

WLU Board of Governors

Regular Meeting

Wednesday, March 30, 2022 – 4:00 p.m.

Location: Shaw Hall Board Room

“West Liberty University, established in 1837, was the first institution of higher education in West Virginia. Today, we are a dynamic, inclusive, student-centered community that cultivates scholarly exploration, experiential learning, creative expression, and global citizenship.

WLU is a public university committed to providing students with a comprehensive education from undergraduate to advanced degrees while serving as the region's leading advocate for the arts, education, research, and economic opportunity.”

- I. Call to Order/Roll Call/Quorum and Mission Statement**
- II. Introductions**
- III. Public Comment** Description: Up to 10 individuals may sign in 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. Agenda Order (Board may move to change order of consideration)**
- V. Approval of Minutes***
 - A. Minutes of the Executive Committee February 2, 2022* (pg. 3)
 - B. Minutes of the Full Board February 2, 2022* (pgs. 4-8)
- VI. Board Items for Approval***
 - A. Honorary Degree (pg. 9)
 - B. Program Reviews* (pgs. 10-32)
 - C. Post-Degree Audits* (pgs. 33-71)
 - D. Early Childhood Education Minor Non-Certification* (pgs. 72)

*Action Items
- VII. President's Report**
 - A. Board Self-Evaluation Outcome (pgs. 73-75)
- VIII. Reports**
 - A. Provost (Monteroso)
 - B. Enrollment Update (Cook)
 - C. Staff (Glanville)
 - D. Faculty (Metz)
 - E. Student Government (Black)
- IX. Finance Report**
 - A. Approval of FY 2023 Budget / Tuition & Fees* (pgs. 88-96)
- X. Information Gathering (Members may ask questions or gather information to prepare for future agenda items without general discussion or action at this meeting.)**
- XI. Next Meeting Date – Wednesday, June 1, 2022**
- XII. Adjournment**

**WEST LIBERTY UNIVERSITY
BOARD OF GOVERNORS**

**Executive Committee
Minutes
February 2, 2022**

Executive Committee Members Present: Jack Adams, Arlene Brantley, Richard Carter, Jamie Evick, Rich Lucas, David McKinley

WLU Administrators: W. Franklin Evans, Stephanie Hooper

1. Call to Order/Roll Call

Chair Lucas called the meeting to order at 3:05 p.m.

2. President's Update

An environmental scan was provided by the President.

Dr. Evans discussed the impact of SB550 submitted by Senator Tarr at the urging of Bluefield State President Robin Capehart. The bill would allow two-year institutions to offer four-year degrees and similarly allow four-year institutions to offer two-year degrees. The bill also would limit the powers of the HEPC. The bill currently sits in the Senate Finance Committee.

Other topics discussed at a high level were areas of interest that have been reviewed or are under review. These include inconsistent stipends for chairs and program directors, appropriate faculty credentials for courses taught to ensure compliance with accreditation, budget shortfalls, budget process and personnel, Accreditation Assurance Review at the end of spring, program reviews and the BOG participation in those reviews, tenure and promotion, finalizing student grades prior to commencement so that degrees can be conferred at the graduation ceremony, the academic calendar and impact of University closings/delays, number of GA positions and the inconsistent benefits offered to those positions, lack of sponsored program grant funding, NCAA report and inaccurate reporting, Title IX equality between men's and women's sports, the refocus of the Highlands Center, filling the Alumni Affairs position, continued progress with community partnerships, update on our branding and campus marketing initiatives, DEI initiatives and annual calendar of events, inconsistent data reporting or reporting that is submitted prior to the President's review, cross training of employees and increased employee satisfaction, Human Resources employee evaluation system, nepotism, legal update, Master Plan and building operations, new Aquatic Center, enrollment and an emphasis/focus on graduate enrollment, improved dining hours, unused scholarships in the Foundation, and Board/Cabinet giving. The Board suggested the President discuss all of these with administration and faculty.

3. Board of Governor's Self-Evaluation Update

A board evaluation survey was sent to members of the board. Eleven out of twelve responded and the results are still being compiled and evaluated.

4. Adjournment

The meeting adjourned at 3:57 p.m.

Richard Lucas _____
Chair

Jamie Evick _____
Secretary

**West Liberty University
Board of Governors**

**Minutes
February 2, 2022**

Attendance:

Jack Adams, Michael Baker, Arlene Brantley, Richard Carter, Thomas Cervone, Jamie Evick, Ryan Glanville, Mackenzi Jones, Richard Lucas, David McKinley, Jason Metz

Unable to Attend:

Stephanie Shaw

Administration/Faculty/Staff:

Monique Akassi, Scott Cook, Mary Ann Edwards, W. Franklin Evans, Angie Hill, Stephanie Hooper, Jason Koegler, Diana Harto, Lori Hudson, Cathy Monteroso, Joe Rodella, Sean Ryan, Ann Saurbier, Lynn Ullom

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

Chair Lucas called the meeting to order at 4:07 p.m.

II. Introductions

None.

III. Public Comment

None.

IV. Agenda Order

No change to the agenda order.

V. Approval of Minutes*

A. Minutes of the Full Board December 8, 2021*

On motion by Mackenzi Jones 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 8, 2021.

B. Minutes of the Executive Committee December 8, 2021*

On motion by Richard Carter and seconded by Michael Baker, it was unanimously adopted by the West Liberty University Board of Governors to approve the minutes of the Executive Committee of December 8, 2021.

VI. Boards Items for Approval*

None.

VII. President's Report

Dr. Evans reiterated his core priorities, those being demonstrate academic success, emphasize University branding, strengthen community engagement, ensure operational excellence, and enhance student experience.

In addition, the presidential priorities remain the same, those being enrollment, financial stability, student success, community focus, and alumni engagement.

With regard to Academic Affairs, classes began on January 10, 2022, and Dr. Evans acknowledged that Dr. Cathy Monteroso has been appointed Interim Provost and Vice President of Academic Affairs. Dr. Monteroso is the former Dean of the College of Education and Human Performance. A MOU with Pittsburgh Technical College was signed, allowing students to take courses and not only graduate, but allow them to take courses at WLU to count toward their MBA. We are pleased that

Professor Steve Criniti was named WV Professor of the Year. Former board member Linda Cowan has been named as a finalist for the upcoming Professor of the year. The HLC accreditation is looming and Dr. Evans thanked the board for approving the revised mission statement last month. The Marketing area will be getting it out across the board. The BOG self-assessment was finally done, with 11 of 12 board members completing for a 92% return rate. The information will be compiled and distributed in the next few weeks. We are now looking at our Vision Statement, goals, and objectives. Hopefully, by the time we get back together, all of that will be done and the assessment will have taken place. Our new Accreditation Liaison and Dean of the Gary E. West College of Business, Dr. Ann Saurbier, is an experienced evaluator. Dr. Evans asked Dr. Saurbier to give an update on the accreditation process.

Dr. Saurbier gave an update on the Higher Learning Commission (HLC) process. The University was last fully accredited in the 2017-18 academic year; this is the 4-year check point. It's an assurance review where we actually prepare and compile evidence for the University to share with the HLC to show that we are still in compliance with criteria and focusing on continuous improvement, which is critical from the HLC perspective. The review and update of the Mission Statement winds up falling at a great time from the HLC perspective. It drives many of the reporting criteria, moving us forward to take a look at the Vision Statement. The narrative we prepare for the HLC will actually share with the Commission all of the good work we're doing to actually align with the strategic plan. We will be compiling data the next few months and collaborate with the campus team; information is due to the HLC about the middle of May. There were no questions for Dr. Saurbier.

Dr. Evans noted that our wrestling team are MEC champions and moving onto the regionals. The men's basketball team is ranked No. 1 in the conference and our women are ranked No. 2. In other polls, softball is ranked No. 1, as well as tumbling and acrobatics at No. 1, having edged out Fairmont. Women's tennis and men's baseball are ranked No. 2, with men's tennis ranked #3. The spring season has already gotten underway.

COVID testing for students was mandated for all students on their return to campus. Of 1,150 some odd students tested only 5.9% tested positive. Many students who did test positive did not have symptoms. Enrollment, as anticipated, is lower but it's no surprise for spring enrollment to be less than fall. Mr. Cook will share specifics in his report. The last phase of Topper Village has been completed and students are in the facility. There are currently some heating issues, but they are being addressed.

With regard to fiscal affairs, we disseminated HEERF act dollars to the tune of \$3.1 million to students. It is our hope that they use the money wisely for COVID related items or to pay some of their invoices.

The food service contract ends in the near future and the bidding process has started. Three vendors will be making presentations this week and we are hoping that the food service will be more of a partnership; we expect something in return. The bookstore contract is also coming up for renewal.

The FY2023 budget planning process has begun. The HEPC is looking at implementing an outcomes-based funding formula where we would receive additional dollars based on some of the outcomes for the priorities that the State has put into place.

Our metro rate is a little bit out of balance for students who pay out-of-state tuition. The metro rate allows, in certain areas of Ohio, Pennsylvania, Maryland, and Virginia, a reduced rate. The current rate is less, but not significantly less to attract the kind of students we would like. We are looking for a much more in-balance rate. The question is whether there is a limit as to how far we can go. A brief discussion followed. Ms. Hudson will do some checking and inform the board and president. Our international students are at an all-time high with the largest group we've had on our campus.

The Highlands Center is continuing to undergo major changes and hold events, with a recent article in the newspaper highlighting the center and events. We are looking for a new Alumni and

Development Director of the Foundation. External funding and donations increased in December, well above what was anticipated.

Dr. Evans introduced our new Special Assistant to the President for Diversity, Equity, Inclusion and Special Initiatives, Dr. Monique Akassi. She is a graduate of the University of Cincinnati, Wright State University, Morgan State University and has worked in higher education for quite a few years serving in a variety of capacities. She has been a faculty member and English is her area of expertise. She has completed postdoctoral studies, earning certificates in diversity and inclusion from Cornell University, and management and development and women in higher education leadership from Harvard University.

A brief discussion followed with regard to the provost search. After the second failed search we have not started back up that process. Dr. Monteroso is serving as interim to provide some consistency, and the plan is to repost the position later in the spring. Finding the right person is no easy task; Concord went through six searches, Frostburg three, and Fairmont three. We want the right person selected and hired.

VIII. Reports

A. Provost (Monteroso)

Dr. Monteroso stated that for the last two days the Vice Chancellor of Academic Affairs at the WV HEPC, Dr. Brumfield, has been on campus. It was a longer visit than anticipated, but a great visit. He learned a lot about WLU and addressed many things in his report, including being on board with support for the doctoral program. He visited the clinics and offered support for the nursing fund that's being submitted to the HEPC grant. The College of Education and Human Performance is in the process of a pilot program for tenure and promotion. Sarah West is working with the system adopted last year but not fully utilized. She was able to work with the Live Text system and is making phenomenal progress, and due dates have been waived. Mr. Rodella put together a lot of technology and we have learned what we have to do to make it work efficiently. Dr. Monteroso congratulated Dr. Criniti being named WV Professor of the Year, along with Dr. Cowan as a finalist for this year. There were no questions for Dr. Monteroso.

B. Enrollment Update (Cook)

Mr. Cook gave the following enrollment update:

- Fall 2021 Enrollment Headcount 2329 (6% decline/154 students)
(Final HEPC Report)
- Spring 2022 Enrollment Headcount 2037 (-190 from Spring 2021)
(January 19, 2022)
- Fall 2022 Accepted Applications 1002 (15% Increase)
- Fall 2022 Submitted Applications 1391 (11% Increase)
- Fall 2022 Housing Applications 123 (37% Increase)

Faculty have yet to verify all spring enrollment and one graduate program is yet to register students, but we should have a solid number in a few weeks. Fall enrollment will be larger than this past year, but two populations did see a decline. The metro rate and in-state numbers have dropped due to demographics. All indicators are good for a larger entering freshman class. A brief discussion followed with regard to fall and spring numbers.

C. Staff (Glanville)

Mr. Glanville stated that the Staff Council is selling raffle tickets and had a great response to the Terrific Topper nominations. Nominations were received for Diann Nickerson, Vincent Sirianni, and Karen Gerardi. We are excited that we have staff members taking advantage of the opportunity to nominate and recognize some of the great hilltop customer service and wonderful people we have at WLU.

D. Faculty (Metz)

Dr. Metz stated the Faculty Senate has developed a committee to focus on the promotion/tenure process, taking into account Dr. Evans and Dr. Suderman's recommendations. They are working on adding items to the process. They are also working on the Policy Committee and continue to work on the anti-plagiarism along with Dr. Evans. A committee has been

formed to focus on the faculty handbook to make it an actual resource to new and current faculty, not just a list of policies and procedures. Faculty Senate has made a request to entertain a policy related to the provost search. In a presidential absence, the provost already assumes the role of interim president. The faculty are requesting a BOG policy on the search and hiring of a provost since in the absence, the provost takes the interim president role. Since the president answers to the board, we feel it necessary that there should be a BOG policy governing the hiring of a provost since they will then be answering to the board.

E. Student Government (Jones)

Ms. Jones stated that the applications for senator positions were sent out yesterday afternoon and they are hoping to fill the six vacant senate seats. SGA's Sodexo Committee is currently working with Doug Orr regarding the contract.

Plans for the spring include the SGA hosting a Valentine's week fundraiser for a local animal shelter. They plan to sell flowers, bears, and candy to the campus community. They have reached out to Joe Mills to see if SGA could assist maintenance in any way, as the recent weather has certainly impacted their staff. Regarding his feedback, SGA will be cleaning the campus at least once a month to provide helping hands in keeping the campus beautiful. SGA also plans to reach out to Greek Life to see if they would be willing to help.

SGA is also looking ahead and planning their Spring Fling, with the date set for April 29th. It has not yet been determined if the event will be held on or off campus. King and Queen nominations will be sent out in the upcoming weeks for Greek Life. SGA is once again having their annual SGA Day the week of April 25th.

IX. Finance Report

Ms. Hudson referenced the FY22 Operating budget Status report contained in the packet for quarter ending 12/31/21. Based on identified shortfalls in the original budget, revenue in the form of undergraduate tuition is on target and will end better than budgeted due to summer revenue not yet being posted. Graduate tuition and room and board are trending lower than expected, with summer tuition yet to be posted and discounts appear to be about \$200,000 lower than expected. There has been a better than expected increase in royalty revenue this fiscal year, as well as other summer conference revenue trending higher.

In December we were able to utilize COVID relief funds received from the government for lost revenue, about \$1.1 million, which greatly helped with this fiscal year budget. Personal services and fringe benefits, at 14 of 26 pays posted, including the increment, were expected to be over budget but are actually on target with the original approved budget due to turnover and unfilled positions. The deficit we are faced with this fiscal year included an amount for the main hall roof of about \$490,000. During the weekly CFO calls with the WV Higher Education Policy Commission, they mentioned bonding refunding sometime mid to late February. We will know more then about what those funds will be but expect that project to be covered with those funds. This fiscal year is going as expected overall with a plan in place to cover the deficit of \$2.7 million.

With regard to the FY23 budget, knowing we were facing a deficit in FY22, we have started the budget process early to determine where we are with expense requests sooner rather than later, and in case we have to make cuts of any kind. On December 20th a small cabinet retreat was held, and a tool was provided for use by the cabinet members. Budget workbooks that can be shared with various departments, coaching staff, and other units were provided to start preparing expense requested budgets now instead of waiting. Procedure 10 states that we prepare the budget during the spring semester.

We had \$3.1 million remaining in HEERF funds, worked with the financial aid office to identify students enrolled in the fall of 2021, and prioritized based on need. Awards of \$1,000 to \$2,000 each for these students were given at the end of January. The money could not be used for anything except student awards. It is our hope the students used the money to pay their invoices.

In other matters of focus, the bookstore and food service contracts are ending June 30th and we have received two responses to our RFP; Barnes & Noble and Follett. There were three responses for the food service contract; Sodexo, Aladdin Campus Dining, and Metz Culinary Group. We will be opening the financial portion of those bids and the last interview is scheduled for this Friday. We will likely be in a position to make a decision soon thereafter. Both are expected to start on July 1st, and we don't expect any issues with transition for those contracts.

Ms. Hudson noted she would like to speak to the issue of raffles held on campus. It is her understanding that any raffle needs to be approved by the business office. There are rules and regulations in place at the state level and only \$12,000 yearly for the entire university is allowed. In the future, departments need to run these by the business office and have them approved.

X. Information Gathering

Chair Lucas noted that as a follow-up with our process as mandated by the University, our censure and process of developing the presidential evaluation, which we plan to start in February. It looks very likely that we will complete the evaluation by the end of April. The Governance Committee, Executive Committee, and the Board will develop the actual contact outreach. Mr. Lucas reached out for historical records going back to President Capehart and other previous presidents, receiving a variety of options in evaluations. It is also in line with policy that we do a presidential evaluation, and we will have that out and hopefully concluded by mid to late April. We have templates so that we do not have to reinvent the wheel and will refine this process and move forward.

XI. Next Meeting Date – Wednesday, March 30, 2022

XII. Adjournment

On motion by Richard Carter and seconded by Jack Adams, the meeting adjourned at 4:53 p.m.

Richard Lucas _____
Chair

Jamie Evick _____
Secretary

HONORARY DEGREE

Action Item

Proposed Resolution: Resolved, that pursuant to WLU Procedure 238: Guidelines for Honorary Degrees and Recognition, and 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 2022 commencement to James V. Denova.

PROGRAM REVIEW APPROVALS

Action Item

Per WV Code and BOG Policy, all academic degree programs participate in a five-year review process that monitors mission, curriculum, resources, student learning outcomes, productivity standards, etc. The University Program Review Committee, consisting of the Provost, Vice President of Student Affairs and Enrollment Management, University Effectiveness, and Special Assistant to the President for Diversity, Equity, Inclusion, and Strategic Initiatives are responsible for evaluating program review documents and for making recommendations.

The Board of Governors is asked to approve West Liberty's 2022 program review process for the following programs:

- Master of Arts in Education
- Social Work
- Athletic Training
- Community Education
- Communications
- Theater

Proposed Resolution: *Resolved*, that the West Liberty University Board of Governors approve the five-year program reviews as stated.

Program Review

The West Virginia Code and BOG policy require all academic programs to be reviewed every five years. University Effectiveness coordinates the review process per HEPC Series 10 and WLU Board of Governors Policy 3 Program Review. The program review matrix is available on the University Effectiveness website and also attached at the end of the document.

Programs submit material to University Effectiveness and the Assessment and Accreditation (A&A) Committee. The A&A Committee reviews the documents with the institutionally approved rubric and presents recommendations to the program director and the Dean. Non-Accredited programs submit the program review in LiveText, the institutional data collection system.

A Program Review Committee was created this academic year to review the submitted programs and analyze the A&A committee's review. The committee consists of the Provost, Vice President of Student Affairs and Enrollment Management, University Effectiveness, and Special Assistant to the President for Diversity, Equity, Inclusion, and Strategic Initiatives.

In accordance with BOG Policy 3 Section 5.3.2, the review will include an "evaluation of the viability, adequacy, and necessity for each academic program, consistent with the mission of West Liberty University" (*WLU BOG Policy*).

Recommendations from the committee include submitting program reviews to the BOG Academic Affairs Committee with recommendations submitted to the full board. A review of required elements and the submission process will also be required to create a more robust review process based on feedback from the A&A committee and the BOG Academic Affairs Committee for accredited and non-accredited programs.

The program recommendations from the committee:

Accredited programs:

Masters of Arts in Education - Continuation of the Program

Social Work - Continuation of the Program

Athletic Training (undergraduate) - the program is currently being phased out and will officially end in May 2022 with no new students admitted to the program. Students currently enrolled in the undergraduate Athletic Training program will still be eligible to take the exam for certification. The graduate program, however, for Athletic Training begins in fall 2022.

Non-Accredited Program:

Community Education - Continuation of the Program

Communications - Continuation of the program with a review of degree requirements to reduce the complexity of the degree program towards completion and graduation for students; in addition, create flexibility across degrees awarded in the department.

Theater - Continuation of the program with a review of the viability of tracks offered and an examination of performances.

Master of Arts in Education

1. **Student Learning Outcomes:** *Provide at least three Student Learning Outcomes for the program that is specifically stated (The student will...) and that are easily measurable (i.e. include an action verb from the higher levels of [Bloom's Taxonomy](#)).*

The Master of Arts in Education Program, during their program review, provided the following SLOs for review:

Goal 1: Identify and analyze current research-based methods

Goal 2: Implement action research to identify and meet individual/programmatic needs

Goal 3: Design assessment instruments and analyze data

2. **General Studies Integration:** *Describe how/where the University General Studies student learning outcomes are assessed in the program by completing the chart below. It is an expectation that every program will be able to incorporate all three General Studies outcomes into their program's assessment plan.*

IR&E Summary: As this is a Master's level program, there are no General Studies Integrations.

3. **Assessment Method (measures/instruments):** *Describe assessment methods used and include examples of both direct and indirect measures.*

1) **Direct Measures** are direct evaluations of students' knowledge and/or skills as they relate to the program SLOs. Some examples include exams, papers, projects, computer programs, interaction with a client, or musical performances

2) **Indirect Measures** assess opinions or thoughts about students' knowledge/skills as they relate to the program SLOs. They gather information in some way other than directly evaluating the students' work. These include asking students/graduates how well they thought they met the program goals and examples include senior surveys, exit interviews, alumni surveys, and focus groups, which are measuring students' opinions about their learning or skills as they relate to the program SLOs (not just satisfaction in general or unrelated to program SLOs).

IR&E Summary: There are multiple assessments throughout the program, both direct and indirect– culminating with a Capstone Research Project in EDUC 518. Additional benchmarks are established throughout the core courses in the MAED, scaffolding

the assessments and learning outcomes throughout the program. Benchmarks are established in each of the core courses to measure student success. Indirect measures include disposition evaluations from faculty, advisors, and supervisors.

4. **Location of Measures:** *List the direct and indirect measures and locations within the program.*

IR&E Summary: Data collection is being revised to include six key assessments for each certification area align with the national standards for accreditation. Reliability and validity of assessments are being established by the accreditation team in conjunction with the advisory group.

1. Reading Specialist - International Literacy Association (ILA)

2. Multi-Categorical Special Education - Council for Exceptional Children (CEC)

3. Leadership in Educational Administration - National Educational Leadership Preparation (NELP)

Examples of direct and indirect measurements being used to assess include exit surveys, depositions collected at three benchmarks in the program as well as a capstone.

5. **Implementation:** *Describe the implementation of the program's plan and include current actions. Report information since the last review or since the beginning of the program if this is the program's first review.*

IR&E Summary:

1. What direct assessment data have you collected?

The core curriculum, including exams, quizzes, essays— serve as the majority of the direct assessments that are collected, concluding with the student's Capstone project. Additionally, assessment activities for students tend to have an experiential learning aspect while obtaining formative feedback from the professors. PRAXIS exam scores are also assessed.

2. What indirect assessment data have you collected?

Indirect assessment data include Field data, utilized towards the relevancy of any instructional activities, and Graduate student surveys.

3. How is the information shared with faculty in the department/program?

Through curriculum grading and holistic rubrics, analyses, and graduate faculty meetings.

4. What program revisions or curriculum changes have been made as a result of your analysis of the data?

Recently, Community and Organizational leadership were refined to one concentration. The MAEd Program has also fine-tuned all nine of their concentrations. Explain in one sentence the rationale for the change; how will students benefit from the change?

5. How is assessment information used to encourage faculty engagement in the assessment of student learning?

It is used throughout the entire process, especially with the four CORE courses; all MAEd students' feedback from the faculty are built upon in each of the courses for the development of the Capstone.

IR&E Summary: **Assessments and data forms are available on the University Effectiveness website.**

6. **Timeline for the next three years:** *Describe your plans for collecting data on the program SLOs over the next three years.*

IR&E Summary: The faculty of the MAEd are all working to realign certification programs to new standards as needed. In addition, faculty have updated program materials to better ensure they prepare candidates to meet new standards.

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

IR&E Summary: **The Masters of Art in Education undergoes regular reviews and certifications for their accreditation process. No reviews have been conducted by the office of IR&E to date.**

Five-Year Enrollment Summary

			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
AY	*Enrollment	**Awards			
2020-2021	86	26			
2019-2020	67	16			
2018-2019	71	28	Average of Five Most Recent Years		
2017-2018	94	43	Degree Level	Awards	Enrollment
2016-2017	103	24	Baccalaureate	5	12.5
5-YR AVG	84.2	25.4	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

Social Work

1. **Student Learning Outcomes:** *Provide at least three Student Learning Outcomes for the program that are specifically stated (The student will...) and that are easily measurable (i.e. include an action verb from the higher levels of [Bloom's Taxonomy](#)).*

The Department of Media and Visual Arts program provided the following SLOs for review:

Competency 1: Demonstrate Ethical and Professional Behavior SLO 2 - Analyze theatrical works in terms of visual and aural perception, and the use of language in playwriting and script interpretation.

Competency 2: Engage Diversity and Difference in Practice SLO 4 - Demonstrate an understanding of the historical and cultural dimensions of theater including masterworks, playwrights, actors, directors, and designers both past and present.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

IR&E Summary: The Assessment & Accreditation Committee at West Liberty University has noted that our Social Work Program has robust and measurable student learning outcomes.

2. **General Studies Integration:** *Describe how/where the University General Studies student learning outcomes are assessed in the program by completing the chart below. It is an expectation that every program will be able to incorporate all three GS outcomes into their program's assessment plan.*

IR&E Summary: Program has integrated at least one applicable General Studies SLO into its assessment plan (SLOs and measures) in at least one location.

3. **Assessment Method (measures/instruments):** *Describe assessment methods used and include examples of both direct and indirect measures.*

1) **Direct Measures** are direct evaluations of students' knowledge and/or skills as they relate to the program SLOs. Some examples include exams, papers, projects, computer programs, interaction with a client, or musical performances

2) **Indirect Measures** assess opinions or thoughts about students' knowledge/skills as they relate to the program SLOs. They gather information in some way other than directly evaluating the students' work. These include asking students/graduates how well they thought they met the program goals and examples include senior surveys, exit interviews, alumni surveys, and focus groups which are measuring students' opinions about their learning or skills as they relate to the program SLOs (not just satisfaction in general or unrelated to program SLOs).

IR&E Summary: The Social Work program has utilized the Alumni Surveys, focus group, and SWOT analysis in the past; we are, however, increasing the utilization and uniformity of these assessments. The Social Work program also utilizes the following for assessment methods: 1) Field Instructor Assessment of Performance, which is completed by the Field Instructor for each student and reviewed with the student and the WLU Field Education Director, and 2) the

utilization of Key Learning Assessments that are included in the Senior Capstone seminar. The Key Learning Assessments are multi-dimensional incorporating multiple competencies within the assignment.

4. Location of Measures: *List the direct and indirect measures and locations within the program.*

IR&E Summary: The Social Work program utilizes a weighted rubric that is incorporated in every required Social Work course based on the student learning outcomes for each course. The entire rubric is used for the assessment in the Senior Capstone seminar.

5. Implementation: *Describe the implementation of the program's plan and include current actions. Report information since the last review or since the beginning of the program if this is the program's first review.*

- 1) What direct assessment data have you collected? Direct assessments have been collected through students' exams, quizzes, and papers.
- 2) What indirect assessment data have you collected? Indirect assessments have been collected through class discussions/focus groups to assess their critical thinking and comprehension of the material.
- 3) How is the information shared with faculty in the department/program? Information is shared through common syllabi and data collected and provided in the department's shared Sakai system.
- 4) What program revisions or curriculum changes have been made as a result of your analysis of the data?

IR&E Summary: The Social Work Program regularly assesses its program and implements changes as necessary. They recently created an Addiction Studies minor to help with the drug epidemic that America is suffering through. Syllabi are stored in Sakai, which is our online sharing platform. Assessments and data forms are available on the University Effectiveness website

6. How is assessment information used to encourage faculty engagement in the assessment of student learning?

IR&E Summary: The Social Work Program regularly reviews and encourages faculty, who are also advisors, to interact and assess students and their progress in the Social Work Program.

7. Timeline for the next three years: *Describe your plans for collecting data on the program SLOs over the next three years.*

IR&E Summary: Plans for collecting data on the programs' SLOs over the next three years will consist of direct and indirect measures that are compliant with the Nationally Accredited Program guidelines. At this time, there are no plans to deviate from the plan that has been in place. As this is a Nationally Accredited Program, there are stringent guidelines to what can be taught in order to keep this accreditation.

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

IR&E Summary: The Social Work Program undergoes regular reviews and certifications for its accreditation process. No reviews have been conducted by the office of IR&E to date.

Five Year Enrollment Numbers

			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
AY	*Enrollment	**Awards			
2020-2021	40	7			
2019-2020	41	12			
2018-2019	41	9	Average of Five Most Recent Years		
2017-2018	47	12	Degree Level	Awards	Enrollment
2016-2017	35	7	Baccalaureate	5	12.5
5-YR AVG	40.8	9.4	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

This summary report has been compiled by the Office of Institutional Research and Effectiveness along with the Assessment and Accreditation Committee.

Dr. Tammy McClain, Chair

Dr. Craig Crow

Dr. Shannon Halicki

Dr. Stephen Richards

Dr. Susan Ridley

Maureen Golick, Director of Institutional Research and Effectiveness

Athletic Training

1. Student Learning Outcomes: *Provide at least three Student Learning Outcomes for the program that are specifically stated (The student will...) and that are easily measurable (i.e. include an action verb from the higher levels of [Bloom's Taxonomy](#)).*

The Athletic Training Program, during their program review, provided the following SLOs for review:

Goal 1: Students will demonstrate the ability to provide quality healthcare to a diverse patient population in various healthcare settings.

Goal 2: Students will understand the roles and responsibilities of an Athletic Trainer across a variety of health care settings.

Goal 3: Students will develop the knowledge and skills necessary to interpret current evidence-based research and apply it to clinical practice.

IR&E Summary: The Athletic Training Program has measurable student learning outcomes.

2. General Studies Integration: *Describe how/where the University General Studies student learning outcomes are assessed in the program by completing the chart below. It is an expectation that every program will be able to incorporate all three GS outcomes into their program's assessment plan.*

IR&E Summary: Program has integrated at least one applicable General Studies SLO into its assessment plan (SLOs and measures) in at least one location

3. Assessment Method (measures/instruments): *Describe assessment methods used and include examples of both direct and indirect measures.*

1) Direct Measures are direct evaluations of students' knowledge and/or skills as they relate to the program SLOs. Some examples include exams, papers, projects, computer programs, interaction with a client, or musical performances

2) Indirect Measures assess opinions or thoughts about students' knowledge/skills as they relate to the program SLOs. They gather information in some way other than directly evaluating the student's work. These include asking students/graduates how well they thought they met the program goals and examples include senior surveys, exit interviews, alumni surveys, and focus groups which are measuring students' opinions about their learning or skills as they relate to the program SLOs (not just satisfaction in general or unrelated to program SLOs).

IR&E Summary: The Process for assessment of student learning is through key assessments and overall program outcomes. The Program undergoes a bi-annual assessment at the end of the fall and spring semesters.

4. **Location of Measures:** *List the direct and indirect measures and locations within the program.*

IR&E Summary The areas where these assessment measures can be found are Quality of Instruction (Preceptor effectiveness and Faculty evaluations); Achievement of Learning (Academic GPA, AT Major Courses, Clinical Practicum Evaluations, Problem-Based Learning II Senior Project, Capstone Final Exam, Senior Exit Exam); Overall Program Effectiveness (BOC Exam, Exit Student Survey).

5. **Implementation:** *Describe the implementation of the program's plan and include current actions. Report information since the last review or since the beginning of the program if this is the program's first review.*

IR&E Summary:

- 1) What direct assessment data have you collected?

Academic GPA, AT Major, Course grades, Clinical Practicum Evaluations

- 2) What indirect assessment data have you collected?

Academic and Program exit interviews.

- 3) How is the information shared with faculty in the department/program?

Regular reviews and preparation for the upcoming Master's Program.

- 4) What program revisions or curriculum changes have been made as a result of your analysis of the data?

The program is preparing to transition to a Master's Program, so there are none at this time.

- 5) How is assessment information used to encourage faculty engagement in the assessment of student learning?

The program is preparing to transition to a Master's Program so this is not being discussed with faculty at this time.

- 6) **Timeline for the next three years:** *Describe your plans for collecting data on the program SLOs over the next three years.*

IR&E Summary: The Athletic Training Program has been working to transition as the program is teaching out There are no recommendations at this time as the program is

teaching out its final cohort and beginning an entry-level Master's Program in Athletic Training.

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

IR&E Summary: The Athletic Training Program undergoes regular reviews and certifications for its accreditation process. No reviews have been conducted by the office of IR&E to date.

Five-year enrollment and Awards

			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
AY	*Enrollment	**Awards			
2020-2021	11	5			
2019-2020	33	4			
2018-2019	35	4	Average of Five Most Recent Years		
2017-2018	38	6	Degree Level	Awards	Enrollment
2016-2017	36	5	Baccalaureate	5	12.5
5-YR AVG	30.6	10.9	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

Community Education

1. Student Learning Outcomes: *Provide at least three Student Learning Outcomes for the program that are specifically stated (The student will...) and that are easily measurable (i.e. include an action verb from the higher levels of [Bloom's Taxonomy](#)).*

The Community Education Program, during their first program review, provided the following SLOs for review:

Goal 1: Speak, write, and effectively present on issues and research related to Community Education

Goal 2: Work with a diverse group of children and adolescents and global communities on a local, national, and international level.

Goal 3: Support Community Education by designing programs and measures of assessment.

Goal 4: Develop effective leadership, administrative and managerial skill sets relevant to community-educational and non-profit organizations.

Goal 5: Integrate the arts and foster 21st Century Skills in various majors in Community Education.

IR&E Summary: Both the External Reviewer, Dr. Saab, as well as the Assessment and Accreditation Committee at West Liberty University have concurred that our Community Education Program has robust and measurable student learning outcomes.

2. General Studies Integration: *Describe how/where the University General Studies student learning outcomes are assessed in the program by completing the chart below. It is an expectation that every program will be able to incorporate all three GS outcomes into their program's assessment plan.*

IR&E Summary: West Liberty University's General Studies learning outcomes touch on three areas; Communication, Analysis, and Self and Cultural Awareness. During the program review, multiple CEP courses were assessed in those areas. Upon assessment, we found that the Community Education Program has fully integrated General Studies SLOs into its assessment plan where it is applicable.

3. Assessment Method (measures/instruments): *Describe assessment methods used and include examples of both direct and indirect measures.*

1) Direct Measures are direct evaluations of students' knowledge and/or skills as they relate to the program SLOs. Some examples include exams, papers, projects, computer programs, interaction with a client, or musical performances

2) Indirect Measures assess opinions or thoughts about students' knowledge/skills as they relate to the program SLOs. They gather information in

some way other than directly evaluating the students' work. These include asking students/graduates how well they thought they met the program goals and examples include senior surveys, exit interviews, alumni surveys, and focus groups which are measuring students' opinions about their learning or skills as they relate to the program SLOs (not just satisfaction in general or unrelated to program SLOs).

IR&E Summary: Courses within the CEP cover five educational key areas for students to master while in this program. Students are given research assignments, oral and written presentations, research projects/assignments, classroom time, and internships. Both the external reviewer and the A&AC scored the CEP Program high in this area for the manner in which they have adopted multiple student assessment methods.

4. Location of Measures: *List the direct and indirect measures and locations within the program.*

IR&E Summary: In order to evaluate success in achieving these educational goals, each of those listed assessments are supported by detailed rubrics and assignment descriptions. Identification of these goals which are being successfully met and those which need attention as determined by an analysis of the data conducted by the instructor of the course/ Coordinating Director of the CEP.

LiveText provides an overview of all the students' successful (or unsuccessful) meeting of the goals, described by "Target, Developing, and Unacceptable." Starting Fall 2021, these measurements are accompanied by a more detailed assessment/ grading scale including points and percentages. These assessments/ measurements - systems are later "translated" into letter course grades (A, B, C, D, F).

5. Implementation: *Describe the implementation of the program's plan and include current actions. Report information since the last review or since the beginning of the program if this is the program's first review.*

IR&E Summary: This is the Community Education Program's first official assessment. The hard work and constant review of the program and courses was evident to both our external reviewer and the A&A committee. Below are the items of interest.

1) What direct assessment data have you collected?

In their courses/ for these assignments, students are graded on a "Target, Developing, Unacceptable" assessment/ grading system: TARGET–Evidence of mastery of all student outcomes/competencies; DEVELOPING–Evidence of partial mastery of one or more student outcomes/competencies; UNACCEPTABLE–Evidence of limited or incomplete mastery of one or more student outcomes/competencies or failure to attempt one or more student outcomes/competencies.

2) What indirect assessment data have you collected?

Self-evaluations, peer evaluations, informal feedback/exit interviews, and alumni surveys at the end of the student's program.

3) How is the information shared with faculty in the department/program?

Updates are prepared and shared by the Program Director, who is currently the only full-time faculty in this program, during COEHP/ college and/ or department meetings. The information that is shared during the meeting/s is usually available for review in the meeting agenda/s and minutes, and/ or shared Google Drive documents and/ or shared drive/s.

4) What program revisions or curriculum changes have been made as a result of your analysis of the data?

CEP 101 was added to the program to give students with a better foundation and understanding for more advanced CEP courses. This addition also should assist students in meeting program goals. The program's general studies requirements were also changed to allow more flexibility for students. Several curricular changes were made and a CEP Handbook was developed as a guideline to the program.

5) How is assessment information used to encourage faculty engagement in the assessment of student learning?

Regular meetings took place with other instructors and the CEP Program Director to discuss assessment information for student learning. The purpose was to make changes if necessary and/ or to improve the courses, in general, to serve the student's needs better. Assessment data was especially helpful for the evaluation of the strengths/ weaknesses of the program.

6) **Timeline for the next three years:** *Describe your plans for collecting data on the program SLOs over the next three years.*

IR&E Summary: The CEP Program Director puts together every school year a strategic plan with goals, visions, and missions for the upcoming school year. This usually also includes data collection plans on the CEP's SLOs.

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

IR&E Summary: This is the Community Education Program's first report that was completed for the Assessment and Accreditation Committee. Consequently, there are no previous recommendations available from the Assessment and Accreditation Committee

Five Year Data

			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
AY	*Enrollment	**Awards			
2020-2021	21	5			
2019-2020	25	9			
2018-2019	27	10	Average of Five Most Recent Years		
2017-2018	33	9	Degree Level	Awards	Enrollment
2016-2017	25	8	Baccalaureate	5	12.5
5-YR AVG	26.2	8.2	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

Notes from A&A Committee: *The committee would like to applaud the strong effort evidenced in your report. It is clear that you have a solid understanding of the purpose of programmatic assessment, and the committee appreciates the seriousness with which you took the process. We recognize that you have been reviewing data in your program development already, and we want to encourage you to continue on the same path. We have indicated evidence of planning in the area of Implementation of Program Review simply because you have not yet had time to gather data from this review. As you collect data from this assessment plan, we believe that you will have continued refinements to make on your path of continuous improvement. As you collect that data, we hope that you will be able to further differentiate your three-year plan. Once again, we want to congratulate you on an outstanding first review. We look forward to seeing your program's growth at the next review.*

Summative Statement from External Reviewer: *West Liberty University is fortunate to have an innovative set of programs available for today's electronically connected students in the Community Education Programs. Given the astute design and potential growth of these pertinent major areas of study, combined with meaningful community internships,*

increasing support for these programs could prove to be beneficial to the whole of the university community as well as the community at large. This external review has recognized an accumulation of ongoing growth and development of a very timely and innovative set of studies in the Community Education Program, which could continue to contribute to the prominence of the educational programs offered by West Liberty University.

Communications

1. Student Learning Outcomes: *Provide at least three Student Learning Outcomes for the program that are specifically stated (The student will...) and that are easily measurable (i.e. include an action verb from the higher levels of [Bloom's Taxonomy](#)).*

The Department of Media and Visual Arts program provided the following SLOs for review:

- o SLO 1 - Contribute in a meaningful way to the creation and presentation of public theatrical performances.
- o SLO 2 - Analyze theatrical works in terms of visual and aural perception, and the use of language in playwriting and script interpretation.
- o SLO 3 - Demonstrate basic skills in acting, directing, staging, costuming, lighting, and the basic technical operations of theater productions.
- o SLO 4 - Demonstrate an understanding of the historical and cultural dimensions of theater including masterworks, playwrights, actors, directors, and designers both past and present.
- o SLO 5 - Develop and justify value judgments of theatrical works and productions.

IR&E Summary: The Assessment & Accreditation Committee at West Liberty University has noted that our programs that exist under the Department of Media and Visual Arts each have robust and measurable student learning outcomes.

2. General Studies Integration: *Describe how/where the University General Studies student learning outcomes are assessed in the program by completing the chart below. It is an expectation that every program will be able to incorporate all three GS outcomes into their program's assessment plan.*

IR&E Summary: Program has integrated at least one applicable General Studies SLO into its assessment plan (SLOs and measures) in at least one location. This includes integrating Communication, both oral and written as well as analysis and self and cultural awareness into COM 401 Communication Theory.

3. Assessment Method (measures/instruments): *Describe assessment methods used and include examples of both direct and indirect measures.*

- 1) *Direct Measures are direct evaluations of students' knowledge and/or skills as they relate to the program SLOs. Some examples include exams, papers, projects, computer programs, interaction with a client, or musical performances*
- 2) *Indirect Measures assess opinions or thoughts about students' knowledge/skills as they relate to the program SLOs. They gather information in some way other than directly evaluating the students' work. These include asking students/graduates how well they thought they met the program goals and examples include senior surveys, exit interviews, alumni surveys, and focus groups which are measuring students' opinions about their learning or skills as they relate to the program SLOs (not just satisfaction in general or unrelated to program SLOs).*

IR&E Summary: The DMV program is making changes to the curriculum, as needed, and is establishing an assessment process. They do not yet have formal assessment data on which to make changes, but they do have a generalized plan for developing instruments to gather data over the next three years.

4. **Location of Measures:** *List the direct and indirect measures and locations within the program.*

IR&E Summary: The Program is in the process of developing assessment measures for at least one SLO. They have developed a rough outline of their direct measures but have to develop clear descriptions of what constitutes exceptional, proficient, developed, and underdeveloped. They are planning to develop indirect measures.

5. **Implementation:** *Describe the implementation of the program's plan and include current actions. Report information since the last review or since the beginning of the program if this is the program's first review.*

1. What direct assessment data have you collected?
The DMV Program is currently collecting sufficient indirect assessment data. They use traditional exams as well as traditional grading scales to assess student success

2. What indirect assessment data have you collected?
The DMV Program is currently collecting sufficient indirect assessment data. They use traditional exams as well as traditional grading scales to assess student success. In the last assessment report, we mentioned our intent to develop indirect measures of student learning, but this has not occurred.

3. How is the information shared with faculty in the department/program?
At this time, the DMV Program is not sharing assessment data with the faculty. This is because they have not been collecting assessment data. The collection of assessment data has not been a priority since our last assessment update in 2017.

4. What program revisions or curriculum changes have been made as a result of your analysis of the data?
The DMV Program revisions and curriculum changes have not been a result of the assessment. While their student learning outcomes drive their thinking about program revisions, the changes have not been a result of planned assessment activities. They have been based on the faculty's knowledge of the field of media and communication.

5. How is assessment information used to encourage faculty engagement in the assessment of student learning?

Assessment information has not been used to encourage faculty engagement in the assessment of student learning. Admittedly, assessment of student learning has not been a program priority. Although they believe they have effectively taught our students, they do not have the assessment procedures or data to support their particular claim. The DMV Program welcomes any help or advice provided by the Assessment & Accreditation Committee.

IR&E Summary: **The DMV Program is in the process of developing assessment** measures for at least one SLO. They recognize that this is an area in which they must plan and implement.

6. **Timeline for the next three years:** *Describe your plans for collecting data on the program SLOs over the next three years.*

IR&E Summary: Over the course of the next three years, the DMV Program plans to implement a new, fully articulated rubric in order to assess SLOs. Yearly, they will revise measures and collect additional data.

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

IR&E Summary: In the previous report, the A&A committee indicated that the assessment coordinator is "shouldering much of the burden" and wanted to see a "stronger sense of collaboration among all stakeholders." This is still, most likely the case. Having said that, there are some systemic issues that have interfered with their ability to make assessment a priority. There have been reductions in faculty as well as faculty teaching overloads. These issues are at the forefront of their plan to continue to further program improvement.

Comments from the Assessment & Accreditation Committee

The committee would like to applaud the tremendous effort demonstrated to make significant improvements in the programmatic assessment of the BSDMD program. The program clearly understands the purpose of assessment and the value that it has in helping faculty make specific, intentional, and targeted changes to improve the educational outcomes of their students. We understand that you are in the early stages of redeveloping the programmatic assessment process and appreciate the work that has led to the current stage of programmatic assessment development and improvement.

However, for the Communication major the assessment method does not match the assessments listed in the Location of Measures section. There seem to be no assessment measures at the beginning of the program. The narrative suggests that while they have identified some assessment measures, they hope to create more consistency in their assessment moving forward. We appreciate your forthrightness about the struggles you have had and look forward to the implementation of your plan. The committee would like to encourage the program to submit the required template by the deadline in the future and to articulate more planning details. We look forward to reviewing more specific plans in the future.

We look forward to seeing all that you achieve in the coming years.

Five Year Enrollment Numbers

Digital Media Design			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
AY	Major Cd 743 *Enrollment	CIP 50.0401 **Awards			
2019-20	27	3			
2018-19	24	4			
2017-18	20	8			
2016-17	18	4	Average of Five Most Recent Years		
2015-16	14	7	Degree Level	Awards	Enrollment
5-YR Total	103	26	Baccalaureate	5	12.5
5-YR AVG	21	5	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

OTHER THAN Digital Media Design			HEPC Series 10		
AY	Major Cd 652, 726, 749, 808	CIP	Productivity Standards Programs are required to meet at least one of the indicators listed below.		
	*Enrollment	**Awards			
2020-21	116	26			
2019-20	111	31			
2018-19	114	25	Average of Five Most Recent Years		
2017-18	118	24			
2016-17	95	20	Degree Level	Awards	Enrollment
5-YR Total	554	126	Baccalaureate	5	12.5
5-YR AVG	111	25	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

This summary report has been compiled by the Office of Institutional Research and Effectiveness along with the Assessment and Accreditation Committee.

Dr. Tammy McClain, Chair

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West Liberty University Program Review Matrix

Revised 3/29/2021

	CIP	Board of Governors 5-YR Program Review	Review Year	1-Feb-20	1-Feb-21	1-Feb-22	1-Feb-23	1-Feb-24	1-Feb-25	1-Feb-26	1-Feb-27	1-Feb-28	
UNDERGRADUATE	43.0104	Criminal Justice-BS	2024				XCon	BOG					
	31.0505	Exercise Physiology-BS	2024					BOG					
	30.9999	Interdisciplinary-BS	2024					BOG					
	51.3005	Medical Lab Science-BS	2024					BOG					
	24.0102	Regents- RBA	2024				XCon	BOG					
	51.0201	Speech Pathology-BS	2025	BOG				XCon	BOG				
	26.0101	Biology-BS	2025	BOG				XCon	BOG				
	51.0902	Dental Hygiene-AS/BS	2025	BOG					BOG				
	23.0101	English-BA	2025	BOG				XCon	BOG				
	51.3801	Nursing-BSN	2025	BOG					BOG				
	50.0401	Digital Media Design-BS	2021		XCon	BOG		XCon	BOG	XCon	BOG		
	50.0409	Visual Communication-BS	2021	XCon	BOG			XCon	BOG				
	51.2301	Creative Art Therapy-BS	2021	XCon	BOG				XCon	BOG			
	40.0501	Chemistry-BS	2021	XCon	BOG				XCon	BOG			
	13.1202	Elementary Education-BA	2021		BOG						BOG		
	13.1205	Secondary Education-BA	2021		BOG						BOG		
	42.0101	Psychology-BS	2021	XCon	BOG				XCon	BOG			
	50.0501	Theater-BA	2022		Xcon	BOG					XCon	BOG	
	09.0101	Communications-BS	2022		Xcon	BOG					XCon	BOG	
	51.0913	Athletic Training-BS	2022			BOG						BOG	
	44.0701	Social Work-BSW	2022			BOG						BOG	
	13.0101	Community Education-BA	2022		Xcon	BOG					Xcon	BOG	
	50.0999	Music-BM	2023				BOG						BOG
	52.0201	Business Administration-BS	2023				BOG						BOG
	45.0101	Social Sciences-BA/BS	2023			XCon	BOG						BOG
GRADUATE	51.0912	Physician Assistant-MSPAS	2024					BOG					
	13.1206	Education-MAED	2022			BOG					BOG		
	52.0299	Business Admin-MBA	2023				BOG				BOG		
	45.0401	Criminology-MS	2024				XCon	BOG					
	26.0101	Biology MS/MA	2024				XCon	BOG					
	51.0902	MS Dental Hygiene											
	42.0101	MA Clinical Psychology											
KEY	BOG--Non-Accredited Programs: HEPC Summary (submitted electronically/UE) and Assessment Update (submitted via LiveText)												
	BOG--Accredited Programs: HEPC Summary and official Letter of accreditation status (submitted electronically/UE)												
	XCon--External Consultant: Non-Accredited Programs are required to secure an external consultant approximately one-year prior to BOG												
	New Programs enter Program Review cycle after accumulating five years of data on graduates and majors												

POST-DEGREE APPROVALS

Action Item

The Board of Governors is asked to approve the following post-degree audits:

- M.A. in Clinical Psychology
- M.A./M.S. in Biology
- Master of Science in Dental Hygiene

Proposed Resolution: *Resolved*, that the West Liberty University Board of Governors approve the post-degree audits as stated.

WVHEPC/WVCTCS Post Approval Audit Summary Guide

Goals/Objectives: (please be specific on the program goals and objectives. Also include the places of employment and job titles that students are receiving upon graduation from this program.)

The proposed M.A. in Clinical Psychology is a 57- credit hour degree program that provides a high quality, affordable, and accessible graduate program for qualified students in the northern panhandle, the state of West Virginia, and the surrounding areas. The program is intended to provide opportunities for three distinct groups: 1) traditional and non-traditional students seeking to professionally practice as licensed psychologists in the state of West Virginia, 2) those wishing to pursue a doctorate in psychology or related fields, and 3) mental health practitioners already working in the field who have previously completed their bachelor's degree and are seeking advancement in their respective occupations. The proposed master's degree program enables those qualified individuals to advance their knowledge and skills while providing a much-needed service to the West Virginia northern panhandle as well as the rest of the state. Our first graduating class will be in May 2022.

Curriculum/Mode of Delivery: (please provide curriculum and how instruction is delivered.)

All courses are currently delivered in a synchronous format

PSYC 520 Developmental Psychology
PSYC 525 Multicultural & Rural Psychology
PSYC 530 Research Methods
PSYC 535 Biological Basis of Behavior
PSYC 540 Clinical Assessment I
PSYC 541 Psychopathology & Diagnosis
PSYC 542 Clinical Assessment II
PSYC 543 Theories of Psychotherapy
PSYC 544 Empirically Supported Treatments
PSYC 555 Legal Ethical Professional Issues
PSYC 560 Clinical Practicum I
PSYC 561 Clinical Practicum II
PSYC 565 Clinical Practicum III
PSYC 562 Clinical Internship I
PSYC 563 Clinical Internship II
PSYC 564 Clinical Internship III

Enrollment/Graduates from last 3 years: (please provide a chart)

Term	Enrollment	Graduates
F19/S20	6	4 Anticipated 5/22
F20/S21	8	2 Anticipated 5/23
F21/S22	12	4 Anticipated 5/24

WVHEPC/WVCTCS Post Approval Audit Summary Guide

Assessment: (please specify the student learning outcomes and how the program is assessed.)

Program Goals	Beginning	End of 1st Yr	End of 2nd Yr	End of 3rd Yr	2 & 6 years post graduation
1. Knowledge Base in Psychology – Graduates demonstrate a broad knowledge of psychology's core domains, knowledge of psychology as a science, and advanced knowledge in the clinical domain.	Scores on MFT - Psychology or GRE Psychology Subject Test Scores on a practice EPPP	AATBS Integrated Assessments Competency Benchmark Rubric Yr 1 Competency Benchmark Self-Assessment Yr 1	AATBS Integrated Assessments Oral Clinical Defense Competency Benchmark Rubric Yr 2	AATBS Integrated Assessments Scores on a practice EPPP Competency Benchmark Rubric Yr 3	EPPP pass rates Work Supervisor Review Alumni Survey
2. Scientific Mindedness – Graduates apply appropriate techniques to identify and answer research questions and to make informed decisions as knowledgeable consumers of the research literature and ensure that they solve problems and employ interventions that have been tested with scientific rigor.	Scores on a practice EPPP	AATBS Integrated Assessments Competency Benchmark Rubric Yr 1 Competency Benchmark Self-Assessment Yr 1	AATBS Integrated Assessments Competency Benchmark Rubric Yr 2 Oral Clinical Defense	AATBS Integrated Assessments Competency Benchmark Rubric Yr 3	EPPP pass rates Work Supervisor Review Alumni Survey
3. Ethical & Social Responsibility in a Diverse World - Graduates behave in accordance with the ethical standards of the American Psychological Association.		AATBS Integrated Assessments Competency Benchmark Rubric Yr 1	AATBS Integrated Assessments Competency Benchmark Rubric Yr 2	AATBS Integrated Assessments Competency Benchmark Rubric Yr 3	EPPP pass rates Work Supervisor Review Alumni Survey

WVHEPC/WVCTCS Post Approval Audit Summary Guide

		Competency Benchmark Self-Assessment Yr 1	Oral Clinical Defense		
4. Communication - Graduates demonstrate competence in written, oral, and interpersonal communication skills in multiple formats and contexts.		AATBS Integrated Assessments Competency Benchmark Rubric Yr 1 Competency Benchmark Self-Assessment Yr 1	AATBS Integrated Assessments Competency Benchmark Rubric Yr 2 Oral Clinical Defense	AATBS Integrated Assessments Competency Benchmark Rubric Yr 3	EPPP pass rates Work Supervisor Review Alumni Survey
5. Professional Development - Graduates apply their knowledge and skills to achieve professional success, monitor their own performance, and can articulate and behave in a manner consistent with a clear professional identity.		AATBS Integrated Assessments Competency Benchmark Rubric Yr 1 Competency Benchmark Self-Assessment Yr 1	AATBS Integrated Assessments Competency Benchmark Rubric Yr 2	Competency Benchmark Rubric Yr 3	EPPP pass rates Work Supervisor Review Alumni Survey

Faculty: (please specify the number of full-time and adjunct faculty for this program.)

WLU has 3 ½ full-time faculty at this time and anticipates having 4 ½ beginning in the fall of 2022. We have one adjunct faculty member.

WVHEPC/WVCTCS Post Approval Audit Summary Guide

Advisory committee: (please list the committee members and past meeting dates)

NA

Financial: (please specify if this program grant funded? If yes, list the type of grant. Please explain how the program will be sustained.)

NA

Accreditation: (Is this program accredited? Please specify the accreditor.)

NA

Recommendation/comments: (choose 1. Recommended for continuation, recommended for continuation with provisions, recommended for discontinuation)

Recommended for continuation

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Goals/Objectives: (please be specific on the program goals and objectives. Also include the places of employment and job titles that students are receiving upon graduation from this program.)

Upon completion of the MS in Biology (MS Biology 3+2, MS Biology traditional, MS Biology Zoo Science option), graduates will be able to:

- Demonstrate an in-depth mastery of field-specific advanced concepts in biological sciences and/or non-clinical biomedical sciences. [MSO1]
- Conduct research in laboratory and/or field settings using appropriate basic equipment and discipline-specific techniques. [MSO2]
- Apply biometric principles to experimental design, and to the analysis and interpretation of data. [MSO3]
- Effectively communicate research and findings in a professional context (oral and written). [MSO4]
- Demonstrate independent scientific thinking. [MSO5]
- Design and implement an original research project. [MSO6]
- Effectively write papers suitable for publication and/or proposals suitable for funding. [MSO7]

Upon completion of the MA in Biology (traditional and Zoo Science option), graduates will be able to:

- Demonstrate an in-depth mastery from a range of fundamental biological concepts and subjects, including cell biology, molecular biology, genetics, evolution and ecology. [MAO1]
- Critically review and analyze primary literature. [MAO2]
- Effectively communicate scientific ideas in both written and oral formats. [MAO3]
- Demonstrate independent scientific thinking. [MAO4]

Places of employment and job titles that students are receiving upon graduation

Students who graduated from the MA/MS in Biology matriculated into the following professional and graduate programs:

West Virginia School of Osteopathic Medicine

Lincoln Memorial Physician Assistant School

West Liberty Physician Assistant School

Virginia College of Osteopathic Medicine

New England College of Osteopathic Medicine

New York Institute of Technology College of Osteopathic Medicine

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Students who graduated from the MA/MS in Biology are employed with the following positions:

Research Scientist, West Virginia University
Biologist II, West Virginia Department of Natural Resources
Recovery Biologist, U.S. Fish and Wildlife Service
Biological Inspector, Department of Environmental Protection
GIS Specialist, University of Florida
Aquatic Entomologist, WV Department of Environmental Protection
Ph.D. Student – University Louisville
Ph.D. Student - University of Pittsburgh
Ph.D. Student – Old Miss/University of Mississippi
Ph.D. Student – Tennessee Tech

Students who graduated from the MA/MS in Zoo Science are employed in the following positions:

Lead Ambassador Keeper - Lincoln Children Zoo, Lincoln, Ne
Lead Aquarist – Audubon Aquarium, New Orleans La
Instructor of Biology/Assistant Curator of Living Collections, West Liberty University, WV

Curriculum/Mode of Delivery: (please provide curriculum and how instruction is delivered.)

Master of Science in Biology, Traditional

Advising Worksheet^s

Degree Curriculum:

Courses:

BIO 510 Graduate Research Skills ___(3h)

BIO 525 Graduate Seminar __/__/__ (3h total)

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BIO 5__ Graduate Biology course	__ (3-4h)
BIO 5__ Graduate Biology course	__ (3-4h)
BIO 5__ Graduate Biology course	__ (3-4h)
BIO 5__ Graduate Biology course	__ (3-4h)
BIO 580 Research	__ (4h max)
BIO 598 Thesis	__ (9h max)
Thesis Defense	__ (P/F)

- 30 credit hours are required to graduate from West Liberty with a M.S. in Biology; of those 30 credits, a maximum of 9 credit hours of thesis may be applied.
- All M.S. in Biology students are required to take BIO 525 Graduate Seminar every semester except the thesis semester; maximum of 3 credit hours count toward the 30 total for the degree.
- M.S. in Biology students must complete at least 14 credit hours in graded graduate biology courses including BIO 510 Graduate Research Skills, but not BIO 580 Research.
- M.S. in Biology students may take up to 9 credit hours of BIO 580 Research per semester; no more than 4 credit hours may be used to complete the 30 credit hour degree.
- Although BIO 598 Thesis credit hours may exceed the 9 required for the M.S. in Biology, only the 9 required hours will count toward the degree.
- All MS candidates must pass an oral thesis defense upon completion of course requirements and thesis; the MS in Biology will only be awarded to those students who successfully complete all requirements including the oral thesis defense.
- The M.S. in Biology requires a cumulative 3.0 gpa; no more than 6 credit hours of "C" grades may be applied to the total hours for graduation.
- **§These worksheets are a guide.** Each student is responsible for their curriculum and meeting the requirements for graduation as stipulated in the college catalog.
- Courses may not be offered every semester and/or year; please consult with Biology advisor for sequencing.

Master of Arts in Biology, Traditional

Advising Worksheet[§]

Degree Curriculum:

Courses:

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BIO 5__ Graduate Biology course ___ (3-4h)

BIO 5__ Graduate Biology course ___ (3-4h)

BIO 5__ Graduate Biology course ___ (3-4h)

BIO 5__ Graduate Biology course ___ (3-4h)

BIO 5__ Graduate Biology course ___ (3-4h)

BIO 5__ Graduate Biology course ___ (3-4h)

BIO 5__ Graduate Biology course ___ (3-4h)

Comprehensive Exam, attempt #1 ___ (75% minimum score)

Comprehensive Exam, attempt #2 ___ (75% minimum score)

- 30 credit hours are required to graduate from West Liberty with a M.S. in Biology; of those 30 credits, a minimum of 26 credit hours of graded graduate-level biology courses are required.
- All graded graduate-level biology course selections are to be determined in consultation with the program director and/or graduate advisor.
- All M.A. in Biology students are required to take BIO 525 Graduate Seminar every semester of active enrollment; maximum of 4 credit hours count toward the 30 total for the degree.
- The M.A. in Biology requires a cumulative 3.0 gpa; no more than 6 credit hours of "C" grades may be applied to the total hours for graduation.
- M.A. in Biology students may take the comprehensive examination a total of two times to achieve a minimum score of 75%; students must pass the comprehensive examination to earn the M.A. in Biology.
- **§These worksheets are a guide.** Each student is responsible for their curriculum and meeting the requirements for graduation as stipulated in the college catalog.
- Courses may not be offered every semester and/or year; please consult with Biology advisor for sequencing.

Master of Science in Biology, Zoo Science Option

Advising Worksheet[§]

Degree Curriculum:

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Courses:

BIO 520 Quantitative Biological Techniques	___ (3h)
BIO 540 Advanced Conservation Biology	___ (4h)
BIO 543 Graduate Zoo Herpetology	___ (3h)
BIO 545 Graduate Zoo Mammalogy	___ (3h)
BIO 547 Graduate Zoo Ornithology	___ (3h)
BIO 549 Advanced Zoo Animal Behavior	___ (4h)
BIO 580 Research	___ (1h)
BIO 598 Thesis	___ (9h)
Thesis Defense	___ (P/F)

- 30 credit hours are required to graduate from West Liberty with a M.S. in Biology. Zoo Science option; of those 30 credits, a maximum of 9 credit hours of thesis may be applied.
- M.S. in Biology students must complete the 19 credit hours of graduate Zoo Science core curriculum courses with no grades lower than a “C” in any course.
- M.S. in Biology students may take up to 9 credit hours of BIO 580 Research per semester; no more than 1 credit hour- may be used to complete the 30 credit hour degree.
- Although BIO 598 Thesis credit hours may exceed the 9 required for the M.S. in Biology, only the 9 required hours will count toward the degree.
- All MS candidates must pass an oral thesis defense upon completion of course requirements and thesis; the MS in Biology will only be awarded to those students who successfully complete all requirements including the oral thesis defense.
- The M.S. in Biology requires a cumulative 3.0 gpa; no more than 6 credit hours of “C” grades may be applied to the total hours for graduation.
- [§]These worksheets are to be used as a guide. Each student is responsible for their curriculum and meeting the requirements for graduation as stipulated in the college catalog.
- Courses may not be offered every semester and/or year; please consult with Biology advisor for sequencing.

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Degree Curriculum:

Courses:

BIO 520 Quantitative Biological Techniques	__ (3h)
BIO 543 Graduate Zoo Herpetology	__ (3h)
BIO 545 Graduate Zoo Mammalogy	__ (3h)
BIO 547 Graduate Zoo Ornithology	__ (3h)
BIO 549 Advanced Zoo Animal Behavior	__ (4h)
BIO 552 Zoo Conservation*	__ (4h)
BIO 554 Graduate Zoo Internship	__ (4h)
BIO 556 Advanced Parasitology*	__ (3h)
BIO 558 Advanced Animal Nutrition*	__ (3h)
Comprehensive Exam, attempt #1	__ (75% minimum score)
Comprehensive Exam, attempt #2	__ (75% minimum score)

Master of Arts in Biology, Biomedical Sciences Major

Advising Worksheet^s

Application Requirements:

- Overall undergraduate GPA of 3.0 or higher with a science GPA of 2.8 or higher.
- MCAT score above 485 or GRE score above 300 on the verbal and quantitative reasoning sections, combined.

Degree Curriculum:

Fall Semester Courses (14 credit hours):

BIO 502 Human Anat & Phys	__ (3h)
BIO 503 Human Anat & Phys lab	__ (1h)

BIO 570 Graduate Biol. Chemistry __ (3h)

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BIO 513 Professional course/MCAT __ (1h)

OR

BIO 514 MCAT Prep Mentor __ (1h)

BIO 5__ Graduate Biology course __ (3h)

BIO 5__ Graduate Biology course __ (3h)

Spring Semester Courses (16 credit hours):

BIO 528 Human Anat & Phys II __ (3h)

BIO 529 Human Anat & Phys II lab __ (1h)

BIO 523 Pathophysiology or Grad Elective __ (3h)

BIO 517 Advanced Immunology __ (3h)

BIO 5__ Graduate Biology course __ (3h)

BIO 5__ Graduate Biology course __ (3h)

Comprehensive Exam, attempt #1 __ (75% minimum score)

Comprehensive Exam, attempt #2 __ (75% minimum score)

Optional Electives (at least 4 courses needed)

BIO 501 Advanced Genetics and Genomics (3h)

BIO 507 Graduate Human Genetics (3h)

BIO 512 Graduate Neuroscience (3h)

BIO 516 Medical Microbiology (3h)

BIO 532 Graduate Histology (4h)

BIO 560 Advanced Molecular Biology (3h)

BIO 562 Graduate Microbial Pathogenesis (3h)

BIO 564 Medical Parasitology (3h)

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- 30 credit hours are required to graduate from West Liberty with a M.A. in Biology, Biomedical Sciences.
- Requirement of BIO 513 or BIO 514 is determined by MCAT score at time of admission.
- The M.A. in Biology, Biomedical Sciences must be completed in one year from date of matriculation.
- M.A. in Biology, Biomedical Sciences students may take the comprehensive examination a total of two times to achieve a minimum score of 75%; students must pass the comprehensive examination to earn the M.A. in Biology.
- The M.A. in Biology requires a cumulative 3.0 GPA; no more than 6 credit hours of "C" grades may be applied to the total hours for graduation.
- Students not meeting the Guaranteed Admission Requirements to WVSOM (see below) may apply through the regular admission process; the application will be reviewed after the first semester and the applicant may be invited to interview by the WVSOM Admission Office for matriculation to WVSOM after completion of the M.A. Biology, Biomedical Sciences. Students who graduate from the program and apply the following year to WVSOM will have their file reviewed by WVSOM for the next year's admission cycle.
- **§These worksheets are a guide.** Each student is responsible for their curriculum and meeting the requirements for graduation as stipulated in the college catalog.
- Courses may not be offered every semester and/or year; please consult with Biology advisor for sequencing.

Guaranteed Admission Requirements:

- Overall undergraduate GPA of 3.4 with a 3.2 Science GPA by June 1st (application deadline)
- At least one letter of recommendation from an osteopathic physician and one from a pre-med advisor.
- Complete an acceptable interview with the WVSOM Admissions Office prior to matriculation at WLU (M.A. in Biology, Biomedical Sciences).
- Completion of the WLU M.A. in Biology, Biomedical Sciences within one year from date of matriculation.
- Graduate from the WLU M.A. in Biology, Biomedical Sciences with a GPA of 3.4 or higher.
- Have a current MCAT score of 498 or higher by June 1st (application deadline).
- Have no more than one C in their WLU M.A. in Biology, Biomedical Sciences coursework.

M.A. in Biology, Biomedical Sciences Timeline:

- Applications due prior to June 1 of matriculation year.
- WVSOM pre-matriculation interviews will be scheduled for qualified candidates.
- Matriculation to WLU M.A. in Biology, Biomedical Sciences (August).
- 1st semester (14 credit hours) – August to December
- 2nd semester (16 credit hours) – January to May
- MCAT exam (September*/January*/March/April) *recommended
- Graduation – May

- Deposit due within 2 weeks of WLU graduation and acceptance to WVSOM.

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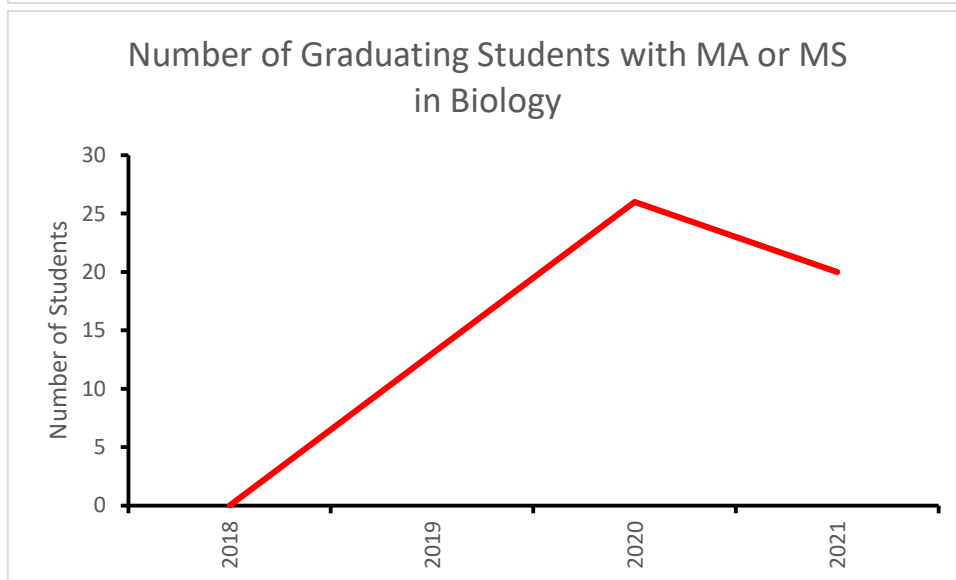
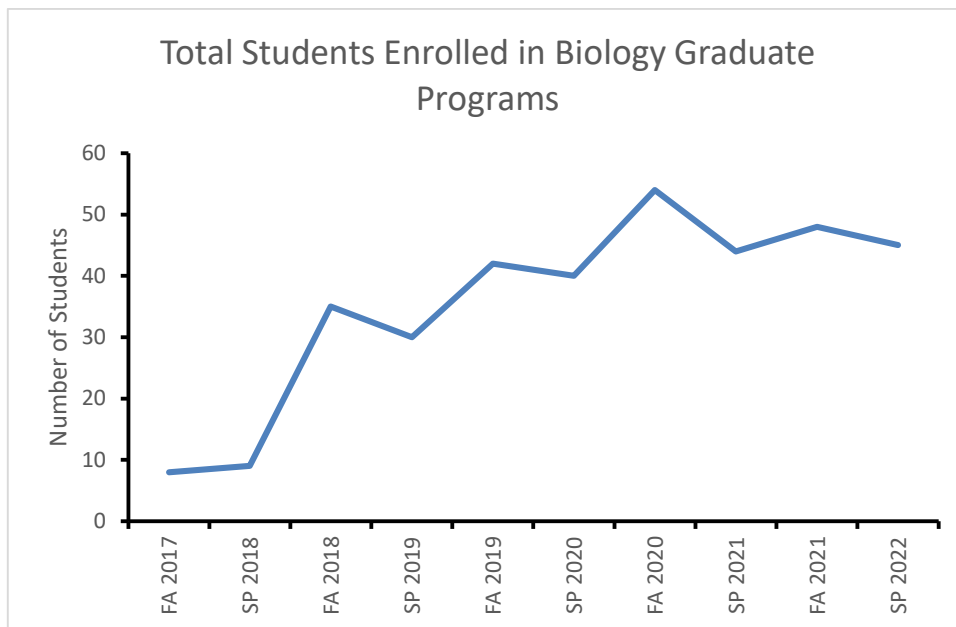
- 30 credit hours of graded graduate-level biology courses are required to graduate from West Liberty with a M.A. in Biology, Zoo Science option.
 - M.A. in Biology, Zoo Science option students must complete the 20 credit hours of graduate Zoo Science core curriculum courses with no grades lower than a “C” in any course.
 - M.A. in Biology, Zoo Science option students must choose an additional 10 credit hours of graded graduate-level biology courses to complete the required 30 credit hours; recommended courses are shown with asterisk (*). Courses must be completed with no grade lower than a “C”.
 - All additional courses are to be chosen after consultation with program director and/or graduate advisor.
- The M.A. in Biology, Zoo Science option requires a cumulative 3.0 gpa; no more than 6 credit hours of “C” grades may be applied to the total hours for graduation.
- M.A. in Biology, Zoo Science option students may take the comprehensive examination a total of two times to achieve a minimum score of 75%; students must pass the comprehensive examination to earn the M.A. in Biology, Zoo Science option.
- [§]These worksheets are to be used as a guide. Each student is responsible for their curriculum and meeting the requirements for graduation as stipulated in the college catalog.
- Courses may not be offered every semester and/or year; please consult with Biology advisor for sequencing.

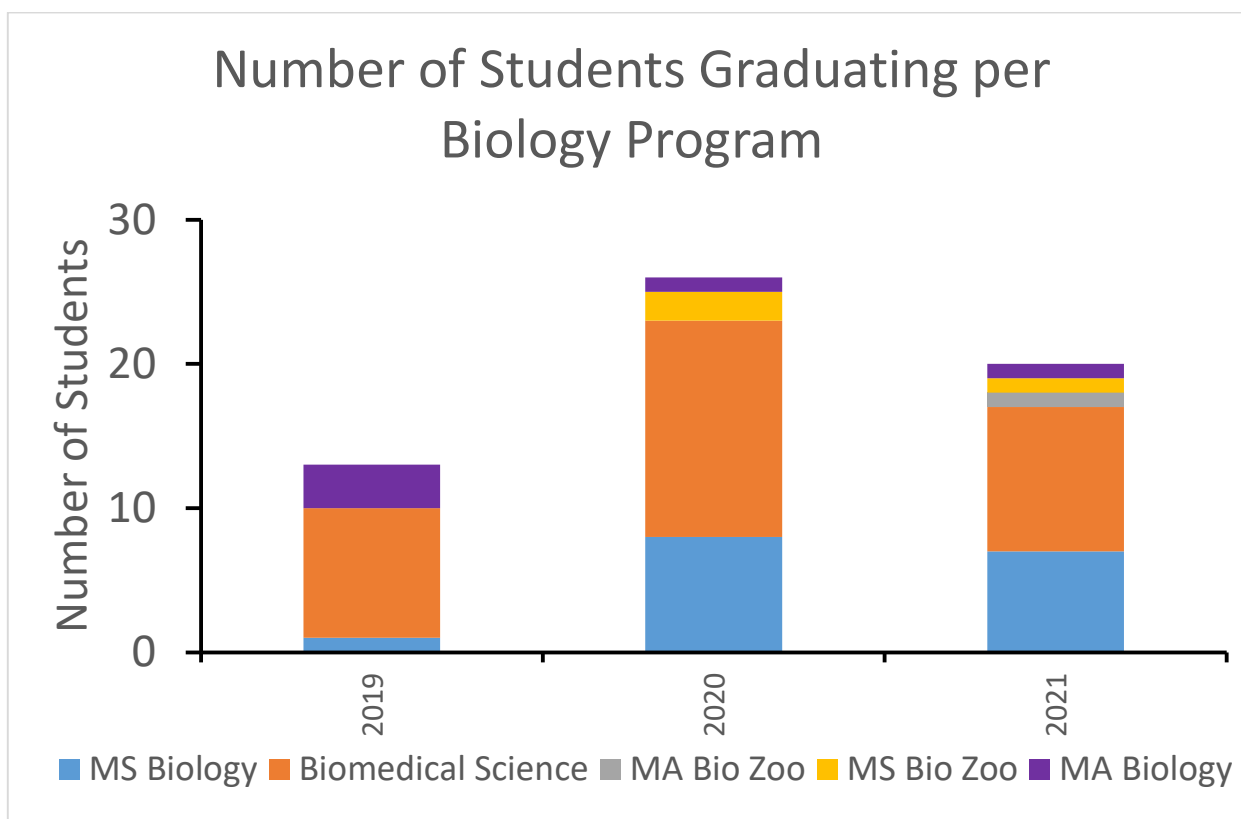
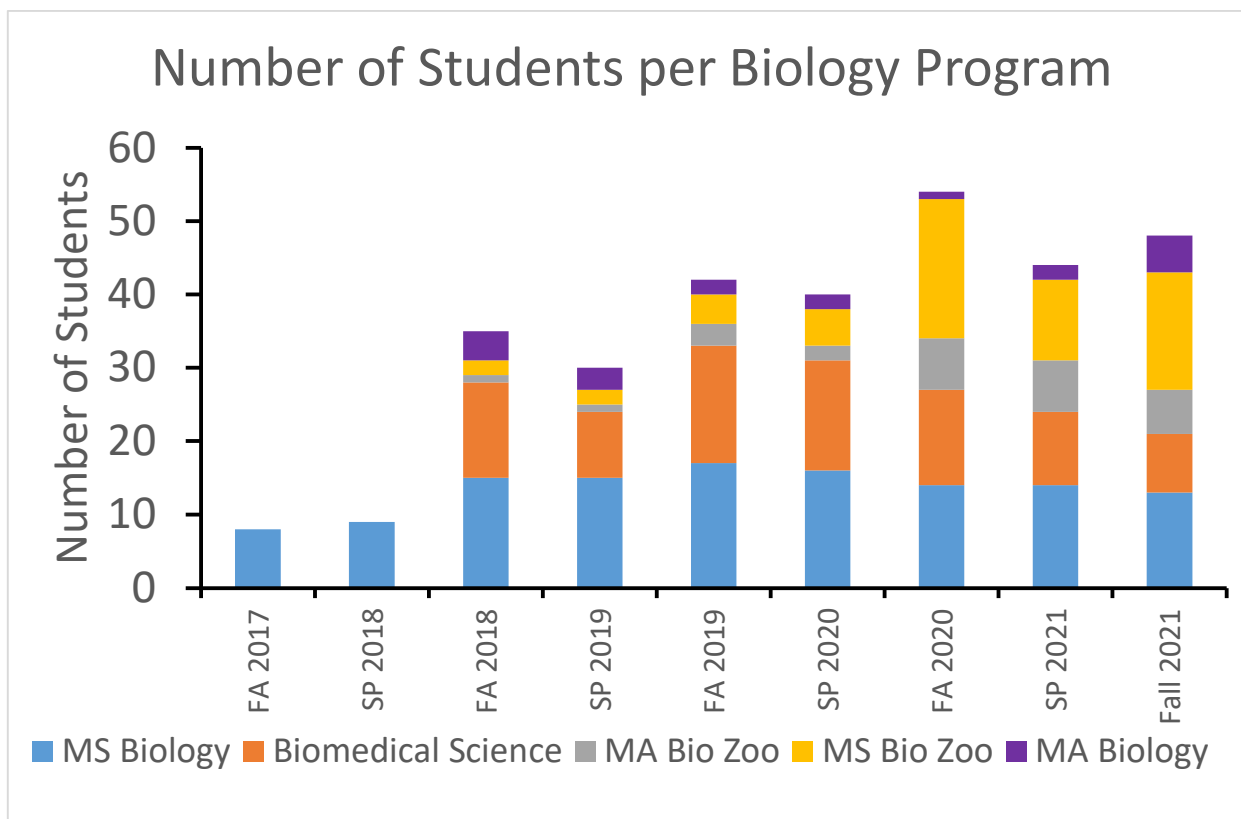
The M.A. in Biology, Zoo Science is an online program. The M.S. in Biology, Zoo Science curriculum is taught with a mixture of face to face and online courses. The traditional M.S. and M.A. Biology curriculum is delivered face to face.

The most recent graduate catalog can be found here:

<https://westliberty.smartcatalogiq.com/en/2021-2022/Graduate-Catalog>

Enrollment/Graduates from last 3 years: (please provide a chart)





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Assessment: (please specify the student learning outcomes and how the program is assessed.)

Table 1: Assessment of MS Biology (all options) Program Objectives – courses with asterisk are required in MS Zoo Science option; with #, MS traditional and 3+2

Course	Program Objectives: MS (traditional, 3+2, and Zoo Science options)						
	MSO1. Content Mastery	MSO2. Equipment & Technique Proficiency	MSO3. Biometric Principles	MSO4. Oral & Written Communication	MSO5. Scientific thinking (independent)	MSO6. Original Research	MSO7. Manuscripts & Grant Proposals
BIO500 Biostatistic Applic.			Literature analysis Research design		Research design		
BIO501 Advanced Genetics & Genomics	Exams Literature analysis		Literature analysis	Present.			
BIO502 Human A&P I	Exams Paper		Paper	Paper			
BIO503 Human A&P I Lab	Practicals						
BIO504 Advanced Ecology	Exams Lit review		Research plan Lit review	Research plan Lit review	Research plan		
BIO505 Advanced Ecol Lab	Research project Research report	Re- search project	Research project Research report	Research report	Research project Research report	Research project Research report	
BIO506 Advanced Field Bio	Field project Present.	Field project	Data analysis	Present.	Field project Present.		
BIO507	Paper		Paper	Paper	Present.		

Graduate Human Genetics & Genomics	Present.		Present.	Present.			
BIO508 Adv Herp	Practicals Research plan Manu-script	Re-search plan	Research plan Manu-script		Research plan Manu-script	Research plan Manu-script	Manu-script
BIO510 Graduate Research Skills (#)		Anal./ Model	Analysis/ Modeling	Present.			
BIO512 Graduate Neurosci	Papers Present.		Papers Present.	Papers Present.	Papers Present.		
BIO515 Biological Applications of GIS	GIS assignment Exam Paper Present.	GIS assign. Paper Present.	GIS assign. Paper Present.	Paper Present.			
BIO517 Advanced Immunol.	Exams Papers Critique		Papers Critique	Papers Critique	Critique		
BIO518 Ecol. Field Experience	Field notes Report	Field notes	Report	Report	Report		
BIO520 Quant. Biological Tech. (*)	Assign. Paper Present		Assign. Paper Present.	Assign. Paper Present.			
BIO523 Graduate Pathophys.	Exams Paper		Paper	Paper			
BIO525 Graduate Seminar (#)	Reports Inquiry		Reports	Reports	Reports Inquiry		

BIO526 Adv. Animal Physiology	Exams Lab reports Lit review Present.	Lab reports	Lab reports Lit review Present.	Lab reports Lit review Present.			
BIO528 Human A&P II	Exams Paper		Paper	Paper			
BIO529 Human A&P II lab	Practicals						
BIO532 Grad Histol	Research proposal Learning activity	Re- search pro- posal	Research proposal Learning activity	Learning activity	Research proposal Learning activity		
BIO535 Advanced Arthropod Biodiver.	Lab Practicals Project Manu- script	Project	Lab Practicals Project Manu- script		Project Manu- script.	Project Manu- script	Manu- script
BIO538 Advanced Freshwater Inverts.	Lab Practicals Project Manuscript	Project	Lab Practicals Project Manuscript		Project Manu- script	Project Manu- script	Manu- script
BIO540 Advanced Conservat. Biology	Exams Status Report Oral final		Status Report	Status Report	Status Report Oral final		
BIO543 Grad. Zoo Herpetol. (*)	Exams Quizzes Mgt. Plan Poster Pres		Mgt. Plan Poster Pres	Mgt. Plan Poster Pres			
BIO545	Exams		Mgt. Plan	Mgt. Plan			

Grad. Zoo Mamm- alogy (*)	Quizzes Mgt. Plan Poster Pres		Poster Pres	Poster Pres			
BIO547 Grad. Zoo Ornithol. (*)	Exams Quizzes Mgt, Plan Poster Pres		Mgt. Plan Poster Pres.	Mgt. Plan Poster Pres			
BIO549 Adv. Zoo Animal Behavior (*)	Exams Mgt. Plan Present- ation		Mgt. Plan	Mgt. Plan Present- ation			
BIO550 Grad. Devel. Biology	Unknowns report Learning activity			Unknowns report Learning Activity	Unknowns report Learning Activity		
BIO552 Zoo Conserv.	Papers Conserv. Plan		Papers Conserv. Plan	Papers Conservat. Plan	Conserv. Plan		
BIO556 Advanced Parasit- ology	Exams Collection Critique	Collect.	Collection Critique	Critique	Critique		
BIO558 Adv. Animal Nutrition	Exams Quizzes Report Presen- tation		Report Present.	Report Present.	Report Present.		
BIO560 Adv. Molec. Biology	Exams Critiques Analysis		Critiques Analysis	Critiques Analysis	Critiques Analysis		
BIO562	Critiques		Critiques	Critiques	Critiques		

Graduate Microbial Pathogenesis	Exams Presentation		Presentation	Presentation	Present.		
BIO565 Graduate Virology	Mini-papers Presentation Proposal		Mini-papers Presentation Proposal	Mini-papers Presentation Proposal	Proposal	Proposal	Proposal
BIO572 Adv. Cell Biology	Exams Critiques Proposal Presentation		Exams Critiques Proposal Presentation	Critiques Proposal Presentation	Proposal Presentat.	Proposal	Proposal
BIO575 Grant Proposals in Science			Proposal	Proposal	Proposal		Proposal
BIO578 Adv. Special Topics	Critiques Research plan		Critiques Research plan	Critiques Research plan	Critiques Research plan		
BIO580 Independent Study	Critical Rev of Lit	Research	Critical Rev of Lit Research	Critical Rev of Lit.	Critical Rev. of Lit Research	Research	
BIO598 Thesis (*, #)	Thesis Presentation Defense	Defense	Thesis Presentation Defense	Thesis Presentation Defense	Thesis Presentat. Defense	Thesis Presentat. Defense	

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Table 2: Assessment of MA Biology (traditional and Zoo Science options) Program Objectives – courses with asterisk are required in MA Zoo Science; with #, required in MA traditional

	Program Objectives: MA (traditional and Zoo Science options)
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Course	MAO1. Content Mastery	MAO2. Critical Literature Analysis	MAO3. Written and Oral Science Communication	MAO4. Independent Scientific Thinking
BIO500 Biostatic Applications		-Literature analysis -Research design		-Research design
BIO501 Advanced Genetics & Genomics	-Exams -Literature analysis	-Literature analysis	Presentation	
BIO502 Human Anatomy & Physiology I	-Exams -Paper	-Paper	-Paper	
BIO503 Human Anatomy & Physiology I lab	-Practicals			
BIO504 Advanced Ecology	-Exams -Research plan -Lit review		-Research plan -Lit review	-Research plan
BIO505 Advanced Ecology lab	-Research project -Research report		-Research report	-Research project -Research report
BIO506 Advanced Field Biology	-Field project -Data analysis -Present.		-Present.	-Field project -Data analysis -Present.
BIO507 Graduate Human Genetics & Genomics	-Paper -Present.	-Paper -Present.	-Paper -Present.	-Present.
BIO508 Advanced Herpetology	-Practicals -Research plan -Manuscript	-Manuscript	-Research plan -Manuscript	-Research plan -Manuscript
BIO510 Graduate Research Skills			-Present.	-Analysis/ Modeling
BIO512 Graduate Neuroscience	-Papers -Present.	-Papers -Present.	-Papers -Present.	-Papers -Present.
BIO515 Biological Applications of GIS	-GIS assign. -Exam -Paper -Present.		-GIS assign. -Paper -Present.	
BIO517 Advanced Immunology	-Exams -Papers -Critique	-Critique	-Papers -Critique	-Critique

BIO518 Ecological Field Experience	-Field notes -Report		-Report	
BIO520 Quantitative Biological Techniques (*)	-Assign. -Paper -Present.		-Assign. -Paper -Present.	
BIO523 Graduate Pathophysiology	-Exams -Paper	-Paper	-Paper	
BIO525 Graduate Seminar (#)	-Reports -Inquiry	-Reports	-Reports	-Inquiry
BIO526 Advanced Animal Physiology	-Exams -Lab reports -Lit review -Present.	-Lit review -Present.	-Lab reports -Lit review -Present.	
BIO528 Human Anatomy & Physiology II	-Exams -Paper	-Paper	-Paper	
BIO529 Human Anatomy & Physiology II lab	-Practicals			
BIO532 Graduate Histology	-Research proposal -Learning activity		-Research proposal	-Research proposal -Learning activity
BIO535 Advanced Arthropod Biodiversity	-Lab Practicals -Project -Manuscript	-Manuscript	-Manuscript	-Project
BIO538 Advanced Freshwater Invertebrates	-Lab Practicals -Project -Manuscript	-Manuscript	-Manuscript	-Project
BIO540 Advanced Conservation Biology	-Exams -Status Report -Oral final		-Status Report	-Status Report
BIO543 Graduate Zoo Herpetology (*)	-Exams -Quizzes -Mgt. Plan -Poster Pres	-Mgt. Plan -Poster Pres	-Mgt. Plan -Poster Pres	-Mgt. Plan
BIO545 Graduate Zoo Mammalogy (*)	-Exams -Quizzes -Mgt. Plan -Poster Pres	-Mgt. Plan -Poster Pres	-Mgt. Plan -Poster Pres	-Mgt. Plan
BIO547 Graduate Zoo Ornithology (*)	-Exams -Quizzes -Mgt. Plan -Poster Pres	-Mgt. Plan -Poster Pres	-Mgt. Plan -Poster Pres	-Mgt. Plan
BIO549 Advanced Zoo Animal Behavior (*)	-Exams -Mgt. Plan -Presentat.	-Mgt. Plan -Presentat.	-Mgt. Plan -Presentat.	-Mgt. Plan

BIO550 Graduate Developmental Biology	-Unknowns report -Learning Activity		-Unknowns report	-Unknowns report -Learning Activity
BIO552 Zoo Conservation (*)	-Papers -Conservation Plan	-Papers -Conservation Plan	-Papers -Conservation Plan	-Conservation Plan
BIO556 Advanced Parasitology (*)	-Exams -Collection -Critique	-Critique	-Critique	
BIO558 Advanced Animal Nutrition (*)	-Exams -Quizzes -Report -Presentation	-Report -Presentation	-Report -Presentation	-Report -Presentation
BIO560 Advanced Molecular Biology	-Exams -Critiques -Analysis	-Critiques -Analysis	-Critiques -Analysis	-Critiques -Analysis
BIO562 Graduate Microbial Pathogenesis	-Critiques -Exams -Presentation	-Critiques -Presentation	-Critiques -Presentation	-Critiques -Presentation
BIO565 Graduate Virology	-Mini-papers -Presentation -Proposal	-Mini-papers -Presentation -Proposal	-Mini-papers -Presentation -Proposal	-Proposal
BIO572 Advanced Cell Biology	-Exams -Critiques -Proposal -Presentation	-Critiques -Proposal -Presentation	-Critiques -Proposal -Presentation	-Proposal -Presentation
BIO575 Grant Proposals in Science		-Proposal	-Proposal	-Proposal
BIO578 Advanced Special Topics	-Critiques -Research plan	-Critiques -Research Plan	-Critiques -Research plan	-Critiques -Research plan
BIO580 Research	-Critical Rev. of Lit	-Critical Rev. of Lit	-Critical Rev of Lit	-Research
Comprehensive Exam	-MA students must pass (75% or better) a comprehensive exam.	NA	NA	NA

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In addition to these quantitative assessments, we also just recently administered a qualitative survey to our graduate students. The assessment is linked here:

<https://forms.gle/qi5eoUXbQTGH4HZKA>

Faculty: (please specify the number of full-time and adjunct faculty for this program.)

Full-Time Faculty:

Diana Barber, PhD
Zachary Loughman, PhD
Joseph Horzempa, PhD
Melinda Kreisberg, PhD
Deanna Schmitt, PhD
Roger Seeber, PhD
Holly Racine, PhD
James Wood, PhD
Stuart Cantlay, PhD
Nicole Garrison, PhD
Leslie Quinn, PhD
E. Joseph Nolan IV, M.S.

Half-Time Faculty:

William Joseph Greathouse, PhD

Adjunct Faculty

Brian Huggins, DO, MPH, Maj, USAF, MC, FS; David Lieb, Ph.D. – PA Fish & Boat Commission; Sydney Burke, MS – WV Department of Transportation; Bronwyn Williams, Ph.D. – Curator of Non-Molluscan Invertebrates, NC State Museum; Just Julander Ph.D. – Research Professor, University of Utah; David Foltz II – Edge Consulting; Nicole Sadecky, Aquatic Biologist MS – WVDNR; Patrick Allison MS – University of Mississippi; Barbara Douglas – USFWS Recovery Biologist; Robert Mendyk MS – Curator of Herpetology, Audubon Nature Institute; Lauren Augustine MS – Curator of Herpetology, Philadelphia Zoo.

Advisory committee: (please list the committee members and past meeting dates)

The West Liberty University Graduate Council advises all graduate programs on campus and meets once monthly during the academic year. This committee consists of the college deans, department chairs, and graduate program directors. The provost and dean of graduate studies are non-voting members of this group. The College of Sciences Advisory Committee, consisting of stakeholders and members of the community usually meets twice annually. However, this body has not met during the COVID-19 pandemic.

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Financial: (please specify if this program grant funded? If yes, list the type of grant. Please explain how the program will be sustained.)

While this program is not directly funded by a grant, many of the faculty members have gained extramural funding to support graduate students and academic endeavors.

Below is a list of extramural grants secured by our faculty that either provide support to our student or programmatic infrastructure:

<u>Dates of Funding</u>	<u>Faculty</u>	<u>Amount</u>	<u>Name of Grant/Funding Agency</u>
8/21-7/22	Joe Horzempa	\$42,150	Chronic Disease Research Program, WV-INBRE
8/21-7/22	Joe Horzempa & Holly Racine	\$25,956	HSTA, WV-INBRE
7/21-7/22	Holly Racine	\$42,150	Faculty Research Development Award, WV-INBRE
7/21-7/22	Stuart Cantlay	\$42,150	Faculty Research Development Award, WV-INBRE
10/21-4/22	Stuart Cantlay	\$20,000	STaR Instrumentation Grant, HEPC
8/19-7/22	Deanna Schmitt	\$175,625	Major Award (\$526,875 total).
1/19-12/21	Deanna Schmitt	\$43,000	SURE (\$129,000 total)
10/21-7/22	Melinda Kreisberg	\$5000	WV-NASA Space Grant Consortium (Course Development Grant)
4/19-4/22	Joe Horzempa	\$418,790	NIH (NIH-NHLBI) through 4/2022
5/21-5/22	Holly Racine	\$12,000	NASA RIG
11/21-4/22	Holly Racine	\$3,000	NASA REA
10/21-7/22	Nicole Garrison	\$1,700	WV-HEPC Opportunity Grant
7/20-12/22	Nicole Garrison & Zac Loughman	\$60,000	USFWS Crayfish Genetics
10/16-7/20	Zac Loughman	\$140,000	PAFBC – Western PA Crayfish Survey
7/17-7/20	Zac Loughman	\$35,000	USFWS – <i>C. veteranus</i> life history
7/17 – 7/19	Zac Loughman	\$60,000	VADGIF - <i>C. callainus</i> life history
7/17 – 7/21	Zac Loughman	\$75,000	WVDNR – Trout feeding ecology
7/19-7/25	Zac Loughman	\$150,000	WVDOT – Crayfish & bridges
7/19-7/22	Zac Loughman	\$16,000	PAWRC – Spinycheek crayfish survey
7/20 – 7/22	Zac Loughman	\$35,000	PAWRC – Devil Crayfish Surveys
9/19 – 7/22	Zac Loughman	\$40,000	USFS – Sumnter NF Crayfish Survey

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1/22 – 4/22	Zac Loughman	\$45,000	SCDNR – <i>Distocambarus</i> surveys
1/22 – 4/24	Zac Loughman	\$45,000	WVDNR – <i>Cambarus dubius</i> taxonomy
1/22 – 4/23	Zac Loughman	\$60,000	USFWS – <i>Cambarus nertarius</i> surveys
3/22	Zac Loughman	\$1,500,000	AML Pilot Grant – Building construction

Accreditation: (Is this program accredited? Please specify the accreditor.)

This program is not accredited.

Recommendation/comments: (choose 1. Recommended for continuation, recommended for continuation with provisions, recommended for discontinuation)

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Goals/Objectives: (please be specific on the program goals and objectives. Also include the places of employment and job titles that students are receiving upon graduation from this program.)

The Master of Science in Dental Hygiene (MSDH) program has been successful in meeting program goals and objectives since the inception of the program. The goals and objectives of the program include the following:

Program Goals

1. To prepare graduates with leadership skills and education pedagogy to assume faculty positions in all levels of dental hygiene education.
2. Through research and scholarly activity, graduates will contribute to the body of knowledge in the field of dental hygiene through presentation and publication.
3. To provide the educational foundation and skill sets necessary for leadership opportunities in the dental public health environment.

To date, one cohort of this two-year MSDH program has graduated. Of the five students originally enrolled in the program, four graduated and are now utilizing their degrees in places of employment. The fifth student is finalizing thesis research. The places of employment include the university setting and a county school system.

University of Pittsburgh - Faculty, Periodontics/Preventive Dentistry

The Ohio State University – Assistant Professor/Dental Hygiene

West Liberty University – Assistant Professor/Dental Hygiene

Pittsburgh City School District – Certified School Dental Hygienist – degree allowed for advanced certification

Curriculum/Mode of Delivery: (please provide curriculum and how instruction is delivered.)

The instruction mode of delivery is web-based. Most courses are structured in eight-week time increments during two fall semesters and a spring semester. Courses are structured in six-week time increments during the summer term and sixteen-week time increments during the final spring semester. Due to the accelerated delivery format, only one course is offered per time increment, except for the final semester. The course schedule was recently modified as a result of the appropriateness of timing in the curriculum in relation to two courses. The current course schedule is as follows.

Pre-Fall I

DH 500 Orientation to MSDH (0 credit hours)

This course is a pass/fail orientation to the online MSDH program. The purpose is to familiarize the student with the program structure, course expectations, required technologies, and University policies and procedures (2 weeks PreFall I)

Fall I Core Curriculum

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DH 501 Organizational Leadership in the Healthcare Setting (3 credit hours)

This course presents an overview of leadership theories, and principles related to communication, personal behavior, organizational and leadership styles prevalent in dental and healthcare fields. (First half Fall I)

EDUC 534 Contemporary Applications of Educational Technology (3 credit hours)

In-depth examination of instructional applications incorporating visual design, multimedia including digital imagery, audio, and video for face-to-face and online teaching and learning for the 21st Century student and classroom. (Second half Fall II)

Spring I Core Curriculum

DH 507 Dental Program Planning, Development & Implementation in Public Health (3 credit hours)

Students will focus on the skills to effectively plan, design and implement dental health programs that address public health problems for defined populations in a variety of settings. (First half Spring I)

DH 505 Dental Hygiene Curriculum Design and Teaching Methods (3 credit hours)

This course introduces graduate students to clinical-based teaching currently utilized in entry-level dental hygiene education. Methods of evaluation, assessment, competency-based education, and clinical calibration will be explored. The ADHA Standards of Care and the process of dental accreditation will be introduced. (Second half Spring I)

Summer I Core Curriculum

DH 502 Evidence Based Research in Oral Health (3 credit hours)

Current literature in the fields of dentistry and dental hygiene will be explored and evaluated. Research methodology will be discussed. Students will identify areas of research interest and submit project proposals for thesis consideration. (Summer I)

DH 503 Professional Writing in Healthcare Research (3 credit hours)

This course involves critical readings and the synthesis of research in the creation of professional writings in the healthcare field. Students will review peer-reviewed scientific literature of their research proposal topic and create a research-based literature review. Particular emphasis will be given to APA format and the creation of published-ready works. (Summer II)

Fall II Core Curriculum

DH 504 Biostatistic Applications (3 credit hours)

Analysis and application of parametric and non-parametric biostatistics through survey of primary literature and research design. (First half Fall II)

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DH 506 Grant Proposals in Science (3 credit hours)

Application of the fundamental conventions of science writing in grant proposals. Course is writing intensive and requires development of a proposal from concept to submission. (Second half Fall II)

Spring II Core Curriculum – both courses will run 16 weeks in length

DH 508 Internship in Dental Hygiene Education/Public Health (1 credit hour)

Students will complete forty-five hours of approved fieldwork experience in either public health or dental hygiene education in an accredited dental hygiene program. Prior approval must be granted at site location and an agreement made between the internship location and the course instructor. Students are responsible for carrying the appropriate licenses and other credentials required for the state where the internship is being completed.

DH 509 Dental Hygiene Thesis (5 credit hours)

This capstone activity should demonstrate the writing, organizational and communication skills associated with the MSDH degree. The graduate student will conduct an extensive research project. Oral and written reports will be required, including oral defense of the project and submission of the project for a poster presentation at a regional or national meeting and/or submission for publication in a peer review journal.

Enrollment/Graduates from last 3 years: (please provide a chart)

COHORT	ENROLLED	GRADUATED
Class of 2021	5	4
Class of 2022	5	
Class of 2023	6	

Assessment: (please specify the student learning outcomes and how the program is assessed.)

The student learning outcomes for the MSDH program are as follows.

Upon completion of the MSDH program, the graduate will be able to:

1. Discuss and demonstrate current technologies available in the field of dental hygiene.
2. Describe current research strategies and evaluate scientific evidence that directs the standard of health care.
3. Evaluate risk and develop strategies to address the specific oral health needs of individuals and populations of diversity.
4. Demonstrate an understanding of epidemiology through the assessment and communication of current data representing the health of individuals and/or populations.
5. Create a thesis demonstrating research skills while contributing to the body of knowledge within the discipline of dentistry and/or public health.

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6. Demonstrate theories to develop strategies for health promotion and disease prevention.
7. Discuss and demonstrate organizational leadership skills and inter-professional collaborative efforts available to address current healthcare issues.
8. Develop an individual teaching philosophy and investigate effective teaching methods for all learning.

The MSDH Program is assessed annually utilizing an assessment plan matrix that evaluates the SLO's, assessment measurements, and results. **(See Appendix A)**

Faculty: (please specify the number of full-time and adjunct faculty for this program.)

Three of the current faculty members in the undergraduate dental hygiene curriculum assume teaching responsibilities within the MSDH curriculum. Six adjunct professors assume teaching responsibilities within the curriculum. Four of the six adjunct educators are West Liberty University faculty members from other colleges on campus. The remaining two adjuncts are dental hygiene educators at other institutions who serve as adjuncts within this program.

Advisory committee: (please list the committee members and past meeting dates)

The undergraduate Dental Hygiene Advisory Council members also serve as the MSDH Advisory Council members. The Council meets annually each fall and is available throughout the academic year as needed. The most recent meetings were held on November 6, 2019; November 10, 2020; and November 8, 2021. Members include Judy Henthorn RDH, Margaret Six RDH, Stephanie Meredith RDH, Michele Sweeney RDH, Courtney Huffman RDH, Megan Petrella RDH, Dr. Stefanie Yahn DDS, Dr. Victor Canestraro DDS, Dr. John Basil DDS, Monica Calvert RDH, Dr. Karen Kettler, Dr. Zacari Chrisagis DDS and Dr. Dan Joseph DDS.

Financial: (please specify if this program grant funded? If yes, list the type of grant. Please explain how the program will be sustained.)

The program is not grant-funded but supported through tuition.

Accreditation: (Is this program accredited? Please specify the accreditor.)

Currently, only undergraduate dental hygiene programs are accredited. The MSDH program is not an accredited program.

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Recommendation/comments: (choose 1. Recommended for continuation, recommended for continuation with provisions, recommended for discontinuation)

The program requests continuation of the advanced degree due to early program success.

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APPENDIX A

MSDH Assessment Plan Matrix AY 2020-2021

Student Learning Outcomes	Course to Assess	When	Assessment Measurement	Results	Planned Program Improvement as a result of data analysis
1. Discuss and demonstrate the current technologies available to the field of dental hygiene.	EDUC 534 Contemporary Applications of Educational Technology	Fall I	EDUC 534: 8 weekly online discussions, 8 weekly assignments, 4 projects, 7 weekly quizzes, final exam. All activities provide and advanced study in the use of technology and instructional design principles	EDUC 534: All students demonstrated comprehension as 100% of the students passed the course	EDUC 534: None at this time as students demonstrated proficiency with the assessment
2. Describe current research strategies and evaluate scientific evidence that directs the standard of health care.	DH 502 Evidence Based Research in Oral Health DH 504 Biostatistic Applications	Summer I Spring II	DH 502: Weekly discussion postings, 1 paper, 1 quiz, 6 assignments with concentration on structure & critical appraisal of scientific literature and application of evidence-based research in practice. DH 504: Weekly discussion postings, two term papers requiring	DH 502: Students demonstrated comprehension of concepts during discussions and successful application of material in completion of assignments. DH 504: Student use of peer-reviewed research as evidence increased; critical analyses of	DH 502: None at this time as students demonstrated proficiency with the assessment DH 504: The timing of this course is to be changed in the curriculum to allow

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			critical literature review.	current research were ongoing/weekly (98.2% average).	students the opportunity to use thesis data for data analysis. The course will be moved to Fall II and switched with DH 507.
3. Evaluate risk and develop strategies to address the specific oral health needs of individuals and populations of diversity.	DH 501 Organizational Leadership in the Healthcare Setting	Fall I	DH 501 Embedded questions/Diversity & Cultural Competence, Written Assignment/ Aging Population, Lifespan vs. Healthspan and forum discussions were completed.	DH 501 Students completed associated assignments successfully.	DH 501 None at this time as students demonstrated proficiency with the assessment
	DH 507 Dental Program Planning, Development, and Implementation in Public Health	Fall II	DH 507: Embedded questions/weekly forums/and written assignments investigating governmental, state, and local health organizations as well as identifying and researching high risk target populations.	DH 507: All five students passed with a grade of 90% or higher.	DH 507: None at this time. Students were proficient in all areas.
4. Demonstrate an understanding of epidemiology through the assessment and	DH 502 Evidence Based Research in Oral Health	Summer I	DH 502: Weekly discussion postings, development of Research Protocol following	DH 502: Students demonstrated comprehension of concepts during	DH 502: None at this time as students demonstrated proficiency with the

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communication of current data representing the health of individuals and/or populations.	DH 504 Biostatistic Applications	Spring II	<p>exploration of populations, statistics, methods & materials, 2 assignments and 1 quiz with concentration on dissemination & communication of research findings</p> <p>DH 504: Weekly discussion postings, two term papers which require literature review and discussion of pathology/epidemiology of disease, five analysis assignments.</p>	<p>discussions and successful application of material in completion of assignments.</p> <p>DH 504: Students demonstrated comprehension of epidemiological processes (96% posting, 98% term paper, 95% analysis averages).</p>	<p>assessment</p> <p>DH 504: None at this time as students demonstrated proficiency with the assessment</p>
5. Complete a thesis demonstrating research skills while contributing to the body of knowledge within the discipline of dentistry and or public health.	<p>DH 502 Evidence Based Research in Oral Health</p> <p>DH 503 Professional Writing for Healthcare Research</p>	<p>Summer I</p> <p>Summer II</p>	<p>DH 502: Discussion forum posting, Research Portfolio that comprehensively addresses all aspects of thesis development & planning, oral presentation.</p> <p>DH 503: Through discussion, reading, and writing assignments,</p>	<p>DH502: Students demonstrated comprehension of concepts during discussion & oral presentation, as well as successful application of material in Research Portfolios.</p> <p>DH 503: Students developed a research proposal, appropriately</p>	<p>DH 502: None at this time as students demonstrated proficiency with the assessment</p> <p>DH 503: None at this time as students demonstrated</p>

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			<p>students develop and conduct an appropriate research strategy, use proper APA format, and compose an academic literature review</p> <p>DH 509: Students submitted sections of the thesis work at given time increments, with the complete submission as the final assignment. Students defended their theses remotely or in person.</p>	<p>created a bibliography page using correct APA formatting, and drafted a literature review to be included in the final thesis</p> <p>DH 509: Four of the five Class of 2021 students successfully defended their thesis prior to graduation. These students submitted their work for publication and/or presentation. One student chose a new topic and plans to be prepared to defend by December.</p>	<p>proficiency with the assessments.</p> <p>DH 509: Future thesis committee members were asked to meet in person/virtually with the student to solidify all aspects of the thesis prior to beginning research. This will give the opportunity to identify any weaknesses in the proposal that need to be addressed prior to moving forward. Adjustments to when courses are offered are being discussed with potential implementation Spring 2022.</p>
	DH 509 Thesis				
6. Demonstrate health promotion theories to develop strategies for health promotion and disease	DH 504 Biostatistic Applications	Spring II	<p>DH 504: Five assignments requiring use of R statistical analysis language, which require</p>	<p>DH 504: Students evaluate health promotion theories and apply these to disease</p>	<p>DH 504: None at this time as students demonstrated proficiency with the</p>

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prevention.		Fall II	<p>student interpretation for strategy development.</p> <p>DH 506: Course-long development of a grant proposal focused on health promotion and disease prevention strategies</p>	<p>prevention based upon results (95.3% average).</p> <p>DH 506: Student submissions were assessed for adherence to grant criteria, writing, strength of proposal, and fundability. Overall average 87.9%.</p>	<p>assessment</p> <p>DH 506: Proposal guidelines will be standardized rather than allowing students to pick their own opportunity. Standardization of format and general proposal intent will allow better comparison in the fundability scoring of final proposals.</p>
7. Discuss and demonstrate organizational leadership skills and interprofessional collaborative efforts available to address current healthcare issues.	<p>DH 501 Organizational Leadership in the Healthcare Setting</p> <p>DH 507 Dental Program Planning, Development, and Implementation in</p>	<p>Fall I</p> <p>Spring I</p>	<p>DH 501: Eight written assignments, four quizzes, and twenty forum discussions were completed addressing organization leadership theories, behavior, communication and strategies for planned change.</p> <p>DH 507: Students were required to develop a dental program that</p>	<p>DH 501 All students completed assignments successfully with a 95% or above average.</p> <p>DH 507: All programs were then presented to peers electronically. All five students passed this project with a 90% or</p>	<p>DH 501: None at this time as students demonstrated proficiency with the assessment</p> <p>DH 507: None at this time. Students demonstrated proficiency with program</p>

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	Public Health	Spring II	would positively impact a target population on their choice.	greater.	development.
	DH 508 Internship in dental hygiene education		DH 508: Students participated in an internship rotation in the dental hygiene education area of concentration. Students were asked to prepare lessons and instruct students in the clinical setting. Four of the five students completed the internship at West Liberty University.	DH 508: All students completed the internship rotation successfully.	DH 508: None at this time as students demonstrated proficiency with the assessment
8. Develop an individual teaching philosophy and investigate effective teaching methods for all learning.	EDUC 534 Contemporary Applications of Educational Technology	Fall I	EDUC 534 Written Assignments, discussions, and readings are completed to design, implement, and evaluate learner-centered activities incorporating technology that inspire student learning and creativity; activities also promote collaboration with colleagues to improve practice,	EDUC 534: All students successfully completed all activities	EDUC 534: None at this time as students demonstrated proficiency with the assessment

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	<p>DH 505 Dental Hygiene Curriculum Design and Teaching Methods</p>	<p style="text-align: center;">Spring I</p>	<p>discover, and share resources and ideas.</p> <p>DH 505 Written assignments, embedded questions, quizzes and discussion forums are completed to assess the following: Competency Based Education, Didactic and Clinical Calibration, Assessment, and remediation strategies for dental hygiene education.</p> <p>Written assignment analyzing research related to effective teaching and learning.</p> <p>Students design and deliver a dental hygiene teaching module of their choice.</p>	<p>DH 505: All students successfully completed assignments and course requirements with an average of 95% or above.</p>	<p>DH 505: None at this time as students demonstrated proficiency with the assessment</p>
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EARLY CHILDHOOD EDUCATION NON-CERTIFICATION

Action Item

This would allow non-education majors to take the early childhood minor without having to obtain a certification. Candidates would be eligible to work in a daycare center. All courses exist in the Early Childhood Education Program. It is a 12-credit hour program open to all majors.

Proposed Resolution: *Resolved*, that the West Liberty University Board of Governors approve the Early Childhood Education Non-Certification.

WLU BOG 2021-2022 Self-Evaluation Results

Total # of Respondents: 11

KEY for percentages:		11/11=100%			
10/11=91%	9/11=82%	8/11=73%	7/11=64%	6/11=55%	
5/11=45%	4/11=36%	3/11=27%	2/11=18%	1/11=9%	

Board Organization	Rating
The Board operates as a unit.	Above Avg 55%; Avg 45%
Board members understand that only the President reports to them.	Above Avg 100%; Excl 73%
Board members uphold the decision of the majority.	Above Avg 73%; Avg 27%
The Board's decisions are in the best interest of the University and independent of personal bias.	Above Avg 64%; Avg 27%
Policy Role	Rating
Board members understand the concept that setting policy is the primary voice of the board.	Above Avg 64%; Avg 36%
The Board focuses on policy during its discussions and actions, not administrative matters.	Above Avg 64%; Avg 36%
The Board has clarified the difference between its policy role and the role of the President.	Above Avg 55%; Avg 45%
University and Community Relations	Rating
Board members act on behalf of the entire University.	Above Avg 55%; Avg 18%
Board members maintain good relationships with the University and Community stakeholders.	Above Avg 73%; Avg 27%
Board members keep the President informed of community contacts.	Above Avg 82%; Avg 18%
Policy Direction	Rating
The Board is knowledgeable about the mission and purpose of the University.	Above Avg 73%; Avg 27%
The Board bases its decisions in terms of what is best for students and the University.	Above Avg 64%; Avg 27%
The Board maintains a future-oriented, visionary focus in making board decisions.	Above Avg 64%; Avg 18%
Board-Presidents Relations	Rating
The Board and the President have a positive, cooperative relationship.	Above Avg 36%; Avg 45%
A climate of mutual trust and respect exists between the Board and the President.	Above Avg 18%; Avg 45%
The Board has clear protocols for communicating with staff of the President.	Above Avg 64%; Avg 18%
The Board clearly delegates the administration of the University to the President.	Above Avg 64%; Avg 36%
Fiscal Oversight	Rating
The Board understands the fiscal condition of the University.	Above Avg 73%; Avg 18%
The Board provides fiscal oversight to assure the financial stability of the University.	Above Avg 55%; Avg 27%
The Board understands the financial audit and its recommendations.	Above Avg 64%; Avg 27%
Institutional Performance	Rating
The Board demonstrates a concern for the success of all students.	Above Avg 64%; Avg 36%
The Board is appropriately involved in the accreditation process.	Above Avg 55%; Avg 45%
The Board is committed to equal opportunity.	Above Avg 91%; Avg 9%
Board Leadership	Rating
The Board understands its role and responsibilities.	Above Avg 64%; Avg 36%
Board members are prepared for board meetings.	Above Avg 64%; Avg 36%
The Board maintains confidentiality of privileged information.	Above Avg 91%; Avg 9%
The Board understands the political implications of its actions.	Above Avg 64%; Avg 36%
Advocating the University	Rating
The Board recognizes positive accomplishments of the University.	Above Avg 82%; Avg 18%
The Board helps to educate the local and regional community about University needs and issues.	Above Avg 64%; Avg 27%
The Board works to secure adequate public funding.	Above Avg 27%; Avg 64%
Board members speak positively about the University to the public.	Above Avg 73%; Avg 27%

Open-ended Narrative Responses

Board's Greatest Strengths

- Commitment and interest in giving back
- Valuing the contributions of the university in the community
- Genuine desire for the institution to exist and succeed
- Diversity (wide range of specialties) and professional expertise
- Cultural, ethnic, and racial diversity
- Professionalism
- Commitment to the university's mission
- Working together to solve problems
- The ability to compromise and respect other's opinions
- Community involvement and local relationships
- Transparency
- A genuine connection to the university

Major Board Accomplishments of the Past Year

- Hiring a new president (4)
- Methodically navigating/managing the serious issue (plagiarism) that affected the President's standing with stakeholders (4)
- Passing a financial audit after changes in CFO leadership
- Overseeing a balanced budget despite the pandemic/Covid
- Educating local community about the institution's accomplishments and need for collaboration
- Adopting a new mission statement (2)
- Supporting the administration's protocols for handling Covid

Areas in Which the Board Could Improve

- Deeper understanding of the university's financial situation
- Willingness to make and publicly support difficult decisions
- In-person attendance creates a more productive atmosphere
- Better clarity of roles and responsibilities of Board Members
- Communication within the ranks of the Board
- More openness to opposing views and ideas
- Members need to get more involved in ways to attract and recruit more students to the university
- Non-academic members should take more seriously concerns of the campus community and be willing to hear about campus issues from the campus community
- Relationship with faculty, staff, and students
- More transparency from the Executive Committee regarding the budget and a plan to handle the \$2.7 million deficit
- Efficiency of meetings

As Board Member, I would like to see....

- More engagement by all members
- Opportunity for more student/faculty/staff recognition and engagement at meetings
- Deeper discussions about the university's financial situation and anticipated consequences of decisions that will be made
- Mandatory Board Training on DEI (Diversity, Equity, and Inclusion)
- A New Member Orientation
- Peer/mentor arrangements for new board members appointed to serve
- More community involvement
- Long-term goals for improving and modernizing the university's physical plant
- Continued trust-building opportunities between the campus and the board
- Board composition requirements reviewed by HEPC
- More open discussion to address concerns and not be rushed to vote

FISCAL YEAR 2023 BUDGET/TUITION AND FEES

Action Item

Proposed Resolution: *Resolved*, that the West Liberty University Board of Governors approve the Fiscal Year 2023 Budget/Tuition and Fees as presented.



Executive Board Report

WLU Board of Governors

March 30, 2022

• Office of the President	Pgs. 78-79
• Academic Affairs	Pgs. 80-82
• Student Affairs and Enrollment Management	Pgs. 83-84
• Legal Counsel	Pgs. 85-86
• Fiscal Affairs	Pgs. 87-96
• External Affairs	Pgs. 97-98
• Athletics	Pgs. 99-101
• Human Resources	Pgs. 102-103
• IT/Physical Plant	Pgs. 104-105
• WLU Foundation	Pgs. 106-107
• Diversity	Pgs. 108-114

I. 2021-2022 Strategic Priorities for the University

- A. Priority #1 Academic Success
- B. Priority #2 Branding
- C. Priority #3 Community Engagement
- D. Priority #4 Operational Excellence
- E. Priority #5 Student Experience

II. Update on Specific Strategic Objectives**A. Priority #1: Academic Success.**

Classes resumed on March 7, 2022, after midterm examinations and spring break. During its February 16-19, 2022, meeting, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) completed its review of *Level II Candidacy* application for the Master's program in Speech Language Pathology (M.S.) at West Liberty University. As a result, the CAA voted to award candidacy for a period of five years, beginning February 1, 2022, through January 31, 2027. The Higher Learning Commission's (HLC) Accreditation Assurance Report is due in May, and a five-member team has been selected to do the assessment May 23, 2022 – June 20, 2022. The president, interim provost and vice president for academic affairs, and the accreditation liaison will attend the 2022 HLC Annual Conference April 1-5, 2022, in Chicago, Illinois.

The Nursing Department has been awarded almost \$1,000,000 from the state of West Virginia to facilitate a nursing program expansion project. The Department plans to increase its enrollment by 20 students who will be identified and added to its accelerated BA/BS to BSN track program. The goal is to provide financial and academic support to these students who are expected to complete the program in four consecutive semesters.

B. Priority #2: Branding.

Signage design completion for the Academic Sports and Recreation Center (ASRC) and the Highlands Center have been completed. The Office of Diversity, Equity, and Inclusion has an official university logo. The Wrestling team has new mats to display for future matches.

C. Priority #3: Community Engagement.

Several partnership agreements have been created to include East Wheeling Clayworks, Mountain River Physical Therapy, Piedmont Plastic Surgery, Charleston Area Medical Center, Change, Inc., and Greenbrier Physicians. A new alumni director has begun work at the University, and the re-establishing of local alumni chapters is underway.

D. Priority #4: Operational Excellence.

The strategic planning review process is almost complete. The revised plan will include the new mission statement, vision, guiding principles, core values, and objectives. The plan will be shared and discussed with the Board of Governors. The chief financial officer has completed an analysis of the University's leased properties, the Highlands Center, and the Gary West Event Center. All three of these entities have been costly to the University, with very little return (positive revenue) on our investment. Strategic measures are being taken to improve the

financial condition of all three entities. An increase in tuition and fees will be a recommendation for the Board to consider. Procedure 10 is being followed by the administration to assist in creating a balanced budget for FY23. Our fundraising goal for this fiscal year continues to exceed the expectations set. April 6 is the Annual Day of Giving, and all members of the University Family are urged to give.

On March 4, 2022, the University held its Employee Appreciation Day. The month of March is Social Work Month and Women's History Month. A variety of activities, highlighting the accomplishment of women and addressing critical issues— are planned. The Office of Human Resources is rolling out a new management tool, *BambooHR*, which is scheduled to be fully functional for the 2022-2023 academic year.

A new food service vendor has been selected for the University. Aladdin Campus Dining is the recommended vendor. A vendor has been approved to complete the roofing issues with Main Hall later this spring. The soccer field will be equipped with electricity and a scoreboard over the next few weeks.

E. Priority #5: Student Experience.

Black and Gold events, along with Accepted Students Day, appear to be positive and indicate an increased number of applicants for the fall semester. The mask mandate has been lifted on campus. This mask-option phase went into effect on Monday, March 21, 2022. Student Audrey Tingle was awarded the 2021-2022 NCAA Division II Academic All-American of the Year for Women's Basketball. Both the Men's Basketball and Men's Wrestling teams captured MEC titles this spring. The Tim Weaver Track and Field Invitational will be held on the campus April 2, 2022.

III. **Recent Activities and Accomplishments**

- Women's Empowerment Panel held on March 16, 2022.
- Interfaith Chapel's *Peace for Ukraine Candlelight Vigil* on March 17, 2022.
- *U.S. News & World Report* lists West Liberty University at #59 for Best Regional University in the South.
- *U.S. News & World Report* lists West Liberty University at #30 for Best Regional University for Social Mobility in the South.
- *University HQ* lists West Liberty University as #6 for Best Bachelor's Degrees in West Virginia.

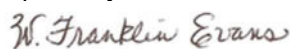
IV. **Personnel Items at the Cabinet Level**

None.

V. **Action Items**

None.

Respectfully submitted,



W. Franklin Evans, Ph.D.
President

OFFICE OF THE PRESIDENT

I. Update on the 5 strategic priorities, objectives, or strategic actions of the Division/Area Academic Affairs

A. Strategic Objective: 1.1 Develop high-impact practices for all learners

- a. Action 2:** Facilitate federal and local grant opportunities
Nursing Program Extension Grant Awarded \$924,000. Funds must be spent by September 30.

The M.A.Ed. Reading Specialist G.A.'s has started reading intervention at West Liberty Elementary. This work is supported through the Sparking Early Literacy grant. The COEHP will be drafting the second application for round two of the grant to expand the program.

B. Strategic Objective: 1.2 Develop innovative and relevant undergraduate and graduate programs

- a. Action 1:** Expand and improve reviews of existing programs
Program Review Report Attached at the end of the BOG report
Post Review Audit – MA/MS Biology, MS Dental Hygiene, Clinical Psychology

Updated Existing Chemistry Minor it was inadvertently removed from the catalog when WLU adopted the online catalog.
Early Education Minor – non-certification

C. Strategic Objective 1.5 Offer students a wide array of co-curricular activities and programs.

- a. Action 1:** Expand, improve, and create co-curricular activities and programs that complement the formal curriculum.
The College of Business Etiquette Dinner returned to campus in person at the Gary E West Event Center. The GBUS 420 Professional Development students and College of Business faculty attended the dinner, where Doug Orr of Sodexo provided insights into proper manners in a formal dining interview situation. College of Business alumni Jack Adams was the guest of honor and event sponsor.

D. Strategic Objective 3.1 Expand the university's commitment to being leading advocates for arts, education, entrepreneurship, health care, public history, and community needs.

- a. Action 3** Provide training, resources, and continuing education for local schools and academic organizations.

Connected Classroom Series provided by the College of Education and Human Performance 50 participants 25 who have enrolled in the continuing education course.

E. Strategic Objective 3.3 Offer exceptional services and resources for community growth and development.

- a. Action 2: Provide community workshops**
•Developed Topper Association of Graduate Students (TAGS) as a student leadership development initiative

- Provided a TAGS Professional Development opportunity on "Life After Graduate School" on March 16, 2022
- Through texting and email communication we keep incoming cohorts engaged from the time they are accepted into the PA program until classes begin
- On February 24th, the PA program provided a Financial Aid Session to the incoming cohort.

F. Strategic Objective 3.4 Sustain and grow as a cultural destination.

a. Action 2: Plan, support and host public lecture series and other artistic, literary, and theatrical events

Graduate programs

Hosted a Graduate Studies Post-Party at Abbey's Restaurant and Lounge during MEC Tournament weekend

- The Graduate Studies team was present every day at Topper Takeover at River City during the MEC Tournament
- March is National Athletic Training Month. We have an Athletic Training spotlight on social media to market the program
- April 6th is Graduate Student Appreciation Day. We will be providing graduate students with refreshments, a gift, and an opportunity to get a professional photo taken. The event will take place at the student union from 11 am -1 pm and at the Highlands Center from 4 pm -6 pm. Faculty, department chairs, and deans will be invited to attend.
- April 13th is the Graduate Studies Easter Egg Hunt, sponsored by Generations Restaurant and Lounge. (This was a big hit last year)
- Featured speaker for Rotary Club of Wheeling on March 15th

G. Strategic Objective 4.4 Encourage effectiveness, efficiency, and innovation through training and workshops.

a. Action 1: Facilitate departmental and program-related strategic planning processes
Strategic Planning committee reviewee and updated strategic plan

b. Action 2: Expand faculty and staff professional development opportunities.

Faculty Success Training in March for the electronic faculty annual evaluations.

H. Strategic Objective 5 .1 Create new strategies to reduce the burden of non-tuition-related expenses.

a. Action 3: Review, improve, and expand dual enrollment and placement opportunities

Dual-credit programs enhanced with Ohio County Schools and Marshall County Schools.

COEHP administration attended the "Grow Your Own" initiative roll-out conference with the administration from OCS to begin a pathway to teacher education starting the junior year of High School.

II. Significant Accomplishments

For the first time, we will be offering a PA Scholarship, from the endowment, for one 2nd year PA Student. Based on requirements and review by PA Faculty, one selected student will receive \$10,500.00 towards their second-year tuition.

III. Other Matters of Focus

- Faculty Success formerly digital measures, COEHP is piloting the Tenure and promotion component of the evaluation process. Ms. Sarah West in Institutional Research is working with the Watermark product. The parameters of the pilot extend to the submission format and the fluidity of the review due dates.

IV. New (Essential) Personnel

Dr. Merilee Madera – Interim Director of Distance Education
Replaced the vacancy of Lucy Kefauver

V. Information Requested by Committee

None.

VI. Action Items

- New Programs
- Chemistry Minor
- Early Childhood Education minor– non-certificate
- Approval for Program Reviews

Respectfully submitted,

Dr. Catherine Monteroso

I. Update on the 5 strategic priorities, objectives, or strategic actions of the Division/Area

- Enrollment Planning Committee has sub committees working on initiatives in the following areas to enhance enrollment in 2022-23.
 - Articulation & Transfers
 - Communications
 - International Student Recruitment & Services
 - Program Development
 - Recruiting
 - Retention
 - Scholarships & Costs
 - Student Experience

Some initiatives currently being addressed

- Increasing courses offered to high school students. Meetings have taken place with Wheeling Park HS, John Marshall HS and Bridgeport High School administrative staffs. At this point, we will be adding 4-5 courses at John Marshall HS and 2-3 at WPHS for fall 2022. Courses added at Bridgeport High School will all be new courses to our schedule.
- Piloting a mentorship program for students
- Creating a leaderships program for faculty and staff “Everyone is a Recruiter”
- Increase articulation agreements with community colleges
- Increasing access to campus facilities, i.e. Elbin Library
- Reviewing institutional scholarship and waiver awarding
- Financial staff members held financial aid workshops on campus for currently enrolled students, as a result, financial aid applications have increased.
- In person “Accepted Student Days” scheduled for March 18 & 25 on campus. As of March 17, 207 accepted students for the fall 2022 semester and their families will be on campus for these events.
- Continued name purchases to get prospective students into our data base.
- In addition to daily visits and admission programs, during the spring semester, we are coordinating 6 bus trips from high schools to campus. During the fall semester, we had 15 bus trips bringing prospective students to campus.
- Hosted the Pennsylvania Counselor Association dinner and made a presentation to high school guidance counselors from Washington, Greene and Fayette counties.

II. Significant Accomplishments

- West Event Center being used by student organizations.
- Navigated through the COVID-19 pandemic, leading to the University removing the mask mandate and going mask optional March 21.
- In conjunction with IT Services rolled out an updated student/faculty self-service management system in Banner. On-line registration is built in this system and ready for fall 2022 registration to begin April 4.
- Spring 2022 Commencement planning moving along. 389 students are expected to graduate in May. Graduation fairs confirmed for graduating students April 5 and 7.
- The Critical Incident Response Team (CIRT) has coordinated several events on campus in April.
 - April 5 Blood Drive with Red Cross

- April 6 “Stop the Bleed” Program with the Wheeling/Ohio County Health Department. This program prepares bystanders to deal with a mass casualty event.
- April 13 ALICE Training with the Ohio County Sheriff’s Dept. ALICE Training prepares individuals to deal with an active shooter situation.

III. Other Matters of Focus

- Declining demographics and increased costs impacting enrollment
- COVID-19 continued impact on enrollment
- Spring 2022 Commencement Ceremony being planned outdoors at the West Family Stadium.

IV. New (Essential) Personnel

None.

V. Information Requested by Committee

- As of March 17, 2061 students are registered for classes during the spring semester. Last year at the same point in time we had 2282. The Office of Graduate Studies is still completing registration for the Connected Classroom courses.
- There continues to be a significant increase in Fall 2022 new student applications and accepted applications. For the fourth consecutive month (March 1), there is over a 10% increase in applications for the fall 2022 semester. Currently, applications are up 10% and accepted applications are up 16%.

VI. Action Items

None.

Respectfully submitted,

Scott Cook

- I. **Update on the 5 strategic priorities, objectives, or strategic actions of the Division/Area**
- **Strategic Initiative III. Community Engagement-Goal 3.2 Facilitate community-based learning opportunities for students.**
 - We continue to develop and maintain Agreements with our local partners creating internships, externships, clinical and field experiences, and articulation opportunities.
 - **Recent Agreements: East Wheeling Clayworks, Mountain River Physical Therapy, Piedmont Plastic Surgery, Charleston Area Medical Center, Change, Inc., Greenbrier Physicians**
 - **Strategic Initiative II. Branding- Goal 2: Reinforce and expand the university's reputation as the premiere institute of higher learning in the region.**
 - **II.2C. Establish brand uniformity by developing and implementing guidelines that include branded, copyrighted, and trademarked materials. Updated brand uniformity guidelines**

In 2019, the Executive Director of Marketing worked with outside counsel to get our WLU logo trademarked. Liberty University objected to the filing of West Liberty University as a trademark. The TPO claims examiner agreed with our position but with the objection filed by Liberty University claiming that the proposed WLU trademark is confusingly similar to their previously registered mark and prevailing case law, his hands were tied, and he was not able to allow the registration.

WLU and outside counsel attempted to negotiate an agreement with Liberty University. However, they demanded monetary compensation in exchange for this concession and negotiations came to a halt. No further action was taken.

Update 02/02/22: WLU has contracted with The Webb Law Firm in Pittsburgh to assist with this initiative.

Update 03/30/22: Initiative in process.

II. **Significant Accomplishments**

- WLU filed its first US and International Patent application on August 6, 2021, related to an antimicrobial therapy-using a specific compound for the treatment of bacterial infections. The inventors on the patent application include Dr. Horzempa (WLU Faculty), Mr. Elliott Collins (Former WLU Graduate Student), and Dr. Leon Francisco (Former Faculty of University of Mississippi). An examiner will review the application and the claims made within. It could take several months for a final determination on whether the patent is granted.
- 11/29/21: No update
- 02/02/22: International and US prosecution is underway.
 - **03/30/22: On February 10, 2022, WLU received notification from the United States Patent and Trade Office advising us of publication of our US Patent Application under publication number US-2022-0040146-A1 and our PCT International Application was published by the International Bureau of the World Intellectual Property Organization on February 10, 2022, under No. WO 2022/032134. This is a standard step in the process while the applications are being examined.**

III. Other Matters of Focus

- **All University Policies and Procedures will be going through a high-level review over the next several months.**
 - **Cabinet Members and other appropriate Personnel are currently reviewing University Procedures. Once completed, a review of all University Policies will be completed.**
 - **GC and HR are working on a new HR Governance BOG Policy. Notice of Intent was already given to the BOG. Similar to the IT Governance, this Policy will be high level and appropriately delegate authority to the President, or designee, to implement and effectuate internal HR Policies and Procedures.**

IV. New (Essential) Personnel

- NA

V. Information Requested by Committee

- NA

VI. Action Items

- NA

Respectfully submitted,

Stephanie Hooper

LEGAL COUNSEL

I. Update on the 5 strategic priorities, objectives, or strategic actions of the Division/Area

- IV Operational Excellence
 - 3C. Review, assess, and clarify university budget and planning policies
 - Following Procedure No. 010 and currently working with Cabinet and others to create a balanced FY 2023 budget
 - Met with University stakeholders to gather pertinent data on enrollment projections for Fall 2022, gathered data from other departments including proposals of tuition fees/rates to determine if increases were necessary, and compiled that data to create the FY 2023 tuition and fee schedule for submission to the WV HEPC.

II. Others Matters of Focus

- Analysis of lease facilities, Highlands Center, and Gary E. West Event Center
- Food Service Contract
- Bookstore Contract

III. Information Requested by Committee

- FY22 Budget Status Report for month ended 02/28/2022 (attached)

IV. Action Items

- Completion of Tuition & Fee Schedule for FY 2023 and submission for approval (attached) to Finance Committee and Board of Governors
- Revenue projection for FY 2023 and working with Cabinet on balancing the expense budget
- Reviewing all aspects of the expense budget to make the adjustments necessary for a balanced budget.

Respectfully submitted,

Lori Hudson

FISCAL AFFAIRS

West Liberty University
FY22 Operating Budget Status (through 2/28/22)

<u>Sources:</u>	<u>FY22 Original Budget</u>	<u>FY22 Adjusted Budget</u>	<u>2/28/2022 YTD Actual</u>	<u>FY22 Adjusted Budget Less Actual</u>	<u>% of Budget</u>	<u>6/30/2022 (PROJECTION)</u>	<u>Plan to address deficit Add Revenue/ Add Expense Savings</u>
Undergraduate Tuition and Fees:	19,290,012	19,290,012	19,135,588	154,424	99.20%	19,735,588	445,576 Estimated UG Summer tuition \$600,000
<i>Related Discounts:</i>	(3,827,603)	(4,422,973)	(4,168,968)	(254,005)		(4,168,968)	(40,890) Discounts expected to be \$40,890 over
Net:	15,462,409	14,867,039	14,966,620	(99,581)	100.67%	15,566,620	
Graduate Tuition:	3,873,695	3,873,695	2,997,946	875,749	77.39%	3,447,946	(425,749) Estimated GR Summer tuition \$450,000
<i>Related Discounts:</i>	(479,824)	(479,824)	(527,410)	47,586		(527,410)	
Net:	3,393,871	3,393,871	2,470,536	923,335	72.79%	2,920,536	
Room and Board:	10,195,618	9,713,289	9,506,645	206,644	97.87%	9,506,645	(206,644) R&B Estimate to be Less than Adjusted Budget
<i>Related Discounts:</i>	(1,797,203)	(1,797,203)	(2,044,512)	247,309		(2,044,512)	
Net:	8,398,415	7,916,086	7,462,133	453,953	94.27%	7,462,133	
State Appropriation	8,966,122	9,102,662	6,143,842	2,958,820	67.50%	9,102,662	
Other	1,562,324	1,505,804	1,628,831	(123,027)	108.17%	3,571,268	2,065,464 Lost revenue (CARES) & royalty income/other
	37,783,141	36,785,462	32,671,962	4,113,500	88.82%	38,623,219	1,837,758 Additional revenue to offset deficit
<u>Uses:</u>							
Personal Services*	19,248,519	19,583,249	13,347,975	6,235,274	68.16%	19,248,902	(334,347)
Fringe Benefits	4,623,729	4,726,348	3,176,442	1,549,906	67.21%	4,623,945	(102,403)
Utilities	2,206,829	2,206,829	1,792,328	414,501	81.22%	2,206,829	
Debt	2,792,013	2,692,013	1,303,159	1,388,854	48.41%	2,692,013	
Rent	1,473,791	1,441,789	959,340	482,449	66.54%	1,441,789	
Contractual Services	3,394,858	3,474,658	2,485,003	989,655	71.52%	3,474,658	
Other	4,043,402	5,423,208	3,286,112	2,137,096	60.59%	4,933,208	(490,000) Main Hall roof - refunding of HEPC bond
	37,783,141	39,548,094	26,350,359	13,197,735	66.63%	38,621,344	(926,750) Expense Savings
<u>Net Income (+)/Loss (-):</u>	0	(2,762,632)	6,321,603			1,875	2,764,508

Total Tuition / Room and Board Revenue	33,359,325	32,876,996	31,640,180	94.85%
Total Discount 110.42%	(6,104,630)	(6,700,000)	(6,740,890)	
Total Net Tuition / Room and Board Revenue 91.36%	27,254,695	26,176,996	24,899,289	

*Personal Services/Fringe Benefits (includes 18 out of 26 pays + increment)
All Other Expenses (8/12 months)

0.69
0.67

West Liberty University

FY23

Tuition and Fees

Finance Committee Approval 03/16/2022

BOG Approval xx/xx/xx

HEPC Approval xx/xx/xx

FISCAL AFFAIRS

West Liberty University
AY 2022 - 2023
Undergraduate Tuition and Fees

	FY22 Resident	FY22 Metro	FY22 Non-Resident		FY23 Resident	FY23 Metro	FY23 Non-Resident
TUITION	\$3,873	\$6,718	\$7,982		\$3,938	\$6,718	\$8,130
CAPITAL FEES	\$400	\$400	\$400		\$400	\$400	\$400
TOTAL BASE UG	\$4,273	\$7,118	\$8,382		\$4,338	\$7,118	\$8,530
				Variance	\$65	\$0	\$168
				% Change	2.00%	0.00%	2.00%
PROGRAM DIFFERENTIALS							
UG - AT, EP, Music	\$300	\$300	\$300		\$300	\$300	\$300
UG - COS	\$300	\$300	\$300		\$323	\$323	\$323
UG - COB, Broadcasting, GD & DMD	\$200	\$200	\$200		\$200	\$200	\$200
UG - Nursing	\$775	\$775	\$775		\$775	\$775	\$775
UG - DH	\$475	\$475	\$475		\$475	\$475	\$475
UG - COE	\$250	\$250	\$250		\$250	\$250	\$250
UG - SPA	\$300	\$300	\$300		\$600	\$600	\$600
TOTAL PROGRAM DIFFERENTIALS							
UG-AT, EP, Music	\$4,573	\$7,418	\$8,682		\$4,658	\$7,418	\$8,850
				Variance	\$85	\$0	\$168
				% Change	2%	0%	2%
UG - COS	\$4,573	\$7,418	\$8,682		\$4,683	\$7,443	\$8,875
				Variance	\$110	\$25	\$193
				% Change	2%	0%	2%
UG - COB, Broadcasting, GD & DMD	\$4,473	\$7,318	\$8,582		\$4,558	\$7,318	\$8,750
				Variance	\$85	\$0	\$168
				% Change	2%	0%	2%
UG - Nursing	\$5,048	\$7,893	\$9,157		\$5,133	\$7,893	\$9,325
				Variance	\$85	\$0	\$168
				% Change	2%	0%	2%
UG - DH	\$4,748	\$7,593	\$8,857		\$4,833	\$7,593	\$9,025
				Variance	\$85	\$0	\$168
				% Change	2%	0%	2%
UG - COE	\$4,523	\$7,368	\$8,632		\$4,608	\$7,368	\$8,800
				Variance	\$85	\$0	\$168
				% Change	2%	0%	2%
UG - SPA	\$4,573	\$7,418	\$8,682		\$4,958	\$7,718	\$9,150
* No actual change to student-eliminated Special Fee				Variance	\$385	\$300	\$468
				% Change	8%	4%	5%
SPECIAL PROGRAMS							
	FY22 Resident	FY22 Metro	FY22 Non-Resident		FY23 Resident	FY23 Metro	FY23 Non-Resident
BLA (per hour)	\$345				\$356		
RN-BSN	\$3,655				\$4,273		
UG SUMMER 2023 TUITION							
	FY22 Resident	FY22 Metro	FY22 Non-Resident		FY23 Resident	FY23 Metro	FY23 Non-Resident
TUITION	\$3,472	\$6,318	\$7,381		\$3,536	\$6,318	\$7,748
CAPITAL FEES	\$400	\$400	\$400		\$400	\$400	\$400
TOTAL BASE UG	\$3,872	\$6,718	\$7,981		\$3,936	\$6,718	\$8,148
PER HOUR	\$323	\$560	\$663		\$330	\$560	\$679
				Variance	\$64	\$0	\$167
				% Change	2%	0%	2%

West Liberty University
AY 2022 - 2023
Graduate Tuition and Fees

		FY22	FY22	FY22		FY23	FY23	FY23
		Resident	Non-Resident	International		Resident	Non-Resident	International
MAEd, MS Crim, MBA, MS Clin Psych		\$4,223	\$4,223	\$5,049		\$4,275	\$4,275	\$5,400
NEW: MS AT, MS EP	Per Hour	\$469	\$469	\$561		\$473	\$473	\$600
				Variance		\$6	\$6	\$39
				% Change		1%	1%	7%
MA / MS Biology		\$5,184	\$6,210	\$6,210		\$5,310	\$6,210	\$6,210
	Per Hour	\$376	\$690	\$690		\$390	\$690	\$690
				Variance		\$14	\$0	\$0
				% Change		2%	0%	0%
MDH		\$4,820	\$4,820	\$5,049		\$4,995	\$4,995	\$5,400
	Per Hour	\$336	\$336	\$361		\$333	\$333	\$600
				Variance		\$19	\$19	\$39
				% Change		4%	4%	7%
MA Art Therapy		\$4,275	\$4,275	\$5,400		\$4,995	\$4,995	\$5,400
	Per Hour	\$473	\$473	\$600		\$333	\$333	\$600
				Variance		\$80	\$80	\$0
				% Change		17%	17%	0%
NEW: MS SLP						\$4,995	\$6,210	\$6,210
	Per Hour					\$333	\$690	\$690

Physician's Assistant	Class of 2024 (06/2022-06/2024)		Class of 2025 (06/2023-06/2025)	
	Resident	Non-Resident	Resident	Non-Resident
Per Semester	\$7,331	\$12,000	\$7,682	\$12,240
Annual	\$30,124	\$48,000	\$30,728	\$48,960
Total Program	*60,249	*96,001	\$61,456	\$97,920
	*rounding			
			Variance	\$960
			% Change	2%

West Liberty University
Room and Board
Per Semester
FY23

	FY22	FY23	Variance	Percent
Residence Hall Capital Fee	\$415	\$415	\$0	0%
Double / Commons (per person/ semester)	\$2,075	\$2,117	\$42	2%
Single (per person / semester)	\$2,800	\$2,856	\$56	2%
Single Boyd Hall / Rogers Hall	\$2,075	\$2,117	\$42	2%
Single Curtis Hall	\$2,440	\$2,489	\$49	2%
Single Beta Hall	\$2,648	\$2,701	\$53	2%
Topper Towers (9 month lease)	\$3,064	\$3,370	\$306	10%
Topper Towers (12 month lease)	\$4,085	\$4,493	\$408	10%
Topper Village (9 month lease)	\$3,793	\$4,172	\$379	10%
Topper Village (12 month lease)	\$4,973	\$5,563	\$590	12%
University Place I (9 month lease)	\$3,325	\$3,658	\$333	10%
University Place I (12 month)	\$4,423	\$4,877	\$454	10%
University Place II (9month lease)	\$3,580	\$3,938	\$358	10%
University Place II (12 month)	\$4,760	\$5,251	\$491	10%
Regular Meal Plan (12,14,19)	\$2,345	\$2,392	\$47	2%
5 Meal Plan	\$884	\$902	\$18	2%
50 Meal Block Plan	\$456	\$465	\$9	2%
Cable & Internet Fee	\$173	\$240	\$67	39%

Residence Hall Summer Rates (Summer 2022)

	FY22	FY23	Variance	Percent
On-Campus Single Room (Per Week)	\$105	\$125	\$20	19%
Summer Student / Employee (20+ Hours Wk)	\$53	\$55	\$3	5%

Liberty Oaks Bed & Breakfast

	FY22	FY23	Variance	Percent
Room Rental				
Per Day	\$89	\$89	\$0	0%
Per Day with Breakfast	\$99	\$99	\$0	0%

West Liberty University
AY 2022 - 2023
Special Fees

	<u>FY22</u>	<u>FY23</u>	<u>Variance</u>	<u>Unit</u>
ADA Eval	\$250	\$250	\$0	
ACT Fee	\$52.50	\$52.50	\$0	
Anatomy Course Fee (per course)	\$50	\$0	-\$50	Eliminated: Increase Differential
Athletic Training Materials Fee	\$0	\$320	\$320	MSAT Students Annually (Fall??)
BOR Degree Program Fees	\$300	\$300	\$0	
CEU Course Fee	\$180	\$180	\$0	
Dental Hygiene Dental Materials Lab	\$30	\$30	\$0	DH 268 Dental Materials (Spring)
Dental Hygiene Instrument Kit Clinic I	\$1,305	\$1,370	\$65	DH 186 Clinic I Lab (Fall)
Dental Hygiene Supplies Clinic IV	\$115	\$115	\$0	DH 386 Clinic IV Lab (Spring)
Dental Hygiene Loupes and Supplies Clinic III	\$1,400	\$1,365	-\$35	DH 381 Clinic III Lab (Fall)
Dental Hygiene Instrument Kits Clinic II	\$1,214	\$1,200	-\$14	DH 286 Clinic III Lab (Spring)
Dental Hygiene X-Ray XCP Instruments **	\$225	\$225	\$0	DH 238 Radiography Lab (Fall)
EMS Course Fee	\$140	\$140	\$0	SOE 232
First Aid Course Fee	\$50	\$50	\$0	SOE 232
Graduate Graduation Fees	\$160	\$160	\$0	
Hilltopper Academy Registration	\$50	\$50	\$0	
International Student Fee	\$250	\$250	\$0	
Master in Clinical Psychology Testing Fee	\$500	\$525	\$25	Fall Semester only; each year enrolled.
Master in Clinical Psychology Program Application Fee	\$0	\$25	\$25	
MCAT Preparation Fee	\$1,300	\$1,300	\$0	
Microbiology Course Fee	\$75	\$0	-\$75	Eliminated: Increase Differential
Miller Analog Test **	\$75	\$75	\$0	
MIS SLP Application Fee	\$40	\$40	\$0	
New Student Orientation	\$125	\$125	\$0	
PA Program Application Fee	\$25	\$25	\$0	
Parking (Employee per year)	\$50	\$50	\$0	
Parking Permit (student per semester)	\$40	\$40	\$0	
Private Music Lessons	\$175	\$250	\$75	
Red Cross Certification	\$50	\$50	\$0	
Speech Pathology and Audiology Clinic Fee	\$300	\$0	-\$300	Eliminated: Now in Differential
Study Abroad Fee (per credit hour) 3 months or less	\$100	\$100	\$0	
Study Abroad Fee (per credit hour) > 3 months	\$250	\$250	\$0	
Undergraduate Graduation Fees	\$135	\$135	\$0	
WLU Connect Fee	\$25	\$25	\$0	
Work for Life (plus \$15 per work life credit)	\$375	\$375	\$0	
WVSSAC Fee	\$80	\$80	\$0	PE 371
Zoo Science (per course)	\$1,777	\$1,777	\$0	BIO180, BIO280, BIO380, BIO382, BIO384, BIO386, BIO430, BIO432, BIO434, BIO471, BIO545, BIO547, BIO520, BIO543, BIO545, BIO547, BIO549, BIO552, BIO556, BIO558

SERVICE FEES

	<u>FY22</u>	<u>FY23</u>	<u>Variance</u>
Badges - Student Teacher/DH/Nursing	\$5	\$5	\$0
Diploma Replacement	\$25	\$25	\$0
Late Graduation	\$110	\$110	\$0
Late Payment	\$110	\$110	\$0
Late Registration	\$100	\$100	\$0
Registration Reinstatement	\$25	\$25	\$0
Return Check Charge	\$25	\$25	\$0
Topper Card Damaged	\$10	\$10	\$0
Topper Card Replacement	\$15	\$15	\$0
Transcript	\$9	\$9	\$0
Transcript - Priority	\$25	\$25	\$0
Tuition Payment Plan	\$30	\$30	\$0

West Liberty University
AY 2022 - 2023
Regular Season Athletic Ticket Prices

<u>Event</u>		<u>FY22</u>	<u>FY23</u>	<u>Variance</u>	<u>Unit</u>
Acrobatics and Tumbling	Adult	\$5	\$5	\$0	Ticket
	Student	\$2	\$2	\$0	Ticket
Basketball		\$10	\$10	\$0	Ticket
	Children (12 and under)	\$3	\$3	\$0	Ticket
	Visiting Students with ID	\$3	\$3	\$0	Ticket
	Adult	\$65	\$65	\$0	Season
	Children (12 and under)	\$20	\$20	\$0	Season
	Senior Citizen	\$55	\$55	\$0	Season
Football	Adult	\$10	\$10	\$0	Ticket
	Children (12 and under)	\$3	\$3	\$0	Ticket
	Visiting Students with ID	\$3	\$3	\$0	Ticket
	Adult	\$40	\$40	\$0	Season
	Children (12 and under)	\$10	\$10	\$0	Season
	Senior Citizen	\$35	\$35	\$0	Season
Volleyball	Adult	\$5	\$5	\$0	Ticket
	Student	\$2	\$2	\$0	Ticket
Wrestling		\$8	\$8	\$0	Ticket
	Children (12 and under)	\$3	\$3	\$0	Ticket
	Visiting Students with ID	\$3	\$3	\$0	Ticket

NOTE: University employees presenting ID card at the event are admitted free of charge.

The NCAA permits institutions to provide four (4) comps to each student athlete per contest.
This is a University option.

West Liberty University
AY 2022 - 2023
Summer Camps and Conferences Fees (Summer 2022)

	Independent Camp Conducted by Full-Time WLU Employee	Independent Camp Conducted by Non WLU Employee
Room		
Double (per day / person)	\$15.00	\$15.00
Single (per day / per person)	\$20.00	\$20.00
UPI (2 bedroom / apartment)	\$40.00	\$40.00
UPI (3 bedroom/ apartment)	\$60.00	\$60.00
Panhandle Building (4 bedrooms / apartment)	\$80.00	\$80.00
UP2 (per apartment)	\$30.00	\$30.00
Cabins (per cabin)	\$35.00	\$35.00
Houses (per house)	\$60.00	\$60.00
Board		
Stay on Campus (per day)	\$26.00	\$26.00
Stay off Campus (per occurrence)		
Breakfast	\$7.50	\$7.50
Lunch	\$8.75	\$8.75
Dinner	\$9.75	\$9.75
Damages		
Excessive Cleaning	\$20.00	\$20.00
Improper Checkout	\$20.00	\$20.00
Lost Key	\$150.00	\$150.00
Lock Change	\$25.00	\$25.00
Extended Stay (per night)	\$15.00	\$15.00
Van Rental (Requires qualified University driver)		
Per Mile	\$1.00	\$1.00
Plus per hour	\$15.00	\$15.00
Pool Rental (Requires qualified lifeguard)		
Per Two (2) hours	\$80.00	\$80.00
Facilities: (per day unless otherwise noted)		
Football Field	\$100.00	\$200.00
Soccer Field	\$100.00	\$200.00
Turf Soccer Field and Track	\$100.00	\$200.00
ASRC BB Court	\$75.00	\$150.00
Blatnik BB Court	\$50.00	\$100.00
Blatnik Wrestling	\$25.00	\$50.00
Band Areas	\$50.00	\$100.00
Baseball Field	\$100.00	\$200.00
Softball Field	\$100.00	\$200.00
Tennis Courts	\$50.00	\$100.00
College Hall	\$50.00	\$100.00
Kelly Theatre	\$50.00	\$100.00
Indoor Practice Facility / hour	\$75.00	\$150.00
Classroom (per hour)		
Not to exceed \$100 / day	\$25.00	
Not to exceed \$150 / day		\$25.00
Meeting Room / day	\$100.00	\$100.00
Paint lining of Band Area or Athletic Area (per occurrence)	\$100.00	\$100.00
Special Event	Cost	Cost plus 10%

Highlands Classroom Rental	FY22	FY23	Variance	Percent
First Hour	\$75	\$50	-\$25	-33%
Each Additional Hour	\$50	\$50	\$0	0%
Gary West Event Center				
Cleaning Fee \$50 (additional charge if extensive cleaning needed)		\$50		
Rental fees below do not include a cleaning fee				
Rental Fee - Internal without alcohol		FREE		
Rental Fee - Internal with Alcohol		\$150		
Rental Fee - Outside entity without Alcohol		\$200		
Rental Fee- Outside entity with Alcohol		\$300		

The President of the University may waive facility fees for high school events when it is deemed to be in the best interest of the University.

I. Update on the 5 strategic priorities, objectives, or strategic actions of the Division/Area**Priority #2 Branding****Campus Branding Initiative**

- ASRC external signage design complete.
- Highlands Complex signage design complete.
- Gateway signage design vendor secured.
- Trademark legal vendor secured/final stages of reapplying for WLU trademark.

Priority #3 Community Engagement

Government Relations: On February 22, 2022, President Evans, SGA President Jones and VP Koegler traveled to Charleston to participate in the legislative session. Both Evans and Jones were introduced on the House floor by Delegate Fluharty and after spending time in the capitol, the WLU contingency met with Chancellor Tucker in the HEPC offices. VP Koegler tracked two bills that may have had significant impact on WLU: SB 550 (Anti-Racism – did not pass) and HB 4008 (Funding Formula – did pass).

Highlands Center: Mr. Carl and the EA team are in the final planning stages of a newly visioned Highlands Center, officially now branded as “The Center.” Elements, that are revenue drive, will include:

- Certified Testing Center
- Topper Station Studio
- Behavioral Health Satellite Clinic
- Speech Path and Audiology Satellite Clinic
- Flex Work Space

And potential Highlands Center Partnerships:

- Children’s Museum of the Ohio Valley
- United States Export Assistance Office
- State of West Virginia Crime Scene Training



Alumni Affairs:

- Homecoming is set for Saturday, September 24, 2022.
- Director of Alumni Affairs Amanda Bennett started March 14, 2022.

We are excited to share that we have hired Amanda Bennett as Director of Alumni Affairs. Her official start date is Monday, March 14, 2022.

Amanda is a resident of Wheeling, WV. Her husband is Matt Welsh, a 2002 WLU graduate and founder, owner, chef of Downtown Wheeling's Vagabon Kitchen. She and Matt have a one-year-old son named Owen.

Amanda is a WLU alum and was active on campus as a student. Amanda brings a vast network of recent WLU alumnae. She is very active in the community, she has proven success in all things social media/digital marketing/event planning and above all, she owns a deeply rooted passion for the Hilltop and expresses such through her dynamic and engaging personality – all of which I strongly feel will translate to a dramatic increase in alumni engagement here at WLU.

More about Amanda:

2013 West Liberty University

BS of Business Administration and Management

President Delta Sigma Pi Business Fraternity

Development Office, Phonathon Student Caller

WLU Foundation Scholarship Recipient

Mission Trip Leader, West Liberty, Kentucky Tornado Relief

Member, Alpha Xi Delta Sorority

208 West Liberty University

Master of Business Administration

II. New (Essential) Personnel

Director of Alumni Affairs: Amanda Bennett

III. Information Requested by Committee

N/A

IV. Action Items

N/A

Respectfully submitted,

Jason Koegler

EXTERNAL AFFAIRS

I. Update on the 5 strategic priorities, objectives, or strategic actions of the Division/Area**• Priority #1: ACADEMIC SUCCESS**

- Women's basketball graduate student Audrey Tingle was voted the 2021-22 NCAA Division II Academic All-American® of the Year for women's basketball by the College Sports Information Directors of America (CoSIDA).
- West Liberty's men's and women's basketball programs have now produced at least one NCAA Division II Academic All-American® in each of the last 10 years. In all, 22 Hilltopper student-athletes have been chosen as NCAA Division II Academic All-Americans® since the institution transitioned to NCAA membership in the mid-1990s.
- In addition, sophomore men's basketball standout Bryce Butler was honored as one of only five NCAA Division II Academic All-District selections in voting by the Collegiate Sports Information Directors of American (CoSIDA).

• Priority #2: BRANDING

- Our two new competition wrestling mats were delivered and utilized when West Liberty University hosted the 2022 NCAA Division II Super Region 3 Wrestling Championships.
- Work is now under way on adding power and wireless capability to the West Family Athletic Complex. The Main Street Bank scoreboard has been purchased and will be installed when the power/wireless segments of the project are complete. Branded windscreens have been obtained and will be installed next week in time for the first home track meet in April.

• Priority #3 COMMUNITY ENGAGEMENT

- The athletic department welcomed hundreds of fans to the ASRC for the 2022 NCAA Division II Super Region 3 Wrestling Championships and treated them to a second consecutive regional championship for the Hilltoppers!
- The athletic department and the WLU Foundation hosted a "Main Street Bank Night" in conjunction with the Feb. 16 men's basketball game inside the ASRC. President and CEO Rich Lucas along with several other Main Street Bank officials were publicly recognized and thanked for their valued support and partnership.
- The athletic department, WLU Foundation and the Alumni Association joined in partnership to sponsor the "Topper Takeover" at River City Restaurant in conjunction with the Mountain East Conference Basketball Tournament in downtown Wheeling. The event was incredibly well-attended with fans, friends and supporters taking advantage of the opportunity to meet and mingle before West Liberty's men's and women's basketball games.

• Priority #4: OPERATIONAL EXCELLENCE

- In partnership with provider SIDEARM, Inc., Director of Athletic Operations Rex Lancaster and Sports Information Director Don Clegg oversaw the successful launch of our redesigned and upgraded Athletics website in late February.

• Priority #5: STUDENT EXPERIENCE

- Successfully winning the bid to host the 2022 NCAA Division II Super Region 3 Wrestling Championships enhanced our student experience in multiple ways. Along with providing another on-campus entertainment option for the entire WLU student body, our wrestling student-athletes had far less disruption to their daily routine and were able to win a regional championship in front of their home fans.

- Our wrestling fans, friends and alumni made their presence felt in a big way at the NCAA Division II Nationals in St. Louis, with the announcers noting that WLU had filled nearly an entire section of the arena. Student-athlete Cole Laya, being interviewed on the mat after winning his second straight 125-pound national championship, publicly thanked the "great West Liberty fans" on behalf of his teammates for making the trip in support of the team.

II. SIGNIFICANT ACCOMPLISHMENTS

- The women's team finished second and the men's team placed third in a strong showing for the WLU track program at the MEC Indoor Championships. More than a dozen school records were set during the meet and multi-event standout Adam O'Donnell was named the 2022 MEC Indoor Field Athlete of the Year.
- West Liberty men's basketball capped another MEC Tournament championship run with a 70-59 victory over Charleston in the finals at WesBanco Arena. It was the 15th straight win and third MEC Tournament title for Coach Ben Howlett's Hilltoppers. No other school has won more than one MEC Tournament. Pat Robinson was voted Tournament MVP and Will Yoakum was named to the MEC All-Tournament Team.
- The Hilltopper men also earned their 13th consecutive NCAA Tournament bid – longest active streak in the nation – and were the No. 2 seed at the NCAA D2 Atlantic Region Tournament.
- The West Liberty men led the nation in scoring for the 13th time in the last 16 seasons and were ranked No. 2 in the final NCAA Division II men's coaches poll.
- Women's basketball senior point guard Audrey Tingle set an NCAA Division II single-season record this year with 6 triple-doubles (points-assists-rebounds) and tied the NCAA Division II career triple-doubles record with 7.
- Tingle followed up her first-team All-Mountain East Conference selection by earning a first-team berth on the NCAA Division II All-Atlantic Region Team.
- Men's basketball sophomore Bryce Butler was voted Mountain East Conference Player of the Year and also won NCAA Division II Atlantic Region Player of the Year honors.
- Men's basketball junior Pat Robinson III repeated as a first-team All-Mountain East Conference selection and was a second-team All-Region pick.
- The men's wrestling team won its second consecutive Super Region 3 championship and earned a third-place trophy at the NCAA D2 Nationals in St. Louis. It's the highest national finish of the NCAA era for WLU wrestling and the second highest in more than 50 years.
- Senior Cole Laya won the 125-pound championship for the second straight year and was one of five West Liberty wrestlers to earn NCAA Division II All-America honors in St. Louis.

III. OTHER MATTERS OF FOCUS

- All of our spring sports are currently in action, hoping to compete for conference championships over the next two months.
- We will be hosting the Tim Weaver Track and Field Invitational on April 2 at the West Family Athletic Complex.

IV. NEW (ESSENTIAL) PERSONNEL

None.

V. INFORMATION REQUESTED BY COMMITTEE
None.

VI. ACTION ITEMS
None.

Respectfully submitted,

Lynn Ullom

ATHLETIC DEPARTMENT

I. 2021-2022 Strategic Priorities for the University**A. Priority #1 Academic Success****B. Priority #2 Branding****C. Priority #3 Community Engagement****D. Priority #4 Operational Excellence****E. Priority #5 Student Experience****II. Update on Specific Strategic Objectives**

- Strategic Priority #4 Operational Excellence
 - 4.1 *Assess existing and potential positions for necessity and efficiency.*
Ongoing assessment with each separation and each new hire request. Scrutinizing for necessity and alternative solutions, each replacement/new hire request, with VP of Fiscal Affairs and Division Head due to budget deficit.
 - 4.4 *Encourage effectiveness, efficiency, and innovation through training and workshops.*
 - Brian Schamp, HR, delivered “What is the Need for Written Documentation?” training to 30 People Managers.
 - Dr. Chelsea Robertson facilitated “Promoting Resilience in Academic Settings” for our Spring Semester professional development opportunities for faculty and staff. We placed a recording on Topper Station for those not able to attend in person.
 - Professional Development Task Force identified survey questions that Dr. Robertson compiled in a survey format. The draft is under review of the Task Force with hopes to distribute to campus in April.

III. Significant Accomplishments

- **Employee Appreciation Day** celebrated on March 4 with employee photo recognition on social media, casual attire WLU spirit day, free coffee and hot chocolate at Jazzman's, prizes throughout the day and a special video message from President Evans. Members of the Employee Engagement Committee used an automated number generator to draw prizes throughout the day at 37 minutes after each hour in honor of West Liberty's establishment of 1837. Twenty-eight prizes, including 10 - \$25 gift cards to various community establishments donated by President Evans, WLU swag and two (2) free parking passes for 22-23 were given to faculty and staff.
- The HR team worked countless hours in training and preparing implementation materials for the new HRIS tool that launching to the University at present. This tool will allow faculty and staff easy access to their employment information, manager access for each of their team members, and a user-friendly application process for applicants. It already has been beneficial for reporting purposes. The tool is BambooHR and replaces NEOEd. BambooHR is a performance tool that rolls out in the 22-23 year.
- Fifty-two percent (52%) of faculty and staff completed the Annual Required Training assignments. Employees have 60 days to complete three assignments that are required for Title IX compliance, Department of Education compliance and WLU operations. Assignments are completed online through Vector Solutions and include:

- Building Supportive Communities (Title IX)
- Data Security
- Drugs and Alcohol at Work
- Diversity, Inclusion and Belonging course is set to release to faculty and staff in April. Dr. Akassi, Kate Billings, and CHRO set the course for all employees including new hires and all students as an ongoing requirement with the previously mentioned courses.
- Ongoing Health and Safety Training completed this period:
 - Blood borne Pathogen: 11
 - Driver's Safety: 18
 - Lab Safety: 2
 - MSDS: 1
 - Back Safety: 1
 - Sleet Tips: 1

IV. Other Matters of Focus

- Separations (February through March 18): 3 Staff
Total Headcount is 329: 184 Staff and 145 Faculty
- COVID Positive Cases for Faculty/Staff:
 - February: 6 COVID Positives (4 vaccinated)
 - **March: Zero (0) cases reported among faculty/staff**
- WV Governor announced pay increases for state employees. It does NOT include Higher Education employees. This is a point of frustration for all.

V. New Personnel (February 1 through March 28, 2022)

- Director of Alumni Affairs
- Faculty – Leadership Education in College of Education/Human Performance
- Trades Specialist – Plumber
- Custodian
- Accounts Payable Manager
- Administrative Assistant – College of Business
- Administrative Assistant – Admissions

VI. Governance Committee

- Board Self-Evaluation results shared and scheduled to review with full Board at next meeting.
- Presidential Annual Review process discussed

Respectfully submitted,

Diana Harto

I. Update on the strategic priorities, objectives, or strategic actions of the Division/Area

- Building Access and Surveillance Upgrades
 - Project to replace Building Access System Campus Wide
 - Approximately 100 additional Surveillance Cameras.
 - Building Access is initial focus – Due July 22
 - Surveillance follows building access
- Cash Register System
 - Current System End of Life
 - Replacement Pending – Vendor Delays
- Document Management Project (Covid Funding)
 - System implementation begins in January
 - Digital storage and attachment of source documentation to records (Student, Financial, Procurement, etc.)
- Housing Management Software Integration
 - Initiative to increase productivity in Housing integrating Adirondack (Housing) to Banner (Finance System)
 - Testing In Progress – Completion in April
- Highlands Renovations
 - Distance Learning Room
 - Testing Center – Revenue Generation from 3rd Party Online Testing companies
 - Awaiting Architectural Design
- CARES Act Funding
 - Work has been completed to allocate the Federal Funding
 - Projects include
 - HVAC renovations - Library
 - Distance Education Upgrades
 - Remote Workforce Upgrades
 - Cyber Security Upgrades – Firewall Replacement
- Faculty Technology Survey
 - 2021 / 2022 Survey Completed
 - Results available upon request

II. Other Matters of Focus

- Main Hall Roof
 - Bids have been received and a vendor chosen.
 - Cost = \$860,000
 - Work to Begin in Spring 2022
- ADA Compliance Needs
 - There is an existing listing of required ADA needs.
 - Evaluation and inclusion in the Facilities Master Plan underway.
 - ADA sidewalk and paving issues in planning for Spring/Summer execution
- Aquatic Conservation Center- New Facility
 - Received Notice to Proceed
 - Original Site Cost Overruns – Contemplating Alternative Site

- Soccer Field – Power and Scoreboard completion underway
- Energy Conservation Contract – Renewal under investigation
- Student Housing Entertainment Project
 - Investigating wireless and streaming entertainment upgrades for students
- Data Center Security Upgrades
 - Structural Needs
 - Access Upgrades

III. Personnel

- IT has a long-time employee resignation. Replacement requisition in approval cycle.
- Housekeeping continues to fill openings – Applications are limited.

Respectfully submitted,

Joe Rodella

I. Update on the 5 strategic priorities, objectives, or strategic actions of the Division/Area: WLU Foundation

- Priority #1 Work with WLU to build awareness of the Foundation as they together strive to create a culture of philanthropy
- Priority #2 Support future growth by improving the governance model, staffing structure, and resources of the Foundation
- Priority #3 Develop a robust fundraising model that sustains the WLU Foundation long term and builds on the endowment.

The WLU Foundation Strategic Priorities are supportive of the following WLU Strategic Priorities: Organizational Excellence Goal 3: Develop resource management strategies to support the university's mission.

II. Significant Accomplishments for FY22 Quarter 2 & most of Q3 (July 1, 2021-March 18, 2021):

- \$1,800,000 revenue from fundraising through 03/18/22
- 20% ahead of last fiscal year during the same period
- \$321,000 in Annual Fund
- \$375,340 in Endowment including 3 new scholarship endowments and one new departmental endowment
- 311 new donors
- 50.2% retention rate 10% higher than the industry average
- In conjunction with Athletics, we hosted multiple recognition events during basketball season for top donors

III. Other Matters of Focus

- Open position for a Director of Development is not filled yet. We will be reposting it.
- WLUF Strategic Planning Process Update: The Strategic Planning Committee met once and is scheduled to meet again on March 31. We sent a SWOT survey to stakeholder groups and are now summarizing and analyzing data. There will be a dinner event at Highlands Event Center on April 21 for WLUF members, University leadership, and BOG to kick off the WLUF Board of Director planning meeting on April 22. An invitation will be sent the week of March 21.
- FY22 Minimum Fundraising Goal of \$1.8M already reached now we will turn our focus toward the target goal of \$2 Million
- Day of Giving April 6th 2022, already secured \$70,000 in corporate sponsorship and matching gifts. We are working with the entire campus community to make it a successful campaign.
- Development Planning process for FY23 has already begun and will continue throughout the month of April.

IV. New (Essential) Personnel
None.

V. Information Requested by Committee
None.

VI. Action Items
None.

Respectfully submitted,

Angie Hill

I. 2021-2022 Strategic Priorities for the University

- A. Priority #1 Academic Success
- B. Priority #2 Branding
- C. Priority #3 Community Engagement
- D. Priority #4 Operational Excellence
- E. Priority #5 Student Experience

II. Update on Specific Strategic Objectives

- **Priority #1: Academic Success**

- **Objective 1.5: Offer Students a wide array of co-curricular activities and programs.**

- Online workshop trainings in Diversity, Equity and Inclusion and also Title IX, which employees and students will receive a "Certificate of Completion," will be required for everyone to complete every year. The inaugural online training for Diversity Equity and Inclusion will be distributed to all students March 23, 2022 and all employees April 2022. All students, faculty and staff will have until the end of the semester to complete the training, and ongoing statistical data will be collected through pre-test and post-test.
- During Black History Month several events and activities were provided on campus, including a Creative Arts Therapy Gallery exhibition, *Pioneers of Color*, which include artwork by educators, activists, and art therapists. The exhibit was available until February 25, 2-2022.
- On February 14, 2022 the campus recognized prominent African Americans by adding full sized cutouts of leaders and famous people, including to enlighten the West Liberty University about prominent citizens of African descent in the United States of America.
- The cafeteria, MarketPlace, served African/African American dishes, and the students enjoyed traditional foods, including Black Eyed Peas, cornbread, African American Sweet potatoes, greens, etc., .
- On February 23, 2022 President Evans and Dr. Akassi spoke to the Panhellenic Council.
- On February 24, 2022 WLU took part in an African American Read-In, honoring Black History Month.
- Currently during Women's History Month, there are several events and activities for the month of March 2022, including panel discussion on March 16, 2022 in the Student Union. The panel discussions are free and open to the public.
- A "What Were you Wearing?" Art March 23, 200 Workshop will take place in the Student Union. This event will give voice to those who are survivors of sexual assault.
- There will be a reading of the "Vagina Monologues" on March 28, 2022 at noon in the Union Ballroom at 12:00 p.m.
- On March 31, 2022 in the Union Ballroom from 11:00 a.m. till 1:00 p.m. there will be "Trans Day of Visibility."
- On Thursday, the inaugural Multicultural Initiative for Women of Color Mentorship Group will host a Multicultural awareness in the BOG Conference.
- On March 25, 2022 A Second Chance Prom will be held at the Gary E. West Center for West Liberty University students who did not attend their high school prom.
- On March 31, 2022 there will be a Multicultural "Meet and Greet" for all students of color to build a strong support system for minority students.
- On April 26, 2022 DEI will host it's inaugural Lavender Celebration Ceremony for all graduating seniors that identify as LGBTQIA.
- On April 31, 2022 DEI will host the inaugural Multicultural Celebration Ceremony for all students of color and international students.
- **Priority #2: Branding**
 - **Objective 2.2 Reinforce and expand the university's reputation as a premiere institution in the region.**
- The Office of Diversity, Equity and Inclusion launched the inaugural *West Liberty University's DEI Newsletter*. The publication will publish electronically once per month. The purpose for the newsletter is to cultivate diversity, equity, and inclusion through articles, creative pieces, and research produced by students, faculty, staff, and the global community at large.
- The Office of Diversity, Equity Inclusion has an official logo, which is featured below as part of an effort to bring visibility and branding to DEI.



DIVERSITY

- The Office of DEI will host a weekly television show, *Your Voices Matter* weekly devoted to prominent people in the DEI field. Including practitioners.
- The Office of Diversity, Equity and Inclusion are planning to have an inaugural national and international DEI Conference, *International Association of Diversity, Equity, and Inclusion In Higher Education* to be held once per month.
- The Office of Diversity, Equity and Inclusion will publish an in house annual academic, peer reviewed referee journal, beginning Fall 2022. The purpose for the journal is to cultivate awareness regarding DEI from the latest research, data, and community engagement projects.

Priority #3: Community Engagement

Objective 3.2 Facilitate community-based learning opportunities for students

- Currently during Women's History Month, there are several events and activities for the month of March 2022, including panel discussion on March 16, 2022 in the Student Union. The panel discussions are free and open to the public.
- A "What Were you Wearing?" Art March 23, 200 Workshop will take place in the Student Union. This event will give voice to those who are survivors of sexual assault.
- There will be a reading of the "Vagina Monologues" on March 28, 2022 at noon in the Union Ballroom at 12:00 p.m.
- International students are required to complete at least 20 community service hours each semester depending on their program. We have already contacted the soup kitchen in Wheeling to start the process for volunteers.
- American Host Families- An important component for our international students is connecting our students with American host families to get a deep understanding about American culture and society. We are already working with West Liberty Elementary School and other community sponsors to engage them into volunteering.

Priority #4: Operational Excellence

Objective 4.5 Ensure a performance-based culture driven by data and best practices.

West Liberty University is ranked #8 as most diverse institutions in the state of West Virginia with 71 international students representing 35 countries. In addition, we are almost even with a female to male ratio, with female students leading by seven. Moreover, we currently have approximately 106 students who identify as having African/African American descent, which includes mixed race students as well with African descent.

Ethnicity Report - March 1, 2022 Admissions Report Supplemental

IPEDS Ethnicities	IPEDS Hispanic True	IPEDS Hispanic False	First Time Freshman	Transfers	International
American Indian or Alaska Native; Black or African American	2	1	1	1	0
American Indian or Alaska Native; Black or African American; White	1	1	0	1	0
American Indian or Alaska Native; Race/Ethnicity Unknown	1	1	0	1	0
American Indian or Alaska Native; White	11	2	9	11	0
Asian	6	2	4	6	2
Asian; Black or African American	1	1	0	1	0
Asian; Black or African American; White	2	0	2	2	0
Asian; Native Hawaiian/Other Pacific Islander; White	1	0	1	1	0
Asian; White	2	0	2	2	0
Black or African American	64	1	63	56	4
Black or African American; White	33	1	32	32	1
Black or African American; Native Hawaiian/Other Pacific Islander(1)	1	1	0	1	0
Blank	36	10	26	36	1
Native Hawaiian/Other Pacific Islander	2	1	1	2	0
Native Hawaiian/Other Pacific Islander; White	1	0	1	1	0
Prefer to not respond	7	1	6	7	0
Race/Ethnicity Unknown	1	0	1	1	0
White	947	27	920	902	7
White; Race/Ethnicity Unknown	1	0	1	1	0
Totals	1120	50	1070	1065	14*

* 14 International Students are included in the total numbers (10 First Time Freshman, 4 Transfers)

Currently students that identify as white remain the consistent majority with approximately 947 in comparison to African and African Americans at 98; Indian or Alaskan at 15; Asian at 9; and Native Hawaiian or Islander at 3. While diversity is not only represented by race and gender—there is an apparent significant difference in the number of white students in comparison to those of color and international students, respectively. There is a need to increase the enrollment for students of color and international students.

- West Liberty University has the largest population of international students from Germany (6), Russia (5), and England (5). However, other country representations are scarce. There is a need to increase a more diverse population of international students and to also provide DEI Workshops on promoting inclusiveness among international students and to encourage awareness and a stronger sense of belonging and acceptance among American students at West Liberty University.

	Faculty and Staff				
	Jan 2022- Present	Jan 2021-Dec 2021	Jan 2020-Dec 2020	Jan 2019-Dec 2019	Jan 2018- Dec 2018
African American	14	13	6	3	1
Asian	7	6	5	4	3
Hawaii Pacific	2	2	1	0	0
Hispanic	2	2	1	1	1
Native American Indian	0	0	0	0	0
Unknown	26	26	24	18	12
White	433	425	342	210	157
	Students				
	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017
2 or more	151	101	83	81	76
Asian	27	21	24	16	20
Black	97	107	80	93	92
Hispanic	13	15	12	14	13
Native American Indian	2	1	1	1	1
Other	1	1	0	0	0
Pacific	2	3	3	4	4
Unknown	175	292	363	431	418
White	1860	2091	1982	1939	1964
Female	1468	1686	1633	1637	1610
Male	843	938	915	940	978
Non-Identify	17	8	0	2	0

- According to the data in the Table above, West Liberty has the highest number of employees of color to date with 14 African Americans; 17 Asians; 2 Hawaiian Pacific; 2 Hispanic; and 26 unknowns. In regard to the students over the past five years, the number of students of color have been at a plateau with the highest number in for Blacks in 202 at 107; the highest number of Hispanic in 2018; the highest number of Native American Indian this year at 2; and the highest number of Pacific in 2017 and 2018 at 4. In addition, we had the highest number of male students in 2018 and the highest number of female students in 2020. The data shows a need for an increase in students of color and a need for an increase in male students, overall.
- The Director of Institutional Research & Effectiveness (IR&E) is working to complete spring IPEDS.
- IR&E created a data form request link for campus-wide request of data. This will be used oppose to emails for better tracking and customer service. [Data Request form](#)
- The Director of IR&E and Dr. Akassi are working with Mr. Wise to launch Dashboards for Institutional Effectiveness' website page and the DEI website page. All institutional data will be transparent on the WLU website for greater access to data while cultivating a one-stop-shop initiative for all institutional data.

TOP 10 FAST FACTS ABOUT

Why West Liberty University?

FOLLOW & SHARE THIS USEFUL INFORMATION



First institution of higher education in West Virginia.

US News and World Report ranks West Liberty University #59 in Regional Universities South, #30 in Top Performance on Social Mobility, #27 in Top Public Schools.

2,335 students enrolled in 2021-2022 academic school year.

Ranked #8 among diverse colleges and universities in the state.

11:1 Student-to-faculty-ratio, 71 International students from 35 countries, including Angola, Armenia, Bangladesh, Bolivia, Brazil, China, Canada, Colombia, Democratic Republic of Congo, France, Germany, Ireland, Italy, Laos, Malawi, Mexico, Mongolia, Nepal, Netherlands, New Zealand, Nicaragua, Pakistan, Philippines, Russia, Spain, Switzerland, Tunisia, Ukraine, United Kingdom, Uzbekistan, and Venezuela, 162 out of state students, and 971 students reside on campus.

82 academic majors, leading to a Baccalaureate and/or Master degrees.

Proud members of the NCAA Division II Mountain East Conference with over 508 student athletes involved in 20 intercollegiate sports on campus.

Graduated more than 30,540 degrees—27,473 Bachelor degrees; 2,275 Associate degrees, and 792 Master degrees.

West Liberty University's Alumni represents more than 20,000 diverse alumni.

Over 60+ student activities, organizations and clubs.

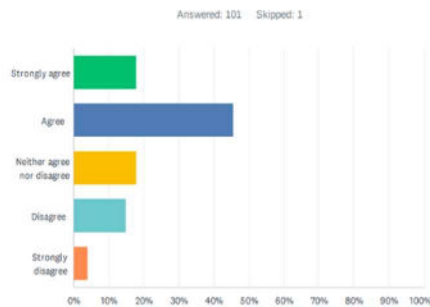
Top 10 Fast Facts

- The above *Top 10 Facts* Table will be updated on the Instituted Effectiveness page and the About page, the West Liberty University website page, and the Diversity, Equity and Inclusion dashboard page in order to provide transparent and updated information on diversity and inclusion.

DIVERSITY

In the following three Tables below, 101 students at West Liberty University completed an anonymous survey regarding diversity, equity and inclusion by students.

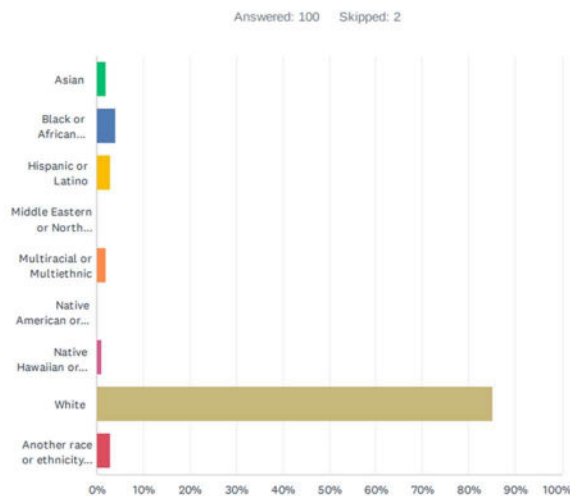
Q7 West Liberty University has a diverse student body.



ANSWER CHOICES	RESPONSES
Strongly agree	17.82% 18
Agree	45.54% 46
Neither agree nor disagree	17.82% 18
Disagree	14.85% 15
Strongly disagree	3.96% 4
TOTAL	101

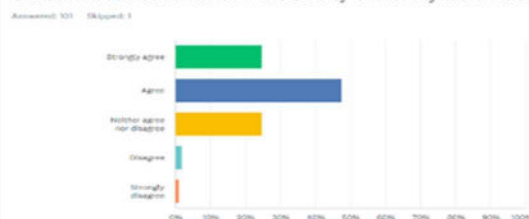
In the following Table, the data shows that while the quantitative percentage shows that approximately 62% believe West Liberty is diverse, the qualitative data and the 37% of minorities from this question believe that West Liberty is not diverse in its student body. Diverse represents one's race, class, gender, socioeconomic status, sexuality, first generation, health, etc., Therefore, it is vitally important to focus in on increasing the diversity population among various groups at West Liberty University.

Q2 What is your race or ethnicity?



The table above shows most respondents identify as white while marginalized groups of color represent the minority. Emphasis should be critically assessed qualitatively. The few responders of color also demonstrates the lack of diversity and inclusiveness in employee participation and the hiring of people of color in order to have more equitable and realistic data and support.

Extracurricular activities at West Liberty University are diverse and inclusive.



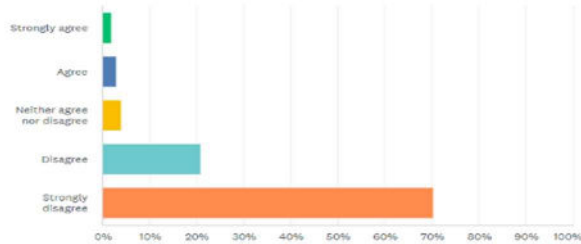
ANSWER CHOICES	RESPONSES
Strongly agree	21.79% 22
Agree	47.52% 48
Neither agree nor disagree	21.79% 22
Disagree	5.99% 6
Strongly disagree	2.99% 3
TOTAL	101

In the following Table, while the majority believe West Liberty University offers diverse and inclusive extracurricular activities on campus, approximately 28% are neutral or disagree.

DIVERSITY

I believe West Liberty University should not be a diverse and inclusive institution.

Answered: 101 Skipped: 1

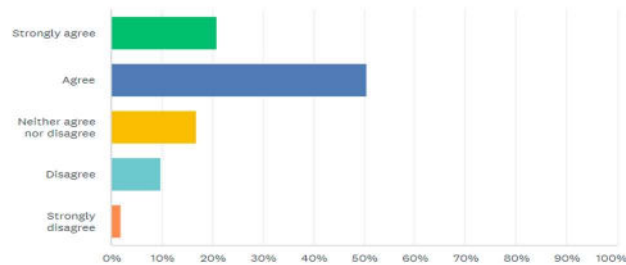


ANSWER CHOICES	RESPONSES
Strongly agree	1.98% 2
Agree	2.97% 3
Neither agree nor disagree	3.96% 4
Disagree	20.79% 21
Strongly disagree	70.30% 71
TOTAL	101

The following Table shows that while the majority agree that West Liberty University should be a diverse and inclusive institution, there is a percentage that do not want WLU to be diverse and inclusive.

The lessons in my classes are diverse and inclusive at West Liberty University.

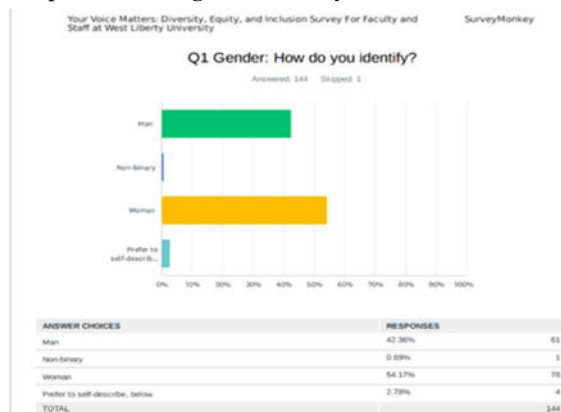
Answered: 101 Skipped: 1



ANSWER CHOICES	RESPONSES
Strongly agree	20.79% 21
Agree	50.50% 51
Neither agree nor disagree	16.83% 17
Disagree	9.90% 10
Strongly disagree	1.98% 2
TOTAL	101

Approximately 26% of the students do not feel, or neutral—that their lessons in class are diverse and inclusive.

The next three charts represent findings from faculty and staff at West Liberty University.



The following table shows that 1 employee identifies as non-binary; 4 prefer to self-identify; 42.36% identify as a man while 54.17% prefer to identify as a woman. The data reveals that while the percentage is small, there is a need to acknowledge and provide awareness workshop trainings in gender identity, which will be offered through the DEI Workshop Training series as well as the required online DEI workshop training, which leads to a Certificate of Completion.

The following table shows most respondents identify as white while marginalized groups of color represent the minority. Emphasis should be critically assessed qualitatively. The few responders of color also demonstrates the lack of diversity and inclusiveness in employee participation and the hiring of people of color in order to have more equitable and realistic data and support.

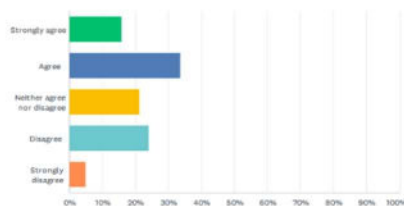
Q2 What is your race or ethnicity?

Answered: 100 Skipped: 2



Q13 West Liberty University represents a diverse group of people (e. race, gender, identity, age, disability, sexual orientation, education, etc.).

Answered: 145 Skipped: 0



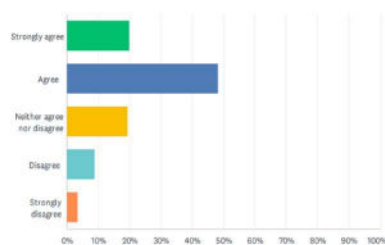
ANSWER CHOICES	RESPONSES	
Strongly agree	15.86%	23
Agree	33.79%	49
Neither agree nor disagree	21.38%	31
Disagree	24.14%	35
Strongly disagree	4.83%	7

Your Voice Matters: Diversity, Equity, and Inclusion Survey For Faculty and Staff at West Liberty University

SurveyMonkey

Q14 West Liberty Values diversity, equity, and inclusion.

Answered: 145 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	29
Agree	48.28%	70
Neither agree nor disagree	19.31%	28
Disagree	8.97%	13
Strongly disagree	3.45%	5
TOTAL		145

According to the data in the Table a, our employees are almost split between whether they believe West Liberty University represents a diverse group of people with 33.79% agreeing; 15.88% strongly agreeing; however, 21.38% are neutral, 24.14% disagree, and 4.8% strongly disagree. As a result, there is a need for ongoing DEI training and workshops for all employees, which should be completed annually both online and face-to-face.

The following Table shows approximately 30%, which is higher than the minority population at West Liberty University—believe that West Liberty University does not value diversity, equity, and inclusion. However, approximately 68% agree or strongly agree that West Liberty University does value diversity, equity, and inclusion. The findings demonstrate a need for ongoing training and workshops in diversity, equity, and inclusion for all employees at West Liberty University.

DIVERSITY

Priority #5: Student Experience

- **Objective 5.4 Provide safe, secure, appropriate, and accessible spaces for all students.**
 - WLU currently has ten exchange students through four U.S. Department of State Exchange Programs. As part of these programs these students have to complete 20 hours of community service and the interested students participate in the American Family Friendship Program.
 - Only one program required one of our exchange students to live with an American Host Family for an entire semester. A host family has been found for this student.
 - Our exchange students are in the process to finalize their required hours of community service and the students interested in having an American Friendship Family have been introduced to their friendship family. We only have one student that expressed interest for whom we currently do not have a family. Her original family withdrew as they had a death in the family. We are in the process of finding a different friendship family for her.

III. Other Matters of Focus

During the first 60 days of assessment through quantitative, qualitative, and interviews with students, faculty, and staff—findings show that while West Liberty University has a long history of less diversity among students and employees of marginalized groups (ie., people of color, LGBTQIA+, disabilities, first generation)—the majority of faculty, staff, and students at the institution want and support diversity, equity, and inclusion. The majority are open to learning more about diversity, equity, and inclusion. And the majority sincerely want to become more aware of high impact practices to dismantle unconscious biases, prejudgments. West Liberty University has the potential and ability to lead among diversity, equity and inclusion initiatives not only in the state of West Virginia, but nationwide. In order to take the lead as the model Rural Serving Institution for diversity, equity, inclusion—we must evolve into being proactive—not reactive. We must all commit to the DEI workshop trainings and become actively engaged through the television station; the academic journal; the newsletter publications; the collection of ongoing assessed data regarding diversity, equity and inclusion from each unit or division each year. All faculty, staff, and students must hold each other accountable. All faculty, staff, and students must all be committed and dedicated to cultivating our awareness, knowledge, and wisdom regarding diversity, equity, and inclusion at West Liberty University. This report is a living document and ongoing reports will be taken, assessed, and honored in the

IV. New (Essential) Personnel

- Maureen Golick - Director of Institutional Research and Effectiveness

V. Information Requested by Committee

N/A

VI. Action Items

N/A

Respectfully submitted by:

Dr. Monique L. Akassi
Special Assistant, DEI & Strategic Initiatives