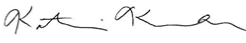


Memorandum

To: Dr. Mark Stotler, Assistant Director for Academic Affairs
WV Higher Education Policy Commission/ Council for Community and
Technical College Education

From: Dr. Katherine Karraker 
Associate Provost for Graduate Academic Affairs

Date: June 21, 2019

Re: 2018-19 BOG Program Review Summaries WVU, WVU Potomac State
and WVUIT

On June 21, 2019 the West Virginia University Board of Governors approved the following Undergraduate Program Reviews conducted by the Undergraduate Council, for the 2018-19 academic year.

KK/sr

BOG Graduate Program Review
Spring 2019

Chairs: Katherine Karraker, Associate Provost for Graduate Education
Steve Urbanski, WVU Associate Professor

Members: Jeffery Houghton, WVU
Joseph Lupo, WVU
Patricia Mazik, WVU
Jinyang Deng, WVU
Mary LeCloux, WVU
Kevin Milans, WVU
Katie Corcoran, WVU-Keyser
Matthew Campbell, WVU
Monica Leppma, WVU
Barad Hillgartner, WVU
Michelle Costas, WVU
Laurie Theeke, WVU
Matt Titolo, WVU
Valerie Blake, WVU
Michelle Sandrey, WVU
Victor Mucino, WVU
Kashy Aminian, WVU

This year the Graduate Council reviewed 20 graduate programs at WVU-Morgantown, The following pages consist of the recommendations and rationales for the review decisions for the programs listed below.

WEST VIRGINIA UNIVERSITY
Physical Education, EDD, WVU
Art, MA, WVU*
Theatre, MFA, WVU*
Occupational Therapy, MOT, WVU*
Public Administration, MPA-AD, WVU*
Public Health, MPH, WVU*
Biology, MS, WVU
Biology, PHD, WVU
Biostatistics, MS, WVU
Community Health Promotion, MS, WVU
Exercise Physiology, MS, WVU
Forensic & Investigative Science, MS, WVU*
Health Sciences, MS, WVU
Pathologists' Assistant, MHS, WVU*
Physical Education, MS, WVU
Exercise Physiology, PHD, WVU
Immunology & Microbial Pathogenesis, PHD, WVU
Kinesiology, PHD, WVU
Neuroscience, PHD, WVU
Public Health Sciences, PHD, WVU

*Accredited Programs

BOG Executive Summary of Graduate Program Reviews 2018-19
20 graduate programs

Of the 20 graduate programs, 16 were continued as they are, 3 were continued with specific action (2 for issues with assessment of student learning, 1 with concerns about enrollment and graduation), and 1 was discontinued.

No programs with specialized accreditation reported having issues with their accrediting bodies.

The graduate program in Theatre at the College of Creative Arts reported significant issues with facilities or equipment. Three different Health Science Center programs reported significant issues with laboratory space.

Executive Summary of Academic Data
Academic Year 2017-2018

Degrees Offered

- Graduate Certificate: 34
- Masters: 165
- PhD (research doctorate): 72
- Professional doctorate: 7

Degrees Completed

- Masters: 1475
- PhD: 190
- Professional: 395

Student Enrollment

- Graduate: 5709

Instructor Positions

- Full-time Tenured Faculty: 684
- Full-time Tenure-track Faculty: 277
- Full-time Annual Contract Faculty: 410
- Graduate Teaching Assistants: 1554

Number of Graduate Programs Reviewed

Graduate	20
Total	20

Results of Graduate Program Reviews

Continued without specific action	16
Continued with specific action	3
Discontinued	1
Total	20

Specific actions for Graduate Programs (Note that individual programs may have more than one specific action requested).

Assessment	2
Student Enrollment, Persistence, Graduation	1
Licensure and certification	0
Other	1
Total	4

List of Graduate Programs and dates of required specific action follow-up reports.

- Art MA: to address assessment, enrollment in one major by December 2019
- Biostatistics MS: to resubmit program review by December 2019
- Neuroscience PhD.: to address learning outcomes, assessment by December 2020

Number of programs in monitoring with their accrediting body.

Graduate	0
Total	0

Number of programs with issues with facilities and equipment.

• Graduate	5
Total	5

List of Graduate Programs with issues (reported or identified) with facilities and equipment and specific issues reported.

- Theatre MFA, CCA: lack of classrooms, equipment, labs
- Occupational Therapy MoT, HSC: lack of labs
- Pathologist's Assistant, HSC: lack of labs
- Public Administration MPA, Eberly: lack of classroom technology and wifi
- Ph.D., Eberly: lack of research computing and specialized technology

Number of Graduate Programs with issues in faculty composition and productivity.

Graduate	0
Total	0

List of programs with issues (reported or identified) with faculty composition and productivity and specific issues reported.

- Not applicable for Graduate Programs

Number of Graduate Programs with issues in student enrollment, persistence, and graduation history.

Graduate	1
Total	1

List of Graduate Programs with issues (reported or identified) with student enrollment, persistence, and graduation history and specific issues reported.

- Art MA: has one extremely low enrolled major

Number of Graduate Programs with issues in assessment.

Graduate	2
Total	2

List of Graduate Programs with issues (reported or identified) with assessment and specific issues reported.

- Art MA: lacking in direct and indirect assessment evidence
- Neuroscience Ph.D.: needs to revise learning outcomes; lacking in direct and indirect assessment evidence

Q.1.1 Program Designation and Name

Ed.D. in Physical 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 a national accrediting body

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 aligns with and supports the mission, vision, and values of WVU in a number of ways. In particular, students' engagement in teaching, research, and service is well connected to the state of West Virginia, with a particular focus on physical activity and well-being. This focus cuts across the three pillars of education, healthcare, and prosperity.

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 not had any issues in terms of adequate and accessible infrastructure resources in the last review.

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 is reported as having adequate faculty necessary to meet the mission of the program. The program is served by nine faculty, six of whom are tenured or tenure-track (1 full, 3 associate, 2 assistant), which is seen as an appropriate mix and a benefit to students in the program. Searches for two tenure track assistant professors are ongoing. The faculty are active researchers with publications and external grants, with the latter benefiting from emerging supports (e.g., grant mentorship). Faculty are also active in service, including to the state, thus supporting the WVU's land grant mission.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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.

Prior to 2015, all new students were admitted to the Ph.D. program in Kinesiology and only switched to the Ed.D program if they did not make progress on their Ph.D. benchmarks. As of 2015, all new students are admitted to the Ed.D. and only switched to the Ph.D. if they demonstrate being on a trajectory that is well-served by a Ph.D. As such admission numbers are only available as of 2015. Those numbers are stable. Program continuance rate is above 85%. Students come in with strong previous college GPAs. Efforts to increase funding opportunities for graduate students through external funding are seen as a way to continue to improve the student profile. The program reports graduating 1-2 students per year from the Ed.D., with others shifting to complete the Ph.D. Data on time to completion is not provided for enough years (for the reasons tied to the shifts in data on new enrollees), thus claims about those trends are not possible. The report speculates that high time to completion numbers may be tied to situations such as students securing jobs before finishing, and then finishing the degree at a later time. A 100% placement rate is reported for students in relevant fields, though the program does not collect employer satisfaction data. A system to track graduate productivity was recently put into place in May 2018, though no data has been collected yet. Anecdotal data suggests graduates remain active in scholarship.

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

Q5.4. 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's assessment plan is structured around student success meeting the various program benchmarks. A 100% success rate for students who stay in the program to those benchmarks is highlighted as a sign that students are demonstrating the proficiencies highlighted in the program learning outcomes. A 100% job placement rate, particularly in higher education positions, is also highlighted as a sign of graduates' skills and the program's success graduating students who are well trained and able to be strong professionals. This assessment plan will benefit further from the data to be collected from graduates using the new process developed in 2018. The program reports significant changes to the four core courses and to the research courses as a result of the assessment plan, as well as decisions to promote cross-disciplinary work and committees and more of a focus for students on research. Preliminary discussions have taken place around developing a completely online Ed.D. in Coaching and Teaching Studies and, possibly, Sport Management.

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 reports significant changes to the four core courses and to the research courses as a result of the assessment plan, as well as decisions to promote cross-disciplinary work and committees and more of a focus for students on research. Preliminary discussions have taken place around developing a completely online Ed.D. in Coaching and Teaching Studies and, possibly, Sport Management.

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

- ☐ Yes
- ☒ No

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

<u>Physical Education, EdD</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*			4.75	8.92	6.58
Headcount			7	14	11

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	NA	NA	7	8	0

*Unable to determine because major name is shared with another program

	2013	2014	2015	2016	2017
Program Continuance		NA	NA	85.71%	91.67%

	2013	2014	2015	2016	2017
Female			4	7	6
Male			3	7	5
pull date: October 7th					

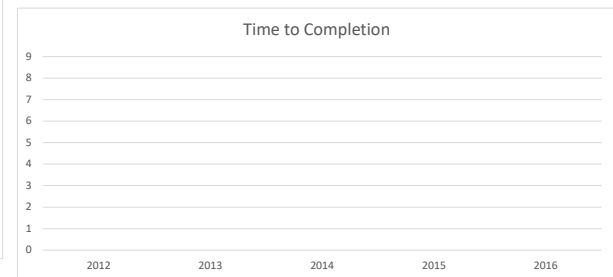
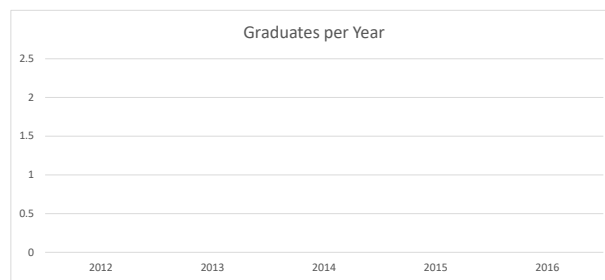
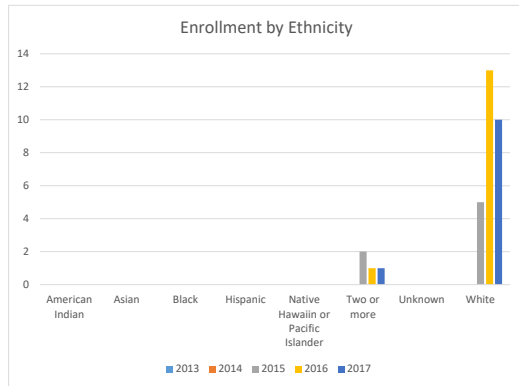
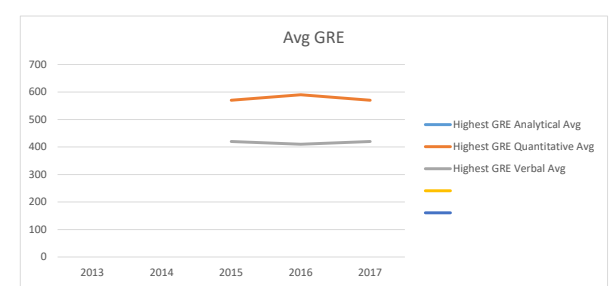
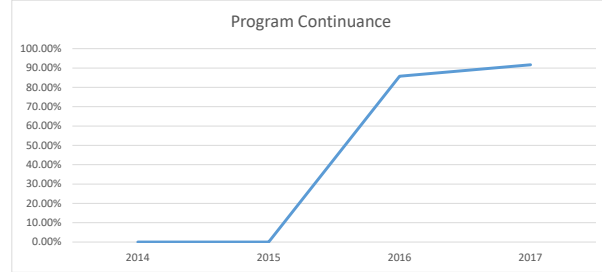
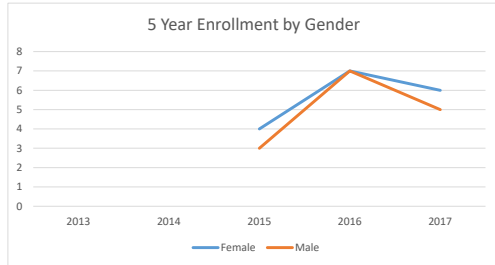
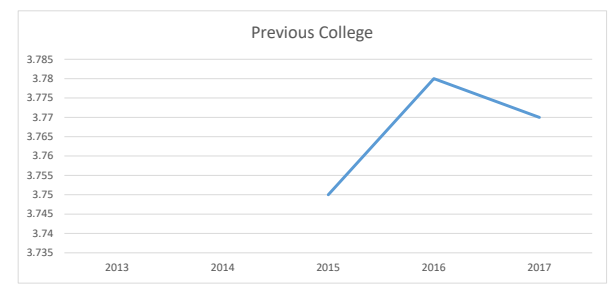
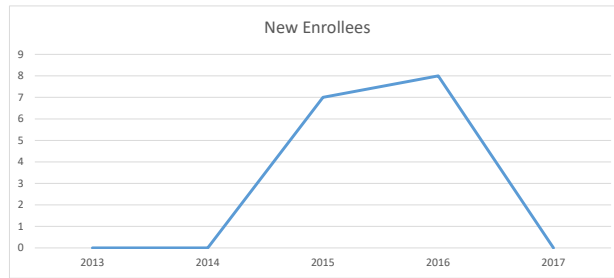
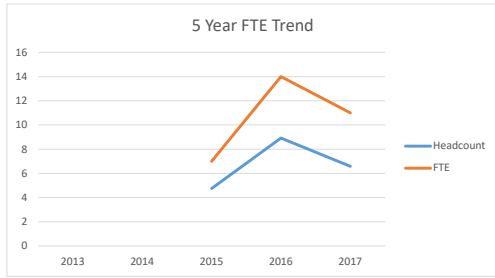
reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian					
Black					
Hispanic					
Native Hawaiiin or Pacific Islander					
Two or more			2	1	1
Unknown					
White			5	13	10
pull date: October 7th					

reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
					2

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November					7.87
reflects total time at WVU for completion of all graduates that academic year					
Previous College GPA	2013	2014	2015	2016	2017
			3.75	3.78	3.77
	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg			570	590	570
Highest GRE Verbal Avg			420	410	420



Q1.1. Program Designation and Name

MA Art History

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

Q1.5. 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.

Art History courses investigate the history and interpretation of works of art and visual culture from all five continents and emphasize the character of the cultures studied. The diverse composition of the student body enrolled in Art History courses present the complex and diverse in an inclusive manner.

Students do original research, ranging from ancient cultures to the present, and including ethnically diverse artists such as Native American or African American, and undertake thesis projects that investigate Japan and Anatolia as well as regional studies of European and American artists. In terms of West Virginia engagement: The program's Art History capstone projects engage with works of art and architecture with which the students have individual experience, including murals, buildings, and material culture from throughout West Virginia.

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.

Everything appears to be in order in terms of equipment, infrastructure, library resources, etc.

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.

Some faculty issues were alluded to in the self study: The art history program is currently covering course offerings, but the faculty staffing is less than ideal. During the previous five-year period, when art history was serving fewer Art & Design majors, there were four full-time art history faculty and one teaching position along with occasional adjuncts to teach art history survey. During this five-year period, the teaching position was terminated and one faculty entered retirement while the Art & Design enrollment increased. This means that there are currently only three art history faculty (one with a one- course per semester load reduction for administrative work) to serve a growing number of Art & Design MFA students and undergraduate majors.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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 averages one incoming MA student per year, although over this cycle the incoming cohort has ranged from 0-3 students. It typically has one assistantship to offer each year, which means it can fully fund only one incoming student and consequently this limits overall enrollment. In the past, the program had been able to accommodate two students who were closely mentor for the two-year program. However, because of the aforementioned faculty issues, accommodating more students would be an overload for the three tenured faculty members, and especially the thesis advisor who might be doing this as his/her fourth course. Consequently, the program does not feel it can admit more than 2-3 students in any given year, depending upon those already enrolled. Enrollment data (which is likely combined enrollment for Art History, Art Education, and Art & Design MFA): 2013, 7, 2014, 5, 2015, 7, 2016, 10, and 2017, 12. There are mostly male students in the program, with one female student in each of the years 2013, 2014, 2016, and 2017. Graduation data is consistent with 3 graduates in 2012, 5 in 2013, 2 in 2014, 2 in 2015, and 1 in 2016. That averages approximately 3 graduates per year. Average time to complete the degree is slightly over 4 years, with a low of 2 years in 2014 and 2015, a high of 7.06 years in 2012. Standardized test info was not provided in the program's self-study.

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

Q5.4. 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.

My only slight reservation is that there are only three learning outcomes. They seem adequate and measurable, though: -- Demonstrate a broad general knowledge of the history of art, as well as specialization in a more limited area. -- Knowledge of historiography and methods of scholarship and be capable of undertaking independent research. -- Demonstrate knowledge of at least one foreign 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.

The program's assessment procedures seem to be based solely on exams and course work. The program should develop an alumni survey by Dec. 1 that captures important data such as whether graduates are getting jobs as well as how they rank the overall value of the education they have received. The data can then be used to implement necessary changes. Council also was concerned that on average only one student appears to be enrolled in the Art History program. Although it is understandable that recent faculty constraints have necessitated keeping the enrollment low, the program/department should make every effort to alleviate the faculty issues (either through reorganization or -- if possible -- filling open positions) so the enrollment can be increased to a level consistent with similar programs at peer institutions.

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

- ☐ Yes
- ☒ No

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.

In its present state, the program seems able to handle only about 1-3 students per year. If those numbers were at the high end, the program would seem viable. If, however, only one student can be accommodated in most years, the program should take steps to resolve its faculty issues in order to bolster its overall enrollment/viability. Also, the program's present learning outcomes all seem to be focused on course work and test results. There doesn't seem to be any type of exit survey, alumni survey, or any process to capture employment data, which could greatly help address the enrollment issues. The program should develop these assessment procedures (such as the aforementioned alumni survey) and submit them to Graduate Council by Dec. 1.

Combines data for majors 2503, 2504, 2505, and 2506

<u>Art, MA</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	5.42	4	4.92	10.08	8.74
Headcount	7	5	7	10	12

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	NA	NA	NA	NA	NA

*Unable to determine because graduate/undergraduate majors use the same names

	2013	2014	2015	2016	2017
Program Continuance					

	2013	2014	2015	2016	2017
Female	6	4	7	9	11
Male	1	1		1	1

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian					
Black					
Hispanic					
Native Hawaiiin or Pacific Islander					
Two or more		1	1		
Unknown					
White	7	4	1	10	12

pull date: October 7th

reflects all students w/major code in Banner

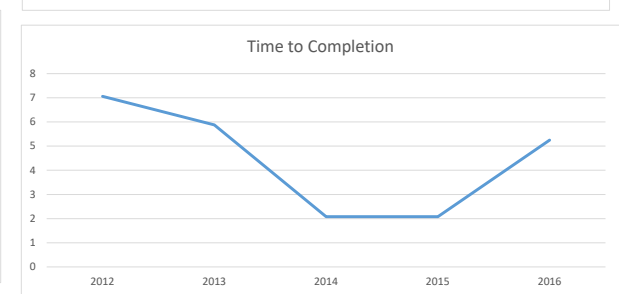
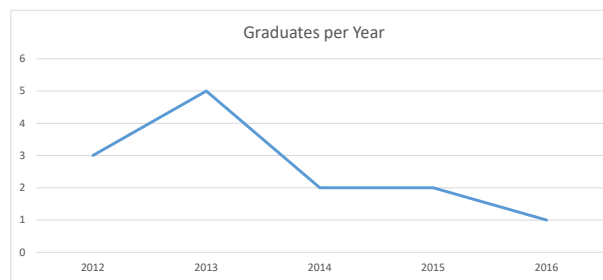
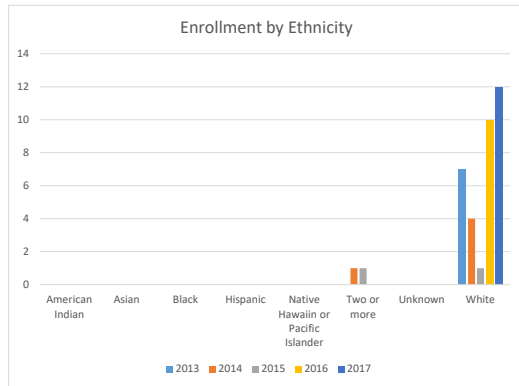
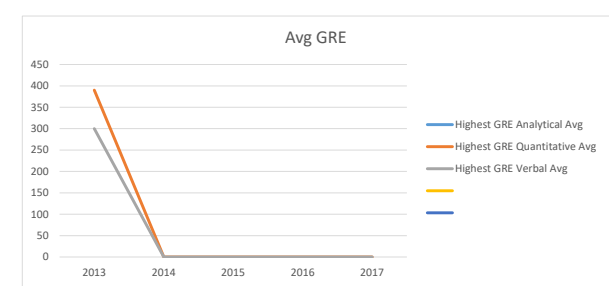
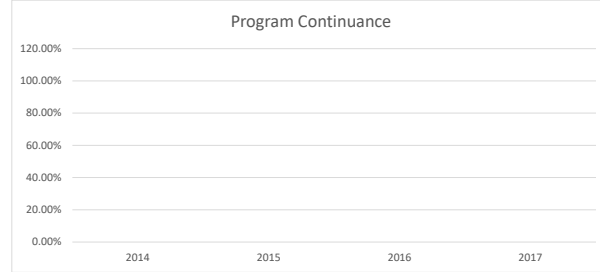
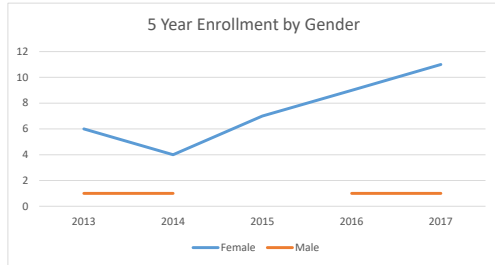
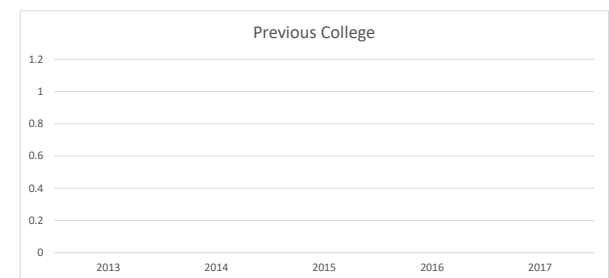
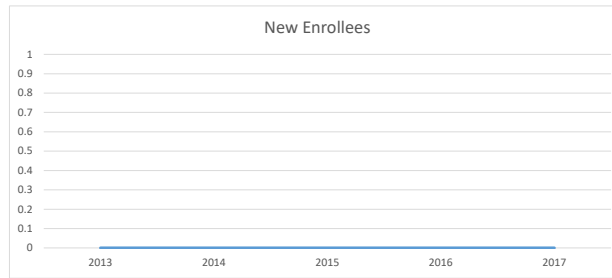
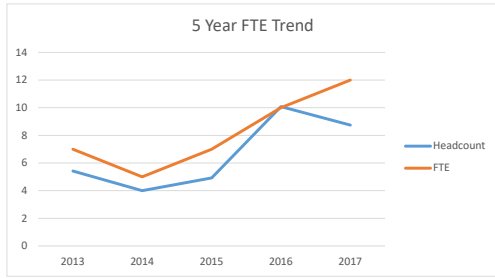
Graduates by Year	2012	2013	2014	2015	2016
includes all terms for each academic year	3	5	2	2	1

***for those students with major code as primary major only

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November	7.06	5.88	2.08	2.08	5.25
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
----------------------	------	------	------	------	------

	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg	390	NA	NA	NA	NA
Highest GRE Verbal Avg	300	NA	NA	NA	NA



Q1.1. Program Designation and Name

MFA Theatre

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

Q1.5. 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 aligns with WVU's mission, vision and values in several ways. It offers theatrical cultural performances for the citizens of West Virginia at low cost and faculty and students in the program are encouraged to serve the state and region by engaging at the K12 level in the surrounding counties. Finally, the nationally accredited MFA in Theatre is the only graduate theatre program in the state of West Virginia.

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 struggled with classroom and infrastructure issues. These issues stem from aging facilities and past deferred maintenance. In particular, the program lacks specialized classrooms with projectors, screens, audio systems, sprung floors, white boards/smart boards and the MFA in the design/technology majors require significant facilities and equipment upgrades to remain competitive with peer institutions. This has become a major recruiting problem for the program. Although some recent investments in upgrades have been made by the university, the program suggests that additional updating is needed to provide the highly specialized spaces and equipment required by 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 appears to have adequate faculty with regards to credentials, composition, and productivity, with the majority of the program faculty being tenured/tenure track faculty who demonstrate creative/research activity. The only minor concern raised focused on the use of non-tenure track faculty in the design/tech disciplines, which has had some negative effect on recruiting new MFA students in those majors.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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 MFA acting program admits a cohort of eight students every three years to facilitate course sequencing and faculty contact. Enrollment has been steady. The MFA design/tech majors are recruited on a revolving basis as students graduate. Maintaining enrollment in this program has been more challenging because of strong industry demand for designers and technicians straight out of BFA programs. Declining enrollments have been a recent trend nationwide. The program does not require standardized test scores. Rather, incoming students must complete a rigorous portfolio review or audition piece with a significant interview by senior graduate faculty. In the past five years, all MFA students have completed the degree in three years with only one exception. Student placement has been strong with most entering the discipline/industry within a year following graduation. Although most student enter the industry, a few enter the academy and two of these were recently granted tenure at their institutions.

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

Q5.4. 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 a detailed written assessment plan that covers both the acting and design/tech majors. For the acting majors, assessment includes and occurs with daily in-class critiques, faculty reviews, end-of-semester evaluations as well as rehearsals and public performances. Here, assessment process is understandably highly individualized. For the design/tech majors, assessment includes a portfolio review at the end of each semester. The portfolio review is a comprehensive review with the full Design/Tech faculty and assess the students' progress through the program as well as artistic development and professional readiness. Routine program/curriculum assessment for both majors takes place in the form of decennial comprehensive self-study as a component of the NAST specialized accreditation.

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 MFA in Theatre went through a significant change in 2014-2015, moving from one major (Theatre) with four Areas of Emphasis (AoE) to four distinct majors each with its own curriculum. In 2016, the MFA in Technical Direction was added for a total of 5 MFA majors.

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

- ☐ Yes
- ☒ No

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

Combines data for major codes 2515, 2516, 2517, 2518, 2519

<u>Theatre, MFA</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*			7.5	14.24	15.88
Headcount			9	16	18

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	NA	NA	NA	NA	NA

*Cannot be determined because of same major names with other programs

	2013	2014	2015	2016	2017
Program Continuance					

	2013	2014	2015	2016	2017
Female			3	8	10
Male			6	8	8
pull date: October 7th					

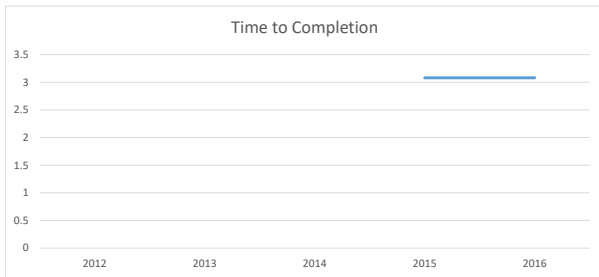
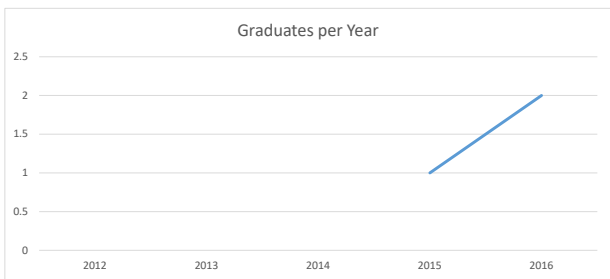
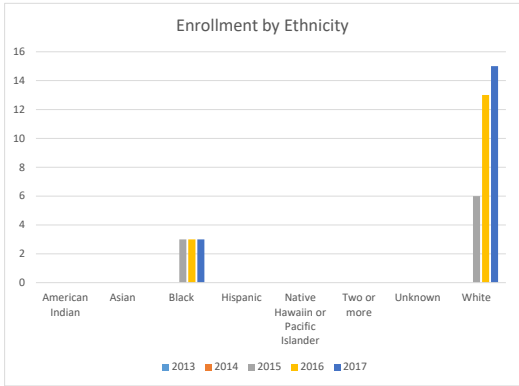
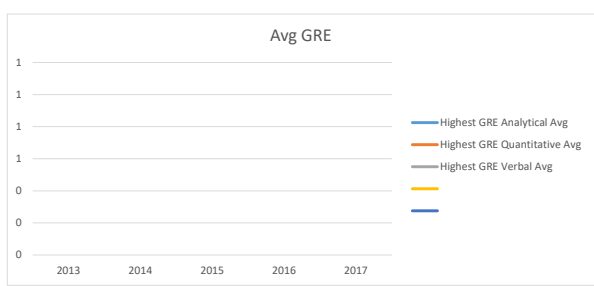
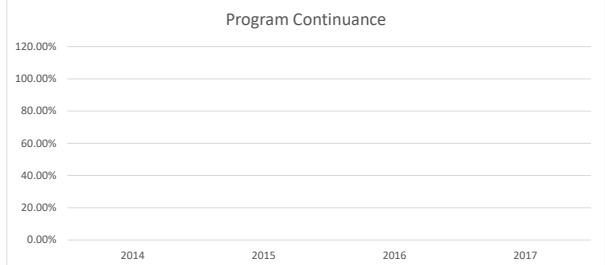
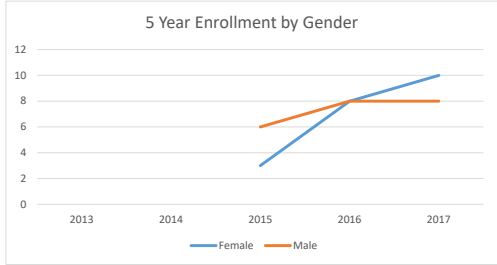
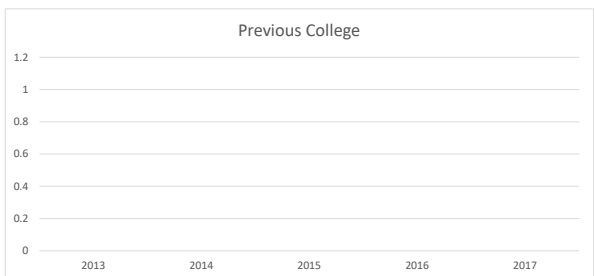
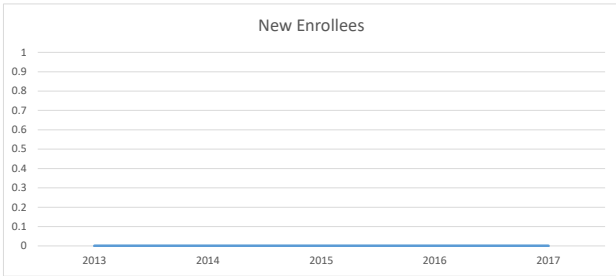
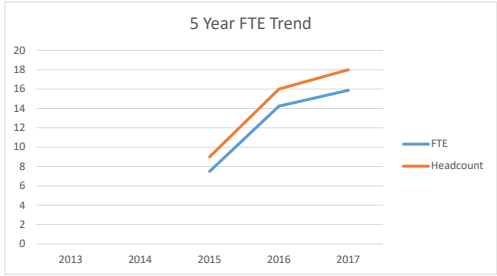
reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian					
Black			3	3	3
Hispanic					
Native Hawaiiin or Pacific Islander					
Two or more					
Unknown					
White			6	13	15
pull date: October 7th					

reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
				1	2

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November				3.08	3.08
reflects total time at WVU for completion of all graduates that academic year					
Previous College GPA	2013	2014	2015	2016	2017
	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg					
Highest GRE Verbal Avg					



Q.1.1. Program Designation and Name

MoT Occupational Therapy

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

Q1.5. 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 MOT program in Occupational Therapy is consistent with the mission of the University in the following ways: This program "exists to enlighten current and future occupational therapy professionals on the power of occupation to foster effective solutions for maximal participation in everyday living, enhanced quality of life, and lifelong health and wellness for all people with accountability, honesty, and purpose." This program provides an opportunity for students to excel in research, creative activity, and innovation through graduate-level coursework and mentoring from faculty in pursuit of the degree. The program enhances the well-being and the quality of life of the people of West Virginia by "cultivating resilient, confident, and culturally aware professionals who promote the distinct value of occupational therapy and can transform lives locally and globally."

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 lost classroom space as a result of renovations to the Health Sciences Center, though these losses have been resolved by making due with mat space for student training and sharing space with the WVU STEPS lab. The program has also lost lab space as a result of sharing with the Physical Therapy program, and current lab space will need modernization to keep up with current practice in the discipline. A lack of "flexible use" classrooms in HSC and a dedicated administrative position also presents obstacles to program instruction and administration.

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 division of Occupational Therapy has nine full-time faculty members and another faculty member who is 50% clinical/50% teaching faculty. The review suggests that faculty teaching loads and administrative responsibilities present obstacles to faculty research productivity and clinical service, although it also suggests that a current faculty search--as well as the recent push among several faculty members to attain their doctoral degrees-- should alleviate these problems. The review shows sufficient data regarding book and journal article publications and research grant awards demonstrating the productivity of the division's faculty.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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.

During this review period, the program has admitted through a competitive process some 40 students per year, with an average enrollment in the program of slightly more than 80. The average high school GPA is 3.72, the average ACT score 23.4, and the average SAT score 1060. The program graduates 43 students a year on average and boasts a graduation rate of 96%. Nearly 100% of graduates find employment, and each year 5-6 students present their research at national conferences and 1-2 students contribute to scholarly publications.

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

Q5.4. 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 review claims that "Program graduates have consistently passed the National Board Certification for Occupational Therapy examination near the national average. This reflects competency in foundational biological, physical, social, and behavioral sciences and the basic tenets of occupational therapy and the occupational therapy process (evaluation, intervention, outcomes)." The program's primary method of discerning assessment results is through students' research projects, presentations, and publications, although the program is initiating new means of gathering data for assessment in surveys focusing on job placement, performance, and graduates' satisfaction with the program.

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 Division of Operational Therapy has proposed an Occupational Therapy Doctoral (OTD) program to meet the “national mandate to raise the professional entry level degree in the field” to a doctoral degree. It will admit its first doctoral students in 2021. To reflect the new doctoral program, the division has drafted a new vision statement to highlight “professional identity,” “interprofessional practice,” “occupational perspective,” “evidence,” and “clinical reasoning/critical thinking” that it believes lines up more clearly with WVU’s vision. The division has also revised its learning outcomes to reflect the introduction of a doctoral degree. These new learning outcomes should be used to gather assessment data from graduates to strengthen the claims made about the program in future BoG reviews.

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

- ☐ Yes
- ☒ No

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

<u>Occupational Therapy, MOT</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	54.08	55.5	61.42	54.58	55.5
Headcount	38	39	43	38	39

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	NA	NA	NA	NA	NA

*Unable to determine because same major name is used for undergraduate program

	2013	2014	2015	2016	2017
Program Continuance					

	2013	2014	2015	2016	2017
Female	35	33	37	34	37
Male	3	6	6	4	2
pull date: October 7th					

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian			1		
Black			1	1	1
Hispanic					
Native Hawaiin or Pacific Islander					
Two or more					
Unknown					
White	38	39	41	37	38
pull date: October 7th					

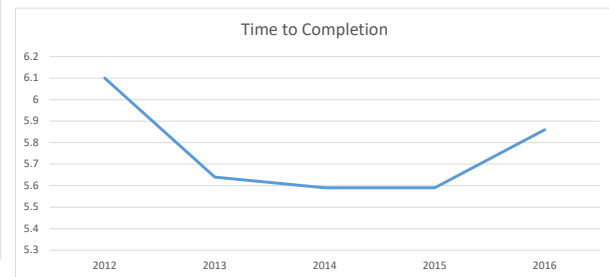
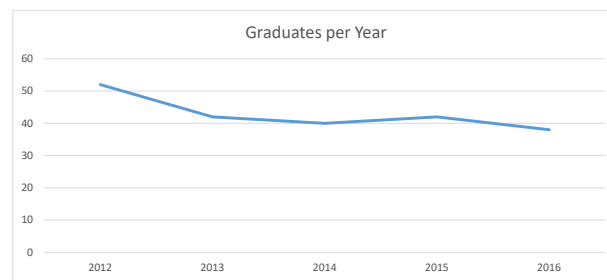
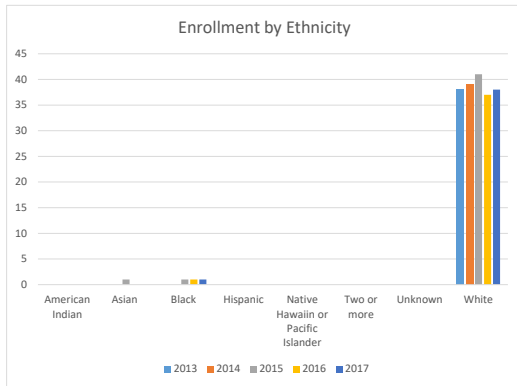
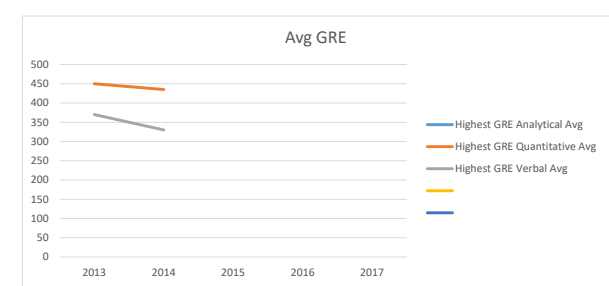
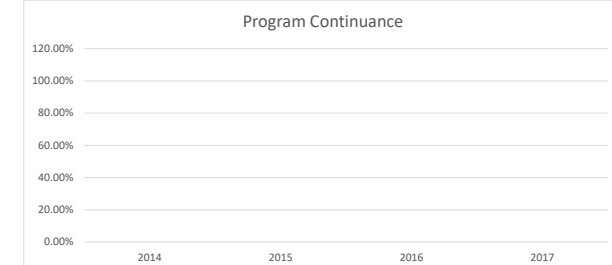
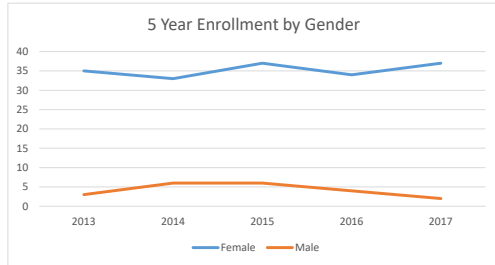
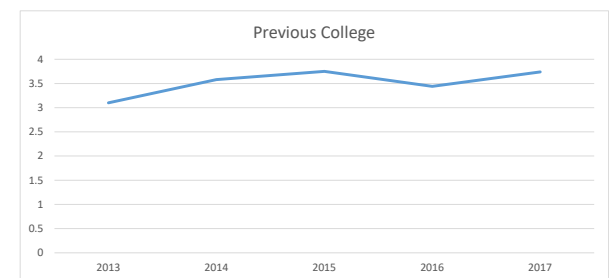
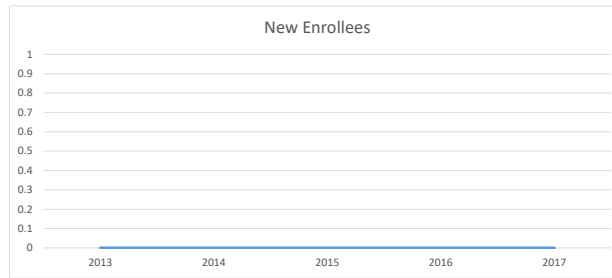
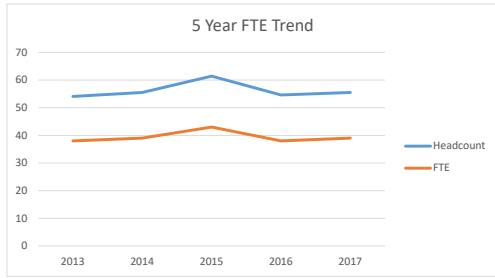
reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
	52	42	40	42	38

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November	6.1	5.64	5.59	5.59	5.86
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
	3.1	3.58	3.75	3.44	3.74

	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg	450	435			
Highest GRE Verbal Avg	370	330			



Q1.1. Program Designation and Name

MPA Public Administration

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

Q1.5. 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 Master of Public Administration (MPA) program aligns with WVU's mission, vision, and values. In June 2014, the MPA program was reviewed by the WVU Board of Governor's and recommended for continued operation and designated "A Program of Excellence". The program is currently the only accredited MPA degree in the state and serves a distinct role in preparing individuals to contribute to public service in West Virginia and the region. It serves critical state needs in economic development, improves communities, provides human and healthcare services, and supports more effective public and nonprofit management. The MPA program is a high-quality professional program that is extensively engaged in research and service directly connected to state, national and international public administration issues. The research and service engagements conducted by MPA faculty and students include state and global policy analysis, research for state and federal agencies, campus-community service learning activities, and service in state, national, and international professional organizations.

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 resources to carry out its research and teaching mission except access to adequate technological support. The Department of Public Administration has a dedicated classroom for the MPA program in Arnold Hall. However, the current facilities and technological services in Arnold Hall, or anywhere on the downtown campus, do not allow for students and guest lectures to participate virtually as the MPA aims to leverage more synchronous online/oncampus curricular innovations. There is no description of steps that have been taken or will be taken to address this 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 MPA program does not have adequate faculty necessary to meet the mission of the program. Currently, there are five (5) full-time tenured/tenure-track faculty members, including one full professor, three associate professor and one assistant professor. Although five faculty members are the minimum number required to maintain accreditation, the program has to rely on part-time instructors with extensive professional experience and at least a MPA degree to support course offerings in two AoEs. The MPA program will need to add faculty to maintain accreditation and sustain course offerings, if it continues to grow as expected. The full-time MPA faculty members are productive. Since 2014, they have published over 40 refereed articles in the top journals of field or book chapters, authored or edited 7 books, and secured over \$350,000 in external funding. Faculty members serve on national boards, including American Association of Budget and Program Analysts (AABPA) and Network of Schools of Public Policy, Affairs, Administration (NASPAA) Accreditation Commission. Since 2013, MPA faculty members have been awarded WVU Foundation Outstanding Teaching Award, Eberly College Outstanding Public Service Award, and Outstanding Community Development Educator Award by National Association of Community Development Extension Professionals.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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 MPA program has maintained consistent enrollment from 2013-2018, with an annual average enrollment of 66. The most significant change in the enrollment trends is an increase in the number of students pursuing dual degree with Master of Social Work and Juris Doctorate. The program has also maintained consistent high graduation rates and was able to graduate on average 25 students annually during the period 2013-2018. Since 2008, the overall graduation rate has consistently exceeded 80%. Students enrolled in a full-time status expect to complete the degree in two (2) years. Students who are enrolled in dual degree programs (MPA/JD, MPA/MSW and others) expect to take longer to complete the dual degree. While a complete description of student profile trends such as high school GPA, GRE, and prior college GPA is not provided, GRE is not required since 2014 for applicants with a GPA of 3.4 or higher in their undergraduate degree. This change has increased the overall GPA of the students applying to the program. The success of graduates is illustrated by positions held by graduates at the federal, state, and local levels, including Assistant Secretary in the Department of Veterans Affairs, regional director for the Bureau of Prisons, and executive director of the Greater LA federal executive board.

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

Q5.4. 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 MPA program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) Commission on Peer Review and Accreditation (COPRA), which found the MPA to be in substantial conformity with the NASPAA Standards. The self study indicates that the program applies a set of ongoing direct and indirect assessment processes to improve student learning, faculty productivity, and graduates' careers, including course assignments, internship placement, service-learning projects, student evaluations of courses, students' SWOT assessment of their experience with the program, MPA Exit Survey, and alumni survey. The WVU MPA assessment plan has a detailed program logic model that involves a description of goals, integrative strategies, competencies, learning outcomes, and outcomes assessment. Student learning outcomes are assessed based on five universal competencies: 1) to lead and manage in public governance, 2) to participate in and contribute to the public policy process, 3) to analyze, synthesize, think critically, solve problems and make decisions, 4) to articulate and apply a public service perspective, and 5) to communicate and interact productively with a diverse and changing workforce and citizenry. Examples of program changes and/or improvement related to assessment include: 1) creating a half-time program coordinator position in 2011; 2) more explicit integration of theory with practice, and 3) revising MPA professional Portfolio.

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 include: 1) changes to 610 course assignments to provide students more opportunities to apply public management concepts to various public service contexts. 2) revision of the capstone instructor and client assessment rubric to more effectively capture the process of defining, framing, evaluating, and recommending responses for projects. 3) use of the internship poster session to more effectively articulate and assess how students participated in the policy decision-making process in the public and nonprofit context. 4) addition of application of ethics to research methods sequence. 5) reinforcing diversity, inclusion, and equity policy in MPA orientation and courses. Under Goal 3 "Advance the state of knowledge in the field of public administration" of the self study assessment, one aspect of the goal relates to "present research outcomes in conference presentations, peer-reviewed publications, and books". However, there is no documentation on students' success in research activities. This may need to be addressed in the future assessment.

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

- ☐ Yes
- ☒ No

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

<u>Public Administration, MPA</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	49.58	33.42	39.58	35.17	39.17
Headcount	65	42	52	49	52

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	29	22	32	23	27

	2013	2014	2015	2016	2017
Program Continuance		74.07%	100.00%	76.47%	108.70%

	2013	2014	2015	2016	2017
Female	41	24	31	28	32
Male	24	18	21	21	20
pull date: October 7th					

reflects all students w/ major code in Banner

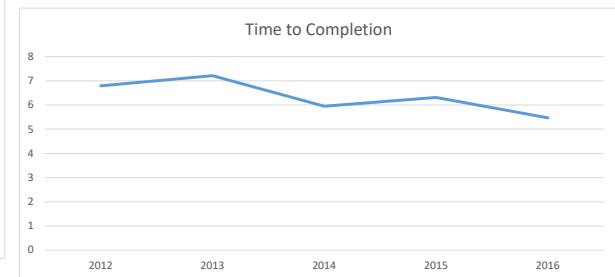
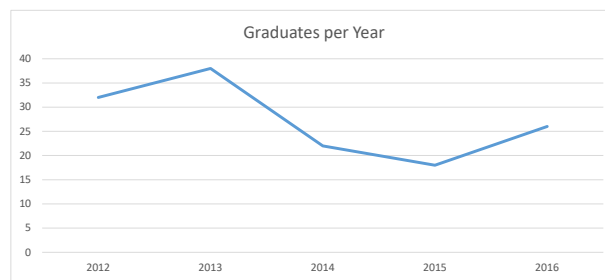
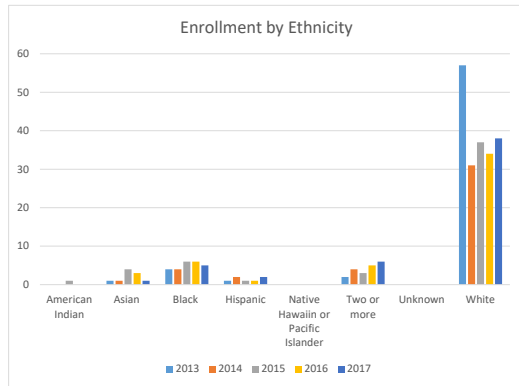
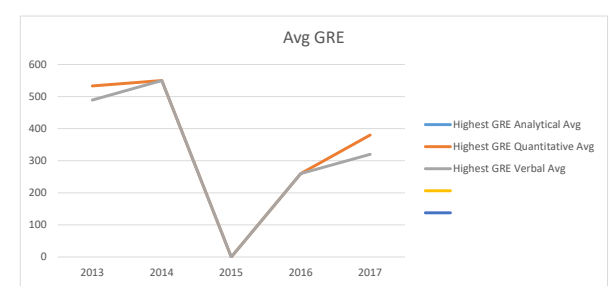
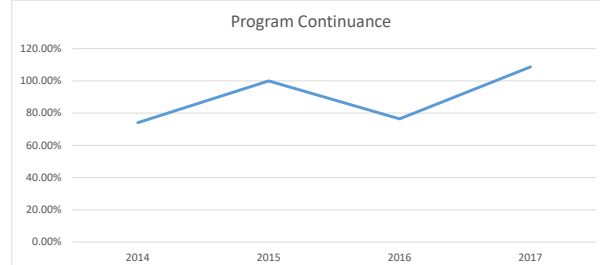
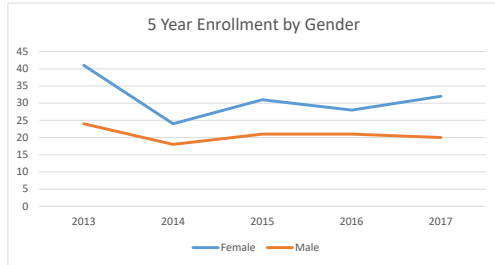
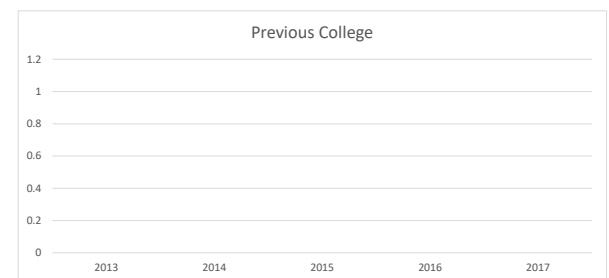
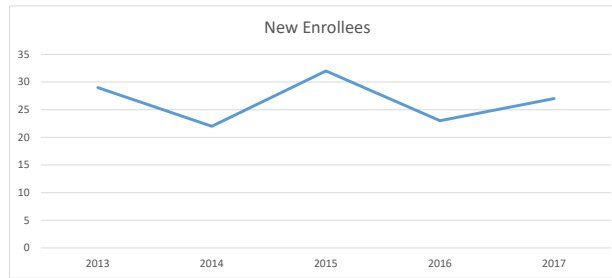
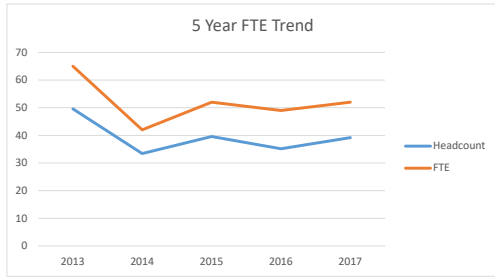
	2013	2014	2015	2016	2017
American Indian	0		1		
Asian	1	1	4	3	1
Black	4	4	6	6	5
Hispanic	1	2	1	1	2
Native Hawaiian or Pacific Islander					
Two or more	2	4	3	5	6
Unknown					
White	57	31	37	34	38
pull date: October 7th					

reflects all students w/ major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
	32	38	22	18	26

Time to Completion	2012	2013	2014	2015	2016
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pull date: middle November reflects total time at WVU for completion of all graduates that academic year	6.79	7.21	5.95	6.31	5.47
Previous College GPA	2013	2014	2015	2016	2017
	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg	533	550 NA		260	380
Highest GRE Verbal Avg	489	550 NA		260	320



Q1.1. Program Designation and Name

MPH 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

Q1.5. 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 School of Public Health is consistent with WVU's mission, vision, and values in that they seek to improve the health of West Virginians through innovation and leadership in education, research, and service. The research efforts at the School often focus on the health of rural communities. They promote interdisciplinary research to solve problems that impact both locally and globally, engage communities and businesses, and promote equity and social justice in defining health and eliminating health disparities. The School engages students in community health throughout their training and they complete practicum/internship experiences in diverse settings.

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 indicated no issues in this area.

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 faculty in the School of Public Health have percentages of 40% teaching, 40% research, and 20% service. The School cites its self-study report (2014) which indicates there are 37 FTE faculty who teach across the 5 disciplines: Biostatistics (7), Epidemiology (9), Health Services Administration (5), Environmental Health Sciences (8), and Social Behavior Sciences (8). Several of the faculty are tenured and the majority of the remainder are tenure-track. They have demonstrated strong productivity through peer-reviewed publications, presentations at professional conferences, and funding from sources that are consistent with the R1 designation.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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.

Prior to becoming an accredited School of Public Health, the MPH program was within the School of Medicine where the criteria to complete the degree was more flexible and varied. This included flexible credit hours, an online version of the degree, allowing students from other programs to complete the degree, and waiving tuition for first generation students. With the development of the School of Public Health and new accreditation standards many things changed, including discontinuing the online program. The changes in flexibility of the degree and the fact that the field of public health is not as well-known as other medical fields, likely caused the downturn of students reflected in the data (98 in 2013 to 54 in 2017). Additionally, prior to 2017, the program lacked staff in the area of student affairs and recruitment, and did not have a formal mechanism to track enrollment. Since then, the program has hired recruiters and an assessment and evaluation specialist.

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

Q5.4. 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 included an assessment of the curriculum in all five areas in order to align with new programmatic guidelines handed down from the accrediting body. They have focused on student feedback from surveys, focus groups, and public forums. As a result of their assessment, they have redesigned the core MPH curriculum to align with the accrediting body standards.

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 have transitioned from a curriculum that was siloed under each of the 5 concentrations to a shared core curriculum that all departments help develop. The addition of an MPH program director helps provide this cohesiveness and allows for a more centralized discussion to address the needs of the program and its students. The program is also in the initial stages of building an assessment system within SOLE.

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

- ☐ Yes
- ☒ No

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

<u>Public Health, MPH</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	81.5	85.49	66.41	55.58	44
Headcount	98	94	78	63	54

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	NA	NA	NA	NA	NA

*Cannot be determined because of same major names with other programs

	2013	2014	2015	2016	2017
Program Continuance					

	2013	2014	2015	2016	2017
Female	67	60	53	42	39
Male	41	40	29	21	15
pull date: October 7th					

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian	0	1	1	0	0
Asian	10	10	12	10	5
Black	5	10	6	5	5
Hispanic	4	4	3	2	1
Native Hawaiiin or Pacific Islander	0	0	0	0	0
Two or more	2	4	2	4	3
Unknown	1	1	0	0	0
White	76	64	54	42	40
pull date: October 7th					

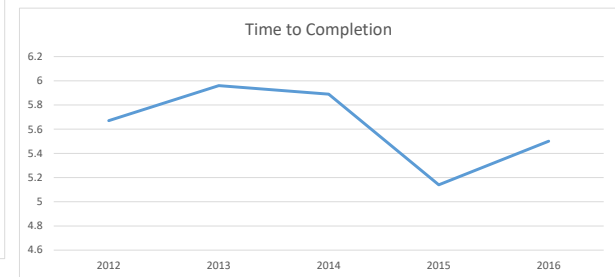
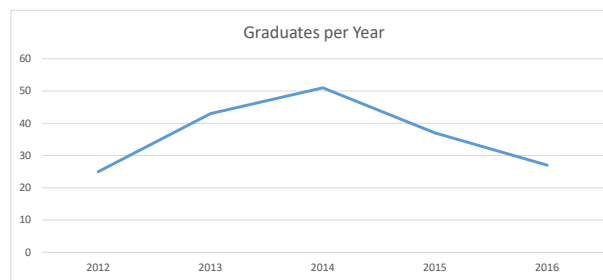
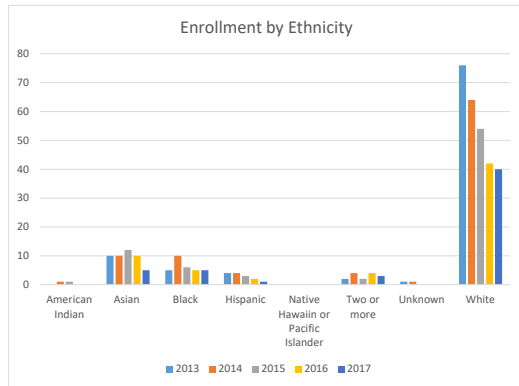
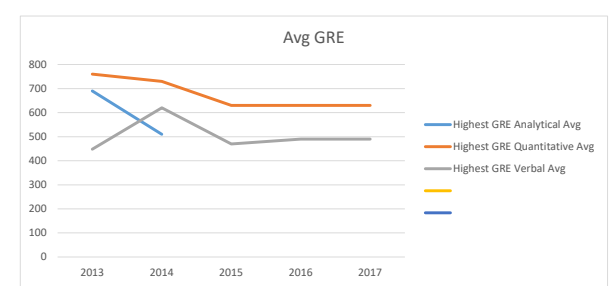
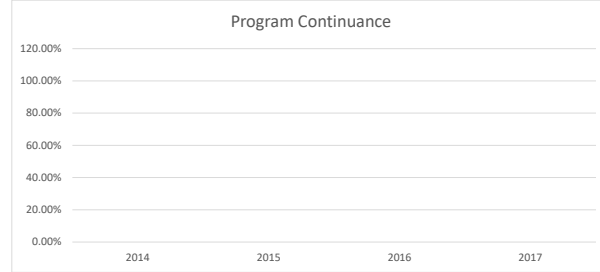
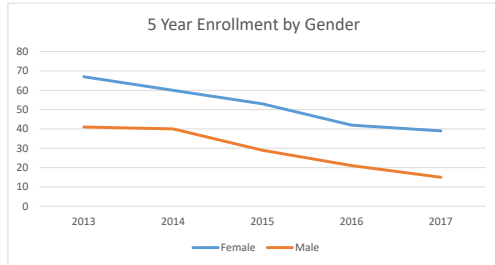
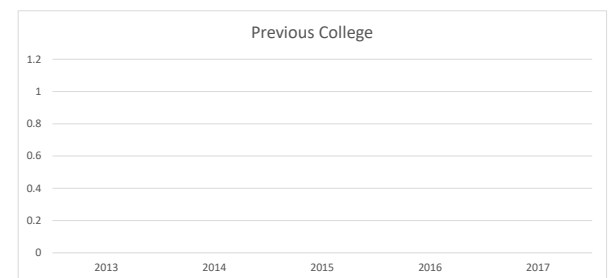
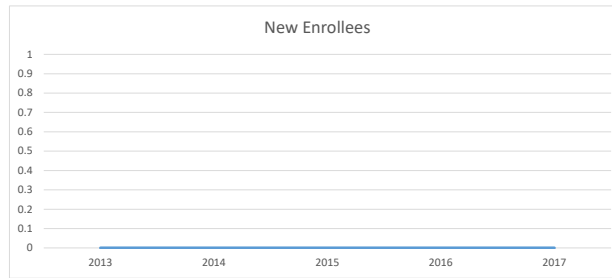
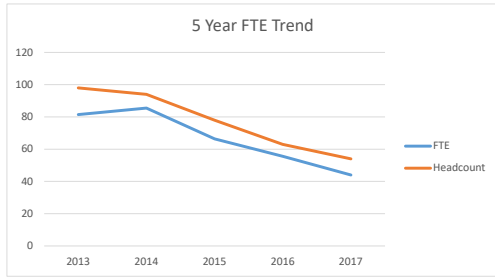
reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
	25	43	51	37	27

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November	5.67	5.96	5.89	5.14	5.5
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
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	2013	2014	2015	2016	2017
Highest GRE Analytical Avg	690	510			
Highest GRE Quantitative Avg	760	730	630	630	630
Highest GRE Verbal Avg	448	620	470	490	490



Q1.1. Program Designation and Name

MS and PhD in Biology

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

Q1.5. 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 MS and PhD programs in Biology align with the mission, vision and values of WVU because the goals of these programs are to train the next generation of scientists, conduct impactful research, foster a culture of inclusion and diversity, and improve the lives of West Virginians through research, teaching and outreach activities. During the last 5-year period, the MS and PhD programs in Biology have taken steps to more effectively achieve these goals.

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 resources to carry out its research and teaching mission except in several items of technological infrastructure. For example, there is an increased need for computing time on high-performance computing clusters due to an expansion of research involving computational approaches. The Department of Biology is currently addressing this need by building a high-performance computing cluster. There is also a need to improve Wifi and projector resolution capabilities in departmental classrooms and laboratories. Updating this equipment will enhance the teaching effectiveness of the faculty, but there is no plan in place to do this. Another issue is outdated equipment in core facilities (Genomics, Histology, Microscopy, Greenhouse, Herbarium, Ecotron, and 2-photon imaging) which have provided valuable service to research activities in the Department of Biology and the university as a whole. Updating such equipment will require a substantial capital investment, and currently there is no plan to accomplish this. In addition to these technological infrastructure issues, biology graduate students do not have access to affordable and safe parking to perform after-hours research.

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.

During the past 5 years, the number of graduate faculty in the Department of Biology has grown by 3 members. There are currently 7 assistant professors, 4 associate professors, and 8 professors. Eight of the faculty are new hires with expertise in neurobiology, genomics, developmental biology, ecosystem modeling, and bioinformatics. The research productivity of the faculty has grown during the past 5 years as indicated by an increasing number of research publications and external grant submissions and awards. The faculty teach a total of 109 FTEs in a wide range of topics. Courses taught include large-enrollment undergraduate classes and smaller, specialized courses for upper level undergraduates and graduate students. The faculty also mentor undergraduate research and participate in a substantial number of outreach and service activities. The Biology MS and PhD programs currently have adequate faculty to meet their mission. However, it is anticipated that several faculty will retire in the next 5 years, creating a critical need to hire new faculty in the areas of ecology and molecular and cellular biology.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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.

During the past 5 years, there has been a trend toward increasing admissions in the MS program and stable admissions in the PhD program. Total admissions (52) are identical to that of the previous 5-year period. The total number of graduate students enrolled in both programs has also been stable during the past 5 years. The mean composite GRE score of students enrolled in both graduate programs has increased from the 59th percentile to the 65th percentile. Upon admission into the MS and PhD programs, all students have maintained an acceptable GPA (i.e. ≥ 3.0) and approximately 80% of the students have completed their degree. The total number of students graduating from the MS and PhD program during the past 5 years has been stable. The mean time to degree has decreased by 1-2 years for both MS and PhD students. Graduate students continue to contribute significantly to the research productivity of the Department of Biology. Nearly half of the peer-reviewed research articles generated by the department are coauthored by graduate students. The number of graduate research assistantships (GRAs) awarded to biology graduate students has more than doubled during the past 5 years, providing further evidence that the graduate program remains robust. All graduates of the MS and PhD programs have found employment or have continued their education in PhD, DO or MD programs.

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

Q5.4. 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.

Student progress in the Biology Graduate Program is assessed on an annual basis. The protocol for evaluating student progress is not clear, but it is assumed that a graduate studies committee is involved in this process. Students who fail to meet program milestones in a timely manner must meet with their advisor and committee to develop a remediation plan that is then reviewed by the Associate Chair of Graduate Studies. This approach appears to be effective, as there has been a significant reduction in the time to degree in the program. The learning outcomes of the Biology Graduate Program are assessed at each milestone of the student's program. For example, the critical thinking and communication skills of PhD students are evaluated at the Preliminary Exam, Proposal Exam, and Dissertation Defense stages. The graduate program appears to be effective in achieving its learning goals, as students have passed their program milestones and contributed to high quality research publications. One area of weakness is communication skills.

Two scientific writing courses have been developed to address this weakness. The Biology Graduate Program is also assessed by a recently developed online exit interview that asks graduate students to assess all aspects of their graduate training. Not enough data from these interviews has accumulated to draw conclusions.

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.

One improvement is the more rigorous oversight of student progress which has likely contributed to increased student research productivity and reduced the time to degree. Another improvement is the increased number and quality of admissions into the MS and PhD programs. This can be attributed to the increased success of the faculty in obtaining extramural funding and providing GRAs. A third improvement is an update of course offerings to reflect recent trends in biological research (e.g. experimental design and data analytics) and to address student learning outcome deficiencies (e.g. scientific writing). A fourth improvement is the development of a rubric to help faculty evaluate student departmental presentations and a student exit interview to aid in assessing learning outcomes. Recommendations for future improvement: 1) Develop relationships with biology undergraduate programs at other colleges or universities in an effort to enhance the recruitment of high-quality students to WVU. This could be performed by inviting faculty and students from other institutions to WVU Biology research convocations or retreats or by volunteering WVU Biology faculty to give lectures or seminars at other undergraduate programs. 2) Encourage graduate students to submit extramural predoctoral fellowship applications (e.g. NSF and NIH). 3) Develop a plan to update departmental infrastructure, particularly equipment in core facilities that is vital to the research efforts of the department.

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

- ☐ Yes
☒ No

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
- ☐ Discontinuanace

Biology, MS and PhD	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	30.25	33.5	30.17	31.08	34.33
Headcount	43	48	46	40	46

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	NA	NA	NA	NA	NA

*Unable to determine because graduate/undergraduate majors use the same names

	2013	2014	2015	2016	2017
Program Continuance					

	2013	2014	2015	2016	2017
Female	18	23	21	17	20
Male	25	25	25	23	26
pull date: October 7th					

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian	0	0	0		0
Asian	6	8	9	7	8
Black	1	1	1	1	1
Hispanic	2	2	1	2	2
Native Hawaiiin or Pacific Islander					
Two or more	2	1	1	1	2
Unknown	2	2	2	2	2
White	30	34	32	27	31
pull date: October 7th					

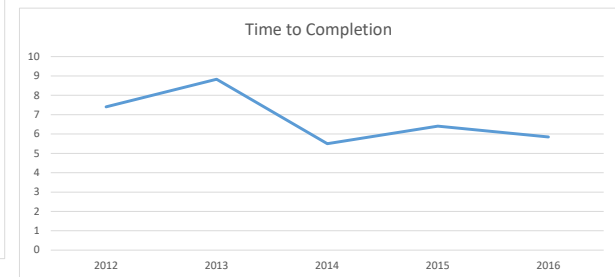
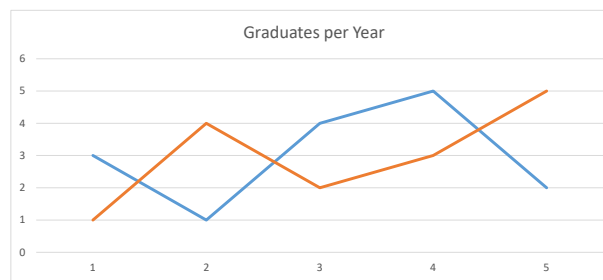
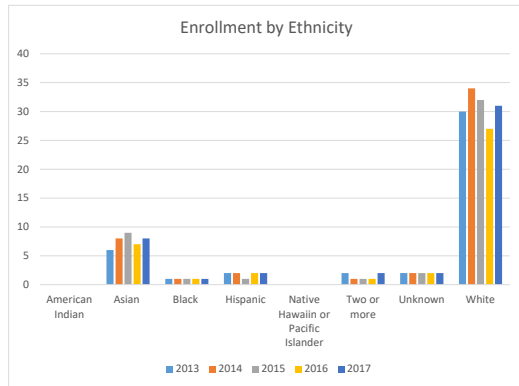
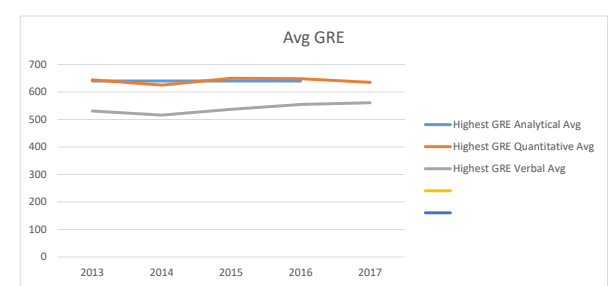
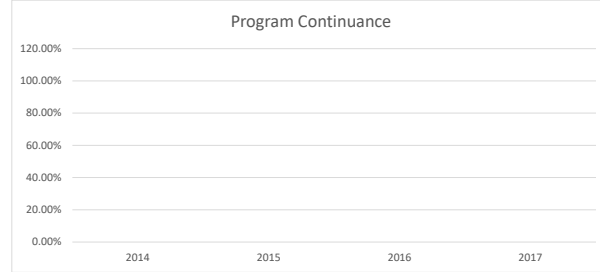
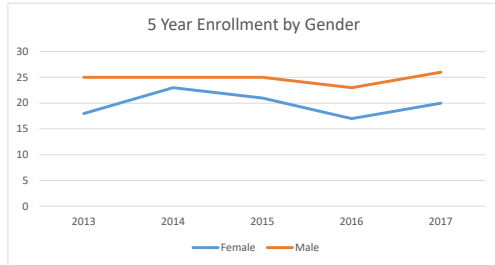
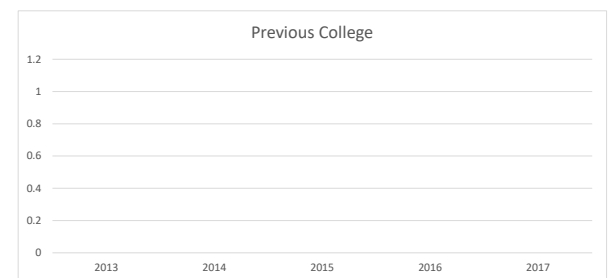
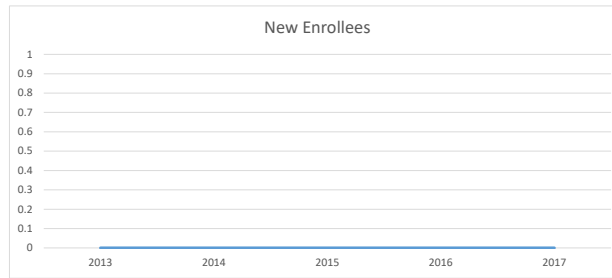
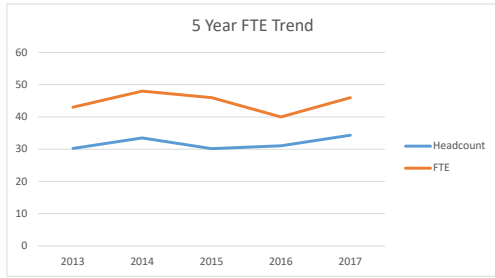
reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
Masters	3	1	4	5	2
PhD	1	4	2	3	5

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November	7.4	8.83	5.5	6.41	5.85
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
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	2013	2014	2015	2016	2017
Highest GRE Analytical Avg	640	640	640	640	
Highest GRE Quantitative Avg	644	625	650	648	635
Highest GRE Verbal Avg	531	516	537	555	561



Q1.1. Program Designation and Name

MS Biostatistics

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

Q1.5. 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 aligns with WVU's mission, vision, and values as it promotes interdisciplinary research to understand and address health problems in West Virginia and broader communities. Its focus on the health of rural communities and improving the health of West Virginians specifically through research, education, and service aligns with WVU's land grant mission.

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.

Yes, they have adequate and accessible infrastructure resources and do not identify any issues in this area.

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.

They identify some challenges to the new program in terms of having an adequate number of faculty since statistics and biostatistics are also taught in the MPH, PhD, certificate program, and others Health Sciences Masters degree programs. The accreditation self-study from 2014 states that they have 7 tenure-track/tenured faculty in the department of Biostatistics and two .15 FTE faculty, but it does not reference the MS program specifically. There is no discussion of efforts to address these issues or how they will be resolved. The number of publications are not separated by program or by department. The department of Biostatistics has received 1,703,263 dollars in grant funding from 2011-2014. (page 183 in the accreditation self-study).

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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.

Since the MPH program has a major in Biostatistics it is difficult to separate out who is enrolled in that program versus the MS in Biostatistics. Also, students switch from the MPH in Biostatistics to the MS in Biostatistics. From the data given, the number of new enrollees has been declining since 2015, with 5 new enrollees in 2015, 3 in 2016, and 0 in 2017. They attribute the drop in 2017 to a faculty member who left the program in 2016 and was replaced by someone else, however the number of enrollees also dropped from 2015 to 2016. Fifty percent of enrollees are female. For a two-year program, the time to completion data does not make sense: 7.37 in 2013, 6.75 in 2014, 2.08 in 2015, and 7.2 in 2016. Previous college GPA is not provided, the GRE scores are only provided for 2013 and 2014 and they have gone down for the Analytical average (from 690 to 680) and the quantitative average (from 760 to 510) but have gone up for verbal (385 to 590). All students have met the minimum GRE requirements. All six of the students who have graduated from the program have obtained employment in government, pharmaceuticals, or private industry positions and were hired within a few months of graduating. No other information was publications except that one student completed the thesis option and the others completed poster presentations.

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

Q5.4. 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.

All students complete a cumulative project, which requires either a poster presentation or a thesis option. All students that have graduated from the program have received jobs. They did not provide how the assessment addresses student learning outcomes or other program assessment and the accreditation self-study does not include the MS in biostatistics. They currently do not have the needed trend data to do assessment but describe how the program will be evaluated as part of their CEPH accreditation scheduled for no later than July 2020.

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 do not plan to make any changes to the program. The Council recommends that the program (1) develop a plan to address the potential of having an inadequate number of faculty for the program, for how to collect student data for the MS in Biostatistics specifically, to address the declining enrollment in the program, and to provide an assessment plan for student learning outcomes; and (2) provide data regarding the productivity of Biostatistics faculty teaching in the MS program and the success of students in terms of conference presentations, publications, grants, graduate satisfaction surveys, etc. Some of this may be addressed in their forthcoming CEPH accreditation self-study.

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

- ☐ Yes
☒ No

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.

Resubmit a complete report focusing on the areas below by Dec. 1st at which time a new outcome will be determined. Resubmit 5.6 and 5.7 with a plan regarding the potential for an inadequate number of faculty and with more description/data specifically for Biostatistics faculty on their productivity; resubmit 6.7 with a plan for addressing declining enrollment and discuss time-to-completion or a plan for how to collect more accurate student data; resubmit 6.8 with more information on student success or a plan for how you will capture student success in the future (e.g., conference presentations, publications, grants received, graduate satisfaction surveys, etc); resubmit 7.4 with a plan for how you will assess student learning outcomes.

Biostatistics, MS	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	4.92	5.58	6.5	7.67	2.25
Headcount	6	6	8	10	3

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	6	4	5	3	0

*Unable to determine because graduate/undergraduate majors use the same names

	2013	2014	2015	2016	2017
Program Continuance		50.00%	300.00%	100.00%	75.00%

	2013	2014	2015	2016	2017
Female	3	2	2	3	2
Male	3	4	6	7	1

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian	2	1	2	1	
Black					
Hispanic					
Native Hawaiiin or Pacific Islander					
Two or more				1	1
Unknown					
White	4	5	6	8	2

pull date: October 7th

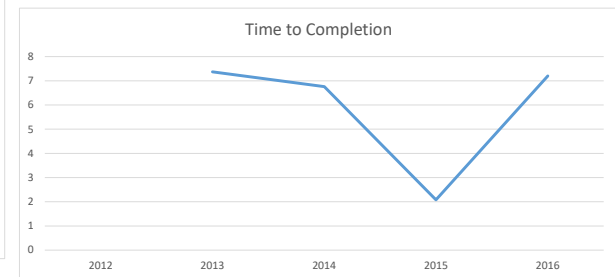
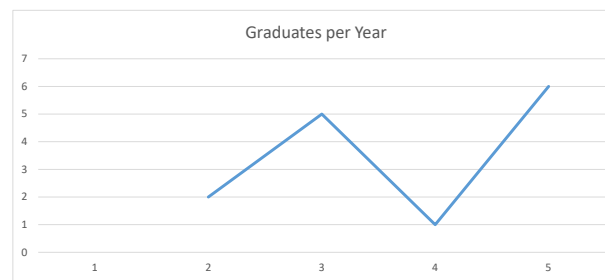
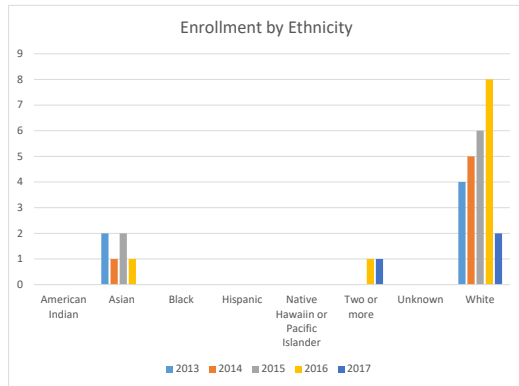
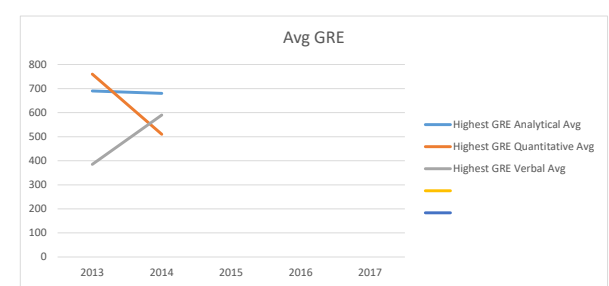
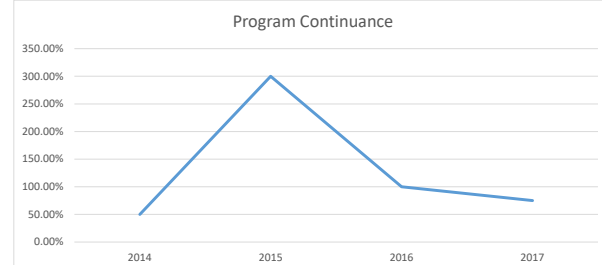
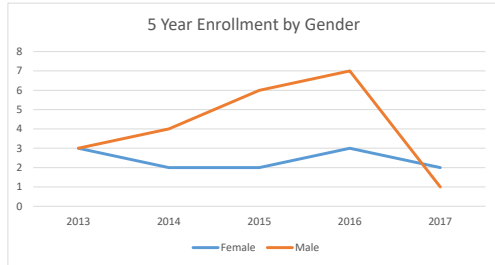
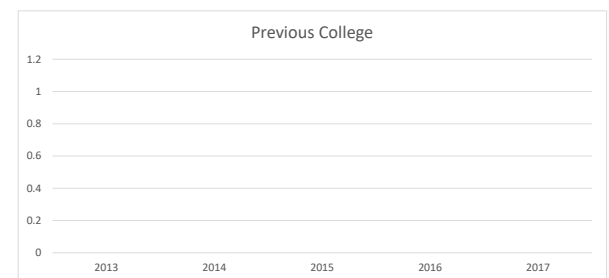
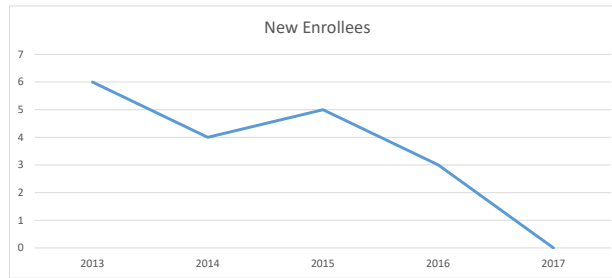
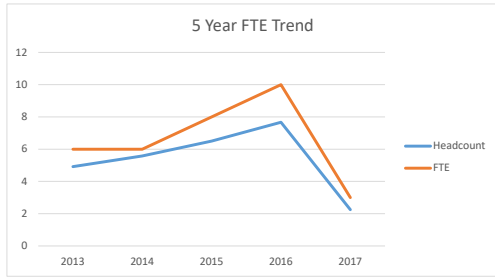
reflects all sudents w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
		2	5	1	6

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November		7.37	6.76	2.08	7.2
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
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	2013	2014	2015	2016	2017
Highest GRE Analytical Avg	690	680			
Highest GRE Quantitative Avg	760	510			
Highest GRE Verbal Avg	385	590			



Q1.1. Program Designation and Name

MS in Community Health Promotion

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

Q1.5. 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.

N/A

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.

N/A

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.

N/A

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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

Q5.4. 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.

N/A

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.

N/A

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

- ☐ Yes
☒ No

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

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

The School of Public Health stopped admitting students to the program as of Fall 2018. From the program's assessment survey, Q7.6: "This program is assessed through CAEP as part of the College of Education and Human Services. While our faculty have provided the instruction for this program, all required assessment takes place under the leadership of CEHS. The School of Public Health is in the process of phasing out this shared program, with our final student expected to complete in Spring 2019. As part of Public Health accreditation (CEPH), we are only required to report graduation rates and ethnicity and gender totals for this program. To add additional assessments to this program would be redundant, as CAEP does an excellent job of managing student learning assessment."

<u>Community Health Promotion</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	14	11.08	8.5	5.25	6.75
Headcount	34	25	20	11	12

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	19	14	16	7	9

*Unable to determine because graduate/undergraduate majors use the same names

	2013	2014	2015	2016	2017
Program Continuance		55.00%	33.33%	100.00%	60.00%

	2013	2014	2015	2016	2017
Female	20	18	16	5	6
Male	14	7	4	6	6

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian	1				
Black					1
Hispanic		1			
Native Hawaiin or Pacific Islander					
Two or more					1
Unknown	2	3	2		
White	31	21	18	11	10

pull date: October 7th

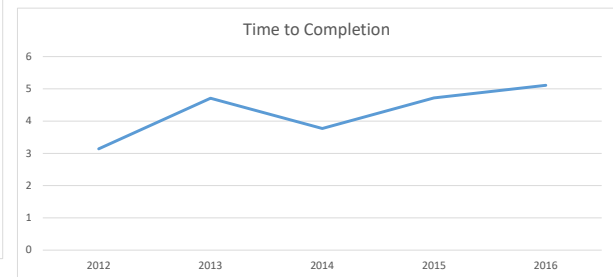
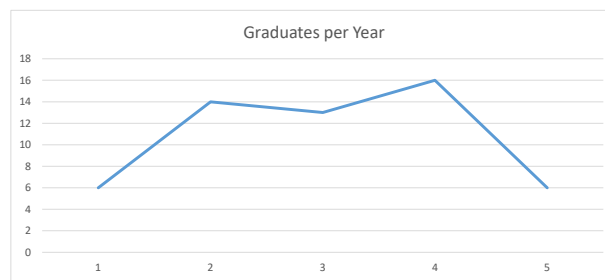
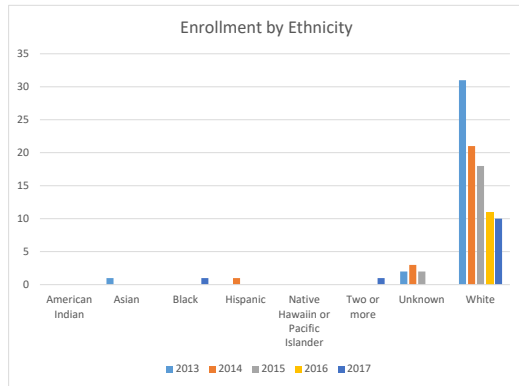
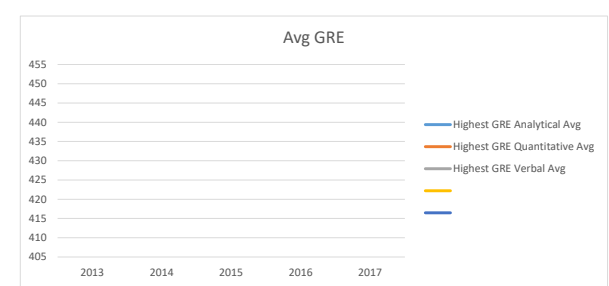
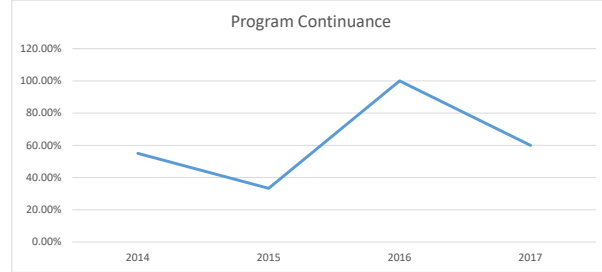
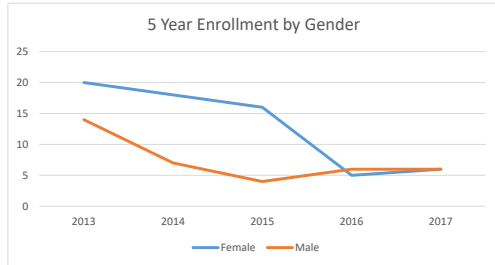
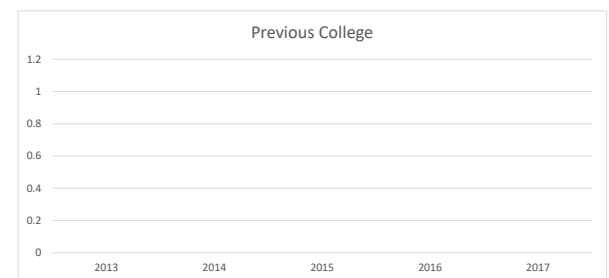
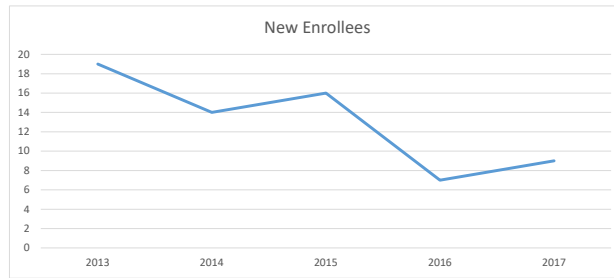
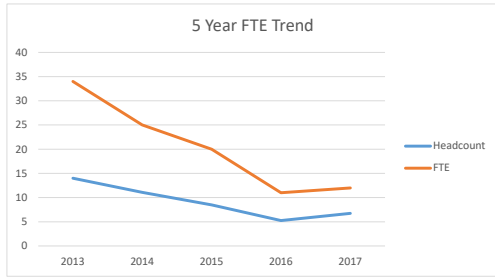
reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
	6	14	13	16	6

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November	3.14	4.71	3.77	4.72	5.11
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
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	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg	450				
Highest GRE Verbal Avg	420				



Q1.1. Program Designation and Name

MS Exercise Physiology

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

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

Yes, the application for the MS program to become accredited by the Commission of Allied Health Education Programs was recently completed.

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.

This program is particularly relevant to the mission of WVU to prepare West Virginia University graduates to be among the nation's leaders in career readiness and to provide a service to the state of WV. This program is particularly important for preparing student readiness to address the health concerns of the state and the nation including health issues like obesity, which is at epidemic proportions in the state of West Virginia and is a major health concern for the entire nation. Obesity leads to metabolic disease, cardiovascular disease, inflammatory conditions and muscle dysfunction. Since West Virginia is one among the highest in the nation in the areas of obesity, diabetes, sedentary lifestyle and the consequent heart disease, the MS program in Exercise Physiology, whether the clinical track or thesis track, focuses on disease prevention and healthy lifestyle, and exercise therapy. Exercise is a common element that can improve all of these conditions and clinical preparedness and research in exercise physiology is relevant for understanding and treating these conditions.

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 responses to the questions, there is adequate and accessible infrastructure resources related to providing students with accommodations. No problems are experienced in regard to scheduling classrooms, adequate physical infrastructure along with technological infrastructure and support. Further, accessibility is evident for 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.

Currently, the Exercise Physiology program has 17 full-time faculty, five in the tenure track and 12 in non-tenure positions. Of these there is one full professor, 13 Associate Professors and 3 at the Assistant rank. Two of these have been hired during the past five-year cycle. 13 of those faculty teach in the MS Program. Of those 13, three are female. These numbers appear adequate to meet the mission of the program for teaching, research and service. In addition to academic degrees, several faculty in Exercise Physiology have national or state certifications (n=8) from respected organizations in the field (i.e. American Heart Association, American Red Cross, Strength and Conditioning and Aquatic Therapy). These certifications increase the standing within the respective organizations and attest to the advanced knowledge of the faculty. Faculty engage in research and scholarly activity and thereby create new knowledge, which is shared with students in the classroom setting. The faculty in Exercise Physiology have been quite productive over the past five years as evident by the number of courses taught (n=281), the large number of students advised, the number of publications (2 publications/faculty member) and grants obtained (17 grants for a total of \$3,026,694.00).

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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.

For MS enrollment, the numbers range from a high of 35, to a low of 28 over a five-year period. Student demographics indicate that approximately 60% are male, with 40% female. Recruitment is going well, and the number of men and women are similar, however, the composition of individuals from WV for the MS students are typically white. The average GPA for EXPH MS students is higher than the typical GPA requirement for other MS programs at WVU. Overall the GPA trend for the MS program remains around 3.5+/-0.1, which will remain consistent so that strong students are enrolled in the program. Average GRE quantitative (605-630) and verbal scores (435-490) have remained consistent over the 5-year period. 8-9 students graduate per year within a 2-year period. However, ranges for completion noted are from 3.47 to 6.73 years. The average EXPH MS graduation percentage is 80% for this 5-year review. To improve this percentage and get it closer to 100%, students with a physiology/science background will be part of the acceptance criteria. Student success is evaluated and tracked through exit and telephone interviews. Success is evaluated by job placements, abstracts (n=2-10), publications (n=2-5) and grants (n=2-3). Most are accepted into doctoral programs (n=1-5), professional schools (n=1-5), academia (n=1-2), and clinic/rehab positions (n=2-3).

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

Q5.4. 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.

Of the 3 mission statements: 1) to train students to become independent and critical thinkers; 2) to extend and increase student knowledge base by active participation..... professional and ethical manner; and 3) to communicate knowledge through oral and written means, five student learning outcomes and objectives were established. The assessment plan includes methods to obtain data, evaluate data, levels of achievement, time line and persons evaluating. Evidence of assessment has been included based on establishment of collaborations, an increase in number of student presentations, number of students that pass and defend theses or clinical competencies based on the track followed, and to interact with a diverse group of individuals. Based on data provided, all have been accomplished. Summary of program change and improvement related to assessment: 1. Increased the number of elective courses; 2. Increased the number of faculty; 3. Expanded clinical rotation opportunities; and 4. Participation in the WVU HSC research conference (Van Lier) as a mode for thesis MS students to present data.

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.

Summary of Improvements 1. Increased the number of elective courses; 2. Increased the number of faculty, which provided new research and teaching opportunities; 3. Expanded clinical rotation opportunities; and 4. Expansion of the WVU HSC research conference (Van Lier) as a mode for students to present data. Future Improvements 1. Modernize the program - ensure the clinical track MS students become accredited Exercise Physiologist via the American College of Sports Medicine. Thus, more clinical lab hours, and a refocus of the learning material. will be made; 2. Reduction in total number of credits - reducing the total number of credits required for graduation (clinical and thesis track) to be more competitive with other universities; 3. Accelerated Program - creating a 4+1 MS degree, in which undergraduates can take graduate level classes in the senior year and then enroll in a 1-year MS EXPH program.

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

- ☐ Yes
☒ No

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

<u>Exercise Phys, MS/PhD</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	14	11.08	8.5	5.25	6.75
Headcount	34	25	20	11	12

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	19	14	16	7	9

*Unable to determine because graduate/undergraduate majors use the same names

	2013	2014	2015	2016	2017
Program Continuance		55.00%	33.33%	100.00%	60.00%

	2013	2014	2015	2016	2017
Female	20	18	16	5	6
Male	14	7	4	6	6

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian	1				
Black					1
Hispanic		1			
Native Hawaiin or Pacific Islander					
Two or more					1
Unknown	2	3	2		
White	31	21	18	11	10

pull date: October 7th

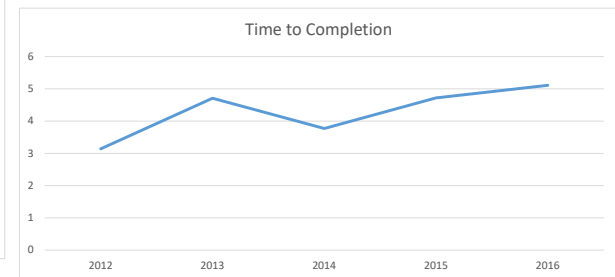
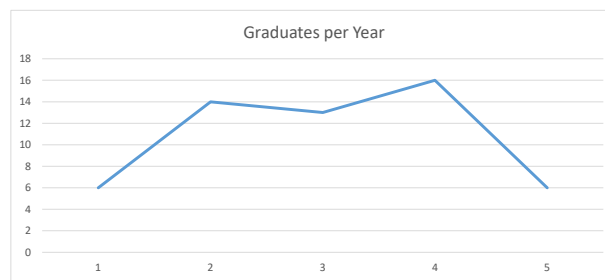
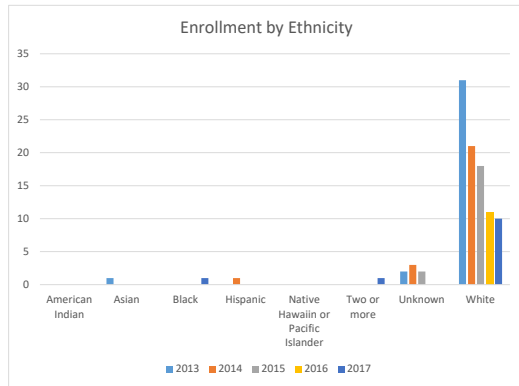
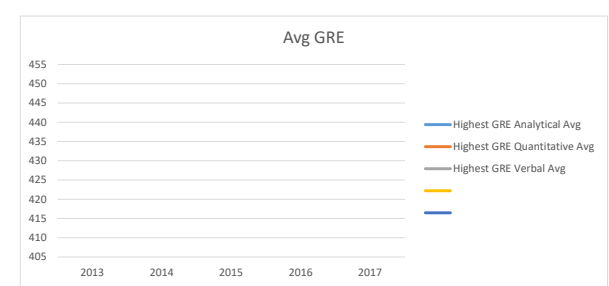
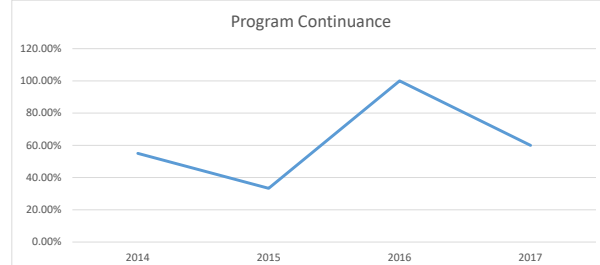
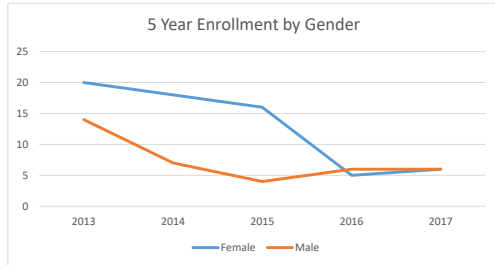
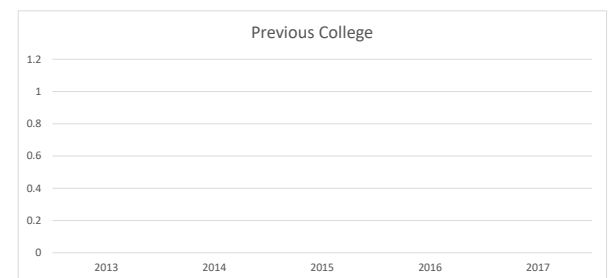
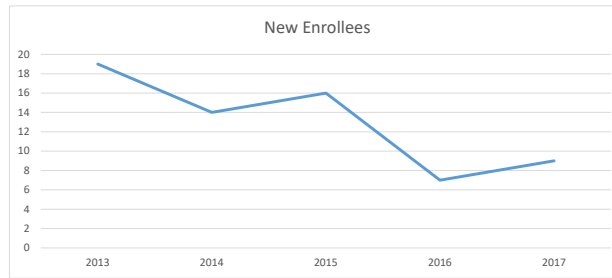
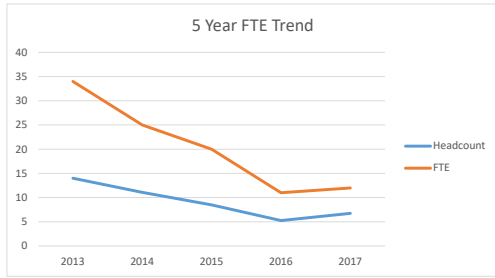
reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
	6	14	13	16	6

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November	3.14	4.71	3.77	4.72	5.11
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
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	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg	450				
Highest GRE Verbal Avg	420				



Q1.1. Program Designation and Name

MS Forensic 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

Q1.5. 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 one of a handful of master's level degree in forensic science around the country. It, along with the other degree offerings in forensic science, bring national recognition to the school as well as meeting the workforce needs of the state. The program appears to promote student success and development, with students sometime co-authoring papers with faculty, attending conferences, and presenting posters.

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.

There does not appear to be any issues with 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.

Adequacy: According to their accreditation self-study report, they have 7 tenure-track or tenured faculty which seems reasonable for a average student body of around 25 students. (A 3:1 ratio.) The program has several teaching instructors or teaching assistant professors. Credentials: Of the tenured or tenure-track faculty, all faculty have a least a master's degree in forensic science/biochem, 5/7 have a PhD. The qualifications of teaching professors is not provided. Composition: The faculty has a reasonable break-down across teaching professor, tenured, and tenure-track faculty (about evenly divided). No other demographics are provided. Productivity: This faculty is excelling in scholarly and service productivity. The department has brought in over \$3 million in grant monies between Jan 1, 2015 and May 31, 2017. One faculty member has been awarded a prominent role in the Royal Society of Chemistry, and two others have editor roles for national forensic journals. The faculty have produced 70 scholarly publications and 200 posters (presumably since the start of the department in 2014?) and the average faculty member is producing five scholarly writings during the relevant study 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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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 enjoyed its highest enrollment in 2015 (25 students). Since then, enrollment declined to a low of 15 in 2016 but has picked up again (~20 in 2017). The program has steadily inclined in terms of graduates per year (now averaging about 7-8/year). Time to completion has remained fairly consistent, averaging a little over 2 years which is reasonable for an MS degree. The GRE scores have remained steady for the few years this MS program has been in place. According to the self-study, the students have impressive scholarly achievements coming out of the program, with students producing published manuscripts and attending and presenting posters at national academic forensics conferences. I have some concerns about the number of people being graduated each year. Enrollment has been about 20-25 students per year and graduation rate has been about 7-8 per year. This makes me wonder what is happening to the other students- are they taking longer than average or are they dropping out of the program, or does this data fail to capture some other trend. However, my worries are allayed by the fact that the program offers no concerns here and there has been a steady upward tick in rates of graduation per year.

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

Q5.4. 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.

According to an assessment report in 2017, assessment of the program as whole was undertaken with specific measures. Faculty studied an exit survey of graduates, feedback at the faculty retreat, career placement, publications, grad council feedback, and national accreditation feedback. These measures all looked favorable and a variety of projects came out of the faculty retreat, all of which are completed or in progress. Regarding assessment of student performance, the program has made some interesting and positive improvement. They now include a casework practicum as a capstone to assess learning outcomes/application of various skills. for practice. They also as a faculty meet each semester to assess student performance and to flag any concerns about particular student's GPA and other issues. I see no issues in assessment and encourage them to continue using the capstone and any measurements that gauge students' applied skills.

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 initiated efforts to assess students' practical skills through the new capstone course. I think this an excellent way to monitor students and the program, and to help students obtain confidence in their new skills. The program has also hired several new faculty members. Faculty, as whole, seem to be increasing scholarly output and grant-seeking, as well as seeking out more national leadership positions, all of which are excellent for the WVU community. One recommendation/suggestion. Career placement appears to be successful coming out of this program. However, recently a substantial portion of students are continuing on to the PhD program, rather than seeking employment, obscuring placement stats. To be really successful as an MS program (and PhD program) students will have to obtain excellent placements post-PhD. As students begin to complete their doctoral degrees, it will be important to carefully track these results as they will have relevance for both degree programs.

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

- ☒ Yes
☐ No

Q7.2. Provide a brief summary for why the program should or should not 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

The program does not answer q.8.3 which asks for supporting evidence of their request for a program of excellence distinction. I've summarized some attributes that they discuss in other sections. Distinction The program was immediately accredited as soon as was possible by the Forensic Science Education Program Accreditation Commission. It is one of only 10 MS programs in the country and the only program houses in an R01 institution and with a combined degree program of BS, MS, and PhD. The student body is 70% female which is unusual for STEM. Largest training complex in US. Faculty have been nominated to serve on numerous forensic science professional boards, bodies, and scientific committees and regularly publish and present nationally. Graduates A majority of their students present nationally and/or publish/co-author research papers. Placement rate for papers is currently 7/8. About half go on to the WVU PhD program currently. Curriculum and Assessment The program does semester reviews of curriculum and student issues and receives feedback from recent grads about needs for programmatic changes. They have built up an assessment program that frequently tests skills of students throughout the program.

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
- ☐ Discontinuanace

<u>Forensic & Investigative Science, MS</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	12.9	14.33	18.42	13.67	20.25
Headcount	16	19	25	17	22

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	5	8	10	4	14

*Unable to determine because graduate/undergraduate majors use the same names

	2013	2014	2015	2016	2017
Program Continuance		73.33%	88.24%	61.90%	80.00%

	2013	2014	2015	2016	2017
Female	12	13	17	12	16
Male	4	6	8	5	6

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian		1	4	4	2
Black					
Hispanic					
Native Hawaiiin or Pacific Islander					
Two or more				2	2
Unknown					1
White	16	18	21	11	17

pull date: October 7th

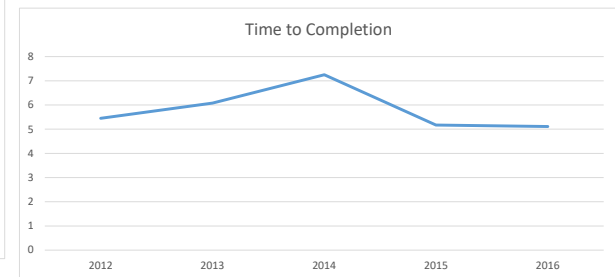
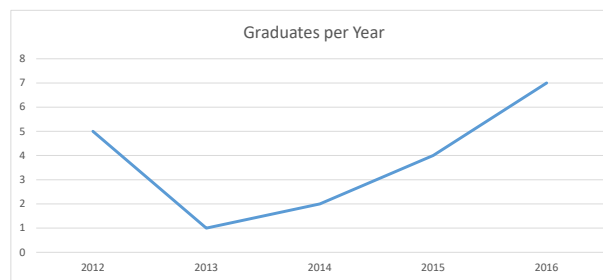
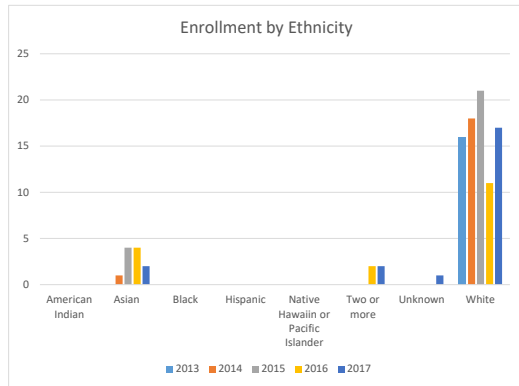
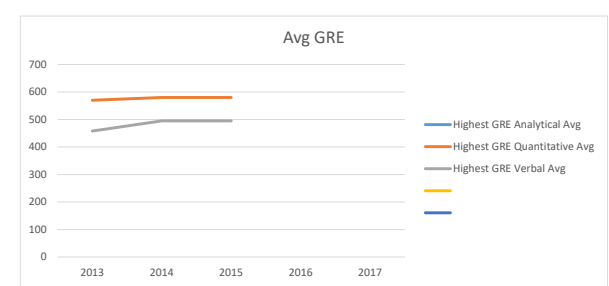
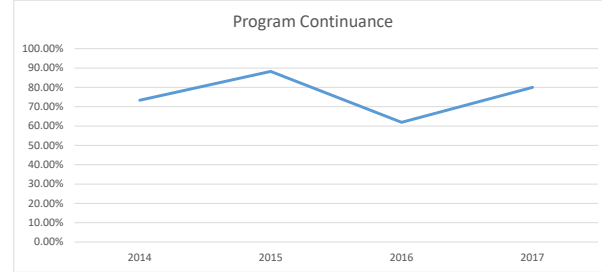
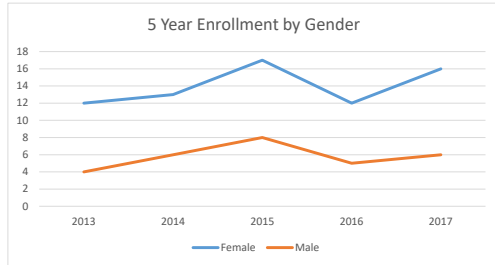
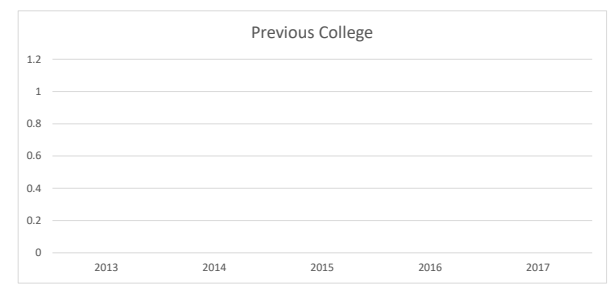
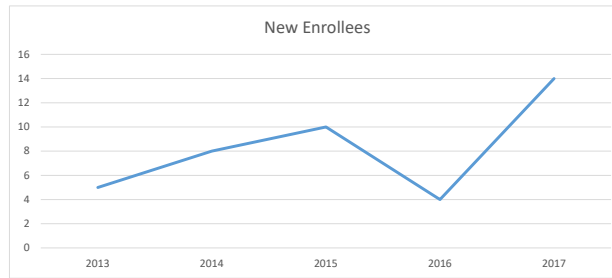
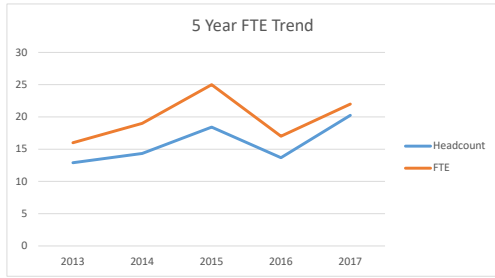
reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
	5	1	2	4	7

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November	5.45	6.08	7.25	5.17	5.11
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
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	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg	570	580	580		
Highest GRE Verbal Avg	458	495	495		



Q1.1. Program Designation and Name

MS Health 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

Q1.5. 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 MS in Health Sciences graduate program provides students with an outstanding graduate education in the health sciences by preparing them for advanced scholarly research and professional careers in health care as citizens of West Virginia and the global community. The vision is to educate the next generation of students capable of meeting the health care and biomedical research needs of a diverse community.

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.

This is an online program therefore it does not require physical infrastructure as classrooms or labs. The program does have adequate and accessible technological infrastructure, technological support 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.

The program has not experienced a lack of faculty. The majority of faculty who teach the required course credits in the MS in Health Sciences program come from the School of Medicine (48%) and School of Public Health (27%). Faculty at WVU are evaluated for their teaching, scholarship and externally funded research. The majority of faculty who teach in this program are productive faculty members with the exception of one retirement (Dr. Rockett BIOS601/602) and one new hire (Dr. Rudisell EPI601). Faculty who are less productive in scholarship or research are appointed more teaching responsibilities (Dr. Hammer, PCOL549) and (Dr. Gunther, BIOC531).

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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.

Total enrollment in the MS in Health Sciences program has increased steadily in all years from 5 in 2014 to 33 in 2017. Over the past cycle, student residents from West Virginia represent 60-80% of those enrolled in the MS in Health Sciences program. Trends in students' profiles with regard to prior GPA are on target for the program. Prospective students must have an earned bachelor's degree from an accredited university with an overall GPA of at least 3.0 and should have satisfactorily completed all recommended prerequisites. For the past cycle, the average undergraduate GPA for students across years who were admitted to the MS in Health Sciences Program was 3.4 with a range of 3.33 – 3.47 as shown in this document. Trends in student graduation data with regard to number of graduates and time to completion of degree are on target for the program (10 in 2015 and 13 in 2016). Overall, 93% of our students graduate with the lowest graduation year being in 2017 at 87%. Trends in student time to degree are on target for the program. The average time to degree is between 1 and 1.11 years. Over the past review cycle, the average percentage of students who applied and were accepted to professional schools was 77%. This is well over the national average of 50%.

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

Q5.4. 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.

Programmatic outcomes are assessed by tracking the careers of graduates of the MS in Health Sciences Program. In the assessment of student learning outcomes for this review cycle, the average GPA was 3.52 for all graduates in the MS in Health Sciences program. In the assessment of programmatic outcomes, approximately 78 percent of students who apply to professional schools (medical, dental, PA/PT) are accepted which is well over the national average of 50 percent. This is a new program, so changes related to assessment have been added each year. Academic success is paramount, so the program actively monitors student learning in all didactic courses before problems arise. To further improve their learning, students are asked in Journal Club and Seminar, to write frequent journal entries identifying the main point of a public seminar or a research paper they have read. In addition, they are required to submit a scientific abstract and present an elevator pitch on their Independent Study project for early feedback. To improve their level of soft skills, we have added a new course on Professionalism in Healthcare. We encourage students to use the Pre-Health Professional Development Office. To encourage student engagement in the University and local community, we created a Community Service Learning component of 20 hours of volunteer work. This helps students apply their skills to non-scientific fields.

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.

Many students are interested in anatomy courses to meet their elective requirement. Many Physician Assistant programs require this as a prerequisite to admission. The Neurobiology and Anatomy Department has a 200 level course (NBAN205/206), but we cannot give our students graduate credit for a 200 level course, so it becomes an add-on course that exceeds the credit limit for the semester. We would like for them to create a 400 or 500 level anatomy course that will meet our needs. The alternative is for our students to take Anatomy for Exercise Physiology (EXPH440) which is restricted. We expect to add an anatomy course to our list of electives by the spring of the next academic year. Some students may want to extend their MS degree by earning a certificate in a narrow subject. For students who have an interest in improving the health of youth and adults with disabilities, we would like to partner with the Center for Excellence in Disabilities. They offer a one semester certificate in Leadership in Neurodevelopmental Disabilities. Another change we are considering is allowing our students the opportunity to extend their MS degree by one semester to receive a certificate in biostatistics.

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

- ☐ Yes
- ☒ No

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

<u>Health Sciences, MS</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	0	6.75	16	30.75	39.67
Headcount	0	5	12	25	33

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees		5	12	24	31

*Unable to determine because graduate/undergraduate majors use the same names

	2013	2014	2015	2016	2017
Program Continuance	NA	NA	NA	NA	NA

*One year program so this measure is not valid

	2013	2014	2015	2016	2017
Female			7	18	19
Male		5	5	7	14

pull date: October 7th

reflects all students w/ major code in Banner

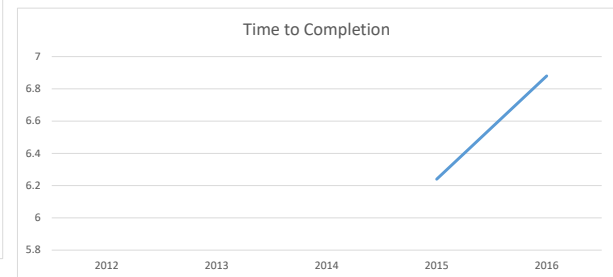
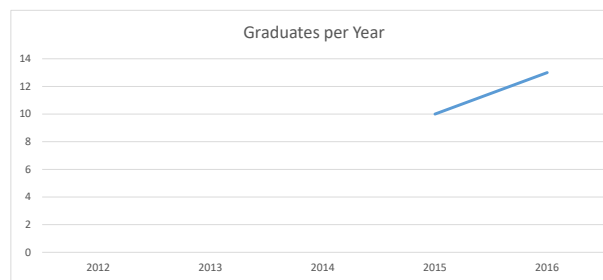
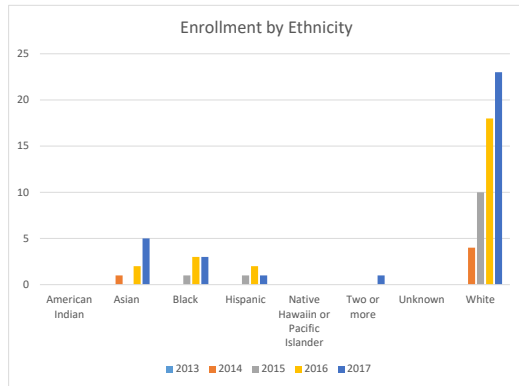
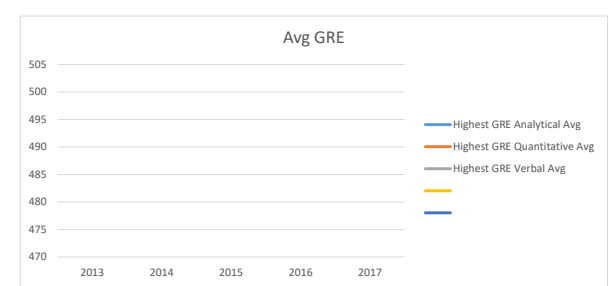
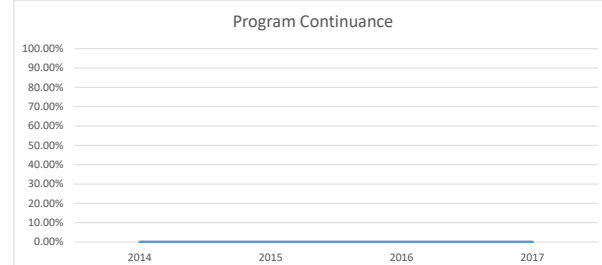
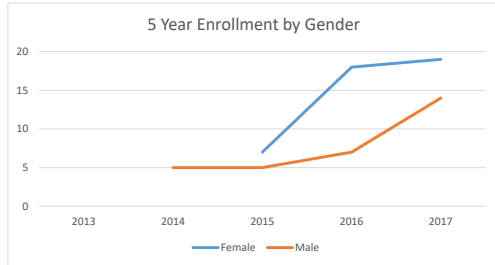
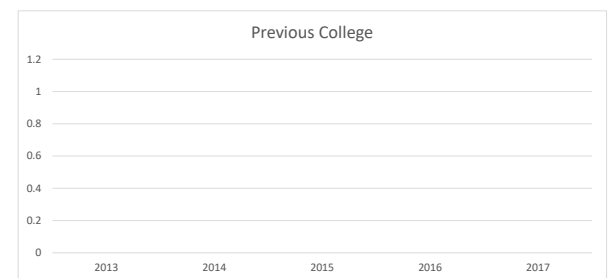
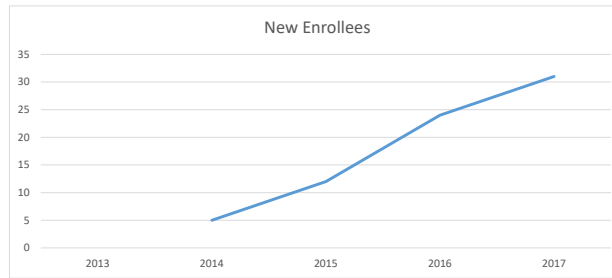
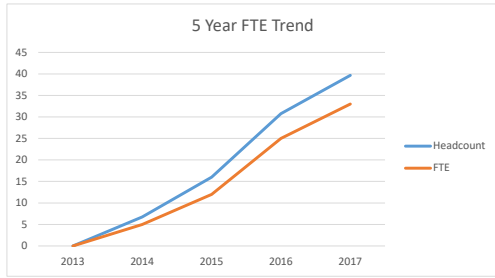
	2013	2014	2015	2016	2017
American Indian					
Asian		1		2	5
Black			1	3	3
Hispanic			1	2	1
Native Hawaiiin or Pacific Islander					
Two or more					1
Unknown					
White		4	10	18	23

pull date: October 7th

reflects all sudents w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
				10	13

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November				6.24	6.88
reflects total time at WVU for completion of all graduates that academic year					
Previous College GPA	2013	2014	2015	2016	2017
	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg				480	
Highest GRE Verbal Avg				500	



Q1.1. Program Designation and Name

MHS Pathologist's Assistant

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

Q1.5. 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 WVU Pathologists' Assistant Program is the only program of its kind in the state, and one of 11 programs in the US. The program is aligned with WVU mission, vision, and values by providing highly trained professionals to be part of the medical team, delivering high quality healthcare to people throughout the nation and here in West Virginia. The pathologists' assistants can extend the ability of pathologist to provide much needed services to hospitals and communities. The graduates of the program are employed throughout the US and provide WVU with national presence as well as exposure to other healthcare educational programs at the 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 reports that due to increase in enrollment, it lacks the necessary laboratory facilities, furnished with equipment used in the practice, as well as fully equipped classrooms in order to remain competitive with the similar programs in the nation and meet the changing trends in medical education. The HSC leadership is aware of these issues and is planning to address these issues the near future. It does not appear that these issues have been resolved yet.

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 four Assistant professors (non-tenure, clinical track) and one Instructor (non-tenure, clinical track). All faculty members have graduated from a NAACLS accredited master's programs and are certified by American Society for Clinical Pathology to practice. The program director and clinical coordinator devote 90% of their time to the academic portion of the program. The other three of the faculty members provide primarily clinical service and approximately 10-15% of their efforts are allocated to teaching. The faculty members have been invited to speak at the regional conferences and have been able to work on some projects resulting in publications and recognizes this area to be the least productive.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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 and graduation trends have been stable. The program has consistently been able to fill the 16 spots in the class each year. The GPA of admitted students range from 3.65 to 3.80. Students present posters or oral presentations at regional and national conferences. The program has a 100% pass rate for the national certification exam. The program has a 100% job placement.

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 learning outcomes, as listed in the catalog, are not student learning outcomes. They appear to be the program goals and objectives.

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 consists of several surveys, evaluation of student performance by the faculty, and the performance on the national certification exam. The assessment report provided by the program does not include any actual data or assessment evidence. The most important assessment indicator for the program is the student's performance on the national certification exam. Currently the pass rate is 100%. The report indicated that the students scored has been improving on this examination. The self-study report indicated that the recent assessment cycle has identified several areas, which are in need of improvement. They were autopsy instruction "hands-on" experience during the first year. The program has recently hired a PA in autopsy, implemented several lab techniques, and developed a new course to address these issues. It appears that the program has taken the necessary actions to resolve these issues.

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 new course (PATH 648) has been developed and implemented into the curriculum. This course is designed to use concepts and techniques learned throughout the first year and apply them to real life cases.

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

- ☐ Yes
- ☒ No

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

<u>Pathologist's Assistant, MHS</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	33.92	38.33	33.92	30.58	30.33
Headcount	31	32	31	29	28

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	16	16	16	14	14

	2013	2014	2015	2016	2017
Program Continuance		100.00%	100.00%	93.80%	100.00%

	2013	2014	2015	2016	2017
Female	22	26	24	24	25
Male	9	6	7	5	3
pull date: October 7th					

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian	1	1			
Asian	2	2		3	3
Black	1	1	1	3	2
Hispanic	3	2			
Native Hawaiian or Pacific Islander					
Two or more	1	1	1	1	
Unknown					
White	23	25	29	22	23
pull date: October 7th					

reflects all students w/ major code in Banner

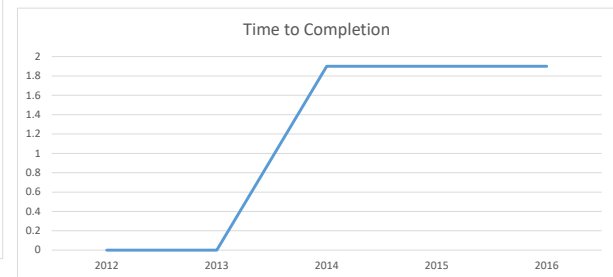
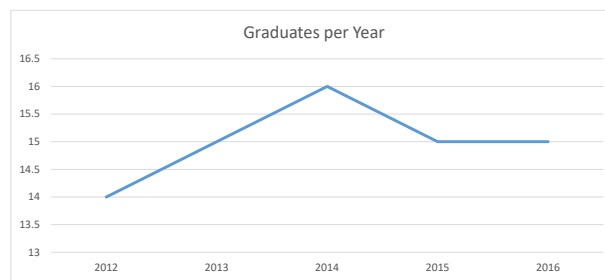
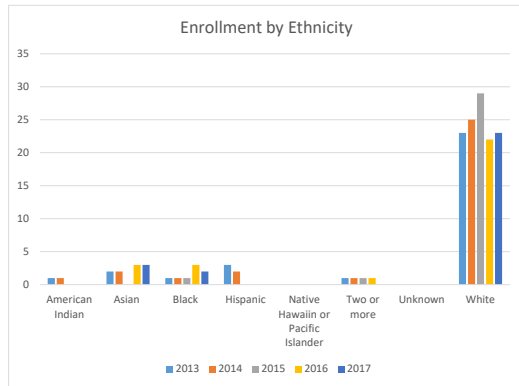
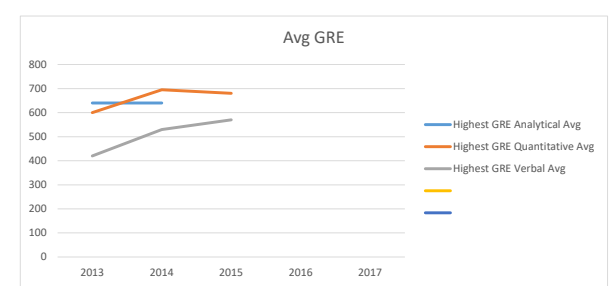
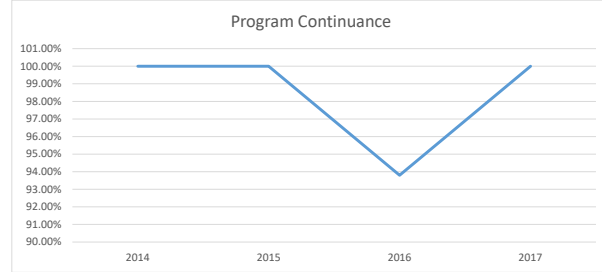
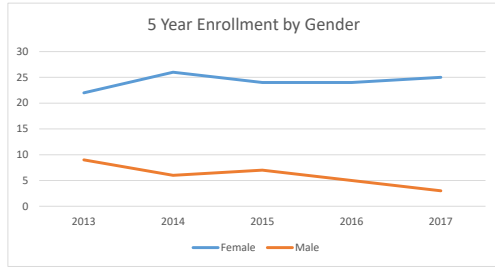
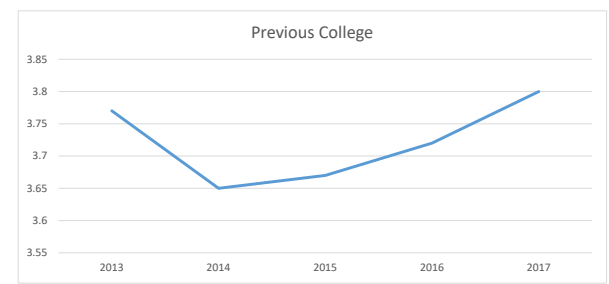
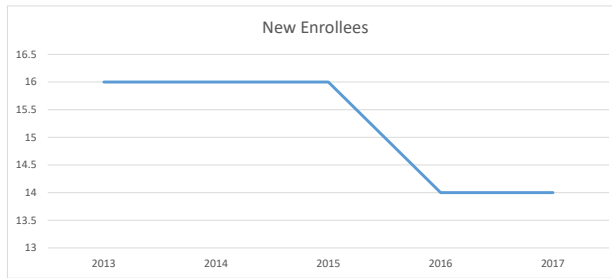
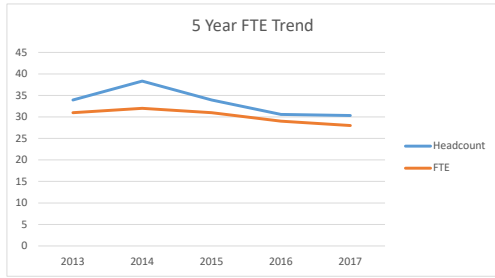
Graduates by Year	2012	2013	2014	2015	2016
	14	15	16	15	15

Time to Completion	2012	2013	2014	2015	2016
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pull date: middle November	not available	not available	1.9	1.9	1.9
reflects total time at WVU for completion of					
all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
	3.77	3.65	3.67	3.72	3.8

	2013	2014	2015	2016	2017
Highest GRE Analytical Avg	640	640			
Highest GRE Quantitative Avg	600	695	680		
Highest GRE Verbal Avg	420	530	570		



Q1.1. Program Designation and Name

MS Physical 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 a national accrediting body

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 MS in Physical Education program aligns with WVU's mission, vision, and values. The academic majors incorporated within the master of science in physical education program reflect a core aspect of the mission and values of CPASS in general. Students are encouraged to become active agents to learn and implement best practice approaches designed to engage with and improve their professions and the communities within which they live and work. The program overview states that this environment pushes students to engage in research, value all forms of diversity, appreciate international perspectives and thoughts.

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 MS in Physical Education program states no shortcomings with infrastructure 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 MS in Physical Education program overview states that core faculty consist of 22 full-time faculty serving five majors. The current number and make-up of the faculty is appropriate for the size and type of the program. The athletic training major has been discontinued and will not take any further students because of changes in accreditation requirements. The college is investing resources into two additional faculty lines assigned to teach in the Coaching and Sport Management programs. The data show that faculty productivity within the MS in Physical Education program over the past 2.5 years has been strong. In research, faculty completed 5 books, 25 book chapters, published 146 journal articles/manuscripts. The faculty received 35 grants for a total of almost \$2.4 million. In teaching, most faculty teach at all levels within their majors (UG and G). Faculty taught a total of 853 course sections across all levels to 14,213 students. This resulted in an average class size of almost 17 students per section. Every faculty member is placed on at least one college committee, many serve on multiple committees within the college, and are also asked to serve on university committees. On average, these faculty took part in over 20 forms of service over the past 2.5 years. An area for improvement located in the overview was in grant writing.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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 numbers in the MS in Physical Education program have grown over the past five years, the focus on the online option and the ability to start the program during any semester is the main reason given for growth. Headcount numbers show an increase in enrollment from 106 students in 2013 to 163 in 2017 with program continuation rates consistently over 86%. The number of students graduating from this program has increased by 86% from 45 in 2013 to 84 in 2016. Time to completion has dropped from 4.2 years in 2013 to 3.6 years in 2017. Average GRE scores seem steady. The program's students are mostly white and mostly male. As more students enter the program, retention was noted as a future concern. The program states they have secured more scholarship funding to attract better students. Also the program review states a 100% placement rate in positions related to their fields of study, but also states trouble collecting employment and employer satisfaction data for students in the athletic coaching education major. Graduate satisfaction surveys indicate that students believe that their programs of study are comprehensive and cover the information that is important for them to be effective within their profession.

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

Q5.4. 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 plans appear to be thorough and well organized. The Program Overview reports that each major within the MS in Physical Education program has developed their own assessment plans using strategies developed from national and international standards. The Physical Education Teacher Education major student assessment shows the percentage of advanced teacher candidates performing at the acceptable level or better across all standard elements. The Athletic Coaching Education student assessment is conducted through video analysis, self-reflection and assessment tools with the student being responsible for presenting a self-development overview and further development plan at the end of their program of study. Upon graduation, all students successfully complete a formative assessment of their coaching development. For Athletic Training, students indicate learning experiences are evident in courses where implemented. In Sport Management, students have been evaluated as meeting standards necessary for employment in the profession and evaluations show that students have improved skill set in profession and have gained necessary experiences through program placements.

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 main improvement seems to be a continued investment in the online educational opportunities at the master's degree level. These investments are resulting in increases in enrollment, which can cause new challenge in retention, tracking student progress, career development, and increased review time before admission. The program report states activity to counteract these issues, such as hiring individuals to track these issues and curriculum development to keep students engaged in the programs. One major note is that the MS program in athletic training will no longer be associated with CPASS moving forward. Accreditation changes are forcing all athletic training professional programs to be located within schools of health professions.

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

- ☐ Yes
☒ No

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

<u>Physical Education, EdD</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*			4.75	8.92	6.58
Headcount			7	14	11

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	NA	NA	7	8	0

*Unable to determine because major name is shared with another program

	2013	2014	2015	2016	2017
Program Continuance		NA	NA	85.71%	91.67%

	2013	2014	2015	2016	2017
Female			4	7	6
Male			3	7	5

pull date: October 7th

reflects all students w/ major code in Banner

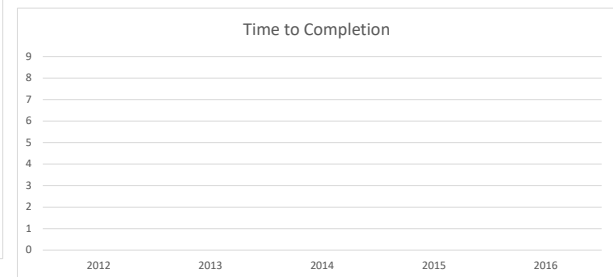
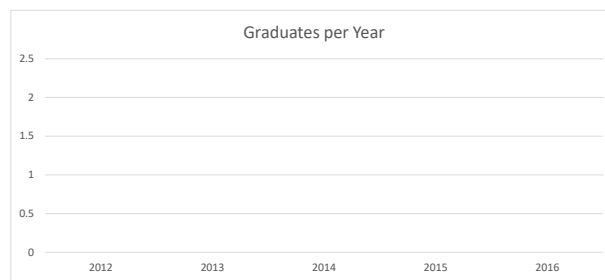
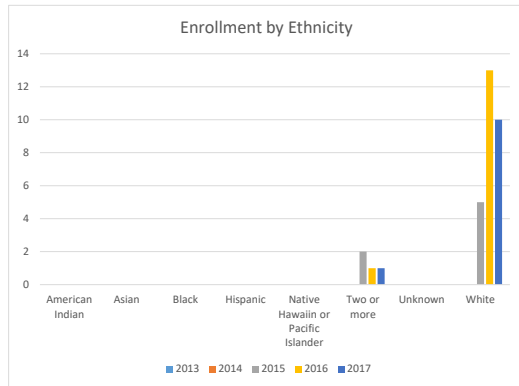
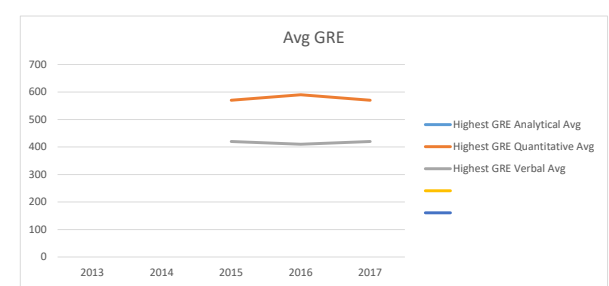
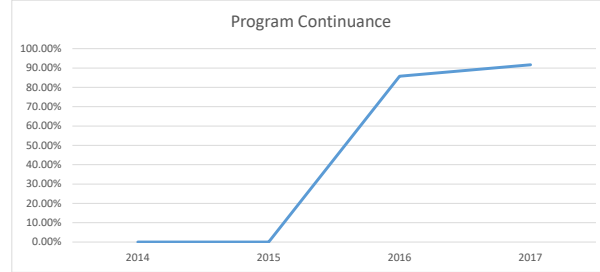
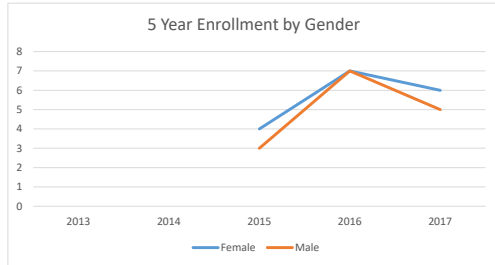
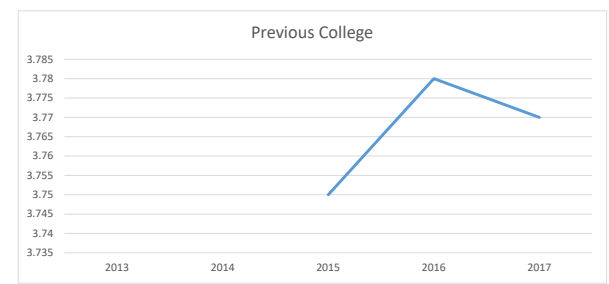
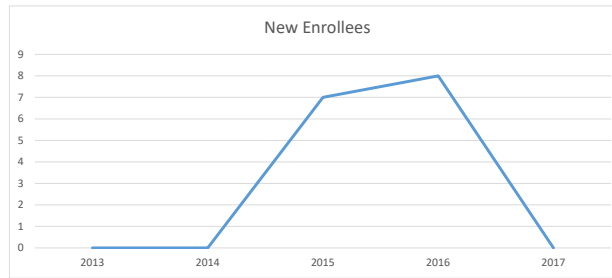
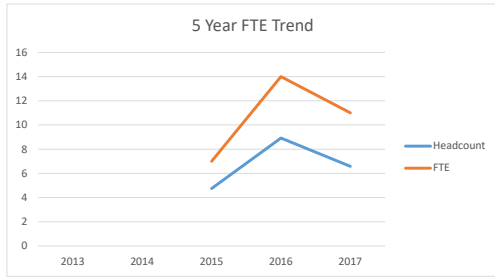
	2013	2014	2015	2016	2017
American Indian					
Asian					
Black					
Hispanic					
Native Hawaiiin or Pacific Islander					
Two or more			2	1	1
Unknown					
White			5	13	10

pull date: October 7th

reflects all students w/ major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
					2

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November					7.87
reflects total time at WVU for completion of all graduates that academic year					
Previous College GPA	2013	2014	2015	2016	2017
			3.75	3.78	3.77
	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg			570	590	570
Highest GRE Verbal Avg			420	410	420



Q1.1. Program Designation and Name

PhD Exercise Physiology

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

Q1.5. 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 graduate program in Exercise Physiology is committed to the WVU mission to advance education, health care and prosperity by training students to make new discoveries that will facilitate health care and enhance the well-being of West Virginians and all Americans as it relates to understanding the pathophysiology of the following conditions; diabetes mellitus, obesity, cardiovascular diseases, stroke, environmental stress, cancer cachexia, and rarefaction. In addition, research in this program is developing solutions to improve human performance during the stress of competition, the battle field, loss of neuromuscular control, and the loss of limbs. Research conducted by graduate students in this program make discoveries that ultimately serve the people of this state and the scientific community through knowledge that advances understanding of disease progression and the development of treatment options. Students are held responsible for acting in a respectful manner with utmost integrity and professionalism. Students regularly participate in scientific outreach to the community via engaging in education programs with children at the library, judging science fairs, and participating in local health fairs, as examples.

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 responses to the questions, there is adequate and accessible infrastructure resources related to providing students with accommodations. No problems are experienced in regard to scheduling classrooms, adequate physical infrastructure along with technological infrastructure and support. Further, accessibility is evident for 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.

Currently, the program has 2 tenure-track assistant professors, 7 associate professors, and 4 full professors. Over the past five years, a loss of faculty formally connected with the Division of Exercise Physiology has occurred. In this regard, only 7 of the 13 faculty have a primary appointment in Exercise Physiology. There are other faculty members, but these faculty are not qualified to advise a PhD student due to insufficient funding of their research program. Three of the 13 faculty represent new hires as part of the expansion of the Rockefeller Neuroscience Institute. The Exercise Physiology Division is currently recruiting a new Chair and additional hires would be expected to follow with that appointment. The publication record of faculty is outstanding (approximately 7-15+ /faculty member over a 5-year period). Three of the regular graduate faculty have active NIH funding either via investigator-initiated grants (R01) or program project funding (CoBRE). Grants from foundations, DARPA, as well as sub-contracts from the Air Force provide research support for the remaining faculty. Of note, the Air Force funding brings unique new opportunities to the program via research that focuses on human studies and human performance in high-stress situations.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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.

Total enrollment in the program has declined over the past 5 years (from 12 to 9). This is due primarily to a lack of faculty with sufficient research funding to support the training of a PhD student. The trend should improve as three new faculty joined the graduate program within the past year. In 2017, three students joined the program, one of which is via a new faculty member. Thus, while a concern exists, interest in the program remains high among applicants and faculty growth is expected. Demographically, the student population lacks ethnic diversity. To address this concern, the Office of Research and Graduate Education has begun an aggressive recruitment campaign to try and improve on diversity in all the Health Science Center graduate programs. This involves attendance at career fairs targeting diverse students and the adoption of a holistic admissions process. The quality of students as measured by GPA and GRE scores has been excellent throughout the five years. The program is considering dropping the requirement for GRE scores for admission because these scores do not track with student success. On average the program has graduated 2 students per year and thus meets WVU standards. Students are expected to graduate within 5-6 years (range of 5-5.8 yrs) of beginning graduate education. The program goal is to complete the degree in five and a half years or less. Student success is measured by position upon graduation, awards, grants, presentations and publications.

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

Q5.4. 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 6 learning outcomes are assessed yearly by faculty, an advisory committee, student self assessment, and by a student satisfaction survey. Long term assessment involves a student exit interview, and graduate alumni surveys in the past 5 years. Additional assessment of learning outcomes are based on dissertation work and grade of B or better in specific research courses (EXPH 796, 797, 799, BMS 700). Relevant assessment findings from alumni: 1) Program is effective in providing adequate training and motivation to succeed; 2) Students were satisfied with curriculum and research training; and 3) More experience with writing, oral communication, large data sets, and career development. Exit interviews indicate: high degree of student satisfaction with the curriculum, examination process, research environment, opportunities to gain critical thinking skills, and overall competitiveness with graduate students. From long term assessment career development programs and opportunities to develop scientific writing skills were incorporated.

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.

For policy change: the student handbook has been revised and is thoroughly reviewed upon entry into the program. More career development: The Experiential Learning requirement addresses this latter concern and the program will work with the Office of Research and Graduate Education to identify other relevant career development activities. Writing: An advanced writing course is being developed to enhance manuscript writing and grant writing skills. Oral communication: Graduate courses are going to place a larger emphasis on student presentation, and individual Graduate Faculty are being asked to guide their doctoral students in enhancing oral presentation (poster and seminar) skills. Large data sets: a Bioinformatics course is being developed and will be offered in the Spring of 2019. One of the challenges that the Exercise Physiology program has faced historically is defining what types of research are germane to the program and a medical school. To address this challenge, research faculty have been aligned in a manner that better describes their area of interest (cardiovascular, muscle, rehabilitation). This will help with types of research opportunities and committee members. With the departure of the Chair, the Exercise Physiology Division as a whole, will likely encounter changes from both a personnel and programmatic perspective (additional doctoral students, doctoral mentors and change in research, teaching and clinical opportunities).

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

- ☐ Yes
- ☒ No

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

<u>Exercise Physiology, MS/PhD</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	30.92	27.17	24.75	24.17	26.75
Headcount	35	31	29	28	30

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	NA	NA	NA	NA	NA

*Unable to determine because graduate/undergraduate majors use the same names

	2013	2014	2015	2016	2017
Program Continuance					

	2013	2014	2015	2016	2017
Female	14	10	11	10	12
Male	21	21	18	18	18
pull date: October 7th					

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian	3	2		4	3
Black	1				
Hispanic			1		1
Native Hawaiiin or Pacific Islander					
Two or more			1		
Unknown			1	1	
White	31	29	26	23	26
pull date: October 7th					

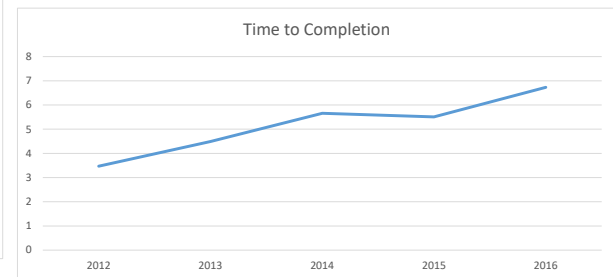
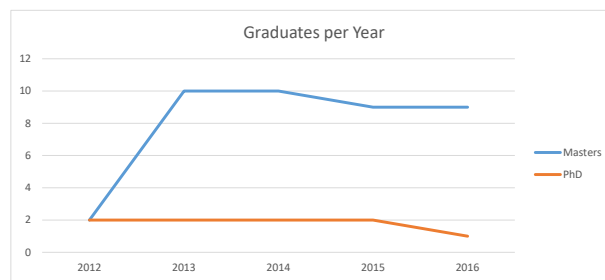
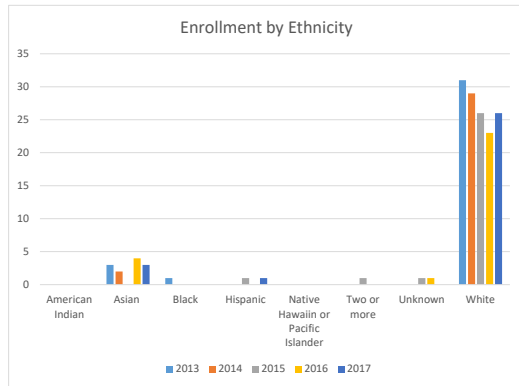
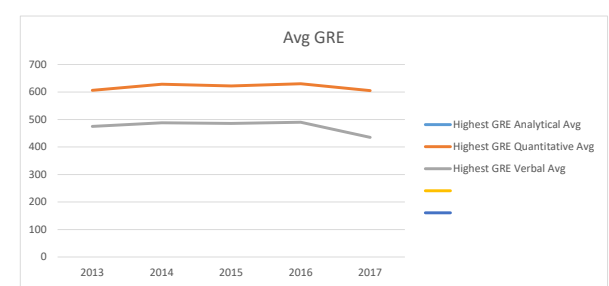
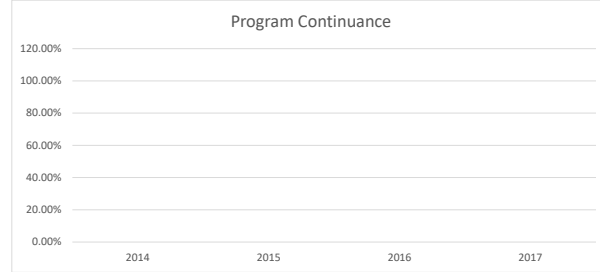
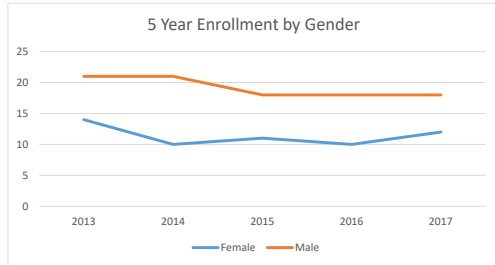
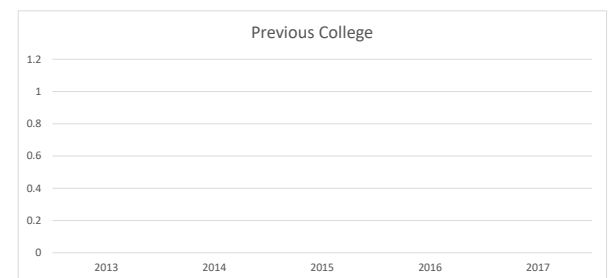
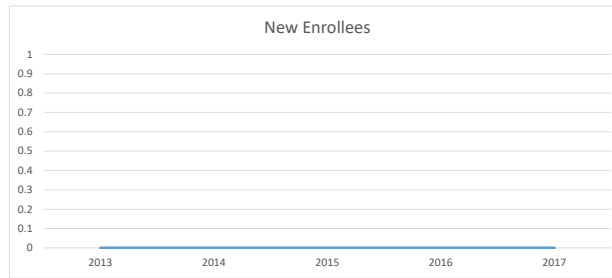
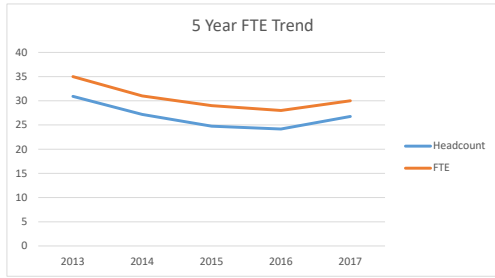
reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
Masters	2	10	10	9	9
PhD	2	2	2	2	1

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November	3.47	4.49	5.66	5.51	6.73
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
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	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg	606	628	622	630	605
Highest GRE Verbal Avg	475	488	486	490	435



Q1.1. Program Designation and Name

PhD Immunology and Microbial Pathogenesis

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

Q1.5. 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.

Program advances education and research and outreach. The Program is consistent with Institution mission of advancing health and overall well-being of West Virginia citizens in the area of vaccine-preventable diseases as well as infections caused by antibiotic-resistant bacteria.

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.

No issues reported

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.

Well-balanced faculty body of 15 professors; with 8 assistant professors, 3 associate professors and 4 full professors. In addition they have 5 staff scientists. The have one position open. There are in addition 5 adjunct faculty members and 3 teaching assistant professors. Of these faculty members, 16 are regular members of the graduate faculty and 3 are associate members.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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 is increasing, consistent with new faculty hires and new funding for existing faculty. The existing enrollment trend and the critical mass of faculty members make this Program sustainable. One concern is the lack of diversity in the enrolled students with respect to underrepresented ethnic status, but this issue is acknowledged by the Program leaders and being addressed.

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

Q5.4. 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.

Based on the information provided there are some indicators used in the assessment like the fact that in the past 5 years there has been 0 cases of students changing to the MS program, which in turn indicates the level of satisfaction with the PhD Program. They conduct an exit survey and alumni surveys to assess the level of satisfaction with their education and degree competitiveness. The report seems to indicate high level of satisfaction with perhaps one item to address, which is a need for more experience with writing, oral communication, large data sets, and career development.

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 have revised the handbook with policies for students. They have emphasized the experiential learning requirement and have engaged with the clinicians at the WVU hospitals to offers clinical internships to students to engage them in experiential learning. They are developing an advanced writing course to enhance writing and in particular grant writing skills. In addition, there will be a new component in the next semester; students will be required to write a press release on the articles that they study for journal club. Finally a bioinformatics -Large data sets- course is being developed to be made available in the near future (Spring 2019). So it appears the leaders of this Program are diligently improving the quality of the Program itself.

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

- ☐ Yes
- ☒ No

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

<u>Immunology & Microbial Pathogenesis, PHD</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	5.25	4.92	5.75	4.92	7.75
Headcount	6	6	7	6	10

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	0	1	1	1	6

*Unable to determine because graduate/undergraduate majors use the same names

	2013	2014	2015	2016	2017
Program Continuance		100.00%	100.00%	83.33%	133.33%

	2013	2014	2015	2016	2017
Female	4	4	4	4	7
Male	2	2	3	2	3

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian					
Black					
Hispanic					
Native Hawaiian or Pacific Islander					
Two or more					
Unknown					
White	6	6	7	6	10

pull date: October 7th

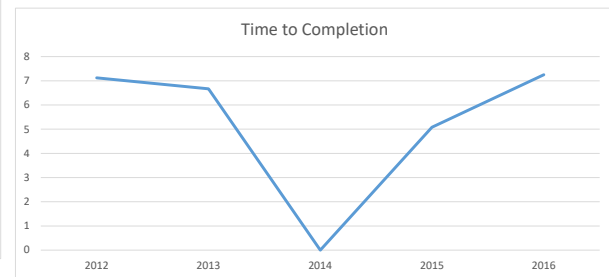
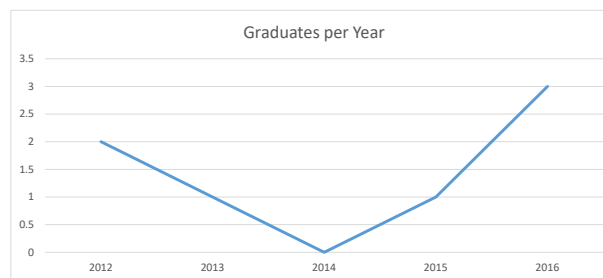
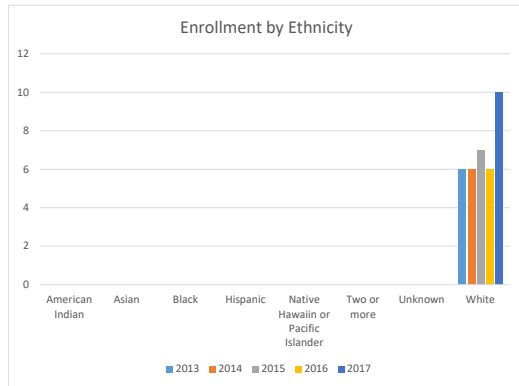
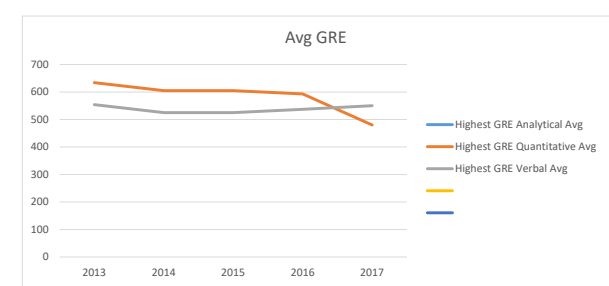
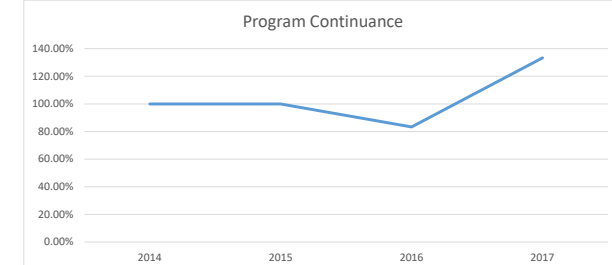
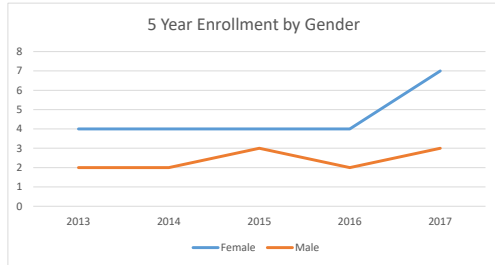
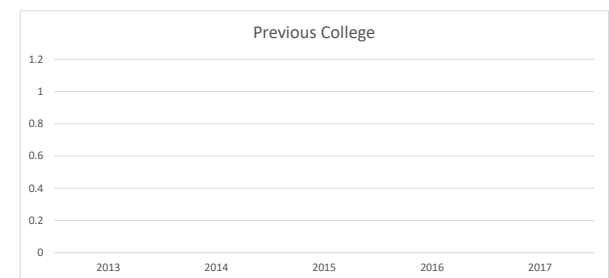
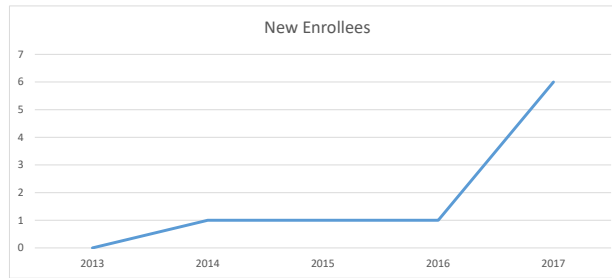
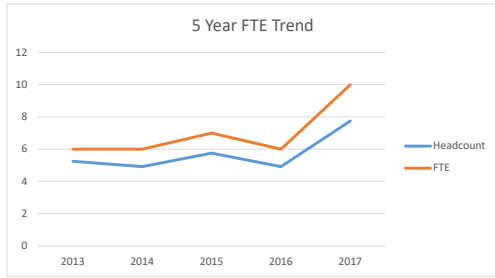
reflects all students w/ major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
	2	1	0	1	3

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November	7.12	6.67	NA	5.08	7.25
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
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	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg	634	605	605	593	480
Highest GRE Verbal Avg	554	525	525	537	550



Program Designation and Name

PhD Kinesiology

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

Q1.5. 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.

There are no issues here. The program aligns with WVU's mission, vision, and values. The explanation is comprehensive. The program is noted to demonstrate a commitment to diversity and it is noted that with the emphasis on physical activity and well-being, the research from the program is well- suited to help citizens of the state, country, and world.

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.

There are no issues here.

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 no issues here. It is noted that the faculty composition has remained adequate and consistent. There are currently 17 faculty members which includes 5 full professors, 5 associate professors, 3 assistant professors, 3 teaching assistant professors, and 1 service professor. The faculty credentials and composition provide opportunities for mentorship of junior faculty and opportunities for PhD students to gain multiple perspectives

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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 are no issues here. It is noted that there was a slight decline in enrollment in 2017 from 20 to 23 students. This was adequately explained by a high number of 2016 graduating students. The program successfully made a transition, adjusting to losing three faculty members and hiring new faculty so in 2018, enrollment is increased again. The program receives over 80 applications and admits 5-7 students annually.

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

Q5.4. 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.

There are no issues with the planned assessment of the program

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 are no issues with the future planning.

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

- ☒ Yes
☐ No

Q7.2. Provide a brief summary for why the program should or should not 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

Distinction: The program has demonstrated that it is award winning. The program received the 2013 award for outstanding contributions in Education and Training in Exercise and Sport Psychology by Division 47 of the APA which is prestigious. In 2015, the program was ranked 34th nationally with the National Academy of Kinesiology which is also prestigious. This ranking is based on faculty variables of productivity, funding, and visibility; and student variables of admissions, graduate assistant support, doctoral publications, and employment after obtaining the degree. Faculty: two have endowed professorships, six are fellows in national organizations. One faculty is appointed to the President's Council on Youth Fitness, Sports, and Nutrition. Faculty have 4 books, 23 chapters, 131 journal articles and have won 48 grants in 2.5 yrs Graduates: 100% placement of graduates over the past 15 years and 100% of graduates who have sought promotion and/or tenure have been successful. Over the past 5 years, students have over 20 presentations, and 15 publications. four students have received outside funding and the program has a 100% pass rate on the Association for Applied Sport Psychology Certified Mental Performance Consultant exam and National Certification Exam in counseling. Curriculum and Assessment: outcomes are clear and all students who persisted in the program over the past five years have attained benchmarks that indicate students have strong discipline specific knowledge.

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

<u>Kinesiology, PhD</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*	17.33	25	27.25	22.17	16.91
Headcount	26	32	34	30	23

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	7	32	7	7	5

*Switched to new major codes

	2013	2014	2015	2016	2017
Program Continuance	NA		122.73%	82.14%	100.00%

	2013	2014	2015	2016	2017
Female	12	17	18	14	12
Male	14	15	16	16	11

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian	4	4	5	3	
Black	1	2	1	1	
Hispanic	2	1	1		2
Native Hawaiiin or Pacific Islander					
Two or more				1	1
Unknown	1	1	1		
White	17	24	26	25	20

pull date: October 7th

reflects all students w/major code in Banner

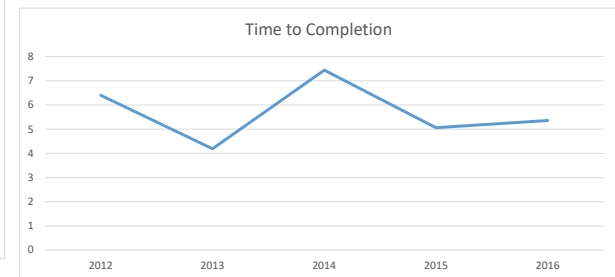
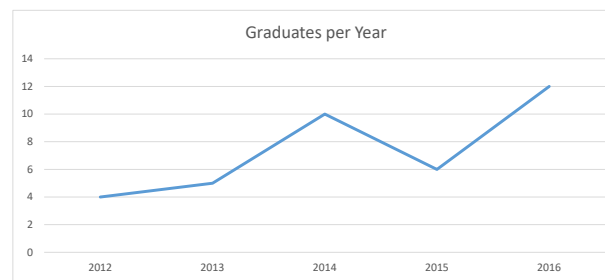
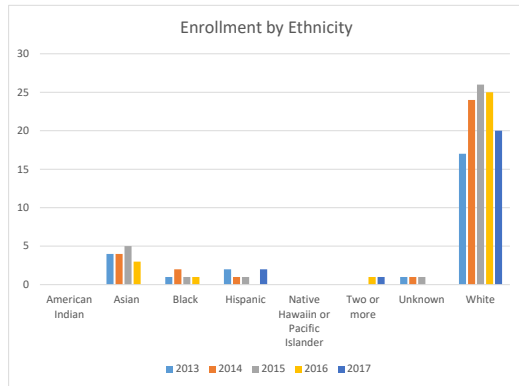
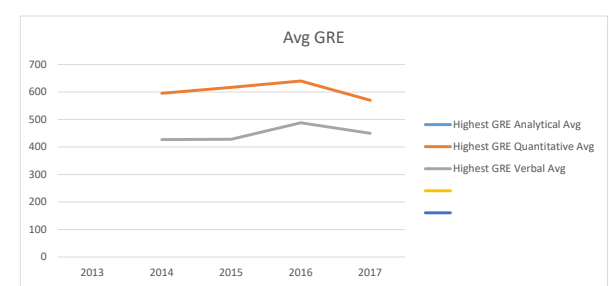
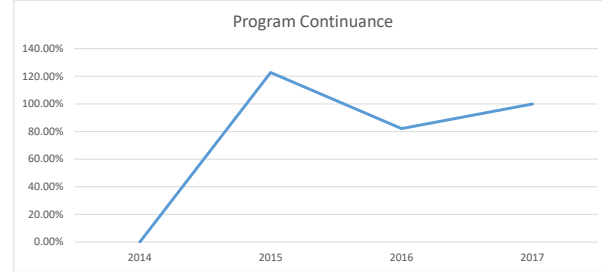
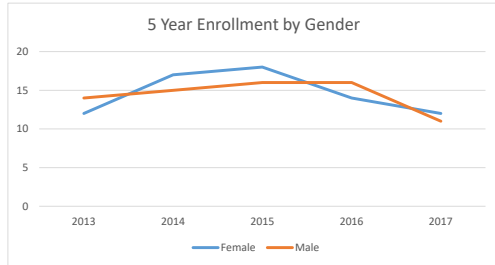
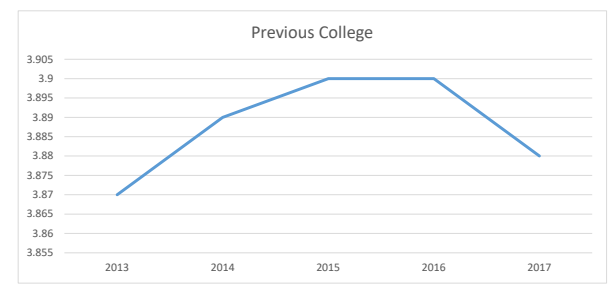
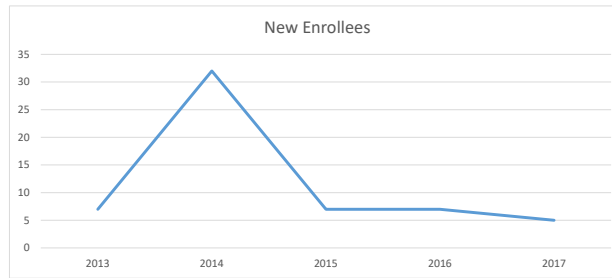
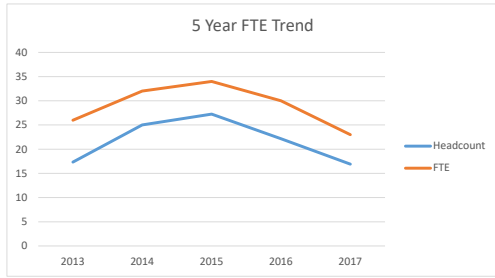
Graduates by Year	2012	2013	2014	2015	2016
	4	5	10	6	12

Time to Completion	2012	2013	2014	2015	2016
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pull date: middle November reflects total time at WVU for completion of all graduates that academic year	6.4	4.19	7.44	5.06	5.36
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Previous College GPA	2013	2014	2015	2016	2017
	3.87	3.89	3.9	3.9	3.88

	2013	2014	2015	2016	2017
Highest GRE Analytical Avg					
Highest GRE Quantitative Avg		595	617	640	570
Highest GRE Verbal Avg		427	428	488	450



Q1.1. Program Designation and Name

PhD Neuroscience

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

Q1.5. 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 graduate program in Neuroscience is committed to the WVU mission to advance education, health care, and prosperity by training students to make new discoveries that will advance the health care and well-being of West Virginians and all Americans as it relates to neurological health and disease.

Diseases such as Alzheimer's Disease and traumatic brain injuries particularly seen in veterans of WV and create substantial health care costs for communities already under budgetary constraints. We instill in our students a curiosity to learn and to make discoveries that ultimately serve the people of this state and the scientific community through knowledge that advances our approach to disease and its treatments. Our students are held responsible to act in a respectful manner with utmost integrity and professionalism. We appreciate the investment that WVU and West Virginia has made in advancing neurological health via the Rockefeller Neuroscience Institute, which provides our students an exceptional environment in which to train and give back to the state via their discoveries. Our students go beyond the requirements of their graduate programs and regularly participate in scientific outreach to our community via engaging in education programs with children at the library, judging science fairs, and participating in local health fairs, to name a few.

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 appears to have sufficient resources, indicating a much larger faculty than the last review cycle. They currently have 45 faculty members who either direct graduate student research or provide other curricular activities. They expect an even greater increase in research faculty due to new hires at the Rockefeller Neuroscience Institute. The Department of Neuroscience plans to hire 5-6 new faculty. The current faculty demonstrates a good publication record, and recent hires have strong funding records. Their program requires that any faculty directing dissertation research have sufficient extramural funding to support the student's stipend and research costs. In addition, two NIH training grants that support research in neuroscience.

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 faculty composition includes 15 full professors, 9 associate professors (8 tenured and one untenured who is in the educator track) 11 tenure-track assistant professors, 2 research-track faculty, and 8 faculty without graduate faculty status but who are in the clinical track and provide other aspects of graduate training. Most of the faculty have very good publication and funding records. Three of the assistant professors' critical year is 2020-2021. The program has vigorous mentoring programs in place to promote faculty success and retention.

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

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, 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.

Strong enrollment record-23 to 25 students per year; 86% retention rate. Enrollment expected to increase due to the Rockefeller Neuroscience Institute. Average GPA remains above 3.5. Average GRE scores have increased from 308 in 2013 to 311 for 2017. The single greatest concern has been the time to completion; average completion rates have been 7-8 years. The program is taking major step to correct this. There is a new director who successfully directed the Neuroscience Graduate Program at Ohio State. The following policies have been put into place: 1. Candidacy must be achieved by the end of the third year or the student is dismissed. 2. Student may not be in the program any longer than 7 years. 3. Students must have a committee meeting at least once per year or face academic sanction. 4. Students complete annual self-assessment with questions to identify problems and improve mentoring by the advisor. 5. Committee meeting evaluation forms have been instituted and have sections to provide feedback. 6. Faculty with students who are in year 6 or longer in the program, may not recruit a new student. 7. All faculty will be required to have mentoring training to be graduate faculty and this training will address time to degree issues. Research: all students are successful in presenting and publishing their data from their original research; they are required to publish prior to graduation. Next year there is a new requirement for two publications (one first-authorship).

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 self-study indicates that they realized the learning goals were "redundant and/or not easily measurable." They are revising the learning goals for the catalog so they better align with assessable skills and knowledge.

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 submitted a draft of their developing assessment plan. They have yearly assessments in place that include faculty review, advisory committee evaluation, student self-assessment, & student satisfaction survey. They are revising their long-term assessment of learning goals but provided current assessment strategies for basic knowledge, research skills, and communication skills. Only one student was dismissed as a result of failing the qualifying exams in the past 5 years. No other findings reported. Results of the student satisfaction survey indicated that students desire clear policies. Alumni surveys indicate that students were very satisfied with the curriculum and the research training that they received. The alumni identified a need for more experience with writing, oral communication, large data sets, and career development. Exit interviews indicate a high degree of student satisfaction with the curriculum, examination process, research environment, opportunities to gain critical thinking skills, and overall competitiveness with graduate students around the country. Only negative items involved the physical appearance of the building, which is beyond the control of the program. However, the self-study has revealed a lack of measurable learning outcomes. As a result, these will be amended for the next catalog cycle. The self-study did not indicate whether they addressed alumni comments.

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 reports changes in the curriculum have centered on providing a more comprehensive focus on the core features of Neuroscience, and those core features are now being taught by Neuroscience faculty. For example, neuroanatomy has been taught to our graduate students as part of the medical school curriculum with varying levels of success. As neuroscience researchers, we are more interested in function and mechanism over memorization of structure and pathways and the acquisition of clinical/diagnostic skills. The curriculum has also changed in that students enter the neuroscience program a semester earlier than in the past providing more time for neuroscience-related didactic material to be presented earlier in their course of study. This has allowed students to acquire the fundamental neuroscience knowledge required to pass their comprehensive exams earlier and to spend more time doing research. The comprehensive exams themselves have undergone changes to better assess core skills as well as knowledge. For example, the written portion of the exam requires students to evaluate three unseen scientific articles rather than spend time reproducing material from texts and lectures. The oral portion of the exam hones student's presentation skills, their ability to think on their feet, and be able to answer questions before an informed audience. In addition, the program has implemented a plan to improve time to completion.

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

- ☐ Yes
☒ No

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

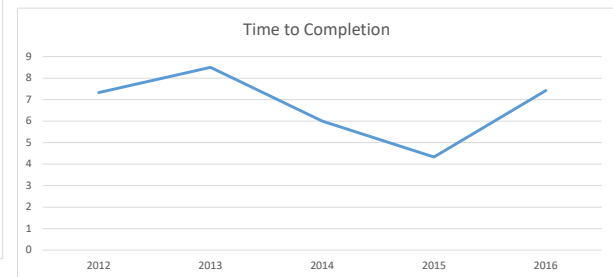
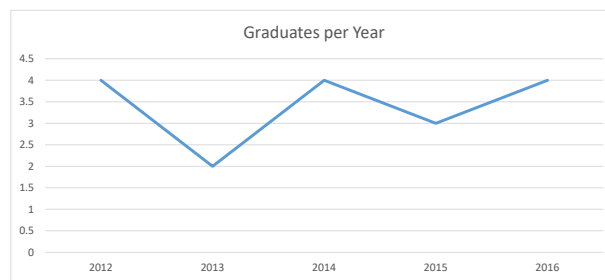
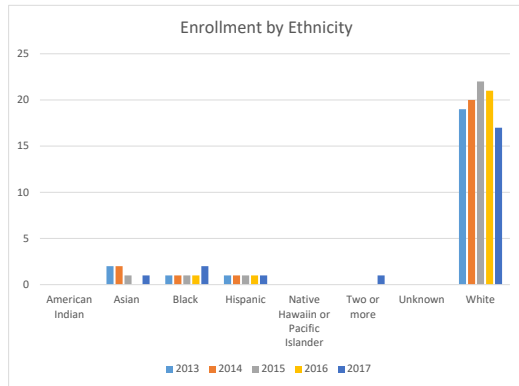
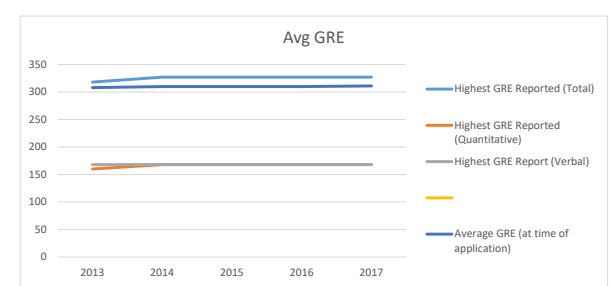
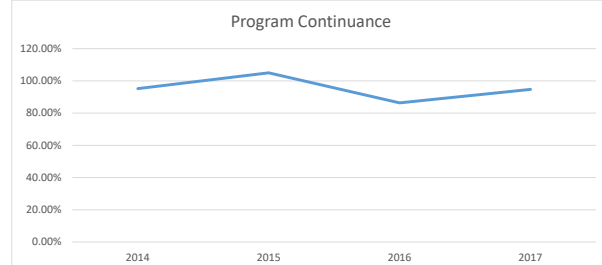
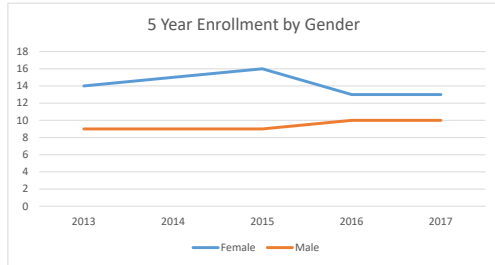
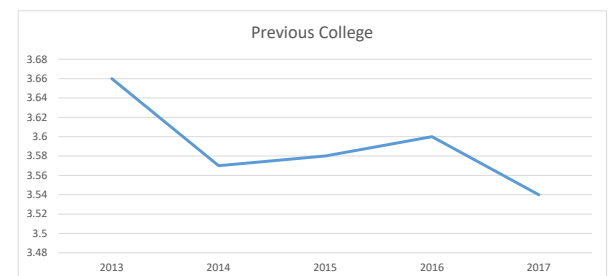
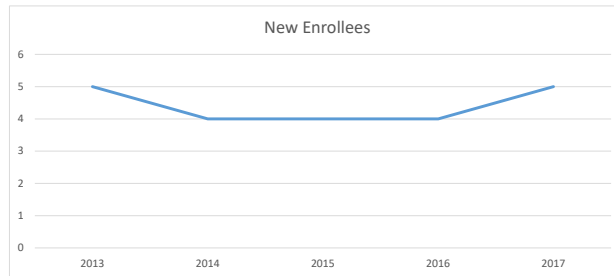
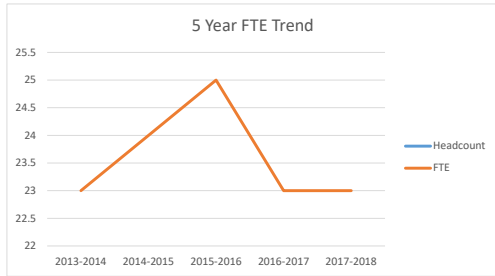
Q8.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

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.

1. We request that the program provide the Council with the revised Learning Goals along with the associated assessment plan. 2. We request a summary describing how the program addresses change and/or improvement related to assessment (e.g., alumni survey). 3. We request a follow up report in two years assessing the implementation of the plan to reduce completion time.

Neuroscience - PhD (ResGrad Prep)	Academic Year					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Full Time Equivalent Enrolled*						Left blank; not certain how to generate or if truly important for overall metrics
Headcount	23	24	25	23	23	ARGOS: Fall semester enrollment/headcount listed.
*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.						
	2013	2014	2015	2016	2017	
New Enrollees	5	4	4	4	5	ARGOS: List number of student admitted in listed year
Left Program Without Degree	2		1	1	1	Res Grad Data
	2013	2014	2015	2016	2017	
Program Continuance		95.24%	105.00%	86.36%	94.74%	14 Headcount - '14 New Enroll/'13 Headcount - 2013 Grads (formula copied from Lou's report)
	2013	2014	2015	2016	2017	
Female	14	15	16	13	13	ARGOS: Fall and Spring Composite.
Male	9	9	9	10	10	ARGOS: Fall and Spring Composite.
pull date: October 7th						
reflects all students w/ major code in Banner						
	2013	2014	2015	2016	2017	
American Indian	0	0	0	0	0	ARGOS: Fall and Spring Composite.
Asian	2	2	1	0	1	ARGOS: Fall and Spring Composite.
Black	1	1	1	1	2	ARGOS: Fall and Spring Composite.
Hispanic	1	1	1	1	1	ARGOS: Fall and Spring Composite.
Native Hawaiian or Pacific Islander	0	0	0	0	0	ARGOS: Fall and Spring Composite.
Two or more	0	0	0	0	1	ARGOS: Fall and Spring Composite.
Unknown						
White	19	20	22	21	17	ARGOS: Fall and Spring Composite.
pull date: October 7th						
reflects all students w/major code in Banner						
	2012	2013	2014	2015	2016	
Graduates by Year	4	2	4	3	4	ARGOS: Grad term data converted to Academic Year (as per Lou's reports)
Time to Completion	2012	2013	2014	2015	2016	
pull date: middle November	7.33	8.5	6	4.33	7.42	Calculated by determining semesters of enrollment based on admit and graduation terms. Number of semesters was then converted to year (# of semesters/3). Value reflects average of all grads that academic year.
reflects total time at WVU for completion of all graduates that academic year						
	2013	2014	2015	2016	2017	
Previous College GPA	3.66	3.57	3.58	3.6	3.54	ResGrad Database: GRE at time of application of those enrolled in program in Fall of listed year and Biomedical Sciences UD students who joined program in Spring semester.
	2013	2014	2015	2016	2017	
Highest GRE Reported (Total)	318	327	327	327	327	ResGrad Database: GRE at time of application of those enrolled in program in Fall of listed year and Biomedical Sciences UD students who joined program in Spring semester.
Highest GRE Reported (Quantitative)	160	168	168	168	168	
Highest GRE Report (Verbal)	168	168	168	168	168	
Average GRE (at time of application)	308	310	310	310	311	



Neuroscience Data: Admit Term and New Entrants to Program									
	Fall 2013 Enrollment		Admit Term	GPA	GRE Verbal	GRE Quant	GRE TOTAL	Notes	
	701185094 Bauer Christopher		201108	3.91	154	156	310		
	701048454 Brooks Sylvia		201108	3.87					Currently Enrolled MD/PHD
	700725363 Cavendish John		201108	3.88					Currently Enrolled MD/PHD; Admitted to PhD in 2013
	700508079 Doel Danielle		201108	3.8	152	155	307		
	700268796 Elliott Alisa		200908	3.51	152	154	306		
	700381061 Gonzalez Jimena		200808	3.64	142	154	296		
	700711481 Hansen Ruf		200808	3.875	151	155	306		
	700192613 Holcomb Paul		201005	3.45	168	157	325		
	700726381 Jackson Dakota		201108	3.44	156	155	311		
	701160088 Lucke-Wold Brandon		201108	3.83	158	160	318		
	700968108 Lurgatow Lindsay		200808	3.696	156	154	302		
	700752725 Michalowitz Lindsay		200808	3.79	152	158	310		
	701135235 Myers Abigail		201008	3.81	146	151	297		
	701195797 Olesch Erienne		201108	3.33	154	144	298		
	800052444 Petrone Ashley		201208	3.33	161	157	318		
	700999640 Rodgers Helen		200808	3.88	160	150	310		
	800071845 Sun Jiahong		201301	3.314			308		
	800076140 Tan Cong		201301	3.66	139	160	299		
	701070008 Webster Paula		201005	3.6	152	146	298		
	700608176 Wright Zachary		201108	4					
	New Admits - 2013								
	Sun Jiahong		201301						
	Tan Cong		201301						
	Quintana Dominic		201308	3.115	155	156	311		
	Turntsovskii Kiril		201308	3.8	158	159	317		
	Russell Ashley		201308	3.67	155	155	308		
				3.660869565	153.7368421	154.5263158	307.75		
	Fall 2014 Enrollment								
	701185094 Bauer Christopher		201108	3.91	154	156	310		
	701048454 Brooks Sylvia		201108	3.87					Currently Enrolled MD/PHD; Admitted to PhD in 2011
	700725363 Cavendish John		201108	3.88					Currently Enrolled MD/PHD; Admitted to PhD in 2013
	700508079 Doel Danielle		201108	3.8	152	155	307		
	700268796 Elliott Alisa		200908	3.51	152	154	306		
	700192613 Holcomb Paul		201005	3.45	168	157	325		
	700726381 Jackson Dakota		201108	3.44	156	155	311		
	701160088 Lucke-Wold Brandon		201108	3.83	158	160	318		
	700968108 Lurgatow Lindsay		200808	3.696	156	154	302		
	700752725 Michalowitz Lindsay		200808	3.79	152	158	310		
	701135235 Myers Abigail		201008	3.81	146	151	297		
	701195797 Olesch Erienne		201108	3.33	154	144	298		
	800052444 Petrone Ashley		201208	3.33	161	157	318		
	800087854 Quintana Dominic		201308	3.115	155	156	311		
	700999640 Rodgers Helen		200808	3.88	160	150	310		
	800071845 Sun Jiahong		201301	3.314			308		
	800076140 Tan Cong		201301	3.66	139	160	299		
	800084500 Turntsovskii Kiril		201308	3.8	158	159	317		
	701070008 Webster Paula		201005	3.6	152	146	298		
	New Admits - 2014								
	Anderson Raymond		201408	3.63	152	153	305		
	Hardisty Russell		201408	2.56	158	159	317		
	Petrisko Tiffany		201408	3.57	155	155	311		
	Sobinov Anton		201408	3.42	159	168	327		
				3.573695652	154.85	155.95	309.7615048		
	Fall 2015 Enrollment								
	800123976 Anderson Raymond		201408	3.63	152	153	305		
	701185094 Bauer Christopher		201108	3.91	143	145	310		
	701048454 Brooks Sylvia		201108	3.87					Currently Enrolled MD/PHD; Admitted to PhD in 2011
	700725363 Cavendish John		201108	3.88					Currently Enrolled MD/PHD; Admitted to PhD in 2013
	800090063 Clemente Jessica		201308	4					Currently Enrolled MD/PHD; Admitted to PhD in 2015
	700268796 Elliott Alisa		200908	3.51	152	154	306		
	800123977 Hardisty Russell		201408	2.56	158	159	317		
	700192613 Holcomb Paul		201005	3.45	168	157	325		
	700726381 Jackson Dakota		201108	3.44	156	155	311		
	700968108 Lurgatow Lindsay		200808	3.696	156	154	302		
	701135235 Myers Abigail		201008	3.81	146	151	297		
	701195797 Olesch Erienne		201108	3.33	154	144	298		
	800123975 Petrisko Tiffany		201408	3.57	155	155	311		
	800052444 Petrone Ashley		201208	3.33	161	157	318		
	800147871 Pylar Emily		201508	4	160	155	315		Left in Summer 2016
	800087854 Quintana Dominic		201308	3.115	155	156	311		
	700999640 Rodgers Helen		200808	3.88	160	150	310		
	800087813 Russell Ashley		201308	3.67	155	155	308		
	800124276 Sobinov Anton		201408	3.42	159	168	327		
	800071845 Sun Jiahong		201301	3.314			308		
	800084500 Turntsovskii Kiril		201308	3.8	158	159	317		
	701070008 Webster Paula		201005	3.6	152	146	298		
	New Admits - 2015								
	O'Dell Deirdre		201508	3.71	157	148	305		
	Smith Catherine		201508	3.26	155	150	305		
	Clemente Jessica		201308						Currently Enrolled MD/PHD; Admitted to PhD in 2015
	Pylar Emily		201508						Left in Summer 2016
				3.559782609	155.6	153.55	309.7142857		
	Fall 2016 Enrollment								
	800123976 Anderson Raymond		201408	3.63	152	153	305		
	701185094 Bauer Christopher		201108	3.91	154	156	310		
	701048454 Brooks Sylvia		200908	3.87					Currently Enrolled MD/PHD; Admitted to PhD in 2011
	700725363 Cavendish John		201108	3.88					Currently Enrolled MD/PHD; Admitted to PhD in 2013
	800090063 Clemente Jessica		201308	4					Currently Enrolled MD/PHD; Admitted to PhD in 2015
	800123977 Hardisty Russell		201408	2.56	158	159	317		
	700192613 Holcomb Paul		201005	3.45	168	157	325		
	700726381 Jackson Dakota		201108	3.44	156	155	311		
	701135235 Myers Abigail		201008	3.81	146	151	297		
	701195797 Olesch Erienne		201108	3.33	154	144	298		
	800123975 Petrisko Tiffany		201408	3.57	155	155	311		
	800052444 Petrone Ashley		201208	3.33	161	157	318		
	800147871 Pylar Emily		201508	4	160	155	315		Left in Summer 2016
	800087854 Quintana Dominic		201308	3.115	155	156	311		
	700999640 Rodgers Helen		200808	3.88	160	150	310		
	800087813 Russell Ashley		201308	3.67	155	155	308		
	800124276 Sobinov Anton		201408	3.42	159	168	327		
	800071845 Sun Jiahong		201301	3.314			308		
	800084500 Turntsovskii Kiril		201308	3.8	158	159	317		
	701070008 Webster Paula		201005	3.6	152	146	298		
	New Admits - 2016								
	Hader Daniel		201608	3.87	151	159	310		
	Hostetler Rachel		201608	3.25	152	158	310		
	Notan Richard		201608	3.86	156	154	310		
	Thomas Ariel		201608	3.78	159	153	312		
				3.594130455	155.6	154.3	309.85		
	Fall 2017 Enrollment								
	800123976 Anderson Raymond		201408	3.63	152	153	305		
	700725363 Cavendish John		201108	3.88					Currently Enrolled MD/PHD; Admitted to PhD in 2013
	800090063 Clemente Jessica		201308	4					Currently Enrolled MD/PHD; Admitted to PhD in 2015
	800123977 Hardisty Russell		201408	2.56	158	159	317		
	800121208 Hader Daniel		201608	3.87	151	159	310		
	700192613 Holcomb Paul		201005	3.45	168	157	325		
	800121207 Hostetler Rachel		201608	3.25	152	158	310		
	700726381 Jackson Dakota		201108	3.44	156	155	311		
	800111674 Notan Richard		201608	3.86	156	154	310		
	701206856 Newfor Davine		201508	3.98					Currently Enrolled MD/PHD
	800153637 O'Dell Deirdre		201508	3.71	157	148	305		
	800121207 Padden Daniel		201708	3.63	155	156	314		Left in Summer 2018
	800123975 Petrisko Tiffany		201408	3.57	155	155	311		
	800087854 Quintana Dominic		201308	3.115	155	156	311		
	800087813 Russell Ashley		201308	3.67	155	155	308		
	800108492 Smith Catherine		201508	3.26	155	150	305		
	800124276 Sobinov Anton		201408	3.42	159	168	327		
	800023833 Thomas Ariet		201608	3.78	159	153	312		
	701070008 Webster Paula		201005	3.6	152	146	298		
	New Admits - 2017								
	Boos Jacob		201708	3.07	146	157	303		
	Burraze Emily		201708	3.93	149	299			
	Moosley One		201708	3.23	153	308			
	Newfor Davine		201508						Currently Enrolled MD/PHD; Admitted to PhD in 2017
	Paxson Elvni		201708	3.63	162	151	313		Left in Summer 2018
				3.54441905	155.76	154.25	310.01		

Q1.1. Program Designation and Name

PHD Public Health 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

Q1.5. 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 PhD program in Public Health Sciences aims to train scientist-practitioners who can contribute to the prevention of disease/injury and engage in health promotion and practice. Its goal is to produce practitioners, educators and researchers who are skilled and can practice in these realms. They also focus on the promotion of interdisciplinary research and engagement with local communities and policy partners. This is in alignment with the land-grant mission of WVU in that the graduates of the programs can become scientist-practitioners who addresses health promotion and disease and injury specific to WV communities. Additionally, the focus on interdisciplinary research and community/local collaboration is also consistent with the land-grant mission of WVU.

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 adequate access to infrastructure 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 SPH has a large faculty- 40 total full-time faculty members. They also appear to be largely productive, in regard to extramural funding and interdisciplinary research. It is unclear how many of these faculty have time devoted to the doctoral program. There do not appear to be deficiencies in this area, I would just want to know how many faculty spend time teaching/mentoring doctoral students. However, it is clear that they have the faculty roster to support doctoral work.

The self-study indicates that this program had previously identified deficiencies in the area of assessment. However, they state that they developed an Evaluation Committee in 2013 to address this issue. They report a multi-dimensional assessment plan in their self study (p. 15), which includes assessment of student competency achievement, SPH goals and aims, alumni opinions, student and staff satisfaction, student evaluation of field sites, and faculty productivity/promotion reports. One area that is not clear is the evaluation of student competencies. The calendar on p. 15 of the self-study indicates that these are evaluated through the "livetext" software, but they do not specify how this software analyzes the competencies or the measures used to evaluate student competency achievement.

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.

Summary of improvements: Created the PhD director position- to assist with administrative issues, advising, and assessment
Created a more detailed and rigorous assessment plan Have augmented the curriculum to include more material on grant writing (at request of students) Have tried to decrease the time to completion rate by providing more funding for full time students. No recommendations for future improvement.

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

- ☐ Yes
- ☒ No

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

<u>Public Health Sciences</u>	2013	2014	2015	2016	2017
Full Time Equivalent Enrolled*		22.87	29.1	29.1	21.91
Headcount		28	36	41	29

*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014	2015	2016	2017
New Enrollees	NA	NA	NA	NA	NA

*Cannot be determined because of same major names with other programs

	2013	2014	2015	2016	2017
Program Continuance					

	2013	2014	2015	2016	2017
Female		17	20	22	17
Male		11	16	19	12
pull date: October 7th					

reflects all students w/ major code in Banner

	2013	2014	2015	2016	2017
American Indian					
Asian		3	6	6	4
Black		2	3	3	2
Hispanic					
Native Hawaiiin or Pacific Islander					
Two or more		1	1		
Unknown		1	1	1	1
White		21	25	31	22
pull date: October 7th					

reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014	2015	2016
			6	4	10

Time to Completion	2012	2013	2014	2015	2016
pull date: middle November			6.23	4.81	9.28
reflects total time at WVU for completion of all graduates that academic year					

Previous College GPA	2013	2014	2015	2016	2017
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	2013	2014	2015	2016	2017
Highest GRE Analytical Avg		598	546	547	370
Highest GRE Quantitative Avg		589	605	572	510
Highest GRE Verbal Avg		454	455	468	392

