West Liberty University
Board of Governors

Minutes
April 15, 2015

Attendance:
    Beverly Burke, Joe Carey, Richard Carter, Sandra Chapman, George Couch, Les DeFelice, Patrick Ford, Brian Joseph, Patrick Kelly, Evan Newman, Frank Noble, Ann Thomas

PROGRAM REVIEW APPROVAL
Action Item

The Board of Governors is asked to approve the five-year program review for the following degree programs and recommend **continuation of the program at the current level of activity.**

- Biology
- Dental Hygiene
- Nursing
- Graphic Design

The Board of Governors is asked to approve the five-year program review and recommend **continuation of the program at the current level of activity, but with corrective action focused on further development of the program's assessment plan.**

- English

Program Reviews
    The Board is asked to approve the five-year program review for Biology, Dental Hygiene, Nursing, and Graphic Design with continuation at their current levels of activity. It is also asked to approve the five-year program review of English, with continuation of the program at the current level of activity, but with corrective action focused on further development of the program's assessment plan. Mr. Ford, who worked with the Program Review Committee on behalf of the Board, briefly discussed the review process. The model used by the Committee is one WLU should be proud of and is commendable.

    On motion by Bev Burke and seconded by Ann Thomas, it was unanimously adopted by the West Liberty University Board of Governors to approve the program review recommendations.

Assessment and Accreditation Committee
Department: **Biology**
Action Decided by the University Assessment and Accreditation Committee:
Decision Date: **March 2015**
Decision (check one):
☐ Revision Needed
☒ Assessment Plan Approved:

Committee Recommendations:

1. As always, your program has done a nice job with this report. It has been true in the past and it remains true that Biology is one of the top programs in the University in terms of its assessment work. That said, the committee did have just a few comments to pass along to you.

2. First, several committee members noted that the complex structure of the assessment of individual tracks within the program (as evidenced by the curricular map) might have the tendency to get a bit too cumbersome. We wondered if it was worth simplifying that structure. We certainly understand the impulse behind that structure, but we're not sure if it will yield enough results to render it worth the cost in terms of time and energy. If that structure is giving you information that is significant and important to your program's growth, then, by all means, stick with it. But also know that our committee is supportive if you choose to simplify that work a bit.

3. In addition, the committee noted that there appear to be "empty classes" on the curricular map (classes that, according to your K-A-S coding, don't appear to have a purpose or function in the program). These include: BIO 302 & 328 in the DEAP program; BIO 428 in the Ecology program Part A; BIO 331, 329, 346, & 408 in the Ecology program Part B; BIO 224 & 235 in the Environmental Stewardship program; and BIO 329 in the Microbiology program. We were unsure of why that might be. Are you planning to use the map to revise the function of these courses in the program? Are you considering moving these courses out of their respective programs? Are the courses electives and therefore difficult to fit into the K-A-S scheme? In short, the committee was puzzled about the appearance of these "empty classes" in the map and wondered what they might be an indication of.

4. Finally, the committee recognizes that your program is designed to align well with the General Studies goals of the University; however, the committee did wonder if it would be possible to articulate more clearly how those goals are integrated into and measured in your program.

5. But overall, these are all relatively minor concerns. The Biology program has been one of the most consistently effective programs in terms of its assessment work, and we encourage you to continue that trend.

Biology	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/ revisions	(2) Evidence of planning	(1) Evidence not included
(A) Student Learning Outcomes	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
(B) General Studies Integration	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in *either* an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
(C) Assessment Method (Measures/ Instruments)	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
(D) Location of Measures	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
(E) Timeline for Assessment Implementation	Program has outlined a clear plan for assessment implementation over each of the next 3 years. ◄◄	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated.	Program shows no evidence of having thought about assessment implementation in the upcoming years
(F) Implementation of Program Revision	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

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Assessment and Accreditation Committee

Department: **English**
Action Decided by the University Assessment and Accreditation Committee:
Decision Date: **March 2015**
Decision (check one):
☒ Revision/Update Required
☐ Assessment Plan Approved:

Committee Recommendations:

1. Overall, the committee remains optimistic about the plans you've laid out in this report. Clearly a lot of thought has gone into the assessment measures, locations, instruments, etc. However, we also recognize that much of this report is still very future tense. The program is not yet at a point at which it can collect usable data.

2. In addition, there have been large-scale overhauls to the curriculum, but those changes have always been argued to precede (rather than result from) a functioning assessment system. The committee would certainly like to see a scenario in which future curricular changes are made based on assessment results rather than anecdotal opinion.

3. In short, it appears to be time for the program to stop planning in the future tense and begin collecting (at least initial) data for use in future program improvement.

English	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/ revisions	(3) Evidence of initial implementation/ revisions	(2) Evidence of planning	(1) Evidence not included
(A) Student Learning Outcomes	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
(B) General Studies Integration	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in *either* an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
(C)Assessment Method (Measures/ Instruments)	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO. ←	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
(D) Location of Measures	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program (milestones and capstones)	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program is still developing measures and is, therefore, still considering appropriate locations for those measures.	No consideration given to the location of assessment measures.
(E)Timeline for Assessment Implementation	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated. →	Program shows no evidence of having thought about assessment implementation in the upcoming years
(F)Implementation of Program Revision	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data.	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

Assessment and Accreditation Committee

Department: **Graphic Design**
Action Decided by the University Assessment and Accreditation Committee:
Decision Date: **March 2015**
Decision (check one):
☐ Revision Needed
☒ Assessment Plan Approved:

Committee Recommendations:

Graphic Design
1. As you know, during the previous cycle of program reviews and assessment updates, this committee deemed the Graphic Design program one of our success stories. Undoubtedly, yours is a program that has made a lot of progress in the area of assessment. That said, it does seem as though the rate of progress has slowed in the most recent reporting cycle.

2. In the past, it seemed there were plans to implement a few key assessments earlier in the program; however, at present it still appears that the bulk of the assessment work is happening late in the program (in semester 6, 7, & 8). The committee would encourage you to continue to think about ways to incorporate additional key assessments in other locations throughout the program.

3. In addition, sections 5 & 6 of your report (Timeline for Assessment Implementation and Implementation of Program Revision) seem to rely too heavily on anecdote. The committee certainly recognizes that your field of study is not as easily conducive to quantitative, empirical data as some others, but information gleaned from portfolio reviews, client surveys, and other such measures you mention and/or could develop moving forward is a more than sufficient basis for making informed decisions about the direction of the program. This committee is not necessarily requiring empirical data so much as we are encouraging systematic collection of information that will be useful to future program changes/developments.

4. Furthermore, while your list of graduates with jobs is highly impressive, it does not, in and of itself, constitute a full picture of the program. That is just one piece of the "information pie" that assessment is meant to provide. Therefore, the committee would continue to encourage you to pursue other bits of information to complement those you already have in an effort to spur informed decision making as the program continues to develop and evolve.

5. In short, the committee feared that the Graphic Design program fell into the trap of "resting on its laurels" from the last assessment cycle, and we would encourage you to push through the plateau and continue to progress in the development of your assessment system.

Graphic Design	Evidence of exemplary full implementation	Evidence of completed implementation/ revisions	Evidence of initial implementation/ revisions	Evidence of planning	Evidence not included
Student Learning Outcomes	Program has developed at least 3 SLOs that are clearly and specifically stated.	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
General Studies Integration	Program has fully integrated General Studies SLOs and Essential Skills into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan (SLOs and measures) in at least one location. ←	Program has integrated at least one applicable General Studies SLO/Essential Skill into its assessment plan in *either* an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs/Essential Skills into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs/Essential Skills into program assessment.
Assessment Method (Measures/ Instruments)	Program has developed/ adopted multiple assessment measures (both direct and indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure (direct or indirect) for each stated SLO.	Program has developed/ adopted at least one assessment measure for at least one SLO.	Program is in the process of developing assessment measures for at least one SLO.	Program has not considered a method for measuring its SLOs.
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Timeline for Assessment Implementation	Program has outlined a clear plan for assessment implementation over each of the next 3 years.	Program has articulated a plan for assessment implementation over the next three years, but that plan has some incomplete areas.	Program has articulated a plan for assessment implementation, but that plan does not extend beyond the upcoming year.	Program shows evidence of having thought about future assessment implementation, but those plans are not clearly or systematically articulated. →	Program shows no evidence of having thought about assessment implementation in the upcoming years
Implementation of Program Revision	Program clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further program improvement.	Program has shown evidence of having linked assessment findings to program improvement, but has not yet completed those improvements, and the program may have a plan for doing so in upcoming years.	Program has not sufficiently shown the link between program revisions and assessment findings. Program may have an incomplete plan for future improvements based on current data. ←	Program has identified a generalized plan for future program improvement based on assessment findings currently being gathered.	Program shows no evidence of using assessment findings for program improvement.

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Department: **Mathematics**
Action Decided by the University Assessment and Accreditation Committee:
Decision Date: **March 2015**
Decision (check one):
☐ Revision/Update Required
☐ Assessment Plan Approved:

Committee Recommendations:

Math

1. Once again, the committee is impressed by the level of assessment planning you've been able to accomplish in such a short time.

2. The committee still really likes the embedded exam question idea. We also appreciated the clarification of the weekly problem sets. In addition, we are very much in favor of the proposed "entrance exam" idea you are considering.

3. The committee did want to offer a brief clarification concerning General Studies integration. As a part of the "Data Points Project" (the initiative that asks that each program assess one or more of the General Studies outcomes in its upper-level classes), each program should be determining if their students have benefitted from and mastered the General Studies skills/dispositions. It might feel as though you are only assessing your own majors on their General Studies knowledge, but in truth, *each* program should be doing so (thereby making it so each student across campus is assessed on what they have brought with them from the General Studies Program when they enter their majors' courses). It may be that in the near future the General Studies courses themselves will also be asked to assess those General Studies students on their work in those classes, but that initiative will be coming out of the General Studies Committee rather than this body. This committee's primary concern is that programs are attuned to the ways that the General Studies Program builds a foundation for and integrates into each discipline's program.

4. Finally, it does still appear that the implementation piece of your report is still very future tense. You do not yet appear to have an abundance of usable data. However, we also recognize that you were essentially starting from scratch at the start of the most recent assessment reporting cycle.

5. As a result, the committee is impressed with the level of planning you've been able to accomplish in just a short time. It appears that you're well positioned to move forward into the next phase of your assessment work. Keep it up!

Mathematics	Evidence of exemplary full implementation	Evidence of completed implementation/ revisions	Evidence of initial implementation/ revisions	Evidence of planning	Evidence not included
Student Learning Outcomes	Program has developed at least 3 SLOs that are clearly and specifically stated. ←	Program has developed at least 3 SLOs, but they show some lack in clarity or specificity.	Program has stated some SLOs, but they are far too vague and/or immeasurable to be useful.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
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Assessment and Accreditation Committee

Department: **Social and Behavioral Sciences**
Action Decided by the University Assessment and Accreditation Committee:
Decision Date: **March 2015**
Decision (check one):
☒ Revision Update Required: <u>February 1, 2017</u>
☐ Assessment Plan Approved:

Committee Recommendations:

Social Science
1. Once again, the committee is impressed with the level of work and thinking that has gone into your assessment planning.

2. The committee did notice that you chose to simplify your outcomes a bit (according to one of our recommendations) in order to make them a bit more flexible. That seems as though it will work well.

3. It does still seem as though the bulk of the assessment measures in the program are back-loaded. You do mention that the new 1-hour portfolio class functions as a kind of entry point for assessment; however, it doesn't appear that you would really be collecting any data at that point (more likely just setting up the portfolio). As a result, the primary assessment measures are placed at the end of your program (the exam, the final portfolio, etc.). Are there other possibilities for key assessments earlier in the program? Milestones or checkpoints? Are you planning to build in portfolio checkpoints (i.e., a sophomore and/or junior portfolio review)? Who would do those checks (advisors?) and how? In short, it was a bit unclear whether there were any key assessments earlier in the program or whether the portfolio would primarily be assessed at the endpoint.

4. In addition, a few committee members remarked that it appeared as though the largest bulk of assessment work was falling to the assessment coordinator. Certainly the assessment coordinator has a responsibility to oversee assessment work in the program, the committee also encourages those coordinators to enlist the help of as many department members as possible. It can be very difficult—especially in a program as multi-faceted as yours—to pull it off without assistance and/or delegation.

5. In short, the committee remains appreciative of the growth your program continues to show in the area of assessment, and we would like to see you continue to grow the assessment system in similar ways.

Social & Behavioral Science	(5) Evidence of exemplary full implementation	(4) Evidence of completed implementation/revisions	(3) Evidence of initial implementation/ revisions	(2) Evidence of planning	(1) Evidence not included
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