**Academic**

**Program Review**

**Report**

Revised January 22nd 2020

Program: Click or tap here to enter text.

Program Options: Click or tap here to enter text.

Professional Accreditation Organization: N/A

Date of Last Accreditation Review: N/A

Last Review and Suggested Action: Click or tap to enter a date.

|  |
| --- |
|[ ]  Continuation of the program at the current level of activity |
|[ ]  Continuation of the program at a reduced level of activity |
|[ ]  Identification of the program for further development |
|[ ]  Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like |
|[ ]  Discontinuance of the program |

Submitted: Click or tap to enter a date.

**Steps of the Program Review Report**

|  |  |
| --- | --- |
|  | **ACTION ITEM** |
|  |  |
| Step 1 | The Program Review Report is the responsibility of the Program Chair to produce. This should be done in consultation with the College Dean and members of the program. |
|  |  |
| Step 2 | Program submits draft of Program Review to the Chair of the Program Review Committee. |
|  |  |
| Step 3.a | IF PRC finds inadequacies or issues in report, the Chair may return the report to the Program for revision. |
|  |  |
| Step 3.b | PRC completes Program Review Committee Report and sends its findings and recommendations to the Dean and Chair / Coordinator of the Program. |
|  |  |
| Step 4 | PRC forwards its report and final recommendation to the Provost / Vice President of Academic Affairs. Provost / VPAA accepts / rejects / amends PRC recommendation and sends decision to the Board of Governors Academic Policies Committee via Executive Summary Report |
|  |  |
| Step 5 | BOG APC reviews Executive Summary and Provost / VPAA decision. BOG APC accepts / rejects / amends decision and sends it to the full BOG for vote. |
|  |  |
| Step 6 | BOG takes official action on Program Review Outcome and sends decision to WVHEPC. |
|  |  |
| Step 7 | Dean meets with program faculty to review results of PRC report, discuss proposed goals and possible action steps. |
|  |  |
| Step 8 | Chair of the PRC gathers all decisions for report to the Faculty Senate on Decisions |
|  |  |
| Note: | All steps except 4 are open to attendance of a representative of the program. The PRC recommends attendance at the initial draft review and strongly urges attendance at the BOG APC and BOG meeting. |
|  |  |

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# Component I – Consistency with Mission

1. Program Mission and Purpose- Briefly describe where your program fits within the university structure (e.g. school/dept.) and what degrees or concentrations it grants. State your program’s mission and purpose and how it helps to fulfill the broader mission and Academic Vision of West Virginia State University Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve. Please indicate the centrality of the program to the institution, explain how the program complements other programs offered, and state how the program draws upon or supports other programs. Any aspect of the institution that relies on the program should be addressed. The effects (positive or negative) that discontinuance of the program might have upon the institution's ability to accomplish its mission should be stated.

**(limit response to 500 words or less)**

1. Program Learning Outcomes– Please list your Program Learning Outcomes (PLOs) below

1. Progress Since Last Review – If your program’s last review called for some corrective action or follow-up document, discuss what actions were taken by your program to meet the recommended steps. If no actions were required, skip this step.

1. Curriculum – List your curriculum below. Use separate sheet for each option in your program.

|  |  |
| --- | --- |
| **Degree Program:**  | **Total number of credit hours required for graduation:** 120 |
| **Professional society that may have influenced the program offering and requirements:**  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Courses Required in Major (by course number and title) | Hours | Additional Credit Required in Major | Hours | Courses Required in Related Fields | Hours | Courses Required in General Education and Elective Hours | Hours |
|  |  |  |  |  |  | First Year ExperienceWritten CommunicationOral CommunicationMathScientific ReasoningArtsHumanitiesNatural SciencesSocial ScienceInternational PerspectivesHistoriesWellness | 3633-43333-43332 |
| **Total Required Major Hours:** |  | **Total Additional Major Hours:** |  | **Total Cognate Hours:** |  | **Total Gen. Ed. / Elective Hours:** | **39-41** |

|  |  |
| --- | --- |
| **Degree Program:**  | **Total number of credit hours required for graduation:** 120 |
| **Professional society that may have influenced the program offering and requirements:**  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Courses Required in Major (by course number and title) | Hours | Additional Credit Required in Major | Hours | Courses Required in Related Fields | Hours | Courses Required in General Education and Elective Hours | Hours |
|  |  |  |  |  |  | First Year ExperienceWritten CommunicationOral CommunicationMathScientific ReasoningArtsHumanitiesNatural SciencesSocial ScienceInternational PerspectivesHistoriesWellness | 3633-43333-43332 |
|  |  |  |  |  |  | **Total Gen. Ed. / Elective Hours:** | **39-41** |

|  |  |
| --- | --- |
| **Degree Program:**  | **Total number of credit hours required for graduation:** 120 |
| **Professional society that may have influenced the program offering and requirements:**  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Courses Required in Major (by course number and title) | Hours | Additional Credit Required in Major | Hours | Courses Required in Related Fields | Hours | Courses Required in General Education and Elective Hours | Hours |
|  |  |  |  |  |  | First Year ExperienceWritten CommunicationOral CommunicationMathScientific ReasoningArtsHumanitiesNatural SciencesSocial ScienceInternational PerspectivesHistoriesWellness | 3633-43333-43332 |
|  |  |  |  |  |  | **Total Gen. Ed. / Elective Hours:** | **39-41** |

*Note*: Program is 100% online

# Component II – Adequacy

1. Analysis of Faculty Qualifications - From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Faculty production, outside of instructional, should be noted as well as any special awards or recognition (regionally or nationally) that have been conferred. If your faculty have been awarded grants, be sure to note the number and award amount. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled. **(Limit response to 300 words or less)**

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1. Analysis of Program Assessment - Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, such as a capstone, thesis, or dissertation, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these result. **(Limit response to 300 words or less**

1. Analysis of Student Exit / Entrance Abilities – Describe the abilities of your students from when they enter or eave your program. Although you may discuss any entrance standards your program may have (especially if they are different from the school’s admission requirements), your narrative should be a statistical profile of your majors when they start the program and when the finish. Entrance abilities should include any data about the scores and/or high school GPAs of your entering students (Computer services can provide scores.) and exit abilities should include any data you have about scores on field examinations, performance on assessment rubrics, evaluations in field placements, etc. **(Limit response to 300 words or less)**
2. Analysis of Facilities and Activities – Briefly describe the facilities designated to your program and how they contribute to fulfilling the mission of the program and the University. This narrative should mention all instructional facilities, such as scientific labs, computer labs, multimedia rooms, etc. that the program is responsible for. You may also briefly mention other facilities that you regularly use. If a facility is maintained by student fees, please discuss how the fees are used to maintain the area. **(Limit response to 300 words or less)**

Data Exhibit A.1 - Faculty QualificationsFaculty listed below are those who taught courses for the program within the academic year 2018-2019

|  |
| --- |
| Faculty Qualifications |
| Name of Faculty Member | Rank | Highest Degree Earned and Date of Acquisition | Institution of highest degree | Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications |
|  |  |  |  |  |
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Data Exhibit A.2 - Faculty DemographicsFaculty listed below are those who taught courses for the program within the academic year 2020-2021

|  |
| --- |
| **Faculty Demographics** |
|  | Full-time | Adjunct | Total |
| Female | Male | Female | Male | Female | Male |
|  | Instructor | Assistant | Associate | Professor | Instructor | Assistant | Associate | Professor |  |  |  |  |
| 1. Faculty who are
 |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-resident (International) |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Black, non-Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| American Indian or Alaska Native |  |  |  |  |  |  |  |  |  |  |  |  |
| Native Hawaiian / Other Pacific Islander |  |  |  |  |  |  |  |  |  |  |  |  |
| Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |
| Unknown (Or Decline to Identify) |  |  |  |  |  |  |  |  |  |  |  |  |
| White, non-Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Number of faculty with Tenure
 |  |  |
| 1. Number of faculty with doctorate or other terminal degree
 |  |  |
| 1. Number of faculty whose highest degree is a master’s, but not a terminal master’s
 |  |  |
| 1. Number of faculty whose highest degree is a bachelor’s
 |  |  |

Data Exhibit A.3 – Faculty Annual Review ScoresThe following table shows the average scores for faculty evaluation over the last 5 years, ending in Academic Year 2018-2019

|  |
| --- |
| **Average Annual Review Scores** |
| **Academic Year** | **Teaching** | **Research** | **Service** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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**Annual Evaluation Criteria:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Categories/Rating** | **MARGINAL** | **SATISFACTORY** | **EXCELLENT** |
| **TEACHING** | 13-24  | 25-31 | 32-39  |
| **RESEARCH**  | 0-9 | 10-19 | 20+  |
| **SERVICE** | 0-14 | 15-24 | 25+  |

Data Exhibit A.4 – Faculty Research, Scholarship, and Grant Writing **–** Using the table below, please show faculty production in terms of published research, scholarship, and written grants. The data provided should cover the last two years, ending in the current review period

|  |  |
| --- | --- |
| Non-Instructional Production of Faculty –Data from last two years, ending in academic year 2020-2021 |  |
| Type | Click or tap here to enter text. | Click or tap here to enter text. | Total Award Amount | Totals |
| Number | Award Amount |
| Peer-Reviewed Publication |  |  |  |  |  |
| Academic Book |  |  |  |  |  |
| Creative Work / Installation |  |  |  |  |  |
| Non-Peer Reviewed Publication |  |  |  |  |  |
| Conference Presentation |  |  |  |  |  |
| Internal Grant |  |  |  |  |  |
| External Grant |  |  |  |  |  |
| Public Discussion Program |  |  |  |  |  |
| Peer Reviewer (Journal) |  |  |  |  |  |
| Conference / Seminar Attendance |  |  |  |  |  |
|  |  |  |  |  |  |

Data Exhibit B.1 – Assessment Analysis **-** The table below represents the scores from the rubric for program assessment as calculated by the Director of Assessment.

|  |
| --- |
| **Overall Evaluation of Programmatic Assessment Plan And Report** |
| Academic Year | Distinguished (49-56) | Accomplished (39-48) | Emerging (29-38) | Developing (28) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Data Exhibit C.1 – Entrance / Exit Abilities **–** The table below should record any data on entrance / exit abilities of students in the program. This may include any data you have about scores on field examinations, performance on assessment rubrics, evaluations in field placements, etc. Amend the table to add these scores as needed. Listed below are examples and may not fit your program. At a minimum, GPAs must be included in the chart.

|  |  |
| --- | --- |
| **Entrance / Exit Abilities** |  |
| Academic Year |  |  |  |  |  |
| GPA Comparison |  |  |  |  |  |
| Program |  |  |  |  |  |
| WVSU Average |  |  |  |  |  |
| PLO Assessment Score |  |  |  |  |  |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| Field Placements |  |  |  |  |  |
| Average of Accepted Placement |  |  |  |  |  |

Data Exhibit D.1 – Student/Lab Fees – The table below show list the courses which require a student fee and what rooms / labs they cover.

|  |
| --- |
| **Courses with Student Fees** |
| Course | Amount | Facility (please indicate if it is a classroom, lab, or other) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Component III – Necessity

1. Analysis of Program Necessity **-** include whether the program is necessary for the institution's service region, and whether the program is needed by society (as indicated by current employment opportunities, evidence of future need, rate of placement of the programs' graduates). Whether the needs of West Virginia justify the duplication of programs in several geographic service regions shall also be addressed. Feel free to justify narrative with regional and national data on similar programs.

1. Analysis of Post Program Placement **–** Using data provided or additional data inserted into the report, comment on the success of students being placed in discipline-related jobs, graduate school, and/or passing required competency exams. **Note: Programs may also respond with other data that better indicate graduate success, but please provide a clear description of said data.**

Data Exhibit A.1 – Similar Programs **–** Use the table below to identify similar programs to yours.

|  |  |
| --- | --- |
| School | Title of Program |
| Alderson Broaddus University |  |
| Bluefield State College |  |
| Concord University |  |
| Fairmount State University |  |
| Glenville State University |  |
| Marshall University |  |
| Shepherd University |  |
| University of Charleston |  |
| West Liberty University |  |
| West Virginia University |  |

Data Exhibit B.1 - Graduate Success Indicators- The table below includes findings from your program's alumni. Percentage should be calculated for the 5-year review period. If data is unavailable, or there are reporting discrepancies, please indicate that in your narrative.

|  |
| --- |
| **Graduate Success Indicators** |
| Review Period: | # of graduates placed in discipline- related jobs | # of graduates in graduate school | # of graduates who passed national licensure, certification or other exams | # of graduates where data is unavailable |
|  |  |  |  |  |

# Component IV - Viability

1. Cost Analysis – Using the data provided, offer an analysis of unit cost factors, sustaining a critical mass, and relative productivity of the program. Discuss any past trends in enrollment, patterns of graduates, and the best predictive data available. Assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program. If there is a high or low return on investment, explain the reason.

1. Academic Opportunities and Class Size Analysis **-** Using the evidence provided in the exhibits, discuss the trends in the program’s class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

.

1. Outside Course Service Analysis– Provide a narrative discussing the programs courses that are offered as service to other areas of the university. Discuss the importance of your program's courses offered for the General Education curriculum, cognates or requirements in other programs, and courses offered off-campus.

Data Exhibit A.1 – FTE and Instructional FTE **-**  Traditionally, Full Time Equivalent (FTE) is calculated using the formula FTE = Full-time faculty +1/3(∑of adjuncts). However, this number does not truly represent the instructional FTE for several reasons. This includes the fact that some of our full-time faculty teach undergraduate and graduate level courses, other departments teach several service courses, and many full-time faculty members also have administrative or non-teaching releases. Additionally, adjunct instructors are no longer limited in the number of courses they may teach and term faculty teach an extra class and are released from service and research duties. If we were to uphold the traditional method of calculating faculty FTE we would be duplicating the faculty FTE number in the department and underestimating a true student: faculty ratio for our programs as well as calculating an unfair cost per program. In order to avert this from happening, we will use the following methodology to calculate Instructional FTE over the last two years of the review:

**Instructional FTE:**

**Departmental:**

Instructional FTE Formula:

**Program:**

Program Instructional FTE Formula:

|  |
| --- |
| **Full Time Equivalent Faculty** |
| **Traditionally Calculated FTE** |  |
| **Instructional FTE** |  |
| **Program Instructional FTE** |  |

Data Exhibit A.2 – Cost Analysis **/ Return on Investment–** The following calculation is based on an estimated return on investment (ROI) as determined by the Provost / Vice President of Academic Affairs in the 2017-2018 academic year. Numbers for the formula include the total cost of program salaries divided by the total credit hours produced by the program. If the total revenue created is higher than the total salaries, then the program ROI is above 100% and it is making money for the University. If below, or if the percentage is negative please discuss in the narrative

**Return on Investment**

Program Calculation:

|  |  |  |
| --- | --- | --- |
| Enter numbers below |  | ROI Percentage |
|  | = | Click or tap here to enter text. |

Click or tap here to enter text.Click or tap here to enter text.

Data Exhibit B.1 – Program Enrollment Data **–** Use the chart below to show the number of majors and graduates for each year under the review period.

|  |  |  |
| --- | --- | --- |
| **Academic Year** | **Number of Majors** | **Number of Graduates** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Data Exhibit B.3.a – Program Student Faculty Ratio - The following table includes student to faculty ratios for the 5 most recent years for which data are available. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general education courses), may wish to include additional data such as the average number of students per course taught by program faculty.

|  |
| --- |
| **Student: Faculty Ratio for Program Courses** |
| Academic Year |  |  |  |  |  |
| FTE Faculty\* |  |  |  |  |  |
| # of Students |  |  |  |  |  |
| Student: FTE Faculty Ratio\*\* |  |  |  |  |  |

\*Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty + One-third Total # Part-Time Faculty (or Students)

 \*\* The ratio is calculated using the following formula:

 (# of students / FTE) / # of courses for a full-teaching load each year (8)

Data Exhibit B.3.b – Overall Student Faculty Ratio - Programs that offer courses in which students from outside the program often enroll (e.g., general education courses), may wish to include additional data such as the average number of students per course taught by program faculty. This is an optional table for programs where that information is may be added. You may delete the chart if you do not wish to add this data

|  |
| --- |
| **Student: Faculty Ratio for ALL Courses** |
| Academic Year |  |  |  |  |  |
| FTE Faculty\* |  |  |  |  |  |
| # of Students |  |  |  |  |  |
|  Student: FTE Faculty Ratio\*\* |  |  |  |  |  |

\*Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty + One-third Total # Part-Time Faculty (or Students)

 \*\* The ratio is calculated using the following formula:

 (# of students / FTE) / # of courses for a full-teaching load each year (8)

Data Exhibit B.4 – Course Enrollment Data – Below list ALL courses your program offered during the review period. Calculate the Credit Hours Produced (CHP) by multiplying the enrollment by 3.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| YEAR | ENROLLMENT | FALL | SPRING | CHP |
|  | Lower division |  |  |  |
| Upper division |  |  |  |
|  | Lower division |  |  |  |
| Upper division |  |  |  |
|  | Lower division |  |  |  |
| Upper division |  |  |  |
|  | Lower division |  |  |  |
| Upper division |  |  |  |
|  | Lower division |  |  |  |
| Upper division |  |  |  |

Data Exhibit B.5 - Special study options **-** The following table includes the number of students enrolled in special academic opportunities available through your department/program. When appropriate, the number of Credit Hours Produced (CHP) by the option is provided.

|  |  |
| --- | --- |
| Special Study Option | **Number of Students Who Participated/Number of Units Generated for each Study Option Offered by the Program** |
| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| # of students | CHP | # of students | CHP | # of students | CHP | # of students | CHP | # of students | CHP |
| Online Courses |  |  |  |  |  |  |  |  |  |  |
| Online Degrees (1) |  |  |  |  |  |  |  |  |  |  |
| By-Arrangement Courses |  |  |  |  |  |  |  |  |  |  |
| Thesis |  |  |  |  |  |  |  |  |  |  |
| Research / Teaching Assistants |  |  |  |  |  |  |  |  |  |  |
| Internships |  |  |  |  |  |  |  |  |  |  |
| Experiential Learning |  |  |  |  |  |  |  |  |  |  |
| Other (Please specify) |  |  |  |  |  |  |  |  |  |  |

Data Exhibit C.1.a – General Education Service Courses **–** Use the chart below to identify courses that your department offers as part of programs OUTSIDE of the one being reviewed. All General Education courses and cognates should be listed here.

|  |
| --- |
| **General Education Courses** |
| Course Number | Course Name | Average Sections per Year |
|  |  |  |
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Data Exhibit C.1.b – Cognate Service Courses **-** Use the chart below to identify courses that your department offers as part of programs OUTSIDE of the one being reviewed. All cognates for other programs should be listed here.

|  |
| --- |
| **Cognate Service Courses** |
| Course Number | Course Name | Program(s) Serviced |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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Data Exhibit C.2.a – Off-Campus Courses – Use the chart below to indicate any off-campus courses taught by in your program. DO NOT input Early Enrollment / Dual Credit courses as they will be entered in a different exhibit. For location, please use Banner Abbreviations

|  |
| --- |
| Off-Campus Courses |
| Academic Year | Course | Location | # of Sections | Credit Hours | Enrollment | Credit Hours Produced |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Data Exhibit C.2.b – Early Enrollment / Dual Credit Courses – Use the chart below to show all Early-Enrollment / Dual Credit courses offered over the review period

|  |  |
| --- | --- |
| Course | **Number of sections (locations) and total number of enrolled students for Early Enrollment Courses** |
| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| # of sections | # of students | # of sections | # of students | # of sections | # of students | # of sections | # of students | # of sections | # of students |
| English 101E |  |  |  |  |  |  |  |  | 12 | 280 |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
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Data Exhibit C.3 – Articulation Agreements– Use the chart below to show any articulation agreements your program has with programs at other institutions (e.g. 2+2 agreements).

|  |
| --- |
| **Articulation Agreements** |
| Institution | Type of Agreement |
|  |  |
|  |  |
|  |  |

# Component V – Program Direction and Future Needs

1. Program Strengths **–** After analyzing the data in this report, please provide a bullet list of the strengths you see in your program.

*
1. Program Weaknesses **–** After analyzing the data in this report, please provide a bullet list of the weaknesses you see in your program.

*
1. Summary Conclusions **-** Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on presentable evidence.

1. Needs for Future Success **–** Using the area provided below, discuss what institutional needs your program requires for continued success in your program. Be sure to justify these needs by explaining how they would make the program stronger or more competitive.

# Other Exhibits

(*Any documents you wish to include other than the requested data. Exhibits should only include items specifically referred to in this document*

# Program Review Executive Summary

|  |
| --- |
| **West Virginia State University****Program:** Click or tap here to enter text.**Program Options:** Click or tap here to enter text.**Date of Review: AY 2020-2021**  |
| **Consistency With Mission** (HEPC Series 10.5.4) |
| **Centrality to Institutional Mission:** |
| **Program Learning Outcomes:** |

|  |
| --- |
|  **Adequacy** (HEPC Series 10.5.2) |
|

|  |
| --- |
| **Faculty Demographics** |
|  | Full-time | Adjunct | Total |
| Female | Male | Female | Male | Female | Male |
|  | Instructor | Assistant | Associate | Professor | Instructor | Assistant | Associate | Professor |  |  |  |  |
| 1. Faculty who are
 |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-resident (International) |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Black, non-Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| American Indian or Alaska Native |  |  |  |  |  |  |  |  |  |  |  |  |
| Native Hawaiian / Other Pacific Islander |  |  |  |  |  |  |  |  |  |  |  |  |
| Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |
| Unknown (Or Decline to Identify) |  |  |  |  |  |  |  |  |  |  |  |  |
| White, non-Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Number of faculty with Tenure
 |  |  |
| 1. Number of faculty with doctorate or other terminal degree
 |  |  |
| 1. Number of faculty whose highest degree is a master’s, but not a terminal master’s
 |  |  |
| 1. Number of faculty whose highest degree is a bachelor’s
 |  |  |

 |
| **Faculty Production** |
|

|  |  |
| --- | --- |
| Non-Instructional Production of Faculty –Data from last two years, ending in academic year 2018-2019 |  |
| Type | Click or tap here to enter text. | Click or tap here to enter text. | Total Award Amount | Totals |
| Number | Award Amount |
| Peer-Reviewed Publication |  |  |  |  |  |
| Academic Book |  |  |  |  |  |
| Creative Work / Installation |  |  |  |  |  |
| Non-Peer Reviewed Publication |  |  |  |  |  |
| Conference Presentation |  |  |  |  |  |
| Internal Grant |  |  |  |  |  |
| External Grant |  |  |  |  |  |
| Public Discussion Program |  |  |  |  |  |
| Peer Reviewer (Journal) |  |  |  |  |  |
| Conference / Seminar Attendance |  |  |  |  |  |
|  |  |  |  |  |  |

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|  **Necessity** (HEPC Series 10.5.3) |
| **Duplication and Demand** | Click here to enter text. |
| **Post Program Placement** |  |
| Click or tap here to enter text.

|  |
| --- |
| **Graduate Success Indicators** |
| Review Period: | # of graduates placed in discipline- related jobs | # of graduates in graduate school | # of graduates who passed national licensure, certification or other exams | # of graduates where data is unavailable |
|  |  |  |  |  |

 |

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| --- |
|  **Viability** (HEPC Series 10.5.1) |
| **Program Enrollment** |

|  |  |  |
| --- | --- | --- |
| **Academic Year** | **Number of Majors** | **Number of Graduates** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Academic Year** | **Number of Majors** | **Number of Graduates** |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |

 |
| **Program Cost** | The following percentage is based on an estimated return on investment (ROI) as determined by the Provost / Vice President of Academic Affairs in the 2017-2018 academic year. Numbers for the formula include the total cost of program salaries divided by the total credit hours produced by the program. If the total revenue created is higher than the total salaries, then the program ROI is above 100% and it is making money for the University.**Return on Investment Percentage: Click or** tap here to enter text.  |
| **Outside Services** | **Number of Service Courses Taught:** Click or tap here to enter text.**Number of Early Enrollment Courses Taught:** Click or tap here to enter text.  |

|  |
| --- |
|  **Summary / Future Needs**  |
| **Program Strengths** | *
 |
| **Program Weaknesses** |   |
| **Summary Conclusions** |  |
| **Future Needs** |   |
|  |  |
|  **Program Review Committee Recommendation**  |
| **Recommendation** |

|  |
| --- |
|[ ]  Continuation of the program at the current level of activity |
|[ ]  Continuation of the program at a reduced level of activity |
|[ ]  Identification of the program for further development |
|[ ]  Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like |
|[ ]  Discontinuance of the program |

 |
| **Justification:** | Click or tap here to enter text. |
|  **Provost / Vice President of Academic Affairs Recommendation** |
| **Recommendation:** |

|  |
| --- |
|[ ]  Continuation of the program at the current level of activity |
|[ ]  Continuation of the program at a reduced level of activity |
|[ ]  Identification of the program for further development |
|[ ]  Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like |
|[ ]  Discontinuance of the program |

 |
| **Explanation:** | Click or tap here to enter text. |