

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS  
Meeting of June 25, 2021

ITEM: Approval of Undergraduate Program Review Recommendations

INSTITUTION: West Virginia University Main Campus, West Virginia University Institute of Technology, and Potomac State College of West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That the West Virginia University Board of Governors approves the Undergraduate Program Reviews conducted by the Undergraduate Council in this cycle, for the 2020/2021 academic year.

STAFF MEMBER: Maryanne Reed  
Provost and Vice President for Academic Affairs

BACKGROUND: The West Virginia University Board of Governors is required to review one-fifth of all programs offered at West Virginia University and its divisional campuses each year, so that all programs are reviewed every five years.  
May 1, 2018, and effective June 11, 2018, established the procedure for this review, using a review committee.

The West Virginia University Board of Governors is asked to approve the BOG Undergraduate Programs reviewed Spring 2021 as presented.

BOG Undergraduate Program Review  
Spring 2021

Chairs: Evan Widders, Associate Provost for Academic Affairs  
Louis Slimak, Assistant Provost for Curriculum and Assessment

Members: Tina Antill-Keener, WVU  
Steve Chhin, WVU  
Damien Clement, WVU  
Scott Davidson, WVU  
Valerie Lastinger, WVU  
Robynn Shannon, WVU  
Matthew Steele, WVU  
Andrea Schafer, WVU  
Sandra Schwartz, WVU  
Ashley Simmons, WVU  
Rebel Smith, WVU  
Gina Martino-Dahlia, WVU  
David Wyrick, WVU  
Amy Weaver, WVU-Potomac State  
Md Amin, WVU-Beckley

This year the Undergraduate Council reviewed 15 undergraduate programs including bachelor and associate degree programs at WVU-Morgantown, WVU Institute of Technology, and Potomac State College. The following pages consist of the recommendations and rationales for the review decisions for the programs listed below.

WEST VIRGINIA UNIVERSITY

Animal and Nutritional Sciences, BS-AGR, WVU Morgantown  
Child Development and Family Studies, BS, WVU Morgantown  
Elementary Education, BA, WVU Morgantown  
Energy Land Management, BS, WVU Morgantown  
Forest Resources Management, BSF, WVU Morgantown  
Landscape Architecture, BSLA, WVU Morgantown  
Plant and Soil Sciences, BS-AGR, WVU Morgantown  
Public Health, BS, WVU Morgantown  
Resource Management, BS WVU Morgantown  
Social Work, BSW, WVU Morgantown  
Wildlife & Fisheries Resources, BS, WVU Morgantown  
Wood Science & Technology, BS, WVU Morgantown

WVU POTOMAC STATE

Agriculture, AA/AAS, WVU Potomac State  
Applied Science, BAS, WVU Potomac State  
Forestry, AA, WVU Potomac State

## WVU Board of Governor's Program Review Executive Summary – Academic Year 2020-2021

### Undergraduate Programs

- 15 programs were reviewed
- 7 were continued at the current level of activity
- 7 were continued with specific action
  - 5 actions were assigned to assessment of student learning
  - 2 actions were assigned around enrollment, persistence, and completion
- 1 was recommended for development as a cooperative program
- 1 was recommended as a Program of Excellence
  - BSLA Landscape Architecture

### Specific Actions Detail

Program	Follow-up actions recommended
BS Wood Science and Technology	Merge with BSF Forest Resource Management
BS Energy Land Management	Enrollment; Adequacy of faculty; Assessment of learning
AA Forestry	Assessment of learning
AAS Agriculture	Assessment of learning
BS Wildlife and Fisheries	Assessment of learning
BS Resource Management	Assessment of learning
BS BSAGR Plant and Soil Sciences	Assessment of learning
BS BSAGR Animal and Nutritional Sciences	Adequacy of faculty

### Follow-up Actions Assigned in Previous Years

- 17 follow-up actions were reviewed
- 4 programs were discontinued
- 10 programs resolved their issues
- 4 programs require further follow-up

Program	Follow-up action status
AAS Journalism (Keyser)	Discontinued
AA Advertising and Public Relations (Keyser)	Discontinued
AAS Equine Production and Management (Keyser)	Discontinued
BS Agroecology	Discontinued
<b>BA Art History</b>	<b>Adequacy of faculty: not resolved</b>
<b>BA Religious Studies</b>	<b>Enrollment: not resolved</b>
<b>BS Exercise Physiology</b>	<b>Assessment of learning: not resolved</b>
<b>BSBA Marketing</b>	<b>Assessment of learning: not resolved</b>
BA Criminal Justice (WVUIT)	Assessment of learning: resolved
BA Psychology (WVUIT)	Assessment of learning: resolved
BA Public Service Administration (WVUIT)	Assessment of learning: resolved
BS Forensics (WVUIT)	Assessment of learning: resolved
BS Health Services Administration (WVUIT)	Assessment of learning: resolved
BA Dance	Assessment of learning: resolved

BA Theatre	Assessment of learning: resolved
BFA Art and Design	Assessment of learning: resolved
BFA Theatre	Assessment of learning: resolved
BS Economics	Assessment of learning: resolved

Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

AA/AAS Agriculture

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program is aligned with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The AA degree in agriculture and the 6 majors it offers is clearly aligned with the land-grant mission of the institution. The programs serves students in the region as well as those from surrounding states

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Based on the self-report, the program has adequate and accessible resources.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program has 2 full-time instructors who teach about 5 courses a semester. Faculty all meet the qualifications requirements. The self-report indicates that the number of faculty is adequate for the size of the program.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☐ Yes

☒ No

Q4.2. What was inaccurate?

The information is accurate, as far as I was able to establish but presentation of the information is confusing. 1) I believe there is an AA Ag program core of courses (43 credits) and major requirements (18). There is no indication of what is a program core requirement and a major requirement. This is confusing when trying to see the uniqueness of each major. 2) Major learning outcomes are published, but not the program outcomes that are referenced in assessment plan.

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

There was no self-report of high DFW courses.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

☐ Yes

☒ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

☐ Yes

☒ No

Q5.3. Provide a specific critique of the program's learning outcomes.

As mentioned earlier, I could not find the program learning outcomes, only the major learning outcomes. All would benefit from being revised. The learning outcomes for Agricultural and Extension Education and Pre-Veterinary Medicine are the same and are not learning outcomes at all. Complete a core curriculum in general education foundations. Complete a core curriculum in basic agricultural knowledge. Complete a core curriculum in technology, leadership, and communication. The assessment plan uses program learning outcomes that I could not find in the catalog but would also need to be strengthened. Three of the four start with "demonstrate" and would be hard to measure.

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☐ Yes

☒ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The self-report mentions the weakness of its assessment report. The only document related to assessment is the listing of the program learning outcome, a basic curriculum map, but no data collection or analysis of data. The assessment section of the report was blank. The curriculum map is a good place to start. I note that the Pre-vet major would only be able to assess goals in one course (A&VS 251). This is a good place to start, but more work needs to be done in the area of assessment. However, the self-report mentions that a first set data collection will be complete and the addition of an assessment person on campus who presumably will help the program grow its assessment.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

There is no mention of changes implemented during this review cycle.

Q7.1. Is the program seeking the Program of Excellence distinction?

☐ Yes

☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

☐ Yes

☐ Maybe

☒ No

Q7.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:



Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

Q8.1. What is the recommendation for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

By December 2022, submit a follow-up report to the Undergraduate Council that demonstrates evidence of an implemented assessment plan for the program's student learning outcomes.

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

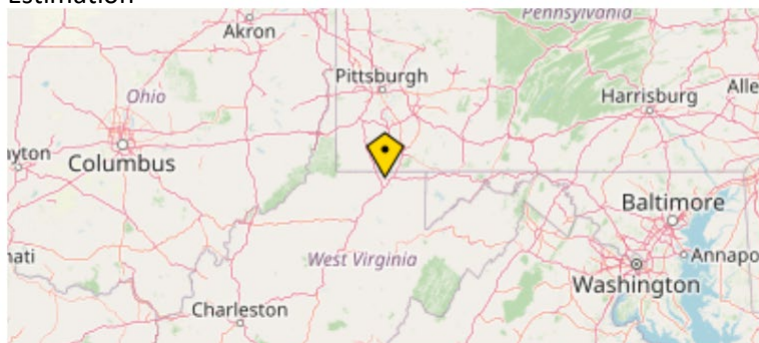
Q9.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

#### Location Data

**Location:** [\(39.651992797852, -79.944396972656\)](#)

**Source:** GeolIP Estimation



Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

AA Forestry

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program is aligned with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The AA in Forestry is well aligned with the land-grant mission of the university. It serves the to prepare the citizens of the state to live and be productive in WV.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program has adequate and accessible infrastructure resources, though the self-study notes that access to off-campus labs have been challenging.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The self-study notes adequate staffing with proper credentials.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

- ☐ Yes
- ☒ No

Q4.2. What was inaccurate?

Similar to the issues with the AA/AAS in Agriculture. Major requirement vs. program requirements are unclear. Program learning objectives are not in the catalog, only major learning objectives.

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

N/A

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☐ Yes
- ☒ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☐ Yes
- ☒ No

Q5.3. Provide a specific critique of the program's learning outcomes.

Similarly, to the AA/AAS in Agriculture, there are no program learning outcomes for the program, only for the majors. However, the assessment plans use program outcomes that are different than the published major outcomes.

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

- ☒ Yes  
☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The assessment plan is more robust than for the AA/AAS in Agriculture. Some data collection has been completed in some areas (Outcome 1 and 2) and is in progress in other areas. Changes have been proposed in response to students' performance on Outcome 2, as the group felt the issues were with the instrument rather than the students.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

Examine the structure of the program and its majors. Would it be more efficient to have one major (Forestry) with a core of courses, and then offer various elective tracks within the major to match the 4-year major that students intend to complete in Morgantown? This would also simplify the assessment process, with only one set of program learning outcomes for all majors. Finally, if we continue to have several majors, giving some considerations in the self-study to how majors may vary in performance would provide the campus with valuable information (number of students, staffing, assessment by major, etc.)

Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes  
☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☒ No

Q7.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

Q8.1. What is the recommendation for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

By December 2021, submit a follow-up report to the Undergraduate Council that provides evidence of program learning outcomes that have been submitted in CIM for publishing in the Catalog.

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*



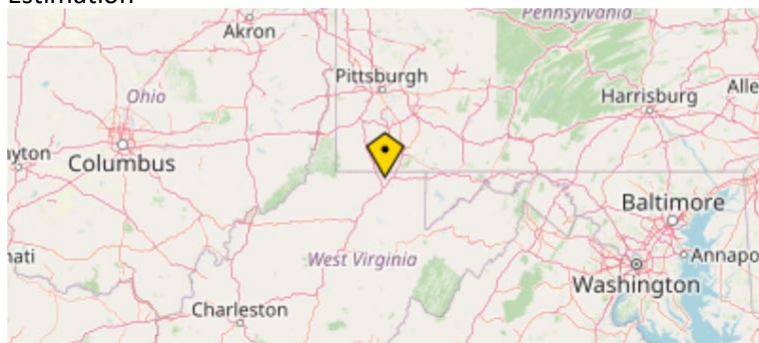
Q9.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

#### Location Data

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**Source:** GeoIP Estimation



Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

B.A. in Elementary Education

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The B.A. in Elementary Education program provides an inquiry based and service oriented approach to teacher education. Thus, this program supports the WVU commitment to an inclusive culture that advances education. The program reports at least half of graduates typically teach in West Virginia, adding to the highly qualified teaching force in the state and supporting West Virginia youth with an inclusive educational environment, meeting program goals. The program's foundation aligns with CAEP, InTASC, and WVPTS standards and is accountable through the review of the program against those standards, notably the CAEP review process. The program further supports the WVU mission of partnership by collaboration with local school networks. The B.A. in Elementary Education supports all five WVU values both by design of inclusivity and equity as well as commitment to outreach in the larger community and state.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program does not report experiencing issues with providing student accommodations, scheduling, technological infrastructure or support, physical infrastructure, or research/resource access. The program experiences adequate and accessible resources at this time.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

B. A. in Elementary Education includes seven faculty members (four tenured or tenure-track). Faculty productivity includes an average of 10.8 published works per tenured or tenure track faculty member, national recognition of distinction in literacy education, participation in ETS Praxis revision process, and award of National Science Foundation CAREER award to one faculty member/Spencer Research Award related to research in transformative education to another faculty member. Service work supports policy work of West Virginia Department of Education and the role West Virginia Teacher Education Advisory Council, as well as training and development of local practicing teachers, all in alignment with WVU mission and vision.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

- ☒ Yes  
☐ No

Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Examination of five-year FTE trend indicates consistent head count, an average of 178 students, with a range of 166 to 191 over the five-year period. Program continuance indicates significant increase from fall 15 to fall 17, and remaining at a consistent level, indicating a positive trend. Additionally, graduates per year has remained in a consistent range during the five-year period, with an average of 66 per academic year. A correlation between the increase in program continuance and the increase of graduates by year exists during the fall 16 to 17 academic year. Time to completion saw a decline from 5.5 years to 5.25 years between academic years 15-16 and 17-18. This seems to correlate with an influx from the CLASS Pre-Education major, as these students tend to spend additional semesters engaged in pre-major, or prerequisite, coursework. The most current academic year graduation rate has increased to 5.45 years. The program does not report any high DF W course rates. The program received four Underwood Smith scholars, the most of any elementary education program in the state, in its inaugural year, Fall 2020.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☒ Yes  
☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☒ Yes  
☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

- ☒ Yes  
☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The Elementary Education baccalaureate program is one of eight WVU teacher preparation programs (of WVU's educator preparation provider framework) subject to CAEP accreditation review. The WVU CAEP Subcommittee worked to develop six Signature Assessments. These Signature Assessment instruments are aligned with WV Professional Teaching Standards, InTASC Standards and CAEP Standards, addressing "content knowledge, professional and pedagogical knowledge, dispositions, and their impact on student learning" (WVU CAEP Self Study Report) and include Praxis II Content Exam, grades, ability to plan instruction, a performance assessment related to clinical experience, effect on student learning (measured by the edTPA- a nationally recognized performance-based, subject-specific assessment and support system), and dispositions (within program framework). Notably, Signature Assessment #4, is designed to offer formative feedback prior to the student teaching semester. Reporting of edTPA findings (among all teacher preparation programs assessed) indicate 91% of students met interval cut scores of 2017/2018 in fall 2017 and 90% in spring 2018, with a higher number of data from spring 2018 - 75% of candidates scoring 2.5 (benchmark) or higher than fall 2017. WV state achievement test data shows WVU 172 employed in WV schools 2016-17, with 78 in grades utilizing Smarter Balanced assessment. Thirty-one were employed where proficiency rates exceeded WV state averages in math and reading.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

WVU CAEP Subcommittee continues to meet regularly to review integration of assessments against crosswalk of standards of accreditation. As noted with the disposition assessment, the subcommittee regularly revises instruments to ensure consistency between teacher preparation programs (of which B.A. Elementary Education is one). Signature Assessment data is gathered and housed in the LiveText Annual Report template for continuous review. LiveText Data Management allows for effective data collection, highlighting consistency among measures and possible need for multiple measures. The program offers preparatory workshops related to Praxis Content exams. The program has implemented one-hour teaching team labs. An extensive program advisement process is in place to ensure candidates are moving through cohort at the most consistent rate possible. Review of these recent initiatives indicates the commitment to continued improvement initiatives in a similar fashion. The program has incorporated social and emotional learning/trauma informed education in coursework, embedded instructional design/classroom management in content methods coursework (deletion of instructional design and class management courses, allowing for additional content methods courses), embedded technology integration in practical courses, strengthened focus of inquiry/mathematics education/support for English language learners and developed opportunity to pursue yearlong residency during senior year.

Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes
- ☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☒ No

Q7.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

n/a

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

n/a

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

n/a

Q8.1. What is the recommendation for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

*This question was not displayed to the respondent.*

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

Q9.1.

This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

#### Location Data

**Location:** [\(39.452697753906, -78.892601013184\)](#)

**Source:** GeoIP Estimation





Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

BAS Applied Science

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program is aligned with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The program is aligned with WVU's mission, vision, and values. In particular, the self-study report from the program boasts of the demographic diversity of Potomac State College but no specific demographic data is provided of the student body. The Bachelor's in Applied Science (BAS) degree program focuses primarily on advancing education by instilling applied skills that in turn prepares students for entering the workforce and solving "real-life problems". The BAS degree program serves an important bridge for students in the Associate of Applied Science degree program wishing to further their education. BAS degree program includes specialization in 4 majors: 1) Business Management, 2) Computer Information Systems, 3) Criminal Justice Studies, and 4) Sustainable Agriculture Entrepreneurship.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The BAS program reports adequate physical and technological infrastructure.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The BAS program reports concerns with low faculty numbers (i.e., 7 faculty members). Some of the BAS program areas do not have a full-time instructor especially in the Sustainable Agriculture Entrepreneurship (SAGE) program. Farm personnel have been tapped to assist with teaching in the SAGE program at the expense of completing their main farm duties. Adjunct instructors are relied upon to help teach the Criminal Justice (CJ) and Computer Information Systems (CIS) programs. Due to the low faculty numbers, the BAS program has reported the need to overload the current faculty with extra teaching duties.

To begin the process of addressing and highlighting the issue with low faculty numbers, each year the BAS program request approval to hire tenure-track faculty. Given most recent student enrollment in AY 19-20 is 66 students, the estimated student: faculty ratio is 9.4. The faculty demonstrated a commitment to service. No information was provided in terms of the extent of scholarly activities and grants obtained and it is encouraged that after following-up with the program, that this information should be provided. It appears with that the focus on education and the high reported teaching loads within the program, may have made it difficult for faculty to engage in advancing high-impact research which is one of the core missions of WVU.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☒ Yes

☐ No

Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The BAS program has shown a steady increase in enrollment for last 5 years of enrollment data from AY 15-16 (41 students) to AY 19-20 (66 students). In the first 4 years of reported data (AY 14-15 to AY 17-18) the number of graduates each year was between 20-25 students; while the last year reported (AY 18-19) showed a major increase to 41 graduated students. The time completion was 8.19 years in the first reporting year (AY 14-15) and has declined to 6.17 years in the last reporting year (AY 18-19). While the decline trend of program completion time is encouraging, the program should strive to lower this metric further.

No information was provided of the academic profile of admitted students. No information was provided of the demographic breakdown of the enrollment statistics. Consequently, it is unclear what the gender breakdown (male vs. female) and ethnic backgrounds are. The program does not have a way to track students who do not self-report. The program has indicated that students generally find employment. A small number also choose to pursue further education at the graduate level.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☒ Yes  
☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☒ Yes  
☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

This is the first time that all BAS program areas have undergone a combined program review. No prior assessment data was reported. The BAS does have strong, coordinated assessment plan for all program areas in place for the next 5 year period. The assessment plan is structured around assessing the 5 main learning outcomes with a focus on 1-2 learning outcomes being assessed each year. A detailed assessment rubric has been created for tackling the assessment of learning outcome associated with project management skills primarily in a capstone course.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

No summary was provided by the BAS program related to past or future improvements. The BAS program has demonstrated tighter coordination between the areas of emphasis especially in the development of their assessment plan.

Q7.1. Is the program seeking the Program of Excellence distinction?

☐ Yes

☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

☐ Yes

☐ Maybe

☒ No

Q7.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

Q8.1. What is the recommendation for this program?

- ☐ Continuation at the current level of activity
- ☒ Continuation at the current level of activity with specific action
- ☐ Continuation at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuation

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

No information was provided in terms of the extent of scholarly activities and grants obtained by the faculty and it is encouraged that after following-up with the program, that this information should be provided.

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

Q9.1.

This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

## Location Data

**Location:** [\(39.651992797852, -79.944396972656\)](#)

**Source:** GeolP Estimation



Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

BS and BS-Agri Animal & Nutritional Sciences

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.



This is the only undergraduate program in the animal and nutritional sciences in West Virginia. As such, it serves the entire state by teaching basic and applied knowledge to students seeking food and fiber production careers. Program faculty adhere to a code of ethics that fosters curiosity to attain knowledge, accountability for professional endeavors, and a proclivity for service to the University and the public. Faculty are respectful and appreciative of others' contributions within the program, the University, and the public.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program has experienced no significant issues with its infrastructure and resources.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program does not have the adequate faculty necessary to meet its mission. Several classes are no longer being offered. There are several other classes that are offered less frequently. More undergraduate and graduate teaching assistants have been incorporated as aides in several courses. More adjunct faculty have been hired. A full-time visiting instructor and an assistant professor have been hired. I have concerns regarding the discontinued courses, namely the hands-on labs, the only lecture course in farm animal breeding and genetics, and the only lecture class in domestic animal behavior. Other courses are offered less frequently, which can make degree completion more difficult.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☐ Yes

☒ No

Q4.2. What was inaccurate?

The overview page provides no information on time to completion. There is also no admissions information.

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Enrollment trends are strong. There have been significant increases in the last few years. Since 2015, they have grown from 274 students to 319 students. They believe enrollment could reach 375 in the next five years. The program loses approx. 1/3 of its FTF. Female enrollment is increasing. In-state population is approx 60%. The highest D/F/W courses are ANPH 301, ANNU260, AGBI 410, and A&VS 251. "...students do not appear to have adequate preparation for these courses' rigor. Based on the entering ACT math scores, approximately 20-25% of the students do not have the background (ACT Math 19) to enroll in algebra the first semester. Only 19% could enroll (ACT Math 26) in Chemistry 115 this past fall. That does not bode well for acceptable performance in STEM classes by first-year students." Time to completion has decreased (from 4.56 yrs to 4.25 yrs), possibly due to the reduction in hours required from 128 to 120. The average completion rate for AY 14-15 to AY 16-17 was 78.6%. More and more students are applying to and being accepted for early admission into professional programs. Some do a reverse transfer to complete their degree while others do not. 20% of FTF are Honors. 35% graduated with Latin Honors. Four were Outstanding Seniors and two were inducted into the Order of Augusta. Ninety-seven attended veterinary school.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☒ Yes  
☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☒ Yes  
☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

An alumni survey was conducted where attributes necessary for their job were ranked. The outcome supports the Learning Goals and Outcomes. A curriculum map is used to illustrate which courses meet intended outcomes.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here. A major factor driving enrollment is the Davis-Michael Scholars Program, which was created as the result of a gift to the Division of Animal and Nutritional Sciences. The primary aim of the program is to increase the quality of veterinary care for animals in West Virginia. The website is being updated to enhance the visibility of the program. Numerous articulation agreements with two-year schools have been completed with plans to do more. The Davis College dedicated an educational center with a multipurpose building and outdoor arena from a \$6.7 million gift from the Hazel Ruby McQuain Charitable Trust. They also dedicated the service dog training facility for the Hearts of Gold Service Dog Program. Because of heightened interest in this program and pre-veterinary studies, faculty added several courses and increased internship opportunities. Dissolution of the dairy farm led to a reduction in animals available for teaching and research. As a result, faculty discontinued numerous hands-on courses and reduced offerings of others. Thus, a major effort in the next review cycle will focus on the BS-Agr portion of the Program.

Q7.1. Is the program seeking the Program of Excellence distinction?

☐ Yes

☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☒ No

Q7.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

Q8.1. What is the recommendation for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

By December 2021, submit a follow-up report to the Undergraduate Council that addresses how the program is planning to address the potential issue with decreasing faculty and increasing students and how it will continue to ensure it can deliver the requisite coursework without negatively impacting student degree progression.

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

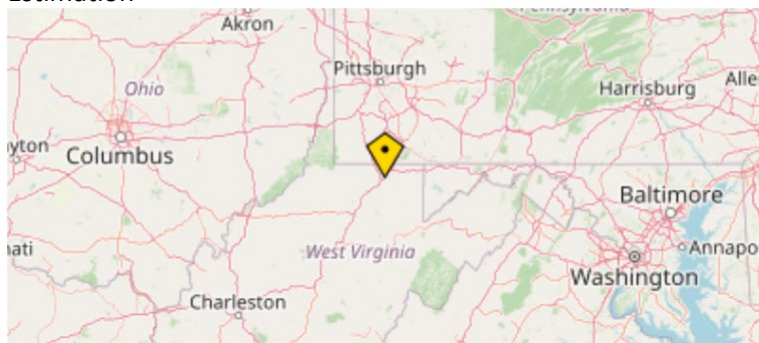
Q9.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

#### Location Data

**Location:** [\(39.595306396484, -79.922897338867\)](#)

**Source:** GeolIP Estimation



Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

BS/BS AGR Plant and Soil Sciences

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The division of Plant and Soil Sciences offers four undergraduate majors: Horticultural, Environment, Soil, and Water Sciences, Sustainable Food and Farming, and Environmental Biology. The program has recently adopted a mission dedicated to conserving natural resources and supporting economically and environmentally sustainable food, fuel, and fiber. The program's mission aligns with the university's mission to create a better future for WV and partner with communities to find solutions to real-world problems. The program contributes to the state through education and research related to improving water and soil composition, advancing crop production, and promoting environmental stewardship.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program reports having adequate infrastructure and resources.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Faculty composition in the program was split evenly between tenured individuals (13) and tenure track and non-tenured (11). Over the reporting period faculty members were productive with regards to article publications (aver 16.4) and grant awards generated between 2015-17 ~\$8.6 million. The Agronomy major was eliminated, and classes are integrated into the new major, Sustainable Food and Farming. The program has lost all Agronomy faculty, and has hired part-time instructors and research assistant professors. It does not appear the problem is completely resolved because the program cannot offer classes or research activities related to grassland agriculture.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☒ Yes

☐ No



Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

B.S. Agr revealed a slight downward trend in 5-year enrollment (63-51 students). Graduation rates were between 8-13 students/year, with time to complete improved (5.2 years to 4.2 years), and continuance in the program steadily increased (64-74%). B.S. had a 0-59 enrollment trend, 0-7 graduates per year, 76% program continuance, and average completion time was 3.3 years. The lower completion time attributed to students transferring in credits. The majors were grouped as B.S. Agr and B.S.; therefore, it was not clear as to what major had a 0 enrollment and graduates. Four Plant and Soil Sciences courses issued 33%-40% D/F's. The program intends to maintain strict adherence to the chemistry requirement for Principles of Soil Science and encourage faculty to provide reminders for students to complete assignments, exams, and quizzes. Foundations of Applied Geographic Information Systems is a course outside the Plant and Soil Sciences program to have 60% D/F issued. The plan is to delay enrollment into this course until the junior or senior years. Describe how and by whom courses with high D/F are reviewed. Several students received scholarships or grants. Upon graduation, most students enter graduate education or major-related careers. However, limited data were available due to the development of new programs. More emphasis is needed to collect data from student's post-graduation, employers, and the community of interest.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☒ Yes  
☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☒ Yes  
☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Only one thorough assessment plan, Horticulture, was provided. The plan did not include data, evaluation, or proposed changes.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

The Agronomy major and animal production programs were eliminated and a new major, Sustainable Food and Farming, was formed. Based on low enrollment and student feedback, the Environmental Protection and Soil Science majors were combined into a new major –Environmental, Soil and Water Science. A planned change moving forward is the discontinuation of the Environmental Microbiology major (low enrollment). This area will be added as an area of emphasis of the environmental, Soil and Water Sciences major. Recommendations: Four courses have higher D/F reports. The council recommends developing or providing a plan as to how individual courses are reviewed and provided feedback. A detailed assessment plan was provided for Horticulture, but assessment plans for Environmental, Soil, and Water Sciences and Sustainable Food and Farming were not included. Nor were data from the Horticulture assessment plan included. The council recommends the development and consistent completion of program evaluations, including student surveys, employer surveys, develop a community of interest to assess outcomes of the program.

Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes
- ☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☒ No

Q7.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follow

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

Q8.1. What is the recommendation for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

By December 2022, submit a follow-up report to the Undergraduate Council that demonstrates evidence of assessment of learning for the program's student learning outcomes as well as post-graduate outcomes.

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

Q9.1.

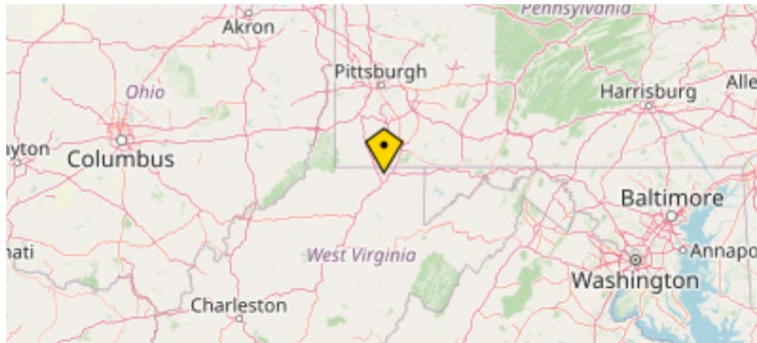
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Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

## Location Data

**Location:** ([39.651992797852, -79.944396972656](#))

**Source:** GeoIP Estimation



Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

BS CDFS

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The Bachelor of Science in Child Development and Family Studies program meets the mission of West Virginia University by training students to serve the community in the fields of early childhood education, family science, and human services. The BS in CDFS also aligns with the Goals of the Academic Transformation Committee by 'Creating a diverse and inclusive learning environment' through these courses (e.g., CDFS 110, 112, 210, 211, 212, 413, 415; SPED 311, 312, 314, 315 316, 317) that incorporate discussions about diversity and inclusion, including racial, ethnic, socio-economic, disability, and cultural diversity. CDFS also provides a 'rigorous and relevant education' across multiple courses (CDFS 110, CDFS 210, CDFS 250, CDFS 413, CDFS 415) that require students to read and analyze peer-reviewed articles and are taught basics of social science research methods; these types of assessments are included in the curriculum to best prepare students to be curious thinkers and critical consumers. All students within the program are required to work in the community for at least 240 hours as part of their training. These field experiences provide students with the opportunity to apply the knowledge from their coursework via hands-on practices. Moreover, the engagement in community field experiences provides pedagogy to practice, networking in the profession, develop peer relationships, and better serve the children of West Virginia and beyond.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The Child Development and Family Studies program does not report experiencing issues with any of the following:

1) Providing students with accommodations 2) Inability to schedule required classrooms 3) Access to adequate technological infrastructure 4) Access to adequate technological support 5) Access to adequate physical infrastructure (labs, performance infrastructure (labs, performance spaces, equipment, etc.) 6) Access to adequate Library resources 7) Access to adequate Library personnel In summary, the CDFS program has adequate and accessible resources at this time.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The CDFS program reports as having adequate faculty necessary to meet the mission of the program in all areas of teaching, research and service despite some recent challenges. Over the past five years, the CDFS program reports as having lost a total of six full-time faculty members for various reasons. This led to challenges meeting instructional needs (and a high number of adjunct faculty). But in the past three years, the CDFS program has addressed these deficiencies by hiring six new faculty members including one faculty member to teach and coordinate the online program as well as three special education faculty and most recently, in fall 2020, they hired two tenure track faculty to teach in the family and youth sciences. The median course load in the faculty data is lower than in the data provided. The data includes instances where faculty are listed as 0% instructors on courses taught by graduate student teaching assistants and adjunct faculty members. Faculty who are 0% instructors also maintain a standard teaching load. The standard teaching load for CDFS faculty is 40% teaching, or two courses per semester. From the 2014-2015 through 2019-2020 academic years, the research productivity of the faculty in CDFS has been commiserate with the standards workload of 40% effort allocated to research/scholarship (approximately two publications per year-which aligns with the goals of the Academic Transformation Committee to 'Strengthen and improve our R1 position').

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

- ☒ Yes
- ☐ No

Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The enrollment in the CDFS major has declined over the past five years. They have taken several steps to address the enrollment decline. 1. In fall 2016, they launched an online degree program offering the PreK certification and Early Childhood options. 2. In spring 2019, they transitioned to offering the certification option of the CDFS degree online starting spring 2020. 3. In Fall 2020, they launched the Youth and Family Science major, and will deactivate the Family and Youth Studies Option from the CDFS degree. The program has addressed high DFW rate in CDFS 250 by redesigning the course to better prepare students to be consumers of research. Specifically, the data analysis portion of the course was removed, and replaced with content to support their ability to understand and think critically about research. The DFW rate in CDFS 211, CDFS 212, CDFS 430, and SPED 317 is likely attributed to the field experiences in the courses. The time to completion has increased from AY 2014-2015 (4.5 years) through AY 2019-2020 (5.2 years). CDFS students have been successful securing employment. Of the students that graduated in fall 2019 and spring 2020, they have employment/post-graduation data on 19 of the 26 graduates. Four are in graduate programs (1 in education, 1 in psychology, 1 in social work, 1 in law school); 13 are employed in education (10 in WV, 2 in MD, 1 in VA); 1 is a curriculum specialist in CA; and 1 works for a private company.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☒ Yes
- ☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☒ Yes
- ☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*



Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

- ☒ Yes  
☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The CDFS program included an overview of the student performance, in the assessment plan, attached to the report. Overall, the direct assessments indicate that the students are successful in completing the student learning outcomes. The majority of students are successful in completing the assessments tied to the student learning outcomes ("C" or better in the course and/or assessment), and most are above target when completing the assessments tied to the student learning outcomes ("B" or better). The courses where indirect assessments were tied to student learning outcomes indicate that students are at target or above target on these skills. The indirect assessments include ratings from external site supervisors and the self-assessments by the students. Importantly, based on the indirect assessments and feedback from sites, they adopted new professionalism agreements for students (professionalism, disposition), and incorporated more discussion/training on professionalism in the following courses: CDFS 211, CDFS 491, and CDFS 491a (previously the most robust coverage of professionalism was in CDFS 316). 1. They will also incorporate more indirect assessments of students earlier in the program. 2. The Department of Counseling and Learning Sciences (CLS) will engage in an internal review of the assessment plans of all programs starting late spring 2021. 3. Specifically, the programs in CLS will review the assessment plans in place and make adjustments.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

The CDFS program reports several improvements over this review cycle including: 1) In Fall 2020, they launched the Youth and Family Science major. Within this major, students are trained for human services careers. 2) In Spring 2019, they transitioned to offering the certification option of the CDFS degree online starting Spring 2020. 3) The addition of six new faculty members over the past three years. 4) In Fall 2016, they launched an online degree program offering the PreK certification and Early Childhood options. The CDFS program also reports plans for future improvements that include: 1) Adding areas of emphases to the Youth and Family Science major (see below). 2) They will also be teaching out the 2) CDFS-PreK Certification option (H039 and H105) as the new Early Childhood Special Education (ECSE) major that will 3) launch in Fall 2021. 3) They are also phasing out the CDFS major. They plan to create an AOE in infant/toddler development/developmental specialist within the Youth and Family Science major. 4) They also anticipate that 4) another AOE (TBD) will be developed in the Youth and Family Science Major during Spring 2021.

Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes
- ☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☒ No

Q7.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

N/A

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

N/A

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

N/A

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

N/A

Q8.1. What is the recommendation for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

*This question was not displayed to the respondent.*

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

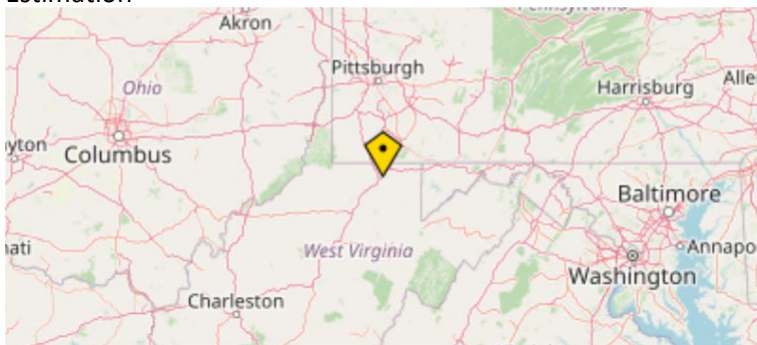
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Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

#### Location Data

**Location:** [\(39.595306396484, -79.922897338867\)](#)

**Source:** GeoIP Estimation



Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

BS Energy Land Management

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The program is in alignment with WVU mission, vision and values. It has forwarded the land-grant mission of the university by advancing education that seeks to provide students with the means to ensure proper management of resources and develop energy infrastructure that benefits West Virginia and American citizens. It also participates in partnerships with the communities at a local, state and international level. Finally, it creates educational opportunities for students to help transform and innovate energy development for West Virginia and beyond.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program states that it does not have proper access to physical infrastructure. Namely, it has partnered with the Land Services Software company, Pandell, to provide software free of charge to the program's students and faculty. However, they have not been given a space to create a lab dedicated to run the software. To address the issue, they had created fund-raising opportunities that have been put on hold. The program did not note any other plans to address the issue.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The current composition of the program is four non-tenure track faculty and one tenure track faculty. The program's tenure track faculty is productive, having published ten articles, presented at a conference and was awarded \$20,000 in grant funds. The program has also been awarded a \$264,000 and \$10,000,000 grants from the federal government as co-principal investigators. The faculty members provides adequate public and professional service. The program states that it does not have adequate faculty to support their students, as evidenced by a high median course load for its one tenure track faculty member and ratio of tenure track to non-tenure track faculty. They have stated that having only two dedicated faculty members has made the growth of the program difficult. They have not provided steps to address the issue.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☒ Yes

☐ No

Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program began in 2015 with 54 students. The highest amount of growth occurred in 2017-18 with 130 students but has since dipped to 92 students. It has also seen a noticeable downward trend in program continuance. While the programs notes this downward trend, it attributes the trend to a downturn in energy markets and employment. They also note that they do not yet see an issue, as they believe the optimal number for its faculty composition is ~80 students. Their program graduation rate after 60 credits remains above the university average. They do note that they have a four courses with high DFW percentages. The program has not specified any steps to address the downward trend in enrollment, but notes that they believe if the market gets better, their enrollment will get better. The program has created steps to address the high DFW percentages for courses. They have begun advising students to match courses with the skills they will need for the course. They believe other courses with high DFW can be attributed to adjunct instruction and student procrastination.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☒ Yes  
☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☒ Yes  
☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program created an assessment plan and cycle in 2018. For the 2018-19 cycle the program collected data to evaluate student learning on outcome 4; Demonstrate professional knowledge and be able to negotiate the key elements of energy-related leases and operating agreements under accepted standards of practice. The data was collected from course ENLM 420, using mid-term and final exam data. Neither the program review form, nor the assessment plan detailed what information it was analyzing from the exams or how it was relevant to the learning outcome. The program notes that during this cycle, reliable information was not gathered, thus it does not provide assessment data. For the 2019-20 cycle the program is collecting data to evaluate learning outcome 5; Develop budgets and financial projections associated with energy development and the economics related to multiple energy production systems. The data for this evaluation is collected from course ENLM 220 from answers provided in the quantitative analysis section and from the special project. The program notes that it gathered data but did not provide the data in their review.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

The program is still new but set in motion plans for development. It has created an assessment plan and development a cycle for assessing learning outcomes. Going forward it will need to provide data and analysis of how student learning is being affected. As for issues with student enrollment, the program has looked for opportunities to expand student learning outside of the oil and gas industry to diversify student options for major and address downward trends in enrollment. The program notes that their current faculty composition has affected the growth of the program, thus should look for ways to address. As far as student development, it has noted that students in their program have had relative success in finding jobs in related positions.



Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes
- ☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☒ No

Q7.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

n/a

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

n/a

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

n/a

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

n/a

Q8.1. What is the recommendation for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

By December 2022, submit a follow-up report to the Undergraduate Council that demonstrates how the program has implemented an assessment plan that ties its current practices to the program learning outcomes. By December 2022, submit a follow-up report to the Undergraduate Council explaining how the program has resolved the lack of adequate faculty and what the impact has been (positively or negatively) on enrollment at that point.

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

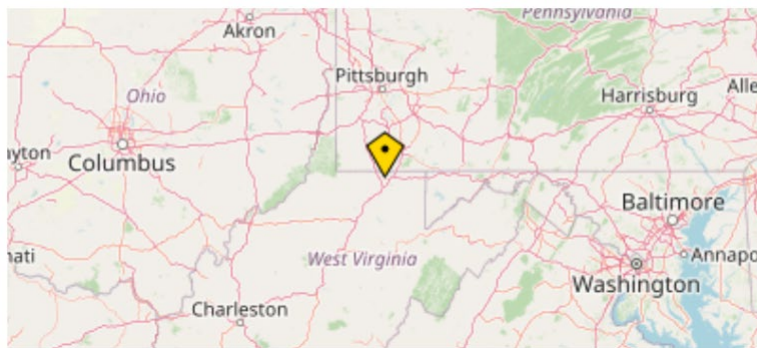
Q9.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

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### Location

**Location Data** : ([39.651992797852, -79.944396972656](#))

**Source:** GeolIP Estimation



Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

BSF in Forest Resources Management

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

WVU's mission, vision, and values are embodied in the program's effort to "further the understanding, stewardship, and sustainable use of renewable natural resources by educating students to become knowledgeable professionals and citizens, advancing and communicating research knowledge, and providing technical information and professional service to society" (DFNR Strategic Plan 2015-2019). The Forest Resource Management program also identified teaching, research and extension goals in support of the "Values and Guiding Principles" as part of the DFNR 2015-2019 Strategic Plan.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

FRM notes inadequate access to physical infrastructure (labs, equipment, etc.). The majority of resources are housed in Percival Hall which is showing signs of age, poor design, and inadequate maintenance. This issue was also illuminated in the recent reaccreditation self-study. DNFR has renovated some spaces and created state-of-the-art computing and GIS facilities, but there are inadequate funds for the amount of renovation/modernization required. There are HVAC problems, and in some cases, safety is an issue.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program reports having adequate faculty, and none are qualified by means other than academic credentials. There are 10 faculty members in the FRM program (6 full-time tenure track, 2 non-tenure track, and 2 professors), consisting of a diverse pool (30% female and 30% born outside of the United States). FRM faculty have been productive, publishing 133 peer-reviewed articles and receiving close to \$1 million in new external research funds during the reporting period.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☒ Yes

☐ No

Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Enrollment in the FRM Program was stable (ranging from 111-121 students) 2015-2018, but there was a decline beginning AY 2018-2019 (91 students) and continuing in AY 2019-2020 (76 students). The positive enrollment trend in the earlier part of the review period can be attributed to the efforts of the division to increase recruiting activities. The decline in enrollment during the later period can be attributed to: - loss of the Division recruiting officer, - discontinuation of Southern Regional Education Board's Academic Common Market (summer 2020) - (AY19-20) possibly due to the COVID-19 pandemic To improve enrollment, the FRM program will increase its recruitment efforts and will work with the College closely particularly because the Division does not have its own recruiting officer anymore. The number of graduates per year has been stable (21, 23, 28, 19) with a spike to 33 AY 18-19. Time to completion has been steady (3.88, 4.21, 4.71, 3.83, 3.86) High D/F/W courses (FOR 205, AGRN 202, FOR 240, FMAN 434, WDSC 422) - plans for improvement incl: Prog Coor meeting with faculty to discuss the high D/F/W rates, new faculty working to develop course and establish expectations

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☒ Yes  
☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☒ Yes  
☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program wrote an assessment plan using the University Assessment Council curriculum map in 2018. The assessment plan is based on course-embedded assessment identified in the FRM Curriculum Map. Assessment data for all the learning outcomes will be collected on a 5-year cycle. The program identified the courses and LOs where students were under-performing, and the program listed ways to improve (higher-value assignments, adding a lab section, and requiring attendance). The program assessment plan (using curriculum map) was initiated in 2018 and the first set of assessment data was only collected this year. There is minimal data available to review, though in another few years, there will be more information the program can use to understand what changes (if any) need to be made.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

The FRM program proposed an Area of Emphasis (to be effective April 2021) in Forest Management (FM) to prepare students to professionally manage forested landscapes focusing on wood products, land restoration, and wildlife habitat management to serve the needs of government agencies (e.g., USDA Forest Service and state agencies), non-profit organizations (e.g., TNC) and private forest and forest product companies (e.g., lumber and wood products, consulting foresters). The program needs a Degreeworks update to make sure that the "Major" block will have more than 50% upper-class courses.



Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes
- ☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☒ No

Q7.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

Q8.1. What is the recommendation for this program?

- ☒ Continuanace at the current level of activity
- ☐ Continuanace at the current level of activity with specific action
- ☐ Continuanace at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program

☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

*This question was not displayed to the respondent.*

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

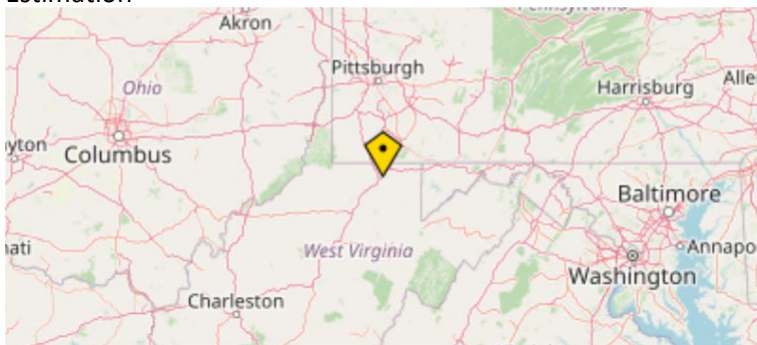
Q9.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

#### Location Data

**Location:** [\(39.595306396484, -79.922897338867\)](#)

**Source:** GeoIP Estimation



Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

B.S. Public Health

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The mission, vision and values of the School of Public Health at WVU align with WVU's commitment as a land-grant institution in terms of improving the quality of life for the residents of West Virginia and the Appalachian region and maintaining values such as, community engagement, collaboration, equity, integrity, respect and accountability. Their faculty & students are engaged in partnerships in community engagement projects and innovative research to solve critical health issues with local impact and global significance.

**Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.**

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program has adequate and accessible infrastructure resources. No issues have been identified in terms of resources, including student accommodation, classrooms, technological infrastructure, technological support, physical infrastructure, or library resources.

**Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.**

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Most of their undergraduate courses are taught by core faculty. Their faculty teach for both graduate and undergraduate programs. The courses not taught by core faculty are taught by qualified professionals working for the Center for Disease Control, Monongalia County Health Department, or other public health institutions. Their PhD students serve as co-instructors and on occasion become the primary instructor for an undergraduate course. In addition to teaching, their faculty members are highly engaged in research and service. From January 2015 through May 2017, their faculty have written nine book chapters, eleven manuscripts, and 157 journal articles. During the same time frame, their faculty members have been awarded 52 grants totaling \$34,187,093.00.

**Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.**

- ☒ Yes  
☐ No

Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

According to Self-Study report, the enrollment shows upward trend: 17, 33, 33, and 35 for 2016-17, 2017-18, 2018-19 and 2019-20 respectively. The number of students graduated in 2018-19 is 5 and no other students graduated after 2018-19 during the period under review. However, their BOG Program Review Report states that their first six students started as freshmen in 2016-17 and graduated in May 2020 (going through the program for four years). It also states that they were joined by 38 graduates who joined their program at various stages of their college journey. However, the Self-study report does not show any graduates for 2019-20. I am looking for consistency/clarification. According to BOG Review, they have their largest number of FTF entering for the 2020-20 academic year but the number was not mentioned. They expect this upward trend and growth to continue. Hiring of a second recruitment specialist, a new Development Advisor, and a Director of Undergraduate Programs have positive impacts on enrollment.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

☒ Yes

☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

☒ Yes

☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program has developed measurable learning outcomes, prepared curriculum maps for domain assessments, and a table of assessments for foundational competencies. From the CEPH (Council on Education for Public Health) review, it is clear that their undergraduate curriculum (through their required health foundational credits) covers all the concepts the program is supposed to cover. The accreditation body expressed concern that some of their foundational domains are mapped to selective courses, versus required courses and thus not all students are being exposed to all domains. To address this concern, they have taken some measures to make sure that their general curriculum includes courses that cover all domains for all students. They have also planned a workshop to assist instructors in better addressing the domains and competencies in their undergraduate course instruction. They have a plan to review the curriculum mapping, review the assessment measures and metrics, provide better training to adjunct faculty who are teaching courses that include foundational domains, and track improvement over time.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

They implemented curriculum changes beginning Fall 2020 to better address the public health work force needs and accreditation standards. They have added a Patient Navigation area of emphasis as per the request of WVU Medicine and integrated their Patient Navigation students into the Health Sciences Center Inter-professional Education programming.



They have included a Field Placement preparatory seminar and a Writing for Public Health Audiences course based on feedback from advisory councils and community partners. They have widened their network of community partners for their students to complete field service and capstone projects. The undergraduate capstone requires all students to give an oral poster presentation on their work in their field experience. The posters and presentations are viewed and evaluated by faculty from all departments, alum, community partners, and other stakeholders.

Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes
- ☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☒ No

Q7.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

N/A

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

N/A

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

N/A

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

N/A

Q8.1. What is the recommendation for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

*This question was not displayed to the respondent.*

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*


Q9.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

Location Data

Location: [\(38.368392944336, -81.699600219727\)](#)

Source: GeoIP Estimation



1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

BS Resource Management

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

This program aligns with WVU's mission, vision, and values through contributions to education and prosperity. Other aspects of alignment include service to the community and campus, curiosity through research, and respect through the cooperative work with School of Natural Resources.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program indicates adequate and accessible infrastructure resources with the ability to: provide students with accommodations, schedule required classrooms, access to technological infrastructure, access to physical infrastructure, access to Library resources and Library personnel.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Program indicates that adequate faculty is a concern. During this review period, six tenure track faculty members have left the program. Some of these are due to retirement/administrative duties. Program is addressing shortfalls with adjuncts, graduate students, and visiting instructors.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☒ Yes

☐ No

Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Enrollment trends for the program overall were consistent over the review period. One major did have an enrollment decline, which was addressed in the report with an intent to plan and a proposed degree being discussed and initiated. High D/F/W courses were identified and the issues were addressed within the report. Some of the courses were challenging topics and will remain in the program of study. One course is no longer being taught and another course was a first-time course that will be improved through better communication to students.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☒ Yes  
☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☒ Yes  
☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*



Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Assessment plan clearly identifies program goals for each major, links them to courses, and lays out an assessment cycle but what they have listed as "Program Learning Goals" are just program goals (i.e., they are not learning goals). There is a lot of overlap in learning outcomes, especially, and some overlap in courses, among the three majors, but the curriculum maps are not consistent where courses and learning outcomes overlap. Their assessment plan should include information about how each outcome is assessed. I didn't find any information anywhere in their assessment about actual (specific) assessment methods used for each outcome. Employability information indicates students in this program rank high in employability, the ability to work cooperatively, and communication. It would be beneficial to see results of assessment and ways the program intends to "close the loop" on the assessment results for future improvement. According to the table of the long-term assessment cycle, they should have results from assessment of learning outcomes 1 and 2 for this report. Not only do they not have any assessment results for either of those learning outcomes, but they present assessment results on learning outcomes 4 of one major and outcomes 4 and 5 of another major. According to their assessment plan, those outcomes aren't scheduled to be assessed until 2021-2022 and 2022-2023. It's fine to deviate from the plan but some context as to why would have been helpful.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

The program has made adjustments to majors-developing a new major and changing another. Curriculum and courses were updated based on self-evaluation and student evaluations.

Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes
- ☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☐ No

Q7.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

Q8.1. What is the recommendation for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

By December 2022, provide a follow-up report to the Undergraduate Council that provides evidence of implementation of assessment of learning for the program's student learning outcomes as well as for post-graduate outcomes.

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

Q9.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

## Location Data

**Location:** ([39.651992797852, -79.944396972656](#))

**Source:** GeoIP Estimation

Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)



## BS Wildlife and Fisheries Resources

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The Wildlife and Fisheries program is in alignment with WVU's mission, vision, and values. The Bachelor of Science degree in Wildlife and Fisheries supports the mission of WVU by furthering the understanding, stewardship and sustainable use of renewable natural resources by educating students to become knowledgeable professionals and citizens, advancing and communicating research, and providing technical information and professional service to the society. Further supporting WVU's commitment to create a diverse and inclusive culture, the Wildlife and Fisheries faculty are comprised of a diversity of experience, educational backgrounds and gender.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The WF program has expressed concern that there is limited teaching lab space in Percival Hall for students and faculty to conduct research. Additionally, lecture classrooms are noted as commonly used space to teach labs, but often lack proper equipment and infrastructure. Steps to resolve these issues are not noted, furthermore percentage of time spent in these spaces is not mentioned.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The WFR has adequate faculty necessary to meet the mission of the program- Teaching, Research and Service. Faculty is comprised of 3 tenured professors, 1 tenured associate professor, and 4 tenure-track assistant professors. Two of the four tenured track assistant professors started in August 2020. WFR also has faculty in the USGS Fish and Wildlife Cooperative Research Unit and one research assistant professor, who is a 50:50 split position between the US Forest Service and the WFR division. The following statistics reflect productivity of the 2 assistant, 1 associate and 3 professors that contributed to most of the cycle. Teach and research appointments vary among faculty depending on service and administrative duties. Majority of faculty have teaching/research appointments that range from 25% to 60%. Over the past 2 academic years, tenured faculty taught 5.5 classes annually, while tenure-track faculty taught 7.75 classes. During the 2014-15 to 2019-20 cycle, faculty members published 167 books, book chapters, journal articles, etc. averaging ~28 publications annually. During the same period, faculty were awarded 90 grants totaling approximately \$12 million, averaging ~\$2million annually. No issues identified.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☒ Yes

☐ No

Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The WFR enrollment provided evidence that the program has increased throughout the cycle (243 to 260). The WFR program does indicate that a decrease in enrollment below 230 would be welcomed by faculty in terms of course sizes, however, the faculty to student ratio is specified to be adequate. Five courses within the WFR program are noted to have a high percentage of DFW over the last 3 years. The program has taken steps to address the high percentage of DFW by advising students who find the more advanced courses in their curriculum to consider another major. WFR has noted an increase in number of graduates annually from 44 to 76 (AY14-15, AY 18-19). Their graduation rate the first 3 years of cycle was above 73% and higher than the rate among Davis College majors. Additionally, their degree completion time has dropped from 4.8 years to 4.16.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

☒ Yes

☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?



☒ Yes

☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The WFR program began the development of an assessment plan in 2018 with revision plans of 6 learning outcomes. Because of delays in a major curriculum revision that took place in AY 18-19, they have not moved forward with the development of the assessment plan. Their progress on a new assessment plan slowed in AY19-20 and no progress was made in AY20-21 due to COVID. Steps have been taken to reinstate their curriculum modifications and move forward with an assessment plan. To support evidence of these steps, WFR has indicated they hired 2 new faculty that will assist in moving forward with curriculum modifications and the assessment plan. Historically, WFR faculty developed a comprehensive list of Knowledge, Skills and Abilities (KSAs) that graduates are expected to possess, and which serve as the basis for their learning outcomes. These KSAs are first presented to students during their freshman year. Assessment using KSAs is done through a combination of senior capstone requirements (project and presentation) and an oral evaluation. These 3 evaluations are particularly helpful in assessing 3 of their learning outcomes.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

In AY17-18 the WFR specify that a curriculum revision was done to comply with certification changes and integrate expertise of 2 new faculty hires. They also instituted a C grade or better policy for all courses required in their major. During AY18-19, they drafted a revised curriculum and learning outcomes for the major. Their progress on a new assessment plan slowed in AY19-20 and no progress was made in AY20-21 due to COVID. The WFR program indicated that they hired 2 fisheries faculty in August 2019, which puts them in the position to reinitiate their curriculum modifications and move forward with an assessment plan. Moving forward, Infrastructure to assess student learning and post-graduation success will need to be established. Additionally, the WFR will need to move forward with their curriculum modifications and provide evidence in form of data that supports newly established learning outcome results.

Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes
- ☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☒ No

Q7.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

n/a

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

n/a

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

n/a

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

n/a

Q8.1. What is the recommendation for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action

- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

By December 2022, submit a follow-up report to the Undergraduate Council that provides evidence of implementation of assessment of learning for the program's student learning outcomes and for post-graduate outcomes as well.

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

Location Data

**Location:** [\(39.651992797852, -79.944396972656\)](#)

**Source:** GeoIP Estimation



Q9.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

BS Wood Science and Technology

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The mission of the Wood Science and Technology Program (WST) can be summarized in the following sentence: "Prepare students for careers in the wood products industry by providing the education and essential skills for long-term career and life success." More broadly, it clearly supports the mission of a land grant university

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program report does not identify any issues. However, the program's 2019 accreditation report does express concerns about facilities, such as out of date equipment, poor lab and classroom spaces as well as poor office spaces. The 2019 accreditation letter also mentions a recommendation "to improve facilities associated with this program."

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The accreditation report identifies five full-time faculty in the department. These faculty members have been very productive in research, with more than 80 publications within the last five years. They have also generated significant revenue from grants during that time period. The report does not mention any current faculty needs, though it does express some concern about the effects of potential retirements in the near future. The department appears to be staffed adequately at the present time.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☒ Yes

☐ No

Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.



Enrollment in the WST Program is low, about 18 majors total. # of students graduating ranges from 5 to 2 over the past five years. This is too few majors to be an economically viable program. Even if a required course were only offered once every two years, the supply of majors is too small. Graduate placement rates are very good and to be commended. Enrollment was higher in the distant past, but it seems that this was mostly due to the efforts of a faculty member who retired about a decade ago. Additionally, the Division lost its recruiting officer, which has been instrumental in bringing students to the Division as a whole in previous years. This is an area of need and concern. The program also has high DFW courses in: FOR 205 FMAN 212 FOR 240 WDSC 422 WDSC 495 Percent of DFW in the past three (3) academic years 58.33% 60.00% 33.33% 42.86% 100.00% The department has taken some measures to reduce the number of Areas of Emphasis, but are they really sufficient? Can you really afford to spread students across different areas with such a low number of majors? Here's the deal: the self-study clearly shows that the department is offering too many sections of low-enrolled courses (at least 10 each year with fewer than 10 students). The department needs to take steps to improve efficiency (offer fewer courses, higher enrollment in each).

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☐ Yes
- ☒ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☐ Yes
- ☒ No

Q5.3. Provide a specific critique of the program's learning outcomes.

The negative response reflects the discrepancy between the program outcomes listed in the catalog online, those listed in the BOG plan (2015-2020) and those listed in the self-study. By the way, there is a typo in the third major outcome listed in the catalog: "demonstrate knowledgeable" should read "demonstrate knowledge" There are five outcomes listed in the assessment plan and these seem to be clear and measurable. Overall, the assessment plan is very thorough and detailed, but here are some questions for consideration: One outcome uses the expression "students will demonstrate understanding . . ." but it doesn't clearly explain how understanding is demonstrated. What counts as understanding? How is it measured? And if many concepts are supposed to be understood, how is the department dealing with students who get some of the concepts but not all of them? The first outcome involves oral communication, but how is it being measured across the different courses? Is there a shared rubric or not? Is there supposed to be increased ability through the course progression or not?

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The assessment plan is very thorough and detailed. It includes direct and indirect measures, broken down into four areas: student competencies, capstone, exit survey, alumni survey. "An assessment plan grew out of the program's 2015 review by the West Virginia Board of Governors. The reviewers accepted our proposed assessment plan but insisted that we incorporate several direct and indirect measures and pointedly suggested specific methods of assessment." The WST Self-Study document (pp.13-14) details specific changes in the curriculum and in the content of our course offerings that resulted from assessment. There is very clear evidence provided about student competencies, but no rubric to explain how students are scored (apart from the grade received on an assignment). The department does provide evidence that they have used assessment (both direct and indirect) to inform their instruction and courses.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

The WST program recently passed its accreditation and has undergone an extensive self-study. The program delivers quality outcomes but it serves a low number of students, some of whom are underprepared to succeed in the program. The WST program plans to update the curriculum for the WST major beginning in the Spring 2021 semester to reduce the number of Area of Emphases (AoE) and bring the number of credit hours for the AoEs into the current standards for the University. But the council questions whether there should be any areas of emphasis, given the low number of students enrolled in the major. It isn't economically sustainable to divide a small number of students into different tracks. The program needs to enhance its recruitment strategy to attract more students to the major.

Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes
- ☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☒ No

Q7.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

Q8.1. What is the recommendation for this program?

- ☐ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☒ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

*This question was not displayed to the respondent.*

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

Q9.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

#### Location Data

**Location:** [\(39.595306396484, -79.922897338867\)](#)

**Source:** GeolIP Estimation



Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

B.S. in Landscape Architecture (BSLA)

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The BSLA prepares landscape architecture professionals with skills in design theory, problem-solving, site construction, land use planning, landscape management, and planting design that are responsive to the unique considerations of the state and region. The program develops effective professionals and citizens by emphasizing a philosophy of responsibility and commitment to ethical standards regarding the natural environment, professional practice and personal relationships. The BSLA promotes interaction and collaboration within the community and with other disciplines. The program is in alignment with the university's mission as a land-grant R-1 flagship university, as well as its vision and values.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The BSLA program has adequate and accessible infrastructure resources. It is located in the new Davis College building on the Evansdale campus. It has adequate access to studio space, computer facilities, classrooms, and office space. It has adequate support of ITS and library resources.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

There are adequate faculty to meet the teaching, service, and research needs of the program. There are seven tenured, two tenure-track, and two non-tenured faculty; the 2017 accreditation self-study report indicated six of the faculty came to WVU with significant professional experience and two came to WVU with significant academic experience. Faculty are heavily engaged with students in studio work as part of the teaching load. Traditional research measures are reported to be in line with similar R-1 LSA programs (4 grants for \$120,786 for the program for 2015-20). Faculty are heavily involved with "Engaged Scholarship" (not included in the provided tabular data): faculty work with communities on action research, planning and partnership development that is important and supports the land grant mission of WVU. Engaged scholarship is promoted and supported by the School of Design and Community Development. Faculty authored 7 book chapters, 13 conference proceedings, 37 journal articles, and 3 manuscripts over the review period (an average of 6.0 publications per member).

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☒ Yes

☐ No



Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Student enrollment in the BSLA program has consistently been near 100 students, with an average of 19.2 students graduating each year over the last five years (15-22). Time to complete the degree is steady at about 5 years (4.57-5.26); due to the prerequisite structure of courses, it requires 4 years to complete the program regardless of the number of incoming credits a student may have. Program continuance is steady at over 80%. High DFW classes include LARC 223-224, LARC 121, and PLSC 206. The requirement of PLSC 206 Plant Sciences has been replaced with a requirement of PLSC 206 OR BIOL 105-106 OR BIOL 103-104; the science with lab issue is therefore addressed. The three LARC courses are computer and software intensive, and require a minimum grade of C- for students to continue in the program. Students may decide to pursue a major that does not require the computer and software proficiency (especially LARC 121). Students who would otherwise earn a D or F in LARC 223/224 frequently withdraw and repeat. It is unclear if the program has determined the high DFW rate for LARC 121, 334, and 224 is an issue of the courses or the lack of preparation/interest of the students; further assessment may be warranted. Students are successful in their professions, are employed in relevant fields. Most students have a job at or soon after graduation. The program was recognized in 2018 by Design Intelligence. Specific examples of student success were not cited.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☒ Yes  
☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☒ Yes  
☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent*

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The BLSA is accredited by the Landscape Architectural Accreditation Board, with its last review in 2017. The program has a robust assessment plan that is required for its accreditation. The program also seeks feedback from students, alumni, and employers. Several curricular changes to the BSLA program were implemented in 2019-20. The requirement for Studio Art courses (6 credits) through the Art Department were removed as they were difficult to fulfill and not well-received by students. MATH 128, Plane Trigonometry, was removed as a requirement as its application in landscape architecture practice is no longer highly relevant (3 credits). A requirement of LARC 105, Introduction to Landscape Architecture, Environmental Design and Planning (3 credits) was added to provide a general overview of the profession. LARC 452, Contemporary Issues in Landscape Architecture, was added as a required seminar class (2 credits currently but will be changed to 3). LARC 224, Digital Design Graphics for Landscape Architecture, (2 credits) was added as a required course as the software used has become ubiquitous in the industry (Adobe Creative Suite).

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here

The program has changed its science requirement to be more flexible to meet student requests and retain focus on plant science, ecology, and biology. The program has removed the requirement of studio art courses and modified the required landscape architecture curriculum to better prepare students for the profession. It is recommended that the program assess the high DFW rate for LARC 121, 334, and 224 to determine if low performance is an issue of the courses or the lack of preparation/interest of the students. It is recommended that the program compile specific examples of success of individual students. It is recommended that the program attempt to better engage alumni in surveys and data collection.

Q7.1. Is the program seeking the Program of Excellence distinction?

- ☒ Yes
- ☐ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☒ Yes
- ☐ Maybe
- ☐ No

Q7.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

The BLSA was ranked 14th (in its graduating class size cohort) nationally for a "Best hired from" landscape architecture program by DesignIntelligence in 2018-19. DesignIntelligence is an independent company that focuses on architecture, interior design, and landscape architecture.

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

All BLSA faculty hold terminal degrees, and several are licensed Professional Landscape Architects in different states. Faculty have received numerous awards and recognitions. \*Marks external awards and recognitions: Charles Yuill, MLA, Stefania Staniscia, PhD, and Elisabeth (Lisa) Orr, MLA, PLA: \* "Gary Hollow," Outstanding Entry - 2020 National Park Service, U.S. Department of the Interior 2020 HALS Challenge: Vanishing or Lost Landscapes Charles Yuill Davis Michael: Professor of Environmental Design: endowment - 2017 - 2022 Vaikke Haas, MLA, PLA, LEED AP: \* Good EGG - 2019; President Gordon Gee / Student Government Association Faculty Award for Excellence in Community Engagement - 2019; Center for Service and Learning WVU Values Coin - Outstanding Service Award 2018; School of Design and Community Development Service Learning Award (Junior level) - 2017; \* Council of Educators in Landscape Architecture (CELA) Outstanding Service Award (2016) - 2017 Elisabeth "Lisa" Orr: WVU 150th Commemorative Values Coin - 2017 \* Most Outstanding Paper Award Landscape Research Record, No. 4, Council of Educators in Landscape Architecture, 2015-16; Outstanding Teaching Award - 2015 -16 Shan Jiang, PhD: Outstanding Research Award - 2019; School of Design and Community Development Outstanding Research Award - 2018; School of Design and Community Development Excellent Guide Teacher Award; \* 8th & 7th "Yuan Ye" International Competition for College Students by Asian Landscape Architecture Society, Worldscape Magazine and China Landscape Architecture Website - 2017 & 2016 Michael Dougherty CDS: \* Innovative Program Award. WV Recruitable Communities Program, with Daniel Eades (WVU Extension Service) and Ginger Harman (WV DHHR) - 2018; \* NACDEP Distinguished National Service Award – 2018.

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Most of the graduates from the BSLA program go into professional practice. Graduates are employed across the country, although a significant percentage remain in the area. Two students have gone on to graduate school in landscape architecture (Harvard, 2017, and Utah State, exp. 2021).

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

The BSLA is accredited by the Landscape Architecture Accreditation Board. The curriculum is rigorous, as is the assessment plan. The final statement from the latest review in 2017 by LAAB found no shortcomings and therefore had no recommendations for improvement of the program. It is a very good indication of quality for a program to receive no shortcomings or recommendations for improvement.

Q8.1. What is the recommendation for this program?

- ☒ Continuation at the current level of activity
- ☐ Continuation at the current level of activity with specific action
- ☐ Continuation at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuation

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

*This question was not displayed to the respondent.*

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*

Q9.1.

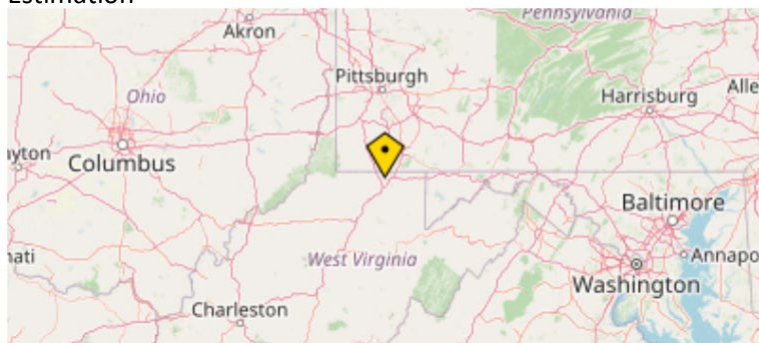
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#### Location Data

**Location:** [\(39.651992797852, -79.944396972656\)](#)

**Source:** GeoIP Estimation



Q1.1. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

Bachelor of Science in Social Work

Q1.2. If the program is specially accredited, is it in good standing with its accrediting body?

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.3. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

*This question was not displayed to the respondent.*

Q1.4. Is the program seeking specialized accreditation? Why or why not?

*This question was not displayed to the respondent.*

Q1.5. Provide a brief explanation of how the program is aligned with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

The BSW program seems to be aligned with WVU's mission, vision and values. Of particular importance is the program's emphasis on producing graduates who engage in research informed practice and are prepared to work with diverse clients while promoting human and community well-being. The sum of these three aspects of the BSW program will no doubt have a transformative effect on the residents of West Virginia and on those graduates, who will live and practice in small towns and rural communities.

Q2.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

According to the report the BSW program has adequate and accessible infrastructure resources. The budget supports the program faculty and the delivery of the appropriate number of courses while also providing opportunities for program faculty to be engaged in professional development activities. Of greater importance, the budget allows the Director of the School of Social Work the flexibility to adjust resource allocations to address emerging challenges and to continuously improve the program.

Q3.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The program reports having adequate faculty to meet its mission with regards to teaching, research, and service. More specifically, the program has tenured track faculty (10), teaching faculty (1), service faculty (4) and instructors (2). There appears to be a roughly even split between tenure track and non tenure track individuals in the program. Faculty in the program appear to have been very productive with regards to journal article publications, grant monies reported between 2015-2017 being 1.2 million, engagement in professional development activities and involvement with external constituencies.

Q4.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

☐ No



Q4.2. What was inaccurate?

*This question was not displayed to the respondent.*

Q4.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

Enrollment in the program appears to have been relatively constant throughout the reporting cycle averaging around 169 students per year. The number of graduates peaked at 59 during the 16-17 academic year but remained steady at or around 44 students throughout the reporting period. Time to degree completion averaged 4.7 years with the shortest time period of 4.57 reported in the 15-16 academic year and the longest time period of 4.89 reported in 17-18 academic year. Graduation rates after 60 institutional credits peaked at 88.3% in 14-15 with a low of 18.5% reported in 17-18 (this seems to be an anomaly given the data presented but it's worth monitoring). The D/F/W courses reported were MATH 121 (47.92%), SOCA 221 (30.43%) and POLS 220 (24.56%). Regarding student success, the program reports that their students participate in various endeavors while enrolled including, but not limited, to community-based events and volunteering at a conference in Charleston, WV. The report also notes that approximately half of the graduating seniors on a yearly basis matriculate into the MSW program. Perhaps in a future report additional details regarding job placement, acceptance into graduate programs (other than MSW program at WVU), graduate satisfaction surveys, employer satisfaction surveys could be included. Or if this information is included in the self-study, the section page number could have been included in the report.

Q5.1. Are the program's learning outcomes accurately published in the Catalog?

- ☒ Yes  
☐ No

Q5.2. Are the program's learning outcomes appropriate to the degree level and type, reasonable in number, and clear and measurable?

- ☒ Yes  
☐ No

Q5.3. Provide a specific critique of the program's learning outcomes.

*This question was not displayed to the respondent.*

Q5.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

☒ Yes

☐ No

Q5.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

The BSW program appears to have a robust assessment plan which is driven by its external accrediting body - Council on Social Work Education. Two measures are used to assess the nine social work competencies. Measure 1 is the field assessment measure which occurs in SOWK 491 (in the field placement) and Measure 2 consists of embedded measures in SOWK 481 (Capstone seminar). The most recent year of data revealed that the benchmarks were met and exceeded for each of the nine competencies across the two measures. Relative to the program changes and/or improvements relative to assessment, the program has established a committee on anti-racism, equity, justice to effectively engage students and faculty in difficult discussions regarding these topics, identify and share curricular resources regarding racism, white privilege, equity and justice, incorporate new remote and simulated field learning activities in SOWK 481 in preparation of additional COVID 19 disruptions and revising the SOWK 491 competency thesis assignment with clearer intervention language.

Q6.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

Improvements made to the program over this review cycle were improved notification of out of class activities to students, increased clarity regarding BSW policies and procedures in the BSW manual and increased resources to assist with the field matching process. The BSW program seems to be operating at a high level given its external accreditation process. The council would suggest monitoring the graduation rates as it was reported at 18.5% in the 17-18 academic year. As mentioned earlier this seems to be an anomaly given the data presented but it's worth monitoring. In a future report additional details regarding job placement, acceptance into graduate programs (other than MSW program at WVU), graduate satisfaction surveys, employer satisfaction surveys could be included. Or if this information is included in the self study, the section page number could have been included in the report.

Q7.1. Is the program seeking the Program of Excellence distinction?

- ☐ Yes
- ☒ No

Q7.2. Do you believe the program should be awarded the Program of Excellence distinction?

- ☐ Yes
- ☐ Maybe
- ☐ No

Q7.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

*This question was not displayed to the respondent.*

Q7.4. This program meets the Program of Excellence criteria for "distinction" as follows:

N/A

Q7.5. This program meets the Program of Excellence criteria for "faculty" as follows:

N/A

Q7.6. This program meets the Program of Excellence criteria for "graduates" as follows:

N/A

Q7.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

N/A

Q8.1. What is the recommendation for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

- 1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
- 2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
- 3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
- 4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

*This question was not displayed to the respondent.*

Q8.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

*This question was not displayed to the respondent.*

Q8.4. Provide a rationale explaining the recommendation for discontinuance.

*This question was not displayed to the respondent.*


Q9.1.  
This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

Location Data

Location: [\(39.595306396484, -79.922897338867\)](#)

Source: GeoIP Estimation

A map of the Pittsburgh, Pennsylvania area. A yellow diamond marker is placed on the map, indicating a specific location. The map shows major roads, rivers, and surrounding cities like Columbus, Ohio, and Washington, D.C. The state boundaries for Ohio, West Virginia, and Maryland are also visible.