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.

<table>
<thead>
<tr>
<th>College</th>
<th>Davis College of Agriculture, Natural Resources, and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department or School</td>
<td>Design and Community Development</td>
</tr>
</tbody>
</table>

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-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.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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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.
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.
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.
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 unit's total headcount enrollment and SCH production trends.
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.
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.
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 • Dongia 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 Ronco, 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

15.7KB

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

HCD MS PoS.docx

16.6KB

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

HCD PhD PoS.docx

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.