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  Eberly College of Arts and Sciences
Department or School  Public Administration

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
Maria del Guadalupe Davidson

Email Address
lupe.davidson@mail.wvu.edu

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

An initial meeting was held July 12, 2023, to discuss the self-study. Before the meeting, a link to a Drive folder containing material relevant to the self-study was sent to faculty and staff. During that meeting, faculty and staff were invited to work collaboratively to address the questions, provide comments, and some faculty were assigned specific questions to address. The Program Review Self-Study (Word doc) was also uploaded to the Drive folder. Faculty were invited to share answers to the questions or add notes. A rough draft was uploaded to the shared Drive July 19, 2023. Faculty were asked to revise the draft and to provide answers to remaining questions. Revisions were due Monday, July 24, 2023, at 2:00PM. A draft was sent to the Dean’s Office for review July 24, 2023, and the Dean’s Office provided feedback 7/25/23. This feedback was sent to the faculty 7/25/23. A follow up meeting to discuss and review the self-study was held July 26, 2023. During that meeting the following timeline was agreed to: Collaborative Writing in Draft Two 7/25-7/27 at 12PM (EST); Volunteers will receive edited/formatted Draft Three 7/27 at 3PM (EST); Volunteer Editor will email edited Draft to the group 7/30 at 12PM (EST) and Lupe will upload Draft Three to our shared Drive; Final comments/light revisions due from group 7/31 12PM (EST); Final version emailed to group 8/1 at 12PM (EST); Submission to Transformation website by 4:45PM. On 7/28/23 faculty were sent a link to the Draft Three shared drive folder and emailed the following documents: “Draft Three Faculty Review_7.28.23” (edited); “Program Review Self-Study Draft Two COMPLETE_7.27.23” (so they could compare with Draft Three); 7.2 Program Data (to be submitted as a pdf); 7.3 Student Information (to be submitted as a pdf). Faculty final edits were submitted 7/31/23.

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.
The Public Administration unit serves WVU's land-grant mission in teaching, research, and engagement. Public Administration has existed since 1969 when a strategic decision was made to provide public service workforce development for the state, its communities, and beyond. Given the challenges and opportunities presented in today's civic, social, and economic context, the need for this workforce development continues. The unit's flagship program is its nationally accredited Master of Public Administration (MPA), the gold standard in public service through government and nonprofit organizations. It is the only accredited MPA program in West Virginia. Within the MPA, Areas of Emphasis and associated Graduate Certificates are offered in both Healthcare Administration and Community Development fields of practice. The unit also designed and fostered the Graduate Certificate in Cultural Resource Management before its transfer to the History Department and continues close collaboration with the program. Public Administration also designed and delivers the Master of Legal Studies online program. These allied professions have added breadth and depth to the public service workforce development mission delivered by Public Administration. The first cohort of nine students enrolled in 1969 and graduated in 1970. Over 50 years later, the program is proud of the nearly 2,000 alumni who have made public service their calling [see 7.1 for additional information on current and past employees with degrees in Public Administration]. From 2018-2022, 80% of MPA students came from within the state. Half to two-thirds of graduates stay in the state, working for WVU, state and local government agencies, and WVU non-profits. The multidisciplinary nature of public service and the unit's faculty lends collaborative synergy and value-added instructional support to other units and colleges. This includes undergraduate and graduate classroom education in virtually every college on campus and the WVU Extension Service through community education. In addition, current faculty are listed among the graduate faculty in the School of Design and Community Development. Regarding WVU's research and engagement mission, as is detailed in later sections, Public Administration faculty members have published widely in many areas of relevance to public administration, public policy, and legal processes, and regularly bring this expertise into the classroom. Faculty members have gained visibility in various subfields through leadership positions in professional and academic societies and through editorial service to various journals and publishers. In engagement, the faculty have been recognized through public service awards and named chairs for outreach and service-learning activities. They are often asked to provide technical assistance and expertise at the community, state, and national levels. Current budgetary conditions and strategic priorities demand that Public Administration carefully plan its way forward. The mandate is to find cost-efficiencies and to propose opportunities to further serve the university's priorities for student recruitment and success, workforce development, and the land-grant mission. We will consider changes to both form and function in the balance of this self-study report. We have been asked to focus specifically on the Master of Legal Studies (LEGS) and the Master of Public Administration (PUBA), showing how each supports the University in meeting its mission. The Master of Legal Studies is a stand-alone online program and will be analyzed separately. However, during the review period, the Master of Public Administration was five integrated programs: the Master of Public Administration (PUBA), the MSWMPA Dual Degree (SOWK/PUBA), the JD/MPA Dual Degree (LAW/PUBA), a Graduate Certificate in Health Care Administration (CC01), and a Graduate Certificate in Community Development Policy and Practice (CC42). Dual degree and Graduate Certificate students are all served by PUBA course codes. While they should be analyzed together for the most accurate net results, we have not obtained complete data within the response time offered. The LEGS program (LEGS) contributes to WVU's mission of providing a skills-based education that improves the livelihood of students in direct and measurable ways. Specifically, the program advances educational opportunities for professionals who work with the legal system, such as in human resource management and criminal justice. The MLS program: 1) builds greater public understanding of the law and the United States legal system; 2) trains graduates with knowledge and skills to perform their jobs effectively; 3) provides private and public organizations the benefit of experienced and effective employees and servant leaders. Because the program is fully online, students within West Virginia borders and beyond can enroll in the degree program that is flexible and responsive to their needs and lives. Approximately 95% of MLS students are working professionals and choose to pursue the degree to increase their knowledge of the American legal system as it relates to their current job or seeks promotion within their current field. The remaining 5% of MLS students are recent college graduates pursuing a master's degree in preparation for their career goal. MLS alumni work in an array of professional positions that involve the U.S. legal system, regulations, and laws, including probation officers, social service administrators, healthcare compliance officers, and similar positions. The MPA program (PUBA) prepares recent college graduates, new and emerging professionals, and seasoned administrators to make a scaled impact in their jobs. The MPA supports more effective administration and management across all sectors of public service. Graduates can be found in a wide variety of public service careers in government, nonprofit organizations, and for-profit public contractors. The program is currently the only nationally accredited MPA degree in the state and serves a distinct role in preparing individuals to contribute to public service in West Virginia and the region. Its accreditation was renewed last year for 7 years (to 2028-2029), with high praise. The faculty and students produce research and service directly connected to state, national, and international public affairs, including: 1) state and global policy analysis; 2) research for state and federal agencies; 3) campus-community service-learning activities; 4) service in state, national, and international professional organizations. Integrated within the MPA program's course offerings are an Area of Emphasis and Graduate Certificate in Health Care Administration, an Area of Emphasis in Local Governance & Community Development, and a Graduate Certificate in Community Development Policy & Practice. Furthermore, formal dual degrees are offered with Law (JD) and Social Work (MSW), while students have also pursued informal dual degrees with History (MA and GC Cultural Resource Management) and Legal Studies (MLS).

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>Ability to schedule required classrooms</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
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</table>
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.
The Public Data Table does not capture the unit's research expenditures because the data only capture funds coded as “research.” However, Public Administration's grant funding has supported instruction or projects ($444K of the $461K in expenses over that 5-year period). Grants for instruction and service were not captured in the data [in 7.2 see: PUBA Research Expenditure, Public Administration Expenditures by Type and FY]. Although these expenditures are coded for instruction, some of the research expenditures resulted in academic conference presentations and publications reported in Q4.1. Under support from the Military Families Learning Network and ONEOP grant, during the 2018–2022-time frame one co-authored conference presentation was made at the National Association for Extension Program and Staff Development Professionals, one single-authored conference presentation was made at the Annual Meetings of the American Society for Public Administration, and one co-authored article was published in the Journal of Extension. Evidence has been uploaded in Q4.6 that supports the unit's research expenditures.

Q4.6. Upload evidence of research expenditures here.

Public Administration Expenditures.xlsx
16.8KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

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.

The MLS program has relied heavily on support from WVU Online in recruiting students. For the past several years, we have paid WVU Online a $7,500.00 annual fee to assist with graduate recruitment, but these efforts have not resulted in an increase in student enrollment. In fact, the MLS program has experienced a negative change in enrollment of 48% in 2022. In response, the unit already made the decision in May 2023 to suspend admissions in 2023-2024 and only offer courses corresponding to a “teach-out” plan until the current review is completed. Our recommendations include either termination or relocation of the program to another unit capable of providing dedicated faculty for program delivery. In comparison, the MPA program has experienced a negative change of only 5% in the review period. In years past, strong cohorts of incoming students were up to 30 in the fall and 15 in the spring. The unit maintained a faculty size capable of delivering every required course every semester for up to 20 students, but this was a very inefficient use of FTEs, especially as incoming student numbers fell to a more typical 20 in the fall and 10 in the spring; teaching required courses to less than 6 students was common. Therefore, the decision was made in 2018 to transition to a fall-only admissions as the revised MPA program plan of study was rolled out. This change will be fully accomplished in AY2023-2024. Even with a smaller faculty size (down from 7 in 2016), these changes were meant to maximize FTE use and to create space for more specializations through Area of Emphasis and Graduate Certificate programs. For example, Community Development is a promising growth area, as are nonprofit management, public service leadership, public finance, public communications, public engagement, and many others. Similarly, expansion into interdisciplinary professional degrees were being considered that would enable “stacking” of the Graduate Certificate in Community Development Policy & Practice with others like Geographic Information Systems. In fact, plans for these types of program expansion were underway through the Provost's Curriculum Innovation Challenge before it was suspended. In the other direction, with the development of the Master of Public Health elsewhere in WVU, and the retirement of the primary PUBA faculty member, the Area of Emphasis and Graduate Certificate in Healthcare Administration was found to be duplicative. Therefore, the decision was made in May 2023 to terminate these programs as of 2023-2024 and enter a teach-out plan for remaining students. In all, the unit has also made admissions changes, such as no longer requiring GREs or other standardized tests. But to build out these professional programs successfully, the unit needs much more support in areas of marketing and promotion than what can be provided by a small portion of a .5 FTE staff member. In the past, the focus has been on recruiting undergraduate students from WVU and other West Virginia colleges and universities (e.g., Concord College, Bethany College, Fairmont State University) through personal faculty relationships. However, such outreach has lapsed in recent years and is not sustainable as a faculty responsibility. Furthermore, these undergraduates may not be the most viable recruitment population. MPA programs generally target non-traditional students—in-service practitioners who seek advancement on career ladders that require graduate degrees. Since closing the Charleston program well over a decade ago, outreach to these potential students was only re-engaged in the soft launch of the new Graduate Certificate—in the year before the pandemic hit. Therefore, recruitment efforts were only successful within the ranks of WVU Extension (which does not positively impact tuition revenue). The unit overall needs to recruit in-service public service practitioners who live and work in West Virginia and the region. Doing so would support WVU's land-grant mission by providing educational opportunities (e.g., continuing education credit) to West Virginia residents who otherwise lack access (e.g., geographical, financial) to higher education. This will likely require online delivery of courses with minimal requirements to convene in person.

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.
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.
By way of introduction, the BOG five-year review process evaluated the WVU Master of Public Administration (MPA) program's performance across the mission areas of teaching, research, and engagement in context of other WVU graduate programs. The last full BOG review for the MPA program was for AY 2018-2019. According to the WVU Office of Provost's 2018-2019 BOG Review Summaries [boeg-graduate-program-review-report-ay-2018-19_062419.pdf (wvu.edu)], the BOG affirmed the strength, relevancy, and sustainability of the MPA program. The report noted that the program was aligned with its stated academic mission, focusing purposefully but not exclusively on those soon to enter public service. The narrative noted how the program was especially well-positioned to serve WVU's land grant mission through applied research, experiential learning, and state and community engagement efforts. The BOG report also affirmed that the program's identified student learning outcomes and assessment processes conformed with WVU's broader expectations for measurable outcomes around such areas as communication, critical thinking skills, and adaptive skills for future professional and career development. The MPA program also benefits from external accreditation peer reviews by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) every seven years. Program review standards cover: (1) Managing the Program Strategically, (2) Matching Governance with the Mission, (3) Faculty Performance, (4) Serving Students, (5) Student Learning, (6) Resource Adequacy, and (7) Communications. Student Learning is assessed according to five universal competencies: (1) to lead and manage in the public interest, (2) to participate in, and contribute to, the policy process; (3) to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment, (4) to articulate, apply, and advance a public service perspective, and (5) to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large. This rigorous accreditation process validates the program in the eyes of the larger academic and professional community. The most recent review was completed in 2022, when the program was fully reaccredited for the standard seven-year cycle. Recent Changes: Within the MLS program, acknowledgement of changing workforce conditions and declining enrollment led to program changes aimed at facilitating student recruitment, persistence, and completion: (1) Reduction in required credit hours from 36 to 30 credit hours. Coordination of dual degree options, especially with the MPA; and (3) to eliminate or relocate the Master of Legal Studies of Emphasis in Local Governance and Community Development, and the Graduate Certificate in Community Development Policy & Practice. While we also retained the Area of Emphasis and Graduate Certificate in Healthcare Administration, we expanded our partnership with the School of Public Health and School of Medicine to increase FTE efficiencies while expanding course offerings to increase student persistence and to ensure timely program completion. Based on these ongoing change efforts, the Provost's Office in charting a sustainable path forward that preserves academic programming that contributes to the overall land-grant mission of the university and its place among flagship universities across the country. Proposed Changes: In Q5.3, the unit laid out many options for consideration. While the University's upper administration will make the final decision, the unit proposes the following efficiencies for FY25 and beyond: (1) eliminate or relocate the Master of Legal Studies (LEGS) (anticipated savings $92,769, (2) merge PUBA with another academic unit/division/school (anticipated savings $18,365), and (3) increase PUBA faculty teaching loads to 3-2 (up to 25 course sections per year) to accommodate expanded program offerings or contributions to other WVU degree programs. The positive net budget impact will be at least $111,134. This total does not account for the efficiencies (increased SCH and tuition revenue) gained by increased faculty teaching loads.

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 West Virginia University Public Administration program has regularly been highly ranked in U.S. News and World Reports assessments of graduate programs. Through its public administration program, WVU has often been rated within or near the top 100 public affairs programs in recent years. In the 2023-2024 round, in the Public Affairs category, our program was ranked 108th in the country, along with such R1 Peers as the University of Texas at Arlington, University of South Carolina, as well as such notable institutions as the University of Vermont, and William & Mary College (see https://www.usnews.com/best-graduate-schools/top-public-affairs-schools/public-affairs-rankings?name=West%20Virginia%20University&_sort=schoolName-asc). If the “nuclear option” of terminating the PUBA programs entirely is chosen, we respectfully request a teach-out period in accordance with established programs of study. Some students are enrolled on a part-time basis and may require a teach-out period of more than two years. Furthermore, we request the reappointment of current faculty and staff, who come from a variety of educational backgrounds. Their respective expertise, research, teaching, and skillsets could support several WVU units, including Political Science, Social Work, Sustainability Studies, School of Design and Community Development, College of Law, WVU Extension Service, and WVU Advance. Summary: We appreciate this opportunity to provide information about Public Administration, the unit's programs, and the dedicated faculty and staff committed to its success and longevity. The report has attempted to provide context and needed nuances unavailable in the Public Data Table. The PUBA programs’ enrollment for the review period has remained relatively steady. Public Administration continues to be a unit of choice for students seeking dual degrees and for current WVU staff seeking to gain critical expertise. We understand the University’s budget situation and are committed to doing our part to find solutions by: 1. Eliminating or relocating the Master of Legal Studies (LEGS). 2. Merging PUBA with another academic unit/division/school. 3. Increasing PUBA faculty teaching loads to 3-2 to accommodate expanded program offerings. We believe that these solutions amount to a positive net budget impact of at least $111,134, create teaching efficiencies, and increase SCH and tuition revenue.

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

7.1 Final Upload Current and Past WVU Employees with Degrees from Public Administration_8.1.23.pdf
76.2KB
application/pdf

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

7.2 Final Upload Program Data.pdf
172.9KB
application/pdf

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

**Source:** GeolP Estimation