



Memorandum

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

From: Dr. Paul K. Kreider, DMA 
Associate Provost for Undergraduate Academic Affairs

Dr. Louis Slimak 
Director of Academic Excellence and Assessment

Date: June 21, 2019

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

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

BOG Undergraduate Program Review Spring 2019

Chairs: Paul K. Kreider, Associate Provost for Academic Affairs
Louis Slimak, Director of Academic Excellence and Assessment

Members:

Steve Chhin, WVU
Damien Clement, WVU
Scott Cottrell, WVU
Valerie Lastinger, WVU
Matthew Steele, WVU
Kari Sand-Jecklin, WVU
Keri Whitacre, WVU-Keyser
Sandra Schwartz, WVU
Rebel Smith, WVU
Jennifer Steele, WVU
Diana Martinelli, WVU
David Wyrick, WVU
Md Amin, WVU-Beckley
Donna Ballard, WVU-Keyser

This year the Undergraduate Council reviewed 23 undergraduate programs including bachelor's and associate's degree programs at WVU-Morgantown, WVU Institute of Technology, and Potomac State College. Some of the programs, identified by an asterisk, undergo extensive review by their respective specialized accrediting agency. The following pages consist of the recommendations and rationales for the review decisions for the programs listed below.

WEST VIRGINIA UNIVERSITY

Art and Design, BFA, WVU*
Art History, BA, WVU
Biology, BA, WVU
Biology, BS, WVU
Exercise Physiology, BS, WVU
Forensic & Investigative Science, BS, WVU*
Immunology and Medical Microbiology, BS, WVU
Interdepartmental Studies: Individualized Studies, BA, WVU
Interdepartmental Studies: International Studies, BA, WVU
Interdepartmental Studies: Women's & Gender Studies, BA, WVU
Multidisciplinary Studies, BMDS, WVU
Physical Education, BS, WVU*
Sport Studies, BS, WVU*
Theatre, BA, WVU*
Theatre, BFA, WVU*

POTOMAC STATE COLLEGE

Criminal Justice, AA, WVU Potomac State

Criminal Justice, AAS, WVU Potomac State

WVU INSTITUTE OF TECHNOLOGY

Biology BS, WVU Institute of Technology

Forensic Investigation, BS, WVU Institute of Technology

Health Services, BS, WVU Institute of Technology

Interdisciplinary Studies, BA WVU Institute of Technology

Public Service Administration, BS, WVU Institute of Technology

Regents' Bachelor of Arts, RBA, WVU Institute of Technology

*Accredited Programs

BOG Executive Summary of Undergraduate Program Reviews 2018-19
23 undergraduate

Of the 23 undergraduate programs, 12 were continued as they are, 11 were continued with specific action (11 for issues with assessment of student learning, 2 with concerns about enrollment and graduation), and 1 was discontinued.

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

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

Executive Summary of Academic Data
Academic Year 2017-2018
Degrees Offered

- Undergraduate Certificate: 8
- Undergraduate: 132

Degrees Completed

- Undergraduate: 4519

Student Enrollment

- Undergraduate: 19,568

Instructor Positions

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

Academic Year
AY 2018-19 – Undergraduate Program Review Summary
Number of Undergraduate Programs Reviewed

Undergraduate	24
Total	24

Results of Undergraduate Program Reviews

Continued without specific action	12
Continued with specific action	11
Discontinued	1
Total	24

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

Assessment	11
Student Enrollment, Persistence, Graduation	12
Licensure and certification	00
Other	10
Total	13

List of undergraduate programs dates of required specific action follow-up reports

- Art and Design: to address assessment by 2020
- Art History: to address enrollment by 2019, assessment by 2020
- Biology - Beckley: to address assessment by 2019
- Exercise Physiology: to address curriculum by 2019, assessment by 2020
- Forensic Investigative Science - Beckley: to address assessment by 2020
- Healthcare Service Administration - Beckley: to address assessment by 2020
- Immunology and Medical Microbiology: to address assessment by 2020
- Interdisciplinary Studies - Beckley: to address enrollment by 2019, assessment by 2020
- Public Service Administration - Beckley: to address assessment by 2020
- Theatre (BA and BFA): to address assessment by 2020

Number of programs in monitoring with their accrediting body

Undergraduate	0
Total	0

Number of undergraduate programs with issues with facilities and equipment

Undergraduate	2
Total	2

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

- Theatre BFA, CCA: lack of classrooms, equipment, labs
- Immunology and Medical Microbiology BS, HSC: lack of labs

Number of Undergraduate Programs with issues in faculty composition and productivity

Undergraduate	1
Total	1

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

- Art History BA: overly reliant on adjunct faculty

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

Undergraduate	2
Total	2

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

- Art History BA: low enrollment in the program
- Interdisciplinary Studies BA/BS – Beckley: extremely low enrollment in the program

Number of Undergraduate Programs with issues in assessment.

Undergraduate	12
Total	12

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

- Art and Design BA: needs to document existing practices
- Art History BA: needs to develop assessment plan, provide evidence of direct assessment
- Biology BS - Beckley: needs to resume previous practice of direct assessment
- Exercise Physiology BS: needs to provide evidence of existing practices
- Forensic Investigative Science BS - Beckley: needs to develop assessment plan, provide evidence of direct assessment
- Healthcare Service Administration BS - Beckley: needs to develop assessment plan, provide evidence of direct assessment
- Immunology and Medical Microbiology BS: needs to revise learning outcomes, develop assessment plan, provide evidence of direct assessment
- Interdisciplinary Studies BA/BS - Beckley: needs to develop assessment plan, provide evidence of direct assessment
- Public Service Administration BS - Beckley: needs to develop assessment plan, provide evidence of direct assessment
- Theatre BA and BFA: need to document existing practices

Q1.1. Program Designation and Name

AA Degree 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

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

Does not mention.

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 undergraduate program in Criminal Justice at PSC is a demographically diverse, open enrollment program that seeks to develop graduates that are committed to provide professional services that contribute to the development of local communities and the state. The curriculum is designed to develop in students real-life problem-solving skills that foster service, appreciation, respect, and accountability to their profession.

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

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

The program does not report any infrastructure resource 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 employs five adjunct faculty and three full-time faculty. To resolve work overload, a third full-time employee was hired in May 2018. Since Potomac State College is not a research-based institution, there is no requirement for faculty to engage in scholarship. The faculty contribution to service and professional development seems more than adequate.

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 Criminal Justice program notes a downward trend in FTE during the review period. The author notes reasons for the decrease, including students choosing the newly created Criminology program, because they can transfer to Morgantown with that degree. The author does not note any steps the program is taking to address the decrease in FTE. There should be a follow-up to see how the program intends to address the downward FTE trend. The program has seen over the review period a decrease in the time needed to completion, an increase in HS GPA and SAT scores, and a consistency in graduation rates. 2014-2017 FTE: 40.4, 47.6, 55.07, 46.27, 31.67 Headcount: 41, 49, 55, 46, 31 Time to completion (2015, 2016): 2.58, 2.42 HS GPA: 2.73, 2.6, 2.76, 2.77, 3.04 ACT (2015-2017): 18, 18, 18 SAT: 731, 729, 818 Since the degree obtained is an Associate's degree, the program measures the success of their students ability to transfer to the institution of their choice. The note several instances of this.

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 author notes issues of not having an Assessment Coordinator at PSC for two out of the five years of the review period as well as lack of resources and faculty time to devote to data analysis. Additionally, this initial 2013 plan to administer pre/post-test during CJ 101 and CJ 485 was discarded for reasons specified by the author. Thus, all of the data collected is from 2016-2018. -Indirect assessment for learning outcome one included a outgoing student evaluation by cooperating supervisor for internship requirement of CJ 295. Student evaluations were high and increasing over a three-year trend. However, looking at the survey, the questions seemed to be asking if the student was responsible in the internship, not if the student understood the roles and responsibilities of a CJ professional. -Direct and indirect assessment for learning outcome four included the survey used above as well as evaluating assignments from CJ 225, 245, and 285 using a rubric. For the direct assessment limited data is presented and it is hard to get a handle on what years are being evaluated. It was also not indicated who was collecting the data and if there was consistency between courses. From data summaries provided in the plan, it appears students are averaging in the low to mid-80% for the tested areas of learning outcome four which the author notes as progression toward mastery. -The author notes high satisfaction from an outgoing student survey but does not provide data.

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

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

-Reviewed and revised learning outcomes to more accurately reflect the degree. -Added a new tenure track faculty member. -Developed a new assessment plan with clear timelines and bench marks. -Began to use direct assessment measures such as rubrics to assess learning outcomes. - Revised curriculum to reflect general education courses needed for seamless transfer of credits to BA or BS CJ program. - Added new CJ specific writing class -Added annual program assessment meetings.

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

- ☐ Yes
- ☒ No

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

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

Combines data for major codes PA22 and 139A**AA Criminial Justice PSC 062019**

	2013	2014	2015
Full Time Equivalent Enrolled*	40.4	47.6	55.07
Headcount	41	49	55

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

	2013	2014	2015
New Enrollees			

*Unable to determine because it shares the same major name with other programs

	2013	2014	2015
Program Continuance		132.43%	127.91%

	2013	2014	2015
Female	14	18	21
Male	27	31	34

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015
American Indian			1
Asian			
Black	12	16	18
Hispanic	2		3
Native Hawaiin or Pacific Islander			
Two or more		2	
Unknown			
White	27	31	33

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013	2014
Graduates by Year			
includes all terms for each academic year	3	4	6

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

	2012	2013	2014
Time to Completion			
pull date: middle November	2.53	2.73	2.7

reflects total time of completion of all graduates that academic year

	2013	2014	2015
Avg HS GPA	2.73	2.6	2.76

	2013	2014	2015
Avg ACT Composite	18	18	18
Avg ACT English	16	16	17
Avg ACT Math	18	18	17
Avg ACT Reading	19	19	19
Avg ACT Science	19	19	19

	2013	2014	2015
SAT Combined	766	792	731
SAT Math	388	398	367
SAT Verbal	379	393	364

2016	2017
46.27	31.67
46	31

2016	2017
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2016	2017
90.20%	77.50%

2016	2017
16	15
30	16

2016	2017
	1
12	8
2	2
2	
30	20

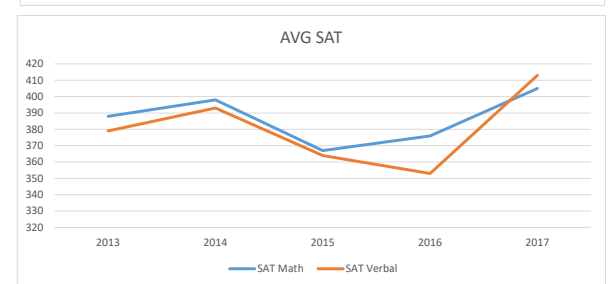
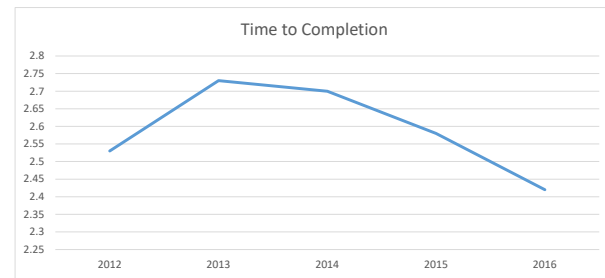
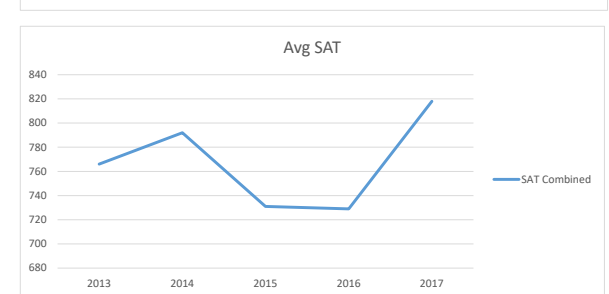
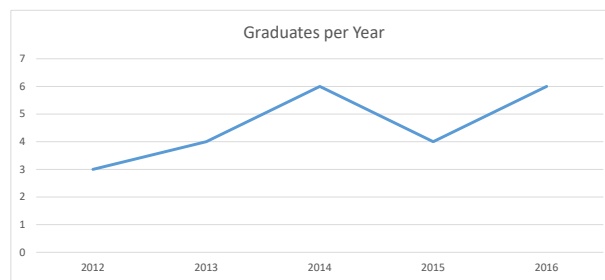
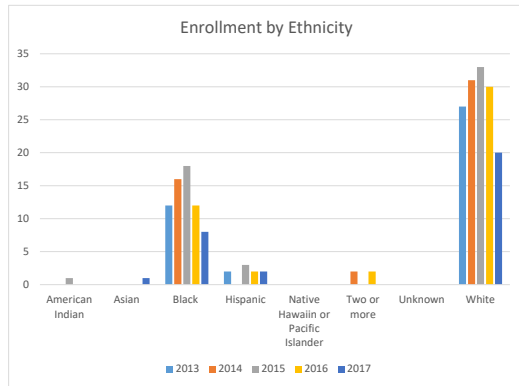
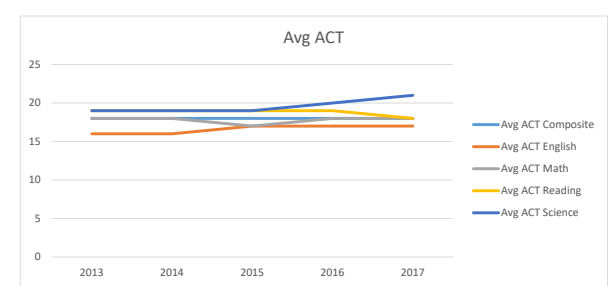
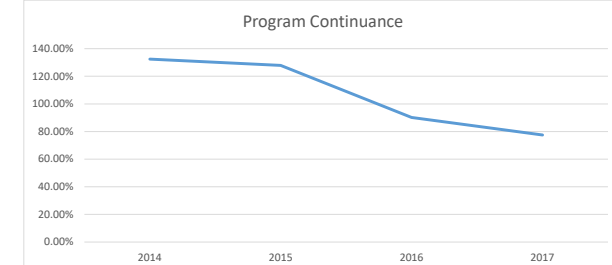
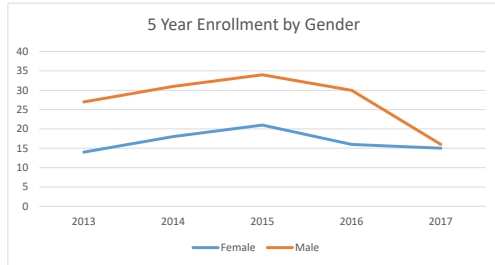
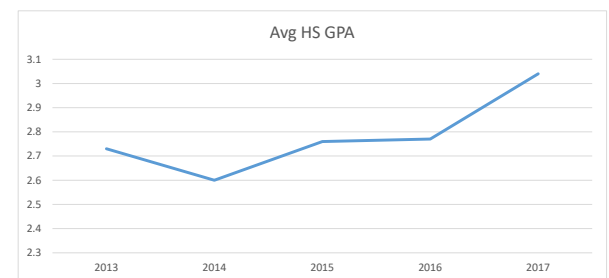
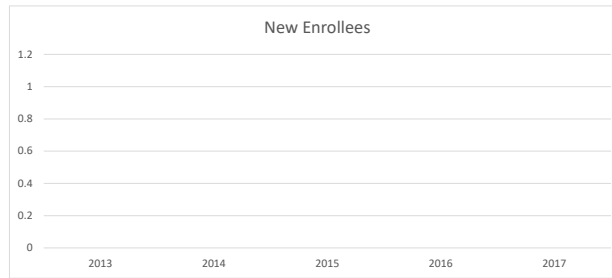
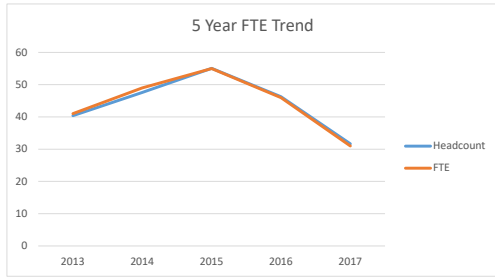
2015	2016
4	6

2015	2016
2.58	2.42

2016	2017
2.77	3.04

2016	2017
18	18
17	17
18	18
19	18
20	21

2016	2017
729	818
376	405
353	413



Q1.1. Program Designation and Name

Associate of Applied Science 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

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

No, it does not appear the program is seeking accreditation. However, there was no reason provided as to why this is the case.

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 advancing education in the field of criminal justice and meeting the needs of the state for staff and leaders in the criminal justice system. The program also promotes characteristics of accountability, service to the community and continual learning.

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 were identified in terms of resources, including adequate space, 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.

As a result of the two full-time faculty teaching over workload, a third full-time faculty member was hired in May 2018. There are 5 adjunct faculty, but it appears that the full-time faculty teach a majority of the courses. Faculty generally do not engage in scholarship but are highly engaged in service to the university and to the profession. PSC is not a research-focused institution; therefore, faculty qualifications and productivity appear to be more than adequate.

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 peaked at 55 in 2015 and declined somewhat in 2016 and 2017 to 46 and 31 respectively. Graduates per year have remained between 4 and 6 for 2013 through 2016, as per statistics. Ethnicity of students in the program is relatively diverse, particularly given the generally homogenous ethnicity of our state. The program report indicates significant efforts have been made to recruit students to the program, including visits to area high schools, both inside and outside of West Virginia.

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 assessment plan seems to be well developed. A number of rubrics are presented to measure student achievement of learning outcomes. However, limited student assessment data is presented. 2017 Adjudication Process Program Assessment outcome, and 2017 and 2018 data or the Technical Writing Program Assessment outcome. Also, the report indicated that the PSC Graduating Student Survey demonstrated students being very satisfied with their educational experience in the Criminal Justice Program and with the academic advising received while enrolled, but I was unable to locate this report. I did not see any data about student attrition in the program, or student employment rates upon graduation. These may be helpful to gather for program evaluation purposes.

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.

Plans for improvement to the program have been made, including revisions to assessment rubrics, and new program outcomes. Additionally, a retention survey was developed, with hopes to retain students by encouraging the AAS students to move on to the BAS Criminal Justice program at PSC, rather than attending other schools.

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

- ☐ Yes
- ☒ No

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

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

Combines data for major codes PA23 and 140A**Criminal Justice AAS Student Data**

	2013	2014	2015
Full Time Equivalent Enrolled*	69.4	70.8	48.13
Headcount	73	72	52

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

	2013	2014	2015
New Enrollees			

*Unable to determine because it shares the same major name with other programs

	2013	2014	2015
Program Continuance		126.32%	98.11%

	2013	2014	2015
Female	27	32	21
Male	46	40	31

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015
American Indian			
Asian			
Black	11	14	7
Hispanic	2	3	2
Native Hawaiin or Pacific Islander			
Two or more	8	1	4
Unknown	2	1	1
White	50	53	38

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013	2014
Graduates by Year	19	16	19

includes all terms for each academic year

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

	2012	2013	2014
Time to Completion	3.79	3.01	4.84

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014	2015
Avg HS GPA	2.78	2.86	2.78

	2013	2014	2015
Avg ACT Composite	18	18	18
Avg ACT English	17	17	16
Avg ACT Math	18	18	17
Avg ACT Reading	20	19	19
Avg ACT Science	18	19	18

	2013	2014	2015
SAT Combined	763	746	862
SAT Math	380	363	439
SAT Verbal	383	383	423

2016	2017
47.53	54.93
50	57

2016	2017
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2016	2017
135.14%	203.57%

2016	2017
22	26
28	31

2016	2017
	1

4	7
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1

45	49
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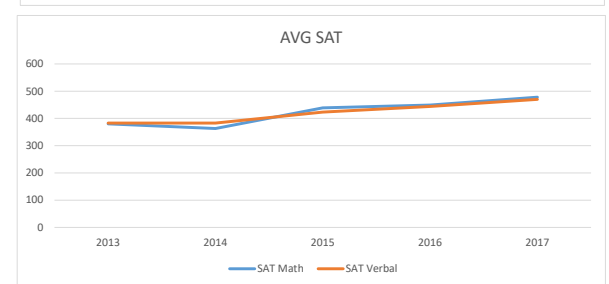
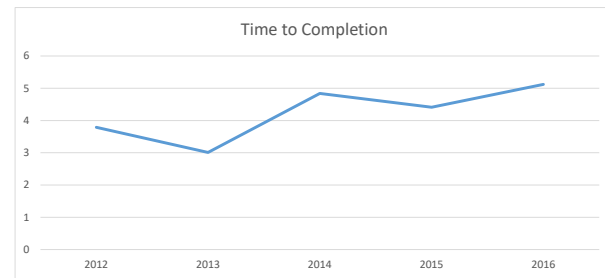
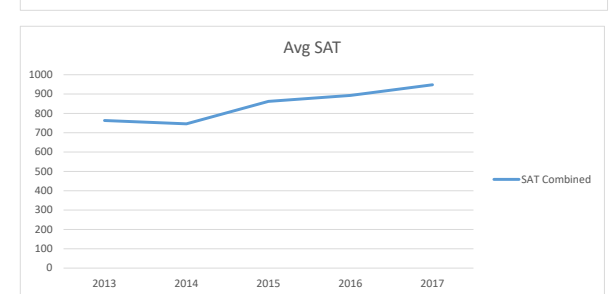
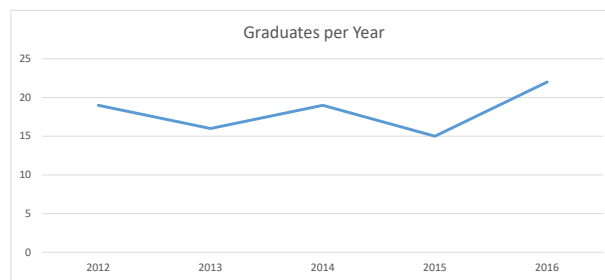
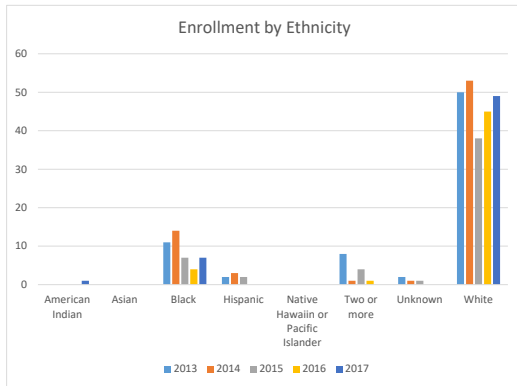
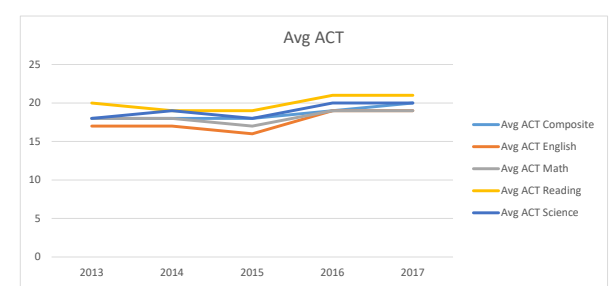
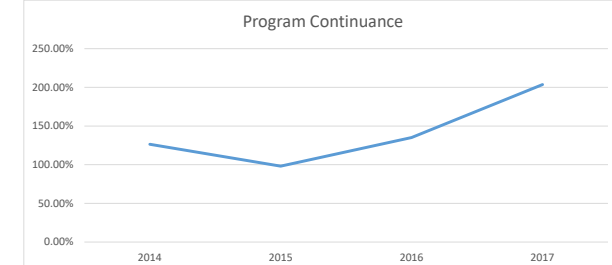
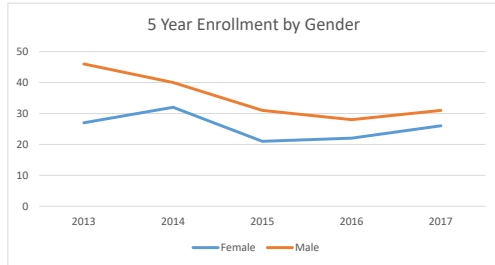
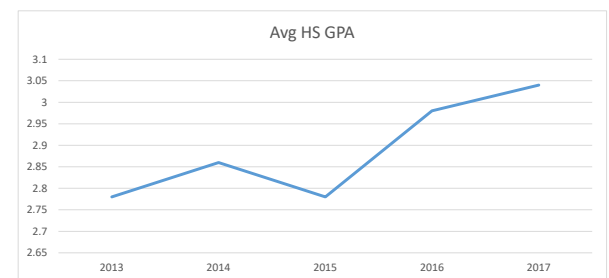
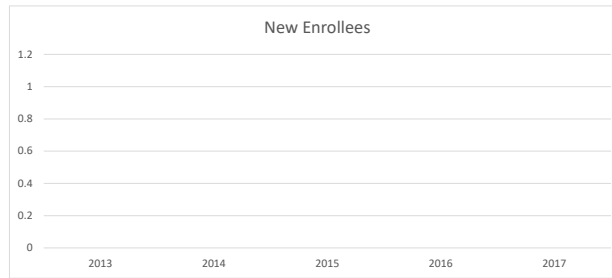
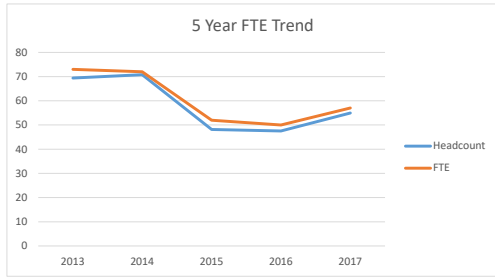
2015	2016
15	22

2015	2016
4.41	5.12

2016	2017
2.98	3.04

2016	2017
19	20
19	19
19	19
21	21
20	20

2016	2017
893	948
449	478
444	470



Q1.1. Program Designation and Name

BA/BS Interdisciplinary 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 degree program supports WVU's mission by providing access and opportunity to students to earn a degree and by supporting local engagement. This latter component of the degree program supports WVU's vision by encouraging students to partner with their communities to bring solutions to bear through their coursework.

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.

With a full-time advisor and faculty member and scant majors, resources appear adequate at this time.

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.

Much of the coursework for this program is delivered by other units. Therefore, the one full-time faculty member involved with this major is sufficient, and she is well credentialed with strong 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

Q4.2. What was inaccurate?

Nothing was inaccurate. Entrance requirements and when to declare the major are available under Admissions on the WVU Tech main website. However, distinctions between B.S. and B.A. are vague, and no requirement regarding the ratio of lower- to upper-level coursework is stated. Also, the terms Interdisciplinary and Multidisciplinary seem to be used interchangeably. (Courses are MDS....)

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 such small numbers that it's difficult to summarize any "trends." In 2016-17, there was 1 major; the following year, 2. ACT scores dropped precipitously between these two years; however, again, with small N's, any averages are significantly affected. There is just not enough data to make any summaries at this time. It is believed that with the move to Beckley now completed and the program re-envisioned around assessable learning outcomes that enrollment in the major will increase.

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 formal assessment has yet taken place; therefore, no data are available. An assessment plan tied to coursework and an alumni survey was submitted; however, assessment tools/rubrics for assessing the work weren't included. Therefore, assessment at this time focuses on indirect measures of learning.

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 been reworked, with a new curriculum that includes an MDS required "core" of four courses (MDS 199, MDS 389, MDS 495 and MDS 489). In addition, a full-time faculty member serves as the student advisor and as the instructor of core courses. Learning outcomes and a new assessment plan also have been developed. The program, part of the College of Business, Humanities & Social Science, may want to eliminate the B.S. option, or better define the differences between B.A. and B.S. paths. (As currently presented, these differences seem to be merely suggestions and are vague.) Upper-level credit requirements should be explicit. Confusion of the terms Interdisciplinary and MDS might be alleviated by specifying in the description what is meant by an "interdisciplinary" program. Assessment rubrics/tools for the learning outcomes and processes specified will be important for future reporting consistency. MDS-specific "core" courses should have consistent required grade prereqs. With such low enrollment numbers, it seems prudent to provide a timeframe for enlarging the number of majors in the program or eliminating it at the Tech campus. (Note that a number of MDS options could be available to these students online through WVU main campus if it is terminated at Tech.)

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.

The program is asked to submit additional information via an interim report that address the following: a) By December 2019, a promotion/recruitment plan to address enrollment b) By December 2019, a curriculum that will more clearly differentiate B.S. and B.A. options (or drop the B.S. option entirely) and clear direction as to whether two or three focus/concentration areas are required. In addition, specifics regarding the minimum required number of upper-level course credits. (The four-year plans of study for the B.S. and B.A. appear to be identical. Offering examples or listing options for the two different degrees would be helpful.) c) By December 2020, assessment tools and evidence of assessment for the coursework/projects identified as directly assessing the learning outcomes and a copy of the alumni survey to capture indirect learning.

Combines major codes 1495 and 14B9**Interdisciplinary Studies Student Data**

Full Time Equivalent Enrolled*

2013 2014 2015

37.9 38.87 35.87

Headcount

42 43 38

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

2013 2014 2015

New Enrollees

2013 2014 2015

Program Continuance

307.14% 172.73%

2013 2014 2015

Female

25 22 23

Male

17 21 15

pull date: October 7th

reflects all students w/ major code in Banner

Interdisciplinary Studies Student Data

2013 2014 2015

American Indian

1

Asian

1 1

Black

4 3 6

Hispanic

5 3 3

Native Hawaiian or Pacific Islander

Two or more

2 2 2

Unknown

1

White

28 34 27

pull date: October 7th

reflects all students w/major code in Banner

Graduates by Year

2012 2013 2014

includes all terms for each academic year

32 28 21

Time to Completion

2012 2013 2014

pull date: middle November

6.06 6.04 6.11

reflects total time of completion of all graduates that academic year

Avg HS GPA

2013 2014 2015

3.14 3.13 3.29

2013 2014 2015

Avg ACT Composite	23	24	24
Avg ACT English	24	23	24
Avg ACT Math	21	22	22
Avg ACT Reading	24	25	26
Avg ACT Science	23	24	23

	2013	2014	2015
SAT Combined	972	1013	942
SAT Math	473	508	460
SAT Verbal	499	505	482

2016	2017
20.67	7.4
22	10

2016	2017
------	------

2016	2017
220.00%	142.86%

2016	2017
14	6
8	4

2016	2017
------	------

1
1

1

19	9
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2015	2016
28	15

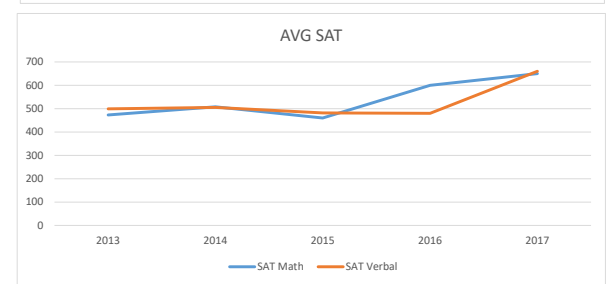
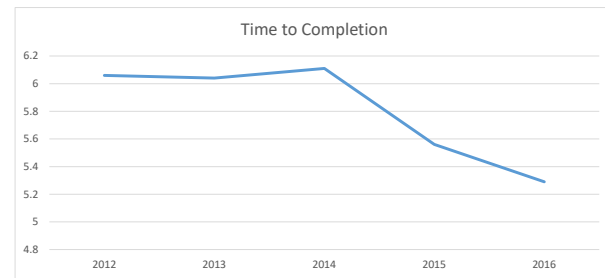
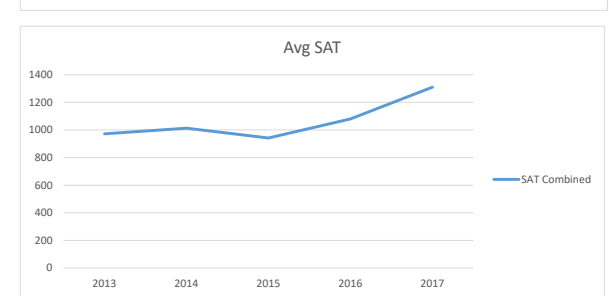
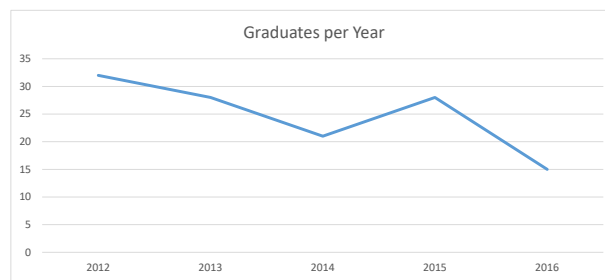
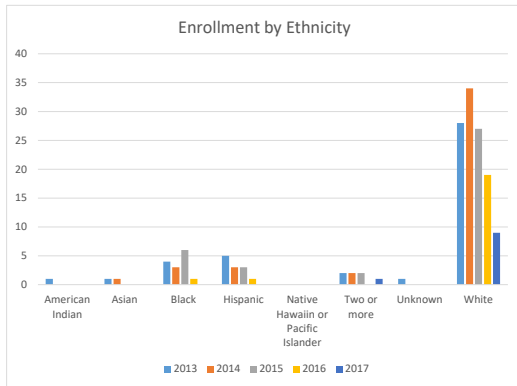
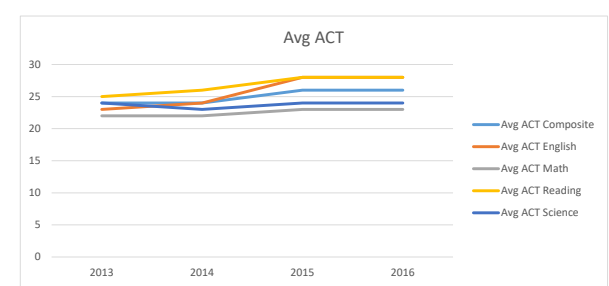
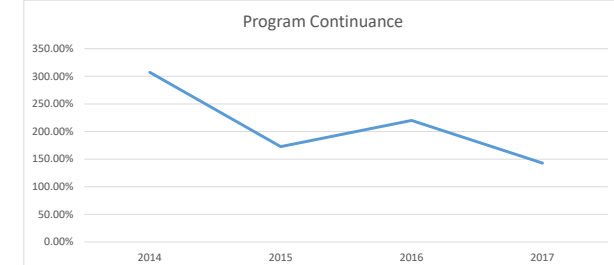
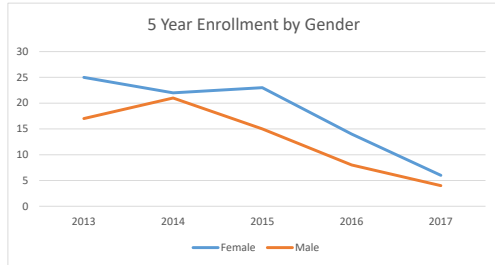
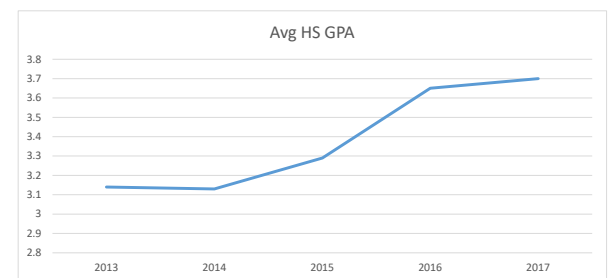
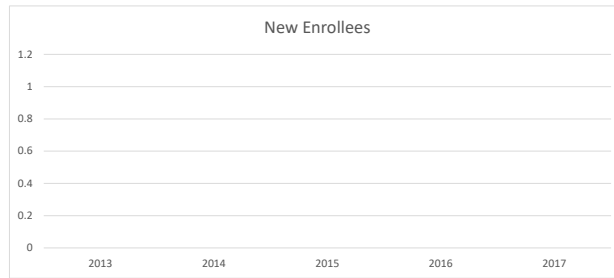
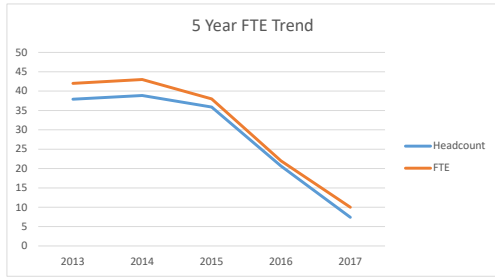
2015	2016
5.56	5.29

2016	2017
3.65	3.7

2016	2017
------	------

26	26
28	28
23	23
28	28
24	24

2016	2017
1080	1310
600	650
480	660



Q1.1. Program Designation and Name

BS Biology

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

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

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

If the program has been out 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 aligned with the Mission at WVU Tech and supports the areas needs for medical professionals as well as the institution's other programs needs for biology instruction.

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 indicates that it is at capacity for lab space due to the increase in students and the loss of a lab facility (from 5 to 4) in the move to Beckley. Current scheduling already includes morning and evening labs but these are not enough to meet need and come with the additional difficulty of finding appropriate staffing. Labs are also being scheduled in lab facilities that are set up for different purposes making it even more difficult to deliver the labs efficiently. The budget for labs has not increased.

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.

While the program s increased by one new tenure track line, it needs an additional teaching track faculty in order to reduce the overburdening of tenure track faculty with instructional load which has cut into research productivity. Additionally, because of the increase in students, there is demand for additional upper division courses which cannot be delivered because tenure track faculty are overloaded and teaching lower division courses.

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

- ☒ Yes
☐ No

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

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

The program has doubled since moving to Beckley, from 40 to 80 students. Program persistence is steady around 60/65% which is comparable to similar programs at Beckley and Morgantown and has improved since the move to Beckley as well. Graduates of the program are low by comparison with only 4 - 10 graduates in a given year. Coupled with a time to completion that is around 6 years it may be worth following up on the graduates once a cohort or two has completed at Beckley. I

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

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

The program has a strong, if uneven, record in assessment of student learning which was disrupted by the move to Beckley. It has evidence of direct assessment of student learning in the curriculum as well as tying those results to program change and improvement (the creation of a methods course in response to poor methods skills in the capstone project) but has yet to follow up on that to see if it worked. Additional changes were made to the capstone itself as well. The gap in assessment is acknowledged. All the same, it may be worth asking for a follow up report in a year just to ensure normal assessment activity has resumed.

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

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

The program has made two distinct improvements to the curriculum as a response to assessment data and has increased its faculty in response to program growth. The gap in assessment should be addressed immediately and the program could also think about implementing some form of exit interview, senior survey, or alumni survey to further round out its assessment portfolio and better understand the needs of its students.

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.

The program should submit evidence of resumed assessment activity by Dec 1st of 2019.

Biology BA BS Student Data

Full Time Equivalent Enrolled*

2013 2014 2105

608.7 607.9 585.4

Headcount

582 583 564

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

New Enrollees

2013 2014 2015

473 283 257

Program Continuance

2013 2014 2015

66.82% 68.53%

Female

2013 2014 2105

308 331 318

Male

274 252 246

pull date: October 7th

reflects all students w/ major code in Banner

American Indian

2013 2014 2105

0 1 2

Asian

45 32 36

Black

13 12 11

Hispanic

14 17 18

Native Hawaiian or Pacific Islander

0 0 0

Two or more

18 19 21

Unknown

5 5 6

White

487 497 470

pull date: October 7th

reflects all students w/major code in Banner

Graduates by Year

2012 2013 2014

includes all terms for each academic year

142 133 135

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

Time to Completion

2012 2013 2014

pull date: middle November

4.58 4.72 4.55

reflects total time of completion of all graduates that academic year

Avg HS GPA

2013 2014 2105

3.77 3.77 3.75

2013 2014 2105

Avg ACT Composite	27	26	26
Avg ACT English	27	27	27
Avg ACT Math	26	25	25
Avg ACT Reading	27	28	27
Avg ACT Science	26	26	26
	2013	2014	2105
SAT Combined	1155	1144	1134
SAT Math	589	582	576
SAT Verbal	566	562	558

2016	2017
737.5	720.6
721	707

2016	2017
418	373

2016	2017
73.19%	58.09%

2016	2017
422	408
299	299

2016	2017
2	2
39	39
24	30
26	18
1	2
35	36
11	17
583	563

2015	2016
150	146

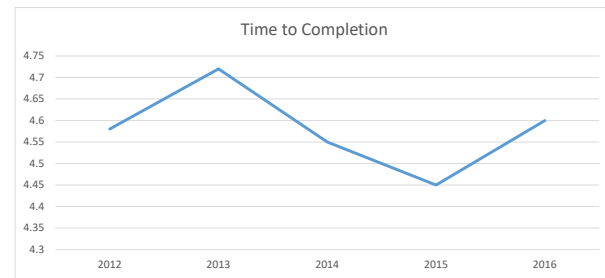
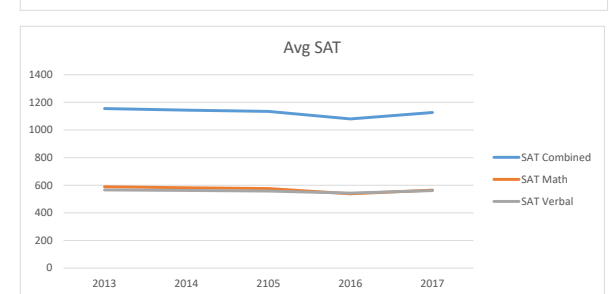
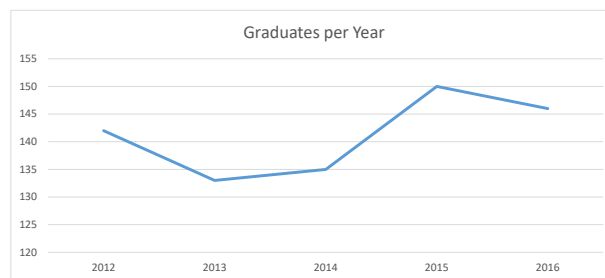
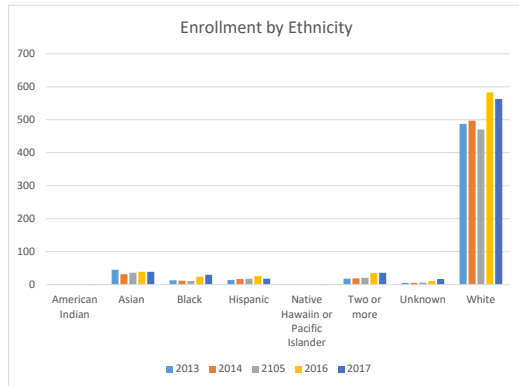
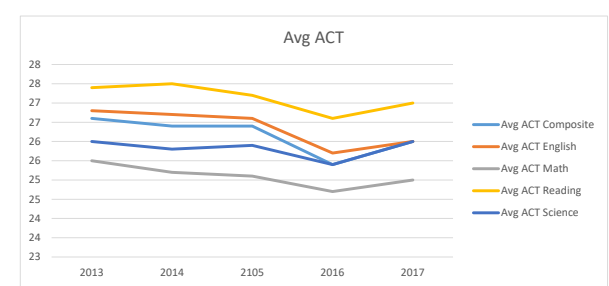
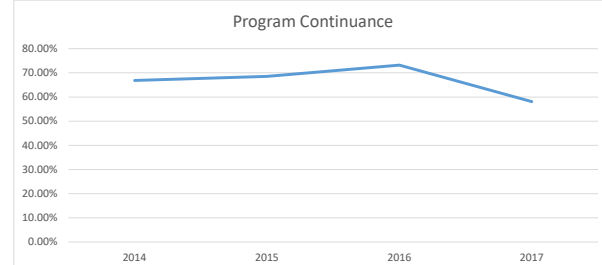
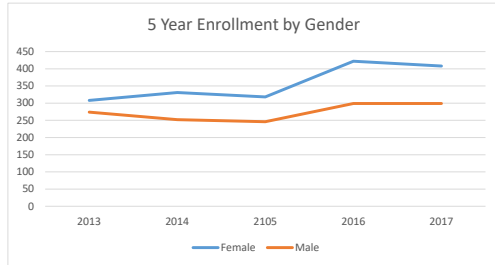
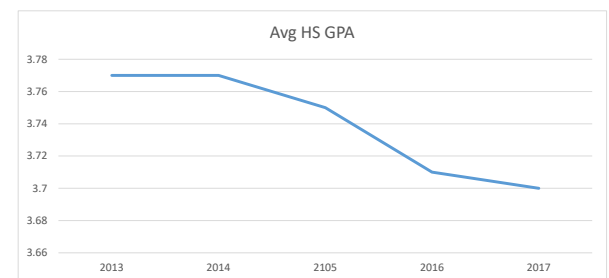
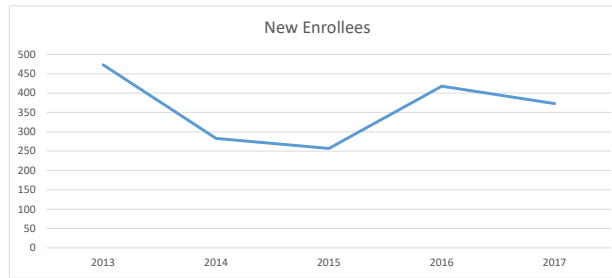
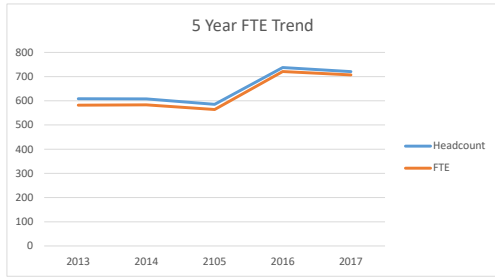
2015	2016
4.45	4.6

2016	2017
3.71	3.7

2016	2017
------	------

25	26
26	26
25	25
27	27
25	26

2016	2017
1080	1126
538	564
543	561



Q1.1. Program Designation and Name

BS Health Service Administration WVUIT

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 WVU mission, values and mission. It prepares students to contribute to the state and regional field of health care through work in the health services. Students are equipped with skills in communication, critical thinking, health policy, ethical responsibility, management, and adaptation.

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 with resources have been identified, including space, technology, physical infrastructure, and library resources.

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

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

There two full-time faculty dedicated specifically to this program, with one faculty having been added since the last review period. However, as the program focus is interdisciplinary, other faculty are involved in teaching courses within the major. It appears the faculty numbers and credentials are appropriate for the program. Dedicated course faculty were highly productive in teaching, were involved in scholarly activities, and provided service to a large number of committees over the review period.

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

- ☒ Yes
☐ No

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

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

Initial enrollment trends have vacillated a bit from 17 to 7 over the review years. However, this may be due to the relocation of the WVUIT campus to Beckley in 2017. The report indicates increased student enrollment in 2018. Program continuance rates are mostly over 70%, with a high of 87% in 2016. However, time to completion is relatively high, at 6.6 yrs in 2016, which was actually quite a drop from the highest level in 2012 at 10.9 years. This is relatively concerning, as the program has only 120 hours currently. The writer did mention that during the review period, a program change resulted in the required program credit hours being reduced from 132 to 120, which is good. The report did not indicate whether a number of enrolled students attend part time, which if so, would account for the longer completion times. Number of graduates has varied from a high of 13 in 2016 (due to the expected move of the campus to Beckley) to a low of 3 in 2015. Student HS GPA ranged from 3.2 to 3.4; ACT scores are generally in the high teens (17- 19) and appear relatively steady. Sat scores appear to have climbed somewhat from 857 in 2013 to 1080 in 2017. Student successes are not well documented, but it appears that most graduates are employed either in healthcare settings, non-healthcare management roles, attending graduate school or have chosen not to work currently. The status of two students was unknown.

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.

Four learning outcomes are specified. They are clear and written in the learner perspective.

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 rubric only addresses employment of graduates, and numbers of graduates seeking graduate education. However in the report component addressing assessment findings, the author speaks to the highly favorable student ratings from supervisors in the practicum/internship experience. Graduates also evaluate the experience positively. An exit survey is mentioned, with the assertion that students rate the quality of their educational experience positively. We suggest that the program assessment document be strengthened significantly, including all of the above criteria, and criteria that would address the identified Program 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 curriculum was revised to remove courses with less relevance to learning outcomes and reduce required credits from 132 to 120. Some courses were transitioned to hybrid format to accommodate students traveling a distance to campus. An HSA minor was added to the program. Additional public health courses have been added to the curriculum. The committee recommends continued monitoring of student enrollment, continuance, and completion times, with explanation of completion times averaging over 5 years. Program learning outcomes should be made more specific and measurable, and the assessment matrix and data should be strengthened to more fully document program success and areas for 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 2020, submit an assessment plan and evidence of at least direct assessment of student learning.

Health Services WVUIT

	2013	2014	2015
Full Time Equivalent Enrolled*	26.47	29.8	27.47
Headcount	27	28	26

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

	2013	2014	2015
New Enrollees	17	13	9

	2013	2014	2015
Program Continuance		68.18%	73.91%

	2013	2014	2015
Female	14	19	16
Male	13	9	10

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015
American Indian			
Asian			
Black	1	2	3
Hispanic	2	2	1
Two or more		2	2
Unknown			
White	24	22	20

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013	2014
Graduates by Year	7	5	5

includes all terms for each academic year

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

	2012	2013	2014
Time to Completion	10.92	10.3	7.17

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014	2015
Avg HS GPA	3.16	3.37	3.29

	2013	2014	2015
Avg ACT Composite	19	19	18

Avg ACT English	19	19	19
Avg ACT Math	17	17	17
Avg ACT Reading	20	19	18
Avg ACT Science	20	19	19

	2013	2014	2015
SAT Combined	857	907	930
SAT Math	447	450	470
SAT Verbal	410	457	460

2016	2017
33.2	22.53
32	22

2016	2017
12	7

2016	2017
86.96%	78.95%

2016	2017
20	15
12	7

2016	2017
	1
4	2
1	
2	2
1	1
24	16

2015	2016
3	13

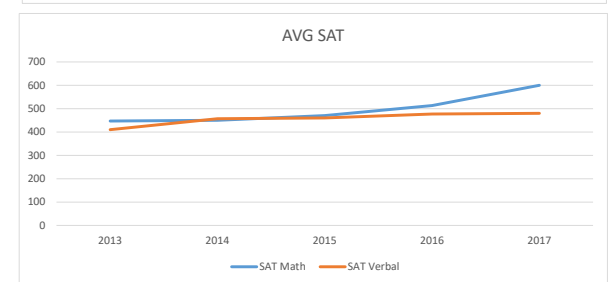
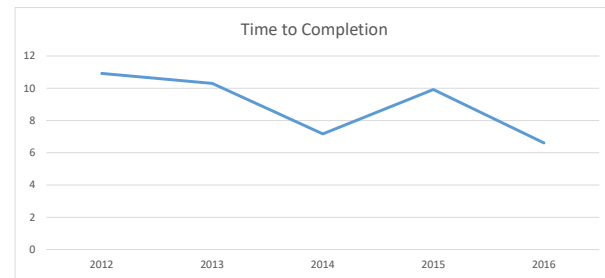
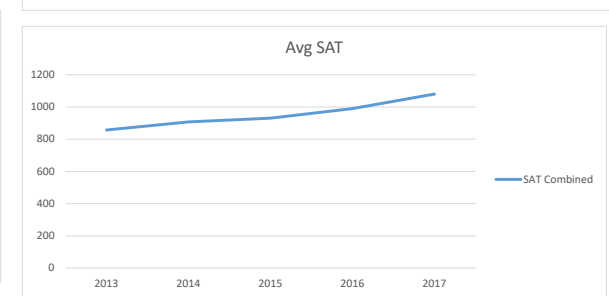
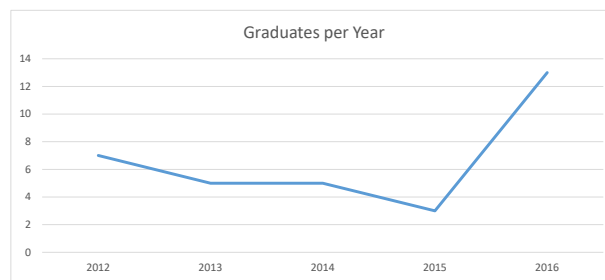
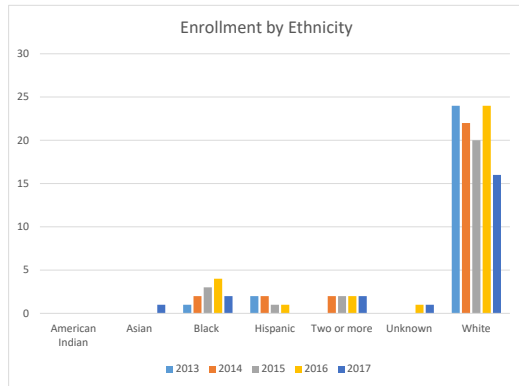
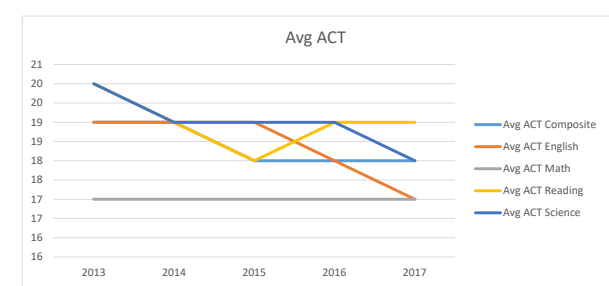
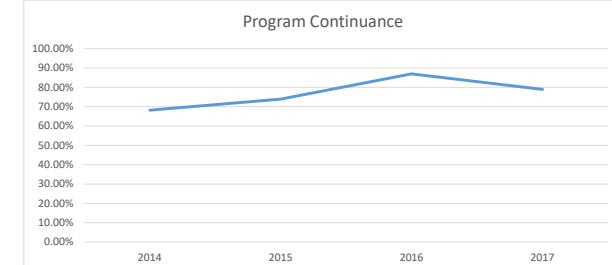
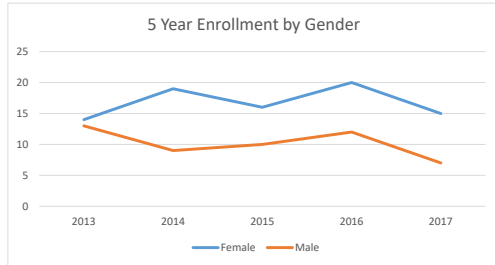
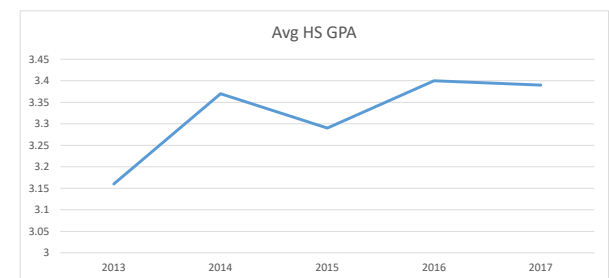
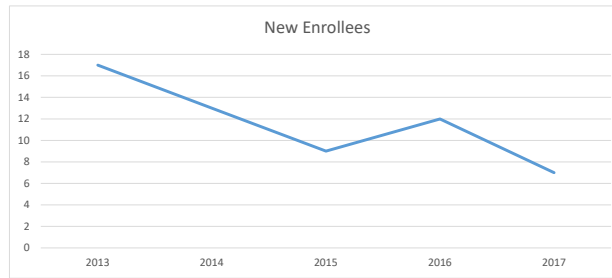
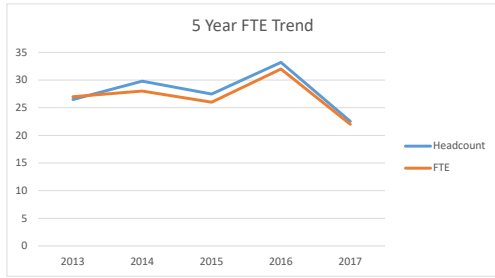
2015	2016
9.92	6.61

2016	2017
3.4	3.39

2016	2017
18	18

18	17
17	17
19	19
19	18

2016	2017
990	1080
513	600
477	480



Q1.1. Program Designation and Name

B.S. in Public Service Administration

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

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

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

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

The Public Service Administration (PSA) program aligns with WVU's mission and vision by providing access and opportunity to students to earn a college degree that prepares them for public and nonprofit sector careers or further graduate or professional study. The combination of coursework and a practicum capstone internship enables students to engage in local organizations/communities and develop skills needed to address local concerns and problems.

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

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

Infrastructure and resources appear to be adequate and the program did not report any problems in this regard.

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.

PSA is an interdisciplinary program that is delivered by faculty from a variety of units. The core courses are taught by faculty in the Department of Social Sciences and Public Administration, including one political scientist, two economists, and one sociologist. All four hold PhDs and are tenure-stream faculty, with one tenured professor and three assistant professors. Even with 4-4 teaching loads and service, the faculty have been research-productive.

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

- ☐ Yes
☒ No

Q4.2. What was inaccurate?

The program information is accurately published in the catalog and on the Admissions page, but we note two concerns. First, the curriculum chart is confusing without a header that distinguishes major requirements from the GEF and without conceptual groupings of major courses to articulate the intent of the curriculum. Second, the program description includes the statement, "Provided the correct restrictive electives are chosen, a student can obtain a minor in Political Science, (cont)..."

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.

(Catalog, cont) - "...Sociology or Economics without additional course work." Minors must include a minimum of 9 credit hours distinct from any other academic credential. We are unsure about the curricular intent of the restricted electives and wonder if they could retain the spirit of the requirement if they change restricted electives to general electives and encourage students to complete a minor. (Enrollment) - Student enrollment is low but slightly increased over the review period, from 7.4 FTE in 2013 to 11.1 in 2017. The program graduated one or two students each year. Average high school GPAs and entrance exam scores fluctuated somewhat, but that may simply reflect the impact of individual students on the averages due to small Ns. Over the five years, the average high school GPA was 3.30, ACT composite score was 21.4, and SAT combined (Math/Verbal) score was 790. Average time to degree completion was 4.4 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

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

The learning outcomes are generally clear - we just note a couple of observations. The first relates to learning outcome one, which states, "The student will demonstrate leadership skills through written and oral communications, both in person and through computer technology." There are actually multiple skill sets embedded in that outcome that might be clearer to separate. Second, some LOs could be modified slightly to improve their measurability.

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

- ☒ Yes
☐ No

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

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

In its self-study and assessment rubric, the program noted that it conducts exit surveys and surveys of internship sponsors, and that it tracks the employment of outcomes of graduates. While it did not include any survey instruments or data with the report, it is clear from the discussion that many graduates have found successful careers or gone on to pursue professional programs. The program has not developed any tools to directly measure student learning, but they are considering how to develop a capstone project that could be linked to program assessment and provide students with a "marketable" product. We encourage them to pursue this.

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

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

During the program review cycle, the PSA program underwent a move to Beckley and experienced significant faculty turnover. Three of the Social Sciences faculty described earlier were not present at the time of the last review. While they did not undertake any programmatic initiatives over the review period, they identified plans moving forward. These include both a review of the overall curriculum and the development of a capstone project as previously described.

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 2020, provide an assessment plan and evidence of at least direct assessment of student learning. As they review their curriculum, we encourage them to consider our comments about organizing the courses to more clearly demonstrate their curricular intent and about clarifying the role of restricted electives. Further, while we expect that their discussion of plans to develop a shared capstone project will clarify how their capstone model works, we ask that they make sure to clarify the roles of the field supervisor and of faculty in oversight and grading.

Public Service Administration

Full Time Equivalent Enrolled*

2013 2014 2015

7.4 8.67 8.07

Headcount

8 8 9

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

New Enrollees

2013 2014 2015

6 2 4

Program Continuance

2013 2014 2015

100.00% 71.43%

Female

2013 2014 2015

6 7 7

Male

2 1 2

pull date: October 7th

reflects all students w/ major code in Banner

American Indian

2013 2014 2015

Asian

Black

Hispanic

Native Hawaiiin or Pacific Islander

Two or more

Unknown

White

pull date: October 7th

reflects all students w/major code in Banner

1 1 1

7 7 5

Graduates by Year

2012 2013 2014

includes all terms for each academic year

1 2 1

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

Time to Completion

2012 2013 2014

pull date: middle November

NA 3.46 5.25

reflects total time of completion of all graduates that academic year

Avg HS GPA

2013 2014 2015

3.15 3.43 3.42

2013 2014 2015

Avg ACT Composite	21	23	22
Avg ACT English	23	24	23
Avg ACT Math	19	17	18
Avg ACT Reading	24	28	26
Avg ACT Science	20	22	21

	2013	2014	2015
SAT Combined	835	835	790
SAT Math	450	450	420
SAT Verbal	385	385	370

2016	2017
9.93	11.13
9	11

2016	2017
4	4

2016	2017
71.43%	100.00%

2016	2017
5	5
4	6

2016	2017
------	------

1	2
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2	2
6	7

2015	2016
2	2

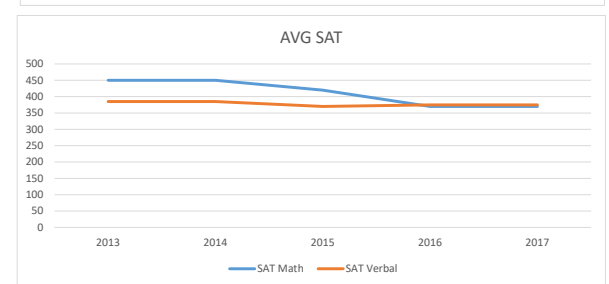
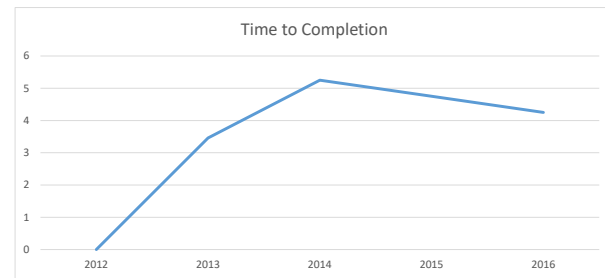
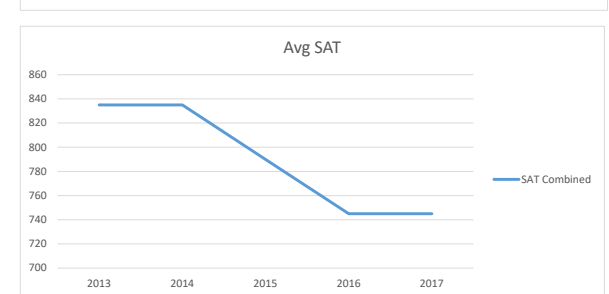
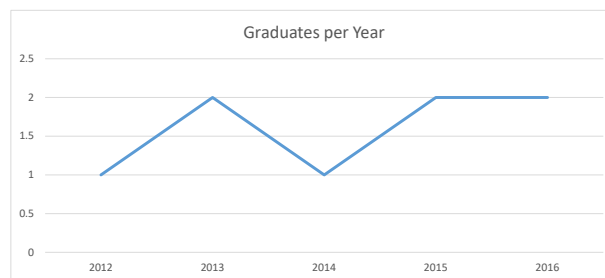
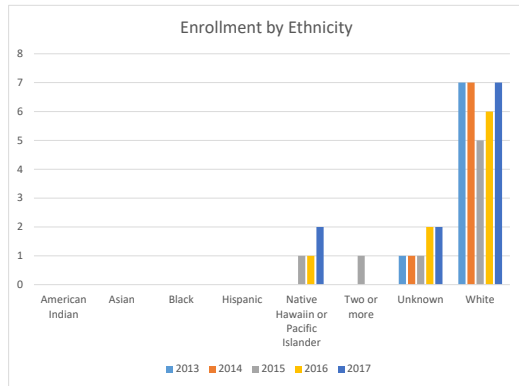
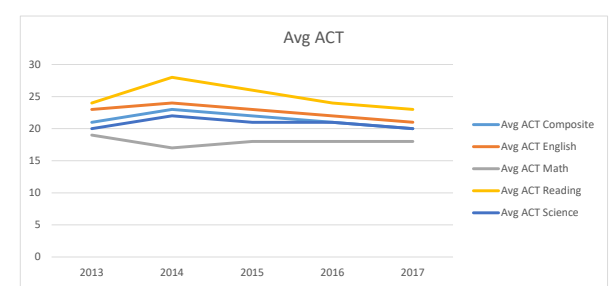
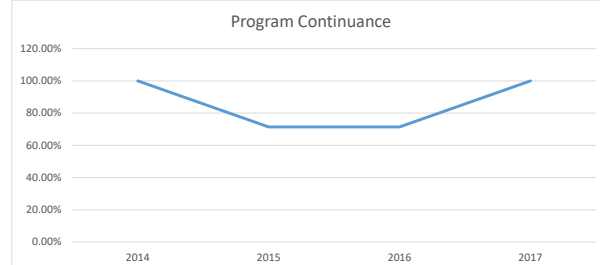
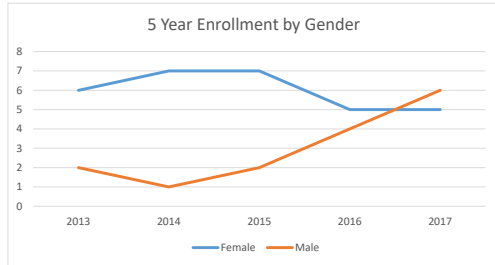
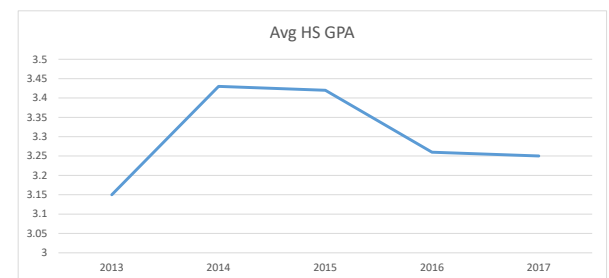
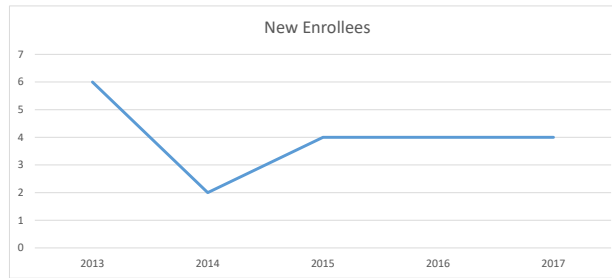
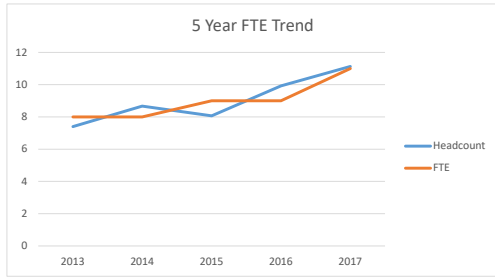
2015	2016
4.75	4.25

2016	2017
3.26	3.25

2016	2017
------	------

21	20
22	21
18	18
24	23
21	20

2016	2017
745	745
370	370
375	375



Q1.1. Program Designation and Name

RBA Tech

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 RBA program attracts and serves a diverse group of students to complete a bachelor's degree which will support their professional goals. Since many of the students are also employed during their studies, they are able to complete the degree requirements and maintain their employment. These attributes match the University's mission in serving a 'diverse groups of students' and 'enhancing the well-being and quality of life of the people of West Virginia.'

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

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

Since the RBA program is tailored to match the student, there are not specific RBA courses. Rather the student and adviser establish a program of study that allows the student to meet the general education requirements and take other courses in subjects that will help the student meet their professional goals. The courses are those that exist within other programs at the institution and are taught by the faculty across the institution.

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

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

The faculty that teach RBA students are credentialed in their respective units at the institution. They are providing degree specific courses in their subjects that the RBA student may take. With no specific courses identified, other than the general education requirements, the RBA utilizes the existing courses offered to create an individualized program of study.

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

- ☒ Yes
☐ No

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

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

The RBA program at Tech has graduated 130 students during the five-year review period. The graduate numbers range from 17-34 (17, 29, 34, 19, 32). It was also noted that of the 130 graduates 73 were active students in the RBA program, while 57 transferred from other programs at graduation. The headcount of RBA majors ranged from 25-53 (average 42) students per year during the review cycle. Average student GPAs ranged 2.85-3.09 which was just under the reported institution GPA average. The time to completion is extremely difficult to identify for the RBA due to the nature of non-traditional students that are in the program. Those that declare their major as RBA often work and take less than full course loads, average was 11 courses per year. It is more illuminating to note that the average age of the students in the RBA for the review period was 37.85.

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.

Program Objective 1 Program graduates will find employment opportunities in a professional position that requires general knowledge and college level learning. Program Objective 2 Program graduates will progress into positions having significant professional responsibilities. Program Objective 3 Program graduates will have the preparation to continue with advanced study. All of these learning outcomes are post-graduation situations that are difficult to quantify with low return rates of the post-graduation survey (24 replies of 122 graduates). The program would benefit from the development of program learning outcomes associated with the general education requirements. This may require HEPC to include learning outcomes in the RBA handbook. The review of the handbook indicates that no learning outcomes have been identified for the RBA programs across state higher education institutions. Students in the WVU system would be better served with specific program learning outcomes developed.

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 report indicates that the program coordinators meet twice a year to review courses, work credits and program policies. However, there is no evidence provided of assessment other than the phone survey of graduates. Since this is a state-wide program involving many higher education institutions, the development of a comprehensive assessment plan would be difficult. It would be beneficial to the WVU system if there were an RBA assessment plan based on general education curriculum that could be incorporated on all three campuses. While work placements and promotions are laudable achievements, they do not address measurable analytical, communication or creative skills.

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

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

The RBA program is a valuable degree program for non-traditional students and serves an underserved population for the state of West Virginia. However, all the RBA programs in the WVU system should work together to develop and implement an assessment plan.

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

- ☐ Yes
☒ No

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

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

RBA WVUIT Student Data

Full Time Equivalent Enrolled*

2013 2014 2015

8.47 23.13 18.4

Headcount

13 29 34

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

2013 2014 2015

12 27 30

Program Continuance

2013 2014 2015

NA NA

Female

2013 2014 2015

7 11 12

Male

6 18 22

pull date: October 7th

reflects all students w/ major code in Banner

2013 2014 2015

American Indian

Asian

Black

2 6 5

Hispanic

1

Two or more

1 2 4

Unknown

White

10 20 25

pull date: October 7th

reflects all students w/major code in Banner

Graduates by Year

2012 2013 2014

includes all terms for each academic year

19 12 29

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

Time to Completion

2012 2013 2014

pull date: middle November

15.16 14.36 7.84

reflects total time of completion of all graduates that academic year

Avg HS GPA

2013 2014 2015

2.5 2.58 2.99

Avg ACT Composite

2013 2014 2015

19 18 17

Avg ACT English	19	17	17
Avg ACT Math	18	17	19
Avg ACT Reading	19	18	17
Avg ACT Science	18	19	15

	2013	2014	2015
SAT Combined	560	950	1000
SAT Math	230	450	515
SAT Verbal	330	500	485

2016	2017
12.27	12.87
23	27

2016	2017
18	21

2016	2017
NA	NA

2016	2017
7	8
16	19

2016	2017
1	1
1	1
1	1
	1
20	23

2015	2016
35	24

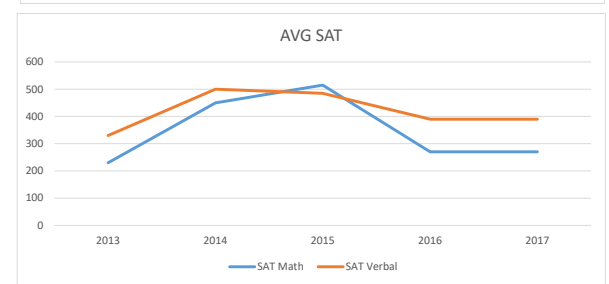
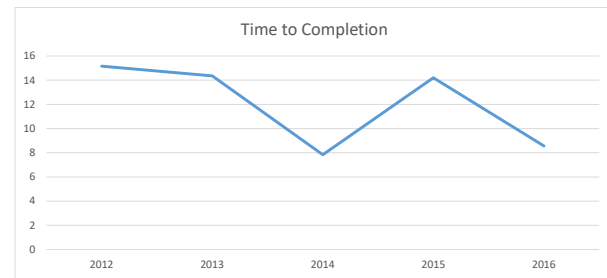
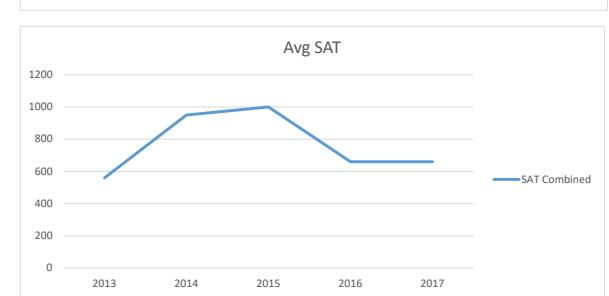
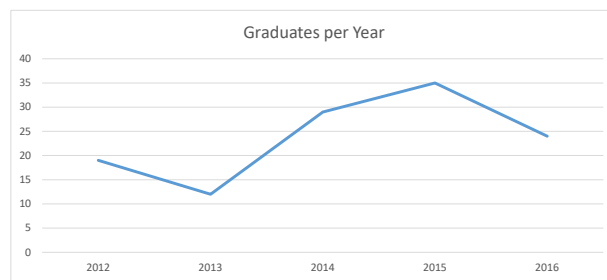
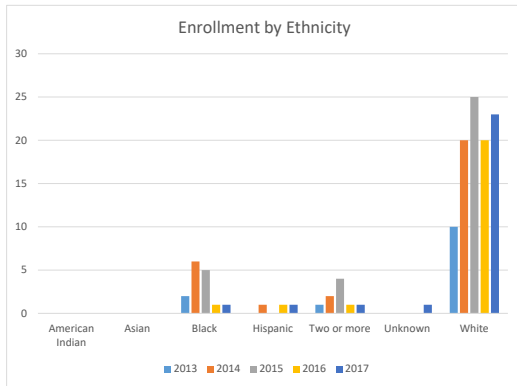
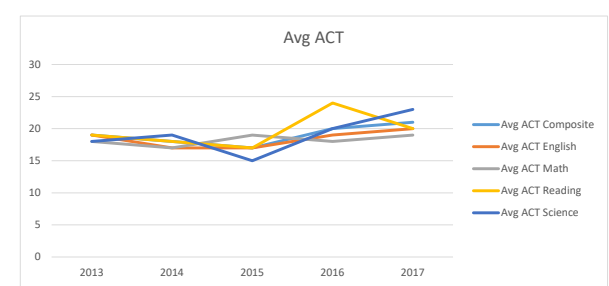
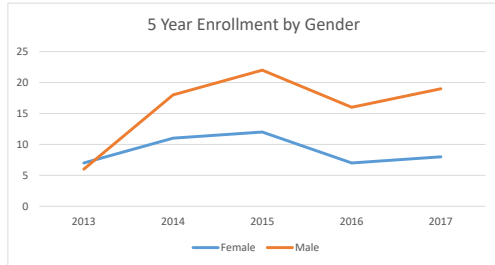
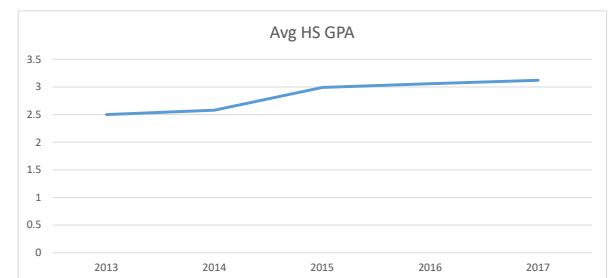
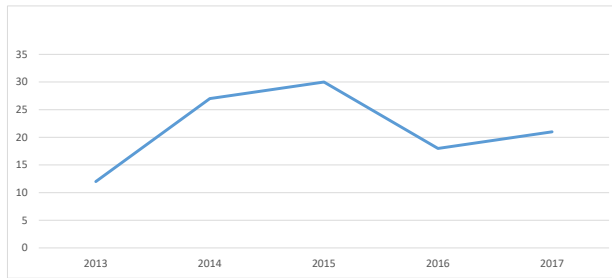
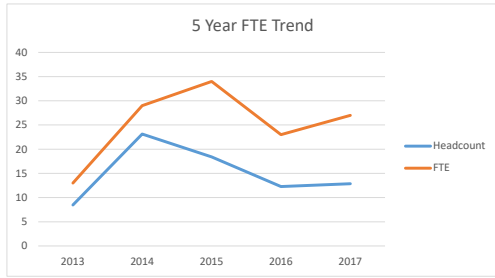
2015	2016
14.2	8.56

2016	2017
3.06	3.12

2016	2017
20	21

19	20
18	19
24	20
20	23

2016	2017
660	660
270	270
390	390



Q1.1. Program Designation and Name

B.A. Art History

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

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

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

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

The Art History major supports the mission of WVU by engaging undergraduate students in a challenging academic environment. The faculty and staff are committed to creating a safe space for diversity and inclusivity.

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 identified

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 noted that the program does not have adequate faculty to meet the mission of the program. The program "is relying much more on adjuncts and will continue to need to do so for the foreseeable future." The self-study did not describe what steps are being taken to address the lack of necessary faculty. The self-study noted that the program has been "anchored by three tenured faculty." Program leadership expects one full professor to retire soon; however, there are no plans to replace the position. The number of faculty noted in the self-study does not seem to match the faculty data relayed for the review, which notes that there are 4 assistant professors, 8 associate professors and 4 professors. It is not clear why the data do not align. The self-study noted that the lack of necessary faculty will stall plans to expand course offerings.

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

- ☒ Yes
☐ No

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

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

The number of full-time students has ranged from a high of 10 students in 2016 and low of 6 students in 2014. The number of new enrollees peaked in 2016 with 7 and returned to a low of 2 in 2017. The numbers of graduates have varied from a high of 8 in 2012 and a low of 1 in 2014. The self-study noted that there has been a relatively consistent graduation rate within the major with an average of four students per year for this reporting period. The time for degree completion in 2016 was 5 years. Graduates in 2015 took an average of 7 years for degree completion, which is substantially longer than the noted 4 years of expected degree completion. The self-study noted that there has been a tremendous increase in art history minors. In the academic year 2013-14 there were 9 art history minors, which increased to 112 in the 2018-19 academic year. All BFA students must complete four art history courses, which places a high demand on "seats." The self-study noted that their "...number of incoming, declared BA Art History majors has held steady over this reporting period."

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

- ☒ Yes
☐ No

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

- ☐ Yes
☒ No

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

The learning outcomes detailed in the catalog are not written in outcome-based terms. For example, one of the outcomes is written: "Understanding of, and experience in thinking about, moral and ethical problems." The outcomes do not include verbs to characterize the level of learning. For example, one of the "goals" listed in the catalog includes: "A general knowledge of the theory, modes of analysis, and criticism relevant to the discipline of art history." The learning outcomes detailed on the "Art History Assessment Plan" are articulated in outcomes-based terms. The outcomes include actionable verbs that also include an appropriate level of learning. For example, one of the outcomes includes: "Graduates of this program will be able to demonstrate the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency and rhetorical force." The outcomes are also aligned with appropriate direct measures of assessment, such as oral presentations, research papers, examinations and a writing portfolio.

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 B.A in art history program details 6 broad learning outcomes. Each outcome details the method of assessment. Most outcomes provide detail about specific direct measures of assessment, but some lack specificity. For example, learning outcome 6 notes that: "Graduates of this program must demonstrate adequate mastery of at least one foreign language to support research through the reading of primary source materials." Students must "demonstrate" this competency by completing equivalency exams. In terms of expectation, students "should be able to pass an entrance exam to meet any MA program requirements for acquiring one language." While these details help address how the outcomes are measured, it's a little vague as to whether students who do not pass an MA entrance exam have met this specific outcome.

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

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

The program leadership may want to update the learning outcomes on the catalog to match the program's assessment plan, which includes action verbs to help qualify the level of student learning. The program may also want to include more specificity about the alignment of assessments with the learning outcomes and make it clear what standards student must meet in order to provide evidence the learning outcomes were met satisfactorily. The program leadership may also want to detail how the lack of faculty may jeopardize the program and ultimately impact their accreditation status. The review did not include any plans to recruit or replace faculty.

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.

The program should: 1) By December 2019, submit a plan to address enrollment. 2) By December 2020, submit an assessment plan and evidence of at least direct assessment of student learning as appropriate to the program.

Art History 062019

	2013	2014	2015
Full Time Equivalent Enrolled*	8.33	5.6	9.33
Headcount	8	6	10

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

	2013	2014	2015
New Enrollees	3	2	6

	2013	2014	2015
Program Continuance		66.67%	80.00%

	2013	2014	2015
Female	8	5	8
Male	0	1	2

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015
American Indian	0	0	0
Asian	0	0	0
Black	0	0	0
Hispanic	1	1	2
Native Hawaiian or Pacific Islander	0	0	0
Two or more	0	0	0
Unknown	0	0	0
White	7	5	8

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013	2014
Graduates by Year	8	2	1

includes all terms for each academic year

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

	2012	2013	2014
Time to Completion	5.2	4.08	5.08

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014	2015
Avg HS GPA	3.4	3.34	3.31

	2013	2014	2015
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Avg ACT Composite	23	24	23
Avg ACT English	24	25	25
Avg ACT Math	20	21	20
Avg ACT Reading	27	27	25
Avg ACT Science	22	23	23

	2013	2014	2015
SAT Combined	1117	1005	1005
SAT Math	517	485	485
SAT Verbal	600	520	520

2016	2017
11.7	8.33
10	8

2016	2017
7	2

2016	2017
50.00%	75.00%

2016	2017
8	6
2	2

2016	2017
0	0
0	0
0	0
2	1
0	0
0	0
0	0
8	7

2015	2016
4	2

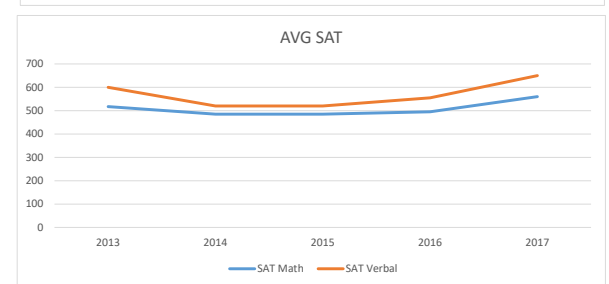
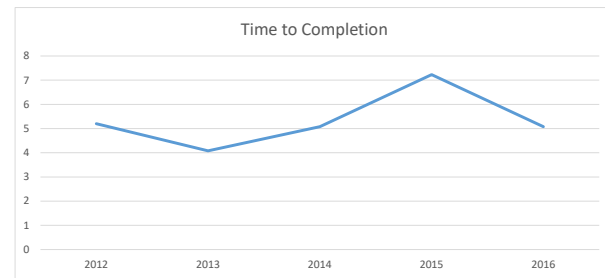
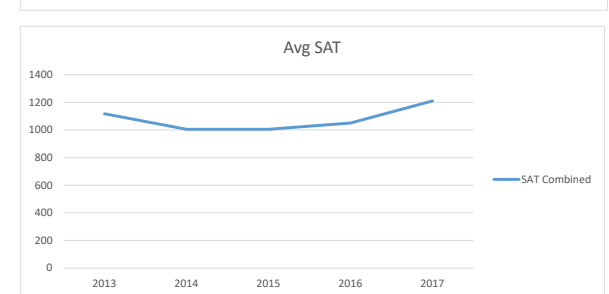
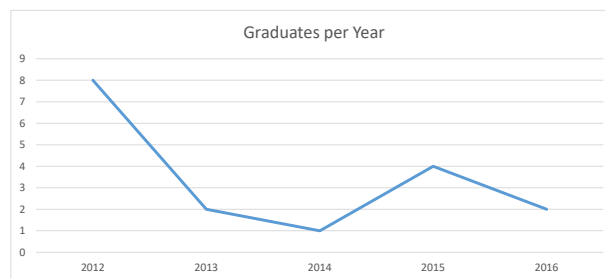
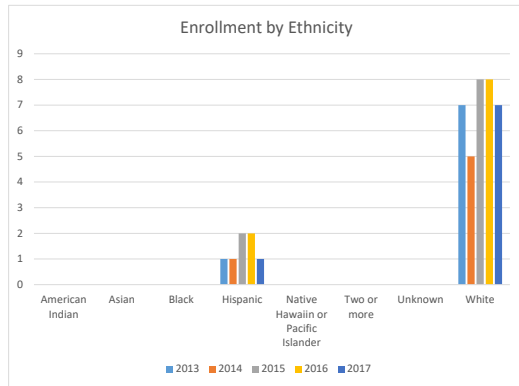
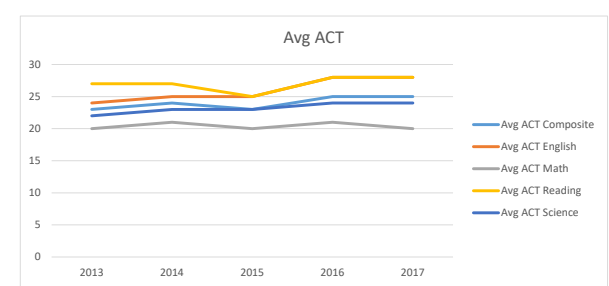
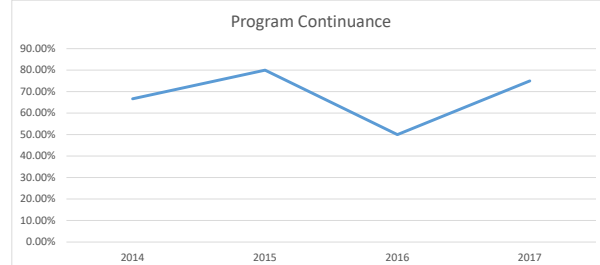
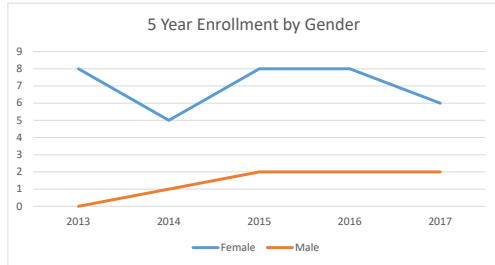
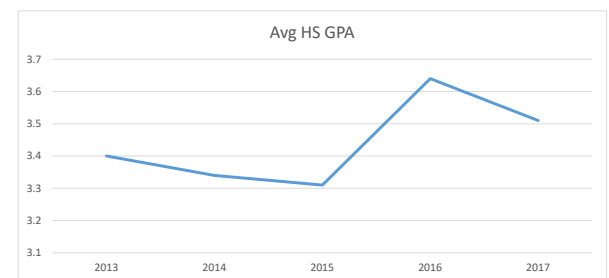
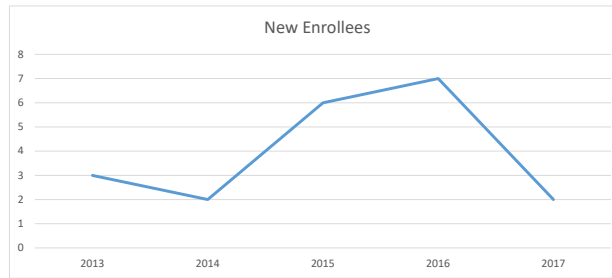
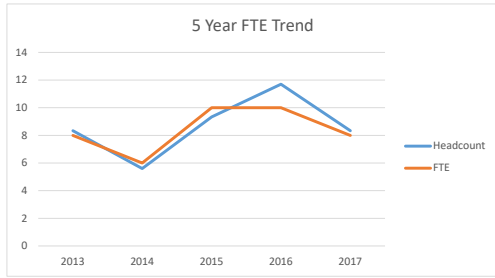
2015	2016
7.23	5.08

2016	2017
3.64	3.51

2016	2017
------	------

25	25
28	28
21	20
28	28
24	24

2016	2017
1050	1210
495	560
555	650



Q1.1. Program Designation and Name

BA Biology, BS Biology

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

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

Q1.5. Provide a brief explanation of how the program 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 Biology & BS Biology Programs belong to the Department of Biology in the Eberly College of Arts & Sciences at WVU, Morgantown. They maintain a diverse and inclusive culture comprising 40% female and 12% non-white faculty and 50% female and 15-17% non-white students. The faculty and students of the programs participate in high-impact research and promote STEM education across West Virginia and beyond. They prepare West Virginia students as capable biologists to move to graduate or professional programs, or to work as biologists in the government and industrial sectors. Through teaching, research, and service, their faculty members and students are working to transform West Virginia and beyond. Thus the programs are consistent with WVU's mission, vision, and 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.

After conversion of several spaces (including conference rooms and teaching labs) into lecture spaces, they have adequate classrooms and labs to schedule their regular classes. However, arranging accommodations for the students needing special accommodations is challenging in case of large- enrollment courses where 5-10 students need special accommodations at least 4-5 times per semester. The self study noted that this problem can be resolved with a university or shared college-specific teaching learning space with proctors that serve numerous departments. Another major issue is that wireless internet is not consistent in large lecture halls/large lecture rooms as a result of which students cannot consistently use their own devices to respond to questions and professors cannot teach easily with portal devices. This adversely affects student interactions and active learning. Furthermore, several converted department classrooms/labs lack fixed computers and projectors and share mobile projectors that creates safety concerns due to electrical cords on the floor. They are recommending for a mounted technology in these spaces. Several pieces of core equipment in the teaching lab are outdated and needs to be upgraded to compete with other R1 institutions. Library resources are sufficient for undergraduate teaching and research. However, because of recent decline in library resources, it is getting tough to have access to necessary journals in specific fields.

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, there are 30 total faculty members. According to self-study report, the number is not adequate to meet the mission of the program-teaching, research, service etc. Recently they lost 3 faculty members in cellular/molecular biology sub-field. They have two empty research labs and they anticipate the retirement of 6 professors in the next 5 years, particularly in cellular/molecular biology and ecology. In the coming years they need to maintain adequate faculty members given the large number of students they serve through teaching across campus. Out of 30 faculty members, 18 are research faculty, 7 are teaching faculty, 2 are service faculty, and 3 are lecturer/senior lecturers. 7 out of 27 are full professors, 9 are associate professors (5 tenured, 1 service, 3 teaching), and 11 are assistant professors (6 tenure track, 1 service, 4 teaching). The faculty is diverse; 40% of the faculty members are female and 12% are non-white. A small number of courses are taught by adjuncts. All faculty members have the terminal degree (PhD.) except one. Over the past 5 years, the faculty members have been highly successful in research, teaching, and service. The graduate faculty members publish high quality, peer reviewed research in a variety of journals including many high impact articles, with 160 total articles published since 2013. Their research addresses societal issues from local to global scales and promote STEM education across WV and beyond.

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.

According to Self-Study Report, overall, FTE and headcount data remained stable. The FTE increased from 585 to 737 in 2016, being a 25% increase in 2016 that reflected their direct admit policy of 2016. The average high-school GPA of entering students is consistently 3.77, the average ACT score is 26 (with comparable scores in English, Math, Reading and Science), and the average SAT score is 1128 (Pre-2016 exam, Average verbal 558, average math 570). These are slightly higher than the average for all WVU students. Students are successful both during and after the completion of their Biology degree program. Several of their students have won highly-competitive scholarships in the past 5 years. 100 undergraduates participated in directed research and many were co-authors on publications and presented at national conferences. Over the past 5 years, the number of graduates and continuance rate have remained consistent. 140 students annually graduate with the Biology BA or BS as their primary major and 10-20 students graduate each year with Biology as their second major. Although the program can be completed in 4 years, the students take on an average 4.5 years to complete the program. The rate of continuance decreased between 2016 and 2017 because of the pre-major students (low math/ chem placement). To overcome this problem, the department introduced a new course, BIOL113 to educate them on science processes and study skills as transitional course for the pre-major students.

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 BA BS Biology Programs detail 4 broad learning outcomes. LO1 is to demonstrate competency in five content areas at three biological levels. This is assessed through the standardized ACAT. Their students consistently enter near the 10th percentile when compared to students nationwide and improve dramatically to the 50-60th percentile in all categories by the end of sophomore year. The pre/post testing in the core curriculum is also used and students show gains across the curriculum. LO2 is to enable the students to apply science process skills. BIOL115 course and lab are used to assess this outcome through the Scientific Processing and Reasoning Test and it has been found that students improve. LO3 is to communicate effectively ... in both written and oral forms. This outcome is measured through annual assessment of capstone poster session; their students are meeting expectations for oral presentations by graduation. The writing portion was assessed in 2016 by sampling lab reports from selected biology courses; their students' writings improved across the curriculum. LO4 is to synthesize knowledge and skills ... and apply them to societal issues and problems. They have not yet implemented the assessment of LO4 but have plans to address this in 2018-2019.

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

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

The learning goals before 2016 were difficult to be aligned with their courses and were overhauled in 2016 based on the recommendations from the AAAS Vision and Change statement. This change has improved their ability to assess the outcomes in content knowledge, science process skills and written communication skills. They are now using pre/post-testing in all required courses to assess learning outcomes and to improve alignment in their core curriculum. They are also moving from the ACAT to the Major Field Test (from fall 2018) for curriculum assessment so that they can see the standard questions, add questions aligned directly to their learning goals, test science process skills, and at the same time compare their students to those at other universities. To improve student success through the major, they have introduced a new class, BIOL 113 for the first year as a student support course for the students with weak prior preparation (to teach science processes and study skills). Moreover, they developed a new emphasis on undergraduate recruiting, advising, and retention. Furthermore, it became a SpeakWrite Certified Program, incorporating and developing students' written, verbal, visual, and mediated communication skills across the curriculum. Also, it added teaching labs and staff on the Evansdale campus to provide easier access to the students with majors on the Evansdale campus.

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

Biology BA BS Student Data

	2013	2014	2105
Full Time Equivalent Enrolled*	608.7	607.9	585.4
Headcount	582	583	564

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

	2013	2014	2015
New Enrollees	473	283	257

	2013	2014	2015
Program Continuance		66.82%	68.53%

	2013	2014	2105
Female	308	331	318
Male	274	252	246

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2105
American Indian	0	1	2
Asian	45	32	36
Black	13	12	11
Hispanic	14	17	18
Native Hawaiiin or Pacific Islander	0	0	0
Two or more	18	19	21
Unknown	5	5	6
White	487	497	470

pull date: October 7th

reflects all students w/major code in Banner

Graduates by Year	2012	2013	2014
includes all terms for each academic year	142	133	135

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

Time to Completion	2012	2013	2014
pull date: middle November	4.58	4.72	4.55

reflects total time of completion of all graduates that academic year

Avg HS GPA	2013	2014	2105
	3.77	3.77	3.75

	2013	2014	2105
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Avg ACT Composite	27	26	26
Avg ACT English	27	27	27
Avg ACT Math	26	25	25
Avg ACT Reading	27	28	27
Avg ACT Science	26	26	26
	2013	2014	2105
SAT Combined	1155	1144	1134
SAT Math	589	582	576
SAT Verbal	566	562	558

2016	2017
737.5	720.6
721	707

2016	2017
418	373

2016	2017
73.19%	58.09%

2016	2017
422	408
299	299

2016	2017
2	2
39	39
24	30
26	18
1	2
35	36
11	17
583	563

2015	2016
150	146

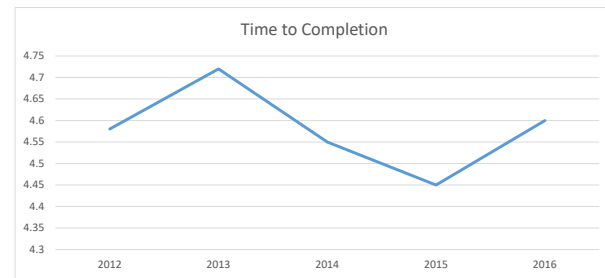
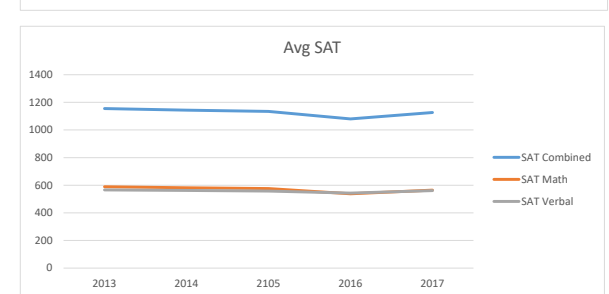
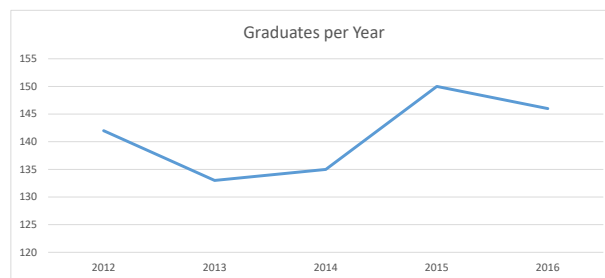
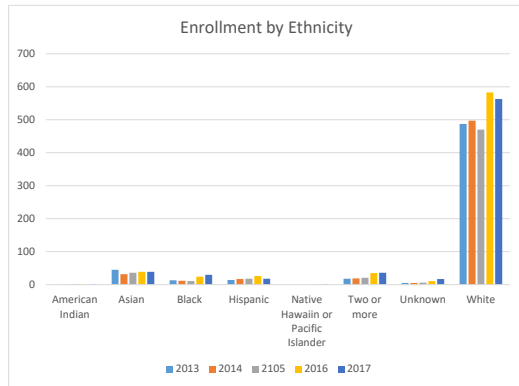
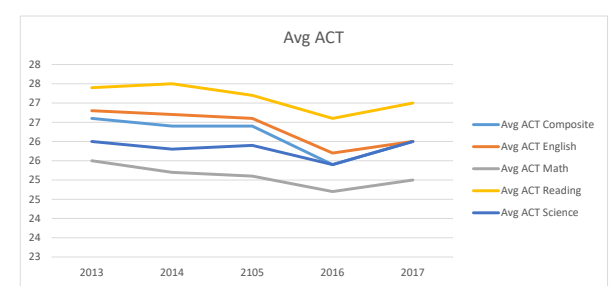
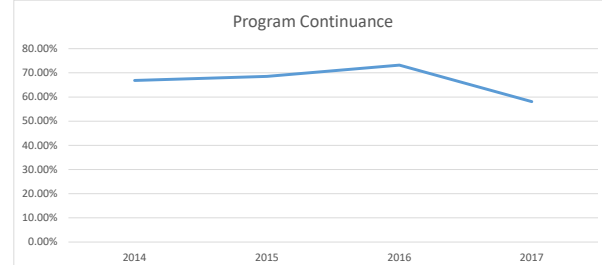
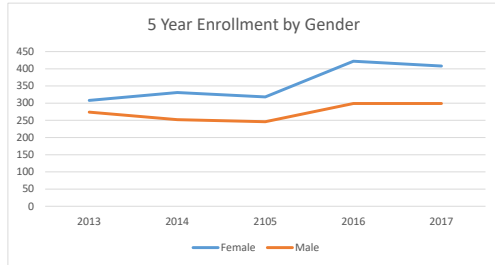
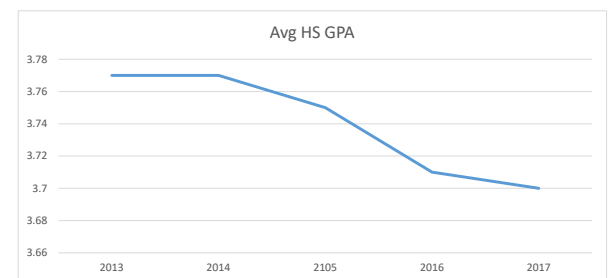
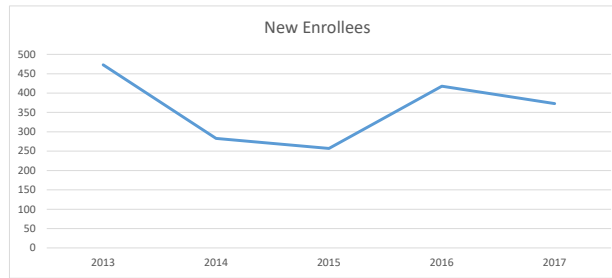
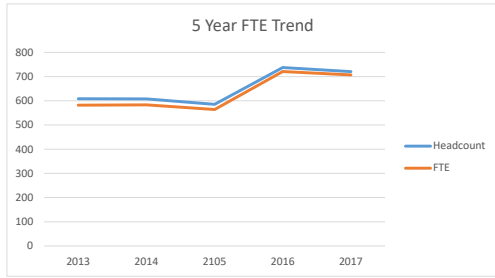
2015	2016
4.45	4.6

2016	2017
3.71	3.7

2016	2017
------	------

25	26
26	26
25	25
27	27
25	26

2016	2017
1080	1126
538	564
543	561



Q1.1. Program Designation and Name

BA in International Studies

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

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

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

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

The undergraduate program in International Studies is committed to the WVU mission to advance the global engagement of students in the program and to evoke in students, a curiosity in diverse cultures which facilitates a sense of respect and empathy for all cultures. Undergraduate students in the International Studies program participate in global service learning opportunities and education abroad trips that allow them to experience and enhance the well-being of communities both local and abroad. The curriculum is designed to instill in students real-life problem-solving skills in the global context.

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

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

The program does not report any infrastructure resource 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 International Studies major does not directly employ any faculty; however, it has six Political Science faculty members that serve as advisors and teach courses for the program. Three of the advisors are tenured or tenure-tracked and three of the advisors are teaching faculty. All have appropriate credentials and have provided acceptable amounts of service and scholarly contributions. In addition to the faculty serving as advisors, there is also an International Studies Committee composed of faculty representatives from affiliated disciplines. This committee does not work directly with the students but does provide curriculum updates and assessment.

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 International Studies program has seen their FTE decrease over the course of the review period. The author notes reasons for this decrease and also provides how the program is addressing it. The program has updated University sponsored web pages that they did not feel accurately reflected the major to potential students. They have also undergone a restructuring of the curriculum that includes a reduction in the number of hours needed for completion and a reduction in the number of areas of emphasis. Additionally they are developing a one-credit professional development series which seeks to provide majors with professional development skills and identify students in their cohort. The final improvement they have noted is to provide information to potential students on career options that the major provides on their website. The changes they feel are reflected in the increase of the number of graduates during the review period. There may need to be a follow-up to see if these changes have any bearing on the FTE. 2014-2017 FTE: 231.6, 238.27, 221.93, 181.33, 145.07 Headcount: 220, 233, 216, 180, 145 Time to completion (2015, 2016): 4.72, 4.57 HS GPA: 3.39, 3.36, 3.36, 3.46, 3.51 ACT (2015-2017): 24, 24, 25 SAT: 1047, 1049, 1043 During the review period, students in the program have received several notable awards and scholarships.

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 an assessment cycle with learning outcomes and planned phases clearly mapped out. - Indirect assessment included an exit interview survey where students self-report their grasp of the learning outcomes (assessment cycle covers both old and revamped learning outcomes). Students for this expressed a high degree of learning attainment for the old and new learning outcomes. The only exception was the language of a chosen region.

- Direct Assessment during the 2017-18 cycle that reviewed learning outcome number two. Two doctoral candidates, using a rubric provided by the program, reviewed capstone papers for INTS 488 from 2013-2017 with random sampling and PILs removed.

**Assessment found that students are self-reporting higher confidence in their grasp of learning outcome two than direct assessment indicated and that students need more training in interdisciplinary. Students were selecting courses based on availability more than appropriateness. Students were not be given access to relevant courses outside the program. **To address findings, the program plans to revamp the wording of the capstone assignment to encourage more academic and interdisciplinary papers. It also plans to provide students with the rubric and assignment before the student departs for education abroad. With minor exceptions, education abroad, now must be a minimum of 21 days for credit to be obtained. And training on interdisciplinary will now begin in INTS 191 and 288 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.

-Reworked the curriculum -Decreased areas of emphasis from eight to two -Regional focus that has students pair course selection with their chosen language -Decrease in the number of hours needed to complete the major -Creation of mixed methods INTS 388 that provides an alternative to the qualitative research methods POLS 300 course. -Students are provided the capstone assignment and rubric before leaving for education abroad. - Requirements for Business and Economics classes that students were being denied access to were removed and similar course were substituted in - Developed a professional development series of courses - Created a new advisor training program and refined the role of the advisor to the student. - Working to increase internship placement rate. -Developed an active chapter of Sigma Iota Rho. -Graduate first certificate holders from Peace Corps Prep program.

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

- ☐ Yes
☒ No

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

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

Immunology & Med Mncrobio Student Data

	2013	2014	2015
Full Time Equivalent Enrolled*	0	12.07	25.93
Headcount	0	11	24

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

	2013	2014	2015
New Enrollees	0	11	16

	2013	2014	2015
Program Continuance		#DIV/0!	72.73%

	2013	2014	2015
Female	0	7	16
Male	0	4	8

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015
American Indian	0	0	0
Asian	0	0	0
Black	0	0	1
Hispanic	0	0	1
Native Hawaiiin or Pacific Islander	0	0	0
Two or more	0	0	0
Unknown	0	0	0
White	0	11	22

pull date: October 7th

reflects all sudents w/major code in Banner

	2012	2013	2014
Graduates by Year	0	0	0

includes all terms for each academic year

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

	2012	2013	2014
Time to Completion	0	0	0

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014	2015
Avg HS GPA	0	3.9	3.87

	2013	2014	2015
--	------	------	------

Avg ACT Composite	0	29	29
Avg ACT English	0	30	29
Avg ACT Math	0	28	27
Avg ACT Reading	0	29	29
Avg ACT Science	0	28	28

	2013	2014	2015
SAT Combined	0	1070	1105
SAT Math	0	530	585
SAT Verbal	0	540	520

2016	2017
46.4	66.47
42	61

2016	2017
25	34

2016	2017
85.00%	72.97%

2016	2017
30	42
12	19

2016	2017
0	0
1	1
2	2
2	2
0	0
0	0
0	0
37	56

2015	2016
4	5

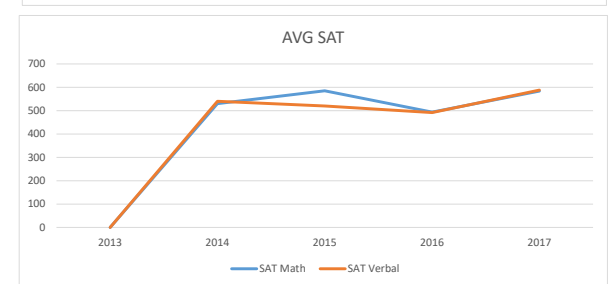
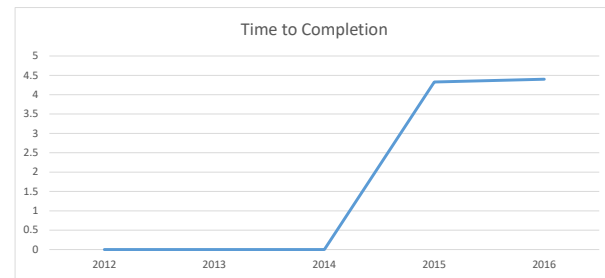
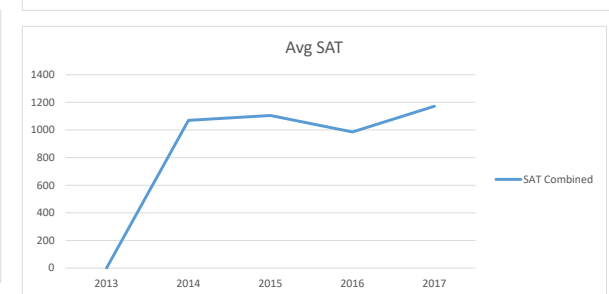
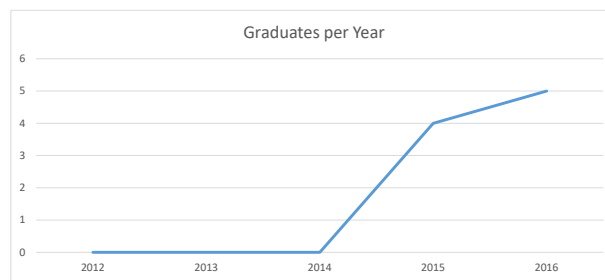
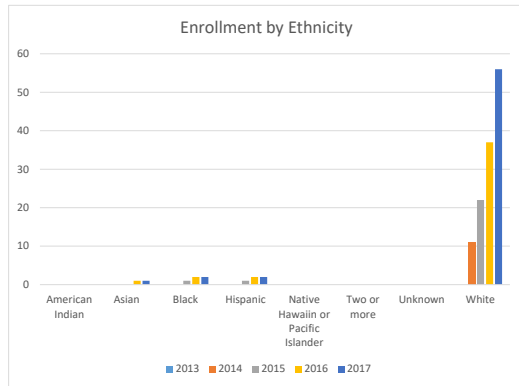
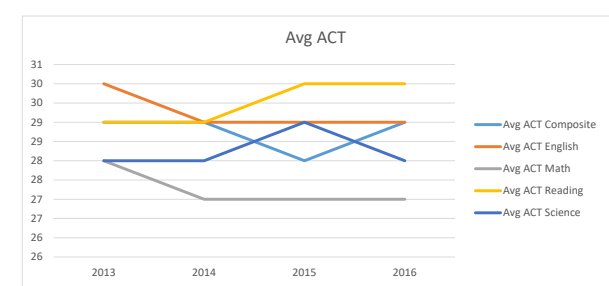
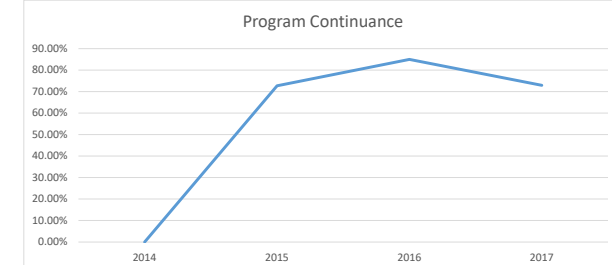
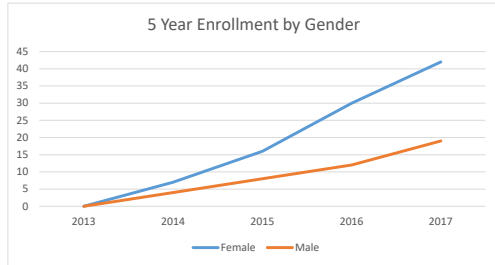
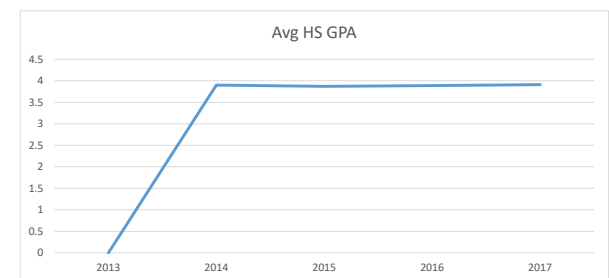
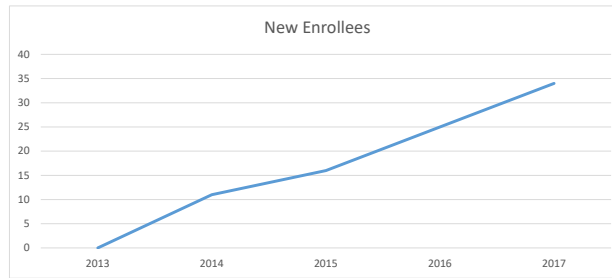
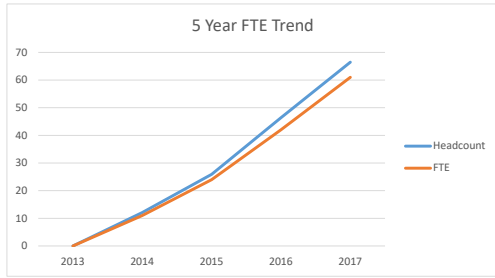
2015	2016
4.33	4.4

2016	2017
3.89	3.91

2016	2017
------	------

28	29
29	29
27	27
30	30
29	28

2016	2017
986	1172
494	584
492	588



Q1.1. Program Designation and Name

B.A. in Multidisciplinary 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 College of Media faculty updated the unit's mission and goals in fall 2017 to align with the University's. The College of Media mission statement is (<https://mediacollege.wvu.edu/about/purpose-values-goals>): "We believe that a robust, independent media is fundamental to a democratic society in which individuals are empowered as critical thinkers and informed citizens. We have a responsibility to use our media communications skills, knowledge and creative capital to help our communities adapt and thrive in an increasingly complex global society. We aspire to be a catalyst for positive change in our region and be a national model for media and communications education that engages with and invests in communities." This program supports WVU's vision of "one WVU" across campuses and across the state by offering students flexibility in their educational pursuits, both through coursework and course delivery options (including online courses). Students in the WVU Reed College of Media's Multidisciplinary Studies (MDS) have the flexibility to complete 3 minors (chosen from a total of 9 potential minors) which constitutes their curriculum for a major in MDS. This structure also supports WVU's mission to "provide a diverse and inclusive culture by providing access and opportunity." The MDS degree program likewise supports various aspects of the former WVU 2020 Strategic Plan for the Future.

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

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

Yes, the program has adequate infrastructure and resources. In addition to the Reed College of Media, the MDS programs draws infrastructure and resources from the College of Creative Arts through the minor in Interactive Media Design, and with the College of Physical Activity and Sport Sciences through the minor in Sport Communication.

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.

82% (33) of MDS faculty from fall 2017 to fall 2018 are adjuncts. The other seven faculty (18%) are full-time College of Media employees. None of these are tenure-track; however, four are full-time Teaching Professors. Since fall 2016, 16 College of Media MDS-relevant course sections have been taught by full-time College faculty or staff/Faculty Equivalent Academic Professionals (FEAPS). Adjuncts perform the bulk of the teaching in the MDS major; however, within each specialized minor, at least two of the five courses required have full-time faculty-led traditional classroom sections that MDS students have the option to take. Spring semester 2015 through spring semester 2017, including summer sessions as separate, 1,376 course sections were reported as taught across our nine minor options, totaling 30,931 students. MDS faculty overall are productive in teaching. They also report significant service activities, with 149 instances of University Service between January 2015 and May 2017. Within this service, 12 instances of public service and 27 of professional service were reported. The average number of service activities per year for full-time faculty who teach in our MDS program is nearly 30 (29.8). As might be expected, teaching and adjunct faculty are not typically focused on scholarship; only one journal article, one manuscript, and five grants totaling \$6,900 were reported by MDS-associated faculty.

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

- ☒ Yes
☐ No

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

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

Enrollment increased from 13 in fall 2015, to 33 in fall 2016, to 46 in fall 2017. As students began graduating from the program, enrollment plateaued somewhat, with 42 enrolled at the beginning of fall 2018. Current trends indicate that somewhere between 10 and 15 new MDS students will declare the major per semester, which should give the program stability as students graduate each term. Students pursuing the MDS major have thus far mirrored the larger student body within the College (predominantly female with lower-than-desired levels of diversity). Across the three years of available data, 64% of MDS majors were female and 36% were male, with about 17% of these students representing diverse backgrounds. The avg High School GPA dipped in 2017 to 2.99 after a slight increase in 2016 (3.15) over 2015 (3.13). Avg. ACT Composite 20 22 23 and Average SAT scores have remained about the same, but also dipped in 2017: 2015 2016 2017 SAT Combined 983 1005 999 In 2015, only three majors graduate, and total time to completion was certainly an anomaly at 10.75 years. The time to completion for 2016 graduates (N=11) was 4.55 years. It is anticipated that in 2018 the MDS program will graduate 14 students. While this represents a 15% decrease from 2017, when 16 were graduated, the 2018 graduates have a much stronger academic profile. For the first time since the program's creation, the MDS program conferred Latin Honors on graduating seniors: 3 of the 14 (21%) were Cum Laude.

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 main web-page for MDS is available here which contains links to additional descriptions of the 9 minors: <https://mediacollege.wvu.edu/undergraduate/mds-minors>. Several learning outcomes for the description of the minors within MDS begin with "understand." Several others are also vague which gives no way to determine if it has been met - "think critically..." and "critically evaluate..."

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.

Scant formal assessment has been performed since our MDS program was officially started in 2015. However, data available from the spring 2018 graduating senior survey showed that our MDS graduates rated their education related to critical thinking, writing and oral communication very high, with mean scores ranging from 6.25 to 6.75 on a seven-point scale. Based on qualitative student comments about minor course redundancy obtained through the survey, the College has engaged one of our full-time tenure-track faculty members to review, revise and update the courses in this minor. Changes will be made by fall 2019. Plans are in place to begin formal direct assessment activities in spring 2019. This self-study process has reminded us of the discrepancy between the learning objectives listed in our catalog and our current curriculum. Therefore, faculty will meet in spring 2019 to revise the College's MDS learning objectives, as well as discuss other deficiencies realized through this process.

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.

Assessing program improvements is not applicable since this is the first program review summary.

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

- ☐ Yes
☒ No

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

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

Combines major codes 1495 and 14B9**Interdisciplinary Studies Student Data**

Full Time Equivalent Enrolled*

2013 2014 2015

37.9 38.87 35.87

Headcount

42 43 38

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

2013 2014 2015

New Enrollees

2013 2014 2015

Program Continuance

307.14% 172.73%

2013 2014 2015

Female

25 22 23

Male

17 21 15

pull date: October 7th

reflects all students w/ major code in Banner

Interdisciplinary Studies Student Data

2013 2014 2015

American Indian

1

Asian

1 1

Black

4 3 6

Hispanic

5 3 3

Native Hawaiian or Pacific Islander

Two or more

2 2 2

Unknown

1

White

28 34 27

pull date: October 7th

reflects all students w/major code in Banner

Graduates by Year

2012 2013 2014

includes all terms for each academic year

32 28 21

Time to Completion

2012 2013 2014

pull date: middle November

6.06 6.04 6.11

reflects total time of completion of all graduates that academic year

Avg HS GPA

2013 2014 2015

3.14 3.13 3.29

2013 2014 2015

Avg ACT Composite	23	24	24
Avg ACT English	24	23	24
Avg ACT Math	21	22	22
Avg ACT Reading	24	25	26
Avg ACT Science	23	24	23

	2013	2014	2015
SAT Combined	972	1013	942
SAT Math	473	508	460
SAT Verbal	499	505	482

2016	2017
20.67	7.4
22	10

2016	2017
------	------

2016	2017
220.00%	142.86%

2016	2017
14	6
8	4

2016	2017
------	------

1
1

1

19	9
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2015	2016
28	15

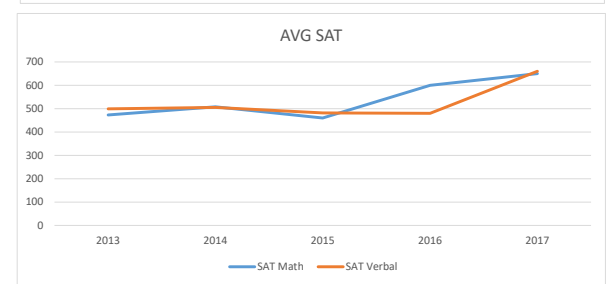
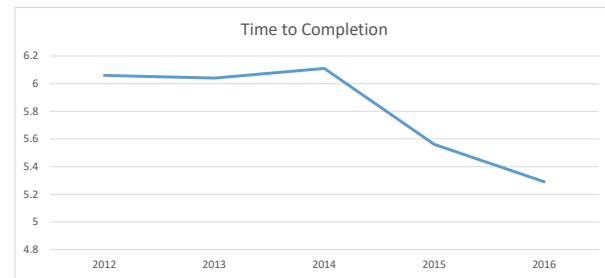
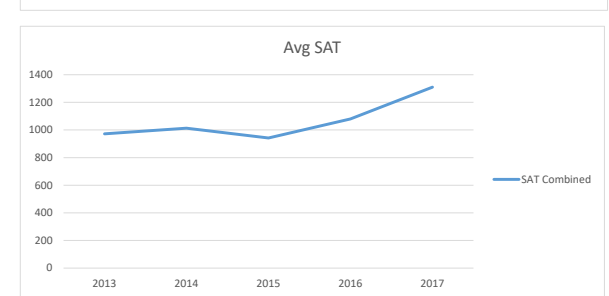
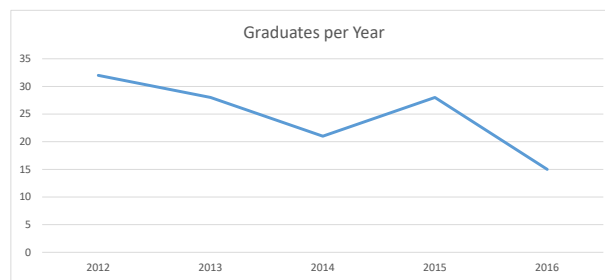
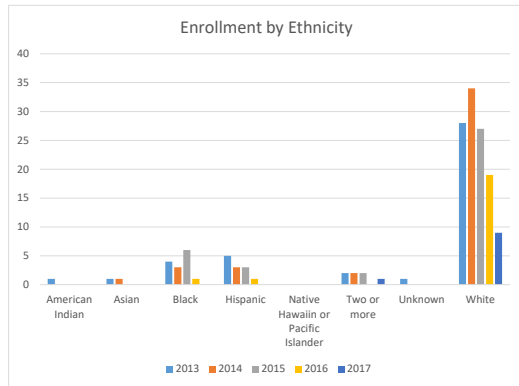
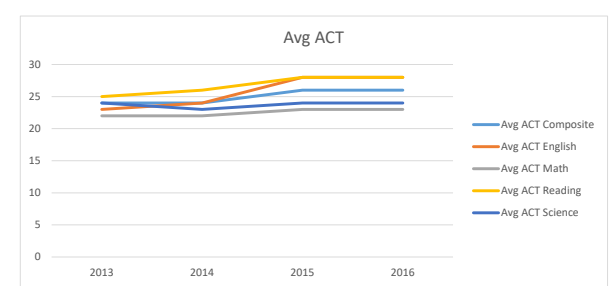
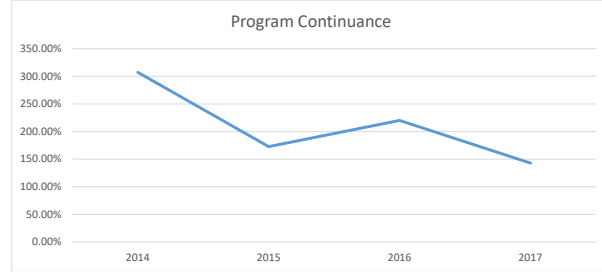
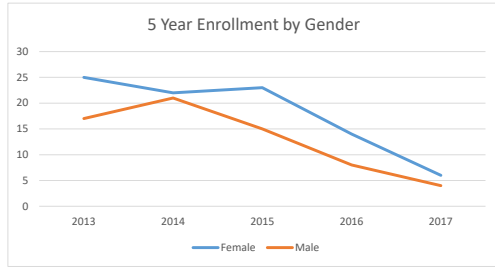
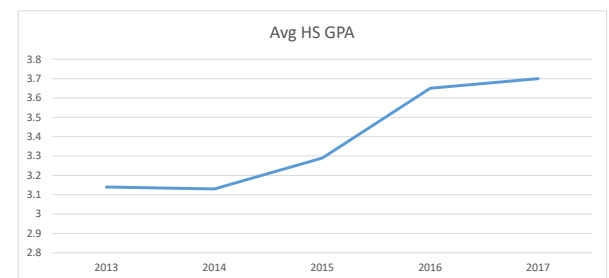
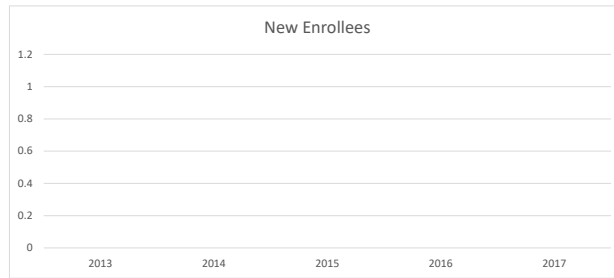
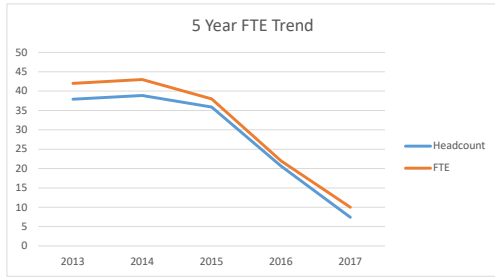
2015	2016
5.56	5.29

2016	2017
3.65	3.7

2016	2017
------	------

26	26
28	28
23	23
28	28
24	24

2016	2017
1080	1310
600	650
480	660



Q1.1. Program Designation and Name

BA Theatre

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

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

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

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

The BA Theatre program aligns with WVU's mission, vision and values. Of particular note is the contribution of service to the state and region through the Puppet Mobile program and hosting the West Virginia State Thespian Festival each year.

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 BA Theatre program intends to cap its enrollment at 40 due to the need for specialized rooms and equipment, which are beginning to impact the ability of the program to grow. It is the School's position that the BA in Theatre could grow further if additional space were made available. The types of spaces and equipment that are needed are highly specialized and not available in other buildings on 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.

The faculty are adequate and have the proper credentials. There are 12 tenured, 2 tenure-track, and 12 other (lecturer, FEAP, clinical, and teaching) faculty members. All faculty have a PhD or MFA degree except one; one professor has over 35 years as a scene designer in significant venues and is a member of United Scenic Artists, which requires an evaluation by national design peers. From January 2015 until May 2017 (five semesters and four summer terms), the program taught 645 sections with an average of almost 16 students per section. Over the same term, one book, one book chapter, four journal articles, and three textbooks were published by the faculty. Fifteen grants totaling \$101,903 were reported. The program indicates in the self study that research and creative activity is mildly influenced negatively by the remote location of Morgantown and lack of motivation of 1-2 faculty members.

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

- ☒ Yes
☐ No

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

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

The BA Theatre program does not use ACT or SAT scores for admission decisions (average ACT Composite is consistently 23 from 2013-17). Average high school GPA of incoming students has increased from 3.29 to 3.45. Graduates of the program have increased from 5 in 2013 to 14 in 2017, and time to completion has decreased from over five years to 4.12. Graduates are reported to have entered law school, K-12 education, and the corporate world sales, public relations, and spokespersons. The School of Theatre and Dance provides over \$22,000 per year from ten endowed scholarship funds, and typically another \$25,000 from annual gifts. The school also awards 20 full tuition waivers each year. The program does not summarize the other measures of student success indicated (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). It is recommended that the program begin to record these activities as the students are likely engaged in many of these activities.

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 BA Theatre program is accredited by NAST (National Association of Schools of Theatre). The last self-study was submitted in November 2014. The NAST self-study indicates, "Assessment of both our students' progress through the degree programs and assessment of the quality of the instruction will remain an important issue for the faculty. The BFA programs have improved the quality of the of the end-of-semester reviews and we are exploring methods for better quantifying these reviews. The faculty are committed to a rigorous and honest assessment of the student work and their own work. The format of improved assessment instruments is a goal in the coming years." Students in the program must meet the requirements of each course, maintain a minimum 2.0 GPA, and complete a capstone experience. They do not undergo a jury or portfolio during the program.

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

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

There have been no major changes in the BA Theatre program has "changed little since the previous review." The BOG self study says, "For Theatre majors, there is insufficient data to provide a means of analysis of trends." No significant changes are planned. There is no evidence of programmatic improvements made based on assessment. It is reported that the performance of students' progress through the program and that the quality of instruction are maintained; however, it is not clear that the student outcomes are assessed and evaluated to improve the program as a whole. It is recommended that the BA Theatre program develop a plan to assess and evaluate the achievement of the stated student outcomes. This can lead to changes that can improve the program as a system.

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 2020, submit an assessment plan and evidence of at least direct assessment of student learning as appropriate to the program.

Combines data for majors 2570 and 2572**Theatre BA Student Data**

	2013	2014
Full Time Equivalent Enrolled*	37.47	48.74
Headcount	37	48

*A measurement equal to one student enrolled full time for one academic year.

Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014
New Enrollees	46	62

* Change in major code

	2013	2014
Program Continuance	NA	

	2013	2014
Female	25	33
Male	12	15

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014
American Indian		
Asian	1	1
Black	2	1
Hispanic		
Native Hawaiiin or Pacific Islander		
Two or more	1	2
Unknown		
White	9	15

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013
Graduates by Year	5	6

includes all terms for each academic year

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

	2012	2013
Time to Completion	5.78	5.15

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014
Avg HS GPA	3.29	3.36

	2013	2014
Avg ACT Composite	23	24

Avg ACT English	24	25
Avg ACT Math	21	22
Avg ACT Reading	24	25
Avg ACT Science	23	23

	2013	2014
SAT Combined	1026	1059
SAT Math	503	517
SAT Verbal	523	542

2015	2016	2017
53.17	64.34	73
50	61	65

2015	2016	2017
29	32	34

2015	2016	2017
53.85%	70.73%	65.96%

2015	2016	2017
36	52	51
14	9	13

2015	2016	2017
1		
	1	1
	1	1
1	1	
17	28	32

2014	2015	2016
9	9	14

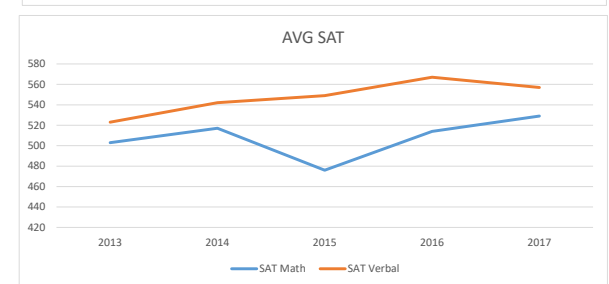
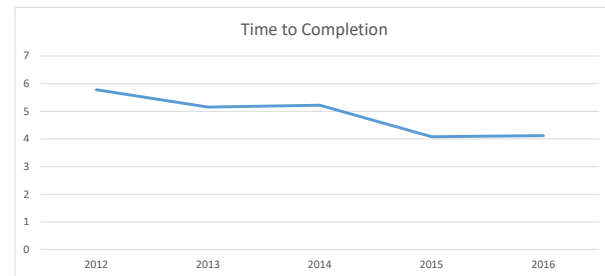
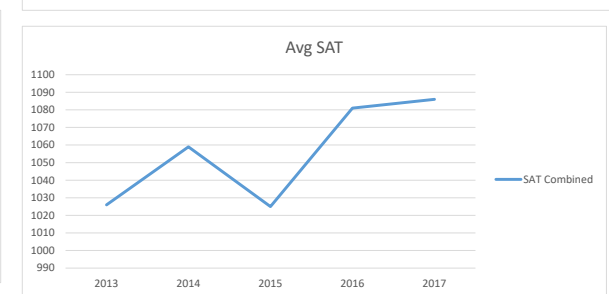
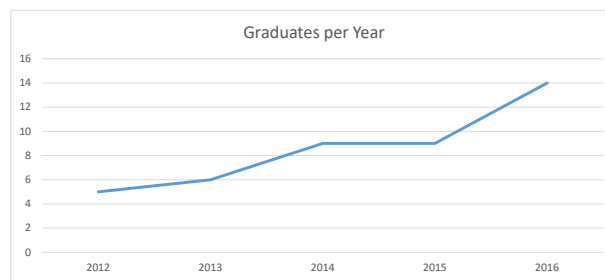
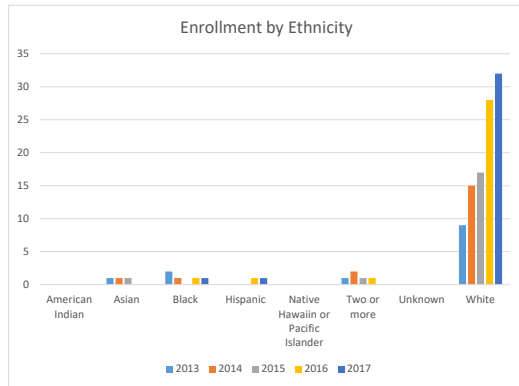
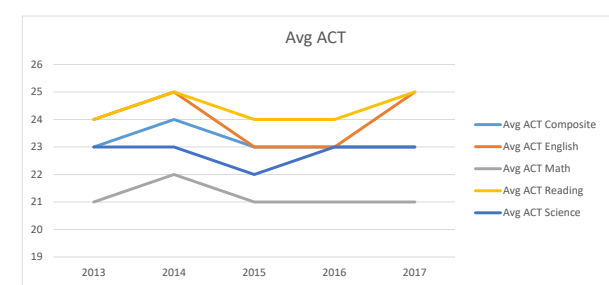
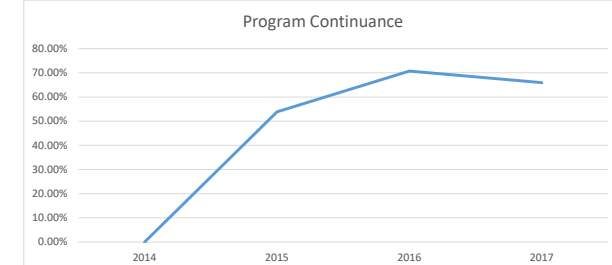
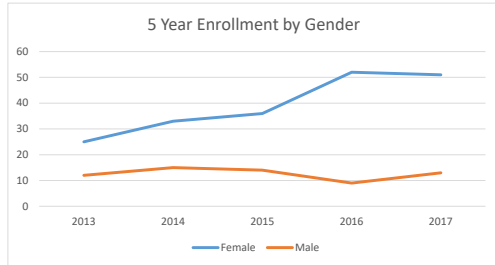
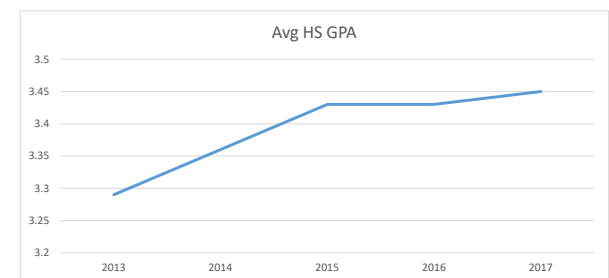
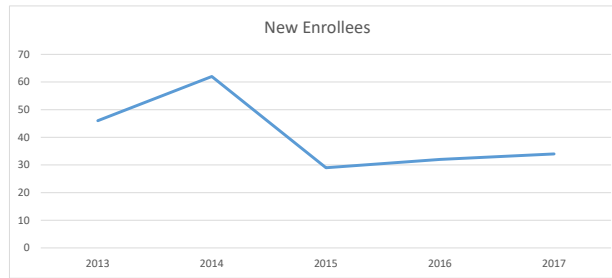
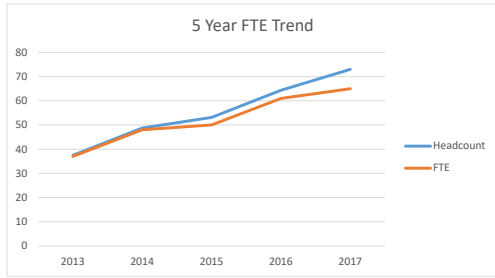
2014	2015	2016
5.22	4.08	4.12

2015	2016	2017
3.43	3.43	3.45

2015	2016	2017
23	23	23

23	23	25
21	21	21
24	24	25
22	23	23

2015	2016	2017
1025	1081	1086
476	514	529
549	567	557



Q1.1. Program Designation and Name

BA in Women's and Gender 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 BA in Women's and Gender Studies program (WGST) aligns with WVU's mission, vision and 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.

The BA in WGST does not report any issues with infrastructure.

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

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

WGST currently has a total of 7-10 teaching faculty: one professor, one associate professor who is currently undergoing promotional review, one assistant professor who also teaches for Geography and Geology, two clinical assistant professors, two Teaching Instructors, and 2-3 adjunct professors at any given time. The faculty are well qualified. WGST hopes to convert a current Teaching Instructor to a TAP position upon completion of her Doctorate. Some of the adjunct faculty come from the LGBTQ Center and the Women's Center. Next year, they expect to have an endowed Harriet Lyon Professor and a new department chair at the rank of Professor. From January 2015 until May 2017 (five semesters and four summer terms), the WGST program taught 110 sections with an average of over 34 students per section. Over the same term, three books, three book chapters, nineteen journal articles, and two conference proceedings articles were published by the faculty. One grant for \$512,847 was reported in the university's Excel Faculty file, but two NSF grants totaling \$4,632,058 were reported in the BOG self-study report; it is unclear why there is a discrepancy. For a program with only three tenured/tenure-track faculty members, they are very productive.

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

- ☒ Yes
☐ No

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

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

Between 2013 and 2017, the FTE enrollment has increased from 10.8 to 12.9, with a headcount of between 12 and 21 students. High school GPA for incoming students ranged from 3.17 to 3.42; average ACT composite scores ranged from 22 to 25. In 2012, there were four graduates; by 2016, this had risen to thirteen. Time to degree completion has ranged from 4.25 years to 6.03 years, with a generally increasing trend. Students have done important scholarship at a national level, including publishing in journals and presenting at conferences. One student studied abroad in Uganda in a program designed to advance women's rights and teach about HIV prevention. In 2018, a WGST major was one of two WVU students to qualify for the National Debate Tournament. They plan to survey over 200 alumni this fall to generate specifics about post-graduation success and seek suggestions for program improvement. The program is aware of low enrollment and has a three-part plan. They intend to directly target the 100+ students in the minor program to consider adding the WGST major, improve the strength of the program through several initiatives (including the alumni survey), and outreach on social and other media. This appears to be a reasonable plan that will include assessment of alumni input.

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 WGST program has a robust plan of assessing its posted learning outcomes. They use direct assessment of student performance systematically through several courses, including pre- and post- assessments. They have worked with Lou Slimak in the university's Office of Assessment to develop, evaluate, and refine the assessment program. They have made changes to courses and the program based on this. They are making changes to the advising process to better serve the 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.

1) WGST moved from a focus on having students define key terms to other assessment techniques, such as tracking whether learning outcomes were sufficiently addressed in WGST-approved courses in other programs, typically taught by WGST associates. 2) WGST modified exit interviews so that they now take a more productive Qualtrics form and pursued the establishment of a complete alumni list in order to get feedback about the program and continue ongoing relations with students. They also want to develop more career-minded information for students in WGST. 3) In 2017, WGST made some revisions to the major requirements, adding Queer Theory, for example, as a means of encouraging the program's (and students') awareness of LGBTQ issues and the majors' facility with feminist theory. In terms of curriculum, they want to continue to ensure adequate interdisciplinarity in our course offerings. 4) In 2018, they planned to align sections of WGST 170 to ensure consistency relative to topics covered and the amount of work for students. 5) WGST wants to continue to monitor enrollment and make sure there is a balance in online and face-to-face registration.

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

Women's & Gender Studies Student Data

	2013	2014	2015
Full Time Equivalent Enrolled*	10.8	10.67	12
Headcount	12	12	13

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

	2013	2014	2015
New Enrollees	12	6	8

	2013	2014	2015
Program Continuance		120.00%	125.00%

	2013	2014	2015
Female	12	12	12
Male	0	0	1

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015
American Indian	0	0	0
Asian	0	0	0
Black	2	1	0
Hispanic	1	0	2
Native Hawaiian or Pacific Islander	0	0	0
Two or more	1	1	0
Unknown	0	0	0
White	8	10	11

pull date: October 7th

reflects all students w/ major code in Banner

	2012	2013	2014
Graduates by Year	4	7	8

includes all terms for each academic year

	2012	2013	2014
Time to Completion	4.42	4.25	5.94

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014	2015
Avg HS GPA	3.35	3.28	3.42

	2013	2014	2015
--	------	------	------

Avg ACT Composite	25	22	25
Avg ACT English	26	23	27
Avg ACT Math	21	18	21
Avg ACT Reading	27	26	27
Avg ACT Science	23	21	25

	2013	2014	2015
SAT Combined	1028	1080	1143
SAT Math	488	508	538
SAT Verbal	540	573	605

2016	2017
21.4	12.93
21	12

2016	2017
13	4

2016	2017
114.29%	100.00%

2016	2017
19	11
2	1

2016	2017
0	0
1	1
3	2
4	3
0	0
0	2
0	0
13	4

2015	2016
6	13

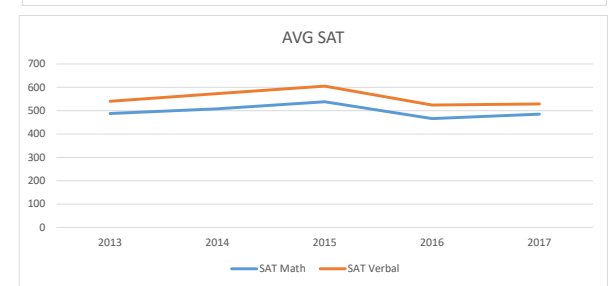
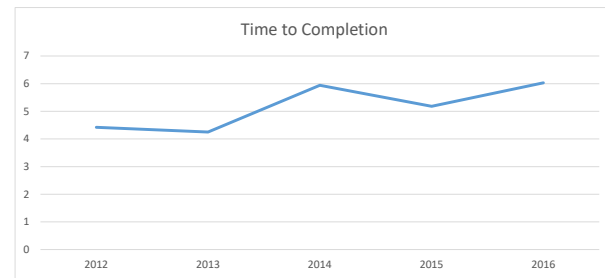
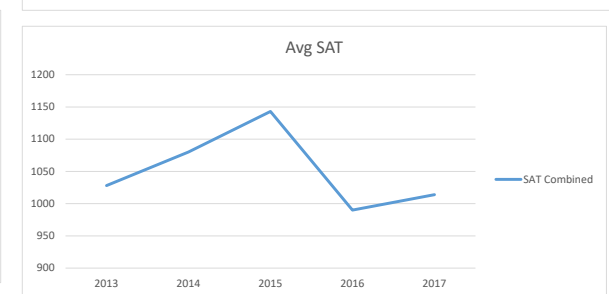
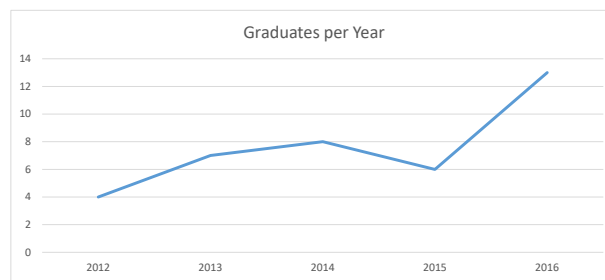
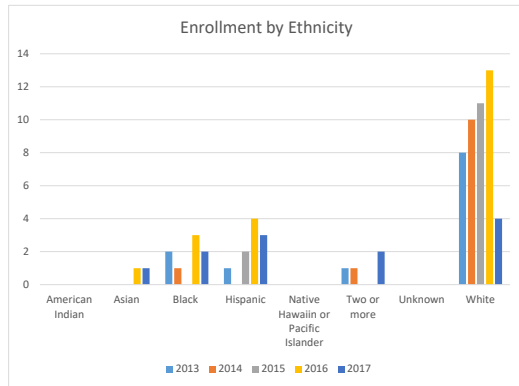
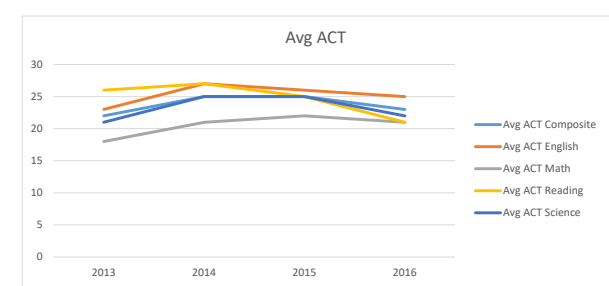
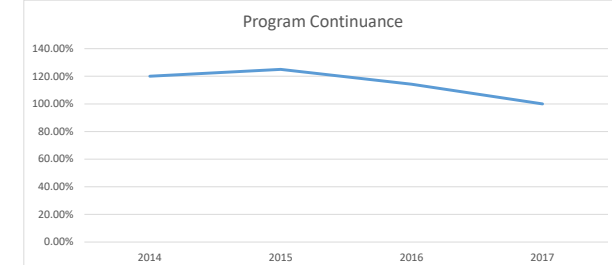
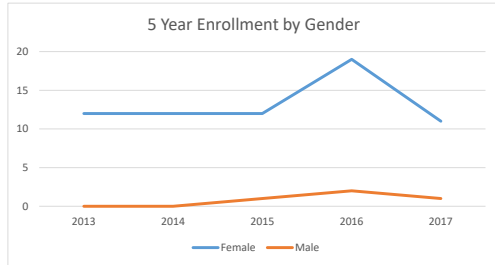
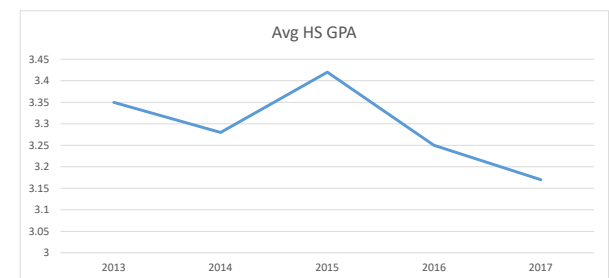
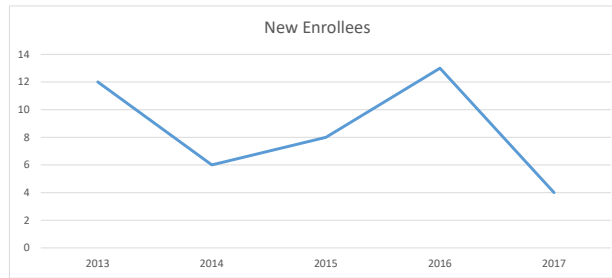
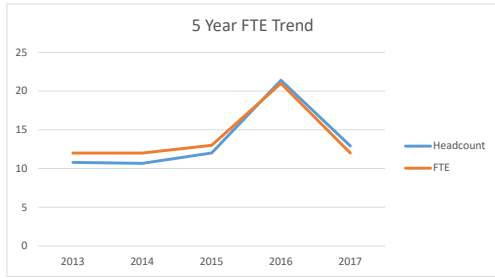
2015	2016
5.18	6.03

2016	2017
3.25	3.17

2016	2017
------	------

25	23
26	25
22	21
25	21
25	22

2016	2017
990	1014
466	485
524	529



Q1.1. Program Designation and Name

BFA Art and Design

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

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

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

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

The School of Art and Design supports the land-grant mission by contributing to "creating a diverse and inclusive culture that advances education...". The importance of creativity and art to all levels of education within the state is immeasurable. They also engage in international, as well as, regional courses and programs placing students with institutions in Chile, China, Italy and France. This immersive cultural experience allows students to collaborate with and support educational experiences for improved community and self development. "It positions students at the crossroads between a local sense of place and a global understanding of the place in the world."

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

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

Adequate resources are available for the School of Art and Design. In particular, they have been able to add a wide variety of new technology; computers, cameras, and printers; to support the needs of the ever-changing art and design industry. These resources will need up dated as the industry evolves further. There are no specific items or space requirements presented in the report. Further development of the GPS courses may illuminate new equipment needs, however, they do have supporting endowments. "Maintaining quality in these programs continues as an ambitious goal that is ever challenged as new media, genres, and critical approaches and practices change the very nature of creative production and art education."

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

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

They report 18 full time faculty members and have doubled the number of adjuncts since the last review. They report a split TAP position with the Reed College of Media. Faculty productivity was reported for two faculty. One faculty was a prestigious set of publications in both book and journal format. The second faculty member has received grants that provided the opportunity to exhibit work in very prestigious venues. Student to faculty ratios ranged from 11:1 to 15:1.

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

- ☒ Yes
☐ No

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

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

The program has experienced a general decrease in graduates over the review period. There have been more females entering the program than males and there is evidence that the program has a slight increase in the number of newly enrolled students. They have self identified the decline in graduation and have established various outreach activities, such as national portfolio days membership, open house days and working with regional middle and high school art shows. The incoming freshman and graduation rates have shown slight increases in the most recent data and should be monitored to assess the success of the initiatives. Student to faculty ratios range from 11:1 to 15:1.

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

- ☒ Yes
☐ No

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

- ☐ Yes
☒ No

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

Since the BFA is considered a terminal or professional degree the program learning outcomes should be refined to all measurable concepts. It is easy to define measurements of speaking and writing effectively, however, it is not measurable to define the ability to think. Development of measurable outcomes should be developed to expand or replace 'an informed acquaintance', 'understanding of, and experience in thinking' and 'the ability to respect, understand' statements currently in the program learning outcomes. The remaining program learning outcomes encompass professional level outcomes.

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

- ☒ Yes
☐ No

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

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

The program has a complete and well-developed assessment plan for all majors. However there is no inclusion of assessment results, discussions or course changes tied to the assessment data. The post-graduation success of several students was reported and could be considered an assessment tool. For the next review cycle it to be anticipated that a direct link between assessment data and program/equipment improvements would be reported.

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 purchased a wide variety of state-of-the-art equipment to support student skills in a highly technical and changing field of art and design. The addition of these technologies allows the students to receive specific and relevant training to succeed in the industry after graduation. As with all highly technical professions, this technology will require periodic updates to remain relevant and applicable. In particular the development and implementation of a GPS specific courses will require the most current equipment to remain relevant. The program is fortunate to have endowment funding that allows them to invest in the equipment. The program has a well-developed and utilized network for students to obtain training and experiences outside of the academic arena. They have students that travel, work for publishers, work with civic groups, etc. These experiences enhance the student knowledge base and connects WVU to the state, region, nation and world cultures.

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.

The program should revise its program learning outcomes in CIM (which will automatically update the Catalog) in AY 19-20. The program should submit evidence of direct assessment in whatever form is appropriate to the program by December of 2021 to the Undergraduate Council.

This report combines data for majors: 2586, 2587, 2588, 2589, 2590, 2591, & 2593

Art & Design

	2013	2014	2015
Full Time Equivalent Enrolled*	248.4	194.73	182.14
Headcount	255	202	186

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

	2013	2014	2015
New Enrollees	83	65	206

*In 2015, all students were "new" enrollees from the old major code into the new major codes.

	2013	2014	2015
Program Continuance		69.19%	Null

	2013	2014	2015
Female	156	127	122
Male	99	75	65

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015
American Indian	1	0	0
Asian	7	6	9
Black	10	5	6
Hispanic	5	7	12
Native Hawaiin or Pacific Islander	0	0	0
Two or more	8	5	5
Unknown	1	1	0
White	223	178	155

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013	2014
Graduates by Year	42	57	51

includes all terms for each academic year

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

	2012	2013	2014
Time to Completion	5.02	5.99	5.21

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014	2015
Avg HS GPA	3.29	3.36	3.32

	2013	2014	2015
Avg ACT Composite	23	23	22
Avg ACT English	24	23	22
Avg ACT Math	20	21	20
Avg ACT Reading	24	24	23
Avg ACT Science	22	22	22

	2013	2014	2015
SAT Combined	1004	994	1000
SAT Math	494	491	503
SAT Verbal	510	503	497

2016	2017
190.37	231.61
190	225

2016	2017
98	118

2016	2017
63.45%	68.15%

2016	2017
132	161
58	64

2016	2017
0	0
7	8
5	8
14	11
0	0
8	10
0	0
156	188

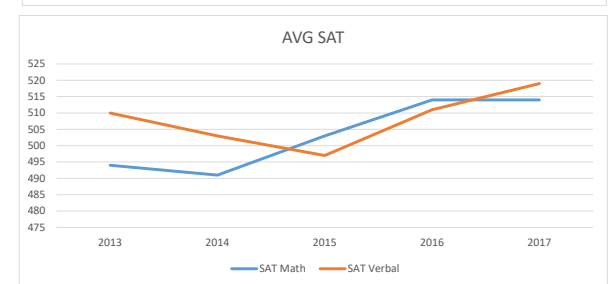
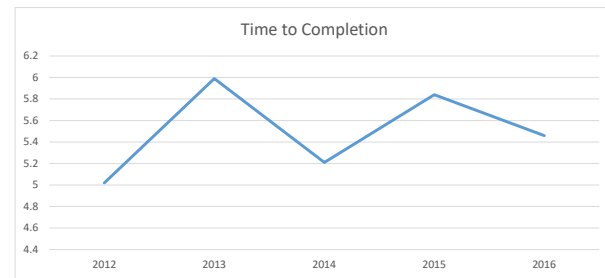
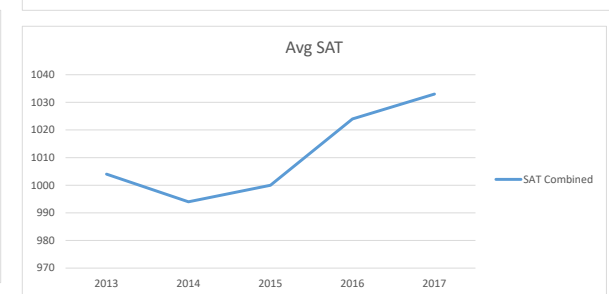
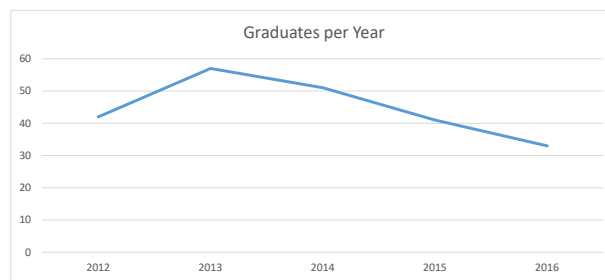
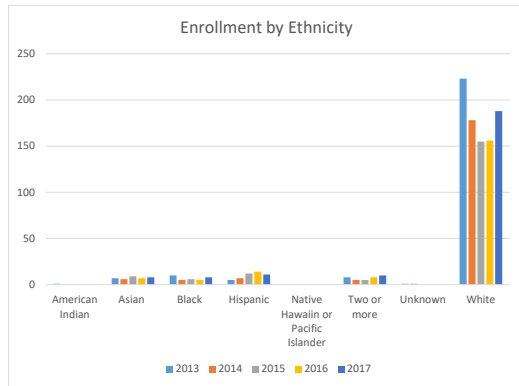
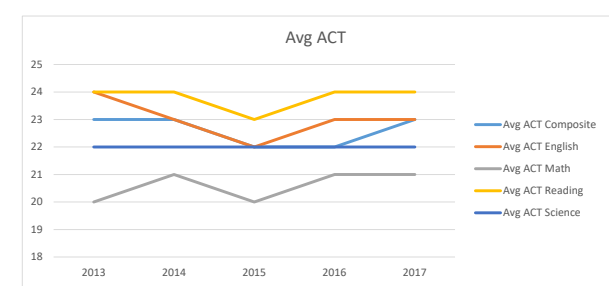
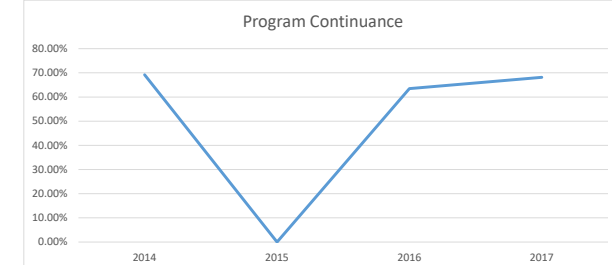
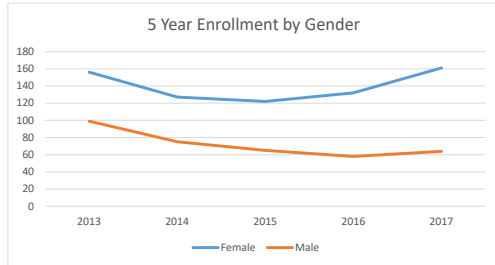
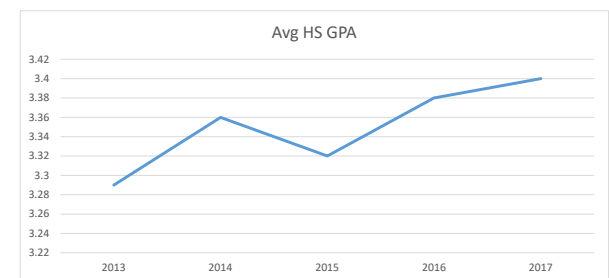
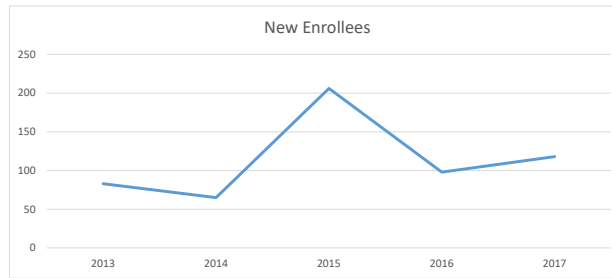
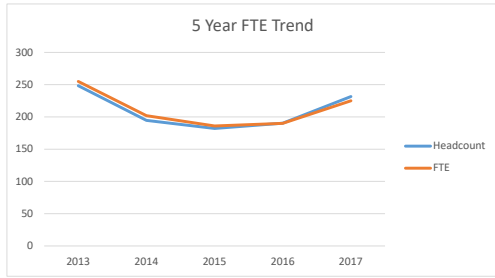
2015	2016
41	33

2015	2016
5.84	5.46

2016	2017
3.38	3.4

2016	2017
22	23
23	23
21	21
24	24
22	22

2016	2017
1024	1033
514	514
511	519



Q1.1. Program Designation and Name

BFA Theatre

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

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

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

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

The program's mission, vision and values appear to be consistent with WVU's mission, vision and 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.

The program reports the following issues with regards to infrastructure: the inability to schedule required classrooms; access to adequate technological infrastructure; and access to adequate physical infrastructure (labs, performance spaces, equipment, etc.). Based on the report submitted it appears that the Office of the Dean of the College of Creative Arts and the Office of Provost are aware of the issues mentioned above with regards to infrastructure. While some upgrades have been made, the burden of these upgrades have fallen to the unit but the School's revenue is insufficient to tackle these capital projects. The reality of the situation is that the program still requires significant facilities and equipment upgrades to remain competitive with peer institutions. This appears to be an ongoing issue which is exacerbated by the program's increasing enrollment.

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 Theatre BFA program reports having adequate and appropriately qualified faculty members to carry out its mission. The program does have one faculty member who lacks a college degree, but this individual has over 35 years of professional experience as a scene designer in significant venues and is a member of United Scenic Artists thus making him appropriately qualified by virtue of that experience. At present the faculty in Theatre BFA appears to be evenly distributed being tenure/tenure track (14) and non-tenure track (12). Despite this distribution the program reports being "chronically under staffed". There appears to have been some steps taken to address this issue as two positions (currently in the search process) will be added for the AY 2019-2020. This can only bode well for the program. With regards to faculty productivity, the program reports "only minor issues" in the creative/research area due either geographic isolation or 1-2 unmotivated faculty. The report does not state any steps taken to address the unmotivated faculty issue.

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.

Overall student enrollment trends in the BFA in Theatre are positive. Some majors though fall outside this positive assessment. More specifically, the puppetry major (one of only two programs in the country) reports low enrollment but its presence attracts actors, designers, and dancers, thereby positively influencing enrollment in other majors. The acting major reports a decline in enrollment since the audition for admission was added on 2015. Another issue with regards to enrollment presented was the lack of male students enrolled in the program. The program reports working hard to address this issue (though no specifics were provided) but this does appear to be a national trend. The program reports not tracking HSGPA and standardized test scores as they are not a serious indicator of artistic talent or an indicator of student success. In its place admission to any of the BFA programs involves an interview and a group discussion of the faculty in that area. The program reports no time to complete data since it was very difficult to examine due to the transition in 2014-2015, from a single degree with three Areas of Emphasis to four distinct majors with fully separate curricula. The report did indicate that BFA majors can be completed in four years. The class of 2017 and 2018 were employed in the field at a rate of 95-98%. Most of the majors associated with the BFA in Theatre are employed in a variety of settings.

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

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

The BFA in theatre (acting, musical theatre, theater design and technology) appears to have a very robust assessment plan. This plan includes auditions for entry into the programs, auditions for credit-bearing performance opportunities, end-of-sophomore year assessment for continuation, end-of-semester reviews, and a portfolio review. The puppetry program due to its small number of majors does not have a formal assessment process but instead does one on one mentoring. The program though has pledged to begin implementing a more formal assessment process. No actual findings from assessment was included in the report but it was stated that students leaving the BFA program have demonstrated a significant level of talent and technique when compared to their peers from other institutions at national level conferences and unified auditions. It was specifically stated that at the 2018 U/RTA graduate student recruiting event, senior BFA majors competed at the same level as first-year MFA students in the same fields.

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

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

Two significant changes were made to the program during the current review cycle. These changes were the creation of four new BFA majors. This change came in an effort to bring the curricula into alignment with WVHEPC policies. The other significant change was the implementation of the GEF curriculum and the 120 credit-hour requirement for bachelor's degrees. The Puppetry major did go through several changes in response to student feedback, recruiting demand, and program assessment. The Creative Dramatics portion of the major (Theatre for young audiences) was dropped but later modified in 2017 to reflect the growing demand for puppetry and the decline in theatre for young audiences.

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 2020, submit an assessment plan and evidence of at least direct assessment of student learning.

Combines data for majors 2507, 2582, 2584, 2585, 2594)**Theatre BFA Student Data**

	2013	2014
Full Time Equivalent Enrolled*	76.6	98
Headcount	74	93

*A measurement equal to one student enrolled full time for one academic year.

Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014
New Enrollees	33	119

* Year of major code change

	2013	2014
Program Continuance	NA	

	2013	2014
Female	42	54
Male	32	39

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014
American Indian	1	1
Asian	1	
Black	2	3
Hispanic	3	6
Native Hawaiiin or Pacific Islander		
Two or more	3	5
Unknown		
White	62	78

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013
Graduates by Year	12	14

includes all terms for each academic year

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

	2012	2013
Time to Completion	4.46	4.39

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014
Avg HS GPA	3.4	3.4

	2013	2014
Avg ACT Composite	24	24

Avg ACT English	25	25
Avg ACT Math	22	21
Avg ACT Reading	25	25
Avg ACT Science	23	23
	2013	2014
SAT Combined	1085	1076
SAT Math	528	524
SAT Verbal	557	552

2015	2016	2017
110.07	108.13	101.07
101	102	93

2015	2016	2017
105	32	34

NA	2015	2016	2017
		76.92%	67.82%

2015	2016	2017
61	58	58
42	44	35

2015	2016	2017
1	1	1

4	3	3
7	3	6

6	9	4
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85	86	79
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2014	2015	2016
16	10	15

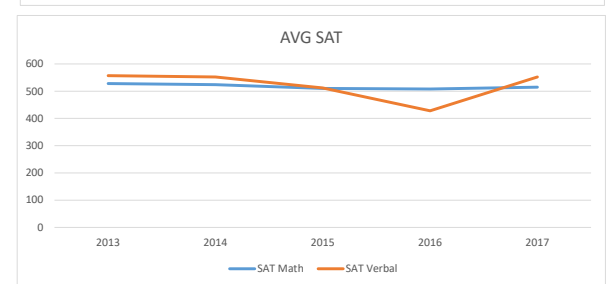
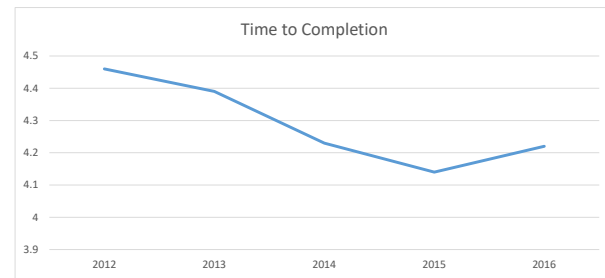
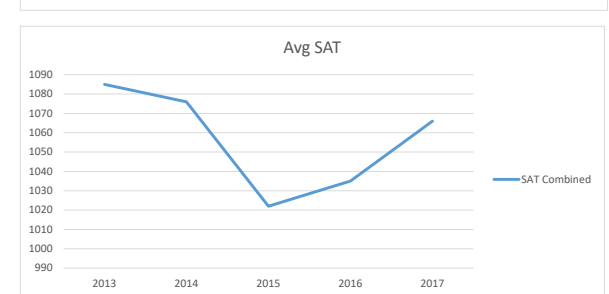
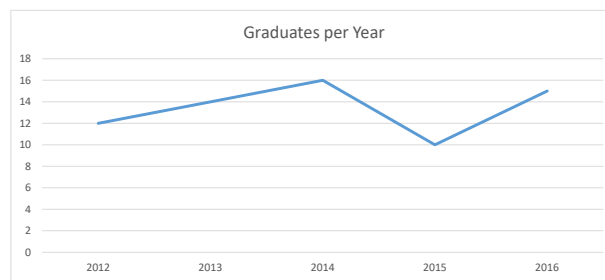
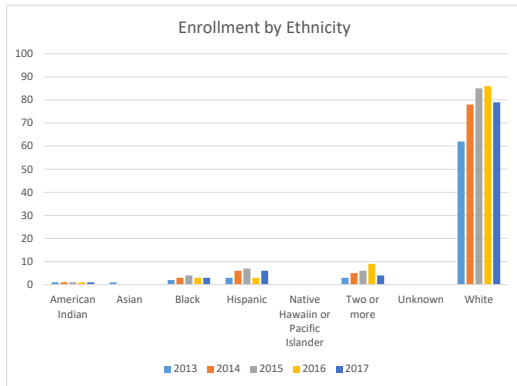
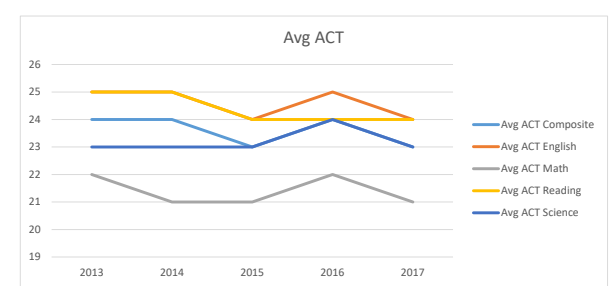
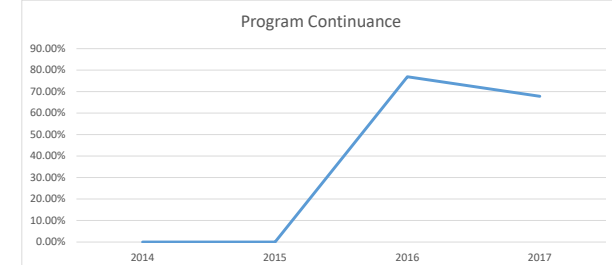
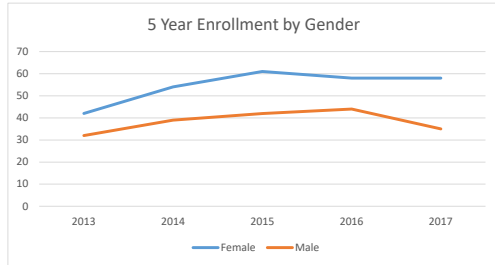
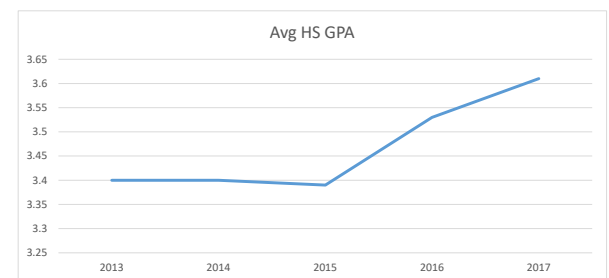
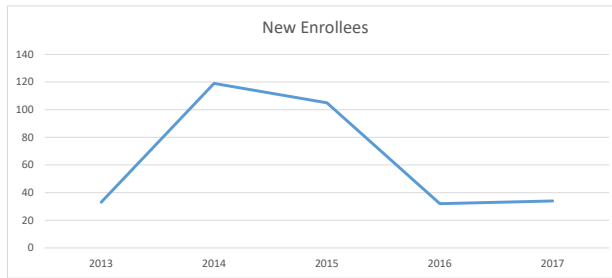
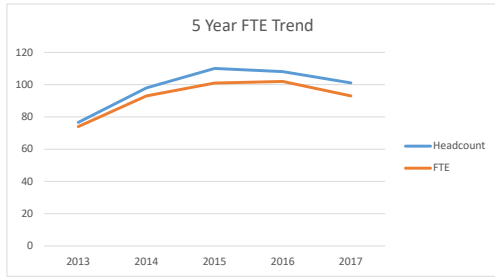
2014	2015	2016
4.23	4.14	4.22

2015	2016	2017
3.39	3.53	3.61

2015	2016	2017
23	24	23

24	25	24
21	22	21
24	24	24
23	24	23

2015	2016	2017
1022	1035	1066
510	508	515
512	428	552



Q1.1. Program Designation and Name

BMDS (CCA)

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 MDS in the College of Creative Arts supports students' success across the range of the college's three schools encompassing a variety of minors and a capstone that encourages community activities and performances.

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 it has had significant issues providing students with accommodations. It also notes that the Music Technology minor has had issues with limited seats due to limited technology.

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 faculty from across the college are engaged in the program, there are no issues with adequacy, credentials, composition, or 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.

The MDS at CCA has grown rapidly to its current enrollment of between 30 and 40 students. The program attributes this to the addition of new minors within the college as well as the program function as a degree of completion for those students who are unable to complete their original major within the college. Students are graduating at around five years which, given the nature of the program, is good. Graduate totals are steady at 8 the last few years. As the program has only recently matured in terms of enrollment, the graduation rate will be worth watching at its next review.

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 has 10 published learning outcomes which is likely too many for a program without direct control of its curriculum; it is also unlikely that they are being meaningfully assessed. Moreover, some of the outcomes are clear and measurable while others are written in such a way as to likely make them difficult, if not impossible, to assess.

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

- ☒ Yes
☐ No

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

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

There is currently no assessment plan for the program. While MDS programs are difficult to assess, there are still common curricular spots - particularly the capstone - that the program could assess to analyze and address student learning. Furthermore, while the program provided anecdotal data on the placement and success of its graduates, it could also easily develop some form of exit interview, senior survey, or alumni survey to better understand what it could do to serve its 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 primary program improvement has been the addition of 14 new minors within the college.

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

- ☐ Yes
- ☒ No

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

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

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.

The program should submit an assessment plan that addresses direct assessment of at least the capstone course as well as some form of supplemental indirect assessment by December of 2021.

Multidisciplinary Studies CAC Student Data

	2013	2014	2015
Full Time Equivalent Enrolled*	22.67	24.2	35.3
Headcount	21	24	34

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

	2013	2014	2015
New Enrollees			

	2013	2014	2015
Program Continuance		126.32%	200.00%

	2013	2014	2015
Female	9	12	13
Male	12	12	21

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015
American Indian			
Asian			
Black	1	1	2
Hispanic		1	
Native Hawaiiin or Pacific Islander			
Two or more	1	1	2
Unknown			
White	19	21	30

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013	2014
Graduates by Year			
includes all terms for each academic year	1	2	7

	2012	2013	2014
Time to Completion			
pull date: middle November	4.67	6.58	4.93

reflects total time of completion of all graduates that academic year

	2013	2014	2015
Avg HS GPA	3.33	3.48	3.36

	2013	2014	2015
--	------	------	------

Avg ACT Composite	23	23	23
Avg ACT English	23	24	24
Avg ACT Math	21	22	20
Avg ACT Reading	23	23	23
Avg ACT Science	23	23	23

	2013	2014	2015
SAT Combined	996	1105	988
SAT Math	500	560	493
SAT Verbal	496	545	495

2016	2017
33.13	37
33	37

2016	2017
------	------

2016	2017
132.00%	132.14%

2016	2017
12	14
21	23

2016	2017
	1
2	2
	1
1	
30	33

2015	2016
9	5

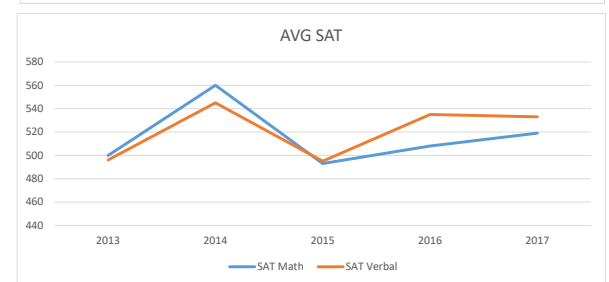
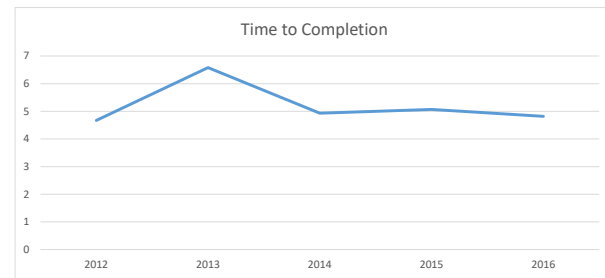
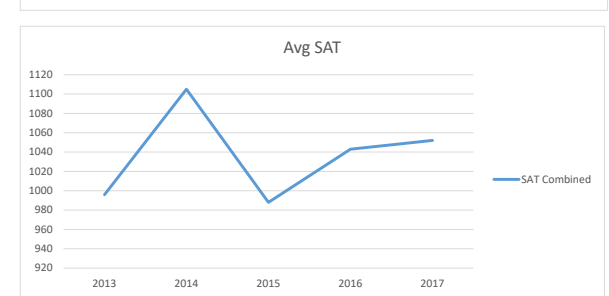
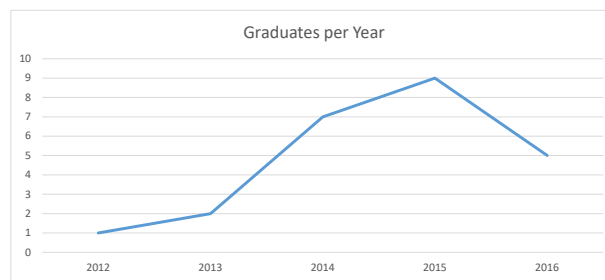
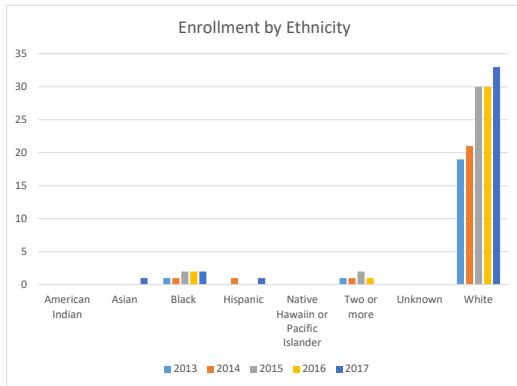
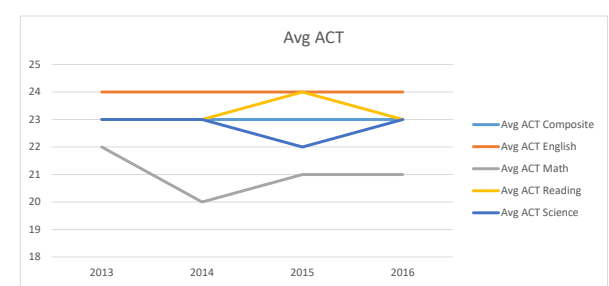
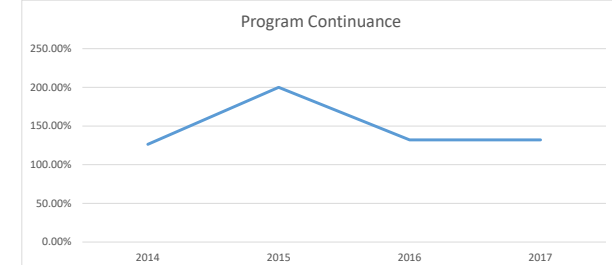
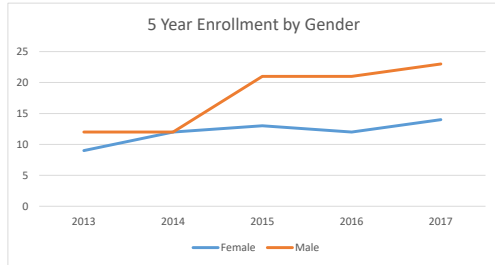
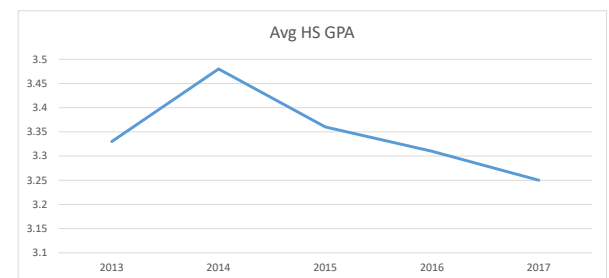
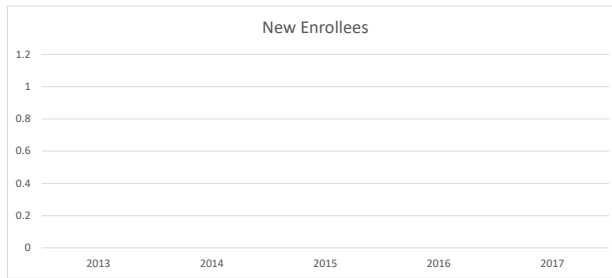
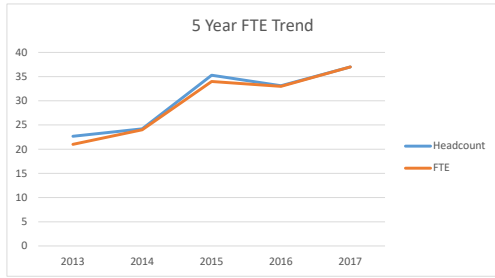
2015	2016
5.07	4.82

2016	2017
3.31	3.25

2016	2017
------	------

23	23
24	24
21	21
24	23
22	23

2016	2017
1043	1052
508	519
535	533



Q1.1. Program Designation and Name

BMDS in Multidisciplinary 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 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 MDS program aligns with WVU's mission of providing access and opportunity to students to earn a college degree of proven marketability to employers. It contributes in particular to the retention and persistence of students who work, non-traditional students, and athletes, all of whom benefit from a flexible curriculum with several online course options.

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.

Resources are adequate. The program noted some challenges of scheduling classes on the Downtown campus but indicated that it has managed by using space on Evansdale campus and by shifting some sections online (in accordance with an already-recognized need to provide students with more flexible scheduling options).

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 consists of five faculty, including one Service Associate Professor (the Program Coordinator), one Teaching Associate Professor, two Teaching Assistant Professors, and one Teaching Instructor. All are appropriately credentialed. The primary responsibilities of these faculty are teaching and advising, and most of them teach for two departments or programs. Given that many of the program requirements are delivered by other units (housing academic minors), faculty resources appear adequate for the program.

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

- ☐ Yes
☒ No

Q4.2. What was inaccurate?

The program information is accurately published, but the "Overview" and "Admissions" tabs in the catalog use the same language for this program and BA in Interdisciplinary Studies (IDS). The description emphasizes the similarities between the programs in terms of breadth of knowledge and cross-disciplinary communication, without delineating what makes them unique beyond the fact that only IDS students may be directly admitted as freshmen. Continued next block...

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.

(Catalog, cont.) - The major requirements are generally clear (consisting of the GEF, 50 hours of program requirements including three minors plus an MDS orientation and capstone), and 33 hours of general electives. There is a typo in the major requirements tab (program requirements are 50 hours, not two). The only requirement that seems unclear is MDS 191, since freshmen are not directly admitted. If that course is associated only with the IDS program, then it should be removed from the MDS major requirements. (Enrollment) - MDS enrollments have been high but somewhat declining over the past five years (from 351 FTE in 2013 to 271 in 2017). The number of graduates fluctuated over that period, from a high of 215 in 2014 to a low of 168 in 2016. While the trend is notable, we do not want to over-state its significance because the numbers are still high, and the program continues to serve many students who may otherwise have left WVU without a degree. Further, MDS is actively recruiting "stopped out" students and online students who can take advantage of the tuition structure in fall/spring to complete a degree. The profile of MDS majors was consistent across the five-year period, with an average high school GPA of 3.0, ACT composite score of 21, and SAT combined (Math/Verbal) score of 975. Average time to degree completion was 5.6 years, which likely reflects the fact that many students pursued other majors before switching to MDS (most enter as juniors).

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

- ☒ Yes
☐ No

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

- ☐ Yes
☒ No

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

The learning outcomes are appropriate and combine content knowledge gained in the minors with integrative learning and analytical and communication skills. They only need a bit of re-working to improve their measurability.

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

- ☒ Yes
☐ No

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

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

The program utilizes a variety of assessment tools. These include indirect measures - an advising survey, exit survey, and alumni survey, along with a direct assessment of students' research papers in the capstone course (though we note that the program did not provide data on the latter, only a summary in the self-study). The survey data indicate that students are generally satisfied with the program and feel that they have benefited in tangible ways in terms of employment and skills. MDS hired two graduate students to score every research paper using a standard rubric, and found that initially, students were not demonstrating strong research skills (averaging C- work). The faculty then modified the assignment, breaking it into smaller papers spread over the semester and allowing students more freedom in choosing topics. They noted that performance improved as a result but did not provide data. We nevertheless commend MDS for using assessment data for program improvement.

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.

MDS created two new programs over the review period to better serve particular contingencies of students. First, it created an Interdisciplinary Studies major (effective Fall 2015) for students who wanted more interdisciplinary theory than is provided in the MDS curriculum. Second, it created an MDS Pathways program (effective Spring 2016) to serve non-traditional students with online courses. Within the MDS program, faculty improved the research assignment in the capstone course to make it more engaging for students and created more online sections of the orientation and capstone courses.

According to information in the self-study report, they have found that the online students perform better than the on-campus students in terms of their written products and final grades. They attribute this to the fact that the online courses provide flexibility that is needed for many of the students to succeed, given the other demands on their time. We note that there may be other explanations as well, such as the increased emphasis on writing on online courses in lieu of physical class attendance and participation.

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

B.S. Exercise Physiology

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

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

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

The stated reason for the program not being accredited is that EXPH could not offer the number of laboratory experiences that would be required by the accrediting body, the Committee on Accreditation for the Exercise Sciences (<http://www.coaes.org>). Another reason is that the program seems to suffer from somewhat of a lack of focus or of identity. Exercise Physiology aspires mainly to be a preparatory program for professional schools in the healthcare field, so it recruits students who are not interested in seeking "direct employment in the fitness and exercise industry," which is the focus of the accrediting body. The Department is stating that it will seek accreditation for the next review cycle. However, cursory research on the COAES website shows that there are no accredited programs in exercise physiology at the undergraduate level, and the only nine accredited programs are at the master's level. There are however several undergraduate programs in Exercise Science that are accredited, and it seems that this might be a better way for the department to go. The accredited UG program could lead to an accredited M.S. program in EXPH, possibly under the form of a ABM. Another possibility is to accredit the M.S. and do an ABM where students would graduate with an accredited master.

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.

While the program fits into the very broad mission of the university to prepare students for careers in the healthcare field, in certain regards, it merely duplicates what many other programs across the university already offer. Where it could improve its alignment with WVU mission, vision and values is in becoming training more individuals who would contribute to the fitness industry. Exercise Phys has the opportunity to prepare students in fields that few other programs at the institution do.

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 a lack of laboratory space, classroom space, and weakness in technological infrastructure. If the program were to realign itself with peer institutions and its CIP code definition, and seek accreditation, the institution would need to make sure that adequate support is given to the program.

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

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

No issue noted in the self-study.

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

- ☒ Yes
☐ No

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

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

As noted by the department, ACT scores, composite and subject, have remained consistent. Program enrollment and graduation rates are down. It seems that the dip in enrollment and graduation rates was addressed by emphasizing a new purpose for the major, and the department "re-branded EXPH as more of a pre-program for professional school (i.e. Medical School, Dental School, PT School, etc.)." It developed a communication and recruitment plan in that direction. I am concerned that this re-branding obscures the program's primary mission to train Exercise Physiologists ready to secure a job at the baccalaureate degree and to prepare them for a master's degree in that field. Of course, placement of students in professional school in the health care field is a good outcome, but it should be only a tangential benefit of the program, not its drive. This assessment is further developed and supported in the Assessment section. A 2nd concern is that the standards of the program seem to be broadly high, given the required curriculum.

For example, a C- is required in all required courses, which include courses such as Math, Org Chem or Phys, which are typically not required at other institutions. The overall GPA of 2.75 for an undergrad to transfer into EXPH and a 2.5 graduation GPA seem to be meant to weed out students who might very well be successful in the EXPH upper-division courses, which do not use any basic science as pre-reqs.

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.

As mentioned before, there seems to be a disconnect between how the WVU program defines its goals and outcomes, and what the national standards are. There are nine learning goals, most of which are not measurable. 1- The scope of the CIP code 26.0908 (<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87464>) listed in the Curriculum Matrix matches the description listed on the Overview tab of the catalog is aligned with the CIP code but not that of Learning Goals tab, the program departs from the above, describing itself as "a preparatory program for graduate or professional school in areas such as exercise physiology, physical therapy, or medicine." 2- There are nine learning goals that are to congruent with the definition of the CIP code and the Overview tab, the curriculum itself reflects the disjointed nature of the program with regards to its branding as a pre-health care prof. program. The major requirements consist of 84 credits, 43 of which are somewhat unrelated to the program's stated mission and are explicitly pre-med courses delivered by other units. In addition, students can complete a Health professions Area of Emphasis for another 30 credit hours at the delivered almost exclusively by other units (only 3 credits are in EXPH). This means that the preparatory program is not delivered by the major unit, but by tacking on other courses that students can take with any other major, and courses that are not part of the program assessment. By comparison, the other AoE, Aquatic Therapy is directly linked to the major and its 16 credit hours are delivered in the EXPH subject.

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.

Documents provided: 1- A list Learning Goals tied to specific EXPH upper-division courses. 2- Summary of results of internship experience survey for periods 2009-2012 and 2013-2017, showing a slight increase in students' experience (4.3 to 4.5); other measures were basically identical. 3- Questions used for the exit survey of graduates, but no results or dates when the survey was administered were provided. 4- A new tool for internship mentors to evaluate internship performance. No dates or data were provided. 5- A brief table of assessment was provided, with no data attached. 6- There is no evidence of direct assessment. Although the program refers to student placement in grad and professional programs post graduation, no data was provided regarding student placement.

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

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

Since no assessment data was provided, historical or current, the first improvement would be to develop a well defined assessment plan and start data collection immediately, providing both direct and indirect measures. (Note: it is possible that the unit has data, but it was not provided or analyzed). It might be easier for the program to start with an in-depth curriculum audit and evaluation of standards. Since curriculum changes are necessary for the program to come in compliance with the new Academic Definitions, it might be a good time to rebuild the curriculum with the good of future exercise physiologists in mind, rather than the good of future Dental or Medical School applicants.

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.

Curriculum must be updated by the end of AY 19-20 so that it follows academic definitions (Number of upper-division credits is less than 50%; one of the AoEs has too many credits, and only 3 credits at the upper-division level) By the end of AY 19 20, learning outcomes need updated in CIM so that they are clear and measurable By December 2020, provide an assessment plan and evidence of at least direct assessment of student learning.

Q1.1. Program Designation and Name

BS Forensic and Investigative Science

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

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

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

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

The program's mission, vision and values appear to be consistent with WVU's mission, vision and 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.

The program reports having adequate and accessible infrastructure resources.

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

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

The program reports adequate faculty necessary to fulfill its teaching, research and service missions. In addition to the full-time faculty members, the FIS program utilizes three adjuncts who have extensive experience in their respective areas making them appropriately qualified to teach specific classes within the FIS curriculum. Current faculty distribution by rank seems to be evenly distributed. More specifically the program has professors (4), assistant professors (4) and teaching assistant professors (3) in addition to individuals at the rank of teaching instructor, associate professor and lecturer senior (each with 1). Since the last report, 2 tenure track faculty members were added while one faculty member and a FEAP left the department. Accordingly, the faculty members have been able to continue to provide adequate services to its student population, however, they have been forced to reduce outreach and recruiting activities to offset these departures. Reported faculty productivity has grown in the area of publications in national and international forensic science journals with all research faculty having receiving grant funding. Most notably a 1.5 million grant funding from the National Institute of Justice.

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 very positive as headcount numbers have trended upwards from 2013 (258) to 2017 (348). Similarly, HS GPA (3.71 - 3.76) and average SAT scores (~1140 - ~1200) have both increased from 2013-2017 while average ACT were relatively stable during that same time. Average number of graduates ranged from a high of 41 in 2014 to a low of 26 in 2016. From 2012-2017 the average number of years to degree completion decreased from 4.98 to 4.72. Initial math placement and being calculus ready in addition to repeating courses played a huge factor in the length of time students take to complete program. Retention during the freshman and sophomore year peaked in 2016 at 76% but fell to 59% in 2017. However, once students enter their junior year of the program, there is little or no attrition. Placement rates post-graduation appear to good. Highlight placements include a supervisor of the Crime Scene Response unit in Virginia Beach, US Secret Service, law enforcement agencies, crime scene response units, and laboratories at the local, state, and federal levels. Some also attend graduate programs around the county. While enrolled in the program, typically 15-20 undergraduate students participate in regional section meetings of the International Association of Identification and the Midwest Association of Forensic Sciences (MAAFS)

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 FIS department has a very robust assessment plan which includes evaluating learning goals, program goals, student perceptions, and individual courses. Based on these results during the previous cycle the following changes were made: the requirements for statistics was adjusted, the overall GPA requirement was reduced to 2.50, and students were afforded an additional semester to complete the organic chemistry laboratory. There were also some course related changes as well. Both the Forensic photography and bloodstain pattern course were revamped, the Professional communications course was discontinued, and the list of approved electives was expanded to allow students more options and better scheduling opportunities. The program obtained a SpeakWrite certification and a Live/Learn community was established. Lastly, an online minor was implemented to provide an option to students who remain interested in the subject but struggled with the math and science requirements.

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.

CIM requests have been submitted to convert the remaining FIS major with two areas of emphasis (biology and examiner) to two separate majors.

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

- ☒ Yes
☐ No

Q7.2. Provide a brief summary for why the program should or should not be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction
Faculty
Graduates
Curriculum and Assessment

The FIS program has been continuously accredited by the FEPAC since 2004. WVU is the only forensic science department housed in an R1 institution. FIS is also the only department that offers a minor, BS, MS, and PhD program in forensic science. Faculty members are exceptionally qualified. More specifically, the FIS faculty includes two Ming Shieh Distinguished Professors, and a fellow of the Royal Society of Chemistry. Faculty members in FIS have been nominated to serve on numerous forensic science professional boards, bodies, and scientific committees attesting to the faculty's national recognition by researchers and practitioners. In 2018, the National Institute of Justice announced competitive grant fund awards of nearly \$1.5 million to FIS faculty including a second NIJ graduate fellowship award. The program's placement rate for graduates was 76% in 2017, and 90% in 2016 (graduate school or employment). In the class of 2017, 10 were accepted into graduate schools (7 at WVU); one of these students was awarded a Ruby Distinguished Fellowship; 5 were employed by police agencies; 1 was hired by a vendor; 1 by a large private forensic science provider; and 2 by public forensic science providers. The program has a robust assessment plan which includes annual reviews of courses, learning objectives and outcomes, student surveys, exit surveys and a quadrant system which allow the department to identify courses that are not perceived to be of value to students.

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

Exercise Physiology

	2013	2014	2015
Full Time Equivalent Enrolled*	743.8	701.93	667.6
Headcount	720	680	640

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

	2013	2014	2015
New Enrollees	311	293	256

	2013	2014	2015
Program Continuance		68.01%	71.91%

	2013	2014	2015
Female	397	377	358
Male	358	334	311

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015
American Indian	1	1	0
Asian	24	21	17
Black	23	17	19
Hispanic	19	18	22
Native Hawaiian or Pacific Islander	1	1	1
Two or more	21	21	20
Unknown	1	0	1
White	665	632	589

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013	2014
Graduates by Year	150	151	146

includes all terms for each academic year

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

	2012	2013	2014
Time to Completion	4.61	4.98	4.48

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014	2015
Avg HS GPA	3.65	3.67	3.66

	2013	2014	2015
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Avg ACT Composite	24	24	24
Avg ACT English	24	24	24
Avg ACT Math	23	24	23
Avg ACT Reading	24	24	25
Avg ACT Science	24	24	24

	2013	2014	2015
SAT Combined	1056	1051	1044
SAT Math	540	540	535
SAT Verbal	516	511	508

2016	2017
689.4	690.27
660	664

2016	2017
297	289

2016	2017
72.60%	70.75%

2016	2017
361	376
327	318

2016	2017
0	0
24	21
27	21
19	21
1	0
19	22
1	1
597	608

2015	2016
140	130

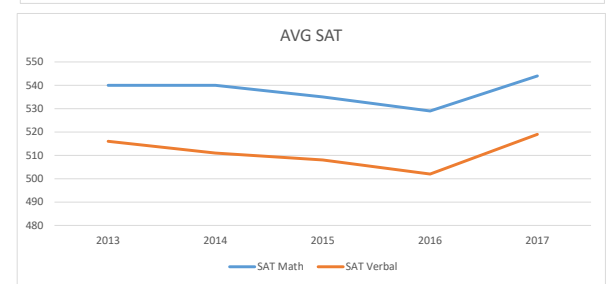
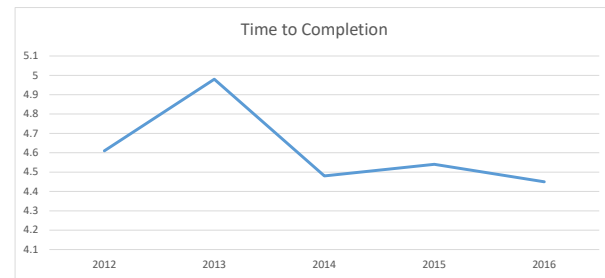
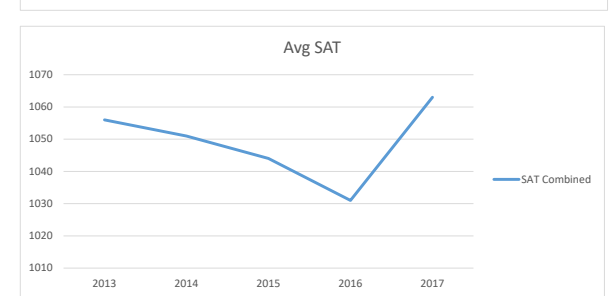
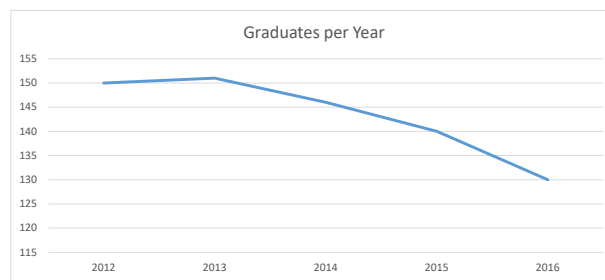
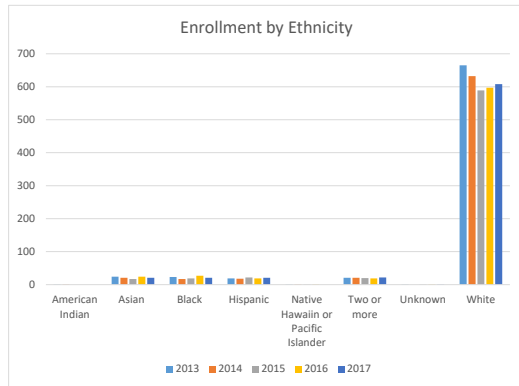
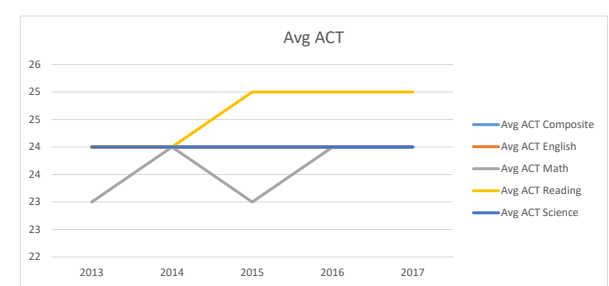
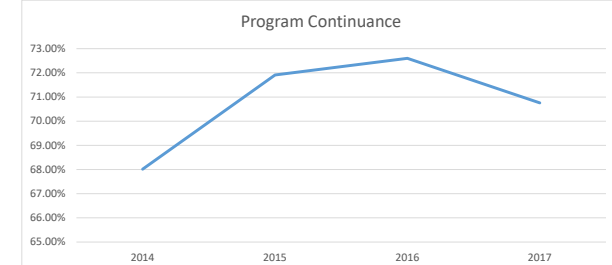
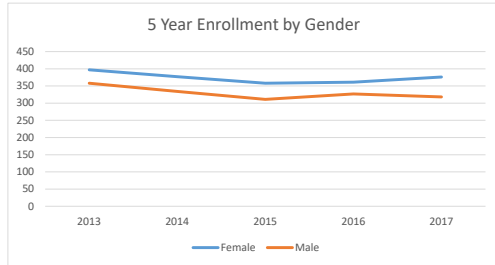
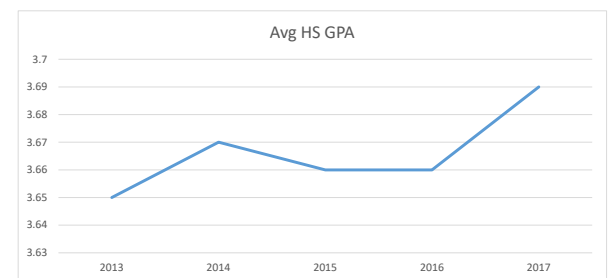
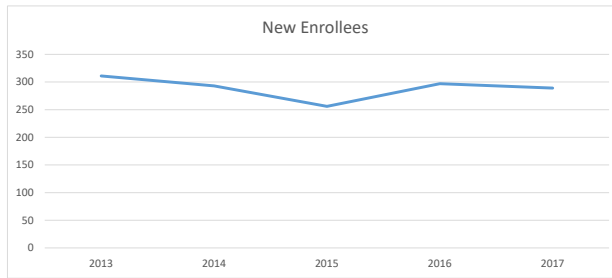
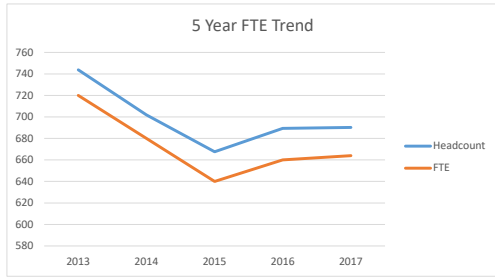
2015	2016
4.54	4.45

2016	2017
3.66	3.69

2016	2017
------	------

24	24
24	24
24	24
25	25
24	24

2016	2017
1031	1063
529	544
502	519



Q1.1. Program Designation and Name

BS Immunology and Medical Microbiology

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 supports the mission's goal of education, health care, and prosperity in WV as well as advances research that directly impacts the health care and well being of WV residents.

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 indicated that it has out grown the existing immunology lab spaces. While there is a plan to renovate the existing facilities and expand into two adjacent vacant spaces, the plan has not been approved as yet.

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

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

The program currently does not have the adequate number of faculty to deliver the program. It is recruiting one new faculty member for addition in AY 19-20 which will bring it back to adequate. Faculty are productive in research but there has been a shift in this review period from full professors to assistant professors who are research active and have the ability to recruit students into their labs. The program supports both research faculty and teaching faculty as well as NISOH staff scientists who function as research mentors for undergraduate students.

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

- ☒ Yes
☐ No

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

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

The program has steadily grown over the review period (it was created in 2014) to its current size of 30 students; it will be capped at 40 students and expects to reach that limit in either fall of 2019 or fall of 2020. The number of graduates has likewise increased each year to 10 currently; most complete the degree in 4 years. Students are active in research, have won prestigious national scholarships, and are successful in placing into graduate 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

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

Several of the learning outcomes are not clear nor easily measurable; several are not learning outcomes at all. The program should look to revise its learning outcomes and update them in CIM (which will automatically update the Catalog) in AY 19-20.

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 acknowledges that in performing the self-study that its learning outcomes were not clear nor easily measurable (as noted above) and that its assessment plan and practices were not yet mature. While there is evidence of indirect assessment as well as thoughtful tracking of program graduates, there is minimal evidence of direct assessment of student learning outcomes over the course of the program.

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

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

Changes have primary been to the plan of study to allow for more logical and effective progression through the curriculum. It would behoove the program to evaluate these changes and provide analysis of their efficacy (or lack thereof). Beyond improving the learning outcomes, the program should develop an assessment plan that assures the direct assessment of those outcomes across key points in the program.

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

- ☐ Yes
- ☒ No

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

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

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.

The program should revise its student learning outcomes in CIM (and thus the Catalog) by the end of the 2019-2020 academic year. The program should submit evidence of an assessment plan and direct assessment of its revised student learning outcomes by December of 2020.

Immunology & Med Microbio Student Data

	2013	2014	2015
Full Time Equivalent Enrolled*	0	12.07	25.93
Headcount	0	11	24

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

	2013	2014	2015
New Enrollees	0	11	16

	2013	2014	2015
Program Continuance		0.00%	72.73%

	2013	2014	2015
Female	0	7	16
Male	0	4	8

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014	2015
American Indian	0	0	0
Asian	0	0	0
Black	0	0	1
Hispanic	0	0	1
Native Hawaiiin or Pacific Islander	0	0	0
Two or more	0	0	0
Unknown	0	0	0
White	0	11	22

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013	2014
Graduates by Year	0	0	0

includes all terms for each academic year

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

	2012	2013	2014
Time to Completion	0	0	0

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014	2015
Avg HS GPA	0	3.9	3.87

	2013	2014	2015
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Avg ACT Composite	0	29	29
Avg ACT English	0	30	29
Avg ACT Math	0	28	27
Avg ACT Reading	0	29	29
Avg ACT Science	0	28	28

	2013	2014	2015
SAT Combined	0	1070	1105
SAT Math	0	530	585
SAT Verbal	0	540	520

2016	2017
46.4	66.47
42	61

2016	2017
25	34

2016	2017
85.00%	72.97%

2016	2017
30	42
12	19

2016	2017
0	0
1	1
2	2
2	2
0	0
0	0
0	0
37	56

2015	2016
4	5

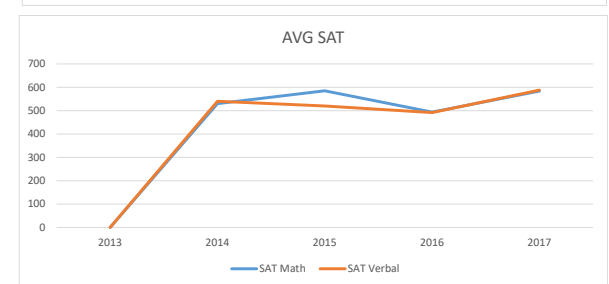
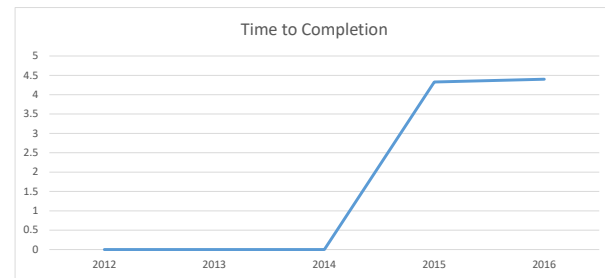
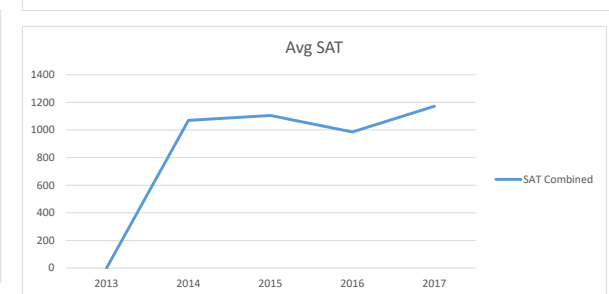
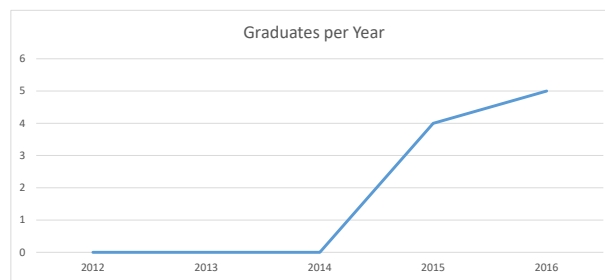
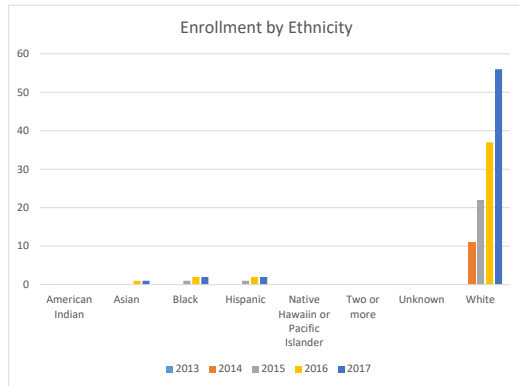
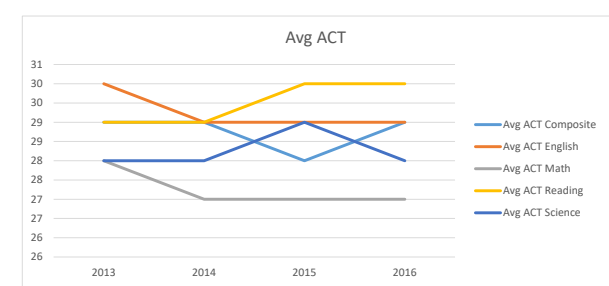
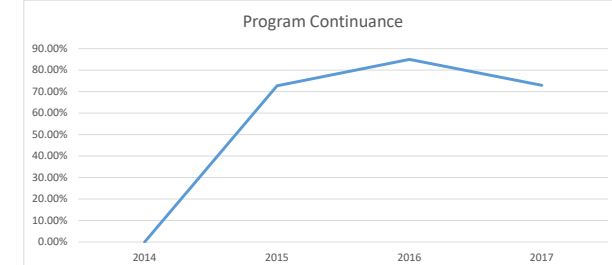
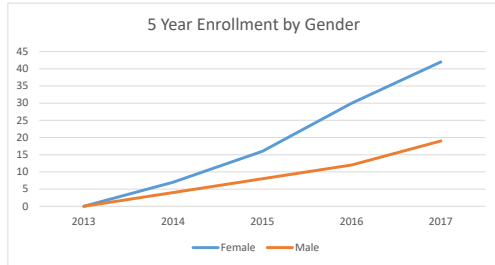
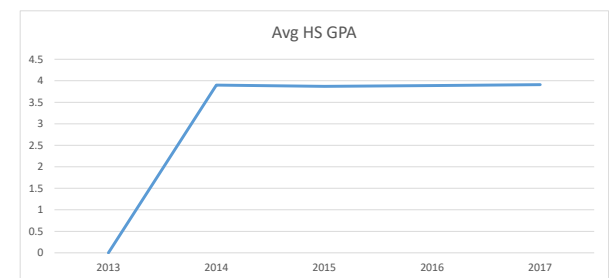
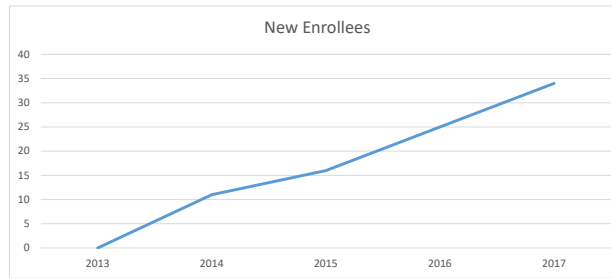
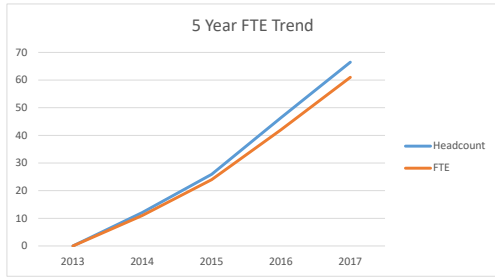
2015	2016
4.33	4.4

2016	2017
3.89	3.91

2016	2017
------	------

28	29
29	29
27	27
30	30
29	28

2016	2017
986	1172
494	584
492	588



Q1.1. Program Designation and Name

B.S. in Physical Education

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

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

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

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

The program is in alignment with our mission, vision, and values. Students in this program teach and coach in local schools and youth sport programs. Faculty and staff develop and provide training for physical education teachers and athletic coaches throughout the state, work with schools to develop programming that is designed to improve health related behaviors and programming within the schools and provide physical activity and health related programming for students at WVU and in the local community. All students are engaged with the Friday Morning Program which uses a best-practices approach to provide physical education to local children with physical and mental disabilities. Faculty in this program are engaged in many different research projects that involve students and faculty from units across campus and provide students with the opportunity to take part in the development of new thoughts and ideas. Students in this program are able to tackle real life problems that impact education, healthcare and prosperity. Students within this program are consistently taught to respect and incorporate the values of service, curiosity, respect, accountability and appreciation, espoused by WVU.

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

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

The program has not experienced issues with any 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.

This program is staffed by nine full-time faculty. 66% are tenured or tenure track, while 33% are teaching/clinical track faculty. Among the six tenure/tenure track faculty, four are tenured with one at the rank of professor, three at the rank of associate professor, and two are tenure-track assistant professors. The athletic coaching education major has been staffed by three faculty (two tenured faculty and one teaching faculty member). The Physical Education and Kinesiology major has been staffed by six faculty members (four tenure or tenure track, and two teaching/clinical oriented faculty). Physical Activity and Well-being is a new major and existing faculty will teach the majority of classes with adjuncts teaching specialty classes as needed. Two additional tenure track faculty members have recently been approved to help expand this program. In research, faculty completed one book, five book chapters, published 54 journal articles/manuscripts, five conference proceedings, an instructional manual and a textbook for an average of 11.2 publications per tenure/tenure-track faculty member, for an average of almost 4.5 publications per year. Faculty received 21 grants (an average of 2.33 per person) for a total of more than \$686k. In teaching, faculty taught a total of 171 course sections (an average of 19 per person, or more than 6 per year) to over 2,773 students. Faculty completed 76 university based, 20 public service, and 61 professional service initiatives.

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

- ☒ Yes
☐ No

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

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

Enrollment numbers for this program show a sharp decline from 115 in 2013 to 31 in 2017. The enrollment data may possess some inaccuracies. These enrollment numbers only reflect enrollment in the majors, but do not reflect enrollment within the pre-majors. The student profile within the BS in Physical Education program has remained consistent over the past five years. High school GPA has increased from 3.07 to 3.28. SAT composite scores have increased from 981 in 2013 to 1019 in 2017. The number of students graduating from this program had a low of 45 in 2012 and was at 48 in 2016. Time to graduation has varied from a low of 4.79 years in 2012 to a high of 5.5 years in 2013 and is currently at 4.94 years. Anecdotal evidence of student success includes: PEK students have a 96% first time passing rate on their PRAXIS specialty knowledge exam, when the national average is approximately 80%. Last year's cohort passed the edTPA, a new graduation requirement/performance assessment for CAEP accreditation, at a 92% pass rate. For the ACE major, approximately 10% were authors on presentations given at the West Virginia Alliance for Health Physical Education, Recreation and Dance conference. Approximately 25% of graduates consistently enter graduate programs and receive assistantships to serve as graduate coaches for athletic programs. Approximately 15% of graduating students complete internships with collegiate and professional sport teams or receive their CSCS certification.

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

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

In the 2016 report the PEK program was awarded National Recognition with Conditions, and in 2017 it was awarded National Recognition. As part of accreditation for this major, programs must submit psychometric data to show their assessments are reliable and valid. Evidence of the quality of this major includes students' 98% first-time pass rate on the PRAXIS II PE specialty licensure exam. Students must score a 150 or higher; PEK majors have averaged a score of 159.02. Consistently 100% of PEK students score acceptable on standards related to students' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions, and on students' impact on P-12 student learning. All key assessments provide evidence of the program meeting the five learning outcomes dealing with content knowledge, reflection and critical thinking, programming and assessment, professionalism and ethics, and technology. Because of its accreditation requirements, this program assesses the performance of its students extensively. The program will need to consider the possibility of separating some or all of the three majors found within the B.S. in Physical Education into separate programs. In the past, the majors have been evaluated separately, but within the new structure of these reports, this was not the case. Therefore, we will consider if we should change the curriculum matrix to distinguish these majors as independent programs.

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 assessment data, changes made have consisted of: addition of videos to determine student knowledge of skill analysis, inclusion of zero-credit labs that focus on preparing students to design developmentally appropriate unit, lesson, and assessment plans, the backward stranding of edTPA rubrics into methods courses across multiple semesters, modifying student teaching so students are back on campus one day per week to work on their edTPA portfolio, and earlier interventions with students who show dispositional issues. Within the ACE major, data has also shown a need for students to have additional access to the technology used in coaching. Therefore, a track has been created within this program that will allow students to gain more exposure to wearable technologies and the monitoring of athlete performance. Curricular changes in this major also include the creation of three tracks that align with changes in the profession.

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

- ☐ Yes
☒ No

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

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

Combines data for majors 6812 and 6822**Physical Education Student Data**

	2013	2014
Full Time Equivalent Enrolled*	118.8	86.3
Headcount	115	86

*A measurement equal to one student enrolled full time for one academic year.

Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.

	2013	2014
New Enrollees	60	50

	2013	2014
Program Continuance		62.07%

	2013	2014
Female	32	26
Male	110	83

pull date: October 7th

reflects all students w/ major code in Banner

	2013	2014
American Indian	0	0
Asian	3	2
Black	1	2
Hispanic	3	3
Native Hawaiiin or Pacific Islander	0	0
Two or more	5	3
Unknown	1	1
White	132	98

pull date: October 7th

reflects all students w/major code in Banner

	2012	2013
Graduates by Year	45	57

includes all terms for each academic year

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

	2012	2013
Time to Completion	4.79	5.5

pull date: middle November

reflects total time of completion of all graduates that academic year

	2013	2014
Avg HS GPA	3.07	3.18

	2013	2014
Avg ACT Composite	22	22

Avg ACT English	21	22
Avg ACT Math	21	21
Avg ACT Reading	23	21
Avg ACT Science	22	22

	2013	2014
SAT Combined	981	1028
SAT Math	506	528
SAT Verbal	475	500

2015	2016	2017
89.8	65.8	27.13
92	64	31

2015	2016	2017
62	45	23

2015	2016	2017
83.33%	42.22%	50.00%

2015	2016	2017
31	18	6
79	48	25

2015	2016	2017
0	0	0
0	0	0
6	2	2
1	1	0
0	0	0
5	4	0
0	0	0
98	59	29

2014	2015	2016
50	47	48

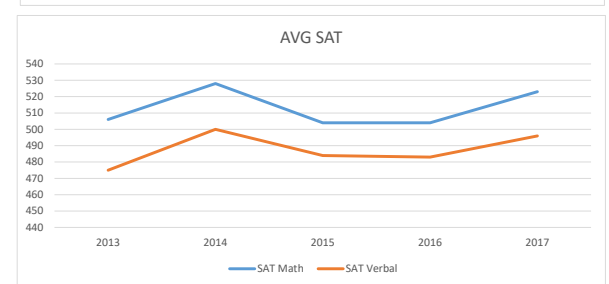
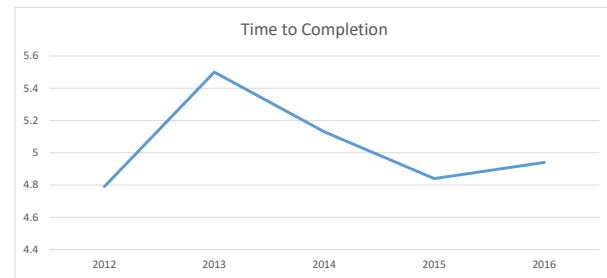
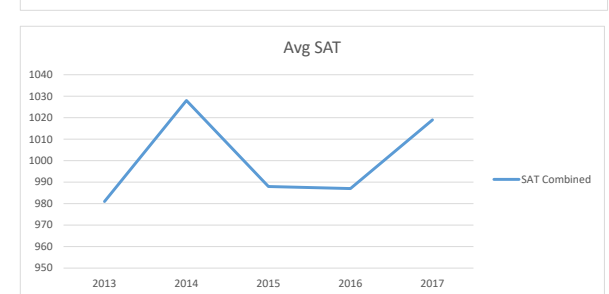
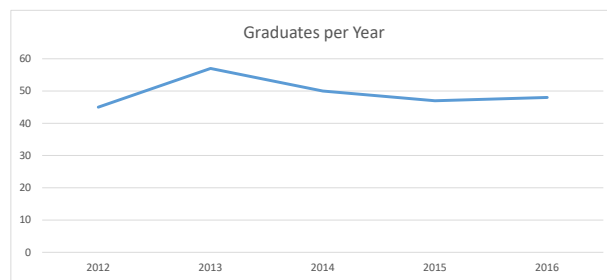
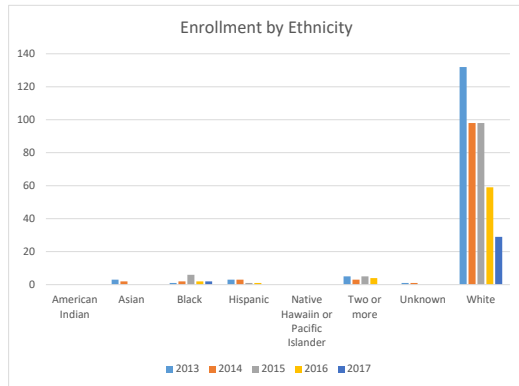
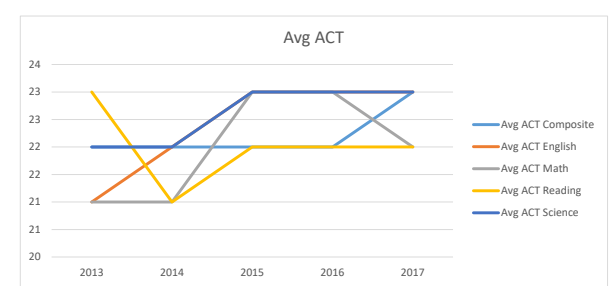
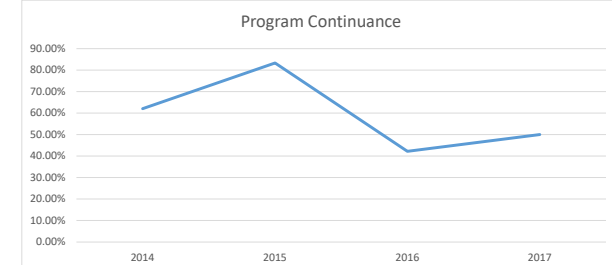
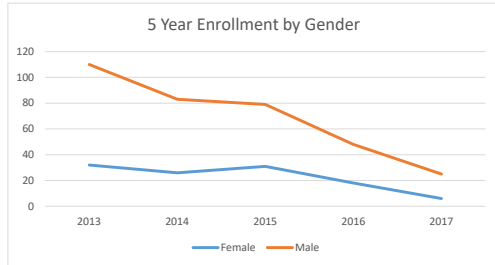
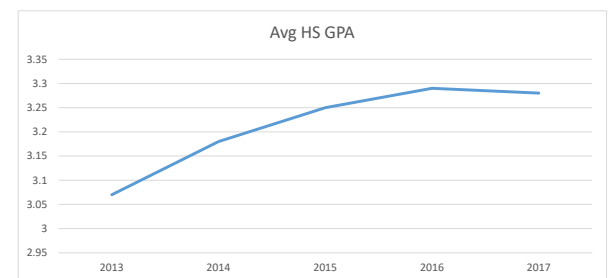
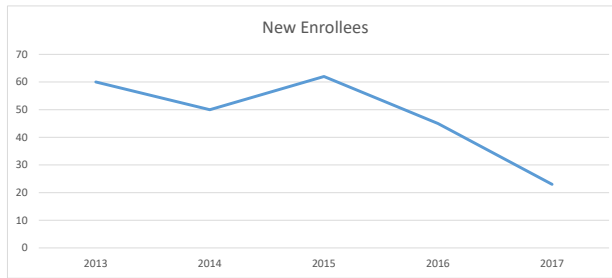
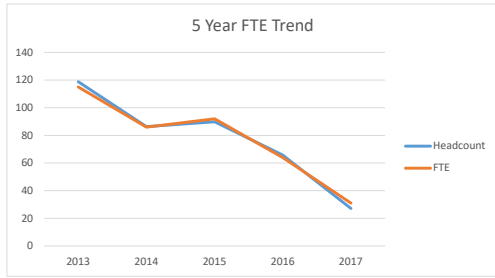
2014	2015	2016
5.13	4.84	4.94

2015	2016	2017
3.25	3.29	3.28

2015	2016	2017
22	22	23

23	23	23
23	23	22
22	22	22
23	23	23

2015	2016	2017
988	987	1019
504	504	523
484	483	496



Q1.1. Program Designation and Name

BS Sport 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 BS Sport Studies degree values and promotes diversity with regard to race, culture, and thought. This program has a strong commitment to international programming and diversity of research and coursework. This program also follows the college focus of physical activity and well-being and is promoted in and out of the classroom. Partnerships and collaborations are formed with the local community and throughout the state. These factors match and contribute to the mission, vision, and values of WVU.

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

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

The BS Sport Sciences has not experienced issues with adequate and accessible infrastructure resources. Adequate and accessible infrastructure resources are available to help students with degree completion.

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

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

The faculty composition within the BS Sport Sciences consist of 14 faculty members (11 tenured/tenure track, 2 teaching faculty, 1 service faculty appointment). The program also employs 4 GTAs and utilizes approximately 10 adjunct professors.

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

- ☒ Yes
☐ No

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

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

In general, enrollment numbers within the sport studies program have continued to increase with full-time enrollment up approximately 30% (289 students in 2013 to 378 students in 2017). New students increased from 202 in 2013 to 258 in 2017 while continuation rates went from 59.75% to 74.15%. The average high school GPA for students is 3.3 (3.36 in 2014 and 3.31 in 2017). ACT scores are 22-23 and SAT scores are ranging 1007- 1035. The graduation rate for this program increased 50.5% from 109 students in 2013 to 164 students in 2016. The average time for a student to complete this program is 4.45 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 report indicates the program performs multiple assessments including overall assessment plan, graduation and placement rates, passing rates for the BOC exam, evaluations of seniors, senior evaluations of the program, preceptor evaluations, 1-year employer surveys, and surveys of graduate students. Based on these assessments, this program has a 97% pass rate on the BOC exam (compared to 72% nationally) and 100% placement rate for graduates. To evaluate professionalism, the program administers surveys to employers. As for integration of technology, students are evaluated by preceptors on the use of appropriate manual therapy, modality techniques, and computer based medical records. Based on these assessments, the results indicate students are meeting the learning outcomes developed by the program, are knowledgeable about the practice of athletic training, and are able to function effectively as independent practitioners upon graduation.

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

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

Faculty meet weekly to discuss program issues and dedicate at least one meeting annually to reviewing program assessment data as a group. The program also completes an annual report for the accrediting body that requires assessment of programmatic data. As previously mentioned, exit surveys, employer satisfaction surveys, and graduate surveys are collected. Based upon this data, several courses in the curriculum have been reorganized and offered at different times in the program, additional information added to courses, and changed instructors to better serve the students. Weekly study halls and a skills clinic have been added to the program, along with a mentor program that pairs students with graduates.

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

- ☐ Yes
- ☒ No

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

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

<u>Sports Studies Student Data</u>	2013	2014
Full Time Equivalent Enrolled*	289	320
Headcount	287	325
*A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student.		
New Enrollees	2013 202	2014 230
Program Continuance	2013	2014 59.75%
Female	2013 113	2014 127
Male	174	198
pull date: October 7th		
reflects all students w/ major code in Banner		
American Indian	2013 1	2014 1
Asian	1	2
Black	19	19
Hispanic	9	15
Native Hawaiiin or Pacific Islander	0	0
Two or more	6	9
Unknown	1	1
White	250	268
pull date: October 7th		
reflects all sudents w/major code in Banner		
Graduates by Year	2012	2013
includes all terms for each academic year	109	128
***for those students with major code as primary major only		
Time to Completion	2012	2013
pull date: middle November	4.35	4.44
reflects total time of completion of all graduates that academic year		
Avg HS GPA	2013 3.27	2014 3.36
Avg ACT Composite	2013 23	2014 23

Avg ACT English	22	22
Avg ACT Math	22	22
Avg ACT Reading	23	24
Avg ACT Science	23	23

	2013	2014
SAT Combined	1033	1035
SAT Math	531	529
SAT Verbal	501	506

2015	2016	2017
295	310	378
294	311	367

2015	2016	2017
203	219	258

2015	2016	2017
48.66%	61.74%	74.15%

2015	2016	2017
119	137	143
175	164	224

2015	2016	2017
0	0	0
4	4	5
19	25	31
13	13	21
0	0	0
8	14	17
0	0	0
250	255	293

2014	2015	2016
138	145	164

2014	2015	2016
4.63	4.56	4.45

2015	2016	2017
3.35	3.35	3.31

2015	2016	2017
23	23	22

23	23	22
22	22	21
24	24	23
23	23	23

2015	2016	2017
1026	1033	1007
519	521	509
508	512	498

