

Program Review Executive Summary

The Board of Governors is asked to approve West Liberty's 2016 program review. Per HEPC Policy, non-accredited programs provide a report from an external consultant, an assessment report, and a summary document for submission to the Higher Education Policy Commission. Accredited programs provide a formal letter of accreditation and the HEPC summary document.

The following programs are in the 2015-16 review cycle: Chemistry, Elementary Education, Secondary Education, and Psychology. All reporting documents are reviewed by the Provost and the Assessment and Accreditation Committee. The full documents are available upon request, and a summary of all documentation and recommendations is provided here.

Chemistry

Program Strengths

1. **Faculty** - Despite budget and resource obstacles, faculty are highly productive, knowledgeable, and enthusiastic. They demonstrate a genuine caring attitude toward their students and the program.
2. **Curriculum** - Aligns well with the recommendations of the American Chemical Society and includes numerous upper division electives.
3. **Facilities** - Campbell Hall offers both instructional and laboratory space that is adequate, and equipment is up-to-date.

Program Challenges:

1. Faculty - Hiring an additional faculty member with a degree emphases in analytical or biochemistry will reduce overall faculty teaching load and help strengthen the program.
2. Curriculum - Curriculum could benefit students by offering a calculus-based physics sequence and by offering physical chemistry annually.

Assessment of Student Learning

1. The process for assessment of student learning centers on three broad-based student learning outcomes designed to assess student's knowledge and application of chemical concepts, laboratory skills, and scientific literature. In addition, the University general studies outcomes for communication and analysis are fully integrated. Program outcomes have been mapped to the curriculum so that it is clear that all are being assessed throughout the program as well as in the capstone course. Direct (tests, oral presentations, laboratory skills) and indirect measures (exit interviews, online survey) are implemented as well as pre- and post-tests. The chemistry faculty collaborate on data collection and analysis to assess the impact of the curriculum on student learning skills.
2. The Assessment and Accreditation Committee recommends expanding on future plans for assessment in terms of collecting and analyzing data. In addition, numerous assessment measures collect data related to mathematics, but mathematical skills are not included in the stated outcomes. Therefore, including an outcome for mathematics that will reflect these measures is encouraged. The Chemistry program will want to consider ways (outcomes and measures) to support the general studies self/cultural awareness outcome.

Elementary and Secondary Education Programs:

Recognized by NCAT now known as the Council for the Accreditation of Educator Preparation (CAEP) as part of the Teacher Education program at WLU as well as by the WV Department of Education.

Accreditation Action:

1. **Accreditation Decision:** Accreditation is continued at the initial teacher preparation level and granted at the advanced preparation level. Next onsite visit is scheduled for Spring 2018.
2. **Areas for Improvement:** Recognized with Conditions designation from ACEI as a part of the Specialty Program Area reporting process, and the Teacher Education program is making adjustments based on ACEI feedback to move that designation to a fully recognized level.

Program Strengths:

1. **Data Collection and utilization to drive curriculum and instruction** – Six key assessments including Praxis II content scores, Content Portfolio, Unit Plan, Student Teaching Numerical Assessment, Capstone Project, and Professional Portfolio are implemented each semester, and data is analyzed to find strengths and challenges related to programmatic objectives.
2. **Implementation of technology across the program:** An Apple Ecosystem is employed, and technology integration is embedded within courses. Instructors not only present information with the use of iPads and Apple TVs but also engage teacher candidates in collaborative activities with various apps that enhance the ability of the instructor.
3. **Partnerships with area schools to enhance clinical experience for future teachers:** Future teachers engage in field experiences that prepare them to work with school-aged students. Prior to admission to program, 45 hours at after-school programs at Madison Elementary and Laughlin Chapel, and after admission, more than the 85 hours in a public school classroom at the elementary level at partner schools, Wheeling Country Day and West Liberty.

Program Challenges:

In the last national accreditation review of the Teacher Education program at West Liberty University, the following Areas for Improvement (AFI's) were identified by the combined national and state accreditation team. These were presented and accepted by CAEP, and the program is required to annually submit information demonstrating progress regarding these areas.

1. "Initial Program - Candidate assessment data have not been systematically collected, compiled, aggregated, summarized, and analyzed."
2. "Candidates at the initial and advanced levels have limited opportunity to interact with candidates from diverse ethnic/racial backgrounds."
3. "Candidates at the initial and advanced levels have little opportunity to interact with faculty from diverse ethnic/racial backgrounds."

Psychology

Program Strengths:

1. **Faculty**- Are dedicated and performing at an exceptional level despite limited resources. As recommended in the previous external review, an additional faculty member is hired with a specialization in translational research.
2. **Assessment Measures** – are exceptional as noted by the external reviewer as well as by the University Assessment and Accreditation Committee (A&A).

Program Challenges:

1. The University A&A Committee suggested the development of a clear timeline for future collection of assessment data and analysis.
2. The reviewer noted several concerns related to resources including:
 - a) The need for a student computer center and statistical software
 - b) A communal place for majors to gather
 - c) Revision of the capstone course to a 2-year sequence of Jr. and Sr. seminars
 - d) Resources for faculty and student research and travel

Assessment of Student Learning

The psychology program currently has five program goals and student learning objectives which align with the recommendations of the American Psychological Association. The goals are assessed at a minimum at the beginning, middle, and end of the program and include: knowledge, critical thinking skills, communication skills, personal development, and career planning.

Assessment Measures:

Assessments begins with the student portfolio in Introduction to Psychology. Students maintain the portfolio and update each semester. The portfolio is reviewed by the faculty advisor and faculty from each course, and provides formative assessment as well as guidance to help students facilitate program as well as personal goals. Half way through the program, students complete a second year examination designed to assess their foundational knowledge expected for continuing in the program. Final assessments occur in the capstone with the Field Test in Psychology, a nationally-normed assessment of knowledge, problem solving, understanding relationships and interpreting material.

Program Improvement Efforts:

Based on the assessment of students' knowledge throughout the program, faculty have identified and implemented changes such as redesigning the capstone, requiring all students to complete a practicum, and updating the 2nd year exam. The curriculum was mapped against APA guidelines to identify specific areas of knowledge not addressed so that curricular or course changes could be made.