Furlough time can only be assigned on days that an employee is normally scheduled to work. Notwithstanding the foregoing, faculty may be placed on furlough during semester breaks, holiday breaks and/or spring break but furlough is not limited to only these times.

**Commented [PK3]:** Section 3.7 seems inconsistent with Section 3.6

3.8 Faculty and/or employees may not be furloughed for more than fifteen (15) working days in a fiscal year.

### Section 4. Pay and Benefit Calculations

4.1 To the extent allowed by applicable law and benefit plans, furloughed faculty and/or employees will remain eligible for public employee health insurance as before the furlough, if applicable. The furlough shall not prohibit the employer from paying the employer portion of the insurance premium for any faculty or employee to the Public Employees Insurance Agency. If, because of the furlough, an employee's pay is

**Deleted:** F



insufficient to deduct from and remit to the Public Employee Insurance Agency the employee's share of his or her health insurance premium, then the employer shall remit to the Public Employee Insurance Agency such portion of the employee's share of the Public Employee Insurance Agency premium as is unpaid: Provided, That when the furlough ends, the employer shall deduct such aggregate payments from the faculty and/or employee's future pay in the manner and at the maximum rate permissible under State and Federal law.

4.2 Days, parts of days or weeks for which faculty and/or employees are furloughed will count as days employed or days worked for purposes of calculating retirement eligibility, State service time, incremental pay calculations and for purposes of accruing sick and/or annual leave.

7978201

DRAFT

**Commented [PK4]:** Recommend that this portion of the policy be reviewed by outside counsel dealing with HR/employee benefits

**Deleted:** s

**Deleted:** f

**Deleted:** ¶

**Deleted:** ¶

**Deleted:** s

**Commented [PK5]:** Same as above

**Deleted:** 4.3 Placement of a faculty and/or employee on furlough under this policy shall not give rise to a claim or right to receive unemployment compensation.¶

¶

**Section 5. Appeal¶**

¶

5.1 . The furlough plan shall not be subject to the administrative grievance or appeal at the University or Board level under this or any other policy.¶

**Formatted:** Font: 8 pt

**Agenda Item 6.a.iv.  
April 6, 2018**

**Action**

**Proposed BOG Policy – Controlled Substances**



USE OF CONTROLLED SUBSTANCES IN  
RESEARCH  
POLICIES AND PROCEDURES

*Revised on March 7, 2018*

WEST VIRGINIA STATE UNIVERSITY  
OFFICE OF RESEARCH & PUBLIC SERVICE

# WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS

## West Virginia State University

### BOG Policy # 63 (?)

#### Title: Policy on the Use of Controlled Substances in Research

#### 1. Policy Introduction & Purpose

Many substances used for medical and scientific research purposes are otherwise illegal. The Federal Controlled Substance Act (21 U.S.C. Chapter 13; implementing regulations at 21 CFR 1300-1399) and West Virginia Uniform Controlled Substances Act (WV Code 60 A, Article 9 - Controlled Substances Monitoring Act) regulates such use. Due to their potential abuse, drugs identified by the US Department of Justice, Drug Enforcement Administration (DEA), **Drug Control Division (DCD)** as controlled substances are subject to extensive licensing, registration, storage, security, use, and disposal requirements. At the state level, the WV Board of Pharmacy coordinates with the **Division** of Justice and Community Services, and the Office of **Drug Control** Policy these regulations. **The West Virginia State University's Office of Environmental Health and Safety (WVSU-EHS), under the auspices of the Research and Public Service Unit,** has the responsibility for assisting researchers negotiate these requirements, including obtaining appropriate regulatory documents; **WVSU-EHS officials can be contacted at 304-XXX-XXXX** during regular business hours. Please note that this policy applies exclusively to the research use of controlled substances, including human subject studies.

Therefore, the purpose of these policies and procedures is to create an oversight support system upon which WVSU and WVSU researchers can comply with federal, state and institutional requirements regarding the use of controlled substances in research.

#### 2. Operating Definition of "Controlled Substance"

Controlled substances are any "...drug, substance, or immediate precursor in schedules I to V, **inclusive of the West Virginia Uniform Controlled Substances Act (WV Code, Chapter 60)**

#### 3. Applicability and Non-compliance

Principal Investigators (PIs) or Researchers, including WVSU faculty and approved staff engaged in research involving the use of DEA controlled substances, are required to register with the DEA and the WV Board of Pharmacy. Authorized users of controlled substances must comply with the DEA's requirements for secure storage, recordkeeping, inventorying, reporting loss, theft, or abuse, and safe disposal. Thus, Authorized users will be responsible for updating the controlled substances records as described below, and for assuring compliance with applicable state and federal regulations. The registrant must not allow the permit to lapse until all controlled substances are spent, disposed of, or transferred to another registered person.

Authorized users using controlled substances in their research (including research involving animals and non-therapeutic research involving human subjects) are subject to extensive state and federal regulatory requirements, as outlined in this Policy. **Note that these requirements (including licensing/registration with regulatory agencies) are separate from and in addition to requirements that apply to medical practice; therefore MDs and MD/PhDs conducting laboratory or non-therapeutic human subject research involving controlled substances must obtain licensure/registration for laboratory use of controlled substances in addition to licensure for their practice. Please further note that therapeutic research, in which the subjects are receiving controlled substance(s) as part of their treatment, requires only the medical practice license, and not a laboratory research license. (The inclusion of subjects receiving only a placebo does not invalidate this exception.)**

**The WVSU-EHS will** assisting individuals engaged in research in complying with applicable rules and regulations in the form of educating researchers about requirements and providing compliance oversight through the coordination of inspections. However, it is ultimately the registrant's responsibility to ensure compliance with state and federal regulations.

The State of WV and the DEA can impose administrative, civil, and criminal actions against a controlled substance licensee and DEA registrants for noncompliance and/or theft or loss associated with the storage, administration, recordkeeping, and other aspects of controlled substances.

**Failure to comply with this WVSU Controlled Substance Policy, state, or federal regulations will automatically result in the termination of the researcher's controlled substance authorization and will also result in the suspension of controlled substance orders through the University or WVSU Research & Development Corporation.**

#### **4. Schedules**

Controlled substances are categorized into five categories known as Schedules. Schedules are based on whether the substances have a currently accepted medical use in treatment in the U.S., their relative abuse potential, and likelihood of causing dependence when abused. Schedules I and II are the most stringently regulated, and both have high potential for abuse. However, Schedule II drugs have a currently accepted medical use in treatment, while those in Schedule I do not. Schedule III drugs include many stimulants and depressants, pain-killers and cough suppressants, the veterinary anesthetic ketamine, and anabolic steroids. Schedule IV substances cover the balance of lower abuse potential stimulants and depressants, and Schedule V includes therapeutic drug mixtures containing very limited quantities of controlled substances.

Researchers planning work with controlled substances must be aware of and are responsible for complying with relevant state and federal statutes and regulations for these materials. The state and federal schedules of controlled substances are substantially similar, but not identical.

#### **5. Licensing and Registration**

Since the University cannot, by law, maintain "blanket" registration for controlled substances, it is the responsibility of individual Principal Investigators (PI) or Researchers to obtain

appropriate licenses and registration, and to adhere to applicable state and federal regulatory requirements when working with controlled substances. PIs must obtain research licensure from the WV Board of Pharmacy as well as registration from the federal DEA. A table summarizing the license and registration obligations by different research activities appears in Attachment A [Need to adapt table to WVSU needs]. Instructions for completing licensing/registration applications are summarized below:

- A. **State Licensing:** PIs must complete both, the WVSU-EHS Institutional Approval Form for Application for Controlled Substance Laboratory License, and from the State of West Virginia's Board of Pharmacy (WVBOF) Controlled Substance License, and submit them (with charging instructions and business office authorizing signature) to WVSU-EHS for processing. As part of the application process, the DCD (WVBOF?) will inspect the designated laboratory work area; a copy of the DCD (WVBOF?) inspection checklist is attached to facilitate PIs review of the items covered in their laboratory work areas to ensure that facilities and operations are consistent with DCD (WVBOF?) requirements. Approved applicants will receive a one-year license to work with controlled substances in a manner consistent with the approved use(s) described in the application. The DCD (WVBOF?) also conducts periodic random inspections of licensees thereafter.
- B. **Federal Registration:** After receiving state DCD (WVBOF?) licenses from WVSU-EHS, PIs will be provided with a research laboratory registration (Form DEA-225), along with another charging instructions request for the DEA license fee. These forms should be completed and returned to WVSU-EHS, where they will be processed for submission and payment to DEA. Note that for work with Schedule I substances, three copies of the research protocol must accompany the application form. Due to internal DEA protocols, PIs will receive their registration certificate (known as Form DEA-223) directly from DEA. Upon receipt of certificates, PIs should make a copy and forward it to WVSU-EHS. DEA registrations remain active for a 3-year period, at which time a renewal notice will be mailed to the PI. DEA has also implemented an on-line registration system that can be directly accessed upon successful state licensing.
- C. **Renewals:** Notices of pending license and registration renewals will be sent out by WVSU-EHS several weeks prior to expiration. Renewals will be processed in the same manner as initial licenses. Registrants seeking to modify, transfer, or terminate their research laboratory use license and/or registration must submit a written request to WVSU-EHS for processing with the regulatory agencies.

## 6. Purchasing Controlled Substances

Controlled substances are considered “restricted purchase items” at West Virginia State University and may only be ordered through the Purchasing Department or the Purchasing Department's approved designee. Researchers are required to provide a copy of their current license to the Purchasing Department at the time of each purchase. PIs involved in “human subjects” research must obtain their controlled substances by prescription from an approved Investigational Drug Service or research pharmacy. Please note that Medical Practitioners may NOT use their prescription privileges to order controlled substances for *in vitro* benchtop or *in vivo* animal laboratory research.

## 7. Scope of Use

Controlled substances may be used only for duly authorized, legitimate medical or scientific research purposes, to the extent permitted by a registrant's license and registration, and in conformity with state and federal statutes and regulations.<sup>1</sup>

## 8. Storage and Security Controls

Controlled substances must be maintained in a manner and location that comply with state and federal law. Any controlled substances maintained otherwise, are subject to seizure by and forfeiture to the state. Failure to comply with applicable requirements may also result in a suspension of the PI's purchasing privileges and disciplinary actions through the **University Safety Committee (???)**.

In order to guard against theft or diversion, all controlled substances - regardless of schedule - must be kept under lock and key, and accessible only to authorized personnel. The number of authorized staff must be kept to the minimum essential for efficient operation, and the stocks of controlled substances must be limited to the smallest quantity needed.

Security requirements vary by drug schedule. Schedule I and II controlled substances are subject to the highest security requirements, and must be stored separately from other drugs in an approved safe (as defined below). Schedule III through V substances must also be stored separately from other drugs in a secure locked location. Regardless of schedule, all controlled substances must be kept locked in their storage location except for the actual time required for authorized staff to remove, legitimately work with, and replace them.

### ***Safes for Schedules I and II:***

An approved safe is one approved by the DCD or DEA prior to January 1, 1975, or any safe that minimally conforms to *all* of the following standards:

- a. Safe Manufacturer's National Association certified as being Class A, B or C.
- b. Underwriters Laboratories certified as being inspected for one or two hours.
- c. Underwriters Laboratories certified as being equipped with a relocking device.
- d. Weight of 750 pounds or more, or rendered immobile by being securely anchored to a permanent structure of the building.

**WVSU-EHS** can provide recommendations for safes that comply with these requirements.

## 9. Export

Federal law prohibits the export of controlled substances unless certain requirements are met, including, in most cases, export and import permits. Violators of the law risk arrest at U.S. Customs or on airplanes, imprisonment, and fines both in the United States and foreign countries. Licensed brokers are available for transport of controlled substances. **WVSU-EHS** can provide assistance in arranging for any necessary transport of controlled substances.

---

<sup>1</sup> Pursuant to the Drug-Free Workplace Act of 1988, West Virginia State University prohibits the unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance at the workplace. In addition, the University prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by faculty, staff, and students on its property or as part of any of its activities in accordance with the Drug-Free Schools and Communities Act Amendments of 1989. Violation of these University's policies can lead to disciplinary action, up to and including termination.

## 10. Authorized Staff

PIs or Researchers may authorize members of their laboratory staffs to work with controlled substances under their license/registration, provided staff members have been listed on the license and registration applications. In the case of non-therapeutic human subject research, authorized staff must also be appropriately credentialed to administer such materials to patients. Authorized staff members must follow all of the rules and regulations outlined and referenced in this Policy, and are also obliged by law to immediately report any loss or diversion of controlled substances to their PI, **WVSU Police Department**, and **WVSU-EHS**. Persons previously convicted of a felony offense relating to controlled substances or who, at any time, had an application for registration with the DEA denied, had a DEA registration revoked, or surrendered a DEA registration for “cause”, may not be authorized for work with these materials. (In this instance, “cause” is the surrender of a license or registration resulting from a federal or state investigation into an individual’s handling of controlled substances.)

## 11. Recordkeeping

PIs must maintain complete and accurate inventory records for all controlled substances. These records must be kept separately from all other records and documents, in or near the primary work area, and be readily available for inspection during regular work hours or at any other reasonable time. Records must be written, typewritten, or printed form. The use of codes, symbols, or foreign languages in identifying a controlled substance or person in the record is prohibited. Records should be kept in such a manner as to facilitate quick and accurate assessment of quantity on hand and history of use to the individual container level. In the event that any controlled substances are lost, destroyed, or stolen, the kind and quantity of the material and the date of discovery of such loss must be recorded in detail. **All records must be maintained by PIs for a period of at least three years** from the date of the last recorded purchase, transfer, use, or other transaction involving the controlled substance. The recordkeeping system must include *at least* the following information maintained as prescribed in state and federal controlled substance laws and regulations:

- A. **Receipt of Controlled Substance:** A separate and current record of the receipt of controlled substances, indicating date received, name and address of supplier, and the type, strength or concentration, and amount of the controlled substances received. Each record must be signed by the person receiving the controlled substance. DEA Forms 222 and invoices should be maintained as applicable.
- B. **Use of Controlled Substances:** A separate and current record for the storage and use of each controlled substance (use meaning to administer, dispense, professionally use, or otherwise dispose of), indicating the date, building and room, specific research experiment, controlled substance’s application in the research, and type, strength and quantity of each controlled substance use. The record must also include the name and address of the person to whom, or for whose use, or the owner and species of animal for which, the substances were administered or dispensed. By noting starting volume or mass of substance in the container, each use is a subtraction from the starting quantity, and the running (decreasing) amount should equal the total amount remaining on-hand. Each record of use must be signed by the person working with the controlled substance. The inventory should also include a detailed list of any controlled substances lost, destroyed, or stolen, including the type, strength, and



quantity of such substances, and the date of the discovery of such loss, destruction, or theft. See Section 13 for more information.

- C. **Biennial Inventory of Controlled Substances:** A complete and accurate inventory of the stock of controlled substances within each PI's laboratory must be recorded **when he/she first engages in research with controlled substances and then biennially thereafter**, within four days of May 1 of each *odd numbered year* (2017, 2019, 2021, etc.). The inventory can be taken either as of the opening of business or the close of business on the inventory date and this should also be noted on the inventory. The type, strength, and quantity of all controlled substances must be recorded at this time in the manner prescribed in DEA regulations. The person conducting the inventory must also date and sign the record. Reminder notices and forms **will be distributed by WVSU-EHS** several weeks in advance. **This biennial inventory must be retained on the laboratory premises for three years**, separate from other business records and readily available for potential regulatory review as described above.

## 12. Disposal

Controlled substances from non-human research work may only be disposed under witness from the State DCD (**WVBOF?**) or Federal DEA, through a reverse distributor by documented return to the supplier or manufacturer, or as otherwise authorized or directed by regulatory agency personnel.

Expired material, unused or unwanted product, or neat waste must be accumulated and stored under lock and key until ready for disposal. The State DCD (**WVBOF?**), Federal DEA, or **WVSU-EHS** should be contacted to arrange for a disposal visit or permission to otherwise dispose of controlled substances. Controlled substances injected into research animals, consumed in a reaction, or converted into a non-recoverable hazardous waste mixture may be disposed of through routine waste disposal procedures available **from WVSU-EHS** and the **WVSU IRB (?) (Yale Animal Resources Center)**.

Unused or unwanted controlled substances derived from human subject research must be **returned to the WVSU-EHS (?) (Investigational Drug Service)** for disposal, or locally disposed to sewer upon double-witness by authorized research staff.

## 13. Reporting of Loss, Destruction, Theft, or Unauthorized Use

Any losses of any controlled substance, including thefts, unauthorized uses, or unauthorized destruction must be **reported to the WVSU Police Department and WVSU-EHS** immediately upon discovery. Registrants must also document the incident in writing for submittal to the State DCD (**WVBOF?**), (within 72 hours) and Federal DEA (within one business day). The written statement must describe the kinds and quantities of controlled substances in question, and the specific circumstances involved. If the circumstances are unknown, immediate notice should still be given to regulators and a complete statement provided thereafter if the loss is substantiated. Regulators should be kept apprised of any ongoing investigation and notified if the loss is not subsequently substantiated. In addition, where a controlled substance is stolen, lost, or destroyed in transit, the consignee (and consignor if within this state) is also required to prepare a loss report that includes documentary evidence that local authorities were notified. The registrant should retain a copy of the statement for at least three years.

## **14. Resources and References**

Registration with the West Virginia Department of Agriculture (Industrial Hemp)

Cancellation of Registration

### **Authorized Use**

Federal Drug-Free Workplace and School Compliance

### **Purchasing Controlled Substances**

### **Storage and Security of Controlled Substances**

Storage

Security

Inspections

### **Record-keeping Requirements**

Controlled Substance Tracking

Inventory Procedures

### **Reporting Loss, Destruction, Theft or Unauthorized Use**

Licenses terminating affiliation with WVSU

<https://policies.utexas.edu/policies/controlled-substances-research>

## Registration Procedures

WVSU faculty or staff wishing to obtain controlled substances must proceed in the following order:

### Institutional Application

1. Any staff or faculty wishing to register with the U.S. DEA or WV Board of Pharmacy to use controlled substances in research conducted on behalf of WVSU must first obtain institutional approval to do so. Please see the Office of Sponsored Programs' website or contact the OSP office for a current application form.

The application form will help facilitate the process for the individual applying to the DEA and WV Board of Pharmacy, including identifying the research being conducted, location of research, storage site, and inspection plan.

If a WVSU faculty or staff member already has a DEA Controlled Substance and/or a WV Board of Pharmacy license due to affiliation with a previous institution, that staff or faculty member still must request institutional approval before ordering, storing, or using controlled substances at a WVSU-affiliated location.

### WV Board of Pharmacy Registration

2. After institutional approval is obtained, the next step in the registration process is to apply to the WV Board of Pharmacy. The WV Board of Pharmacy is the body charged with carrying out the WV Uniform Controlled Substances Act. Registration with the U.S. DEA requires the applicant to be registered with the state first.

Registration with the WV Board of Pharmacy is required on an annual basis. The individual registering to use controlled substances in research is responsible for renewing and maintaining his or her registration with the WV Board of Pharmacy.

### U.S. DEA Registration

3. The final step of registering to use controlled substances in research is to apply to the U.S. DEA using Form 225.

**Agenda Item 6.a.v.**  
**April 6, 2018**

**Action**

**Fiscal Year 2019 Budget and 2018-2019 Tuition and Fee Schedule**

Materials are being finalized and will be distributed at the meeting.

**Agenda Item 6.a.vi.  
April 6, 2018**

**Action**

**Alternative Program Review Process**

## Proposal for Alternative Program Review Process

**Date:** December, 2017

### **Proposal:**

The office of Academic Affairs is requesting permission to adopt Section 5.3 of Title 133 Procedural Rule of the WV Higher Education Policy Commission, *Series 10: Policy Regarding Program Review*, which allows for an alternative program review process for nationally accredited programs. The policy reads as follows:

5.3 Program Review by the Institutional Board of Governors - The purpose of the appropriate Board review, conducted on a regular five-year cycle, will be to conduct an in-depth evaluation of the viability, adequacy, and necessity for each academic program, consistent with the mission of the institution. Comprehensive institutional self-studies conducted in compliance with accreditation or institutional processes and completed within the previous 60 months may be used to provide the base line data for the review, with any necessary updating of factual information or interim reports to the accrediting body.

Programs that are accredited by specialized accrediting or approving agencies (for disciplines for which such agencies exist) recognized by the Federal Government and/or the Council on Higher Education Accreditation shall be considered to have met the minimum requirements of the review process with respect to adequacy. For programs so accredited or approved, institutions shall submit: the comprehensive institutional self-study conducted in compliance with the accreditation or approval process, a copy of the letter containing the conferral of accreditation or approval and a documented statement from the chief academic officer regarding program consistency with mission, viability and necessity. In preparing the institutional self-study, each institution will utilize a collaborative process which includes faculty, students and administrators.

### **PROPOSAL:**

The office of Academic Affairs proposes that we be granted permission to follow the alternative program review process as specified by the West Virginia HEPC. Components of the review documents would include the following:

1. Cover page
  - a. Program Name
  - b. College
  - c. Date of most recent reaffirmation
  - d. Date(s) of interim reviews/follow up actions (if any)
  - e. Summary of recommendation(s) of the accreditation team

2. Brief narrative
  - a. Mission statement, including consistency with University's mission
  - b. Viability statement
  - c. Program necessity
3. Accreditation documents
  - a. Copy of the letter containing the conferral of accreditation by the accreditor
  - b. Copy of Self-Study conducted in compliance with the accreditation process
4. Other documents
  - a. Most recent Program Assessment Report
  - b. Statement from the Dean of the college

**Agenda Item 6.a.vii.  
April 6, 2018**

**Action**

**Follow-up Report – English, B.A.**



## Program Review Follow Up Report

- I. **Name and degree level of program:** Bachelor of Arts: English
- II. **Summary of significant findings, including findings of external reviewer(s).**

**Institutional findings:** The Program Review Committee recommended that the program be continued at the current level with a follow-up report on assessment due December 1, 2017.

Program strengths include a growing number of majors, a strong, diverse curriculum, and a highly qualified faculty that publishes regularly and promotes student engagement. In addition, many of the graduates of the program are currently in graduate school or are employed in fields which make use of the knowledge and skills that they gained at WVSU.

The one identified weakness was with assessment. The program needs to continue to work on its assessment program in order to generate useful data for analysis and program improvement.

**BOG findings:** The Board of Governors approved the recommendation of the Program Review Committee, accepting that the program continue at the current level with specific action identified in the Program Review Committee report.

- III. **Identification of weaknesses/deficiencies from the program previous review and the status of improvements implemented or accomplished (include dates of completion):**

### Previous Reviews and Corrective Actions

During the last Program Review, the reviewers cited only one deficiency, a lack of consistent assessment data collection and analysis. The following narrative is a listing of the corrective actions that have taken place since the last Bachelors of Art in English Program Review.

Since the previous program review findings found effective assessment lacking, the department has made assessment a priority goal. In this refined process, faculty collect data for each of the program's five Program Learning Objectives (PLO's). For the last two assessment cycles, the English department has collected, analyzed, and acted upon the data. The last departmental assessment discussion was in July 2017 at the departmental retreat. Assessment reports by the English department were filed after

completing assessment cycles in 2014-15 and 2015-16. Data assessment for 2016-2017 has been collected and will be analyzed by the Department Assessment Committee who meet at the end of the current semester. The committee will present their findings to the department at the first department meeting in the Spring 2018 semester.

#### **IV. Summary of assessment model and how results are used for continuous program improvement:**

##### **Student Outcome Assessment Process**

Assessment for the Bachelor of Arts in English program is conducted through the use of a detailed assessment map and established rubrics. The assessment process happens during cycles that reflect the academic calendar. For example, Fall 16 / Spring 17 comprise the 2016-2017 cycle. According to the scheduled cycle, PLOs are assessed in multiple program courses each semester making sure to include both lower-level and upper-level courses. This cycle provides a sampling of writing assignments, research projects, presentations, and exams related to the PLOs. These points are utilized as key assessment points at varying levels throughout a student's course of study and provide a cross-sectional analysis of the program objectives.

These assessment points work in connection with a student assessment portfolio that is constructed throughout his/her academic career and finalized during the capstone major course English 477 (Senior Seminar). During this longitudinal analysis, two faculty members assess the student portfolios by completing the Portfolio PLO Rubric. Scores from the rubrics and exit surveys produce outcome data for graduates.

The students also provide information in a self-reflective Senior Survey. This survey includes self-assessments and measures of satisfaction with the program and faculty, as well as any known post-graduation status.

Routine assessment is performed on all five PLOs:

Before graduating, English majors will be able to:

1. analyze historical and contemporary literature
2. synthesize theory with a variety of texts
3. conduct research using print and online sources
4. compose texts for specific audiences
5. evaluate language variety and development

Individual faculty members are responsible for collecting data using departmentally designed rubrics. The rubrics have been selected to best measure overall proficiency based on program learning outcomes and, when necessary, revised according to assessment analysis. (All PLO rubrics are contained in Section VII: Appendix A of this report).

Once the rubrics are applied, the raw data is given to the department assessment coordinator (Dr. Barbara Ladner) who compiles it to be reviewed by a four-member assessment committee. The raw and compiled data is stored in the department office and the department Chair's office. After the assessment committee meeting, recommendations are reported to the department at the next scheduled department meeting. The English Department reviews the committee recommendation and votes on actions that will improve performance. After the department has decided a course of action, the department assessment coordinator writes the annual report, provides a copy to the department chair, and presents the report to Academic Affairs via a meeting of assessment coordinators.

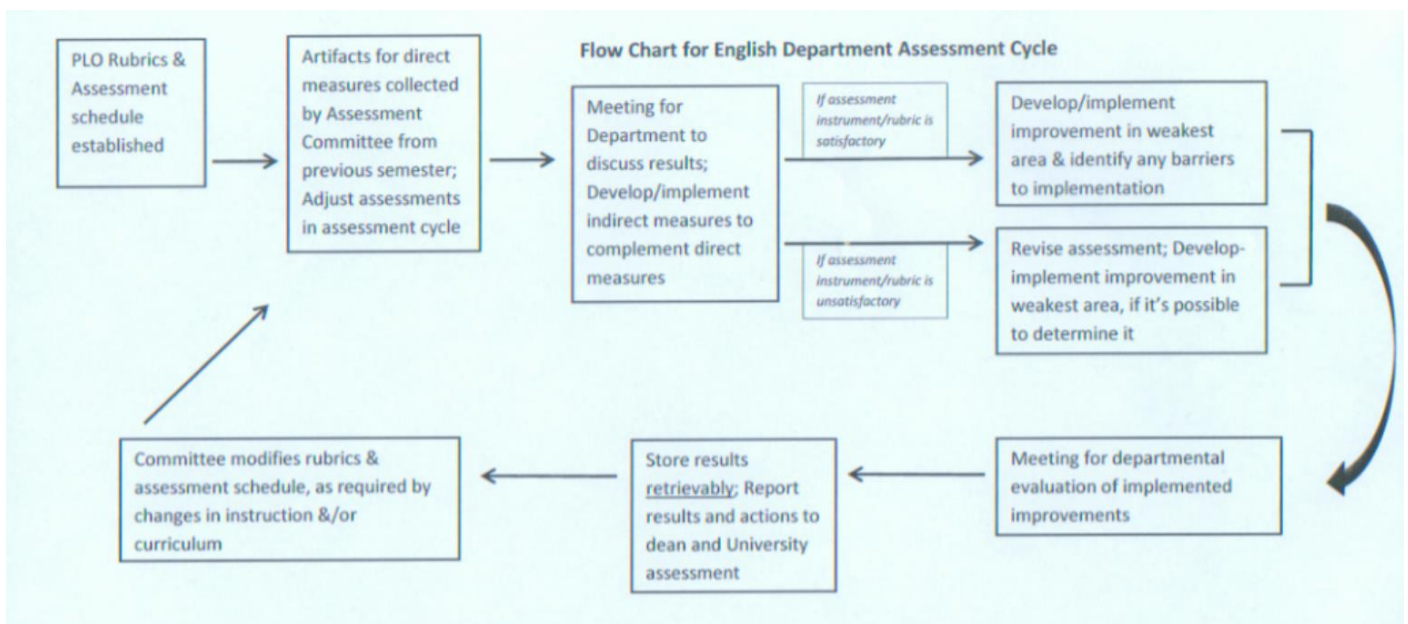
Each semester, depending on the PLO map and assessment schedule, faculty submit

- The actual assessment tool used for assessing PLO 's
- Data from assessment
- Any recommendations / suggestions for improving the tool or overall teaching

### Assessment Methods

In addition to the maps included in this report, the PLO maps are on file with the University Assessment office, English Department Assessment Coordinator, the English Department Chair, and secretary's office.

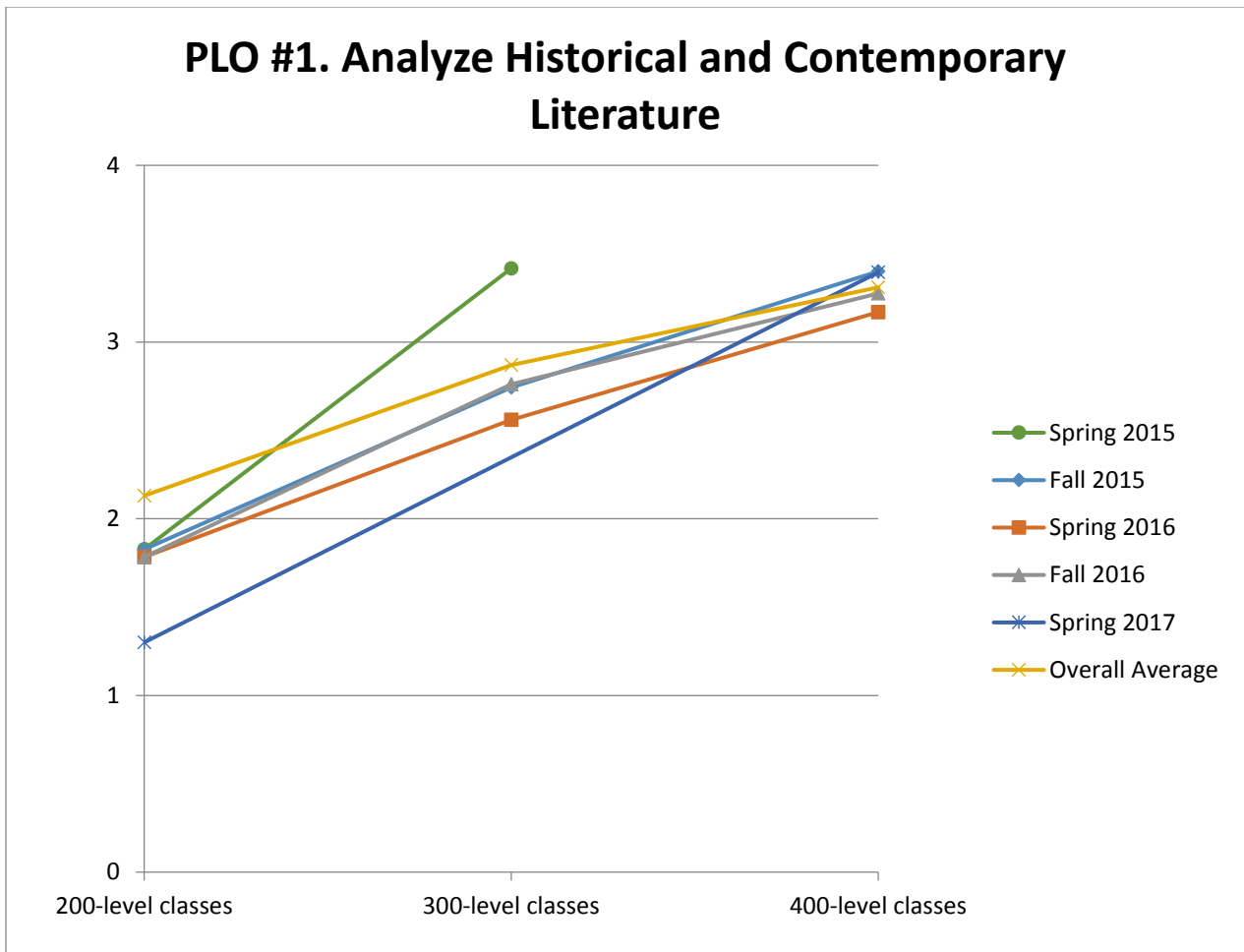
Assessment is measured using PLO mapping and a system of direct assessments utilizing rubrics in courses that are scheduled on a cycle. Instructors whose classes are being assessed are notified and provided with rubrics from the department assessment coordinator. This system is visualized in the figure below:



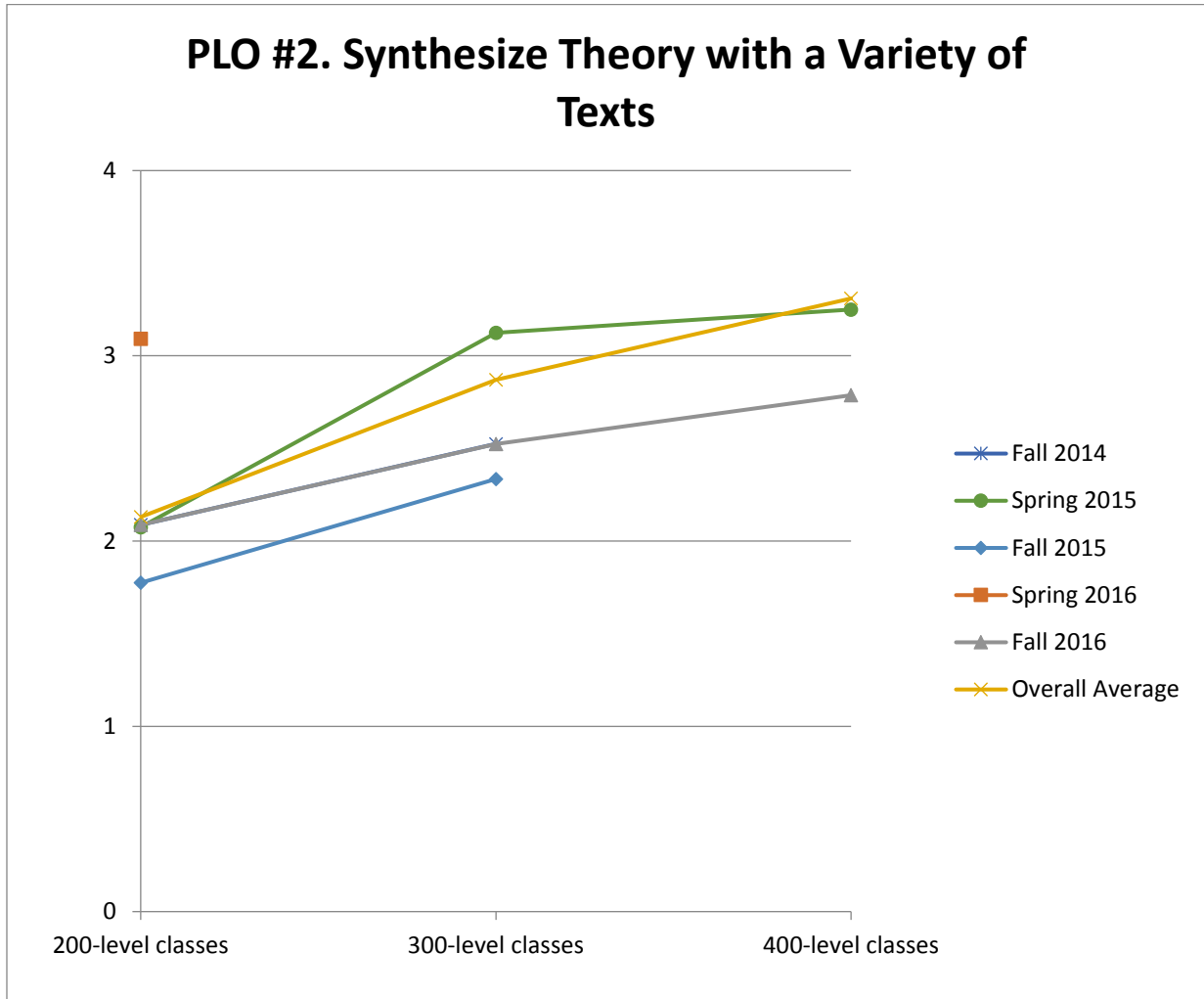
### Assessment Data Collection and Charts

PLO Rubrics can be found in Section VII: Appendix A of this report.

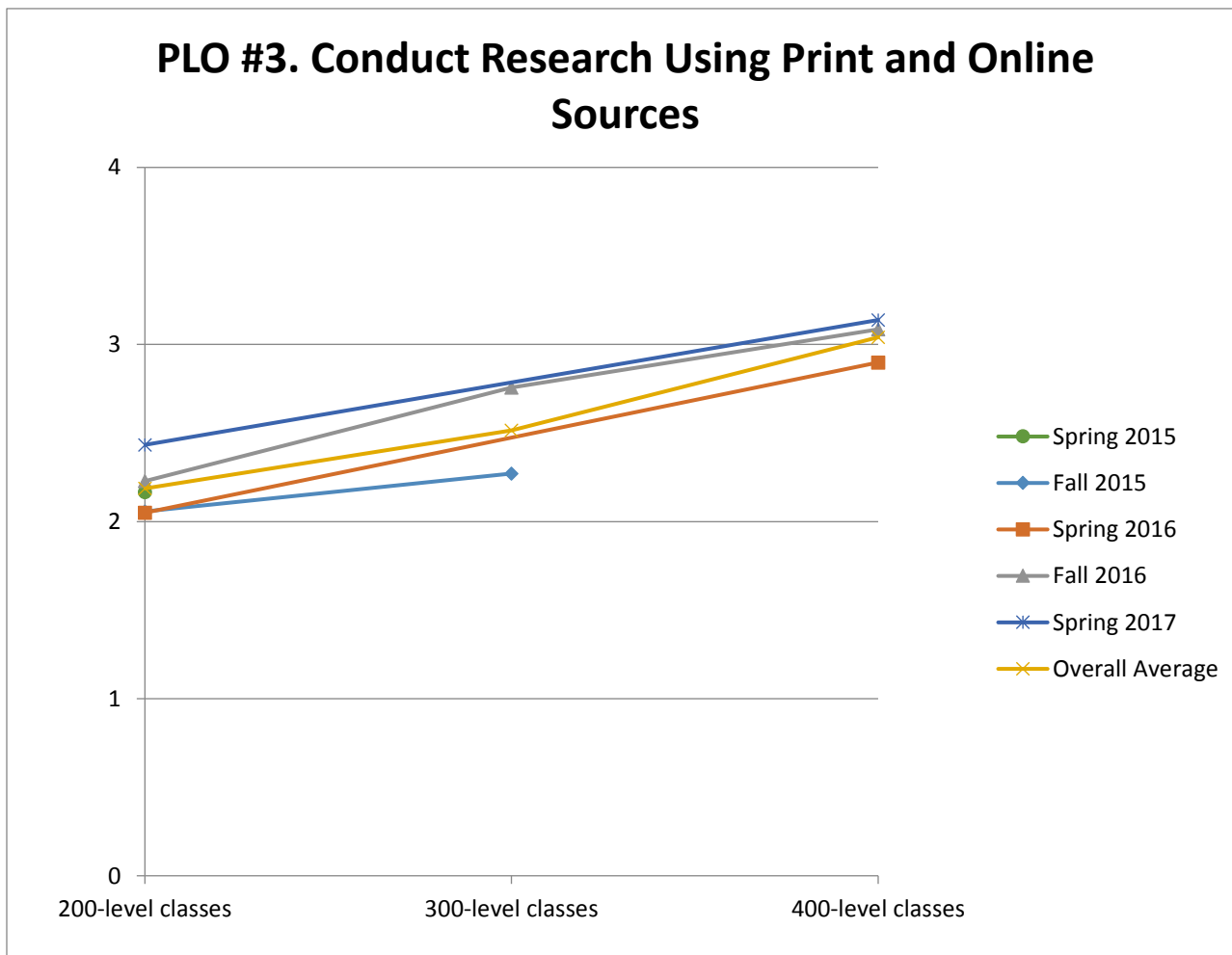
<b>PLO #1. Analyze historical and contemporary literature. (4 point rubric scale)</b>							
	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Overall Average</b>
<b>200-level classes</b>	N/A	1.82	1.82	1.78	1.78	1.30	2.13
<b>300-level classes</b>	N/A	3.41	2.74	2.56	2.76	N/A	2.87
<b>400-level classes</b>	N/A	N/A	3.40	3.16	3.28	3.39	3.30
<b>Total Students</b>	N/A	29	46	29	42	41	



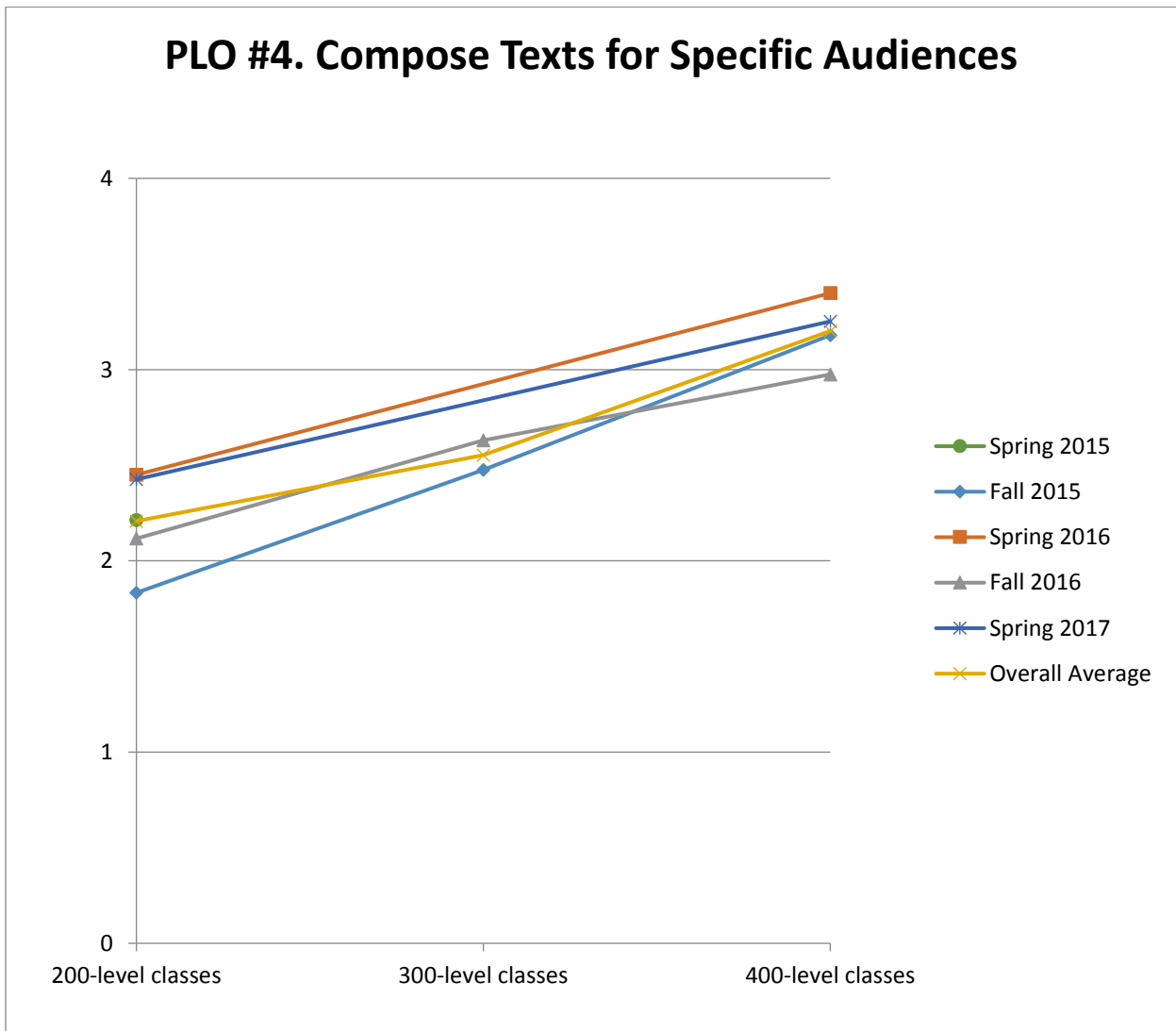
<b>PLO #2. Synthesize theory with a variety of texts (4 point rubric scale)</b>							
	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Overall Average</b>
<b>200-level classes</b>	<b>2.08</b>	<b>2.08</b>	<b>1.78</b>	<b>N/A</b>	<b>2.09</b>	<b>1.33</b>	<b>2.33</b>
<b>300-level classes</b>	<b>2.52</b>	<b>3.13</b>	<b>2.34</b>	<b>N/A</b>	<b>2.53</b>	<b>N/A</b>	<b>2.62</b>
<b>400-level classes</b>	<b>N/A</b>	<b>3.25</b>	<b>N/A</b>	<b>3.09</b>	<b>2.79</b>	<b>2.03</b>	<b>2.79</b>
<b>Total Students</b>	<b>40</b>	<b>38</b>	<b>41</b>	<b>22</b>	<b>47</b>	<b>41</b>	



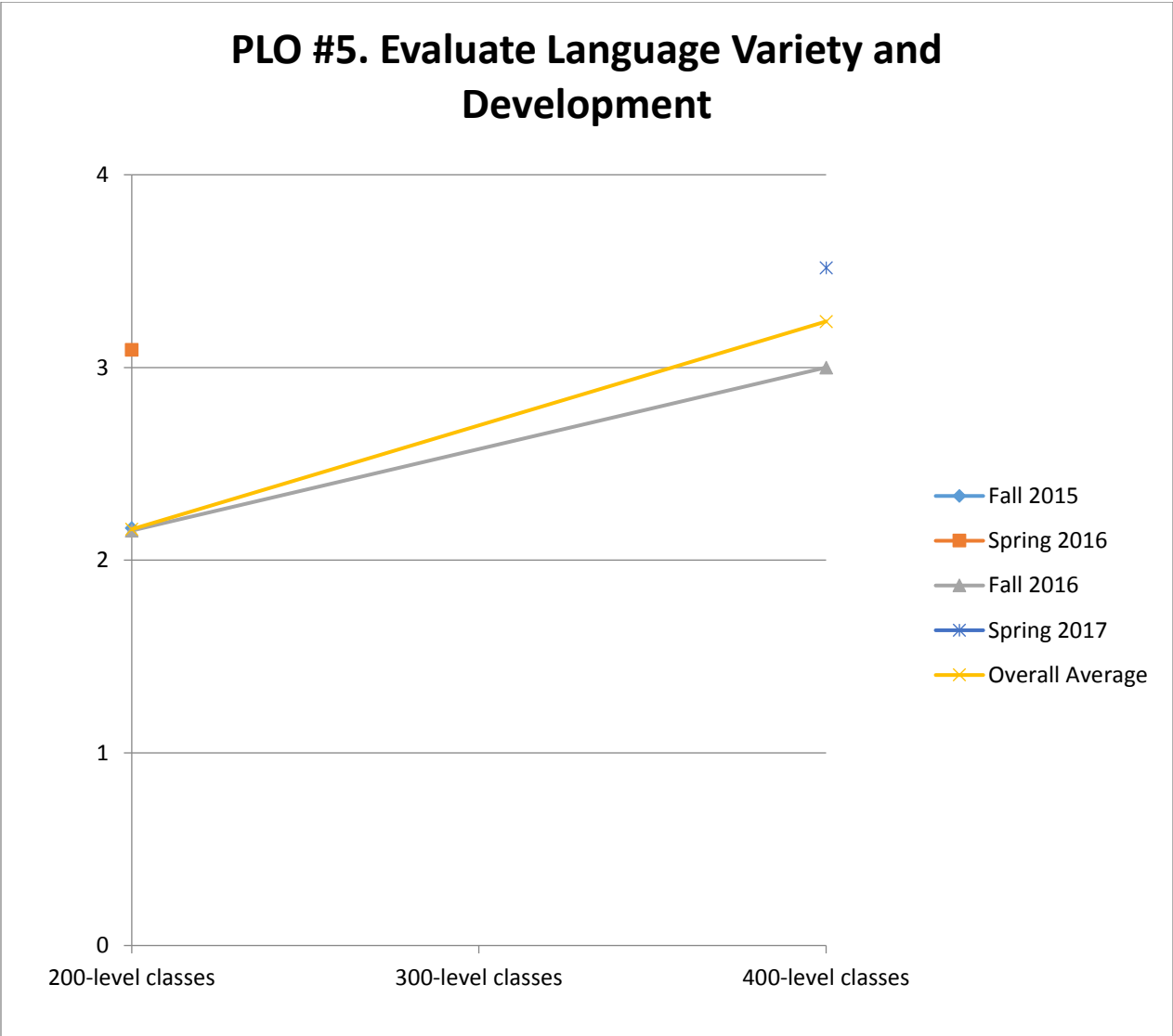
<b>PLO #3. Conduct research using print and online sources (4 point rubric scale)</b>							
	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Overall Average</b>
<b>200-level classes</b>	N/A	2.166	2.05	2.05	2.22	2.433	2.18
<b>300-level classes</b>	N/A	N/A	2.27	N/A	2.75	N/A	2.51
<b>400-level classes</b>	N/A	N/A	N/A	2.89	3.08	3.13	3.04
<b>Total Students</b>	N/A	13	37	35	47	38	



<b>PLO #4. Compose texts for specific audiences. (4 point rubric scale)</b>							
	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Overall Average</b>
<b>200-level classes</b>	N/A	2.21	1.83	2.45	2.11	2.42	2.20
<b>300-level classes</b>	N/A	N/A	2.47	N/A	2.63	N/A	2.55
<b>400-level classes</b>	N/A	N/A	3.18	3.4	2.97	3.25	3.20
<b>Total Students</b>	N/A	24	58	24	47	25	



<b>PLO #5. Evaluate language variety and development (4 point rubric scale)</b>							
	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Overall Average</b>
<b>200-level classes</b>	N/A	N/A	2.16	N/A	2.15	N/A	2.16
<b>300-level classes</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>400-level classes</b>	N/A	N/A	N/A	3.2	3	3.51	3.23
<b>Total Students</b>	N/A	N/A	25	28	21	13	





## Assessment Analysis: Learning-Teaching-Curriculum

The department uses the data collected to assess the PLO's and improve in three specific places: 1. Overall Student Learning, 2. Effective Teaching Methods, and 3. Curriculum Review / Revision. PLO Rubrics can be found in Section VII: Appendix A of this report. Using data from the assessment process, the department (via recommendations from the department assessment committee) have identified and acted on the following:

### Overall Student Learning

**Reported:** There is a trend in every PLO that shows an upward trend in the assessment data for each PLO's throughout the academic career of the English curriculum.

**Action(s) taken:** None, the "value gained" in the curriculum is a positive note.

**Reported:** The weakest collection point is in 300 level courses. PLO 5 does not have a course designated in the 300 level to be assessed

**Action(s) taken:** English Department faculty who teach courses in the 300 level need to make more of an effort to turn in data each semester. The Chair of the department and assessment coordinator will work with faculty to make the process easier and focus efforts to finish assessment in 300 level courses. A course needs to be identified for PLO 5 where assessment could be done.

**Reported:** The strongest area in the portfolios for each cycle is PLO 4, "compose texts for specific audiences." Within this category, the portfolios mainly score within the "Mastery" and "Proficient" level with an average score over the last two cycles of 3.75 out of 4. The weakest is PLO 3, "conduct research using print and online sources." Here, portfolios score in the lower part of the "Proficient" range with an average score of 2.8 out of 4 during the last two cycles. Noticing an inconsistency of the data due to a wide range of papers from varying courses, the committee recommended that the program interrogate what kinds of papers were included in the portfolios. If, for example, students' research papers tended to be from early in their studies, the score would mean something different than it would if the papers were from late in the students' time in the program.

**Action(s) taken:** The department has worked to identify what specific papers are being included in the portfolio and from what courses they were written in. These guidelines will be given to all English majors so that the portfolios can be consistent throughout the major.

The department has also entertained the idea of creating an electronic portfolio system that would help students to maintain the portfolio during their time at State and would create more opportunity for assessment and collection of data. The goal in this revision is to create a more standard set of data points for longitudinal analysis in the program. The department decided to make the change in collection as the first step in identifying any deficiency.

**Reported:** In the Senior Surveys, under the self-reflective analysis of the PLO's, students are asked rate PLOs on a scale of 1-4 corresponding to what they feel they have learned during their experience as an English major. Most scored themselves in the "Mastery" (4) and "Proficient" (3) range in each of the PLO's. The two that were weakest in both cycles were PLO 3 "conduct research" (3.2) and PLO 5 "assess language" (3.1). These results were consistent with assessment data recorded by the faculty.

**Action taken:** The department has made these PLOs the focus during the next few assessment cycles. PLO 5 has been assessed in English 230 (General Linguistics) and English 401 (History of the English Language) and the analysis shows better scores in 401 (3.4) than in 230 (2.8). Because what is observed in the data is not what is being reported by students, more data and analysis needs to be done. Departmental discussions on PLO 3 centered around the curriculum of the differing options in the program and if that was a factor. In the current curriculum, students in the "Professional Writing" option students are required to take one language course, and the "Literature" option two courses. Students with more study in language and linguistics would be expected to score higher than those having less. Since the surveys are anonymous, this conclusion could not be verified and will be studied further as well.

**Reported:** Under PLO 1 "analyze literature," students gave themselves the highest scores (two-cycle average 3.9), again this is mirrored in what was found in the rubric assessment data.

**Action taken:** None. The curriculum focus on literary analysis is working effectively.

### Effective Teaching Methods

**Reported:** As would be hoped, scores on PLO 4 were stronger in upper-level major courses than lower ones and average 2.20 in 200 level classes vs. 2.55 in 300 level ones. However, the department expected a bigger improvement in scores between a 200-level course and a 300-level one. Even with the previous cycle's analysis and discussion, we have not seen the growth we had projected. Like in the first year, the program may need to work on inter-rater reliability and/or how the rubric is interpreted (for example: more like a grading rubric or more like an outcomes rubric).

**Action taken:** The department has begun "norming" workshops so that all faculty are interpreting the rubric correctly, though still allowing for rater preference. This will create more of a standard between scorers. Discussion and analysis determined that the rubric being used will give us the data needed, so the discrepancy is between scorers, not the rubric itself. If the "norming" workshops do not show the type of expected improvement, the assessment committee will do more research and provide a departmental recommendation.

**Reported:** During the 2014-2015 cycle faculty members were asked to pilot the rubric for PLO 5, but had not yet done so. Work was done on getting that rubric 'up to speed' and PLO 5 was part of the regular cycle of assessment and the rubric was re-piloted in cycle 2015-2016. During that period, PLO 5 was assessed in English 230 (General Linguistics) and English 401 (History of the English Language) and the analysis shows

better scores in 401 (3.4) than in 230 (2.1). This trend seems to be continuing as the scores for 401 in the last assessment cycle (2016-2017) averaged 3.5/4.

**Action taken:** Since most students take one before the other, this measurement validates our predictions. However, the department will continue to work on improving language analysis skills globally to reflect concerns mentioned earlier with the Senior Surveys. The committee recommended to stay on course and watch if the trend continues.

**Reported:** The department's need to assess PLO 1 within an appropriate upper-level course was a concern in the 2014-2015 assessment cycle. The department has received 'formative' data from English 250 (the "gateway" course into the English Major) but during that cycle did not have upper-level comparative data. English 315 and upper-level literature courses have been selected for assessment of PLO 1 in 2015-2016. The data from 2015-2016 from these courses showed a progression of improvement from lower-level to upper level courses with scores moving from "Adequate" (1.82) to "Proficient" (2.74) to "Mastery" (3.82) by the end of the program. This progression was evident in during the 2016-2017 cycle as well as scores rose from 1.54 to 3.33 in 200 to 400 level classes.

**Action taken:** Currently, no new action is taken from the analysis of the data as it shows the type of improvement expected between a beginning, intermediate, and upper level literature course. This PLO will continue to be monitored.

**Reported:** Senior Survey responses for question 2, "What were three of the strongest areas of study and/or important personal experiences during your major studies?" included several positive remarks on the professor / student relationship in the department. Students discussed "mentor" relationships with members of the faculty as well as an overall "approachability." These comments echo what is observed in faculty evaluations as the English department overall average is higher than the university average.

**Action taken:** In connection with the Provost's student mentoring program, the department will continue the departmental mentor program on a more formal level, including the successful events "Lunch with the Chair" and the "English Major Luncheon." Faculty members will continue to contact and keep in touch with advisees as part of the program.

### **Curriculum Review / Revision**

**Reported:** In question 3 of the Senior Survey, students were asked: "List up to three areas in which your study could have been improved. Please be specific and offer any solutions to the problem areas." One theme that resonated in the majority of the answers had to do with course and instructor variety. For example, English 230 (Introduction to Linguistics), English 250 (Introduction to English Literature), English 315 (Shakespeare), English 401 (History of the English Language) and several upper-level literature courses are all required in the major. They are also all taught by the same professor (Dr. Pietruszynski). Students remarked that they enjoyed the variety of courses they could take in the major and were complementary of the instructors, but

were concerned with a singular perspective / approach to the material due to having the same instructor.

**Action(s) taken:** With the loss of English department faculty due to retirement or attrition, courses that were rotated between 2-3 professors are no longer able to be offered in that way. The department faculty members are working on curriculum revisions that would allow more variety in mid-level courses.

By revising and updating the curriculum, the program will also create a reduced and more common core for all majors. A reduced “core” will offer the students with less mandatory classes and more variety in their curriculum, providing the student with choices and differing instructors.

**Reported:** Collecting data in 100 level, adjunct-taught classes continue to be “spotty.”

**Action taken:** The Chair has discussed the need for providing assessment data to the department with adjuncts. They have been informed that a lack of reporting will affect decisions for staffing for classes in future semesters. Since most 100-level courses fall under the General Education Assessment, the Chair will also work with that committee to get data reported.

**Reported:** Overall data from the Technical Writing Option has begun to be collected, but there is not enough assessment data to make recommendations.

**Action taken:** We will continue to assess the Technical Writing option, however as the ONLINE component is still in its infancy, more data is needed to make determinations for that part of the program.

**Reported:** One interesting, and unexpected, aspect of the assessment process was the realization that most of our majors do not start their academic careers as English majors. This observation began from comments made in the Senior Survey and was backed up after some investigation. Most of the students within the program changed their major between 30-60 academic hours, with some as late as 90+ hours.

**Action taken:** This information is an important point in curriculum revision as the department discussed the need for transferring credit from other programs into the major so that students are able to make the change smoothly. As the department evaluates the overall effectiveness of curricular change, this is something they will keep in mind.

## BA in English Curriculum Map by PLOs – Course Alignment Matrix

### Literature Option

Program-Level Outcomes	GE Courses			Major Courses										
	101	102	150	230	250	303	334 (or 441)	315	316, 317 or 408	337, 338, 339, 340, 342, or 343	320, 321, 350, or 351	401	4 300/400-level literature courses	477
PLO1			✓		✓		✓	✓	✓	✓	✓		✓	✓
PLO 2					✓		✓	✓	✓	✓	✓		✓	✓
PLO 3		✓		✓	✓			✓	✓	✓				✓
PLO 4	✓	✓			✓	✓		✓	✓	✓	✓		✓	✓
PLO 5			✓	✓	✓	✓	✓	✓	✓	✓		✓		✓

### Professional Writing Option

Program-Level Outcomes	GE Courses			Major Courses													
	101	102	150	112	204	225	250	303	304	334 (or 441)	315	316, 317 or 408	337, 338, 339, 340, 342, or 343	230, 255, 306, or 401	227, 430, 431, or 432	310 or 429	477
PLO1			✓				✓			✓	✓	✓	✓				✓
PLO 2			✓				✓			✓	✓	✓	✓				✓
PLO 3		✓		✓	✓		✓				✓	✓	✓				✓
PLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
PLO 5			✓	✓	✓		✓	✓	✓		✓			✓	✓	✓	✓

### Technical Writing Option

Program -Level Outcome s	GE Courses			Major Courses													
	101	102	150	112	160	204	228	310	311	410	412	Com m 285	250 , 315 , 402 , 403 , 405 , 406 , 407 , 409	316 , 317 or 408	337 , 338 , 339 , 340 , 342 , 343	320, 321, 350, 351, 4113 , 414, 415	477
PLO1			✓										✓	✓	✓	✓	✓
PLO 2			✓								✓		✓	✓	✓	✓	✓
PLO 3		✓		✓		✓		✓					✓	✓	✓		✓
PLO 4	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PLO 5			✓	✓	✓	✓	✓	✓	✓	✓	✓						✓

**V. Data on student placement (for example, number of students employed in positions related to the field of study, pursuing advanced degrees and training):**

Since the initial program review period, the English program has graduated 15 majors. According to data provided in Senior Surveys, all graduates have either successfully found employment working with the skills and knowledge gained from the English degree or have begun work in graduate programs. Because this data is currently self-reported, the assessment committee reported that we need to find ways to “follow up” on what is offered on the Senior Survey. The department is working to follow up this information with interviews with recent graduates and data provided with the university graduation surveys

**VI. Final recommendations approved by governing board:**

## **VII. Appendix A: PLO Rubrics**

**Assessment Rubric for WVSU English Department PLO #1. Analyze historical and contemporary literature.**

<b>Assessment Area</b>	<b>MASTERY (4 pts)</b>	<b>PROFICIENT (3 pts)</b>	<b>ADEQUATE (2 pts)</b>	<b>LACKING (1 pt)</b>
<b>Idea development</b>	Content is fully related with many supporting details that progress logically and cohesively throughout.	Content is mostly related with supporting details that progress logically throughout.	Content is related with supporting details throughout but may lack cohesion or be off topic in spots.	Content is not relevant or specific.
<b>Support of thesis with details and evidence</b>	Specific textual evidence is highly supportive, significant, accompanied by detailed and insightful commentary and relevant historical/cultural context that shows a deeper understanding of the text.	Specific textual evidence is mostly supportive, significant, and accompanied by appropriate commentary and relevant historical/cultural context.	Some specific textual evidence included but may be only sparsely accompanied by relevant commentary and historical/cultural context.	Textual evidence may be “floating” without proper relevant historical/cultural context and/or commentary, or it may be missing altogether.
<b>Application of literary terms</b>	Original and accurate discussion of literary elements throughout.	Somewhat accurate discussion of literary elements though some inconsistencies occur.	Literary elements are discussed but may be unclear, inconsistent, or with little originality or insight.	Discussion of literary elements unclear, irrelevant, or missing.



**Assessment Rubric for WVSU English Department PLO #2. Synthesize theory with a variety of texts**

<b>Assessment Area</b>	<b>MASTERY (4 pts)</b>	<b>PROFICIENT (3 pts)</b>	<b>ADEQUATE (2 pts)</b>	<b>LACKING (1 pt)</b>
<b>Idea development</b>	Content is fully related to appropriate theoretical concepts with many supporting details that progress logically and cohesively throughout.	Content is mostly related to appropriate theoretical concepts with supporting details that progress logically throughout.	Content is related to appropriate theoretical concepts with supporting details throughout but may lack cohesion or be off topic in spots.	Content is not relevant to appropriate theoretical concepts or specific.
<b>Support of thesis with details and evidence</b>	Specific textual evidence is highly supportive, significant, accompanied by detailed and insightful theoretical commentary and context that shows a deeper understanding of the text.	Specific textual evidence is mostly supportive, significant, and accompanied by appropriate theoretical commentary and context.	Some specific textual evidence included but may be only sparsely accompanied by theoretical commentary and context.	Textual evidence may be “floating” without proper context and/or theoretical commentary, or it may be missing altogether.
<b>Application of literary theory</b>	Clear, consistent and logical application of a distinct literary lens. The writer is fluent in the language and theory behind the perspective. Analysis and conclusions drawn are logical and support the thesis.	Mostly clear, consistent, and logical application of a distinct literary lens. The writer is using much of the language and theory behind the perspective. Analysis and conclusions drawn are strong with minor errors.	Literary lens is applied and discussed but may be unclear, inconsistent, or with little originality or insight. The writer struggles to use the language and theory behind the perspective. Analysis and conclusions drawn are somewhat questionable with a few obvious errors.	Application of literary lens unclear, irrelevant, or missing. The writer barely, or not at all, uses the language and theory behind the perspective. Analysis and conclusions drawn are inaccurate or missing.
<b>Application of literary terms</b>	Original and accurate discussion of literary elements throughout.	Somewhat accurate discussion of literary elements though some inconsistencies occur.	Literary elements are discussed but may be unclear, inconsistent, or with little originality or insight.	Discussion of literary elements unclear, irrelevant, or missing.

**Assessment Rubric for WVSU English Department PLO #3. Conduct research using print and online sources (Draft B)**

Assessment Area	MASTERY (4 pts)	PROFICIENT (3 pts)	ADEQUATE (2 pts)	LACKING (1 pt)
<b>Introduction</b> [Introductory paragraph(s), literature review, hypotheses and/or propositions]	Clearly identifies and discusses research focus. Research focus is clearly grounded in previous research/theory. Significance of research is clearly identified.	Limited discussion of research focus. Research focus is less well-grounded in previous research/theory. Significance of the research is not as clearly identified.	Minimal discussion of research focus. Research focus is not well-grounded in previous research/theory. Significance of the research is not clearly identified.	Little or no discussion of research focus. Research focus not grounded in previous research/theory. Significance of the research is not identified.
<b>Research Approach</b>	Provides clear description of source materials, their relevance, and research context.	Provides adequate description of source materials, their relevance, and research context.	Provides confusing or not clearly articulated description of source materials, their relevance, and research context.	Provides very confusing or not clearly articulated description of source materials, their relevance, and research context.
<b>Conclusions</b>	Interpretations/analysis of sources are thoughtful and insightful and thoroughly address how they support, refute, and/or inform the (working) thesis.	Interpretations/analysis of sources are sufficient but less thoughtful or insightful and do not as thoroughly address how they support, refute, and/or inform the (working) thesis.	Interpretations/analysis of sources lack thoughtfulness and insight, are not clearly informed by the study's results, and do not adequately address how they support, refute, and/or inform the (working) thesis.	Interpretations/analysis of sources are severely lacking in thoughtfulness and insight, and do not address how they support, refute, and/or inform the (working) thesis.
<b>Significance</b>	Insightful discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are insightful and thoughtful.	Adequate discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are adequate.	Limited discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are very limited.	Severely limited or absent discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are absent.

<b>Documentation of Sources, Quality of Sources</b>	Cites all material obtained from other sources. MLA citation style is accurately used in both text and bibliography. Sources are all scholarly and clearly relate to the research focus.	Cites most material obtained from other sources. MLA citation style is used in both text and bibliography. Sources are primarily scholarly and relate to the research focus.	Cites some material obtained from other sources. Citation style is either inconsistent or incorrect. Sources are not primarily scholarly and relate tangentially to the research focus.	Does not cite sources. Sources are predominantly non-scholarly and do not clearly relate to the research focus.
<b>Spelling &amp; Grammar</b>	No spelling & grammar mistakes	Minimal spelling & grammar mistakes	Noticeable spelling and grammar mistakes	Excessive spelling and/or grammar mistakes
<b>Manuscript Format</b>	Title page has proper MLA formatting Used correct headings & subheadings consistently, if needed.	Title page approximates MLA formatting If needed, used correct headings & subheadings almost consistently.	Title page deviates a bit more from MLA formatting Headings & subheadings, if needed, less consistent	Title page completely deviates from MLA formatting Any headings and subheadings completely deviate from suggested formatting or are absent altogether, though needed.

Assessment Rubric for WVSU English Department PLO #4. Compose texts for specific audiences.

Assessment Area	MASTERY (4 pts)	PROFICIENT (3 pts)	ADEQUATE (2 pts)	LACKING (1 pt)
<b>Thesis/Purpose/Content Cohesion</b>	Clearly and effectively and fully presents the thesis or main <u>idea</u> . Has an engaging and meaningful main idea appropriate to the intended audience that has a clear presence in all parts of the <u>text</u> .	Fully articulates the thesis or main idea. Has a meaningful main idea appropriate to the intended audience that may be implied but not clearly stated. Main idea has presence throughout most of the <u>text</u> .	Somewhat articulates the thesis or main idea. — may be marginally appropriate to the intended audience, lack originality, and/or may not be clearly stated. Main idea may only have a presence in some parts of the <u>text</u> .	Does not provide needed information to articulate the thesis or main idea. Main idea and purpose are inappropriate to the intended audience, very unclear or missing; has little or no presence throughout <u>text</u> .
<b>Idea development/Support of thesis with details and evidence</b>	Content is fully related with many supporting details appropriate to the intended audience that progress logically and cohesively throughout. Evidence is appropriate to the intended audience.	Content is mostly related with supporting details appropriate to the intended audience that progress logically throughout. Evidence is mostly appropriate to the intended audience.	Content is related with supporting details appropriate to the intended audience throughout but may lack cohesion or be off topic in spots. Evidence included but may be only somewhat appropriate to the intended audience.	Content is not appropriate to the intended audience, relevant, or specific. Evidence included but only slightly appropriate to the intended audience.
<b>Organization/Structure</b>	Logical and fluent structure enhances the overall meaning and intent of the essay, making use of sophisticated transitions appropriate to the intended audience.	Paragraphs follow a clear organization pattern appropriate to the intended audience. Paragraph transitions are used to create good overall flow.	Structure is evident but may be difficult to follow in places due to errors in organization; transitions are evident, yet obvious or forced. Organization may distract from meaning and appropriateness to the intended audience.	Weak or random organization causing confusion for the intended audience. Transitions are poorly chosen, misplaced, or missing.
<b>Mechanics and Style</b>	Essay is flawlessly written with a flair for style appropriate to the intended audience. Excellent word choice appropriate to the audience that clarifies the purpose. Tone is consistent and appropriate to the audience.	Essay is well written with a solid style appropriate to the intended audience. Some strong word choice although the essay may contain some inappropriate choices. Tone is consistent though somewhat appropriate to the audience.	Essay is acceptably written with some style appropriate to the intended audience. Word choice is ordinary and uninteresting, not selected for the audience. May include several inaccurate or clichéd word choices that create a vague or confusing tone in appropriate to the audience.	Essay is poorly written with little style appropriate to the intended audience. Word choice is rarely appropriate to the audience. The essay may exhibit extremely repetitive or clichéd word choices that conflict appealing to the audience; tone is inconsistent or inappropriate to subject audience.

<p><b>Sentence Fluency/ Punctuation</b></p>	<p>Appropriate, near flawless punctuation and grammar; sentences flow well; wide variety of structures used to add depth and appeal to the intended audience.</p>	<p>Minor punctuation or grammatical errors present but do not distract from reader understanding and appeal. Variety in sentence structure throughout.</p>	<p>More frequent punctuation and/or grammatical errors distract from understanding. Some attempt at sentence fluency and variety to appeal to the audience is evident.</p>	<p>Significantly erroneous punctuation and/or grammar that severely detract from meaning and audience appeal. Sentences lack variety</p>
<p><b>Beginnings/Endings</b></p>	<p>Engaging and creative title and opening that hook the reader/audience and relate convincingly to the main idea of the essay. Closing leaves a lasting impression and connects meaningfully to the opening/the essay as a whole.</p>	<p>Mildly engaging title and opening that introduce topic. Closing somewhat satisfies reader/audience but may be less obviously related to the opening/essay as a whole.</p>	<p>Title, opening hook, and conclusion present but connection to main idea and audience appeal unclear.</p>	<p>Title, hook and/or conclusion are confusing, missing, or unrelated to main theme and audience appeal.</p>

**Assessment Rubric for WVSU English Department PLO #5. Evaluate language variety and development**

<b>Assessment Area</b>	<b>MASTERY (4 pts)</b>	<b>PROFICIENT (3 pts)</b>	<b>ADEQUATE (2 pts)</b>	<b>LACKING (1 pt)</b>
Contextual Background	Targeted performance is evidenced by an analysis that demonstrates candidate's awareness of impact of a full range of contextual factors on language development, e.g., age, language background, educational background, quality of input, and exposure.	Acceptable performance is evidenced by an analysis that demonstrates candidate's awareness of the impact of contextual factors on language development.	Performance is evidenced by an analysis that demonstrates candidate's awareness of the impact of some contextual factors on language development.	Unacceptable performance is evidenced by an analysis that lacks sufficient detail of contextual information related to language development.
Applies general theories about how and why language changes	Targeted performance is evidenced by specific evidence that is highly supportive, significant, and accompanied by detailed and incorporates knowledge of causes of language change	Acceptable performance is evidenced by textual evidence is mostly supportive, significant, and incorporates knowledge of causes of language change	Performance is evidenced by textual evidence that is supportive and accompanied by and incorporates knowledge of causes of language change. Evidence may be sparse.	Unacceptable performance is evidenced by a lack of support, and sparsely incorporates knowledge of causes of language change, or it may be missing altogether.
Analyzes Pragmatic and sociolinguistic features of speech.	Targeted performance is evidenced by an analysis that demonstrates the candidate's ability to analyze several pragmatic or sociolinguistic features of language.	Acceptable performance is evidenced by an analysis in which the candidate identifies and analyzes pragmatic or sociolinguistic features of language	Performance is evidenced by an analysis in which the candidate identifies and analyzes some pragmatic or sociolinguistic features of language	Unacceptable performance is evidenced by an analysis that lacks sufficient detail concerning pragmatic and sociolinguistic features, is partly inaccurate, and fails to discuss relationship of features to communicative competence.

## VIII. Appendix B: Portfolio Instructions / Rational

### Purpose

As the Program Learning Outcomes (PLOs) indicate, students completing our program will be able to

1. Analyze historical and contemporary literature.
2. Synthesize theory with a variety of texts.
3. Conduct research using appropriate sources and evidence.
4. Compose texts for specific audiences.
5. Evaluate language variety and development.

To strengthen the program and students in the program options of Literature, Professional Writing, Technical Writing, and English Education, we want to document the learning development of our majors. For this documentation, we use a four-stage process to assess progress and achievement through portfolios, interviews, and surveys. Two of the three papers for the portfolio must be nonfiction prose.

### Portfolio Contents

1. Students submit a paper from a 100-level class to the instructor of their English 250 course. They also complete the self-assessment by writing a paragraph describing (1) the purpose of the paper, (2) how the paper was prepared, and (3) their view of the paper's strengths and weaknesses. (Lacking a paper from that first year, submit the earliest one from your college career that you can).
2. Students submit three additional papers from a 200-, 300-, or 400-level class to their advisors. **For each paper**, students will complete a self-assessment by writing a paragraph describing (1) the purpose of the paper, (2) how the paper was prepared, and (3) their view of the paper's strengths and weaknesses. In the portfolio, students must include:
  - One paper that demonstrates the ability to analyze literature
  - One paper that includes a research component

Aside from those two requirements (which could potentially be met in the same paper), students may choose the papers they feel best reflect their course of study in the English Department.

3. Students submit a final reflection paragraph and the exit survey. The final reflection should compare the earliest paper in the portfolio to later work in order for the student to assess the development of his or her skills over time. The paragraph should refer to the specific ways the portfolio demonstrates improvement and enhanced grasp of the Program Learning Objectives (PLOs).

### Evaluation

Two faculty members will assess the students' portfolios. Using the appropriate form, these faculty members will evaluate the students' samples by completing the PLO Rubric. Scores from the rubrics and exit surveys will produce outcome data for graduates.

Data about the English Department graduates will be retrieved from the surveys administered by the Office of Student Assessment to all graduating seniors. Data will also be retrieved from alumni surveys. This data will include self-assessments and measures of satisfaction with the program and faculty, as well as post-graduation status (e.g., employment, graduate studies, etc.).

### **Using the Results**

Material created by these assessments will enable students to measure their own progress in meeting departmental PLOs as students assemble and comment on their own work. (Please note that—although the Department requires student assessment—this assessment is not part of any student's grades.) The assessment will also allow the Department to advise students more effectively, individually and collectively, and to determine whether the curriculum enables students to meet those objectives.



## **IX. Appendix C: Portfolio PLO Assessment**

# PLO Assessment Rubric: Senior Seminar Portfolio

Student ID #A00: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Evaluator's Signature: \_\_\_\_\_

Option (circle one): Literature; Professional Writing; Technical Writing; or English Education.

Please rate the student on each of the Program Learning Outcomes (PLOs) by circling the description that most closely matches the student's scholarship and writing in the four submitted papers.

<i>PLO</i>	<i>Mastery(4)</i>	<i>Proficient(3)</i>	<i>Adequate(2)</i>	<i>Emerging(1)</i>	<i>Unacceptable(0)</i>	<i>Not Applicable</i>
<i>Analyze historical and contemporary literature</i>	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
<i>Synthesize theory with a variety of texts</i>	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
<i>Conduct research using print and online sources</i>	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
<i>Compose texts for specific audiences</i>	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
<i>Evaluate language variety and development</i>	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	

## X. Appendix D: Senior Survey

This exit survey is very important and helpful to the English Department. It helps guide decisions on a program level about things such as instruction and curriculum. Please answer the questions in a thoughtful and professional manner.

- 1) Part of the reason for the exit survey is to get contact information for you. When the next Program Review is done in five years, it may be useful to be able to contact you and learn about your employment, graduate school attendance, and other issues. What would be the most likely way to contact you five years from now?
  
- 2) What were three of the strongest areas of study and/or important personal experiences during your major studies?
  
- 3) List up to three areas in which your study could have been improved. Please be specific and offer any solutions to the problem areas
  
- 4) For the following English Department Outcomes, please circle the number that you feel corresponds to what you have learned during your experience as an English major. “1” indicates “strongly disagree,” while “4” indicates “strongly agree.”

I have learned to:

Analyze contemporary and historical literature: 1 2 3 4

Synthesize theories with a variety of texts: 1 2 3 4

Conduct research using print and online sources: 1 2 3 4

Compose texts for specific audiences: 1 2 3 4

Evaluate language variety and development: 1 2 3 4