BOG program review self-study form AY 25-26

Start of Block: Program Overview

Q1.1   
BOG Program Review Self-Study Form AY 24-25  
   
Program Overview

Q1.2 Select the college and department from which the program is offered

College

Department

▼ College ... WVU Institute of Technology ~ Nursing

Q1.3 Degree designation, program title, and all associated majors that are covered by this self-study E.g. BS Design and Merchandising, majors in Fashion Design and Merchandising, Design Studies, and Interior Architecture

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Q1.4   
Select the appropriate degree level below. (For survey logic)

* Undergraduate 2-year
* Undergraduate 4-year
* Graduate or professional
* Doctoral

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Q1.5 Name of the person completing the self-study

* Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q1.6 Which of the following is the reason for this program review?

* Regularly scheduled five-year Board of Governor's program review
* Off-cycle Board of Governor's program review initiated through annual academic unit review process
* Dean's office initiated program review

Display this question:

If Which of the following is the reason for this program review? = Dean's office initiated program review

Q1.7 Provide the rationale for the dean's office having initiated this review either by text below or by attachment (in the next question).

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Display this question:

If Which of the following is the reason for this program review? = Dean's office initiated program review

Q1.8 Upload the rationale for initiating dean's office program review.

Display this question:

If Which of the following is the reason for this program review? = Off-cycle Board of Governor's program review initiated through annual academic unit review process

Q1.9 Provide the rationale for the provost's office having initiated this review either by text below or by attachment (in the next question).

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Display this question:

If Which of the following is the reason for this program review? = Off-cycle Board of Governor's program review initiated through annual academic unit review process

Q1.10 Upload the rationale for initiating provost's office program review.

End of Block: Program Overview

Start of Block: Specialized Accreditation

Q2.1   
Specialized Accreditation

Q2.2 Is the program accredited or included in the accreditation of its college or school?

* Yes
* No

Display this question:

If Is the program accredited or included in the accreditation of its college or school? = No

Q2.3 Is there a national accrediting body for programs of this type?

* Yes
* No

Skip To: End of Block If Is there a national accrediting body for programs of this type? = No

Display this question:

If Is there a national accrediting body for programs of this type? = Yes

Q2.4 Does the program plan to seek specialized accreditation?   
   
If so, explain the timeline to achieve that below.  
   
If not, explain why the program has decided not to seek specialized accreditation.

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Display this question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Or Is there a national accrediting body for programs of this type? = Yes

Q2.5 Name of the accrediting body

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Display this question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Q2.6 Date and outcome of most recent accreditation review/visit

* Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Outcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Display this question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Q2.7 Date(s) and outcome(s) of any follow up actions from most recent accreditation visit (interim reviews, reports, monitoring, visits, etc.) \*If there have been none, leave blank.

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

Display this question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Q2.8 Date or approximate date of next accreditation review

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Display this question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Q2.9 Attach the most recent comprehensive institutional self-study conducted in compliance with the accreditation or approval process.

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Display this question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Q2.10 Attach the accrediting agency’s accreditation letter or any other relevant correspondence or interim reports.

End of Block: Specialized Accreditation

Start of Block: Mission

Q3.1   
Program Mission  
   
Responses in this section are limited to 1500 characters or approximately half a  single-spaced page.

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Q3.2 Provide either a link to the published mission statement or a brief but specific mission for the program. Explain how the degree program contributes to WVU's mission. (1500 character maximum)  

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End of Block: Mission

Start of Block: New Programs

Q4.1 This section is specific to new programs going through their first Board of Governors' program review.

Q4.2 Is this the program's first Board of Governors' program review?

* Yes
* No

Skip To: End of Block If Is this the program's first Board of Governors' program review? = No

Display this question:

If Is this the program's first Board of Governors' program review? = Yes

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Q4.3   
Provide the target enrollment that the program had identified it would achieve by the end of its third year of operation when it was approved.   
   
Explain any significant difference (positive or negative) from the expected target enrollment. (1500 character maximum)   
  This can be found in the CIM Intent to Plan for the program in the History section. If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance.

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Display this question:

If If Provide the target enrollment that the program had identified it would achieve by the end of its third year of operation when it was approved.&nbsp;Explain any significant difference (positive or n... Text Response Is Displayed

Q4.4 Has the program hired all the new staff (faculty and/or administrative staff) that were proposed during the approval process?  
   
This can be found in the CIM Intent to Plan for the program in the History section. If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance.

* Yes
* No
* No new faculty or administrative staff were proposed for this program.

Display this question:

If Has the program hired all the new staff (faculty and/or administrative staff) that were proposed... = No

Q4.5 Why not? Does this impact the program's ability to function as planned?

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Q4.6 Is this program is a graduate or professional program?

* Yes
* No

Display this question:

If Is this program is a graduate or professional program? = Yes

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Q4.7 Has the program realized projected research and external support expected / projected at the time of approval?

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End of Block: New Programs

Start of Block: Program Resources

Q6.1   
Program Resources  
   
The purpose of this section is to ensure the adequacy and accessibility of the program's infrastructure and resources. The Undergraduate and Graduate Councils do not have the authority to request new funding for facilities or equipment.

Q6.2 Has the program experienced significant issues with any of the following during the review period?  
   
By "significant," we mean issues that interfere with either delivering the published program requirements and experiences to its students or the students' ability to complete the program in a timely manner.

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

Display this question:

If Has the program experienced significant issues with any of the following during the review period... = Providing students with accommodations [ 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, equipment, etc.) [ Yes ]

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Q6.3 Describe the issues the program has faced in the area(s) identified above. Describe whatever steps have been taken and/or provide whatever plan currently exists to address these issues.

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End of Block: Program Resources

Start of Block: Faculty Composition and Productivity

Q7.1   
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.

Q7.2 Does the program have the adequate number of faculty necessary to meet the mission of the program? In this context, "adequate" means a sufficient number of faculty to deliver all of the required courses on a regular basis without negatively impacting students' ability to progress through the degree program.

* Yes
* No

Display this question:

If Does the program have the adequate number of faculty necessary to meet the mission of the program... = No

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Q7.3 Describe the issues the program has faced with having adequate faculty. Describe whatever steps have been taken and/or provide whatever plan currently exists to address these issues.

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Q7.4 Has anything happened during the review period that has had significant negative effects on the faculty's ability to be productive in terms of their teaching, research, and service? Issues resulting from either the COVID-19 pandemic and/or the 2023 Academic Transformation process should be addressed here.

* Yes
* No

Display this question:

If Has anything happened during the review period that has had significant negative effects on the f... = Yes

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Q7.5 Describe the issues the program has faced and how they have negatively impacted the program faculty's ability to be productive in their teaching, research, and service activities. Describe whatever steps have been taken and/or provide whatever plan currently exists to address these issues.

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Q7.6 Does the program have any faculty who are qualified by other means than their academic credentials (e.g., tested experience in the field) as defined in the WVU Faculty Qualifications policy?

* Yes
* No

Display this question:

If Does the program have any faculty who are qualified by other means than their academic credential... = Yes

Q7.7 Provide via attachment the unit's policy for determining if a faculty member is qualified to teach by way of tested experience.

Display this question:

If Does the program have any faculty who are qualified by other means than their academic credential... = Yes

Q7.8 Do all program faculty qualified by way of tested experience meet the qualifications established by the WVU Faculty Qualifications policy and the unit's policy on required experience?

* Yes
* No

Display this question:

If Do all program faculty qualified by way of tested experience meet the qualifications established... = No

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Q7.9 How will the unit address those faculty whose experience does not appropriately qualify them?

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Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

Q7.10 Are graduate teaching assistants in the program fully responsible for the instruction in and delivery of undergraduate courses delivered by the unit?

* Yes
* No

Display this question:

If Are graduate teaching assistants in the program fully responsible for the instruction in and deli... = Yes

|  |
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Q7.11 For the most recently completed academic year, how many sections of which courses were delivered by graduate teaching assistants? What was the enrollment in those sections? If the program has this information already documented, this question may be skipped and the evidence can be uploaded in the next question.  Programs may contact Lou Slimak (louis.slimak@mail.wvu.edu) for assistance with accessing this data.

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Display this question:

If Are graduate teaching assistants in the program fully responsible for the instruction in and deli... = Yes

Q7.12 If the program has documentation of how many sections of which courses were delivered by graduate teaching assistants and what the enrollment in those sections was then that evidence may be uploaded here.

Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

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Q7.13 What is the department's or school's doctoral student to tenure-track faculty FTE ratio for the most current academic year? Programs are expected to provide an explanation if the ratio is below 2 as well as describe any measures being taken to improve the ratio, if there are any. This data can be found in the "Program and Departmental Dashboards" folder in Tableau, accessible from the WVU Portal in the "Faculty" dashboard. Selecting the appropriate "college" and "department" and then report the ratio displayed under "doctoral majors per tenure track faculty FTE."   If program faculty needs access to the Tableau dashboards, email dataoffice@mail.wvu.edu and request access to the "Program and Departmental Dashboards" and include that access is related to completing Board of Governors program review.

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Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

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Q7.14 For the most recently completed academic year, what was the number of graduate students who were funded on external support of any kind and for what total dollar amount?  For the most recently completed academic year, what was the number of graduate students who were funded on state funding and for what total dollar amount?  If the program has this information documented, this question may be skipped and that documentation can be uploaded as a file in the next question.

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Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

Q7.15 Upload documentation of graduate students on external and state funding. (If this documentation doesn't exist then programs should answer the previous narrative question.)

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Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

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Q7.16 Provide and reflect upon the Average number of publications per tenure-track faculty member over the review period. The evidence for this question may be uploaded in file format in the next question.  Programs may contact Tracy Morris (tracy.morris@mail.wvu.edu) or Brian Meredith (brian.meredith@mail.wvu.edu) for assistance with accessing this data.

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Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

Q7.17 Upload documentation of average number of publications per faculty during the review period. (If this documentation doesn't exist then programs should answer the previous narrative question.)

Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

Q7.18 Provide and reflect upon the following data; this data may also be uploaded in file format in the next question: Percentage of tenure-track faculty members with grants Percentage of tenure-track faculty members that are externally funded and for what total dollar amount Programs may contact Tracy Morris (tracy.morris@mail.wvu.edu) or Brian Meredith (brian.meredith@mail.wvu.edu) for assistance with accessing this data.

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Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

Q7.19 Upload documentation of the percentage of faculty with grants and the percentage of faculty that were externally funded during the review period. (If this documentation doesn't exist then programs should answer the previous narrative question.)

End of Block: Faculty Composition and Productivity

Start of Block: Student Success

Q8.1   
Student Success: enrollment, program persistence, student performance, completion, and post-graduate placement and outcomes.   
 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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Q8.2 Provide a brief reflection on any changes to program's**enrollment** trend since the most recent BOG program review (five-year review or review during Academic Transformation). That reflection can be set in context with the five-year university and college baselines for programs at the same level.  If enrollment has declined since the most recent review, describe any actions the program will take (or has taken) to address those trends.  Program enrollment data can be found in the "Program and Departmental Dashboards" folder in Tableau, accessible from the WVU Portal. After selecting the appropriate "level," "college," "department," and "degree program," respondents should verify that all majors / major codes are accurately displayed. If program faculty needs access to the Tableau dashboards, email dataoffice@mail.wvu.edu and request access to the "Program and Departmental Dashboards" and include that access is related to completing Board of Governors program review.

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Q8.3 Please provide a brief reflection on any changes in the **degrees completed** trend since the most recent BOG program review (five-year review or review during Academic Transformation). That reflection can be set in context with the five-year university and college baselines for programs at the same level. We encourage programs to reference comparative data (from similar programs) found in a JobsEQ "Awards" report. You can request a JobsEQ report for your program at the following link (please specify "Awards" report): https://wvu.qualtrics.com/jfe/form/SV\_5vaNiSsKeAODFLo. If number of graduates has declined since the most recent review, include what actions, if any, the program will take (or has taken) to address those changes.  Degrees completed data can be found in the "Program and Departmental Dashboards" folder in Tableau, accessible from the WVU Portal. After selecting the appropriate "level," "college," "department," and "degree program," respondents should verify that all majors / major codes are accurately displayed. If program faculty needs access to the Tableau dashboards, email dataoffice@mail.wvu.edu and request access to the "Program and Departmental Dashboards" and include that access is related to completing Board of Governors program review.

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Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

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Q8.4 What is the average time to degree completion for all graduated students during the review period? Programs with an average time to degree completion above six years should explain what the program is doing to reduce average time to degree completion. For doctoral programs under review in AY 2025-2026, data will be provided to the programs and the Graduate Council by the Provost's Office using OURDB262 "Avg time to Degree Completion" in Argos.

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Q8.5 If there are any courses in the major requirements for which the DFW percentage is higher than 30% for students in the program, provide a brief reflection on student success rates in those courses, including how the program plans to improve student success rates. Program-specific, student-level DFW data can be found "Program and Departmental Dashboards" folder in Tableau, accessible from the WVU Portal. Programs should first select all fall and spring terms for the review period in the "term code" filter at the top right of the dashboard. After selecting the appropriate "institution," "level," "college," "department," and "major" respondents should verify that all expected courses and subject codes are accurately displayed. If program faculty needs access to the Tableau dashboards, email dataoffice@mail.wvu.edu and request access to the "Program and Departmental Dashboards" and include that access is related to completing Board of Governors program review.

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Q8.6   
Please provide a brief reflection on the accomplishments of the program's students.    
Include, for example, creative or research-based endeavors such as conference presentations, publications, grants or prestigious scholarships awarded, recordings, exhibitions, or performances. This may also include information the program has on students after they have completed the program. Examples may include job placement, acceptance into graduate programs or post-doctoral positions, graduate satisfaction surveys, employer satisfaction surveys, etc. If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

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Q8.7 Describe the student success-oriented support services or initiatives the program or its home academic unit (department or school, whichever is sub-college) provides and what evidence the program/unit has of their effectiveness. If the program/unit evaluates these services or initiatives and has documentation of that evaluation then that may be provided by attachment in the next question.

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Q8.8 Provide by attachment any evidence of evaluation of the program's/unit's student success support services.

End of Block: Student Success

Start of Block: Curriculum and Assessment

Q9.1   
Curriculum and Assessment  Except where otherwise noted, 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.

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Q9.2 Provide a link to the WVU Catalog page that includes the learning outcomes for the program. Program learning outcomes should be clear, specific, measurable, and suited to the degree-level. They should reflect what it required of students by the discipline as well as capture what is unique to the program at WVU. When were the student learning outcomes for the program last reviewed and/or revised?  This can be found in the CIM History section. If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance. This response is limited to 1000 characters.

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Q9.3 When was the program curriculum last reviewed and/or revised? This can be verified by checking the CIM History record for the program: https://futurecatalog.wvu.edu/programadmin/ If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance. If the program curriculum was revised during the program review cycle, describe the changes made and indicate if those changes were informed by the program's assessment / evaluation practices and/or by previous Board of Governor's program review recommendations and/or specific actions.

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Q9.4 What CIP Code is associated with the program? This can be located in the program entry in CIM.

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Display this question:

If Select the appropriate degree level below. (For survey logic)   = Undergraduate 4-year

Q9.5 Which of the following high impact practices does the program require for all of its students?

* Service learning
* Learning community
* Research with faculty
* Internship or field experience
* Study abroad
* Capstone or other culminating senior experience

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Display this question:

If Which of the following high impact practices does the program require for all of its students? != Service learning

And Which of the following high impact practices does the program require for all of its students? != Learning community

And Which of the following high impact practices does the program require for all of its students? != Research with faculty

And Which of the following high impact practices does the program require for all of its students? != Internship or field experience

And Which of the following high impact practices does the program require for all of its students? != Study abroad

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Q9.6 Which of the other high impact practices has the program considered requiring for all of its students?

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Q9.7 Provide (by attachment) the program’s evidence of student learning assessment from the past review cycle. (Additional evidence files may be added at the end of the survey in Section 9). Evidence of direct assessment of student learning is expected. Indirect assessment methods (e.g., surveys, eSEI, exit interviews, alumni surveys) and post-graduate outcome data are also encouraged and may be included but are not required. If the program’s evidence of student learning assessment is included in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Q9.8 Provide (by attachment) the program's curriculum map, in the form of a matrix with program learning outcomes on one axis and courses and other applicable learning experiences on the other (in whatever stage of development it is currently in). If a curriculum map is included in an attached accreditation self-study, please indicate the section and page number(s) where it can be found. *Please contact Lou Slimak or Robynn Shannon if you would like assistance or guidance in the construction of your curriculum map.*

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Q9.9 Provide a brief summary of the most relevant assessment findings from this five-year BOG program review cycle. Findings should address student learning outcomes (as listed in the catalog). If assessment findings are described in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

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End of Block: Curriculum and Assessment

Start of Block: Program Quality, Distinction, and Differentiation

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Q10.1 Provide a brief summary of how the program has improved over the cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. This reflection should be supported by evidence collected through assessment and evaluation practices and attached to this program review self-study. Areas that may be addressed may include changes to and improvements in: faculty productivity and contributions, student outcomes (student success, learning outcome mastery, accomplishments, or post-graduate) curriculum change (program or course-level), assessment of learning, etc. If program improvement is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

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Q10.2 If the program engages with external stakeholders, provide a brief description (e.g. an advisory council, outreach to prospective employers, regular engagement with alumni, etc.). You may skip this question and provide this information by attachment in the next question if it exists in documented form.

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Q10.3 Provide documentation of how the program engages with external stakeholders (e.g. an advisory council, outreach to prospective employers, regular engagement with alumni, etc.). If this does not exist as a formal document then this question may be skipped.

Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

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Q10.4 Provide a detailed description of the areas in which your doctoral program demonstrates excellence, distinction, or unique differentiation within your discipline. What specific qualities, outcomes, or innovations distinguish your program from peer institutions? Programs may reference student success and outcomes, research accomplishments, curricular innovation, program selectivity and reputation, external rankings institutional and community impact, access to unique resources or partnerships, etc.

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Display this question:

If Select the appropriate degree level below. (For survey logic)   = Doctoral

Q10.5 Provide by attachment any evidence that supports the claims made in the previous question about program excellence, distinction, and differentiation.

End of Block: Program Quality, Distinction, and Differentiation

Start of Block: Supplementary Evidence

Q11.1 You may use this section to provide any additional evidence referenced in the program review.

Q11.2 You may use this section to provide any additional evidence referenced in the program review.

Q11.3 You may use this section to provide any additional evidence referenced in the program review.

End of Block: Supplementary Evidence

Start of Block: Program of Excellence

Q12.1   
Program of Excellence  
   
This section is optional.

Q12.2 Is the program requesting designation as a "Program of Excellence"?

* Yes
* No

Skip To: End of Block If Is the program requesting designation as a "Program of Excellence"? = No

Q12.3 Provide a brief narrative for how the program meets all four criteria: Distinction, Curriculum and Assessment, Graduates, and Faculty. Refer to the Program of Excellence Criteria for detailed information. Responses in this section are limited to 2000 characters (approximately half of a single-spaced page). Responses should be concise but also specific and supported by evidence.

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Q12.4 **Distinction:** The program must be one of distinction as evidenced by receiving state or national recognition or some other clearly defined indicator appropriate to the mission of the program. External validation of high quality by a nationally recognized body is one clear and straightforward way to demonstrate distinction. Programs may also compile national or state data for similar programs and put forward a comparative argument of distinction.

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Q12.5 **Curriculum and Assessment:** The program must have clearly defined learning outcomes and program goals and must regularly assess its student learning outcomes and evaluate its progress towards meeting its program goals. Evidence of a strong assessment plan that utilizes assessment data to improve the program must be included.  The program should hold national or specialized accreditation if available and all accreditation criteria must be met fully.

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Q12.6 **Graduates:** Evidence of success of graduates in career placement and/or in continuing graduate or professional education must be documented.

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Q12.7 **Faculty.** Faculty should hold terminal degrees or have equivalent professional experience. For faculty who teach in certificate or Associate’s programs, alternative credentials such as work experience in the teaching field may be appropriate. There should be documented evidence of faculty achievement and scholarly activity. Evidence of innovation in instruction should also be included if appropriate.

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End of Block: Program of Excellence

Start of Block: End of Survey

Q13.1   
Thank you for completing your West Virginia University Board of Governors program review self-study. You may now submit the survey and your BOG program review will be passed on to the Undergraduate or Graduate Council.

End of Block: End of Survey