BOG Program Review

Start of Block: Program Overview

Q1.1
BOG Program Review Form

Program Overview

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Q1.2 Degree Designation and Program Title

(Example: AA Arts and Sciences, BS Chemistry, MFA Art and Design, PhD Business Administration)

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Q1.3 List all associated program majors

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Q1.4 Select the level / type of the program

* Associates
* Bachelors
* Terminal Masters
* Masters / PhD
* Professional & non-PhD Doctoral Programs (EDD)
* Certificate

Q1.5 Name and Email of the person completing the self study

* Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q1.6 How were program faculty given the opportunity to contribute to, review and provide feedback on this self-study?

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End of Block: Program Overview

Start of Block: Specialized Accreditation

Q2.1
Specialized Accreditation

Q2.2 Is the program accredited or covered by the accreditation of its college or school?

* Yes
* No

Display This Question:

If Is the program accredited or covered by the accreditation of its college or school? = Yes

Q2.3 Name of the accrediting body

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Display This Question:

If Is the program accredited or covered by the accreditation of its college or school? = Yes

Q2.4 Date(s) and outcome(s) of any follow up actions from most recent accreditation review (interim reviews, reports, monitoring, visits, etc.) \*If there have been none, leave blank.

* Date(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Outcome(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Display This Question:

If Is the program accredited or covered by the accreditation of its college or school? = Yes

Q2.5 Attach the most recent comprehensive program self-study conducted in compliance with the accreditation or approval process.

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End of Block: Specialized Accreditation

Start of Block: Mission

Q3.1
Program Mission

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Q3.2 Explain how the degree program contributes to WVU's [mission](http://about.wvu.edu/mission).

This has been pre-populated from the program's last five-year Board of Governor's program review and should be reviewed for its currency and accuracy.

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End of Block: Mission

Start of Block: Program Resources

Q4.1
Program Resources

The purpose of this section is to ensure the accessibility and adequacy of the program's infrastructure and resources.

Q4.2 Has the program experienced significant issues with any of the following during the review period?

By "significant," we mean issues that interfere with either the program's ability to be delivered to its students or the students' ability to complete the program in a timely manner.

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| --- | --- | --- |
|  | Yes | No |
| Ability to schedule required classrooms  |  |  |
| Access to adequate technological infrastructure  |  |  |
| Access to adequate technological support  |  |  |
| Access to adequate physical infrastructure (labs, performance spaces, etc.)  |  |  |

Display This Question:

If Has the program experienced significant issues with any of the following during the review period... = [ Yes ]

Or Has the program experienced significant issues with any of the following during the review period... = Ability to schedule required classrooms [ Yes ]

Or Has the program experienced significant issues with any of the following during the review period... = Access to adequate technological infrastructure [ Yes ]

Or Has the program experienced significant issues with any of the following during the review period... = Access to adequate technological support [ Yes ]

Or Has the program experienced significant issues with any of the following during the review period... = Access to adequate physical infrastructure (labs, performance spaces, etc.) [ Yes ]

Or Has the program experienced significant issues with any of the following during the review period... = [ Yes ]

Or Has the program experienced significant issues with any of the following during the review period... = [ Yes ]

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Q4.3 Describe the issues the program has faced in the area(s) identified above.

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End of Block: Program Resources

Start of Block: Faculty Composition and Productivity

Q5.1
Faculty Composition and Productivity

Responses in this section are limited to 2500 characters (approximately 3/4 of a single spaced page). Responses should be concise but also specific and supported by evidence.

Q5.2 Does the program have an adequate number of faculty to meet the mission of the program?

* Yes
* No

Display This Question:

If Does the program have an adequate number of faculty to meet the mission of the program? = No

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Q5.3 Describe the plan for addressing faculty inadequacy.

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Display This Question:

If Select the level / type of the program = Associates

Or Select the level / type of the program = Bachelors

Or Select the level / type of the program = Terminal Masters

Or Select the level / type of the program = Professional & non-PhD Doctoral Programs (EDD)

Or Select the level / type of the program = Certificate

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Q5.4 Data have been provided that shows the program's degree production per faculty FTE (full-time equivalent).

This metric is calculated using a count of all degrees awarded for each fiscal year (summer, fall, and spring terms) for each major. All degrees awarded are counted and programs are given credit for all degrees awarded, whether as primary or secondary, dual degree or double major.

 This is one of the primary metrics for determining programs of concern. Explain what specific factors have contributed to the program's performance in this area and describe what steps, if any, have been taken to address these issues.

 Faculty FTE is calculated based on MAP FTE records. For faculty members whose primary assignment is NOT teaching, only the proportion of the assignment assigned to teaching is counted towards their FTE contribution.

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Display This Question:

If Select the level / type of the program = Masters / PhD

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Q5.5 Data have been provided that shows the program's research expenditure relative to its Higher Education Research and Development (HERD) peers; HERD peer comparison uses IPEDS completions by CIP code.

This is one of the primary metrics for determining programs of concern. Explain what specific factors have contributed to the program's performance in this area and describe what steps, if any, have been taken to address these issues.

HERD peers are identified by...

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Display This Question:

If Select the level / type of the program = Masters / PhD

Or Select the level / type of the program = Professional & non-PhD Doctoral Programs (EDD)

Or Select the level / type of the program = Terminal Masters

Q5.6 In the last five years, identify how many faculty were eligible to apply for grants, how many applied for grants in the last five years, how many were successful, and provide a concise summary of the grants awarded to program faculty members and associated revenue here.

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Q5.7 Upload evidence of research grants awarded and associated revenue.

End of Block: Faculty Composition and Productivity

Start of Block: Student Success and Program Viability

Q6.1
Program Viability and Student Success: enrollment, program persistence, student performance, completion, and post-graduate placement.

Responses in this section are limited to 2500 characters (approximately 3/4 of a single spaced page). Responses should be concise but also specific and supported by evidence.

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Q6.2 Data have been provided on the program's student enrollment (headcount) as compared to recent enrollments.

This is one of the primary metrics for determining programs of concern. Explain what specific factors have contributed to the program's performance in this area and describe what steps, if any, have been taken to address these issues.

Enrollment has been calculated in two different ways.

1) Primary major headcount in the fall semester.

Growth is calculated for each of the enrollment calculations in two different ways.

1) Annual change for each enrollment metric (fall-to-fall change) for a five-year period
2) Three-year rolling average change for each enrollment metric for a five year period

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Q6.3 Data have been provided on the program's cost (i.e. instructional cost) compared to its tuition revenue production.

This is one of the primary metrics for determining programs of concern. Explain what specific factors have contributed to the program's performance in this area and describe what steps, if any, have been taken to address these issues.

Instructional cost was calculated by totaling instructor salary plus fringe and dividing by enrolled student credit hours (SCH) in courses where the instructor was the primary instructor of record. Only salary indicated as regular pay, supplemental pay, and overload pay was included. Fringe is calculated as an additional 23% of salary for faculty and an additional 9% for GTAs.

For undergraduate programs:

Revenue was calculated from net tuition\* (institution and college) for each upper-division SCH delivered by the unit.

For graduate programs:

Revenue was calculated from net tuition\* (institution and college) for all SCH delivered by the unit.

\*Net tuition is gross tuition minus waivers, unfunded scholarships, and institutional tuition leveraging.

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Display This Question:

If Select the level / type of the program = Masters / PhD

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Q6.4 Data have been provided on the program's degree production relative to its peers.

This is one of the primary metrics for determining programs of concern. Explain what specific factors have contributed to the program's performance in this area and describe what steps, if any, have been taken to address these issues.

Degree production for each program was for the fiscal year 2020-2021 (summer, fall, and spring terms).

The peer group includes all institutions that are both land-grant and R1 institutions who granted degrees in the same CIP code as the program during fiscal year 2020-2021.

All degree production data from peer institutions were obtained from IPEDS.

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Q6.5
Please provide a response to the external demand data and analysis for the program provided by attachment below. This should reference the external competitive market as well as occupational demand.

External demand data has come from either JobsEQ or Lightcast and may be supplemented by additional reports if relevant.

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Q6.6 External demand reports and analyses have been attached here.

End of Block: Student Success and Program Viability

Start of Block: Curriculum, Assessment, and Program Improvement

Q7.1
Assessment

Responses in this section are limited to 2500 characters (approximately 3/4 of a single spaced page). Responses should be concise but also specific and evidence-based.

Q7.2 The program’s evidence of student learning assessment has been provided from the past Board of Governor's program review cycle. Additional evidence files may be added below.

This should be reviewed for currency and accuracy.

Display This Question:

If Select the level / type of the program = Terminal Masters

Or Select the level / type of the program = Masters / PhD

Or Select the level / type of the program = Professional & non-PhD Doctoral Programs (EDD)

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Q7.3 Concisely and specifically summarize the results of the program's post-graduate outcome assessments for the last five years.

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Display This Question:

If Select the level / type of the program = Terminal Masters

Or Select the level / type of the program = Masters / PhD

Or Select the level / type of the program = Professional & non-PhD Doctoral Programs (EDD)

Q7.4 Please provide evidence of post-graduate outcome assessment by attachment here.

This evidence could include placement data, awards and similar accomplishments, alumni surveys, or other forms of post-graduate assessment.

Q7.5 The program may provide additional evidence of direct or indirect assessment of learning here.

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Q7.6 Provide a brief summary of how the program has improved since its last Board of Governor's five-year program review.

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Q7.7 Describe how this program and/or its courses contribute to and support other programs in WVU's academic portfolio.

Examples could include intra-departmental, intra-collegiate, intercollegiate, or university wide partnerships.

These can be informal contributions (courses and sections that are offered and used by other units) or formal contributions (those documented in some kind of MOU).

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End of Block: Curriculum, Assessment, and Program Improvement

Start of Block: Supplementary Evidence

Q8.1 You may use this section to provide any additional evidence referenced in the program review.

Q8.2 You may use this section to provide any additional evidence referenced in the program review.

Q8.3 You may use this section to provide any additional evidence referenced in the program review.

End of Block: Supplementary Evidence

Start of Block: End of Survey

Q9.1
Thank you for completing your self-study for the West Virginia University Board of Governors program review. You may now submit the survey and your self-study will be passed on to the Provost's Office for review.

End of Block: End of Survey