

WVU Board of Governor's Program Review

Graduate Program Reviews

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WVU Board of Governor's Program Review

Executive Summary – Academic Year 2019-2020

Graduate Programs

- 39 programs were reviewed
- 27 were continued at the current level of activity
- 9 were continued with specific action
 - 4 actions were assigned to assessment of student learning
 - 4 actions were assigned around enrollment, persistence, and completion
 - 1 action was assigned around adequate faculty and facilities
- 3 were recommended for discontinuance

Specific Actions Assigned

- Certificate in Clinical and Translational Science: recruitment and marketing plan with target enrollment: report due by Dec. 2020
- MS Parks, Recreation, and Tourism Resources: recruitment and marketing plan with target enrollment: report due by Dec. 2020
- PhD Music: recruitment and marketing plan with target enrollment: report due by Dec. 2020
- MA Musicology: recruitment and marketing plan with target enrollment: report due by Dec. 2020
- DMA Music: faculty and facilities issues: report due by Dec. 2020
- MA/PhD English: assessment: report due by Dec. 2020
- MFA Creative Writing: assessment: report due by Dec. 2020
- MM Music: assessment: report due by Dec. 2020
- PhD Pharmaceutical and Pharmacological Sciences: assessment: report due by Dec. 2020
- MS Reproductive Physiology: discontinued
- PhD Reproductive Physiology: discontinued
- MS Dental Hygiene: discontinued

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

DDS in Dentistry

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 Dentistry aligns with WVU's mission. Its mission is to promote a diverse and dynamic learning environment that addresses the and future oral health needs of the citizens of West Virginia and beyond by providing an oral health center committed to excellence and innovation present in education, research, patient care, service and technology. The School of Dentistry is currently undergoing the process of strategic planning for 2020 and beyond.

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

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

There have been some issues access to adequate physical infrastructure. The facilities scheduling software, 25Live, is sometimes inadequate to arrange for rooms in the Health Science Center that are ideal in size for testing purposes. The dental school is undergoing plans for renovation. Many of the clinical areas have not been updated since the inception of the school in 1957. In addition, two of the three postgraduate programs at Suncrest Towne Center are slated to return to the Health Sciences building and will require major renovations to accommodate them. Plans to start a graduate specialty program in Pediatric Dentistry are also underway and will require a renovation to the existing floor plan to include surgical suites for children.

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.

Numerous searches are conducted to address vacancies. Succession planning has been a priority to deal with potential retirements over the next 1- 5years. Currently, there are only 35 full-time faculty responsible for all programming in the dental school. University and State support are needed to increase the number of funded faculty lines. The composition of clinical track verses tenure track is approximately 20:15. Fifteen of the 35 faculty are full professors. The issue of funding additional faculty lines continues to be of great concern. Faculty scholarly activity is increasing with over 70 manuscripts, journal articles and texts/chapters published. This averages to five (5) contributions per TT faculty. 16 grants were secured from 2015-17 totaling over \$8M. Students are required to complete a research project and present their findings at several professional venues. In addition, all of the postdoctoral programs require a thesis. Service is a strength and all faculty and staff excel in this area. Students are required to complete a minimum of 100 hours of service during their four years of study. Most exceed this amount. In addition, the curriculum requires a minimum of six weeks providing care in a rural community in West Virginia. Relative to courses taught, 35 faculty are responsible for teaching 49 didactic courses, 20 of which include a lab and 11 clinical courses.

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.

Admissions statistics for the WVU DDS program is consistent with the nation, demonstrating a slight decline in overall applications. The total number of applicants far exceeds the number of positions in the class. Currently, 48 students are admitted annually resulting in slightly over 20 applicants for each position in the class. Of more concern, is the decrease in qualified applicants from West Virginia. Due to a large number of applications and limited class size, qualified West Virginia residents receive priority consideration, and outstanding nonresident applicants are also considered. Residency status is determined by the WVU Office of Admissions. Nonresident applicants generally have earned a GPA of \geq 3.75 and DAT scores of 19 or above. The DDS program class size was decreased from 60 to 48 in 2015. The class size was lowered due to the limited clinical infrastructure and insufficient faculty to supervise students during direct patient care activities. The mean on-time graduation rate is 96%. Students do well in the Van Liere research convocations and other national competitions. Our curriculum surveys for graduating seniors in 2019 indicated that 95% of graduates are satisfied with the dental education they received. Relative to job placement, 100% of graduates who wish to do so, find associate positions in private dental practice.

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 were no identified unaddressed issues in the accreditation self-study.

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.

Several courses within the DDS curriculum have been added or modified to address current trends in the dental and health science professions. The interprofessional education (IPE) curriculum has become more robust and first year dental students have a course on wellness that houses the IPE initiative. In addition, a course in pain and anxiety control was added to partially address the opioid addiction issue; thereby preparing students to identify alternative treatments to address pain. Assessing students utilizing a case-based approach continues to be a focus to prepare students for practice and the written national board examinations. Smoking cessation has also become a strong component of the dental curriculum and students are prepared to serve as tobacco counselors in the clinical setting. The course in esthetics has changed from a one-credit to a two-credit course due to the advancements in technology, methods and materials in dentistry. Consistent with advancements in dentistry, students are also being trained in lasers, implants and Botox administration. The most recent self-study data indicate that 100% of graduating students feel either "very prepared" or "prepared" by their dental education.

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

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

DMA Music

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.

Faculty have provided an explanation of how the program aligns with the WVU mission, vision, and values. The School of music mission statement clearly aligns with the university. The faculty could have been more specific on how the individual program of DMA aligns since the statements provided seem to be about the overall school of music

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 they do not have adequate technical support and that they do not have adequate library or personnel. The program review reports that they have trouble finding classroom space for core courses which is concerning. they also report that practice rooms are inadequate and that they do not have a general use computer lab in the building. They report that faculty and students are having to use their own equipment. In addition, it is reported that the School of music does NOT have adequate recital, rehearsal, or practice space. They are requesting a building expansion to support CURRENT students which is very concerning.

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 review for DMA reports that they do NOT have adequate faculty. They report that strain on faculty means that we cannot offer specific grad level courses. The School of Music reports that they are using adjuncts to deliver REQUIRED courses and applied study and GAs for core music courses. They report a lack of diverse course offerings.

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.

This section is underreported with no numbers so truly unable to assess or evaluate

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 assessment plan reports that students are assessed at the beginning of study and throughout. Students are assessed each semester, through GA evaluations, through performance juries, and admission to doctoral candidacy after QE. Students must complete a recital and research block. The School of Music reports that it currently does NOT have a formal mechanism for post-graduation assessment but that it uses an exit survey by the CCA. They do report that a database of student activities is maintained. The evidence of assessment is limited and it is not mapped to course ELOS or program objectives.

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 that in the past 5 years, faculty have clarified courses for degree fulfillment, and reports that there are 'more' conferences taking place at CAC and that Jay Chattaway has strengthened composition studio enrollment. The changes were faculty initiated, not through a formal assessment process.

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.

By December 15th, 2020, submit a plan to address issues pertaining to having adequate faculty and facilities for the program moving forward.

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

DNP Nursing

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 WVU School of Nursing was authorized by an act of the West Virginia Legislature in 1951. The school maintains both a statewide and global presence. In addition to its many students and alumni, the School maintains a statewide presence through student and faculty presentations at state and regional conferences and the West Virginia Legislature Nurse Unity Day; annual representation at the West Virginia State Fair, and many others. The program and school conform nicely to every aspect of the University's mission, vision, and values.

2.1. 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.

All aspects of the program's infrastructure appear to be in excellent shape.

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

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

Faculty teaching in the DNP program are primarily non-tenure track faculty (58%); 42% are tenure-track faculty. The non-tenure track faculty are assigned to the Teaching and Clinical tracks. There are four Teaching Assistant Professors, two Clinical Assistant Professors, and four Clinical Associate Professors. Brief excerpt from self-study (see p. 26-31). Also note that at the time of the self-study, the MSN and DNP Programs were combined, and DNP faculty included all faculty teaching in the BSN-DNP Program. According to their self study: "Of the 32 faculty who taught in the DNP program in academic year 2017-2018, 10 held PhD degrees, 14 held DNP degrees, one held a Doctor of Health Education degree and one held an EdD." DNP- prepared faculty coordinate, teach, or co-teach most courses. Additionally, see attached document: DNP and MSN Faculty, Courses, Credentials.

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

- ☒ Yes
- ☐ No

Q4.3. 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 DNP student headcount generally ranges from 14-15 annually. Admission totals for the DNP program remain relatively consistent (~6/year). The demographic profile of DNP students is not widely diverse regarding gender and ethnicity. In 2018, 86% of DNP students were female. Additionally, 100% were white. This is comparable to years 2014-2017. There has been a slight increase in male student enrollment from one in 2014 to 2-4 in the years 2016-2018. The student demographics regarding gender are consistent with that of nurses nationally (90.9% female; 9.1% male). With regard to ethnic diversity, the majority of the DNP students are from WV (95%). The ethnic profile in WV is 93.5% white; therefore, the student profile reflects the the state profile from where the majority of the students reside. The School of Nursing recognizes other aspects of student diversity, including socioeconomic status, rurality, and first-generation college enrollment. The school has attempted to increase the diversity of its student body. As examples, the SON Diversity Committee is quite active in the HSC, and it has been a model for bringing all campuses, levels, and roles together for diversity initiatives. The DNP Program is online, and faculty are trying to recruit more out-of-state and international students. Time to degree completion averages to just under four years. GRE/GPA scores were solid for each 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.

The program's accrediting body -- Commission on Collegiate Nursing Education (CCNE) -- requires that "... programs show assessment and achievement of program aggregate goals (graduation rates, certification rates, etc.) and program-level student learning outcomes." The only modification to the program involved a task force was formed by the School of Nursing to better differentiate the BSN to DNP program into distinct MSN and Post Master's DNP programs. The two distinct programs were presented to (and approved by) the MSN/DNP Curriculum Committee, the school's Graduate Faculty, and WVU Faculty Senate. The distinct programs were offered beginning Fall 2019.

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 two major initiatives that will begin in the spring or summer semester of 2021 for all School of Nursing programs. The aim of these initiatives will be to involve administrators and faculty in a review and revision of the formal SON Evaluation Plan and program assessment plans. The plans are comprehensive, but faculty at the school believe they can be improved in focus and efficiency and that all faculty will benefit from a thorough review. Additionally, the accrediting agency plans to change the professional standards and accreditation standards in 2020 and 2021, respectively. The Associate Dean of Academics, program directors, and curriculum committees, with faculty input, will evaluate all aspects of the curriculum from mission and program outcomes to course assessments, rubrics, and test blueprints, offering faculty development opportunities throughout the process. In addition, the school's Evaluation Plan will be revised to mirror the newest version of CCNE accreditation standards. The intended timeline for completion is one calendar year, depending on the resulting changes.

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

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

M.A. Communication Studies

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 program aligns with WVU mission, vision and values. The MA program in Communication studies mirrors the Department's mission statement, which is to provide students with an education that prepares them to be competent communicators at both theoretical and applied levels. The Department is dedicated to developing students to become productive members of the workforce by immersing them in a learning environment that stimulates students' intellectual curiosity through the provision of purposeful and authentic assignments, projects, and interventions. These assignments, projects, and interventions focus on students' exploration of real-world problems that often require them to develop communication-based solutions to these problems.

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.

For the most part. Faculty turnover has been an issue over the past five years. Since the last report cycle, one faculty member has retired and six faculty members have left the Department to seek employment elsewhere. Only three of those seven positions have been adequately filled and two of those three are filled with temporarily funded Assistant Professor positions. By the review, the Department needs a minimum of two additional tenure-track faculty positions to be filled within the next two years. Otherwise the department may face the risk of being unable to fulfill its duties in teaching.

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.

Overall faculty productivity is high and solid in the Department. Graduate faculty in Communication studies typically teach 2 courses per semester or four per school calendar year, and Program Coordinators, Advisors, etc teach three courses over each school calendar year. Although teaching loads are fairly high, research and service productivity is high or very high at the Departmental level. Average number of publications per faculty during the reporting cycle was 28.15 and three senior faculty members were reported as being in the top 1% nationwide of published scholars in the field of Communications studies. In addition, several faculty serve on editorial boards in their field and provide service to the WVU community.

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.

New enrollments have gradually increased over the course of the reporting cycle with 52 students being enrolled in 2015 but 68 in 2018 although the peak enrollment was in 2017 with 78 new students. Prior college GPA has remained largely consistent around 3.2, and time to completion has also remained consistent at slightly under 2 years although some fluctuations are evident in that trend that are explained in the report by cohort differences. GRA trends are 100 points lower in 2018 compared with 2014 although they remain solid. Student social profile is 70%+ Caucasian and has been for the entire period. Females remain ~60% of the student body. Student success has largely been assessed via employment post graduation which the department follows and reports to be consistently high or very high. As reported, around 95% of those students who graduate with a Communication Theory and Research Area of Emphasis find employment within six months of graduation, and almost all of the students who graduate with either a Communication in Instruction Area of Emphasis or Corporate and Organizational Communication Area of Emphasis already are employed upon graduation.

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 is no formal assessment plan in place for the M.A. program. The Department has instituted a series of three assessment practices that are completed regularly as a way to assess M.A. student progress. These assessment practices act as a mechanism through which the six program learning outcomes are indirectly assessed. First, all students enrolled in the M.A. program are advised by the respective Area of Emphasis's Graduate Studies Coordinator for the duration of their time enrolled in the program. Doing so provides all students with consistent and frequent contact with one advisor who knows the program requirements; it also enables students to develop a professional, working communication relationship with their advisor that facilitates question asking, information sharing, and problem solving. Second, all M.A. students take a capstone course in their respective Area of Emphasis. This capstone course is intended to have students reflect on the role that Communication Studies plays in their academic and professional lives, with a particular focus on how the degree program is relevant to their intended vocational and organizational choices. Third, all M.A. students participate in a culminating academic experience that requires them to marry what they have learned from the program into one final deliverable.

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 MA Program in Communication Studies appears to be thriving well although some challenges remain, mainly around recent faculty turnover which will need to be addressed. The present shortage is two tenure-track positions. With regards to current areas, the Communication in Instruction Area of Emphasis is on hiatus, due to decreasing enrollment, market saturation, and prospective students' preference for earning a master's degree in their content area rather than Communication Studies. This AoE will continue to be in hiatus until the department determines a more appropriate and financially viable approach to this particular AoE. The Corporate and Organizational Communication Area of Emphasis was moved to an online format in 2016 as a way to attract a greater breadth and depth of student as well as to expand the program beyond West Virginia residents. This Area of Emphasis appears now to be doing well as an online only program. No other changes have been made to the AoEs in Communication Studies during this reporting cycle.

7.1. 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

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

Master of Arts in Counseling

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 mission of the program appears to be aligned well with the land grant mission of WVU. In their self study they state their mission is to "focus on the preparation of competent and ethical entry-level clinical mental health and school counselors to work in a variety of settings within the state, region, and country." Additionally, they note in their review documents that they train their students to focus on the "well-being of West Virginia citizens," with attention to specific elements of diversity and advocacy at the micro and macro levels.

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 notes that they need another faculty member in order to meet accreditation standards and that they need an on-campus Counseling lab with two-way mirrors and recording equipment. They note that a search is underway to hire a new faculty member. There is not a plan to address the counseling lab, but this does not appear to be a "critical" infrastructure need at present.

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 3 tenured faculty (associate professors) and 1 non tenured faculty (teaching instructor). They would like to add an assistant professor position starting in August 2020 (a search is underway). All faculty appear to be productive in regards to teaching, service, and scholarship. All tenured faculty have 3-3 teaching loads (4-4 for non-tenured), many engage in service to local school districts and licensure boards, have significant scholarly activity (publications and presentations).

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

☐ Yes

☒ No

Q4.2. What was inaccurate?

Time to completion for the program is not included in the catalog pages.

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 enrolls between 25-28 students yearly, which fits within the faculty/student ratio allowed by its accrediting body. They report a graduation rate of over 90%. About 75% come from WV or surrounding states and the majority are White females, although they do try to recruit diverse individuals. The majority of students have an undergraduate GPA of 3.2 or above and an average GRE score of 290 and above. 90-95% of students finish the program in 2 years. They boast several student successes, including alumni in the College of Education and Human Services Hall of fame, some who are presidents of divisions of the American Counseling Association, and some who have appeared on national TV.

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 comprehensive assessment plan. First, they assess students on multiple dimensions at multiple time-points during the program on core competencies related to the program. These include practice competencies (e.g., group work, counseling, social and cultural diversity, research), and general aspects of professionalism (e.g., integrity, professional responsibility). They are rated on these dimensions as unsatisfactory, emerging, proficient, or distinguished. Additionally, recent graduates are surveyed as well as site supervisors and employers to gather follow up data regarding their experience in the program and suggested modifications. It is not clear whether they asked about job placement/licensure and other outcomes post- graduation in this survey, as the survey was not included in the self-study attachment.

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.

Perhaps to gather data from graduates regarding post-graduation outcomes if not already. Otherwise, no suggestions.

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

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

MA Music Industry

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.

This program aligns very well with WVU's mission as evidenced by supplementary documentation provided by the program that maps various characteristics of the program onto specific Goals and Objectives as outlined in the West Virginia University 2020 Strategic Plan.

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

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

The program reports no significant issues regarding access to infrastructure during the review period.

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

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

The program reports adequate faculty to meet the mission of the program. This assertion is supported with documentation showing graduate faculty distributions by faculty rank and tenure status. Presently, the music industry programs have two full time faculty (Darko Velichkovski and Joshua Swiger) – a Teaching Associate Professor and a Visiting Teaching Assistant professor, respectively – plus two GAs, and they plan to continue with the practice of using qualified adjunct online instructors for the MA program, as needed. Only one faculty member, an online adjunct instructor, is qualified by means other than their academic credentials and this faculty member has extensive relevant industry experience.

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.

Throughout the last 5-year period, 28 students have been admitted to the program, at the pace of 5-6 per year: 5 in 2015, 5 in 2016, 6 in 2017, 5 in 2018, 6 in 2019, and 1 for upcoming Spring 2020. The program reports no negative trends with the enrollment and the headcount, and consider program size of the program to be not only viable, but advantageous as well, because it allows us true one-on-one faculty-students connection, communication and interaction. The average undergraduate GPA of the 28 students who were admitted to the program throughout the last 5-year period is 3.2. All the students had strong academic and/or professional recommendations, and/or strong previous experience in the music industry field. The program sees no negative trends here. Of the 28 students who were admitted to the program throughout the last 5-year period, 14 have graduated, 2 have dropped out, and 12 are currently actively participating in the program (of those currently participating in the program, 1 student is slated to graduate at the end of this semester (Fall 2019). The average time to graduation is 23 months. Most of the graduates of the program are gainfully employed and/or are successfully participating in the music industry field as professionals. Specific examples are provided.

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 utilizes a number of direct and indirect assessments throughout its structure, aligned with and relevant to its outcomes. Direct Assessments: Students are assessed on a weekly basis in all the courses to determine their development and proficiency related to the relevant program outcomes (and course outcomes) for the course, through the following types of assignments: discussion board, journals, blogs, projects, and quizzes. Indirect Assessments: Course level student evaluation surveys (SEI) for all the courses and Post-program student survey. Data show all the assessment findings in this cycle are positive, showing that the program and its courses are effective and delivering as planned, meeting all the objectives, and the program identifies no negative trends.

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 eliminated two courses from the initial program's curriculum: Online Music Industry and Non-Profit Music Industry. The reason for this change was that the online dimension of the industry would be more thoroughly and efficiently covered throughout the program's curriculum and not just through one course, as virtually every facet of the music industry – live, recorded and publishing - has an online component. In addition, and using similar reasoning, it was also decided that instead of covering the non-profit music industry topics and issues in one course, those could be covered throughout the curriculum where the non-profit music industry subject matter is relevant and applicable. Since the areas and the matters covered by those two courses were not eliminated, but have been redistributed throughout the curriculum, this change has not affected the program outcomes.

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

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

Master of Arts Musicology

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 provides the WVU mission statement, College of Creative Arts mission statement, and School of Music mission statement but does not explain how the degree program is consistent with these missions and values. I suggest that the program provide some additional specific information regarding its alignment with and support of these mission statements.

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 significant issues with the following: Accommodations: Some of the performance spaces in the CAC are accessible via short stair cases. Since the last BOG review, the CAC has installed elevators to provide access to wheelchair or mobility-impaired students. Scheduling classes: Difficulties in finding classroom space for our core curriculum classes and practice rooms are inadequate to serve the needs of the students. Technological needs: WiFi in the CAC has improved throughout the building over the past 5 years, with still some spots that have inconsistent coverage. There is no general use computer lab in the building. Equipment in classrooms needs to be updated to modern expectations and equipment in the recital hall needs to be updated to provide better collaboration with contemporary performance practices. A modern computer and projection system that does not require a large console on the performance stage is needed. At the present time, equipment needs are filled by students and faculty using their personal equipment, which is not sustainable. The program suggests a building expansion is needed to support current enrollment and to permit expansion of the student population.

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 suggests that additional full-time tenure-track faculty are needed to serve the demands of degree programs, especially in music theory, musicology, composition, ensemble oversight (particularly in choral area), and some performance areas, notably voice performance. Some of these needs are a result of faculty line openings (through retirement) that have not been subsequently filled and some of these needs are due to the increase of demands on faculty as a result of growth in enrollment. Some faculty in the SOM do not have terminal degrees in music (DMA or PhD); they meet the requirements of the SOM as a result of equivalent professional experience in the field of music performance or through successful teaching in higher education.

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.

This program was created in 2016 and since then there has been steady increase in applicants and the program currently supports between 2 and 5 students enrolled in the degree. The program reports no negative trends in enrollment. Students in the MA in Musicology typically graduate after 2 years of study; some students take longer due to adding the MA to an existing degree program (typically the MM in Performance). Evidence of student success was provided in the form of information on MA student activities taken from FEPT faculty reports.

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 MA in Musicology was created during this review cycle. One of the significant changes to this program has been addition of a new course to address the need for pedagogical training in the area of Musicology; MUSC 671 Pedagogy of Musicology has been added to the curriculum as a requirement for the MA. At this time, the School does not have a formal evaluation tool to gather evidence of success, so the program is unable to report changes to the program as a result of assessment practices. The program states that a more thorough assessment plan will be in place as the Graduate Studies Committee commits to creating an evaluation instrument for use at the time of graduation and following students beyond graduation.

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 primary improvement involved changing from a Master of Music in Music History to a Master of Arts in Musicology. This change was championed by the Musicology faculty, with emphasis on meeting the demands of the current profession rather than maintaining a stagnant music history degree that attracted few students. Increased enrollment in the MA, and student success as presenters, authors, and applicants to terminal degree programs suggests that the degree is both attractive and successful. As noted above, a more thorough assessment plan is being developed to evaluate students at the time of graduation and beyond. The council recommends clarification of how the program aligns with WVU's mission, vision and values, attention to facility and faculty resource concerns, and the continued development of a more thorough assessment plan.

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.

By December 15th, 2020, resubmit section Q3.2 providing clarification of how the program aligns with WVU's mission, vision and values By December 15th, 2020, submit an assessment plan that explains how the program will assess its learning outcomes within the program (direct assessment) and follow-up on post-graduate outcomes as well. By December 15th, 2020, submit a recruitment and marketing plan with target enrollment to be reached by fall 2022.

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

MA English; PhD English

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.

This program aligns with WVU's commitment to diversity and inclusivit. Their courses require student to read texts by diverse authors and focus on examining the role of language in justice.

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

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

The program has adequate and accessible infrastructure resources.

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.

Since 2014, the department has lost nine members which limits the diversity of graduate course offerings and increased the amount of service on PhD Dissertation Committees for many faculty members. However they have recently hired four Assistant Professors. They have received funds for a new endowed chair from the Gaziano family of Charleston, WV, and we will attempt to hire a Full Professor to fill that position beginning Fall 2020. Of the graduate faculty in Literature and/or PWE who remain in the department, nine Associate Professors were promoted to Full (with two more under review this year). Productivity includes: Two Eberly Teaching Professorships. Two Eberly Outstanding Teacher Awards. 8 books 88 articles in peer-reviewed journals or collections between 1/1/2015 and 8/15/19 (this figure does not include encyclopedia articles and other short publications). 11 books or special issues of journals External grant funding of over \$1.3 M,

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 number of enrolled students was: 2015: 5 MA, 5 PhD 2016: 2 MA, 5 PhD 2017: 7 MA, 1 PhD 2018: 8 MA, 5 PhD 2019: 6 MA, 5 PhD Number of applications reflect national trends. Applicants fell to a low of 38 in 2016 but rebounded to 60 last year. they have been able to enroll a full cohort of PhD students every year but one. To address enrollment issues they have implemented new options for admissions. 1) a "Direct-to-PhD" option for applicants without an MA. Students accepted for this option still do the work required for an MA first, but then are given the option of entering the PhD program without having to reapply. Additionally they have focused advertising to potential applicants around four areas of teaching and research emphasis: Environmental Humanities, American Studies, Writing Studies, and Appalachian Studies.

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 of PhD student's learning two forms. 1) The quality of students' Proseminar Exams and Dissertations. 2). faculty discussion of their observations of student work and behavior when we meet in the , the Literature and Cultural Studies Committee, and general faculty meetings. Graduate Program Committee resulted in the department's decision to change the Proseminar Exam to a Portfolio Exam and to alter the structure of the Book List (Qualifying) Exam. In all five years of assessment, students met expectations in 680 and 782, with the exception of one student who withdrew from 680 for personal reasons. PhD dissertations in this cycle were also generally strong, with many praised as excellent or outstanding by their committees. That said, there doesn't seem to be a formal mechanism of assessment that ties these measures to the learning outcomes in a way that could lead to meaningful curricular change and the assessment of the program is more or less limited to these practices. The most significant changes were the replacement of the Proseminar Exam by a Portfolio Exam and the reconfiguration of the Book List (Qualifying) Exam. Both exams were altered to help students decide on their dissertation project earlier in their degree work.

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

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

In the Fall 2019 semester, the Graduate Program Committee discussed breadth requirements for the MA. Given losses in tenure-track pre-1800 faculty (which are not slated to filled with new hires) and the expansion of our discipline to include global Anglophone literatures students might be better served by breadth requirements that focus on methodologies or literary traditions beyond national categories. It was decided that the Literature faculty as a whole should discuss possible alternatives to current breadth requirements. This meeting will take place in the Spring 2020 semester

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

Since 2015, PhD students have published 33 articles in peer-reviewed journals or collections. Graduate students presented 91 times at national conferences. One student received the College English Association's award for Outstanding Graduate Student Paper. These totals do not include the majority of PhD student publications and presentations in 2018. Of the 27 students who received their PhDs, since May of 2015, 25 are employed full-time in education including 4 tenure-track positions, positions in administration and advising, and non-TT but renewable teaching jobs. The two doctoral students received quality positions at The Nature Conservancy and the Department of Justice. MA students have been admitted to prestigious PHD programs. Together, the graduate faculty published over 88 articles in peer-reviewed journals or collections, most of these single-authored. If a book as the equivalent of five articles, average output is about 6 articles published per faculty member during the review period. This figure does not include editing work, authorship of reviews, encyclopedia articles, or "public-facing" essays in popular media. They received external grant funding of over \$1.31 million. Impressive given that it is highly unusual for Humanities department to receive significant funds from grants. However, there is no external evidence provided for distinction so we cannot recommend the program for Program of Excellence.

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

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

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

Examples of reports back to the Council often may:

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

By December 15th, 2020, submit an assessment plan that formalizes how existing practices will be meaningfully tied to the program learning outcomes. The program should also consider more formalized post-graduate assessment.

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

MA Professional Writing and Editing

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 M.A. in Professional Writing and Editing (PWE) represents WVU's mission to deliver high-quality education and exemplifies curricular innovation by being mindful of the needs of local, regional, and nation community partners and employers. The PWE program developed in part as a response to the national demand for professional and technical writers. The Bureau of Labor Statistics tracks the occupational outlook and other data for technical writers and the field is projected to grow 8% through 2028 or "faster than the national average." The M.A. in PWE is designed to prepare students to be valued contributors in rapidly changing work environments. PWE graduates work in a variety of corporate and educational settings, including science and engineering firms, nonprofit and government organizations, colleges and universities, and hospitals and clinical environments. PWE graduates do more than simply translate complex, technical information into easy-to-read prose. Professional writers bring a variety of skills to workplace settings, from designing print and digital documents and managing large-scale writing projects to collaborating with co-workers in other professions on grants or proposals. Professional writers can assess the information needs of audiences from different languages and cultural backgrounds, and analyze how written texts circulate through the organizations in which they work.

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

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

The program has adequate and accessible infrastructure resources

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.

In the last five years the program has lost several key faculty members. The program hired Dr. Erin Brock Carlson last year and she is proving to be an outstanding addition to the PWE faculty and will likely make an excellent coordinator in a few years. Next year, the program will be searching for a named professor in writing studies, the first such professor in the program thanks to a newly endowed Gaziano Family Legacy Professorship. Faculty members affiliated with the department's Center for Writing Excellence and who teach graduate-level PWE courses are among the most productive in the Department of English. All members are active across a variety of professional organizations and their affiliated conferences. Dr. Singh-Corcoran recently served as the President of IWCA and Dr. Brian Ballentine is an elected member of the Board of Directors for IEEE ProComm. Over the past five years faculty in the program have collectively published numerous peer-reviewed book chapters as well as articles in the top journals in their fields such as Communication Design Quarterly, Journal of Medical Humanities, Journal of Technical Writing and Communication, Technical Communication, Technical Communication Quarterly, Rhetoric Society Quarterly. Faculty members have received grant funding from the West Virginia Humanities Council and participated as co-PIs on an NEH Planning Grant.

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 M.A. in PWE is the youngest (2005) and smallest of the Department of English's graduate programs. The PWE program is allotted three Graduate Teaching Assistantships (GTA) each academic year. In addition, the program also has students with Graduate Assistantships (GA) funded by the WVU Press, Information Technology (ITS), Eberly College research and grants office, and the university library. The enrollment in the program has not changed over the last five years with a total cohort of approximately six to eight students at any given time. The program ranges from 10-13 applications a year. The program is aware of the small enrollment and plans to do more program promotion and advertisement. For example, the program has recently increased their GTA stipends to distinguish themselves from their regional competitors at Pitt, Carnegie Mellon, and Virginia Tech. Students in the program remain mostly regional with the occasional international student.

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 internship (English 610) serves as a major assessment mechanism for the program. At the mid-point and end of the semester, site supervisors complete student evaluation forms that rate students as poor, average, good, or excellent. In addition, the PWE curriculum is designed to provide instruction that promotes learning outcomes and assesses students' proficiency with these outcomes. Programmatic outcomes are assessed based on graduates' abilities to obtain jobs within the broad field of professional and technical writing. The most relevant assessment data that has come back to the program relates to goal 5: "Acquire a practical and theoretical understanding of workplace dynamics including client relations and project management skills." The assessment feedback received on "Initiative" and "Adaptability" is key to helping students adjust to shifting workplace environments. Exit survey and alumni survey were not mentioned in the program's assessment.

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

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

The biggest change to the program has been the addition of two split-level courses (ENGL 407/507 The Writing of Health and Medicine and ENGL 408/508 ENGL 508: Rhetoric and Science), which fits well with the MA in PWE program goals and provides graduate students with instruction in the growing areas of scientific and health communications. Because these courses were recently approved in 2018, they have not factored into the larger program assessment but will be included as the program started to offer them on a regular rotation in the spring semester.

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

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

Medicine, MD

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 mission of the program has clear connections to and is consistent with the mission and values of WVU, specifically "advancing education", "providing healthcare and prosperity for all", and "leading transformation through local and state engagement". The School of Medicine (SOM) mission notes: "The West Virginia University School of Medicine is a connected community of students, teachers, staff, practitioners and researchers who value health and wellness. We support a culture of purpose, accountability, honesty and gratitude that prepares our learners to be resilient and confident as they care for people, conduct research and transform lives." The educational experience created by the SOM results in practitioners who are well equipped to solve the diverse and ill-structured problems across society including in West Virginia. Students complete the first two years of the curriculum in Morgantown and the third/fourth years on the Morgantown, Charleston or Eastern (Martinsburg) campus, giving their student body the chance to positively impact a broad range of the state's population. Graduates contribute to the uplift and prosperity for the people of WV with training in community based medicine and an expectation to serve. Students must also complete more than 100 hours of community service before graduation.

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 SOM Program Overview does not state any current significant issues with resources. One finding concerning "Providing students with accommodations" was reported in 2015 by the Liaison Committee on Medical Education (LCME) accreditation body. This finding detailed a lack of consistent student observations and assessment, consistent academic advising, career counseling, relaxation space specifically for medical students on the Morgantown campus. A SOM progress report was issued on August 2016 and a follow up letter from the LCME showed that the SOM acted accordingly to resolve these issues and is currently in compliance with LCME standards.

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 SOM Program Overview identified no issues as it relates to faculty teaching. It states that the SOM has hundreds of faculty educators across the three clinical campuses of Morgantown, Eastern, and Charleston. There are 37 core faculty members at the Morgantown campus. These educators have dual roles serving as educators and as clinicians and provide service through the clinical mission and many are biomedical researchers in the health sciences. The composition of this core faculty is made up mostly of faculty at the Professor (7), Associate Professor (11), and at the Assistant Professor

(12) rank. There are also two Teaching Professors, two Teaching Associate Professors, one Clinical Associate Professor, and one Clinical Assistant Professor. The report makes a point to include language about faculty members having sufficient protected time for their educational roles. The WVU SOM Guidelines for Faculty Appointment, Promotion, and Tenure was carefully examined to ascertain the extent faculty members understand their role in and qualifications for the education mission. The report states that between January 1, 2015 and May 31, 2017, up to 51 journal articles were published, three book chapters, one book and one manuscript. These faculty received \$6.96 million through fifty different grants and logged 191 instances of University Service, 40 assessment activities, 23 public service activities, and 52 instances of professional service.

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 report shows a jump in applicants from 3,411 in 2014-2015 to 5,300 applicants in 2018. Out of state applicant numbers are higher (5,000) than in state applicants (226). Enrollment remains consistent at an average of 112 for the first-year class, 73 in-state and 39 out of state students. Enrollment has an average of 420-435 students, with a similar number of students who identify as male and female. The program shows predominantly students who identify as white, students who identify as Asian and Hispanic being the next two largest demographics. Because of the land-grant mission, the admissions process prioritizes the acceptance of in-state residents and students with ties to the state. There is a difference between the GPA scores recorded in the written report and the downward GPA scores that appear in the spreadsheet. Time to completion remains steady at 4 years. \ In the 2019 Graduation Questionnaire survey conducted by the Association of American Medical Colleges, 97.6% of WVU's graduates indicated they "agree" or "strongly agree" with the statement, "Overall, I am satisfied with the quality of my medical education" which puts the WVU MD program above the 90th national percentile for educational satisfaction. 97.7% agreed or strongly agreed with, "I am confident that I have acquired the clinical skills required to begin a residency program." By graduation, nearly all students entering the National Residency Match Program obtain a residency position on July 1.

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 MD Degree Curriculum Committee oversees and monitors the curriculum and the Curriculum Inventory Management Subcommittee oversees the data collection and analysis of curricular content, structure, delivery and assessment and reports to the Curriculum Committee with recommendations. There is an Assessment Subcommittee that conducts regular reviews of courses/clerkships/rotations to ensure quality, appropriate content delivery, and LCME compliance. The Curriculum Committee reviews these subcommittee reports for potential changes. The Curriculum Committee is responsible for overseeing how each course/clerkship contributes to students' acquisition and demonstration of the program-level objectives (PLOs) across all six-core competencies. The PLOs are also aligned with both formative and summative assessments.

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 MD program has utilized different curriculum meetings to review curriculum and associated outcomes. Changes included more elective time in the third year, designed to help students determine a specialty choice sooner. Also a limit to contact hours in the first two years to 20 hours, this allows students to pursue other educational opportunities like service learning, clinical shadowing, or research. Directors began meeting frequently in 2018-19 to review every event, course level learning objective, and educational experience offered to ascertain duplicative content, educational gaps, and areas of content to be streamlined. The SOM curriculum committee approved a new curriculum model for fall 2020. The first goal is that some content will be abridged and other content will be expanded. Second, fundamentals and basics of content traditionally taught in the second year will be moved to the first year, providing a foundation for more advanced content to follow in the second year of the curriculum. Third, content for Public Health will be moved to a summer term as an online course. Fourth, clinical skills and content will be realigned with other courses. Fifth, the amount of curriculum contact time per week will be reduced from the current average of 22-26 contact hours per week over the course block to an average of 18-20 contact hours a week over the course block in the first two years of the curriculum.

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

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

MFA Creative Writing

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.

MFA faculty, staff and students are committed to creating a diverse and inclusive culture that advances education for all by providing access and opportunity for writers from the region and well beyond, by advancing the study and practice of creative writing; and by leading transformation and growth in West Virginia's literary community through local, state and global engagement. The program has students from all over the country and the 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.

The program has adequate and accessible 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.

Beyond "academic" credentials, faculty in the program also have books published with well-renowned publishing houses. They often publish outside their designated genre of specialization, and each MFA faculty is qualified to teaching creative writing courses both within and outside of their primary genre of focus. Over the past cycle, the program hired two nonfiction writers at the tenure-track assistant professor level. These two hires filled the spots left by the retirements of two other nonfiction writers. The program is down one member of their graduate faculty in nonfiction writing. In poetry, two tenure-track assistant professors were hired. All creative writing faculty continue to successfully share the teaching of rotating sections of both undergraduate and graduate writing workshops. Enrollment has been generally consistent and relatively high. MFA faculty have also been active in all areas of service, and perhaps most impressively, faculty have continued to publish at a high level.

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.

It seems that the US economy might have an effect on how many young writers decide to apply to MFA programs as opposed to pursuing more financially "practical" graduate degrees or paths of employment. However, student enrollments in the program have maintained relatively stable over the last cycle. New enrollees: on average 9 students from 2015 to 2018 time of completion: on average 3.19 years between 2014 and 2017 program continuance: on average 64.7% between 2015 and 2018

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.

Students in the program is assessed by both the Memorandum of Annual Evaluation and Plan of Study. However, a formal program assessment plan is not provided. No exit survey and no alumni survey are provided; No info is provided as to how each learning outcome is measured and assessed.

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 curriculum remains relatively steady and unchanged. Faculty in the program has undergone immense change, but at this time it is finally feeling strong again.

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.

By December 15th, 2020, submit an assessment plan that explains how the program will assess its student learning outcomes (by direct measures) as well as obtain relevant post-graduate outcome information.

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

MM Music

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 provides the WVU mission statement, College of Creative Arts mission statement, and School of Music mission statement but does not explain how the degree program is consistent with these missions and values. I suggest that the program provide some additional specific information regarding its alignment with and support of these mission statements.

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 significant issues with the following: Accommodations: Some of the performance spaces in the CAC are accessible via short stair cases. Since the last BOG review, the CAC has installed elevators to provide access to wheelchair or mobility-impaired students. Scheduling classes: Difficulties in finding classroom space for our core curriculum classes and practice rooms are inadequate to serve the needs of the students. Technological needs: WiFi in the CAC has improved throughout the building over the past 5 years, with still some spots that have inconsistent coverage. There is no general use computer lab in the building. Equipment in classrooms needs to be updated to modern expectations and equipment in the recital hall needs to be updated to provide better collaboration with contemporary performance practices. A modern computer and projection system that does not require a large console on the performance stage is needed. At the present time, equipment needs are filled by students and faculty using their personal equipment, which is not sustainable. The program suggests a building expansion is needed to support current enrollment and to permit expansion of the student population.

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 suggests that additional full-time tenure-track faculty are needed to serve the demands of degree programs, especially in music theory, musicology, composition, ensemble oversight (particularly in choral area), and some performance areas, notably voice performance. Some of these needs are a result of faculty line openings (through retirement) that have not been subsequently filled and some of these needs are due to the increase of demands on faculty as a result of growth in enrollment. Some faculty in the SOM do not have terminal degrees in music (DMA or PhD); they meet the requirements of the SOM as a result of equivalent professional experience in the field of music performance or through successful teaching in higher education.

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 reports that enrollment in the MM programs are appropriate to the size of the School of Music and faculty, and have remained consistent. Successful applicants to the MM programs have undergraduate gpa scores of above 3.0, and are admitted to the program through audition. No negative trends have been discerned; students who have appropriate academic credentials but do not meet the audition admission requirement are denied admission. Graduation data for MM program students has been consistent for the past 5 years. The degree is planned for 2 years to completion.

According to the data, in 2018 the average time to completion was 2.80; this is due to several students adding an additional program of study to their original admission program (for example, adding the MA in Musicology to the original MM in Performance, which increases the time to completion, sometimes by only a single semester). No negative trends are discernible.

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 reports that the School does not have a formal evaluation tool to gather evidence of success, so they have no record of changes to the programs as a result of assessment practices. As the School establishes procedures for gathering evidence, they will be able to make the necessary changes to their programs as a result of that information. The program reports some changes in the past 5 years. Notably, updates to the MM in Composition have created a better plan for student achievement and preparation for the profession. Increased activity in the composition studios (which include stabilization of composition faculty) has resulted in more conferences taking place here at the CAC and the regular residency of Emmy Award- winning composer Jay Chattaway has strengthened the composition studio enrollment and preparation for the profession. Performance faculty have documented student successes in their annual FEPT reports, but the SOM will initiate ways to more closely track student achievements during degree study and post-graduation to facilitate assessment.

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

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

The program notes that a reevaluation of the MM in Conducting will be undertaken during AY 2019-2020, with conducting faculty considering a change in the required course work in the applied area (conducting classes, including repertoire, literature, technical seminars, and pedagogy) and in the required academic courses (especially analysis and music history courses). The council recommends clarification of how the program aligns with WVU's mission, vision and values, attention to facility and faculty resource concerns, and the continued development of a more thorough assessment plan.

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.

By December 15th 2020, resubmit section Q3.2 providing clarification of how the program aligns with WVU's mission, vision and values. By December 15th 2020, submit an assessment plan that explains how the program will assess both the learning outcomes within the program (through direct assessment) and then follow-up on post-graduate outcomes as well.

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

MS Biomedical 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.

Program is aimed at advancing the education, health care and prosperity of citizens of WV and the US. Research areas tackle key health disparities affecting WV citizens, and participants serve several outreach programs at the local and state levels.

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.

Program appears to have adequate resources with regard to classrooms, technology infrastructure, lab space and access to 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.

Diverse faculty with excellent (academic and graduate faculty) credentials, diverse in composition, strong publications and/or scholarships and strong intramural/extramural funding.

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.

As such, the program has a low enrollment, because it's purpose is different (and distinct) from other self-standing MS programs at WVU. This MS program is a preparatory program for those that are either not fully prepared for PhD-level studies, those that are leaving (without completion) the Doctoral program, or those wishing to prepare for future studies along the MD/PhD route. Enrollment is modest, and problems were faced (in the past) with 'time-to-completion'; these issues seem to have been addressed with a change in the program director.

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 involves assessment via several routes; robust course curriculum to evaluate student competencies in core areas germane to the mission statement of WVU, programmatic review by faculty, yearly advisory committee evaluation of students' progress towards completion, self assessment as well as short- and long-term assessment via the AVP for Graduate Education at HSC.

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.

New Program Director, streamlined and coordinated course curriculum, active follow-up on timeline of students progress, mentor's commitment to the program, and follow-up of student's success post-graduation.

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

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

MS Business Data Analytics

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?

Not stated. But accreditation requires assessment and evaluation of past performance based on direct and indirect assessment (surveys of alumni and employers of graduates). So it is reasonable to expect that in the future this program may join the other four accredited graduate programs in the college: Business Administration, Economics, Finance, and Industrial Relations.

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.

Central to the mission of the Chamber's College is a commitment "to educate and transform our students, our state, and our world toward greater prosperity" and central to its vision is fosters a diverse and inclusive culture and builds business leaders while dedicating ourselves to excellence, innovation, and ethics. We catalyze interdisciplinary solutions that advance economic growth in WV and beyond. These tenets are consistent the vision of the program as presented below. The online M.S. Business Data Analytics program is at the frontier of data science for business. Data science for business entails use of data management technologies, data mining, machine learning and visualization techniques to help organizations better use the large-scale data they collect to optimize business outcomes. Students graduate with the knowledge and skills to demonstrate expertise in statistical techniques, data mining, database utilization, and analytical tools. Graduates apply data analytics to organizational decision making, improving performance metrics and measurement, risk indicators, assessment and response and compliance. Prior to graduation, Business Data Analytics students demonstrate their skills by working on experiential learning projects with companies and clients in a range of industries, including healthcare and technology, guided by faculty mentors, culminating in a presentation to C-Suite executives from client 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.

No issues reported on infrastructure resources, considering the College offers adequate in student accommodations, class scheduling, technological infrastructure, technical support, adequate access to labs, equipment and space, adequate library resources and access 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.

The Program has sufficient critical mass of four FT faculty dedicated to the program Dr. Stephane Collignon, Dr. Janet Fraser, Dr. E. James Harner and Dr. Bradley Price, who have the expertise and experience to deliver the program effectively.

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 2016, the program has grown from 20 to 31 students in 2018, which is an increasing trend with a steady trend of new enrollees, from 18 in 2016 to 23 in 2018. Most students applying to the M.S. BUDA program are eligible for test score waivers based on work experience or academic excellence. Consequently, there are too few test scores to show without compromising the privacy of the handful of students who submitted those scores. Based on the graduation rate presented, 95% of new enrollees in 2016 graduated in 2017. which is a very good metric.

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 established a comprehensive direct assessment approach based on the six (6) Learning Outcomes, using specific assignments and exercises in specific courses. The assessment plan includes a table of rubrics (score levels) used in assessing Learning Outcome 2. Similarly for each Learning Outcome, assessment is conducted through the performance of students on specific assignments in various courses. The Assessment plan includes a tabulation of student performance scores for each learning outcome for three years (2016, 2017 and 2018) with scores of 90% in the average (overall). The courses used in this assessment are: BUDA 520, BUDA 535 and BUDA 540. In general this is an adequate assessment plan which has yet to identify opportunities for improvement based on the assessment to close the loop.

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 plans to revisit the Assessment Plan to evaluate the one-year vs. two-year options, which will most likely offer opportunities for improvements to be made. The program has a curriculum committee and meets regularly to discuss changes needed in the program to compete on a national and international basis. At this time, changes to the program are in the discussion stages and no plans have been formalized. Perhaps, in addition to direct assessment (student's work); indirect assessment of Learning Outcomes can be conducted by means of surveys to alumni and employers, who could provide a professional perspective on the effectiveness of the attainment of learning outcomes.

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

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

MS Clinical and Translational 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 consistent with WVU's mission as the vision is to successfully train the next generation of translational and clinical scientists to conduct advanced scholarly research on important clinical questions that relate to health concerns which impact the Appalachian region, patients and citizens of WV as well as the global 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.

The program has not experienced any significant issues related to students, classroom and physical space, technological support and infrastructure as well as access to library resources and 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.

The CTS program faculty consists of 8 regular instructors with 3 from the School of Medicine, and 4 from the School of Public Health. Additionally, one of the instructors who teaches course electives is from the College of Education and Human Services. Of all faculty, 4 are tenure-track faculty and 4 are non-tenure track faculty. The non-tenure track faculty include 3 research-track (with at least 30% teaching expectation) and one courtesy/adjunct faculty. Three are Full Professors, 2 Associate Professors, 2 Assistant Professors, and one Adjunct. In addition to the faculty who teach courses, another 18 faculty members are serving or have served as Graduate Advisory Committee mentors and include basic scientists, clinical scientists and population health researchers across ranks and tracks. The program has experienced some turnover of faculty with core courses in the School of Public Health.

Dialogue has occurred and arrangements with additional faculty within the Biostatistics and the Epidemiology Departments, who are associated with the West Virginia Clinical & Translational Science Institute have been made and can provide additional student support, as needed. On the whole, the majority of faculty who teach in this program are productive with one current exception. Collectively, the faculty have had over 75 grants awarded and over 200 publications.

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

☐ Yes

☒ No

Q4.2. What was inaccurate?

1. Discrepancies in the website and catalog for 3 courses. 2. Discrepancies in the handbook and catalog for major requirements and suggested plan of study. This was addressed in the BOG report. The discrepancies in the courses are due to the fact that the CTS program created 3 special topic courses in order to accommodate the enrolled clientele that consist of 86% full time working students. These clientele were in need of primarily web-based courses.

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 MS in CTS program has consistently increased each year with a substantial increase in the past 18 months from 0 new enrollees in 2014 to 8 and 10 new enrollees in 2018 and 2019, respectively. Enrollment increases have occurred specifically in two populations: WVU medical residents and WVU physician faculty. This is a result of targeted partnerships within the Department of Medicine Residency programs and other clinical departments. Currently, enrollees are 48% WVU faculty (mostly physicians), 24% professional students (PharmD and MD), 19% medical residents, and 9% medical fellows. Because most enrollees are full-time, benefits eligible WVU employees, most are enrolled part time due to clinical workload. Student profiles are consistent with the WVU admission policy. The majority are already medical doctors, WVU faculty, or enrolled as professional students at WVU. The time to degree completion is somewhat below target for the program (1.4 years for 1-3 students/year), as the majority are enrolled part time and students will not officially graduate from the M.S. program until completion of other professional programs. Current enrolled students had 14 publication in the 2018-2019 academic year, with one achieving national and international acclaim. Students that graduate remain in the research path with over 170 publications and admittance to prestigious residencies, fellowships and medical schools.

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.

Students in this program are assessed by mastery of course knowledge through course exams, assignments, and peer and mentor feedback. Assessment of growth and application of research skills is tracked through quarterly reports of the following metrics: manuscripts published, abstracts submitted, presentations given, proposals submitted and awarded, patents or intellectual property disclosures, students and residents that they have mentored. In order to complete the program, students prepare a grant proposal written toward an active Request For Applications (usually NIH). The proposal is rigorously reviewed by the committee and the student must present orally to defend the proposal. An alumni survey was deployed December of 2019 (2014-2019 with a copy of the survey attached) and will be used to assess the program and identify any changes that will result in program improvement. The primary goal of the program is assessed by tracking the career trajectory of the graduates. With most being physicians, the goal is that opportunities are available to lead research studies or clinical trials as a physician remaining in academic medicine or to pursue research fellowships.

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.

As a relatively young program, a traditional thesis was required in the first two years. In 2015, the thesis requirement was changed to a grant proposal to produce a directly usable and applicable proposal to maintain a research program. The largest improvement over time has been in the recent enrollment increase, which has occurred based upon intentional partnerships. This prompted course updates to provide online options to live core courses essentially allowing most of this program to be completed online (didactic portion). It is not considered a fully online program as of yet, but 4 courses (CTS 600 Foundations of Scientific Integrity, CTS 610: Clinical Research: Ethics and Regulatory Aspects, CTS 620: Scientific Manuscript Writing and Publishing) were submitted to the Faculty Senate Curriculum Committee and are proposed as online courses. This will not change any of the core course content, but the names of numbers of the core courses will change in the future. A program change proposal to update names and numbers of core courses is planned with SBHS 711 being changed to an elective course.

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

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

MS in Dental Hygiene

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 WVU School of Dentistry Department of Dental Hygiene supports the School of Dentistry in promoting a diverse and dynamic learning environment that addresses the present and future oral health needs of the citizens of West Virginia and beyond by providing an oral health center committed to excellence and innovation in education, patient care, service, research and technology. The mission of the Department and the School is consistent with the mission and values of WVU. The MS in Dental Hygiene program is the one of two programs in the state and one of only fifteen such programs in the country. This program is administered as an integral part of a dental school. This arrangement is a tremendous benefit, since the program has access to all full- and part-time dental faculty members. The goal of basic and applied scholarship and research is further enhanced by the school's association with the WVU Health Science Center and affiliation with WVU Hospitals. Existing qualified faculty in the School of Dentistry provide direction and course instruction for the dental hygiene courses, while faculty members teaching graduate level courses in public health, curriculum and instruction, educational psychology, provide the additional instruction required by this degree program and conversely the dental hygiene students support their programs through course enrollment. Several of the required courses are shared with graduate students from other units at 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.

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.

The program does not have adequate faculty to achieve its mission. In order to address this issue, there have been several searches to replace faculty lost due to retirement, relocation, etc. during this past five years. The existing faculty have an increased workload to maintain the accreditation requirements for the undergraduate program, resulting in less time spent concentrating on the master's program. As for composition, Dental Hygiene has 8.0 FTE faculty, including one full-time faculty member who serves in the administration of the School of Dentistry. Since 2014, all faculty have been promoted and/or granted tenure as scheduled resulting in two full time professors, one tenured and one non-tenure track; three full time associate professors, one tenured and two non-tenure track; two full time assistant professors, non tenure track; two part time assistant professor whose time equals one full time appointment. All faculty members are qualified by their academic credentials, have extensive experience in private practice, additional state and national certification, and have completed coursework specific to the courses for which they serve as director. Accreditation standards require all faculty members to complete course work on teaching methods and topics specific to their teaching responsibilities. Faculty have received 5 funded grants of \$137,000, 14 published articles and numerous research presentations. Additionally, the faculty engage in extensive service activities

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.

In the past five years, all students enrolled in the Program have been non-traditional students that have maintained full time employment which requires each student to make a significant commitment to complete their degree in a reasonable amount of time. Since the last cycle, one student graduated in 2014, three other enrolled students have not completed the program - one student has severe medical issues and could not continue, one accepted a lucrative professional opportunity, and one has been inactive for undisclosed reasons. Although the program was not actively recruiting during the time when faculty numbers were low, there are now two students enrolled on track to graduate in 2020. The two currently enrolled students are graduates from WVU with an average GPA of 3.21 and an average GRE score of 143. Their current GPA in the MS program is 3.6. The 2014 graduate also completed a master in public health degree and the two currently enrolled students are one track to complete the program in 2.5 years. The traditional MSDH program could not enroll more than 2 students every two years due to space and faculty limitations. Graduates of the program have been employed in educational settings as faculty and program directors, private practice settings, prisons, federally qualified health care offices, and have been instrumental in developing free clinical services in the state. In 2016, a graduate's thesis abstract was published in a peer review journal.

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.

Strengths: The program's greatest strength is its ability to prepare students to be gainfully employed in a variety of health care settings, because of its location in a dental school, medical center complex, and major university. . The program provides students with the advanced dental hygiene knowledge, behaviors, and attitudes to assume roles in education, administration, research, and management. These graduates may teach in dental or dental hygiene programs; serve as administrators in educational programs, hospital programs or public health departments; provide in-service programs addressing patients with special needs; conduct research on an individual basis for academics or for industry; and manage clinics, educational patient care programs or individual offices to facilitate treatment, accessibility, and recall. Through the thesis requirement, research is being conducted to advance the knowledge base of the profession. Weaknesses: Previously, the major weakness of the curriculum was that the student must be in residence to obtain the majority of the course work to fulfill the degree requirements. Several courses can be completed online, but there are still courses and requirements that require the students to be on campus. The majority of similar programs are entirely online which enables students to complete the program while maintaining employment and family commitments.

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 face of graduate education in dental hygiene is rapidly evolving with the introduction of dental therapy programs and the shift to graduate programs offered entirely online. Currently, the MSDH is the terminal degree for dental hygienists. As the workforce needs for dental hygienists increase in both alternative care settings and in educational programs, the demand for dental hygiene educators and clinicians with terminal degrees increases. The American Dental Education Association lists 17 graduate programs in dental hygiene or dental therapy. Of these 17, one offers a dental therapy degree, one offers a master in Community Oral Health, two have suspended admissions, leaving the total to 14 which does not include a recently opened program. There are other master's degrees that may emphasize oral health or community medicine but are not actually degrees in dental hygiene. After the graduation of the two currently enrolled students in 2020, a temporary suspension or hold of the program would allow a thorough review of emerging ideas in graduate dental hygiene curriculum. Stakeholders representing the School, University, students, and related national entities will be included in the detailed analysis of the future of the program. The goal now is to work with the Office of Graduate Education to develop a highly competitive, nationally accessible program to prepare graduates for careers in education, management, leadership, research and practice in alternative care settings.

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 program has requested suspension/dormancy and discontinuance (with the ability for the program to be reactivated in the future if need be) is the appropriate recommendation.

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

MS Dental Specialties

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 West Virginia University School of Dentistry Department of Dental Hygiene is to support the School of Dentistry in promoting a diverse and dynamic learning environment that addresses the present and future oral health needs of the citizens of West Virginia and beyond by providing an oral health center committed to excellence and innovation in education, patient care, service, research and technology. The mission of the Department and the School is consistent with the mission and values of West Virginia University. The Master of Science in Dental Hygiene program at WVU is the one of two programs in the state and one of only fifteen such programs in the country. This program is administered as an integral part of a dental school. This arrangement is a tremendous benefit, since the program has access to all full- and part-time dental faculty members. The goal of basic and applied scholarship and research is further enhanced by the school's association with the WVU Health Science Center and affiliation with WVU Hospitals. Existing qualified faculty in the School of Dentistry provide direction and course instruction for the dental hygiene courses, while faculty members teaching graduate level courses in public health, curriculum and instruction, educational psychology, provide the additional instruction required by this degree program and conversely the dental hygiene students support their programs through course enrollment.

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 and accessible 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.

Since the last accreditation cycle, attempts have been made to increase Board certified faculty in those departments that also offer a specialty program from one to at least two board certified faculty (one to chair the department and one to direct the specialty program). This provides graduate students with a faculty to staff ratio of one faculty for every two - four students depending on the program. Orthodontics enrolls a total of nine students in their 34 month program; endodontics enrolls six students in their 30-month program; Periodontics currently enrolls up to six students in their 34-month program and Prosthodontics enrolls up to six students in their 34-month program. Of the eight faculty assigned directly to these programs, five are tenured or tenure track and three are non-tenured clinical track. The faculty has an active research presence, mentor students and oversee patient treatment. The average publications per tenure/tenured track faculty totaled 6.2.

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 Endodontics, orthodontics and periondontic programs are attracting lower than the national average number of students. This can be explained by various factors, including that some of the programs are newer and may need more time to develop, but overall, the fact that WVU requires a research thesis while other programs do not may make these programs less competitive for students who want a more clinically-focused program. There are plans in place to increase the number of enrolled students. Students admitted to advanced education programs are usually applicants in the upper 20% of their dental school class or individuals who have been out of dental school for several years, but were excellent dental students and have a history of practicing general dentistry. The programs assess student success using a variety of metrics, including the quantity and quality of patient procedures completed, board certification, and research productivity. In addition, students are evaluated bi-annually on their didactic and clinical work. Graduates are given exit interviews by the director. Alumni are surveyed to measure graduate success.

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 results of the most recent self-assessment were positive. Where there were issues identified, they were minor and the self-assessment presented a plan to address them.

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 most relevant change has been the location of the programs from the WVU Health Sciences Building to the Suncrest Towne Center complex. This relocation has had a positive impact on patient care related outcomes due to parking and facility improvement. Also, the specialty programs have received approval to reduce the length of the program from 30 months to 24 months, which would bring WVU in line with the national trend.

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

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

MS Forensic and Fraud Examination

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?

Not stated, but it is likely that after a cycle of assessment direct assessment based on student learning outcomes and indirect assessment via surveys from alumni and employers, this program may seek accreditation in the future to join other accredited programs in the College.

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.

This program is consistent with both mission and vision of the Chambers College of B&E and the University. It addresses a relatively new field, with significant relevance in today's environment. This program is offered on-line and serves students across West Virginia and the nation. Forensic accounting and fraud examination is a relatively new field with the fraud examination moniker first used in 1987 with the creation of the Association of Fraud Examiners (ACFE). Forensic accounting emerged as a field in the wake of internationally renowned financial statement frauds such as WorldCom, Enron, HeathSouth, Tyco and others. As part of the program, faculty regularly interact with professionals from the Internal Revenue Service, US Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF), Grant Thornton, Association of Certified Fraud Examiners (ACFE) and the regional, WV-based law firm of Steptoe & Johnson, PLLC. Program faculty also regularly deliver presentations to academics and citizens groups as far away as Bahrain. WVU's values of service, curiosity, respect, accountability and appreciation are engrained in all that is done in the program. As an example, program faculty and graduates help fight fraud, a \$4 trillion worldwide cost to society according to the ACFE.

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 on infrastructure resources, considering the College offers adequate in student accommodations, class scheduling, technological infrastructure, technical support, adequate access to labs, equipment and space, adequate library resources and access 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.

The Program has sufficient critical mass of four FT faculty dedicated to the program; Dr. Dick Riley, Dr. Rick Dull, Dr. Kip Holderness, Dr. Mark Nigrini and Dr. Scott Fleming, who have the expertise and experience to deliver the program effectively.

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 2015, the Program has had an enrollment of 13, 28, 25 and 23, of which at least 42% are women, which seems like a very stable enrollment trend to sustain the program. In the last three years (2016-2018) the number of graduates in the program was 10, 23 and 19 which represents 78% graduation rate for student completing the program in one 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.

In the Continuous Improvement Report date 10/13/2019, a summary of the Program assessment is offered including Learning Goals (3) and Learning Outcomes (5) with results provided for years 2017 and 2019, with performance of 97.8 % and 93.25% respectively, which seem to indicate adequate program performance overall. This is a direct assessment based on student's performance. In general this is an adequate assessment plan which has yet to identify opportunities for improvement based on the assessment to close the loop.

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 seems to be in solid foundation and based on the assessment conducted, the performance is adequate with an overall performance rating of 96%. This assessment in the future could possibly include indirect assessment via surveys of alumni and employers, which would provide useful feedback to identify potential improvement opportunities not rendered by the direct assessment.

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

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

MS Integrated Marketing Communications

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

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

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

NA

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 Integrated Marketing Communications mission is to prepare students to excel as professional communicators, scholars and innovators in a rapidly changing global media environment. The program mission is consistent with the mission, vision and values of West Virginia University's 2020 strategic plan and the Reed College of Media's purpose, values and 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.

NA

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.

IMC program instructors are highly-respected, practicing industry and academic professionals. Currently, 58 instructors teach in our IMC program, nearly all of them adjunct faculty. Eighteen current instructors (31.0%) have earned doctoral degrees, while thirty-eight (65.5%) hold master's degrees and relevant industry experience. Just two members of the instructional team (3.5%) possess only a bachelor's degree but bring high-level, specialized experience into the online classroom. Eight IMC instructors (13.8%) are tenured or tenure-track faculty at WVU and other major universities, ensuring a strong academic focus is consistently applied in WVU IMC coursework. As a practitioner-focused program, IMC instructor productivity is focused on industry accomplishment and credentials, as well as the ability to teach complex, rapidly changing practices used in the workplace to students. IMC faculty are not primarily focused on research but on real-world application. However, some of the academic community members also make contributions to research.

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.

IMC enrollment has declined since its peak of 400 students in 2016 to 299 in 2018. The decline in enrollment is contributed to numerous competitive programs that have entered the market and the declines in unemployment in the U.S. which have adversely impacted the perceived value of a graduate degree in the industry. To address this trend, the program has undertaken several modifications designed to make the program more competitive. In the last five years, the program has differentiated from a single master's degree and certificate in IMC, to two distinct majors and seven certificates/areas of emphasis. the qualifications in overall student profile including gender, GPA, GRE scores, and ethnicity have remained relatively consistent for the period of review. however, there has been a significant trend of younger, less-experienced students applying and beginning graduate coursework immediately following their undergraduate studies recently. In the last five years, the WVU IMC program has awarded 762 master's degrees. Time to completion has been fairly constant, with the average student earning their degree in a little over 2 years.

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 occurs at multiple points in the program and through both direct and indirect means. Direct assessment occurs primarily with two courses and could be expanded IF the program is struggling to make meaningful decisions with the resultant evidence of learning. The program also demonstrates evidence of robust post-graduate assessment as well as the use of internal and external review bodies to evaluate program quality.

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

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

The program has made a significant number of curricular changes and improvements both in terms of its offerings as well as course content and structure based directly upon its assessment evidence. It should be commended for such practices and encouraged to sustain them.

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 has provided convincing evidence of Distinction, including winning one national award during the review period and finishing second for another. As documented above, its assessment practices are exemplary and include direct and indirect measures that have been sustained across the review period and used to drive program and curricular improvement. The program's faculty and graduates hold prestigious positions in top firms and have contributed to the field in a variety of ways.

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

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

MS Psychology, PhD Psychology

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.

Aligns with WVU's education mission by selecting high quality students from a large international pool. The Department of Psychology was recognized in 2005 by the the American Psychological Association Award for its "junior colleague" model of graduate training. Reviews from external accrediting bodies (American Psychological Association, Association for Behavior Analysis International) attest to the high quality of the program. In regards to WVU's research mission, faculty and graduate students are productive researchers and scholars with a high publication rate and significant external funding. The research conducted in the Department of Psychology addresses real-life problems with the aim of identifying behavioral solutions. Collaborative working relationships between our faculty and faculty at other institutions, both in the U.S. and abroad, facilitate the exchange of knowledge and opportunities between the state, the nation, and the world. In regards to WVU's mission to advance healthcare, access, and opportunity, our graduate students and faculty serve as consultants and service providers in school systems and public health organizations (e.g., mental health agencies, state hospitals, nursing homes). In all, our faculty and graduate students have had a pronounced effect on the mental and economic health 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 lacks adequate number of faculty due to loss of faculty combined with increased accreditation standards. However, the remaining faculty focus on advising a capacity number of graduate students and supervise dissertation and thesis projects as well as continue to make contributions to the science of psychology. They currently have two open searches for Assistant Professors. Their ABAI accreditation report includes a recommendation for an additional faculty member, but they are currently not authorized to fill the existing shortage. Thus, they rely on community psychologist adjuncts to cover some of the required courses and advanced graduate students to cover upper-level undergraduate courses.

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.

Over the past 4 years, they have lost 5 faculty members. They currently have 18 tenured faculty (11 Professor and 7 Associate Professor) plus 4 tenure-track Assistant Professors. In addition, there is 1 Visiting Assistant Professor, 1 Service Instructor, 2 Teaching Assistant Professors, and 2 Teaching Associate Professors, for an overall total of 28. Eight faculty members are WV licensed psychologists. Despite the recent reduction in faculty size, faculty productivity continues to be exceptional. Departmental faculty are recognized scholars of the discipline and secure promotions at regular intervals. Approximately half have secured external funding to support their programs of research. They have been awarded 38 grants since 2015, totaling over \$11 million. In regards to intellectual contributions, faculty members authored 429 publications in the period spanning 2014 to 2018; this research was also disseminated at national and international conferences as indicated by the 591 presentations authored by 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.

They have experienced consistent enrollment, with a brief dip in 2016 that returned to typical level the following year. Student headcount in 2015 was 68 (19 new enrollees), 2016 69 (13 new enrollees), 2017 74 (19 new enrollees), and 2018 72 (18 new enrollees). Average applicant GPA is 3.76. Average time to completion for MS is 2.1 years and for PhD is 4.6 years. On average, 12 students earn a PHD in psychology each year. Students earn a master's degree as a prerequisite to earning the PhD. The number of PhD graduates ranged from 9 to 18 per year in the period spanning 2014 to 2018. Eighteen students earned their PhD in 2014, in subsequent years, the range stabilized, ranging from 9 to 12 per year. There was a dip in student retention (71%) in 2015 which subsequently improved, ranging from 85% to 87%. Prior to earning a PhD, students must be admitted to doctoral candidacy. Eligibility for admission to doctoral candidacy is dependent upon having earned a master's degree and passing a preliminary examination. Nearly all graduate students publish at least one peer-reviewed publication prior to graduating. Graduate students were co-authors on the 429 publications reported by faculty. All students present research at one or more national conferences prior to graduating. Many students receive national research awards as well as Swiger, Provost, and Dubois Fellowships.

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.

Students must demonstrate mastery of each learning outcome specified for the doctoral program in Psychology prior to earning a PhD. Data for assessing the learning outcomes and related issues are collected via: (1) an Alumni Survey distributed to alumni of the doctoral program one and five years after graduating; (2) an annual Graduate Student Satisfaction Survey distributed to all currently-enrolled students; (3) an exit interview with students who leave the program prior to completing a PhD; (4) annual activity reports completed by all currently-enrolled graduate students; (5) annual evaluations of all graduate students by faculty. Learning outcomes emphasize research training and related skills and knowledge. Student retention was one issue which was addressed by adding exit interviews. In addition, a committee is currently working on reducing the number of items on the annual Graduate Student Satisfaction Survey and the Alumni Survey to reduce time burden and better align items with learning outcomes.

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

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

External review revealed a need to regularly offer a verbal behavior course. It is now offered in the fall of odd-numbered years. The behavioral neuroscience program developed a new course to ensure that all students receive adequate training in issues foundational to their major area of study. The student satisfaction survey and external accreditation review both indicated relatively low level of funding for assistantships. To address this, the department supplemented the base graduate student stipend by \$1000 per student and currently supplements each student's stipend by \$3000 so that the minimum 9-month stipend is \$16,500, with a goal of continued increases, budget permitting. To address low level of student diversity, the Department identified a strategy for increasing applications from minority applicants (<https://www.apa.org/about/awards/undergraduate-research-opportunity>), created a Diversity Committee, and allotted \$500 per year to fund a diversity themed colloquium series.

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 & Graduates: externally validated by 2 different professional accrediting bodies, the American Psychological Association (APA)-[The Clinical/Clinical Child program exceeds APA thresholds on key indicators: time-to-degree 5.37 yrs (v. 7 yrs); attrition 2% (v. 7.2%); student-core faculty ratio, 1.12 (v. 1.20); internship placement 92% (v. 50%). The 5.37 yrs for time-to-degree of the Clinical/Clinical Child program compares very favorably to the national average of 6.18 yrs--graduates of the WVU Clinical/Clinical Child program begin their careers and start receiving professional-level salaries almost a year sooner than peers from other institutions.] and the Association for Behavior Analysis International (ABAI) ["The WVU Behavior Analysis Program is outstanding and brings distinction to the Department and the University," and that the program "exceeds ABAI's accreditation standards."] In 2005, APA awarded the Department an "Innovation in Graduate Training" award. A 2015 article by Dixon and colleagues indicated the behavior analysis area was rated in the top 10 (of 74) programs in 5 areas of scholarly activity. List of alumni accomplishments on website. Faculty: distinctions, distinguished professors, fellows, 2 Fulbright Fellowships. C&A: APA and ABAI accreditations, in addition to already listed assessments, the quality of graduate courses reviewed by the Dept. Faculty Evaluation Committee.

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

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

M.S. in Recreation, Parks, and Tourism Resources

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

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

Q1.5. 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 M.S. in Recreation, Parks, and Tourism Resources aligns with WVU's mission by educating a diverse population of students on how humans and organizations influence and are influenced by recreation, tourism, and natural resource management. In addition, the program conducts research and is engaged in service activities that directly affect the quality of life, natural resource management, and economic development of 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.

During the past review period, the RPTR M.S. program has had access to adequate physical, technological, 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.

During the past review period, the RPTR M.S. program has been staffed with 5 to 6 full-time tenure track faculty members. Currently there are 5 faculty in the program, and 4 of these faculty are full professors. This level of faculty staffing is adequate to meet the teaching, research, and service mission of program.

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

☒ Yes

☐ No

Q4.3. 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 review period (i.e. 2014 to 2018), there has been a large decline in the number of students who have enrolled in the RPTR M.S. program. Only two students have enrolled in the program since 2016. The total student enrollment in the program has declined from about 7 students between 2014 and 2016 to 1 student between 2017 and 2018. Eleven students have graduated from the RPTR M.S. program between 2014 and 2018. All of these students completed their degree in less than two years and were successful in finding jobs or further training. Student success in the program is also indicated by the number of publications in peer-reviewed journals (i.e. 5) and presentations at national and international meetings (i.e. 11). A major concern of the program is the decline in student enrollment. This criticism was also made in the 2009-2013 BOG report and is thus a recurring problem. The self-study report states that the decline in student enrollment is due to insufficient extramural funding to support graduate student assistantships. No information is provided on how the RPTR program will increase extramural funding other than faculty submitting more grant applications. Perhaps establishing an internal study section to critique grant proposals would improve the research funding success rate of the RPTR faculty. The self-study report also states that the RPTR M.S. credit requirement will be reduced from 35 to 30, presumably to increase the number of applicants.

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 RPTR program assesses student learning outcomes through traditional assessment techniques such as course grades, performance on proposal defenses, performance on dissertation defenses, exit interviews, and alumni surveys. Results from these assessment measures indicate that all of the students that have enrolled in the RPTR M.S. program during the 2014-2018 reporting period have achieved all of the program learning outcomes. In exit surveys, RPTR M.S. graduates from the 2014-2018 reporting period rated the RPTR program higher in achieving learning outcomes than RPTR M.S. graduates from the 2009-2014 period. In the 2009-2014 reporting period, the RPTR program had lower ratings in two learning outcomes (i.e. training students to stay engaged in current RPTR issues field and translating classroom knowledge and information into action). Instituting a new program requirement that students take a seminar class (RPTR 796) may have led to improvement in these learning outcomes in the 2014-2018 reporting period.

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.

During the past review cycle, the RPTR program has made curriculum changes (instituting a seminar requirement, RPTR 796) which may have improved student achievement of some of the learning outcomes. Other curriculum changes include expanding course offerings (i.e RPTR 680 and RPTR 752) that can satisfy the coursework requirement for the RPTR M.S. In the future, the RPTR program plans to 1) reduce the total credit hour requirement for the M.S. from 35 credits to 30 credits, 2) replace EDP 613 (statistics) with AGEE 642 (Agriculture Education Research Methods/Design, 3) delete RPTR 752 (Tourism and Natural Resources Marketing) from the course offerings, and 4) add the option of a project instead of a thesis. It is not clear how these changes will enhance the quality of the program. Recommendations by the Graduate Council for future improvement: The RPTR program needs to further address the decline in student enrollment. While availability of graduate assistantships may be one factor contributing to the decrease in enrollment, other factors are likely playing a role and need to be addressed. For example, is WVU losing RPTR enrollees to other institutions and why? Is the decline in RPTR enrollment due to the lack of a remote learning component in RPTR curriculum? Does the RPTR curriculum lack training in specific areas sought by M.S. program applicants? Is the WVU RPTR M.S. program effectively marketed to undergraduates at both the local and national level?

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.

By December 15th, 2020 submit a recruitment and marketing plan with a target enrollment to be reached by fall 2022. Also include a funding plan for realizing this growth.

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

M.S. in Reproductive 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 M.S. Program in Reproductive Physiology aligns with the mission of West Virginia University by training students and promoting research in the reproductive sciences. An increased understanding of the processes influencing reproductive efficiency in livestock and humans affects the agricultural economy of West Virginia and the reproductive health of West Virginia citizens.

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 Reproductive Physiology M.S. program is an interdisciplinary program that is housed in multiple departments. Faculty laboratories are located in the Agricultural Science Building and the Health Sciences Center. Faculty have access to various animal facilities including the Morgantown Animal Science Farm. These laboratory and animal facilities are well-equipped with instrumentation to conduct modern research. Overall, the infrastructure resources within the graduate program are very good.

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 five years, the number of faculty in the Reproductive Physiology Graduate Program has declined dramatically due to resignations, retirements, and change in assignments. Currently, there are only eight faculty who are members of the graduate program. Three of these faculty are in the School of Medicine and five are in the Davis College. Of the eight faculty, only four appear to have active research programs that are extramurally funded and can provide quality graduate training. There has been little or no effort in the School of Medicine or the Davis College to replace faculty with expertise in reproductive physiology. This situation suggests a decline in administrative commitment to support an interdisciplinary M.S. program in Reproductive Physiology at WVU.

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

- ☒ Yes
☐ No

Q4.3. 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 self-study report presented only combined Ph.D. and M.S. enrollment data. During the past five years, total combined enrollment in these programs has declined from 9 students in 2014 to 3 students in 2019. The report states that there are currently no students in the M.S. program. The number of new students entering these programs has averaged about 2 students per year between 2014 and 2018. The G.P.A. of incoming students has ranged from 3.5 to 3.8. Five students have graduated with a M.S. between 2014 and 2018. The average time to complete the M.S. ranged from 1.3 to 3.7 years. Students in the M.S. program have been successful in receiving fellowships and research awards at the university and national level. A major issue of the Reproductive Physiology M.S. Program is the decline in student enrollment. Currently, the program lacks a critical mass of students that justifies the teaching of core courses in the curriculum. For example, ANPH 726 (Endocrinology of Reproduction) and ANPH 796 (Graduate Seminar in Reproductive Physiology) have not been taught in several years. The solution to this problem has been to have students enroll in a seminar class of a related graduate program (i.e. A&VS) and a class in reproductive endocrinology taught by a coalition of faculty from Mid-Atlantic and Mid-Western institutions. These stopgap measures to continue the teaching the core curriculum diminish the training environment of the program.

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

- ☒ Yes
☐ No

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

- ☒ 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 of student learning outcomes is conducted by monitoring student performance in seminars and didactic coursework, dissertation advisory committee meetings, research presentations at national and local meetings, teaching assistantships, and an oral and written dissertation defense. Data are presented indicating that students are achieving some of these learning outcomes but are not meeting the criteria for other learning outcomes (i.e. obtaining skills in teaching and critical thinking). Program assessment is conducted by contacting graduates and current students through social media (LinkedIn or Facebook) or email and asking them to fill out a survey. Responses to the survey questions from 5 Ph.D. students and 4 M.S. students indicated that the training provided by the program fulfilled their educational and career goals. Of the students responding to the survey, all were able to find employment or further research training opportunities. The only criticism recorded by the survey was that some of the faculty were disengaged from the program. The program self-study report does not offer a solution to help students obtain teaching and critical thinking skills other than to hire new faculty with expertise in reproductive physiology. The major core course (ANPH 726) of the reproductive physiology curriculum has not been taught in several years. It has been proposed that students will take this course at another institution.

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.

During the past decade, the M.S. program in Reproductive Physiology has been in a state of decline due to a progressive decrease in the number of extramurally-funded and research-active faculty participating in the program. This situation has resulted in a precipitous decrease in student enrollment. Current student enrollment is below the threshold that is needed to teach core classes of the curriculum. Thus, the Reproductive Physiology M.S. program does not meet minimum university standards for a viable graduate program. As reproductive physiology is a subspecialty area of physiology and biology, the Graduate Council recommends that graduate training in reproductive physiology be incorporated into another WVU graduate program that offers similar training opportunities. Possibilities include Biology in the Eberly College of Arts and Sciences and Animal and Food Science in the Davis College.

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.

Historically, the Division of Animal and Nutritional Science in the Davis College has provided the lion share of the faculty and student support for the Interdisciplinary Graduate Program in Reproductive Physiology. During the past 10-15 years, this support has gradually been cut. Program faculty who have retired or resigned from WVU have not been replaced with faculty possessing expertise in reproductive physiology. Graduate assistants have been cut from 6 stipends to 0 stipends. Laboratory technical support has been cut from 2 positions to 0 positions. These cuts in support have diminished student enrollment to the point where the program no longer contains a critical mass of students. This situation has led to a decline in educational quality as evidenced by the fact that a key core course in the curriculum is no longer taught on-site and seminar classes in critical thinking are folded into courses of other graduate programs. In view of these circumstances, the Graduate Council recommends that the M.S. Program in Reproductive Physiology be discontinued and that graduate training in this specialty be shifted to another graduate program that offers similar training opportunities.

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

MSJ Journalism

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?

The program does not feel that the accrediting body aligns with the program's mission. It primarily focuses solely on professional programs while the program itself delivers both professional and academic degrees.

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 College of Media's Master of Science in Journalism (MSJ) program provides students with an advanced understanding of media disciplines, preparing them for careers in the industry or academia.

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.

NA

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 consisted of 8 faculty members, two Professors, three Associate Professors, and three Assistant Professors. There are also one Teaching Professor, two Teaching Associate Professors, three Teaching Assistant Professors, one Lecturer, and one Visiting Assistant Professor. Faculty regularly publish books, book chapters, journal articles, magazine/trade Publication articles, and Scholarly Blogs. They have received grants from the Benedum Center, the Knight Foundation, and the West Virginia Department of Education.

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 MSJ program's cohorts usually range between 8 and 12 students per year. In terms of gender, 62 percent of the students were female. Seventy eight percent were listed as Caucasian. During the cycle, there were 8 Asian student, 4 African American student, and 2 Hispanic students in the program. "Previous college" GPA average was 3.49. Average GRE scores were: 495 (Verbal) and 524 (Quantitative). Graduates by year were: 6 to 8. Time to Completion ranged from 1.6 to 2.28 years. The MSJ program has prepared students for high level Ph.D. programs, including Michigan State University, South Carolina, University of Georgia, University of Maryland, Louisiana State University, and the University of Texas-Austin. These students have gone on to tenure-track positions at Boise State University, University of Hartford, Ohio University, Georgia College, and DePaul University in Chicago. Other graduates have moved into professional/research positions at organizations such as ICF International, Inc., a global consulting and technology services company, based in Fairfax, Va.

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.

Instituted a more-comprehensive assessment procedure that captures both qualitative and quantitative data. 55 percent response rate. Sixty-four percent ranked their educational experience as "Good" or "Very Good." Twenty-seven percent ranked their experience as "Fair," and one respondent ranked it as "Poor." Nine of the respondents were employed; one was entering a Ph.D. program, and another one was still seeking employment. This data closely resembles the data captured by a recent Graduate Student Satisfaction Survey conducted by the WVU Office of Graduate Education and Life in the Fall of 2019. In that survey, 87.5 percent of graduate students at the College of Media were either "Very Satisfied" or "Satisfied" with their graduate student experience. Only 3 percent were either "Neutral" or "Very Dissatisfied." The qualitative and quantitative surveys distributed to the professional project and thesis committee members also has yielded some valuable 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.

Since the last review cycle, the six Areas of Emphasis (mentioned above) have been finalized and passed by Graduate Council. They are now listed in the WVU Graduate Catalog. They are: Advocacy and Public Interest Communication, Digital Publishing, Media Solutions and Innovation, Reporting and Writing, Television, and Visual Journalism. Each AOE requires a minimum of 9 credits.

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

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

MSN Nursing

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 MSN in Nursing program is consistent with the mission of the University. It helps to improve the health of West Virginians through excellence in student-centered educational programs grounded in innovative research and scholarship. The rigorous academic environment is inclusive and responsive to the diverse needs of the communities it serves. It teaches graduates how to provide excellent patient care that reflects the highest standards of professional nursing education and practice.

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 it has adequate and accessible 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 program reports high faculty productivity. 77% of the faculty are non-tenure track and 45% are clinical track faculty, which the program claims is appropriate given the emphasis on clinical training. The faculty include a good mix of tenure-track (6), clinical (10), and teaching (7) faculty, and the School of Nursing offers support for faculty to complete doctoral degrees. Faculty have been very productive--the program reports that the annual faculty average is 15.6 products and faculty members were awarded three grants worth \$629,464. Data from 2017 shows acceptance of 42 faculty papers in peer-reviewed publications, 70 conference presentations. In the same year, ten faculty members were primary investigators on 14 active awards and grants. The faculty engage in public service, including a medical mission trip to Honduras that included some of the program's students.

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 has adequately documented the way in which it and its students are thriving. The program admits about 50 students per year for an overall enrollment of between 120-160 students, with a spike in enrollment in 2017 reflecting interest in advanced practice nursing tracks. The average GPA of students ranges between 3.39 and 3.77, well above the minimum 3.0 required for admission. GRE scores are now voluntarily submitted, but range between 505-566 for Quantitative, 416-474 Verbal, 500-620 Analytical. The program's continuance rate has gone up from 58% in 2015 to 67.5% in 2018 and the average time to completion is 2.3-2.7 years (including the 2-year MSN advanced practice students and the executive focus dual-degree programs that take 3 or 4 years to complete). The number of graduates ranges from 38 to 44 students per year. The program defines student success through completion of the program (82.4%), the 1st time pass certification rate (93%), and the employment rate (96.3%).

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.

The program has followed its accrediting body in developing its learning outcomes and faculty use program rubrics to evaluate students' knowledge and critical thinking skills, and students' mastery of the learning outcomes are also measured through certification exam results, practicum evaluations, clinical logs, and other assessments. The program has made efforts to differentiate learning outcomes for BSN, MSN, and DNP degree recipients. The program is aware of the accrediting agency's impending changes to professional and accreditation standards in 2020 and 2021 and have created a task force to respond to these changes with revisions to learning outcomes and assessment procedures if necessary.

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.

I recommend that the program be continued without specific action. The program's report demonstrates excellence in research, teaching, and service of its faculty, adequate resources and infrastructure for the program, growing levels of student enrollment, students' successful progress toward the degree and a high rate of graduates' employment, and a clear assessment protocol (as well as the faculty's readiness to revise if the accrediting body insists).

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

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

PhD in Biochemistry and Molecular 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 graduate program in Biochemistry and Molecular Biology 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 understanding basic principles that promote health. Research conducted by graduate students in this program tackle key health problems affecting West Virginians. Students are studying problems of metabolism that cause diabetes, they are examining mechanisms involved in neurodegenerative diseases, blinding eye diseases, and cancer. Developments that will create new medical devices for imaging and that determine the structure of unique enzymes with broad application can provide new technologies and new products that bring entrepreneurial potential to West Virginia. Students are also trained in social responsibility to understand the effect of these diseases and their treatment on patients and the cost to health care. 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.

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

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

The program has adequate and accessible infrastructure resources.

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. At present, we have 10 professors, 10 associate professors, 7 assistant professors, and 2 research assistant professors. This distribution is very healthy for the program as it provides enough senior faculty to mentor junior faculty and to provide guidance in graduate education. The graduate program is not limited to faculty within the Department of Biochemistry. Faculty are also from the Departments of Neuroscience, Ophthalmology, and NIOSH. Faculty are associated with the WVU Cancer Institute, the Rockefeller Neuroscience Institute, and the Mitochondrial, Metabolism and Bioenergetics Interest group. Over the past 5 years, 7 faculty joined the program and are available to advise graduate students. The publication record of the faculty is outstanding. Most faculty have multiple publications and in high quality journals.. Seventeen of the 29 faculty have significant research support and are active in training students. Those without substantial support are active in teaching and service on dissertation advisory committees. An aggressive mentoring program for new faculty has resulted in all faculty hired since the last review have been successful in obtaining extramural support. In addition, the faculty publish 2.8 papers per year on average. Faculty funding is from varied sources such as Federal agencies, Foundations, Societies and Endowments.

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 has increased in the past 3 years after a very low level in the years prior to that. An aggressive strategy has begun to increase enrollment by participating in recruiting events. The quality of students as measured by GPA and GRE scores has been excellent throughout the 5 years. All admitted students have at least 2 semesters of significant undergraduate research experience and/or time post-graduation in a research-intensive position. Seven students have graduated over the past 5 year; less than the goal of 2 per year. Time to degree has increased to a high of 7.17 years in 2018. A rigorous set of changes has been put into place to remedy this. Students now are required to complete their degree in 7 years. The program has moved the deadline for admission to candidacy to a full year earlier. Students will be on track in their dissertation research earlier. Students in the program are highly successful. Students average 2.3 authorships during their time within the department. Publications are in high impact journals, students were awarded fellowships and a WVU Foundation Distinguished Doctoral Scholarship. Students have won poster award competitions at our Van Liere Conference, national meetings, and undergraduate symposiums. All students graduating in the program over the last five years have immediately transitioned into the next stage of their careers.

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.

Results of the student satisfaction survey indicated that students desire clear policies and were very satisfied with the curriculum, examination process, research environment, and opportunities to gain critical thinking skills. Identified needs included more experience with writing, oral communication, large data sets, and career development. In 2017, the graduate program underwent an external review. The reviewers rated the program highly in the areas of faculty qualifications, productivity and engagement with the students, quality of the PhD graduates produced, and facilities. Areas identified as needing action were the following: 1) that waiting until the 3rd year to complete the dissertation proposal was too late compared to other universities; 2) offering training in Bioinformatics would address the need for new content expressed by the students, and 3) outreach to make connections with West Virginia and regional colleges with an undergraduate Biochemistry program would increase the number of applicants. To address the first point, the graduate program has recently moved up the qualifying exam and the proposal exam to the fall semester of the 2nd and 3rd years, respectively. For the second point, the graduate program has been offering a 2-week Bioinformatics workshop. Finally, to address the third point, the graduate program has organized 1-week long internships for select students from local Universities.

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

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

In response to the needs of lowering the time-to-degree to the national average of 5.5 years and increasing the number of students joining the program, a FastTrack graduate program will be offered starting in the fall of 2020. This program allows entry of Biomedical Sciences matriculants directly into the Biochemistry and Molecular Biology program and has the goal of accelerating progression to degree by 1) reducing redundant didactic instruction, 2) accelerating dissertation project, 3) providing a unique and attractive opportunity for strong WVU undergrads. To be eligible, students must have sufficient academic background in Biochemistry to “pass out” of the first-year curriculum. Furthermore, they need to have at least one year of research experience (time commitment per semester similar to 497 level courses in the Biochemistry Electives) in the laboratory in which the student wishes to perform dissertation research. This will allow the student to have made sufficient accomplishments in the laboratory to begin their dissertation research.

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

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

PhD in Cancer Cell 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 aligned with WVU's mission, vision, and values.

If the program has been out of 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 Cancer Cell Biology (CCB) is committed to the WVU by training students to make new discoveries that will advance the health care and well-being of West Virginians and all Americans diagnosed with cancer. The vision of the CCB program is to train students to enhance the overall understanding, causes and treatments of cancer, especially cancer types that are considered health disparities for West Virginia. West Virginia ranks 48 in the nation in deaths due to cancer. Incidences of cancers of the breast, pancreas, bladder, stomach, head and neck, thyroid and liver are on the increase. Values of the CCB program include creating and maintaining a positive learning environment that promotes excellence in education and integrity towards scholarly work. Students are also trained in social responsibility to understand the effect of cancer and the treatment of patients with respect to the cost of health care. 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.

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

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

The program has adequate and accessible infrastructure.

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 CCB program has 23 faculty members from basic science and clinical positions from multiple departments at WVU. Seventeen faculty are tenured, 3 assistant professors and 3 non tenure tract faculty. WVU Cancer Institute was recently awarded a CoBRE (Center of Biomedical Research Excellence) award that has brought 1 new faculty member into the program and has increased the research budgets for 3 others, allowing them to train more students. Overall, the program has been stable in terms of number of faculty during the reporting period. Publication record of faculty is outstanding.

Most faculty have multiple publications in high quality journals. Even support faculty that do not directly advise graduate students, but serve on student committees and/or teach in the program, have strong publication records. Of the 20 core faculty, 13 have substantial research funds from grants and/or start-up. The remainder have small grants and remain active in serving on committees and guiding individual aspects of projects. In addition, CCB faculty published 2-3 papers at the minimum per year on average across the reporting period. Faculty funding is from NIH, DOD, ACS, WVCTSI, WVINBRE, industrial contracts and internal grants from University resources.

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 CCB program has remained steady, despite a decline in the funding of cancer-related applications by the NIH and NCI. The quality of admitted students as measured by GPA and GRE scores has been excellent throughout the 5 years. Student admission numbers in the program have been consistent across the reporting years. Time to degree has decreased from a high of 6.67 years in 2014 to 5.33 in 2018. The program goal is 5-5.5 years. To decrease time to degree, the program has moved the deadline for admission to candidacy to a full year earlier. Students will be on track in their dissertation research earlier in their academic career. CCB students have been very successful during their tenure in the program and beyond. The vast majority of students have presented their work at local, regional, national or international conferences. All graduates are required to have a primary (first) author publication in a peer reviewed journal within the cancer field. All have done so. Importantly, all students have gone on to postdoctoral employment (PhD) or medical residencies (MD/PhD) within a timely manner. Several students have also gone on to work in industrial or clinical settings.

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 assessments in the CCB program have been partially adapted from the guidelines set forth by Cancer Biology Training Consortium (CABTRAC), along with recommendations from the CCB Scholarship Committee and Faculty. The assessment includes learning outcomes, yearly assessments (by faculty, advisory committee, and the student) and long-term assessment of alumni. The assessments have indicated the strengths of the program include strong faculty commitment, only program affiliated with a clinical center, students engage in clinical-related activities, ability to pursue joint MD/PhD degrees, successful placement in high profile careers, students have ample opportunity for research, and continued funding for research programs.

Issues include difficulty obtaining and maintaining funds to support research labs, declining enrollment, lack of a departmental affiliation, inability to qualify for a NCI T32 Award, lack of student diversity, and limited cancer research focus. Program changes/improvements include short term departmental funding and individual pre-review and intensive mid/late career mentoring for grants, more aggressive marketing to regional universities, discussion about the creation of a Department of Cancer Biology, submitting more F31 grants to offset the lack of T32 grants, discussions with the WVU Division of Diversity, Equity and Inclusion to formulate strategies to increase student diversity and hiring more clinical specialists to broaden the cancer research area.

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.

Changes have been largely in response to external evaluation of the CCB Program by peer leaders from other institutions during a three-day site visit in 2017. Changes to the program during the review period include: 1) Addition of elective courses aside from BMS715 (Molecular Biology) to offer a wider range of choice in the first year curriculum. 2) Elimination of the Qualifying Examination, bringing the program in line with national guidelines and standards put forth by the Cancer Biology Training Consortium (CABTRAC), which provides guidance in accordance with NCI best practices in graduate student training. 3) Integration of BMS707 Experiential Learning into the CCB curriculum, where students have utilized the opportunity to select learning experiences and career development in alignment with their career interests. Students present an overview of their experience at one of their yearly Student Forum presentations. Future improvements include short term departmental funding and individual pre-review and intensive mid/late career mentoring for grants, more aggressive marketing to regional universities, discussion about the creation of a Department of Cancer Biology, submitting more F31 grants to offset the lack of T32 grants, discussions with the WVU Division of Diversity, Equity and Inclusion to formulate strategies to increase student diversity and hiring more clinical specialists to broaden the scope of cancer research.

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

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

PhD in Cellular and Integrated 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 aligned with WVU's mission, vision, and values.

If the program has been out of 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 Cellular and Integrative Physiology 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 understanding basic principles that promote health. Research conducted by graduate students in this program tackle key health problems affecting West Virginians. Research areas of the students emphasize problems of toxicology especially inhaled environmental toxins, which are a key area of concern in West Virginia. The findings from this research will play a key role in informing policy for the state and the federal government with respect to industry pollutants and the nanoparticles that are part of many sunscreens. In addition, students have studied fundamental aspects of endocrinology and neuronal systems as well as mechanisms of addiction, a growing problem in West Virginia. Students are also trained in social responsibility to understand the effect of these problems, their relationship to disease and to the cost to health care. 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.

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

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

The program has adequate and accessible infrastructure resources.

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 currently consists of 19 faculty members. Thirteen tenured faculty, 2 tenure-track faculty, and 4 Adjunct professors. Our average time to Ph.D. completion over the past 5 years is 4.87 years. Publication records of the faculty is outstanding. All faculty in the program have multiple publications and publish in high quality journals. Currently, the faculty advise the Ph.D. training of 8 graduate students with two more expected to join Spring of 2020 from the current incoming group. Even faculty within the program that do not directly advise graduate students have strong publication records through collaborative efforts. Faculty not directly advising students also contribute by usually serving on multiple Ph.D. student committees, both within the CIP program and others, contributing to the research activities of colleagues, and teaching extensively. Research is supported by federal funding from agencies such as the USDA and multiple branches of the NIH, as well as other external sources such as the American Heart Association and the American Cancer Society. In addition, work is supported by internal funding through IDeA programs such as INBRE, CTSR, and COBRE. Of course, NIOSH adjuncts also contribute through funding from NIOSH. Several faculty currently have grants pending with federal agencies, indicative of a continued active participation in the research mission of the program and university.

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 has steadily increased over the past 5 years from 7 to 12 students. The number of new enrollees also increased from 2014 to 2017 predicting continued strong enrollment for the next period. The quality of students as measured by GPA and GRE scores has been excellent throughout the 5 years. GPAs of 3.66 to 3.9 are well above the standard for admission. What is not measured here is the improved research experience of admitted students. All admitted students have at least 2 semester of significant undergraduate research experience and/or time post-graduation in research-intensive positions. The program has graduated on average 2 students per year for the past 5 years and thus meets the University policy for numbers of graduates. Time to degree (4.87 years) has met or been less than the program goal of 5-5.5 years. Students in our program regularly participate in national and international scientific meetings as well as presenting research within the University. Students in our program over the past 5 years have matriculated to prestigious postdoctoral fellow and faculty positions. We recently have had 3 MD/PhD students who have returned to medical school after completing their PhD work.

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.

No student has been dismissed from the graduate during the previous 5-year cycle. This indicates that the program is effective in providing adequate training and in motivating students to succeed. Results of the student satisfaction survey indicated that, in general, students (n=7 surveyed) were highly satisfied with their experience in the program. Replies to various questions usually scored above 4.0 on a scale of 5.0 or above 2.5 on a 3.0 point scale in the survey. The average of students when asked if they would choose the CIP program again was a 4.14 on a scale of 5.0. As indicated above, the quality of training can also be evidenced by the quality of postdoctoral or employment opportunities our students receive upon graduation, which is outstanding.

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 significant change that has occurred in our program is in the format of our advanced physiology courses (PSIO 750 and PSIO 751). Originally, students in our program were exposed to didactic lectures delivered to first year medical students and tested in a traditional way of multiple choice and short essay exams. It was our conclusion that this was not supporting sufficiently our students and their performance in our oral qualifying exam, wherein they are asked to synthesize data into larger concepts. Many students had to be asked to repeat the oral examination. As a solution, we “flipped” the classroom. We asked students to listen to lectures recorded for the medical students and then come to class prepared to discuss the material in a deeper and more integrative way. This approach has had a significant impact on the quality of performance in our oral examination as we now rarely have a student retake the exam. We are also in the process of developing additional courses in pulmonary physiology, systems toxicology and redox biology. Another change is that we replaced the program director. This should provide more and better communication with the students about the structure of the program and expectations of performance and addresses a comment and some of the lower scores in the assessment survey regarding that position.

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

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

PhD in Clinical and Translational 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.

This degree program was developed in response to the fundamental changes taking place in biomedical science research and education worldwide, with an increasing and stronger emphasis on interdisciplinary research to improve clinical care and population health outcomes. The mission is to provide closer collaboration, integration, and alignment of basic, clinical and population sciences during graduate training to provide a foundation for advanced scholarly research on important clinical questions that impact patients, the citizens of WV, the region and the global community. The vision is to successfully train the next generation of translational and clinical scientists to conduct research on health concerns which impact the Appalachian region.

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 experienced any significant issues related to students, classroom and physical space, technological support and infrastructure as well as access to library resources and 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.

The Core faculty consist of the Program Director and 2 Co-Directors. The CTS PhD program relies on faculty and courses from across the entire spectrum of the Health Science Center which include, but are not limited to, the Schools of Medicine, Public Health, and Pharmacy. As research mentors and elective courses may come from any graduate program/school at WVU, the program has experienced some difficulty with availability and access to some courses, primarily those assigned to teach certain core courses in the School of Public Health. Dialogue has occurred and arrangements with additional faculty within the Biostatistics and the Epidemiology Departments, who are associated with the West Virginia Clinical & Translational Science Institute have been made and can provide additional student support, as needed. However, open communication is still ongoing. Due to the nature of the faculty being across disciplines, only current faculty named as research mentors contributed to the productivity. Eight faculty have extramural funding (4 have multiple extramural grants), 2 faculty have intramural funding, and collectively these 10 mentors have published 90 peer-reviewed articles over the past 5 years (since 2014). Considering the full funding and publication record over careers, faculty mentors have received over 50 grants, and published over 700 articles.

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 inception in 2014, 14 students enrolled, with 8 students currently in the program. The issues the program has faced relate to the withdrawal of 3 students when the founding director of the CTS PhD program left WVU. Since 2015, 3 other students withdraw from the program. At present, no observable continuing trends for the loss in enrollment are evident or require any specific remedy. Of the current students, there is an even balance of males and females, seven entered the program with advanced or graduate degree (i.e. MS, MPH or MD), and there is a mix/diversity of ethnic backgrounds. The GPA of students admitted over the past 5 years is approximately 3.33 (with average GRE scores of ~300). The operating plan is to enroll 2 students each year, this limit is based on availability of funds to support the students stipend during the first 2 years in the program. None have graduated yet, however the first 2 students will graduate in 2020. It is anticipated and expected that most students will take 4-5 years to complete the program. Collectively, currently enrolled students have authored or co-authored 8 publications in the 2018-2019 academic year, with one article in the Journal of the American Medical Association (JAMA). All students have presented either oral talks and poster presentations at national and regional meetings with two receiving prestigious awards. Students in the 3rd year or longer, have attended and presented abstracts at national meetings..

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.

This is a new program created in 2014, with students starting matriculation in 2015. Students in this program are being assessed through tracking of some traditional and some less traditional metrics for graduate education. Assessments of mastery of course knowledge occurs through course exams, assignments, and peer and mentor feedback. Assessment of growth and application of research skills is tracked through quarterly reports of the following metrics: manuscripts published, abstracts submitted, presentations given, proposals submitted and awarded, patents or intellectual property disclosures, students and residents that they have mentored. In order to complete the program, students prepare a grant proposal written toward an active Request For Applications (usually NIH). Alumni satisfaction survey results were provided for 2018 and 2019. As the program evolves, another alumni survey will be administered to track the career trajectory of graduates. At present, the best evidence that students are meeting the learning objectives of the program can be gleaned from internal benchmarks of performance by the 8 enrolled students. Thus, all currently enrolled students are meeting, or have meet, programmatic expectations and working toward fulfilling/meeting the program learning objectives.

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.

Since the inception of the program the only major curriculum change made has occurred in the past year, where 1) the total number of credits to graduate was reduced from 100 credits to 86 credits to be more inline with other graduate programs on campus (e.g. BMS PhD); and 2) reclassified Core vs Elective credits. The latter was necessary with curriculum changes in other departments. Thus, while the overall curriculum has not substantially changed, the reclassification of core versus elective course now allows greater flexibility when designing the program of 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

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

MS Clinical Rehabilitation and Mental Health Counseling

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 program fits well within the land-grant mission to address the healthcare and other social needs of West Virginia. They note that their primary aim is to prepare counselors to "assist clients with mental, physical, and emotional disabilities" and that their program's focus is on teaching students to "[understand] the unique needs of individuals, couples, families, and groups experiencing disability or other disadvantages across their lifespan in our society, at work, home and play." As such, they seem aligned with both the values and 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 infrastructure and resources and appears to have 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.

Faculty is composed of 7 core faculty: 1 full professor (tenured), 2 assistant professors (tenure track), 2 teaching assistant professors, 1 non-tenured teaching faculty, and one 1 teaching instructor. Faculty appear to be substantially productive with a high level of publications, grant funding secured, and service.

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

- ☐ Yes
- ☒ No

Q4.2. What was inaccurate?

No time to completion is included in catalog pages.

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 appears to be relatively stable (between 20-25 yearly over past 5 years). Average undergraduate GPA has been trending downward, from 3.6 in 2014 to 3.3 in 2018, but GRE's have remained stable (around 400). Program notes that they are recruiting more students with lived experience, which could be related to the lower GPA scores. Consistently more females enroll in the program than males (consistent with trends in similar social/human service programs) and majority of students are White (consistent with demographics of local area). Continuance is about 50% on average, which seems somewhat low; the authors do not comment on this. Graduates per year is relatively stable about 14-18; time to completion is about 2 years. They note that they have recently increased credit hours, and more students are opting for part-time enrollment; this will likely impact time to completion data starting in 2019. They note multiple indicators of student success, including an impressive 100% rate of employment of the 2018 graduating cohort at time of graduation. Some have pursued doctorates and several are employed in academia.

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 reports an impressive multidimensional approach to assessment, that includes the evaluation of student skills, curriculum, program sites, and the program overall. In addition to the standard evaluation methods required by WVU (faculty evaluations, Quality Matters, SEI's, and the BOG review), the assessment plan described also discusses the following. Program graduates are surveyed regarding their perceptions and evaluations of the major aspects of the program and site supervisors and program graduate employers are invited to participate in focus groups to discuss ways that the program can best serve its students and constituents. In regard to student evaluation, they are evaluated through course performance and GPA as well as a student professional portfolio that is graded on multiple competency dimensions. They also receive an evaluation via a "professional fitness review form." The program reports that in 2018-2019 there was an 83% pass rate. Finally, curriculum assessment is done according to the accrediting body's standards via a standard curriculum matrix. The program made a core change from an MS in Rehabilitation Counseling to an MS in Clinical Rehabilitation and Mental Health Counseling because of workforce needs in WV. They also instituted a 2-cohort program, which allowed for more flexibility for students. This decreases the amount of time required to complete the program part-time and to allow more flexibility for those that are working.

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.

As mentioned previously, they have expanded their focus to include courses on Mental Health rehabilitation to meet workforce needs in WV which seems appropriate and within the scope of their accrediting body's requirements. The program would like to decrease the credit hours for their REHB 675 to 6 hours, to be consistent with the MS in Counseling program. They are also designing an advanced course in Addictions Counseling and increasing the training for students in the area of supervision of counselors. Other modifications include recruiting and graduating students with lived experience to work in substance use disorder treatment and increase the number of graduates that are prepared to work in WV. No other recommendations are noted by this reviewer.

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 Reviewwebsite](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

I am hesitant to award this recognition for this program. They meet criteria for curriculum and assessment, but there is not clear evidence for the first three. They do rank 37th in U.S. News and World Report, but and are only one of 24 programs with the Council for Accreditation of Counseling and Related Educational Programs. Faculty distinction was a little hard to certify given the detail in the narrative- so I'm not sure I can justify that. Also, need more detail on the graduates.

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

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

Ph.D Communication Studies

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 goal of the Ph.D. in Communication Studies mirrors our Department's mission statement, which is to provide students with an education that prepares them to be competent communicators at both theoretical and applied levels. The Department is dedicated to developing students as future college professors and researchers in the Communication Studies discipline. To do so, we create a learning environment that stimulates students' intellectual curiosity through the provision of purposeful and authentic assignments, projects, and interventions. These assignments, projects, and interventions focus on students' exploration of real-world problems that often require them to develop communication-based solutions to these problems.

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.

For the most part. Faculty turnover has been an issue over the past five years. Since the last report cycle, one faculty member has retired and six faculty members have left the Department to seek employment elsewhere. Only three of those seven positions have been adequately filled and two of those three are filled with temporarily funded Assistant Professor positions. By the review, the Department needs a minimum of two additional tenure-track faculty positions to be filled within the next two years. Otherwise the department may face the risk of being unable to fulfill its duties in teaching.

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.

Overall faculty productivity is high and solid in the Department. Graduate faculty in Communication studies typically teach 2 courses per semester or four per school calendar year, and Program Coordinators, Advisors, etc teach three courses over each school calendar year. Although teaching loads are fairly high, research and service productivity is high or very high at the Departmental level. Average number of publications per faculty during the reporting cycle was 28.15 and three senior faculty members were reported as being in the top 1% nationwide of published scholars in the field of Communications studies. In addition, several faculty serve on editorial boards in their field and provide service to the WVU community.

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.

Ph.D Program enrollment has been consistent during the cycle, around 14 students with 4-6 new students enrolled each year. Around 60% of students have traditionally been female although that composition was altered in 2018 when half the students were male and half were female. Average GRE scores have dropped considerably over the cycle, or around 100 points both for Quantitative and Verbal. Racial composition is consistently ~90% Caucasian. Time to completion has remained steady around 3.5 years. Doctoral students in Communication studies are actively involved in research and other scholarly activity evident by the number of conference proceedings and presentations, peer-reviewed publications etc. 31 of 34 graduates from the program are Assistant-, Associate- or Full Professors and the remaining three work in the private sector.

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 is no formal assessment plan in place for the Ph.D. program. The Department has instituted a series of four assessment practices that are completed regularly as a way to assess Ph.D. student progress. First, the Ph.D. Coordinator completes an evaluation of each student at the end of each semester. This evaluation identifies student strengths and student challenges. Second, each Ph.D. student submits a portfolio in June that documents their teaching, research, and service activities for the prior fall and spring semesters. These portfolios are evaluated by the Graduate Studies Committee. Third, all Ph.D. students complete COMM 790: Teaching Practicum, a fall semester three-hour course designed to teach students about communication pedagogy, classroom management, instructional communication practices, and effective teaching. Fourth, all Ph.D. students are advised by the Ph.D. Coordinator during their first year (i.e., fall, spring) in the program. In concert, all new students complete COMM 796: Graduate Student Seminar, a fall semester one-hour course that introduces them to the Department, University, discipline, and community. Furthermore, Ph.D. students undergo a three-stage process at the end of their coursework: (1) a 12-hour comprehensive examination, after which they (2) write and orally defend a dissertation prospectus before (3) they can write and orally defend the dissertation.

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 Ph.D Program in Communication Studies appears to be thriving well although some challenges remain, mainly around recent faculty turnover which will need to be addressed. The present shortage is two tenure-track positions. Changes made to the program during this past cycle included revising the requirements to the Ph.D. Student Plan of Study form, and reducing the number of Department faculty members on Dissertation committees from four members to three members (this reduction was made to align with practices recommended by the College.)

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

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

PhD Counseling Psychology

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 fits well within the land grant mission of WVU as it seeks to educate and train "competent health service psychologists" that can contribute to the needs of diverse individuals. The program emphasizes the importance of scientific inquiry, lifelong learning, contribution to intellectual and social diversity, and overall scholarly development. It is also committed to providing these opportunities to individuals within the communities 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 reports adequate access to resources and identifies 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.

There appear to be 3 core faculty members designated to the PhD program currently. They have had some attrition- the previous director left WVU in 2018 and another faculty retired recently as well. They have since hired a temporary TAP to address this. They do not note that this has impacted their program significantly and accrediting body did not express concerns in the self-study. Also, the authors note that they are phasing out the doctoral program. Faculty appear to be productive with a high level of publications and teaching (proportionate based on their assignments).

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.

Enrollee trends are consistent- 6-7 per year. GPA's are also fairly consistent (and high) around 3.9 on average, as are GRE's (500-600). More enrollees are White females (consistent with other program demographics). Program continuance was high (70%). Time to completion is between 5-6 years (which is average for doctoral programs). Number of graduates dropped in 2016 and 2017. Of note, the program is in the process of being phased out so they are not enrolling new students. Students in the program appear to be highly successful, with a 100% predoctoral internship match rate, and 100% employment rate post graduation. They have also produced a high rate of scholarly publications and presentations during enrollment.

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

☒ Yes

☐ No

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

☒ Yes

☐ No

Q5.4. 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.

Students are assessed regularly through course grades, competency benchmark assessment, comprehensive exams, and through practicum and internship performance ratings. In their self-study they note a potential plan to pursue a more formalized method of assessment using digital data. They note three specific initiatives: A Continuous Quality Improvement Group (CQI), a Diversity Retention and Recruitment Committee, and Annual Faculty Program Assessment Retreat. They also note a plan to take minutes during core faculty meetings and collect data digitally for assessment measures for student outcomes, graduate/student surveys, and other relevant assessment measures. They do not address the implementation of these initiatives in their program review, but as the program is being phased out, this may be a moot point.

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 review mentions several planned initiatives (see previous comments) but does not discuss their implementation.

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

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

PHD in Music

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 faculty have explained this but I think that they could have been more specific.

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 PhD in Music Education reports 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.

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 is very very low with no new enrollees in 2017 and 2018 and with no graduates in 2017 and 2018. prior to that time, only 3 enrolled in 2016 and one graduated in 2016. Diversity of students is very limited. Students are taking 4.3 years to complete so with no new enrollees in 2017 and 2018, it would seem that the program would not have any new grads until 2021 at the earliest.

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.

no assessment plan was given. The 2019 NASM report was reviewed. In this report, the rationale for continuing the program was not provided for number 7 under Doctor of Philosophy in Music Education.

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.

Planned changes are not provided. In the NASM report, faculty do mention examining ensemble structure. The faculty note that the program is not a 'strain' to maintain but that it also last admitted students in 2016 which would, by default, limit strain.

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

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

By December 15th 2020, submit a recruiting and marketing plan that includes a target enrollment to be reached by fall 2022.

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

Ph.D. Nursing

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 PhD in Nursing program at WVU is the only PhD in Nursing program in the state. The purpose of the program is to educate nurse scholar-scientists for research-intensive roles. The program prepares graduates who are well prepared to contribute to the body of nursing knowledge; educate the next generation; and assume collaborative leadership roles. The goals of the program are to: 1) Rigorously test, generate, and extend knowledge to inform nursing science, practice, and policy, 2) Contribute to the development of knowledge and interventions to address health disparity and promote or improve health, 3) Assume collaborative leadership roles in academia, healthcare organizations, research teams, and scholarly networks, and 4) Demonstrate expertise within an area of study that incorporates nursing and transdisciplinary perspectives. The program is aligned with the WVU commitment to advance education, healthcare, and prosperity for all. In particular, the program and its goals are congruent with the WVU mission to advance high-impact research and lead on transformation in WV and globally. The PhD program goals align well with the WVU vision as students are guided to be purposeful in studies and work, studying and partnering with communities and populations of disparity to address real-life problems and find solutions to current problems related to health, wellness, healthcare, and nursing education.

2.1. 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.

All infrastructure resources appear to be in fine shape, according to the program's self study.

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 has remained quite consistent over the past five years. Although the size of the faculty may have decreased slightly because of faculty retiring, the current faculty breakdown is adequate to serve the program. The current faculty includes 14 members (eight tenured). The composition, according to rank, is: three Professors, five Associate Professors, one Assistant Professor, one Clinical Professor, one Clinical Associate Professor, one Clinical Assistant Professor, and two Teaching Assistant Professors. One tenure-track faculty position has been posted to replace a recently retired PhD faculty member. Currently, faculty teaching assignments at the school have been shifted so that the senior, tenured professors are engaged in teaching in the PhD program and faculty in clinical or teaching tracks are assigned to teach in clinical programs. This transition has ensured that senior, tenured faculty with research programs will have sufficient time available to meet the needs of a growing PhD Program. In terms of research productivity, the faculty have produced one book, nine book chapters, five published conference proceedings, 82 published journal articles, and five additional manuscripts for an average of 11.33 per Tenured/Tenure-track Faculty. Grants have totaled more than \$1.8 million.

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 PhD Program has increased enrollment since its inception in 2002. The program has maintained enrollment over the past five years: 2014 (12 students), 2015 (12 students), 2016 (14 students), 2017 (13 students), 2018 (11 students), and 2019 (13 students). Twelve of the 13 current students are enrolled part time. The majority of the students are White (Currently 2 non-White students, 15%) and female (currently 3 of 13 are male, 23%). In 2019, the program admitted its first international student. The diversity percentages are higher when compared to national nursing trends and the West Virginia demographic composition. The school has attempted to increase diversity. For example, a student organization (POUND - promoting outreach, unification, and nursing diversity) was created in the school to enhance diversity and to promote an inclusive community. Enrolled students have a slight positive trend in average prior college GPA ranging from 3.73 (2014) to 3.82 (2018). The program currently requires a cumulative GPA of 3.25 in Master's degree work for admission. The admission criteria for the program did change in 2018, and admission no longer requires the GRE. Students are regularly progressing through the program with one to three graduates per year. The students have averaged between four and slightly over seven years to complete the program (the longer 7.2 average time in 2018 was due to a student who had approved leave for a medical reason).

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 impressive. It includes the following components: 1. Completion rates: annual assessment (Summed data described in program report) Completion rate is defined as the number of students in a cohort who complete the program and earn the Doctor of Philosophy degree) 2. Employment rates: annual assessment (Summed data described in program report) Employment rate is the number of students who seek employment and who are employed within 6 months of graduation. Graduates who have retired are reported in the BOG report as retired. Employment status was assessed by the exit survey and review of current CVs of graduates. 3. Student satisfaction: annual assessment and ongoing assessment a. Student satisfaction is measured through surveys administered to students by the Director of evaluation. 4. Student scholarly productivity: annual assessment a. Student scholarly productivity is assessed by the PhD program director, surveys to students, and review of student CVs. Students are asked to notify the program director and graduate advisor when they produce a presentation or publication.

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 faculty and curriculum committee have worked annually on course reviews for each course to ensure rigor of course content and to ensure that course assignments are providing accurate assessment of learning outcomes. The program also included some impressive achievements by its graduates. For example, 38 graduates have been recognized nationally for excellence by various groups and organizations.

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 Ph.D. program in Nursing is a program of distinction on several levels. First, the program has produced two Robert Wood Johnson Nurse Faculty Scholars (RWJNFS) and these same two graduates were inducted as fellows in the national academies of practice (FNAP) which requires a nomination, application, review, and recommendation by the national academy. The RWJNFS scholar program is recognized nationally as a highly competitive program with only 12 scholars chosen nationally each year during the program for 10 years. There are only 89 RWJNFS recognized nationally. The program has received 8 National League for Nursing Jonas Scholar Awards, which is a prestigious honor that recognizes students who will complete rigorous research studies. The program is ranked 15th nationally for top Ph.D. Nursing programs online by [online-phd-programs.org](#). This organization establishes rankings for online Ph.D. programs based on data from the National Center for Education Statistics. Second, in terms of faculty research and scholarly productivity, those faculty who teach courses in the PhD in Nursing program had had an outstanding level of productivity over the past 5 years. They have produced one book, 9 book chapters, 5 published conference proceedings, 82 published journal articles, and 5 additional manuscripts for an average of 11.33 per Tenured/Tenure-track Faculty. The Ph.D. program faculty have been awarded 5 grants in excess of \$1.8 million. The program's assessment is solid as well.

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

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

PhD in Pharmaceutical and Pharmacological 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.

Addressing problems related to healthcare in the state of West Virginia and beyond is an explicit part of WVU's vision statement (<https://www.wvu.edu/about-wvu/vision>). The program in Pharmaceutical and Pharmacological Sciences directly contributes to this vision by educating students and supporting research related to the design and implementation of drugs to address health issues.

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

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

The program does not identify any issues with infrastructure or 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 currently has 14 faculty members, consisting of 8 professors, 2 associate professors, and 4 assistant professors. This is a healthy balance across professional stages. Several faculty from other programs also serve indirectly in the department as mentors for students. The faculty in the program appear to be productive both in terms of publishing and in the pursuit of external funding. Regarding the latter, faculty hold several NIH grants in addition to grants from other agencies and foundations.

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.

New enrollment in 2017 and 2018 is about half that from 2015 to 2016, although the program notes that this is largely due to changes in the faculty composition (i.e., retirements and new hires), and the need for new faculty to become established and able to offer funding to students in their laboratory. Other measures (e.g., time to completion, incoming student scores, retention) are largely stable.

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 utilizes annual student evaluations (both self-completed and program-completed) as well as some curricular tools (e.g., one-credit journal clubs) to facilitate its learning outcomes. The latter appear to mainly be assessed by course grades. While the forms used for the student evaluations appear to be well-designed, there was no presented data for results of these evaluations or how they tie directly to the learning outcomes. For instance, which of the items on the IDP connect to which learning outcome?

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 added four additional program-specific graduate courses in the past year. Previously, there was only one required graduate course specifically within the PHAR program. This improvement was made through feedback from students and employers.

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.

By December 15th, 2020, the program will: 1. Submit evidence of assessment of the learning outcomes. This evidence should extend beyond course grades and specifically tie the measures being used to the learning outcome(s) being assessed.

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

Ph.D. in Reproductive 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 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 Ph.D Program in Reproductive Physiology aligns with the mission of West Virginia University by training students and promoting research in the reproductive sciences. An increased understanding of the processes influencing reproductive efficiency in livestock and humans affects the agricultural economy of West Virginia and the reproductive health of West Virginia citizens.

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 Reproductive Physiology Ph.D. program is an interdisciplinary program that is housed in multiple departments. Faculty laboratories are located in the Agricultural Science building and the Health Sciences Center. Faculty have access to various animal facilities including the Morgantown Animal Science Farm. These laboratory and animal facilities are well-equipped with instrumentation to conduct modern research. Overall, the infrastructure resources within the graduate program are very good.

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 five years, the number of faculty in the Reproductive Physiology Graduate Program has declined dramatically due to resignations, retirements, and change in assignments. Currently, there are only eight faculty who are members of the graduate program. Three of these faculty are in the School of Medicine and five are in the Davis College. Of the eight faculty, only four appear to have active research programs that are extramurally funded and can provide quality graduate training. There has been little or no effort in the School of Medicine or the Davis College to replace faculty with expertise in reproductive physiology. This situation suggests a decline in administrative commitment to support an interdisciplinary doctoral program in Reproductive Physiology at WVU.

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

- ☒ Yes
☐ No

Q4.3. 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 self study report presented only combined Ph.D. and M.S. enrollment data. During the past five years, total combined enrollment in these programs has declined from 9 students in 2014 to 3 students in 2019. The number of new students entering these programs has averaged about 2 students per year during the past 5 years. The G.P.A. of incoming students has ranged from 3.5 to 3.8. The number of students graduating with a Ph.D. has progressively declined from 3 students in 2015 to 0 students in 2018 and 2019. The average time to complete the Ph.D. is 4.2 years after completion of a

M.S. Students in the Ph.D. program have been successful in receiving fellowships and research awards at the university and national level. A major issue of the Reproductive Physiology Ph.D. Program is the decline in student enrollment. Currently, the program lacks a critical mass of students that justifies the teaching of core courses in the curriculum. For example, ANPH 726 (Endocrinology of Reproduction) and ANPH 796 (Graduate Seminar in Reproductive Physiology) have not been taught in several years. The solution to this problem has been to have students enroll in a seminar class of a related graduate program (i.e. A&VS) and a class in reproductive endocrinology taught by a coalition of faculty from Mid-Atlantic and Mid-Western institutions. These stopgap measures to continue the teaching the core curriculum diminish training environment of the program.

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 of student learning outcomes is conducted by monitoring student performance in seminars and didactic coursework, an oral and written candidacy exam, dissertation advisory committee meetings, research presentations at national and local meetings, teaching assistantships, and an oral and written dissertation defense. Data are presented indicating that students are achieving some of these learning outcomes but are not meeting the criteria for other learning outcomes (i.e. obtaining skills in teaching and critical thinking). Program assessment is conducted by contacting graduates and current students through social media (LinkedIn or Facebook) or email and asking them to fill out a survey. Responses to the survey questions from 5 Ph.D. students and 4 M.S. students indicated that the training provided by the program fulfilled their educational and career goals. Of the students responding to the survey, all were able to find employment or further research training opportunities. The only criticism recorded by the survey was that some of the faculty were disengaged from the program. The program self-study report does not offer a solution to help students obtain teaching and critical thinking skills other than to hire new faculty with expertise in reproductive physiology. The major core course (ANPH 726) of the reproductive physiology curriculum has not been taught in several years. It has been proposed that students will take this course at another institution.

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.

During the past decade, the Ph.D. program in Reproductive Physiology has been in a state of decline due to a progressive decrease in the number of extramurally-funded and research-active faculty participating in the program. This situation has resulted in a precipitous decrease in student enrollment. Current student enrollment is below the threshold that is needed to teach core classes of the curriculum. Thus, the Reproductive Physiology Ph.D. program does not meet minimum university standards for a viable graduate program. As reproductive physiology is a subspecialty area of physiology and biology, the Graduate Council recommends that graduate training in reproductive physiology be incorporated into another WVU graduate program that offers similar training opportunities. Possibilities include Biology in the Eberly College of Arts and Sciences and Cellular and Integrative Physiology in the Health Sciences Center.

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.

Historically, the Division of Animal and Nutritional Science in the Davis College has provided the lion share of the faculty and student support for the Interdisciplinary Graduate Program in Reproductive Physiology. During the past 10-15 years, this support has gradually been cut. Program faculty who have retired or resigned from WVU have not been replaced with faculty possessing expertise in reproductive physiology. Graduate assistants have been cut from 6 stipends to 0 stipends. Laboratory technical support has been cut from 2 positions to 0 positions. These cuts in support have diminished student enrollment to the point where the program no longer contains a critical mass of students. This situation has led to a decline in educational quality as evidenced by the fact that a key core course in the curriculum is no longer taught on-site and seminar classes in critical thinking are folded into courses of other graduate programs. In view of these circumstances, the Graduate Council recommends that the Ph.D. Program in Reproductive Physiology be discontinued and that graduate training in this specialty be shifted to another graduate program that offers similar training opportunities.