BOG Program Review

Start of Block: Overview

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.

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Q1.2 Select the appropriate academic unit under review.

College

Department or School

▼ Benjamin Statler College of Engineering and Mineral Resources ... Health Sciences Center ~ School of Public Health

Q1.3 List all of the unit's programs.  
  
Example:  
  
BA Biology  
BS Biology  
MS Biology  
PhD Biology

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

* Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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End of Block: Overview

Start of Block: Mission

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Q2.1 Explain how the unit and its programs contributes to WVU's [mission](http://about.wvu.edu/mission).  
    
This response is limited to 7500 characters, approximately 2 single spaced pages.

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End of Block: Mission

Start of Block: Resources, Revenue, and Expenses

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.

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|  | Yes | No |
| Ability to schedule required classrooms |  |  |
| Access to adequate technological infrastructure |  |  |
| Access to adequate technological support |  |  |
| Access to adequate physical infrastructure (labs, performance spaces, etc.) |  |  |

Display This Question:

If Has the unit experienced significant issues with any of the following during the past five years?... = Yes

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

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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.

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End of Block: Resources, Revenue, and Expenses

Start of Block: Faculty Composition and Productivity

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](https://provost.wvu.edu/academic-transformation/academic-program-portfolio-review) webpage.

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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.

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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.

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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.

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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.

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Q4.6 Upload evidence of research expenditures here.

End of Block: Faculty Composition and Productivity

Start of Block: Student Enrollment

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](https://provost.wvu.edu/academic-transformation/academic-program-portfolio-review) webpage.

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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.

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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.

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End of Block: Student Enrollment

Start of Block: Curriculum, Assessment, and Program Improvement

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.

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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.

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

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End of Block: Curriculum, Assessment, and Program Improvement

Start of Block: Supplementary Evidence

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

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

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

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

End of Block: Supplementary Evidence

Start of Block: End of Survey

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.

End of Block: End of Survey