



WEST LIBERTY UNIVERSITY

Assessment and Accreditation Committee

BOARD OF GOVERNORS PROGRAM REVIEW
Spring 2017

West Liberty University
Assessment and Accreditation Committee Recommendations

I. Board Approval

May 19, 2017

The West Liberty University Board of Governors, at its April 5, 2017 meeting, was asked to approve the five-year program review for the following degree programs and recommend continuation of the programs at the current level of activity:

1. Master of Arts in Education (M.A.Ed.)
2. Social Work

On motion and second, it was unanimously adopted by the West Liberty University Board of Governors to approve the stated program review recommendations.

Sincerely,
Leslie DeFelice, Chair
West Liberty University Board of Governors

II. University Assessment and Accreditation Committee
March 27, 2017 Minutes

Committee Attendance: Steve Criniti, Craig Crow, Tifani Fletcher, Matthew Harder, Donna Lukich, Tammy McClain, Margaret Six, Paula Tomasik. **Guest Attendance:** Patrick Ford, BOG Representative, and Stephanie Bradley, Speech Pathology Program Director

BOG Program Review Reports submitted for spring 2017 include: Social Work and MAED

Program Review Assessment Reports submitted for spring 2017 include: Communications, Criminal Justice, English, MAED, and Social Sciences.

Business: Assessment reports are evaluated by the committee using LiveText. BOG Representative, Patrick Ford, received and reviewed all materials prior to the meeting. Committee members provided their recommendations to the Chair. Reports saved to the LiveText exhibit room did not work as expected, and next year, a hard copy will be made available to the committee. Review of the MAED, first Master's program to cycle through the BOG, demonstrated revisions to the PR rubric are necessary for graduate programs since general studies integration is not relevant.

BOG Program Review reports due for 2018 include: Business Administration, Social Sciences/External Consultant required, BLA and Bachelor of Applied Science/External Consultant required, BM Music. Assessment updates for Speech Pathology, Biology, Graphic Design, and English are required.

Submitted by: Paula Tomasik

III. A&A Committee Assessment Recommendations are as follows:

West Liberty University
Assessment and Accreditation Committee Recommendations

Degree Program: [BS Communications](#) (Chair: [Brian Fencl](#)/Assessment Coordinator: [Ryan McCullough](#))

Department: [Journalism Communication Studies and Visual Arts](#)

Assessment Plan Approved **Assessment Update due spring 2019**

[HEPC Policy](#): an External Consultant is required one year prior to BOG Review

1. Your work in assessment is definitely moving forward. The committee noted some very nice progress. It does appear that additional faculty are beginning to buy in (there was a mention in the report of Tammie Beagle joining in with assessment work); the rubrics are more solid and substantive than during the last reporting cycle; etc.
2. Given that forward progress in terms of your planning, the committee would now like to see you begin implementing those plans, begin *doing* assessment (i.e., collecting data and acting on those data). It seems as though the planning is advancing, but it is unclear if any planning has been put into action, so the committee would like to encourage you to go forward with the collecting of data.
3. The committee would also like to encourage further investment from a larger portion of the faculty in the program. Again, progress has been made in that area, but more faculty buy-in will only result in more and better data.
4. Finally, a few committee members wanted to offer a reminder that assessment tools need to be concretely tied to the objectives. One committee member wondered if the rubrics are truly keyed to the SLOs as stated. And another committee member feared that too often exit surveys ask about program satisfaction rather than actual student learning. If indirect measures are to be used for collecting assessment data, they need to be tied to the outcomes. In short, as you move forward with the collecting of data, be sure the data you are collecting actually yield the answers to the questions implied by your SLOs.
5. But overall, this report shows significant progress in your assessment work, so the committee would like to commend you on that progress and encourage you to continue that forward momentum.

West Liberty University
Assessment and Accreditation Committee Recommendations

Communication	(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 <i>either</i> 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.
← Indicates improvement over last review			→ Indicates a decline over last review		

West Liberty University
Assessment and Accreditation Committee Recommendations

Degree Program: BA English (Department Chair: Jeremy Larance/Assessment Coordinator: Angela Rehbein) Department: Humanities

Assessment Plan Approved Assessment update due spring 2018 Next BOG Program Review scheduled for spring 2020

HEPC Policy: an External Consultant is required one year prior to BOG Review

1. The committee would like to commend you on your planning. Your timeline for assessment implementation was perhaps the strongest we've seen in a while. It appears that the English program is making good progress in terms of its planning for assessment work.
2. Given that forward progress in terms of your planning, the committee would now like to see you begin implementing those plans, begin *doing* assessment (i.e., collecting data and acting on those data). It seems as though the planning is advancing, but it is unclear if any planning has been put into action, so the committee would like to encourage you to go forward with the collecting of data.
3. In moving forward with the collection of data, the committee wondered about the use of rubrics. Would it be beneficial to develop your own rubrics that are keyed to your program's SLOs? In particular, one committee member wondered about the use of the Oral Communication rubric in the program. Doing so would certainly give you information about General Studies integration (which is a good thing); however, the Oral Communication rubric would not necessarily yield useful programmatic information (as there isn't an oral communication outcome in the program). So the committee wondered about the possibility of designing specific rubrics that match up to the program outcomes.
4. In addition, there was a question about the use of the portfolio. It wasn't clear whether the portfolio itself (as a whole) was being used for assessment purposes or whether the individual artifacts were each being used for the collection of assessment data.
5. But overall, your progress has been good and the committee would like to see you continue to move forward in collecting data. It simply seems as though there might be some ways to refine and tighten up the instruments you're using to make them more successful in delivering information about your SLOs.

West Liberty University
Assessment and Accreditation Committee Recommendations

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 <i>either</i> 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. →
← Indicates improvement over last review			→ Indicates a decline over last review		

West Liberty University
Assessment and Accreditation Committee Recommendations

Program: [BS Criminal Justice](#) (Chair and Assessment Coordinator: [Keith Bell](#))

Assessment Plan Approved Next BOG Program Review and Assessment Update scheduled for spring 2019

HEPC Policy: an External Consultant is required one year prior to BOG Review

1. We recognize that yours is a program that has undergone (and is still undergoing) some programmatic and personnel changes, and we recognize the difficulty that can cause in the solidifying of an assessment system.
2. That said, the first thing to solidify would be your SLOs. Student learning outcomes must be stated in terms of what you wish your graduates to be able to do. As of now, you have them stated as broad categories (i.e., one word) as opposed to the actual skills/dispositions you want your graduates to display. You need to be much clearer about the skills you're looking for and describe those outcomes beyond simply the broad category they fill.
3. The second major issue is General Studies Integration. GS Integration does not mean that the committee is asking CJ to come up with a GS class. In fact, it likely wouldn't make much sense to do so. GS Integration is interested in the ways in which the GS outcomes are evidenced in your program. If GS is working, then students should come away from the GS program with skills in communication, critical thinking, and global awareness and should be able to evidence that GS learning in their upper-level CJ work. As a result, you should seek to find ways to find out if that is, in fact, happening. That is all that is needed in the way of GS Integration—identifying whether or not the GS skills are being displayed, supported, and reinforced in the CJ program.
4. When using indirect measures, like the exit survey, be careful not to focus solely on program satisfaction issues (i.e., satisfaction with the adjuncts, etc.). If an exit survey is to be used for collecting assessment data, it needs to be tied to the learning outcomes. You would need to ask students their perception of how well they meet those outcomes etc.
5. Finally, it does seem that you are using some of your data to make informed curricular decisions; however, that link between information and curricular decisions was a bit unclear (the committee felt it had to read between the lines a bit). Be clearer in trumpeting your assessment successes by concretely linking your programmatic decisions to the information gathered from your assessment work.

West Liberty University
Assessment and Accreditation Committee Recommendations

Criminal Justice	(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 <i>either</i> 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.
← Indicates improvement over last review			→ Indicates a decline over last review		

West Liberty University
Assessment and Accreditation Committee Recommendations

Degree Program: [MAED Masters in Education](#) (Leann DiAndreth-Elkins, Program Coordinator) College of Education

 **Exemplary Assessment Program** Assessment Plan Approved BOG Program Review and Assessment Update scheduled for spring 2022

[HEPC Policy](#): an External Consultant is required one year prior to BOG Review

1. Thank you for your thorough report and the thorough assessment system it describes. This is the first time a Master’s program has gone through our system, and your report has led us to a better understanding of which parts of our review process do/don’t work for the graduate level. For instance, you helped us to see the ways in which General Studies Integration is not applicable to the graduate level. It was very helpful for us to see your very thorough report to help guide our future review of graduate programs.
2. Overall, wonderful job with this. Your assessment system is top notch, and the report you wrote to describe it is equally so. Congratulations on a very successful review, and be sure to keep up the good work.

MAED	(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
(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.

West Liberty University
Assessment and Accreditation Committee Recommendations

Degree Program: BA/BS Social Sciences (Chair: Jeremy Larance/Assessment Coordinator: Aron Massey)

Department: Humanities

Assessment Plan Approved Next BOG Program Review and Assessment Update .scheduled for spring 2018

HEPC Policy: an External Consultant is required one year prior to BOG Review

Social Sciences:

1. Overall, your work in assessment is definitely moving forward. The committee noted some very nice progress (which is indicated by the increasing scores on the attached rubric). And overall, we would like to encourage you to continue that progress. That said, there were a few additional notes the committee would like to communicate about your assessment work.
2. The committee is not necessarily supportive of the idea to move the comprehensive exam. It is the committee's opinion that the constitution of the exam (rather than the location) may be the issue. If the students are unable to answer the exam questions at the end of the program, one has to wonder if the exam is truly testing the program's SLOs. If the exam is appropriately keyed to the program's SLOs, then it would be fine to give a *comprehensive* exam at the *end* of the program. Moving it to the middle of the program seems to defeat its purpose as an instrument to give you information on the students' ability to meet the program's SLOs. We wonder if the stronger revision here would be to rethink the instrument itself (rather than moving its location).
3. In addition, the committee feels you might be able to do more with the portfolio. Rather than merely an endpoint assessment, we wonder if you might be able to use the portfolio in an ongoing way throughout the program. In addition, the committee wondered if it would be beneficial to develop a rubric (or rubrics) of your own to use in assessing the portfolio. That might give you a better chance of appropriately linking the portfolio to the outcomes it is designed to measure.
4. In short, your progress has been good and the committee would like to see you continue to move forward in collecting data. It simply seems as though there might be some ways to refine and tighten up the instruments you're using to make them more successful in delivering information about your SLOs.

West Liberty University
Assessment and Accreditation Committee Recommendations

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
(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 <i>either</i> 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.
← Indicates improvement over last review			→ Indicates a decline over last review		