WVU Board of Governor's Program Review

Undergraduate Program Reviews
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WVU Board of Governor's Program Review

Executive Summary – Academic Year 2019-2020

Undergraduate Programs

- 21 programs were reviewed
- 8 were continued at the current level of activity
- 11 were continued with specific action
  - 10 actions were assigned to assessment of student learning
  - 2 actions were assigned around enrollment, persistence, and completion
- 2 were recommended for discontinuance

Specific Actions Assigned

- BA Communication Studies: assessment: report due by Dec. 2021
- BA English: assessment: report due by Dec. 2021
- BSBAD Entrepreneurship and Innovation: assessment: report due by Dec. 2021
- BSBAD Global Supply Chain Management: assessment: report due by Dec. 2021
- BA Music: assessment: report due by Dec. 2021
- BM Music: assessment: report due by Dec. 2021
- BA Religious Studies: enrollment, persistence, completion, and assessment: report due by Dec. 2020
- BSR Parks, Recreation, and Tourism Resources: assessment, follow-up with specialized accreditation body: report due by Dec. 2021
- BS Criminal Justice (Tech): enrollment, graduation: report due by Dec. 2020; assessment: report due by Dec. 2021
- BA Psychology (Tech): assessment: report due by Dec. 2021
- BA Interdisciplinary Studies (Tech): discontinued
- BA Slavic and Eastern European Studies: discontinued

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

BSN in 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 mission, vision, and values of the BSN program are in line with WVU's and especially support the component of health and compassion. Mission: "As a land-grant institution, the faculty, staff and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, health care and prosperity for all by providing access and opportunity; by advancing high-impact research; and by leading transformation in West Virginia and the world through local, state and global engagement." Nursing's mission is to "lead in improving health in West Virginia and the broader society through excellence in student-centered educational programs, research and scholarship, the compassionate practice of nursing and service to the public and the profession." Vision: "As one West Virginia University, we are purposeful in our studies and our work so that we can partner with our communities – both near and far – to bring needed and valued solutions to real-life problems within the pillars of education, health care and prosperity." For the BSN, "The West Virginia University School of Nursing envisions optimal health, enhanced quality of life, and excellent health care for the people of West Virginia and the global community." WVU values are service, curiosity, respect, accountability, and appreciation. Nursing is committed to the values of integrity, excellence, and inclusiveness, to foster a positive learning and working environment.

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 BSN program has adequate fiscal, physical, clinical, and computer resources. Faculty offices are on the 6th floor of Health Sciences South. BSN courses are taught in Morgantown. Online classrooms are primarily intended for other nursing degrees, but some RN to BSN students may take online courses. A variety of laboratories provide different simulations. Students also have access to the West Virginia Simulation Training and Education for Patient Safety (WV STEPS), a premier facility at West Virginia University Health Sciences Center. WV STEPS is a state-of-the-art center for experiential learning with simulation and standardized patients. Instructional space includes 14,000 sq ft of 4 intensive care setups for life-like manikins; two 10-bed open laboratory spaces for practicing nursing skills, basic life support, and ultrasound skills; 12 patient exam rooms for physical assessment and communication practice; a room for obstetric & pediatric practice; and a large surgical skills unit. The STEPS Center is used by all schools in the Health Sciences Center and by WVU Medicine where nurses, pharmacists, physicians and other members of an integrated healthcare team train together. In the Morgantown HSC Learning Center, the School of Nursing currently has access to two 25-seat secure computer laboratories. In addition, up to 55 additional workstations in the Learning Center are available. The program requires students to purchase laptops. Software is reviewed annually.

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 BSN faculty are adequate in credentials, composition, and productivity. All faculty teaching have graduate degrees in nursing (10 PhD, 10 DNP, one EdD, one JD, and one DHEd; three faculty members are enrolled in PhD programs, two are enrolled in DNP programs, two are enrolled in EdD programs, and one is working toward a certified nurse educator credential). One member meets the exception requirements (RN, BSN, enrolled in MSN, 9 years of nursing experience). Sixty-six percent of faculty teaching in the undergraduate programs are in the lecturer/senior lecturer track, devoting 80- 90% of their time to the teaching role. There are 11 assistant professors, 2 associates, and 0 full. Faculty to student ratio in the basic BSN program is no more than 1:8 in courses in which faculty directly supervise students in the clinical area. When more than 8 students are assigned to one faculty, only 8 students are present on the clinical unit simultaneously—remaining students have alternative assignments. The 1:8 ratio for pre-licensure programs is recommended by the WV Board of Examiners for Registered Professional Nurses (a 1:10 ratio is acceptable). At the sophomore level in the beginning nursing courses, as well as in the specialty units and critical care units, the faculty-to-student ratio remains 1:8 or less. T/TT faculty received 5 grants ($1.563 M), published 1 book, 9 book chapters, 49 journal articles, and 1 conference proceeding between Jan 1 2015 and May 31, 2017.

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.

> Student performance is very good. From 2014-17, the BSN enrollment has increased from 483 to 588, with 236-258 new enrollees annually. Over the same time, the program has graduated between 196 and 243 students. The time to completion for all graduates in a given year ranges from 4.7 to 5.3 years. Entering students consistently have a high school GPA between 3.60-3.65 and ACT scores of 24 (composite) and 22-23 (math). Students must have a 3.80 HS GPA and ACT scores of 26 composite and 22 math to be admitted directly to the program. Students who begin in Pre-Nursing must have a minimum of 3.0 college GPA and complete all required courses with a minimum grade of C. The students are overwhelmingly white (over 90%) and female (over 85%); there appears to be a very modest growth in males and in other ethnicities, and these numbers are not out of line with other nursing programs. The School of Nursing has formed a student group to enhance diversity and promote an inclusive community (POUND - promoting outreach, unification, and nursing diversity). Student success is measured by the NCLEX-RN (RN licensure exam) pass rate. The pass rate for SON graduates has consistently increased over the last 5 years, from 83.5% to 100% for the most recent graduating class (as of October 2019). The national average NCLEX-RN pass rate is between 81-87% for that time frame. Many BSN students are active in the Honors College. Most students who actively search are employed at 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.

The BSN program, as part of the School of Nursing, is accredited by the Commission on Collegiate Nursing Education (CCNE). The most recent accreditation visit was in September, 2019, and accreditation is given through June 30, 2029; a mid-term continuous improvement performance report will be due to CCNE in June 2024. A significant assessment plan and results are required for accreditation and were provided in the self-study and supplemental material. Curriculum review and evaluation is accomplished through formal processes within the BSN subcommittee in formal, yearly or bi- yearly reviews of each course. At the end of each semester, the faculty in each course review student evaluations and determine outcomes and potential revisions of the course. In subsequent course reviews, faculty evaluate implementation of the curriculum committee recommendations and the impact on student outcomes. In 2016-17, the Subcommittee discussed the timing of clinical practice related to medication administration, resulting in a curriculum change in which NSG 375, Pharmacology, was switched with NSG 276, Evidence Based Practice and Research, to give students more pharmacology content prior to administration of medications. The effects of this move are currently under review and evaluation. Exit surveys are used to assess student perceptions. BSN students were less satisfied with how liberal education influences thinking in nursing education, so faculty now help students make the connection.

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 taken steps to continuously improve topical coverage in the curriculum, as measured by performance on the NCLEX-RN exam. The program has changed the timing of some courses in the curriculum to make coursework more effective. The program has used data from exit surveys to reinforce the importance of liberal education to the nursing profession. The School of Nursing has an extensive plan of on-going assessment that details the key elements of each of the four standards for accreditation. The plan includes the element to assess, who will assess and evaluate, the timing, the data needed, the product of assessment, and the actions that will result. This is in line with their accreditation.

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

○ Discontinuanc

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

B.S. in 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

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

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

The program is in alignment with he mission, vision, and values of the institution, providing quality education to our students and preparing them for careers.

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 faculty (both tenured, tenure-track, and adjuncts to serve the needs of the program. The program was 1,000 square feet with its new Innovation Lab on the Evansdale campus.

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 are all fully credentialed and are productive. The Reed College is also very deliberate in its efforts to recruit a diverse 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

Q4.2. What was inaccurate?

> The majors do not meet the new Academic Rule of having the majority of its courses at the upper-division.

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 College has hired a new recruiter and a career specialist to help recruit students aggressively. The slight dip in recruitment follows national trends and cannot be attributed to anything that the college is not doing right.

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 college has a comprehensive plan for assessing its students, using both direct and indirect methods of assessment. Further, the college has consistently used its assessment results to improve its curriculum or the services that it provides to students. A striking result of these efforts is that although the College is recruiting fewer students, it is graduating more students.

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

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

> The program should continue to adjust and perform assessment of student learning that will meet the new accreditation expectations.

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)

BSBAD Global Supply Chain Mgmt

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 Global Supply Chain Management program is aligned with the mission of WVU primarily in the area of advancing education, prosperity, and high- impact research. The program has an entrepreneurial approach that promotes innovation and contributes to increased competitiveness of businesses in the state of West Virginia and globally. Graduates of the program have the opportunity to leverage their supply network expertise in a wide range of industries. In terms of diversity component of the mission of WVU, there was no faculty data broken down in terms of diversity. Student enrollment demographics show that the program is dominated by male students (69% in 2018) which indicates there is room for increasing gender diversity. Ethnic diversity in the student demographics shows a majority of white students (89%) which provides room for increasing diversity.

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 information has indicated issues with scheduling classrooms especially those that require laboratory space. Program courses involve experiential learning and live projects which require dedicated space. With expected increases in enrollment, classroom scheduling is expected to continue to be an issue.

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

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

> The program is currently supported by 3 faculty members of which 2 are tenure track and 1 is non-tenure track. The 2 tenure track faculty have been very productive generating 20 academic publications between January 1, 2015 and May 31, 2017.

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 trends in the Global Supply Chain Management program has seen an upward trend from 2016 (14 students) to 2018 (100 students). Fall 2019 data shows that enrollment has grown to 200 students. Student background profiles before entering the program show an increasing trend in high school GPA from 3.33 in 2016 to 3.47 in 2018. ACT scores are relatively stable with a minor increase in the Composite, English, and Reading and a minor decrease in Science area from 2016-2018. There was a decline in SAT scores in 2018 compared to 2017 values. Mentioned previously, student enrollment demographics show higher enrollment of male students (69% in 2018). Ethnic diversity in the student demographics shows a majority of white students (89%) for the most recent year of data (i.e., 2018). The next largest ethnic group is Black students (5%), followed by Hispanic students (4%) as the third largest group. There is only 1 year of data (2018) reported for time of completion which was 4.71 years. There were 10 graduates of the program in 2017. For now, it is difficult to see trends in these enrollment metrics since the program is young and only officially became a major in 2016. Students have done well in case competitions across the country against other top programs.

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

◉ Yes

○ No

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

◉ Yes

○ No

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

◉ Yes

○ No

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

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

> Program assessment in spring 2018 has initially focused on the first graduating class via surveys and focus group interviews to gather their perspectives of their experience in the program. In addition, verbal feedback from employers and course surveys were used in the assessment process. Key findings from this assessment revealed key program strengths such as effectively meeting goals in terms of graduation and employment rates; developing competencies and knowledge mastery in GSCM; exposing students to industry via technical trips; maximizing student engagement and responding to student needs. Findings were used to implement changes to the program to increase more opportunities for experiential learning, additional extra-class activity and interactions with industry including developing partnerships with private and public organizations.

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

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

> The program is working on moving a few courses to online delivery to allow more flexibility for students. The program has also indicated they will add focus to the areas of analytics and digitalization but did not expand further or clarify whether this was connected to course topics. While the program clearly highlights future goals to improve student learning experiences and strategic plans for areas of program growth in their assessment report, it is recommended that the program provide more detailed assessment plans. For instance, the focus of the assessment plan and report appears to rely primarily on interaction with students at the end of the program ((i.e., seniors)). Unfortunately, this approach does not capture how students are doing in earlier in the program (i.e., freshman, sophomore, junior). The assessment plan also needs to make a better connection of how assessment is being used to ensure learning outcomes are being met.

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, 2021, the program will: 1. Submit evidence of assessment (assurance of learning) including an assessment plan and curriculum map.

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

Bachelor of Science in Business Administration, Entrepreneurship and Innovation Program

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, vision, and values of the Entrepreneurship and Innovation program are in line with WVU's and especially support the component of economic development, community engagement, and prosperity. Mission: "As a land-grant institution, the faculty, staff and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, health care and prosperity for all by providing access and opportunity; by advancing high-impact research; and by leading transformation in West Virginia and the world through local, state and global engagement." Vision: "As one West Virginia University, we are purposeful in our studies and our work so that we can partner with our communities – both near and far – to bring needed and valued solutions to real-life problems within the pillars of education, health care and prosperity." WVU values are service, curiosity, respect, accountability, and appreciation. "Entrepreneurship, innovation, and diversity lie at the heart of transformative change, economic prosperity, and opportunity for all." The program develops students to become leaders and entrepreneurs in startups, small and medium enterprises, large organizations, and non-profits. The faculty are committed to high-impact research.

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 E&I program is new. The first year students enrolled was 2016. There were no issues regarding facilities, infrastructure, technology, or library needs. The program is expected to grow. Construction of a new building to house the Chambers College should provide space to facilitate that growth.

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.

As this program is relatively new, there are only three relevant faculty members currently associated with the major: 1 tenure-track research-oriented faculty member, 1 teaching assistant professor with excellent industry experience, and the current Assistant Vice President of Entrepreneurship and Innovation for the university. All faculty are qualified as per AACSB accreditation standards. The current faculty members are adequate to meet the teaching, research, and service needs of the program. As the number of students in the major grows, the college will develop a plan for faculty and staff hires to cover requirements. The Entrepreneurship and Innovation program has been very productive since its inception in 2016. During this time, the program established the Encova (formerly Brickstreet) Center for Innovation and Entrepreneurship; this is an important element in WVU's experiential learning strategy as well as in the State's economic development efforts. Despite having just one research-active faculty member at any given time, the program has produced 9 journal article publications. Additionally, two research grants have been awarded for a total of $897,123. If growth continues in the E&I major and in the Entrepreneurial Studies minor, at least one additional faculty hire will be needed to support the demand.

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 program began, enrollment has grown from 0 in 2016 to 46 in 2018. In addition, there is a minor in Entrepreneurial Studies that is expected to grow significantly that may increase demand for courses. Student profiles indicate average high school GPAs have fallen slightly over time, from 3.68 in 2016 (n=4) to 3.4 in 2018 (n=28). Average ACT scores rose from 21 to 25 from 2016-18, while average SAT scores averaged 922 for 2017-18). There is no cause for concern as the students' academic credentials are well within the normal range for WVU's College of Business and Economics. Sixteen students have graduated from the program (5 in 2018 and 11 in 2019). Program continuance was 100% in 2017. The average time to completion so far is 4.28 years. The program will closely monitor graduation trends over the next five years. Job placement of Entrepreneurship and Innovation students is showing very healthy. In 2018, 9 of the 11 students who graduated provided job placement data to the College of Business and Economics' career services center. Of the 9, 6 had job offers prior to graduation (75% placement rate) with an average starting salary of $56,550. Some work for their family businesses, others work for large corporations, and some work for startup companies. The one student who applied to graduate school was accepted into WVU's MBA program. The program will continue to work closely with Career Services to track student success outcomes over the coming 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.

> The Entrepreneurship and Innovation program is included in the AACSB accreditation review of the Chambers College and follows an assessment and evaluation plan consistent with the College and AACSB. The most recent Continuous Improvement Report was written in December 2019 for an AACSB campus visit in March 2020. The program has an assurance of learning plan. The faculty have taken steps to improve and streamline the program's curricula to better serve the needs of the students and to broaden its appeal to students across campus. Changes in the curricula for the major and minor will go into effect in Fall 2020. The area of emphasis in the major will be dropped. Also, the separate minor for non-business students will be dropped and a unified minor will come into effect. The program has had learning objectives but has not yet put assurances of learning procedures in place. The learning objectives will be updated and measured beginning in the Fall of 2020.

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

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

> The program has an assurance of learning plan. The faculty have taken steps to improve and streamline the program's original 2016 curricula to better serve the needs of the students and to broaden its appeal to students across campus. Changes in the curricula for the major and minor will go into effect in Fall 2020. The area of emphasis in the major will be dropped. Also, the separate minor for non-business students will be dropped and a unified minor will come into effect. The program has had learning objectives but has not yet put assurances of learning procedures in place. The learning objectives will be updated and measured beginning in the Fall of 2020. The Council recommends that the procedures be put in place for assurances of learning so that results can be evaluated.

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, 2021, the program will: 1. Submit evidence of assessment (assurance of learning).

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

BS 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 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 very nature of the program's mission, to "enhance societal understanding, stewardship, and the sustainable use of recreational resources by educating students to become knowledgeable professionals and citizens, advancing and communicating research knowledge, and providing professional service," aligns very well with WVU's mission, vision, and values. They go on to say that they aim to, "provide a quality...education, research, and outreach with an emphasis on the ecological, economic, and social aspects of planning and managing outdoor recreation and tourism resources. This program is essential to teaching, research, and the extension missions of WVU as it relates to the state's federal, state, and local parks, protected areas, recreational programs, and tourism operations. The program is accredited by the Committee on Accreditation of the Society of American Foresters (CASAF). On their most recent visit on December 10, 2019, they received provisional accreditation.

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 claims to have had no significant issues 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 has adequate faculty necessary to meet the mission and no faculty are qualified by other means than their academic credentials. There are five full-time faculty members, four of whom are full professors. Instructors from Adventure WV support course offerings in the AoE: Adventure Recreation. Other faculty or adjuncts are contracted to teach classes as needed. The five faculty members are productive researchers, exceptional instructors, and committed to service. In the past five year, they have received 32 new external research fund totaling $2,670,340.00 including grants from such governmental agencies as the NSF, USDA, and EPA. They published 76 peer-refereed articles and 8 book chapters, edited one book, prepared 16 technical/research reports, and made 88 conference presentations. Faculty also served on editorial boards for seven academic journals and served as chairs or members on several national/international organizations.

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?

There are no requirements for admission/enrollment in the catalog. When I go to: https://www.wvu.edu/academics/programs?hepcLevel=bachelor&type=major&pathway=&college=&campus=morgantown&q= and click on the program, I am directed to https://admissions.wvu.edu/academics/majors/recreation-parks-and-tourism-resources When I click on Admissions Requirements, the link goes to Related Majors and Minors. https://www.davis.wvu.edu/future-students/majors/recreation-parks-tourism-resources was not

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

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

Enrollment numbers averaged 75 during the review period. The lowest enrollment was in 2016 when there were 64 students. Strategies to increase enrollment include: maintaining a strong partnership with Adventure WV, collaborations with the Summit BSA camp, developing a new Natural Resource Management major, contracting with faculty from WVU Extension Service with extensive handson field experience to teach an RPTR introduction course, increasing the opportunities for international cooperation and bringing international students to the program, as well as showcasing the program at pathway schools such as Davis & Elkins College, Hocking College, Garrett College, and others. ACT scores have increased from 22 in 2014 to 24 in 2018. The SAT scoring scale has changed making comparison difficult. The graduation rate has been between 10 and 27 students per year, with an average of 21. Average time to completion is 4.7 years. The average retention rate was 78% (WVU's was 76%). The report did not provide student success in terms of research, presentations, scholarships, etc. It listed placement outcomes.

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 Learning Outcomes (LOs) provided in the assessment plan do not match what is in the catalog. The Yearly Assessment Cycle plan is under development. The Five-Year Assessment Cycle consists of assessing one-to-two LOs each year. This report included LO #1. Seven classes were broken down by number of students and their grade distribution. Recommendations for improvement are provided for each one. Results are that 88% of the students being assessed were competent, proficient, or exemplary.

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 found no mention of improvements or changes made during this review period. Reference is made of changes since 2009, but not specifically when. Since the program received provisional accreditation in December, it must submit a progress report no later than July 21, 2021 that addresses the accreditors concerns. The program meets regularly to address these concerns.

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) Update the Catalog so that their Learning Outcomes match those provided in their assessment plan. By December 15th, 2021, the program will: 1) Provide evidence of assessment of student learning including assessment plan and curriculum map. 2) Provide information as to whether or not is has satisfied the concerns regarding its provisional accreditation.

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

> BS Medical Laboratory 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 mission of the Clinical Laboratory science and Histotechnology programs within the Medical Laboratory Science major is to provide high-quality education preparing graduates for their roles as members of the healthcare team in an environment of rapidly changing technology. This mission supports the overall mission, vision, and values of the university. You might consider referencing other aspects of the WVU mission and vision, including diversity, community engagement, and impact on health of the people of the state.

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

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

> The program did not identify any areas of need in terms of infrastructure resources in the self-report.

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

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

The self-study report indicates that the majority of faculty are at the Asst. Prof. rank within the Clinical Educator track, which they identify as appropriate due to the departments high focus on undergraduate education. The WVU catalog indicates that of the 7 faculty, 3 are PhD prepared, 3 are MA prepared and one faculty member holds the BA. This faculty member is qualified by her 30+ years of experience in the field, rather than traditional graduate degree qualification. It appears that faculty are sufficient for the program, and replacement faculty have been hired for two members that have retired.

The program identified low faculty research productivity (less than 1 publication or presentation every 2-3 years), but identified this as being related to very high teaching loads. There is a plan to restructure teaching loads to allow for scholarly productivity.

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.

Student enrollment trends are fairly steady, varying from 20-27 per year. New enrollment declined in 2016 and 1017, but rebounded in 2018. Continuance was a low of 53% in 2017, but climbed to 56% in 2018. Direct admit students are included in this data, and if they do not maintain a GPA are discontinued from direct admit status and must reapply to the program as an upper division student. The self-report indicates actions are being taken to strengthen student continuance. Three-year average graduation rates were 94% for CLS and (#% for HTL tracks, above accreditation guidelines. Time to complete has been trending upwards, and is currently just over 5 years. This was not addressed in the report. It would be good to monitor regularly and attend to potential completion barriers. Student admission qualifications are strong, with HS GPA and ACT scores trending upward. SAT scores took a small dip in 2018. Certification exam pass rates were ;78% for CLS and 93% for HTL--above accrediting benchmarks. Placement rates are also above benchmarks, at 83% for CLS and 100% for HTL. No data is provided for student scholarly endeavors.

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.

> New Program Learning Outcomes have been proposed. Those in the university catalog are not student focused. The program will need to begin to measure student achievement of these outcomes. They do measure graduation rates, attrition, certification pass rates, and placement rates. These are all reported to be above NAACLS (accrediting body) benchmarks. They also measure student satisfaction via exit survey, and alumni surveys. However, this reviewer did was not able to find results of these assessments. Examples of curricular changes resulting from assessment findings are provided for both the HTL and the CLS areas of the Medical Laboratory Science program,.

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

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

> Examples of an addition of a course in molecular principles in the HTL area, based on current practices, and raising of the passing score for a comprehensive test at the end of the CLS area demonstrate recent program improvements. In addition, the MLS program is undergoing additional program changes that are outlined in the self-report. These changes are currently in the university approval process, prior to formal implementation. The council would like to recommend that the program monitor the effectiveness of these curricular changes, and also monitor student achievement of the newly revised program 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)

BS 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 BS degree in Dental Hygiene is accredited by the Commission on Dental Accreditation. The most recent site visit was April 19-26. The Dental Hygiene Program is a four-year baccalaureate curriculum that integrates liberal arts, social and biomedical sciences, dental sciences and dental hygiene sciences. The degree program aligns with the WVU mission. For example, the dental hygiene program targets Goal 5 of WVU2020 strategic plan, which includes an academic health system and health professions programs that enhance the well-being of West Virginians. The program has also helped to serve our local and state citizens. Since 2014, with an average total enrollment of 82, students have completed over 15,400 service hours serving over 18,000 people. Additionally, the students compete a rural health externship during the summer session between their junior and senior year. Since 2014, 117 students provided direct patient care to over 16,600 patients, completing over 45,500 procedures.

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 self-study identified no issues with infrastructure and resources, including access to technology, physical space, and access to the library. The 2016 accreditation site visit did not identify any concerns with infrastructure.

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

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

> The Department of Dental Hygiene includes 8.0 full-time faculty, including one faculty member who serves as an Associate Dean for Academic and Post- Doctoral Affairs. The self-study noted that: "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 nontenure track; two full time assistant professors, non-tenure track; two part time assistant professor whose time equals one full time appointment." No concerns with faculty adequacy were raised during the accreditation visit.

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 BS degree in Dental Hygiene is a competitive program. Since 2014 the average total enrollment is approximately 82. Approximately 326 student applied to the program ion 2019. The majority of students are WV residents (61%). The 2016 accreditation site visit noted some remarkable statistics, including a 100% first-attempt pass rate on the National Board Dental Hygiene Examination (NBDHE) in 2013-2015. Additionally, 100% of graduate reported job placement within 12 months of licensure. Graduates find employment in a variety of settings, including faculty positions, federally qualified health care centers, public health departments, corporate dental offices, private and specialty dental practices. Current statistics noted that 100% of students pass the licensure exam, with a 98% first-time passing rate. The degree program includes 164 weeks of instruction. Students must complete 136 credits to compete the degree requirements. In terms of time to degree completion, several students who are admitted to the program have already completed courses at WVU. Some students have already completed a degree prior to enrolling the Dental Hygiene program. While the reviewer could not locate specific time to graduation statistics, the self-study noted that the number of graduates has remained steady over the last several 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.

> The program's assessment model serves as an example for other schools. It has been recognized as a robust assessment plan, which includes multiple methods (e.g., senior exit interviews, curriculum surveys, scores on licensure exams, etc.).

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 maintained its full accreditation status and received no recommendations for improvement after the April 2016 accreditation visit.

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

> As a result of the last review in 2014, the Dental Hygiene Program received the designation of "Program of Excellence." The recent self-study noted that the program has remained innovative and responsive to future healthcare needs. For example, the program embedded Interprofessional Learning Education (IPE) events into the curriculum and targets timely topics such as sleep disorders and tobacco cessation. The self-study also documents current program distinctions. The program, for example, is the only dental hygiene program in the country that requires students to work collaboratively with dental students in the Center for Research & Education in Technology Innovation Center (all other centers are dental students only). The program ranks in the top 10 for Best BS Degrees in Dental Hygiene by several organizations: #7 by College Choice, #6 by Best Value Schools, and #9 by Healthcare Administration Degree Programs. It was named a top 10 Dental Hygiene School by The Nest.

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)

B.S. in Criminal Justice

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 offers an opportunity for West Virginian to earn a bachelor's degree to improve their opportunity of employment in a specialized field.

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 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

Faculty in Criminal Justice field are Ph.D. holding, tenured-track, faculty. The program is also served by tenured faculty from affiliated disciplines, who teach courses to majors (Political Science, Economy, etc.).

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) The major does not meet the current academic definitions for ratio of upper-division courses to lower division. The major, according to the catalog, requires 101 credit hours, only 36 of which are at the upper-division (35% instead of more than 50%). 2) The catalog has present two areas of emphasis, but does not specify how the AoEs fit into the major. Further, the Corrections AoE doesn't meet the current academic definitions, as its only has 3 credits instead of 9 at the upper-division.

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 enrollment is looking healthier since the WVU Tech moved to Beckley. However, there is a concern over the graduation rates. While the drop in graduation rates is explained though various general reasons, it would be useful for the program to devise a plan to improve completion. I did not see any evidence that the issue is currently being addressed. The ultimate way for a program to demonstrate that it consistent with the mission of the institution is to produce graduates. It is very encouraging that recruitment efforts have been successful, the next step is to develop an agressive retention plan.

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

○ Yes

◉ No

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

○ Yes

◉ No

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

> The program learning outcomes as provided in the review do not quite match those published in the catalog. Both sets of learning outcomes are adequate, but I am unsure of how they are measured. For example, 2 of the review outcomes center on communication skills, but who would one measure them distinctly?

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 has mapped various courses and assignments to the learning outcomes, which is very good. However, the only assessment measure used the final grade that students earn in the courses selected. Because of the low rate of completion of assessments in certain courses (related to the overall low completion rate of the program), assessment becomes difficult. I would suggest that the assessment measures be revised so that specific knowledge is captured, at least on those assessments that are completed, regardless of whether the student complete the course or not. It is positive that the faculty is planning on changing some of the courses based on the results they have gathered.

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 major improvement for the program has been the enrollment increase. The faculty is to be commended for its assessment plan, even if it needs to be revised. There is a good understanding of curriculum mapping, which is where most of the work starts. Recommendations for improvement: 1- Align the learning outcomes (either change the catalog or change the assessment plan) 2- Review the program to align with academic definitions. I would suggest lowering the number of lower division courses in some disciplines and creating the upper-division courses identified in the assessment plan. 3- Finally, and most importantly, devise a strong retention and completion 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, the program will: 1. Update the student learning outcomes published in the Catalog to align with those presented in the assessment plan. 2- Provide an update on enrollment, persistence, and completion numbers with a plan to increase completion.

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

B.S. Biochemistry

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 Biochemistry program is aligned with the mission of WVU primarily in area of advancing education, health care, and high-impact research. The program contributes the WVU mission of transforming WV and providing local, state, and global engagement since students graduating from this program are prepared to go to professional schools related to medicine, dentistry, nursing, and veterinary. Faculty and the Biochemistry Club overseen by students engage in community service. In terms of diversity component of the mission of WVU, there was no faculty data broken down in terms of diversity. Student enrollment demographics show a positive trend of higher enrollment of female students (58% in 2018) which is commendable for a STEM field. Ethnic diversity in the student demographics shows a majority of white students (86%) which provides room for increasing diversity.

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 Biochemistry program appears to have adequate infrastructure and resources. This partially possible since this program is interdepartmental and is currently co-managed by the Divisions of Animal and Nutritional Sciences and Plant and Soil Sciences in the Davis College of Agriculture, Natural Resources and Design, and the Departments of Biology and Chemistry in the Eberly College of Arts and Sciences.

The Biochemistry program is aligned with the mission of WVU primarily in area of advancing education, health care, and high-impact research. The program contributes the WVU mission of transforming WV and providing local, state, and global engagement since students graduating from this program are prepared to go to professional schools related to medicine, dentistry, nursing, and veterinary. Faculty and the Biochemistry Club overseen by students engage in community service. In terms of diversity component of the mission of WVU, there was no faculty data broken down in terms of diversity. Student enrollment demographics show a positive trend of higher enrollment of female students (58% in 2018) which is commendable for a STEM field. Ethnic diversity in the student demographics shows a majority of white students (86%) which provides room for increasing diversity.

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 Biochemistry program appears to have adequate infrastructure and resources. This partially possible since this program is interdepartmental and is currently co-managed by the Divisions of Animal and Nutritional Sciences and Plant and Soil Sciences in the Davis College of Agriculture, Natural Resources and Design, and the Departments of Biology and Chemistry in the Eberly College of Arts and Sciences.

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

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

There are currently a total of 15 faculty members associated with the Biochemistry program. In terms of faculty rank, 1 (6%) faculty is Adjunct, 1 (7%) is a Teaching Assistant Professor, 4 (27%) are Assistant Professors, 6 (40%) are Associate Professors, and 3 (20%) are Professors. In terms of tenure status, 2 (13%) faculty are non-tenure track, 5 (34%) are tenure-track, and 8 (53%) are tenured. Program data highlighted concerns with downward trend of faculty numbers since 2013 with a loss of five tenure-track and 2 teaching faculty positions. This trend was partially offset by hiring one teaching assistant professor and a current search for one tenure track faculty member. The lower faculty numbers appears to have limited the number of research opportunities. The partnership wit Plant and Soil Science has helped with increasing research opportunities. Although the time frame was unclear, research output data indicated a focus on journal articles (103), followed by book chapters (6). Furthermore, the average number of publication products was 8.69 per faculty member. Between January 2015 – May 2017, a total of 16 grants were awarded bringing in a total of $6,656,569 in funding. In terms of service, from January 2015 – May 2017, faculty participated in 234 instances of University level service. In addition, faculty contributed to 167 yearly instances of public service, and 28 yearly 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.

Enrollment in the Biochemistry program has seen an upward trend from 2014 (161 students) to 2018 (226 students), which is an increase of 40%. Student background profiles before entering the program show an increasing trend in high school GPA from 3.6 in 2014 to 3.79 in 2018. ACT scores peaked in 2015 (e.g., average ACT composite = 29) and a minor decline has been observed since then to a slightly lower level in 2018 (e.g., average ACT composite = 26). Mentioned previously, student enrollment demographics show a positive trend of higher enrollment of female students (58% in 2018 compared to 52% in 2014). Ethnic diversity in the student demographics shows a majority of white students (86%) for the most recent year of data (i.e., 2018). The next largest ethnic groups identifies as having two or more (5%), and the third largest group are Asian students (4%). Time to completion has generally held steady from 2014-2016 (range of 4.0-4.11 years) but increased in 2017 to 4.83. The increase in 2017 in program completion time appears to be an a temporary anomaly skewed by higher program completion times of a couple of students. Number of graduates peeked in 2014 (24 students) with a minor decline since (21 students in 2017). The program reports that 10% of graduates were awarded University Outstanding Senior or Order of Augusta. Graduates of the program have shown success in entering professional 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.

Initial phase of assessment is focused on dovetailing with preparing students for the American Society for Biochemistry and Molecular Biology (ASBMB) Certification Exam. According to certification results in 2018 and 2019, WVU students in the Biochemistry program has a rate of certification that exceeded the national average in both years which is very commendable. The program's assessment plan has a clearly laid out yearly assessment cycle that includes the planning, assessment, analysis, and action phase. The program's long-term assessment plan will focus on a separate core concept in year of the program review cycle. Performance on the certification exams help highlight concept areas that the program will focus on improving in future certification exams and will also be the focus of pre and post exams for biochemistry courses. In particular, instructors in the Biochemistry program have plans in Spring 2020 to prepare pre and post exam comparisons for Introduction to Biochemistry and Biochemistry 2 courses

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

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

The program has indicated they have made changes to the learning outcomes to make them streamlined with the American Society for Biochemistry and Molecular Biology (ASBMB) core concepts. Based on student feedback, the program has developed a new capstone course for students in the ASBMB track. The program has also kept abreast of reviewing and approving additional biochemistry electives. Faculty in the program are in the process of developing a new Biochemistry 1 (which will be led by the Division of Plant and Soil Sciences) course and making revisions to the Biochemistry 2 course (which will be overseen by the Department of Chemistry).

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)

BM (Bachelor of 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 Bachelor of Music program supports the mission of WVU. The program is the only comprehensive music unit in the state of West Virginia. The program contributes to the cultural of the region. The study and performance of music is essential to the mission of the university, which is figured into WVU2020 Strategic Plan, including the Goal 2-Excel in research, creative activity, and innovation in all disciplines. . The degree program was recently reviewed by the National Association of Schools of Music (NASM) on November 10-12, 2019. The program is awaiting receipt of the commission report. The next accreditation review is reported as November 2029.

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 self-study identified no issues with infrastructure and resources, including access to technology, physical space, and access to the library.

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 self-study identified no issues with faculty adequacy, credentials, etc... The NASM self-study noted the program has 35 full-time faculty, 26 of whom have doctoral degree. The study noted that 'faculty teaching at both the undergraduate and graduate level are deeply involved in their respective fields of study at the regional, national, and international level and are maintaining highly active scholarly and creative profiles."

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

◉ Yes

○ No

Q4.3. Provide a brief summary of student enrollment trends, student profile trends (high school GPA, standardized test scores, prior college GPA), number of graduates, time to completion, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

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

> There are several undergraduate programs leading to the Bachelor of Music degree in the areas of music education, music performance, music therapy, and composition. The NASM self-study noted that the total enrollment of music majors in the WVUSOM for Fall 2018 was 182 undergraduates. The self- study noted that enrollment has increased from 138 in 2015 to 196 in 2018. There does not appear to be any concern regarding student enrollment, which has steadily increased over the last several years. The program leaders anticipate that the BM Music Therapy degree will help increase enrollment further. BM was identified as a 4.5 year degree program, which may impact the standard length of time to earn a bachelor's degree. Students admitted to the program had a mean high school G.P.A of 3.62 in 2018. Trends for ACT scores were noted as 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

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

Some of the outcomes detailed in the catalog are not framed as "outcomes." For example, the Jazz Studies noted one learning outcome as students being able to develop "opportunities to hear fully realized performances of the student's original compositions and/or arrangements; public presentation is an essential experience, and.." Other learning outcomes (e.g,, Music Therapy) are directly related to the essential competencies, experiences, and opportunities stated by the National Association of Schools of Music and the American Music Therapy Association, which may be required for the degree program.

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.

Many of the assessments refer to NASM standards. The assessment plan includes an Instructional Programs Portfolio and a Management Documents Portfolio. The assessment plan relies on experiences and opportunities demonstrate the learning outcomes. Specific courses are aligned to skills, such as conducting and keyboard skills. The curriculum includes Capstones courses, allowing students to synthesize musical education in recitals, student teaching and internships. "Juries" are also implemented to assign a numerical value to student performances. Each program has a required minimum to be admitted into the program and a minimum to be able to graduate from the program. Students who do not progress appropriately from semester to semester are placed on a probationary status where, if their following jury performance continues to be assessed as below standard, they are dismissed from the School of Music. While these practices are to be commended, they aren't ever aggregated in any way that they could meaningfully inform curriculum improvement nor address student learning beyond the individual student. The program implements an exit survey. The May 2019 results were included in the self-study. The results were somewhat positive to positive. For example, approximately 80% agreed or strongly agreed that they would attend the degree program again if he or she could "do it over again."

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.

Some of the challenges and concerns identified in the NASM study include improving classroom technology. Starting the spring 2019, efforts to track new classroom equipment will be monitored for planning and budgeting for future replacement. Upgrading instruments is another aim, such as string, wind and brass instruments used in class. The self-study noted that the development officer has made fundraising efforts to help address the need for new equipment. While student lockers were recently replaced during the last site visit, storage concerns remain. A major goal includes renovations to the Creative Arts Center and the development of a 300-500 seat concert space. Rehearsal space is also a concern. Efforts to raise funds for these renovations are ongoing. The program should work to document its assessment practices and find some form of aggregate analysis that is meaningful to inform curricular improvement.

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

○ Yes

◉ No

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

○ Continuance at the current level of activity

◉ Continuance at the current level of activity with specific action

○ Continuance at a reduced level of activity

○ Identification of the program for further development

○ Development of a cooperative program

○ Discontinuance

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, 2021, the program will: 1. Provide evidence of program-level assessment of student learning.

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

BA Religious 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 program for religious studies aligns with the WVU mission of creating a diverse and inclusive culture by educating the larger university community on the various religions, cultures, and peoples that make up the global community. This includes experiential learning through their study abroad program as well as service and learning opportunities to the local and university communities through lectures and activities at local community centers.

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 issues with 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 (1) tenured associate professor, (1) teaching associate professor, (1) teaching assistant professor, (1) classroom lecturer, and (3) online lectures. They note that having only (1) tenured professor is not ideal, but they do not have a plan to address it. They also note that there are specialty topics, i.e. Islamic Studies, that there are not qualified faculty available to teach. There current plan is to bring in temporary lectures to fulfill the topic, but there does not seem to be a long-term plan. The tenured faculty has published a textbook on World Religions, an article in a scholarly book, and annotated notes to accompany the Gospel of Matthew. The (2) non-tenured faculty have both contributed 20% service time to supplement their no research requirement.

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.

FTE, new enrollment, and program continuance has generally trended downward over the 5 year study. The program notes that it is consistent with a general decrease in humanities enrollment, however, they are creating plans to attract new majors and minors. This includes, development of a new assessment plan to make the program more marketable and effective. The program is also revising it religious studies curriculum and courses to make it more broadly appealing. Incoming student scores and GPA have either remained consistent or trended upward. Time to completion and graduates per year has also remained fairly consistent.

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.

> During the current academic year, faculty in religious studies have worked with Dr. Slimak to revise and develop a new assessment plan for the program. This included a reevaluation of their learning outcomes. For this they consulted the American Academy of Religion as well as the Association of American Colleges and Universities. During this first assessment cycle, they focused testing just on learning outcome A (Identify and differentiate among the core principles and theories of at least three major world religions) with controlled questions from RELG 102 (Introduction to World Religions). These questions were administered before classroom instruction and after classroom instruction to test student's knowledge of the religions Hinduism and Buddhism. The results showed a significant improvement in knowledge of both religions. Going forward they have created an action plan to continue adding more learning objectives into their assessment cycle with varying tests to administer.

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 should work on recruiting majors to increase its enrollment, and work on specific methods to increase persistence and completion. While the most recent year's assessment findings are encouraging, the program has a history of NOT assessing student learning and should focus on sustaining and extending its current practices.

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 an update on its enrollment, persistence, and completion numbers as well as provide a marketing and recruitment plan with a targeted enrollment to be reached by fall 2022. 2. Submit evidence of sustained assessment of student learning.

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

BA 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 is designed to "produce graduates that can positively impact the education, health, and prosperity of the people of WV and the surrounding region." The program website begins with mission and expectations (consistent with WVU) and goes on to outline the APA Quality Undergraduate Psychology Programs standards. The document suggests that program outcomes are in support of the institutional mission: "Commitment to institutional missions is reflected in the program outcomes: (1) exclusively using scientifically-sound principles in the alleviation of psychological problems, (2) demonstrating knowledge of the diverse variables that influence behavior, (3) demonstrating critical and ethical thinking skills, (4) demonstrating fundamental understanding of behavior-analytic principles, (5) demonstrating an appreciation of the psychological needs in Appalachia, and (6) demonstrating effective communication skills."

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.

None reported

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

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

(No faculty data provided) There are two tenured faculty members (one Associate; one Professor) and two adjuncts. The program reports an inadequate number of faculty. Full-time faculty members have been teaching course overloads, and there are two adjunct faculty members. Adjuncts typically teach 2/2 (including online and early enrollment courses). One additional adjunct is being hired AY 19-20 to help meet (course) demand. The department plans to hire another full-time faculty member within the next two years. Teaching assignments were frequently overloads (sometimes as many as 6 or 7 courses/semester). Listed research productivity includes juried or invited research presentations and 2 peer-reviewed articles. Service productivity was robust, with both full-time faculty members serving on multiple department, University, and professional committees. Faculty were also advisors for student organizations and Faculty Senators.

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.

FTE was stable around 31-33 until 2017, at which time it increased to 44 and then 51 in 2018. New enrollees have increased from 17 to 31 since 2017. Program continuance has been increasing for the past 2 years and was 67.60% at the time of reporting. The number of (primary major code) graduates per year has ranged from 3-8 and was most recently 5 in 2018. There are no noticeable or alarming trends. Time to completion decreased from 9.91 (2014) to 4.48 (2017). Composite ACT scores increased from 20 to 22. SAT scores increased from 880 to 1010 (487 in 2018?). The program reports many student-led research posters and presentations and professional meetings and conferences.

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 attached ? Excel attachment provided by the program contains student data and course/credit hour by semester. Provided in the program report: "Graduating seniors demonstrated acceptable pass rates in courses for which mastery of material relevant to a Program Learning Outcome was required. For Learning Outcomes 1 through 6, these rates were (means) over 90%, over 90%, over 90%, over 95%, over 95%, and over 90%, respectively. Graduating seniors demonstrated acceptable levels of mastery on Exit Exam items for selected Program Learning Outcomes, although percent correct for these items can be improved. Mean percent correct for items relevant to Learning Outcomes 1, 2 and 4 were over 75%, over 75%, and over 80%, respectively. The program plans to deliver exit surveys and alumni surveys to gather comparative data..." *It's not clear to which courses these pass rates refer.

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.

Program changes (see #1 below): - Elimination of 12 hours of foreign language (similar to other psyc programs) - Introduction of 9 hours of required math/science electives (to increase overall student experience with scientific methodology) - Reduced restricted electives required from 24 hours to 12 hours and added 6 hours of open electives. (to increase flexibility for transfer students and double majors) - Require a new course (adopted from the WVU campus) PSYC 234: Drugs and Behavior (to give students more information about substance use disorders) The BA Psychology program appears to be successful and increasing in popularity among students. The program is responsive to trends in the profession (and comparable psychology programs) by making curricular changes and additions. Two questions: 1. The program is BA Psyc. They are making curricular changes in order to shift from a BA to a BS, but it is still listed in the curriculum matrix as a BA. Should the program website list the degree as a BS?: https://admissions.wvutech.edu/academics/majors/psychology 2. Program assessment seems to consists of course pass-rates. There could be a more formalized plan with a variety of assessment points throughout the program (and beyond).

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, 2021, the program will: 1. Provide evidence of direct assessment of student learning

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

> BA in Philosophy

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 degree program appears to be consistent with WVU's mission, vision, and values. Specifically, the university's values are intertwined within the program's mission statement in addition to emphasizing the importance of teaching, research, and service to the state

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

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

> The program reports having adequate ad 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 appears to be in need of additional faculty lines as eight have been lost during the current reporting period. While the program has been able to hire three faculty members it appears to be struggling to meet the needs of its students and those across campus. It must be mentioned that current faculty members have been doing studies outside their areas of expertise to be able to offer courses to make up for the shortfall. This is not a sustainable model. The program currently reports having five full professors, two associate professors, one teaching assistant professor and one visiting assistant professor. The faculty members in the program appear to be productive and have been offering (without compensation or teaching releases) a number of independent studies and senior thesis courses to expand the breadth and quality of the courses offered in the program. One faculty member has been recognized by the College with an Outstanding teaching award.

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 last reporting cycle, the program experienced both an increase in their enrollment numbers (peaking at 45 in 2016) and a decrease (2017- 2018 (37-28) which coincided with the departure of 7 faculty members. These departures resulted in decreased course offerings and since Philosophy is a major, students are exposed to via introductory courses, this reasonably could have explained the decreased enrollment numbers. Both the high school GPA (~3.4) and combined ACT scores (~25) of incoming students into the major generally remained constant throughout the reporting period. The combined SAT scores were generally on the decline throughout the reporting period, bottoming out at 459 in 2018. The report did not provide any rationale as to this drastic drop in SAT scores of incoming students. The graduates from the program generally increased from 2013-2017 with 18 students graduating in 2017 which was the second highest number of graduates over the last reporting period (the previous high was 19 in 2014).
Students on average took approximately 5 years to complete their degrees. Based on the report, graduates from the program have done well post WVU in terms of being accepted to and graduating from top universities, law schools, medical schools and nursing programs. The department also provides avenues to allow their students an opportunity present their work at an in-house conference while also having at least three students presenting their work at national conferences.

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.

It appears that the Philosophy program is in the process of revising its current assessment procedures. They have refined their learning outcomes and have developed a direct measure to assess learning outcome # 5 in their capstone course. The same measure will also be used in their freshman 191 course. Both sets of data will be compared to determine the areas that the program needs to continue working on. Finally, the program aims to increase the number of majors enrolled and have developed an extensive list of activities and endeavors they will execute to achieve this goal. The program's most significant assessment finding has been to add courses which covers philosophers who are not well represented in the curriculum.

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 appears to be very responsive to the needs of its students which is to be commended. Faculty members' willingness to expand their area of studies to allow students increased course options is also to be commended. The program needs to continue working on refining their learning outcome which it appears they are in the process of doing.

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)

BA 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 develops creative thinking and problem solving in their students that transforms the quality of life in West Virginia through artistic and creative endeavors in the 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 notes that they have experienced significant issues with access to adequate physical infrastructure. This includes not having access to significant audio and video recording production equipment and live music production equipment. The program also notes that they believe not having dedicated facilities for their Music Industry program affects the work of the program and discourages potential students. Finally, the program notes a lack of funding to supplement student participation in conferences and scholarships. The program did not note any plans or steps taken to address these issues.

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 notes no issues with faculty composition. There are currently 69 active faculty members, which is an increase due to the creation of the Music Industry major. Of these faculty, 35 are either tenure-track or tenured. The program provides adequate service, where the average faculty member provides 3.5 hours per year. Additionally the program has received 15 grants over the 2015-2017 years reported. The amount of scholarship being produced by the program's tenured/tenure-track faculty is about 1.14 publications per faculty. Because of the uniqueness of the program and due to the lack of specificity in the review, the reviewer cannot tell if either the publication or service data is reflecting aspects of faculty such as conducting engagements, developing compositions, or performance.

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.

Over five year period studied the both the program's FTE and new enrollees have increased. The program attributes this to two factors; the creation of the Music Industry major and launching a multi-instrumental area of emphasis. During the time period, program continuance remained consistent, however, graduates per year decreased and time to completion had a sharp decrease followed by a sharp increase. The program attributes these trends to student's transferring to the Music Industry major and relative newness of the major. Over the five year period student's average GPA has gone up, ACT scores and remained steady, and SAT scores have decreased. The program notes that they do not have a explanation of the SAT score and that they are monitoring the development. The program does not make any notable reports on the success of students. They point out that students in the BA in music contribute to ensembles in the WVUSOM and student's in the Music Industry program work with local recording studios.

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 provided assessment data they gathered from a graduate student survey, along with Curriculum Tables developed to assess compliance with NASM standards. They also mention jury level assessments but that data was not provided. As far as I can tell, neither of these data sets are properly studying student learning outcomes for the program and it does not appear that the program has an active assessment plan for their learning outcomes. They note that a problem with admission to the program was found and modified by adding an area of emphasis, but like the previous problem, this deficiency was not related to student 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.

> The program does not list any proposed changes for future improvement. The reviewer's recommendation for the program is to develop an assessment plan for all three majors, that can measure if the program is meeting its student 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

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, 2021, the program will: 1. Submit evidence of assessment including assessment plan and curriculum map.

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

> BA English and BA English/Secondary Education

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

○ Yes

○ No

◉ Not specially accredited; no national accrediting body

○ Not specially accredited; there is a national accrediting body

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

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

> The program aligns with the mission, vision, and values of WVU by creating a diverse and inclusive culture and engaging students to focus on global culture,critical thinking, communication, and research skills for a lifetime learning. Faculty members, through creative research, are involved with local, state, and global communities to advocate for humanistic and environmental health and 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.

> No issues have been identified in terms of resources, including student accommodation, technological support, physical infrastructure, or library resources.

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

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

Currently they have 13 full professors, 8 associate professors, and 5 assistant professors. In addition, they have four Teaching Assistant Professors, one Teaching Instructor, and one Clinical Associate Professor. The number of adjuncts in the current review period is fewer than those in the last review period because they are able to use the graduate teaching assistants to meet the majority of instructional needs of undergraduate enrollment. It may be mentioned that in the past cycle, five assistant professors departed and five retired. They have been able to make a few hires to replace some of the retirements, but have not replaced the lost assistant professors. They recently received a new endowed professorship and will run a search in 2020 to fill the position. They are also currently making an appeal to the Dean of ECAS for a strategic hire of a tenure-track assistant professor specializing in Appalachian and Southern Regional literature. The faculty members are highly qualified and productive in teaching, research, 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

Q4.3. 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.

Student enrollment ranged from 189 to 264 over the review period. Student enrollment peaked at 264 in 2015 and declined to 189 in 2016, increased to 203 and 254 in 2017 and 2018 respectively, and declined to 213 in 2019. It was mentioned that the declining enrollment in English program was a national trend over the last 5 years. There has been a positive increase in the average high school GPA, from 3.44 in 2014 to 3.52 in 2018. Average ACT scores were steady over the review period. Average SAT scores between 2014-2017 were also steady. SAT scores dropped in 2018 because of the change in the SAT scoring system. There has been a decrease in the number of graduates per year from 93 graduates in 2013 to 76 graduates in 2017, and the numbers remained steady during 2014-2017. The time for degree completion decreased from 5.3 years in 2014 to 4.61 years in 2017 because of the improved advising system, along with other factors. Among the current majors, they are proud of two Distinguished Scholars and two members of the new Honors Excel Program, a Presidential Ambassador, an Eberly College Ambassador, and a Research Apprenticeship Program Ambassador, and a winner of Newman Civic Fellowship. Their majors publish in WVU's award-winning undergraduate literary journal, along with other important scholarly activities. Their alumni excel in academic, professional, creative, and service fields. Some have professional jobs and some go for law school, medical school and doctorates.

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 three major learning outcomes with four sub-goals under each major goal. The goal 1 and its sub-goals are measured in core courses using a paper, exam, or project. The goal 2 and its sub-goals are assessed each semester using final grades and End of Semester Assessment in ENGL
221. The goal 3 and its sub-goals are assessed in 3 capstone courses using rubric. Since Fall 2019, the written and oral components of capstone projects have been assessed using SpeakWrite framework. As an indirect assessment, exit survey is used by the department. It appears that the program goals are very broad, especially goals 1 & 2. I have not found any rubrics that the program used to measure goals 1& 2. The goal 3 and the two separate rubrics they used to measure oral skills and communication skills look good. The program needs to refine the program goals 1 & 2 to make them more easily measurable. The program should provide rubrics for these two goals as well.

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.

Based on the-Report-of-the-2016-17-ADE-Ad-Hoc-Committee-on-the-English-Major, they recently made some curriculum developments: They developed a series of 100-level themed courses to introduce the major to undecided students and used this courses toward the degree; they developed students' oral and written communication strategies (as a SpeakWrite-certified program); they increased social media presence through Twitter and Facebook accounts and updated its website; they deleted a dated class and introduced some new useful courses to respond to local, institutional, and student needs; they developed PWE Internship course to provide the students with pre-professional experience; they created interdisciplinary minors to advance students' preparation for professional and graduate school. and offered study abroad opportunities that support the new Certificate in Global Engagement. In Fall 2019, they revised the major requirement to comply with the university requirement that more than 50% of major course hours be at the level of 300 or above. The English/Secondary Education major already met the requirement, but the BA English and PWE and CW areas of emphasis needed an additional 6-9 hours at the 300+ level. To achieve the goal, several changes have been proposed and submitted through CIM for approval and these changes will appear in the 2020 Catalog.

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, 2021, the program will: 1. Provide more evidence for how it assesses learning outcomes 1 and 2,including the measures and scoring mechanisms used. 2. Provide a curriculum map. 3. Provide evidence of some form of post-graduate assessment. Either an alumni or employer survey is highly recommended.

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

BA in 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

Q1.3. 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.

N/A

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 BA in Communication Studies program does a really good job with regards to their emphasis on WVU's values. The program is every explicit in how their students meet/achieve the university's values. The degree program also appears to be fairly consistent with the mission and vision of the university. Perhaps, it could be further strengthen with the inclusion of references to healthcare.

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

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

The program appears to have some issues related to technology infrastructure and physical support. The report indicated that the administration has made significant efforts to equip large lecture classrooms with the necessary technology. These upgrades, however, have largely benefited the lower level communication students. The smaller classrooms in which most of the upper level communication courses are taught still remains a significant problem which needs to be addressed. Students in upper level courses are routinely required to deliver presentations and their ability to do this is affected due to the poor technology infrastructure present in these rooms. Furthermore, it was also reported that instructors' ability to deliver lectures and course content is also often being compromised due to these technology deficiencies. Lastly, the program lacks a computer lab space which, according to the report, could be beneficial to the students as they conduct their required research component especially in their research methods course.

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 as it stands appears to be functioning with a decreased number of faculty members due to departures for a variety of reasons. While some attempts have been made to replace these positions (3 of 7), the program is presently able to cover their students' needs but in the near future their ability to do so will be compromised. One reason they are able to meet their students' needs is as a result of their PhD students serving as GTAs.
However, with the fluctuating numbers of students in their PhD. program they are not sure this will be able to continue. While the program is currently able to meet the needs of its online courses it anticipates having to hire a full time instructor within the next two years to continue to cover those courses. It must be noted, though, that the report indicated that of the 3 faculty members replaced, 2 were as a result of the entrepreneurial funds generated by the department. The faculty appears to be appropriately qualified, evenly distributed between the ranks and are productive. It was reported that three members of the program's faculty have been recognized as being among the Top 1% of published scholars in the Communication Studies discipline.

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.

Student enrollment trends appear to be solid over the reporting period with the last two years' numbers hovering around 250. Students' high school GPAs appeared to have improved over the reporting period, topping out at 3.22. Reported average combined ACT scores remained constant over the reporting period at 22 while combined SAT scores remained consistent for the majority of the reporting period (around 960) before dropping to 699 in the last year of the reporting period. Approximately 80 students per year graduated from the program during the reporting period with a high of 107 graduates being reported in 2014-2015. These graduates completed their degrees on average in 4.5 years. The report indicated that students actively participated in research projects under the guidance and mentorship of faculty members. These projects were either department based or university based and some incorporated service learning. Students also presented their research at national and regional communication conventions in addition to WVU's Spring research symposium. The program did report that it does not formally track the job placements of their graduates.

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

◉ Yes

○ No

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

◉ Yes

○ No

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

◉ Yes

○ No

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

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

Based on the report submitted the program appeared to have 10 learning outcomes which have been integrated into various courses within the major. These learning outcomes, starting in 2019, were reduced to 9 which were vetted and recommended by the National Communication Association. Via an audit presented in the report learning outcomes (7,8,9,10) reviewers were able to see how these outcomes are currently being assessed in the various courses throughout the major. However, this document appears to be outdated as it made reference to the older 10 learning outcomes and not the newer 9 outcomes. It would have been good to see such an analysis for the new 9 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.

The improvements made to the program during the reporting cycle are as follows: a reduction in the learning outcomes from 10 to 9, elimination of the use of Seelio (an online platform to showcase student work) and the incorporation of speaking and writing into courses as a result of joining the Eberly College's SpeakWrite Initiative. A recommendation from the council would be to perform an audit on the revised learning outcomes and how they are being assessed in all of the communication courses.

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, 2021, the program will: 1. Provide evidence of assessment for at least one of the new learning outcomes 2. Present evidence of some form of post-graduate assessment.

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

BA BS 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.

I see nothing that differentiates these programs. What was provided can be said about any program: * ensures that students acquire the essential knowledge and skills needed to success in a career in psychology * quality of instruction is high based on student evaluations and teaching awards * students perform above average on standardized tests * students who have graduated report that they have jobs in related fields * students develop skills in writing and developing research protocols Specific examples should have been given that demonstrates our values.

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

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

Programs report no issues

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.

Programs do not have adequate faculty necessary to meet the mission of the program. Due to the growth of their minor and reduction to faculty, graduate students teach undergraduate courses and community psychologists are hired as adjuncts. The programs currently have fewer tenured or tenure stream faculty than at any other time. Over the past four years, they have lost six tenured or tenure stream faculty. One has been replaced and they have permission to hire two more (search is ongoing). Faculty productivity continues to be exceptional. Approximately half of the tenured and tenure stream faculty have secured external funding to support their programs. Faculty published 302 journal articles, 52 book chapters, and three books between 1/1/2015 and 5/31/2017.

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 increased from 2014-2018 and then declined slightly in 2018. Average ACT is 24 across each year and average GPA has been between 3.44 and 3.51. Graduation numbers appear consistent with the range being 179 in 2013 to 203 in 2017.Time to completion is 4.6 years. Students have received many awards ranging from conference presentations to top seniors in the College. 28 students authored publications and 268 authored presentations

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

◉ Yes

○ No

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

◉ Yes

○ No

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

◉ Yes

○ No

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

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

The ACAT (Psychology Area Concentration Achievement Test) is used to asses LO #1 (and indirectly applies to LO #2-#4 - although now there are 5 LOs). Scores range from 200-800 with the average being 500 with a sd of 100. Students score above the national average. Written work and capstone posters are assessed using the SpeakWrite grading rubric - highest possible is 20 and averages ranged from 18.3 to 18.6. Annual assessment reports were provided from 2014-2018. An assessment meeting is held annually.

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.

Two major changes in the curriculum were the addition of the SpeakWrite and the change to the research methods course. The ACAT results showed a weakness in statistics. Students were taking STAT 211 and then PSYC 202. The Department started offering a two course sequence within the program (203 & 204) and saw scores go up from below the 50th percentile to the 68th percentile.

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)

A.A. in Arts and Sciences (WVU-Potomac State College)

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.

WVU-Keyser (Potomac State College) campus houses over 60 majors within three academic divisions.Of these majors, 25 are within the AA Arts and Sciences program, and because of this extensive list, the AA Arts and Sciences program must provide foundational knowledge and skills, and opportunities to apply that knowledge and those skills, with the intent that students will engage in further development and continued application into critical thought as they pursue degrees at the baccalaureate level. Majors of study included in the AA Arts and Sciences program represent two of the three academic divisions of PSC: Liberal Arts and STEM. With such varying learning outcomes at the major level, a holistic view, considering the general education foundation curriculum, guides learning outcomes for this program. The program does align with WVU's mission as evidenced in commitment to advancing education by providing a strong knowledge/skill foundation (GEF curriculum), prosperity and opportunity through new initiatives (with the creation of new health science focused majors, including Health Informatics/Information and Multidisciplinary Studies), and leading transformation in West Virginia through local and state engagement in efforts including new online degrees and career training opportunities. WVU-Keyser (Potomac State College) is a teaching institution whose dedication to producing graduates ready to contribute to the prosperity of the state aligns with WVU's mission and vision.

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 WVU-PSC AA Arts and Sciences program does not report any deficiencies related to accessibility or adequacy of the program's infrastructure. The author of the program review indicates access to educational resources, technological support, physical infrastructure, and accommodations are within the expectations of the program. Due to the range of majors offered under the AA Arts and Sciences program, nearly every resource on campus is utilized as a means to carry out the program. All lab facilities, technology resources, research resources provided by WVU Libraries on PSC campus, and classroom facilities are utilized as part of this program.

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

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

WVU-PSC AA Arts and Sciences program has seen an increase in the number of faculty over the last few years. The program review document attributes this increase in new tenure track hires to the recent addition of an academically sound corequisite model in math and English (in contrast to the former developmental model). Program data indicates 16% of faculty rank at professor and 14% at associate professor. Considering 6% rank at assistant professor and 20% at instructor, stability in number and representation of faculty over time is expected. "Other non-tenure track" faculty represent 43% of the faculty body; however, as WVU-PSC is a teaching institution, this number is likely attributed to the number of teaching faculty positions that may not necessarily be tenure track.

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.

While the WVU-PSC AA Arts and Sciences program saw a decline in enrollment during the initial years of this review, 2014 to 2016, a rebound occurred between 2016 and 2018, leaving enrollment in 2018 at the same level as the beginning year of this review period. The program experienced a decrease in headcount of approximately 18% between 2014 and 2016. An average headcount of 353 students enrolled per year indicates program stability. The rebound in headcount between 2016 and 2017 has been attributed to offering WVU School of Nursing's BSN degree on the PSC Campus. Although the range of graduates over the five-year period is 136 to 163, the average number of graduates per year is 147. Time to completion averages 3.4 years.
The program t references a push to help students listed as "undeclared" majors settle into a specific major of study within the first academic year, so the number of AA Arts and Science graduates is appropriate. WVU-Potomac State College is an open admission institution, so submission of SAT or ACT scores is not required but may be used for course placement. The program references graduation satisfaction surveys data showing 90% of graduates reporting satisfied or very satisfied in domains related to knowledge acquisition; skill acquisition in communication, math and critical thinking; instructor availability and knowledge; advising experiences; and physical learning spaces.

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 data reported includes graduate satisfaction survey and GEF assessment. Graduate survey is referenced in previously. GEF 1 assessment shows gains in mastery of communication/language skills of context and purpose/grammar and syntax- ENGL 101 to ENGL 102. WVU-Keyser utilized a form representative of an AAC&U's Value Rubric, a science methodology rubric, during GEF 2 assessment plan. Greatest difference in trends toward mastery is from methods/materials to results. WVU-PSC implemented a STEM math initiative. Formative feedback includes redirect feedback and multiple attempts to reach mastery. Results found 55% of fall 18 MATH 122 enrollees earned a C or better compared to 44.4% fall 17. Gains in MATH 126 recorded 53.3% of enrollees earning a C or better in fall 16 compared to 76.2% fall 18. WVU-PSC's submitted assessment plan includes four program learning outcomes; PLO 2,3 and 4 will be assessed each academic year to 2023. PLO 1 will be assessed in two academic years for comparison. Courses included in the plan are representative of disciplines across A and S. The plan includes multiple data collections, two measures for each PLO and comparison of disciplines using common rubrics, all in context of a range of courses relevant to the mission of Arts and Sciences.

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

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

WVU-Keyser (Potomac State College) indicates expected success from the following recent or yet to be implemented initiatives. Continued high acceptance to WVU BSN Nursing program (with appropriate consistent number of graduates) Continued successful transfer of PSC graduates to Morgantown campus baccalaureate programs Continued success in corequisite models in initial math and English coursework (as indicated by course pass rates) Addition to assessment plan (representative of GEF Area 2) by adding data from BIOL 219 in effort to provide comparison between BIOL 115 and 219 Addition of fully online General Studies major

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