

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 19, 2026

ITEM: Approval of Undergraduate Program Review Recommendations

INSTITUTION: West Virginia University Main Campus, West Virginia Institute of Technology and Potomac State of West Virginia University

COMMITTEE: Full Board – Current Agenda

RECOMMENDATION: Resolved: That the West Virginia University Board of Governors approves the Undergraduate Program Reviews conducted by the University Council in the cycle for the 2025/2026 academic year.

STAFF MEMBER: Paul K. Kreider, DMA
Interim Provost and Vice President of Academic Affairs

BACKGROUND: The West Virginia University Board of Governors is required to review approximately one fifth of all programs offered at West Virginia University and its divisional campuses each year, so that all programs are reviewed every five years.

BOG Academic Policy 2.2 approved by the West Virginia University Board of Governors on April 21, 2023, establishes the procedure for this review, using a review committee.

The West Virginia Board of Governors is asked to approve the BOG Undergraduate Programs reviewed Spring 2026, as presented.

BOG Undergraduate Program Reviews Spring 2026

Chairs:

Evan Widders, Associate Provost for Undergraduate Education
Louis Slimak, Associate Provost for Curriculum and Instruction
Robynn Shannon, Director, Academic Affairs Provost Office

Members:

- Nico Zegre - Davis – WVU - Morgantown
- Jessica Blyth - Davis – WVU - Morgantown
- Amy Root - CAHS - WVU - Morgantown
- Jeffrey Carver - CAHS - WVU - Morgantown
- Kate Staples - Eberly College – WVU - Morgantown
- Kelly Watson - Eberly College – WVU - Morgantown
- Lauren Cooper - B&E – WVU - Morgantown
- Annie Cui - B&E – WVU - Morgantown
- Emily Corio - Creative Arts and Media – WVU - Morgantown
- Rhonda Reymond - Creative Arts and Media – WVU - Morgantown
- Srinivas Palanki - Statler College of Engineering and Mineral Resources – WVU - Morgantown
- Jason Gross - Statler College of Engineering and Mineral Resources – WVU - Morgantown
- Shirley Robinson - Provost Office Support Staff – WVU - Morgantown
- Ashley Simmons - Health Sciences – WVU – Morgantown - Morgantown
- Tina Antill-Keener - Health Sciences – WVU – Morgantown - Morgantown
- Amy Weaver - WVU Potomac State - Keyser
- Andrea Schafer - WVU Potomac State – Keyser
- Gifty Osei-Prempeh - WVU Institute of Technology
- Hasan El Rifai - WVU Institute of Technology

Executive Summary – Academic Year 2025-2026

Annual Academic Unit Review

- All 39 WVU Morgantown main campus academic departments were reviewed
 - 11 departments had three of five metrics in the lowest quartile and provided action plans
 - 1 department was put on an attrition plan
 - The School of Agriculture and Food Systems

University Council Program Reviews

- 62 programs were reviewed

- 27 programs were continued at the current level of activity.
 - Three were awarded “Program of Excellence”
- 27 programs were continued with specific action.
 - 24 actions were assigned around assessment of learning practices
 - 7 actions were assigned around student learning outcomes
 - 7 actions were assigned around developing external stakeholder engagement
 - 6 actions were assigned around program enrollment
 - 5 actions were assigned around program curriculum
 - 2 actions were assigned around student success
 - 2 actions were assigned around facilities
 - 1 action was assigned around adequate faculty
- 1 program was recommended for development of a cooperative program
 - PhD Natural Resource Economics
- 7 programs were recommended for discontinuation
 - AAS Sustainable Agriculture and Entrepreneurship
 - BS Health Services Administration
 - BS Sustainable Design and Development
 - MS Biostatistics
 - MS Developmental Biology
 - MS Population Health
 - PhD Developmental Biology

Follow-up Actions Assigned in Previous Years

- 8 follow-up actions from previous years were reviewed
 - 5 were completely resolved
 - 2 were partially resolved
 - 1 was not resolved

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BA Theatre-BFA Theatre

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns with WVU's mission, vision and values in the sense that the faculty are dedicated to providing their students with experiential learning to ensure their success. The school also serve the WVU and Morgantown community with entertainment and meaningful cultural programming through dance performances, popular Broadway shows, and socially meaningful productions.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
- No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program states that they have adequate and accessible infrastructure resources and have not experienced any significant issues.

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports that they do not have adequate faculty to cover some classes in Theater History, Criticism, and Directing due to the loss of three full time faculty lines as a result of academic transformation and the merger of two colleges. However, upon request a full-time teaching faculty line was approved by the Office of the Provost in January 2026 and a national search in progress for a start in the 2026-2027 AY. Program mentions that significant cuts from Academic Transformation and administrative challenges with the merger of the College of Creative Arts and the Reed College of Media have impacted programs and faculty morale. All program faculty are qualified by their academic credentials.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Program enrollment has been steady within the 5-year review period ranging between 177 and 193 with an average of 187 (Tableau data). The 5-year change in degree completion for the BA program is -28.6% and that for the BFA program 127.3%. Degree completion rose from 25 in AY 2020 to 48 in AY 2024 but dropped to 33 in AY 2025. Program mentions that the BA/BFA retention rates remain strong and completion rates are at or near institutional average. Within the 5-year review period there are no required courses with DFW rates greater than 30%. Program students have won national awards, some have continued on to graduate programs, most have found positions in various industries. Program provides students opportunities to showcase their work to casting agents, in the heart of NYC theater district, and at the USITT Stage Expo. Program enrollment has been steady within the 5-year review period ranging between 138 and 113 with an average of 124 (Tableau data). The 5-year change in degree completion for the BA program is -50% and that for the BFA program -12.5%. Degree completion rose from 15 in AY 2020 to 48 in AY 2024 but dropped to 23 in AY 2025.

Q6.4. Are there any recommendations for this section?

- Yes
 No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Evidence provided for student learning assessment was pages 30 - 41 of the NASTSelf-study report. The evidence mainly talks about the curriculum for the BA and BFA programs, professional offerings at various curriculum levels, and efforts in providing students exposure to their work that meet NAST standards. There is no mapping of courses to the learning outcomes and no formal assessment of student learning. It was stated in BOG self-study that the program was not able to gather assessment data due to merging of two colleges and rewriting of all Theatre History and Drama Lit courses due to Academic transformation and preparation for the next 10-year NAST accreditation review cycle in 2025-2026.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

As a result of Academic Transformation and the merging of two colleges the BA/BFA program made substantial changes including rewriting of all Theatre History and Drama Lit courses.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The Resident Artist program maintained by the school bring in working professional to work with students. The program also organizes a showcase of student work in New York City where professionals in the field such as casting agents are invited.

Q7.7. Are there any recommendations for this section?

Yes

No

Q7.8. What are the University Council's recommendations for this section?

The program needs to provide evidence that it meaningfully aggregates the evaluation of individual students to be able to draw conclusions at the program level and inform program changes.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2027, determine if program learning outcomes can be revised and still in compliance with accreditation standards. If so, submit in CIM revised program learning outcomes. • By March 1, 2028, submit evidence of assessment of learning that aggregates what is done for individual students and explanation of how it is used to inform program improvements.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: ([39.652,-79.9444](#))

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

B.A./B.S. Health and Well-Being

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Are there additional elements of the self-study included at the request of the dean's office (if so, they would be questions beginning with "5")?

If so, what is the reason for those? See (Q1.8 or Q1.9, as applicable) of the self-study.

There are no additional elements of the self-study included.

Q1.5. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.6. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.7. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.8. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

This program prepares students for various careers in healthcare through a comprehensive approach to health that addresses various dimensions of well-being-including physical, mental, emotional, social, and environmental health. It emphasizes foundational concepts in disease causation, health promotion, disease prevention, and equips students with knowledge and skills needed to improve the quality of life for all people. Graduates are prepared to serve as advocates for healthier communities. This supports our land grant mission by providing students with life changing educational experiences that allow them to serve others and support sustainable health and well-being for individuals locally and around the world through proactive, evidence-based interventions.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

Yes

No

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

The program's initial plan indicated that four full-time faculty members and one student success coordinator would be needed to support the projected enrollment of 190 students. Since that time, enrollment has exceeded projections, yet the program has operated with only two full-time faculty members and two student success coordinators. Staffing gaps were addressed through the use of adjunct instructors and faculty from the School of Sports Sciences. According to the report, the college merger created two vacancies; however, these positions have since been addressed, with three full-time faculty members expected to be dedicated to the program beginning in fall 2026. Future staffing support beyond this remains uncertain.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program has adequate and accessible infrastructure resources at this time.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has been operating with fewer faculty members than originally projected as necessary while also experiencing enrollment that exceeds initial expectations. This has created challenges for faculty, resulted in larger-than-ideal class sizes, and limited some opportunities available to students. The program was also negatively impacted by the COVID-19 pandemic and the institution's Academic Transformation process. During this time, the major was relocated to a newly formed school and later returned to its original school, which created some disruption in leadership, oversight, and curriculum planning. Since returning, the program has taken steps to restore curricular alignment, expand opportunities for students, and address staffing needs. The program review also indicates that additional resources, particularly digital lab technology, are needed.

Q5.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q5.2. What was inaccurate?

This question was not displayed to the respondent.

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program experienced a 98.6% increase in enrollment over the past five years. During this time, average annual enrollment was 399 students, including an average of 33 students in the BA program and 374 in the BS program. Since this is a new major the degree completions were only available for four of the last five years: 2022-15 2023-68 2024-92 2025-100 Fall to fall retention rate has increased by over 7% during this time. Based on the Jobs EQ report, this program has the second highest number of graduates in the major compared with 17 institutions offering a similar major. Psyc 101 was identified as a high DFW course. Program faculty recommend moving that course to year two in the program. There were also a number of STEM courses that are required for health professions identified as high DFW courses. Faculty are working to address this concern through intentional and proactive action with student support services, advising, mid term grade reporting, withdrawal notices, tutoring services, and other issues that can be addressed in CAHS 191. As a new program, it is challenging to demonstrate student success, but this program has seen alumni employment in fields such as OT, PT, PA, SLP, and more. CAHS uses a centralized office of Student Success that supports students through focused retention efforts, advising, and career-readiness support. Students are assigned a Student Success Coordinator, a professional advisor trained and certified in appreciative advising.

Q6.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q6.3. Provide a specific critique of the program's learning outcomes.

The program learning outcomes reflect meaningful goals related to professional preparation, ethical practice, and communication within health and wellness fields. Some of the outcomes are written broadly, and the current wording may make consistent measurement and assessment more challenging. The program has made thoughtful and creative efforts to assess student learning and gather meaningful evidence related to these outcomes. This demonstrates a clear commitment to evaluating student success and improving the program. Refining the wording of the outcomes may further support and strengthen these existing assessment practices.

Q6.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

As the program is still in its early stages, formal assessment findings and reporting began in 2024. Since that time, the program has been measuring student learning outcomes and examining available data and performance trends to identify opportunities for improving student learning.

Q6.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Since the program's inception, it is evident that strong efforts have been made to support student success. The program provides effective student support services and takes a proactive approach to identifying and addressing courses with high DFW rates. Faculty and staff have worked to address curriculum needs, measure student learning, and respond to program demands while managing significant enrollment growth and limited staffing. Evidence suggests that students are meeting expectations in their coursework and are successfully transitioning into a variety of careers across multiple fields after graduation.

Q6.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Given the program's early stage of development and rapid growth, stakeholder engagement has largely been concentrated on building partnerships that support student learning and professional preparation, especially with clinical and community organizations that provide internship experiences. The program has outlined intentions to broaden stakeholder engagement and expand opportunities for students as it continues to mature.

Q7.1. Dean's Office Additional Elements

If the program's dean's office requested additional elements be included in the review, they would be found in Q5.2/5.3, Q5.4/5.5, Q5.6/5.7, Q5.8/5.9, and Q5.14/5.15.

Please provide a summary and analysis, as appropriate, of the information provided in the self-study in response to these additional elements.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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
- Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location: ([39.6091,-79.983](#))

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BA Dance

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program supports the mission of WVU in two key ways. First, they provide practice-oriented educational experiences that prepare students for performing arts careers. Second, they serve the land-grant mission by bringing performances to the community, including dance performances, Broadway shows, and more.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

Yes

No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program identified several key areas in which they feel they do not have adequate resources. They indicate that they lack the ability to adequately support accessible spaces and accommodations for students and community members. They also report that their access to the physical infrastructure that they require is insufficient. They particularly identify the dance facilities located in E. Moore Hall as one of their significant challenges. These spaces are not easily accessible for persons with disabilities. The accrediting body also noted that the floor in this studio needed to be replaced. Furthermore, they note significant failures with the A/C system in E. Moore Hall, including a lack of A/C in the G1 Studio and a faulty system upstairs. In order to maintain their accreditation, the A/C work must be completed by 2030. They also note that because of the challenges in E. Moore Hall, they often have to schedule events in the CAC but because space is also limited there they often struggle to locate the spaces they need. They have put together a plan to address these inadequacies

Q3.2. Are there any recommendations for this section?

Yes

No

Q3.3. What are the University Council's recommendations?

Improvements must be made to the E. Moore Hall spaces in order to maintain accreditation.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program indicates that they have adequate well-qualified faculty to deliver the program. They do not note any issues.

Q4.2. Are there any recommendations for this section?

- Yes
 No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

All

Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The current enrollment of 64 students is the maximum capacity for the program given the studio space available. the program has grown 10% over the last 5 years. They note that they cannot grow any larger without more faculty and studio space regardless of increasing student interest in the program. They consistently graduate 8-12 students each year. They note that 2024 was an anomalous year without detail about what was out of the ordinary. More detail in this section would be useful. The program indicates an overall DFW rate of 5% but do not provide a breakdown for specific courses. The section describing indicators of student success is quite robust and they clearly demonstrate the pre- and post-graduation successes of their students.

Q6.4. Are there any recommendations for this section?

- Yes
- No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

- Yes
- No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- Yes
- No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and

appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The self-study indicates that assessment information and a curriculum map is included in their self-study report for their accreditor. This report does contain curricular tables but not a curriculum map. Furthermore while there is some discussion of assessment in that report, it would be helpful to see their assessment practices spelled out more clearly. Their assessment of student performances happens regularly through the curriculum and is robust.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

In their accreditor self-study they note that they need a better rotation of faculty for Dance History and Dance Theory and that they will be working on this.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program regularly engages with external stakeholders who play a key role in evaluating student performances. The students regularly meet with and learn from professionals in the field. The program also has a number of events that include external stakeholders. Their 4 day senior trip to NYC is one of the key places in the curriculum where the students engage with professionals.

Q7.7. Are there any recommendations for this section?

- Yes
- No

Q7.8. What are the University Council's recommendations for this section?

A clearer assessment plan that includes more detail about how and when the Program Learning Outcomes are measured alongside a detailed curriculum map that is tied to the PLOs would be helpful.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.
Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2027, submit a follow-up report on what steps are being taken to ensure that studio spaces at E. Moore Hall will meet accreditation standards. • By March 1, 2027, determine if program learning outcomes can be revised and still in compliance with accreditation standards. If so, submit in CIM revised program learning outcomes. • By March 1, 2028, submit evidence of assessment of learning that aggregates what is done for individual students and explanation of how it is used to inform program improvements.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652,-79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BA Elementary Education

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The current WVU Mission and Vision has changed since this submission. The BA in Education aligned with the previous Mission by "advancing education in the state," and "integrating high-impact research" in teacher education. It aligned with the Vision Statement by "increasing access to high quality teacher preparation" and by collaborating with community, specifically district staff in training teachers.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- Yes
 No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No issues were noted in the self-study.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

COVID (collaborating with K-12 schools present new research challenges) and Academic Transformation (RIFs, reallocation of duties to fewer people, two major mergers in 2023 and 2025) have factored into negative faculty outcomes (especially in research), as has the good problem of dramatically increased enrollment (233 up to 350=teaching overloads) over this reporting period. The program has hired more adjuncts to teach and help with overloads. They have requested new lines of faculty and staff hires to deal with the increased workload. Unless there have been updates, especially in faculty or staff lines since this report was filed, the issues are likely still unresolved.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

This question was not displayed to the respondent.

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

This question was not displayed to the respondent.

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

This question was not displayed to the respondent.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

This question was not displayed to the respondent.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

This question was not displayed to the respondent.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

This question was not displayed to the respondent.

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

This question was not displayed to the respondent.

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular

prompts) with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.
This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).


Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission. Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

This question was not displayed to the respondent.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



The map displays a geographical area covering parts of Ohio, Pennsylvania, West Virginia, and Maryland. A yellow diamond marker is placed in West Virginia, near the border with Pennsylvania, indicating the location of the survey data. Major cities like Columbus, Pittsburgh, Harrisburg, Baltimore, and Washington are labeled. State names like Ohio, Pennsylvania, West Virginia, and Maryland are also visible.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BA Mental Health & Addiction Studies

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The undergraduate degree in Mental Health and Addiction Studies is in keeping with the commitment of West Virginia University to offer undergraduate degrees that are relevant to the interests of today's students and that can lead to employment serving the pressing needs of the state. The program serves the mission of the University by providing education and skills that directly impact the quality of mental health-informed care in our state. From the standpoint of vision, the program directly contributes to one of the visionary pillars of WVU, that of healthcare, and bringing needed and valued solutions to real-life problems.

Q1.8. Are there are any recommendations for this section?

- Yes
 No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- Yes
 No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

Yes

No

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

Yes

No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program resources are adequate and no concerns noted.

Q3.2. Are there any recommendations for this section?

Yes

No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

Program has adequate faculty who are productive. However, there are full-time faculty who are not qualified by their academic credentials but by tested experience and meet qualifications established by the WVU Faculty Qualification policy and CAHS Faculty Qualifications Procedure. Per the CAHS Faculty Qualifications Procedures, faculty credentials, composition, and overall productivity are fully adequate and aligned with program expectations. The program does not note any issues in this area of the self-study.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
- Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Current enrollment trends are increasing steadily since the inception of the program in AY 2021 (8 students in AY 2021 to 70 students in AY 2025; 775%). From EAB data, program continuance was higher than that of the CAHS in 2022 and 2023, however the percentages have dropped for the last two years from 89.7% to 65.9% for fall 2025. Completion trends are increasing (8 degrees in AY 2024 to 19 degrees in 2025; 137.5%) consistent with increasing enrollment trends and expected to steadily increase in the next academic years. Program mentions high DFW rates in CDFS 110 - 35% and COUN 201 -33%. Students take CDFS 110 in the first year and COUN 201 in the fall of the second year (first course in the counseling-specific curriculum). Program believes this high rate is due to a learning curve with entering college. EAB data shows other required courses e.g. SOC 101 & PSYC 281 with higher DFWs. The college now tracks the first-year students through the Office of Student Success in addition to reports completed by faculty regarding students that may be of academic concern, an effort to intervene with at risk students in their first year. The MHAS program is proud of its students' strong academic and professional achievements. Students frequently obtain bachelor's-level positions in mental health and addiction treatment settings prior to graduation, demonstrating the applied and workforce-ready nature of the curriculum. Some go on to graduate or professional school.

Q6.4. Are there any recommendations for this section?

Yes

No

Q6.5. What are the University Council's recommendations for this section?

The program needs to address the high DFW rates in its required courses.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

A curriculum map for the program is provided however there is no formal assessment plan. Assessment material provided are students grades for two capstone courses COUN 440 and COUN 485 and student placement survey results. It is stated in the self-study report that the program is undergoing revisions as of fall 2025 and they have identified the need for revision of the learning outcomes, and a new assessment plan that addresses the learning outcomes. The intention is to complete the revisions within the next 9 months. Given the changes and transitions within the department, assessment data has not been reliably collected. There are ongoing revisions to the program, and as such, it has been recognized that program learning outcomes need to be consolidated. It is further stated that, a new assessment plan is needed which better captures said learning outcomes. This is intended to be completed within the next 9 months. Links provided demonstrate very brief assessment data. Curriculum map appears to follow knowledge synthesis and courses are mapped to learning outcomes.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Success rates in MHAS Capstone demonstrate students' understanding and synthesis of expected learning outcomes. Two courses within the program requirements had DFW repeat suggesting high success rates in other courses. They express that are especially impressed by students, many of whom begin working in related fields before graduating, and others who continue their education within related professional degrees. The MHAS curriculum changed during the review cycle to become more flexible for internal and external transfers, as well as to allow for students the opportunity to create their own area of emphasis. There have been many changes at the course level, including changes to major assignments to emphasize experiential learning, greater use of up-to-date technology, guest lectures from individuals working in counseling-related fields, etc. Many changes both at the course and the program level have occurred following SEI/SPOT surveys as well as verbal feedback from students. Areas to address may include improvements in: 1. Faculty productivity (missing?) and contributions, 2. Revised program learning outcomes, assessment plan, and assessment results 3. Review of DFW rates in all required courses not just COUN courses alone, and how college-wide efforts are helping with retention, persistence, and completion Revisions are noted to be ongoing, but lack of evidence as to what that includes.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program engages with past and present supervisors for Capstone placement sites including treatment centers, advocacy organizations, foster care organizations, etc. There is ongoing collaboration with WVU Collegiate Recovery with offerings of tours, Recovery Ally Training, and program presentations within classes. Previously, they received \$116,000 in scholarship funding through the WV Rural Initiative program. Stakeholder engagement appears to be case by case, fluid, based on experience. Because they are not accredited, no formal advisory board noted.

Q7.7. Are there any recommendations for this section?

- Yes
 No

Q7.8. What are the University Council's recommendations for this section?

The program needs to develop a curriculum map, assessment plan, and perform meaningful assessment of learning.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- Yes
 No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2027, submit an assessment plan and curriculum map. Once those have been developed and approved, by March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements. • By March 1, 2027, submit a plan to address the high DFW rates in program courses; this plan should be drafted with assistance by the college's Office of Student Success. By March 1, 2028, submit an update on DFW rates in program courses.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: ([39.652,-79.9444](#))

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

AMAE_BS: Agribusiness Management and Applied Economics (AMAE)

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

This question was not displayed to the respondent.

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

This question was not displayed to the respondent.

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

This question was not displayed to the respondent.

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

This question was not displayed to the respondent.

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

This question was not displayed to the respondent.

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

This question was not displayed to the respondent.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

This question was not displayed to the respondent.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

This question was not displayed to the respondent.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

This question was not displayed to the respondent.

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

This question was not displayed to the respondent.

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

This question was not displayed to the respondent.

Location Data

Location: ([39.652](#), [-79.9444](#))

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Ag & Extension Education

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The AGEE program aligns with the mission and values of WVU in that it fulfills the land grant promise by combining research based academic practices with real world applications. Graduates are poised to take on roles of education and protection of WV's and USA's agricultural resources and are trained as leaders who can support community actions and development regarding agriculture and natural resource industries.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- Yes
 No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no issues with infrastructure.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The AGEE program employed 7 faculty at the beginning of this review period; that number has declined to 3.3 current FTE faculty (retirement, resignation, RIF, transfer to administrative role), with another faculty member departing February 2026. This will put the FTE faculty at 2.2. At time of reporting 3.0 engaged faculty FTE (along with one 0.74 adjunct and one 1.0 admin with 20% teaching/research) were responsible for core program instruction, advising, and supervision of internships and clinical experiences, delivering approximately 1/3 of the School's student credit hours (at all levels-undergraduate and graduate), while maintaining positive student to faculty ratio and delivering community development coursework supporting 21 graduate credits beyond the program's own major. The program relies on two additional faculty outside of the school to complete the offering of all courses required for the major. AGEE expresses opportunity to add FTE faculty to better support rigorous teaching and mentorship needed for licensure. Loss of faculty limits course offerings, creating a bottleneck situation for access to students of other majors, and puts increased teaching and supervision of student clinical experience pressure on two untenured faculty, resulting in reduced research time. Additional faculty position is needed to offer all courses for agriculture teacher licensure.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The School has lost a significant amount of its enrollment and SCH production through enrollment decline as well through departmental restructuring. Its major-to-faculty and SCH-to-faculty ratios indicate that it has been brought within institutional norms. The program itself remains steady and viable at around 50 undergraduate students.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The School's enrollment has declined by 34.4% in five years, with peer institutions were reporting similar trends. AGEE experienced an 11.1% decline over 5 years. AGEE has a transfer relationship with WVU Keyser and allows multiple entry points within the educator preparation pipeline. AGEE generated 740 SCH of the School's total 2633 in fall 2025, 28%. This is a 1.9% decline in SCH, evidence of effective course offering. AGEE shows a 61.1% decline in graduation since the last BOG review, representative of low enrollments and graduations rates from teacher education programs nationwide following the COVID pandemic. AGEE has a projected 40% year to year increase, from 5 graduates in 2020 to estimated 15 in 2026. This is a 40% year to year projected increase. This program includes clinical teaching (requires students to deliver lessons at local K-12 schools) with a student teaching and residency semester prior to graduation. Most recently, a student has participated in the Research Apprenticeship Program working alongside faculty to study teacher perceptions of plant science activities. This work will be showcased at the Davis College Student Scholarship Day this spring. The abstract has been sent to the American Association of Agricultural Education Conference review panel. Two former students entered PhD programs in fall 25 at Kansas State and Oklahoma State, respectively.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

PLOs are written as program requirements rather than measures of knowledge, skill, and ability that will demonstrate mastery within the program.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program included the recently compiled accreditation report that will be shared during the March 2026 CAEP visit. The program's assessment plan measures skill, ability, and knowledge against InTASC standards. Components of the CAEP accreditation process are standard-aligned with data collected at various points throughout the program. Measures include candidate clinical surveys, Danielson framework measure (including lesson plans), evaluations by mentor teachers, and edTPA data (which measure proficiency in domains, in part, of knowledge of students to inform teaching, creating positive learning environments, and planning for content understanding, and supporting varied). The accountability measures and components of the accreditation process are cross walked to show the integration of ISTE standards, inTASC standards, WV Professional Teaching Standards, as well as measures to be assessed during Praxis II. Direct evidence of passing assessment measures designed for licensure requirements is provided.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

AGEE reports ongoing interest in effective and balanced delivery of student credit hours. The program has involved undergraduates in research and encouraged participation in national conferences. A partnership exists between the local technical center and AGEE for mechanical and technical coursework. AGEE is active in recruiting new students by offering informal student and community building experiences with faculty, participation in WV Agricultural Educational Summit, regular engagement in recruitment events on campus. Students in this program are encouraged to utilize university resources including Eberly Writing Studio, Davis-Michael's tutoring, Davis College Success Center, the Purpose Center, and the Caruth Center. These endeavors have proved effective, with evidence of a 45% reduction in first time freshmen on academic probation over three years and retention rates averaging 84%. Recent curriculum changes have involved aligning course structure with instructional practices, standardizing course naming, removing zero credit labs, and examining pedagogical methodology. The program participated in university wide course renaming and numbering in 2021 and 2022 and clarified upper division requirements to help students meet federal financial aid guidelines.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Yes. The program provides student interns as well as student teachers and clinical experiences to area schools. The program partners with career technical centers. The program invites community members to faculty events. The program supports student research that will inform future teaching and agricultural practices.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome 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

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS - Bio Chemistry

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The statement is not "mis-aligned" but I don't see a specific alignment to the new Mission and perhaps more importantly the Values statements of Service, Respect, Appreciation, Curiosity, and Accountability. This should be updated to be in better alignment prior to the next BOG report for sure.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

Yes

No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

Issues related to significant cost of some biochemistry specific courses are currently falling on each unit that teaches the course, without a subsequent influx in budget. The current budget has the chemistry department covering the costs of the CHEM 362L at almost \$7000 according to the report. This cost is not accounted for in the existing MOU nor in the budget model. Future budget model may account for those costs, or a new MOU needs to be drafted.

Q3.2. Are there any recommendations for this section?

Yes

No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

Indicates there are not enough faculty to handle the program growth and as it is an interdisciplinary program, faculty assignments are dependent on each department maintaining and hiring faculty with appropriate expertise. "Should any of the individual faculty currently teaching AGBI 420, CHEM 362/L or BIOL 423 leave WVU, go on leave, or be reassigned to teach other courses in their home-unit, we hope that the intercollegiate leadership would support hires in this area to maintain the major." advising capacity is currently 175 students. no longer able to offer diverse electives due to academic transformation and loss of faculty in subsequent units. Workloads related to lab course offerings are "variable." The only resolution at this point is a strategic restructuring of the program outlining the core classes that must be taught by each unit and provides an assessment plan and opportunity for course development for the core faculty.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment has decreased since 2020 by 17.5%. Positive enrollment gains happened in fall 2025 after a concerted effort. However, student enrollment in biochem is similar to comparable schools with biochem programs. Program graduates are directly entering the field or graduate school with a few in adjacent fields such as law, education, etc...

Q6.4. Are there any recommendations for this section?

- Yes

No

Q6.5. What are the University Council's recommendations for this section?
This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

No data or subsequent report has been filed over the past five years. Also, due to program revisions, a new data collection cycle started with the 2025/26 academic year. Current data collection efforts include: current student survey data graduating student survey data alumni survey data ASBMB accreditation exam (optional for students to take) Student enrollment Student graduation rates Student retention Student learning gains on pre/post testing Curriculum map outlines where each specific outcome is Introduced, Reinforced or mastered. The only data presented is recent enrollment and graduation rates, largely due to program changes made within the last year.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

STOP
The program was streamlined due to loss of faculty from AT and the lack of consistency of being able to offer appropriate courses that were part of the degree program. This also streamlines where the objectives are addressed and measured. Improvements for recruitment have been made to increase the enrollment in the program.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

They invite speakers from professional and graduate programs and are developing a plan to engage with alumni. establishing an external advisory board to keep the program aware of industry trends would be advisable.

Q7.7. Are there any recommendations for this section?

Yes

No

Q7.8. What are the University Council's recommendations for this section?

The program should submit evidence of assessment that stems from the new plan and aligns with the new curriculum.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: ([39.652,-79.9444](#))

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS - Animal and Nutritional Science Science BAGR - Animal Science

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns very well with WVU's mission, vision and values. The BS-Agr was the first degree program offered when WVU started. The Animal and Nutritional Sciences Program faithfully follows the land-grant mission of WVU and prepares students for careers in production and management of domestic animals, food processing as well as careers in veterinary sciences or graduate school. Students are held to high standards and get a high-quality education.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
- No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program has adequate and accessible infrastructure resources.

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has adequate faculty and all faculty have the necessary academic credentials.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

The School of Agriculture and Food has lost 50% of its SCH production at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle. The program itself is large and viable at 374 students and has only seen a decline of 8% over the review period, better than the institutional average.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Between 2020 and 2025, the combined student enrollment in BS and BS-Agr has declined by 6.6%. This decline is smaller than the overall university and college decline in enrollment and shows that this continues to be a popular major. About 74 students graduate every year. Two classes in the BS -Animal and Nutritional Sciences have DFW rates of over 30%: Ag Biochemistry 410 and Animal Physiology ANPH 301. The department is aware of this problem and has tried to take corrective action. A vast majority of graduates of this program (73%) have gone to veterinary schools and many of these students have been accepted to top programs in the country, some with competitive scholarships. Students generally seem to find employment after graduate school.

Q6.4. Are there any recommendations for this section?

Yes

No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The learning outcomes were last revised in 2019. The curriculum has not changed much since 2016. The program has the flexibility to develop a bespoke program for each individual student and this is viewed as a program strength. It does not appear that the program has been assessed formally. The program has created a curriculum map and an assessment plan that will be implemented in the next three years.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Since no assessment was done, no program improvements are listed.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

No, there is no formal mechanism for engaging with external stakeholders. This is something the program should consider doing in the future.

Q7.7. Are there any recommendations for this section?

- Yes
 No

Q7.8. What are the University Council's recommendations for this section?

The program needs to stick to its published curriculum requirements so that it can develop a meaningful curriculum map and assessment plan and then perform assessment of learning that could inform curricular revision that could help identify some required courses (of the currently 24 credits of agriculture electives). It then needs to perform and submit evidence that it is in fact performing assessment of learning in the program. The program also needs to engage with external stakeholders in some manner.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- Yes
 No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2027, submit an assessment plan and curriculum map. Once those have been developed and approved, by March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements including curricular revision / specification. • By July 1, 2027, submit a report to the Provost's Office on the progress made to develop a stakeholder council. By March 1, 2028 submit a report to the University Council explaining how that body will be used to help the program identify core skills which can be reflected in changes to or the development of program learning outcomes as well as core curricula.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: ([39.652,-79.9444](#))

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

B.S., Child Development and Family Studies

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program statement specifically addresses the former Mission Statement. The program aligns with the Mission through "excellence in education," research, and in "community engagement". It also notes it is in accord with fostering a diverse and inclusive culture. It also aligns with the community engagement aspect of the previous Vision Statement.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
 No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program indicates there are no issues with resources.

Q3.2. Are there any recommendations for this section?

- Yes
 No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program indicated there were no issues with faculty related issues including COVID or Academic Transformation.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
- Some

Q6.2. What was inaccurate or missing?

The 5506 BS CDFS (online) is in the catalog, but the 5505 BS CDFS (in-person) is missing. This may be due to the pause and revisions in the degree that went into effect in 2025 but if this catalog page suffices for both degrees, it should be noted, and if the page is missing it should be added. The 5506-catalog page degree description is a little sparse. It does not note the approximate time to degree, although the plan of study page does. The online BS page has a complete and clear webpage.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The enrollment trend when including CDFS, CDFS online, and YFS (Youth and Family Science) show a -13.2 trend according to Tableau and the self-study but as the self-study report notes, there have been numerous changes over the past five years that complicates the enrollment. The YFS was new in 2021. They paused enrollments in the CDFS in person major in 2023, eliminated the YFS in fall 2025. Only the online CDFS has run continuously for five years. Some of the students changed from YFS to one of the other two majors. As noted, the enrollment for the online program has been steadier than the other two. The number of graduates is alarmingly low with a -52.2% rate over five years. Considering the changes the degrees have undergone, this might be expected but should be addressed. The department noted they are working to reinvigorate enrollment but it will be important to review it yearly to see if it trends upwards. There are several courses with high D/F/W rates. The self-report lists 17 courses with 30% or greater D/F/W rates. Since the YFS has been inactivated the reviewer looked at Fall 2021-Spring 2025 data for CDFS and CDFS online. CDFS in-person 5 years (Fall 2021-spring 2025); 11 courses had 30% to 44% D/F/W rates for the in-person degree and 10 Courses (all but 2 overlap) had 30%-43% D/F/W rates for the online degree. One of these is not longer offered, one is being reevaluated, one is being addressed. The Self-Study includes little data on student success.

Q6.4. Are there any recommendations for this section?

- Yes
 No

Q6.5. What are the University Council's recommendations for this section?

The program should monitor enrollment across the two modalities and ensure that it is worth offering the program across both modalities. The program must figure out how to improve the DFW rates in its own courses.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

- Yes
 No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program was revised in 2025. They have only one semester's data included. The self-study provided the curriculum map and the Fall 2025 assessment data with the unit's reflection on outcomes. The program assessment revealed there were low Program Learning Outcomes in several courses. The CDFS 112, 212, 412, 432 have particularly low attainment. CDFS 110 and 417 have solid attainment of Learning Outcomes. CDFS 112, 210, 415 and ECSC 315 could show improvement. They have diagnosed many of these problems as relating to students missing assignments that made up the assessment. The unit does make some proposals but a solid plan for higher attainment of Program Learning Outcomes should be implemented.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

There have been extensive changes in CDFS over the past five years. These include mergers of departments, the college, a second reconfiguration, loss of faculty, and more than one curriculum overhaul, including the latest in 2025, and a two-year pause in accepting majors. The current curriculum has been reoriented and can be delivered with four faculty (fewer than in previous incarnations) and brings the program into alignment with best practices according to the self-study. There is some growth, especially within the minor. There is mention of possibly starting graduate certificates. However, stabilizing growth and persistence to completion, and making course adjustments to achieve Program Learning Outcomes might be a better area on which to concentrate in the short term.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

No.

Q7.7. Are there any recommendations for this section?

- Yes
- No

Q7.8. What are the University Council's recommendations for this section?

The program is lacking in evidence of assessment of learning and explanation of how that assessment of learning is used to inform the kinds of program improvements and changes detailed in the self-study.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

. • By March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements. • By March 1, 2027, submit a plan to address the high DFW rates in program courses; this plan should be drafted with assistance by the college's Office of Student Success. By March 1, 2028, submit an update on DFW rates in program courses. • Submit a follow-up report on program enrollment to the University Council each of the next three academic years. These reports are due as follow-up reports in March of each year beginning March 1, 2027.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652,-79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Environmental, Energy, and Land Management

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The BS in Environmental, Energy, and Land Management prepares students to serve and lead within West Virginia's energy economy and the surrounding region.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- Yes
 No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports having adequate and accessible infrastructure resources.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has two full-time faculty members and relies on adjunct or part-time instructors to support course delivery. However, one of the two full-time faculty members does not teach courses required for the major, which further limits faculty availability for core coursework. The program experienced the resignation of a key Associate Professor in May 2025, resulting in a significantly higher student-to-faculty ratio of 24:1. Although adjuncts have been used to bridge instructional gaps, the program reports that adjunct coverage meets most classroom needs but leaves essential functions, such as administration, faculty mentoring, and curriculum development, unaddressed. The program also lacks a Program Director to support these responsibilities. To maintain AAPL accreditation and successfully implement planned micro-credentials, the program reports requiring the addition of a 12-month faculty position. The reviewers noted that the report did not include information on faculty credentials or productivity.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

As of Fall 2025, the program enrolls 84 students, representing a 22.8% year-over-year increase and a 40% enrollment increase over the past three years. These gains reflect a 40% rebound from the previous five-year enrollment decline, which was influenced by the pandemic and volatility within the energy sector. The EELM program's enrollment growth rate is 11.1% higher than the college overall, underscoring strong student demand. The program currently operates with 3.45 FTE faculty, supplemented by several part-time and adjunct instructors. JobsEQ identifies WVU as a dominant regional force in Land Use, Planning, and Management. In alignment with recommendations from the program's advisory board, the program is seeking to expand its land management identity to meet growing workforce demands driven by the rapid development of AI data centers, their associated power requirements, and the large-scale infrastructure needed to support them. This surge in high-demand energy and technology infrastructure has increased the need for right-of-way (ROW) professionals who secure land access and permissions for transmission lines and utility grid development. The program is the first in the nation to offer an ROW micro-credential, positioning it at the forefront of training in this emerging field. The American Association of Professional Landmen (AAPL) recognizes WVU as the third-largest accredited land program in the country and the only accredited program in the eastern United States, underscoring its national prominence in land education and workforce preparation. The School has lost a significant amount of its enrollment and SCH production through enrollment decline as well through departmental restructuring. Its major-to-faculty and SCH-to-faculty ratios indicate that it has been brought within institutional norms.

Q6.1. Student Success STOPPED

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program reported no concerns regarding high D/F/W. Time-to-degree information was not included in the report, limiting the ability to assess student progression and completion efficiency. During the 2024–2025 academic year, the EELM program awarded 17 degrees within the ELM track. When including graduates from the former and now sunsetting EERM track, a total of 33 degrees were awarded. Although the number of graduates reflects a five-year decline, the program's current enrollment trends indicate a likely future rebound in graduation rates as larger cohorts move toward completion.

Student success is demonstrated through experiential learning and employment outcomes. Thirty students completed industry-sponsored paid internships. The program achieved 100% job placement in Spring 2025, with reported starting salaries ranging from \$76,000 to \$100,000. Additionally, 30% of the 2025 graduating class is pursuing advanced degrees. A recent alumni survey (sample size not reported) showed that 68% of respondents are employed in land-related professions, with 33% earning more than \$120,000 and another 33% earning between \$100,000 and \$120,000. Many graduates are employed by Fortune 500 companies, demonstrating the program's alignment with workforce needs and employer expectations. The program has also been successful in securing external funding, including grants and approximately 90 external scholarships totaling about \$400,000 supporting student tuition.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

In 2023, when the ELM and EERM majors were merged, the program implemented a new assessment plan targeting two of the five program learning outcomes (Objectives 1 and 2) to evaluate student mastery of learning. Assessment results indicate that students are demonstrating clear progression toward these objectives and are meeting the expected learning outcomes, confirming the effectiveness of the newly aligned curriculum and assessment structure. The integration of industry-standard software has effectively helped bridge the learning gap for Learning Objective 2, strengthening students' applied skills and better aligning coursework with current workforce expectations. Furthermore, while the program provided a curriculum map outlining all learning outcomes and corresponding courses, several areas were noted as incomplete, particularly in identifying assessment measures for each course. Reviewers also observed that Objective 1 does not indicate when it is introduced within the curriculum, creating a gap in the developmental sequencing of learning outcomes.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program has modernized its curriculum by broadening its focus beyond traditional fossil fuel centered content and expanding into a wider range of contemporary energy and land management topics. As part of this modernization, the industry-standard Pandell LandWorks software has been integrated into the Land and Lease Analysis course, ensuring students gain hands-on experience with tools widely used in professional practice. The advisory board has emphasized ongoing difficulty in hiring qualified Right-of-Way (ROW) professionals, prompting the program to launch a new ROW micro-credential that students may incorporate as an elective enhancement to strengthen their career readiness. Finally, the program is transitioning toward a competency-based educational approach, emphasizing assessment of what students can do—rather than solely what they know—to ensure graduates are fully prepared for professional expectations.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program engages an Industry Advisory Board to review the curriculum, ensure alignment with current workforce needs, and identify emerging skill gaps. The board meets annually, providing structured feedback and strategic guidance. At the most recent meeting, 18 industry representatives participated in shaping and refining the new land management curriculum. In addition to curricular input, the Advisory Board also serves as a critical pipeline for internship and employment opportunities, strengthening students' transition into the profession and reinforcing the program's connection to industry partners. The program has recently implemented a new alumni reporting mechanism to strengthen tracking of graduate outcomes, enhance engagement, and support continuous program improvement.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome 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
- Discontinuance

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Environmental Soil and Water Sciences

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The self study provides the following information in response to this question: The Environmental Soil and Water Sciences program provides a rigorous, interdisciplinary education that integrates soil and water sciences with conservation, sustainability, managed and natural ecosystems, and climate resilience. Through coursework, experiential learning, and applied research, the program prepares students to make science based decisions that support the stewardship of soils and water resources across natural and managed ecosystems in diverse environmental settings. The program contributes to WVU's mission (relevant excerpts shown in quotes) in the following ways. Our program "advances education" through coursework, experiential learning and applied research on important environmental issues that affect West Virginians. We advance "high-impact research" consistent with WVU's mission on issues of state and regional relevance. Our preparation of students to make science-based decisions that support stewardship of soil and water resources is a means to "lead(ing) transformation in West Virginia and the world through local, state and global engagement."

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- Yes
 No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports that it has adequate and accessible infrastructure resources.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

who teach in more than one unit taken into consideration.

The program reports adequate faculty credentials, composition, and productivity. The student to faculty ratio is below the benchmark at 13:1 with faculty.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The School has lost 20% of its undergraduate enrollment in the review period. It remains a strong program with strong academic market placement and industry need. The School SCH production is steady and its major-to-faculty ratio is within the norm. The program itself has lost somewhere between 20 to 25% of its enrollment but remains a viable undergraduate program.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

Learning outcomes on the catalog page:
<http://catalog.wvu.edu/undergraduate/daviscollegeofagricultureandnaturalresources/esws/#learningoutcomestext>

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program states that it expects to see enrollment decrease in its masters and PhD programs in Plant and Soil Sciences and Genetics as a result of academic transformation. As such, faculty are turning more attention to undergraduate students in ESWS, which the program states will help with school enrollment overall. Fall 2025 enrollment for this program was 76. The five-year change was 10.1 percent, so this program is above the university benchmark for enrollment. But the program's faculty are paying attention to enrollment decreases in the past two years. The program speculates that competition or confusion from two other majors at the university that are similar in name could be a contributing factor. The program is revising its curriculum and AOE's partly to address this - the revisions will more clearly articulate differences between the majors. The program is producing more graduates during this review period. The program has no major-specific courses with DFW rates at or above 30 percent. Noteworthy student success during this review period includes a 2025 Goldwater Scholar award, a 2022 Gilman Scholar award, and a 2023-2024 Fulbright Fellowship award. The program received significant national media attention for research on a new species of *Periglandula* symbiotic with the morning glory *Ipomoea tricolor*. The program reported numerous students who secured spots in competitive graduate programs and at major corporations and organizations.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program shared assessment results from the most recent two years (previous results were unavailable). The program had assessment information for two of its learning outcomes that focus on information literacy and critical thinking. The program provided feedback from one capstone course and explained how that feedback is influencing the instructor's approach moving forward. The program provided a detailed assessment plan as an addendum to its BOG report.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program is revising its curriculum to strengthen its identity on campus. The program is also in the process of revising its learning outcomes. The catalog webpage does not include the new LOs, but the new LOs appear to be in CIM. The program acknowledged the positive difference that its Student Success Center is making, particularly regarding fewer students who are on academic probation and increased student retention. The center is a college-wide support office.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome 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

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts). With new learning outcomes, the council may want to ask the program to submit assessment data before the program's next 5-year BOG report is due.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.
This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

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Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Forest Resources and Conservation

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program states that its mission closely aligns with WVU's land-grant mission by preparing future professionals to protect ecosystems, grow forests, and support sustainable forest-based economies. The program places an emphasis on creating new knowledge and high-impact research.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
- No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

In the program's most recent accreditation report, the accrediting body noted challenges and made recommendations regarding facilities. While the recommendation to update the "woodshop" labs has not been fulfilled, the recommendation to improve faculty offices was achieved with the recent move to the Agricultural Sciences Building.

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports that 10 faculty are assigned to the program; however, two FTE are not contributing significantly to teaching, so the faculty count in terms of student-to-faculty should be based on 8 total faculty. This puts the program at a 9:1 student-to-faculty ratio, which is below the university's benchmark.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

The school overall has approximately 473 students whereas the program has 72. For the five-year trend, the school's overall enrollment was down 20 percent while this program was down 5 percent. This program comprises 33 percent of the school's total SCH. The program's faculty make up approximately one-third of the school's faculty. The School has lost 20% of its undergraduate enrollment in the review period. It remains a strong program with strong academic market placement and industry need. The School SCH production is steady and its major-to-faculty ratio is within the norm.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program's enrollment trend was -5.3 percent, which is within the university's benchmark range. Degree completion rates are increasing. The program notes several major courses with high DFW rates but sees these as isolated and not persistent issues that require curricular changes.

Q6.4. Are there any recommendations for this section?

- Yes
 No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

- Yes
 No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- Yes
 No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program reports that student learning was assessed only once during the review period. From that review, the program reports that students' oral and written communication skills needed improvement but also noted that this assessment coincided with the tail end of the pandemic. The program has a new assessment plan, which it tested during the 24/25 AY and it seemed to work effectively. As the assessment plan continues to be implemented, faculty are making necessary adjustments as appropriate. The program reports positive student outcomes in terms of scholarship awards and job placements.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

This is a new program that resulted from academic transformation. Two existing programs were merged. This has required significant curriculum revisions and the creation of new program learning outcomes. The program has also developed a new assessment plan.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program conducts an alumni survey to gather information on job placements, salaries, and graduate school outcomes.

Q7.7. Are there any recommendations for this section?

- Yes
 No

Q7.8. What are the University Council's recommendations for this section?

The program needs to provide evidence of meaningful assessment of learning practices and how the resulting data will be used to inform program change and evaluate the current curriculum.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- Yes
 No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2028, submit evidence of assessment of learning which is then used to inform program improvements. • By March 1, 2027, provide a status report to the University Council on whether or not woodshop labs have been updated to meet accreditation expectations.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: ([39.652,-79.9444](#))

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Horticulture and Plant Sciences

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns with the mission and values of WVU by emphasizing experiential learning in areas common throughout our state, including opportunities in landscape management, sustainable use of horticulture crops, and the use of scientific knowledge in carrying out practical skills. The program aims to empower students as knowledgeable leaders in agriculture, able to address challenges in crop production, environmental stewardship, and community well-being.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- Yes
 No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no issues with infrastructure resources.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

HPS reports having an adequate number of full-time faculty and does not have any faculty who are not qualified by their academic credentials. HPS currently has three faculty members. The program lost one faculty member, decreasing FTE by 25% year to year. SCH in the School increased 14.4% per faculty FTE over 2024. The three faculty in this program generated 862 SCH, 287.3 SCH per FTE. The program reports that the increase in teaching load has affected the research productivity of its faculty.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

HPS contributes approximately 10% of the school's overall enrollment in 2025. It reports an increasing enrollment over the five-year period, while the school's enrollment declined. HPS's enrollment has declined over the past three years. The program reports an increase in SCH over the five-year period. It generates approximately 16% of SCH for the school. HPS's student-to-faculty FTE ratio (14.7) is slightly below the school's ratio (15.8). HPS has favorable enrollment compared to peer horticulture programs; however, it does not compare favorably to peer plant science programs. It notes that many schools do not have standalone horticulture programs. Positive steps taken include establishing a plant science program that includes horticulture. Future steps discussed include increasing efforts to recruit students to the plant science program. The School of Agriculture and Food has lost 50% of its SCH production at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The HPS major experienced enrollment decline of nine students from fall 2024 to fall 2025. However, five-year enrollment trend shows an increase of 23.5%. The HPS major contributes approximately 10% of overall enrollment of its School. The small recent drop in enrollment is due to high graduation rates and freshmen change of major. The HPS program delivered 862 student credit hours in 2025, which is an increase of 6.4% over 2020. This represents a small increase, evidence of maintaining effective delivery of student credit hours considering the number of faculty employed in the program. None of the HPS courses had a DFW rate higher than 30%. Comparative peer institutions graduated an average of 19.6 to 20.9 students per year over the years of the reporting. It is notable that many of these programs do not have standalone horticulture programs, with horticulture being enveloped into larger plant science agriculture programs. Schools with standalone horticulture programs graduated 7.9 to 9.2 students in the reporting period. HPS has graduated between 6 and 14 students per year over the past five years. The year-to-year graduation rate from 24 to 25 shows a slight decrease, but the five year graduation rate shows a high increase at 71%. HPS students have been awarded university, state, and national scholarships. Students are active in undergraduate research and participate in the research apprenticeship and SURE programs at WVU. Ten percent of graduates attend graduate school.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

HPS utilizes several measures of assessment throughout the program, targeting courses at higher and lower levels, in efforts to show individual student growth over the program. A clear and thorough curriculum plan is included. The assessment plan includes descriptions of measures utilized, both direct and indirect. The program also makes use of advisor interaction with students as advisors rate students in domains including their use of technical knowledge and communication ability during surveys. As evidenced through these surveys, communication, both oral and written, are targeted areas for improvement. The direct assessment measures evidence an increase in student proficiency from 200 to 400 level courses, and data of each measure is broken down into subsections.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program has transitioned to a professional advising model. Advisors play a role in assessing student knowledge and skill ability. An HPS mentoring program has recently been established. To provide new students with a more positive experience, an introductory course has been assigned to a different faculty member. The program has launched a "take your professor to lunch" program to establish meaningful connections. As the HPS program has moved from the Division of Plant and Soil Science into its new home, adjustments to curriculum and offerings were made to balance out student credit hours with appropriate mentoring regarding internships. Increased teaching loads did result in challenges with research productivity. Although the program has no high DFW courses of above 30%, two courses that were near 30% have been eliminated. Their content has been rolled into other courses and assigned a different instructor. An additional course that reports issues with terminology has employed an intervention program to aid in student success. Per program report, as some of these changes have been relatively recent, and the program went through restructuring as part of Academic Transformation, it is too soon to see evidence of effectiveness.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

HPS has developed a working relationship with the West Virginia Nursery and Landscape Association (WVNLA). WVNLA offers free membership to students, supports travel to its annual winter symposium, and financially contributes to HPS's teaching efforts. The program reports on success of recent graduates, including self-employment, employment along the east coast, participation in national symposiums, and awards. It is evident that the program keeps in contact with graduates and promotes their success, providing a reciprocal promotion of the program through those graduates.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome 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
- Discontinuance

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

B.S. in Human Nutrition and Foods

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

Consistent with WVU's mission to prepare students to serve others, the program emphasizes applied learning and a strong community nutrition focus. It supports WVU's mission to provide life-changing educational experiences by preparing students for entry into supervised practice programs in dietetics, leading to eligibility for the Commission on Dietetic Registration (CDR) credentialing exam to become a registered dietitian nutritionist. The program reflects WVU's values, particularly service and curiosity, through its emphasis on community nutrition and continued professional development.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

Yes

No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reported issues related to 1) providing students with accommodations and 2) having access to adequate technological support. The program reported having challenges in administering the increasing number of testing accommodations. Proctoring exams takes significant faculty time and, in certain cases, requires developing alternative assessments. While the program acknowledges the downtown testing center is available, faculty proctor exams in response to student complaints about the testing center's distracting environment and limited occupancy. The issue appears to have been resolved. The faculty can utilize the testing center to administer exams. In cases where the faculty choose to not use the center, testing accommodations are being administered by proctoring exams themselves or using graduate assistant volunteers. While self-proctoring takes time away from other productive efforts, the students' accommodations appear to be met. Regarding technical support, the program reported that the removal of slide advancers has restricted faculty's mobility in the classroom, requiring them to remain at the computer. The program did not report how it has addressed this issue.

Q3.2. Are there any recommendations for this section?

Yes

No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reported having an adequate number of full-time faculty. It does not have faculty who are unqualified by their academic credentials. The program reported issues during COVID-19 that negatively affected its faculty's ability to be productive. It experienced challenges with preventing academic dishonesty with required online teaching. Steps taken included the use of Lockdown browser and webcams during exams. Many faculty laboratories were also shut down during COVID-19, which prevented faculty from including undergraduate research students in laboratories for approximately one year. The issues appear to be adequately resolved due to the return to in-person teaching and reopening of laboratories.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

The school and program have experienced declining enrollment over the five-year period, although it is noted that other programs have also contributed to the school's declining enrollment trend. The program has consistent FTE enrollment and has experienced recent increases in transfers (2 students) from WVU's Potomac State campus. The program reports a decreasing student credit hour (SCH) trend over the five-year period. However, it makes up more than 1/3rd of the school's total SCH. The program's student-to-faculty full-time equivalent (FTE) ratio was better than the school's ratio through 2023, but has decreased below the school's ratio more recently. The program attributes the lower relative ratio to the program's FTEs remaining unchanged, while the school's FTEs have declined from a reduction in faculty in other programs. The program's enrollment declines are consistent with national trends stemming from the requirement for registered dietitians to have a master's degree beginning in 2024 and lower salaries compared to other health professions. The program's enrollment declines have been less than national averages. The program projects consistent enrollment. Steps taken to increase enrollment include adding a pre-health professional AoE, creating a direct admit pathway for undergraduate students to enter the dietetics graduate program, and targeting high performing HN&F 171 students with information on the major. The School of Agriculture and Food has lost 50% of its SCH production at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program has experienced a 13.6% decline in enrollment and 24.1% decline in degrees awarded over the 5-year period. It is noted that degrees awarded have remained consistent the last two years. Three required courses have a DFW percentage higher than 30 percent: CHEM 116 (50%), 115 (60%), and 110 (55%). Steps taken to increase enrollment include establishing an articulation agreement with community colleges and 2-year degree programs, adding an AoE in pre-health professions, targeting high performing HN&F 171 students, using its nutrition and food science minor as a recruiting tool. Steps taken to improve the number of degrees completed include a reduction in the minimum GPA requirement (3.0 to 2.75) for a verification statement for dietitian accreditation requirements and a shift to two dedicated faculty advisors. Efforts to improve DFW percentages have focused on connecting students with tutoring resources. It is unclear whether the enrollment and degrees awarded issues have been resolved based on the reported metrics. Regarding the high DFW courses, it is noted that the majority of students pass on the second attempt. In terms of student success, the program reports greater than 90 percent acceptance rates to dietetic internship programs. Students also participate in faculty research laboratories and publications and have been recipients of several scholarships and awards. Students have been accepted into graduate programs.

Q6.4. Are there any recommendations for this section?

- Yes
 No

Q6.5. What are the University Council's recommendations for this section?

The program should continue to monitor its enrollment trend over the next three years.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

- Yes
 No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

The learning outcomes are not directly tied to the program's curriculum map.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program reports assessment evidence for each learning outcome. These findings generally consist of a series of ACEND Core Knowledge assignments (e.g., capstone presentation and research paper, case studies, position paper, and counseling project) in which students consistently score greater than 80%. The program collected indirect assessment data from multiple sources, including senior exit surveys, alumni surveys, supervised practice program director evaluations, and graduation and supervised practice application records. The evidence indicates that more than 90% of graduates are accepted into supervised practice programs. Program directors report that graduates are well prepared and are satisfied with their performance. Graduates report feeling prepared and confident in their abilities at the time of graduation. It is noted that not as many surveyed program directors rated graduates' communication skills as "very satisfactory." The program will provide specific feedback on research papers and presentations assignments to address this issue.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The primary program improvement is the transition to two dedicated faculty advisors who are provided with designated time and training for advising responsibilities. Senior exit and alumni survey results indicate an improved student experience following this change. The program also revised its assessment process to evaluate learning outcomes at the individual student level rather than the class level. The curriculum was updated to remove electives not directly aligned with careers in dietetics. Anecdotally, advisors report that these revisions have made it easier for students to change majors without extending time to graduation. The program also introduced a professional development course to further support students' career preparation. A Council recommendation for future improvements is for the program to consider the development of an accelerated bachelor's and master's (i.e., 4+1) program. Such a program could help address declining enrollment trends given the recent master's degree requirement for registered dietitians.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Yes, the program holds an annual retreat each January to review alignment with accreditation standards, evaluate progress toward program goals, and identify areas for continuous improvement. Participants include faculty, student advisory board members, and members of the external advisory board. The external advisory board is composed of professionals practicing in the field of dietetics.

Q7.7. Are there any recommendations for this section?

Yes

No

Q7.8. What are the University Council's recommendations for this section?

The program should determine if its learning outcomes (as published in the Catalog) could be aligned with its accreditation standards.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• Determine if program student learning outcomes could be aligned with accreditation standards and, if so, revise and submit new program learning outcomes in CIM by Jan 30, 2027. • Submit a follow-up report on program enrollment to the University Council each of the next three academic years. These reports are due as follow-up reports in March of each year beginning March 1, 2027.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.
This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Kinesiology, Coaching and Performance Science

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The School of Sport Sciences prepares students through experiential, industry-connected learning to advance health, wellness, and performance across diverse communities and careers. Grounded in West Virginia University's land-grant mission, the School emphasizes instructional innovation, applied research, and strategic partnerships to support student success and community engagement at local, state, and global levels. The Coaching and Performance Science (CPS) program integrates sport, exercise, and coaching science with hands-on professional practice. Its two areas of emphasis—Strength and Conditioning (accredited by Council on Accreditation of Strength and Conditioning Education) and Coaching and Leadership—prepare students to be reflective, ethical, and adaptable professionals serving diverse populations.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
- No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

As evidenced in the self study, the program did not note any issues with accessible infrastructure resources.

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has experienced challenges that have affected faculty productivity, including the rapid shift to online instruction during COVID-19, the transition back to in-person learning, loss of the academic common market, changing student expectations, and leadership changes due to a College merger. To address these pressures, the program has since restructured faculty roles, hiring a full-time teaching faculty member to primarily support the online master's program and, following the merger into the College of Applied Human Sciences, adding a spousal hire in an undergraduate teaching line to strengthen instructional capacity.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Since their most recent review, the program's enrollment declined by -25.4% (from 67 students in AY 2020 to 49 in AY 2025), compared to a +12.8% increase at the college level and a -9.2% decline at the university level. Enrollment has been impacted by loss of academic common market and potential confusion around naming changes to the major (from athletic coaching education to coaching and performance science). To address this trend, the program implemented curricular changes, including reducing credit hours, streamlining prerequisites, discontinuing the Sport Science emphasis, and reimagining the major as a Strength and Conditioning major that is now accredited. Over the past five years, the program experienced a 26.3% decline in degree completions, compared to a 5.4% increase at the college level and a 12.9% decline at the university level. Curricular changes mentioned previously were implemented in response. As evidenced in the self study and APS, there are no courses in the major requirements that have a DFW rate higher than 30%. Unclear indicators of student success - No evidence of scholarships, grants presentations etc.

Q6.4. Are there any recommendations for this section?

- Yes

No

Q6.5. What are the University Council's recommendations for this section?

Consistent across all of the programs in this area at WVU and nationally, there has been significant enrollment loss in the program which will need to be monitored and addressed.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Overall, students consistently meet acceptable standards in disciplinary knowledge and professionalism. Key areas for growth improvement include synthesis skills, advanced critical thinking, resume development, and group communication. Planned action steps include increasing applied learning opportunities, strengthening resume and communication skill development, and improving faculty familiarity with program assessment tools PLO 4 Internship supervisor feedback highlighted students' strengths in reliability and adaptability. However, areas for further development included initiative, leadership presence, and group communication skills

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Curriculum changes: The program reduced total credit hours and streamlined prerequisites to improve transferability and support timely degree completion. Because approximately 80% of majors were enrolled in the Strength and Conditioning area of emphasis, the Sport Science and Coaching and Leadership areas of emphasis were discontinued. The major was subsequently renamed Strength and Conditioning to better align with student interest, future recruitment, and emerging accreditation and workforce expectations. Student learning outcomes: assessment data identified areas for improvement in synthesis and advanced critical thinking. Program modifications were implemented in response to these findings, including increasing opportunities for synthesis, enhancing resume development, and strengthening communication skills through applied coursework. Retention and completion: Although degree completions declined during the review period, the program has implemented curricular redesign, expanded applied learning opportunities, and pursued industry-standard accreditation to support improved student persistence and completion Faculty conducted a comprehensive curriculum self-study as part of the accreditation application process and aligned course learning outcomes with national accreditation standards. Faculty also engaged in curriculum mapping, assessment review, and the integration of experiential learning strategies to strengthen alignment with program learning outcomes.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Program faculty maintain active engagement with external stakeholders through professional associations (National Strength and Conditioning Association), national governing bodies (coach developer for USA Hockey) , and internship partners. These connections support alignment with industry standards, expand experiential learning opportunities, and strengthen the program's professional network. Faculty contribute to national organizations, coaching education initiatives, and certification bodies while also coordinating internships and employer partnerships that provide students with valuable field experience and workforce connections.

Q7.7. Are there any recommendations for this section?

Yes

No

Q7.8. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.
Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- Submit a follow-up report on program enrollment to the University Council each of the next three academic years. These reports are due as follow-up reports in March of each year beginning March 1, 2027.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.
This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

B.S. Physical Education and Kinesiology

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The Physical Education and Kinesiology (PEK) program aligns with WVU's mission to prepare students to serve others and to lead. In this program, students pursue a rich curriculum followed by field placement hours and a year-long residency which together prepares them to become teachers. The additional advising and program support built into the major offer them additional opportunities for connection and leadership.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
- No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

Program has adequate infrastructure resources.

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has adequate faculty but faced challenges during the merger of the two college to create the current College of Applied Human Sciences, during which one tenure-track line was eliminated and two tenure-track faculty left the program for positions at other R1 institutions. The program has adjusted by hiring two positions, one in the tenure track and one in the teaching track.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

According to the self-study, the accredited WVU PEK program awards 61% of the degrees in the state and provides physical education classes to an average of 600 students each term, providing an important wellness function for current WVU students. Direct program assessment evidence suggests strong performance indicators of current students (e.g. 100% of Praxis II) and indirect assessment including exit survey data suggests students appreciate the extensive clinical experiences embedded in the program. Over the five-year period, the Physical Education and Kinesiology programs saw enrollment decline (i.e. a 21.6% decrease, compared to a 9.2% decrease for the university), however they have maintained an average of 15 degrees completed each year. To attend to recruitment concerns, the program's faculty developed a more specific sequencing in the curriculum to support students, undertook significant revisions to the curriculum in content and amount (reducing the major from 82 to 73 credits), developed an earlier timeline for field placements, and developed more direct pathways to licensure for transfer students. The evidence in the self-study does not show that the recruitment concerns have been resolved, but it does show significant steps have been taken to attend to these concerns. For retention, the program's support structure is robust and includes an office of student success, an app to share resources with students, and they piloted a program focused on instructor looping.

Q6.4. Are there any recommendations for this section?

- Yes

No

Q6.5. What are the University Council's recommendations for this section?

Given the overall decline in the industry in this area as well as the decline in program enrollment, the program should continue to carefully monitor its enrollment and the resources necessary to deliver the program.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The PEK program performs significant assessment of learning as demonstrated by the materials submitted for accreditation and for this self-study. The program measures student performance of 6 PLOs that help faculty assess competencies necessary to the WVDE Policy 5100 and SHAPE America standards. With an explanation of the results of 7 key assessments that comprise direct evidence of student learning, it is clear that the program's practice of assessment is mature, measured, thoughtful, and thorough. Important assessment findings in this review include the following: 100% successful completion of the Praxis II examination (for licensure), significant skill progression on the Motor Skill & Physical Fitness Assessment, strong student performance in student learning assessment in the field placement evaluation, maintenance and improvement shown in a number of clusters in the Danielson framework, scores remained predominantly stable across the cycle monitored in edTPA testing (for licensure), and professionalism is improving across field placements (Professionalism Assessment measure). Faculty have identified areas for monitoring in the process of collecting the assessment data, e.g. they noticed a drop in scores of language use on edTPA and will emphasize academic language during instructional delivery planning and they plan to emphasize using evidence in post-teaching reflections to help support students to understand how to interpret data to achieve their teaching goals.

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Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The PEK program faculty have taken a careful, reflective approach to program refinement based on the collection and analysis of key performance data (which includes robust direct assessment measures and diverse indirect measures). The program faculty have revised curriculum (including adding a new course, PEET 445, Assessment in Physical Education), attended to the sequencing and scaffolding of program courses, and strengthened ties to stakeholders by developing a program newsletter and an undergraduate leadership council. Even though students in the program outperform the national average on edTPA testing, in direct response to edTPA performance indicators, the program has placed greater emphasis on certain learning outcomes in key courses, for example, placing greater emphasis on analysis of data. More intentional address of professionalism in courses that support junior placements is designed to address a gap the faculty noticed in edTPA scores. These types of small adjustments to an already successful program display a dedication on the part of the faculty to prepare their students for success.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program engages with stakeholders in a variety of ways: exit surveys, undergraduate leadership council, through a robust network with regional schools, and through an alumni newsletter.

Q7.7. Are there any recommendations for this section?

Yes

No

Q7.8. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.
Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- Submit a follow-up report on program enrollment to the University Council each of the next three academic years. These reports are due as follow-up reports in March of each year beginning March 1, 2027.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.
This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Public Health

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The WVU School of Public Health demonstrates alignment with the WVU mission, vision, and values and is committed to improving health outcomes in West Virginia and the Appalachian region through community engagement, research, and collaboration. Guided by values like equity and integrity, the program prepares students with skills in areas such as prevention, policy, and global health to address local and global health challenges and enhance community well-being. It is worth noting, the WVU School of Public Health is the only accredited program in the state of WV.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
- No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No issues identified here

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The School of Public Health has faced circumstantial leadership instability and staffing reductions, particularly during the timeframe of the COVID 19 pandemic and Academic Transformation. This included multiple interim leadership transitions. In 2022, the Senior Associate Dean resigned to become the chief academic officer for the Association of Schools and Programs of Public Health, after which the two Associate Deans were appointed co-interim deans. This interim administrative structure remained in place throughout the Academic Transformation process until a permanent dean was appointed in April 2025. During Academic Transformation, the School of Public Health experienced substantial personnel reductions. The number of faculty positions in the unit was reduced by 11 FTE. Additional voluntary departures of tenure-track faculty further reduced instructional capacity, resulting in a -46.3% loss of non-tenure track faculty and a -36% loss of tenure-track faculty during the review period. In response, the school restructured its academic programs by merging degrees, reducing credits, and eliminating a major due to declining enrollment and limited resources. No formal recommendations here- The total required credits for the BS in Public Health were reduced from 57 to 48 to streamline the curriculum and support equitable faculty workloads. The program continues to offer three General Education Foundation courses each semester, which have seen increased enrollment.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
- Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment in the BSPH program declined significantly from 166 students in Fall 2020 to 68 in Fall 2024, and 76 in Fall 2025, reflecting a 54.2% decrease consistent with college-wide and national post-COVID trends. Likewise, declining degree completion is noted which correlates with enrollment numbers. It should be noted that regional peers like Ohio State and Drexel report comparable patterns. Internal program changes also contributed to fluctuations. In 2020, the introduction of the HSML degree split the student pipeline, and in 2024, both programs were merged into a single BSPH. The Health Services Administration major was later deactivated due to low enrollment and limited faculty capacity, further redistributing students. Recruitment challenges between 2020 and 2024, including the absence of a dedicated recruiter, contributed to enrollment declines. However, hiring a Director of Admissions and additional staff in 2024 led to immediate gains, including a 200% increase in Fall 2025 first-time freshmen. Current projections for Fall 2026 show continued growth, with applications up 99% and deposits up 120%. The relaunch of their Student Ambassador program in 2025 and expanded admissions support strengthened recruitment efforts. Additionally, curriculum revisions reduced credit requirements, improved transfer pathways, and increased flexibility. Internal transfers rose and the Public Health minor grew by 75%, per self study.

Q6.4. Are there any recommendations for this section?

- Yes

No

Q6.5. What are the University Council's recommendations for this section?
This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The BSPH program's assessment framework is based on its 2020 CEPH Self-Study, which documents student learning across foundational domains, competencies, and experiential activities. As of 2026, the program is transitioning to CEPH's updated 2024 BS criteria, revising its curriculum map and assessment templates to align with new standards while maintaining all foundational coursework previously affirmed by CEPH. A standardized syllabus template has also been implemented to clearly identify assessment methods across courses. Students are required to maintain a minimum 2.5 GPA and earn at least a C in the capstone course, which serves as a key measure of applied learning. The capstone includes fieldwork or internships and culminates in a public presentation at the Undergraduate Capstone Showcase, where projects are evaluated by multiple reviewers. Student outcomes are strong, with 86% earning an A, 10% a B, and 3% a C, and only one non-completion due to personal circumstances. Post-graduation outcomes are also positive. From AY2017–2023, 90% of graduates were employed or pursuing further education, with many entering healthcare or public health fields. Exit surveys reflect high satisfaction, with 98.6% of students reporting a supportive learning environment. Program improvements include new academic leadership and the addition of a program coordinator to enhance assessment, curriculum oversight, and continuous improvement.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Despite setbacks from the pandemic and Academic Transformation, the program has made strong progress over the past two years. Expanded access through three General Education Foundation courses, including online and downtown options has increased early exposure to public health, contributing to a 10.43% rise in course enrollment and 75% growth in the minor. Collaboration has also strengthened, including a joint minor with the School of Medicine in Rural Appalachian Health Disparities. Curriculum revisions, such as reduced credit requirements, improve flexibility and support timely graduation, while new offerings like a grant-writing course and emphasis on certifications (e.g., CHES, PMP) enhance workforce readiness. Instructional quality has improved with expert faculty teaching introductory courses. The program has also rebuilt recruitment efforts and aligned more closely with workforce needs. New pathways, including accelerated graduate options, potential 2+2 partnerships, dual enrollment, and certificate programs, position the program for continued growth and long-term sustainability.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program maintains strong alumni engagement to support student learning, networking, and career readiness. Alumni contribute through panels, job fairs, guest lectures, and mock interviews, and collaborate with the Pre-Health Professions Office and Career Services to align with workforce expectations. Annual events, such as the National Public Health Week virtual job fair, further connect students with alumni professionals. Alumni are also integral to experiential learning, serving as preceptors for field experiences and capstone projects, and in some cases as adjunct instructors. Long-standing partnerships with organizations like the Monongalia County Health Department and other community sites provide consistent, hands-on opportunities for students, with preceptors completing formal evaluations. To strengthen connections and inform program improvement, the program continues to expand alumni engagement efforts, including hosting alumni town hall meetings.

Q7.7. Are there any recommendations for this section?

Yes

No

Q7.8. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.
Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

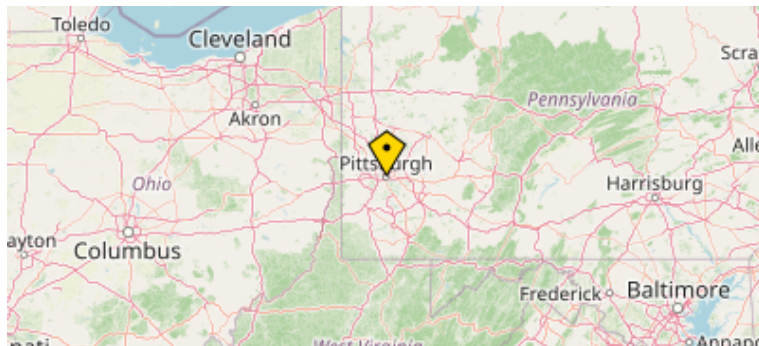
Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(40.4422, -79.9927\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Sport Studies

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

The program is not seeking accreditation with the Commission on Sport Management Accreditation (COSMA). The program reports that accreditation is not mandatory, and only 12.6% of sport management programs are COSMA accredited. The accreditation is costly and does not have direct tangible benefits. The program notes that COSMA guidelines are used to inform curriculum and assessment.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program notes that the mission of the School of Sport Sciences (the home unit of the program) is aligned with the mission of WVU. Specifically, the program notes the focus on promoting the land grant mission of the institution via classroom experiences, faculty mentorship, and experiential learning. The program also notes that their students engage with "industry professionals through speaker series, student organizations, and at least one immersive field experience that enhances real-world understanding and career readiness." These experiences connect students to the land-grant mission of the institution.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program notes that they did not have difficulties with infrastructure resources.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program notes that they do not have adequate faculty resources, noting that Tableau data indicate the faculty FTE ratio is 37.9:1 in the School of Sport Sciences. This results in: "faculty routinely teach and mentor across multiple degree programs where their expertise aligns," as well as high section enrollment numbers. The program notes that five full-time faculty have left WVU since the merger between CPASS and CEHS in 2022. This has resulted in impacts on class sizes, faculty-student mentorship, and opportunities for experiential learning. In addition, the program notes that "heavy" teaching loads have impacted faculty productivity in research and scholarship, and pause on some student support efforts that previously ran via the School of Sport Sciences. The program notes that there are two searches in progress for faculty in the Sport Management major, but implies that this is not sufficient to remedy the concerns re: adequate number of faculty. They expect that faculty retention will be a continued issue and are concerned that continuing to operate on limited resources will affect further growth.

Q5.1. Did the self-study have questions added by the program's dean's office?

- Yes
- No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
- Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and*

secondary reviewer should consult the data file provided.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Per Tableau, the Sport Studies program's 5-year enrollment change was +4.2%, and the degree completion was -15.6%. The program notes that the decline in degree completion over the 5-year period was a result of the discontinuance of the Academic Common Market in summer 2020 (the program notes 2019, but the discontinuance was effective in summer 2020). However, the program also notes that, when compared to other institutions, both majors in the Sport Studies program outperform other institutions per market data provided by WVU. The program notes that the DFW percentage is not higher than 30% for both majors in the Sport Studies program. They also note examples of student success both while completing their degree (e.g., mentored research, experiential learning, and successful job placement).

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The curriculum map and assessment plan are provided for both the Sport, Exercise, and Performance Psychology, BS (SEP), and the Sport Management, BS (SM). Both plans have clear mapping of major requirements, with specifications about where knowledge was introduced, developed, or mastered for each PLO. The assessment data are reported in aggregate from fall 2023 to spring 2025 for both the SEP and SM majors. The assessment report provided by the program and the reflection offered in Q9.7 indicate that the majority of the students enrolled in both majors are either performing at acceptable or target levels. One relatively minor point is that it is unclear how and when the assessment is conducted (e.g., do faculty meet annually to discuss).

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program notes that there have been improvements to the assessment plans and that the program is using that information to guide changes to the curriculum when necessary. Specifically, they have increased "research integration and applied translation" in upper-level SEP courses and continued experiential learning, resulting in students presenting research at conferences and publishing in peer-reviewed outlets. They report that experiential learning was expanded in the SM major to include professional development trips and alumni mentoring. It appears that these changes were based on both the assessment of student learning and improving real-world experiences for students.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program reports a varied engagement with external stakeholders, including speaker series (e.g., Sport Management Speaker Series) and alumni partnerships (Sport Management Alumni Summit). They also note that there is a newly formed Sport Management Advisory Council and an ongoing partnership with the Positive Coaching Alliance Organization. The program's engagement with alumni is particularly commendable.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.
Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome 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
- Discontinuance

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.5953, -79.9229\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Sustainable Design and Development

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program educates students to address issues including sustainability related to the environment, food, agriculture, water, forestry, energy, and development, planning and community capacity. These are aligned with the WVU mission to create healthy and prosperous communities. The program has an emphasis on multidisciplinary design projects through community engaged processes with a focus on the state of West Virginia and Appalachian Region. Students in the program learn to create solutions for real-life problems in education, healthcare, and prosperity.

Q1.8. Are there are any recommendations for this section?

- Yes
- No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- Yes
- No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

Yes

No

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

The target enrollment was 80 students and current enrollment is 10, growing from 1 (2022 to 2025). No new faculty or administrative staff were proposed as needed for this program. The program cites that another college (Eberly) also created a similarly titled degree (Sustainability Studies) which impacted enrollment against target. Efforts to work across colleges to address the potential confusion were abandoned amidst academic transformation. Efforts to make the program online also were hindered due to a lack of resources, including some relevant faculty moving colleges as a result of academic transformation.

Q2.4. Are there any recommendations for this section?

Yes

No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No significant issues were identified in the self study.

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports adequate faculty to teach the required courses of the program, however, they report challenges. In particular, the program was impacted by the move of the Design Studies program from the Davis College to CCAM, as well as, by reductions in force there were a result of academic transformation process. The program reports that these may be addressed by revising the curriculum to include some courses from the Eberly College Sustainability Studies program, however, it is not clear if this collaboration implemented or in in process.

Q4.2. Are there any recommendations for this section?

- Yes
- No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

- Yes
- No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The School that houses the program is the School for Community & Economic Developed (SCED) enrollment is 174 in Fall 2025 (-17.1% down 5 year), whereas the program has an enrollment of 10, which has grown from 1 to 10 students, which contributes positively to the overall SCED enrollment. Several of the programs required courses are housed within the SCED, which would support overall SCH production, however, the quantity of the impact is not reported in the self study. The program does not have dedicated faculty or impact faculty needs in the SCED because the courses needed for the program are needed in already established majors. The 3-year outlook is unclear. The report references the prior mentioned room for collaboration with the similar Eberly major with a revision that is in process. Within the revision, additional tracks may be added to support growth (e.g., forestry, agriculture, land management, energy, etc.). The School has lost a significant amount of its enrollment and SCH production through enrollment decline as well through departmental restructuring. Its major-to-faculty and SCH-to-faculty ratios indicate that it has been brought within institutional norms.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
- Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program has grown from 1 to 10 students since it began. This exceeds the university baseline and Davis college baseline. For Fall 2026, the program has 6 admits and two deposits. The program has 3 graduates to date, as it is new. Two courses report a DFW rate larger than 30%, however, it is unclear if they are program majors since the program has no dedicated course code classes. The recent graduates have gone on to graduate studies or industry positions. The program requires an internship or field experience, but details are not provided.

Q6.4. Are there any recommendations for this section?

- Yes
- No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

- Yes
- No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

As the program is new, these have not yet been assessed. There are plans to assess outcomes this academic year with plans to survey graduates. A curriculum map has been developed and was used to identify gaps in courses that contribute to specific learning outcomes . This is, in part, due to 5 courses being discontinued after academic transformation. There are plans for collaboration with the Eberly Sustainability Studies program.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

No dedicated faculty are specifically associated with this program. The program has been an effective completion degree for students who drop out of landscape architecture and other Davis majors. There are few graduates to date, as the program is new, however, they have gained employment or pursued graduate studies. A lab science, Biology 105/106, is currently being substituted with SUST 101. Future improvement plans are to address identified gaps by partnering with the Eberly Sustainability Studies program.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program reports encouraging the STEM career fairs each semester. There is not an external advisory council/body for the program.

Q7.7. Are there any recommendations for this section?

- Yes
- No

Q7.8. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.
Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

The University Council has concluded their reviews of the Board of Governors program reviews for AY 25-26 and by a vote of 31 to 0 (with two abstentions), it has recommended the discontinuance of the BS in Sustainable Design and Development. The central reasoning is that the major has never really achieved viable enrollment and that it is unnecessary as a completion degree for the BSLA in Landscape Architecture. The Council acknowledged that the program was negatively impacted by a range of factors beyond its control from the outset (such as the inability to be more effectively intercollegiate in its curriculum, the internal competition with Eberly's similarly named program, and the movement of the design faculty out of Davis and into CCAM) however, the ultimate judgment of the Council was that this degree is not viable at this time.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: ([39.652](#), [-79.9444](#))

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Wildlife and Fisheries Resources

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The WFR program utilizes researched based practices to train students who will become leading professionals in conservation of fish and wildlife species in both West Virginia and the US. Students utilize practical tools for learning in the field in becoming responsible stewards of these animals in their habitats.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
- No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no issues with infrastructure.

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

At the beginning of the review period, WFR reported 8.0 FTE faculty. That number has decreased to 6.2 faculty as a fall 2025. The fall 2025 semester resulted in a decrease of 1.8 FTE, which creates a student faculty ratio of more than double that of the School. The program is using two adjunct faculty; WFR has assigned courses across the School where needed. The program has also balanced offerings in an effective way. Yet, no WFR graduate courses were offered Spring 26 because faculty are at workload capacity. Elective course offerings are limited. Additionally, there has been significant turnover in professional rising roles, so faculty have had to take on more recruiting responsibilities. A long-term solution is needed (possible addition of a faculty line).

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This program is easily the largest in the school and accounts for just under half of the school's total undergraduate enrollment; enrollment has lost 9% over the review period, almost exactly aligned with the institutional trend. SCH production has declined significantly (down around 50%) since 2020 and 2021 but then remained steady. The industry outlook for the program is strong and enrollment should be expected to remain steady.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment and number of graduates annually have remained steady over the review period and aligned with the institutional trend. There are no particularly high DFW courses that need to be addressed and the program has provided sufficient evidence of its student success measures and of student accomplishments.

Q6.4. Are there any recommendations for this section?

- Yes
 No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

- Yes
 No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- Yes
 No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

While the program has provided an assessment plan and a curriculum map, there is not evidence of assessment that is then linked to program improvement or change.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program does describe changes that have been made, including changes to the curriculum. However, as mentioned above, those changes are not tied to evidence of assessment or student success so it is difficult to know why these specific changes were made or how the program would determine if the changes were successful in addressing whatever issues motivated the changes in the first place.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program has sufficient evidence of regular and substantive meetings with external stakeholders that continues to inform program requirements and changes.

Q7.7. Are there any recommendations for this section?

Yes

No

Q7.8. What are the University Council's recommendations for this section?

Provide evidence of assessment of learning and explain how it will be used to inform future program changes and/or evaluate the effectiveness of recent changes described in the self-study.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2028, submit evidence of assessment of learning which is then used to inform program improvements.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: ([39.652,-79.9444](#))

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

Landscape Architecture Program: Bachelor of Science in Landscape Architecture (BSLA), landscape architecture major

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The BSLA program aligns with WVU's land-grant mission by providing a professional education that integrates design, environmental stewardship, and community service. It supports the university's values of Service and Curiosity through outreach projects and research that address real-world issues like urban revitalization and environmental restoration. No significant alignment issues were reported; the program continues to evolve its mission to meet current professional standards.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- Yes
 No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports adequate and accessible infrastructure resources, with no significant issues regarding classroom scheduling, technological support, or physical lab spaces. The program utilizes specialized studios and equipment essential for landscape architecture training.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The BSLA program maintains an adequate number of full-time faculty to meet its mission and deliver the curriculum on a regular rotation. Faculty are highly productive, earning international, regional, and university-level awards for research, teaching, and community engagement. While the 2023 Academic Transformation process created some service and administrative burdens, faculty have maintained high output in both student instruction and scholarly work.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

As of Fall 2025, BSLA enrollment stands at 48 students, reflecting a -12.7% year-to-year change, which is consistent with the School's overall decline of -14.7%. Despite these broader trends, the program accounts for 36.5% of the School's total students when including its secondary majors and certificates. The program is a significant contributor to the unit's credit production, generating 32% of the School's total SCH in Fall 2025. Notably, LARC credit hour production remained nearly steady over the last year (-1.1%), significantly outperforming the School's decline of -18.2%. The program is staffed by five dedicated tenure-track faculty, representing 53.7% of the School's faculty. The student-to-faculty ratio for the BSLA major is 9.6:1, which is lower (more favorable) than the School's overall ratio of 18.3:1

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
- Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Student Success Indicators Enrollment Trends: Currently at 48 students, which is a decline from previous years, in line with broader trends in the school and college. Number of Graduates: The program awarded 11 degrees in the 2024-2025 academic year. Time to Completion: The program has implemented a "fast track" curriculum that allows students who switch into the major late to still graduate within four years. High D/F/W Courses: No courses in the major requirements reported a DFW percentage higher than 30%. Creative and Research Endeavors: Students are highly active in research and creative work, including projects on "Retention of First-Year Landscape Architecture Students" and "Activating Urban Space for Health and Movement". Students also participate in community design projects, such as the Falling Run project, which has won university service awards. Faculty have aggressively recruited from General Education Foundation (GEF) courses and "major-changers" by highlighting the new fast-track completion path. They also modernized the curriculum by phasing out the Master's program to focus entirely on the high-demand BSLA degree. While total enrollment numbers are still lower, the 100% job placement rate and stabilized admission numbers for 2026 suggest the program is on a path to recovery. The Academic Transformation process led to the reduction of faculty from eight to five. The curriculum was streamlined and the student-to-faculty ratio was maintained at a favorable

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The BSLA program employs several structured methods to assess student learning and professional readiness: Curriculum Mapping; Design Juries and Portfolios; and Professional Standards. Identified Issue: Feedback from assessment and industry trends indicated a need for more advanced digital visualization skills and better support for students entering the rigorous studio sequence. Steps Taken: The program integrated more advanced 3D modeling and digital rendering into earlier studio courses and developed a "fast track" curriculum to help transfer students catch up on these skills without delaying graduation. Resolution Status: These efforts appear successful, as evidenced by continued high placement rates and positive feedback from external design jurors.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

This program streamlined the curriculum and developed a "fast-track" plan, which allows students who transfer into the major late to complete their requirements within four years. The program also phased out the Master of Landscape Architecture (MLA) to focus resources entirely on the high-demand undergraduate program, ensuring that faculty productivity remains centered on core professional competencies and studio instruction. These changes were directly supported by evidence from enrollment data, student feedback, and professional accreditation standards. Assessment findings highlighted that early engagement in "gateway" courses was the strongest predictor of long-term success, leading to a more intentional focus on first-year mentoring. Additionally, the near 100% job placement rate for graduates validates that the current curriculum effectively aligns with the skills demanded by professional design firms. Future improvement plans include the further integration of advanced digital visualization technologies and expanded community-based service-learning projects. To strengthen the program, the Council might recommend that the program formalize an alumni mentorship network to complement the existing faculty-led mentoring. Additionally, the program could benefit from exploring interdisciplinary collaborations within the Davis College to provide students with broader exposure to environmental and agribusiness economics, enhancing their competitive edge.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Formal engagement occurs through professional design juries, a strong relationship with the American Society of Landscape Architects (ASLA), "land-grant" service projects, such as the Falling Run project. Faculty also contribute to the field through research and service that has earned regional recognition, such as the W. K. Kellogg Foundation Community Engagement Scholarship Award. To strengthen the program, the Council might recommend that the program formalize an alumni mentorship network to complement the existing faculty-led mentoring. Additionally, the program could benefit from exploring interdisciplinary collaborations within the Davis College to provide students with broader exposure to environmental and agribusiness economics, enhancing their competitive edge.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome 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

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuation.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(37.7932, -81.2061\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

B.S. in Nursing

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns to the land-grant mission by preparing skilled nurses through evidence-based programming to improve healthcare outcomes, particularly in rural and underserved communities.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
- No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

None reported

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

No issues reported.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
- Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment trends have been upward with a 17.6% year to year and 19.9% over the last six years. Additional seats have been added to the program capacity on the Morgantown campus as well as the Beckley campus to accommodate increased program demand. They describe some fluctuation in program completers first in 2021 due to the additional cohort from Beckley and Keyser campuses that are awarded in Morgantown and then decreases in 2023 and 2024 likely due to decreased RN to BSN enrollment due to the pandemic. No classes with DFW above 30%. Students have engaged in academic research, publications, presentations and have been recognized with service and leadership roles as well. 21,000 volunteer hours and 4,200 capstone hours in 2025 alone.

Q6.4. Are there any recommendations for this section?

- Yes

No

Q6.5. What are the University Council's recommendations for this section?
This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

The "evidence" of student learning is simply a chart that indicates what type of assessment they use in each class. There was no actual data indicating evidence of student learning for the assessments or for any particular objective as listed in the catalog. The curriculum map shows what objectives are assessed in which classes adequately. Assessment findings were described as: 1) completion rates (appendix G) and first time pass rates on the NCLEX-RN exam but no attempt to align the exam to the standards or discuss direct data other than overall pass rates and completion rates. It is highly recommended that by the next program review the program determine what other methods of direct assessment can be deployed and used meaningfully for program level assessment.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Faculty and students have been productive academically and professionally with presentations, publications and funded grant proposals. The hiring of graduates seems to be a solid metric and they are being hired in multiple areas. Curriculum changes began in 2023 due to changes in the CCNE accreditation standards. Those revisions were completed in 2025 and are currently being implemented.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Q7.7. Are there any recommendations for this section?

Yes

No

Q7.8. What are the University Council's recommendations for this section?

The curriculum map shows where various standards are being assessed across the program coursework. However, the "evidence" of student learning attachment is simply a chart that indicates what type of assessment they use and in which class. There was no data or data report indicating evidence of student learning for the assessments or for any particular objective as listed in the catalog. Assessment findings were then described as: 1) completion rates (appendix G) and first-time pass rates on the NCLEX-RN exam but no attempt to align the exam to the standards or discuss direct data analysis other than overall pass rates and program completion rates. While these are two good metrics, they do not in and of themselves directly address how the program is meeting its outcomes. Other assessments are listed in the plan but were not discussed as evidence of meeting the outcomes. Curriculum is newly revised and recommend additional data to confirm that the program is still meeting the stated program outcomes be presented in its next program review..

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

Yes

Maybe

No

Q8.3.

Provide a brief summary for why the program should 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

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

The only external recognition is a Best in WV ranking at RegisteredNursing.org and at U.S. News & World Report.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

All faculty are credentialed at the appropriate level according to the self-study and subsequent documentation.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Graduation rates are successful as are employment rates.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

The assessment plan is well defined with ongoing assessment in multiple courses throughout the program. The curriculum has recently changed due to accrediting body standards changes and it appears that no assessment data is available yet for the new assessments.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BSW Social Work

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The Bachelor of Social Work (BSW) program aligns with WVU's land grant mission via the training of future social workers who will serve persons and communities. The program also notes that it provides specific attention to training students to work in rural Appalachian settings via a strength-based, diversity-centered approach. The program also notes that the faculty support the R1 status of the institution through their engagement in research and scholarship that contributes to knowledge of evidence-based practice

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- Yes
 No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program indicated that they have adequate and accessible infrastructure resources.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program indicates that there are an adequate number of faculty; there were not issues resulting from COVID-19 or 2023 Academic Transformation; and they do not have any faculty that are not qualified by their academic credentials.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
- Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program notes a decline in enrollment over the 5-year period, which is below the 5-year University baseline. The program notes that the on-campus program has increased since 2022, which is clearly supported by the data in Tableau. The program notes various methods they've implemented to boost enrollment, including: a GEF course, implementing a provisional acceptance, increasing articulation agreements with local colleges/universities, and engaging with high school students. The program notes that degrees completed decreased by 35.1% over the 5-year period, which is greater than the university baseline (-12.9%). They note they've implemented various changes aimed at improving degree completion, including reducing the number of field hours; changing the 400 field-hour requirement to span two semesters; and implementing "high touch" advising (providing more support to students). The program does not have any required courses that have DFW percentages higher than 30%.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The BSW program provides a comprehensive assessment plan as required by its accrediting body. The data indicate that the majority of their students met the competency benchmark during the following academic years: 2021-2022, 2022-2023, 2023-2024, and 2025-2025 (reported in two different tables: one collected on 4/24 and one on 4/25). The curriculum map is detailed (include https://fairfieldcountymom.com/forever-families-story-unconditional-love/?utm_source=chatgpt.com description of specific assignments, readings, and modules from each course) and clearly aligns to the competencies required by the Council on Social Work Education (CSWE).

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The BSW program notes several ways the program has improved (e.g., low DFW rates). They also made curricular changes to improve student learning/experience and align to accreditation standards, including moving the practicum to two semesters (with some options for paid internship). They also note that the shift in practicum delivery increases accessibility for students who work. They also note moving to advising practices that go beyond course advising to include student success meetings and "supportive academic review meetings."

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The BSW program notes that they engage with external stakeholders via employers associated with the Field Education Office. They also provide "lunch and learn" CE sessions for alumni and practitioners. They also note engaging with WV social workers via the NASW WV Spring conference.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome 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
- Discontinuance

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(40.685, -80.1071\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

Social Sciences AA/AS Program

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The mission of the AA/AS Social Studies Program is consistent with both the missions of WVU Potomac State College and West Virginia University as a whole. In particular, this program serves as a key pathway for underserved population and provides a meaningful pathway towards further higher education and careers. The program is designed with the needs of current WV students in mind by offering courses and majors that help to turn their interests in social change and community improvement into meaningful educational and career opportunities.

Q1.8. Are there are any recommendations for this section?

Yes

No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

Yes

No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
- No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The self-study does not indicate any deficiencies in this area.

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The self-study indicates that the program staffing is sufficient to fulfill the mission of the program. There are no issues related to the qualifications of faculty nor any negative impacts on faculty productivity.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- All
 Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The AA/AS in Social Sciences house multiple majors within it. These include: AA in Criminology, AA in Mental Health and Addiction Studies, AA/AS in Psychology, and an AA Pre-social Work. Although each of these programs has been reviewed before, the combined Social Sciences AA/AS program as whole has not been evaluated before. Although the number of students in each program remains relatively small, the overall enrollment trends are positive. The Criminology and Pre-Social Work programs in particular have seen significant growth over the last five years. They attribute this positive trajectory for Pre-Social Work to the development of an online program that is aligned with 4 year BSW program. The Psychology AA program is moving in a positive direction while the Psychology AS program has seen a 50% enrollment decline between the first and second years of the program. They recognize that this discrepancy is attributed to the higher-level math and science expectations for AS students which are often challenging for first-year Potomac State students. Enrollments have also declined in the Sociology AA and the Mental Health and Addiction Studies (MHAS). There are no students enrolled in the Sociology as of Fall 2025. The program has sought to address the decline in MHAS by adjusting the curriculum and removing co-requisite requirements to make the offerings more flexible. They have also worked on improving career-preparedness.

Q6.4. Are there any recommendations for this section?

- Yes

No

Q6.5. What are the University Council's recommendations for this section?

There do seem to be some majors that are likely not viable and the program should determine if there are any low-enrolled majors which could be discontinued.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

According to the self-study and assessment documentation, the AA/AS has four PLOs but I cannot locate these in the catalog. They are: PLO 1: Describe the scientific process PLO 2: Explain the diversity of the human condition across the lifespan PLO 3: Describe the societal norms and origins. PLO 4: Apply appropriate communication skills. Each of the specific programs except Mental Health and Addiction Studies have appropriate learning outcomes. However, the AA and AS in Psychology have the same learning outcomes. The Learning Outcomes for the AA in Mental Health and Addiction Studies are far too general and say nothing at all about mental health or addiction. As listed in the catalog, the outcomes are: 1. Apply appropriate communication skills across settings, purposes, and audiences. 2. Analyze resources in order to critically examine information. 3. Examine the connections among self, society and the environment. 4. Evaluate the role of art in society. These outcomes do not clearly map onto a MHAS program and some of them, like number 4, feel very out of place. All of them need to be more specific and tailored for the MHAS program.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program appears to have a clear mechanism for assessing the PLOs for the AA/AS Social Sciences program itself, but the individual program learning outcomes do not appear to have been assessed. The overall assessment indicates student mastery of the PLOs at 70% or higher

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program assessment indicated that improvements to the final project criteria and rubrics, alongside improved connections with the library will help to keep PSYC 241 at the 70% mastery goal for PLO 4. The program aims to have at least 70% of their students transfer to another WVU campus to complete a 4 year degree. They worked with the BSW program in Morgantown to better align the AA with the expectations of the 4 year degree. Assessment data was also used to support the goal of having at least 70% of their students complete an Associate's degree. To facilitate this they adjusted courses to eliminate the bottleneck of prerequisites and developed more online courses. In the future, the program should consider clarifying how the individual program PLOs listed in the catalog are assessed and/or map onto the PLOs for the AA/AS Social Sciences program. In particular, assessment data should be used to examine the decline in enrollment in Sociology.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

No.

Q7.7. Are there any recommendations for this section?

Yes

No

Q7.8. What are the University Council's recommendations for this section?

The program needs to determine how best to assess learning across the various majors in the program that would then lead to meaningful information that could support program change and improvement.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.
Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2027, provide a report to the University Council on best practices in assessment of learning for associate's degree programs. • By March 1, 2027, submit a report to the University Council on plans to address low-enrolled majors in the program.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: ([39.652, -79.9444](#))

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

AAS Sustainable Agriculture Entrepreneurship

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- Regularly scheduled five-year Board of Governors program review
- Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

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

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

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

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

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, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

AAS–SAGE aligns with WVU's land-grant mission by providing accessible, applied agricultural education that directly serves the workforce and communities of West Virginia. The program prepares graduates with practical skills in sustainable production, technology use, teamwork, and entrepreneurship. The program supports WVU's commitment to life-changing educational experiences by equipping students to contribute to safe, sustainable food systems and to serve and lead in West Virginia's agricultural economy.

Q1.8. Are there are any recommendations for this section?

- Yes
 No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- Yes
 No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- Yes
- No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program does not report any significant issues related to resources.

Q3.2. Are there any recommendations for this section?

- Yes
- No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

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

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The AAS–SAGE program experienced faculty and staffing disruptions that directly affected program stability and enrollment. In Spring 2024, the elimination of three farm positions, including the SAGE program coordinator, resulted in the loss of key instructional and operational support. This staffing change created significant public controversy and student dissatisfaction, contributing to student attrition across agriculture programs. These challenges were compounded by the concurrent elimination of the SAGE BAS option, making the subsequent enrollment decline understandable. Since that time, faculty have assumed expanded roles to maintain program continuity. The farm operations manager now serves as faculty, and remaining farm staff are collaborating closely with faculty to rebuild experiential learning components. Faculty have also strengthened external relationships and established a clear academic pathway from the AAS–SAGE to the BAS in Business Management, supporting program recovery and renewed student interest. The reviewers did not address faculty credentials, faculty composition, or faculty productivity in the report, limiting its ability to fully evaluate instructional capacity and program effectiveness.

Q4.2. Are there any recommendations for this section?

Yes

No

Q4.3. What are the University Council's recommendations for this section?

The council recommends that the program provide a clear and complete accounting of faculty credentials, composition, and instructional roles. This should include faculty credentials, appointment status (full-time/adjunct), and workload distribution within the SAGE program. While the farm operations manager assumed the SAGE director role and maintained program continuity, the absence of information regarding other contributing faculty limits evaluation of faculty capacity and productivity. To support accurate assessment of program quality and sustainability, the council further recommends documenting faculty-to-student ratios and clarifying their adequacy relative to enrollment and experiential learning requirements.

Q5.1. Did the self-study have questions added by the program's dean's office?

Yes

No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

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.

See Q1.6 of the self-study for links to Catalog page and program webpage.

All

Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Per the report, the elimination of the SAGE BAS degree and three farm positions led to increased student transfers, substantially affecting enrollment and graduation rates. Enrollment declined from 17 students in 2017 and 9 students in 2020 to 4 students in 2025, representing a 55.6% decrease over five years. The program review attributes this decline to administrative and staffing disruptions during the period. The report provided only a limited account of student success, noting that AAS–SAGE graduates returned to family farms or agriculture-related retail outlets and that students transferring to the BAS in Business (number not specified) completed the degree within two years; high D/F/W rates and other disaggregated student success metrics were not included. Despite these limitations, all students who remained in the AAS–SAGE program completed their degrees within the expected two-year timeframe.

Q6.4. Are there any recommendations for this section?

- Yes
- No

Q6.5. What are the University Council's recommendations for this section?

The council recommends a report of year-by-year graduation and transfer outcomes, high D/F/W rates, and student success metrics, including enrollment monitoring. More comprehensive data are needed to accurately assess program effectiveness, retention challenges, and trends in student achievement. The council recommends clearer documentation of post-completion outcomes, including the number of students transferring to the BAS in Business and their completion rates, as well as employment outcomes for AAS–SAGE graduates. Providing quantified outcomes would strengthen evaluation of program impact and alignment with workforce and academic pathways.

Q7.1. Assessment and Program Improvement

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

See Q1.6 of the self-study for link to program's Catalog page.

- Yes
- No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

Yes

No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program reports direct assessments, including project rubrics, embedded exam questions, group presentations, case study analyses, exit interviews, and farm work timesheets. Assessment of learning through farm work timesheets, record-keeping activities, and applied projects demonstrates alignment with the program's hands-on, experiential learning approach. Assessment data provided are limited to reporting 100% achievement of an A or B on evaluated measures. The assessment data span only the period from Fall 2024 to Fall 2025, as electronic files stored on returned college computers were not recoverable. Consequently, longitudinal assessment and instructional documentation prior to Fall 2024 could not be included in the report, limiting the Council's ability to evaluate trends. In addition, the Assessment Workbook did not identify where program learning outcomes are introduced, reinforced, and developed. The Council also noted that assessment relies heavily on group-based projects and encourages further clarification regarding how individual student learning and mastery are assessed within these activities.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The PLOs are currently being revised to better align with the BAS in Business Management. Overall, the program demonstrates alignment between learning outcomes, curriculum, and applied assessment methods, particularly in experiential learning. However, documentation of assessment results, longitudinal analysis, and evidence of continuous improvement remain limited. Strengthening reporting practices and more explicitly linking assessment findings to programmatic changes would enhance the quality of learning assessment evidence and support effective closing of the assessment loop in future reviews.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The council recommends establishing a formal external advisory board. The advisory board should provide input on program learning outcomes, curriculum relevance, and workforce expectations, and its activities and recommendations should be documented to demonstrate meaningful external engagement and continuous program improvement.

Q7.7. Are there any recommendations for this section?

Yes

No

Q7.8. What are the University Council's recommendations for this section?

The development of an advisory council of some sort could help align the program name and curriculum with area need and potentially help address the dramatic enrollment challenges the program faces.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

Yes

No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should 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

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome 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

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

The University Council has concluded their reviews of the Board of Governors program reviews for AY 25-26 and by a vote of 31 to 0 (with two abstentions), it has recommended the discontinuance of the AAS in Sustainable Agriculture and Entrepreneurship. The central reasoning is that the major does not have viable enrollment which has not improved even after the discontinuance of the BAS. The Council acknowledged that the program was negatively impacted by a range of factors beyond its control (such as a churn in institutional and program leadership) however, the ultimate judgment of the Council was that this degree is not viable at this time and faces a wide range of substantive issues across almost all areas of program operation. The Council and the Provost's Office also want to be explicit that we think that serving the agricultural needs of Keyser and the surrounding area is essential to the institution. If the college wanted to reinvent how to best serve those needs (acknowledging that it does also have degree programs in General Agriculture and Agribusiness Management) through a new program, the Provost's Office would support that.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

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