

West Liberty University
Board of Governors
Spring 2019 Program Review



BA Organizational Leadership and Administration
Criminal Justice
Exercise Physiology
Interdisciplinary Degree
Medical Laboratory Science
Physician Assistant
Regent's Degree



To: Dr. Mark Stotler, Director of Academic Programming

From: Paula Tomasik, Director
University Effectiveness

Re: West Liberty University Program Review

Date: April 18, 2019

The West Liberty University Board of Governors 2019 Program Review documents are submitted with this cover letter.

All program review documents are evaluated by the Provost, assessment updates are reviewed by the Assessment and Accreditation Committee, and Board Chair, Patrick Ford, reviewed prior to the Board's April meeting.

2018-19 Program Review:

1. BA Organizational Leadership and Administration
2. Criminal Justice
3. Exercise Physiology
4. Interdisciplinary Degree
5. Medical Laboratory Science
6. Physician Assistant
7. Regent's Degree

C: Stephen Greiner, President
Brian Crawford, Provost



WEST LIBERTY UNIVERSITY

Board of Governors Chair
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April 3, 2019

The West Liberty University Board of Governors, at its April 3, 2019 meeting, was asked to approve the five-year program review for the following degree programs and recommend continuation of the programs at the current level of activity:

- Criminal Justice
- Exercise Physiology
- Interdisciplinary
- Medical Laboratory Science
- Physician Assistant Program
- Regents Degree
- BA Organizational Leadership

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

Sincerely,

Patrick B. Ford, Chair
West Liberty University Board of Governors



School of Professional Studies

BA Organizational Leadership
and Administration

Program Name: BA Organizational Leadership & Administration Degree: BLA

1. Provide a synopsis of significant findings from external review (external consultant for non-accredited programs, and accrediting agency for accredited programs) and include the following core components: mission, faculty, curriculum, resources, viability, and program improvement.

A. Program Strengths: The Council for Accelerated Programs (CAP) Summer 2016

- 1) The mission is consistent with other high quality accelerated programs.
- 2) The quality is considered outstanding in light of the professional experience of the faculty as well as their ability to convey their subjects clearly. In addition, the accessibility to the faculty outside of class is excellent.
- 3) The curriculum is of a high quality being based on true professional standards.
- 4) Access to the facilities is excellent due to available parking, handicap accessibility, and local amenities (i.e. stores and restaurants).
- 5) Student Support- Full program cohort schedule, program handbook, course guides, and book list of all required texts for the program provided to the students during first day of the first course is considered innovative. Access to faculty outside of class, tutoring, and pre-registration is considered a strength in such a small program.
- 6) Viability is considered strong based on the target market.
- 7) Program improvement is rated as strong and continuous based on student, alumni, and industry feedback.
- 8) Since its inception in 2010, the BLA has an 87% graduation rate for students who complete at least one credit hour in the program.

B. Program Challenges:



- 1) Only two full-time and one part-time staff are hired to facilitate the program, and strongly recommended the full-time staff be tripled to adequately serve the needs of this program.
- 2) Identified courses should be extended by a week to provide additional face-to-face with the professor, and students also identified a need for this extension.
- 3) Lack of outcome based direct assessments of students in each course (other than grades).

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

Recent improvements/adjustments have occurred as a result of alumni feedback, a Council for Accelerated Programs (CAP) review of the BLA, WLU Assessment Committee review, and review of other adult education centered analyses and reports. These adjustments include:

- A. Revision of program goals and learning outcomes.
- B. Mapping of program goals and outcomes to BLA program course outcomes.
- C. Updated course/instructor evaluations with new outcomes.
- D. Development/Implementation of professor generated metric/learning outcome based reports for each student.
- E. Extension of specific courses to provide additional face-to-face time between students and professor.
- F. Increased use of on-line learning resources to increase professor and student interaction, such as online forums and tests in some classes.
- G. Direct Assessment of the PLA portfolios by faculty and Dean

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

BLA			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
AY	*Enrollment	**Awards			
2017-18	45	19	Average of Five Most Recent Years		
2016-17	32	17			
2015-16	32	24			
2014-15	45	26			
2013-14	45	19			
5-YR AVG	 39.8	 21	Degree Level	Awards	Enrollment
			Baccalaureate	5	12.5
			Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

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

Assessment of student learning is an ongoing process of direct and indirect assessments.

A. Direct Assessments:

- 1) Prior Learning Assessment portfolios are maintained and each petition narrative is assessed. These assessments provide a baseline of assessment information and include student work and activities that help to evaluate how well the course outcomes are met.
- 2) Applied Research Project Proposal Presentation: Students present their project to a panel of BLA professors. Over the past six Cohorts the average variance range in the Professors' ratings has been approximately +/- 1.8/40, which equals about an overall 4.5% variance. This indicates a strong consistency in the professors' assessment of the capstone presentation
- 3) Direct assignments and coursework

B. Indirect Assessments

- 1) Program specific in-house course/instructor evaluations
- 2) University course evaluations
- 3) Personal Leadership Skills Self-Assessment
- 4) Alumni survey

C. Student Learning Outcomes – All outcomes are linked to specific BLA courses so that each outcome is addressed and reinforced throughout the curriculum.

- 1) Communicate effectively (orally and in writing) in organizations using applicable word processing and presentation technologies.
- 2) Develop a detailed proposal for applied research employing current research software, techniques, and data collection.
- 3) Apply various motivational and leadership styles, especially in regard to leading change and creativity in organizations, decision making, conflict resolution, and negotiation.
- 4) Apply the essentials of organizational marketing and finance in relevant project contexts.
- 5) Apply aspects of business law and human resources administration which pertain to organizational leadership and administration.
- 6) Display professionalism by incorporating personal and organization ethics as foundations for successful leadership.

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

The BLA Alumni Survey is used for information on student placement and degree satisfaction. Nineteen surveys were returned of the 37 sent out in the most recent mailing. Of those students, 89% are currently employed and 55% indicated that they are or will enroll in a Master's program, and 82% rated the program as excellent for preparing them with leadership/supervisor work-related skills.



School of Professional Studies

Regent's Degree Program

Program Name: Regents Degree Program Degree Level: RBA

1. **Provide a synopsis of significant findings from external review (external consultant for non-accredited programs, and accrediting agency for accredited programs) and include the following core components: mission, faculty, curriculum, resources, viability, and program improvement.**

A. **Program Strengths:** The Regents Bachelor of Arts (RBA) degree program at West Liberty University (WLU) provides the non-traditional student a high quality degree through practices established and accepted by the WV HEPC. Program strengths and challenges are the conclusions of the external reviewer, Teresa Frey, Academic Advisor for Adult Learners and Veteran Students, Concord University.

The RBA program's strength lies in its designed flexibility to provide educational opportunity to adult learners. WLU's program remains successful in providing the adult student population with the necessary credentials to acquire and maintain gainful employment.

While earning their college degree through acceptance of the prior learning portfolio, HEPC established standardized credit awards, ACE course credit, CLEP, PEP, DANTES and AP testing. The program has integrated an indirect assessment through use of oral, written communication skills, and use of computer technology in accord with responses to the graduate survey. The University has responded to the needs of the non-traditional student by initiated more online course options. These are the practices of most WV Institutions offering the RBA program, and makes the program very desirable for the non-traditional adult student. In review of the WLU's RBA program it is impressive to see the important changes and improvements to the population of your outreach. Modifying your surveys to alumni has provided you with more in-depth feedback on program success and variety, and the employment opportunities and academic achievement it has afforded its graduates. The Alumni and PS course surveys provide encouraging feedback to the effectiveness of the RBA program in developing successful program changes. In addition, the wide variety of occupations of alumni respondents and positive feedback are the desired outcomes of the RBA program.

B. **Program Challenges:** Since the RBA is a generalized liberal arts bachelor's degree completion program for non-traditional students, and since there is no consistency in regard to the students' starting points for their degree completion, and finally, since there is little to no consistency among faculty or curricula within the program, the students' learning cannot be assessed in the direct ways that are typical of conventional degree programs.



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

The last BOG review was in Spring 2013, and since that time many changes have been initiated and integrated in efforts to respond to the review. Changes and initiatives include the following.

- A. Revision of program goals and learning outcomes
- B. Faculty are encouraged to stress the fulfillment of the four program general learning outcomes in addition to their specific course learning outcomes.
- C. The BOG indicated the RBA had a "very positive cost/revenue ratio." This observation engendered the practice of developing and submitting a revenue generation estimate for all of the School of Professional Studies' programs for each fiscal year since 14/15.
- D. Implementation of rubric-based, faculty-completed direct assessment measures for PLA Portfolios. Data are helpful in establishing assessment consistency for PLA topic/field areas.

- E. Since Fall 2013, 87 PS courses have been offered with an average enrollment of 11.06 students per class.
- F. Initiation of a PLA item on the Alumni Survey
- G. The number of fully online Professional Studies courses has increased fourfold. There have been outreaches to military service personnel (e.g., meetings, brochures to Veteran's and Reserve offices) to increase familiarity with the program. The indirect assessment alumni surveys are modified to include feedback regarding the Prior Learning Assessment (PLA) experience. With follow-up contacts with RBA alumni, when possible, there has been an increase, albeit slight, in the return rate for the Alumni Survey. A direct assessment measure has been introduced for evaluating PLA portfolios.

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

Regents RBA			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
AY	*Enrollment	**Awards			
2017-18	21	34	Average of Five Most Recent Years		
2016-17	19	39			
2015-16	30	47			
2014-15	31	38			
2013-14	51	65			
5-YR AVG	 30.4	 44.6	Degree Level	Awards	Enrollment
			Baccalaureate	5	12.5
			Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

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

The process for student learning in the RBA Program includes the following objectives, outcomes, and processes.

- A. Program Objectives
 - 1) As a result of completing an RBA degree, students will be eligible to apply for admission to a relevant graduate/professional program
 - 2) As a result of completing an RBA degree, students will be prepared to enter the job market
 - 3) As a result of completing an RBA degree, students will be eligible to able to advance their current employment to a higher level
- B. Professional Studies Courses General Learning Outcomes: As a result of completing Professional Studies Courses, students will...
 - 1) Improve their written and oral communication skills
 - 2) Be more proficient in their use of computer presentation technologies
 - 3) Be better informed about topics and issues relevant to the professional workplace
 - 4) Improve their overall professional development
- C. **Direct measures:** Rubric-based faculty and Dean assessment of the PLA portfolios which about 20% of the RBA students submit. For all PLA portfolios, faculty whose courses or professional expertise are relevant to a credit petition topic are asked to evaluate the specific petition using a rubric designed for the purpose. The topics are then grouped according to similarities and the data from the rubrics are kept so that they provide a usable baseline

- assessment average that can be consulted by the Dean in order to communicate outcome expectations to students intending to petition in the topic area. Also, faculty evaluators are able to consult a topic's baseline in order to have a metric for assessing a petition's merit. Over time, these assessment techniques will help to ensure greater consistency of quality in the students' portfolio development and the faculties' portfolio evaluation
- D. **Indirect measures:** Student evaluation forms (which include evaluation of fulfillment of course-specific learning outcomes), and surveys which are administered to students.
 - E. **University Course Evaluations:** Provide reliable insight into whether, from the students' perspective, a course has fulfilled its stated learning outcomes. These results, among other items from the evaluation, are recorded and studied by the Dean. Based on the level of average scores and any trends, the Dean consults with the instructor in order to address any deficiencies in the course. The Dean has many times consulted with an instructor when evaluation results regarding fulfillment of a course's "learning outcome(s)" was/were not perceived to be at least adequate (>3.75/5) by students.
 - F. **Timeline:** The assessment plan is to continue to administer the RBA program survey 6-8 months after the students graduate. The PS course survey will continue to be distributed each semester to students in the PS courses. Students are advised to complete the course survey only once per semester to avoid duplications.
 - G. **Program Improvement:** In addition to the programming that is already initiated as a result of A&A Committee and BOG feedback and suggestions, students provide valuable feedback that is used to monitor program success. Based on student feedback data found in the professional studies survey, Faculty were advised to place greater emphasis on communication skills and professional development in their courses. Student comments were highly favorable of the program and 56% of students who responded rated their overall RBA learning experience as excellent and 28% as good.
 - 5. **Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees.**
 The RBA tracks student placement indirectly through the use of an alumni survey. Results show that 92% of the respondents indicated that they were employed, and 38% indicated that their employment was directly related to their RBA degree. Also encouraging is 72% indicated that preparation for entering the job market as a result of earning a RBA degree was good or excellent, and 44% rated it as excellent. Finally, 12% indicated that they are pursuing graduate studies.



College of Liberal Arts

Criminal Justice

Program Name: Criminal JusticeDegree Level: BS

Provide a synopsis of significant findings from external review (external consultant for non-accredited programs, and accrediting agency for accredited programs) and include the following core components: mission, faculty, curriculum, resources, viability, and program improvement.

1. Executive Summary of Key Findings:

- A. West Liberty's highly innovative bachelor's degree program in criminal justice maintains an extremely high-level of academic integrity and preparedness for its graduates, with many going on to work directly in the field or matriculating immediately into graduate degree programs. Of special note, the program boasts an 85% placement rate that is validated through rigorous post graduate tracking.
- B. The Criminal Justice degree program is declared an **"anchor program"** by university administration, meaning that its continued growth and success must be cultivated based on regional and national demand.
- C. Highly competent fulltime tenured, tenure-track, and adjunct faculty are hired. The current cadre are highly-regarded by students and administrators alike and truly bring a strong academic spectrum of credentials to the table for their students, including non-criminal justice majors.
- D. The undergraduate program provides an eclectic blend of both theoretical and practical learning experiences for the criminal justice student. In reference to the latter, the CJ 483 Internship/practicum course is extremely valuable for the student to be able to put theory into practice out in the field. Moreover, the faculty's commitment to research-centered experiences for students further prepares graduates to understand, appreciate, and apply scientific problem solving principles.

2. Recommendations for Consideration and Possible Implementation

- A. Continue ongoing recruitment and advertising support from WLU admissions and marketing departments.
- B. Create a program advisory board of both criminologists, local practitioners, and alumni to focus on the regional criminal justice demands. This will also allow for additional community relationships to be created and fostered over time.
- C. Make use of a locally owned house near campus to create a forensic crime scene program. At present, no school in the Upper Ohio Valley area is embarking on this endeavor. The national demand is major, and West Liberty could also bring on board their physical science faculty to help build this program.
- D. Additional tenure track hires must be considered in order to appropriately grow the various CJ credentials. Faculty turnover rates are high; thus competitive starting salaries should be considered to attract quality candidates.
- E. A service learning component should be considered in each CJ class. Since CJ is a human services degree program, this may allow the students a chance to truly understand the value of giving back to their communities, and especially the positive ripple effect it can have on one's community.
- F. Recruitment of more specialized adjuncts to help create new and highly innovative classes that will benefit not only the student, but the demand both at the regional and national levels (i.e., fraud investigation, forensic science, environmental crime).
- G. Address deferred maintenance issues in the building where CJ classes are held.
- H. Consider investing in ITV technology to broadcast the CJ Program to other regional campuses.
- I. Encourage and fund research and community service endeavors for faculty. Reduction in teaching loads, along with grants from the administration will allow faculty to not only work towards promotion and tenure, but also be able to incorporate their students in their research—which is considered a high impact practice that will only enhance the positive reputation of the CJ program.

HEPC PROGRAM REVIEW SUMMARY

- J. The creation of more restricted electives that can be taken by non-majors. Additional funding and course releases could be given to allow the time necessary to investigate and create new electives that benefit other majors.
- K. Increased funding to support more guest speakers, including a scholar in residence program

- 3. **Program Strengths:** Faculty experience in field, relationship to community, job placement numbers, accomplished alumni, one-on-one opportunities with faculty, and extensive offerings in criminal justice through special topics
- 4. **Program Challenges:** Limited funding for projects such as the development of a crime scene location, and adequate pay scale to attract adjunct instructors.
- 5. **Mission Statement:** Promote teaching, learning, and delivery of information through a challenging liberal arts and criminal justice core. The program is grounded in a foundation of theory, research, and ethics and develops students into educated citizens, enlightened thinkers, and profound leaders in the field of criminal justice.
- 6. **Vision:** Nationally recognized for academic excellence, research and service in the field of criminal justice.
- 7. **Criminal Justice Curriculum - Table 1**

No.	Title	No.	Title	No.	Title
152	Intro to Criminal Justice	303	Criminal Law	416	Research Methods
236	Criminology (Theory)	305	Contemp. Law Enforce.	452	Criminal Procedure
238	Juvenile Justice	320	Victims of Crime	483	Field Placement
281	Contemp. Corrections	354	Drugs & Society	485	Senior Seminar
302	Ethics in CJ				
Also offered special topics in Mental Health and Crime, Serial Killers, Mass Murder, Terrorism, Human Trafficking, Crime Prevention, Domestic Violence, Childhood Sexual Abuse, Hate Crimes, Comparative Criminal Justice Systems, Women in Prisons, Correctional Casework and Counseling and others					

8. Faculty

Keith Bell Ph. D., Associate Professor – 16 years teaching experience (eight years WLU)
Darrick Brake Ph. D., Assistant Professor – Three years teaching experience (one year WLU)
Selye Lee Ph. D., Assistant Professor – Two years teaching experience (one year WLU)
Hannah Walters MS, Instructor - Two years teaching experience (WLU)

9. Five-year data on graduates and majors enrolled: (Table 2)

Criminal Justice			HEPC Series 10		
AY	*Enrollment	**Awards	Productivity Standards		
2017-18	108	21	Programs are required to meet at least one of the indicators listed below.		
2016-17	89	23			
2015-16	91	28	Average of Five Most Recent Years		
2014-15	133	42	Degree Level	Awards	Enrollment
2013-14	145	25	Baccalaureate	5	12.5
5-YR AVG	113.2	27.8	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

10. Address weaknesses or deficiencies of previous course review.

The Assessment and Accreditation Committee suggested reducing the number of student learning outcomes and implementing a key assessment at a midpoint in the program. CJ responded to these suggestions by reducing the number of student learning outcomes and implementing a Junior year student review.

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

A. Direct Assessments

- 1) **Program Goals.** Review of program goals from initiation until reinforcement. Assignments for each class are based off the chart attached in Table 3 of this document.
- 2) **Internship Overview.** Client review of internship program is provided for each student. A student review is provided as well. This allows the department to gather information on student conduct, behavior, handling of sensitive information, etc...
- 3) **Major Field's Test Scores/Reports.** Review of scores over the last 5 years in regard to the Major Field Test (MFT) from criminal justice used nation-wide are included in our annual self-report. This allows us to focus on at risk areas in our program when necessary.
- 4) **Junior Year Student Review.** This is a new program, begun in the fall of 2017, which revisits with students entering their junior year and collects data on GPA, program GPA, scholarships, athletic participation, job placement, internship, etc. This works as a retention method, a pre-graduation screening method, toward proper internship placement (which increases our job placement after graduation), and at risk students who may still need writing and speaking assistance.
- 5) **Capstone Writing Scores.** Capstone writing and oral speaking scores for the last 5 years in regard to final paper/presentation in Senior Seminar are collected.
- 6) **Critical Thinking Reports.** First collected when students arrive as freshmen, this data is again collected during their senior year.

B. Indirect Measures include asking students/graduates how well they thought they learned and examples include: senior surveys, exit interviews, alumni surveys, and focused groups.

- 1) **Senior Exit Interview (2015-2018).** This document assessing graduating senior perceptions of the program, faculty preparedness, program strengths and weaknesses, and an overview of how the program has been altered from this data
- 2) **Alumni Survey (2018).** This is the first in depth alumni survey which addresses current placement in field, length of employment, program effectiveness, etc.
- 3) **5-year external review (fall 2018).** The external review portion which includes the use of student focus groups is included here as well.

C. Program Goals/Student Learning Outcomes:

1. ***Knowledge base***
 - a) Explain major criminal justice concepts and historical trends
 - b) Critique criminological theories regarding the causes of crime
2. ***Critical thinking and problem solving***
 - a) Analyze data regarding the measurements of crime and their accuracy
 - b) Compare and contrast various criminological theories and their applicability of the same to present times
 - c) Analyze criminal justice concepts in terms of applicability to various situations
3. ***Communication skills***
 - a) Integrate verbal, visual, and written formats in communicating criminal justice concepts
 - b) Clearly articulate CJ concepts in writing without grammatical, spelling and punctuation errors
 - c) Address questions thoughtfully and coherently
4. ***Ethical and personal development***
 - a) Examine ethical theories in a way that reflects an understanding of the students' own morality
 - b) Analyze ethical theories and apply them to a variety of ethical dilemmas.
5. ***Career planning and development***
 - a) Articulate a statement of career goals and appropriate plan
 - b) Document steps taken to pursue goals
 - c) Exhibit key interview skills
 - d) Complete a field placement class

HEPC PROGRAM REVIEW SUMMARY

Program Goals and Student Learning Outcomes are mapped to the Criminal Justice curriculum. Each outcome is **(I)**ntroduced, **(R)**einforced and **(A)**ppplied depending on the course level and objective.

Table 3

Table 3		I = Introduced				R = Reinforced				A = Applied					
Assessment Grid Criminal Justice Program Objectives		CJ Course Number													
		152	236	238	281	302	303	320	354	416	452	305	483	485	
Knowledge base															
a) Explain major criminal justice concepts and historical trends		I	RA	RA	RA	R	R	RA	R			R			
b) Critique criminological theories regarding the causes of crime		I	RA	RA	RA	R		RA		RA		R			
Critical thinking and problem solving															
a) Analyze data regarding the measurements of crime and their accuracy		I	RA	R	R	RA	R	RA	RA	RA	R	R	RA	RA	
b) Compare and contrast various criminological theories and their applicability of the same to present times		I	RA	RA	RA	RA	R	R	R	RA	R	R	RA	RA	
c) Analyze criminal justice concepts in terms of applicability to various situations			RA	RA	RA	RA	R	R	R	RA	R	R	RA	RA	
Communication skills															
a) Integrate verbal, visual, and written formats in communicating criminal justice concepts		I	R	R	R	RA	RA	R	R	RA	RA	R	RA	R	
b) Clearly articulate criminal justice concepts in writing without grammatical, spelling and punctuation errors		I	R	R	R	RA	R	RA	RA	RA	R	R	RA	RA	
c) Address questions thoughtfully and coherently		I	R	R	R	R	R	R	R	R	R		R	R	
Ethical and personal development															
a) Examine ethical theories in a way that reflects an understanding of the students' own morality		I	R			RA	R	R	R	RA		R			
b) Analyze ethical theories and apply them to a variety of ethical dilemmas.		I	RA	R		RA		RA	R	R		R	RA	RA	
Career planning and development															
a) Articulate a statement of career goals and appropriate plan		I	R	R	R	R	R	R	R	R	R		RA	RA	
b) Document steps taken to pursue goals		I	R	R	R	R	R	R	R	R	R		R	R	
c) Exhibit key interview skills													I	IRA	
d) Complete a field placement class													IA	R	

Assessment Planning Schedule/Timeline

1. Critical Thinking Exam – administered to students (CJ 152)
2. Critical Thinking Exam – administered to students (Senior Seminar)
3. Junior year assessment
4. Senior Portfolio collected
5. Major Field Test (CJ 485)
6. Exit Interview
7. Student Placement – Senior job placement or entrance to graduate school is collected
8. Alumni – Alumni tracking is initiated in the fall of 2018, and a faculty alumni coordinator is named.

12. Are program revisions or curriculum changes linked to the data? Is assessment information used to encourage faculty engagement in the assessment of student learning?

Criminal Justice faculty collect and review individual level course data such as papers, assignments, exams, etc. on a regular basis. As a result of these discussions it was discovered that student's reading skills were negatively impacting student scores, especially for first year and transfer students. In the spring of 2019 measures were implemented to include additional in- and out-of-class reading assignments. Based on assessment data collected through the CJ 483 Internship, CJ 354 Drugs and Society course was implemented. Based on the current opioid epidemic in the state, the addition of this course increases student's employment opportunities.

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

To avoid identification of students in positions where total employees are low (3 officers in one department in a small city as an example), I have broken down employment into larger categories.

Using the data from the last 5 years, 112 of the 139 students are either employed in the field of criminal justice or attending law school or graduate school after completing their educational requirements at WLU. A total of 27 students have either not obtained employment (19) or we have not been able to retrieve data (8). The national average for employment in field is 60%, while WLU criminal justice graduate data has a placement rate of 80.6%.

The breakdown is as follows:

Law Enforcement 43 (this includes local, county, state, major metropolitan and support staff)

Federal Employment (FBI, DEA, Marshals, IRS, support staff, etc...) 4

Probation and Parole (including officer, drug courts, juvenile probation, mediation, etc...) 21

Victim-based (YSS, YWCA, domestic violence counseling, sexual abuse counseling, advocate, etc...) 13

Graduate School & Law School 27 (there is carry over here between students enrolled in graduate school and working full time in the field)

Corrections & Courts (includes correctional guard, caseworker, court assistance, clerk, etc...) 8

Other: 4 (fields are too specific to identify)

Internship Placements:

Local Law Enforcement (Wheeling and Weirton primarily)

County Law Enforcement (Marshall, Ohio, Alleghany, other)

Corrections (Northern Regional, Belmont County Corrections, etc)

Probation and Parole (Brooke County Drug Court, BC Juvenile Probation, Ohio Cty etc..)

Courts (local attorneys, Ohio County Prosecutor's Office)

Federal (DEA, FBI, ATF, Marshals, Federal Building, etc...)

State: (WV Dept of Natural Resources)

Governmental (U.S. Forestry)

Victim Services (YSS, YWCA, multiple child service organization)



College of Education

Exercise Physiology



AMERICAN SOCIETY
OF EXERCISE PHYSIOLOGISTS

5/1/17

ASEP National Office
PO Box 515
Osakis MN 56360
info@asep.org

Dear Dr. Ryan Koenig, program faculty and West Liberty University administrators:

On behalf of the American Society of Exercise Physiologists (ASEP) board of directors, it is my privilege to inform you that your Exercise Physiology program continues to meet the requirements and expectations for ASEP accreditation.

During my recent site visit, I was able to confirm your positive action on earlier recommendations by ASEP that the program have at least one (1) PhD level Exercise Physiologist on the faculty and that performance lab space and equipment be upgraded. Your faculty and facilities are very well suited for the appropriate preparation of your Exercise Physiology students!

Going forward, it is important that WLU faculty and students are able to attend the annual ASEP national conference. We understand the budgetary considerations that come with this expectation and we hope this letter will help show administrators their support of your budget requests is a great benefit to your students and helps to sustain the quality of your program. As an ASEP accredited program, your students will enjoy discounted fees for their Exercise Physiologist Certified (EPC) board certification exam, membership and registration.

Finally, I want to thank Ryan for stepping into the ASEP WV state president role and Rick for volunteering to help us continue improving our accreditation process and prospects. And most of all, thank you both for volunteering to host the 2018 ASEP National Conference! Your commitment to improving the profession is obvious and your willingness to work on behalf of your students, and all of Exercise Physiology, brings credit to yourselves and your program at West Liberty University. Congratulations and keep up the great work!

Best regards,

A handwritten signature in black ink, appearing to read 'Shane Paulson'.

Mr. Shane Paulson MA. EPC.
CEO, American Society of Exercise Physiologists



AMERICAN SOCIETY
OF EXERCISE PHYSIOLOGISTS

Program Name: Exercise Physiology

Degree Level: BS

1. **Provide a synopsis of significant findings from external review (external consultant for non-accredited programs, and accrediting agency for accredited programs) and include the following core components: mission, faculty, curriculum, resources, viability, and program improvement.**




The West Liberty University Exercise Physiology (EP) program is accredited by the American Society of Exercise Physiologists (ASEP). The most recent re-accreditation occurred in May 2017 following a site visit in April.

- A. **Mission:** The mission of our program is aligned with that of ASEP: **to promote the professional development of exercise physiology.**
- B. **Faculty:** Our full-time faculty consists of three full-time faculty members. Two have doctoral degrees in Exercise Physiology and the third is working toward a terminal degree in the field and is currently ABD. ASEP requires that at least one Ph. D. in Exercise Physiology be on the faculty.
- C. **Program Strengths:** The ASEP accreditation letter cited the EP program's laboratory space and equipment as valuable resources for student development. It also cited the addition of credentialed faculty and upgrading of equipment as program improvements. Viability was not explicitly addressed, but the letter implies that the program is expected to remain viable.
- D. **Program Challenges:** Budgetary restrictions

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

No deficiencies were cited in the last review.

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

Exercise Physiology			HEPC Series 10		
AY	*Enrollment	**Awards	Productivity Standards		
2017-18	108	24	Programs are required to meet at least one of the indicators listed below.		
2016-17	101	27			
2015-16	119	46	Average of Five Most Recent Years		
2014-15	162	35	Degree Level	Awards	Enrollment
2013-14	174	26	Baccalaureate	5	12.5
5-YR AVG 	132.8 	31.6 	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

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

The West Liberty University Exercise Physiology (EP) program is accredited by the American Society of Exercise Physiologists (ASEP), which sets forth a curriculum to include a basic science core, an exercise physiology core, general education courses, and electives.

The basic science core serves to provide “a solid knowledge base so that the student can fully comprehend and appreciate the complexities of more advanced coursework in the exercise physiology area” (ASEP Accreditation). It is to consist of at least one course in three of the four following areas: math, biology, chemistry, and physics. In addition there must be two laboratory courses, and a course in computer science is recommended for a total of 11 credit hours.

The EP basic science core consists of MATH 140 Introduction to Statistics and CIS 271 Practical Computer Applications for all students. The requirements for biology (BIO 125/125 Biological Principles/Lab or BIO 15/106 Life Science/Lab, chemistry (CHEM 110/111 General Chemistry I/Lab or CHEM 100/101 Foundations of Chemistry/Lab), and physics (PHYS 101/110 General Physics I/Lab or PHYS 190/191 Physical World/Lab) contain options with the students in the clinical concentration taking more rigorous courses than the students in the health and fitness concentration. This basic science core consists of 18 credit hours.

ASEP does not require assessment of or provide standards for the basic science core. Accreditation requires only the course descriptions of the courses within the basic science core.

The exercise physiology core must cover a list of content areas and meet two sets of learning objectives (cognitive learning objectives and laboratory skill objectives). Fifty of the 56

cognitive learning objectives and 13 of the 15 laboratory skill objectives must be taught.

The EP exercise physiology core consists of 11 exercise physiology courses (36 credit hours) as well as five courses from health education, physical education, and safety (14 credit hours). These 16 courses (50 credit hours) are designed to meet all 15 of the content areas and all 71 of the [ASEP learning objectives](#). The ASEP content areas are covered and/or learning objectives are met in the Exercise Physiology curriculum as these courses are distributed across the students' four years in the program, assessment is continuous during the students' careers.

Assessments have been developed for each of the learning objectives. These assessments have been integrated into the 11 exercise physiology courses. A simple point system is used for data collection purposes: 3 points are awarded for mastery of a learning objective, 1 point for satisfactory demonstration of a learning objective, and zero points for unsatisfactory demonstration. Data can be reviewed to recognize areas of strengths and weakness. One example of how this process worked was the introduction of EP 464 Clinical Exercise Physiology Seminar as a replacement for PE 101 Beginner Swimming. EP 464 was added to bolster the outcomes related to research by providing students with the opportunity to read more research articles and to write about them.

No specific guidelines or mandates are provided by ASEP for general education courses. EP follows the West Liberty University general studies requirements for the Bachelor of Science degree.

ASEP also does not require any specific electives but suggests that elective courses be chosen to build on the general knowledge of the exercise physiology core toward career goals and interests. The EP curriculum contains two concentrations made up of electives that are specific for distinct career paths. Both concentrations consist of 23 credit hours. The clinical concentration contains additional science and psychology courses to prepare students for graduate studies and clinical occupations. The health and fitness concentration contains health, physical education, and psychology courses to prepare students for working with diverse populations in the world of exercise training and fitness. As no ASEP learning outcomes are prescribed for elective courses, the EP program does not use any key assessments in these classes.

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

Thirty students graduated with Bachelor of Science degrees with a major in Exercise Physiology in the past calendar year (May 2018 and December 2018). Fifteen are currently pursuing advanced degrees. Four more students are in the process of applying to graduate programs. Three students are employed in fields related to exercise physiology. Two other students are employed in unrelated fields. The status of the remaining six graduates is unknown.



Interdisciplinary Degree Program

Program Name: Interdisciplinary

Degree Level: BS

- 1. Provide a synopsis of significant findings from external review (external consultant for non-accredited programs, and accrediting agency for accredited programs) and include the following core components: mission, faculty, curriculum, resources, viability, and program improvement.**



A. **Program Strengths:** The greatest strength of the program is the flexibility in structure of the curriculum to meet the goals of the individual students. This flexibility supports the retention of students who might otherwise leave the college to pursue degree programs of their choice. The program is cost effective due to the utilization of resources currently in place to support existing degree programs in operation. A positive outcome of the Interdisciplinary Studies Program has been the development of new academic programs for the University. The creation of the following programs supports the success of the Interdisciplinary Studies Program:

- a. Bachelor of Science in Social Work
- b. Bachelor of Music: Performance, Music Technology
- c. Bachelor of Science in Creative Arts Therapy
- d. Bachelor of Science in Biology: Environmental Stewardship and Education

B. **Program Challenges:** A potential weakness of the program is the lack of an operating budget and secretarial support, as well as low enrollment. Assessment is a challenge due to the variability in curriculum across many disciplines. It is the responsibility of each faculty member, who voluntarily serves as an advisor who is familiar with the curriculum, to assess and monitor the progress and accomplishments of each student. The Interdisciplinary Studies Committee, which is comprised of the coordinator and faculty representing each of the colleges of instruction, retains the responsibility of approving the proposed curriculum and the Independent Studies Project.

- 2. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.** No weaknesses were cited in previous review.

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

Interdisciplinary			HEPC Series 10		
AY	*Enrollment	**Awards	Productivity Standards		
2017-18	4	1	Programs are required to meet at least one of the indicators listed below.		
2016-17	5	3			
2015-16	2	4	Average of Five Most Recent Years		
2014-15	4	2	Degree Level	Awards	Enrollment
2013-14	6	6	Baccalaureate	5	12.5
5-YR AVG	 4.2	 3.2	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

- 4. What is the process for assessment of student learning? Include timelines of assessment implementation and describe how the results are used for program improvement.** The University Assessment and Accreditation Committee met with the Program Director who discussed the challenges of implementing a viable assessment program for a diverse degree with a five-year average enrollment of six. The committee commended the Program Director for her effort to implement an assessment program, including creating a student learning outcomes and using the general studies oral communication rubric for a student's final presentation. Nevertheless, the Committee agreed that assessment in this unique degree is unrealistic and does not product data that is statistically valid or useful.
- 5. Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees.** Within the Interdisciplinary Studies Degree Program, students are required to complete an independent project that is equal to 8-12 credit hours of course work. Students who choose to complete an internship for their independent study, often acquire a job or develop a relationship that assists in their job search through this experience. Students enrolled in the IDS program may utilize the completion of their degree to assist them in gaining entrance to a graduate school program. It is our goal to survey our graduates one year after completion in an attempt to track graduate career data.



College of Sciences

Medical Laboratory Science

Program Name: Medical Laboratory ScienceDegree Level: BS

1. **Provide a synopsis of significant findings from external review (external consultant for non-accredited programs, and accrediting agency for accredited programs) and include the following core components: mission, faculty, curriculum, resources, viability, and program improvement.**

The last self-study for reaccreditation occurred in 2013. The final site visitor report noted two deficiencies: a) provide objectives which address cognitive and psychomotor domains for molecular diagnostics, and b) provide evaluation tools for parasitology, mycology, virology, and molecular diagnostics. We provided this material to the accreditation agency and it was accepted and we received full accreditation for five years. A new self-study was submitted to the accrediting agency in September 2018, and the next site visit is tentatively scheduled for April 2019.

The site visitors had no negative comments or suggestions concerning the other items addressed in the self-study, namely mission statement, faculty, curriculum, resources, viability, or program improvement.

- A. **Program Strengths:** Dedicated faculty, increasing enrollment, added additional clinical affiliates, small student/faculty ratio. Good pass rate on national certification exam, and 100% employment in the field after graduation
- B. **Program Challenges:** As enrollment increases the Program will require additional resources and space.

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

Medical Lab Science			HEPC Series 10		
AY	*Enrollment	**Awards	Productivity Standards		
2017-18	22	6	Programs are required to meet at least one of the indicators listed below.		
2016-17	25	9			
2015-16	25	6	Average of Five Most Recent Years		
2014-15	25	7	Degree Level	Awards	Enrollment
2013-14	21	4	Baccalaureate	5	12.5
5-YR AVG	23.6	6.4	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

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

The MLS Program evaluates its effectiveness by several mechanisms. These include:

- A. Exit interviews of graduating seniors. In May of each year, we give all graduating seniors the opportunity to evaluate the Program by completing an exit interview form. The faculty reviews the forms at a Steering Committee meeting and discusses the comment of the graduates. Negative comments are considered. Negative comments are rare but if they are reasonable we will discuss them for possible solutions. Feedback for this tool is usually 100%.

- B. Post-graduate evaluations. At graduation, or about 6 months after graduation, students are sent a post-graduate evaluation form. This form is used to assess the effectiveness of the Program in training students for the real work environment. The forms we receive are reviewed and discussed informally among the faculty and formally in the Steering Committee meeting. The old form included a section allowing for employer evaluation of the graduates performance on the job if they are willing. We have removed that and beginning in 2018 have created a separate document we send to the employer directly. Feedback from the student PGE is basically zero and we are thinking of dropping this evaluation and replacing it with the employer survey.
- C. Student evaluation of clinical rotation. At the end of each section of the clinical rotation, students are given the opportunity to evaluate their experience. The results of the evaluation are discussed at the Steering Committee meeting. The evaluation form is included as part of the rotation package (blue books). Feedback for this tool is 100%.
- D. University student learning outcomes (SLO). The Program participates in the assessment of University general studies SLO's. The program will use our MLS documentation form for assessing program specific outcomes (not general studies) such as Board of Certification (BOC) certification exam pass rates, CLS 490 Independent research LabCE results, post-rotation exam results (new fall 2018), post clinical section rotation LabCE results (new for fall 2018 due to student comments on exit interviews) and CLS 400 comprehensive review final exam scores.
- E. Clinical affiliates evaluation of students after completion of section rotations. Supervisors or lab managers will evaluate the students after each section rotation. The forms for this and number three above are located in our blue books, which each student must complete for each clinical section. These are evaluated in the spring term after the rotations. As with the BOC results, we consider these evaluations to be valuable tools to assess the effectiveness of the Program in meeting its goal of preparing students as competent entry level laboratory professionals.
- F. Employer evaluation of graduates (new for 2018). Our post-grad evaluation form had a section for employer evaluation of graduates but the response was poor. We have separated this section into a new form that the Program will send to employers to comment on our graduates.
- G. MLS Advisory Board. The Board meets annually to review program status and discuss any issues or concerns.
- H. Communication with Clinical Affiliates. The MLS Clinical Coordinator visits and communicates with the clinical affiliates routinely. She meets/communicates with the students, the primary liaison, and other clinical staff members that work with the students to determine student progress and concerns as well as concerns of the affiliate or program.
- I. Student Evaluation of Didactic Courses. These are completed by the students after each didactic course is completed. The evaluations are done on-line. The results are sent to the Dean, College of Sciences. The results are then forwarded to the instructor.
- J. National Board of certification pass rates and scores.
- K. The State of West Virginia Board of Governors Review. Every five years the MLS Program is required to complete a self-evaluation and submit it to the West Virginia Board of Governors for review and recommendation. The state accepts the Self-Study for accreditation in lieu of a separate report for a major portion of its review. The next report is due in February 2019.
- L. Assessment of program effectiveness is done in the program steering committee meetings and advisory board meetings. If a consistent concern is noted, we discuss methods to address and work to continually improve the Program.

M. MLS Assessment Schedule

<u>Item</u>	<u>When/Review</u>
a) Program (NAACLS)	
1) Exit interview	May/August steering meeting
2) Post-grad evaluation	6 mo. Post-graduation/when available, steering
3) Graduation rate	NAACLS annual statistics/Jan. steering meeting
4) Placement rate	NAACLS annual statistics/Jan. steering meeting
5) Attrition	NAACLS annual statistics/Jan. steering meeting
6) BOC (mid-year)	August/August steering meeting
7) BOC (annual)	When available/steering meeting
8) Rotation (blue books)	Jan/Jan steering meeting
9) Employer eval. of grads	when available/steering meeting
b) University (SLO)	
1) CLS 400	spring term/Aug. steering (final exam, BOC)
2) CLS 420	spring term/August steering meeting
3) CLS 470	spring term/August steering meeting
4) CLS 490	spring term/August steering meeting
c) Other	
1) Post-rotation exam	December/Jan steering meeting

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

MLS graduation rate and placement rate for 2015-2018

Students often are offered employment before graduation. There is heavy demand locally and nationally for our graduates. The placement rate is always 100%. It is rare for graduates in our Program to enter graduate or professional school immediately after graduation, though one 2018 graduate is preparing for PA school.

NAM E	Graduation Rate	EMPLOYMENT or Continue education (rate)
	2015 (100%)	100%
C		Wheeling Hospital, WV
N		Wheeling Hospital, WV
J		Weirton Med. Center, WV
C		Weirton Med. Center, WV
L		Wetzel Co. Hospital, WV
C		Wetzel Co. Hospital, WV
	2016 (100%)	100%
A		Ruby Memorial, WV
P		Wheeling Hospital, WV
E		OVMC, Wheeling, WV
C		Weirton Med. Center, WV
C		Wheeling Hospital, WV
K		Trinity Med. Center, Ohio
	2017 (100%)	100%
K		Weirton Med. Center, WV
C		Weirton Med. Center, WV
G		UPMC East, Monroeville, Pa
C		VA Medical Center, Clarksburg, WV
J		Ohio Valley Hospital, Pittsburgh, Pa
C		Memorial Health System, Marietta, OH
K		Summa Health, Akron City Hospital, Akron, OH
M		Diagnostic Laboratory Service,, HI
N		Trivergent Health Alliance, WV
	2018 (100%)	100%
A		ItxM, Pgh, Pa
A		Additional schooling (PA program)
L		UPMC Passavant, Pgh, Pa
E		Wheeling Hospital, Wheeling, WV
J		Canonsburg hospital, Canonsburg, Pa
E		UPMC Passavant, Pgh, Pa



College of Sciences

Physician Assistant



*Accreditation Review Commission on Education
for the Physician Assistant, Inc.*

March 23, 2015

John E. McCarty
Executive Director

12000 Findley Road, Suite 150
Johns Creek, GA 30097
Phone: 770-476-1224
Fax: 770-476-1738
Email: arc-pa@arc-pa.org

Robin Capehart, JD
President
West Liberty University
208 University Drive
College Union Box 173
West Liberty, WV 26074
president@westliberty.edu

Dear Mr. Capehart:

The **West Liberty University Physician Assistant Program** has been granted **Accreditation-Continued** status by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). This decision is based on the program application and appendices, the report of the site visit team, the program response to observations and its accreditation history.

The ARC-PA noted **six (6)** areas of noncompliance with the *Standards*. The program is required to submit acceptable responses by the dates identified in the companion Word document, which includes the complete commission report. Failure to submit a response may result in reconsideration of the program's accreditation status.

The date for the next validation review of the program by the ARC-PA will be **March 2022**. The review date is contingent upon continued compliance with the *Standards* and ARC-PA policy. The ARC-PA reserves the right to adjust the date or schedule.

The next validation review, although seven years out, is not carte blanche but comes with accreditation requirements along the way, including the submission of an SSR two years in advance of the validation visit which is normally scheduled within six months of the review. Failure to remain in compliance with the *Standards* at any time may be cause for an adverse accreditation action to be taken by the commission.

The program will be contacted by the ARC-PA in advance of the validation visit review regarding details of the SSR, application, and site visit.

Collaborating Organizations: American Academy of Family Physicians • American Academy of Pediatrics • American Academy of Physician Assistants • American College of Physicians • American College of Surgeons • American Medical Association • Physician Assistant Education Association

Member: Association of Specialized and Professional Accreditors (ASPA)

Recognized by: Council for Higher Education Accreditation (CHEA)

Please note that the approved maximum entering class size remains **18**. The program is not to exceed that maximum entering class size number for any reason during its next and subsequent admission cycles without prior approval from the ARC-PA for a class increase.

The ARC-PA will not consider a request for an increase in maximum entering class size from a program holding the status of Accreditation-Continued until the program has maintained five consecutive years of that status. Additionally, a program holding the status of Accreditation-Continued must maintain four consecutive years of that status from the date of the last approved class size increase before the ARC-PA will consider a request for an increase in maximum entering class size.

The ARC-PA will not consider an application for expansion to a distant campus from a program holding the status of Accreditation-Continued until the program has maintained five consecutive years of that status.

To communicate the program's accreditation status in all printed and electronic media, the program and institution must use the following statement **exactly** as written.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **West Liberty University Physician Assistant Program** sponsored by **West Liberty University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2022**. The review date is contingent upon continued compliance with the *Accreditation Standards* and ARC-PA policy.

Any program with a PANCE pass rate percentage of 82% or less for its 2014 cohort must submit an analysis of its PANCE performance to the ARC-PA by July 1, 2015. The form for reporting PANCE results is available at http://www.arc-pa.org/continuing_acc/program_change_forms.html.

The ARC-PA appreciates the commitment and dedication to quality PA education demonstrated by your participation in the accreditation process. If you have questions or concerns, please do not hesitate to call.

Sincerely,



John E. McCarty
Executive Director

c: Robert Kreisberg, PhD; Dean; rkreisberg@westliberty.edu
William A. Childers, EdD, PA-C; Department Chair and Program Director; bill.childers@westliberty.edu
Karen Solinski; VP for Legal & Governmental Affairs, NCA/HLC; accreditingactions@hlcommission.org
Grace P. Landel, MEd, PA-C; Chair, ARC-PA
Lynn D. Fleisher, PhD, JD; Legal Counsel, ARC-PA



*Accreditation Review Commission on Education
for the Physician Assistant, Inc.*

August 29, 2017

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Phone: 770-476-1224
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Email: sharonluke@arc-pa.org

William A. Childers, EdD, PA-C
Department Chair
West Liberty University
Physician Assistant Studies Program
208 University Drive
College Union Box 173
West Liberty, WV 26074
bill.childers@westliberty.edu

Dear Dr. Childers:

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) recently reviewed the modified SSR dated June 29, 2017.

The Commission accepts the response. According to ARC-PA policy, this means that the report was received favorably but does not imply that the program is now in compliance with the *Standards*. Please see the additional attachment with comments on the SSR components submitted.

The ARC-PA reminds the program of helpful resources on our website including the *Data Analysis Resource* and *Notes to Programs SSR Edition*, both available at:
<http://arc-pa.org/documents/Data%20Analysis%20Resource%20for%20Programs%20May%202015.pdf>
and <http://www.arc-pa.org/accreditation/resources/notes-and-portal-updates/>. You will find the *Standards*, an accreditation manual and other helpful information on our website, www.arc-pa.org.

We appreciate the commitment and dedication to quality PA education demonstrated by your participation in the accreditation process. If you have questions or concerns, do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink, appearing to read "Sharon Luke".

Sharon Luke, MSHS, PA-C
Executive Director

c: Robert Kreisberg, PhD; Dean; rkreisberg@westliberty.edu
Vivian Moynihan, MD, MPH, FACOG; Chair, ARC-PA
Emily Van Wyck, JD; Legal Counsel, ARC-PA

Collaborating Organizations: American Academy of Family Physicians • American Academy of Pediatrics • American Academy of Physician Assistants • American College of Physicians • American College of Surgeons • American Medical Association • Physician Assistant Education Association

Member: Association of Specialized and Professional Accreditors (ASPA)

Recognized by: Council for Higher Education Accreditation (CHEA)

Program Name: Physician Assistant

Degree Level: MSPAS

- 1. Provide a synopsis of significant findings from external review (external consultant for non-accredited programs, and accrediting agency for accredited programs) and include the following core components: mission, faculty, curriculum, resources, viability, and program improvement.**

A. Program Strengths:

The WLU PA program has a significant number of strengths. After a site visit in 2014, the program moved from “Accreditation-Provisional” to the full “Accreditation-continued” status by the Accreditation Review Commission on Education for the Physician Assistant in March of 2015. Not only was this status granted but also, it was granted for the longest period of time possible before the next visit due in 2022, later extended to 2025. Upon review of approximately 100 plus accreditation standards (not counting multiple sub standards), only six areas of noncompliance were noted. Replies to these citations were accepted by the ARC-PA in June 2017 and therefore, “Accreditation-Continued” status remains.

The program has improved and continues to improve in a myriad of ways. For example, the program has developed and now has the beginnings of a strong database and the resultant statistical analyses using Excel as well as Microsoft Access to identify programmatic strengths and weaknesses. Each individual course, rotation, instructor, preceptor, and student is assessed both quantitatively and qualitatively and compared to program developed benchmarks.

The physician assistant clinical knowledge rating and assessment tool (PACKRAT) has been given once at the end of the clinical phase since the beginning of the program. This exam is but one of many assessment tools demonstrating student and curricular strengths and weaknesses. PACKRAT 2 results have shown a consistently positive trend. The mean score for the class was a 140.81 in 2014. That has steadily risen to a class mean of over 161 in 2018.

PANCE (physician assistant national certification exam) scores have steadily increased. All PA’s must pass this exam to practice in any state in the nation. The PANCE mean for the 2014 (very first) WLU PA cohort was 456.47. The most recent cohort PANCE mean was a 494.19. The WLU PA class of 2018 achieved a 100% first time taker PANCE pass rate.

In its commitment to quality education, West Liberty University continues to have the smallest PA cohort size in the state of WV. The national mean for cohort enrollment is approximately 46. The WLU PA program currently accepts only 18 students. This allows program administration and faculty sufficient time to maximize attention on student success.

In August of 2018, the WLU PA program conducted its first ever alumni survey of all graduate classes through the 2017 cohort. This survey clearly demonstrated the

viability of the program and the success of its faculty and curriculum in meeting and even exceeding the mission of the program. An overall mean return rate of 36% was achieved. A full, 100% of respondents reported they were working clinically. On a scale of 1-5 with 1 being “Poorly prepared,” 3 being “Sufficient/appropriate,” and 5 being “Extremely well prepared,” the overall mean was a 4.08 for “Overall, the curriculum met the mission and goals of the program.” A 4.12 was achieved for “Overall, the curriculum was effective.” A 4.12 was also achieved for “Overall, the WLU PA program prepared me for clinical practice.”

Faculty numbers have done nothing but improve in the past four years. Due to a retirement, the WLU PA program was able to change the full-time position into a full and an additional part-time faculty position with no increase in cost. There has been no full or part-time faculty turnover at all in the past two years.

Programmatic support is sufficient as identified in the annual faculty/staff survey. On a scale of 1-5 with 1 being “Strongly disagree,” 3 being “Neither agree nor disagree,” and 5 being “Strongly agree,” the program scored a mean of 4.29 in 2017/2018 and 3.5 for 2016/2017 when faculty were asked to score “Administrative resources are sufficient for me to accomplish my assigned responsibilities.” In the same survey, in 2017/2018 and 2016/2017, the faculty mean score was a 4.14 and 3.17 respectively for “My workload allows me sufficient time to complete all of my responsibilities.”

B. Program Challenges:

The WLU PA program faces several challenges. Most significantly is that of rotation site limitations. This lack of rotation sites is even more critical specific to pediatrics and obstetrics/gynecology. The rotation site dilemma is due to several forces such as: increasing competition due to a greater number of PA programs both within and outside of WV, as well as rotation site/preceptor “fatigue” due to PA/Nurse Practitioner/MD/DO and other health fields that must all share the same rotation sites. Although the WLU PA program has not had to pay for its students to use rotation sites, this practice has already begun with the DO students from Lewisberg. Therefore, it is a concern that it is just a matter of time before WLU PA students will have to pay for each of their rotation sites over and above what they already pay for their PA education.

Another challenge directly related to the above stated is that of the changing healthcare environment in the state of WV. Almost all of the necessary rotation sites in which the WLU PA students do their required rotations are done at Wheeling Hospital, OVMC, and Reynolds Memorial Hospital. Within the past two years, OVMC was purchased by an out of state company. This has caused a significant change in their system and therefore, indirectly has diminished the WLU PA program’s ability to provide sufficient quantity and quality of rotation sites. The WLU PA program sends most of its students to Wheeling Hospital. This has continued to work well however, due to the changes in this system, the WLU PA students continue to become less of a priority within a system that is increasingly taxed to compete in a healthcare system based more and more each day “on the bottom line.” Lastly, the WLU PA program has increasingly placed its students at

WVU/Reynolds, formerly known as Reynolds Memorial Hospital. Although our student rotations continue to go well there, the program anticipates increasing competition for rotation sites with doctors and within two years, PA students from WVU. This is due to the takeover of the Reynolds system by WVU. Although WLU is a publicly funded, WV institution as WVU is, experience tells us that WVU will always place its own self-interest above that of other programs within the state.

As briefly mentioned above, the WLU PA program faces the challenges of increasing competition. Unfortunately, even though WLU was told by the HEPC that after its program began, there would be no additional publicly funded PA programs in WV, both WVU and Marshall have begun PA programs. Although the current numbers of job growth are very positive for the near future, recent research evidence demonstrates an oversupply of PA's nationally given the current level of program growth and resultant supply of PA's. The WLU PA program has no immediate concern about an oversupply of PA's in WV. However, we have significant concerns within 7-10 years about the consequences of this competition within WV to include areas such as: diminishing qualified applicant pool, greater number of PA students competing for the same current number of rotation sites, and ultimately oversupply of PA's necessary to meet the WV demand.

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

Physician Assistant			HEPC Series 10		
AY	*Enrollment	**Awards	Productivity Standards		
2017-18	31	16	Programs are required to meet at least one of the indicators listed below.		
2016-17	34	18			
2015-16	37	19	Average of Five Most Recent Years		
2014-15	35	16	Degree Level	Awards	Enrollment
2013-14	36	17	Baccalaureate	5	12.5
5-YR AVG	34.6	17.2	Masters	3	4.5
* Official fall census headcount					
** IPEDS Graduation data (July 1 - June 30)					

Note: "Enrollment" number is total number of first AND second year students combined.
 "Awards" number represents number of second year students graduated from program.

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

The WLU PA program uses its mission statement, general goals, and programmatic objectives to guide student learning. In addition to these sources, the WLU PA program also uses the PA national certification exam blueprint as well as the PA competencies to guide what is covered, when it is covered, and finally, how much each topic is covered. The assessment of the success of learning that has occurred occurs in a myriad of levels and ways. At the course level, all students perform regular, traditional tests (patterned

after the national certification exam) in all courses. Also, students are assessed using audio/video multiple times in individual courses which require them to demonstrate the essential “hands on skills” necessary of a practicing PA. Any students that do not achieve the necessary passing scores are remediated by course instructors or advisors to quickly identify weaknesses and rectify gaps that have been identified.

In addition to the multiple traditional and audio/video assessments that all students perform in their individual coursework, each student is assessed in areas such as professionalism as a part of their course grade. Each student also self-assess themselves in each individual term in areas such as attendance, timeliness, preparation and participation, attire, behavior, commitment to learning, feedback, personal responsibility, and professional responsibility (see Attachment 3). These self-assessments are reviewed with their respective faculty advisor each term.

In addition to the multiple course level assessments noted above, all students take a program developed comprehensive exam both at the end of the first year, as well as at the end of the second year which they must pass to prove their success of learning at least the minimal level necessary to progress in the program.

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

As stated previously, the first Alumni survey was conducted in 2018. A full, 100% of respondents reported they were practicing as a PA. Please see Appendix I (WLU PA Alumni Survey).



Appendix I

Alumni Survey

WLU PA Alumni Survey

Results Summary - "WLU PA Program Alumni Survey 2018"

TOTAL RESPONSES: 25

(1) In what year did you graduate from the West Liberty University PA program?

(Choice - One Answer Drop Down)

	Response Percent	Response
2014	32.00%	8
2015	20.00%	5
2016	28.00%	7
2017	20.00%	5
Total Respondents:		25
Skipped this question:		0

(2) Are you currently practicing clinically (full or part-time) as a PA?

(Choice - One Answer Drop Down)

	Response Percent	Response
Yes	100.00%	25
No	0.00%	0
Total Respondents:		25
Skipped this question:		0

(3) In which of the following do you practice clinically?

(Choice - One Answer Drop Down)

	Response Percent	Response
Family	24.00%	6
Emergency	12.00%	3
Internal	12.00%	3
Ob/Gyn	0.00%	0
Psychiatry	4.00%	1
Pediatrics	8.00%	2
General	8.00%	2
Surgical	4.00%	1
Radiology	0.00%	0
ENT	8.00%	2
Orthopedic	4.00%	1
Cardiology	0.00%	0
Pulmonolo	0.00%	0
Allergy and	0.00%	0
Cardiology	0.00%	0
GI	0.00%	0
Nephrology	0.00%	0
Neurology	8.00%	2
Other	8.00%	2
Not	0.00%	0
Total Respondents:		25
Skipped this question:		0

(4) In what state(s) do you currently practice?

(Open Ended - Comments Box)

Total Respondents: 25
Skipped this question: 0

(5) Instructional Text

(6) Please assess how well the WLU PA Program prepared you for *clinical practice* in the following areas:

Application of Scientific Concepts

(Rating Scale - Matrix)

	1	2	3	4	5	Mean	Total	Percent
	Poorly prepared		Sufficient/ appropriate		Extremely well prepared	[1-5]	Points	Score
Statistical Mode in BOLD								
Anatomy & Physiology	0.0% (0)	16.0% (4)	20.0% (5)	24.0% (6)	40.0% (10)	3.88	97	77.60%
Pathophysiology	0.0% (0)	12.5% (3)	29.2% (7)	29.2% (7)	29.2% (7)	3.75	90	75.00%
OVERALL COUNTS/MEANS:	0	7	12	13	17	3.82	187	76.30%
Total Respondents:							25	
Skipped this question:							0	

Additional Comment

(7) Please assess how well the WLU PA Program prepared you for clinical practice in the following areas:

Medical Knowledge:

(Rating Scale - Matrix)

	1	2	3	4	5	Mean	Total	Percent
	Poorly prepared		Sufficient/ appropriate		Extremely well prepared	[1-5]	Points	Score
Statistical Mode in BOLD								
Etiology & Pathology	0.0% (0)	4.0% (1)	20.0% (5)	40.0% (10)	36.0% (9)	4.08	102	81.60%
Disease presentation	0.0% (0)	0.0% (0)	12.0% (3)	40.0% (10)	48.0% (12)	4.36	109	87.20%
Disease Management & prognosis	0.0% (0)	0.0% (0)	20.0% (5)	44.0% (11)	36.0% (9)	4.16	104	83.20%
OVERALL COUNTS/MEANS:	0	1	13	31	30	4.2	315	84.00%
Total Respondents:							25	
Skipped this question:							0	

Additional Comment

(8) Please assess how well the WLU PA Program prepared you for *clinical practice* in the following areas:

Behavioral Sciences:

(Rating Scale - Matrix)

	1	2	3	4	5	Mean	Total	Percent
	Poorly prepared		Sufficient/ appropriate		Extremely well prepared	[1-5]	Points	Score
Statistical Mode in BOLD								
Communication skills	0.0% (0)	4.0% (1)	16.0% (4)	28.0% (7)	52.0% (13)	4.28	107	85.60%
Counseling	0.0% (0)	4.0% (1)	20.0% (5)	40.0% (10)	36.0% (9)	4.08	102	81.60%
Psychosocial assessment	0.0% (0)	4.0% (1)	24.0% (6)	36.0% (9)	36.0% (9)	4.04	101	80.80%
OVERALL COUNTS/MEANS:	0	3	15	26	31	4.13	310	82.70%
Total Respondents:							25	
Skipped this question:							0	

Additional Comment

(9) Please assess how well the WLU PA Program prepared you for *clinical practice* in the following areas:

Clinical & Professional:

(Rating Scale - Matrix)

	1 Poorly prepared	2	3 Sufficient/ appropriate	4	5 Extremely well prepared	Mean [1-5]	Total Points	Percent Score
Statistical Mode in BOLD								
History taking	0.0% (0)	0.0% (0)	0.0% (0)	20.0% (5)	80.0% (20)	4.8	120	96.00%
Physical examination	0.0% (0)	0.0% (0)	8.0% (2)	24.0% (6)	68.0% (17)	4.6	115	92.00%
Ordering laboratory diagnostic studies	0.0% (0)	0.0% (0)	24.0% (6)	48.0% (12)	28.0% (7)	4.04	101	80.80%
Interpreting laboratory diagnostic studies	0.0% (0)	12.0% (3)	36.0% (9)	24.0% (6)	28.0% (7)	3.68	92	73.60%
Formulating a diagnosis	0.0% (0)	0.0% (0)	20.0% (5)	40.0% (10)	40.0% (10)	4.2	105	84.00%
Formulating a treatment plan	0.0% (0)	8.3% (2)	16.7% (4)	37.5% (9)	37.5% (9)	4.04	97	80.80%
Pharmacology and drug therapeutics	4.0% (1)	8.0% (2)	32.0% (8)	28.0% (7)	28.0% (7)	3.68	92	73.60%
Health maintenance & patient education	0.0% (0)	0.0% (0)	16.0% (4)	40.0% (10)	44.0% (11)	4.28	107	85.60%
Making referrals to clinicians & community resources	4.0% (1)	4.0% (1)	16.0% (4)	48.0% (12)	28.0% (7)	3.92	98	78.40%
Documentation and maintenance of medical records	0.0% (0)	4.2% (1)	8.3% (2)	41.7% (10)	45.8% (11)	4.29	103	85.80%
Clinical intervention (IV, Splinting/casting, suturing)	0.0% (0)	8.0% (2)	36.0% (9)	36.0% (9)	20.0% (5)	3.68	92	73.60%
Practicing evidence-based medicine	0.0% (0)	0.0% (0)	16.0% (4)	52.0% (13)	32.0% (8)	4.16	104	83.20%
Professional issues	0.0% (0)	0.0% (0)	16.0% (4)	52.0% (13)	32.0% (8)	4.16	104	83.20%
Health policy	0.0% (0)	4.0% (1)	28.0% (7)	44.0% (11)	24.0% (6)	3.88	97	77.60%
Liability & medical ethics	0.0% (0)	8.0% (2)	20.0% (5)	48.0% (12)	24.0% (6)	3.88	97	77.60%
Inter-professional relationships	0.0% (0)	0.0% (0)	4.0% (1)	56.0% (14)	40.0% (10)	4.36	109	87.20%
Ordering radiologic studies	0.0% (0)	0.0% (0)	25.0% (6)	41.7% (10)	33.3% (8)	4.08	98	81.70%
Interpreting radiologic studies	0.0% (0)	28.0% (7)	32.0% (8)	24.0% (6)	16.0% (4)	3.28	82	65.60%
OVERALL COUNTS/MEANS:	2	21	88	175	161	4.06	1813	81.10%

Total Respondents: 25

Skipped this question: 0

Additional Comment

(10) Please assess how well the WLU PA Program prepared you for *clinical practice* in the following areas:

Professionalism & Career:

(Rating Scale - Matrix)

	1 Poorly prepared	2	3 Sufficient/ appropriate	4	5 Extremely well prepared	Mean [1-5]	Total Points	Percent Score
Statistical Mode in BOLD								
Interactions with patients and their families	0.0% (0)	0.0% (0)	12.0% (3)	40.0% (10)	48.0% (12)	4.36	109	87.20%
Interaction with a collaborating (supervising) physician	0.0% (0)	0.0% (0)	4.0% (1)	40.0% (10)	56.0% (14)	4.52	113	90.40%
Interactions with other health care professionals	0.0% (0)	0.0% (0)	8.0% (2)	28.0% (7)	64.0% (16)	4.56	114	91.20%
Behaviors expected of a Physician Assistant	0.0% (0)	0.0% (0)	4.0% (1)	28.0% (7)	68.0% (17)	4.64	116	92.80%
Networking, interviewing and professional attire	0.0% (0)	0.0% (0)	8.0% (2)	36.0% (9)	56.0% (14)	4.48	112	89.60%
Physician assistant Certification and Licensure	0.0% (0)	4.0% (1)	16.0% (4)	36.0% (9)	44.0% (11)	4.2	105	84.00%
OVERALL COUNTS/MEANS:	0	1	13	52	84	4.46	669	89.20%

Total Respondents: 25

Skipped this question: 0

Additional Comment

(11) Please assess overall, the WLU PA Program curriculum:

(Rating Scale - Matrix)

	1 Poorly prepared	2	3 Sufficient/ appropriate	4	5 Extremely well prepared	Mean [1-5]	Total Points	Percent Score
Statistical Mode in BOLD								
Overall curriculum met the mission & goals of the program	0.0% (0)	8.0% (2)	12.0% (3)	44.0% (11)	36.0% (9)	4.08	102	81.60%
Overall, the curriculum was effective	0.0% (0)	4.0% (1)	16.0% (4)	44.0% (11)	36.0% (9)	4.12	103	82.40%
Overall, the PA Program prepared me for clinical practice	0.0% (0)	4.0% (1)	20.0% (5)	36.0% (9)	40.0% (10)	4.12	103	82.40%
OVERALL COUNTS/MEANS:	0	4	12	31	28	4.11	308	82.10%

Total Respondents: 25
 Skipped this question: 0

Additional Comment

(12) Please list the strengths of the program: (Open Ended - Comments Box)**Total Respondents: 25**

Skipped this question: 0

(13) Please provide specific comments for items/areas of improvement: (Open Ended - Comments Box)**Total Respondents: 25**

Skipped this question: 0

Total points for all rating scale questions: 3602**Mean percentage score for all rating scale questions: 82.6%**

(Each main question equally weighted)/Responses as of 9/12/2018 1:10:06 PM ET