BOG Program Review: Dean's Office Template

Start of Block: Program Overview

Q1.1
Program Review Form for Dean's Office-Initiated Program Review

Program Overview

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Q1.2 Degree Designation and Program Title

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

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Q1.3 List all associated program majors

(For example: BS Design and Merchandising majors are: Fashion Dress and Merchandising, Design Studies, and Interior Architecture)

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Q1.4 Name and Email of the person completing the self study

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

End of Block: Program Overview

Start of Block: Specialized Accreditation

Q2.1
Specialized Accreditation

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

* Yes
* No

Display This Question:

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

Q2.3 Name of the accrediting body

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Display This Question:

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

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

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

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Display This Question:

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

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

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End of Block: Specialized Accreditation

Start of Block: Mission

Q3.1
Program Mission

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Q3.2 Explain how the degree program is consistent with WVU's [mission, vision, and values](http://about.wvu.edu/mission).

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End of Block: Mission

Start of Block: Program Resources

Q4.1
Program Resources

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

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

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

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

Display This Question:

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

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

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

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

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

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

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

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

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End of Block: Program Resources

Start of Block: Faculty Composition and Productivity

Q5.1
Faculty Composition and Productivity

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

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

* Yes
* No

Display This Question:

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

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Q5.3 What is the plan for addressing faculty inadequacy?

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Q5.4 Optional Question

Is there any data related to faculty productivity that should be considered?

Examples include research productivity, student credit hour production (SCH), efficiency of existing workload, program instructional cost, program revenue generation, or other relevant data.

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Q5.5 Attach any faculty productivity data that was discussed above.

End of Block: Faculty Composition and Productivity

Start of Block: Student Success and Program Viability

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

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

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Q6.2 Provide a brief evaluation on trends in enrollment, program continuance, and program completion over the past cycle.

Program data should come from Academic Performance Solutions (APS) and may be supplemented by additional Argos reports if relevant. Contact the Associate Provost for Curriculum and Assessment for reports if needed.

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Q6.3
Please provide a brief reflection on the external demand for the program. This should reference the external competitive market as well as occupational need.

External need data should come from either JobsEQ or Lightcast and may be supplemented by additional reports if relevant. Contact the Associate Provost for Curriculum and Assessment for reports if needed.

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Q6.4 Attach external need reports here.

End of Block: Student Success and Program Viability

Start of Block: Curriculum, Assessment, and Program Improvement

Q7.1
Assessment

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

Q7.2 Provide (by attachment) the program’s evidence of student learning assessment from the past review cycle. (Additional evidence files may be added at the end of the survey in Section 9).

If the program’s evidence of student learning assessment is included in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

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Q7.3 Provide a brief summary of how the program has improved over the cycle.

If program improvement is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

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End of Block: Curriculum, Assessment, and Program Improvement

Start of Block: Supplementary Evidence

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

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

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

End of Block: Supplementary Evidence

Start of Block: End of Survey

Q9.1
Thank you for completing your West Virginia University Board of Governors program review. You may now submit the survey and your BOG program review will be passed on to the Undergraduate or Graduate Council.

End of Block: End of Survey