

AGENDA
West Virginia State University
BOARD OF GOVERNORS
Erickson Alumni Center, Grand Hall
June 14, 2018
12:00 p.m.

- | | | | |
|-----|--|--------|----|
| 1. | Call to Order and Roll Call – Chair L. Vincent Williams, Esquire, presiding | | |
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| 3. | Review and Approval of Agenda | Action | 1 |
| 4. | Review and Approval of Minutes of Previous Meeting | Action | 3 |
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| 9. | Other Matters – Presidential Contract | | |
| 10. | Next Meeting Date – <i>TBA</i> | | |
| 11. | Adjournment | | |

West Virginia State University Board of Governors
Board Meeting

Date/Time: 6/14/2018 -- 12:00 PM

Location:

Erickson Alumni Center, Grand Hall
Institute, WV

Purpose: To conduct the regular business of the Board of Governors.

Notes:

This is a compliant meeting.

Meeting was approved : 5/30/2018 8:17:38 AM

West Virginia State University Board of Governors
Erickson Alumni Center, Grand Hall
May 11, 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 12:01 a.m.

Present: Mr. Buchanan, Ms. Dooley, Mr. Jones, Mr. Konstanty, Mr. Lipscomb, Mrs. Pitchford, 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 said he wanted to move Item 8 under Item 5a. Ms. Dooley motioned for approval of the agenda as amended, and Mrs. Pitchford seconded the motion. The motion carried.

4. Review and Approval of Minutes of Previous Meetings

Mrs. Pitchford motioned for approval of the minutes of the April 6, 2018 meetings. Ms. Dooley seconded the motion, and the motion carried.

5. Reports from Board Committees

Policy Review Special:

Mr. Konstanty chaired the Committee and presented the report.

- The Committee discussed the proposed BOG policy on furlough and a briefing on the impact of House Bill 2542.
- The Committee asked the Mr. Melvin Jones and his staff to redraft the policy and bring it before the Committee before the June meeting for potential action.
- The Committee also asked Mr. Jones to work with outside counsel to develop a policy to address House Bill 2542 by the June meeting as well, if possible.
- Mr. Konstanty expressed that it would be appropriate for the Committee to continue to work through the policies, as it has worked closely in the past with faculty and staff in developing and revising policies.

8. Other Matters

Chair Williams distributed copies of a proposed workforce policy. An example of a policy from another institution was included in the Board book, and he drafted a version specific to the University. The proposed policy also included verbiage from WV Code §18b-7-3b. He felt the University should have a policy to address a workforce reduction. Chair Williams proposed that the policy be approved by the full Board and subsequently distributed for comments from the constituency groups and stakeholders. Mr. Konstanty said that the intent of the policy is to keep the designation of classified staff, as he interprets

the draft. However, it is the recommendation of the administration that was discussed in Committee is to eliminate classified staff.

Board discussion was held on House Bill 2542 and the flexibility it gives the institutions regarding classified staff. Mr. Jones shared information on recommendations by the administration relating to the legislation. One is to eliminate the classified staff delineation and have only faculty and staff, another is to change the accrual of annual leave, and one is to have progressive discipline through Human Resources as a part of their rights. Mr. Jones said an election would be held for a staff representative on the Board that would be open to all staff. If the delineation were removed, any impacted policies would need to be revised to remove reference to classified staff. Mr. Williams said that the policy he is proposing would allow an opportunity for severance pay. Mr. Jones respectively stated that severance pay would be contrary to the reason for laying off or eliminating an employee due to financial reasons. He also explained that House Bill 2542 replaced a lot of existing legislation.

Mr. Swingle felt the Board should coordinate what Chair Williams is requesting, what the administration is recommending, and what the Committee and Board have been discussing relating to further into a cohesive recommendation. He said distributing a proposed workforce policy for comment would be redundant and could create confusion, especially since classified staff are already uncertain of that is going to happen with their classification. Chair Williams responded that he understood certain points, but asked what the harm would be in sending out the policy. Mr. Konstanty responded that there could be harm to the efforts to have transparency with the Board and the campus community. He felt that the policy, as distributed today, would go against the work that has been done in repairing trust. Stakeholders involved in this policy have also not been consulted. Mr. Konstanty asked that the record reflect that the Policy Review Special Committee had not dealt with furlough for eight months, as the group received the proposed policy in December. Chair Williams commented that it is not his intent to criticize any committee or its work. He said House Bill 2542 has been in existence for a year and a half and there has not been any action. Chair Williams moved that the Board approve distributing the proposed workforce policy for comment as presented today. The motion died for lack of a second. Chair Williams said he respected the will of the Board.

5. Reports from Board Committees continued

Institutional Advancement:

Mr. Williams chaired the Committee and presented the report.

- The Committee discussed gifts as of May 11.
- For the Comparative Gift Report, pledges are down about \$50,000 but outright cash gifts are up \$147,000 from last year. In-kind gifts increased almost 50 percent. Total giving is up approximately 10 percent over last year.
- The Foundation sold the Capital Center Theater and decided to utilize a portion of the proceeds from the sale to award grants for campus projects. The Foundation received more than 50 grant applications and awarded seven grants.
- The Committee received an update on several propels.
- An over of the National Alumni Association Conference was provided.

Recruitment and Retention:

Dr. Smith participated by conference call. As a result, Mr. Williams presided over the meeting and presented the report.

- The Committee received a report on the Enrollment Management and Student Affairs presentation given at the National Alumni Association Conference.
- Staff distributed 32 recruitment bags for the alumni chapters and provided information on recruitment fair guidelines.
- Alumni chapters will also have information to assist in telephone campaigns to students.

Finance:

Mrs. Pitchford chaired the Committee and presented the report.

- The Committee reviewed the budget year-to-date as of April 30. The target is 83.33 percent and the University is ahead of the target at 84.64 percent, with a total revenue of \$32.6 million. Expenses are at 81.3 percent of the target.
- The Committee reviewed the proposed fee schedule for 2018-2019 and voted to recommend approval as presented to the full Board.
- An update was provided on accounts payable.
- Auditors from Clifton Larson Allen will visit campus on May 21-22 for a preliminary audit.

Academic Policies:

Mr. Kelley was absent due to a scheduling conflict. As a result, Mr. Konstanty chaired the Committee and presented the report.

- The Committee received program review reports on sociology and history, which will be presented to full Board later on agenda.
- The Committee voted to recommend to the full Board that the sociology program continue at the current level, with the condition of a follow-up report on assessment due in December 2019.
- The Committee voted to recommend to the full Board that the history program continue at the current level.

6. Reports from the University President

President Jenkins welcomed everyone in attendance. He acknowledged Mr. Roberts, who would be graduating on May 12 with three degrees. President Jenkins asked the Board to join him in congratulating and thanking Mr. Roberts for his service as the student representative on the Board. He said Mr. Roberts has been an engaged student on campus, serving as SGA president and in other areas. President Jenkins also recognized Mr. Swingle, whose term on the Board expires on June 30. He said Mr. Swingle has been a great asset to the Board during his eight years of service, as well as being an alumnus and avid supporter of the University. As Mr. Swingle will be out of town during the June meeting, President Jenkins asked the Board to join him in congratulating and thanking Mr. Swingle.

President Jenkins shared highlights of several campus events and initiatives. The new scholarship portal went into effect this year. The portal is a “one-stop shop” to scholarship opportunities for current and prospective students to view all scholarships for which they are eligible. On April 21, the 6th Annual Cares Day took place and the number of

participants exceeded from last year, with more than 350 volunteers and 34 worksites. President Jenkins announced that the University received the NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation for our Yellow Jacket Early Enrollment Program. The University is the only higher education institution in the state with this accreditation and one of only 107 in 23 states. Provost Jayasuriya and Dean Carney were recognized for their work in leading the effort to obtain this distinct honor. President Jenkins reported that the University received notification from the Higher Learning Commission that the Master of Science in Sports Studies was approved. The program, along with engineering, will be rolled out in fall 2018. President Jenkins acknowledged several students for recent honor and awards. Criminal justice major Daniel Riggs won first place in the Paper Competition at the West Virginia Criminal Justice Educator's Association Conference. Communications major and current Miss State Senaia Harris has been selected as a participant in the coveted Leadership Fellows Institute of Alpha Kappa Alpha Sorority. She is in a group of only 20 fellows, selected from over 1,000 undergraduates. Umer Rizwan graduated with a BS in Biology last May and is graduating with an MA in Biotechnology after completing the Biotechnology Master's program in one year.

President Jenkins said that during the National Alumni Conference, he joined alumni Dr. Lateef Saffore, Ylonne Swails, Fred Jackson, and members of the University's admissions office for a visit to Booker T. Washington High School in Atlanta. During the visit, there were 26 on-site applications and 21 on-site new admits. Four of those students will be participating in the summer bridge program being launched this summer, and we had several alumni commit to sponsoring students for the program.

President Jenkins recognized the softball team for winning the 2018 MEC Championship. The women's tennis team was also the 2018 MEC Champions and advanced to the NCAA Sweet 16 in Surprise, Arizona. The University received more than \$2 million in capacity building funds from USDA-NIFA (National Institute of Food and Agriculture), and President Jenkins thanked Dr. McMeans for his leadership. For Commencement on May 12, President Jenkins reported that more than 230 graduates would cross the stage. The mean Commencement tomorrow, more than 230 graduates will be crossing the stage, with an overall class GPA of 3.2. President Jenkins reminded that rehearsal for the platform party would take place at 3:00 p.m., or immediately following the Board meeting.

a. University Reports Forwarded by Board Committees

Item 6.a.i: President Jenkins deferred to Mr. Konstanty regarding next steps on the proposed furlough policy. Mr. Konstanty said it is the recommendation of the Policy Review Special Committee that the University reengage outside counsel to redraft the policy and bring it back to the Committee and full Board for the June meeting. Mrs. Pitchford so moved, and Ms. Dooley seconded the motion. The motion carried.

Chair Williams asked if there was another recommendation relating to the proposed workforce policy. Mr. Konstanty said the Committee recommends that the administration work with outside counsel to draft a policy in accordance with House Bill 2542 and be consistent with the proposed furlough policy. Mrs. Pitchford so moved, and Ms. Dooley seconded the motion. The motion carried.

Item 6.a.ii: President Jenkins said, as recommended by the Finance Committee, he brings before the Board for approval the proposed 2018-2019 Tuition and Fee Schedule, which includes the previously approved five percent increase. Mrs. Pitchford moved that the Board approve the 2018-2019 Tuition and Fee Schedule as presented. Mr. Roberts seconded the motion, and the motion carried.

Item 6.a.iii: 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 Sociology. The Committee voted to recommend that the program continue at the current level and removed the request for a follow-up report on assessment due in December 2019. Ms. Dooley motioned for approval by the Board of the program review for the Bachelor of Arts in Sociology as recommended by the Committee. Mrs. Pitchford seconded the motion, and the motion carried.

Item 6.a.iv: 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 History. The Committee voted to recommend that the program continue at the current level. Mr. Buchanan motioned for approval by the Board of the program review for the Bachelor of Arts in History as recommended by the Committee. Mr. Roberts seconded the motion, and the motion carried.

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

Mrs. Pitchford 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. Ms. Dooley seconded the motion, and the motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mrs. Pitchford, and Mr. Roberts seconded the motion. The motion carried. Chair Williams 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. Next Meeting Date

June 14, 2018

9. Adjournment

With there being no further business, the meeting adjourned at 2:17 PM.

Respectfully submitted,

Gail Pitchford
Secretary

Approved: _____
Mr. Leon Vincent Williams
Chair

**Agenda Item 6.a.i.
June 14, 2018**

Action

Intent to Plan – Bachelor of Science in Nursing Program

INTENT TO PLAN (§133-11-5.2)



WEST VIRGINIA STATE
UNIVERSITY

Institution: West Virginia State University
Date: May 2018
Category of Action: Implementation Plan (Section 5 of Series 11)
Title of Degree: Bachelor of Science in Nursing
Location: WVSU, Institute, WV 25112

Projected Date for Full Proposal: May 30, 2018

Projected Program Implementation Date: August 2019

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§Section 5.2.a: Program Objectives and Institutional Mission

The objective of the proposed Bachelor of Science degree in Nursing is in response to the Institute of Medicine (IOM) and the Robert Wood Johnson report on *The Future of Nursing, Leading Change and Advancing Health* (IOM, 2010) in which schools of nursing across the nation are charged to meet the ever increasing needs for safe, high quality, and effective health care services. The key messages of the report included:

- a. Nurses should practice to the full extent of their education and training
- b. Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression
- c. Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States
- d. Effective workplace planning and policy making require better data collection and an improved information infrastructure (IOM, 2011, p.4).

Recommendations from the IOM report that directly impact nursing education at the undergraduate level include:

- a. Increase the number of nurses with a bachelor degree from 50% to 80% by 2020
- b. Improve research, data collection and data analysis on health care
- c. Promote life-long learning for nursing faculty to perform with cutting edge capacity in teaching, research, and practice

The proposed program at WVSU will help to meet these recommendations.

West Virginia State University recognizes the need for the increased number of nurses prepared at the BSN degree level. The University seeks to establish a pre-licensure BSN program in keeping with the IOM Report. The pre-licensure BSN program will provide an evidence-based educational program that will allow WVSU nursing students to move through a seamless educational venue. The curriculum design will be built on evidence-based nursing concepts that foster innovation, excellence, scholarship, and clinical reasoning in the practice of nursing. The establishment of a pre-licensure BSN program will enhance the University's capacity in the production of graduates.

Graduates of the Bachelor of Science in Nursing program at West Virginia State University (WVSU) will demonstrate: the ability to effectively communicate and work in a team environment and also exhibit the commitment to the pursuit of professional development. WVSU will educate the Baccalaureate degree level nurse to function autonomously and collaboratively using holistic nursing practice directed toward health promotion and disease prevention. The objectives of the proposed BSN program are as follow:

- Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations.
- Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care.
- Incorporate information management and patient care technology in the delivery of quality patient-centered care.
- Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.

- Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation for professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.
- Employ interprofessional communication and collaboration to ensure safe, quality care across the lifespan.

The Mission of WVSU reads “West Virginia State University will meet the higher education and economic development needs of the state and region through innovative teaching and applied research”. Moreover, according to the West Virginia Economic Outlook 2018 “the state of West Virginia has the second highest prevalence of diabetes in the country at 14.5% of the adult population, also ranking among the bottom 10 states in terms of mortality rates caused by cancer and cardiovascular disease as well as infant mortality rates. Perhaps the most troubling statistic among those listed is the drug overdose death rate, which ranks as the highest in the nation at 32.2 overdose deaths per 100,000 residents in 2016 and has increased 46% in just the past three years alone.” Therefore, this proposed program at WVSU will produce graduates well prepared for the needs of the state and the region.

The proposed nursing program (BSN) will be housed in the College of Professional Studies. The nursing program is a good fit for the College of Professional Studies (CPS). The CPS prepares graduates for service and leadership roles in their designated profession. The CPS graduates are prepared to meet societal expectations required. The graduate must demonstrate standards of professional conduct, academic attainment and professional performance to be successful in the work force. To that end, the College established its mission statements and core values, aligned with the University’s to assist graduates in meeting societal needs and public trust. Graduates are prepared as qualified professionals to serve and lead in a global society.

Special features of West Virginia State University that make it suitable for such a program are: First, WVSU is a historically black college, and hence, has always had a mission to educate minorities and other underrepresented populations. Second, WVSU was established as a land-grant institution on March 17, 1891, under the Second Morrill Act of 1890. As a land-grant University, WVSU is charged with providing educational opportunities for students, citizen and surrounding communities via its tripartite mission of research, teaching and outreach. Third, the University, “a living laboratory of human relations,” is a community of students, staff, and faculty committed to academic growth, service, and preservation of the racial and cultural diversity of the institution. Fourth, WVSU offers flexible course schedules in traditional classrooms and online to facilitate financially challenged students to continue their study concurrently with their job. These flexible schedule options will also be available to nursing students.

§Section 5.2.b: Program Description

The proposed BSN degree in nursing is a four-year college or university education that incorporates a variety of liberal arts courses with professional education and training. It is designed for high school graduates with no previous nursing experience. The baccalaureate curriculum is designed to prepare students for work within the growing and changing the health-care environment. With nurses taking more of an active role in all facets of health care, they are expected to develop critical-thinking and communication skills in addition to receiving standard nurse education in clinics and hospitals. In a university or college setting, the first two years include classes in the humanities,

social sciences, basic sciences, business, psychology, technology, sociology, ethics, and nutrition.

The nursing classes will start in the sophomore year. Students will be required to have satisfactory grade point averages before they can advance into professional nursing classes. On a 4.0 scale, admission into the last two years of the nursing program will require a minimum GPA of 2.5 in pre-professional nursing classes. Students must also have a GPA 2.5 or higher in their science courses.

In the junior and senior years, the curriculum will focus on the nursing sciences and emphasis moves from the classroom to health facilities. This is where students will be exposed to clinical skills, nursing theory, and the varied roles nurses play in the health-care system. Courses will include nurse leadership, health promotion, family planning, mental health, environmental and occupational health, adult and pediatric care, medical and surgical care, psychiatric care, community health, management, and home health care. The proposed CIP code is 51.3801.

§Section 5.2.c: Standards and Assessment

West Virginia State University, as shown by its record of accreditation, has long had high quality standards for its programs. This proposed Nursing program will be no different. The student learning outcomes and program objectives will be evaluated and assessed periodically. The program will also align with the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). Baccalaureate nursing programs have two types of regular systematic reviews. First, the school must be approved by the state board of nursing. This approval is necessary to ensure that the graduates of the program have access to sit for the licensing examinations offered through the National Council of State Boards of Nursing, Inc. The second is accreditation administered by a national nursing accreditation agency that is recognized by the U.S. Department of Education. Though accreditation is a voluntary process, access to federal loans and scholarships requires accreditation of the program, and most graduate schools only accept students who have earned degrees from accredited schools. Further, accreditation ensures an ongoing process of quality improvement that is based on national standards. After the first four years of the program, we will seek accreditation from the Commission on Collegiate Nursing Education (CCNE).

§Section 5.2.d: Other Institutions in West Virginia offering Similar Program

A summary of the BSN programs available in the state of West Virginia is presented in Table 1. Marshall University offers a BSN degree (CIP code 51.3801), West Virginia University (and its branch campus WVU, Institute of Technology) offers a BSN degree (CIP code 51.3801), and WVU, a research university, is able to be extremely selective in its enrollment, drawing from not only the best and brightest of the state's applicants but also from national and international applicants. According to HEPC, only 49% of the students of WVU are in-state. As Tables 2 and 3 indicate Kanawha Valley students' eagerness to stay close to the Charleston area, a BSN program (CIP code 51.3801) is at West Virginia State University will serve the need of these students.

Table 1: Baccalaureate Programs in West Virginia

Institution	Institution Type	CIP Code(s)	Program Type
Marshall University	Public	51.3801	Bachelor of Science in Nursing
University of Charleston	Private	51.3801	Bachelor of Science in Nursing
WVU Institute of Technology ¹	Public	51.3801	Bachelor of Science in Nursing
West Virginia University	Public	51.3801	Bachelor of Science in Nursing

§Section 5.2.e: Needs Met by and Demand for the Program

Plans are being developed to conduct need surveys from area high school students who have expressed an interest in nursing as a career choice and from local Registered Nurses employed in area health care agencies related to their interest in attending a BSN program. Letters of support for the program from area stakeholders supporting of WVSU’s nursing program are provided in the appendix.

§Subsection A: Needs Met by the Program

The needs that will be met by this program may be broken down into *societal*, *occupational*, *educational* and *public service* needs.

The societal needs met would include:

- providing an educated citizenry;
- preparing students to enter the workforce;
- providing continuing education or retraining to current RN;
- increase economic development in the service area of WVSU by attracting companies

Occupational Needs:

The Kanawha Valley is the economic hub of the state of West Virginia. Economic development and sustainability of any state are directly connected to providing quality health care services.

Finally, the two main public service needs met by this program would be

- Educating the citizens of West Virginia
- Serving as a source of health care expertise
- looking for a well-educated, technologically-skilled workforce.

¹ On September 1, 2015, the WVU BOG has voted to move WVU IT from Montgomery, WV to Beckley, WV. In August 2017 they moved to Beckley, WV. This move further emphasizes the importance of establishing a BS in nursing program in Kanawha Valley.

§Subsection B: Student Demand for the Program

Data are pending completion of surveys. Plans are being developed to conduct need surveys from area high school students who have expressed an interest in nursing as a career choice and from local Registered Nurses employed in area health care agencies related to their interest in attending a BSN program. Letters of support for the program from area stakeholders supporting of nursing program at WVSU are provided in the appendix.

§Section 5.2.f: Resources Needed

The proposed Bachelor of Science in Nursing program will be housed in the College of Professional Studies and physical space has been designated on the 4th floor of Wallace Hall for the program, faculty offices and required labs. A national search is currently being launched to identify a nurse educator administrator to lead the development of the programs.

The proposed Bachelor of Science in Nursing will initially require minimal additional resources. As the Pre-licensure cohort advances through the WSVU general education requirements, the Nursing faculty and specific educational resources/specifically designed labs will be developed and ready for use by the initial cohort as they begin their professional phase of the program. A sufficient number of faculty are already available to teach required Mathematics, Science, and General education classes at WVSU. It is estimated that five (5) new clinically specialized nursing faculty members will need to be hired but not until the program is well established.

WVSU has the existing library resources to deliver the program. WVSU has several journals and databases that are intended for use in the medical/nursing fields. They include, but are not limited to: Alt Health Watch, BMC – Bio Med Central, BMC - Nursing, Consumer Health Complete, Health Source - Nursing Academic Edition, Nursing Economics, Nursing and Midwifery Studies, Nursing Open, Nursing: Research and Reviews, and MEDLINE. All of these resources offer current, full-text access, but there are more available that are limited in years or full-text. Alongside those specific resources, WVSU also provides access to many more general journals and articles (including medical resources) through databases like EBSCO Academic Search Premier and Gale Academic OneFile. We also have test prep and practice tests for the NCLEX - RN exam through the Learning Express Library, and several hundred nursing books in our Library Card Catalog that can be checked out. As the program develops, it is likely that increased funding in this area will be necessary. Funds are and will be available for faculty salaries and fringe, equipment and supplies, renovations, and other necessary items for the implementation of this academic program in nursing.

§Section 5.2.g: Instructional Delivery Method

The various course components will be delivered by current methods being used to support student retention and progression at WVSU. They include traditional (face-to-face) classroom, hybrid and online courses and laboratory instruction (simulated).

§Section 5.2.h: Program of Study

The curriculum plan for the proposed pre-licensure BSN program of study will consist of General Education courses, supporting courses, and the Content Area courses. There are 44 credit hours of General Education courses including English, math, humanities, psychology, and biology. There are 14 credit hours of supporting courses including microbiology, statistics, and chemistry. There are 63 credit hours of Content Area courses. The curriculum is a total of 120 credit hours.

The curriculum plan for the pre-licensure BSN Program is depicted below:

Proposed BSN Curriculum

LOWER DIVISION

Year 1

Fall Semester		Spring Semester	
ENGL 101 Writing and Communication I	3	ENGL 102 Writing and Communication II	3
BIOL 107 Anatomy & Physiology I	4	BIOL 108 Anatomy & Physiology II	4
GED 101 Freshman Experience	3	SOC 101: Introduction to Sociology	3
PYSC 151 General Psychology	3	MUSIC 107 Appreciation of Music	3
COMM 100: Speech Communication	3	Math: Financial Literacy	3
TOTAL	16		16

Year 2

Fall Semester		Spring Semester	
BIOL 204 Fundaments of Microbiology	3	CHEM 100 Consumer Chemistry	3
EDUC 201: Human Growth and Development	3	SWK 202 Cultural Aspect	3
HIST 201 World History	3	PSY 300: Stats for the BSS	3
HHP 157 Healthy Living	2	INTS 210: Intro to International Perspectives	3
ENGL 150: Introduction to literature	3	NUR 200 Intro to Professional Nursing	1
TOTAL	14		13

UPPER DIVISION

Year 3

Fall semester		Spring semester	
NUR 301 Foundations of Nursing Practice	3	NUR 312 Nursing Care of Adults with Acute/Chronic Health Disorders	4
NUR 301L Foundations of Nursing Practice Lab	2	NUR 312L Nursing Care of Adults with Acute/Chronic Health Disorders Lab	3
NUR 302 Health Assessment, Wellness and Prevention across the Lifespan	3	NUR 316 Nursing Care of Vulnerable Populations	4
NUR 302L Health Assessment, Wellness and Prevention across the Lifespan Lab	1	NUR 316L Nursing Care of Vulnerable Populations Lab	3
NUR 305 Pharmacological Concepts in Nursing	3	NUR 303 Pathophysiology Concepts in Nsg	3
NUR 318 Professional Perspectives in Nursing	2		
TOTAL	14		17

Year 4

Fall semester		Spring semester	
NUR 405 Nursing Care of Women, Children, and Families	4	NUR 408 Transition to Nursing Practice	3
NUR 405L Nursing Care of Women, Children, and Families Lab	3	NUR 406 Nursing Care of Adults and Populations with Complex Health Disorders	4
NUR 409 Nursing Leadership in Systems of Care	2	NUR 406L Nursing Care of Adults and Populations with Complex Health Disorders Lab	3
NUR 409L Nursing Leadership in Systems of Care Lab	1	NUR 410 Professional Nursing Internship	3
NUR 407 Evidence Based Nursing Research	3		
NUR XXXX Nursing Elective	2		
TOTAL	16		13

TOTAL BSN: 120 CREDITS HOURS

**Agenda Item 6.a.ii.
June 14, 2018**

Action

Program Review – Political Science, B.A.

West Virginia State University

Comprehensive Program Review

for

Bachelor of Arts in Political Science

Submitted to

The Program Review Committee

Fall 2012-Spring 2017

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EXHIBITS 53

SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

A Political Science degree from WVSU provides a strong, broadly based liberal arts education that prepares students for a wide variety of careers. Students develop critical thinking skills, including the ability to analyze complex social problems, evaluate concepts of political thought, collect and evaluate information about political phenomenon, and apply this information in the context of local, regional, national, and international politics.

The political science program includes a rigorous and writing-intensive component across the curriculum, which serves to help students improve their competence in oral and written communication. Students are strongly encouraged to participate in internships and/or fieldwork, which provide a mechanism for students to connect theory with practice. To facilitate this participation, the program manages multiple internship programs with the State of West Virginia as well as others in both the public and private sector.

B. Program Outcomes

Graduates who earn a Bachelor of Arts in Political Science should be able to:

- WV-WVSU-PS 1: Political Science graduates should demonstrate knowledge of basic analytical concepts and methods used to assemble, organize, and evaluate discipline-relevant evidence, and apply them to a wide range of experiences inside and outside of the classroom.
- WV-WVSU-PS 2: Political Science graduates should demonstrate a sophisticated understanding of the values and perspectives of members of at least one other culture in relation to its history, economic situation, prevailing political processes, and underlying beliefs and practices.
- WV-WVSU-PS 3: Political Science graduates should demonstrate an ability to write and speak clearly and persuasively about political institutions, public policies, and ideological or philosophical assumptions which undergird contemporary political discussions.
- WV-WVSU-PS 4: Political Science graduates should be able to conduct basic research which identifies a focused and manageable topic; skillfully develops all elements of the methodological and theoretical frameworks used to analyze the topic; and organizes and synthesizes evidence to reveal insightful patterns.
- WV-WVSU-PS 5: Political Science graduates should demonstrate an ability to connect and extend knowledge (facts, theories, basic concepts) from the classroom to participation in civic life, politics, and government.

C. Consistency with University Mission

The Political Science program complements WVSU's institutional Mission and Vision Statements: "...to meet the economic development needs of the region through innovative teaching and applied research." The program embodies the land-grant institution mission statement; it builds upon the University's overarching emphases on public and community service. The program consists of "lifelong learners," that develop "human capacities for integrity, compassion, and citizenship." Moreover, the program enables its graduates to reach into their communities with a new skills-set that enhances their ability to enrich those communities and those persons inhabiting them.

D. Previous Reviews and Corrective Actions

The last comprehensive program review was completed in fall 2012 with a recommendation that the Political Science program be continued at the current level of activity with specific action. The specific action requested was a report showing the analysis of assessment data collected and any program changes made as a result of assessment data. A follow up report was completed and presented to the Board of Governors that reflected program changes, a new assessment plan, and ongoing assessment activities.

E. Accreditation Information

1. Accreditation organization:

The Political Science program is not currently associated with an accreditation process other than that extended to the university by the Higher Learning Commission of the North Central Association of Colleges and Schools.

2. Year of accreditation:

Not applicable.

3. Accreditation status:

Not applicable.

4. Accreditation organization report:

Not applicable.

5. Deficiencies and corrective actions:

Not applicable.

Section II: Adequacy

A. Curriculum

The degree in political science consists of three options for students to select from: General Political Science, Pre-Law, and Public Administration and Policy. There is a common core of required political science courses, in addition to designated courses specified for each option. Required courses in political science include a rigorous writing component. The senior capstone class, POSC 400, emphasizes a high degree of independent student research. The program options all require a common group of cognates across various disciplines, including statistics, economics, and history. The table below summarizes the different components of the program.

Courses Required by Major	Courses Required by Option within Major	Cognate Courses	General Education and Free Electives
23	18-27	19	60-51

The options within the degree were created during the review period, in part based upon qualitative assessment information. Political Science is a common area of study for students interested in attending law school; therefore, the addition of the Pre-Law option was created. West Virginia State University started a Master of Public Administration program during the review period, as an outgrowth of the political science program. The undergraduate option of Public Administration and Policy provides students the necessary background to enter employment in government directly, as well as to continue their education at the master's level.

There is a strong emphasis in the Political Science program on internships. The curriculum reflects this in that an academically recognized internship may be substituted for the senior capstone class, POSC 400. Academically recognized internships include legislative internships such as the Judith A. Herndon Fellowship and the Frasure-Singleton Internship, Higher Education Policy Commission internships, and the Governor's Internship Program as well as various other internships in both the private and public sector.

See Appendix II-A for a complete listing of the curriculum for the three options available for a Bachelor of Arts in Political Science.

B. Faculty

The Political Science program has three full-time faculty, all three holding the doctoral degree. Two of the three are tenured faculty; one is an Associate Professor and the other is a full Professor. The third is in a tenure track position; this individual is an Associate Professor and also serves as the Director of the Master of Public Administration graduate program. The political science faculty actively participate in research, professional meetings, and service activities. Specializations include public administration, international relations and conflict resolution, and comparative politics.

C. Students

1. Entrance Standards:

No additional entry standards beyond those stipulated by WVSU are required for admission to the political science program.

2. Entrance Abilities:

The Political Science program places students in appropriate coursework based on standardized test scores. The following tables compare mean ACT Composite scores and Mean High School GPAs for first-time freshmen at WVSU during the review period with the same information for first-time freshmen in the Political Science program.

<i>WVSU</i>					
	2012	2013	2014	2015	2016
ACT Composite	19.81	19.93	19.64	19.86	19.87
High School GPA	3.02	3.04	3.06	3.09	3.16

<i>Political Science</i>					
	2012	2013	2014	2015	2016
ACT Composite	22.33	19.50	18.00	19.91	20.57
High School GPA	3.19	2.85	3.07	3.21	3.1

The ACT Composite scores for Political Science majors are closely aligned with the ACT Composite scores for WVSU. There are two years that are exceptions, 2012 when the Political Science composite score was slightly higher than the WVSU composite, and 2014, when the Political Science Composite score was slightly lower than the WVSU Composite. Average GPAs for Political science majors are generally similar to the Average GPAs for all WVSU students. Therefore, it appears the profile for a student majoring in Political Science reflects a similar profile for all first-time, full-time freshmen who enter WVSU.

3. Exit Abilities:

All political science majors are required to complete the curriculum with an overall grade point average of 2.0. Students are also required to complete the ETS Major Field Test in Political Science and to write an in-depth major paper of approximately 15 pages. The MFT results are discussed in the assessment section of this report, but generally, the results for WVSU students indicate their exit abilities in the area of political science are similar to the average exit abilities of all political science students.

4. Graduates:

The Political Science program is designed to prepare students for a variety of post-baccalaureate paths, including additional educational opportunities and

direct employment. Based on information provided by the Career Services and Cooperative Education office about political science graduates during the review period, nine students opted for additional education; at least three of those chose law school. Employment for the graduates during the review period includes four students who are working in government—one in the United States Senate, two in the WV Legislature, and one in the WV State Auditor's Office. Other employment areas include the oil and gas industry, real estate, retail sales, and healthcare. See Exhibit A for a complete listing of this information.

D. Resources

1. Financial

The academic department the program is part of has averaged less than \$1,000 for the period under review. The budget covers the basic educational supplies of the Department, which consists of four programs, one of which is Political Science. There are no dedicated funds for recruitment. Travel funds have been available in varying amounts during the review period.

2. Facilities

Political Science classes are taught in Wallace Hall and Cole Complex. Technology is available in all classrooms and has been recently replaced or upgraded. A computer lab with nine computers is on the first floor of Hill Hall and is shared by the academic programs in the department. There is a student lounge on the first floor of Hill Hall, where all three full-time faculty members have offices. The departmental secretary's office is also located on the first floor of Hill Hall.

E. Program-Level Assessment

1. Assessment Procedures

Assessment of the political science program is an on-going process and one that continues to evolve. In fact, assessment has been of one of the areas in which the Political Science Program has developed the most since its last Program Review in 2013. During this time, the political science faculty has worked diligently to develop an effective means of measuring its successes and continues to do so. Two difficulties, however, emerged. First, early in the review period, assessment was new not only to political science but also to much of the University. As a result, institutional support for assessment was at times lacking and political science initially struggled with the very concept of assessment. Second, in the Fall of 2013 the political science faculty made extensive changes to the program curriculum based on assessment, an analysis of the needs of the students, and program resources. As a result, the assessment plan in place had to be substantially revised. In short, since 2013

the Political Science Program has developed and continues to improve upon its existing assessment plan.

Ongoing assessment activities to date have focused on core political science courses, with an emphasis on POSC 400: Senior Review/Capstone Experience; evaluating and revising its assessment plan; and testing and developing assessment instruments. With its constantly evolving assessment plan, the political science faculty have tested several approaches to determine the most effective and the most efficient means of gathering useful data. In addition, as it offers a variety of General Education courses, the Program is working to integrate its assessment plan with the GE assessment plan.

The ETS Major Field Test in Political Science is the core of the assessment program. This exam is required of all students enrolled in POSC 400: Capstone and of all students who use POSC 497: Internship to fulfill their requirements to graduate. As such, all graduates earning a degree in Political Science are required to take the Field Exam, which is typically administered during the final exam period for the POSC 400. The exam itself consists of 120 multiple choice questions, which cover each of the three areas – American Government and Politics, Comparative Politics, and International Relations. Raw scores range from a low of 120 to a high of 200. Scores – both raw and percentiles – are provided for each of the three sub-categories as well as overall composite score. This enables the political science program to compare student performance in each of these areas across the program, longitudinally, and nationally. The exam is currently administered online (although paper and pencil exams have been utilized in the past) and, since AY 2014-2015, is generally administered in the Spring Semester. It is administered in a proctored environment in the Hill Hall computer lab.

It should be noted that as a part of their regular process to maintain current instruments, ETS replaced the previous exam with a new one in AY 2017-2018. As a result, the results from Spring 2017 can neither be aggregated with nor compared to previous years. This is because ETS must collect enough data from the new exam to equate it with the old exam. Once ETS completes this process, however, the equalized data will be comparable. Therefore, data from the 2017 is only approximate and is not comparative with previous years.

While the method of administering the exam is considered by the faculty to be the best available option, several concerns exist. The biggest concern is the validity of the exam in measuring the knowledge base of WVSU students. The Major Field test is an exam that is used nationally and measures a very broad range of political science topics. Given the small size of the political science faculty (currently two full-time, with additional courses being taught by the Director of the MPA Program and adjuncts although historically the program has had three full time faculty) the range of expertise and the classes offered is somewhat limited when compared to larger universities. As a result, students are sometimes asked questions about topics to which they have not been exposed. Another concern with this process is that the University allocates one hour and fifty minutes for an exam, while the Field exam allows two hours. Although no complaints have been lodged or problems been observed, the

possibility that students feel rushed to complete the exam is always a concern. Lastly, administering the exam during finals week may possibly be problematic. The concern here is that finals week tends to be a stressful and tiring time for students, especially graduating seniors who tend to be the majority of students taking the test. As a result, it is possible that their performance may not be as good as otherwise. Given these concerns, however, there is no clear evidence indicating how much, if any, student performance is affected by this procedure. The political science faculty considers this process to be the best option available and the exam continues to provide the political science faculty with valuable feedback on the knowledge base of political science majors.

The results of the exam, as should not be surprising, demonstrate a high degree of variation across students. However, this is reflective of the range of academic aptitude among WVSU students as a whole, variation in their levels of preparation for study at the college level, and individual performance on the exam. Another aspect of this variation is the flexibility that students have in selecting their upper-division political science courses. The political science curriculum is structured around a group of core classes that are intended to provide political science majors with a broad overview of the discipline. These include POSC 100: Introduction to Politics and Policy, POSC 101: American Government, POSC 204: State and Local Politics, POSC 210: International Relations, and POSC 255: Strategic Thinking for the Social Sciences as well as POSC 311: Research Methods and POSC 400: Capstone Experience. With the exception of those students following the Public administration and Policy concentration (who have the choice of either POSC 204 or POSC 210), these core classes are required of all political science majors, although students may elect to replace POSC 400 with at least three credit hours of POSC 497. Beyond that, students have the flexibility to choose a concentration (Pre-Law or Public Administration of Policy) or to pursue the General Political Science option.

Those students in specified concentration are much more restricted in the upper division courses they may select. While an effort is made to ensure that these students receive a broadly based political science education, this is balanced with their desire to receive a more specialized education. Those students in the General Political Science option have much more latitude in the upper division classes they choose. Some may prefer to focus on American government and politics, while others may, for example, choose to emphasize Political Theory, Comparative Politics or International Relations. As a result, it is not expected that each student do equally well in each of the three subfields measured by the exam.

The exam data reveal several characteristics of the program, most of which are positive. As demonstrated in Table 1 below, student performance on the ETS Major Field Test is remarkably consistent across the time period being reviewed. During the period of 2013 to 2016 (keeping in mind that the 2017 test is a different instrument and therefore not able to be compared to the previous exam results) the overall scores (WVSU Mean) range from a low of 143 (2014) to a high of 151 (2013). However, in 2014, only three students took the exam. In two years, the average student score was 150 (2015 and 2016). Thus, in three of the four years being reviewed the average (or mean) score from the

program was approximately 150 points. Once the 2017 results are equated, that year will be included in the analysis as well.

Year	# of students	Overall Score	U.S. Government	Comparative Politics	International Relations
2017*	5	157	58	54	58
2016	6	150	53	48	51
2015	8	150	50	54	46
2014	3	143	47	47	44
2013	4	151	52	56	48

*Denotes that 2017 was the first year of a new exam and is approximate and therefore not comparable to previous years.

More importantly, the data indicate (Table 2, below) that the WVSU Political Science Program produces students who consistently perform at or near the national average. Given the small size of the program (approximately 35 majors during the review period) the limited number of faculty (a maximum of three full-time, tenure track faculty during the review period), and the resulting limited number of course offerings, this indicates that the WVSU Political Science Program provides its students with a quality education and does so consistently and with limited resources.

As indicated in the table below, student performance on the exam from 2013 through 2016 demonstrates that the overall performance of political science students closely resembles that national average. The national average includes all students nationwide that took the exam regardless of the characteristics of an individual school and this represents the broadest measure possible. During this period, the largest deviation is 2014, a year in which only three students completed the exam. In this year, WVSU students scored 7.8 points below the national average. However, once this outlier is eliminated, in the remaining three years the largest discrepancy is 2.2 points (2016), with the remaining ones being 1.3 (2013) and 0.9 (2015). This indicates that the WVSU Political Science Program delivers a quality and competitive education that is consistently in line with the national average of all students completing the ETS exam nationwide.

Year	# of students	WVSU – Overall Score	National Mean
2017*	5	157	153.2
2016	6	150	152.2
2015	8	150	150.9
2014	3	143	150.8
2013	4	151	152.3

*Denotes that 2017 was the first year of a new exam and is approximate and therefore not comparable to previous years.

Furthermore, it should be noted that this consistency carries through to each of the three sub-score categories measured by ETS, as indicated in the tables

below. Again, performance of the three students completing the exam in 2014 is lacking, while in other years performance is in line with the national average in American Government, Comparative Politics, and International Relations. Of these three categories, International Relations tends to lag below the national average the most. Given that the political science program offers fewer classes in this category compared to the other two, this is not surprising. While it would be beneficial for the Political Science Program to expand its offerings in this area, limited resources (including the number of faculty available to teach the courses and student demand for the courses) make doing so difficult at best.

Comparison of WVSU POSC Students to National Average (American Government)			
Year	# of students	WVSU – American Government	American Government National Mean
2017*	5	58	53.7
2016	6	53	52.2
2015	8	50	50.9
2014	3	47	50.7
2013	4	52	52.3

*Denotes that 2017 was the first year of a new exam and is approximate and therefore not comparable to previous years.

Comparison of WVSU POSC Students to National Average (Comparative Politics)			
Year	# of students	WVSU – Comparative Politics	Comparative Politics National Mean
2017*	5	54	53.2
2016	6	48	52.4
2015	8	54	51.3
2014	3	47	51.1
2013	4	56	52.4

*Denotes that 2017 was the first year of a new exam and therefore not comparable to previous years.

Comparison of WVSU POSC Students to National Average (International Relations)			
Year	# of students	WVSU – International	National Mean
2017*	5	58	53.7
2016	6	51	52.2
2015	8	46	50.9
2014	3	44	50.7
2013	4	48	52.3

*Denotes that 2017 was the first year of a new exam and therefore is not comparable to previous years

Another assessed component of POSC 400 is the completion of an in-depth research paper on a topic selected by the student in consultation with the instructor. This assignment is a major component of the course and requires students to demonstrate their ability to do independent social science research and to present their findings in a formal, professional manner. This assignment

measures the ability of the students to conduct independent research, to think analytically, and to formally present their findings. Papers are evaluated by the course instructor and the results shared among the faculty.

Political science majors are also strongly encouraged to participate in internships, which is another point of assessment. The majority of internships take place in the spring semester and center around the West Virginia State Legislature. The legislature itself regularly offers two internships. The Judith A. Herndon Fellowships offers students the opportunity to spend the sixty day legislative session working with a member of the state legislature and then with a state agency. The Frasure-Singleton Internship is a one week internship during which students also work with a state legislature. The Higher Education Policy Commission also offers a semester long internship opportunity, during which time students track legislation related to higher education under the supervision of HEPC staff. Lastly, students have the flexibility to design their own internship, an opportunity two students have taken advantage of during the review period (one with a local attorney and one with the West Virginia Manufacturing Association.) These internship opportunities are open – and often taken advantage by – students from across camps.

As a part of these internships, students are required to keep a regular journal detailing their experience, how it relates to their coursework, and how it ties to their career goals. Students are also usually required to write a final reflection paper and a job description. Assessment of internships takes place in two ways. First, student journals are scored according to a standard rubric at the end of the semester. The results are summarized below. Second, the on-site supervisor for the interns are contacted periodically throughout the semester.

Summary of Internship Journal Scores, 2013 – 2017			
Internship	# of students needing improvement	# of students meeting expectations	# of students exceeding expectations
Judith A. Herndon	0	0	4
Frasure-Singleton	0	0	2
HEPC	0	2	2
Legal	0	1	0
Lobbying	0	0	1

Sample Questions asked of On-site Intern Supervisors

1. To what extent do you think our intern is qualified for the position for which she/he has hired?
2. Do you see any indication that our intern is able to apply his/her classroom knowledge to the job at hand?
3. What aspects of the internship contribute to the professional and intellectual development of our student?
4. What qualities do you most admire about our intern?
5. What are the intern's strengths/weaknesses?

6. How would you describe our student's level of preparation for the internship?
7. Does our student conduct herself/himself in a professional manner?
8. Is our student timely?
9. Is he/she collegial?

Other aspects of assessment continue to be developed by the political science faculty. For example, during the 2015-2016 academic year, faculty who regularly teach POSC 210: International Relations experimented with the development of a common exam component for that course. This common exam component consisted of two sets of 25 multiple choice questions intended to measure comprehension of course concepts. However, this approach was not fully implemented, as it was quickly determined that the differing teaching and – more importantly – testing styles did not lend the course to a common exam component. The issue is that several instructors teach this course and some prefer writing intensive exams while others focus more on multiple choice questions.

In POSC 101: American Government, the three full-time Political Science faculty assigned a common writing assignment to all of their classes (a total of five classes) in the Fall of 2013. The assignment was to write a persuasive letter to a member of Congress on an issue of the students' choice. This assignment required students to conduct independent research, communicate specialized knowledge about a relevant policy issue, and persuasively advocate for a particular action. The letter was scored by a common rubric. However, it was the opinion of the faculty that this assignment was not appropriate for assessment purposes and has therefore been abandoned. In the Fall of 2013, a pre-test/post-test assessment was developed and implemented by one of the political science professors. The instrument continues to be refined. Once finalized, the assessment will be used by all faculty (including adjuncts) teaching the course.

Political Science also offers several courses in the General Education curriculum. At present, the General Education Committee is in the process of implementing and refining its assessment processes. The GE courses currently offered by political science currently include POSC 100: Introduction to Politics and Policy, POSC 101: American Government, POSC 210: International Relations, and POSC 415: Arab Middle East. Of these courses, most – if not all – will be assessed using the assessment procedures developed by the General Education curriculum which will necessarily require revisions to the Program's assessment plan.

In sum, Political Science has been extremely productive in developing, revising and updating its assessment plan. Current efforts are focused on refining and finalizing the testing of assessment instruments for all lower-division courses and continuing with the current assessment POSC 400.

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

In the Fall of 2013, the Political Science Faculty made extensive changes to the curriculum based on assessment data, an analysis of the needs of students, and the availability of program resources. Specifically, the General Political Science major was substantially revised and two new concentrations were created – a Pre-Law Concentration and a Public Administration and Policy Concentration. In the General Political Science option, two new courses (POSC 205: Political Science as a Profession and POSC 225: Strategic Thinking for the Social Sciences) were added as required courses for all students majoring in Political Science. POSC 400 was substantially revised and re-titled as Senior Capstone Experience to emphasize research conducted by students with a high degree of independence. Students graduating under the new curriculum now have the option of completing an internship as an alternative to taking POSC 400. Both courses are designed to require students to both demonstrate their ability to apply the concepts covered in their coursework and to complete a substantial writing assignment. The Pre-Law concentration provides a rigorous curriculum that focuses upon the ‘law’ and ‘legal studies’ in order to prepare highly qualified students to pursue many different careers after college, although graduates may choose to pursue other career options upon graduation. The Public Administration & Policy concentration is an interdisciplinary curriculum that combines a traditional management-oriented approach to public administration with the analytical, problem-solving emphasis of public policy. Other curriculum changes included an increase in the number of writing classes required for all Political Science majors and a revision of the cognates available to students. Finally, seven courses were deleted from the Course Catalog, six new courses were created, and two existing courses were revised. It is anticipated that these changes will result in an increase in student scores on the ETS Field Exam, which is presently required of all graduates as a portion of the program’s assessment program.

3. Graduate Satisfaction

The Office of Career Services and Co-operative Education mails a graduate survey to all graduates six months after they graduate. Based on the number of graduates and limited response of university wide graduates to the survey, there isn’t substantive data regarding graduate satisfaction.

Additional measurements of graduate satisfaction are primarily informal. As a small program, students and faculty work together closely and, as a result, develop long-term ties. It is not unusual for graduates to contact faculty for letters of recommendation, career advice, or just to say “Hi.” This gives the faculty an opportunity to follow students’ progress and their perception of the value of their education. In general, students report they recognize the value of their education in their own personal and professional development and particularly comment on the value of the program’s emphasis on analytical thinking and writing ability. Another common comment from several students is that they have learned the value of perseverance. However, it should be noted that this informal approach is limited in that it only provides feedback from those students who initiate post-graduation contact with faculty.

F. Advisory Committee(s)

The Political Science program has an informal advisory committee that consists of their highly qualified part-time faculty. Their backgrounds include terminal degrees in political science, law degrees, professional experience in government and the practice of law, as well as prior teaching experience in tenured positions at other institutions. Their diverse backgrounds enable them to provide input across the curriculum as well as for each of the degree options.

G. Program Strengths and Weaknesses

The Political Science program has numerous strengths, including highly qualified faculty, active students, and close proximity to the State Capital – the polestar of state and local government. Faculty, both full-time and part-time, bring a depth to the political science program that includes a wide range of specializations, resulting in broad coverage of different subfields within the discipline.

Faculty are student centered as evidenced by their commitment to providing students field experiences through day trips to the State Capital as well as promoting and overseeing semester long internships, some of which are obtained by WVSU students after competing in a statewide search for interns. There are active student organizations in the program, including Pi Sigma Alpha, a National Honorary in Political Science. Other student organizations include a Political Science Society of students and the Pre-Law Association, which is open to other academic disciplines at WVSU.

Proximity to the State Capital has facilitated many of the student oriented activities, including the placement of a number of students into academic internships during the review period. Students have participated in day trips to the State Capital, including West Virginia State University Day at the Capital. In addition, statewide elected and appointed officials have been speakers at student events on campus during the review period.

Enrollment in the Political Science program, while stable is relatively small, presents challenges in offering a fully robust schedule of courses, especially in the elective area. The Political Science faculty engage in scholarly and research activities to the extent possible given the course and advising loads. The program could benefit from additional support for scholarly and research activities, including additional library resources, appropriate computer software, and dedicated research time and space.

SECTION III: VIABILITY

A. Program Enrollment

The Program Enrollment data is located in Appendix III-A. Enrollment over the five year review period increased, peaking in 2015-16. Enrollment in the last reported period was 39 majors, which is higher than the average for the period.

B. Course Enrollment

Enrollment in political science courses was fairly stable across the first four years of the review period. The fifth year had a reduced number of students taking courses starting in the fall 2016 term but that appeared to reverse somewhat in spring 2017. The notable change is in the entry level POSC 101 course. Enrollment declined from a high of 213 students in AY 2012-13 to a low of 96 students in AY 2016-17. This most likely was due to the change in general education requirements, which reduced the required amount of social science courses students are required to take.

C. Enrollment Projections

Enrollment in the Political Science program has generally been stable or growing over the review period. Course enrollment, however, has declined at the introductory course level. The change in the general education component for degrees granted by WVSU had a significant impact on enrollment in POSC 101: American Government. This course, part of the general education curriculum, was popular among students from all disciplines. The changes in general education resulted in students having a greater number of courses to select from along with fewer credit hours required in specific categories, thereby causing the reduced enrollment in POSC 101.

D. Cost Analysis

The Departmental Cost of Instruction (DCI) encompasses two components: (1) departmental cost to offer the major and (2) departmental cost to offer courses in the department. To determine the departmental cost to offer the major, calculations were conducted to generate the program cost per graduate and the cost per student in the major. In this cost analysis we only considered salaries, including fringe benefits.

$$\text{cost per student in major} = \frac{\text{2016 – 2017 program faculty salary}}{\text{Average number of majors 2012 – 2017}}$$

$$\text{cost per graduate} = \frac{\text{2016 – 2017 program faculty salary}}{\text{Average number of graduates 2012 – 2017}}$$

The total salary including fringe benefits for Political Science faculty during the 2016-2017 year of the review period was \$204,453. Dividing by the average number of (unduplicated) majors in the degree program annually, which is 35, the cost per major

is calculated to be \$5,842. To calculate the program cost per graduate, the numerator remains the same but the denominator used is the average number of annual program graduates for the 2016-17 period, which was found to be 5; thus the Political Science program cost per graduate was determined to be \$40,891.

$$\text{cost of courses offered in the program} = \frac{\text{2016 – 2017 program faculty salary}}{\text{Average SCH produced by program 2012 – 2017}}$$

The cost of offering courses in the program for all students is calculated using the same numerator; the denominator is the average number of student credit hours produced for the academic years 2012-17. Aggregating Fall and Spring terms, there was an average of 1,340 credit hours associated with courses taken by both majors and non-majors during this period. Based on these numbers, the cost per credit hour (CPCH) in the program is \$153.

The Facilities and Administrative cost (non-instructional operational cost) is also computed the using total faculty compensation for 2016-17; in calculating this value, it is multiplied by the federal indirect rate of 56.9% or .569, which is a measure that is used to determine the cost of operation for grant administration. The Political Science] Facilities and Administrative cost (non-instructional cost) is therefore \$204,453 * 0.569 = \$116,334.

The ratios are exhibited in the table below:

Total Salary: \$204,453

	Avg Majors (AY12-AY16)	Avg Graduates (AY 12-AY16)	CPCH (AY 12-AY16)	Cost of Operation (AY 2016)
Average per year	35	5	1,340	0.569
Cost Ratios	\$5,842	\$40,891	\$153	\$116,334

In summary, the total salary for faculty during the 2016-17 year of the review period is \$204,453 and includes both part-time and full-time faculty salaries, adjusted for the Master of Public Administration program. The average cost per major is \$5,842 while the average cost per graduate is \$40,891. Both values include all unduplicated student majors and graduates for the 5-year review period. The cost of offering courses in the program for all students is based on the total semester credit hours (fall and spring combined) generated; that cost is \$153 per credit hour. The cost of operation (non-instructional cost) is \$116,334.

E. Service Courses

The Political Science program offers a number of courses that fulfill cognates of other degree programs as well as several courses that fulfill specific categories of general education, namely the international perspectives and the social structures categories. Programs that utilize one or more political science courses include specific tracks in education, international studies, social work, and the Regents' Bachelor of Arts degree.

A political science class is cross listed with criminal justice and sociology. See Appendix III-C for a complete listing of the courses.

F. Off-Campus Courses

POSC 100 and POSC 101 are taught in area high schools as part of the early enrollment program. See Appendix III-F for a listing of off-campus courses taught during the review period.

G. Articulation Agreements

The program has no formal articulation agreements. Transcripts of students transferring into WVSU from other schools are evaluated in accordance with University standards.

SECTION IV: NECESSITY

A. Similar Programs

Undergraduate programs in Political Science are available at Marshall University and the University of Charleston. Degree requirements vary among programs, but generally consist of the same major components: common core, specialized option, cognate, general education, and free elective courses. Students tend to select WVSU because of its proximity to their homes, but once arriving on campus, generally find high degrees of satisfaction as the result of the quality program offerings.

B. Post-Program Placement

Students who graduate with a degree in Political Science take a variety of different paths. Many continue their education; others work in government, while others find employment in a variety of business settings. See Exhibit A for a list of representative paths students have followed.

The Office of Career Services and Cooperative Education has a platform called Jobweb that is available to students and alumni. Prospective employers enter their information which provides them access to a qualified pool of candidates.

Appendices

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Arts in Political Science, General Political Science Major		Total number of credit hours required for graduation: 120					
Professional society that may have influenced the program offering and requirements:							
Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
POSC 100 Introduction to Government and Politics	3	Complete 18 Hours from the Following Upper Division Courses:	18	PSYC 200 Statistics for the Social Sciences	4	GED 101 First Year Experience	3
POSC 101 American Government	3	POSC 302 American Foreign Policy		ECON 201 Principles of Macroeconomics	3	ENGL 101 English Composition I	3
POSC 204 State and Local Politics	3	POSC 304 Comparative Politics		ECON 202 Principles of Microeconomics	3	ENGL 102 English Composition II	3
POSC 205 Political Science as a Profession	2	POSC 305 The American Congress		HIST 207 American History to 1865	3	COMM 100 Speech Communications	3
POSC 210 Introduction to International Relations	3	POSC 306 The American Presidency		HIST 208 American History from 1865		OR	
POSC 225 Strategic Decision Making for Social Sciences	3	POSC 307 Introduction to Public Administration		ENGL 112 Technical Writing	3	ENGL 201 Advanced Effective Communication	
POSC 311 Methodology and Research	3	POSC 308 International Political Economy		ENGL 201 Advanced Effective Communication		MATH 111 Mathematics for Liberal Arts	3
POSC 400 Senior Capstone Experience	3	POSC 321 Constitutional Law		ENGL 204 Writing for Business and Other Professions	6	MATH 120 College Algebra	
OR		POSC 330 Judicial Systems and Policy-Making		Complete any 101-102 Foreign Language Sequence		OR	
POSC 497 Internship*		POSC 335 Politics and Religion in America				MATH 120 College Algebra	3-4
		POSC 399 Special Topics				*Scientific Reasoning	3
		POSC 402 Modern Political Thinkers				*Fine Arts	3
		POSC 403 Electoral Politics				*Humanities	3
		POSC 405 Politics and Public Policy				*International Perspectives	3
		POSC 408 American Political Thought				*History	3
		POSC 410 Comparative Politics: Latin America and Africa				*Natural Science	3-4
		POSC 415 Comparative Politics: Arab Middle East				*Social Science	3
		POSC 420 Politics of Race in America				*Wellness	2
		POSC 430 Empirical Analysis				Electives	21-23
*Internship may exceed 3 hours, remaining 3 hours may be counted toward POSC 300-400 level electives.						*From approved General Education Courses	
Total Required Major Hours:	23	Total Additional Major Hours:	18	Total Cognate Hours:	19	Total Gen. Ed./Elective Hours:	60

Degree Program: Bachelor of Arts in Political Science, Pre-Law Concentration		Total number of credit hours required for graduation: 120					
Professional society that may have influenced the program offering and requirements:							
Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
POSC 100 Introduction to Government and Politics	3	POSC 305 The American Congress	3	PSYC 200 Statistics for the Social Sciences	4	GED 101 First Year Experience	3
POSC 101 American Government	3	POSC 325 Constitutional Law	3	ECON 201 Principles of Macroeconomics	3	ENGL 101 English Composition I	3
POSC 204 State and Local Politics	3	POSC 330 Judicial Systems and Policy-Making	3	ECON 202 Principles of Microeconomics	3	ENGL 102 English Composition II	3
POSC 205 Political Science as a Profession	2	Choose one course from each group, plus an additional one course from either group:	9	HIST 207 American History to 1865	3	COMM 100 Speech Communications	3
POSC 210 Introduction to International Relations	3	Group A:		HIST 208 American History from 1865		OR	
POSC 225 Strategic Decision Making for Social Sciences	3	POSC 304 Comparative Politics		ENGL 112 Technical Writing	3	ENGL 201 Advanced Effective Communication	
POSC 311 Methodology and Research	3	POSC 402 Modern Political Thinkers		ENGL 201 Advanced Effective Communication		MATH 111 Mathematics for Liberal Arts	3
POSC 400 Senior Capstone Experience	3	POSC 408 American Political Thought		ENGL 204 Writing for Business and Other Professions		OR	
POSC 497 Internship*		POSC 410 Comparative Politics: Latin America and Africa		Complete any 101-102 Foreign Language Sequence	6	MATH 120 College Algebra	3-4
		POSC 415 Comparative Politics: Arab Middle East				*Scientific Reasoning	3
		Group B:				*Fine Arts	3
		POSC 306 The American Presidency				*Humanities	3
		POSC 403 Electoral Politics				*International Perspectives	3
		POSC 405 Politics and Public Policy				*History	3
						*Natural Science	3-4
						*Social Science	3
						*Wellness	2
						Electives	21-23
*Internship may exceed 3 hours, remaining 3 hours may be counted toward POSC 300-400 level electives.						*From approved General Education Courses	
Total Required Major Hours:	23	Total Additional Major Hours:	18	Total Cognate Hours:	19	Total Gen. Ed./Elective Hours:	60

Degree Program: Bachelor of Arts in Political Science, Public Administration and Policy Concentration		Total number of credit hours required for graduation: 120					
Professional society that may have influenced the program offering and requirements:							
Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
POSC 100 Introduction to Government and Politics	3	POSC 306 The American Presidency	3	PSYC 200 Statistics for the Social Sciences	4	GED 101 First Year Experience	3
POSC 101 American Government	3	POSC 307 Introduction to Public Administration	3	ECON 201 Principles of Macroeconomics	3	ENGL 101 English Composition I	3
POSC 204 State and Local Politics	3	POSC 405 Politics and Public Policy	3	ECON 202 Principles of Microeconomics	3	ENGL 102 English Composition II	3
POSC 205 Political Science as a Profession	2	BA 115 Business Information Skills	3	HIST 207 American History to 1865	3	COMM 100 Speech Communications	3
POSC 210 Introduction to International Relations	3	BA 301 Organization and Management	3	HIST 208 American History from 1865	3	OR	
POSC 225 Strategic Decision Making for Social Sciences	3	BA 310 Human Resource Management	3	ENGL 112 Technical Writing	3	ENGL 201 Advanced Effective Communication	3
POSC 311 Methodology and Research	3	BA 320 Organizational Behavior	3	ENGL 201 Advanced Effective Communication	3	MATH 111 Mathematics for Liberal Arts	3
POSC 400 Senior Capstone Experience	3	Six additional credit hours in upper division Political Science courses (with faculty approval)	6	ENGL 204 Writing for Business and Other Professions	6	MATH 120 College Algebra	3-4
POSC 497 Internship*				Complete any 101-102 Foreign Language Sequence		*Scientific Reasoning	3
*Internship may exceed 3 hours, remaining 3 hours may be counted toward POSC 300-400 level electives.						*Fine Arts	3
						*Humanities	3
						*International Perspectives	3
						*History	3
						*Natural Science	3-4
						*Social Science	3
						*Wellness	2
						Electives	15-17
						*From approved General Education Courses	
Total Required Major Hours:	23	Total Additional Major Hours:	27	Total Cognate Hours:	19	Total Gen. Ed./Elective Hours:	51

APPENDIX II-B

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

Name: Dwight S. Alvis	Rank: Adjunct Professor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Masters of Arts
Degree Conferred by: Marshall University	Date Degree Received: May, 1996
Area of Specialization: International Relations, American Government, Public Administration	

Professional registration/licensure: N/A
Years of employment at present institution: 12
Years of employment in higher education: 15
Years of related experience outside higher education: 30

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	POSC 210 International Relations	26
2016/Spring	POSC 101 American Government	8
2016/Spring	POSC 210 International Relations - 2 sections	29
2016/Summer	POSC 101 American Government	9
2016/Fall	POSC 210 International Relations	19
2017/Spring	POSC 101 American Government	9
2017/Spring	POSC 210 International Relations - 2 sections	36
2017/Summer	POSC 101 American Government	7

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

- (C). Identify your professional development activities during the past five years.
- Annual attendance of West Virginia Governor's Energy Summit (five years)
 - Reader, AP Government exam Reading (three years)
 - Table Leader, AP Government exam Reading (two years)
 - Multiple online seminars on distance learning and student engagement

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

Outstanding Faculty Recognition, Ashford University: 2016-2017

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

Curriculum Development Team, ITT Technical Institute

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

N/A

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

N/A

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Barry S. Harrison	Rank: Adjunct Professor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph. D.
Degree Conferred by: WVU	Date Degree Received: May, 2001
Area of Specialization: State and local government	

Professional registration/licensure:	
Years of employment at present institution:	5
Years of employment in higher education:	12
Years of related experience outside higher education:	

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	POSC 100 Intro to Government & Politics	11
2015/Fall	POSC 210 International Relations	31
2016/Spring	POSC 100 Intro to Government & Politics	20
2016/Spring	POSC 399 ST: National Security & Terrorism	15
2016/Summer	POSC 204 State & Local Politics	5
2016/Fall	POSC 100 Intro to Government & Politics	8
2016/Fall	POSC 210 International Relations	28
2017/Spring	POSC 204 State & Local Politics	29
2017/Spring	POSC 210 International Relations	13
2017/Spring	POSC 302 American Foreign Policy	8

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

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

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

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

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

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

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Christopher L. Howard	Rank: Adjunct Professor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: JD
Degree Conferred by: Capital University Law School	Date Degree Received: 05/2000
Area of Specialization: Utility Regulation and Administrative Law	

Professional registration/licensure: WV State Bar
Years of employment at present institution: 11
Years of employment in higher education: 16
Years of related experience outside higher education: 16

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2017/Spring	POSC 321 Constitutional Law	11
2018/Spring	POSC 330 Judicial Systems and Policy Making	8

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

- (C). Identify your professional development activities during the past five years.
Various Continuing Education Seminars to maintain active professional licensure.

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

MACRUC 2016 Conference on Cybersecurity in Washington D.C. attendee

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

(F). List professional books/papers published during the last five years.
None

(G). List externally funded research (grants and contracts) during the last five years.
None

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Tera L. McCown	Rank: Adjunct Professor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: PhD
Degree Conferred by: West Virginia University	Date Degree Received: May, 2004
Area of Specialization: Political Science and Public Policy	

Professional registration/licensure:
Years of employment at present institution: 3 yrs
Years of employment in higher education: approx. 20 yrs
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	POSC 101 American Government	10
2015/Fall	POSC 311 Methodology & Research	8
2016/Spring	POSC 101 American Government	36
2016/Fall	POSC 311 Methodology & Research	7
2017/Spring	POSC 101 American Government - 2 sections	28
2017/Fall	POSC 311 Methodology & Research	8

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

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

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

I was honored to be asked to work with the Director of the newly instituted Master of Public Administration Program to recruit students and market the program.

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

I regularly informally survey my students at midterm to see what they perceive as working for them and what they are struggling with in class. I try to modify when appropriate and warranted.

I also review the University required evaluations by students to learn what they liked and didn't like and again consider when planning my next offering of the course.

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

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

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Ginta T. Palubinskas	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: George Mason University	Date Degree Received: 2003
Area of Specialization: Public Policy	

Professional registration/licensure:	
Years of employment at present institution:	4 years
Years of employment in higher education:	15+ years
Years of related experience outside higher education:	

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	POSC 101 American Government - 2 sections	43
2015/Fall	POSC 304 Comparative Politics	16
2016/Spring	POSC 101 American Government	19
2016/Spring	POSC 101H American National Government - Honors	13
2016/Spring	POSC 415 Comparative Politics: Arab Middle East	15
2016/Fall	POSC 101 American Government	25
2016/Fall	POSC 410 Comparative Politics: Latin America and Africa	13
2017/Spring	POSC 101H American National Government - Honors	3
2017/Spring	POSC 305 The American Congress	22

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

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

- From Fall 2013 – Spring 2017, I presented 21 conference papers at regional, national, and international conferences.
- From Fall 2013 – Spring 2017, I served as the Chair for 8 panels at professional conferences.
- From Fall 2013 – Spring 2017, I served as the Discussant for 9 panels at professional conferences.
- From Fall 2013 – Spring 2017, in addition to other professional development activities, I participated at more than 24 professional talks, roundtables, and special events conducted by professional organizations in my field (i.e. The Woodrow Wilson Center for International Scholars; Atlantic Council; Brookings Institution; American Political Science Association; Elliott School of International Affairs; Institute of European, Russian and Eurasian Studies; The German Marshall Fund; Council on Foreign Relations; the Washington Post; the U.S. State Department; and, Congressional Hearings)

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

- Member, Provost Leadership Academy (Fall 2014-Spring 2017)
- West Virginia State University Promoting Excellence (PEER) Grant for travel to conferences (\$5,000) in 2015-2016.
- Provost Faculty Fellow (Fall 2013 – Spring 2017)
- 2015 - Panel discussant charged with discussing energy as a foreign policy tool during the, “Fracking: In the Beginning was the Source Rock,” event organized by Dr. Carol Taylor-Johnson and sponsored by WVSU’s Cultural Activities Program
- 2015 – Delivered guest lecture, “Case Study Research,” to Dr. Genia Sklute’s Honors Philosophy of Research class
- 2016 – Member of the Discussion Panel following the WVSU Earth Day keynote address “New Clean Air Standards and Sustainable Development in West Virginia,” given by Dr. James Van Nostrand, Director of the Center for Energy and Sustainable Development and Associate Professor of Law at West Virginia University
- Director, WVSU Honors Program (Fall 2016-Spring 2017)

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

- Fall 2013 – Initiating Faculty Member for the development of the WVSU Political Science Society and the WVSU Pre-Law Association
- Fall 2013 – Spring 2017 – Faculty Advisor, WVSU Political Science Society
- Fall 2013 – Spring 2017 – Faculty Advisor, WVSU Pre-Law Association
- Spring 2014 – Organizer, Political Science Program trip to Monticello, VA
- 2014-2016 – Co-Advisor, Pi Sigma Alpha Honor Society, Omicron Kappa Chapter
- 2014 – Hosted Senator Manchin’s visit to my American Congress Class
- 2015 – Hosted Pamela Meane, President of the American National Bar Association, visit to my American Government - Honors class
- 2015 – Hosted Marty Becker’s guest lecture, “Leadership,” to my Comparative Politics class
- 2016 – Organized and led a two-day trip for 4 Political Science Students to a U.S. State Department Briefing in Washington, DC
- 2016 – Facilitator, U.S. State Department Briefing for members of the Comparative Politics: Arab Middle East course. WVSU was the first university in the country to be part of this U.S. State Department initiative
- Faculty Advisor, Pi Sigma Alpha Honor Society, Omicron Kappa Chapter (2016-current)
- 2017 – Organized and led a two-day trip for 3 Honors Students to a US State Department Briefing in Washington, DC
- Spring 2015 – Spring 2017 – Regularly organized Political Science Program trips to the WV State Capitol

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

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

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Michael S. Pennington	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Texas A&M	Date Degree Received: 2008
Area of Specialization: Public Administration	

Professional registration/licensure:
Years of employment at present institution: 2
Years of employment in higher education: 15
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	POSC 405 Politics & Public Policy	8
2016/Spring	POSC 204 State & Local Politics	37
2016/Spring	POSC 307 Intro to Public Administration	9
2016/Fall	POSC 101 American Government - 2 sections	26
2017/Spring	POSC 307 Intro to Publics Administration	1
2017/Spring	POSC 430 Empirical Analysis	1

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

- (C). Identify your professional development activities during the past five years.
- “All Hazards by Name, but not Design: Examining Federal Structure and Nonprofit Service Delivery.” (with Warren S. Eller and Lauren Branch) presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2015
 - “Policymaking in the Wake of the Upper Big Branch Mining Disaster: A Case for Policy Diffusion, or Simply Evidence of a Waning Issue Attention Cycle?” (with William Munn III), presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2013.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- I served as a visiting instructor in the International Summer Program at the University of International Business and Economics in Beijing, China. (2013-2015)
 - Outstanding Faculty Mentor, College of Graduate Studies, UNCP (AY 2014-2015)
 - Outstanding Faculty Advisor, Athletics Department, UNCP (AY 2013-2014)
- I. Indicate any other activities that have contributed to effective teaching.
- I teach a variety of courses, and tailor my instructional style to the desired outcomes for the course. I stay current in the field by trying to attend conferences as resources allow, and I work, and maintain positive relationships, with colleagues who are able to be more active in research due to fewer time constraints. I always review my student evaluations, and try to take comments to heart when evaluation and redesigning the courses that I teach regularly.
- (F). List professional books/papers published during the last five years.
- “The Role of Economic Development Corporations in City Economic Development.” 2012. *Economic Development Quarterly* 26(2): 124-137. (with James Vanderleeuw, Christopher Jarmon, and Thomas Sowers).
 - “Economic Development Preferences and City Leaders in Suburbs and Central Cities: A Comparative Study of Leaders in Suburbs and Central Cities.” 2012. *Sage Open* (with James Vanderleeuw, Thomas Sowers, Terri Davis, and Jason Sides)
 - “The Sins of the Fathers: ‘Cash for Kids’, Absolute Judicial Immunity, and Administrative Acts.” *Political Sciences and Public Affairs*. Vol. 3 2015. (with Nick A. Giannatasio).
 - Entry on “Ken Meier” in the *Encyclopedia of Public Administration and Public Policy* (EPAP). 3rd Edition. 2015 (with Warren S. Eller).
 - “Performance Assessment of Natural Hazards Governance.” *Oxford Research Encyclopedia of Natural Hazard Science*. Submitted, March, 2017. (with Warren S. Eller). Forthcoming.
- (G). List externally funded research (grants and contracts) during the last five years.
- “Firearm Violence in Concentrated Disadvantaged Populations.” National Institutes of Justice, Request for Proposal NIJ-2016-9091. Co-Principle Investigator (Warren S. Eller, WVU School of Public Health, is the other Co-Principle Investigator). Submitted May 13, 2016 **Unfunded**
 - “Enhancing Firearm Policy by Understanding the Firearm Culture: Seeking Community Based Solutions to National Problems.” Policies for Action: Policy and Law Research to Build a Culture of Health 2016. Robert Wood Johnson Foundation. Co-Investigator (Warren S. Eller, WVU School of Public Health, is the Principle Investigator). Letter of Intent ID 43696. Submitted March 15, 2016 **Unfunded**

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

Name: Frank D. Vaughan	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: West Virginia University	Date Degree Received: 2006
Area of Specialization: International Relations, Conflict Resolution	

Professional registration/licensure:
Years of employment at present institution: 11
Years of employment in higher education: 16
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

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

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	POSC 100 Intro to Government & Politics	24
2015/Fall	POSC 101 American Government	23
2015/Fall	POSC 302 American Foreign Policy	18
2015/Fall	POSC 400 Senior Capstone Experience	1
2016/Spring	POSC 101 American Government	9
2016/Spring	POSC 210 International Relations	25
2016/Spring	POSC 400 Senior Capstone Experience	6
2016/Spring	POSC 497 Internship: Frasure-Singleton	1
2016/Spring	POSC 497 Internship: Herndon	2
2016/Summer	POSC 497 Internship: Public Administration	1
2016/Fall	POSC 100 Intro to Government & Politics	13
2016/Fall	POSC 205 Political Science as a Profession	13
2016/Fall	POSC 330 Judicial System & Policy Making	17
2017/Spring	POSC 100 Intro to Government & Politics	15
2017/Spring	POSC 225 Strategic Decision Making in the Social Sciences	11
2017/Spring	POSC 400 Senior Capstone Experience	5
2017/Spring	POSC 497 Internship: Frasure- Singleton	1
2017/Spring	POSC 497 Internship: HEPC	1
2017/Spring	POSC 497 Internship: Legislative	1

- (B). If degree is not in area of current assignment, explain: Not Applicable
- (C). Identify your professional development activities during the past five years.
Annual FACDIS Conference—2013 and 2014
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
WVSU College of Business and Social Sciences Faculty of the Year, AY 2015-16
WVSU making a Difference Award, December 2013
Elected to be faculty representative to the WVSU Board of Governors, Spring 2017
- (E). Indicate any other activities that have contributed to effective teaching.
Courses are regularly revised and updated on an ongoing basis. I maintain current in my field by following current research and am open to developing new pedagogical techniques. During the review period I have developed five courses, not including internships.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Michael Workman	Rank Assistant Professor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: West Virginia University	Date Degree Received: 1995
Area of Specialization:	

Professional registration/licensure:	
Years of employment at present institution:	7
Years of employment in higher education:	22
Years of related experience outside higher education:	10

To determine compatibility of credentials with assignment:

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

Year / Semester	Course Number and Title	Enrollment
2016/Spring	POSC 306 The American Presidency (Primary teaching area: History)	11

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

Course taught from a historical perspective.

- (C). Identify your professional development activities during the past five years.
- Presenter: "Bushwhackers, Red Men, Red Necks, Ku Kluxers and Tree Huggers, the Radical Tradition in West Virginia" at the 37,h Annual Appalachian Studies Conference, March, 2015.
 - Presentation: "Developing a Plan for Camp Brookside," at Roundtable of National Park Service, New River Gorge National River, February, 2015;
 - Presenter: "Forgotten Battles of the Mine Wars: The Fairmont Field," al the West Virginia Archives and History Library and Lecture Series, February 2015.
 - Board of Directors, Friends of New River Gorge, 2015-2016
 - President, Northcentral Byways and Backways, Inc., 1998 - Present
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- "Professor of the Month," in student magazine, "The Yellow Jacket," Spring, 2014
 - Speaker, "Coal Mining in Putnam County," at meeting of Upper Vandalia Historical Society, 2016
 - Certificate of Appreciation for helping organize the WVSU 2016 Human Rights Conference
 - "Making a Difference" Award, WVSU, 2015
- (E). Indicate any other activities that have contributed to effective teaching.
- Attendance at a wide variety of historical and cultural events.
- (F). List professional books/papers published during the last five years.
- "Carter G. Woodson, Father of African American History," The African American Experience: Company Towns in the Smokeless Coal Fields, Nuttallburg & Helen," and "John Henry" for National Park Service, New River Gorge National River, 2016.
 - "West Virginia Statehood,:" in Three Cities, three part series in September, November, 2014 & January, 2015 editions.
 - "Railroads in Northcentral West Virginia, Interpretive Brochure & Map," for Northcenral Byways & Backways, Inc., West Virginia Scenic Byways, 2015.
 - *Living Monuments: West Virginia Courthouses*, Documentary and Companion Book, West Virginia Association of Counties, winner of Spirit of West Virginia Award and nominated for regional Emmy for best documentary, 2015.
- (G). List externally funded research (grants and contracts) during the last five years.
- Grant from Coal Heritage area, \$12,900 for project commemorating African American History in the New River Gorge area, with Adam Hodges and WVSU Extension Service, 2014-2017
 - Co-principal investigator for Promoting Excellence in Education through Research (PEER) Faculty Grant at West Virginia State University for archaeology field school and research project at Fort Scammon, 1863 Civil War fort in Charleston, WV during academic year 2016- I7.

APPENDIX II-E: Assessment

The Political Science program uses a multi-faceted approach to assessment, including assessment of Program Learning Outcomes, Major Field Test, and evaluation of internships. This approach includes both quantitative and qualitative information.

Program Learning Outcomes

The Program Learning Outcomes for the Bachelor of Arts in Political Science focus on the basic requirements students in political science should achieve as they progress through the degree program. The PLOs are:

WV-WVSU-PS 1: Political Science graduates should demonstrate knowledge of basic analytical concepts and methods used to assemble, organize, and evaluate discipline-relevant evidence, and apply them to a wide range of experiences inside and outside of the classroom.

WV-WVSU-PS 2: Political Science graduates should demonstrate a sophisticated understanding of the values and perspectives of members of at least one other culture in relation to its history, economic situation, prevailing political processes, and underlying beliefs and practices.

WV-WVSU-PS 3: Political Science graduates should demonstrate an ability to write and speak clearly and persuasively about political institutions, public policies, and ideological or philosophical assumptions which undergird contemporary political discussions.

WV-WVSU-PS 4: Political Science graduates should be able to conduct basic research which identifies a focused and manageable topic; skillfully develops all elements of the methodological and theoretical frameworks used to analyze the topic; and organizes and synthesizes evidence to reveal insightful patterns.

WV-WVSU-PS 5: Political Science graduates should demonstrate an ability to connect and extend knowledge (facts, theories, basic concepts) from the classroom to participation in civic life, politics, and government.

The PLOs are mapped to the curriculum as noted below:

Curriculum Map by PLOs							
Courses	PLO	Assessment 1		Assessment 2		Assessment 3	
		What	When	What	When	What	When
POSC 100	1-5	Core writing assignment	End of semester	Core exam	Final Exam		
POSC 101	1, 3, 4	Core writing assignment	End of semester	Core exam	Final Exam		
POSC 204	1, 3, 5	Core writing assignment	End of semester	Core exam	Final Exam		
POSC 210	1, 3, 5	Core writing assignment	End of semester	Core exam	Final Exam		
POSC 311	1-5	Research Design and Literature Review	End of semester				
POSC 400	1-5	Comprehensive Research Paper	By the end of the semester	Special Exam	By the Final Exam	Oral Presentation	By the end of the semester
Baseline exam	1-5	Standardized exam derived from the ETS National Field Exam	Beginning of junior year				
Completion of core courses	1-5	Transcript evaluation	Beginning of junior year				

Major Field Test

The Educational Testing Service (ETS) Major Field Test (MFT) is administered annually in POSC 400, the senior capstone class for political science majors. Results from this exam provides WVSU student information that can then be compared to national results. Results include a composite score for each student as well as sub-scores in three major areas: American Government, Comparative Politics, and International Relations. Results for the MFT are found below:

Year	# of students	Overall	U.S. Government	Comparative Politics	International Relations
2017*	5	157	58	54	58
2016	6	150	53	48	51
2015	8	150	50	54	46
2014	3	143	47	47	44
2013	4	151	52	56	48

*Denotes that 2017 was the first year of a new exam and is approximate and therefore not comparable to previous years.

Test	# of students	Overall	U.S. Government	Comparative Politics	International Relations
2017*	5	157	58	54	58
2013-16	28	150 (50 th)	50 (50 th)	52 (43 rd)	49 (39 th)

Year	# of students	WVSU – Overall Score	National Mean
2017*	5	157	153.2
2016	6	150	152.2
2015	8	150	150.9
2014	3	143	150.8
2013	4	151	152.3

*Denotes that 2017 was the first year of a new exam and is approximate and therefore not comparable to previous years.

Year	# of students	WVSU – American Government	American Government National Mean
2017*	5	58	53.7
2016	6	53	52.2
2015	8	50	50.9
2014	3	47	50.7
2013	4	52	52.3

*Denotes that 2017 was the first year of a new exam and is approximate and therefore not comparable to previous years.

Comparison of WVSU POSC Students to National Average (Comparative Politics)			
Year	# of students	WVSU – Comparative Politics	Comparative Politics National Mean
2017*	5	54	53.2
2016	6	48	52.4
2015	8	54	51.3
2014	3	47	51.1
2013	4	56	52.4

*Denotes that 2017 was the first year of a new exam and is approximate and therefore not comparable to previous years.

Comparison of WVSU POSC Students to National Average (International Relations)			
Year	# of students	WVSU – International	National Mean
2017*	5	58	53.7
2016	6	51	52.2
2015	8	46	50.9
2014	3	44	50.7
2013	4	48	52.3

*Denotes that 2017 was the first year of a new exam and is approximate and therefore not comparable to previous years.

**Distribution of WVSU Student Scores:
DEPARTMENTAL SUMMARY OF TOTAL TEST AND SUBSCORES – ETS, 2013-2016**

TOTAL TEST		
Scaled Score Range	Number in Range	Percent Below
200	0	100
195-199	0	100
190-194	0	100
185-189	0	100
180-184	0	100
175-179	1	95
170-174	0	95
165-169	2	86
160-164	3	71
155-159	3	57
150-154	1	52
145-149	4	33
140-144	0	33
135-139	3	19
130-134	4	0
125-129	0	0
120-124	0	0

Subscore 1		
U.S. Government and Politics		
Scaled Score Range	Number in Range	Percent Below
100	0	100
95-99	0	100
90-94	0	100
85-89	0	100
80-84	0	100
75-79	1	95
70-74	2	86
65-69	1	81
60-64	3	67
55-59	3	52
50-54	0	52
45-49	3	38
40-44	1	33
35-39	3	19
30-34	3	5
25-29	0	5
20-24	1	0

	Subscore 2	
	Comparative Government and Politics	
Scaled Score Range	Number in Range	Percent Below
100	0	100
95-99	0	100
90-94	0	100
85-89	0	100
80-84	0	100
75-79	1	95
70-74	1	90
65-69	1	86
60-64	2	76
55-59	2	67
50-54	5	43
45-49	3	29
40-44	4	10
35-39	1	5
30-34	1	0
25-29	0	0
20-24	0	0
	Subscore 3	
	International Relations	
Scaled Score Range	Number in Range	Percent Below
100	0	100
95-99	0	100
90-94	0	100
85-89	0	100
80-84	0	100
75-79	0	100
70-74	0	100
65-69	2	90
60-64	3	76
55-59	1	71
50-54	3	57
45-49	3	43
40-44	3	29
35-39	2	19
30-34	3	5
25-29	0	5
20-24	1	0

DEPARTMENTAL SUMMARY OF TOTAL TEST AND SUBSCORES – ETS, Spring 2017

TOTAL TEST		
Scaled Score Range	Number in Range	Percent Below
200	0	100
195-199	0	100
190-194	0	100
185-189	0	100
180-184	0	100
175-179	1	80
170-174	0	80
165-169	1	60
160-164	0	60
155-159	0	60
150-154	1	40
145-149	1	20
140-144	1	0
135-139	0	0
130-134	0	0
125-129	0	0
120-124	0	0

Subscore 1		
U.S. Government and Politics		
Scaled Score Range	Number in Range	Percent Below
100	0	100
95-99	0	100
90-94	0	100
85-89	0	100
80-84	0	100
75-79	0	100
70-74	1	80
65-69	1	60
60-64	0	60
55-59	0	60
50-54	2	20
45-49	1	0
40-44	0	0
35-39	0	0
30-34	0	0
25-29	0	0
20-24	0	0

	Subscore 2	
	Comparative Government and Politics	
Scaled Score Range	Number in Range	Percent Below
100	0	100
95-99	0	100
90-94	0	100
85-89	0	100
80-84	0	100
75-79	1	80
70-74	0	80
65-69	0	80
60-64	1	60
55-59	0	60
50-54	1	40
45-49	0	40
40-44	1	20
35-39	1	0
30-34	0	0
25-29	0	0
20-24	0	0
	Subscore 3	
	International Relations	
Scaled Score Range	Number in Range	Percent Below
100	0	100
95-99	0	100
90-94	0	100
85-89	0	100
80-84	0	100
75-79	1	80
70-74	0	80
65-69	0	80
60-64	1	60
55-59	0	60
50-54	3	0
45-49	0	0
40-44	0	0
35-39	0	0
30-34	0	0
25-29	0	0
20-24	0	0

Internships

Internships are a vital part of the Political Science program. There are numerous opportunities for students to participate in internships based on the proximity of WVSU to Charleston, WV.

Below is a table summarizing the student internship results during the review period:

Summary of Internship Journal Scores, 2013 – 2017			
Internship	# of students needing improvement	# of students meeting expectations	# of students exceeding expectations
Judith A. Herndon	0	0	4
Frasure-Singleton	0	0	2
HEPC	0	2	2
Legal	0	1	0
Lobbying	0	0	1

The above information is compiled from interaction from the site supervisors.

Sample Questions asked of On-site Intern Supervisors

- To what extent do you think our intern is qualified for the position for which she/he has hired?
- Do you see any indication that our intern is able to apply his/her classroom knowledge to the job at hand?
- What aspects of the internship contribute to the professional and intellectual development of our student?
- What qualities do you most admire about our intern?
- What are the intern’s strengths/weaknesses?
- How would you describe our student’s level of preparation for the internship?
- Does our student conduct herself/himself in a professional manner?
- Is our student timely?
- Is he/she collegial?

APPENDIX III-A: Program Enrollment Data

<u>Semester</u>	<u>Number of Majors</u>	<u>Number of Graduates</u>
Fall 2012	24	1
Spring 2013	26	0
Fall 2013	34	1
Spring 2014	33	4
Fall 2014	33	1
Spring 2015	38	6
Fall 2015	45	0
Spring 2016	40	7
Fall 2016	40	0
Spring 2017	39	5

APPENDIX III-B: Course Enrollment Data

POSC Course #	Course Name	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
100	Introduction to Govt & Politics	29	16		29	13		17	24		35	20		21	15
101	American Government	125	88		120	114		138	85	5	76	72	9	52	44
101H	American National Govt.- Honors		6			4				6		13			3
204	State and Local Politic	15	13			39	16		24	16		37	5		29
205	Political Science as a Profession							23						13	
210	Intro to International Relations	41	32		48	39		30	42		57	54		47	49
225	Strat Dec Makng for Soc Sciences								21						11
302	American Foreign Policy	8							18						8
304	Comparative Politics				9						16				
305	The American Congress							14							27
306	The American Presidency											11			
307	Intro to Public Administration				6							9			1
308	International Political Economy				5										
311	Methodology and Research	4				7					8			7	
321	Constitutional Law		18												11
330	Judicial Systems & Policy-Making							17						17	
335	Politics and Public Policy														
399	SP TOP: Ethics & Politics	12													
399	SP TOP: Empirical Analysis				1										
399	ST: COMP Health Care Systems							9							
399	ST: NATNL Security & Terrorism											15			
400	Senior Capstone Experience	1	2		5	3			8		1	6			5
402	Modern Political Thinkers		11												
403	Electoral Politics	5													
404	Politics & Religion in America					8									
405	Politics and Public Policy				8										
408	American Political Thought								11						
410	COMP PLTS: Latin Amer & Africa		10						8					13	
415	COMP PLTS: Arab Middle East					18						15			
420	Politics of Race in America														
430	Empirical Analysis														1
499	Internship: Frasure-Singleton								2			1			1
499	Internship: Hemdon		1			1			1			2			
499	Internship: HEPC					2									1
499	Internship: Public Admin												1		
499	Internship: Governors Program														
499	Internship: Legislative														1

APPENDIX III-E: SERVICE COURSES

<u>Course</u>	<u>Other Program</u>
POSC 100	General Education, Education (Social Studies)
POSC 101	General Education, Education (Social Studies), International Studies, Criminal Justice
POSC 204	Social Work
POSC 210	General Education, International Studies
POSC 302	International Studies
POSC 304	International Studies
POSC 311	Criminal Justice, Sociology, International Studies (Cross-Listed with CJ and SOC)
POSC 304	International Studies
POSC 410	International Studies
POSC 415	General Education, International Studies
POSC courses— various	Economics (Restricted cognate for Social Science option)

APPENDIX III-F: OFF-CAMPUS COURSES

<u>Course</u>	<u>Enroll- ment</u>	<u>Location</u>	<u>Semester</u>
POSC 101: American Government	5	George Washington High School	Fall 2014
POSC 101: American Government	3	George Washington High School	Fall 2015
POSC 101: American Government	31	George Washington High School	Fall 2016
POSC 101: American Government	19	South Charleston High School	Fall 2016
POSC 100: Intro to Government & Politics	13	South Charleston High School	Spring 2017

EXHIBITS

EXHIBIT A: POST BACCALAURETE SELF-REPORTED INFORMATION

<u>Activity</u>	<u>Number of Graduates</u>	<u>Entity</u>
Graduate School (Program of study not identified)	6	<ul style="list-style-type: none"> • University of Buffalo • WVSU • Cincinnati Christian University • Marshall University • WVU • University of Sioux Falls
Law School	3	<ul style="list-style-type: none"> • WVU
Employment in government	4	<ul style="list-style-type: none"> • United States Senate • WV Legislature • WV State Auditor's Office
Employment other than Government	11	<ul style="list-style-type: none"> • Real Estate Central • Cabot Oil & Gas • Service King • Edgewood Summit • Cabela's • Innovative Mattress Solutions • Agent—pipeline • Lowe's Home Improvement • MardiGras Casino & Resort • Maxim Healthcare Services • Paterno's in the Park
No information reported	9	

Note: Some graduates reported both education and employment information.

Source: Office of Career Services and Cooperative Education

**Agenda Item 6.a.iv.
June 14, 2018**

Action

Proposed BOG Policy on Designation/Status of Employees

WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS

West Virginia State University

BOG Policy # / /

Title: DESIGNATION/STATUS OF EMPLOYEES

Section 1. General

- 1.1. Scope: The purpose of this policy is to define the status of West Virginia State employees as either Faculty or Staff.

Prior to legislation enacted by the Legislature in spring 2017 via HB2542, amendments to West Virginia Code §18B, regular employees in public higher education institutions in West Virginia held one of three designations or statuses: Faculty, Classified Staff or Non-Classified Staff. While the recent legislation had no impact on faculty status, it did serve to broaden the definition of non-classified status, resulting in changes to both classified and non-classified status. In response to those changes, this policy establishes that henceforth all non-faculty positions will be in non-classified status and referred to as Staff.

- 1.2. Authority: West Virginia Code §18B Section 9A-2; West Virginia Higher Education Policy Commission Title 133, Series 9

- 1.3. Adopted:

- 1.4. Effective:

Section 2. Designations/Statuses

2.1 Student Employee

An employee enrolled at the institution as a student and whose primary purpose for being at the institution is to obtain an education. The employee category of “student employee” is for students who work at the institution in jobs or positions that are solely available to students enrolled at the institution, as opposed to the general public. When the student worker is no longer enrolled he/she is no longer eligible to work in the student worker position. A student employee is not eligible for benefits and is not covered by the West Virginia Higher Education Compensation Management Program. A student employee must be paid at least minimum wage in accordance with federal and state wage/hour laws. A student employee is not permitted to file a grievance under West Virginia Code §18-29

2.2 Faculty Positions (Faculty Status)

Faculty employees are appointed at the discretion of the institutional president or designee to support the academic mission of the institution, via teaching, research, public service, and or academic administration (WV HEPC Title 133, Series 9.). A full time

faculty member is an employee appointed to render full time academic service for a full academic year under a nine-month minimum appointment for at least six (6) semester credit hours teaching per semester or the equivalent in teaching, research, public service, and/or administrative responsibilities. Faculty are not considered as non-classified staff nor subject to the West Virginia Higher Education Compensation Management Program.

2.3 STAFF

“Non-classified employee” means a non-faculty regular employee of the University who meets one or more of the following criteria:

- Holds a direct policy-making position at the department or organization level including but not limited to executive, administrative, college, school and academic support departments;
- Reports directly to the president or designated/acting chief executive officer of the University;
- Is in an information technology-related position as outlined by title, working title or job description;
- Is hired after July 1, 2017, and meets the duties test for exempt status under the provisions of the Fair Labor Standards Act at the time of hire or anytime thereafter; or was in a non-classified position as of January 1, 2017; and/or
- Is designated by the President or designee to be critical to the accomplishment of the mission of the university.

West Virginia State considers all positions critical to the accomplishment of the mission of the institution. Therefore, all staff positions are non-classified as critical and may fall under another non-classified criterion as well. Non-classified employees, even those that serve as at-will employees, are subject to the West Virginia Higher Education Compensation Management Program and eligible for benefits.

While critical to daily operations, a non-classified employee may or may not be deemed essential for operational or service purposes. An essential employee is required to report for duty in emergencies or other special situations as identified by the President or his/her designee. Supervisors are required to notify employees annually or as circumstances change if they or their positions are identified as essential.

2.4 At-Will Employees

This status includes full-time and part-time administrative officers, deans (faculty members may serve in administrative roles, with the administrative portion of their duties being at-will), heads of major divisions or departments, information technology-related staff and nonacademic staff officers and/or administrators.

The inclusion OR exclusion of a specific position or employee within this category is determined by the President or her/his designee, based on the level of duties and responsibilities assigned to the position and consistent with the provisions of applicable policies and WV Code §18-B-9A2. Such appointments, so determined, are considered “at-will employment” and, as such, serve at the discretion of the President. At-will

employees are subject to the West Virginia Higher Education Compensation Management Program and eligible for benefits.

2.5 All Other Employees (Staff)

All regular full-time and part-time positions not covered in the definitions of “at-will” above shall be included in this category. Employees in this category are primarily engaged in nonteaching support and service activities of the University. Such employees are subject to progressive discipline as outlined in BOG policy 19.

DRAFT

Proposed Fiscal Year 2019 Meeting Dates

As required by West Virginia Code, the Board of Governors must hold a total of six meetings a year with an annual meeting during the month of June for the purpose of electing officers. As outlined in the Board of Governors Bylaws, specifically Article II (Meetings), Section A (Meetings), Items 1 through 7, the following are required:

A. *Meetings*

1. *The Board of Governors shall hold a minimum of six (6) meetings during each fiscal year, to include an annual meeting each June.*
2. *Notice of meetings shall be in accordance with the Open Governmental Meetings Act.*
3. *Of the twelve (12) voting members of the Board of Governors, seven (7) shall constitute a quorum.*
4. *Special meetings may be convened by the Chair or upon petition of a majority of the members.*
5. *Meeting procedures shall be in accordance with Robert's Rules of Order subject to the suspension of any rule by a two-thirds vote of the Board.*
6. *An annual meeting shall be convened each June for the purpose of selecting a Chairperson and other officers.*
7. *The Board of Governors shall provide an opportunity for administrators, faculty, students and classified staff to discuss various issues no less than one (1) time per year. The viewpoints of the various constituencies should be presented by a person or persons selected by those constituencies. That person shall be someone other than the constituency's board representative.*

For Fiscal Year 2019, the below meeting dates are proposed for the Board's consideration and review:

September 6, 2018
October 25, 2018
December 7, 2018 (December 8, 2018 Commencement)
February 6-7, 2019
April 4, 2019
May 10, 2019 (May 11, 2018 Commencement)
June 27, 2019

Fiscal Year 2018 Election of Officers

As required by West Virginia Code, the Board of Governors must hold an annual meeting during the month of June for the purpose of electing officers. As outlined in the Board of Governors Bylaws, specifically Article I (Members), Section C (Elections) and D (Officers), Items 1 and 2, the following are required:

C. Elections

- 1. All elections shall be held no later than the 30th day of June preceding the commencement of the term.*
- 2. The Board of Governors shall elect one (1) of its appointed lay members to serve in the capacity of Chairperson in June of each year. No member may serve as chairperson for more than four (4) consecutive years.*

D. Officers

- 1. The officers of the Board shall consist of Chair, Vice Chair, and Secretary.*
- 2. Officers shall serve for a term of one (1) year, beginning July 1st and ending June 30th. The Chair may not serve more than four (4) consecutive years. The Vice Chair and Secretary may not serve more than two (2) consecutive terms in the same office.*

Appointment of Presidential Review Committee

As required by West Virginia Code, the Board of Governors must conduct written performance evaluations of the president. As outlined in the Board of Governors Policy #61, specifically Section 4 (Evaluation of the President), Section 4.3 and the Board of Governors Bylaws, specifically Article IV (Committees), Section H (Presidential Review Committee), Items 1 and 2, the following are required:

4.3 *The West Virginia State University Board of Governors shall form a “Presidential Review Committee,” annually at its June Board meeting in a manner consistent with the Board’s Bylaws. The Board shall make such amendments to the Bylaws of the Board of Governors as necessary to effectuate this process. It is the original intent of the Presidential Review 6 Ad Hoc Committee, in promulgating this mechanism for review of the University President, that it always preserve the confidentiality of the process, both for the University President, and the participants providing comments to effectively evaluate the University President. The summary reporting duties outlined below is meant to foster open communication from participants by maintaining their anonymity. The summary reporting duties outlined below are not meant to filter comments from any participants and it is the intent of this section that all comments be summarized in a non-cumulative or nonredundant fashion.*

H. Presidential Review Committee

1. *The Chair shall assign five (5) members to serve on this committee. The chair of the Presidential Review Committee shall be elected by the members of the committee to serve a one-year (1) term; and*
2. *The committee shall provide oversight of the University's adherence to Board of Governors Policy #61, Employment and Evaluation of the President, specifically the annual, tri-annual or comprehensive review of the president.*