

PSC Program Review - Academic Transformation

Start of Block: Overview

Q1.1

PSC Program Review - Academic Transformation

This is the self-study form that will be completed in support of the AY 2023-2024 academic transformation program portfolio review process.

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Q1.2 List all of the programs and majors covered in this self-study.

Example:

BA Biology
BS Biology
MS Biology
PhD Biology

Page Break

Q1.3 Name and Email of the person completing the self-study

Name _____

Email Address _____

Q1.4 How were program faculty given the opportunity to contribute to, review, and provide feedback on this self-study?

End of Block: Overview

Start of Block: Mission



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

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

End of Block: Mission

Start of Block: Student Enrollment

Q3.1

Student Enrollment and Graduation History

Responses in this section are limited to 7500 characters (approximately one and a half 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.

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Q3.2 Data have been provided on all of the unit's programs' student enrollment and completion trends.

Those data include:

4-year median fall enrollment (fall 2019 through fall 2022);
Fall 2023 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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Q3.3 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.



Q3.4 Data have been provided on the program's student success measures, including metrics on program continuance, migration in and out of the major, and high DFW courses specific to those majors' students.

Units should explain what actions have been taken to address any issues in these areas.

End of Block: Student Enrollment

Start of Block: Curriculum, Assessment, and Program Improvement

Q4.1
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.



Q4.2 Provide a description of the changes and improvements made to the program and its curriculum over the last five years. Describe how those changes were related to the program's assessment of student learning practices and provide evidence of that assessment where relevant below by attachment.

Q4.3 Provide evidence of assessment of learning that relates to the question above by attachment here.



Q4.4 Provide the unit's plans or ideas to make significant changes to its curriculum or any other aspect of program operation in order to improve the efficiency in delivering the program's curriculum and improve their long-term sustainability and viability, including short-term and long-term enrollment goals as well as goals for improving student success in specific ways such as addressing high DFW courses and/or issues related to program continuance and completion, and/or effects on institutional retention and persistence.

Programs can provide these plans in text immediately below or by attachment further below.

Q4.5 The program may attach its program improvement plan here.

Q4.6 The program may provide additional evidence of program improvement by attaching a file here.

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Start of Block: Resources, Revenue, and Expenses

Q5.1

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.

Open-ended responses in this section are limited to 7500 characters or approximately two single spaced pages.

Q5.2 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 type="radio"/> |
| Access to adequate technological infrastructure | <input type="radio"/> | <input type="radio"/> |
| Access to adequate technological support | <input type="radio"/> | <input type="radio"/> |
| Access to adequate physical infrastructure (labs, performance spaces, etc.) | <input type="radio"/> | <input type="radio"/> |

Display This Question:

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



Q5.3 Describe the issues the program has faced in the area(s) identified above.



Q5.4 Data have been provided on the unit's last three years of total faculty salary costs. Address how the program has (or has not) kept its faculty salary costs aligned with its trends in student enrollment and SCH production.

End of Block: Resources, Revenue, and Expenses

Start of Block: Faculty Composition and Productivity

Q6.1

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 two single spaced pages.

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



Q6.2 Data have been provided on the unit's faculty full-time equivalency (FTE) to the median of all majors for fall 2018 to fall 2022.

Based on the most recent data reported to the U.S. Department of Education (2022-2023) the institutional student-to-faculty ratio for PSC is 17:1 and the median ratio for IPEDS peer institutions is also 17:1.

If the program ratio is below the benchmark value of 17:1, please address how the program could improve its student-to-faculty ratio and come closer to the benchmark.



Q6.3 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.

End of Block: Faculty Composition and Productivity

Start of Block: Supplementary Evidence



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

Response is limited to 7500 characters or approximately two single spaced pages.

Q7.2 You may provide any additional evidence referenced in the program review by attaching a file here.

Q7.3 You may provide any additional evidence referenced in the program review by attaching a file here.

Q7.4 You may provide any additional evidence referenced in the program review by attaching a file here.

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
