



# WEST LIBERTY UNIVERSITY

2021 Program Review

## DEGREE PROGRAMS

BS Chemistry, BS Creative Art Therapy, BA Elementary and BA Secondary Education, BS Psychology, and BS Visual Communication Design

# Program Review Summary 2020-21

BS Chemistry-Interim Chair Douglas Swartz, Ph. D.

## Program Strengths

1. Faculty are well credentialed, highly productive, knowledgeable, and enthusiastic. They demonstrate a genuine caring attitude toward their students and the program.
2. Curriculum aligns well with the recommendations of the American Chemical Society
3. Campbell Hall offers both instructional and laboratory space that is sufficient, and provides the most up-to-date laboratory spaces with adequate storage for instrumentation and chemicals.
4. Program continues to produce quality, high performing students with 50% of graduates going on to professional programs or graduate school.

## Program Challenges

1. Faculty workload is a challenge with respect to the ability of faculty to advance their own research or pursue professional development opportunities.
2. There is a lack of discipline specific resources available in the Library, and there is no access to chemistry e-journals.

## Recommendations

1. Acquisition of online chemistry journals for students and faculty
2. Maintain faculty workload to the nominal 12 hours per semester
3. Require and offer a calculus-based physics course sequence
4. Increase or have dedicated funding for professional development and engagement in professional organizations.
5. Meet with administration to discuss a strategic vision for the chemistry program.

**Productivity Standards** (HEPC Series 10) Programs meet at least 1 of 2 indicators in a five year average.

- 1) Degrees Awarded = 5
- 2) Enrollment = 12.5

### Chemistry (5-YR-AVG)

- 1) Degrees Awarded = 4.4
- 2) Enrollment – 18.2

## Assessment of Student Learning

The process for assessment of student learning centers on three broad-based student-learning outcomes designed to assess student's knowledge and application of chemical concepts, laboratory skills, and scientific literature. Direct and indirect assessment measures are implemented and pre- and post-tests administered. The general studies outcomes for communication and analysis are fully integrated into the program.

Program SLOs	Direct Measures	Indirect Measures
1. The student will demonstrate applications of chemical concepts to the specific field of study.	CHEM 110 & 112 (pre- post-assessment) CHEM 420 (oral presentation) CHEM 485 (oral presentation)	CHEM 485 (exit interview)
2. The student will display fundamental chemistry laboratory skills as related to the specific course undertaken.	CHEM 320 (lab practical)	In development for Organic Chemistry Lab (CHEM 341)
3. The student will evaluate and communicate scientific literature and advances in either written or verbal form to others.	CHEM 420 (oral presentation) CHEM 485 (oral presentation)	CHEM 485 (exit interview)

General Chemistry I - CHEM 110 is the first semester course of the general chemistry sequence. Topics are quite mathematically challenging, and students often come unprepared. However, based on the pre/posttest assessment data, students are improving markedly! Only direct assessments are collected for this period, but indirect methods including post exam and post course surveys are in

## Program Review Summary 2020-21

development. The information obtained from this analysis is shared with all instructors of the course for collaborative modification as needed. Curriculum changes have included moving material from CHEM 110 to CHEM 112 and reverse to reinforce concepts as needed based on the above assessment data. From 2016 to 2019 students enrolled in CHEM 112 showed a significant increase in performance from pre- to post-test.

General Chemistry II – CHEM 112 is the second semester course of the general chemistry sequence. Topics are quite mathematically challenging, and students often come unprepared. However, based on the pre/posttest assessment data, students are improving markedly! Based on these assessment results, modifications to the CHEM 112 course and the general chemistry sequence have been adopted and are currently being implemented. Only direct assessments are collected for this period, but indirect methods including post exam and post course surveys are in development. The information obtained from this analysis is shared with all instructors of the course for collaborative modification as needed. Curriculum changes have included moving material from CHEM 110 to CHEM 112 and reverse to reinforce concepts as needed based on the above assessment data.

Analytical chemistry lab is the first course in the quantitative analysis sequence and this laboratory serves to build and hone the laboratory techniques introduced in general chemistry. Most students come into analytical chemistry lab recognizing the terminology of laboratory techniques, however cannot sufficiently carry out an experiment. Given a semester of learning, most students can proficiently carry out similar tasks associated with the chemical industry. These assessments are used to revise analytical laboratory curriculum with respect to common deficiencies found through the laboratory practical process. This information is shared with the chemistry faculty and staff at the conclusion of each semester analytical chemistry laboratory is offered.

Instrumental analysis is one of the last courses taken before the capstone. Most students in instrumental analysis have completed general chemistry (I. & II.), organic chemistry (I. & II.), and analytical chemistry hence the quantitative analysis proposal serves as a good platform to prepare for chemistry capstone. The broad societal and environmental impact of course topics enriches the student's self and cultural awareness perspective. Assessment information is shared with faculty and staff at the end of the semester and has played a role in developing the chemistry curriculum. (along with chemistry capstone, In addition to Capstone - CHEM 485, another new course was introduced in the fall of 2020, Chemical Writing and Reports CHEM 286, which requires students to research chemical literature topics and give presentations reinforcing their research, writing, and communication skills.

### Assessment Timeline

Program SLOs	3-YR Data Collection Plan		
	2020-21	2021-22	2022-23
The student will demonstrate applications of chemical concepts to the specific field of study.	Due to COVID 19 no new assessment will be implemented due to differentiated instruction (i.e. remote, hybrid, lack of hands on laboratory experiments)	CHEM 110/112* Pre- post-test, student surveys CHEM 340/342# Pre- post-test, student surveys	Continuation of 2021/22 CHEM 321 lab practical CHEM 420* oral presentation CHEM 485* oral presentation and subject matter test
The student will display fundamental chemistry laboratory skills as related to the specific course		CHEM 111/113# Lab report assessments CHEM 341, 343# Lab report assessments	Continuation of 2021/22 CHEM 321 lab practical
The student will evaluate and communicate scientific literature and advances in either written or verbal form to others		CHEM 286, 341/343# writing assessments with common rubric CHEM 286 presentation assessment with common rubric	Continuation of 2021/22 CHEM 420* oral presentation CHEM 485* oral presentation

\*current assessment measure/#anticipated assessment measure

## Program Review Summary 2020-21

### Program Improvement Efforts

1. CHEM 110, general chemistry 1, is the first semester course of the general chemistry sequence. Topics are quite mathematically challenging, and students often come unprepared. However, based on the pre/posttest assessment data, students are improving markedly! Only direct assessments were collected for this period, but indirect methods including post exam and post course surveys are in development. The information obtained from this analysis is shared with all instructors of the course for collaborative modification as needed. Curriculum changes have included moving material from CHEM 110 to CHEM 112 and reverse to reinforce concepts as needed based on the above assessment data.
2. The chemistry program has identified “writing” as a deficiency in its assessment mechanisms and is seeking incorporate this into its program assessment in the not too distant future. The creation of a new course Chem. 286 – Chemical Writing and Reports is a prime location for this assessment and will be incorporated once this course has established a consistent cycle in the chemistry schedule.

### Student Placement Data

Term/Year	Employer	Grads
Spring 2015	Klear Energy Services	1
Spring 2016	Covestro	1
	Unknown	2
	Colgate Palmolive	1
	Touchstone Labs	1
	Troy	1
	Graduate School	3
Spring 2017	Graduate School	1
Fall 2018	Unknown	1
Spring 2019	Thermofisher	1
	Unknown	3
	Graduate/Professional School	4
	Touchstone Labs	1
Spring 20	Unknown	1
	Graduate/Professional School	3
	Teeney Foods	1

## Assessment and Accreditation Committee Recommendations

### Program: Chemistry

Action Decided by the University Assessment and Accreditation Committee: Decision Date: **February 26, 2021**

☒ Spring 2021 assessment **plan approved**

#### Next Chemistry 5-Year Program Review Submission

☒ External consultant **fall 2025**

☒ BOG Program Review ([assessment update](#) and [HEPC summary document](#)) **February 1, 2026**

### Chemistry Program Assessment Review

The program has made improvements in programmatic assessment since the last review, and we want to commend your progress. It is obvious that you take the task of developing programmatic assessment and using your findings to continuously improve your student's ability to achieve the SLOs. We look forward to seeing how your program continues to develop in the future.

### Student Learning Outcomes

The program has developed three SLOs that are clearly and specifically stated. Each objective uses action verbs reflective of Bloom's hierarchy and are appropriately rigorous for a bachelor's level program. The committee suggests that since this is a programmatic assessment, references to completing specific courses should be removed. It may be that you are trying to convey that students will display competence in the fundamental chemistry laboratory skills needed to work in a variety of lab environments competently, safely, and ethically, which encompasses displaying skills in a specific lab course.

### General Studies Integration

The program has integrated GS SLOs into the programmatic assessment for the goal of communication. It appears that the assessment coordinator may have misunderstood section of the template regarding analysis. General studies integration is not referring to how you assess specific GS SLOs in the general studies courses you teach, but rather how you assess student's ability to apply major concepts and methods for the purposes outlined in the GS SLO for Analysis. Some committee members felt that the explanation for how Self & Cultural Awareness would be assessed was vague and suggested reviewing the description to include self-awareness such as "evaluating the role of chemist in society" or "demonstrating the ability to work on teams with others from different backgrounds."

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#### Committee Membership

Tammy McClain, Chair; Craig Crow; Shannon Halicki; Stephen Richards; Susan Ridley; Paula Tomasik

## Assessment and Accreditation Committee Recommendations

### Assessment Method (Measures-Instruments)

The program has identified several direct and indirect measures of the program goals. The committee was not clear on how the post- test in the GS course was being used as a programmatic assessment. In combination with the pre-test, it appears to be an assessment of attainment of course goals which would presumably require a more limited skill set than what one would expect for graduates. One suggestion was to ensure linkage between the program outcomes measured in CHEM 110 with those measured in CHEM 485 to ensure that students respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

### Location of Measures

One SLO has an assessment measure at multiple points throughout the program. The committee suggests that developing or identifying ways to assess skills in the other SLOs across time may yield valuable information to you about how students' progress toward the program SLOs. One suggestion is that you may want to develop additional indirect measures such as alumni surveys at x number of years after graduation as we know that students often develop a greater appreciation for their education after they have been able to use it in real-world settings. Employer and internship supervisor surveys may also provide you with valuable insights as to what competencies are expected and how students meet those expectations. It may also be useful to include some earlier measure of communication and lab skills to demonstrate value added as well as incrementally demonstrating skill attainment throughout the program. The committee wondered whether students are expected to meet the second SLO by year 2 or 3 or are they expected to continue progressing in their professionalism as they progress toward graduation?

### Implementation of Program Assessment Plan

The program clearly shows how assessment findings have been used in recent program revisions or considerations and has either taken steps or identified a plan for further program improvement. This includes developing a new course to enhance students writing and presentation skills.

### Timeline for Continuous Improvement

The program has articulated a plan for assessment implementation over the next two academic years that outlines specific goals and anticipated outcomes that will result. The committee recognizes that the template may not be as clear about the start date of this timeline as we intended. The intent of the timeline was to outline plans for data collection over the next three years beginning with the academic year following the academic year in which the committee review takes place.

## Assessment and Accreditation Committee Recommendations

Program Review Rubric	(5) pts Evidence of Exemplary Full implementation	(4) pts Evidence of Partial Implementation/Revisions	(3) pts Evidence of Initial Implementation/Revisions	(2) pts Evidence of Planning	(1) pt Planning is not Indicated
Student Learning Outcomes	Program has developed at 3-6 SLOs that are measurable, student-centered, and reflect the core outcomes of the program. ←	Program has developed 3-6 SLOs, but they are not all measurable, student-centered, outcome based, and/or reflective of all of the core outcomes of the program	Program has stated some SLOs, but they are not measurable, student-centered, outcome-based, and reflective of all of the core outcomes of the program.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
General Studies Integration	Program has assessed and measured all General Studies SLOs as part of its assessment plan ←	Program has assessed and measured two General Studies SLO as part of its assessment plan	Program has assessed and measured one General Studies SLO as part of its assessment plan	Program has not assessed and measured GS SLOs as part of its assessment plan but has articulated a plan to integrate GS SLOs into program assessment	Program has not articulated a plan to integrate GS SLOs into program assessment
Assessment Method (Measures-Instruments)	Program has described multiple assessment measures (both direct and indirect) that relate to each program SLO.	Program has described at least one assessment measure (direct and/or indirect) that relates to each program SLO. →	Program described at least one assessment measure that relates to at least one SLO.	Program described assessment measures being considered that relates to at least one SLO.	Program has not described a method for measuring its SLOs.
Location of Measures	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program. →	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program has articulated a plan for implementing assessment measures in specified locations but has not implemented them.	The program has not specified locations for implementing assessment measures in the program.
Implementation of Program Assessment Plan	Program has provided aggregate data on each program and GS SLO and has clearly shown how assessment findings were used in recent program revisions	Program has provided aggregate data on at least one program or GS SLO and has clearly shown how assessment findings were used in recent program revisions.	Program has implemented some data collection but has not provided aggregate data. Program has clearly shown information used in recent program revisions	Program has identified a plan for future data collection but has not started collection. Information used to make recent program revisions is unclear.	Program described no plan for future data collection or does not show information used to make program revisions.
Timeline for Continuous Improvement	Program has outlined a clear plan linking assessment data to continuous program improvement for all program and GS SLOs over the next 3 years. ←	Program has outlined a clear plan linking assessment data to continuous program improvement for at least one program and GS SLO over the next 3 years.	Program has articulated a clear plan for linking assessment data to continuous program improvement but has not yet collected enough data on any SLOs to predict future program needs.	Program has articulated a plan for linking assessment data to continuous program improvement, but it is vague.	Program has not articulated a plan for using assessment data for continuous program improvement.

### Committee Membership

Tammy McClain, Chair; Craig Crow; Shannon Halicki; Stephen Richards; Susan Ridley; Paula Tomasik



# Program Review Summary 2020-21

BS Creative Art Therapy – Susan Ridley, Ph. D.

## Program Strengths

1. A progressive new program that is the only one of its kind in the State of WV
2. Developed a clear and cohesive curriculum
3. Developed goals that align with the Commission on Accreditation of Allied Health Education Programs (CAAHEP)

## Program Challenges

1. Additional faculty required for program success
2. Over preparation for graduate education may limit opportunities for students who do not progress to graduate school.

## Recommendations

1. Broaden the scope of the undergraduate degree to include a double major such as DMD or art education.
2. Encourage more foundational psychology courses

**Productivity Standards** (HEPC Series 10) Programs meet at least 1 of 2 indicators in a five year average.

- 1) Degrees Awarded = 5
- 2) Enrollment = 12.5

**Creative Art Therapy** (5-YR-AVG)

- 1) Degrees Awarded = 3
- 2) Enrollment – 16.2

## Assessment of Student Learning

1. Program has identified three measurable student-learning outcomes that align with CAAHEP
2. Direct and indirect measures are applied for each outcome and the general studies outcomes are fully implemented into the program
3. Assessment measures effectively applied at multiple points throughout the program
4. Data collection began in the fall of 2019

## Student Learning Outcomes

- 1) Demonstrate a knowledge base of art therapy theory and practice
- 2) Demonstrate the ability to apply appropriate concepts and methods to analyze, evaluate, and interpret information related to the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
- 3) Demonstrate the ability to utilize art making to engage in personal growth experiences, assist in self-awareness, promote well-being and guide professional practice.



# Program Review Summary 2020-21

## Assessment Timeline

3-YR Timeline of Implementation			
Program Goals	2021-22	2022-23	2023-24
Encouraging faculty engagement in student success	Develop a tracking system to monitor individual students progress and identify struggling students and provide additional support if needed.	Identify student challenges and weaknesses with regards to attainment of program SLOs. Implement additional WLU support CAT club, activities, open studio, etc. and other community resources.	Identify patterns and trends that support student success and opportunities to encourage faculty/student engagement in community activities and events
Disseminate assessment data	Develop a reporting schedule to disseminate assessment information during monthly faculty meetings and departmental meetings	Develop a reporting template for beginning, middle, and end assessment points.	Identify additional venues for disseminating assessment data for marketing and promotion of program.
Identify specific strategies for continuous program improvement	Develop a comprehensive assessment plan including reviewing SLOs, assessment methods and analysis	Develop a tracking system to collect individual student data used for course assessment and aggregate data to evaluate program outcomes.	Identify patterns and trends across student cohorts and aggregate data to identify program strengths, weaknesses, and program challenges

## Program Improvements

1. Identify patterns and trends that support student success and opportunities to encourage faculty/student engagement in community activities and events
2. Identify additional venues (community events, professional associations, conferences) for disseminating assessment data for marketing and promotion of program
3. Identify patterns and trends across student cohorts and aggregate data to identify program strengths and challenges

## Career Placement

Employer	Grads
Graduate/Professional School	5
Registered Behavior Technician	1
Social Service Assistant	1
Activity Aid/Transitional Care	1
Photographer	1
Artist	1
Insurance Customer Service	1
Pet Spa Owner	1

## Assessment and Accreditation Committee Recommendations

### Program: Creative Art Therapy

Action Decided by the University Assessment and Accreditation Committee: Decision Date: **February 26, 2021**

☒ Spring 2021 assessment **plan approved**

#### Creative Art Therapy 5-Year Program Review Submission Guidelines

☒ External consultant **fall 2025**

☒ BOG Program Review ([assessment update](#) and [HEPC summary document](#)) **February 1, 2026**

### Creative Art Therapy Program Assessment Review

The committee would like to applaud the considerable thought which is evident in your first official program review. This was a very well-developed programmatic assessment plan for a program that is in the early stage, and we want to applaud the thoughtfulness and consideration that you have demonstrated throughout the development. We look forward to seeing all that you achieve in the coming years.

### Student Learning Outcomes

You have identified three measurable student learning outcomes. We recognize that your learning outcomes align with those required by your accrediting body for your master's program and appreciate your intent to align the undergraduate goals to those of required for the master's program to provide a smooth transition for students. We also acknowledge that the wording chosen is like that used in the GS SLOs for analysis and that your course goals may demonstrate how the various skills identified in your SLO will be scaffolded across the program. Some committee members suggested that either breaking SLO2 into discrete SLOs or streamlining the SLO may improve the clarity for undergraduate students.

### General Studies Integration

You have also fully integrated General Studies SLOs into your programmatic assessment and have identified where those SLOs will be assessed in the program. Future templates will be updated to make it easier for you to identify both where you are assessing the materials and how you are assessing them.

### Assessment Method (Measures-Instruments)

You have implemented multiple assessment measures for each SLO both direct and indirect, and we appreciate your thoughtful approach to choosing these measures. The program SLOs listed are for the general studies SLOs, rather than the program SLOs. This may be more a function of how the template was completed as the measures listed are clearly related to the program goals. The committee also was unclear about using the course evaluation to assess student learning outcomes, as these are typically used to evaluate the course rather than the student's SLOs. As the course evaluations do allow for the possibility of adding additional questions, you may want to consider adding additional questions to some course evaluations to allow students the opportunity to reflect on their progress toward achieving the program's SLOs.

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#### Committee Membership

Tammy McClain, Chair; Craig Crow; Shannon Halicki; Stephen Richards; Susan Ridley; Paula Tomasik

## **Assessment and Accreditation Committee Recommendations**

### **Location of Measures**

The program has implemented multiple assessment measures for each SLO at multiple points throughout the program. This will provide the program with a way to monitor and track student progress as they advance in the program. Multiple measures also allow the program to adjust more quickly as needs indicate.

### **Implementation of Program Assessment Plan**

The program began collecting data Fall 2019 and is in early stages of assessment. Rubrics have been developed. Revisions seem to have been focused on course revisions rather than program revisions, though this is a natural place to begin in the early stages of program review. As you collect more data, it is likely that you will be able to evaluate student outcomes to determine any program revisions or curriculum changes that may be indicated. You outlined an ambitious plan to expand the program into other therapeutic arts. This appears not to be based on assessment findings but more of a desire to promote the program to students in other majors, which is beyond the purview of this review.

### **Timeline for Continuous Improvement**

A clear outline for assessment implementation was developed over the next two years. The committee recognizes that the template may not be as clear about the start date of this timeline as we intended. The intent of the timeline was to outline plans for data collection over the next three years beginning with the academic year following the academic year in which the committee review takes place.

## Assessment and Accreditation Committee Recommendations

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### Committee Membership

Tammy McClain, Chair; Craig Crow; Shannon Halicki; Stephen Richards; Susan Ridley; Paula Tomasik

# Program Review Summary 2020-21

BA Elementary and Secondary Education - Program Director Sarah Schimmel, Ed. D.  
Accrediting Agency – Council for the Accreditation of Educator Preparation (CAEP)

## Program Strengths

1. On October 21, 2019, the Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) granted Accreditation at the initial-licensure level and the advanced-level as described in the Accreditation Action Report.
2. Data Collection is used to drive curriculum and instruction. Six key assessments including Praxis II content scores, Unit Plan, Implemented Lesson Plan, Student Teaching Numerical Assessment, West Virginia Teacher Performance Assessment Capstone Project, and Professional Portfolio are implemented each semester and data is analyzed for strengths and challenges related to candidate performance and programmatic objectives.
3. In response to WVDE guidelines to enhance candidates' field experience, transition to co-teaching residency model implemented.
4. Utilization of quality assurance teams for each certification area offered.
5. Collaboration with the WLU Center of Arts and Education had provided professional development opportunities for instructors, teacher candidates, and partner school professionals.

## Program Challenges

1. Establish content and pedagogical assessments that are sequenced throughout the programs rather than primarily or exclusively during residency.
2. Certification improvement through the identification of student's weaknesses on Praxis content and realignment of certification programs to new standards.

## Recommendations

- 1) Continue co-teaching residency model with partner schools and the WLU TE Program
- 2) Continue faculty efforts for recruitment and retention plans and ensure candidates take the required WVDE tests.

**Productivity Standards** (HEPC Series 10) Programs meet at least 1 of 2 indicators in a five year average.

- 1) Degrees Awarded = 5
- 2) Enrollment = 12.5

### Elementary Education (5-YR-AVG)

- 1) Degrees Awarded = 30
- 2) Enrollment – 152

### Secondary Education (5-YR-AVG)

- 1) Degrees Awarded = 28
- 2) Enrollment = 163

## Assessment of Student Learning

1. Based on all content and pedagogical standards required for accreditation (WLU Program standards, the Praxis II PLT standards, the West Virginia Professional Teaching Standards, and the ISTE technology standards), residents are assessed formatively each week during Residency 2, and then summative at the end of each of two different grade level placements in the same p-12 school. The Numerical Student Teaching Form is used for the final assessment, because all required standards are aligned to program standards, and the Numerical Student Teaching Form is based on those standards. Residents receive two overall assessments during Residency II, one for each WVDE required grade level placement.
2. Data are used to make adjustments in all professional education courses. Based on data from the Numerical Student Teaching Form, technology used by residents during instruction and by students for demonstrating their abilities to transfer knowledge/skills are now the focus of technology integration across the TE program.

## Program Review Summary 2020-21

### Program Improvements

1. Review areas for improvement on pass rates for the teacher candidates on their required Praxis tests.
2. Review data for each test to identify areas of content knowledge challenges and adjust course materials and delivery accordingly
3. Review first-time pass rates for content challenges and areas for improvement
4. Use data collected to make adjustments to program or curriculum

### Career Placement Data

Year - Semester	Fall Graduates	Fall Graduates Employed in Field	Spring Graduates	Graduates Employed in Field	Total Graduates	Total Graduates Employed in Field
2019-2020	18	15	40	31	58	46
2018-2019	18	18	37	34	55	52
2017-2018	17	15	36	30	53	45
2016-2017	13	12	27	23	40	35
2015-2016	21	16	30	21	51	37



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November 8, 2019

Dr. Stephen G. Greiner  
President  
West Liberty University  
CUB 147  
208 University Drive  
West Liberty, WV 26074

Dear Dr. Greiner:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 21, 2019, and I am pleased to inform you that the following accreditation status has been granted:

The Teacher Education Unit at West Liberty University is granted **Accreditation** at the initial-licensure level and the advanced-level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive, slightly stylized font.

Christopher A. Koch, Ed.D.  
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (sent to provider leadership), and Information on CAEP Accreditation

cc: Dr. Catherine Monteroso, Teacher Education Unit



# Program Review Summary 2020-21

BS Psychology - Program Director Tifani Fletcher, Ph. D.

## Program Strengths

1. Psychology curriculum aligned with guidelines and recommendations from the American Psychological Association (APA).
2. Faculty are student-focused, caring and committed to the education of their students.
3. Departmental assessment measures are exceptional.
4. The Psychology Club and Psi Chi organizations are well organized and exceptionally active.
5. Faculty are doing an exceptional job with the limited resources.
6. Program is growing as evidenced by the addition of a graduate program and a behavioral health clinic.

## Program Challenges

1. No computer lab and statistical analysis software available
2. Limited technology in the classroom
3. Multicultural psychology content needs to be integrated across the curriculum
4. Students need additional resources for research, travel to professional conferences, improved laboratory equipment and supplies and service-learning opportunities
5. More laboratory specific courses

## Recommendations

- 1) Student computer center with SPSS or other statistical analysis software
- 2) Multicultural psychology should be more integrated across the curriculum
- 3) Additional resources for student research and attendance at professional conferences

**Productivity Standards** (HEPC Series 10) Programs meet at least 1 of 2 indicators in a five year average.

- 1) Degrees Awarded = 5
- 2) Enrollment = 12.5

### Psychology (5-YR-AVG)

- 1) Degrees Awarded = 16
- 2) Enrollment – 58.6

## Assessment of Student Learning

1. The psychology program currently has five program goals and student learning objectives which align with the recommendations of the APA.
2. Goals are assessed at the beginning, middle, and end of the program and include knowledge, critical thinking skills, communication skills, personal development, and career planning.
3. Direct and indirect assessment measures are implemented and the general studies student learning outcomes are fully integrated into the program's assessment plan.

## Student Learning Outcomes

1. Knowledge Base in Psychology: Graduates will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavior.
2. Scientific Inquiry & Critical Thinking: Graduates will use scientific reasoning and problem solving, including effective research methods, to design and execute research and to draw conclusions about psychological phenomena
3. Ethical and Social Responsibility in a Diverse World: Graduates will demonstrate ethically and socially responsible behaviors in professional and personal settings. Students will demonstrate adherence to personal and professional values and the APA Code of Ethics
4. Communication: Graduates will demonstrate competence in written, oral, and interpersonal communication skills.
5. Professional Development: Graduates will apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

# Program Review Summary 2020-21

## Assessment Measures

Process for Assessment of Student Learning					
Program Goals		Measures	Beginning	Middle	End
Goal 1	<b>Knowledge Base in Psychology:</b> Graduates will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.	Direct	Core I Practice Test	•Core I Exam •Portfolio	•Maj Field Test in Psych •Sr. Capstone Project •Portfolio
		Indirect	Self-Evaluation	Self-Evaluation	•Exit Survey •Exit Interview •Alumni Survey
Goal 2	<b>Scientific Inquiry &amp; Critical Thinking:</b> Graduates will use scientific reasoning and problem solving, including effective research methods, to design and execute research plans and to draw conclusions about psychological phenomena	Direct	•Psychology Critical Thinking (CT) Exam •Test of Scientific Literacy Skills (SLS) •The Objectivism Scale •Metacognition Awareness Inventory (MAI)	Portfolio	•Psychology CT Exam •Test of SLS •The Objectivism Scale •MAI •Sr. Capstone Project •Portfolio
		Indirect	Self-Evaluation	Self-Evaluation	•Exit Survey •Exit Interview •Alumni Survey
Goal 3	<b>Ethical and Social Responsibility in a Diverse World:</b> Graduates will demonstrate ethically and socially responsible behaviors in professional and personal settings. Students will demonstrate adherence to personal and professional values and the APA Code of Ethics	Direct	Dispositional Evaluation	•Portfolio •Psychology Disposition Review Form (DRF)	•Portfolio •Psych DRF
		Indirect	Cultural Competence Self-Assessment	Self-Evaluation	•Exit Survey •Exit Interview •Alumni Survey
Goal 4	<b>Communication:</b> Graduates will demonstrate competence in writing and in oral and interpersonal communication skills.	Direct	Written, Oral, & Presentation (WOP) Rubrics	•Portfolio •WOP Rubrics	•Sr. Capstone assessed w/(WOP) Rubrics •Portfolio
		Indirect	Self-Evaluation	Self-Evaluation	•Exit Survey •Exit Interview •Alumni Survey
Goal 5	<b>Professional Development:</b> Graduates will apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.	Direct	Emotional Intelligence Skills Assessment (EISA) Professional Development Experiences Checklist (PDEC)	Dispositional Assessment (DA)	•EISA •PDEC •DA •Portfolio
		Indirect	Self-Evaluation	DA	•Exit Survey •Exit Interview •Alumni Survey

# Program Review Summary 2020-21

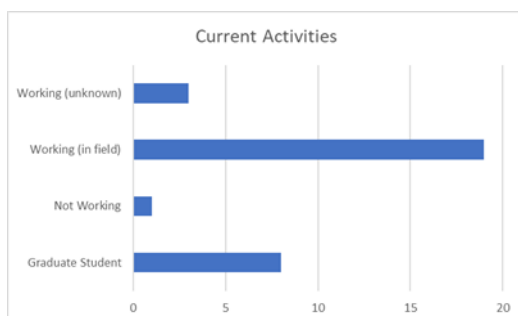
## Assessment Timeline

Program SLO	2021-2022	2022-2023	2023-2024
(1) Knowledge base in psychology	Three-Year Data Collection Plans: Continue to collect the direct and indirect assessments throughout the program (see above). Examine alternative assessments based on concurrently available empirical evidence and cost effectiveness. We recently completed a major reworking of PSYC 101 to better incorporate evidence-based learning strategies and aligns with Quality Matters guidelines. We will be making similar pedagogical revisions to courses that have already been developed, as well as updating content to include more culturally-diverse content.		
(2) Scientific inquiry and critical thinking			
(3) Ethical and Social Responsibility in a diverse world			
(4) Communication			
(5) Professional Development			

## Program Improvements

1. PSYC 100 Introduction to Professional Psychology and PSYC 465 Junior Seminar courses updated to provide more scaffolding to assist students in meeting the program goals, particularly as they relate to the capstone project.
2. Modifications to PSYC 470 Senior Seminar from pass/fail to traditional letter grade, and updates in PSYC 100 & 465 has yielded improvements in students' capstone project.
3. Topics related to cultural diversity, critical thinking, and ethical standards have been more intentionally integrated throughout the program and the Cultural Psychology course has been moved to Core I.
4. At the suggestion of past reviewers and of our students, the History of Psychology was added as a Core II course, and it is being revamped to place greater emphasis on the role of individuals from underrepresented groups.
5. Reorganization of Physiological Psychology into a new course, Biological Psychology, and content from Sensation & Perception and Cognitive Psychology courses will be integrated to provide students with a broader range of biological psychology content. Physiological Psychology changed from elective to required, and Cognitive and Sensation and Perception changed from required to elective courses (offered intermittently). Physiological Psychology offered for the first time in the summer of 2021.

## Career Placement



## Assessment and Accreditation Committee Recommendations

### Program: Psychology

Action Decided by the University Assessment and Accreditation Committee: Decision Date: **February 26, 2021**

☒ Spring 2021 assessment **plan approved**

#### Psychology 5-Year Program Review Submission Guidelines

☒ External consultant **fall 2025**

☒ BOG Program Review ([assessment update](#) and [HEPC summary document](#)) **February 1, 2026**

The committee appreciates the program's continued dedication to assessment. This commitment is evident in the well-defined program SLOs, general studies integration, carefully selected tools, and use of collected data to improve programmatic offerings.

The committee's lone recommendation is for the program to reconsider the organization of its 3-year plan. Instead of being general, the committee recommends the plan be broken out year-by-year. The committee recognizes that the program has a mature assessment program at this point that includes standard annual activities, but breaking out the plan year-by-year would account for any minor updates/changes under consideration by the program, as well as aid with the committee's review.

The committee encourages the program to keep up the good work.

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#### Committee Membership

Tammy McClain, Chair; Craig Crow; Shannon Halicki; Stephen Richards; Susan Ridley; Paula Tomasik

## Assessment and Accreditation Committee Recommendations

Program Review Rubric	(5) pts Evidence of Exemplary Full implementation	(4) pts Evidence of Partial Implementation/Revisions	(3) pts Evidence of Initial Implementation/Revisions	(2) pts Evidence of Planning	(1) pt Planning is not Indicated
Student Learning Outcomes	Program has developed at 3-6 SLOs that are measurable, student-centered, and reflect the core outcomes of the program.	Program has developed 3-6 SLOs, but they are not all measurable, student-centered, outcome based, and/or reflective of all of the core outcomes of the program	Program has stated some SLOs, but they are not measurable, student-centered, outcome-based, and reflective of all of the core outcomes of the program.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
General Studies Integration	Program has assessed and measured all General Studies SLOs as part of its assessment plan	Program has assessed and measured two General Studies SLO as part of its assessment plan	Program has assessed and measured one General Studies SLO as part of its assessment plan	Program has not assessed and measured GS SLOs as part of its assessment plan but has articulated a plan to integrate GS SLOs into program assessment	Program has not articulated a plan to integrate GS SLOs into program assessment
Assessment Method (Measures-Instruments)	Program has described multiple assessment measures (both direct and indirect) that relate to each program SLO.	Program has described at least one assessment measure (direct and/or indirect) that relates to each program SLO.	Program described at least one assessment measure that relates to at least one SLO.	Program described assessment measures being considered that relates to at least one SLO.	Program has not described a method for measuring its SLOs.
Location of Measures	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program has articulated a plan for implementing assessment measures in specified locations but has not implemented them.	The program has not specified locations for implementing assessment measures in the program.
Implementation of Program Assessment Plan	Program has provided aggregate data on each program and GS SLO and has clearly shown how assessment findings were used in recent program revisions	Program has provided aggregate data on at least one program or GS SLO and has clearly shown how assessment findings were used in recent program revisions.	Program has implemented some data collection but has not provided aggregate data. Program has clearly shown information used in recent program revisions	Program has identified a plan for future data collection but has not started collection. Information used to make recent program revisions is unclear.	Program described no plan for future data collection or does not show information used to make program revisions.
Timeline for Continuous Improvement	Program has outlined a clear plan linking assessment data to continuous program improvement for all program and GS SLOs over the next 3 years.	Program has outlined a clear plan linking assessment data to continuous program improvement for at least one program and GS SLO over the next 3 years.	Program has articulated a clear plan for linking assessment data to continuous program improvement but has not yet collected enough data on any SLOs to predict future program needs.	Program has articulated a plan for linking assessment data to continuous program improvement, but it is vague.	Program has not articulated a plan for using assessment data for continuous program improvement.

### Committee Membership

Tammy McClain, Chair; Craig Crow; Shannon Halicki; Stephen Richards; Susan Ridley; Paula Tomasik

# Program Review Summary 2020-21

BS Visual Communication Design – Sarah Davis, M.F.A.

## Program Strengths

1. Faculty are experienced, accomplished professionals who are fully vested in their students success
2. Curriculum of required and elective courses is relevant and current
3. Artistic culture and events such as MADFest serve to motivate students as young professionals

## Program Challenges

1. Enrollment is steady, but not increasing
2. Visual Communication website lacks appeal for prospective students and does not accurately reflect the positive culture and amenities of the program

## Recommendations

1. Hire an external design studio to create a unique visual language and identity for the College of Arts and Communication
2. Development of a new website for visual arts that better reflects the positive attributes of the program, faculty and students
3. Consider offering a certificate program in a focused area of visual communication
4. Replace the VCD Apple computers no less than every three to five years

**Productivity Standards** (HEPC Series 10) Programs meet at least 1 of 2 indicators in a five year average.

- 1) Degrees Awarded = 5
- 2) Enrollment = 12.5

## Visual Communication Design (5-YR-AVG)

- 1) Degrees Awarded = 8
- 2) Enrollment = 42.4

## Assessment of Student Learning

1. The program has identified six student-learning outcomes that are clear, specifically stated and easily measurable
2. Direct and indirect measures implemented throughout the program and the general studies outcomes are fully implemented

## Student Learning Outcomes

1. Design Process: The student will be able to develop and integrate conceptual, strategic and visual approaches to challenges encountered in all phases of the VCD process.
2. Design Thinking and Theory: The student will be able to create and justify visual communication approaches, concepts and artifacts through the interpretation and incorporation of design principles, theories and processes.
3. Typographic Design: The student will be able to compose effective visual communication design by investigating and implementing typographic theories and best practices.
4. Digital Design: The student will be able to evaluate, select and incorporate design software approaches and techniques into graphic elements to produce visual communication artifact and creative strategies.
5. Design Justification: The student will be able to explain, recommend and validate design decisions and strategies to diverse clients, supervisors, and target audiences through a variety of media.
6. Project Management: The student will be able to facilitate and manage projects and timelines independently and within diverse groups through effective business practices appropriate to positions within the visual communication design field.

# Program Review Summary 2020-21

## Assessment Measures

Program SLO	Direct Measures	Indirect Measures
(1) Design Process: The student will be able to develop and integrate conceptual, strategic and visual approaches to challenges encountered in all phases of the VCD process.	Sophomore Portfolio Art 150 Appreciation/Art Major Junior Portfolio Art 483 VCD Studio Senior Portfolio Art 486 Senior Project	Skills Survey Reflection Essay Alumni Jobs List
(2) Design Thinking and Theory: The student will be able to create and justify visual communication approaches, concepts and artifacts through the interpretation and incorporation of design principles, theories and processes.	Sophomore Portfolio Art 150 Appreciation/Art Major Junior Portfolio Art 483 VCD Studio Senior Portfolio Art 486 Senior Project	Skills Survey Reflection Essay Alumni Jobs List
(5) Design Justification: The student will be able to explain, recommend and validate design decisions and strategies to diverse clients, supervisors, and target audiences through a variety of media.	Sophomore Portfolio Art 150 Appreciation/Art Major Junior Portfolio Art 483 VCD Studio Senior Portfolio Art 486 Senior Project	Skills Survey Reflection Essay Alumni Jobs List
(6) Project Management: The student will be able to facilitate and manage projects and timelines independently and within diverse groups through effective business practices appropriate to positions within the visual communication design field.	Sophomore Portfolio Art 150 Appreciation/Art Major Junior Portfolio Art 483 VCD Studio Senior Portfolio Art 486 Senior Project	Skills Survey Reflection Essay Alumni Jobs List

## Program Improvements

1. Implement a more inclusive decision-making process within the program
2. Programmatic adjustments are based on an evaluation of the current state of the field and the scaffolded steps in the program designed to help students reach appropriate levels of competency.
3. Numerous curriculum revisions (2018-19) reflect a shift in design education programs to offer a broader, cross-disciplinary approach to undergraduate student learning in order to properly prepare students for industry and/or further education.

## Assessment Timeline

3-YR Timeline of Implementation			
Program Goals	2020-21	2021-22	2022-23
SLO 1,2,5,6 Develop three indirect assessment tools and assess student competencies	Create a student survey to address program SLO at the sophomore level Distribute survey spring 2021 in Art 383	Create a student survey that addresses program SLO at the junior level Distribute survey fall 2021 in Art 483 Continue to distribute and collect assessment data from the sophomore level survey	Create an exit interview to address program SLO at the senior level Conduct exit interview in Art 486 at the end of the fall 2022 and spring 2023 semesters Continue to distribute and collect assessment data from the sophomore and junior level student surveys
SLO 1,2,5,6 Develop three indirect assessment tools and assess student competencies according to program and general studies SLOs	Create a portfolio rubric (direct assessment) that addresses the program and general studies SLOs for all student levels Assess sophomore portfolios at the end of the spring 2021 semester in Art 383	Assess the Junior portfolios at the end of the spring 2022 semester for entrance into Art 483 Continue to assess the sophomore level portfolios	Assess the senior portfolios at the end of the fall 2022 spring 2023, and fall 2023 semesters in Art 486 Continue to assess the sophomore level and junior level portfolios
Create an alumni database	Create an alumni survey, distribute and collect responses (15 alumni)	Continue to distribute and collect alumni survey from additional graduates (2020-21)	Continue to distribute and collect alumni survey from graduates (2021-22) Compile and analyze 3-Year data collected for approximately 30 alumni



## Program Review Summary 2020-21

### Career Placement

Term	Student	Position
Spring 2020	1	Graphic Designer Outright, MD
	1	Graphic Designer, Sunset Graphic Design
Fall 2019	1	Graphic Designer Williams Lee/TAG, Wheeling, WV
	1	Freelance Graphic Designer
Spring 2019	1	Graphic Designer at WSP, Pittsburgh, PA
Fall 2018	1	Theater Manager, Marquee Cinemas, Triadelphia, WV
	1	Graphic Designer At Lee/TAG, Wheeling, WV
Spring 2018	1	Graphic Designer At Lee/TAG, Wheeling, WV
	1	Production Artist, Eastern Gateway Community College, Steubenville, OH
	1	Graphic Designer At Lee/TAG, Wheeling, WV
	1	Freelance Graphic Designer
Fall 2017	1	Web Designer TSG Technologies, Triadelphia, WV
Spring 2017	1	Freelance Graphic Designer
	1	Graphic Designer At Lee/TAG, Wheeling, WV
	1	Production Artist, Eastern Gateway Community College, Steubenville, OH

## Assessment and Accreditation Committee Recommendations

### Program: Visual Communication Design

Action Decided by the University Assessment and Accreditation Committee: Decision Date: **February 26, 2021**

☒ Spring 2021 assessment **plan approved**

#### Visual Communication 5-Year Program Review Submission Guidelines

☒ External consultant **fall 2025**

☒ BOG Program Review ([assessment update](#) and [HEPC summary document](#)) **February 1, 2026**

### Visual Communication Design Program Assessment Review

The committee would like to acknowledge the tremendous amount of thoughtful planning that was evidenced in your programmatic assessment plan. We recognize that in many ways you have had to reboot the program and appreciate the work that you have demonstrated. Our recommendations are meant to provide you with suggestions as to possible areas of consideration as you move forward. We look forward to seeing how your program develops in the future.

### Student Learning Outcomes

The program has identified six SLOs that are clearly and specifically stated. They provide a comprehensive view of what students will know, understand, and be able to do upon graduation. Each objective uses action verbs reflective of Bloom's hierarchy and are appropriately rigorous for a bachelor's level program.

### General Studies Integration

The program has fully integrated GS SLOs into its assessment plan. This may be more a function of how the template was completed, but the committee wondered if the communication goal might align better with program SLOs 2, 3, and 5 rather than 2, 5, and 6 as, based on our interpretation of the SLOs, there seems to be better alignment.

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#### Committee Membership

Tammy McClain, Chair; Craig Crow; Shannon Halicki; Stephen Richards; Susan Ridley; Paula Tomasik

## Assessment and Accreditation Committee Recommendations

### Assessment Method (Measures-Instruments)

The program has developed multiple assessment measures (both direct and indirect) for each stated SLO. Rubrics have been developed and are being used to collect data. Committee recommendations include reviewing portfolio rubrics to ensure that the elements being assessed align with program-level goals as some appear to be more closely associated with course goals. As you continue to refine the assessment process, we look forward to viewing aggregate data on program goal attainment rather than individual examples of student assessment on a class assignment. For example, data on the percentage of graduates who exceed, meet, or fall short of each of the programmatic goals would provide data on how well students are able to meet the program goals that have been identified as being the core goals of the program. Providing a qualitative analysis of SLOs based on the reflective essays provides more useful data than individual essays do. The committee also wondered if a broader range of direct measures may allow for evaluation of SLO achievement compared to other programs or to those currently in the field which will help you as you move forward in developing your programmatic assessment.

### Location of Measures

The program has implemented multiple assessment measures for each SLO at multiple points throughout the program from the first course in the program until after graduation. This provides a broad range of data which can be used to adjust as changes occur within the field and workplace landscape. The committee noted that the ART 150 course has been removed from the curriculum, but it was not clear whether there will be a course replacement to continue to collect data on early evaluation of program SLOs.

### Implementation of Program Assessment Plan

The program has shown evidence of having linked changes in the field to program improvements. A plan has been initiated to be more inclusive in decision-making within the program. As program assessment in the past has resulted in limited data, the programmatic adjustments made to date have been made based on an evaluation of the current state of the field and the scaffolded steps in the program designed to help students reach appropriate levels of competency.

### Timeline for Continuous Improvement

The program has articulated a plan for assessment implementation over the next two academic years that outlines specific goals and anticipated outcomes that will result. The committee recognizes that the template may not be as clear about the start date of this timeline as we intended. The intent of the timeline was to outline plans for data collection over the next three years beginning with the academic year following the academic year in which the committee review takes place.

## Assessment and Accreditation Committee Recommendations

Program Review Rubric	(5) pts Evidence of Exemplary Full implementation	(4) pts Evidence of Partial Implementation/Revisions	(3) pts Evidence of Initial Implementation/Revisions	(2) pts Evidence of Planning	(1) pt Planning is not Indicated
Student Learning Outcomes	Program has developed at 3-6 SLOs that are measurable, student-centered, and reflect the core outcomes of the program.	Program has developed 3-6 SLOs, but they are not all measurable, student-centered, outcome based, and/or reflective of all of the core outcomes of the program	Program has stated some SLOs, but they are not measurable, student-centered, outcome-based, and reflective of all of the core outcomes of the program.	Program has not solidified SLOs and may still be in the planning/discussion stages.	No indication that the program has considered or even begun drafting SLOs
General Studies Integration	Program has assessed and measured all General Studies SLOs as part of its assessment plan	Program has assessed and measured two General Studies SLO as part of its assessment plan	Program has assessed and measured one General Studies SLO as part of its assessment plan	Program has not assessed and measured GS SLOs as part of its assessment plan but has articulated a plan to integrate GS SLOs into program assessment	Program has not articulated a plan to integrate GS SLOs into program assessment
Assessment Method (Measures-Instruments)	Program has described multiple assessment measures (both direct and indirect) that relate to each program SLO.	Program has described at least one assessment measure (direct and/or indirect) that relates to each program SLO.	Program described at least one assessment measure that relates to at least one SLO.	Program described assessment measures being considered that relates to at least one SLO.	Program has not described a method for measuring its SLOs.
Location of Measures	Program has implemented multiple assessment measures for each SLO at multiple points throughout the program	Program has implemented multiple assessment measures for at least one SLO at multiple points throughout the program.	Program has implemented at least one assessment measure for at least one SLO in at least one location in the program.	Program has articulated a plan for implementing assessment measures in specified locations but has not implemented them.	The program has not specified locations for implementing assessment measures in the program.
Implementation of Program Assessment Plan	Program has provided aggregate data on each program and GS SLO and has clearly shown how assessment findings were used in recent program revisions	Program has provided aggregate data on at least one program or GS SLO and has clearly shown how assessment findings were used in recent program revisions.	Program has implemented some data collection but has not provided aggregate data. Program has clearly shown information used in recent program revisions	Program has identified a plan for future data collection but has not started collection. Information used to make recent program revisions is unclear.	Program described no plan for future data collection or does not show information used to make program revisions.
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### Committee Membership

Tammy McClain, Chair; Craig Crow; Shannon Halicki; Stephen Richards; Susan Ridley; Paula Tomasik

**West Liberty University  
Board of Governors**

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**Minutes  
March 31, 2021**

**Attendance:**

Jack Adams, Kelly Baker, Michael Baker, Richard Carter, Linda Cowan, Jamie Evick, Rich Lucas, Isabella Yakicic

**Unable to Attend:**

Joe Carey

**Administration/Faculty/Staff:**

Scott Cook, Brian Crawford, Mary Ann Edwards, Matthew Harder, Diana Harto, Angie Hill, Jason Koegler, Jeremy Larance, Roberta Linger, Cathy Monteroso, Joe Rodella, Sara Sweeney, Ron Witt

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

Chair Lucas called the meeting to order at 4:03 p.m. and a quorum was established.

**II. Introductions**

None.

**III. Public Comment**

None.

**IV. Agenda Order**

No changes to the agenda order.

**V. Approval of Minutes\***

**A. Minutes of the Full Board February 3, 2021\***

On motion by Jack Adams 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 February 3, 2021.

**B. Minutes of the Executive Committee March 17, 2021\***

On motion by Richard Carter and seconded by Mike Baker, it was unanimously adopted by the West Liberty University Board of Governors to approve the minutes of the Executive Committee of March 17, 2021.

**VI. Board Items for Approval\***

**A. Program Reviews\***

Dr. Crawford stated that the request for program review are for Chemistry, Creative Art Therapy, Elementary and Secondary Education, Psychology, and Visual Communication Design. Per HEPC 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 Assessment and Accreditation Committee and the Provost are responsible for evaluating program review documents and for making recommendations.

On motion by Mike Baker and seconded by Linda Cowan, it was unanimously adopted by the West Liberty University Board of Governors to approve the five-year program reviews as stated.

**B. CMTA Project Bond\***

Ms. Linger stated that the University is seeking approval of the CMTA project bond for upgrades to Main Hall this summer on the HVAC. There are three documents in the board packet for approval; the bond information and lease purchase agreement. The reimbursement resolution basically states that if WLU incurs expenses prior to the bond closing, we can reimburse ourselves for those expenses out of the bond proceeds. The other bond basically states the University will pay for the project.