WEST LIBERTY UNIVERSITY

To: Nikki Bryant, Director of Academic Programming
Higher Learning Commission

From: Paula Tomasik, Director
University Effectiveness

Re: West Liberty University Program Review

Date: May 11, 2020

Please see the attached West Liberty University Board of Governors 2020 Program Review documents.

Program reviews are evaluated by the Provost, assessment updates are evaluated by the University Assessment and Accreditation Committee, and a summary of the information and review process is provided to Board of Governors. The Board approved the 2019-20 Program Review submissions at their April 1, 2020 meeting.

2019-20 Program Review:
1. Biology
2. Dental Hygiene
3. English
4. Nursing
5. Speech Pathology and Audiology

Thank you.

Paula Tomasik

C: Stephen Greiner, President
Brian Crawford, Provost

BS Biology Bachelor of Science Degree

2019-20 Board of Governors 5-Year Program Review

HEPC PROGRAM REVIEW SUMMARY

Degree Program:	BS Biology Bachelor of Science Degree
External Reviewer:	Mark Flood, PhD
Reviewer Email:	mflood@fairmontstate.edu

1. **Provide a synopses of significant findings from the external reviewer and include:**
   A. **Strengths:** The biology faculty and staff are exceptional. The research and scholarship of the biology program is superior to that of any other small university in the state and region. The ability of this program to grow and maintain student numbers is outstanding.
   B. **Challenges:** The lack of institutional support, adequate space, and necessary finances are a real problem that will ultimately prevent any further growth or even sustain the current student numbers, programs, and course offerings.
   C. **Recommendations:** Invest more into the Biology infrastructure, educational budget, and number of faculty and staff in this program.

Synopsis of external review
Strengths:
1) The mission and student learning objectives of the biology program are consistent the University's mission.
2) The level of assessment as well as the depth of knowledge the program assesses appears to be both appropriate and well-documented.
3) Student growth has shown a two-fold increase in the last five years for the Biology program. West Liberty has a Zoo Science degree and also agreements with medical and dental schools. The faculty and staff in Biology have created programs that will keep the demand high for many years to come. With an approximate doubling in the number of graduates during the last five years, the program has the unique problem of possibly being too popular, placing a cumbersome workload on the current faculty and staff.
4) The Biology students are finding success after graduation. 86% of the biology graduates either have jobs or are advancing their education in graduate or professional schools which indicates a solid degree that produces employable graduates.
5) Course enrollments have doubled in the past five years.
6) With the addition of a graduate program and the new agreements with professional schools, it can easily be seen that the program has a solid curriculum that is being delivered by exceptional instructors.
7) The WLU Biology faculty do an amazing job of giving students hands-on, real-world experiences in the workplace as well as introducing the students to professionals in the field.
8) Biology faculty stated they get along well with other various programs on campus when it comes to scheduling all the diverse courses that must be taught in order for students to graduate in a timely fashion.
9) The level of community outreach is sufficient.
10) The biology faculty have exhibited dedication toward student retention and graduation.
11) The Biology program has outstanding faculty.
12) The amount of undergraduate and graduate level research coming from Biology at WLU is unmatched in the state of West Virginia and the region.

HEPC PROGRAM REVIEW SUMMARY

Synopsis of external review
Challenges and Recommendations:

1) At this time, there are simply not enough resources devoted to these dedicated faculty and staff members in the biology program. Basic needs (such as adequate and dependable power in Arnett Hall) are not being met

2) Although undergraduate students get sound educational opportunities for mentoring in terms of research and they also can receive academic tutoring from the current graduate students, the current course loads, committee work, and scholarship prevent faculty from having enough time for the type of rich and nuanced academic advising needed for a successful program. West Liberty is known for its open-door policy, but faculty are simply stretched far too thin for the number of majors that they have.

3) The institutional support is not appropriate or adequate given the success of the biology program.

4) Additional funds dedicated to educational and research support for Biology is absolutely necessary as current resources are insufficient.

5) The Biology program itself needs to have more support in terms of faculty and staff to support the tremendous influx of students. More space and financial resources are also needed to support the educational goals of the Biology program.

6) Better marketing of the success stories of current and former students will help to maintain the high student enrollment numbers consistent in the future.

2. **Address accomplishments or challenges cited in previous review and discuss steps taken to further progress and/or implement recommendations or make revisions.**

Previous Review-Challenges:

1) Equipment – Education and research in the field of biological science requires the utilization of quality laboratory and field equipment. With budgetary restrictions that limit the potential for acquiring and maintaining this equipment, the biology program chose to look outside the university for funding, for purchasing and maintaining equipment on hand. Since the previous BOG report, faculty members of the biology department have secured approximately $200,000 for the purchase of new equipment including a Steris autoclave, a flow cytometer, an IDEXX system, a BioTek plate reader, analytical balances, microscopes, a 3D scanner, a 3rd generation sequencer, and a Milli-Q water purification system to name a few.

2) Laboratories – In the previous report, the outside reviewer identified a need for additional laboratory space. The move of Chemistry to Campbell Hall opened up additional space in Arnett Hall which is sufficient for our current needs. We have also secured external funding ($250,000) to upgrade a portion of this space. However, with the expansion of the biology undergraduate and graduate programs, the need for additional space is eminent. We have been in discussions with upper administrators and have developed a plan for Math and Anatomy to move to Campbell Hall (once the 4th floor is renovated) which will open up additional space in Arnett Hall that will be used for the biology and zoo science programs.

3) Faculty – In our last report, the external reviewer identified two primary areas of concern regarding faculty. This reviewer identified "salary inversions" as the biggest problem. In other words, the more senior, tenured faculty were being paid less than

new faculty hires.   The institution is currently reviewing salaries and are attempting to gradually rectify discrepancies, especially among senior faculty. The other area of concern previously identified was that a substantial proportion of the biology faculty were junior and not yet tenured. Since this time, many of those junior faculty have been promoted and tenured, and now the department is composed of a more even blend of tenured and non-tenured faculty.

4) Research – The external reviewer noted on our previous review that access to the scientific literature is essential for the synthesis of new publications (which leads to additional funding and distinction). With a limited budget, the library is unable to access journal articles required to stay current in the literature. However, several faculty members (by acquiring research funding through the WV-INBRE network) have been appointed as adjunct faculty at West Virginia University and Marshall University which provides them access to the libraries of these larger universities. This, however, is not a long-term solution and does not provide the level of access that our students and faculty require.

5) Students – Retention of biology students was identified as a concern in our previous report. We have implemented several approaches to address this concern. We have added an additional first year biology course with an active study section to strengthen the students' ability to interact with the material outside of class. We have also recently implemented graduate-student tutoring for the undergraduate biology majors. These practices seem to be contributing to increased retention among biology majors.

Previous Review-Accomplishments:

1) A focus on the students – The primary objective of the biology program has been and continues to be the success of the students. This is evident through the success rate of our students for admission into medical school, physician assistant programs, dental school, graduate school, and into the workforce. The faculty of the biology program are extremely generous with their time and work with the students outside the classroom, not only with their studies, but as research mentors, advisors, career advocates, and social club coordinators.

2) Newly developed undergraduate majors – The biology program continues to evaluate assessment data and exit interviews from graduating students to develop degree programs that can best equip our alumni for the next step in their educational journey or their career. As a result, the biology program currently offers thirteen distinct undergraduate majors, five graduate tracks, a 5-year combined B.S. / M.S. curriculum, and an accelerated 5-year B.S. / M.S.P.A.S. curriculum. The most recently developed undergraduate biology majors include Human Biology, Zoo Science and Applied Conservation, Microbiology, Pre-veterinary Biology, Pre-medicine, and DEAP (WLU/WVU Dental Early Admission Program).

3) Graduate program - Our biology program also offers a graduate program in which students can pursue a traditional M.A. or M.S. (thesis option) in Biology. We also offer Zoo Science graduate curriculum (M.A or M.S [thesis option]), and a Biomedical bridge program that can guarantee medical school admission into WVSOM as long as the students meet certain criteria. West Liberty University is the only "small" institution of higher learning in the state to offer a Master's degree in Biology. We welcomed our first class of graduate students in August of 2017, and the first cohort graduated in May 2019.

HEPC PROGRAM REVIEW SUMMARY

4) Student-centered research - At present, over 80 undergraduate biology majors and 20 graduate students work on research projects. In the recent past, West Liberty University undergraduate students have won various research awards. For example, three West Liberty students won best overall research presentation in the fields of Organismal Biology, Cellular and Molecular Biology, and Health Sciences at the national Alpha Chi research competition in Chicago, Illinois. In 2014 an undergraduate scientist from West Liberty won the Kathryn Hoyle Bradley Prize in Health Sciences for best presentation. Also in 2014, the Jeanette Wieser Prize in Exercise Science & Nutrition for best presentation was awarded to one of our students. In addition, a biology major won best oral presentation and another won best undergraduate poster presentation at the 2015 West Virginia Academy of Science meeting. Moreover, three undergraduates were bestowed travel awards for their research presented at the 2015 Mid-Atlantic Microbial Pathogenesis Meeting in Virginia. Three biology majors have been awarded undergraduate research fellowships from the WV-NASA Space Grant Consortium. Two West Liberty students won first and second place for their scientific poster presentations at the 2017 American Association of Anatomists Regional Meeting. Over the past five years, twenty West Liberty undergraduates received travel awards to the International Experimental Biology Conference where they have given 35 presentations (all abstracts published).

5) Noteworthy scholarship – In addition to participation at meetings, West Liberty University undergraduates are frequently coauthors on the aforementioned peer-reviewed publications. In fact, over the past five years, the West Liberty University biology program has produced more publications than any other primarily undergraduate institution in the state of West Virginia.

6) During the 2014/2015 academic year, eight of nine (90%) of the biology program faculty secured research grants, resulting in the acquisition of $456,000.00 dedicated to research. That level of funding has been sustained through 2018 and into 2019. Our faculty have received grants from the National Institutes of Health (R15 from NHLBI), the West Virginia IDeA Network of Biomedical Research Excellence, the West Virginia NASA Space Grant Consortium, WV-EPSCoR, WV HEPC, the US Fish and Wildlife Service, and Three Rivers Quest among others. These grants not only supply funds for student-driven research, but also provide invaluable infrastructure for Arnett Hall. For instance, the biology faculty recently secured $250,000 in funds to upgrade biomedical laboratory space and to install a rodent research suite.

7) In addition to authoring peer-reviewed manuscripts and acquiring extramural funding, a member of our faculty recently co-authored an anatomy textbook (a resource that will be used to educate countless students all over the world).

8) Expansion of the faculty - Over the past 5 years, the number of biology faculty has increased from 9 to 15. This growth was necessary to support the increasing number of biology majors and graduate students. These additional faculty members were partially individuals who were newly hired or staff members who were promoted to "Instructors."   In addition, the Biology program has acquired additional support staff (such as a departmental secretary, graduate teaching assistants, and Zoo Science animal husbandry staff).

HEPC PROGRAM REVIEW SUMMARY

3. **Five-year data on graduates and majors enrolled:**

Biology			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
Academic Year	Major Cds 611,613,614, 619-623, 626-629 *Enrollment	CIP 26.0101 **Awards			
2018-19	247	36			
2017-18	213	27			
2016-17	192	24	Average of Five Most Recent Years		
2015-16	182	35	Degree Level	Awards	Enrollment
2014-15	178	17	Baccalaureate	5	12.5
5-YR AVG	191	25.8	Masters	3	4.5
*IPEDS Fall Enrollment					
** IPEDS Graduation data (July 1 - June 30)					

4. **What is the process for assessment of student learning?**
   1) Pre-Post-Assessment testing is administered in courses: Bio 124-Biological Principles, Bio 200-Botany and Lab, Bio 202-203-Zoology and Lab, Bio 221-Biostatistics, Bio 325-Microbiology, Bio 401-Genetics, Bio 460-Molecular Biology, and Bio 480-Boiology Capstone; exit exam only.
   2) Computer programs are evaluated in course: Bio 221-Biostatistics
   3) Written paper and/or oral presentation is administered in courses: Bio 124-125-Biological Principles, Bio 221-Biostatistics, Bio 303-Anatomy and Physiology I, Bio 334-Anatomy and Physiology II, Bio 306-Biotechnology I, Bio 321-Biotechnology II, Bio 317-Immunology, Bio 401-Genetics, Bio 460-Molecular Biology, and Bio 480-Biology Capstone.
   4) Student course evaluations are offered for every course in the program.
   5) Exit interview are conducted in Bio-480, and include a poll on the strengths and weaknesses of the Biology Program.
   6) A focus group session is conducted during Bio-480 with individuals from outside the program to foster objectivity.
   7) Direct and indirect assessment information is collected from all faculty in the department by the faculty assessment coordinator. The information is collated, formatted, evaluated and regularly discussed/shared at program and department meetings.

5. **Describe how the most recent recommendations of the Assessment and Accreditation Committee have been addressed. A&A Recommendations March 2018:**
   The SLOs for program goals #3 and #4 are written in measurable terms, but the SLOs for the first two goals are not measurable. This can be easily corrected by choosing an action verb to more accurately reflect your expectations. The committee noted that you are perhaps making things more difficult for yourselves by having 11 different SLOs to measure. It may be worth

HEPC PROGRAM REVIEW SUMMARY

considering how you could develop one broader SLO for each goal, and then incorporate the current SLOs into sub goals that operationalize the new SLO but allow you to measure and report on fewer SLOs.

It is not necessary to address each general study outcome in every course, but that you integrate each GS outcome into your Program Goals/SLOs. We suspect that you are doing this, and would like to encourage you to make the connection more explicit in your report.

Your direct assessment measures seem to be identified at the course level, rather than the program level. From an assessment standpoint, it is not necessary to assess the program goals in every course, though the course goals should align with the overall program goals so that at the completion of the program, graduates have been provided the opportunity to master each of the program goals. By simplifying your programmatic assessment schedule, you may be able to make the data analysis easier and more useful.

One caution regarding your indirect measure is to be sure that they are addressing the program SLOs.

The committee would like to see more specific information in the timeline to the extent possible, and a clear connection, possibly with illustrative examples, of how data is being used and the connection between the SLOs and the assessments being administered.

The previous program review committee yielded four comments which the Biology Program has addressed.

1) The first of these was that the structure of various tracks/majors within the program seemed complex. Though measurement of individual track/major complexity may be subjective, the Biology Program is expansive, and caters to a wide variety of student interests. Within these tracks/majors, core courses such as BIO-124/125, BIO-207, BIO-208, BIO-200, BIO-202, BIO-203 and/or BIO-221 weave a common thread upon which specialized major-specific courses and restricted electives are added. Though ensuring uniformity, these core courses allow for diversity among tracks/majors while mitigating unnecessary complexity.

2) The committee noted "empty classes" appearing in the curricular maps and alignment matrices, and questioned the existence of these. To clarify, the curriculum maps display all courses required of a particular track/major, and are reviewed to ensure assessment of SLOs, yet they do not display every individual assessment performed in every course. Although the faculty of the Biology Program strongly supports assessment and clear, concise, linear alignment to the SLOs being measured, courses undergoing revision or development may appear empty on curriculum maps, as these are still required courses within their respective tracks/majors.

3) The committee requested clearer articulation of how the General Studies goals of the University aligned with the SLOs of the Biology Program. To this end, we have simplified and clarified the format of our SLOs, in order to linearly align to the General Studies goals of the

University. The aforementioned SLOs have the overarching General Studies goals of the University denoted, parenthetically, in the first section of this update document.

4) The committee displayed concern that assessment measures were identified at the course level, rather than at the Program level. The Biology faculty believe strongly that clear, concise, and linear alignment of Program Goals and Student Learning Objectives should enable reviewers to align an individual course—with its individual objectives—easily to the Program SLO which is being measured. As a result, the Biology faculty feels that the richness provided by alignment matrices furthers this linearity and transparency.

6. **Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees.**
   Over the past 5 years, the biology program has graduated 130 students. Of those graduates, 88 enrolled in graduate or professional programs, 23 work within the field of biology, 4 work out-of-field, and 15 are of unknown status. By percentage, 86% of our graduates are either continuing their education, have completed their graduate or professional education, and are working in the field either with an advanced degree or with their bachelor's degree in biology.

AY	#grads	#graduate or professional school	#employed in-field	#employed out-of-field	#unknown
2014-2015	15	12	1	1	1
2015-2016	34	24	5	1	4
2016-2017	24	15	6	0	3
2017-2018	29	22	4	1	2
2018-2019	28	15	7	1	5
Total #(%)	130	88 (68%)	23 (18%)	4 (3%)	15 (11.5%)

BOG Biology Program Review

Spring 2020

Assessment & Accreditation
Committee Recommendations

Biology Co-Chair: Joseph Horzempa
Assessment Coordinator: Joe Nolan

Degree Program: <u>Biology</u>   Co-Chair: <u>Joseph Horzempa</u>   Assessment Coordinator: <u>Joe Nolan</u>

Date: <u>March 2020</u>   Committee Action: ☒ Assessment Plan Approved

☒ Next BOG Program Review <mark>Spring 2025</mark>

Note: If requested by the Chair or Assessment Coordinator, assessment updates may be scheduled in any year preceding the next BOG review.

HEPC Policy: an <mark>External Consultant</mark> is required for non-accredited programs (<mark>recommend by fall 2023</mark>).

Biology	Exemplary (5) Full implementation	Completed (4) Implementation/Revisions	Initial (3) Implementation/Revisions	Evidence (2) of Planning	Evidence (1) 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 into its assessment plan (both in its SLOs and measures) where applicable.	Program has integrated at least one applicable General Studies SLO into its assessment plan (SLOs and measures) in at least one location. →	Program has integrated at least one applicable General Studies SLO into its assessment plan in *either* an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs 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.
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.
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.
←Indicates improvement over last review				→Indicates a decline over last review	

Assessment Update Recommendations:

The committee would like to commend the continued forward progress you have made in addressing the committee's previous recommendations. Your SLOs are clearly written and measurable and your program has fully integrated the General Studies SLOs. You have developed a plan for assessment and rubrics for that more directly relate to your curriculum. You have clearly thought about your assessment, and we appreciate the complexity of assessing your various majors.

Suggestions: It is the consensus of this committee that you are perhaps working too hard when it comes to completing this assessment report, and we would like to provide some feedback to hopefully save you some time for future reviews.

1. We appreciate your attempt to address our previous recommendations with changes to SLO4. The committee wondered whether SLO4 would be better delineated as two separate outcomes. One outcome pertains to the handling of scientific literature. The second outcome pertains to relating scientific advances to contemporary issues. Separating them may make identifying an assessment measure easier.

2. While we recognize you have integrated the General Studies SLOs into your program, we are unclear how SLO1 corresponds to GS SLO2.

3. We also wanted to remind you that it is not necessary that General Studies goals be assessed in every course, only that they be assessed at specific points at the beginning, middle, and end of the program. It may be that in separating the 4th program SLO into two outcomes, the goal can be written to better reflect what you want your students to know and be able to do with regard to Self & Cultural Awareness. For example, is it your hope that students will be able to explain the impact of and relate scientific advances to people and communities of different cultural backgrounds, or to effectively communicate the importance of biological discoveries with sensitivity to various individual and cultural backgrounds, or to explain the clinical applications of scientific discoveries? Once you have determined what it would look like for a biology graduate to meet the self and cultural awareness goal, you can then develop assessments to determine to what extent they are able to demonstrate what they know and can do.

4. We appreciate your efforts to create direct and indirect measures across the curriculum. It is unclear how course evaluations are used to determine the student's performance in relation to the program goals as it is more of the student's assessment of the course than it is the program's assessment of the degree to which students have progressed toward the program goals.

5. One question that was raised with regard to the assessment methods and location of the measures was whether the assessment of program goals was being done at the course or program level.

   a. This is not a criticism of your assessment as we recognize that there should be a clear alignment between course assessments, course goals, and program goals. Our concern was that you may be creating more work for yourselves than is necessary and thereby adding an unintended burden to an already very busy group of faculty.

   b. The committee trusts your judgment as to when and how the various components of the program goals will be introduced, reinforced and assessed in courses to help students to ultimately reach the program goals. We were intending to suggest that it may not be necessary to collate so much information at the beginning and middle of the program.

   c. For purposes of this review, the committee is interested in the assessment strategies developed to determine to what extent students have met the program goals, at what points across the program you are checking their progress, how you plan to collect and analyze the data, and what changes have been made as a result of your analysis, and where in the program you are assessing general studies SLOs?

   d. We also recognize the value of student feedback on the perceived strengths and weaknesses of the program, however, this is not necessary to report for this review, which is focused on your aggregate assessment of student's level of progress toward the program goal and not the student's satisfaction with or assessment of the program. It appears that the capstone project may be a better measure of student outcomes, while the focus group may be a better assessment of student's perceptions of the program which, while valuable for biology faculty, is beyond the scope of this committee.

e. Since we do not have a copy of the exit survey, we just wanted to remind you that the survey should include information related to the achievement of the SLOs. A satisfaction survey or feedback about the program alone is insufficient to determine the extent to which the goals were met.

f. While you may use your rubric for purposes of grading individual student's assignments in each class, it is only necessary to tabulate your overall program data at set points near the beginning, middle, and end of the program and report the aggregate data. It is sufficient to simply report aggregate data from BIO 124/125, 306, and the capstone for instance. The other course may also have assessments that are designed as scaffolding to help students reach the overall program goals, but you are not expected to compile aggregate data for each of those courses. Three data points are sufficient (beginning, middle, and end).

g. To aid the committee, we would appreciate it if you would submit the appropriate template in Livetext. If you need assistance with LiveText, please contact Sarah West at sarah.west@westliberty.edu

Dental Hygiene Associate in Science

Dental Hygiene Bachelor of Science

2019-20 Board of Governors 5-Year Program Review

Commission on Dental Accreditation

February 21, 2018

Dr. Stephen Greiner
President
West Liberty University President's Office
208 University Dr.
Shaw Hall CUB 142
West Liberty, WV 26074

RE: West Liberty University, West Liberty, West Virginia
        Dental Hygiene Program
        Status: Approval without Reporting Requirements

Dear Dr. Greiner,

At its February 1, 2018 meeting, the Commission on Dental Accreditation (CODA) granted
the dental hygiene program the accreditation status of "approval <u>without</u> reporting
requirements." The definitions of accreditation classifications are enclosed. Below is a
summary of actions and additional information.

<u>Dental Hygiene Site Visit</u>
The Commission considered the site visit report on the dental hygiene program. On the
basis of this review, the Commission adopted a resolution to grant the program the
accreditation status of "approval <u>without</u> reporting requirements."

No additional information is requested from the program at this time. The next site visit for
the program is scheduled for **2024**.

General Information
The findings of the Commission on Dental Accreditation are noted in the enclosed Commission approved site visit report. Oral comments made by site visit team members during the course of the site visit are not to be construed as official site visit findings unless documented within the site visit report and may not be publicized. Further, publication of site visit team members' names and/or contact information is prohibited.

One copy of this report and the related enclosures have also been sent to the chief administrative officer and program director copied on this letter. The Commission requests that a copy of this report and the related enclosures be forwarded to the chairpersons and appropriate faculty.

The Commission expects institutions to keep the Commission informed as soon as possible of anticipated changes in any approved educational program offered, particularly in the areas of administration, enrollment, faculty, facilities and curriculum. The Commission's policy and guidelines for reporting program changes are enclosed. Guidelines for specific program changes, including reporting enrollment changes, adding sites where educational activity occurs, and developing a teach-out report are found on the Commission's website.

Institutions/Programs are expected to follow Commission policy and procedure on privacy and data security related to compliance with the Health Insurance Portability and Accountability Act (HIPAA). The Commission's statement on HIPAA, as well as the Privacy and Data Security Summary for Institutions/Programs (PDF), are found in the Policies/Guidelines section of the Commission's website at http://www.ada.org/en/coda/policies-and-guidelines/hipaa/. *Programs that fail to comply with CODA's policy will be assessed a penalty fee of $4000.*

The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that wish to advertise the specific programmatic accreditation status granted by the Commission may include that information as indicated in italics below (see text inside square brackets); that portion of the statement is optional but, if used, must be complete and current.

> The program in dental hygiene is accredited by the Commission on Dental Accreditation *[and has been granted the accreditation status of "approval without reporting requirements"].* The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: http://www.ada.org/en/coda.

The Commission wishes to thank you and the faculty and staff for their cooperation during the site visit. If this office can be of any assistance to you, please contact me by telephone, at 1-800-621-8099, extension 4660 or by e-mail, at smithmi@ada.org.

Dr. Stephen Greiner
February 21, 2018
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Sincerely,

Michelle Smith, RDH, MS
Manager, Allied Dental Education
Commission on Dental Accreditation

MS/ds
Enclosures: CODA Accreditation Status Definitions
             Formal Report of the Site Visit
             Guidelines for Reporting Program Changes in Accredited Programs
             Electronic Submission Guidelines for General Correspondence

cc: Mr. Robert Kreisberg, dean, College of Sciences, West Liberty University
       Ms. Stephanie Meredith, program director, Dental Hygiene Program
       Mr. Herman Bounds, Jr., director, Accreditation Division, U.S. Department of
         Education (via CODA website)
       State Boards of Dentistry (via CODA website)
       Institutional Accreditors (via CODA website)
       Dr. William G. Leffler, chair, CODA
       Dr. Sherin Tooks, director, CODA

Degree Program:	Associate in Science in Dental Hygiene
	Bachelor of Science in Dental Hygiene
Accrediting Agency:	Commission on Dental Accreditation
Accreditation Website:	CODA

1. **Provide a synopses of significant findings from the most recent accreditation visit/review and include:**
    A. **Strengths:** The Dental Hygiene Program at West Liberty University has a long and successful history of providing an exceptional educational experience to the students enrolled. Successful accreditation has been earned since 1953. Administrative support of the program has been excellent. The Dental Hygiene Program is committed to creating an educational environment that fosters the development of competent oral health professionals who are capable of thinking critically, solving problems and making responsible decisions in the delivery of dental hygiene care. The Program's approach to the educational process is to promote excellence, relevance and purpose through the provision of formal education and clinical experiences to prepare professionals who will meet the oral health education, preventive and dental hygiene care needs of the public they serve. Students are encouraged to be self-directed in their learning and establish high standards of professionalism and personal excellence. The faculty role is to provide guidance, feedback, information and evaluation to enhance the educational process. The dedication of the faculty and staff is evident in the high passing rates of the board examinations.
    B. **Challenges:** State budgetary constraints provide the only potential challenges to the program.
    C. **Recommendations:** At its February 1, 2018 meeting the Commission on Dental Accreditation awarded the status of "approval without reporting requirements" for the West Liberty University Dental Hygiene Program. This is the highest level of accreditation status that can be awarded by the Commission.
    D. **Letter of accreditation status**: Included at the completion of this report.

2. **Address accomplishments or challenges cited in previous review, and discuss steps taken to further progress and/or implement revisions or recommendations.**
    The long standing successful history of the WLU Dental Hygiene Program can be measured through board passing rates and employer surveys relating to the graduates. No challenges were cited in the previous review.

3. **Five-year data on graduates and majors enrolled:**

Dental Hygiene				HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
		Awards				
Academic Year	Major Cds 804,806,821 *Enrollment	CIP 51.0602 Bachelor	CIP 51.0602 Associate			
2018-19	156	39	37			
2017-18	153	30	33			
2016-17	168	29	26	Average of Five Most Recent Years		
2015-16	144	33	23	Degree Level	Awards	Enrollment
2014-15	139	22	34	Baccalaureate	5	12.5
5-YR AVG	151	28.5	29	Masters	3	4.5
*IPEDS Fall Enrollment						
** IPEDS Graduation data (July 1 - June 30)						

4. **What is the process for assessment of student learning? Include timelines of assessment implementation, and describe how data is collected and used for program improvement.**
    Multiple assessment methods are utilized within the dental hygiene program. Each year, the Assessment Plan Matrix summarizes data collection, which provides an analysis and recommendations for program improvement. Any changes and/or modifications are incorporated into the curriculum and reexamined by the faculty to determine effectiveness through the ongoing assessment process. The Assessment Plan Matrix template is provided by the ADA Commission on Dental Accreditation. This matrix addresses each of the Program Goals and lists expected results, when and who conducts the assessment, assessment findings, and recommendations for program improvement. Both direct and indirect measures are utilized to assess student learning. Direct measures include national and regional board examinations, course examinations and grades, and pass fail statistics. Indirect measures of survey data are compiled through patient surveys, course and faculty evaluations, a senior student exit survey, and a 6-month post graduate and employer survey. The Assessment Plan Matrix is extensive and has been included for review.

5. **Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees. (Please do not use student names)**

Graduating Year	No Grads	# of surveys returned "official" correspondence	General Practice	Dental Specialty	Educational Institution	Public/ Community Health	Enrolled in higher Ed.	"Unofficial" correspondence of employment (word of mouth)
2019	37	20	18	1		4	2	(15)
2018	34	9	8	1				(23)
2017	36	19	17	1		1	1	(16)

Through formal education and clinical experiences, thhe DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

Goal #1 Demonstrate entry level professional competency in the discipline of dental hygiene.

Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will apply the dental hygiene process of care in the clinical setting.	C:1 C:2 C:3 C:4 C:5 C:6 C:7	DH 185 DH 186 DH 237 DH 285 DH 380 DH 381 DH 385 DH 386	*Clinic II & III Treatment of clinic patients 80% of clinic time available. Clinic IV: TX of Pts 100% of clinic time. *Didactic instruction relative to DH process of care.	Faculty/staff participate in clinic rotations maintaining a minimum 1:5 faculty to student ratio.	*TalEval Clinic Grading Software *Didactic testing in DH 185, 285, 380, 385. *OSCE, Process Evaluations, Treatment Planning	Each clinic session. In didactic and clinic courses.	All faculty & staff Course Instructor	*Clinic II: 43% of students were deficient in clinic requirements. *Clinic III: 13% of students were deficient in clinic requirements. *Clinic IV 100% of students met clinic requirements. *It was noted in Clinic IV that many students had limited mixed dentition charting	*Students were notified of their deficiencies and deficiencies were carried over to next semester. Clinic IV schedule was adjusted to increase patient treatment opportunities. *Add a mixed dentition requirement to clinic III & IV. *Investigate opportunity for primary school children to visit the clinic.	Maximize clinic time available to enable ample opportunity to treat more patients to improve skills. Increase Clinic III patient care requirements to 100 % of clinic time available. Students will have increased opportunity to identify mixed dentition and improve skills.
2. Students will evaluate the effectiveness of implemented clinical, preventive, and educational services.	C:6	DH 185 DH 186 DH 285 DH 286 DH 380 DH 381 DH 385 DH 386	*Students maintain a family of patients. *Providing Treatment at appropriate recare intervals. *Formulation of individualized treatment plan.	*TalEval *Treatment Plan Sheet *Family of patients Sheet	Comparative analysis of OHI, Plaque Record, Assessment data at recare appointments	Evaluation is completed at each recare appointment.	Students Students Faculty Staff	*Emphasis was placed on the periodontal assessment. *Clinic IV students were required to identify plaque without the use of disclosing solution and a calculated plaque record.	Improvements were noted in periodontal assessment and documentation, students continued to lack in their ability to detect plaque without disclosing solution.	Continue emphasis on periodontal assessment and continue plaque record into clinic IV.
3. Students will demonstrate self assessment skills while providing clinical patient care.	C:7	DH 186 DH 238 DH 286 DH 381 DH 386	*Radiography Critique Sheet *Completion of Self Assessment before process evaluations. *Completion of Treatment Error Survey Form after each clinic session (II,III,IV)	Radiography Quota Required Process evaluations for each clinic I- IV	*Radiography Critique Sheet *Process Evaluation Sheets *Treatment Error Survey Sheet	*Clinic II - IV *During Clinic I Instrument Evaluations *During each clinic appointment Clinic II - IV	Students Faculty Staff	*All students completed self-assessment requirements for DH 186,238, 286, 380 & 386. *Clinic III: 26% of students required remediation. *Clinic IV 13% of students required remediation.	Remediation plans were completed for students identified as having deficiencies.	None at this time
4. Students will demonstrate critical thinking skills to provide and promote dental hygiene care.	C:2	DH 185 DH 186 DH 285 DH 286 DH 325 DH 331 DH 350 DH 380 DH 381 DH 385 DH 386 DH 390 DH 440 DH 460	*Didactic Courses *DH Treatment Plans *Case studies in all DH classes.	Class/clinic attendance, requirements and participation.	*TalEval *Rubrics *Group Observation *Review of Peer Collaboration material *Class Presentations *Reinforcement Worksheets	Throughout the semester	Faculty Staff	All students must pass didactic courses with a 75% or above DH 185-2 <75 DH 381-1 <75	Identify students at midterm who have <75% and recommend tutoring. Two degree completion students participated in tutoring.	Seek out second year and or degree completion students who may be willing to provide tutoring services for Clinic Classes.
5. Students will complete an analysis of evidence based research that supports the body of knowledge current for the practice of dental	C:2	DH 285 DH 380 DH 440	*DH 285 Table Clinic *DH 380 Clinic III Research Paper *DH 440 Review of the literature	Timeline is distributed in writing, presented, and monitored. Individual meetings for assistance.	Rubrics	During individual courses.	Six Huffman Zang	A 75% is required for a passing result. 100% of students enrolled in these classes successfully completed action steps	None required	Continue to investigate other areas in the program for students to evaluate research

Through formal education and clinical experiences, thhe DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
GOAL # 2 Prepare graduates for employment as dental hygienists and/or to pursue additional education.										
1. Students will demonstrate didactic proficiency by completing the National Board Dental Hygiene Exam with a 75% or above.	C:2	All	*Mock didactic board exam. DH 385 *All students are required to take a Standardized Didactic Test for licensure. *Offered DH 478 Board Prep Spring 2012	Mock National Board National Board Dental Hygiene Exam Review questions & practice board exams.	Rubric National board reported scores Review questions and practice board exams	Fall Annual Spring Semester Spring Semester	Huffman Program Director shares Collected data with faculty/staff Six	50% of Clinic III students passed the mock board. 97% of 2012 graduates passed the national board on the first attempt. DH 478 course evaluations were positive and all students enrolled in board prep passed. National Board Pass rates were improved.	Student required to repeat the exam until passed. First grade is recorded. Consider offering DH 478 on -line as a result of course evaluations.	Increase case based questions in all DH courses. Encourage external participation in a board review course.
2. Students will demonstrate clinical proficiency in clinic courses by completing one of the regional clinical examinations required for licensure.	C:4 C:5	DH 186 DH 286 DH 381 DH 386	* Learn instrumentation skills in DH 186. *Treat patients in the Dental Hygiene Clinic DH 286, 381, 386 *Regional Clinical Exam	Pre-clinic exercises TalEval Regional Board Exams	Instrument Process Evaluations TalEval Rubric Regional Board Exams Reported	Throughout the fall semester. Throughout the semester. Annual fall semester during Clinic III Annual Spring Semester	Six Huffman Blaskovich Program Director shares regional board exam results with faculty/staf	100% of students successfully completed DH 186. 1 student earned < 75 in DH 381 and was dismissed from the program. 58 % of 2012 graduates passed one of the regional clinical board exams on the first attempt.	Evaluated clinic procedures and evaluation methods.	Implement a graded clinical case patient in lieu of the mock board on a manikin Implement a screening appointment to better manage and distribute difficult deposit cases. Implement a patient selection module into DH 380. Secure a consultant to evaluate clinic procedures.
3. Students will identify and discuss career opportunities available beyond the entry level Associates degree in Dental Hygiene	C:8	DH 185 DH 385	*Participation in a Mock Interview *Advising Meetings *BS Degree completion Statistics	Mock Interview WINS Dental Hygiene Degree Statistic Sheet	Interview Rubric Advising sheets for track options Graduation stats	Annual Spring Semester During Pre-registration each semester Annual/May & December	Huffman Zang All faculty Program Director	100% of 2012 graduates successfully passed the mock interview. Students demonstrated skills to respond appropriately to social network communication 71 % of 2012 AS Degree recipients complete a BS degree	The faculty "hires" the most qualified candidate.	Recruit the assistance of area dentist to participate in the mock interviewing process.

2

Through formal education and clinical experiences, thhe DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL # 3 Be prepared to utilize current dental technology in the clinical setting.									
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will utilize the Dentrix software for the management of patient records.	C:1 C:2 C:3 C:5 C:6	DH 285 DH 286 DH 365 CH 380 DH 381 DH 385 DH 386 DH 390	Tx of clinic patients. Didactic instruction relative to Dentrix records in Clinic II Lab. Chart Audits	Faculty, clinical staff and dental; hygiene administrative office assistant.	*TalEval Clinic Grading Software Chart audit rubric	During each patient treatment clinic session. Randomly throughout the semesters.	Students, faculty, and clinic staff & admin office assistant.	It was noted that students periodically scheduled re -care patient as new patients. This resulted in duplicate charts.	Duplicate charts required extensive data management issues.	Emphasize during initial instruction the importance of not duplicating charts. Increase penalties for errors
2. Students will effectively utilize digital radiography while providing treatment to clinic patients.	C:1 C:2 C:3 C:5 C:6	DH 238 DH 286 DH 381 DH 386	Students are required to utilize digital radiography in DH 238 on manikins. Quota requirements for digital exposure during Clinic III & IV. Pre & post digital radiography exam. Clinic III digital manikin exam.	Radiography Lab Exercise TalEval Dentrix Radiography Exposure Log	Radiography Critique Sheet TalEval Critique Sheet	During Radiography Lab Exercise Each time a radiograph is take during patient care Each time a radiograph is taken during patient care. During the semester that exams are administered.	Students collect and self assess radiographs Supervising dentist and course instructor asses completed radiographs. Sweeney	Radiography quotas are included in Clinic III & IV. This requirement is a percentage of the final grade. 97% of Clinic III digital requirements were met. 100 % of Clinic IV students completed digital radiography requirements.	Students are becoming more familiar with the digital radiography technology. Panoramic exposures increased to 100%	Increase the utilization of digital radiography.
3. Students will demonstrate the skills essential for intraoral photography.	C:1 C:2 C:3 C:5 C:6	DH 381 DH 386 DH 390	Students are required to include intraoral photos as part of their Case History in Applied Concepts. Students are required to take intraoral photos of anomalies during clinic III & IV.	Dentrix	Rubric utilized for Case History in Applied Concepts.	During patient care experiences in which intraoral photos are taken.	Students collect the photos Supervising Dentist Faculty and Clinical Staff	All students met intraoral photography requirements.	Intraoral photos of poor quality are retaken	None required

Through formal education and clinical experiences, thhe DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL # 4 Incorporate evidence based decision making and critical thinking skills in the delivery of patient care.									
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will formulate an individualized patient treatment plan.	C:1 C:2 C:3 C:5 C:6 C:7	DH 285 DH 286 DH 325 DH 380 DH 381 DH 385 DH 386 DH 390 DH 440 DH 460	Tx of clinic patients. Didactic instruction in DH courses listed.	Faculty, clinical staff, supervising dentist review treatment plans.	*Dentrix *Treatment Plan Sheet *TalEval Clinic Grading Software *Didactic course objective testing	During each patient treatment clinic session. During didactic courses.	Students, faculty, and clinic staff	Students demonstrated skills necessary for treatment planning. Minimal errors were noted in treatment planning. TalEval sub competency # 48-50	Continue to monitor treatment planning skills.	Implement a screening appointment for new patients to improve customized treatment planning and distribution of patients.
2. Students will effectively analyze current dental literature to support evidence based patient care.	C:1 C:2 C:3 C:4 C:5 C:6 C:8	DH 185 DH 285 DH 380 DH 440	*Product Report *Table Clinic *Research *Paper *Literature Review Critiques	Faculty review of action steps. Activity time and Guidelines	Rubrics	As assigned during didactic courses.	Students collect & assess data and course instructors are responsible for evaluation.	100% of first and second year students successfully completed each action step.	None required	Continue to investigate areas in the DH curriculum where analysis of dental literature can take place.
3. Students will construct a patient case history for presentation.	C:1 C:2 C:3 C:5 C:6 C:7	DH 238 DH 268 DH 286 DH 381 DH 386 DH 390	Collect assessment data Study Models Radiographs Intraoral Photographs	Faculty review of action steps.	*Process Evaluations *Didactic testing *rubric for the case evaluation	As assigned during didactic courses.	Students' complete assignments and self assess. Peer assessment Course faculty evaluate	All students presented a patient case history demonstrating competency.	Continue Case Histories as currently assigned.	None at this time

Assessment Plan Matrix 2011-2012

Through formal education and clinical experiences, thhe DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL # 5 Demonstrate and model ethical professional behavior as established by the American Dental Hygienists' Association.										
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will comply with state and federal laws governing the practice of dental hygiene.	C:1	DH 186 DH 286 DH 350 DH 381 DH 365 DH 386	Adherence to scope of practice and rules & regulations while providing patient care	Process Evaluation through Clinic II-IV	TalEval Didactic exam	Daily on Clinic Patients Clinics II- IV During didactic	Faculty Staff	All graduates demonstrate compliance with state and federal laws. No grade deductions in # 108 of TalEval.	None required	None at this time
2. Students will identify services within the scope of practice for dental hygienists.	C:1	DH 185 DH 186 DH 285 DH 286 DH 350 DH 380 DH 381 DH 365 DH 385 DH 386 DH 460	Scope of practice content included in all DH courses.	TalEval	Didactic Testing TalEval # 108 West Virginia Law Test	During all didactic courses. Daily clinic evaluation. Spring	Clinic faculty staff WV Board Member	All 2012 graduates passed DH course with a 75% or above 100% of graduates testing passed	None required	None at this time
3. Students will demonstrate the ability to clinically treat a diverse population of patients adhering to the ADHA	C:1	DH 186 DH 286 DH 360 DH 370 DH 381 DH 386	Providing treatment for clinic patients to include Special Needs and all age categories	*TalEval Report *Clinic Tally Sheet	Quota requirements	Midterm and finals week	Clinic Supervisor & Clinical Faculty	Class of 2012 met their quota requirements	None required	None at this time

Through formal education and clinical experiences, thhe DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL # 6 Pursue lifelong learning and professional growth through participation in Continuing Education and professional organizations.										
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will demonstrate professional development through student membership in the ADHA.	C:8	DH 186 DH 286 DH 360 DH 381 DH 385 DH 386	*Payment of membership dues annually. *Legislative Process introduced *Conversion of student membership to RDH Membership	SADHA Membership roster	SADHA community service hours	Fall & Spring	SADHA Advisor Course Instructor	100% participation in SADHA 2011-2012	Continue to encourage SADHA membership and participation in community service. Continue to support conversion of student membership to ADHA.	Revise the post graduate student survey to assess conversion of student membership to ADHA.
2. Students will practice lifelong learning through attending continuing education.	C:8	DH 380 DH 385	*Attending University sponsored CEU *Attending Board Review Courses *Attending corporate sponsored lunch and	Attendance Sheet Applications	Attendance Sheet Completed Application	Spring and/or Fall annually Spring Semester of Second Year	Clinic III & IV Instructor Huffman Clinic IV Instructor	100% of students participated when invited.	Continue to promote lifelong learning through CE for students.	Investigate a requirement for one on line CE course completion in the final semester of the program. DH 386 or DH 390
3. Students will advance their personal and professional growth and development through community service activities.	C:8	DH 286 DH 360 DH 370 DH 381 DH 386	SADHA Membership & Activities Requirements DH 360 and DH 370	Attendance & Sign off sheets for community service activities. Participation in School Programs and Extended Care facilities Community Service Hours DH 360: 15	Tally Sheet of community service hours. Rubrics Survey Results Tally Sheet	Annually fall & spring Fall & Spring Fall & Spring Fall & Spring	SADHA Advisor uffman School Teachers Huffman	*2012 graduates completed a minimum of 16 hours of community service *2012 graduates successfully completed DH 360 & 370 and completed 25 hours of community service. *3 schools were visited with 27 classroom lessons *100% of School Teacher surveys completed were favorable. *Educated grades 6-12 school level students through oral screenings	Action steps were completed. Competency was demonstrated by each student through oral health lesson delivery in two classrooms grade pre-K through 8. The addition of oral screenings in the 6-12 grade levels enhanced students' communication skills and profession al competence while providing community service.	Investigate additional community service activities. Consider campus oral cancer screening. DH 331

Through formal education and clinical experiences, thhe DH Program is committed to prepare a dental hygienist who upon completion of the Associate of Science Degree Program will:

GOAL #7 Respond to the changing health needs of the community by assuming leadership roles in service activities and volunteer efforts.										
Objective SLO	Competency Addressed	DH Courses	Action Step	Monitor Mechanism	Evaluating Mechanisms	When Evaluated	Who Collects & Assesses Data	Results	Resulting Action	Planned Program Improvement as a result of data analysis
1. Students will assess, plan, implement and evaluate the oral health needs of the community.	C:3 C:4	DH 360 DH 370	DH 360 Students are assigned to a target population in conducted by developing a survey. A lesson plan is developed based on assessment responses DH 370 Students present lesson plan to peers. Feedback from course instructor and peers is used to modify areas of weakness. Students implement lesson plans into classroom setting. The teacher evaluates the program. Oral cancer screenings in geriatric facilities, middle	Required class attendance. Surveys are discussed and reviewed in class before sent to schools. Lesson plans are aligned with outline provided. Mock lessons are implemented with peers. Peer Evaluation Evaluation forms are reviewed and	Assessment Survey Outline for Lesson Plan Rubric for peer presentation Evaluation Form Oral cancer screening form	DH 360 Fall semester DH 360 Fall semester DH 370 spring Semester DH 370 Spring semester Fall & spring	Course instructor & DH student Course instructor & DH student Huffman School teacher sends to Course instructor Huffman Nancy LaBrosse Dr. Zang	100% of DH students must assess target population through mailed survey All lesson plans must pass with 75% or greater to be implemented into schools. 100% of students implement prepared lessons into schools. 100% of students return evaluation forms. 100 middle school students, 200 high school and 400 geriatric patients were screened for oral cancer.	In DH 360, lessons are planned for implementation in DH 370. Peer evaluation is completed with all lesson plans. Instructor rubric is utilized for formal grading.	None at this time.
2. Students will identify individuals and populations through risk assessment to develop strategies for improved health and disease prevention.	C:3 C:4	DH 285 DH 286 DH 380 DH 381 DH 385 DH 386	Risk Assessment and Treatment Planning of clinic patients Clinic II – IV Community outreach efforts through SADHA	Treatment Planning Clinic II- IV Risk Assessments DH Process of Care Assessment Phase Attendance Sheet	Treatment Planning Sheet TP TalEval # 48-50 Risk Assessment clinic sheets TalEval # 13-15	Clinic II –IV	Clinic instructors and Clinic Supervisor	Minimal errors were noted in the risk assessment and treatment planning phase. Students gained experience through interaction with diverse populations.	Continue current practice and monitor treatment error survey sheets. Continue to collaborate with SADHA on community service activities.	Continue to identify additional community service opportunities.
3. Students will identify available resources for oral education, prevention and therapeutic services.	C:3	DH 185 DH 285 DH 286 DH 380 DH 381 DH 386	Assignments in didactic courses listed with application of knowledge in clinical setting.	*Product Presentation *Risk Assessments	Rubric TalEval	Fall Spring Falll & Spring	Course Instructor Student collect all clinical instructors assess	All students successfully completed course assignments in didactic courses listed. Treatment planning and risk assessment is completed with each clinic patient.	Patients are provided with educational material pertinent to the identified risk.	Implement documentation of resources provided to patients as the result of identified risk. Update SLO # 3 To include the provision of resources and documentation.

English Bachelor of Arts

2019-20 Board of Governors 5-Year Program Review

Degree Program:	Bachelor of Arts in English
External Reviewer:	Dr. Heidi M. Hanrahan, Professor of English, Shepherd University
Reviewer Email:	hhanraha@shepherd.edu

1. Provide a synopses of significant findings from the external reviewer and include:
   A. Strengths:

Dr. Hanrahan identifies its dedicated, hard-working, and talented faculty as the English Program's greatest strength. She notes that every student with whom she spoke made this same observation: they consistently described the faculty as caring, accessible, and skilled, and they felt supported and valued as members of the community. According to Dr. Hanrahan, the best evidence for this strength is the fact that full-time faculty made the decision in spring 2019 to assume primary responsibility for co-requisite composition courses. Each fall, two full-time, tenured, or tenure-track faculty will teach *only* these courses, rather than their usual mix of literature and composition. These four-credit-hour courses, which are challenging from a staffing perspective, are populated by students who need additional support and instruction. As Dr. Hanrahan notes, they are the most vulnerable student population on campus because they may lack the skills or the confidence to see themselves as college ready. Rather than assign these difficult courses primarily to adjuncts, the full-time faculty in the English Program have taken ownership of them, a decision that signifies the faculty's dedication to student success. A related strength is the program's limited reliance upon adjuncts in general: courses are predominantly staffed by instructors who are important stakeholders in the Program's and the University's success.

In addition, Dr. Hanrahan identifies the Program's curriculum as one of its strengths for several related reasons. First of all, she praises its "strong" core curriculum, comprised of four courses that all English majors take (with the exception of one course that is not required for English Education majors). This core curriculum reflects the Program's values—cultivating strong reading and writing abilities, cultivating an awareness of the diverse world that students will enter, and fostering a sense of community—while preparing students for the workforce. She highlights the Program's major in Writing as evidence of the career-oriented nature of the curriculum, which is also reflected in the opportunities provided for professional internships and graduate school preparation in advanced coursework. Second of all, she notes that the curriculum allows for flexibility, with plenty of room for students to choose electives that are of particular interest to them. Finally, Dr. Hanrahan notes that our curriculum prepares students to perform well in professional settings: English Education majors, for example, consistently earn top scores on the PRAXIS content exam.

   B. Challenges:

Dr. Hanrahan notes one challenge related to staffing: we currently employ only one faculty member with expertise in writing. Given the importance of first-year writing to the University's general studies program and given the English Program's major in Writing, the Program is understaffed in this area, particularly since this lone faculty member also runs the Robinson Writing Center.

Dr. Hanrahan also notes several challenges related to curriculum. First of all, through her conversations with students she learned that some have required independent studies in order to graduate on time because required courses weren't always offered in an accessible rotation. While the existence of these independent studies—which are rare—is a further testament to the program's dedicated faculty, she notes that it can lead to faculty burn-out. Dr. Hanrahan thus recommends using course substitutions

instead. Second of all, she notes that the Comics Studies major looks good on paper but has never really "taken off" and has thus become a potential burden to the faculty and the Program. She urges a serious conversation about the major's future viability. Third, she observes that it would be impossible for a student to graduate in four years in the English Education major if they only take 15 hours per semester; in other words, they must take a challenging load of 18 hours per semester to stay on track. This required course load, she notes, could lead to students feeling overwhelmed. We might consider modifications to this curriculum to ease this potential burden and make the major more accessible.

Finally, Dr. Hanrahan points out that a serious lack of library resources significantly undermines our students' ability to locate and access recent and relevant research in their fields. While this is not an issue that the Program itself can control, it remains a significant challenge to our ability to deliver our curriculum.

C. Recommendations:

Given the staffing challenge noted above, Dr. Hanrahan recommends that the Program hire an additional faculty member with expertise in writing. This potential hire would help the Program address two additional recommendations. First of all, Dr. Hanrahan recommends more training and professional development opportunities for faculty specifically linked to teaching composition: workshops, funding to attend conferences, department meetings to share resources and ideas, etc. She notes that although the faculty who teach these courses are dedicated professionals who deliver a strong curriculum, they nonetheless could use additional resources and support, particularly given that (with one exception) their formal training is in literature, not writing. Second of all, she suggests that we discuss ways to achieve greater alignment within our first-year writing sequence. While the faculty do work with a common set of student learning outcomes in these courses, we might do more to make sure we are on the same page regarding how we achieve these outcomes.

In addition to reviewing the future viability of the Comics Studies major, as noted above, Dr. Hanrahan also recommends that we consider revising the curriculum of our major in Writing. The English Program originally created the major using the writing courses that already existed in the catalog. Now that the major has existed for a few years and continues to attract new students, she urges us to create new courses in professional writing, which is also something for which students expressed a desire. Courses in publishing, business writing, and grant writing could be marketable to other majors/minors on campus and would help the Program bolster its already-strong emphasis on career preparation. Relatedly, she notes that the Dean and Interim Chair expressed interest in creating a major in Creative Writing. Dr. Hanrahan urges caution in this area and recommends that all faculty be consulted throughout this process. Furthermore, she urges us to be deliberate in our planning and mindful of potential staffing challenges.

2. Address accomplishments or challenges cited in previous review and discuss steps taken to further progress and/or implement recommendations or make revisions.

Our previous BOG review (2014-2015) notes that one of the Program's greatest strengths is its faculty, who have a range of expertise and credentials. In addition, our previous review notes promising revisions to our curriculum, which underwent significant changes in fall 2014, and also highlights the vital role the English Program plays in the University's general studies curriculum. In the years following our previous review, we have built upon these three strengths.

First of all, we have reinforced our already diverse faculty by hiring an expert in writing in fall 2017, as noted above. In addition to offering courses in our Writing major, this faculty member oversees the newly created Robinson Writing Center, which opened in fall 2017 and provides vital academic support to the entire WLU campus and community. Students in all disciplines, at the graduate and undergraduate level, use the Center, and it offers targeted support for our first-year writing courses, which are central to general studies. The Writing Center also offers professionally oriented workshops in writing resumes and cover letters. Beginning in fall 2019, the Writing Center began offering workshops for faculty on topics such as designing effective writing assignments. To support the Center and to strengthen our major in Writing, we created a new course intended to prepare students to work in the Center as writing tutors: ENG 451: Writing Tutor Practicum. As these examples indicate, we continue to review and revise our curriculum as needed to better meet our Program goals and to better serve the University as a whole.

A challenge noted in our previous review was our lack of a strong plan for Program assessment. At the time, we had taken initial steps to address this weakness by creating a new core curriculum of seven courses. This decision enabled us to establish locations for direct and indirect assessment of Program SLOs. However, at that time, we had not developed our own instruments (i.e. rubrics) for assessing our students, nor had we made any specific decisions about where and how these assessments would take place. Since that time, we have developed a fourth SLO and further revised the core: it now consists of four courses that align with our four SLOs. Furthermore, as our updated Assessment Plan reflects (please see below), we have devised a system for implementing direct and indirect measures of student learning at multiple stages and in multiple locations and have also developed our own rubrics for assessing our SLOs.

Finally, the previous external reviewer, Dr. J. Robert Baker of Fairmont State University, noted that WLU's transition to the co-requisite model for composition courses is a Program strength. At the time, co-requisite courses were worth five credit hours and English Education majors were responsible for two supplemental instructional hours each week. In recent years, as our current external reviewer notes, faculty have assumed responsibility for all of these instructional hours, and we've revised the number of credit hours students earn. In other words, our Program continues to fulfill the HEPC's mandate to replace developmental courses with accelerated learning opportunities, and we continue to improve our methods for doing so.

3. Five-year data on graduates and majors enrolled:

English			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
AY	*Enrollment	**Awards			
2018-19	51	9			
2017-18	48	7			
2016-17	49	12	Average of Five Most Recent Years		
2015-16	40	8	Degree Level	Awards	Enrollment
2014-15	47	12	Baccalaureate	5	12.5
5-YR AVG	46	9.75	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

English Program Review Assessment Update 2019-20

4. **What is the process for assessment of student learning**? Please include most recent assessment update submitted in LiveText.

    Provide at least three Student Learning Outcomes for the program that are specifically stated (the student will . . .) and that are easily measurable.

    1) The student will analyze a text using a suitable interpretive method.
    2) The student will compose a rhetorically appropriate written text.
    3) The student will synthesize research into an original argument.
    4) The student will integrate culturally-diverse perspectives into their textual analysis.*

    - The fourth outcome has been revised since the 2018 update report in which it was stated as "The student will acknowledge culturally diverse perspectives." This revision was made to account for the difficulties in measuring students' acknowledgement of perspectives.
    - We also decided to revise the first SLO which originally stated, "The student will analyze texts…" This revision was made because we were concerned that the original version might imply that the student needed to analyze multiple texts in one assignment.

    General Studies Integration: Describe how/where the University General Studies student learning outcomes and are integrated and assessed in the program.

GS SLO	How/Where these are assessed in the program (ex. corresponds to program SLO1 or, if not integrated into the program SLOs, how/where are the GS SLOs assessed?)
	The Communication GS SLO corresponds to program SLOs #2 and #3. There are four courses in the English Program that specifically align with this General Studies SLO. Course titles and catalog descriptions appear below.
Communication	**(1) ENG 101: College Composition I**: English 101 focuses on the fundamentals of expository writing and emphasizes various rhetorical strategies, such as definition, comparison/contrast, and others. This course will also introduce proper quotation, paraphrase, and summary of sources, and will review basic grammatical and mechanical skills. A minimum grade of "C" is required for graduation. Pre-requisite: English ACT 18 or SAT 450 Verbal. Students not meeting the ACT/SAT requirement will be required to take the 5 credit hour section of this course which includes two hours of weekly supplemental instruction.
	(2) ENG 102: College Composition II: 3hrs. English 102 is a continuation of English 101 and emphasizes persuasion, argumentation, and researched writing. Students will undertake a researched writing project involving several process drafts, which conclude in a well-documented academic essay. A minimum grade of 'C' is required for graduation. Prerequisite: 'C' or better in College Composition I (English 101).
	(3) ENG 103: Accelerated College Composition: 3 hrs. Accelerated three-credit hour composition course for students who have already demonstrated a high level of writing proficiency. After an introduction to the fundamentals of college-level writing, special emphasis will be given to persuasion, argumentation, and research. Prerequisite: English ACT 25 or SAT 570 Verbal or an Advanced Placement Score of 3 in English Literature and Composition.
	(4) ENG 385: Advanced Composition: 3 hrs. Writing varied types of essays; practice in sentence analysis; reading about writing, with emphasis on prose style. Pre-requisite: ENG 101 & 102 or ENG 103.
	The Analysis GS SLO corresponds to program SLO #1. The English Program's literature courses specifically align with this General Studies SLO. Examples of literature course titles and catalog descriptions appear below.
Analysis	**(1) ENG 200: Literature Foundations for English Majors**: 3 hrs. This course provides instruction in the fundamentals of literary study. Designed with the needs of declared or prospective English majors and minors in mind, it emphasizes literary research, interpretation, and criticism. The course covers three or more literary genres, such as fiction, poetry, drama, nonfiction, or film, and will provide a basic introduction to concepts, terms, and practices commonly encountered in literary study. This course is a prerequisite for all English literature courses numbered above 300. Prerequisites: ENG 101 and ENG 102 (either a pre- or a co-requisite) or ENG 103.
	(2) ENG 204: British Literature Through the 18th Century: 3 hrs. Old English period through the eighteenth century; emphasis on types, movements, and major figures; attention given to the epic tradition, Renaissance and troubadour poetry, classical lyrics and satires, and drama.
	(3) ENG 205: American Literature Before the Civil War: 3 hrs. American writers from Colonial days to 1860 with emphasis upon the Romantics, some reference to world influence.
	(4) ENG 214: British Literature after the 18th Century: 3 hrs. A survey of English writers from the Romantic period through the twentieth century; emphasis on types, movements, and major figures.
	(5) ENG 215: American Literature after the Civil War: 3 hrs. A survey of American literature from the Civil War to the present, focusing upon the rise of realism, naturalism, primitivism, and other intellectual, sociological, political and historic trends.
	The Self & Cultural Awareness GS SLO corresponds to program SLO #4. Several courses in the English Program that specifically align with this
S&C Awareness	**(1) ENG 315: Multicultural Studies in Literature:** 3 hrs. This course addresses a broad spectrum of issues related to cultural diversity through the reading and discussion of literature from a variety of historical periods and geographical locations, and in multiple genres. Rotating topics may focus on themes related to ethnicity, gender, nationality, race, and class. Prerequisites: ENG 101 and ENG 102.
	(2) ENG 320: Young Adult Literature: 3 hrs. Addresses specific reading strategies essential for a creative and instructional approach to meeting reading needs of middle school students; resources and techniques are used to explore, analyze, and evaluate a variety of young adult literature. Pre-req: C or better in (ENG 101 and ENG 102) or ENG 103.
	(3) ENG 330: Appalachian Literature: 3 hrs. A study of representative writers from the Appalachian region, with special emphasis on West Virginia. Pre-req: C or better in (ENG 101 and ENG 102) or ENG 103.

English Program Review Assessment Update 2019-20

Assessment Method: Describe assessment methods used and include examples of both direct and indirect measures. *The rubrics referred to under the Direct Measures column are attached at the end of this report.

Program SLO	Direct Measures	Indirect Measures
(1) The student will analyze a text using a suitable interpretive method.	We have developed a rubric to assess this SLO. This rubric will be applied to assignments in our literature courses such as close readings, literary analysis essays, and exams.	Gateway Survey-ENG 200 Midway Survey: ENG 315 Exit Survey-ENG 495
(2) The student will compose a rhetorically appropriate written text.	We have developed a rubric to assess this SLO. This rubric will be applied to assignments such as a funding proposal in ENG 274: Professional Writing which requires students to appeal to the interests of their audience. Similarly, the rubric can be applied to the major research essay in ENG 385: Advanced Composition in which students must address their argument to a scholarly audience.	Gateway Survey-ENG 200 Midway Survey-ENG 385 Exit Survey-ENG 495
(3) The student will synthesize research into an original argument.	We have developed a rubric to assess this SLO. This rubric for example, can be applied to literature reviews which are assigned in ENG 102 and 385.	Gateway Survey-ENG 200 Midway Survey-ENG 385 Exit Survey-ENG 495
(4) The student will integrate culturally-diverse perspectives into their textual analysis	We have developed a rubric to assess this SLO. This rubric will be applied to assignments in our literature courses such as close reading, literary analysis essays, and exams.	Gateway Survey-ENG 200 Midway Survey-ENG 315 Exit Survey-ENG 495

Additional Clarification on Indirect Measures: The English Program began implementing the exit survey in ENG495: Senior Seminar at the end of the spring 2018 semester. We plan to develop and implement a Gateway Survey in ENG 200 and a Midway Survey in ENG 315 and ENG 385 in the next academic year (2020/2021). The Gateway Survey with measure students' understandings of the program SLOs when they begin taking the series of required courses specific to the English major, and the Midway Survey will measure students' progress toward these SLOs once they have taken approximately half of the core English courses.

Location of Measures: Describe the method, implementation and location of assessment measures
All English majors are required to take the following core classes: ENG 200, ENG 315, ENG 385, and ENG 495. Our four SLOs have therefore been paired with these four courses in the following chart. For direct measures, we plan to use the attached rubrics to assess written assignments such as literary analysis essays, exam questions, and research papers. For indirect measures, we plan to use student surveys.

English Program Review Assessment Update 2019-20

Measures	Beginning	Middle	End
Program SLO 1: The student will analyze a variety of texts using a suitable interpretive method			
Direct	**Location**: ENG 200: Literature Foundations for English Majors **Method**: We will assess student essays (e.g. literary analyses) using the attached rubric.	**Location**: ENG 315: Multicultural Studies in Literature **Method**: We will assess student essays (e.g. literary analyses) using the attached rubric.	**Location**: ENG 495: Senior Seminar **Method:** We will assess student essays (e.g. literary analyses) using the attached rubric.
Indirect	**Location**: ENG 200: Literature Foundations for English Majors **Method:** We will assess students' understanding using the Gateway Survey.	**Location**: ENG 315: Multicultural Studies in Literature **Method:** We will assess students' understanding using the Midway Survey.	**Location**: ENG 495: Senior Seminar **Method:** We will assess students' understanding using the Exit Survey.
SLO 2:The student will compose a rhetorically appropriate written text			
Direct	**Location**: ENG 200: Literature Foundations for English Majors **Method:** We will assess student essays (e.g. literary analyses) using the attached rubric.	**Location**: ENG 385: Advanced Composition **Method:** We will assess student essays (e.g. literature reviews and research-based arguments) using the attached rubric.	**Location**: ENG 495: Senior Seminar **Method:** We will assess student essays (e.g. literary analyses) using the attached rubric.
Indirect	**Location**: ENG 200: Literature Foundations for English Majors **Method:** We will assess students' understanding using the Gateway Survey.	**Location**: ENG 385: Advanced Composition **Method:** We will assess students' understanding using the Midway Survey	**Location**: ENG 495: Senior Seminar **Method:** We will assess students' understanding using the Exit Survey.
SLO 3: The student will synthesize research into an original argument			
Direct	**Location**: ENG 200: Literature Foundations for English Majors **Method:** We will assess student essays (e.g. literary analyses) using the attached rubric.	**Location**: ENG 385: Advanced Composition **Method**: We will assess student essays (e.g. literature reviews and research-based arguments) using the attached rubric.	**Location**: ENG 495: Senior Seminar **Method:** We will assess student essays (e.g. literary analyses) using the attached rubric.
Indirect	**Location**: ENG 200: Literature Foundations for English Majors **Method:** We will assess students' understanding using the Gateway Survey.	**Location**: ENG 385: Advanced Composition Method: We will assess students' understanding using the Midway Survey	**Location**: ENG 495: Senior Seminar **Method:** We will assess students' understanding using the Exit Survey.
SLO 4: The student will integrate culturally-diverse perspectives into their textual analysis			
Direct	**Location**: ENG 200: Literature Foundations for English Majors **Method:** We will assess student essays (e.g. literary analyses) using the attached rubric.	**Location**: ENG 315: Multicultural Studies in Literature **Method:** We will assess student essays (e.g. literary analyses) using the attached rubric.	**Location**: ENG 495: Senior Seminar **Method:** We will assess student essays (e.g. literary analyses) using the attached rubric.
Indirect	**Location**: ENG 200: Literature Foundations for English Majors **Method:** We will assess students' understanding using the Gateway Survey.	**Location**: ENG 315: Multicultural Studies in Literature **Method:** We will assess students' understanding using the Midway Survey.	**Location**: ENG 495: Senior Seminar **Method:** We will assess students' understanding using the Exit Survey.

5. **Implementation**: Describe the process of data collection and analysis. How is the information shared with faculty in the department/program? Are program revisions or curriculum changes linked to the data? Is assessment information used to encourage faculty engagement in the assessment of student learning?
   1) What direct assessment data have you collected? We have not yet started to collect direct assessment data but will do so beginning fall of 2020 using the attached program SLO rubrics
   2) What indirect assessment data have you collected? We have collected one semester worth of data through our ENG 495 exit survey.
   3) How is the information shared with faculty in the department/program? At present, the program does not have a plan for sharing data with faculty or for making curriculum changes in response to this data. We will develop such a plan once we have had the chance to assess enough students to identify patterns in progress toward the program SLOs.
   4) What program revisions or curriculum changes have been made as a result of your analysis of the data? At We have not collected enough data to make program revisions of curriculum changes.
   5) How is assessment information used to encourage faculty engagement in the assessment of student learning? We have not yet developed a plan for assessment information to be used to encourage faculty engagement in the assessment of student learning.

6. **Timeline**: Describe the program three-year assessment plan and include current actions, short- and long-term plans for collecting and analyzing data. *We plan to assess our SLOs on the same timeline and have therefore included all four SLOs in one row below.

7. **Previous Reviews**: Address previous Assessment and Accreditation Committee recommendations and provide an update for how program assessment strengths were continued or improved upon, how any challenges or deficiencies were addressed, and current status.

   In AY 2019-2020 the English Program addressed the Assessment and Accreditation Committee's recommendation to revise our fourth English Program SLO: "The student will acknowledge culturally diverse perspectives." The revised version states, "The student will integrate culturally diverse perspectives into their textual analysis." This revision was made in response to the Assessment and Accreditation Committee's concern that it would be difficult to measure students' efforts to acknowledge perspectives.

   We have also responded to the Assessment and Accreditation Committee's recommendation that we develop our own assessment rubrics. Specifically, we drafted rubrics (included below) for each of the four SLOs and met with the English Program faculty and instructors on October 9th and November 20th to discuss the rubrics and identify necessary revisions. These rubrics will allow us to collect meaningful data that tells us how well we are meeting our Program goals rather than relying upon GSAC rubrics that are not aligned with our curriculum.

English Program Rubrics: Assessment Update, January 2020

Program SLO 1: The student will analyze a text using a suitable interpretive method.

The writer:	Underdeveloped	Developed	Proficient	Exceptional
Demonstrates a thorough reading of the text and shows that they understand the text's key components and how they relate to the author's overall focus, argument, or purpose.				
Displays a thorough understanding of the method. This method is clearly defined in the text.				
Applies the method to reveal how parts of the text work together to produce a particular effect or shape the meaning.				
Applies the method effectively to draw well-supported conclusions about the text.				

English Program Rubrics: Assessment Update, January 2020

Program SLO 2: The student will compose a rhetorically appropriate written text.

The writer:	Underdeveloped	Developed	Proficient	Exceptional
Develops the content of the text in response to their audience's needs. For example, the writer engages with topics and concepts and cites examples and studies relevant to their reader's interests, the writer defines concepts that are likely to be unfamiliar to their reader, etc.				
Organizes the content of the text in response to their audience's needs and expectations for the genre. For example, the writer of a research essay might include an abstract and literature review section, while the writer of a grant proposal might include a problem definition section, etc.				
Discusses the significance of their topic or argument for their audience. This discussion is detailed and persuasive, ultimately answering the question of why the topic or argument matters?				
Effectively crafts reader-based prose. For example, the writer connects new information to what the reader already knows, creates effective transitions between paragraphs, makes use of metacommentary, etc.				

English Program Rubrics: Assessment Update, January 2020

Program SLO 3: The student will synthesize research into an original argument.

The writer:	Underdeveloped	Developed	Proficient	Exceptional
Effectively organizes the text around an argument. This argument does not simply restate the views of another source but instead says something new (original). The writer remains consistently focused on crafting and supporting this argument.				
Cites relevant research to contextualize and support this argument. This research is effectively integrated into the writing (i.e. introduced and interpreted in relation to the writer's claims).				
Synthesizes research by drawing connections between studies, as opposed to simply summarizing individual studies. For example, the writer identifies a shared finding or trend amongst several studies and describes how their argument adds to or perhaps challenges this trend.				

English Program Rubrics: Assessment Update, January 2020

Program SLO4: The student will integrate culturally-diverse perspectives into their textual analysis.

The writer:	Underdeveloped	Developed	Proficient	Exceptional
Cites and explains a culturally diverse perspective in a way that does not oversimplify and that recognizes the nuances of diversity.				
Explains how this perspective challenges, expands, or possibly supports their interpretation or analysis. The writer does not simply cite and then dismiss or ignore the perspective.				
Offers insight into the significance [or causes, sources] of the differences between cultural, social, and economic groups. In other words, the writer states why this approach matters. [So what?]				

8. **Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees.**
   First of all, it is important to note that there is no single prescribed career path for a person with a degree in English, particularly one with an emphasis in writing or literature. Rather, an English degree prepares students to succeed in any number of workplaces because these students possess excellent communication and analytic skills. Students with degrees in writing or literature go on to work in a variety of professions, all of which are related to their field of study because they involve communication, analysis, and the ability to acknowledge diverse perspectives.
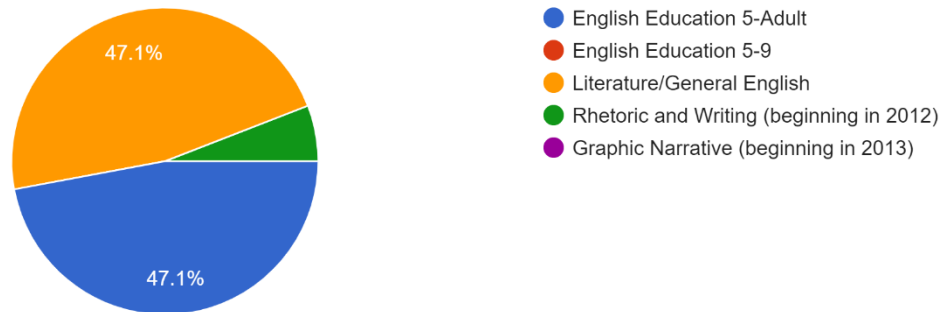
   While acknowledging the diverse career paths that English alumni take, we distributed an Alumni Survey in late 2019 to collect up-to-date information on job placement and advanced degree attainment. The survey went out to all alumni from May 2009-May 2019, for a total of 122 alumni. Of these, 34 alumni responded, for a response rate of 28%. While such a survey is by no means comprehensive, no prior data of this nature existed, so this initial effort is our first step toward more reliably tracking our alumni in the years to come.

   Information relevant to this program review appears below in a series of images copied from the Google Form through which we distributed the survey. Although we collected names, graduation years, and contact information, results are presented anonymously in this review. The survey reflects the following trends:
   - All respondents are employed full (94%) or part (6%) time.
   - Respondents work in fields with strong ties to the communication and analytic skills they gained in our Program: teachers, lawyers, editors, proofreaders, document preparation specialists, and librarians.
   - More than half (18) of respondents have earned graduate degrees, the majority of which are in fields closely related to English: literature, writing, library science, education, and law, among others.
   - One facet of the English Program with clear career trajectory is English Education, and we have a strong track record of job placement in this area.
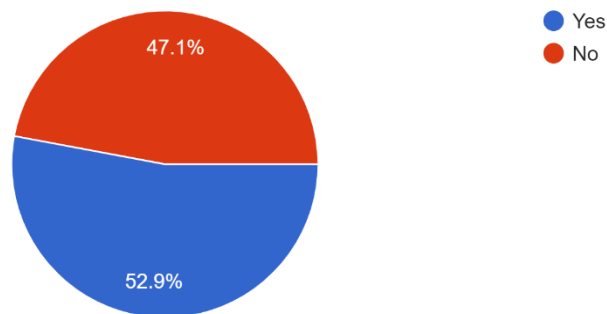
What type of English degree did you earn?
34 responses

- English Education 5-Adult
- English Education 5-9
- Literature/General English
- Rhetoric and Writing (beginning in 2012)
- Graphic Narrative (beginning in 2013)

47.1%
47.1%

Have you earned (or are you working toward) a graduate degree?
34 responses

- Yes
- No

47.1%
52.9%

REDIRECT FOR RESPONDENTS WHO ANSWERED 'YES' TO THE PREVIOUS QUESTION:

Please identify your graduate institution(s), the degree(s) you've earned, and your graduation year(s). If you are currently pursuing a graduate degree, please identify your graduate institution, the degree you are pursuing, and your anticipated date of completion.

- Post Graduate Certificate in Data Analytics, George Mason University 2017
- West Liberty University, Master of Education, Reading Specialist, Spring 2021
- Virginia Tech, MA in Literature and Certificate in Women's Studies, 2018
- WVU College of Law, J.D. Class of 2019
- West Liberty University; MAED-Multi-Categoritcal Special Education 2016
- West Virginia University M.A in World Languages, Literatures, and Linguistics
- Juris Doctorate- West Virginia University College of Law- 2016
- UC Riverside and UW Madison
- Wheeling Jesuit University - Educational Leadership
- Kent State University, Master of Library and Information Science, 2016
- West Liberty University, MBA Management, May 2020
- Masters degree in leadership and education
- Wheeling Jesuit University, MAED Administration and Superintendency, May 2019

- Marshall University (MA, English, 2005) Indiana University of Pennsylvania (PhD, Literature and Criticism, 2012)
- Kent State University, Master of Library and Information Science, 2017
- University of Cincinnati, Masters of Arts in Professional Writing, graduated in 2018
- Juris Doctor, The University of Akron, School of Law, 2017
- Wheeling Jesuit University Masters in Educational Leadership 2017

Which of the following best describes your current employment status?
34 responses

Legend:
- ● Employed full time
- ● Employed part time
- ● Graduate Assistant
- ● Unemployed

94.1%
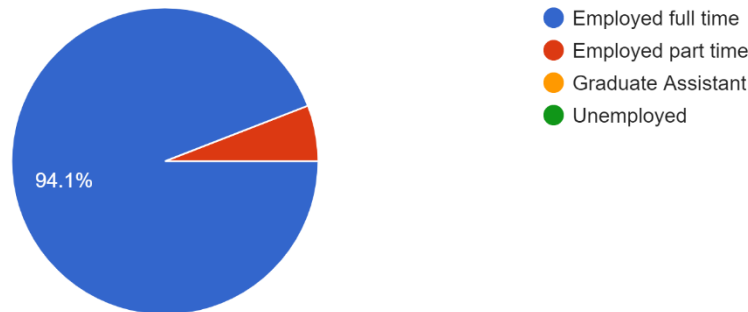
In what field(s) are you currently working? If applicable, please identify your official job title.

- Technology and Cost Optimization
- Library Assistant
- Education - English Teacher - 7th grade
- Education - 7th Grade ELA Teacher
- Teacher
- Law - Law Clerk, United States Court of Appeals for the Fourth Circuit
- Editor at FEMA's National Fire Academy
- Teacher of Gifted and English Grades 7-8
- Teacher in Ohio County, Camp Director for ORVC Boy Scouts of America
- Sales
- ESL Instructor
- Document Specialist
- Legal Field- Associate Attorney
- Talent Acquisition Operations Specialist & Global Recruiting Coordinator for an autonomous vehicle company
- High School English and Creative Writing Teacher
- Liberal Arts
- Teacher of English; Cameron Middle School
- Education - Assistant Principal
- Library Technical Assistant, Resource Sharing
- Senior Legal Proofreader
- Director of auxiliary services- education
- 7th Grade ELA Teacher for Hancock County Schools
- Assistant Professor of English, West Virginia University Institute of Technology
- High School English Teacher
- Substitute teacher
- Education- ELA Teacher
- Middle School Reading and Language Arts Teacher
- Learning Resources Librarian & Cataloger
- Legal Assistant
- Legal proofreader

- I'm an editor at a publishing company that produces digital media and print magazines.
- I am an Associate Attorney. I currently practice in the areas of estate and trust planning and administration.
- High school/club girls/boys volleyball coach; nanny; English tutor
- Teacher of English Language Arts

_____

In addition to the above survey data, an English faculty member who maintains contact with many of their former advisees compiled a spreadsheet listing the last known place of employment for 40 recent English program alumni, some (but not all) of whom also took the Alumni Survey. Below is the employment information that this faculty member compiled, which yields the same observations as above. Our alumni work in fields with strong ties to the communication and analytic skills they gained in our Program: teachers, lawyers, editors, proofreaders, document preparation specialists, and librarians. Several are small-business owners, and others work in corporate positions.

Last known place of employment

- US Court of Appeals--4th Circuit
- Warwood Middle School (Ohio County Schools)
- Triadelphia Middle School (Ohio County Schools)
- Sherrard Middle School (Marshall County Schools)
- Administrative Assistant, Washington Alliance Church & Writer for the church's blog
- Bridge Street Middle School (Ohio County Schools)
- Owner, Tacoholix
- Inspire Closing Services
- Bookkeeper @ Bordas & Bordas Law (also comedienne)
- Assistant Director of Strategic Programs--CMU College of Engineering
- Sherrard Middle School (Marshall County Schools)
- Central Catholic High School (Ohio County Schools)
- Weir Middle School (Hancock County Schools)
- Proofreader @ Williams Lea
- Kennen & Kennen Realty
- Ritchie County Middle School
- Oak Glen High School (Hancock County Schools)
- Legal Assistant @ Sheehan & Associates (Wheeling)
- Assistant Editor *CompositesWorld* magazine
- Washington High School (Massilon (OH) City Schools)
- Jones Passodelis Law
- Proofreader @ Williams Lea Tag
- Title 1 Specialist @ WV Board of Ed (also "Mrs. West Virginia International 2017")
- Black McCuskey Law
- Warwood Middle School -- Assistant Principal (Ohio County Schools)
- Brooke High School (Brooke County Schools)
- Magnolia High School (Wetzel County Schools)
- Library Assistant, WVU Libraries
- Hundred High School (Wetzel County Schools)

- Warren Middle School (Warren Local (OH) Schools)
- Teaching Assistant @ University of Dayton
- Greenfield School (Wilson, NC)
- East Hardy Middle School (Hardy County Schools)
- Director of Auxiliary Programs @ Norfolk Collegiate School / Admin Assistant of Relig. Education @ Sacred Heart Catholic Church
- Weir Middle School (Hancock County Schools)
- Owner, Design by Daria
- Cave Spring Middle School (Roanoke County Schools)
- Moundsville Middle School (Marshall County Schools)

BOG English Program Review

Spring 2020

Assessment & Accreditation Committee Recommendations

English Chair: Angela Rehbein
Assessment Coordinator: Amanda Tennant

BOG Program Review
Assessment and Accreditation Committee Recommendations

Degree Program: <u>English</u>   Chair: <u>Angela Rehbein</u>   Assessment Coordinator: <u>Amanda Tennant</u>

Date: <u>March 2020</u>   Committee Action: ☒ Assessment Plan Approved

☒ Next BOG Program Review <mark>Spring 2025</mark>

Note: If requested by the Chair or Assessment Coordinator, assessment updates may be scheduled in any year preceding the next BOG review.

<u>HEPC Policy</u>: an <mark>External Consultant</mark> is required for non-accredited programs (<mark>recommend by fall 2023</mark>).

English	Exemplary (5) Full implementation	Completed (4) Implementation/Revisions	Initial (3) Implementation/Revisions	Evidence (2) of Planning	Evidence (1) 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 into its assessment plan (both in its SLOs and measures) where applicable.←←	Program has integrated at least one applicable General Studies SLO into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO into its assessment plan in *either* an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs 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.
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.
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.

←**Indicates improvement over last review**   →**Indicates a decline over last review**

Assessment Update Recommendations:

The committee would like to commend the continued forward progress you have made in addressing the committee's previous recommendations. Your SLOs are clearly written and measurable and your program has fully integrated the General Studies SLOs. You have developed a plan for assessment and rubrics that more directly relate to your curriculum.

1. You have clearly communicated the relationship between your program goals and the general studies SLOs. The committee trusts your judgment as to when and how the various components of the program goals will be introduced and reinforced to help students to ultimately reach the program goals, and this is not necessary for you to report. For purposes of this review, the committee is interested in the assessment strategies developed to determine to what extent students have met the program goals, at what points across the program you are checking their progress, how you plan to collect and analyze the data, and what changes have been made as a result of your analysis. and where in the program you are assessing general studies SLOs.

2. You have started to develop rubrics for the SLOs in your program, and we would like to encourage you to continue to refine them by differentiating the categories (underdeveloped, developed, proficient, and exceptional). We would like to remind you that while you may use your rubric for purposes of grading individual student's assignments in each class, it is only necessary to tabulate your overall program data at set points near the beginning, middle, and end of the program and report the aggregate data. The assessment coordinator may want to meet with Sarah West and request that she add the rubrics to the courses. Sarah can set this up for the faculty each semester, which may aid in aggregating the data.

3. The program has started collecting data from an exit survey. Since we do not have a copy of the exit survey, we just wanted to remind you that the survey should include information related to the achievement of the SLOs. A satisfaction survey or feedback about the program alone is insufficient to determine the extent to which the goals were met.

4. The committee recommends that you develop a plan for disseminating the collected data and encouraging faculty engagement in 2020-2021 rather than waiting until year three. Identifying specific strategies for using the data for continuous program improvement will be possible once you begin to notice trends in your data, and we are looking forward to seeing your progress at the next review.

BSN Nursing Bachelor of Science

2019-20 Board of Governors 5-Year Program Review

CCNE

COMMISSION ON
COLLEGIATE NURSING
EDUCATION

ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036-1120

202-887-6791

WWW.AACN.NCHE.EDU/
CCNE-ACCREDITATION

July 8, 2015

CORRECTED LETTER SENT: August 6, 2015

Rose M. Kutlenios, PhD, RN, PMHCNS-BC, ANP-BC
Interim Director
Nursing Program
West Liberty University
208 University Drive, CUB #140
West Liberty, WV 26074-0295

Dear Dr. Kutlenios:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that at its summer meeting the CCNE Board of Commissioners reviewed the continuous improvement progress report submitted by the baccalaureate program in nursing at West Liberty University and determined that the program continues to meet all accreditation standards.

In its accreditation action letter dated May 25, 2012, the Board stated that if upon review of the special report that the program has demonstrated compliance with Standard IV, the Board may act to extend the term of accreditation for up to an additional 5 years, resulting in the maximum 10-year term of accreditation. Upon review of the special report, The Board determined, due to a remaining compliance concern, that the decision to extend the term of accreditation would be based on review of the CIPR. As a result of the Board's review of the CIPR, the term of accreditation for the baccalaureate nursing degree program at West Liberty University has been extended to June 30, 2022.

The baccalaureate degree program in nursing is now scheduled to host an on-site evaluation in fall of 2021. Approximately 12-18 months prior to the time the on-site evaluation is to be scheduled, you will be contacted by CCNE staff with information on initiating the re-evaluation process. Please note that the on-site evaluation scheduled for the baccalaureate program in the fall of 2016 was canceled.

As a reminder, programs are expected to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate. This includes advising CCNE in the event of any substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

Judith F. Karshmer, PhD, PMHCNS-BC
Chair, CCNE Board of Commissioners

cc: CCNE Board of Commissioners
        CCNE Report Review Committee

Degree Program:	BSN Bachelor of Science in Nursing
Accrediting Agency:	Commission on Collegiate Nursing Education (CCNE)
Accreditation Website:	CCNE

1. **Provide a synopses of significant findings from the most recent accreditation visit/review and include: Strengths, Challenges, Recommendations, and Letter of accreditation status**
   Response: The most recent visit from CCNE was in the fall of 2011 that resulted in the granting of five years of accreditation out of a possible 10. A substantive report was required in a year to address compliance issues with Standard IV related to program outcomes, and a Continuous Improvement Progress Report (CIPR) was submitted after that. The main issue was reaching the program outcome of having 80% of the students pass the NCLEX (licensing exam) the first time. CCNE sent the last letter related to this accreditation term on July 8, 2015 (See attached). In it, CCNE states that our program meets all accreditation standards and that the term of accreditation was extended to June 30, 2022. No strengths or challenges were listed in this letter. We are to have the next visit in fall of 2021.

2. **Address accomplishments or challenges cited in previous review, and discuss steps taken to further progress and/or implement revisions or recommendations.**
   The largest accomplishment was in improving the first time pass rates on the NCLEX exam and keeping these rates up for the past six years. The changes taken to achieve this outcome included revising and updating the whole nursing curriculum, strengthening admission standards, developing testing and testing environment policies, and developing the faculty as a team.

   Since nursing is a profession that is practiced in a rapidly changing environment, our faculty must continually keep abreast of developments, assess where our students are, and make changes accordingly. Currently, there are two major changes on the horizon. Namely, our accreditation body is slowly moving towards a competency-based curriculum, and the NCLEX exam is moving toward the next generation of questions that will be designed to have more critical thinking infused with different formats of questions that have not been used before.

   Given the financial challenges of West Liberty University and the state of West Virginia, it is a constant challenge to find ways to attend meetings and keep abreast of these trends so that we are preparing students to be successful.

3. **Five-year data on graduates and majors enrolled:**

Nursing			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
Academic Year	Major Cds 803,809,817, 819,836 *Enrollment	CIP 51.3801 **Awards			
2018-19	166	20			
2017-18	150	19			
2016-17	127	27	Average of Five Most Recent Years		
2015-16	119	39	Degree Level	Awards	Enrollment
2014-15	168	29	Baccalaureate	5	12.5
5-YR AVG	141	28.5	Masters	3	4.5
*IPEDS Fall Enrollment					
** IPEDS Graduation data (July 1 - June 30)					

4. **What is the process for assessment of student learning? Include timelines of assessment implementation, and describe how data is collected and used for program improvement.**
   A. **Introduction/Clarification:** The nursing program has five overall program outcomes, each of which encompasses more than one aspect that can be measured. All nursing course objectives are leveled to reach the overall outcomes by the end of the program. In addition, each clinical course has objectives that build to the program objectives and serve as the roadmap for the clinical evaluation tool. Students are evaluated weekly in the clinical evaluation tool on the objectives and sub objectives that lead to the program outcomes. By the time of graduation, each student will have been evaluated by 8-10 faculty members on these observable and measureable outcomes. Students must have achieved an overall satisfactory on each outcome to pass the course. There are 30-40 of these sub objectives in each clinical course. This report will include examples of our outcomes, data, and how they are used for program improvement.
   B. **Student Learning Outcomes:**
      1) The graduate will provide safe, holistic care to promote wellness across the lifespan.
      2) The graduate will synthesize current evidence and clinical reasoning in planning implementing, and coordinating patient-centered care.
      3) The graduate will collaborate with members of the interprofessional healthcare team to meet the needs of patients in a variety of health care settings.
   C. **General Studies Integration:** In 2018, the Provost's office (in a letter dated February 14, 2018) directed programs to assess GS SLO in a capstone course. Of the four selections, Nursing measured written communication, oral communication, and analysis. Oral and written communication will be assessed under the Nursing SLO 3 as they are necessary components of collaboration. Analysis will be assessed under SLO 2 as it is a component of clinical reasoning.
   D. **Assessment Method (Measures/Instruments):** A variety of methods are used to measure each SLO.
      1) SLO 1: The pass rates for the NCLEX are used since this exam must be passed to enter the profession of nursing, and it is a valid and reliable measure of safe, competent care. In each semester of the nursing program, students take ATI exams that contain content areas that will be part of the NCLEX. We also purchase the NCLEX program report that compares our median graduate to the national median student on various categories within the NCLEX. Students are also evaluated on this objective and its subcategories in every clinical course through observation of behaviors, skills, and attitudes, and written work.
      2) SLO 2: The Nursing Judgement score is used on the final ATI (the Predictor), the analysis GS SLO, and clinical evaluations on this objective and its sub objectives as direct measures. A question on the senior survey is used as an indirect measure.
      3) SLO 3: A collaboration score on the ATI Predictor, the oral and written GL SLOs, and clinical evaluations as direct measures, and an item on the WL Senior Survey as an indirect measure are used.

Outcomes	Direct Measures	Indirect Measures
SLO 1	ATI tests NCLEX pass rates NCLEX Program Report Clinical Evaluations	
SLO 2	ATI test Clinical Evaluations Analysis GS SLO	Senior Survey
SLO 3	ATI score Oral Communication GS SLO Written Communication SLO Clinical Evaluations	Senior Survey

4) **Location of Measures**: The table below will display where the measures are located. Please note that students are accepted into the Nursing Program in the fall semester of Junior year, and this this is the beginning of our program.

Student Learning Outcomes	Instrument/Method Data Collection	Measure		Beginning	Middle	End
		Direct	Indirect			
SLO 1: Provide safe, holistic, patient-centered care to promote wellness across the lifespan	ATI Test	X		X	X	
	Clinical Evaluations	X		X	X	X
	NCLEX Pass Rates	X				X
	NCLEX Report	X				X
SLO 2: Synthesize current evidence and clinical reasoning in planning, implementing, and coordinating patient-centered care.	ATI Test	X				X
	Clinical Evaluations	X		X	X	X
	GS Analysis Rubric	X				X
	Senior Survey		X			X
SLO 3: Collaborate with members of the interprofessional health care to meet the needs of patients in a variety of health care settings.	ATI Score	X				X
	Clinical Evaluations	X		X	X	X
	GS Writing Rubric	X				X
	GS Oral Com. Rubric	X				X
	Senior Survey		X			X

5) **Implementation:** Includes an Evaluation Committee, chaired by the Program Director and comprised of three other faculty members and sometimes a student representative. The current Systematic Plan of Evaluation related to student outcomes has been in place since the advent of our new curriculum with the class of 2016. The plan is updated by the committee and evolves as measurements change from time to time and as accreditation criteria are changed. The committee meets at least once a semester and reviews the data to determine if any problems exist that should be referred for curricular revision and passed on to the Curriculum Committee to study. The Nursing Evaluation Committee establishes goals/benchmarks and assesses whether or not those benchmarks are met and reviews data trends.

Below is a table related to the NLCEX pass rates as a direct measure of SLO1. Five years of data are displayed to highlight the difference between the old curriculum and the new curriculum that began with the class of 2016.

Benchmark	Assessment Method	Data Analysis				Actions
SLO 1 - NCLEX Pass Rates		Year	WLU	WV	National	The new curriculum was developed due to issues of students being below 80% pass rate for three years in a row. The old curriculum was adjusted to help the student pass so that by 2014 the pass rate just made the 80% benchmark set by the accreditors. With all the changes made to the new curriculum, the scores have been consistently above the aspirational goal.
The first time pass rates on the NCLEX will be at or above 80%. Aspirational goal: The first time pass rates on the NCLEX Exam will be at or above the National	NCLEX Pass Rates for WLU Program; West Virginia; & National average for graduates of all nursing programs.	2015	83 87	86 73	84.51	
		2016	95 45	88 05	84.56	
		2017	100	90.36	87.11	
		2018	100	93.58	88.89	
		2019	94	92.33	88.18	

The following tables contains the data for the remainder of the measures for SLO1, SLO2 and SLO3 over the last three years.

SLO Criterion: SLO 1 ATI Tests											
Benchmark	Assessment Method	Data Analysis	Class of 2017			Class of 2018			Class of 2019			Actions
			WLU Mean	National Mean	Percentile	WLU	National	Percentile	WLU	National	Percentile	
The WLU mean score on the first attempt of each ATI exam will be at or above the national mean.	ATI exams are given in each semester of the Program. The Predictor is given at the end of the Program	Fundamentals	70.5	63.1	92	69.3	63.1	88	65.5	63.1	66	The data over the last three years show that the students are scoring for the most part above the national mean. The third column of data, the percentile, points to excellent achievement as compared to all schools nationally that take these exams. Pharm is consistently lower, and the faculty think the reason is that the test is in the second semester. Even though students have completed 6 credits of pharm by this time, they have not had consistent practice in the clinical setting. The remedy is that a book of pharm questions is used in the synthesis courses senior year, and pharm content is integrated into other senior level courses. On the NCLEX pharm is a strength, and this measure is shortly after graduation.
		Nutrition				67.6	63.0	73	67.8	63.0	75	
		Pharmacy	64.2	63.4	50	65.3	62.3	56	63.5	63.4	47	
		Maternal	70.0	65.9	73	71.7	65.9	82	71.1	66.8	72	
		Mental Health	80.5	67.6	99	79.7	67.6	99	78.7	69.0	95	
		Pediatrics	70.0	62.4	89	72.2	62.4	95	71.3	63.1	89	
		Med Surgery	74.1	68.5	83	73.9	68.5	81	72.9	68.9	73	
		Leadership	80.8	71.9	97	80.1	71.9	96	81.3	72.5	96	
		Predictor	81.0	68.3	99	81.6	68.3	99	81.2	71.6	97	

SLO 1 Life Span Development

Benchmark	Assessment Method	Data Analysis			Actions
The percentile rank of median student on the content dimension: "Human Functioning: Growth and Development" on the NCLEX exam will be at the 35th Percentile or higher compared to the national population of graduates	NCLEX Program Reports: Human Functioning: Growth and Development	Class	WLU	Percentile	Data are not yet available for 2019. In 2017, our students did not answer enough questions in this area to provide data. The WLU median student was at the 72nd and 79th percentiles in the years indicated which is considered a strength in this
		2016	72		
		2017	*		
		2018	79		

SLO 1 Clinical Evaluation of this SLO

Students will have on overall satisfactory of this objective and its sub objectives by the end of its clinical course.	This objective is evaluated in NUR 317, 324, 407, and 437.	All students received a satisfactory over the last three years in each	The plan is to continue with the clinical preparation as currently outlined.

SLO 2 Clinical Reasoning/Nursing Judgment

Benchmark	Assessment Method	Data Analysis		Actions
(1) The mean score on the Nursing Judgment section of the ATI Predictor will be at or above 70%	The ATI Predictor is given at the end of the program.	Year	Group Score	All three benchmarks related to various aspects of reasoning and judgment are met; however, the Nursing Program is currently working on efforts to incorporate more clinical judgment concepts and opportunities in preparation for the NEXGEN changes to the NCLEX. In 2019-20, a clinical judgement model was taught in 317 and incorporated into junior level care plans. The senior level simulations also focused more on clinical judgement concepts.
		2017	83.7%	
		2018	81.3%	
		2019	80.0%	
(2) WLU Graduating Senior Survey:At least 80% of seniors will indicate that they strongly agree or agree that they have met the goal, "Improved critical thinking skills that enable me to evaluate beliefs, values, ideas."	The WLU Graduating Senior Survey is administered to all WLU graduating students and the Nursing results are sent to the Program Director the next year.	Year	Group Score	
		2017	100%	
		2018	100%	
		2019	100%	
(3) The mean on the WLU rubric for analysis will be 2.5 or higher out of a total of 4 points on the following two categories: a. evidence (interpreting evidence) and b. reading comprehension (evaluations contexts of text)	Two areas of the WLU rubric for analysis will applied to their paper assignment in NUR 438.	Year	Evidence	Comprehension	
		2018	3.7	3.5	
		2019	3.6	3.6	

SLO 2 Clinical Evaluation of this SLO

Students will have on overall satisfactory of this objective and its sub objectives by the end of its clinical course.	This objective is evaluated in NUR 317, 324, 407, and 437.	All students received a satisfactory over the last three years in each course.	The plan is to continue with the clinical preparation as currently outlined.

SLO 3 Collaboration and Communication						
Benchmark	Assessment Method	Data Analysis				Actions
(1) The mean score on the WLU rubric for writing will be 2.5 or higher out of 4 points in the following categories: a. controlling idea, b. content, and c. grammar	Three areas from the WLU writing rubric will be applied to their paper assignment in NUR 438. The three areas are controlling idea, development & support (content), and mechanics (grammar). The data are entered into LiveText.	Year	Idea	Content	Grammar	Data for 2017 were not scored in the same way; so they are not listed here for the oral and written rubric. The students have met the benchmarks for the oral and written skills that are components of collaboration.
		2018	3.3	3.8	3.6	
		2019	3.5	3.4	3.9	
(2) The mean score on the WLU rubric for oral communication will be 2.5 or higher out of a total of 4 points in the categories: a. vocal delivery and b. presentation aids	Two areas from the WLU oral communication rubric will be applied to their presentation in NUR 438. The two areas are vocal delivery and presentation aids.	Year	Delivery		Aids	
		2018	3.2		3.6	
		2019	2.9		4.0	
(3) WLU Graduating Senior Survey: At least 80% of seniors will indicate that they strongly agree or agree that they have met the goal, "Developed the ability to speak and listen effectively."	The WLU Graduating Senior Survey is administered to all WLU graduating students and the Nursing results are sent to the Program Director the next year.	Year		Percent		Graduating seniors who competed the survey perceive that they can speak and write effectively.
		2017		88.0%		
		2018		86.0%		
		2019		100.0%		
(4) WLU Graduating Senior Survey At least 80% of seniors will indicate that they strongly agree or agree that the have met the goal, "Developed the ability to write effectively, expressing myself clearly	The WLU Graduating Senior Survey is administered to all WLU graduating students and the Nursing results are sent to the Program Director the next year.	Year		Percent		
		2017		89%		
		2018		100%		
		2019		100%		
(5) The mean score on the QSEN: Teamwork and Collaboration on the ATI Predictor will be at or above 70%.	ATI Predictor is given to graduating seniors	Year		Score		Students are meeting the benchmark set for this score on the ATI predictor.
		2017		70.5%		
		2018		93.3%		
		2019		81.0%		

SLO 3 Clinical Evaluation of this SLO			
Students will have on overall satisfactory of this objective and its sub objectives by the end of its clinical course.	This objective is evaluated in NUR 317, 324, 407, and 437.	All students received a satisfactory over the last three years in each course.	The plan is to continue with the clinical weekly SBAR communication tool that students prepare weekly. This is a standardized tool for interprofessional and intraporfessional communication

The nursing faculty work arduously to get students where they need to be in terms of the skills, knowledge, and attitudes needed to be a safe and competent nurse. Some of the student learning outcomes are reflected in the above table as well as the analysis. Overwhelmingly, the data demonstrate that the students are reaching the benchmarks set, and the faculty work to keep that dynamic moving in the right direction. As an example of this, the faculty are working on various opportunities for collaborative education and have had discussions with the PA and speech pathology programs with the potential to initiate a few experiences next year. Faculty are also working to improve clinical judgment as the expectations related to this will increase in the next 3-5 years on the NCLEX.

Nursing faculty are very involved in assessment and analyzing data. Most faculty administer the ATI tests that are part of the grades in courses. Faculty who teach the content on the exams review the question areas for any deficiencies in what and how they are teaching and make adjustments for the next class. The Program Director sends an email to all faculty following a test so that everyone is aware of the results. The NCLEX Report is also sent to all faculty so that they can see how students performed in their content areas. All of these data points are also discussed in meetings.

6) Three-Year Timeline: As stated above, the Nursing Program has a comprehensive assessment plan for collecting and analyzing data over all five of the program outcomes. Only three were included in this report for the sake of brevity. The data are collected every year and used for either continuing the current practices or revising the practices. We collect and review all the data every year. Given the limited amount of students we have, it is not helpful to us to collect different data every year. We look for consistency over time, and this is what our accreditors want us to do. We would not be able to have the outcomes that we have if we measured something different every year. That said, we do tweak the measures if we find that we are not getting useful information. In addition, the table in this report shows the traditional BSN students. We collect similar data for our BS to BSN program and the RN to BSN program annually. That said the table below shows some areas that we will focus on in the upcoming three years.

NUR SLO	2020-21	2021-22	2022-23
SLO 3		Inclusion of evaluation of any Interprofessional class experiences. (indirect)	
SLO 2 and 3		Changing the general assessments as directed by the University related to the new GS program	
All SLOs	Comparison of the traditional BSN with the BS to BSN as the second class just graduated in December and there will be two years of data after they complete the NCLEX.		As our accreditors move to a competency based curriculum, this will change our measures.
SLO 4 Information & Technology	Currently being measured by scores on a paper. Will look for a test category that may provide national data on this.		

7) Previous Reviews: Two cycles ago, the University Assessment Committee suggested that perhaps too much information was provided, and on the last assessment, the suggestion related to not carefully looking at assessment into the future because we collect the same information annually. Here I tried to limit what was presented and give a rationale for why we collect all information annually but do consider changes as needed. At this point, we have noticed that our BA/BS to BSN accelerated program consistently outperforms the traditional student but we do not have enough data beyond one class to state this and should have more within the year. The conclusion may be that the type of students makes a difference, and that additional strategies/support may be needed to motivate the traditional students. Changes will have to be made with the general studies as that area is evolving. In addition, as Nursing moves to competencies, we will need to measure them. In our faculty meeting last week, we viewed a video on the national competencies that are now a work in progress so that we are anticipating how these changes are progressing. Whereas, eight to ten years ago, we were changing just about everything due to not achieving outcomes, at this time we are achieving and exceeding outcomes as compared to national benchmarks and are trying to anticipate change and move accordingly.

5. **Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees.** **(Please do not use student names)**

Percentage of Graduates Employed as Nurses Over Five Years

Year of Graduation	Number Employed as a Nurse Within One Year of Graduation
2019	100%
2018	92.8%
2017	100%
2016	92.2%
2015	91%

The above table shows that graduates of the BSN program are overwhelmingly employed as nurses within one year of graduation. Percentages below 100% indicate either graduates who chose not to work in nursing or those whom we have not been able to track. Generally, the Nursing Program tracks employment in two ways. First of all, we survey students at the time of graduation to see how many have accepted a position. After the students pass the NCLEX, the Program Director emails each student to congratulate them and inquires about their initial position. Although many students continue on to graduate school, they do not do so immediately after graduation. They generally work as a registered nurse for at least a year and then continue their education if they so choose.

WEST LIBERTY UNIVERSITY

Speech Pathology & Audiology Bachelor of Science

2019-20 Board of Governors 5-Year Program Review

Degree Program:	**Bachelor of Science Speech Pathology & Audiology (SPA)**
External Reviewer:	Dr. Dennis Ruscello
External Reviewer Email:	**Dennis.Ruscello@mail.wvu.edu**

1. **Provide a synopses of significant findings from the external review and include:**
   A. **Strengths:**
      a) The undergraduate pre-professional curriculum is comprehensive and provides students with a strong background for graduate study.
      b) The curriculum is consistent with the Mission and Core Values of the University.
      c) The location of WLU and its academic reputation suggest that there is significant potential for growth at the undergraduate level and development of a graduate program.
   B. **Challenges:**
      a) Current fulltime (2 faculty members) and adjunct faculty members (3 adjuncts) teach the classes and meet current needs. Fulltime faculty assume heavy teaching loads and engage in different service activities at the department, college and university levels. These important activities leave little time for the faculty to engage in program review and evaluation, which is problematic but constitutes a large hurdle if undergraduate program review and graduate program planning is to be undertaken.
      b) A clinic supervisor and two doctoral level faculty are minimum hires but absolutely necessary for continuation and further development.
      c) The physical limitation is there is no free-standing clinic that is accessible for demonstration with advanced undergraduate students who are enrolled in pathology-based courses. Since this profession is based on knowledge and skill-based performance, it is important that clinical facilities are available to the program faculty for demonstration purposes. More importantly, it would be requisite to implementing a graduate program in speech-language pathology.
   C. **Recommendations:**
      a) Additional fulltime faculty members are needed to grow the undergraduate program and assist in the development of a graduate component. Another fulltime doctoral position and clinic are also needed to initiate a graduate program.
      b) Free-standing clinic with a dedicated space to insure the confidentiality of patient records and student report writing and other therapy needs.
      c) Technology needs to be available just as it is for academic teaching. It will enable supervisors to conduct the supervision via video monitoring. Although we are moving in the direction of technology, I feel that new students also need some face to face interactions in the actual clinical room.
      d) Check with legal counsel before charging for services in the clinic.

2. **Address accomplishments or challenges cited in previous review and discuss steps taken to further progress and/or implement recommendations or make revisions.**
   ✓ NA First BOG Review

3. **Five-year data on graduates and majors enrolled:**

Speech Pathology			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
Academic Year	Major Cd 907 *Enrollment	CIP 51.0201 **Awards			
2018-19	40	14			
2017-18	48	14			
2016-17	51	16	Average of Five Most Recent Years		
2015-16	56	12	Degree Level	Awards	Enrollment
2014-15	51	10	Baccalaureate	5	12.5
5-YR AVG	51.5	13	Masters	3	4.5
*IPEDS Fall Enrollment					
** IPEDS Graduation data (July 1 - June 30)					

4. **What is the process for assessment of student learning? (see Appendix 1)**

5. **Describe how the most recent recommendations of the Assessment and Accreditation Committee have been addressed.**

   After reviewing the 2017-18 SPA Assessment Update, the A&A Committee suggested a few revisions to make our student learning outcomes more easily measurable. The SPA faculty responded by revising the outcomes to include slight changes in the verbs used. There was some confusion on the expectations for general studies integration and this was clarified by the A&A Committee and this has been addressed.
   The Committee suggested keeping grades and assessment results separate, and we have implemented this change.

6. *Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees.* **(Please do not use student names)**

Graduation Year	Degrees Earned	Graduate School	Employed SPA Related
Spring 2019	11	10 (1 did not apply)	NA
Fall 2018	4	1 (2 did not apply)	NA

Graduate Applications (past 2 years)	Number Accepted	Acceptance Rate
12	11	92%

Appendix 1

Speech Pathology and Audiology

Assessment Update 2019-20

1. Student Learning Outcomes: Speech Pathology and Audiology (SPA) graduates will:
   A. Demonstrate an understanding of the basic components of human communication including biological, neurological, acoustic, psychological, developmental, linguistic, social, humanistic, and cultural bases
   B. Evaluate and communicate clinical applications in both a written and verbal form via report writing and oral presentations
   C. Utilize technology and assessment/intervention materials appropriate for an undergraduate level to better prepare students for speech-language pathology assistant positions or graduate education
   D. Utilize appropriate professional development as it relates to the American Speech-Language-Hearing Association standards, scope of practice, and ethics requirements
2. General Studies Integration: Describe how/where the University General Studies student learning outcomes and are integrated and assessed in the program. *It is an expectation that every program will be able to incorporate all three GS outcomes into their program's assessment plan.*
   A. Communication: Upon completion of the General Studies Program at WLU, students will communicate with clarity, coherence, and persuasiveness.
   B. Analysis: Upon completion of the General Studies program at WLU, students will apply appropriate concepts and methods to analyze, evaluate, and interpret information or texts, implementing suitable strategies to solve problems or relate analyses as appropriate.
   C. Self and Cultural Awareness: Upon completion of the General Studies program at WLU, students will reflect objectively on the human condition through investigation, appreciation, and evaluation of the products, perceptions, expressions, and interrelationships of various cultures.

GS Outcomes	Assessment Methods		SPA Goals
	Direct	Indirect	
Communication: Upon completion of the General Studies Program at WLU, students will communicate with clarity, coherence, and persuasiveness.	Pre-Entrance Assessment (Soph. Yr.) Exit Assessment (Sr. Yr.) Portfolio-SPA 368 Clinic Assessment Rubric-SPA 403-404 Senior Capstone-SPA 468	Foundational Survey-COLL101-19 Skills Survey-SPA 400 Exit Interview-SPA 468 Graduate Survey-SPA 468	SLO 2
Analysis: Upon completion of the General Studies program at WLU, students will apply appropriate concepts and methods to analyze, evaluate, and interpret information or texts, implementing suitable strategies to solve problems or relate analyses as appropriate.	Portfolio-SPA 368 Performance Reports- SPA 403-404 Clinic Assessment Rubric- SPA 403-404 Senior Capstone- SPA 468	Foundational Survey-COLL101-19 Skills Survey- SPA 400 Practicum Interviews- SPA 403 Graduate Survey- SPA 468	SLO's 1&3
Self and Cultural Awareness: Upon completion of the General Studies program at WLU, students will reflect objectively on the human condition through investigation, appreciation, and evaluation of the products, perceptions, expressions, and interrelationships of various cultures.	Portfolio-SPA 368 Performance Reports- SPA 403-404 Clinic Assessment Rubric- SPA 403-404 Senior Capstone- SPA 468	Foundational Survey- COLL 101-19 Skills Survey- SPA 400 Practicum Interviews- SPA 403 Deaf Encounter Reflection- SPA 252 Graduate Survey- SPA 468	SLO 4

3. Describe assessment methods used and include examples of both direct and indirect measures.
   A. Direct Measures are evaluations of student work and some examples include: exams, papers, projects, computer programs, interaction with a client, or musical performances
   B. Indirect Measures include asking students/graduates how well they thought they learned and examples include: senior surveys, exit interviews, alumni surveys, and focused groups.

Program Goals Student Learning Outcomes	Assessment Measures	Assessment Methods		
		Beginning	Middle	End
(1) Graduates will demonstrate an understanding of the basic components of human communication including their biological, neurological, acoustic, psychological, developmental, linguistic, social, humanistic, and cultural bases.	Direct	NA	Pre-entrance Assessment Portfolio Practicum Interview	Exit Assessment Portfolio Capstone
	InDirect	Foundational Survey (self-evaluation)	NA	Graduate Survey Exit Interview
(2) Graduates will evaluate and communicate clinical applications in written and verbal form via report writing and oral presentation.	Direct	NA	Portfolio	Portfolio Capstone Project
	InDirect	Foundational Survey (self-evaluation)	Self-Reflection through "Letter of Intent"	Exit Interview Gaduate Survey
(3) Graduates will be able to utilize technology and assessment, evaluation and intervention materials appropriate for an undergraduate level to better prepare them for graduate work.	Direct	NA	Portfolio Performance Reports Clinic Assessment Rubric	Portfolio Performance Reports Clinic Assessment Rubric Capstone Project
	InDirect	Foundatonal Survey (self-evaluation)	Skills Survey	Exit Interview Gaduate Survey
(4) Graduates will utilize appropriate professional development as it relates to the American Speech-Languate-Hearing Association (ASHA) standards, scope of practice and ethics requirements.	Direct	NA	Portfolio HIPAA/Ethics Awareness survey Practicum Interview Clinic Assessment Rubric Performance Reports	Portfolio Capstone Project
	InDirect	Foundational Survey (self-evaluation)	Self-Reflection through " Cultural Competence Checklist: Personal	Exit Interview Gaduate Survey

4. Location of Measures: Describe the method, implementation and location of assessment measures.

Program Goals Student Learning Outcomes	Measures	Assessment Methods	Course Location
(1) Graduates will demonstrate an understanding of the basic components of human communication including their biological, neurological, acoustic, psychological, developmental, linguistic, social, humanistic, and cultural bases.	Direct	Pre-Entrance Assessment Practicum Interview Portfolio Capstone Project Exit Assessment	SPA 156 SPA 403 SPA 368 SPA 468 SPA 468
	InDirect	Exit Interview Graduate Survey	SPA 468 SPA 468
(2) Graduates will evaluate and communicate clinical applications in written and verbal form via report writing and oral presentation.	Direct	Portfolio Capstone Project	SPA 368 SPA 468
	InDirect	Foundational Survey (self-evaluation) Self-Reflection "Letter of Intent" Exit Interview Graduate Survey	Coll 101-19 SPA 156 SPA 468 SPA 468
(3) Graduates will be able to utilize technology and assessment, evaluation and intervention materials appropriate for an undergraduate level to better prepare them for graduate work.	Direct	Portfolio Performance Reports Clinic Assessment Rubric Capstone Project	SPA 368 SPA 403-04 SPA 403-04
	InDirect	Foundational Survey (self-evaluation) Skills Survey Exit Interview Graduate Survey	Coll 101-19 SPA 400-401 SPA 400-401 SPA 468
(4) Graduates will utilize appropriate professional development as it relates to the American Speech-Language-Hearing Association (ASHA) standards, scope of practice and ethics requirements.	Direct	HIPAA/Ethics Awareness Survey Practicum Interview Portfolio Performance Reports Clinic Assessment Rubric	SPA 400-401 SPA 403 SPA 368 SPA 403-404 SPA 403-404
	InDirect	Foundational Survey (self-evaluation) Self Reflection "Letter of Intent" Cultural Competence Checklist: Personal	Coll 101-19 SPA 156 SPA 400, 401

5. Timeline for Assessment Implementation: Describe the program three-year assessment plan and include current actions, short- and long-term plans for collecting and analyzing data.
   A. Current Actions:
   1) Career planning is discussed throughout the program, and students are made aware of post-graduation responsibilities such as: graduate school applications and requirements, GRE preparation and execution, graduate school expo participation, graduate school visitations and interviews, professional resume/curriculum vitae preparation, volunteer experience, participation in professional conferences, clinical hour documentation, and requirements for licensure and certification dependent on career choice.
   2) Students are required to attend on-campus activities related to the profession such as guest speaker presentations administered by various WLU Health Science programs, graduate school academic fair, Fitness and Fun Day, annual health fair, etc.

B. Short-term:
   1) Entrance and exit assessment (beginning and end of program)-IN PROCESS
   2) Senior/graduate survey (end of program)-IN PROCESS
   3) Portfolio and junior and senior interview (middle and end of program)- IN PROCESS
C. Long-Term: Potential Capstone Project (end of program)-IN PROCESS
D. Implementation Timeline: Update-10/23/2019:
   1) **Year 1:** By Fall 2018, an entrance assessment will be implemented at the beginning of the SPA program, followed by an exit assessment upon completion of the program. Developing these assessments will allow the SPA program to begin data analyzation regarding the efficacy of the student learning outcomes. Additionally, a graduate survey is planned to be utilized by Spring 2018 to assess career readiness of students who have completed the SPA program. Lastly, a portfolio project is in discussion and planning to be developed by Fall 2018, with implementation beginning at a later date.

   Since the date of the proposed timeline, the SPA program has made changes to the admissions criteria and course offerings for the undergraduate Bachelor of Science in Speech Pathology and Audiology program to allow for the implementation of an entrance assessment. The first group of students required to participate in the entrance assessment, per the 2019-20 catalog, are current Freshman in the Pre-SPA major. After students complete their first 2 years, or all pre-requisite coursework, in the Pre-SPA program, they will take the entrance exam in SPA 156- Anatomy of Speech and Hearing. Pending a passing score of 70% or better, a passing grade of "C" or better in all pre-requisite SPA courses, and submitting all application materials, students will be accepted into the Bachelor of Science in Speech Pathology and Audiology program.

   The graduate survey has been sent to one group of graduating seniors and more data will continue to be collected to assess the career readiness of our SPA alumni.

   The portfolio project is intended to be implemented spring 2020 in SPA 368, Junior Seminar. Direct assessment data based on the completion of the portfolio and the quality of student work will be reported in the coming years.
   2) **Year 2:** By Fall 2019, a portfolio assessment is planned to be implemented with the freshmen and sophomore SPA students. Following a student's junior year in the program, the portfolio will need to be drafted/organized according to a generated rubric. Students will also participate in an interview process at the end of their junior year for entrance into senior practicum courses. Upon completion of the program, students will be expected to complete the portfolio and present it as a part of an exit interview. The completed portfolio and its contents will be graded according to a generated rubric.

   The portfolio project has been planned and the first drafted portfolios will be developed this spring, 2020, in SPA 368- Junior Seminar.

   Practicum Interviews have taken place each semester (Spring 2018, Fall 2018, Spring 2019, Fall 2019) prior to the registration of SPA 403 and SPA 404 practicum courses. The interviews have benefitted the student's development in professional communication and have allowed the faculty to assess student readiness for hands-on experiences as demonstrated by interview responses and student resumes.
   3) **Year 3:** A potential Capstone Project is in deliberation at this time with a potential start date in the Fall 2020 semester. Due to a small number of faculty in the SPA program, the Capstone Project is still in the beginning discussion phases at this time. The Capstone Project would require fourth year level students to complete independent research on a topic of their choice and, with the guidance of a faculty mentor, complete a detailed report demonstrating their deep understanding of the topic.

   SPA 468- Senior Capstone course has been added to the required course list for the SPA program. The course has one student enrolled for the spring 2020 semester with a faculty member serving as the advisor for the capstone project. The capstone course is planned to continue each spring semester for senior level students to enroll.

6. Implementation PROGRAM REVISION: Describe the process of data collection and analysis. How is the information shared with faculty in the department/program? Are program revisions or curriculum changes linked to the data? Is assessment information used to encourage faculty engagement in the assessment of student learning?

    A. Assessment measures are in the early stages of preparation and implementation. At this time, we are gathering baseline measurements and creating further assessment procedures.

    B. Currently, the program is withstanding changes with faculty where new faculty are being hired and introduced to assessment procedures. Additional faculty helps with consistent course offerings; however, there is an acclimation period where individuals are adjusting to an academic setting. Once the program is stable in this area, formal assessment appropriate collection of data to measure specific areas in the program can be completed.

    C. Specific assessment measurements will be conducted within course offerings. The instructor heading that specific class will collect and record student assessment data.

    D. All data will be reported to the Program Director who will maintain electronic and/or hard copies of all records.

    E. Once data has been collected, it can then be assessed to analyze student performance. Currently, this has never been done with the SPA program in the past. Again, the program is at the early stages of collection.

    Below is a chart of the student data for graduate school placements and employment percentage related to their field of study.

Year of Graduation	Graduates	%Grad School Acceptance	%Employed
2015-2016	12	80%	90%
2016-2017	16	92%	100%
2017-2018	16	83%	80%
2018-2019	15	92%	100%

BOG Speech Pathology and Audiology
Program Review

Spring 2020

Assessment & Accreditation
Committee Recommendations

Program Director: Stephanie Bradley

Degree Program: <u>Speech Pathology and Audiology</u>   Director: <u>Stephanie Bradley</u>   Date: <u>March 2020</u>
Committee Action: ☒ Assessment Plan Approved   ☒ Next BOG Program Review <mark>Spring 2025</mark>
Note: If requested by the Program Director, assessment updates may be scheduled in any year preceding the next BOG review.
<u>HEPC Policy</u>: an <mark>External Consultant</mark> is required for non-accredited programs (<mark>recommend by fall 2023</mark>).

SPA	Exemplary (5) Full implementation	Completed (4) Implementation/Revisions	Initial (3) Implementation/Revisions	Evidence (2) of Planning	Evidence (1) 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 into its assessment plan (both in its SLOs and measures) where applicable. ←←	Program has integrated at least one applicable General Studies SLO into its assessment plan (SLOs and measures) in at least one location.	Program has integrated at least one applicable General Studies SLO into its assessment plan in *either* an SLO or measure.	Program demonstrates the recognition of a need to integrate General Studies SLOs into program assessment, but is still planning for implementation.	Program shows no indication of attempting to integrate General Studies SLOs 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.
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.
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.

← **Indicates improvement over last review**   → **Indicates a decline over last review**

Assessment Update Recommendations:

The committee would like to applaud the considerable thought which is evident in your first official program review. You have identified student learning outcomes which are measurable and clearly stated. You program has fully integrated the General Studies SLOs into your assessment plan. You have developed a plan to evaluate student progress toward obtaining the program SLOs using both direct and indirect measures across the program.

With an eye toward that future review, we would like to make some suggestions to aid your progress

1. The committee recognizes that you are in the earliest stages of developing your assessment program. We look forward to seeing the instruments that you develop to assess your program SLOs, the data you have collected, and the programmatic changes which are made or proposed as a result of your data analysis at the next review.
   a. Including your assessments instruments, rubrics, and analysis of student performance

b. Provide a narrative of how the assessment data is communicated with faculty in your program and the steps you are taking or plan to take to improve identified areas of weakness.

c. As you develop these measures, remember that these assessments, particularly the exit interview questions, needs to be more than just program satisfaction. All methods should be assessing the extent to which students are able to achieve your learning outcomes.

   i. As a reminder, it is important to ensure that you are measuring each SLO. While graduate school acceptance and percentage employed provide you with valuable information, they are indirect measures of whether a student is able to meet the objectives.

   ii. Since we do not have a copy of the exit survey, we just wanted to remind you that the survey should include information related to the achievement of the SLOs. A satisfaction survey or feedback about the program alone is insufficient to determine the extent to which the goals were met.

2. We would like to remind you that your timeline is focused on the next three years (from the date of the review) rather than the past three years.

3. The current actions should relate to what you are doing to further develop your assessment methodology, reinforce areas of identified strengths, respond to identified challenges and weaknesses with regard to student's successful attainment of the program's SLOs.

4. To aid the committee, we would appreciate it if you would submit the appropriate template in Livetext. If you need assistance with LiveText, please contact Sarah West at sarah.west@westliberty.edu

Continue with the work you have begun, and we look forward to your ongoing process of programmatic assessment.