BOG Program Review Self-Study Form AY 23-24

Start of Block: Program Overview

Q1.1
BOG Program Review Self-Study Form AY 23-24
Program Overview

Q1.2 Degree Designation
(Example: AA, BA, MS, PhD)

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Q1.3 Program Title
Example: Chemistry, Art and Design, or Business Administration
See [CIM Programs](https://futurecatalog.wvu.edu/programadmin/) for all official program titles.
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Q1.4 List all associated program majors
(For example: BS Design and Merchandising majors are: Fashion Dress and Merchandising, Design Studies, and Interior Architecture)

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Q1.5 College or School

* College of Applied Human Sciences (6)
* Chambers College of Business and Economics (1)
* College of Creative Arts (2)
* College of Law (11)
* Davis College of Agriculture, Natural Resources, and Design (3)
* Eberly College of Arts and Sciences (7)
* Intercollegiate Programs (18)
* Reed College of Media (12)
* School of Dentistry (8)
* School of Medicine (13)
* School of Nursing (10)
* School of Pharmacy (14)
* School of Public Health (15)
* Statler College of Engineering and Mineral Resources (9)
* WVU Keyser - Potomac State College (16)
* WVU IT College of Business, Humanities, and Social Sciences (17)
* WVU IT College of Engineering and Sciences (19)

Q1.6 Name of the person completing the self-study

* Name (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

End of Block: Program Overview

Start of Block: Specialized Accreditation

Q2.1
Specialized Accreditation

Q2.2 Is the program accredited or included in the accreditation of its college or school?

* Yes (1)
* No (2)

Display This Question:

If Is the program accredited or included in the accreditation of its college or school? = No

Q2.3 Is there a national accrediting body for programs of this type?

* Yes (1)
* No (2)

Skip To: End of Block If Is there a national accrediting body for programs of this type? = No

Display This Question:

If Is there a national accrediting body for programs of this type? = Yes

Q2.4 Does the program plan to seek specialized accreditation?
If so, explain the timeline to achieve that below.
If not, explain why the program has decided not to seek specialized accreditation.

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Display This Question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Or Is there a national accrediting body for programs of this type? = Yes

Q2.5 Name of the accrediting body

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Display This Question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Q2.6 Date and outcome of most recent accreditation review/visit

* Date (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Outcome (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Display This Question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Q2.7 Date(s) and outcome(s) of any follow up actions from most recent accreditation visit (interim reviews, reports, monitoring, visits, etc.) \*If there have been none, leave blank.

* Date(s) (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Outcome(s) (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Display This Question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Q2.8 Date or approximate date of next accreditation review

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Display This Question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Q2.9 Attach the most recent comprehensive institutional self-study conducted in compliance with the accreditation or approval process.

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Display This Question:

If Is the program accredited or included in the accreditation of its college or school? = Yes

Q2.10 Attach the accrediting agency’s accreditation letter or any other relevant correspondence or interim reports.

End of Block: Specialized Accreditation

Start of Block: Mission

Q3.1
Program Mission
Responses in this section are limited to 1500 characters or approximately half a single-spaced page.

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

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Q3.3 Provide either a link to the published mission statement or a brief but specific mission for the program.

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End of Block: Mission

Start of Block: New Programs

Q4.1 This section is specific to new programs going through their first Board of Governors' program review.

Q4.2 Is this the program's first Board of Governors' program review?

* Yes (1)
* No (3)

Skip To: End of Block If Is this the program's first Board of Governors' program review? = No

Display This Question:

If Is this the program's first Board of Governors' program review? = Yes

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Q4.3 Provide the target enrollment that the program had identified it would achieve by the end of its third year of operation when it was approved.
  This can be found in the CIM Intent to Plan for the program in the History section. If you need assistance with finding this contact Lou Slimak (louis.slimak@mail.wvu.edu) or Robynn Shannon (robynn.shannon@mail.wvu.edu) for assistance.

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Display This Question:

If If Provide the target enrollment that the program had identified it would achieve by the end of its third year of operation when it was approved.&nbsp; &nbsp; This can be found in the CIM Intent to P... Text Response Is Displayed

Q4.4 Has the program hired all the new staff (faculty and/or administrative staff) that were proposed during the approval process?
This can be found in the CIM Intent to Plan for the program in the History section. If you need assistance with finding this contact Lou Slimak (louis.slimak@mail.wvu.edu) or Robynn Shannon (robynn.shannon@mail.wvu.edu) for assistance.

* Yes (1)
* No (3)
* No new faculty or administrative staff were proposed for this program. (4)

Display This Question:

If Has the program hired all the new staff (faculty and/or administrative staff) that were proposed... = No

Q4.5 Why not? Does this impact the program's ability to function as planned?

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Q4.6 Is this program is a graduate or professional program?

* Yes (1)
* No (2)

Display This Question:

If Is this program is a graduate or professional program? = Yes

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Q4.7 Has the program realized projected research and external support expected / projected at the time of approval?

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End of Block: New Programs

Start of Block: Online Programs

Q5.1 This section is specific to programs offered in collaboration with WVU Online.

Q5.2 Is this program offered in collaboration with WVU Online?

* Yes (1)
* No (2)

Skip To: End of Block If Is this program offered in collaboration with WVU Online? = No

Q5.3 Your program was offered the opportunity to participate in a "Faculty Needs Assessment" for online course offerings. Please describe the actions the program has taken as a result of the final report.

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Q5.4 Provide the final report from WVU Online for the Faculty Needs Assessment.

End of Block: Online Programs

Start of Block: Program Resources

Q6.1
Program Resources
The purpose of this section is to ensure the accessibility and adequacy of the program's infrastructure and resources. The Undergraduate and Graduate Councils do not have the authority to request new funding for facilities or equipment.

Q6.2 Has the program experienced significant issues with any of the following during the review period?
By "significant," we mean issues that interfere with either the program's ability to be delivered to its students or the students' ability to complete the program in a timely manner.

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|  | Yes (5) | No (6) |
| Providing students with accommodations (1)  |  |  |
| Ability to schedule required classrooms (2)  |  |  |
| Access to adequate technological infrastructure (3)  |  |  |
| Access to adequate technological support (4)  |  |  |
| Access to adequate physical infrastructure (labs, performance spaces, etc.) (5)  |  |  |

Display This Question:

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

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

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

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

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

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

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

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Q6.3 Describe the issues the program has faced in the area(s) identified above.

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End of Block: Program Resources

Start of Block: Faculty Composition and Productivity

Q7.1
Faculty Composition and Productivity
Responses in this section are limited to 2500 characters (approximately 3/4 of a single-spaced page). Responses should be concise but also specific and supported by evidence.

Q7.2 Does the program have the adequate number of faculty necessary to meet the mission of the program?

* Yes (4)
* No (5)

Display This Question:

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

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Q7.3 How is the program addressing faculty inadequacy?

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Q7.4 Has anything happened during the review period that has had significant negative effects on the faculty's ability to be productive in terms of their teaching, research, and service?

* Yes (1)
* No (2)

Display This Question:

If Has anything happened during the review period that has had significant negative effects on the f... = Yes

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Q7.5 Provide an explanation of what happened that negatively impacted the faculty's ability to be productive in teaching, research, and/or service, and what steps the program has taken to address these issues.

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Q7.6 Does the program have any faculty who are qualified by other means than their academic credentials (e.g., tested experience in the field) as defined in the [WVU Faculty Qualifications policy](https://faculty.wvu.edu/files/d/cd00e2ee-85f5-4324-86a0-e88761ea6e01/wvu-faculty-qualifications-policy-final.pdf)?

* Yes (5)
* No (6)

Display This Question:

If Does the program have any faculty who are qualified by other means than their academic credential... = Yes

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Q7.7 List any program faculty qualified by means other than their academic credentials and the credentials qualifying them for their teaching assignment(s) within the program.

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Display This Question:

If Does the program have any faculty who are qualified by other means than their academic credential... = Yes

Q7.8 Provide the unit's policy for determining if a faculty member is qualified to teach by way of tested experience.

End of Block: Faculty Composition and Productivity

Start of Block: Program Viability and Student Success

Q8.1
Program viability: program cost, program revenue.
Student Success: enrollment, program persistence, student performance, completion, and post-graduate placement.
Responses in this section are limited to 2500 characters (approximately 3/4 of a single-spaced page). Responses should be concise but also specific and supported by evidence.

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Q8.2 Provide a brief reflection on any changes to program's **fall enrollment** and **program continuance** over the past cycle.
 If enrollment and/or program continuance changes are negative, describe any actions the program will take (or has taken) to address those trends. Be sure to reference the provided data, where relevant.
 These data can be found in Academic Performance Solutions (APS) on the "Board of Governors Program Review and Annual Report" dashboard. The "Academic Year" should be set to 2022-23. Be sure to click the "Apply" button once you have set the filters.
 If the program does not have any faculty with access to APS, email Lou Slimak or Robynn Shannon to request access.

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Q8.3 Please provide a brief reflection on any changes in the **program completion** (graduation) data (number of graduates, graduation rate > 60 credit hours for undergraduate programs) over the past cycle.
 If those changes are negative, include what actions, if any, the program will take  (or has taken) to address those those changes. Be sure to reference the provided data, where relevant.
 These data can be found in Academic Performance Solutions (APS) on the "Board of Governors Program Review and Annual Report" dashboard. The "Academic Year" at the top of the page should be set to 2022-23. Be sure to click the "Apply" button once you have set the filters. The academic year for the "Students Graduating with 4-Years of Earning 60 Institutional Credits" should be reviewed for AYs 2016-17, 2017-18, 2018-19, and 2019-20 and can be adjusted at that particular metric.
 If the program does not have any faculty with access to APS, email Lou Slimak or Robynn Shannon to request access.

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Q8.4 If there are any courses for which the DFW percentage is higher than 30% for students in the program, provide a brief reflection on student success rates in those courses, including how the program plans to improve student success rates.
 These data can be found in Academic Performance Solutions (APS) on the "Board of Governors Program Review and Annual Report" tab. The "Academic Year" should be set to 2022-23. Be sure to click the "Apply" button once you have set the filters.
 If the program does not have any faculty with access to APS, email Lou Slimak or Robynn Shannon to request access.

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Q8.5 Please provide a brief reflection on the accomplishments of the program's students.
Include, for example, creative or research-based endeavors such as conference presentations, publications, grants or prestigious scholarships awarded, recordings, exhibitions, or performances.
This may also include information the program has on students after they have completed the program. Examples may include job placement, acceptance into graduate programs or post-doctoral positions, graduate satisfaction surveys, employer satisfaction surveys, etc.
If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

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End of Block: Program Viability and Student Success

Start of Block: Curriculum and Assessment

Q9.1
Assessment
Except where otherwise noted, responses in this section are limited to 2500 characters (approximately 3/4 of a single-spaced page). Responses should be concise but also specific and evidence-based.

Q9.2 Provide a link to the WVU Catalog page that includes the learning outcomes for the program.
Program learning outcomes should be clear, specific, measurable, and suited to the degree-level. They should reflect what it required of students by the discipline as well as capture what is unique to the program at WVU.
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Q9.3 When were the student learning outcomes for the program last reviewed and/or revised?
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Q9.4 When was the program curriculum last reviewed and/or revised? This can be verified by checking the CIM History record for the program: <https://futurecatalog.wvu.edu/programadmin/>
 If the program curriculum was revised during the program review cycle, describe the changes made.

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Q9.5 What CIP Code is associated with the program? This can be located in the program entry in [CIM](https://futurecatalog.wvu.edu/programadmin/).
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Q9.6 Provide (by attachment) the program’s evidence of student learning assessment from the past review cycle. (Additional evidence files may be added at the end of the survey in Section 9).
Evidence of direct assessment of student learning is expected.
Indirect assessment methods (e.g., surveys, eSEI, exit interviews, alumni surveys) are also encouraged and may be included but are not required.
If the program’s evidence of student learning assessment is included in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Q9.7 Provide (by attachment) the program's curriculum map (in whatever stage of development it is currently in).
 If a curriculum map is included in an attached accreditation self-study, please indicate the section and page number(s) where it can be found.

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Q9.8 Provide a brief summary of the most relevant assessment findings from this five-year BOG program review cycle.
Findings should address student learning outcomes (as listed in the catalog).
If assessment findings are described in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

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Q9.9 Provide a brief summary of how the program has improved over the cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals.
This reflection should be supported by evidence collected through assessment and evaluation practices and attached to this program review self-study.
Areas that may be addressed may include changes to: courses, curriculum, learning outcomes, assessment plans, program goals, etc.
If program improvement is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

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Q9.10 Please provide a response to the market and forecast occupation demand data and analyses for the program in the JobsEQ reports that were provided to you (Education Report and USA Awards report for the CIP code associated with the program).

Your response should reference the competitive market for the program (what other institutions have programs most likely to be in competition with this program) as well as the forecast occupation demand.
 Please contact Robynn Shannon if you have questions about the JobsEQ reports. Forecast occupation demand data in the JobsEQ Education Report may be supplemented by data from other sources if relevant.

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Q9.11 If the program engages with external stakeholders, provide a brief description (e.g. an advisory council, outreach to prospective employers, etc.).
You may skip this question and provide this information by attachment in the next question if it exists in documented form.

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Q9.12 Provide documentation of how the program engages with external stakeholders (e.g. an advisory council, outreach to prospective employers, etc.).
If this does not exist as a formal document then this question may be skipped.

End of Block: Curriculum and Assessment

Start of Block: Supplementary Evidence

Q10.1 You may use this section to provide any additional evidence referenced in the program review.

Q10.2 You may use this section to provide any additional evidence referenced in the program review.

Q10.3 You may use this section to provide any additional evidence referenced in the program review.

End of Block: Supplementary Evidence

Start of Block: Program of Excellence

Q11.1
Program of Excellence
This section is optional.

Q11.2 Is the program requesting designation as a "Program of Excellence"?

* Yes (1)
* No (2)

Skip To: End of Block If Is the program requesting designation as a "Program of Excellence"? = No

Q11.3 Provide a brief narrative for how the program meets all four criteria: Distinction, Curriculum and Assessment, Graduates, and Faculty.
 Refer to the [Program of Excellence Criteria](https://faculty.wvu.edu/policies-and-procedures/board-of-governors-program-review/excellence) for detailed information.
 Responses in this section are limited to 2000 characters (approximately half of a single-spaced page). Responses should be concise but also specific and supported by evidence.

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Q11.4 **Distinction:** The program must be one of distinction as evidenced by receiving state or national recognition or some other clearly defined indicator appropriate to the mission of the program.
External validation of high quality by a nationally recognized body is one clear and straightforward way to demonstrate distinction. Programs may also compile national or state data for similar programs and put forward a comparative argument of distinction.

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Q11.5 **Curriculum and Assessment:** The program must have clearly defined learning outcomes and program goals and must regularly assess its student learning outcomes and evaluate its progress towards meeting its program goals. Evidence of a strong assessment plan that utilizes assessment data to improve the program must be included.
 The program should hold national or specialized accreditation if available and all accreditation criteria must be met fully.

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Q11.6 **Graduates:** Evidence of success of graduates in career placement and/or in continuing graduate or professional education must be documented.

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Q11.7 **Faculty.** Faculty should hold terminal degrees or have equivalent professional experience. For faculty who teach in certificate or Associate’s programs, alternative credentials such as work experience in the teaching field may be appropriate.
There should be documented evidence of faculty achievement and scholarly activity.
Evidence of innovation in instruction should also be included if appropriate.

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End of Block: Program of Excellence

Start of Block: End of Survey