

As part of the West Virginia University Board of Governor's Rule 2.2 Program Review process, the WVU Provost's Office required that a single Program Review Self-Study Form be completed on behalf of all identified programs in the department or unit. This Program Review Self-Study Form was to be submitted to the Provost's Office by end of day on August 1, 2023. The Provost's Office reviewed the submitted Program Review Self-Study Forms in early August.

Self-Study content is unvetted by the Provost's Office. As such, the WVU Provost's Office cannot attest to the accuracy of any data, analyses, or statements provided within. Also, redactions were made where warranted for the protection of individual identities around sensitive information.

Q1.1.
BOG Program Review Self-Study Form

This is the self-study form that will be completed in support of the summer 2023 academic transformation program portfolio review.

Only one program review self-study is to be submitted per unit; all of the unit's *programs* will be covered by one self-study.

Q1.2. Select the appropriate academic unit under review.

College
Department or School

Q1.3. List all of the unit's programs.

Example:

- BA Biology
- BS Biology
- MS Biology
- PhD Biology

Q1.4. Name and Email of the person completing the self-study

Name

Peter Butler

Email Address

peter.butler@mail.wvu.edu

Q1.5. How were faculty given the opportunity to contribute to, review and provide feedback on this self-study?

Program coordinators were engaged on July 10th for contribution from themselves and their program faculty. The draft self study was emailed to faculty on July 21st for comment and contributions. We met as a faculty on July 27th via Zoom for discussion and further contributions and comments.

Q2.1. Explain how the unit and its programs contributes to WVU's [mission](#).

This response is limited to 7500 characters, approximately 2 single spaced pages.

Community Development Partnerships in Support of our Land Grant Mission SDCD's Mission: "We strengthen communities and environments through collaborative and integrative design, education, and innovation." From: President Gee's 'Rethinking Academics for the Future' "We must take advantage of our unique position as our state's land-grant institution to drive progress and prosperity in the region and provide a learning lab for our students to solve real-world problems impacting West Virginia and the world." In the last three years SDCD faculty and students have engaged with over 30 West Virginia communities in capacity building, educational, and planning activities. Many of these relationships are built through the Community Engagement Lab (CEL) which demonstrates a strong partnership between the SDCD and Extension. Projects contribute to WVU's Mission through creating experiential learning and co-learning opportunities with community partners; through designing and visualizing landscapes and architectural interiors that seek to create healthy, active communities; and through planning that encourages community engagement tied to economic development. Publishing and disseminating the results of this engaged scholarship creates impactful knowledge around community development and participatory design. Partnerships and funding that support Community Engagement include recent projects that have been funded or are in the process of being funded including: 2023-2028 "Technical Assistance to Brownfield Communities (TAB)" from the EPA Region 3, with the West Virginia Brownfields Assistance Center \$5,000,000, (five years ~18% to CEL) November 2022 - June 2025 "Just Transition CENTER (Climate and Equity Nexus for Transformational Economic Revitalization)," Sponsored by US EDA, Federal, \$0.00. TBD June 2022 - June 2025."WV Community Development Hub's Communities of Achievement Program V (HubCAP V)," Sponsored by USDA Rural Community Development Initiative Proposal, State, \$30,424.00. July 2022 - June 2025 "Downtown Appalachia: Revitalizing Recreational Economies," Sponsored by ARC Power via Community Development Hub, Federal, \$16,000.00. 2021-2023 "Fulcrum Project," Sponsored by Claude Worthington Benedum Foundation, Private, \$151,150.00. 2023-28 with CAHS "Be Wild, Be Wonderful, Be Healthy: Expanded" PI: Emily Corbett-Spangler Murphy; Sponsor: US DHHS-CDC-National Center for Chronic Disease Prevention & Health Promotion Total \$768,000 per year. (\$39,507 annually to CEL) SDCD USDA NIFA Hatch Faculty Projects that are closely tied to WVU's Mission and address NIFA's critical issues of Community Revitalization, Climate Change and Natural Resources Management, Strengthening Youth and Families, Food Access, Security and Safety/Sustainable Agriculture. This is a list of current projects led by SDCD faculty: Inter- and Trans-disciplinary Approach to Community Design, Planning, and Development Optimizing Appalachian greenspace: establishing community connections and best practices Outdoor Recreation, Parks and Other Green Environments: Understanding Human and Community Benefits and Mechanisms Sustainability initiatives and opportunities at American SME and microenterprises on the periphery of the fashion locus Rich-Regions Poor-People Dichotomy: A Wealth Approach to Building a Sustainable Future in Energy-Rich Regions of Appalachia Building Scientific Inquiry Through the Use of Cross Curricular Project Based Learning in Agriculture to Developing Students in the Mountains of Appalachia A strategic assessment of Fashion SMEs and Microenterprise firms in West Virginia and Appalachian Region Industrial Hemp Products, Production, Markets, and Associated Challenges for the Stakeholders A Novel Approach to Use Plant-Based Essential Oils in Developing Therapeutic Textiles and Assessment of their Performance Efficacy Using Neurophysiology Investigating College and Career Outcomes of First-Generation, College of Agriculture Students Farm to Fashion: Assessing Opportunities within Central Appalachia SDCD students and faculty are integral to community development efforts across West Virginia and contribute significantly to the capacity of the external projects listed above. The projects listed above demonstrate SDCD's commitment to the Land Grant Mission in cultivating community development partnerships- truly returning to our roots. Rural counties in West Virginia and throughout Appalachia that were once dominated by extractive industries are struggling to find access to new economies- recreation and heritage tourism development, among other approaches, may be a pathway to a brighter future. Recent projects have revealed a critical need for planning in rural communities to support community development initiatives especially those tied to the identification, development and management of existing untapped resources, asset-based community development. The work of the WVU Outdoor Economic Development Collaborative, WV Brownfields Assistance Center & others is key to this effort in partnering with WVU faculty and WVU Extension to develop opportunities through scaffolding engagement strategies. A new partnership with the College of Applied Human Sciences in developing a proposal to work with West Virginia counties to improve health through, in part, access to recreational facilities is another promising opportunity. SDCD, in partnering with West Virginia University Extension and USDA Rural Development, Forest Service, National Institute of Food and Agriculture and others, possesses the expertise to coordinate and collaborate at various stages of the community planning and development processes. While each of the team members are actively engaged in community, tourism and recreation related planning, research, training, and development efforts; a coordinated effort is needed. This effort to support rural economies tied to community development through recreation and cultural resources is in accord with current statewide efforts led by West Virginia University in coalition with the West Virginia Department of Commerce and Marshall University seeking to promote alternative futures for the state by identifying "higher-end tourism" (West Virginia University 2017) as an economic development strategy, among others. Recent efforts include partnerships with the Outdoor Economic Development Collaborative (Sustainable Trails Development curriculum); WV Community Development Hub, the Claude Worthington Benedum Foundation, USDA Rural Community Development Initiatives, Main Street Morgantown, and WVU Facilities, among others. SDCD students and faculty are highly engaged in these efforts. Communities benefit through the expertise of faculty and the energy of students to solve critical problems of design. Faculty benefit in developing scholarship of engagement. Students benefit through experiential learning, developing design and planning skills, and building relationships with a diverse population in generally underserved locations. Our programs (AGEE in particular) are integral to youth development programs in rural schools in WV including leadership in 4H and FFA. Our P-20 program allows high school students to graduate high school with an associate's degree. This is significant in workforce development and bringing high school students to WVU to complete their 4-year degree.

Q3.1. Resources, Revenue, and Expenses

The purpose of this section is to ensure the accessibility and adequacy of the unit's infrastructure and resources and its financial viability.

Responses in this section are limited to 7500 characters or approximately 2 single spaced pages.

Q3.2. Has the unit experienced significant issues with any of the following during the past five years?

By "significant," we mean issues that interfere with either the unit's ability to deliver its programs to its students or the students' ability to complete those programs in a timely manner.

Yes

No

Ability to schedule required classrooms	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate technological infrastructure	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate technological support	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate physical infrastructure (labs, performance spaces, etc.)	<input type="radio"/>	<input checked="" type="radio"/>

Q3.3. Describe the issues the program has faced in the area(s) identified above.

This question was not displayed to the respondent.

Q3.4. Data have been provided on the unit's last three years of tuition revenue, expenses, and net revenue. Address any negative net revenue or any significant changes (positive or negative) to unit's net position.

Revenue by department is the actual tuition revenue, net of any discounting, paid by students taking courses in course subject codes affiliated with the department.

Expense by department is the actual unrestricted, operating expenditures by department within the functions of instruction and academic support.

Net revenue is the revenue minus the expense.

Our plan includes the reduction in FTEs (from 29 to 25) by four positions in order to reduce expenses. Summary Data from Faculty Notification Letter and Summary Responses: Enrollment declined across most programs in the department, both graduate and undergraduate (2018-2022). Summary Response: We see growth potential in our non-studio programs: Sustainable Design and Development (began Fall of 2022), Sustainable Trails Development minor and graduate certificate (Fall 2021 online asynchronous), Fashion Merchandising, Design Thinking minor (Fall 2023) and the Design Studies major. Division student credit hours increased, and tuition revenue increased slightly over three years (2020-2022). Summary Response: We have three high enrollment GEF courses that have been offered as asynchronous online: AGEE 101, DSGN 140 & LARC 212 that likely account for most of this increase. In the future budget model, we see advantages in generating income through these high enrollment course. We will also propose our DSGN 220 Design Thinking and our LARC 105 Introduction to Landscape Architecture, Environmental Design and Planning as GEF courses. Full-time faculty increased by four over four years (2020-2023), and the ratio of program majors to full-time faculty is below the median. Summary Response: In the last two years we have added a Service Assistant Professor (State FFA Coordinator 20% SDCD), a Teaching Assistant Professor (60% SDCD 40% Davis College) to support online course development and teaching, and a Visiting Assistant Professor (Dual Career Program). Our current plan includes not filling three FTEs (2 LARC, 1 DSGN) in order to provide savings and in the future replacing two FTEs to one by replacing tenure-track positions with the TAP position. We note that tenure-track faculty (19) in SDCD have a 40% research assignment that is funded through USDA NIFA Hatch capacity funds. It is unclear whether this was considered in the ratio of program majors to FTE and in the 'expenses' calculation. Division expenses increased over three years (2020-2022). Summary Response: the SDCD Director receives an annual budget from the Davis College. We have been able to stay within allowed or below budgeted amounts the last three years. Expenses exceed tuition revenues annually over three years and the trend worsened over time (2020-2022). Summary Response: As stated above, a large portion of SDCD's annual budget is derived from college tuition revenue. We have worked within our allotted budget for the last three years. External research funding did not exceed one-million dollars in 2022, and the PhD student to tenured faculty ratio is below the median. Summary Response: The PhD ratio in Human and Community Development is one tenure track faculty member to one student. This is currently a healthy number for us. SDCD currently has an approved grant for \$749,758 arriving this fiscal year from USDA AFRI. Evidence of other funding is listed in the document. We are able to address \$340,000 of the annual budget shortfall by reducing FTEs and staff in SDCD. Currently the programs have the following FTEs with the ratio included below as well as some current context for the programs and majors. Opportunities for Innovation and a variety of partnerships across campus are listed here for each program. Programs are grouped differently from our data sheet. For example: Design Studies includes Sustainability Studies (a new program in Fall of 2022); Landscape Architecture, Environmental and Community Planning and the Master's in Landscape Architecture are taught by the same faculty and students from the three programs are taught in predominantly the same classes. Staffing Changes: With the recent retirement of Melanie Jimmie, Administrative Secretary Senior, the position was not filled. This is a \$40,000 savings. Total SDCD savings are proposed to be: \$320,000 in FTE reduction and staff position reduction which includes \$140,000 (two LARC TT positions), \$70,000 (one DSGN TAP position), \$70,000 (future conversion of the two LARC TT positions to a TAP position), and a \$40,000 staff position. Accredited design programs allow students to enter into their professions and work towards licensure. Accrediting bodies require a studio class maximum faculty to student ratio. In landscape architecture (ASLA) this ratio is 1:15. For interior architecture the ratio is 1:20 (NCIDQ). Fashion Design studios have a similar maximum ratio requirement. These required ratios limit class section sizes. If enrollment in a class year is over the maximum ratio then it is required to either add a graduate teaching assistant to the class or another section of the course is added to the instructor's workload. With upper-level studios at 6 credits in interior architecture and 5 credits in landscape architecture this creates workload issues for faculty teaching assignments. Teaching a studio class requires more contact hours than teaching a lecture class of the same number of credits. This is one of the rationales in creating the Sustainability Studies Program with a major in Sustainable Design and Development (SDD) as the major is not studio-based so that enrollment is able to grow without impacting faculty teaching loads. This is also true of the Design Studies (DSGN) major, which is not a studio-based program. We see potential growth in SDD, DSGN and the Sustainable Trails Development and Design Thinking minors, while professionally accredited design programs are necessarily limited by classroom and faculty constraints. The merchandising area of emphasis is also not enrollment capped. As mentioned previously, ACM was very productive for generating merchandising students in our program. We hope that ACM will return.

Q4.1.

Faculty Composition and Productivity

Responses should be concise but also specific and supported by evidence. Responses in this section are limited to 7500 characters or approximately 2 single spaced pages.

Specific data definitions for these metrics are available on the [Academic Transformation](#) webpage.

Q4.2. Data have been provided on the unit's faculty full-time equivalency (FTE) to the median of all majors for fall 18 to fall 22.

Address any differences in the unit's student to FTE ratio and the institution's student-to-faculty ratio of 18-to-1 per IPEDS reporting for academic year 2021-2022.

Design Studies 53 students (6 in SUST) and 1.6 FTE = 1:33.1 ratio. 1 FTE unfilled = \$70,000 savings DSGN was recently accredited as a part of the National Association of Schools of Art and Design university-wide accreditation. DSGN has one open faculty line with a recent (August 2023) resignation. This position will not be filled. In the future we would like to hire a faculty member with the role of creating a product design and development pathway tied to the outdoor products industry. There is particular interest in the concept from the OEDC and the New River Gorge Economic Development Authority in concert with WVU Tech. Planning for this position and initiative has paused due to academic transformation. The resigned faculty member's teaching will be added to an existing research assistant's plan of work in order to avoid paying adjunct salary. Sustainability Studies Program Sustainable Design and Development (SDD) is a new major within the sustainability studies program in SDCD. This program was identified by the Provost's Office as a priority during the previous Academic Transformation effort. The program began in Fall of 2022. Currently there are 6 students in the major. The core courses in SDD are housed in the DSGN prefix focusing on design thinking and sustainable design. SDD grew out of the sustainable design minor which currently has 57 students enrolled. One rationale for creating the SDD major is that it is not a 'studio-based' degree. Many programs in SDCD are limited by faculty to student ratios in studio courses according to disciplinary accreditation standards. This is described below in the Landscape Architecture and Interior Architecture section. SDD is inclusive of SDCD courses that do not have low enrollment caps. We believe that enrollment will grow with more marketing, especially to sustainable design minor students and joint marketing with Eberly's Sustainability Studies Program. Environmental and Community Planning/Landscape Architecture/ Master's Degree in Landscape Architecture (MLA) 79 students (ENCP, LARC, MLA) and 7.6 FTE = 1:10.4 ratio. 2 FTE unfilled = \$140,000 savings The Bachelor's of Science Degree in Landscape Architecture (BSLA) is fully accredited by the Landscape Architecture Accreditation Board (LAAB). The BSLA was recognized as a Program of Excellence by the Board of Governors in Academic Year 2020-2021. The landscape architecture CIP code (04.0601) has recently been categorized as STEM by the federal government. The ENCP major is within the landscape architecture program. The curriculum is largely shared between the two majors. The ENCP major was created 5 years ago to provide a pathway for students interested in planning rather than design. These are the only landscape architecture and the only planning programs in WV. The trend has seen more students following the ENCP pathway rather than the LARC pathway. This program has two open faculty lines with a recent (July 2022) resignation and a recent (January 2023) retirement. These positions will not be filled. In the future, as faculty may retire, we may have the ability to hire teaching faculty to provide further efficiencies, i.e. 1 FTE at teaching professor rather than 2 FTEs at tenure track. (\$70,000 savings) With the current faculty numbers in ENCP/LARC/MLA we may need to adjust teaching loads of tenure track faculty 10%-20% from research or service to teaching. Courses in LARC/ENCP/MLA that currently engage in participatory community design projects include: LARC 250, 251/550, 261, 331, 350/650, 351/651 primarily through the Brownfields grant, the Fulcrum Project and USDA Rural Community Development projects. Master's Degree in Landscape Architecture (MLA) 6 students and 0 FTE The Master's of Science Degree in Landscape Architecture (MLA) is fully accredited by the Landscape Architecture Accreditation Board (LAAB). The degree program closely follows accreditation requirements as outlined by the American Society of Landscape Architects (ASLA) so that our graduates may become licensed landscape architects. The MLA is a terminal degree that allows graduates to enter academia as faculty or profession practice. The call to increase enrollment in the MLA program may create issues in faculty teaching workload particularly in studio courses where moving to two sections instead of one section would double faculty time commitments and percentage of effort in teaching. Courses are limited to a 1:15 faculty to student ratio. , the number of applications we received for Fall 2023 is showing a positive trend. The number of applications increased from 12 for Fall 2022 to 27 (+125%) for Fall 2023 Sustainable Trails Development (minor and graduate certificate): 5 graduate students and 3 undergraduate minors enrolled for Fall 2023, which shows growth from Fall 2022 (1 minor, 1 grad). Newly launched in Fall 2021, we grew enrollment in LARC elective courses LARC 332/532, LARC 334/534. Fashion Design, and Merchandising 85 students and 6 FTE = 1:14.2 ratio. All faculty lines filled. FDM includes two pathways: the merchandising pathway and the fashion design pathway. The FDM programs are the only such degrees offered in West Virginia. The fashion design pathway was recently accredited as a part of the National Association of Schools of Art and Design university-wide accreditation. The FDM program has been negatively affected by the loss of Academic Common Market (ACM) with neighboring states. If FDM were reenrolled in ACM we believe that overall program enrollment would rise; especially in the non-studio based fashion merchandising. Interior Architecture 88 students and 4 FTE = 1:22 ratio. All faculty lines filled. IA was recently accredited as a part of the National Association of Schools of Art and Design university-wide accreditation. The IA program is the only such degree offered in West Virginia. Interior architecture is a competitive program that admits 20 students into the sophomore year. The Council for Interior Design Accreditation (CIDA) follows a 1:20 maximum faculty to student ratio in studio courses. With additional faculty or GTA positions the IA program has the potential to grow. Freshman student numbers have regularly been above 20 students. Agricultural & Extension Education Program (AGEE) 36 students and 4.8 FTE = 1:7.5 ratio. One faculty line currently unfilled. The AGEE program is central to the Land Grant Mission in educating leaders in youth development and Extension. The decrease in AGEE enrollment aligns with the national trend in those seeking to become secondary agricultural educators which is now on the upward trend (<http://aaae.agedweb.org/nsd/Default.aspx>). The AGEE 2024 senior class is extremely low. However, our first-year students have increased to pre-pandemic levels, evident from our Fall 23 enrollment. However, the demand for agricultural education teachers in the northeast was 589 positions at the start of the 2022 school year (<http://aaae.agedweb.org/nsd/Chart.aspx>) while only 2 teacher preparation programs with our resources and expertise exist in the region. To assist with the program faculty have increased recruitment events throughout the northeast region and increased interactions with the secondary agricultural teachers in the northeast, VA, MD, OH, and PA to share our teacher certification programming and how we can work with different states certification requirements to meet their needs.

Q4.3. This question is optional and required only if a unit's doctoral programs are under review.

Data have been provided on the unit's tenure-track / tenured FTE to doctoral student headcount ratio across all of the unit's doctoral programs.

Address any differences in the unit's doctoral student to tenure-track and tenured faculty FTE ratio to the institutional expectation of 2-to-1.

Median PhD / Median TT Faculty (20-22) FTE Ratio 1.0 This ratio is healthy at the moment for SDCD though students are drawn to only a few faculty members which creates strain for some faculty members. The Human and Community Development PhD has been popular with Extension personnel and with individuals that have worked in their fields either professionally or academically and have made the decision to advance their education. The HCD program is currently undergoing revision to provide more structure. The degree requires in depth course work in two chosen fields of study resulting in synergies in student research. Currently, the HCD PhD is an umbrella degree with no requirements or AOE's. Proposed changes are to add core requirements that will allow future building of a more cogent and purposeful degree with AOE's. The HCD has a relationship with Public Administration's graduate certificate program in Community Development Policy and Practice. The graduate certificate program in Community Development Policy and Practice (Eberly) is often a focus area in our Human and Community Development PhD program. This is also true for the graduate certificate in Geographic Information Systems (shared between Davis and Eberly). We see the Sustainable Trails Development graduate certificate (SDCD/OEDC) as having potential synergy with HCD. Some HCD research assistantships are partially externally funded (Benedum, ARC, USDA RCDI, and EPA/CDC in the future). We now include GRA tuition in our grants as they are submitted to avoid the use of tuition waivers. Current Hatch projects (FY 2022 \$131,413.42 Hatch Operating + \$40,783.31 Hatch Multi-state) that may support HCD GRAs include: Inter- and Trans-disciplinary Approach to Community Design, Planning, and Development Funding Source: Research Capacity Fund (Hatch) Primary Critical Issue: Community Revitalization (1862) Start Date: 04/10/2023 End Date: 02/29/2028 Optimizing Appalachian greenspace: establishing community connections and best practices Funding Source: Research Capacity Fund (Hatch) Primary Critical Issue: Climate Change and Natural Resources Management (1862) Start Date: 01/10/2022 End Date: 12/31/2026 Outdoor Recreation, Parks and Other Green Environments: Understanding Human and Community Benefits and Mechanisms Funding Source: Research Capacity Fund (Hatch Multistate) Primary Critical Issue: Community Revitalization (1862) Start Date: 01/30/2023 End Date: 01/15/2028 Sustainability initiatives and opportunities at American SME and microenterprises on the periphery of the fashion locus Funding Source: Research Capacity Fund (Hatch) Primary Critical Issue: Community Revitalization (1862) Start Date: 08/15/2018 End Date: 08/14/2023 Rich-Regions Poor-People Dichotomy: A Wealth Approach to Building a Sustainable Future in Energy-Rich Regions of Appalachia Funding Source: Research Capacity Fund (Hatch) Primary Critical Issue: Climate Change and Natural Resources Management (1862) Start Date: 7/16/2018 End Date: 7/15/2023 Building Scientific Inquiry Through the Use of Cross Curricular Project Based Learning in Agriculture to Developing Students in the Mountains of Appalachia Funding Source: Research Capacity Fund (Hatch) Primary Critical Issue: Strengthening Youth and Families (1862) Start Date: 5/22/2019 End Date: 3/1/2024 A strategic assessment of Fashion SMEs and Microenterprise firms in West Virginia and Appalachian Region Funding Source: Research Capacity Fund (Hatch) Primary Critical Issue: Community Revitalization (1862) Start Date: 6/1/2020 End Date: 5/31/2025 Industrial Hemp Products, Production, Markets, and Associated Challenges for the Stakeholders Funding Source: Research Capacity Fund (Hatch Multistate) Primary Critical Issue: Food Access, Security and Safety/Sustainable Agriculture Start Date: 5/1/2023 End Date: 4/1/2027 A Novel Approach to Use Plant-Based Essential Oils in Developing Therapeutic Textiles and Assessment of their Performance Efficacy Using Neurophysiology Funding Source: Research Capacity Fund (Hatch) Primary Critical Issue: Community Revitalization (1862) Start Date: 3/1/2021 End Date: 2/28/2026 Investigating College and Career Outcomes of First-Generation, College of Agriculture Students Funding Source: Research Capacity Fund (Hatch) Primary Critical Issue: Community Revitalization (1862) Start Date: 12/8/2021 End Date: 11/14/2026 Farm to Fashion: Assessing Opportunities within Central Appalachia Funding Source: Research Capacity Fund (Hatch) Primary Critical Issue: Community Revitalization (1862) Start Date: 1/10/2022 End Date: 12/28/2026

Q4.4. Data have been provided that show the changes to the unit's total number of faculty over the review period. Data have also been provided that show the total student headcount enrolled in all of the unit's programs over the same period of time as well as a three-year trend in student credit hour (SCH) production.

Explain the relationship between the change in the number of faculty in the unit and the change in the units total headcount enrollment and SCH production trends.

2020:25 2021:27 2022:28 2023:29 4 additional faculty from 2020-2023 Faculty members listed through communication with Tracy Morris include these key individuals that account for the additional faculty members. [REDACTED] hired through the dual career program [REDACTED]. This hire allowed for the strategic retention of [REDACTED]. Lianne Williamson (teaching assistant professor 60% design studies 40% Davis College); moved from 100% Davis College Director of Online Programs and hired to teach online design thinking curriculum to replace the teaching role of Cindy Beacham (retired). Cindy Beacham's position was replaced by hiring Nicole Kreidler (interior architecture). Devoting Kreidler's position to interior architecture allows for the functioning of the program towards accreditation. Danielle Grant (service assistant professor 20% teaching in agricultural and extension education and 80% service as the West Virginia FFA Organizations Executive Secretary). This position is funded through the WV Legislature State and is a position within the WV Board of Education. The current plan as described previously to not fill one design studies position and not fill two landscape architecture positions will provide an FTE of 25 in SDCD. Recruiting in the Davis College occurs at the college-level. For all SDCD programs we will continue to work with the college administration to recruit students and support the college communications office to tell the stories of our faculty and student successes. 1-UG A B C D Agricultural & Extension Ed 56 36 -20 -35% AGEE We have seen a diminution of students since the loss of Academic Common Market. Four retirements in the 2019 school year raised concerns throughout the state about the continuation of the program so students did not enroll. This aligns with trends in preservice teacher education nationwide, and given the enrollment of our introductory course, 17 students, for F23 it looks like the faculty recruitment efforts and the return to normalcy in secondary ag education has drawn students back to the major. A B C D Design Studies 47 47 +1 1% DSGN has been consistent. We see growth opportunities in the Sustainable Design and Development (SDD) major. The sustainable design minor (57) is highly enrolled and can become a source of students for SDD. The newly approved minor and proposed graduate certificate in design thinking will also benefit enrollment in design studies courses and produce more majors. A B C D Environ & Community Planning 6 12 +6 100% ENCP Growth in the ENCP major is promising. The major in the landscape architecture program was conceived to fill a gap in planning programs in WV. Planners are needed within the state to support economic development and to manage regional planning and transformation efforts. A B C D Fashion, Design, and Merchandising 97 85 -12 -12% FDM We have seen a diminution of students since the loss of Academic Common Market. The merchandising pathway has the potential for large scale growth. The opportunities for innovation listed previously are directly tied to student recruitment and expanding opportunities for community engagement and program visibility. A B C D Interior Architecture 83 88 +5 +6% IA The consistency in students majoring in Interior Architecture is promising. The limitations of enrollment of students (20 in the sophomore class) may be mitigated with more faculty and expanded facilities. This is a potential growth area. A B C D Landscape Architecture 83 61 -22 -26% LARC The creation of the ENCP pathway in the landscape architecture program impacted the LARC major enrollment though retained the students in the program. Opportunities for innovation, as listed previously, will seek to grow visibility for LARC. With support from LARC's advisory board, a recruitment video was produced that is meant to grow program visibility and enrollment. Currently 22 students are register for the first semester course which a positive. 2-GR A B C D Landscape Architecture 9 6 -3 -33% MLA The number of applications increased from 12 for Fall 2022 to 27 (+125%) in 2023. The growth of the MLA program requires funded assistantships beyond those that already exist. Five students were offered assistantships for 2023-4 which should boost enrollment. We are beginning to write tuition costs into external funding proposals and will seek to recruit new students willing and able to pay tuition. 3-DR A B C D Human & Community Development 20 19 -1 -3% HCD The current number of students is healthy. Growth would require more external funding beyond the current USDA Hatch capacity funding. We are beginning to write tuition costs into external funding proposals. Student Credit Hours 2020-9,143 2021-9,790 2022-10,433 SCH Change (22-20) +1,290 Our student credit hours have risen due to a few factors. We teach several highly enrolled GEF courses in SDCD: DSGN 140 'Sustainable Living' with multiple online asynchronous sections offered each semester. AGEE 101 'Global Food and Agricultural Industry' also has multiple online asynchronous sections offered each semester. LARC 212 'History of Landscape Architecture' has multiple online asynchronous sections offered each semester and is taught in person in spring semester. We may increase SCH by offering these popular courses in person with larger sections. These courses are likely the reason for the continuous rise in SCH over the time period. We consider all of the courses to be 'gateway' courses into SDCD majors. DSGN 140 will boost enrollment in Sustainable Design and Development over time. High enrollment in the sustainable design (57) and fashion merchandising (54) minors could also contribute to our positive and steady growth in SCH.

Q4.5. Data have been provided that shows the unit's research expenditures per the Higher Education Research and Development Survey (HERD).

Does this data capture all of the unit's research expenditures? If not, explain the difference here and provide evidence of additional research expenditures below.

The table captures much of SDCD's research expenditures. We would also consider USDA NIFA Hatch funds as research expenditures (FY 2022 \$131,413.42 Hatch Operating + \$40,783.31 Hatch Multi-state). Some funds to support graduate research assistantships are invoiced through Extension's Community Engagement Lab (~\$30,000 per year). It is unclear if Foundation funds are included in this number. The Fulcrum Project is run through Foundation and has brought over \$300,000 to the university to support community engaged scholarship projects, travel, graduate assistantships, etc. A new 5-year \$749,758 project was recently funded through AFRI: The Extension Mentoring IN EvaluatiON (MINION) Project. This is a partnership with AGEE and Extension (Rosson, Blythe, Kruger). This project has also been funded: 2023-28 with CAHS "Be Wild, Be Wonderful Be Healthy: Expanded" PI: Emily Corbett-Spangler Murphy; Sponsor: US DHHS-CDC-National Center for Chronic Disease Prevention & Health Promotion Total \$768,000 per year. (\$39,507 annually to CEL). When we run SDCD's Watermark January 2022 to December 2023 contracts, grants, and sponsored research this is a partial list of what is documented. We are making strides in improving our research expenditures in SDCD. The support of our Associate Dean's office has been helpful in building out our funded research portfolio. Grant-writing training offered by the Research Office has also assisted in SDCD's positive trajectory. Blythe Awards Imported from WVU+Kc PI, "Teacher Education in Agriculture--A Proposal Designed to Accomplish Professional Personnel Development Objectives in Career and Technical Education", Sponsored by: WV Department of Education, State, Total Amount \$408,447.10, F&A Costs \$0.00, Task Amount \$137,687.57. (June 1, 2009 - June 15, 2023) PI, "Creating Connections between Secondary Teachers and University Faculty through Agricultural STEM Research Professional Development", Sponsored by: USDA-National Institute of Food & Agriculture, Federal, Total Amount \$49,951.00, F&A Costs \$4,177.00, Task Amount \$49,951.00. (May 1, 2019 - April 30, 2022) Butler Funded Butler, Peter Mac Iver (Supporting), "WV Community Development Hub's Communities of Achievement Program V (HubCAP V)," Sponsored by USDA Rural Community Development Initiative Proposal, State, \$30,424.00. (June 2022 - June 2025). Funded Butler, Peter Mac Iver, "Downtown Appalachia: Revitalizing Recreational Economies (DARRE)", Sponsored by Appalachian Regional Commission, Federal, \$16,000.00. (December 2021 - December 2023). Funded Butler, Peter Mac Iver, "Fulcrum Project," Sponsored by Claude Worthington Benedum Foundation, Private, \$151,150.00. (September 23, 2021 - December 29, 2023). Funded Butler, Peter Mac Iver, "Fulcrum Project," Sponsored by Benedum Foundation, Private, \$161,542.00. (January 1, 2020 - February 15, 2022). Byrd PI, "Southeast Center for Agricultural Health and Injury Prevention - CROPS", Sponsored by: University of Kentucky, Other, Total Amount \$40,000.00, F&A Costs \$9,812.00, Task Amount \$40,000.00. (May 21, 2021 - September 30, 2022) Haas Funded Haas, Vaike (Project Leader), Davis, Tiphani (Supporting), Mehta, Sumi (Supporting), "Suncrest Safe Routes: Alumni TIES Small Grant," Sponsored by US State Department, Federal, \$10,000.00. (July 1, 2022 - June 30, 2023). Funded Pierskalla, Chad David (Project Leader), Twilley, Danny L (Supporting), Eades, Daniel Carson (Supporting), Arbogast, Douglas William (Supporting), Smaldone, David Andrew (Supporting), Haas, Vaike (Supporting), Deng, Jinyang (Supporting), Casseday, Damon (Supporting), "Measuring specialization, preferences, economic impact, and benefit attainment of mountain bike trail riders in the US," Sponsored by Trail Fund, American Trails, Private, \$8,424.00. (May 2022 - December 2022). Haddox PI, "Music of the Southern West Virginia Coalfields: Identifying and interpreting significant places and contributors to the body of traditional music in the coalfields of southern West Virginia for inclusion in the NCHA Story Map.", Sponsored by: National Coal Heritage Area Authority, Private Non-Profit, Total Amount \$37,500.00, F&A Costs \$0.00, Task Amount \$37,500.00. (May 15, 2020 - June 30, 2023) Perdue (PI) and Hendrix COI, "Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants Program (SPECA)", Sponsored by: USDA-National Institute of Food & Agriculture, Federal, Total Amount \$578,654.00. (September 1, 2018 - August 31, 2022) Jiang COI, "Christmas tree shopping environments, mental fatigue recovery, and shopping preferences: A nationwide marketing study", Sponsored by: Christmas Tree Promotion Board, Other, Total Amount \$12,275.50, F&A Costs \$0.00, Task Amount \$12,275.50. (October 19, 2022 - July 31, 2023) Mehta PI, "Developing biodegradable 3D printed consumer products using upcycled cotton fibers to replace single-use plastics.", Sponsored by: Mattress Recycling Council, Industry, Total Amount \$87,199.31, F&A Costs \$17,345.28, Task Amount \$87,199.31. (January 11, 2022 - March 31, 2023) Orr and Staniscia Funded Staton, Carrie M (Principal), Abildso, Christiaan (Co-Investigator), Butler, Peter (Co-Investigator), Staniscia, Stefania (Other), Orr, Elisabeth C (Other), "EPA Region 3 - Technical Assistance on Brownfields (TAB) Communities - Task 4," Sponsored by Environmental Protection Agency, Federal, \$60,561.00. (July 1, 2021 - September 30, 2026). Funded Orr, Elisabeth C, "Missing Maps: The Search for Visual Evidence of Early 20th Century Gary Hollow, WV," West Virginia University, \$1,400.00. (July 1, 2022 - June 30, 2023). Funded Orr, Elisabeth C, "WVU Downtown Campus Landscape Vision Plan 2022," West Virginia University, \$19,600.00. (June 2022 - August 2022). Perdue COI, "Tackling microbial biodiversity to create ecological strategies relevant to soil carbon cycling", Sponsored by: US NSF-Biological Sciences, Federal, Total Amount \$461,008.00, F&A Costs \$6,724.00, Task Amount \$19,654.00. (August 15, 2021 - July 31, 2024)

Q4.6. Upload evidence of research expenditures here.

Q5.1.
Student Enrollment and Graduation History

Responses in this section are limited to 7500 characters (approximately 1.5 single spaced pages). Responses should be concise but also specific and supported by evidence.

Specific data definitions for these metrics are available on the [Academic Transformation](#) webpage.

Q5.2. Data have been provided on all of the unit's program's student enrollment trends.

That data includes:

4-year median fall enrollment (fall 18 through fall 21);
Fall 2022 change from 4-year median (in headcount and in percentage).

Units should address any programs with enrollment below the median for the program level or which has experienced a negative change in enrollment.

Recruiting in the Davis College occurs at the college-level. For all SDCD programs we will continue to work with the college administration to recruit students and support the college communications office to tell the stories of our faculty and student successes. 1-UG A B C D Agricultural & Extension Ed 56 36 -20 -35% AGEE We have seen a diminution of students since the loss of Academic Common Market. Four retirements in the 2019 school year raised concerns throughout the state about the continuation of the program so students did not enroll. This aligns with trends in preservice teacher education nationwide, and given the enrollment of our introductory course, 17 students, for F23 it looks like the faculty recruitment efforts and the return to normalcy in secondary ag education has drawn students back to the major. A B C D Design Studies 47 47 +1 1% DSGN has been consistent. We see growth opportunities in the Sustainable Design and Development (SDD) major. The sustainable design minor (57) is highly enrolled and can become a source of students for SDD. The newly approved minor and proposed graduate certificate in design thinking will also benefit enrollment in design studies courses and produce more majors. A B C D Environ & Community Planning 6 12 +6 100% ENCP Growth in the ENCP major is promising. The major in the landscape architecture program was conceived to fill a gap in planning programs in WV. Planners are needed within the state to support economic development and to manage regional planning and transformation efforts. A B C D Fashion, Design, and Merchandising 97 85 -12 -12% FDM We have seen a diminution of students since the loss of Academic Common Market. The merchandising pathway has the potential for large scale growth. The opportunities for innovation listed previously are directly tied to student recruitment and expanding opportunities for community engagement and program visibility. A B C D Interior Architecture 83 88 +5 +6% IA The consistency in students majoring in Interior Architecture is promising. The limitations of enrollment of students (20 in the sophomore class) may be mitigated with more faculty and expanded facilities. This is a potential growth area. A B C D Landscape Architecture 83 61 -22 -26% LARC The creation of the ENCP pathway in the landscape architecture program impacted the LARC major enrollment though retained the students in the program. Opportunities for innovation, as listed previously, will seek to grow visibility for LARC. With support from LARC's advisory board, a recruitment video was produced that is meant to grow program visibility and enrollment. Currently 22 students are register for the first semester course which a positive. 2-GR A B C D Landscape Architecture 9 6 -3 -33% MLA The number of applications increased from 12 for Fall 2022 to 27 (+125%) in 2023. The growth of the MLA program requires funded assistantships beyond those that already exist. Five students were offered assistantships for 2023-4 which should boost enrollment. We are beginning to write tuition costs into external funding proposals and will seek to recruit new students willing and able to pay tuition. 3-DR A B C D Human & Community Development 20 19 -1 -3% HCD The current number of students is healthy. Growth would require more external funding beyond the current USDA Hatch capacity funding. We are beginning to write tuition costs into external funding proposals.

Q5.3. Data have been provided on the unit's three-year trend in student credit hour (SCH) production.

Units should address any programs with a negative trend in SCH production.

Student Credit Hours 2020-9,143 2021-9,790 2022-10,433 SCH Change (22-20) +1,290 Our student credit hours have risen due to a few factors. We teach several highly enrolled GEF courses in SDCD: DSGN 140 'Sustainable Living' with multiple online asynchronous sections offered each semester. AGEE 101 'Global Food and Agricultural Industry' also has multiple online asynchronous sections offered each semester. LARC 212 'History of Landscape Architecture' has multiple online asynchronous sections offered each semester and is taught in person in spring semester. We may increase SCH by offering these popular courses in person with larger sections. These courses are likely the reason for the continuous rise in SCH over the time period. We consider all of the courses to be 'gateway' courses into SDCD majors. DSGN 140 will boost enrollment in Sustainable Design and Development over time. High enrollment in the sustainable design (57) and fashion merchandising (54) minors could also contribute to our positive and steady growth in SCH.

Q6.1.

Assessment of Learning and Program Improvement

The Provost's Office will review the self-studies from the most recent Board of Governor's five-year program reviews for this section.

Units may provide updated information below if they so choose.

Q6.2. Provide the unit's plans or ideas to make significant changes to its operations, structure, offerings, or personnel in order to reduce its costs or improve its efficiency.

Provide any significant changes to the department's program curricula, its assessment of learning practices, or any other improvements that have been made since the department's programs completed their most recent Board of Governor's five-year review.

We would like to note that investment in our facilities in the last 5 years has included construction of two design studios in South Agricultural Sciences, the Amy A. Bircher Textiles Lab and a new Student Lounge in the Agricultural Sciences Annex. These improvements were accomplished through the Foundation with close to \$1,000,000 in gifts to the School of Design and Community Development. DSGN/SDD Opportunities for Innovation: The major and SDCD could be best served with a dedicated learning lab facility—much like we envisioned for the Sustainable Design Studio in the past (the old WVU Nursery Building in the Facilities complex on Rawley Ave). The goal for that building was to use it and the property as a model for a sustainable urban redevelopment including everything from renovating the structure into a model of energy efficient residential design, to incorporating green rainwater/stormwater management, and to sustainable urban food production on the grounds. Unfortunately, that project did not receive the support necessary to fulfill the vision, but there are plenty of places on campus where that original vision could come to fruition. Such a project would provide outstanding hands-on learning opportunities for our students (Student Focus) and could be used to educate the WV workforce involved in the design, financing, construction, and maintenance of residential structures in West Virginia (Land Grant Mission). Additionally, there are many funding opportunities we could pursue for such a project—funding that would allow for research, development, and dissemination (R-1 Mission). We have also discussed a capstone tiny house construction course in collaboration with Forestry and Natural Resources. ENCP/LARC/MLA Opportunities for Innovation: funded projects that LARC/ENCP/MLA students participate in include Downtown Appalachia Revitalizing Recreational Economics (ARC), Fulcrum Projects (Benedum), HubCap (USDA RCDI), CDC's "Be Wild, Be Wonderful, Be Healthy: Expanded", and the Technical Assistance to Brownfield Communities (EPA) program. These opportunities create experiential community-engaged learning. These relationships will grow over time to strengthen our community development efforts state-wide. Partnership with Recreation, Parks and Tourism Resources may also be an opportunity for program synergy. Courses in LARC/ENCP/MLA that currently engage in participatory community design projects include: LARC 250, 251/550, 261, 331, 350/650, 351/651 primarily through the Brownfields grant, the Fulcrum Project and USDA Rural Community Development projects. Communities engaged in 2022-23 include: Lewis County, Jane Lew, Beckley, Smithers, Martinsburg, Charles Town, Matewan, Clay, Grafton, Durbin, Kingwood, Welch, etc. Many of these project sites are considered Brownfields. LARC 450/652 students work on an EPA Region III project tied directly to the Brownfield funding. The two most recent projects were completed in Pittsburgh PA and Alexandria VA. Funding has supported implementation for most of the projects. Oftentimes student designs lead to professional services in developing construction documents and cost estimation that then lead to larger grants. The Discovery Junction design in Marlinton that was supported by a WVU Community Engagement Grant (\$9,000) led to a WV Land and Water Conservation grant (\$86,391) for stage and farmers market construction. There are many examples of smaller grants begetting larger grants to communities. We have recently agreed to participate in Healthy Villages Development in Smithers and Montgomery, WV over the coming year. The MLA program may also benefit with a closer relationship with Public Administration's graduate certificate program in Community Development Policy and Practice. Both of the programs engage with long term community partnerships. The graduate certificate program in Community Development Policy and Practice is often a focus area in our Human and Community Development PhD program as well. We plan to generate social media materials with the Davis College Dean's Office Communication Team celebrating accomplishments of MLA students for broad distribution; to advertise the MLA program in national publications; to generate more external funding to support MLA research assistantship stipends and, in the future, tuition; to accept and enroll more tuition-paying students; and to maintain a balance in MLA and BSLA student enrollment to avoid teaching overloads. Partnership with Recreation, Parks and Tourism Resources may also be an opportunity for program synergy. FDM: Recent discussions for transformation include the addition of the position mentioned above for a product design and development pathway tied to the outdoor products industry shared with DSGN. This is seen a viable pathway combining the strengths of our new FDM fashion studios (apparel construction) and the Amy A. Bircher Textiles Lab (materials testing and exploration). FDM is also interested in creating a textiles science pathway that would build from current faculty research interests. A market study has not yet been completed for this degree. A textiles science pathway would also benefit from the Amy A. Bircher Textiles Lab, as well as, a new textiles laboratory currently under construction (faculty startup). The textiles science pathway may have synergy with existing wood sciences and engineering programs. New courses under development include Sustainable Consumer Behavior, Sustainable Textile Materials, Textile Studio, and Luxury Brand Management. The FDM program is pursuing Textile and Apparel Programs Accreditation Commission (TAPAC) accreditation. FDM: Opportunities for Innovation: WVU Fashion Retail Lab and Workspace Vision Statement. Our vision is to create a dynamic and inclusive student-run retail store and gallery that serves as a vibrant hub for the community, fostering creativity, entrepreneurship, and experiential learning. We aim to be a unique platform in sustainable fashion, promoting the reuse and resale of second-hand clothing and accessories while showcasing the talents of our diverse community. The annual 'Fashion Impact Challenge' which brings high school students to campus to engage in critical problem-solving with college students will continue and function as a recruiting tool. Engagement with Coalfield Development in establishing a cut and sew facility in Logan, WV continues (Appalachian Climate Technology Build Back Better funding). Partnership with Community Economic Development in Extension will also continue in concert with the Launch Lab and entrepreneurship development. The establishment of the Central Appalachia Fibershed has gathered educators and entrepreneurs regionally around the concept or sustainable fashion. Plans for 2023/2024 include Farm to Fashion workshops which will expose high school students and educators to the fashion industry through hands-on and interactive experiences, introducing students to the sustainable fashion supply chain, including local fiber farms, fiber processing, natural dyes, and textile and fashion product development. These efforts demonstrate FDMs contributions to state-wide development. The Farm to Fashion Davis College initiative should be a tool for recruiting in the future. We are the only Land Grant R1 with a fashion program in the College of Agriculture. FDM Continued on the next page.

Q6.3. The program may provide additional evidence of program improvement here.

Q7.1. The unit may provide any additional context or information about the unit's programs here.

The following external funding proposals will further these efforts: • USDA HEC Farm to Fashion Through STEAM \$300,000, Pending • Donghia Foundation Establishing the Need for a Collaborative Learning Environment Within a School of Design and Community Development \$211,582, Unfunded • NRGEDA Product Design and Development (PDD) Curriculum for WVU Product Development \$49,992, Pending • USDA AFRI Farm to Fashion: Evaluating the Potential for Opensource Technologies in Small and Medium-Sized Fiber Farmers \$650,000, In Development • Fibershed Advancing Open-Source Technologies for Small Fiber Producers \$4,500, In Development Interior Architecture: Potential collaborations with other programs on campus include landscape architecture, sustainable low-rise construction and engineering specifically. Sustainable design and development (launched in Fall 2022) and the sustainable design minor are closely tied to the IA program. The IA program is preparing to apply for CIDA accreditation). Courses in IA that currently engage in participatory community design projects include: ID 265 and ID 365 primarily through the Brownfields grant, the Fulcrum Project, and Downtown Appalachia Revitalizing Recreational Economies projects. Community projects completed in 2021-23 include: the Lightburn Building in Jane Lew, the Clifford Armory in Ronceverte, the Kelly Miller Community Center in Clarksburg, Rupert High School in Rupert, and the former Habitat for Humanity building in Franklin. Many of these buildings are considered Brownfields. Funding has supported implementation for all of the projects. We have recently agreed to participate in Healthy Villages Development in Smithers and Montgomery, WV over the coming year. The Fulcrum Project at the Kelly Miller Community Center used student designs in a federal funding proposal and the project was awarded \$600,000. <https://www.capito.senate.gov/news/in-the-news/west-virginia-sen-capito-visits-kelly-miller-community-center> Opportunities for Innovation: An Interior Architecture Advisory Board was recently created to help guide and support the major. Engagement with the Lane Innovation Hub (see below). WVU Fashion Retail Lab and Workspace Vision and Sustainable Design Studio (see above) is another opportunity. Funded projects that IA students participate in include Downtown Appalachia Revitalizing Recreational Economics (ARC), Fulcrum Projects (Benedum), HubCap (USDA RCDI), CDC's "Be Wild, Be Wonderful Be Healthy: Expanded", and the Technical Assistance to Brownfield Communities (EPA) program. These opportunities create experiential community-engaged learning. These relationships will grow over time to strengthen our community development efforts state-wide. A proposal to enhance student learning with a high-speed computing lab was submitted (unfunded) in 2023. We will resubmit in 2024. IA faculty have begun to explore opportunities to utilize the Engineering College's Lane Innovation Hub to support teaching and design scholarship with its new Makerspace Manager. We will continue to pursue these opportunities to enhance student learning. We established a partnership with Kimball International and Omega Interiors to create a SDCD Student Lounge. <https://www.wvuf.org/news-publications/news/2023/04/13/unique-in-kind-gift-helps-make-student-lounge-possible-for-wvu-davis-college-students>. We will continue this partnership to further enhance our facilities and improve the student experience. Adding CIDA accreditation will make us more competitive for freshman, as our competitor programs are CIDA accredited. As previously stated, CIDA accreditation limits studio course faculty:student ratios to 1:20. However, with more robust recruiting of freshman, development of coordinated transfer (2+2) agreements, and development of a first-year studio intensive summer option to accelerate the IA program of study for new transfer / change of major students, we have the potential to double our current student enrollments. One potential tool in recruiting IA, LARC, and SDD freshman is to offer a summer, on-campus "design experience" program for high school students. Our land grant peers at Virginia Tech, University of Tennessee, University of Arkansas, and elsewhere run design camps. Agricultural and Extension Education: We have also expanded the focus of our recruitment to move beyond the teacher certification area of emphasis to the other 2 areas of emphasis. The AGEE program now leads the WV STAR program (<https://www.naae.org/teachag/starstates.cfm>), which focuses on the recruitment and retention of agricultural educators in the state and provides funds to the state for recruitment and support of agricultural teachers. The program has also worked with the faculty at WVU Potomac State and Blue Ridge CC to align with their offerings, increase partnerships and opportunities for their students to ease the transition to the Morgantown campus through formal or informal articulation offerings. When looking at the AGEE ratio, it is also essential to recognize that 4 undergraduate courses and 4 graduate courses are required by multiple degree programs (8 undergraduate and 7 graduate programs) both inside Davis and throughout WVU. This indicates that our faculty provide support for students not accounted for in the ratio as described. Opportunities for Innovation: Expanding communication and recruitment to focus on the broader purpose of the degree program beyond teacher certification to attract students who are interested in the people side of agriculture without becoming an educator. Expanding our graduate course work to meet the needs of alternatively certified career technical education teachers in WV and the region based on the request of the WV Department of Education and their priority areas for the next year, as we are the university in the state with the faculty to support them appropriately. The AGEE program hosts FFA Career Development Events annually. In 2023 CDEs brought over 1,100 high school students to campus. Recruiting occurs during these events and will be increased in the future. Graduate Program Innovations Attached. As a part of SDCD's Academic Transformation we are working to create a Master's degree in Human and Community Development that will be tied to a newly revised PhD in Human and Community Development. The structure of the two degrees will include core course work and areas of emphasis that will be inclusive of SDCD faculty expertise and research agendas.

Q7.2. You may use this section to provide any additional evidence referenced in the program review.

[HCD MS PoS.docx](#)

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Q7.3. You may use this section to provide any additional evidence referenced in the program review.

[HCD PhD PoS.docx](#)

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Q7.4. You may use this section to provide any additional evidence referenced in the program review.

Q8.1.

Thank you for completing your self-study for the West Virginia University Board of Governors program review. You may now submit the survey and your self-study will be passed on to the Provost's Office for review.

Location Data

Location: [REDACTED]

Source: GeolIP Estimation

