

**Academic Transformation**  
**Academic Advisory Committee**  
**3.17.21**

Recap of Homework: In reference to gold standard metrics, we asked programs in our colleges to provide feedback.

- Do you feel that any of these metrics disadvantage your program?
- Is there any way to adapt this metric so that it would more accurately represent your program?
- Are there any missing metrics that you feel are critical to capturing your program? What are they? Could they be measured across programs?

Academic units cited the following **challenges** with the metrics:

- Headcount and degrees confirmed: Majors that appear under-enrolled relative to other larger majors may be appropriately sized (Example from CCAC, an orchestra only needs so many obo players).
- Job placement is difficult for many programs to capture (Example, in HUMS disciplines, students may take longer to land on their careers)
- Cost per credit hour would disadvantage many programs, especially those with large graduate and professional programs.
  - CCH may also be immovable because the student to faculty ratio is set by the accrediting body.
- % First Time New Students impacts a number of programs. Many students don't stick with the majors they declare as freshman. Students tend to first land in a few places (e.g. BUS, STEM) before they are exposed to all of the major possibilities and choose something else. This metric will also be impacted by the Common Application.
- % Transfer Students Not all programs have collected this data.
- Retention rates would negatively impact our 2 year programs at Potomac State and Tech.
- Several committee members noted that an individual department might be comprised of multiple programs and one standard set of metrics might advantage one program while disadvantaging another one.

Academic units noted the following metrics should **also be considered**

- Student & faculty endowments, fellowships, and awards
- Student opportunities for professional certification
- Undergraduate research
- # of students who study abroad or do internships abroad
- # of underrepresented & first gen students
- Online programs
- Student debt burden
- Reciprocity agreements & the common application (these may advantage some programs over others)
- Co-requisite courses
- Service courses
- The state legislature or accrediting bodies that dictate how credits are awarded
- Faculty mode of delivery
- Minors & double majors
- Contribution to R1 and land grant mission
- Future placement (HSC)
- Internal transfers
- Separate job placement and graduate school

The process moving forward:

- Annual Program Review has been temporarily suspended.
- The Provost's Office will review WVU's entire academic portfolio using a small subset of common metrics. Using that set of metrics, the PO will do a first pass. Any program flagged during the first pass will undergo further examination.
- Faculty will be involved in the process during the second stage (further examination).
- No program will be discontinued, consolidated, or invested in without a thorough investigation per BOG rule 2.2

<https://policies.wvu.edu/finalized-bog-rules/bog-academics-rule-2-2-program-creation-and-review>