

WLU Board of Governors

Regular Meeting

Wednesday, April 15, 2015 – 4:00 p.m.

Location: Shaw Hall Board Room

- I. Call to Order/Roll Call/Quorum and Mission Statement**
- II. Introductions**
- III. Public Comment** Description: Up to 10 individuals may sign in (name, address and a brief description of their chosen topic) to speak in open session for three minutes each. The sign-in sheet will be available from Executive Secretary Mary Ann Edwards fifteen minutes prior to the meeting until the noticed start time.
- IV. Approval of Minutes**
 - A. Minutes of the Full Board 02/04/15, 03/02/15, 03/11/15
 - B. Minutes of the Executive Committee 02/18/15, 04/01/15
- V. Agenda Order (Board may move to change order of consideration)**
- VI. Rules (“Rule” means any regulation, guideline, directive, standard, statement of policy or interpretation of generation application and future effect that also has institution-wide effect or affects the rights, privileges or interests of employees, students or citizens.) If approved, the following policies shall be presented for a 30-day comment period and if no comments are received forwarded directly to the Chancellor/WVHEPC for approval.**
 - A. Revision to Policy 2: Presidential Appointments, Responsibilities, and Evaluation – Eliminate Presidential Sabbaticals – Recommended for Removal: Section 6: Professional Leave.
 - B. Title Change to Policy 32: Sexual Harassment, Sexual Discrimination, and Other Unlawful Conduct
- VII. Reports**
 - A. Chair of the Board of Governors (Couch)
 - 1. Committee Reports
- VIII. President’s Report**
- IX. Finance Report**
 - A. Approval of FY 2016 Budget/Tuition & Fees
- X. Board Items**
 - A. Honorary Degree Approval
 - B. Program Reviews
 - C. Early Childhood Special Needs and Reading Certifications
 - D. Nominating Committee
 - E. Renewal of University Place I Lease
 - F. Presidential Search Committee Recommendations
 - G. Faculty Senate
- XI. Information Gathering (Members may ask questions or gather information to prepare for future agenda items without general discussion or action at this meeting.)**

XII. Possible Executive Session

XIII. Actions Emanating From Executive Session

XIV. Next Meeting Date – Wednesday, June 10, 2015

XV. Adjournment

**West Liberty University
Board of Governors**

Minutes

February 4, 2015

Attendance:

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

Administration/Faculty/Staff:

Keely Camden, Robin Capehart, Scott Cook, Brian Crawford, John Davis, Mary Ann Edwards, John Gompers, Matt Harder, John McCullough, Sylvia Senften, Jim Stultz, Jack Wright

Visitors:

Allyson Ashworth, Jessica Ballard, Hayden Blazer, Leah Cyrus

1. Call to Order/Roll Call/Quorum and Mission Statement

At the Chair's request, Secretary Sandra Chapman called the meeting to order at 4:02 p.m.

John Gompers, Counsel for the West Liberty University Board of Governors, asked those attending by phone to announce themselves, those being Joe Carey, George Couch, and Patrick Kelly. Les DeFelice joined the meeting via Skype as the Board went into Executive Session. With no others on the phone Mr. Gompers stated to Chair George Couch, "It is my understanding that as Chair, being available only by phone, you do not intend to preside as Chair of the meeting," to which Mr. Couch replied, "No. I have asked Sandra to Chair due to my inability to attend in person." Mr. Gompers stated to Vice Chair Patrick Kelly, "Pat, it is my understanding you do not intend to preside as Chair, is that correct," to which Mr. Kelly replied "Correct."

On motion by Richard Carter and seconded by Evan Newman, it was unanimously adopted by the West Liberty University Board of Governors that Sandra Chapman preside as chairperson pro tem for the meeting held February 4, 2015.

Chair Chapman asked if a roll call was necessary; it was not. A quorum was present and the meeting was convened. The mission statement was noted and read by the Chair.

II. Introductions

No introductions were necessary.

III. Public Comment

None

IV. Approval of Minutes

A. Minutes of the Full Board 12/10/14

On motion by Brian Joseph and seconded by Richard Carter, it was unanimously adopted by the West Liberty University Board of Governors to approve the minutes of the full Board of December 10, 2014.

B. Minutes of the Executive Committee 01/28/15

On motion by George Couch and seconded by Ann Thomas, it was unanimously adopted by the West Liberty University Board of Governors to approve the minutes of the Executive Committee of January 28, 2015.

V. Agenda Order (Board may move to change order of consideration)

On motion by George Couch and seconded by Frank Noble, it was unanimously adopted by the West Liberty University Board of Governors to approve the agenda order as it stands.

VI. Rules

A. Policy 43 – Tuition Waivers and Discounts for Employees (revision)

Previously, the Executive Committee, under Policy 23-Policy on Policies, considered revisions to Policy 43. Scott Cook drafted revisions, and Jim Stultz and John Davis reviewed and made some changes. The principal change allows full-time employees of the University to have a 50% discount for graduate-level courses taken. The draft was distributed with the Board packets. The Board was informed that bold print under VI with regard to 30-day comment does not apply since the changes were not substantive. These changes were presented to the Executive Committee, who voted unanimously to approve the revisions; accordingly, this is an information item with no action required.

On motion by Brian Joseph and seconded by Richard Carter, it was unanimously adopted by the West Liberty University Board of Governors to approve and ratify the revisions to Policy 43 as provided.

VII. Reports

A. Chair of the Board of Governors (Couch)

Mr. Couch thanked everyone who attended commencement. The Great Gala will be held April 25, 2015 and Board members were encouraged to attend and support the University.

1. Committee Reports

None

VIII. President's Report

Since the previous meeting, there has been a return to work on the fiscal year 2016 budget and how to cut costs and efficiently increase revenue, while developing strategies for each of these. There will be a full report on the budget at the April meeting. President Capehart stated that he has been working closely with the legislators on issues facing higher education, spending a great deal of time in Charleston consulting on a number of issues related to tax reform.

At the President's request Dr. Crawford gave an update on academics. WLU is expecting HEPC approval any day on the Master of Science in Criminology with the next approval needed from the HLC. The proposal for the Master of Science in Dental Hygiene is still in progress. The MBA has been revised and will go to the Curriculum Committee on Tuesday, then to Faculty Senate, and brought back to the Board before going back to the HEPC. At least two graduate programs could potentially be active by the next academic year, perhaps January. A brief discussion followed regarding timelines.

Gordon Gee, President at WVU, was on campus yesterday with an interview on Channel 14, a brief tour of campus and the new Science building, followed by a small reception with all campus groups represented.

- Assistant Professor of Biology Zac Loughman is a finalist for Professor of the Year with a presentation to be held in Charleston.
- WLU was named to the 2014 President's Higher Education Community Service Honor Roll for service trips to the tornado-devastated region of West Liberty, KY.
- WLU was also named a finalist for the 2015 NCAA Division II Award of Excellence for an event that hosted local Miracle League athletes.
- Margaret Moninger, who received her teaching certification in 1928 from West Liberty State Teachers College, turned 107 today.

IX. Finance Report

Mr. Wright reviewed the FY15 budget with the final numbers received from admissions last week. A brief discussion followed; the reserve is still positive.

X. Board Items

A. Credit-Hour Charges Update

President Capehart stated that WLU is considering a number of revenue options in an attempt to match costs we have as a University with the price, one of which was a per credit-hour charge. The credit-hour charge information was sent out for public comment and a number of comments were received and reviewed by the Planning Council. Dr. McCullough, who chaired the Planning Council meeting, stated there was great and extensive feedback from students, parents,

employees, and faculty members. The SGA crafted an alternative resolution for possible consideration in terms of how to address credit hours. It does not appear that we will be moving forward with the initial proposal. Mr. Carter would like to see the proposal the student body put together with regard to this issue. A discussion followed including whether a new proposal would be brought back to the Board for a final decision. Any new proposal would most likely be made a part of and approved in the FY16 budget in April.

B. Academic Reorganization Update

Dr. Crawford distributed and reviewed an overview of the process and proposals for the academic reorganization. A brief discussion followed on the disbursement of the information to the campus.

XI. Possible Executive Session – State Code §6-9A-4(b)(2)

Chair Chapman asked for a motion to move to executive session.

On motion by Richard Carter and seconded by Evan Newman, pursuant to WV Code §6-9A-4, it was unanimously adopted by the West Liberty University Board of Governors to move to executive session at 4:52 p.m.

The Board exited executive session at 7:22 p.m. and reconvened. Acting Chair Chapman then reported that no action was taken during the Executive Session.

XII. Actions Emanating From Executive Session

On motion by Ann Thomas and seconded by Brian Joseph, with one opposed, it was adopted by the West Liberty University Board of Governors that they refer the personnel issue to the Executive Committee with legal counsel to review the personnel issue discussed this evening, report back to the full Board in no later than two weeks, with a special meeting set as necessary, emergency or otherwise as deemed appropriate.

XIII. Information Gathering (Members may ask questions or gather information to prepare for future agenda items without general discussion or action at this meeting.)

None

XIV. Next Meeting Date – Wednesday, April 15, 2015

The next meeting date is scheduled for April 15, although as stated in the prior motion a meeting scheduled before that time is anticipated.

XV. Adjournment

On motion by Brian Joseph and seconded by Evan Newman, it was unanimously adopted that the meeting adjourn at 7:35 p.m.

George Couch

Chair

Sandra Chapman

Secretary

**West Liberty University
Board of Governors**

**Minutes
March 2, 2015**

Attendance:

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

Unable to Attend:

Les DeFelice, Patrick Ford

Administration/Faculty/Staff:

Brian Crawford, Mary Ann Edwards

Visitors:

Shelley Hanson

1. Call to Order/Roll Call/Quorum and Mission Statement

Chair Couch called the meeting to order at 4:01 p.m. With the majority of attendance participating by conference phone and at the request of the Chair, Mary Ann Edwards conducted a roll call and established a quorum.

II. Board Items

A. Approval of MBA Degree Program

At the Chair's request, Dr. Crawford reviewed the summary of recommended changes to the MBA Program. The revised International MBA reduces the required 36 credit hours to 30 credit hours. There are two concentrations in a common core focusing on Management and Entrepreneurship. This program will be unique to the State of West Virginia. A brief discussion followed with regard to infrastructure and timing of the program approval. The revisions to the MBA Program will be sent to the HEPC tomorrow with the assurance it will appear on the agenda for the March 13, 2015 meeting. Following approval from the HEPC is a five to eight month approval process with the HLC. The proposed program start date is spring 2016.

On motion by Patrick Kelly and seconded by Ann Thomas, it was unanimously adopted by the West Liberty University Board of Governors to approve the summary of changes to the MBA Program.

B. Honorary Baccalaureate Degree

It is the recommendation of the Honorary Degrees and Recognition Committee and the President of the University, for the conferral of an honorary Baccalaureate degree from West Liberty University to Margaret Moninger, who received her teaching certification in 1928 from West Liberty State Teachers College and who is our oldest living alumnus.

On motion by Beverly Burke and seconded by Patrick Kelly, it was unanimously adopted by the West Liberty University Board of Governors to approve the conferral of an honorary Baccalaureate degree from West Liberty University to Margaret Moninger.

III. Next Meeting Date – Wednesday, April 15, 2015

The next regular meeting is scheduled for April 15, although a meeting scheduled before that time is anticipated.

IV. Adjournment

On motion by Patrick Kelly and seconded by Evan Newman, it was unanimously adopted that the meeting adjourn at 4:09 p.m.

George Couch

Chair

Sandra Chapman

Secretary

**West Liberty University
Board of Governors**

**Minutes
March 11, 2015**

Attendance:

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

Administration/Faculty/Staff:

Mary Ann Edwards, John Gompers, Robert Kreisberg, John McCullough, Jim Stultz

Visitors:

Jack Adams, Pat Duffy, Ryan Eldredge, Nate Fluharty, Carol Frum, Jim Frum, Chuck Jeswilkowski

1. Call to Order/Roll Call/Quorum and Mission Statement

Chair Couch called the meeting to order at 4:01 p.m. A quorum was present and a roll call taken of those participating by conference phone. On the phone were Joe Carey, Patrick Kelly, and Frank Noble. There were no requests to speak during the public comment period.

II. Executive Session

a. Personnel Matter – Ethics Charges Filed Against President Capehart

On motion by Richard Carter and seconded by Sandra Chapman, pursuant to WV Code §6-9A-4, it was unanimously adopted by the West Liberty University Board of Governors to move to executive session at 4:02 p.m.

The Board exited executive session at 4:58 p.m. and reconvened. No action was taken during the executive session.

III. Actions Emanating from Executive Session

Brian Joseph made a motion that the Agreement dated March 11, 2015, between Robin Capehart and the Board of Governors of West Liberty University, accepting the resignation of President Capehart, effective March 15, 2015, and re-positioning him as a Legislative Liaison and Consultant to the University through December 31, 2015, with all of its terms and provisions, be approved by the West Liberty University Board of Governors and that the Chairperson, George Couch, be authorized to sign the Agreement on behalf of the Board of Governors.

Chair Couch asked if there was any discussion. Patrick Kelly asked if in reviewing the President's contract with the University; is it true that in order to terminate the contract cause must exist. Mr. Gompers stated that this is true. Mr. Kelly asked if, in his opinion, cause exists at this time. Mr. Gompers stated that it may or may not, but in order to get to that point WLU would need further proceedings and investigations and we are not there yet. Mr. Kelly then asked that, in all likelihood, if the agreement were terminated, that a lawsuit could ensue. Mr. Gompers stated that yes, in all likelihood there would be a lawsuit. There was no further discussion.

On motion by Brian Joseph and seconded by Beverly Burke, it was unanimously adopted by the West Liberty University Board of Governors, that the Agreement dated March 11, 2015, between Robin Capehart and the Board of Governors of West Liberty University, accepting the resignation of President Capehart, effective March 15, 2015, and re-positioning him as a Legislative Liaison and Consultant to the University through December 31, 2015, with all of its terms and provisions, be approved by the West Liberty University Board of Governors and that the Chairperson, George Couch, be authorized to sign the Agreement on behalf of the Board of Governors.

Patrick Kelly made a motion that the Chair appoint or designate a committee to review all WV48's, contracts, faculty and at-will stipends, and teaching load reduction in hours. It was stated that the Finance Committee could do this. Chair Couch asked Mr. Gompers if the Board can take this action

at this meeting. Mr. Gompers stated that the Chair has the ability to refer this matter to the Finance Committee without a motion being made. The motion can be acted on at the next meeting but the Chair has the power to refer anything to the Finance Committee. Mr. Kelly withdrew the motion and encouraged the Chair to make such a designation and to look into those contracts.

Chair Couch will call a special Finance Committee meeting to review all contracts for at-will employees and WV48's.

Richard Carter noted that with the motion that has been passed releasing President Capehart as President of West Liberty University, he would like to move that John McCullough be appointed as Acting/Interim President of West Liberty University, effective March 15, 2015, subject to approval by the HEPC. Chair Couch asked Dr. McCullough if he would be willing to accept this position, to which he stated he would accept.

On motion by Richard Carter and seconded by Leslie DeFelice, it was unanimously adopted by the West Liberty University Board of Governors, that John McCullough be appointed as Acting/Interim President of West Liberty University, effective March 15, 2015, subject to approval by the HEPC.

A search committee will be appointed as soon as possible and begin the effort to identify candidates for the next president of West Liberty University. Chair Couch appreciates the time of the Executive Committee and of the full Board and hopes the University can now move forward and do what is needed to make sure the students, faculty, and staff have a bright future and confidence in the University.

One other business matter dealing with housekeeping; a member of the Board is appointed annually to serve on the Program Review Committee. At the request of Brian Crawford, Chair Couch asked that Patrick Ford be approved to serve on the Program Review Committee.

On motion by Leslie DeFelice and seconded by Ann Thomas, it was unanimously adopted by the West Liberty University Board of Governors, that Patrick Ford serve on the Program Review Committee.

III. Next Meeting Date – Wednesday, April 15, 2015

The next regular meeting is scheduled for April 15, 2015.

IV. Adjournment

On motion by Beverly Burke and seconded by Richard Carter, it was unanimously adopted that the meeting adjourn at 5:09 p.m.

George Couch

Chair

Sandra Chapman

Secretary

**WEST LIBERTY UNIVERSITY
BOARD OF GOVERNORS**

**Executive Committee
Minutes
February 18, 2015**

Executive Committee Members Present: George Couch, Chair, Sandra Chapman, Richard Carter, all in person, and Patrick Kelly (via phone)

WLU Administrators: John E. Gompers, Counsel

1. Chair George Couch, called the meeting to order at 5:00 P.M.
2. Executive Session: Pursuant to W.Va. Code §6-9A-4, upon motion of Sandra Chapman, seconded by Richard Carter, and unanimously carried the Executive Committee voted at approximately 5:05 P.M. to go into Executive Session to discuss a personnel matter.
3. Executive Session: Following discussion, the Executive Committee arose from Executive Session at approximately 6:00 P.M. No action was taken in Executive Session and no decisions were made.
4. Regular Session: In Regular Session of the Executive Committee no action was taken and the Chair, George Couch, announced that it was his intention to call a Special Meeting of the Board of Governors of West Liberty University in the near future for the purpose of discussing a personnel matter.
5. The meeting adjourned at 6:02 P.M.

Chair, George Couch

Secretary, Sandra Chapman

**WEST LIBERTY UNIVERSITY
BOARD OF GOVERNORS**

**Executive Committee
Minutes
April 1, 2015**

Executive Committee Members Present: George Couch, Sandra Chapman, Richard Carter, Patrick Kelly (via phone)

WLU Administrators: Brian Crawford, John Gompers, John McCullough, Jack Wright

6. Chair George Couch, called the meeting to order at 8:05 a.m.
7. FY16 Budget/Tuition & Fees – There was a slight modification to the FY16 budget/tuition and fee information presented to the Finance Committee. Mr. Wright presented the updated information and it was approved by the Executive Committee to send to the full Board.
3. Honorary Degree – An honorary degree will be granted to 1986 graduate of WLU Kristina Williams, COO and CFO, the Federal Home Loan Bank of Pittsburgh, who will serve as the May commencement speaker.
4. Program Reviews – In addition to the program reviews, the College of Education is asking for the addition to the agenda of approval for certifications in Early Childhood Special Needs, Reading, Gifted, and French.
5. Nominating Committee – The Nominating Committee for the slate of officers shall consist of Richard Carter and one other Board member, once it's been verified with that member.
6. Renewal of University Place I Lease – Mr. Wright explained the lease renewal and it was approved by the Executive Committee to send to the full Board.
7. Presidential Search Committee – In addition to members of the Board of Governors, the Committee will include Scott Cook (non-classified), Katie Cooper (classified), Allyson Ashworth (SGA), Jay Duffy and Jim Frum (alumnae). The first meeting of the Committee will be held Tuesday, April 28, 2015. John Gompers raised a concern with Faculty Senate; Chair Couch with talk with Linda Cowan.
8. A request to change the title of Board of Governors Policy 32 – Sexual Harassment, Sexual Discrimination, and Other Unlawful Conduct, was received from the Faculty Senate Ethics Committee and will be added to the meeting agenda.
9. Board of Governors Policy 2 – Presidential Appointments, Responsibilities, and Evaluation will be added to the meeting agenda for the removal of sabbatical leave for the president and any other necessary changes.
10. Chair Couch reminded and encouraged members to attend the upcoming Great Gala on April 25th, along with May commencement on the 9th.
11. The meeting adjourned at 8:30 a.m.

Chair, George Couch

Secretary, Sandra Chapman

WEST LIBERTY UNIVERSITY BOARD OF GOVERNORS

POLICY 2: PRESIDENTIAL APPOINTMENTS, RESPONSIBILITIES, AND EVALUATION

Section 1: General.

- 1.1 Scope - This policy establishes guidelines on presidential appointments, responsibilities, and evaluation.
- 1.2 Authority - West Virginia Code § 18B-1-6, 18B-2A-4, and 18B-1B-6; Higher Education Policy Commission Title 133, Series 5.

Section 2: Appointment.

- 2.1 The president of West Liberty University is appointed by the West Liberty University Board of Governors, consistent with the provisions of West Virginia Code 18B-1B-6 and 18B-2A-4 and of the board's presidential search and selection procedures.
- 2.2 The president serves at the will and pleasure of the Board.
- 2.3 The Board establishes the presidential salary based on the annual review and analysis of peer and market data.
- 2.4 Upon appointment, a president may be awarded academic rank and tenure at the University by the Board after consultation with the Provost and appropriate College Dean and Department Chair.

Section 3: Duties and Responsibilities.

- 3.1 The president is responsible to the Board through the Chair. Within the policies and regulations of the Board and of other state and federal authorities, the president, as chief executive officer, has general authority and responsibility for the institution and for keeping the Board informed regarding the institution in a timely and appropriate manner.
- 3.2 The president is expected to demonstrate those leadership skills necessary for the vibrant, dynamic pursuit of the goals and objectives embodied in the mission of the institution. The president is also expected to understand the higher education needs of the institution's region, work with the Board and the Higher Education Policy Commission to develop proposals for meeting those needs, and provide leadership to foster cooperation between campus and community in fulfilling the institution's teaching, research, and public service responsibilities.
- 3.3 The president is expected to consult appropriately with faculty, students, classified staff, and administrators in discharging the responsibilities of the office. The president is also

expected to ensure that the policies, procedures and actions of the Board are communicated to appropriate constituencies of the institution in a timely manner.

- 3.4 As the chief executive of the institution, the president is charged with the following specific responsibilities:
 - 3.4.1 Exercising effective leadership in a joint effort to implement the mission of the institution, as delineated in role and scope statements approved by the Board.
 - 3.4.2 Providing effective leadership and support for an academic program that is consistent with the institutional mission, the needs of those being served, sound standards of quality, and available resources.
 - 3.4.3 Providing effective leadership and support for a program of student life that complements the academic program and recognizes the diverse interests and needs of the student body.
 - 3.4.4 Developing a competent administrative organization and staff to ensure effective and efficient management of the institution.
 - 3.4.5 Maintaining lawful, equitable and efficient personnel programs, including appointment of qualified persons to the faculty and staff and promotion, retention or dismissal for cause of the same, with due regard for the best interests of higher education and the taxpayers of the State of West Virginia.
 - 3.4.6 In addition to any budget formula established by the Board, recommending to the Board annual operating and capital budgets and other plans, financial and otherwise, for realizing the institutional mission, and providing sound management of the approved budgets and plans.
 - 3.4.7 In collaboration with the Higher Education Policy Commission, communicating the needs of higher education to the governor, legislators, other state and local officials, and citizens of the state.
 - 3.4.8 Interacting with appropriate external bodies to achieve the mission of the institution in a manner consistent with Board policy, statutory and regulatory provisions, and sound academic principles.
 - 3.4.9 Undertaking assignments requested by the Board and the Higher Education Policy Commission.
- 3.5 With regard to section 3.4.5 above, the president has final institutional-level authority and responsibility for every personnel action at the institution, with the exception of decisions relating to his or her own employment and compensation.

- 3.6 The president is expected to consult appropriately within the campus community on personnel decisions, but shall retain ultimate authority for such decisions.

Section 4: Presidential Evaluation.

- 4.1 Consistent with the requirements of West Virginia Code 18B-1B-6, the process described below is designed to evaluate presidential performance in relation to criteria established by the Board and those requirements as set forth in W.Va. Code 18B-1B-6(c)(1). It seeks to identify both areas of strength and those in which improvement would appear to be appropriate in order to assist the president in improving his or her effectiveness.
- 4.2 The basis for assessing presidential performance shall be the "Duties and Responsibilities" listed in section 3.4 of this document. This performance evaluation shall be conducted every third year and shall be structured as follows:
- 4.2.1 The chair of the Board, after consultation with the president, shall establish a schedule for the performance evaluation activities. In no case shall the process exceed four (4) months. The schedule shall be developed for a period during the regular academic year when the institution is in operation. However, preparatory activities may be completed during the summer months.
- 4.2.2 The Board shall appoint a committee of its own members, a visiting team, or any combination thereof (hereinafter, the "evaluation committee") for the purpose of evaluating the president. The evaluation committee shall utilize institutional personnel including faculty and staff as well as students and persons who are knowledgeable of higher education matters who are not otherwise directly employed by a governing board to assist in its evaluation of the president.
- 4.2.3 The president shall prepare and submit to the chair of the Board at least four (4) weeks prior to the start of the evaluation process a "Statement of Presidential Assessment" consisting of his/her assessment of his/her performance as president in relation to each of the "Duties and Responsibilities of the President and his/her assessment of the success of the institution in meeting the requirements of its institutional compact and in achieving its goals, objectives, and priorities." The statement shall be no longer than fifteen (15) pages. The president may append necessary and appropriate materials, including such documents as the president's annual report and the current North Central Association self-study report.
- 4.2.4 The Board shall appoint one (1) member of the evaluation committee to serve as chairperson. The committee shall be given the "Statement of Presidential Assessment" and such other documents deemed to be appropriate.
- 4.2.5 The Board shall be responsible for arranging a schedule for the evaluation committee, including interviews and meetings with campus personnel, that will assure a careful assessment of leadership and the condition of the campus.

- 4.2.6 To obtain an accurate and objective impression of the performance of the president, the committee shall visit the campus for up to two (2) days to talk with and receive the views of the president, members of the Board, and a representative number of administrators, faculty members, non-classified employees, classified employees, students, alumni, and community leaders, including the elected leaders of each campus constituent group. Confidentiality beyond the evaluation committee of individual assessments of presidential performance shall be assured.
- 4.2.7 The committee chairperson shall be responsible for drafting and submitting a committee report to the chair of the Board within thirty (30) days of the on-site visit. There shall be an oral report by the evaluation committee to the president and the chair of the Board within thirty (30) days of submission of the report.
- 4.2.8 The chair of the board shall forward a copy of the report to the immediate past chair, members of the executive committee of the Board and to the president who was evaluated, inviting the latter to offer comments within two (2) weeks. Copies of the report shall be sent to the chancellor and the chair of the Higher Education Policy Commission.
- 4.2.9 A copy of comments received from the president shall be forwarded to the chair of the Board, the immediate past chair, and to members of the executive committee of the Board. Copies of the comments may be sent to the chancellor and the chair of the Higher Education Policy Commission.
- 4.2.10 The president shall be invited to discuss the process and results of the evaluation with the chair of the Board, the immediate past chair, and the executive committee of the Board, during which discussion areas of strength and those appearing to need improvement (if any) shall be identified for particular attention by the president prior to the next evaluation.
- 4.2.11 Following its review of the evaluation with the president, the executive committee shall report its conclusions in writing to the Board, to the chancellor, and to the chair of the Higher Education Policy Commission. At all stages of the evaluation process, the president shall be involved and informed and be afforded an opportunity to respond as he or she deems appropriate. Confidentiality consistent with state laws shall be maintained throughout the evaluation process.

Section 5: Annual Review.

- 5.1 It is the responsibility of the Board to continually monitor and evaluate the performance of the president through campus visits, discussions with the president, assessment of the quality of written information submitted to the Board, assessment of the accomplishment of institutional and statewide goals, and discussions with members of the Board, as well as students, faculty, staff, other administrators, legislators, and business and civic leaders associated with the institution. Prior to June 1 of each year, the president shall provide the Board chair with his or her goals and objectives for the ensuing twelve months and the

progress made on accomplishing the goals and objectives of the previous twelve months. The chair is responsible for informing the Board of any concerns regarding the performance of the president.

Section 6: Professional Leave.

- 6.1 College and university presidents need an opportunity to engage in professional renewal activities from time to time in order to maintain enthusiasm and effectiveness in the role of institutional chief executive officers. In recognition of this, the president shall be eligible after each seven (7) year period of service as a president to take a leave of absence at full pay for up to three months for purposes of professional renewal.
- 6.2 The leave must be taken within the first three (3) years after the seven-year anniversary date as president.
- 6.3 The dates of the leave, the professional renewal activity to be pursued during the leave, and the appointment of an acting president shall be approved in advance by the executive committee of the Board in accordance with existing policy and procedures.
- 6.4 The professional renewal activity shall be directly related to the president's academic discipline or to the administration of higher education. A written report of the experience shall be provided by the president to the chair of the Board at the conclusion of the leave, and copies shall be provided by the chair to the Board.

Section 7: Resignation and Terminations.

- 7.1 A president may resign his or her appointment at any time upon written notification to the board, addressed to the Board chair. The Board expects at least thirty (30) days' notice prior to the effective date of the resignation.
- 7.2 The board may terminate an appointment as president at any time when, in the Board's judgment, such action would be in the best interest of the institution.
 - 7.2.1 If the board terminates for any reason other than for "cause" the employment of a president who has academic tenure, that individual shall be eligible to assume a tenured faculty position at the institution at an initial salary set by the Board and at the academic rank established upon, or subsequent to, appointment as president. "Cause" is defined to include acts of malfeasance or misfeasance, and may include acts of commission or omission, or acts in contravention of the policies or direction of the Board and its designees.
 - 7.2.2 If the Board terminates for any reason other than for "cause" the employment of a president who does not have academic tenure, the individual shall be eligible to be appointed by the Board as a full-time adjunct faculty member. The appointment shall be effective from the date of the release until the first day of the first academic semester at the institution following the one-year anniversary of the date of termination. The salary shall be set by the Board.

Section 8: Grievance Procedure.

- 8.1 If the president senses a problem with members of the Board, the president should first attempt to solve it through a discussion with the Board chair. If the problem seems to persist, the next appropriate step would be discussion of the problem with the executive committee of the Board. As the final step in this process, the aggrieved president may request a meeting with the full Board to discuss the matter. If the problem involves the Board chair, the president should attempt to resolve it through a discussion with the chancellor of the Higher Education Policy Commission and then with the Board.

Approved by the WLSC Board of Governors on 1/16/02.

Revised by WLU Board of Governors on 4/21/10.

Revised by WLU Board of Governors on 04/03/13.

HONORARY DEGREE

Action Item

Proposed Resolution: *Resolved*, that in affirmation of the recommendation of the Honorary Degrees and Recognition Committee and the President of the University, the West Liberty University Board of Governors authorizes the conferral of an honorary Doctor of Humane Letters (DHL) degree from West Liberty University at the May 2015 commencement to Kristina K. Williams.

PROGRAM REVIEW APPROVAL

Action Item

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

- Biology
- Dental Hygiene
- Nursing
- Graphic Design

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

- English

Proposed Resolution: *Resolved*, that the West Liberty University Board of Governors approve the program review recommendations.

HEPC Program Review Summary

Program Name: **Biology** Degree Level: **BS**

1. **Synopses of significant findings:** Dr. Thomas Pauley, external reviewer provided the following.
 - Well-prepared dedicated faculty
 - Faculty members who are effective teachers and excellent researchers
 - Camaraderie among faculty and administrators through the level of the Dean's office
 - Admiration of faculty by students
 - On-going faculty research with students
 - External funding acquired by the faculty
 - Elementary teacher program
 - Active Study session to help students acclimate to college-level studies
 - Environmental Stewardship and Education (ESE) major to train the next generation of naturalists and environmental educators
 - Presence of Physician Assistant Program within the WLU College of Sciences, one of three in West Virginia and the only one in the Northern Panhandle.
2. **Program Strengths**
 - **A focus on the students.** The Biology faculty are knowledgeable and they (as well as the staff) put forth an exceptional amount of time and effort to ensure that their students receive an excellent education and experience at West Liberty University. The faculty practice and implement course assessments, provide additional study sessions with students outside of class time, meet with students outside normal office hours, and utilize cutting edge teaching techniques to relate to the unique learning styles of today's college student.
 - **Newly developed majors.** The adjustment of current tracks to majors, as well as the addition of new majors, has enhanced our ability to prepare students for professional school and the environmental job market.
 - **Student-centered research.** Active research laboratories within the biology program are available to provide experiential learning for students. The biology program has always provided opportunities for students to work on independent research projects; however, such research opportunities have greatly increased in the past five years due to an increase in external funding of close to \$1 million.
 - **Enhanced focus on retention.** Over the past year, retention efforts have focused on the unprepared biology student with the creation of a two-hour "active study" course that will provide individualized learning experiences to supplement the lecture, Biological Principles. Also, a science major-specific first year experience course was developed and implemented in order to prepare freshmen for life as a science major by promoting effective study skills.
 - **Expansion of the faculty.** The infusion of new energetic faculty to the biology program has opened multiple opportunities for student, staff and faculty development.
3. **Program Weaknesses:**
 - **Newness of the faculty.** While also lending strength to the program, the newness of the faculty can also be seen as a weakness. New faculty require guidance as they navigate the university setting, policies, and procedures. The non-tenured status of the majority of the program's faculty may also be seen as a weakness and, conversely, a strength, as these individuals strive to perform above expectations to achieve tenure.
 - **Budget restrictions.** The greatest weakness, as seen by the faculty and staff, is the budget. The program has grown substantially, teaching greater numbers of both classes and students (majors and service). The size of the faculty has increased;

however, there is less funding to support lecture classes, labs, and research, and equipment are generally old and insufficient.

- **Facilities:** The biology program will inherit the space recently vacated by the chemistry program. This additional space is much needed and will be beneficial to the growing biology program; however, the extremely limited budget stifles our ability to equip this new space.
- **Student preparedness.** Students enter the program with varying fundamental knowledge of the sciences. Even more alarming is the number of students unprepared to handle the transition from high school to college; the lack of basic skill sets for note-taking, time management, effective studying, and self-motivation/responsibility is a continual problem that leads to persistence issues.
- **Faculty buy-in.** Not all biology faculty are equally invested in the biology program. Unfortunately, the disparity leads to potential burnout for those faculty members who have completely committed to the future of the program. With clearer expectations, faculty will understand the roles they must fulfill to receive promotion and tenure and fulfill the needs of West Liberty's students.
- **Increased responsibilities diminish faculty interactions.** Substantial service commitments and increased course responsibilities may have decreased the level of interaction among the faculty. Regular program meetings, instituted during AY 2013-2014, will ensure faculty are able to share concerns and new ideas more readily.
- **Increased administrative demands.** With increased responsibility for administrative paperwork, faculty have less time to focus on the student, teaching, service, and their own professional development. The department has a vacant administrative assistant position, which, if filled, would ameliorate some of the administrative demands.
- **Pressure without support.** Although faculty members are strongly encouraged to write grants, travel, serve their community and the university, this institution does not always seem willing to fully support these endeavors. Moreover, increased training or workshops (teaching, grant writing, etc.) for new faculty could increase faculty performance and efficacy.

4. **Address weaknesses or deficiencies from previous program review and describe how they have been addressed.**

Student retention was a concern of the previous review, but it is hoped that with an enhanced focus on retention through promoting effective study skills and developing student science communities, retention rates will improve. Facilities and resources were concerns of the previous review and remain concerns of this review. Curriculum changes were cited in the previous review and they have been addressed. The adjustment of current tracks to majors, as well as the addition of new majors, has enhanced the ability to prepare students for professional school and the environmental job market. Two new medically oriented majors were created and provide the opportunity for students to earn early acceptance into West Virginia's School of Osteopathic Medicine and West Virginia University's School of Dentistry. Additionally, the new major, Environmental Stewardship and Education, provides an alternative to traditional research or professional program preparation.

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

Academic Year	Program Majors	Program Graduates
2013-14	160	13
2012-13	178	16
2011-12	153	13
2010-11	157	22
2009-10	136	9

6. **What is the process for assessment of student learning? Include timelines of assessment implementation and describe how the results are used for program improvement.**

- **Assessment Process:** Program assessment in the Biology program is an on-going process that has continued since the last BOG Review in 2008-2009. The faculty of the Biology program have created and updated curriculum maps and worked together to develop general Student Learning Outcomes (SLOs) for biology students, as well as SLOs for individual majors. We expect our students to master these goals by the time they graduate from WLU.

We have developed and adopted multiple assessment measures (both direct and indirect) for each SLO and expanded them, to measure the extent to which our students are meeting the SLOs. The expanded SLOs for all majors of the Biology program, including (1) the curricular maps detailing the type of measure (e.g. direct evaluations by an assessment rubric or assessment test, indirect evaluations via student questionnaire, survey, etc.), (2) the level of rigor assessed for each course, and (3) the methods of evaluation are attached (in the Appendix).

Direct tests/evaluations included pre- and post-course assessment tests, instructor evaluations (by standardized rubric) of student assignments (including term papers, lab reports, student-written reflections etc.). Copies of the writing and oral presentation rubrics are attached (in the Appendix).

Indirect tests/evaluations included surveys from graduating seniors, collecting information on graduates of the program, such as average MCAT scores (where available), the number of former students who are in graduate or professional schools, teaching, and field-related jobs etc. A copy of the senior survey is attached (in the Appendix).

Following assessment results from the end of each semester, faculty meetings are held in the beginning of the subsequent semester to bring deficiencies in student knowledge and application of them to the attention of other faculty. Follow-up discussions of these student weaknesses/deficiencies continue in the remainder of the semester and subsequent semesters. Based on faculty feedback and agreement during faculty meetings, some revisions have been/are being made within courses to address consistent deficiencies. Other revisions in the program have been/are being developed as new courses or alterations in the curriculum.

- **Timeline/Results:** To “close the loop”: following the assessments each semester and year, faculty discuss these findings at faculty meetings and determine if we need to modify our curricula, course content or how we assess students. We also examine our courses annually to determine if students are attaining program outcomes and standards defined on the SLOs. Changes to course syllabi have been made to address student learning deficiencies based on the SLOs (see below). If changes are required, we will initiate program revision. Two current initiatives are curriculum mapping and critical literature reviews. Curriculum mapping was completed approximately 5 years ago and resulted in the creation of BIO 472 Cell Biology to bridge a gap in intracellular signaling knowledge within curricula for pre-professional/pre-health majors. With the advent of several new majors and a differential between the pre-professional/pre-health and ecological/organismal curricula, curriculum mapping is being revisited to ensure our students are receiving fluid instruction and learning in targeted content and skills. The critical literature reviews were instituted in the spring of 2013 in response to lackluster assessment scores for critical thinking/analysis. While the scores were not inadequate, few students approached the advanced level the faculty feel is imperative in the sciences. After discussion and student input, the new format was implemented. Early

results indicate resistance to “going out on a limb” by forming opinions through critical analysis coupled with a definite improvement in confidence and skill development.

7. 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.

As of this time, there is no organized system for continuing contact with graduates beyond informal contacts; however, those contacts have yielded 75% return rates, while most survey data yields are much lower with regard to return rates. The need to gather this information will remain on the department agenda and faculty will continue to search for an organized, effective method of collecting such data. Toward this end, the department, as well as the West Liberty University Biology Club has initiated a **Facebook page** to track biology graduates.

8. Approved by the WLU Board of Governors and final recommendations:
Completed by IR&A

HEPC Program Review Summary

Program Name: Dental Hygiene Degree Level: BS/AS

1. Synopses of significant findings: As of the last site visit the following statement was rendered by the Commission on Dental Accreditation:

On the basis of this review, the Commission adopted a resolution to grant the program the accreditation status of "approval without reporting requirements." The next site visit for the program is scheduled for 2017.

2. Program Strengths: The dental hygiene program has enjoyed a long and successful history since 1938. The program has attracted students nationally and internationally. Successful accreditation has been earned since 1953. Administrative support of the program has been exceptional. A new clinic was constructed in 2014 that provides state of the art equipment include digital radiography and dental operatories that simulate a private practice setting. This new facility is enjoyed by students, faculty and the community of patients that are served. This facility is an excellent for recruiting future students who are interested in the dental hygiene field.
The local dental community has been very supportive of the dental hygiene program. Dental professionals open their offices for observation opportunities, provide scholarship dollars and serve on the Dental Hygiene Advisory Council.
3. Program Weaknesses: One weakness that is affecting the Dental Hygiene Program and others on campus has been the necessary budget reductions. The lack of budgetary funds to support a dental hygiene program affects the inclusion of necessary equipment and supplies. This ultimately has an effect on the provision of academic programming required in a technically based program.
4. Address weaknesses or deficiencies from the previous program review and describe how they have been addressed. N/A
5. Five Year Data on graduates and majors enrolled:

Academic Year	Majors (2YR)	Majors (4YR)	BS Graduates	AS Graduates
2013-14	70	64	22	32
2012-13	44	107	29	34
2011-12	44	129	28	31
2010-11	44	128	35	34
2009-10	43	141	36	35

6. What is the process for assessment of student learning? Include timelines of assessment implementation and describe how the results are used for program improvement.

As new dental hygiene concepts and practices are recognized within the profession, the goals and curriculum are evaluated and modified to meet these changes. The program goals are reviewed and evaluated by the Dental Hygiene faculty and the administration annually. Assessment findings are collected and strategies for program improvement are developed and initiated. Any changes and/or modifications are incorporated into the curriculum and reexamined by the faculty to determine effectiveness through the ongoing assessment process. Assessment methods and outcomes are compiled and

summarized in the Dental Hygiene Program Assessment Plan Matrix on an annual basis.

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. The following direct and indirect methods are a few examples used to assess student learning and program outcomes.

- ❑ Oral and written quizzes and comprehensive examinations
- ❑ Laboratory and clinical process and product evaluations
- ❑ National Board Examination Scores
- ❑ North East Regional Board Examination Scores
- ❑ Senior Survey
- ❑ Graduate and Employer Surveys
- ❑ Clinic Patient Surveys
- ❑ Student Course and Faculty Evaluations

The Assessment plan matrix is extensive and a few pages have been included for review. **See Exhibit 1.**

7. Provide data on student placement and include the number of students employed in positions related to their field of study or the numbers of students pursuing advanced degrees.

Each year in December, a survey is sent to the most recent graduating class. The response to this survey is limited. The survey questions the graduate about their current employment status and/or education path. Included are the survey results from 2011 to 2013. **See Exhibit 2**

8. Approved by the WLU Board of Governors and final recommendations: **Completed by IR & A**

[illegible]

EXHIBIT 2

Employment Data

Employment Data

[illegible]

HEPC Program Review Summary

Program Name and degree level:

Program Name: **Nursing** Degree Level: **BSN**

1. Synopses of significant findings:
2. Program Strengths:
 - 1) A new and current, concept-based curriculum was begun with the class of 2016.
 - 2) Simulations have been incorporated every semester in the new curriculum.
 - 3) The program has updated facilities in Campbell Hall.
 - 4) A comprehensive assessment plan is utilized for ongoing improvement.
 - 5) The RN-BSN courses have been placed online.
 - 6) The program is accredited by the Commission on Collegiate Nursing Education (CCNE).
3. Program Weaknesses:
 - 1) The program had three years (2011-2013) of NCLEX first time pass rates below 80% resulting in being placed on provisional accreditation by the WV Board of Nursing. The first time pass rate for the class of 2014 was 85% and above the national average of 81.7%
 - 2) Recruitment of qualified faculty remains an issue.
4. Address weaknesses or deficiencies from previous program review and describe how they have been addressed.

The previous program review identified two weaknesses of the program:

- 1) Lack of a permanent doctorally-prepared program director
- 2) Lack of any doctorally-prepared nursing faculty.

The above two issues have been addressed in these ways:

- 1) A doctorally-prepared program director was hired.
- 2) In addition to the program director, the nursing program has one faculty member with a PhD in Nursing, one faculty member with a DNP, and one with an Ed.D.

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

Academic Year	Program Majors	Program Graduates
2013-14	205	29
2012-13	209	30
2011-12	220	27
2010-11	241	16
2009-10	231	32

6. What is the process for assessment of student learning? Include timelines of assessment implementation and describe how the results are used for program improvement.

The nursing program has an Evaluation Committee that is charged with gathering the assessment data and recommending the areas for improvement. Student learning outcomes have been formulated related to each of the learning goals in the curriculum. The goals/outcomes for the old curriculum that is being phased out with the class of 2015 have been assessed, analyzed, and used for program improvements. Prior to academic year 2012-2013, many of the goals/outcomes were not being met, and a series of systematic changes were instituted to improve the quality of the program. The chart below demonstrates how the program goals are assessed and what the outcomes have been for the last three years. These outcomes, along with those related to NCLEX pass rates, employment, graduations rates, and attrition demonstrate that the program is achieving its stated outcomes.

The Goals, Expected Outcomes, and Results For the Curriculum Ending with the Class of 2015

Criterion/ Program Goal/Outcome	Expected Outcome	Data Analysis/Results	Expected Outcome Met Yes/No
Caring Interventions/ Employ caring interventions in nursing practice.	The mean on the Therapeutic Nursing Intervention score (NLNAC) of the HESI exit exam will be 850 or higher on the first attempt	Year Mean Score 2014 944 2013 893 2012 812	Year 2014 Yes 2013 Yes 2012 No
Critical Thinking/ Clinical Reasoning/ Integrate critical thinking in making professional judgments and decisions.	1. The mean on the (AACN) Critical Thinking Category on the first attempt of the HESI Exit exam will be 850 or higher. 2. The mean score on the Health Sciences Reasoning Test (HSRT) will be at or above the national Mean. 3. At least 80% of the students will indicate that they are satisfied or agree that they have met the goal, "Improved critical thinking skills that enable me to evaluate, beliefs, values, and ideas."	1. Year Mean Score 2013-14 940 2012-13 891 2011-12 800 2. Year WLU National Mean Mean 2013-14 22.8 19.4 2012-13 21.1 19.4 3. Year % 2014 100% 2013 86% 2012 100%	1. Year 2013-14 Yes 2012-13 Yes 2011-12 No 2. Year 2013-14 Yes 2012-13 Yes 3. Year 2014 Yes 2013 Yes 2012 Yes
Communication/ Communicate effectively with others.	The mean on the Communication Score in the AACN Curriculum Category on the HESI Exit exam will be 850 or higher	Year Mean 2014 954 2013 851 2012 793	Year 2014 Yes 2013 Yes 2012 No
Diversity/ Demonstrate non-judgmental care for diverse cultures, values, and lifestyles.	The percentile rank of the median student on the content dimension, Psychosocial-Cultural Functions, on the NCLEX exam will be at the 45 percentile or higher compared to the national population of graduates	Year Percentile 2013 48th 2012 57th 2011 50th	Year 2013 Yes 2012 Yes 2011 Yes
HESI/ Grow and develop in the professional nursing Roles of caregiver, care coordinator, advocated, and member of the profession.	The West Liberty mean score on the first attempt of each HESI exam will be at or above the HESI national average for that exam.	Year 2013-14 WLU/National Mean Senior exit=940/856 Pediatric=919/859 Maternity=847/863 Pharmacology=939/842 Med-Surg=971/846 Year 2012-13 WLU/National Mean Senior exit=892/847 Pediatric=894/832	Year 2013-2014 Yes for all except maternity 2012-2013 Yes for all 2011-2012 Yes for only pediatrics; no for the others

		Maternity=878/859 Pharmacology=898/824 Med-Surg=827/827 Fundamentals=856/818 Year 2011-2012 Senior Exit= 801/853 Pediatric=835/830 Maternity=729/836 Pharmacology=694/794 Med-Surg=774/840 Fundamental=674/777	
Program Satisfaction Students	The mean on the Senior Satisfaction Exit Survey will be 2.5 or higher (on a 4 point scale) related to their overall satisfaction with the nursing program. 80% of the students will agree or agree strongly that they are satisfied with the program (WLU survey)	2014: Senior Exit= 2.9 2013: Senior Exit=2 Results of 2012 Graduating Student Survey (What is your overall satisfaction with the program?) Student Exit Survey 2012: 20% strongly agree 53% agree 20% disagree 7% no opinion	Year 2014 Yes 2013 No 2012 Yes Year 2012 Yes 2011 Yes 2010 Yes Ye

The chart below shows the learning outcomes for the new curriculum that begins with the class of 2016 and lists what the benchmarks will be for assessing each learning outcome. The time line for the implementation of this assessment plan will be completion of data collection in spring 2016 with analysis in the fall of 2016.

New Curriculum Program Goals and Expected Outcomes for the New Curriculum

BSN Goal/Outcome Outcome	Criterion Assessed	Expected Outcome/Benchmark
Provide safe, holistic, patient-centered care to promote wellness across the lifespan	1. Diversity	1A. The percentile rank of the median student on the content dimension: "Psychosocial Functions" on the NCLEX exam will be at the 35 th percentile or higher. 1B. 80% or more of nursing graduates perceive that they met the objective, "Developed an awareness & examined diverse cultures"
	2. Development across the lifespan	2. The percentile rank of the median student on the content dimension: "Human Functioning: Growth and Development" on the NCLEX exam will be at the 35 th percentile or higher.
	3.Wellness	3. The percentile rank of the median student on the content dimension: "Wellness/Illness Continuum on the NCLEX exam will be at the 35 th percentile or higher.

Synthesize current evidence and clinical reasoning in planning, implementing, and coordinating patient-centered care.	Critical thinking/clinical Reasoning	<p>A. The mean on the Health Science Reasoning Test (HSRT) will be at or above the national mean.</p> <p>B. At least 80% of seniors will indicate that they are satisfied or agree that they have met the goal, "Improved critical thinking skills."</p>
Collaborate with members of the interprofessional healthcare team to meet the needs of patients in a variety of healthcare settings.	<p>1. Teamwork and collaboration</p> <p>2. Writing</p>	<p>1. The mean WLU score on the QSEN: Teamwork and Collaboration on the ATI Predictor will be at or above the national mean.</p> <p>2 A. The mean overall score will be 15/25 or higher (Adequate level) using the WLU Writing Assessment rubric on the paper in NUR 438.</p> <p>2 B. At least 80% of the students will indicate that they are satisfied or agree they met the goal, "Developed the ability to write effectively on the WLU Survey"</p>
Participate in quality improvement and safety processes as a nurse leader in a healthcare system.	<p>1. Safety</p> <p>2. Leadership</p>	<p>1. The percentile rank of the median student on the content dimension: "Client Needs: Safety and Infection control" on the NCLEX exam will be at the 35th percentile or higher compared to the national population of graduates.</p> <p>2. The mean WLU score on the RN leadership test will be at the national mean or higher on the ATI Leadership test.</p>
Incorporate effective use of information and technology in nursing practice.	Informatics	The mean score on the QSEN informatics section on the ATI RN Predictor will be at or above the national mean.
Demonstrate professional behaviors within the legal and ethical standards of nursing practice.	<p>Caring</p> <p>Management of Care (Including professional, legal, and ethical behaviors)</p>	<p>The mean scale score on the Caring Efficacy Scale will be a 4 or higher.</p> <p>The mean score on the Management of Care section of the ATI Leadership test will be at or above the national mean.</p>

7. 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.

Employment Rates by Year of Graduation for the Entry BSN Track

Year of Graduation	# Students Graduated	% Employed within One Year of Graduation
2014	20	90%
2013	25	92%
2012	22	92%

Employment Rates by Year of Graduation for the RN-BSN Track

Year of Graduation	#Students Graduated	%Employed within One Year of Graduation
2014	11	100%
2013	2	100%
2012	1	100%

8. Approved by the WLU Board of Governors and final recommendations:
Completed by IR&A

HEPC Program Review Summary

Program Name and degree level:

Program Name: **Graphic Design** Degree Level: **BS**

1. Synopses of significant findings: Strengths:
 - Enrollment stability and growth
 - Committed and accessible teaching faculty with a willingness to direct student education and participate in their creative development.
 - State of the Art facilities: computers, software, and addition of new technology in the Media Arts Center
 - Good relationships with local arts organizations, e.g. Stifel Fine Arts Center, Artisan Center, Artworks Around Town and with area high school art programs
 - Development of business and design incubator space on campus in cooperation with the Gary E. West College of business. This is a space for students and design teams to meet with real world clients
 - Institutional scholarships and housing waivers are generous
2. **Program Weaknesses:**
 - Financial support is currently adequate but there are concerns about budgeting and business office processes, which are seen as threats to the ability of the program to maintain the technology and offer students meaningful experiences.
 - Graphic Design students are charged an additional fee that most students on campus do not pay
 - Lack of classroom and office space to accommodate growth in enrollment and program needs. The addition of the Incubator Space and the Center for Arts and Education; in Main Hall, have helped with creating flexible teaching spaces but have not alleviated the lack of adequate office space
3. **Address weaknesses or deficiencies from previous program review and describe how they have been addressed.** In the last program review Graphic Design was described by the committee as “Exemplary”, with no need for any revisions. We believe we are continuing to provide high quality teaching across the spectrum of our courses, and feel that no revisions are needed at this time.
4. **Five-year data on graduates and majors enrolled:**

Academic Year	Program Majors	Program Graduates
2013-14	94	11
2012-13	110	16
2011-12	109	12
2010-11	103	8
2009-10	91	8

5. **What is the process for assessment of student learning? Include timelines of assessment implementation and describe how the results are used for program improvement.**
 - A. Portfolio Review: Junior graphic design majors must complete and pass a portfolio review to enter Graphic Design III. The review is conducted by the art faculty using a rubric to assess the following student learning outcomes.
 - Produce professional quality still and motion graphics
 - Successfully use the elements of art and the principles of design in the creation of a work of art.
 - Produce websites and animation for a variety of delivery formats.Students are provided with a score and a summary report of the faculty evaluations. Specific feedback is given regarding student progress, and a remedial action plan is provided for students who do not pass the portfolio review.
 - B. Client interaction – Students who passed the portfolio review are granted access to Graphic Design III, and are tasked with the responsibility to solve design problems for a variety of

clients from the campus and surrounding community. The program is highly successful in meeting the following SLOs for the Graphic Design Program.

- Produce multiple design solutions for clients
- Apply effective project management skills in completing a design project for a client

The students are given direct feedback on their work by professional clients.

C. Senior Exhibition – Students present a public display of their work and faculty review based upon these learning outcomes:

- Produce professional quality still and motion graphics.
- Successfully use the elements of art and the principles of design in the creation of a work of art.
- Produce websites and animation for a variety of delivery formats.

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.

Students Employed in their Field	Year
5	2011
6	2012
6	2013
8	2014

7. Approved by the WLU Board of Governors and final recommendations:

Completed by IR&A

HEPC Program Review Summary

Program Name and degree level:

Program Name: English Degree Level: BA

1. Synopses of significant findings by external review, J. Robert Baker, Professor of English, Fairmont State University

- Excellent faculty with a range of expertise and credentials
- An impressive catalogue of courses
- Promising curriculum revisions
- Resourceful and inventive paths of study

2. Program Strengths:

- One of the great strengths of the English program at West Liberty State University lies in its faculty who are gifted, enthused, and deeply committed to their students' development. There appears to be a strong consensus among the students that the faculty are experts who are accessible and supportive. Moreover, the students also perceive that the faculty have good working relationships.
- The English department at West Liberty University is fortunate enough to have a wide variety of faculty members with a range of expertise that is on par with, if not greater than, most English programs in the region. At very small cost to the University, the English program continues to play a vital role in the general education of WLU students. Moreover, the recent growth in the number of students choosing to major in English indicates that more students are beginning to see the "real-world" value of a degree in English. Businesses need graduates who can think, read, and write critically, and many companies (such as Williams Lea in Wheeling) are targeting English majors to fulfill those needs.
- The English program has recently undergone a curriculum revision that updated an earlier program of study and made it more appealing and useful to students without sacrificing the traditional values of English as a discipline. Under the revised curriculum, majors can elect one of three tracks in addition to the B.A. in Education with a concentration in English: Literature, Writing and Rhetoric, and Graphic Narrative. These choices respond to students' interests and professional aspirations than more conventional versions of the English major, which assume that coverage of literary periods will equip students both for advanced study and for professional work
- The faculty in English have responded to the HEPC's mandate to replace developmental courses with accelerated learning by offering supplemental instruction with ENG 101, College Composition, for students who need support to complete the first composition course. This accelerated learning program affords English Education majors the chance to teach the supplemental sections.

3. Program Weaknesses:

The most significant weaknesses is program assessment. That being said, in the 2014-15 academic year, the English Program has made tremendous strides toward establishing a credible assessment plan. Starting last fall, the curriculum was almost completely overhauled to better suit the needs of our students and, in the process, to lay the groundwork for a clearer pathway for assessment.

4. Address weaknesses or deficiencies from previous program review and describe how they have been addressed.

Corrective action focused on further development of the program's assessment plan, specifically student learning outcomes. Since the previous review, the English department has developed student learning outcomes, and they have developed a plan for collecting assessment data.

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

Academic Year	Program Majors	Program Graduates
2013-14	32	8
2012-13	34	4
2011-12	35	4
2010-11	21	3
2009-10	14	3

6. **What is the process for assessment of student learning? Include timelines of assessment implementation and describe how the results are used for program improvement.**

In preparation for implementing valid assessment measures, the department made many curriculum changes during the 2014-15 school year. First and foremost, the creation of the "English Core," a common set of classes. This will give us an opportunity to start assessing portfolios and to administer indirect assessments in these core courses. Starting next fall, all WLU students will be required to purchase a subscription to LiveText in their first general studies class. Using LiveText, English majors will be assessed in all of the courses in the English Core: ENG 200, ENG 204, ENG 205, ENG 214, ENG 215, ENG 385, and ENG 495. The department will then need to choose one of two methods of assessment. The first option will be to have instructors assess the work in their classes on their own. The second would be to simply upload the assignments into LiveText, hopefully as part of an ongoing portfolio, and the department can then assess the work together during an "Assessment Day."

While we DO feel that the large number of curriculum changes that took place this year were a giant stride towards an adequate assessment program, we are fully aware of the fact that we still have not collected any hard data. However, with the implementation of LiveText, there is now absolutely no reason why this cannot and will not be rectified in the next year.

7. **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.** We are exploring tracking our graduates through the use of social media.

8. Approved by the WLU Board of Governors and final recommendations:

Completed by IR&

West Liberty University Board of Governors
April 15, 2015

TEACHING CERTIFICATIONS

Action Item

Proposed Resolution: *Resolved*, that the West Liberty University Board of Governors approve teaching certifications in Early Childhood Special Needs and Reading Certifications.



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Summarization of Early Intervention and Reading Specialist Proposed Programs

The College of Education is proposing the addition of a program and major in Early Intervention at the undergraduate level (Bachelor of Arts). A second certification will be sought for a track within the Masters of Arts in Education, Reading Specialist. The Director of Teacher Education will seek certification from the state of West Virginia once approved by the Board of Governors at West Liberty University. The need for both of these certifications arose from requests and conversations with school districts that continue to have difficulty filling positions with qualified individuals. The faculty and staff already in place within the College of Education are qualified to deliver the coursework. Additionally, enrollment numbers at both the undergraduate and graduate levels will show increases due to the additions. Separately, the needs and results of these additions are slightly unique.

The Early Intervention (EI) program will lead to preschool special needs certification. A survey was conducted of local school districts, service organizations, and administrators showing a strong need for individuals prepared with this certification. The need for qualified individuals to work with students from birth up to and including kindergarten is tremendous and growing. According to the director of WV Birth to Three, children receiving services have increased by 15% over the past three years. Initially, the number of students enrolling is projected to come in at 12 and eventually grow to approximately 25 over the next 5 years. The students within this major will utilize the existing teacher education program, existing coursework, and minimal course revisions in order to complete this program.

The Reading Specialist track within the Masters of Art in Education (MAED) will be the tenth track of the growing degree. Similar to the EI program, there is a need for this specialization as reported from school districts, service organizations, and administrators. The Reading Specialist certification from the state of West Virginia also requires a masters degree. The track utilizes the combination of the existing coursework in place for the MAED and the addition of three courses listed below.

- READ 563 Methods and Practices of Multisensory Instruction
- READ 564 Methods and Practices of Multisensory Instruction Practicum
- READ 565 Advanced Methods and Practices of Multisensory Instruction

The expected initial enrollment is projected to be 12 and grow to 18. The enrollment within the MAED program as a whole has increased by approximately 60% over the past two years.

RENEWAL OF UNIVERSITY PLACE I LEASE

Action Item

Proposed Resolution: *Resolved*, that the West Liberty University Board of Governors approves authorization for the President of West Liberty University, in accordance with the laws of the State of West Virginia and the rules and regulations of the Higher Education Policy Commission, to enter into a lease renewal of the apartment building located at 140-142 Van Meter Way (nee Chatham Street), West Liberty, West Virginia, effective July 1, 2015.