



West Virginia University

Board of Governors

2025 - 2026

Meeting Agenda Booklet

June 19, 2026

Board Members

**Charles Capito
Bray Cary
Elmer Coppoolse
Kevin Craig
Scott Crichlow
Michael D'Annunzio
Dr. Lesley Cottrell
Dr. Patrice Harris
Terry Hauser
Robert "Rusty" Hutson, Chair**

**Susan Lavenski
Oliver Luck
James Martin
Paul Mattox, Secretary
Robert Reynolds, Vice-Chair
Steven Ruby
Dianne Stewart
Colin Street
Charles Wilfong**

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS MEETING

LOCATION: Via Zoom Link

DATE: June 19, 2026

TIME: 8:30 a.m.

	AGENDA ITEM	Presenter(s)
I.	CALL TO ORDER	<i>Hutson</i>
II.	<u>APPROVAL OF APRIL 17, 2026 MEETING MINUTES</u>	<i>Hutson</i>
III.	REPORT FROM PRESIDENT MICHAEL T. BENSON	<i>Benson</i>
IV.	ANNUAL PRESENTATION FROM FACULTY REPRESENTATIVES	<i>Scott Crichlow Lesley Cottrell</i>
V.	REPORT FROM THE INTERIM PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS	<i>Kreider</i>
VI.	POTENTIAL EXECUTIVE SESSION UNDER AUTHORITY IN WEST VIRGINIA CODE SECTION (b)(9) and (b)(12) to discuss potential strategic initiatives relating to financial priorities for the University; confidential and deliberative information on draft FY27 budgets; the potential investment of public funds and other deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University; and a legal update from the General Counsel.	<i>Hutson</i>
VII.	DISCUSSION EMANATING FROM EXECUTIVE SESSION (IF ANY)	<i>Hutson</i>

VIII.	COMMITTEE REPORTS • Report from the Academic Affairs and Accreditation Committee (Capito) • Report from the Divisional Campus Committee (Mattox) • Report from Strategic Plans and Initiatives Committee (Coppoolse) • Report from Audit Committee (Reynolds) • Report from the Finance, Facilities, and Revitalization Committee (Ruby)	Hutson
IX.	<u>APPROVAL OF WVU'S FY27 BUDGET, INCLUDING TUITION, FEES, ROOM, AND BOARD (ALSO SEE ATTACHED PRESENTATION)</u>	Kabourek
X.	SELECTION OF WVU BOARD OFFICERS FOR JULY 1, 2026 – JUNE 30, 2027	Hutson
XI.	CONSENT AGENDA a. <u>Amending the Bond Authorizing Resolutions of the West Virginia University Board of Governors for the financing of the bond issuance as previously discussed in executive session, Phases III and IV of the Modernization Plan and improvements to the University's steam facilities to add the Vice President and Chief Financial Officer as an "Authorized Officer."</u> b. <u>Approval Relating to the Complete Design Phase for the Milan Puskar Stadium West Tower Project</u> c. <u>Authorization for management to finalize a one-year contract extension with dining vendor</u> d. <u>Amending Purchase Agreement for Old Main and adjacent land in Montgomery, WV</u> e. <u>Sale of Real Property in Montgomery, WV</u> f. <u>FY27 HEPC Supplemental Deferred Maintenance Grant</u> g. <u>Approval of Undergraduate Program Review Recommendations</u> h. <u>Approval of Graduate Program Review Recommendations</u>	Hutson Kabourek Baker Newmeyer Taylor Taylor Kabourek Kreider Kreider

	i. <u>Appointment to County Extension Committees</u>	<i>Kreider</i>
XII.	INFORMATION ITEMS (WRITTEN ONLY) a. <u>Report of Real Property Transactions – Third Quarter of FY 2026</u> b. <u>Promotion and Tenure Reports</u>	<i>Brubaker</i> <i>Kreider & Marsh</i>
XIII.	ADJOURNMENT	<i>Hutson</i>

WEST VIRGINIA UNIVERSITY
BOARD OF GOVERNORS

April 17, 2026

The two hundred thirty eighth meeting of the West Virginia University Board of Governors was held on April 17, 2026 in Morgantown, WV, in person and via zoom webinar. Board members in attendance/participating via zoom included Chair Rusty Hutson and members Charles Capito, Bray Cary, Lesley Cottrell, Elmer Coppoolse, Scott Crichlow, Kevin Craig, Michael D’Annunzio, Dr. Patrice Harris, Terry Hauser, Susan Lavenski, Oliver Luck, James Martin, Paul Mattox, Robert Reynolds, Steve Ruby, Colin Street, Dianne Stewart and Charles Wilfong.

Other participants included:

President Michael Benson;

General Counsel, Stephanie Taylor;

Vice President for Strategic Communications and Marketing, Heather Richardson;

Vice President and Director of Athletics, Wren Baker;

Senior Deputy Athletics Director, Rob Alsop;

Vice President and Executive Dean of Health Sciences, Clay Marsh;

Senior Associate Vice President for Finance, Barbara Weiss;

Incoming Chief Financial Officer, Chris Kabourek;

Vice President and Director of Athletics, Wren Baker;

Interim Provost and Vice President for Academic Affairs, Paul Kreider;

Incoming Provost, Dr. Beverly Wendland;

Vice Provost, Mark Gavin;

Vice President of Enrollment Management, Fabrizio D’Aloisio;

Associate Vice President for Finance, David Kosslow;

President, Government Relations and Collaboration,

Travis Mollohan;

Vice Provost, Mark Gavin;

Associate Vice president of Talent and Culture, Mario Barge;

Associate Vice President and Chief Strategy Officer, Health Sciences, Leslie Miele;

Executive Director of Strategic Priorities within Strategic Communications and Marketing, Katie Farmer;

Vice President, Student Life, Gary G. Furbee, II;

Director of Internal Audit, Bryan Shaver;

Associate Provost for Curriculum and Assessment, Louis Slimak;
Associate Provost for Undergraduate Education, Evan Widders;
Associate Vice President for Strategic Executive Initiatives, Erin
Newmeyer;
Director of Curriculum Development, Robynn Shannon;
Executive Director of Strategic Communications, Shauna
Johnson;
Several members of Staff Council and the Student Government
Association were present;
Executive Officer and Assistant Board Secretary, Jennifer Fisher;
and Special Assistant to the Board of Governors, Valerie Lopez.

Members of the Press also attended.

CALL TO ORDER

The meeting was called to order by Chair Rusty Hutson at 8:33 a.m.
A roll call was taken to determine who was in attendance and a quorum
established.

APPROVAL OF MINUTES

Robert Reynolds moved that the board approve the minutes for the February 20,
2026 board meeting. This motion was seconded by Paul Mattox and passed.

ANNUAL PRESENTATION FROM STAFF REPRESENTATIVE

Dianne Stewart, BOG classified staff representative, presented an annual
report. She covered the follow topics: Core Values, Steady Leadership in Transition,
From Behind the Scenes to Front & Center, Hidden Gems Series, Monthly Staff
Showcase, Support and Development, and Looking Ahead. Ms. Stewart's presentation
is attached hereto and made a part hereof, by reference.

ANNUAL PRESENTATION FROM STUDENT REPRESENTATIVE

Colin Street, BOG student representative, presented an annual report. He covered the following topics: SGA Overview, Embracing a Healthy Student Life, Fighting Apathy on Campus, Reducing Student Costs, Building Relationships in Charleston, Internal Branch of SGA, External Branch of SGA, SGA Committees, Looking to Next Year, including Brooks Hall Grocery Store, Hardesty Festival Podcast, Student Syllabi Input, Campus Parks Plan, Judicial Branch Reform, New Internal Branch, New External Branch, and New SGA Committees. Colin's presentation is attached hereto and made a part hereof, by reference.

REPORT FROM PRESIDENT MICHAEL T. BENSON

President Benson provided the following report.

- I appreciate the opportunity to be with you today as near the end of the spring semester.
- The final day of classes is May 1, which is two weeks from today.
- We have great news to share today.
- West Virginia University continues to operate on solid financial footing.
- Evidence of that is in the latest ratings, now out, from the three major ratings agencies — Moody's, S&P Global and Fitch.
- These ratings represent a continuation of the University's high level of fiscal stewardship with a stable outlook for the future.
- For Moody's, the rating is defined as "high quality and very low credit risk."
- For S&P Global, the rating means indicates "strong capacity to meet financial commitments."

- For Fitch, the rating indicates “very strong capacity for payment of financial commitments. This capacity is not significantly vulnerable to foreseeable events.”
- Our financial house is in order and this will pay huge dividends as we consider issuing bonds to address acute capital needs. These strong, credit-worthy ratings will guarantee lower interest rates, thus saving the university millions of dollars.
- Everyone at the University is to be commended for the steps we’ve all taken together to operate in a fiscally responsible way.
- President Benson introduced incoming Chief Financial Office, Chris Kabourek, who made a few brief remarks.
- Chris brings nearly 30 years of significant fiscal experience in higher education to the role of vice president and chief financial officer. He most recently served as senior vice president for administration and planning at The Ohio State University where he led one of the university’s largest administrative portfolios, spanning public safety, information technology, campus planning, facilities, real estate and major capital projects.
- In Chris, we’ve found a creative, dynamic, forward-looking and solutions-focused CFO who is steeped in the workings of large, public, flagship research institutions, like West Virginia University. I’m pleased to present Chris to you to say a few words.
- Such financial stability will benefit us as we work toward academic excellence, exemplified by Dr. Syd Peng — my choice for the first Presidential Honorary Degree I will bestow here at West Virginia University.
- Dr. Peng:
 - Charles E. Lawall Chair of Mining Engineering Emeritus in the WVU Benjamin M. Statler College of Engineering and Mineral Resources Department of Mining Engineering
 - Retired in 2013
 - First hired at WVU in 1974
 - Served as chair of the Department of Mining Engineering from 1978 to 2006.
- Known for:
 - Visionary teaching
 - Unwavering commitment to excellence

- How he seamlessly integrated emerging technologies with practical applications
 - Generosity
 - Scholarship
 - Leadership
- University's first National Academy member, inducted into National Academy of Engineering in 2007.
 - Syd Peng represents the best of West Virginia University.
 - He will join me and University graduates during the Statler College Commencement ceremony at 12:30 p.m. Sunday, May 17, at the Hope Coliseum.
 - From May 15-17, we'll celebrate with thousands of graduates during nine Commencement ceremonies.
 - It is awards season. In the coming weeks, we'll see our students recognized for their class and research work.
 - I would like to recognize two of our students.
 - Rozaireo Jones and Colin Street, who sits on the Board, have been named finalists for the prestigious Truman Scholarship, the nation's premier graduate fellowship for students pursuing careers in public service.
 - The Scholarship recognizes students with outstanding leadership potential, a commitment to public service and academic excellence.
 - People make our points and that is evident in the stories we're telling, as a University, about our priority programs, including sport management, neuroscience, and environmental, energy, and land management.
 - Nicholas Menarchek, Sport Management
 - From Parkersburg.
 - Nic came to West Virginia University without knowing his intended major or life plan.
 - A former teaching assistant professor suggested that he join the Sport Management Club.

- He is now student manager for WVU Baseball.
 - Works directly with players.
 - Organizes equipment.
 - Has access to some of the nation's most cutting-edge technology at the WVU Baseball Biomechanics and Performance Center.
- Bella Herrod, Environmental, Energy, and Land Management
 - From Shinnston
 - Always had interest in nature and natural resources.
 - Will graduate a year early in May
 - Will continue her education at the WVU College of Law, studying Energy Law and Sustainable Development
- Isabella Linton, Neuroscience
 - From Glen Dale.
 - Double major in neuroscience and psychology.
 - Will graduate in May with plans to go to graduate school.
 - Started imagining herself as a WVU student when she was 8.
 - She notes, "No one will ever figure the brain out completely. It's such a complex structure, so resilient and mysterious.
 - She chose to study neuroscience at West Virginia University because it's still such a new and rapidly changing field.
- For more on neuroscience, President Benson showed a fishing video.
- This is an example of how we're telling the stories of our priority programs.
- Turning to our University leadership and two critical vacancies:
 - Vice President for Research
 - Chief Financial Officer
- Decide WVU last Saturday (April 11) was a huge success.
- "Mountaineer March Madness" has come to an end.
- We're reaching out to our admitted students in all kinds of ways.

- It's been an especially successful spring for Athletics.
- We were happy to welcome Gov. Morrissey to Morgantown on April 10 to help celebrate.
- Women's Basketball Tournament Run and Hosting
- Men's Basketball winning Crown Tournament in Hodge's first year.
- It's always great to be able to end the season with a win.
- Baseball is firing on all cylinders.
- 13 counties remain for my "Welcome Home Tour"
- Still to come:
 - April 27 to May 1: Webster, Marion, Hardy, Hampshire, Morgan and Pocahontas
 - May 5 to 9: Putnam, Mason, Cabell, Wayne, Wyoming and Fayette
 - May 11: Monongalia County
- We've seen some things along the way.
- Since we last met, the regular legislative session has closed and primary election day is ahead.
- Gov. Morrissey signed a budget compromise that:
 - Increases the University's base appropriation by rewarding its performance in the higher education funding formula.
 - Provides adjustments to help with pay raises.
 - Increases employer share costs for the Public Employees Insurance Agency or PEIA.
 - Reverses a 2% cut to higher education institutions.
- The Legislature approved a supplemental appropriation of \$32 million in one-time funding for projects at the WVU School of Medicine, which offers the largest number of accredited residency and fellowship programs in West Virginia.

- Upwards of 2,330 West Virginians are studying health programs at WVU.
- The funding will be used to expand programs and improve classrooms, lab space and student-facing areas.
- More than 14,300 Health Sciences alumni live and serve the health care needs of West Virginians in all 55 counties.
- Investments in our School of Medicine and Health Sciences programs help ensure we are preparing our students to serve their patients now and far into the future.
- Thanks to Gov. Patrick Morrissey and the Legislature for \$5 million in supplemental funding for the WVU School of Dentistry.
- State funding is a match for more than \$27 million in federal funding.
- To be used for improvements to main student clinic.
- Next phase of large-scale upgrades for West Virginia's only dental school.
- Over 80% of practicing dentists in West Virginia are graduates of the WVU School of Dentistry.
- We have so much support as an institution as we saw on Day of Giving.
- March 25 Ninth Day of Giving Results:
 - Record number of gifts, more than 11,000.
 - Upwards of \$22 million raised.
 - Every state was represented on the donor map for the first time since 2019.
- As a close in on my first anniversary as president of West Virginia University, I am so proud of what we've been able to accomplish by working together.
- With the momentum we have, let's stay focused on the future.

REPORT FROM INTERIM PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS

Interim Provost and Vice President for Academic Affairs, Paul Kreider, provided the following updates:

Good morning, everyone. Happy spring to all of you. It's a beautiful day here in Morgantown, and campus has been buzzing with the excitement of springtime activities.

Eberly Dean Search

Just last week, we shared some exciting news about the dean search for the Eberly College. On July 1, we will officially welcome Clayton Thyne as the inaugural Linda and Don Brodie Dean of the WVU Eberly College of Arts and Sciences.

Clayton Thyne, who is known for his people-centered approach to leadership, most recently served as associate dean of academic affairs at the University of Kentucky College of Arts and Sciences where he supported the strategic planning, curriculum development, and enrollment strategy for the unit's 21 departments and more than 5,500 students since 2023.

His research focuses on domestic conflict/instability, coups d'état, regime types and democratization, and international education policy. Thyne's scholarly foundation has shaped his expectations for research quality, mentoring and institutional supports necessary for faculty success across diverse disciplinary cultures.

With an official start date of June 30, Thyne will follow [Dean Gregory Dunaway](#), who will conclude his tenure as dean of the Eberly College of Arts and Sciences at the end of this academic year. Dunaway has served two terms as dean since 2016 and plans to continue working with the Eberly College and WVU in his professorial position.

I want to express my gratitude to the entire search committee and its co-chairs Associate Provost Evan Widders and College of Creative Arts and Media Dean Keith Jackson. We also had great participation during the on-campus visits with all the candidates, and it shows how dedicated our colleagues are to this important process.

Libraries Dean Search

I'm sure you've also seen by now the announcement about our new incoming dean of Libraries and Press. Later this month – on April 27 – Mark Paris will join the Mountaineer family to lead that unit.

Most recently, he served as the associate university librarian for Scholarly Resources and Discovery at Brandeis University, where he provided strategic leadership for a multimillion-dollar portfolio encompassing collections, scholarly communication, interlibrary loan, metadata and core library systems. Mark also led major initiatives to modernize research infrastructure, expand open-access publishing in partnership with faculty and students, and implement data-driven approaches to collection stewardship and service design.

Thank you as well to committee chair Honors College Dean Ken Blemings and all the members of the search committee on a job well done.

We look forward to welcoming him and to celebrating the 40-plus-year career of current Dean Karen Diaz. Dean Diaz will officially retire May 1, after spending her last week helping to acclimate the new dean to his team and role.

FACULTY AWARDS

There's a lot of good news to share these days – and a lot of reasons to celebrate. Spring is also awards season at WVU, and my office has been working with faculty committee members across campus to select the recipients of a number of internal WVU teaching, research, and service awards.

Caperton Award

Congratulations to Catherine Gouge, who was named the 2025-2026 recipient of the Caperton Award for Excellence in the Teaching of Writing. Established in 2007, the award was made possible by the generosity of former West Virginia Governor and College Board president Gaston Caperton. Caperton's intent was to “increase awareness of the need for improved writing skills,” identifying writing as a critical and cross-disciplinary skill necessary to maintaining America's competitive edge in the global market.

Gouge is a professor of English in the Eberly College of Arts and Sciences' Department of English, where she coordinates the minor in health humanities. She is recognized for more than two decades of work in teaching writing and rhetoric across interdisciplinary academic settings.

Foundation Award

Each spring, WVU recognizes selected faculty members for their commitment to impactful and innovative teaching. This year, the 2026 WVU Foundation Awards for Outstanding Teaching honor four faculty members.

Cody Hood – teaching assistant professor in the Eberly College of Arts and Sciences, School of Mathematical and Data Sciences – was honored for his dedication to curriculum revision focused on improving student success and fostering greater student engagement in a welcoming, personalized environment.

Jignesh Solanki – teaching associate professor in the Benjamin M. Statler College of Engineering and Mineral Resources, Lane Department of Computer Science and Electrical Engineering – was recognized for his engaging pedagogy that incorporates meaningful formative assessment and feedback and even guided meditation to help students focus before beginning rigorous technical work.

Erin Brock Carlson – associate professor in the Eberly College of Arts and Sciences, Department of English – was honored for her use of real-world applications for teaching students across a number of disciplines in a wide range of courses (13 different courses in the last five years!) and for her role in developing two new undergraduate degree programs.

Muzibur Rahman – assistant professor of construction management at West Virginia University Institute of Technology's Leonard C. Nelson School of Engineering – has been a foundational member of the Construction Management bachelor's degree program at WVU Institute of Technology, where he has helped design a rigorous, industry-aligned curriculum

Heebink

Congratulations to Angela Wowczuk – who has been recognized for her exceptional service to the University, students and community. Professor Wowczuk is the recipient of the Ethel and Gerry Heebink Award for Distinguished Extended State Service, which recognizes a faculty or staff member who has provided distinguished service to West Virginia for more than eight years.

Wowczuk is a service assistant professor in the WVU School of Pharmacy. Since 2019, she has served as the director and then administrative director for the Rational Drug Therapy Program. Her work integrates clinical pharmacy, public health and statewide health system collaboration, providing improved care for over 825,000 West Virginia residents covered by Medicaid, the Public Employees Insurance Agency, and the WV Children's Health Insurance program.

Advising Awards

Each year, at the direction of the Office of the Provost, the Academic Advising Council selects honorees for the Nicholas Evans Awards for Advising Excellence in recognition of outstanding advising and mentoring provided by faculty and professional advisers at WVU.

The awards are in honor of Nicholas Evans, a lifelong proponent and exemplar of undergraduate advising at WVU.

The 2026 recipients of the Nicholas Evans Faculty Advising Excellence Award include:

- Carolyn Kitchens, teaching associate professor, Eberly College of Arts and Sciences C. Eugene Bennett Department of Chemistry and Department of Biology; and
- Mikel “Micky” Holcomb, associate professor, Eberly College of Arts and Sciences Department of Physics and Astronomy.

The 2026 recipient of the Nicholas Evans Primary Role Advising Excellence Award is:

- Aaron Hawley, program coordinator for the Multidisciplinary Media Studies major and academic adviser in the College of Creative Arts and Media.

The 2026 recipients of the Nicholas Evans Primary Role Advising Excellence — New Adviser Award are:

- Sarah Deem, senior academic adviser in the School of Medicine; and
- Allegra Dishner, student success adviser at WVU Institute of Technology.

First-Year Seminar

Also at the direction of the Office of the Provost, the First-Year Seminar Advisory Council recognizes a First-Year Seminar (191) instructor who demonstrates excellence in teaching, a commitment to student success and innovation in course design.

WenJuan (Helen) Mo is this year's recipient. She is a graduate teaching assistant for the Fundamentals of Engineering Program for first-year Statler students and is a doctoral student in the Educational Theory and Practice program in the College of Applied Human Sciences.

Congratulations to all of our award recipients so far. Be sure to watch ENEWS for more upcoming announcements, including the prestigious Benedum Distinguished Scholar Awards.

EXECUTIVE SESSION

Chair Hutson requested a motion to move into Executive Session, under authority in West Virginia Code, Section 6-9A-4(b)(2)(A), (b)(9) and (b)(12) to discuss potential strategic initiatives relating to financial priorities for the University; confidential and deliberative information on draft FY27 budgets; the potential investment of public funds and other deliberative matters involving

commercial competition which, if made public, might adversely affect the financial or other interest of the University; legislative priorities for the University; and a legal update from the General Counsel.

Kevin Craig so moved, which motion was seconded by Charles Capito and passed. Following the discussions in Executive Session, Elmer Coppoolse moved that the board rise from Executive Session. The motion was seconded by Scott Crichlow and passed.

Chair Hutson stated that during Executive Session the Board received a series of preliminary, deliberative, and, in certain respects, confidential updates. Also, the Board received a legislative update from the Associate Vice President for Government Relations and Collaboration, and then a legal update from the University's General Counsel.

No actions or votes were taken during Executive Session.

DIVISIONAL CAMPUS COMMITTEE REPORT

Committee Chair Paul Mattox provided this report.

Thank you, Mr. Chairman. We held an Audit Committee meeting on April 9, 2026 via Zoom.

First, we heard from the WVU Interim VP and Chief Financial Officer, Barbara Weiss.

Barbara reported that the WVU Research Corporation Single Audit for fiscal 2025 was completed with no findings and was filed with the Federal Audit Clearinghouse on March 30, 2026.

Barb also reported that the WVU's portion of the State of West Virginia's Single Audit had one finding that has since been cured and the audit was completed and filed with the Federal Audit Clearinghouse on March 30, 2026.

In addition, CLA, WVU's financial auditors, are in the process of completing a mid-year review. Results will be shared when the mid-year review and the report is finalized.

Barb also presented information related to the January 29, 2026 engagement letter from Forvis, LLP, for the WVU Research Corporation 403B plan audit. No vote is needed, but the Audit Committee is required to receive information regarding the letter.

We also met in Executive Session. During Executive Session, we received a confidential and privileged report regarding legal matters from the University's General Counsel, including a report from the Risk Manager regarding risk management and insurance claim matters. Next, we received a report from the Director of Internal Audit discussing confidential and ongoing audit investigations and reports. No votes or actions were taken during Executive Session.

Mr. Chairman, this concludes my report.

FINANCE, FACILITIES AND REVITALIZATION COMMITTEE REPORT

Committee Chair Steve Ruby provided this report.

Thank you, Mr. Chairman. The Finance, Facilities, and Revitalization Committee met earlier this week on April 13th via Zoom.

We met in Executive Session to discuss potential strategic initiatives relating to financial, administrative, athletic, and academic priorities for the University; confidential and deliberative information on draft FY27 budgets; potential corporate collaborations; the potential investment of public funds and other deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University.

During Executive Session, the Committee received a series of preliminary, deliberative, and in certain respects confidential financial and strategic updates, including progress of FY27 planning and priorities and planning for tuition and fee rates, which included review of impacts from potential federal financial aid changes. The Committee also received updates on key Athletics projects and initiatives, and also was provided written reports on current capital and financial matters.

No actions or votes were taken during Executive Session.

In public session following the executive session, we received an overview of the bond issuance proposals and voted to recommend to the Full Board approval of 3 Authorizing Resolutions that will be overviewed later in this meeting. More specifically the Committee:

Resolved: That the Finance Committee of the West Virginia University Board of Governors recommends the approval of the execution of an Authorizing Resolution for the financing of the Phase III and IV Modernization Plan through the issuance of Revenue Bonds in an aggregate principal amount not to exceed \$40,000,000; and reimbursement of related costs incurred prior to issuance of such bonds.

Resolved: That the Finance Committee of the West Virginia University Board of Governors recommends the approval of the execution of an Authorizing Resolution for the financing of the Steam Plant Facilities through the issuance of Revenue Bonds in an aggregate principal amount not to exceed \$40,000,000; and reimbursement of related costs incurred prior to issuance of such bonds.

And resolved to recommend an additional bond-financed project which was discussed in executive session but due to the confidential and sensitive nature of the underlying negotiations, certain specific details cannot be publicly disclosed at this time; however, the University will release additional information once those negotiations are resolved and in advance of the bond issuance closing.

Again, these 3 authorizations will be reviewed shortly for Full Board Consideration of the recommendations by the Committee to approve them.

That concludes my report, Mr. Chairman. Thank you.

STRATEGIC PLANS AND INITIATIVES COMMITTEE REPORT

Committee Chair Elmer Coppoolse provided this report.

Thank you, Mr. Chairman. The Strategic Plans and Initiatives Committee met yesterday on April 16th here at the Erickson Alumni Center.

We met in Executive Session to discuss potential strategic initiatives relating to strategic priorities for the University, including enrollment tactics and strategies, enterprise software modernization, and potential artificial intelligence initiatives; potential corporate collaborations; and other related deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University.

During Executive Session, the Committee received an update from Vice President for Enrollment Management Fabrizio D'Aloisio regarding enrollment strategies and tactics. The Committee also received an update on strategic matters related to the IT Modernization initiative as well as potential strategies being considered for institutional AI initiatives. The Committee also received reports on key research partnerships and commercialization. The Committee also engaged in a strategic discussion on protentional institutional goals with President Benson.

No actions or votes were taken during Executive Session.

That concludes my report, Mr. Chairman. Thank you.

ACADEMIC AFFAIRS AND ACCREDITATION COMMITTEE REPORT

Committee Chair Charles Capito provided this report.

The Academic Affairs and Accreditation Committee met yesterday on April 16, 2026 in person with some members attending via Zoom.

We primarily met in Executive Session to discuss potential and deliberative strategic initiatives relating to academic priorities for the University and other deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University.

The committee received an update from HSC Leaders related to potential expansion of the WVU School of Medicine and several updates from the Provost's Office regarding recent leadership hires or leadership searches.

We rose from executive session in order to adjourn.

No actions or votes were taken during Executive Session.

**REQUEST FOR APPROVAL FOR CERTAIN BOND AUTHORIZATIONS,
AS RECOMMENDED BY THE FINANCE COMMITTEE, ON THE
FOLLOWING PROJECTS: MODERNIZATION, STEAM PLANT PIPING
AND THE PROJECT AS DISCUSSED IN EXECUTIVE SESSION**

Chair Hutson called upon Associate Vice President for Finance, David Kosslow, to make this presentation. Following the same, Bray Cary moved that the board approve the three authorizing resolutions as contained in today's board meeting materials. The motion was seconded by James Martin and passed.

APPOINTMENT OF NOMINATING COMMITTEE

Paul Mattox moved that the board approve the following composition for a nominating committee to formulate/present a slate of officers for vote by the full board during the June 19, 2026 Regular Meeting: Oliver Luck as Chair, and members Charlie Capito and Bray Cary. Michael D'Annunzio seconded the motion, and the same passed.

CONSENT AGENDA

Next, Chair Hutson asked if there are any items on the Consent Agenda that a member would like to pull for separate consideration. He also asked if there were any questions regarding any remaining items on the Consent Agenda,

There being no such requests made, Chair Hutson requested a motion to approve the Consent Agenda as presented. Bray Cary so moved, which motion was seconded by Oliver Luck and passed.

Thereupon, the following Consent Agenda items were approved:

1. Authority to lease Willow Bend Farm in Monroe County, WV to the Willow Bend Agricultural Innovation Center, Inc. for a term of ten (10) years

Resolved: That pursuant to BOG Finance and Administration Rule 5.1, the West Virginia University Board of Governors authorizes the leasing of the Willow Bend Farm in Monroe County, WV to the Willow Bend Agricultural Innovation Center, Inc., for a term of ten (10) years.

2. Approval of New Program: Certificate in Psychology of Peak Performance

Resolved: That the West Virginia University Board of Governors approves the creation of a new certificate program in Psychology of Peak Performance within the College of Applied Human Sciences, WVU.

3. Approval of New Program: Certificate in Sport Analytics and Performance

Resolved: That the West Virginia University Board of Governors approves the creation of a new certificate program in Sport Analytics and Performance within the College of Applied Human Sciences, WVU.

4. Approval of a New Certificate in Sport Analytics and Performance in the College of Applied Human Sciences

Resolved: That the West Virginia University Board of Governors approves the creation of a new certificate in Sport Analytics and Performance.

5. Approval of a New Program: AA Hospitality and Tourism Management

Resolved: That the West Virginia University Board of Governors approves the creation of a new AA degree program in Hospitality and Tourism Management.

6. Approval of New Degree Program: BS Construction Management in the Benjamin M. Statler College of Engineering and Mineral Resources

Resolved: That the West Virginia University Board of Governors approves the creation of a new degree program BS in Construction Management in the Benjamin M. Statler College of Engineering and Mineral Resources

7. Approval of New Degree Program: BS Engineering Studies in the Benjamin M. Statler College of Engineering and Mineral Resources

Resolved: That the West Virginia University Board of Governors approves the creation of a new degree program, BS in Engineering Studies in the Benjamin M. Statler College of Engineering and Mineral Resources

8. Appointment to County Extension Committees

Resolved: That the West Virginia University Board of Governors approves the nominees and alternates for positions on the County Extension Service Committees in West Virginia, as presented.

9. Facility Naming at Potomac State

Resolved: That pursuant to BOG Governance Rule 1.2, the West Virginia University Board of Governors hereby approves the naming opportunity, including an exception to BOG Governance Rule 1.2, Section 3.2.3, as presented in the Board's Executive Session materials, related to a naming opportunity for an Athletics facility at WVU Potomac State College.

10. Authority to convey A and B Street Lots in Keyser, WV to WVURC for potential sale to a private buyer

Resolved: That pursuant to BOG Finance and Administration Rule 5.1, the West Virginia University Board of Governors authorizes conveying the A Street Lots and the B Street Lots in Keyser, WV, to the West Virginia University Research Corporation for no consideration.

INFORMATION ITEM

There were no questions or concerns expressed by any board member pertaining to the Information Item contained within today's agenda.

GENERAL DISCUSSION AND ADJOURNMENT

There being no further business to come before the board Michael D'Annunzio moved to adjourn the meeting. The motion was seconded by Elmer Coppoolse and passed. The meeting was adjourned at 12:20 p.m.

Paul Mattox, Secretary

West Virginia University Staff Council

2025-2026 Term: Progress & Achievements

OUR CORE FOCUS

- Visibility: Enhancing awareness of Staff Council's role.
- Advocacy: Being a strong voice for staff needs.
- Community: Building a supportive staff network

STEADY LEADERSHIP IN TRANSITION

- Remaining the consistent voice for WVU's dedicated professional
- Supporting the institution's ongoing progress
- Present on personnel search committees and other University wide committees that affect staff.



FROM BEHIND THE SCENES TO FRONT & CENTER

- **“Hidden Gems” Series:** Highlighting incredible talent in overlooked departments
- **Monthly Staff Showcase:** Featuring the dedicated individuals who power WVU
- **Revitalized STAAF Community:** Transforming appreciation from a word to an experience for all employees.



“Hidden Gems” Series



Monthly Staff Showcase



- George Cayton – PSC Maintenance
- Val Pratt – Parking Management
- Kenny Lipscomb – Roads & Grounds
- Aaron Simpson – Maintenance
- Amanda Morgan – Global Affairs
- Rochelle Everett – Student Life
- Bryan Denis – Mountainlair Rec Ctr
- Timmy Nguyen – Academic Lab Mgr
- Gwen Perrott – Student Life
- Josh Gatkin – Trades Spec - Facilities



Support & Development

- **Staff Council Scholarship Program:** Successfully managed the application cycles for the Summer, Spring, and Fall semesters helping dozens of employees pursue higher education at WVU
- **Hearts and Hands Program:** Continued administration of this emergency fund, which provides financial assistance to staff facing temporary hardships or catastrophic emergencies
- **Electronic Cookbook:** Produced a unique e-cookbook featuring recipes from employees across the Morgantown, Keyser (Potomac State), and Beckley (WVU Tech) campuses to foster community



Looking Ahead



- Seated 2025-2027 Council: Representing all five staff sectors
- Goal: Strengthening the “One WVU” culture across Morgantown, Keyser, and Beckley







SGA Overview

- Three Branches of Government
- ~150 Active Members
- Primary Duties:
 - Advocating for Students' Needs
 - Execute Student-Focused Projects
 - Develop the WVU's Student Leaders



Embracing a Healthy Student Life

- Mutual Aid Cabinet Trial Downtown
- Expansion to Evansdale & HSC and Branding
- Partnership with WVU WELL, WRC, The Rack



Fighting Apathy on Campus



- #1 Reason Students Dropout of WVU is a Lack of “fit”
- Invigorating an Academic Culture with the return of the Festival of Ideas



Reducing Student Costs

- Institutional Financial Stability Post Transformation
- Tackling Everyday Costs
 - Surveying the Athletic Fee
 - Data Collection on 3rd Party Platforms

Solar panels are on the horizon for WVU Evansdale campus thanks to student efforts

Friday, December 19, 2025



Building Relationships in Charleston



- HB 3279 Illuminated Shortfalls
- Leveraging the Advisory Council of Students
- Advocating for SB 675 and HB 4081



Internal Branch of SGA

- **Bureau of Development** -
Cultivating Leadership
- **Bureau of Finance** -
\$100,000 to Student Orgs
- **Bureau of Legislation** -
Streamlining Collaboration



External Branch of SGA



- **Communications** - Scaling with Programmatic Media
- **University Relations** - Share a Swipe
- **Community Engagement** - Connection Building Service



SGA Committees

- **College Projects -**
Peer Mentor Report
- **Campus Connection -**
Know Your Rights
Campaign
- **Safety -** Safety Walks



SGA Committees, cont.



- **STEM Help** - UTA Compensation and Credit
- **Student Experience** - Football Hydration Station
- **Sustainability** - Mon. River Clean Up





Looking to Next Year

Brooks Hall Grocery Store



- **Food Access** and Insecurity Challenges
- Adapting **Existing Models** to Our Needs
- Helping Students **Support Local Farmers**



Hardesty Festival Podcast

- **Spotlighting On-Campus Opportunities**
- **Platforming our R1 Status**
- **Building Audience for In-Person Festival**



Student Syllabi Input



- Dramatic Variance in **Class Quality**
- **Existing Pilot** in Statler's EE Program
- **Active Participants** in their Education



Campus Parks Plan

- **Identifying** Potential Areas for Connection
- Designing Spaces with **Student Input**
- **Collaborating** with Campus Plan



Judicial Branch Reform



- Students Accused of Cheating with **AI Usage**
- Informed and Available **Peers Advocates**
- Pre-Law Experiential Learning **Hearing Board**



New Internal Branch

- **Logistics** - Planning & Data Collection
- **Development** - Service Learning Course
- **Finance** - Redesign Grants
- **Committees** - Streamline



New External Branch



- **Communications** - Solidifying
- **University Engagement** - Student Org Games
- **Land-Grant Support** - State-Wide Service Trips
- **Gov. Relations** - BIG XII



New SGA Committees

- **Sustainability** - Coalition Building
- **STEM Help** - Expanding Lab Equipment Drive
- **Campus Connection** - First Gen Support



New SGA Committees, cont.



- **Professional Development**
- Embedded Credentials
- **Health and Accessibility** -
Carruth Center Advocacy
- **Facilities** - Libraries and
Lounges





Thank You!



WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS

Meeting of June 19, 2026

ITEM: FY2027 Budget, Tuition, and Fees

INSTITUTION: West Virginia University

COMMITTEE: Full Board

STAFF MEMBER: Christopher Kabourek
Vice President and Chief Financial Officer

BACKGROUND: **FY2027 Budget: Investing in WVU's Future with Purpose**
West Virginia University's proposed FY2027 operating budget reflects a focused plan to invest in the people, programs, facilities, and student experience that support the University's land-grant mission and long-term competitiveness.

The proposed budget establishes a baseline operating budget of approximately \$1.349 billion. It is designed to advance WVU's academic, research, health sciences, student success, and service missions while maintaining a continued focus on affordability, accountability, and responsible stewardship of resources.

The budget directs new resources toward several core priorities:

- **Employee Compensation**
The budget includes \$12 million to support faculty and staff compensation. WVU's employees are central to the quality of the University's academic programs, research enterprise, student experience, health care partnerships, and statewide service mission.
- **Campus Infrastructure and Deferred Maintenance**
The budget includes \$8 million in dedicated funding for deferred maintenance and campus infrastructure. These investments support the continued modernization of WVU's learning, research, working, and student spaces
- **Health Sciences and Workforce Needs**
The budget includes targeted investments in Health Sciences, including Medicine and Nursing, to support high-priority clinical training pipelines and help address West Virginia's health care workforce needs.

- **Academic Excellence and Student Outcomes**
The budget includes additional investment in the College of Business to support student professional development, career placement, and program strength in areas important to the state and regional economy.
- **Enrollment and Student Recruitment**
The budget includes targeted resources for marketing and enrollment outreach to support student recruitment and better communicate the value of a WVU education.
- **Strategic Flexibility**
The budget maintains resources to allow University leadership to respond to emerging needs, operational pressures, and priority opportunities during the fiscal year.

To support these investments and address inflationary and operating cost pressures, the budget uses a balanced funding approach that includes available institutional resources and a modest adjustment to baseline tuition. On the Morgantown campus, undergraduate tuition will increase by \$156 per semester for West Virginia residents and \$912 per semester for non-residents. Graduate tuition will increase by \$180 per semester for residents and \$945 per semester for non-residents.

WVU remains committed to affordability and value. In the most recent year, the University distributed a record \$440.9 million in total financial aid. Forty-four percent of recent graduates completed their degrees with no federal student loan debt, and for those who borrowed, average debt was 34% lower than the public national average.

As West Virginia's land-grant flagship university, WVU serves more than 26,000 students systemwide, supports 570 student-athletes, and reaches students, families, businesses, and communities across all 55 counties. The University also remains a major economic engine for the state, generating an estimated \$3.1 billion in annual economic impact.

The FY2027 budget reflects WVU's continued commitment to investing in students, supporting employees, strengthening academic and health care programs, improving campus infrastructure, and serving the people of West Virginia. It provides a responsible path forward while positioning the University for long-term strength and competitiveness.

In addition, we are seeking approval of the following fees as detailed in the fee schedules:

1. University Tuition and Fees
2. Program Fees – Laptop Fees
3. Administrative Fees
 - a. Student Health Insurance
 - b. Athletics Revenue Share Support Fee
4. Instrument and Materials Fees
5. Room Fees
6. Board Fees (Meal Plans)
7. Apartment Rates
8. Online Fees

See below for summary of proposed changes per semester unless noted:

1. University Tuition and Fees

WVU charges each student University tuition and University fees (collectively, “Tuition and Fees”). WVU is committed to a tuition and fee structure that continues to be of great value to both resident and non-resident students while also allowing the institution to fulfill its financial obligations. WVU also charges students a differential college tuition based on their college of record.

For FY2027, WVU Morgantown proposes to raise residential undergraduate University tuition and fees by \$156 per semester and non-residential University tuition and fees by \$912 per semester. Similarly, for graduate students, WVU proposes to raise residential University tuition and fees by \$180 per semester and non-residential University tuition and fees by \$945 per semester. There is not an increase in University fees for undergraduate or graduate students for FY2027.

College tuition varies in dollar amount, but most colleges propose increases ranging from \$0 to \$234. These tuition increases are necessary to cover increased costs due to inflation.

The below chart summarizes the current and proposed tuition and fee schedule. For detailed tuition and fee schedules for all colleges and populations, housing rates and dining rates, see detailed sheets included.

PROPOSED FY2027 TUITION AND FEES PER SEMESTER

PROPOSED FY2027 TUITION AND FEES PER SEMESTER - MORGANTOWN			
	CURRENT FY2026	PROPOSED FY2027	INCREASE
Undergraduate, Resident	\$ 5,376	\$ 5,532	\$ 156
Undergraduate, Non-Resident	\$ 15,216	\$ 16,128	\$ 912
Graduate, Resident	\$ 6,066	\$ 6,246	\$ 180
Graduate, Non-Resident	\$ 15,714	\$ 16,659	\$ 945

For FY2027, WVU PSC/Keyser and WVUIT/Beckley propose to increase residential undergraduate University tuition and fees by \$108 and \$144 per semester, respectively and non-residential University tuition and fees by \$468 and \$672, respectively per semester. WVU PSC/Keyser proposes to increase its Metro Rate by \$312 per semester. WVUIT/Beckley is proposing to increase its Metro Rate by \$396 per semester. There is no increase in University fees at these campuses. The HEPC will set the WV Invest rate later this month.

WVU PSC/Keyser is proposing to increase its Associate Degree University tuition and fees by \$84, \$420 and \$264 for residential, non-residential and Metro rates, respectively.

The below chart summarizes the current and proposed tuition and fee schedule for WVU PSC/Keyser and WVUIT/Beckley. For detailed tuition and fee schedules for all colleges and populations, housing rates and dining rates, see detailed sheets included.

PROPOSED FY2027 TUITION AND FEES PER SEMESTER

PROPOSED FY2027 TUITION AND FEES PER SEMESTER - PSC AND WUIT/BECKLEY			
	CURRENT FY2026	PROPOSED FY2027	INCREASE
PSC Keyser			
Associate, Resident	\$ 2,808	\$ 2,892	\$ 84
Associate, Non-Resident	\$ 7,020	\$ 7,440	\$ 420
Associate, Metro Rate	\$ 4,452	\$ 4,716	\$ 264
Undergraduate, Resident	\$ 3,420	\$ 3,528	\$ 108
Undergraduate, Non-Resident	\$ 7,824	\$ 8,292	\$ 468
Metro Rate	\$ 5,232	\$ 5,544	\$ 312
WVUIT Beckley			
Undergraduate, Resident	\$ 4,632	\$ 4,776	\$ 144
Undergraduate, Non-Resident	\$ 11,208	\$ 11,880	\$ 672
Metro Rate	\$ 6,576	\$ 6,972	\$ 396

2. Program Fees

There are no increases in Program Fees on the WVU, WVU

Tech or WVU Potomac State campuses.

Changes in WVU HSC Laptop Fees range from \$72 to \$156 for continuing programs.

All other program fees remain the same.

3. Administrative Fees

Student Health Insurance has increased for the Fall, Spring, and Summer semesters by \$81, \$126, and \$52, respectively, on the WVU Morgantown and WVU Beckley campuses. Beginning in FY2027, students on the Keyser campus will be included in the insurance program. All three campuses will assess the same rates.

WVU Morgantown is proposing to increase the Athletics Revenue Share Support fee by \$125 per semester.

All other administrative fees remain the same.

4. Instrument and Materials Fees

The WVU HSC Instrument and Materials Fees change ranges from (\$260) to \$906.

5. Room Fees

WVU, Increase ranging from \$127 to \$247
WVU Keyser and WVUIT, Increases from \$80 to \$175

6. Board Fees (Meal Plans)

WVU, Increases between \$10 to \$98
WVU PSC, Increases between \$14 to \$107
WVUIT, Increases between \$11 to \$114

7. Apartment Rates

Since at least 2016 for WVU Morgantown, the Board has approved monthly cap rates (on a per bed per month basis) which establish the maximum amount of rent the University is authorized to charge for each of its apartment types. Rent is charged per bed and will not exceed monthly cap rates, but may be lower. Published rental rates actually charged by the University vary depending upon location, demand, leasing

incentives, and other factors. The proposed cap rates for FY2028 are increasing an average of \$46.

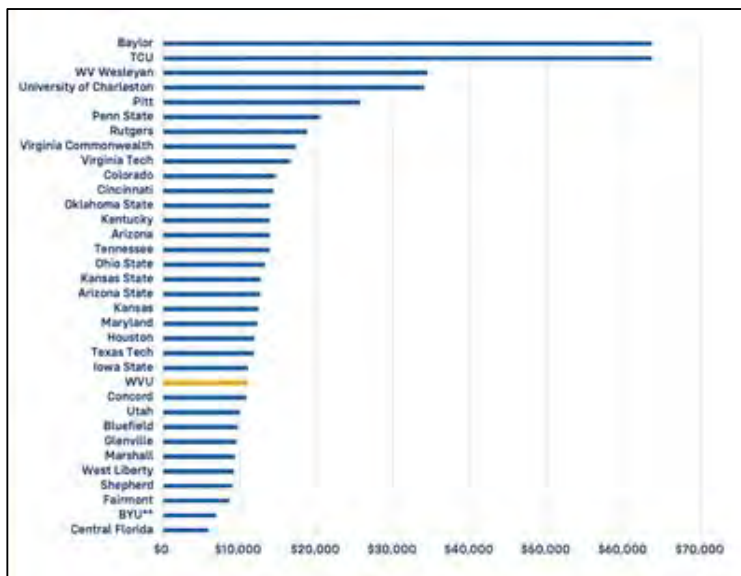
8. Online Fees

Continuing the price structure, on-campus students who take a mix of online and on-campus courses will be charged tuition and fees based on his/her residency.

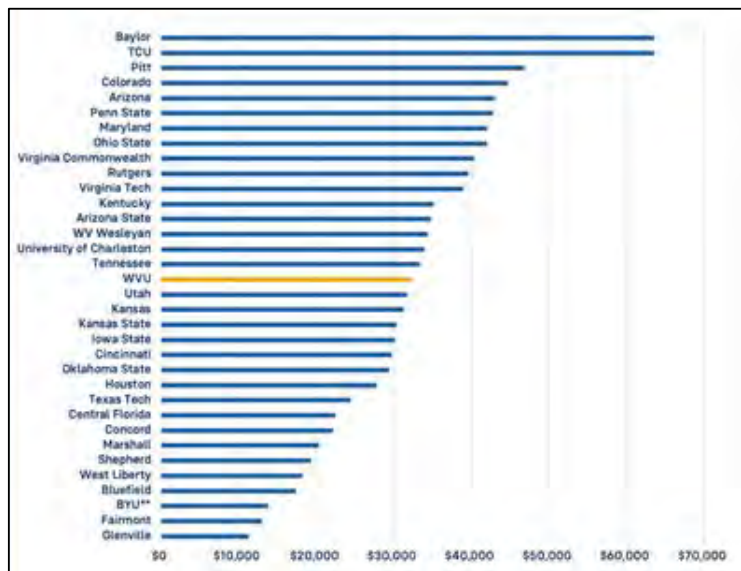
All online programs are assessed University Tuition and College tuition charged at the resident college on-campus rate or based upon a Market-based price. In addition, students will be charged an online fee of \$50/credit (associates), \$75/credit (bachelors), or \$100/credit (graduate/professional).

When comparing 2026-2027 undergraduate tuition per year across Big 12 and regional peers, WVU remains competitively positioned for both resident and non-resident tuition, even after the proposed tuition and fee increases. The below charts show WVU's position in tuition and fee costs when compared to peers.

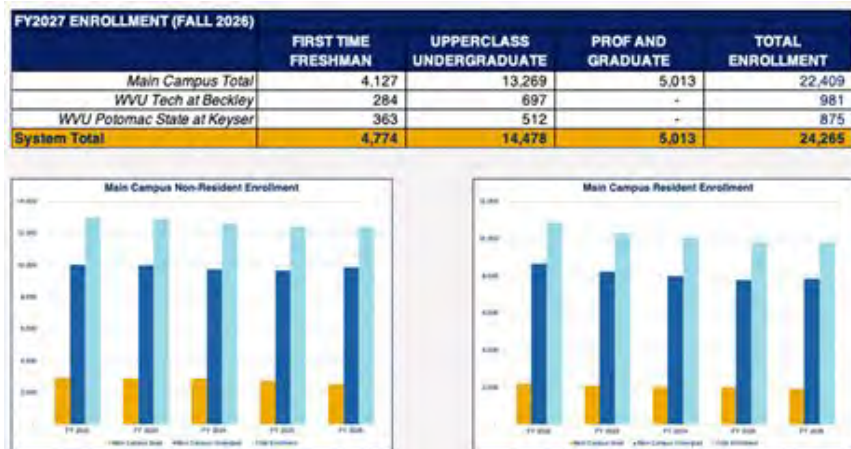
2026-2027 Undergraduate Resident Tuition Per Year



2026-2027 Undergraduate Non-Resident Tuition Per Year



The FY2027 budget was based on the following projected enrollment numbers across the University's three campuses:



Below is a summary of FY2027 budgeted revenues:

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 to FY2027 DIFFERENCE
<i>Gross Tuition and Fees</i>	\$ 514,606,000	\$ 546,493,000	\$ 568,791,000	\$ 22,298,000
<i>Tuition and Fees Allowances (1)</i>	(122,610,000)	(123,428,000)	(124,183,000)	(755,000)
Total Net Tuition and Fees	\$ 391,996,000	\$ 423,065,000	\$ 444,608,000	\$ 21,543,000
<i>State Appropriations</i>	\$ 201,075,000	\$ 234,239,000	\$ 205,009,000	\$ (29,230,000)
<i>Federal Land Grant Appropriations</i>	9,121,000	10,421,000	11,289,000	868,000
<i>Local Land Grant Appropriations</i>	1,519,000	2,068,000	2,327,000	259,000
Total Appropriations	\$ 211,715,000	\$ 246,728,000	\$ 218,625,000	\$ (28,103,000)
Deferred Maintenance Appropriation	\$ 15,611,000	\$ 18,401,000	\$ 8,446,000	\$ (9,955,000)
Capital Grants and Contract Revenues	\$ 73,844,000	\$ -	\$ -	\$ -
<i>Grants</i>	\$ 223,412,000	\$ 206,973,000	\$ 206,805,000	\$ (168,000)
<i>Indirect Grants and Contract Revenues (F&A)</i>	43,703,000	41,600,000	41,838,000	238,000
<i>WVU Health System Net Reimbursement and Support</i>	85,720,000	84,303,000	92,428,000	8,125,000
<i>Pell Grants</i>	33,461,000	34,000,000	33,000,000	(1,000,000)
Total Non-Capital Grant and Contract Reve	\$ 386,296,000	\$ 366,876,000	\$ 374,071,000	\$ 7,195,000
<i>Housing</i>	\$ 28,510,000	\$ 32,054,000	\$ 32,278,000	\$ 224,000
<i>Athletics</i>	83,553,000	80,069,000	89,121,000	9,052,000
<i>Other</i>	39,536,000	41,183,000	38,961,000	(2,222,000)
<i>Auxiliaries Institutional Support</i>	(13,725,000)	(13,817,000)	(13,901,000)	(84,000)
Auxiliaries	\$ 137,874,000	\$ 139,489,000	\$ 146,459,000	\$ 6,970,000
<i>Foundation Gift Revenue</i>	\$ 89,686,000	\$ 89,967,000	\$ 123,807,000	\$ 33,840,000
<i>Investment Income</i>	20,162,000	6,000,000	6,000,000	-
<i>Interest Income</i>	5,566,000	6,000,000	2,000,000	(4,000,000)
<i>Other Activity</i>	34,068,000	30,235,000	25,215,000	(5,020,000)
Other Revenues	\$ 149,482,000	\$ 132,202,000	\$ 157,022,000	\$ 24,820,000
Total Revenues	\$ 1,368,818,000	\$ 1,326,761,000	\$ 1,349,231,000	\$ 22,470,000

Below is a summary of FY2027 budgeted expenses:

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 to FY2027 DIFFERENCE
Total Salaries and Wages	\$ 584,306,000	\$ 590,879,000	\$ 612,447,000	\$ 21,568,000
<i>Benefits</i>	\$ 135,522,000	\$ 142,960,000	\$ 152,378,000	\$ 9,418,000
<i>Waivers</i>	35,950,000	39,000,000	37,000,000	(2,000,000)
<i>OPES, Pension and Other Adjustments</i>	831,000	-	-	-
Total Benefits	\$ 172,303,000	\$ 181,960,000	\$ 189,378,000	\$ 7,418,000
Total Supplies and Other Services	\$ 278,063,000	\$ 263,727,000	\$ 261,183,000	\$ (2,544,000)
<i>Depreciation and Amortization (Excluding Software Donations)</i>	\$ 86,549,000	\$ 85,537,000	\$ 92,008,000	\$ 6,471,000
<i>Amortization of Software Donations</i>	30,438,000	38,543,000	31,229,000	(7,314,000)
Total Depreciation and Amortization	\$ 116,987,000	\$ 124,080,000	\$ 123,237,000	\$ (843,000)
Utilities	\$ 37,958,000	\$ 41,784,000	\$ 42,208,000	\$ 444,000
Scholarships and Fellowships	\$ 58,281,000	\$ 58,670,000	\$ 59,029,000	\$ 359,000
Interest Payments	\$ 36,363,000	\$ 37,954,000	\$ 37,671,000	\$ (283,000)
Other	\$ 15,800,000	\$ 15,685,000	\$ 23,422,000	\$ 7,737,000
Total Expenses	\$ 1,300,041,000	\$ 1,314,719,000	\$ 1,348,579,000	\$ 33,858,000

Overall, the FY2027 plan balances the budget across revenues and expenses. Below is a summary of revenues and expenses:

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 TO FY2027 DIFFERENCE
REVENUES				
Total Net Tuition and Fees	\$ 391,996,000	\$ 423,065,000	\$ 444,608,000	\$ 21,543,000
Total Appropriations	211,715,000	246,728,000	218,625,000	(28,103,000)
Deferred Maintenance	15,811,000	18,401,000	8,446,000	(9,955,000)
Capital Grants and Contract Revenues	73,844,000	-	-	-
Total Non-Capital Grant and Contract Revenues	386,296,000	366,876,000	374,071,000	7,195,000
Auxiliaries	137,874,000	139,489,000	146,459,000	6,970,000
Other Revenues	149,482,000	132,202,000	157,022,000	24,820,000
Total Revenues	\$ 1,366,818,000	\$ 1,326,761,000	\$ 1,349,231,000	\$ 22,470,000
EXPENSES				
Total Salaries and Wages	\$ 584,306,000	\$ 590,879,000	\$ 612,447,000	\$ 21,568,000
Total Benefits	172,303,000	181,960,000	189,378,000	7,418,000
Total Supplies and Other Services	278,063,000	263,727,000	261,183,000	(2,544,000)
Total Depreciation and Amortization	116,987,000	124,080,000	123,237,000	(843,000)
Utilities	37,958,000	41,764,000	42,208,000	444,000
Scholarship and Fellowship	58,281,000	58,670,000	59,029,000	359,000
Interest Payments	36,363,000	37,954,000	37,671,000	(283,000)
Other	15,800,000	15,685,000	23,422,000	7,737,000
Total Expenses	\$ 1,300,061,000	\$ 1,314,719,000	\$ 1,348,575,000	\$ 33,856,000
Increase (Decrease) in Net Position-Accrual Basis	\$ 66,757,000	\$ 12,042,000	\$ 656,000	\$ (11,388,000)
Increase (Decrease) in Net Position Excluding Capital Grants and Contract Revenues, Amortization of Donated Software, & OPEB, Pension and Other Adjustments	\$ 24,182,000	\$ 50,585,000	\$ 31,985,000	\$ (18,700,000)

Below is a summary of the conversion of accrual to cash and cash position:

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 TO FY2027 DIFFERENCE
Beginning Operational Cash	\$ 170,897,000	\$ 174,045,000	\$ 202,000,000	\$ 27,955,000
Increase (Decrease) in Net Position-Accrual Basis	\$ 66,757,000	\$ 12,042,000	\$ 656,000	\$ (11,388,000)
Depreciation and Amortization	116,987,000	124,080,000	123,237,000	(843,000)
Investment Income	(20,162,000)	(6,000,000)	(6,000,000)	-
Appropriations From Primary Government/CI Activity	-	-	-	-
Bond Proceeds Used	17,591,000	26,076,000	27,530,000	1,454,000
Capital Purchases	(62,993,000)	(75,966,000)	(69,036,000)	6,930,000
Principal Payments on Debt, Capital Leases and Subscription IT Agreements	(51,986,000)	(45,230,000)	(40,508,000)	4,722,000
Other Change in Balance Sheet Accounts Affecting Cash	(62,847,000)	(7,047,000)	(30,409,000)	(23,362,000)
Total Adjustments	\$ (63,410,000)	\$ 15,913,000	\$ 4,814,000	\$ (11,099,000)
Operational Cash Gain/Loss	\$ 3,347,000	\$ 27,955,000	\$ 5,470,000	\$ (22,485,000)
Intentional Deployment of Prior Year Funds			\$ (19,600,000)	\$ (19,600,000)
Ending Operational Cash	\$ 174,044,000	\$ 202,000,000	\$ 187,870,000	\$ (14,130,000)

Below is a summary of days cash on hand:

DAYS CASH ON HAND	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 TO FY2027 DIFFERENCE
Beginning Cash	\$ 170,897,000	\$ 174,045,000	\$ 202,000,000	\$ 27,955,000
Ending Cash	\$ 174,044,000	\$ 202,000,000	\$ 187,870,000	\$ (14,130,000)
Ending Investments	\$ 77,817,000	\$ 80,293,000	\$ 86,293,000	\$ 6,000,000
Deferred Maintenance Grant Carryover Funds			\$ -	\$ -
West Tower Project			\$ (6,000,000)	\$ (6,000,000)
Expenses	\$ 1,300,061,000	\$ 1,314,719,000	\$ 1,348,575,000	\$ 33,856,000
Depreciation and Amortization	\$ (116,988,000)	\$ (124,080,000)	\$ (123,237,000)	\$ 843,000
OPEB, Pension and Donated Noncapital Software Adjustments	\$ (2,134,000)	\$ (876,000)	\$ -	\$ 876,000
Cash Per Day	\$ 3,235,449	\$ 3,259,625	\$ 3,357,090	\$ 97,466
Ending Days of Cash on Hand	78	87	80	-7

The plan also recognizes the importance of affordability and student financial support, with access and value remaining central to the University's mission.

	FY2025 ACTUALS	FY2026 PROJECTED	FY2027 BUDGET
<i>University Tuition</i>	\$ 417,106,000	\$ 449,613,000	\$ 465,551,000
<i>University Fees</i>	11,709,000	11,459,000	11,667,000
<i>College Tuition</i>	68,080,000	71,113,000	74,606,000
<i>Other Student Fees</i>	17,711,000	18,308,000	16,967,000
Total Tuition	\$ 514,606,000	\$ 550,493,000	\$ 568,791,000
<i>Pell Grants</i>	33,461,000	34,000,000	33,000,000
<i>Other Federal, State, Local Grants</i>	5,619,000	2,500,000	2,200,000
<i>Promise Scholarships</i>	22,289,000	23,000,000	23,000,000
<i>Foundation</i>	16,546,000	15,500,000	15,500,000
Total Externally Funded Aid	77,915,000	75,000,000	73,700,000
<i>Waivers in Benefits</i>	35,950,000	39,000,000	37,000,000
<i>Undergraduate Merit Waivers</i>	4,471,000	5,200,000	4,000,000
<i>Graduate Merit Waivers</i>	5,867,000	7,000,000	6,500,000
<i>Institutional Scholarships</i>	116,499,000	131,715,000	135,913,000
Total Internally Funded Aid	\$ 162,787,000	\$ 182,915,000	\$ 183,413,000
Net Tuition Paid By Students - Net of Revenue Allowances and Scholarship Expense	\$ 273,904,000	\$ 292,578,000	\$ 311,678,000

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - TUITION AND FEES - PER SEMESTER

Row Labels	Sum of 2026-2027 University Tuition Amount	Sum of 2026-2027 University Fee Amount	Sum of 2026-2027 Program/Collage Fee Amount	Sum of 2026-2027 TOTAL AMOUNT PER CREDIT HOUR	Sum of 2025-2026 University Tuition Amount	Sum of 2025-2026 University Fee Amount	Sum of 2025-2026 Program/Collage Fee Amount	Sum of 2025-2026 TOTAL AMOUNT FULL-TIME	Sum of 2025-2026 TOTAL AMOUNT PER CREDIT HOUR	Sum of Total Amount Full-Time Increase/Decrease	Sum of Percentage Increase
WVU											
Undergraduate											
Resident											
Agriculture, Natural Resources and Design	\$ 4,812.00	\$ 720.00	\$ 636.00	\$ 514.00	\$ 4,656.00	\$ 720.00	\$ 612.00	\$ 5,988.00	\$ 499.00	\$ 180.00	3.01%
Applied Human Sciences	\$ 4,812.00	\$ 720.00	\$ 492.00	\$ 502.00	\$ 4,656.00	\$ 720.00	\$ 480.00	\$ 5,856.00	\$ 488.00	\$ 168.00	2.87%
Business & Economics	\$ 4,812.00	\$ 720.00	\$ 696.00	\$ 519.00	\$ 4,656.00	\$ 720.00	\$ 696.00	\$ 6,072.00	\$ 506.00	\$ 156.00	2.57%
CLAS	\$ 4,812.00	\$ 720.00	\$ 384.00	\$ 493.00	\$ 4,656.00	\$ 720.00	\$ 372.00	\$ 5,748.00	\$ 479.00	\$ 168.00	2.92%
Creative Arts & Media	\$ 4,812.00	\$ 720.00	\$ 564.00	\$ 508.00	\$ 4,656.00	\$ 720.00	\$ 552.00	\$ 5,928.00	\$ 494.00	\$ 168.00	2.83%
Eberly Arts & Sciences	\$ 4,812.00	\$ 720.00	\$ 516.00	\$ 504.00	\$ 4,656.00	\$ 720.00	\$ 504.00	\$ 5,880.00	\$ 490.00	\$ 168.00	2.86%
Engineering and Mineral Resources	\$ 4,812.00	\$ 720.00	\$ 792.00	\$ 527.00	\$ 4,656.00	\$ 720.00	\$ 792.00	\$ 6,168.00	\$ 514.00	\$ 156.00	2.53%
Intercollegiate Tuition	\$ 4,812.00	\$ 720.00	\$ 636.00	\$ 514.00	\$ 4,656.00	\$ 720.00	\$ 636.00	\$ 6,012.00	\$ 501.00	\$ 156.00	2.59%
Non-Resident											
Agriculture, Natural Resources and Design	\$ 15,408.00	\$ 720.00	\$ 780.00	\$ 1,409.00	\$ 14,496.00	\$ 720.00	\$ 732.00	\$ 15,948.00	\$ 1,329.00	\$ 960.00	6.02%
Applied Human Sciences	\$ 15,408.00	\$ 720.00	\$ 756.00	\$ 1,407.00	\$ 14,496.00	\$ 720.00	\$ 708.00	\$ 15,924.00	\$ 1,327.00	\$ 960.00	6.03%
Business & Economics	\$ 15,408.00	\$ 720.00	\$ 912.00	\$ 1,420.00	\$ 14,496.00	\$ 720.00	\$ 912.00	\$ 16,128.00	\$ 1,344.00	\$ 912.00	5.65%
CLAS	\$ 15,408.00	\$ 720.00	\$ 516.00	\$ 1,387.00	\$ 14,496.00	\$ 720.00	\$ 492.00	\$ 15,708.00	\$ 1,309.00	\$ 936.00	5.96%
Creative Arts & Media	\$ 15,408.00	\$ 720.00	\$ 852.00	\$ 1,415.00	\$ 14,496.00	\$ 720.00	\$ 804.00	\$ 16,020.00	\$ 1,335.00	\$ 960.00	5.99%
Eberly Arts & Sciences	\$ 15,408.00	\$ 720.00	\$ 840.00	\$ 1,414.00	\$ 14,496.00	\$ 720.00	\$ 804.00	\$ 16,020.00	\$ 1,335.00	\$ 948.00	5.92%
Engineering and Mineral Resources	\$ 15,408.00	\$ 720.00	\$ 1,164.00	\$ 1,441.00	\$ 14,496.00	\$ 720.00	\$ 1,164.00	\$ 16,380.00	\$ 1,365.00	\$ 912.00	5.57%
Intercollegiate Tuition	\$ 15,408.00	\$ 720.00	\$ 792.00	\$ 1,410.00	\$ 14,496.00	\$ 720.00	\$ 768.00	\$ 15,984.00	\$ 1,332.00	\$ 936.00	5.86%
Graduate											
Resident											
Agriculture, Natural Resources and Design	\$ 5,544.00	\$ 702.00	\$ 612.00	\$ 762.00	\$ 5,364.00	\$ 702.00	\$ 594.00	\$ 6,660.00	\$ 740.00	\$ 198.00	2.97%
Applied Human Sciences	\$ 5,544.00	\$ 702.00	\$ 432.00	\$ 742.00	\$ 5,364.00	\$ 702.00	\$ 432.00	\$ 6,498.00	\$ 722.00	\$ 180.00	2.77%
Business & Economics	\$ 5,544.00	\$ 702.00	\$ 3,123.00	\$ 1,041.00	\$ 5,364.00	\$ 702.00	\$ 3,123.00	\$ 9,189.00	\$ 1,021.00	\$ 180.00	1.96%
Creative Arts & Media	\$ 5,544.00	\$ 702.00	\$ 549.00	\$ 755.00	\$ 5,364.00	\$ 702.00	\$ 531.00	\$ 6,597.00	\$ 733.00	\$ 198.00	3.00%
Eberly Arts & Sciences	\$ 5,544.00	\$ 702.00	\$ 468.00	\$ 746.00	\$ 5,364.00	\$ 702.00	\$ 459.00	\$ 6,525.00	\$ 725.00	\$ 189.00	2.90%
Engineering and Mineral Resources	\$ 5,544.00	\$ 702.00	\$ 801.00	\$ 783.00	\$ 5,364.00	\$ 702.00	\$ 801.00	\$ 6,867.00	\$ 763.00	\$ 180.00	2.62%
Undeclared	\$ 5,544.00	\$ 702.00	\$ -	\$ 694.00	\$ 5,364.00	\$ 702.00	\$ -	\$ 6,066.00	\$ 674.00	\$ 180.00	2.97%
Non-Resident											
Agriculture, Natural Resources and Design	\$ 15,957.00	\$ 702.00	\$ 774.00	\$ 1,937.00	\$ 15,012.00	\$ 702.00	\$ 729.00	\$ 16,443.00	\$ 1,827.00	\$ 990.00	6.02%
Applied Human Sciences	\$ 15,957.00	\$ 702.00	\$ 639.00	\$ 1,922.00	\$ 15,012.00	\$ 702.00	\$ 603.00	\$ 16,317.00	\$ 1,813.00	\$ 981.00	6.01%
Business & Economics	\$ 15,957.00	\$ 702.00	\$ 5,481.00	\$ 2,460.00	\$ 15,012.00	\$ 702.00	\$ 5,481.00	\$ 21,195.00	\$ 2,355.00	\$ 945.00	4.46%
Creative Arts & Media	\$ 15,957.00	\$ 702.00	\$ 801.00	\$ 1,940.00	\$ 15,012.00	\$ 702.00	\$ 756.00	\$ 16,470.00	\$ 1,830.00	\$ 990.00	6.01%
Eberly Arts & Sciences	\$ 15,957.00	\$ 702.00	\$ 819.00	\$ 1,942.00	\$ 15,012.00	\$ 702.00	\$ 801.00	\$ 16,515.00	\$ 1,835.00	\$ 963.00	5.83%
Engineering and Mineral Resources	\$ 15,957.00	\$ 702.00	\$ 1,188.00	\$ 1,983.00	\$ 15,012.00	\$ 702.00	\$ 1,188.00	\$ 16,902.00	\$ 1,878.00	\$ 945.00	5.59%
Undeclared	\$ 15,957.00	\$ 702.00	\$ -	\$ 1,851.00	\$ 15,012.00	\$ 702.00	\$ -	\$ 15,714.00	\$ 1,746.00	\$ 945.00	6.01%
Professional											
Resident											
Applied Human Sciences	\$ 5,544.00	\$ 702.00	\$ 441.00	\$ 743.00	\$ 5,364.00	\$ 702.00	\$ 432.00	\$ 6,498.00	\$ 722.00	\$ 189.00	2.91%
Law	\$ 5,544.00	\$ 702.00	\$ 8,055.00	\$ 1,589.00	\$ 5,364.00	\$ 702.00	\$ 7,821.00	\$ 13,887.00	\$ 1,543.00	\$ 414.00	2.98%
Non-Resident											
Applied Human Sciences	\$ 15,957.00	\$ 702.00	\$ 639.00	\$ 1,922.00	\$ 15,012.00	\$ 702.00	\$ 603.00	\$ 16,317.00	\$ 1,813.00	\$ 981.00	6.01%
Law	\$ 15,957.00	\$ 702.00	\$ 7,821.00	\$ 2,720.00	\$ 15,012.00	\$ 702.00	\$ 7,821.00	\$ 23,535.00	\$ 2,615.00	\$ 945.00	4.02%

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - TUITION AND FEES - PER SEMESTER

		Sum of 2026-2027 University Tuition Amount	Sum of 2026-2027 University Fee Amount	Sum of 2026-2027 Program/Collge Fee Amount	Sum of 2026-2027 TOTAL AMOUNT PER CREDIT HOUR	Sum of 2025-2026 University Tuition Amount	Sum of 2025-2026 University Fee Amount	Sum of 2025-2026 Program/Collge Fee Amount	Sum of 2025-2026 TOTAL AMOUNT FULL-TIME	Sum of 2025-2026 TOTAL AMOUNT PER CREDIT HOUR	Sum of Total Amount Full- Time Increase/Decrease	Sum of Percentage Increase										
Row Labels																						
WVU Health Sciences																						
Undergraduate																						
Resident																						
Dentistry Dental Hygiene	\$	4,812.00	\$	720.00	\$	1,872.00	\$	617.00	\$	4,656.00	\$	720.00	\$	1,812.00	\$	7,188.00	\$	599.00	\$	216.00		3.01%
Medicine Biomedical Lab Diagnostics	\$	4,812.00	\$	720.00	\$	521.00	\$	4,656.00	\$	720.00	\$	696.00	\$	6,072.00	\$	506.00	\$	180.00		2.96%		
Medicine Communication Science Disorders	\$	4,812.00	\$	720.00	\$	948.00	\$	540.00	\$	4,656.00	\$	720.00	\$	924.00	\$	6,300.00	\$	525.00	\$	180.00		2.86%
Medicine Medicine	\$	4,812.00	\$	720.00	\$	1,008.00	\$	545.00	\$	4,656.00	\$	720.00	\$	984.00	\$	6,360.00	\$	530.00	\$	180.00		2.83%
Nursing	\$	4,812.00	\$	720.00	\$	1,896.00	\$	619.00	\$	4,656.00	\$	720.00	\$	1,644.00	\$	7,020.00	\$	585.00	\$	408.00		5.81%
Pharmacy Pharm D. - Traditional (R1, R2)	\$	4,812.00	\$	720.00	\$	7,380.00	\$	1,076.00	\$	4,656.00	\$	720.00	\$	7,272.00	\$	12,648.00	\$	1,054.00	\$	264.00		2.09%
Pharmacy Pharmaceuticals & Healthcare	\$	4,812.00	\$	720.00	\$	612.00	\$	512.00	\$	4,656.00	\$	720.00	\$	600.00	\$	5,976.00	\$	498.00	\$	168.00		2.81%
Pharmacy Pharmacy	\$	4,812.00	\$	720.00	\$	528.00	\$	505.00	\$	4,656.00	\$	720.00	\$	480.00	\$	5,856.00	\$	488.00	\$	204.00		3.48%
Public Health Public Health	\$	4,812.00	\$	720.00	\$	372.00	\$	492.00	\$	4,656.00	\$	720.00	\$	360.00	\$	5,736.00	\$	478.00	\$	168.00		2.93%
Non-Resident																						
Dentistry Dental Hygiene	\$	15,408.00	\$	720.00	\$	3,792.00	\$	1,660.00	\$	14,496.00	\$	720.00	\$	3,576.00	\$	18,792.00	\$	1,566.00	\$	1,128.00		6.00%
Medicine Biomedical Lab Diagnostics	\$	15,408.00	\$	720.00	\$	1,860.00	\$	1,499.00	\$	14,496.00	\$	720.00	\$	1,824.00	\$	17,040.00	\$	1,420.00	\$	948.00		5.56%
Medicine Communication Science Disorders	\$	15,408.00	\$	720.00	\$	2,112.00	\$	1,520.00	\$	14,496.00	\$	720.00	\$	2,076.00	\$	17,292.00	\$	1,441.00	\$	948.00		5.48%
Medicine Medicine	\$	15,408.00	\$	720.00	\$	2,496.00	\$	1,552.00	\$	14,496.00	\$	720.00	\$	2,448.00	\$	17,664.00	\$	1,472.00	\$	960.00		5.43%
Nursing	\$	15,408.00	\$	720.00	\$	1,896.00	\$	1,502.00	\$	14,496.00	\$	720.00	\$	1,644.00	\$	16,860.00	\$	1,405.00	\$	1,164.00		6.90%
Pharmacy Pharm D. - Traditional (R1, R2)	\$	15,408.00	\$	720.00	\$	8,868.00	\$	2,083.00	\$	14,496.00	\$	720.00	\$	9,096.00	\$	24,312.00	\$	2,026.00	\$	684.00		2.81%
Pharmacy Pharmaceuticals & Healthcare	\$	15,408.00	\$	720.00	\$	840.00	\$	1,414.00	\$	14,496.00	\$	720.00	\$	840.00	\$	16,056.00	\$	1,338.00	\$	912.00		5.68%
Pharmacy Pharmacy	\$	15,408.00	\$	720.00	\$	480.00	\$	1,384.00	\$	14,496.00	\$	720.00	\$	432.00	\$	15,648.00	\$	1,304.00	\$	960.00		6.13%
Public Health Public Health	\$	15,408.00	\$	720.00	\$	1,092.00	\$	1,435.00	\$	14,496.00	\$	720.00	\$	1,092.00	\$	16,308.00	\$	1,359.00	\$	912.00		5.59%
Graduate																						
Resident																						
Dentistry Dental Hygiene	\$	5,544.00	\$	702.00	\$	1,737.00	\$	887.00	\$	5,364.00	\$	702.00	\$	1,683.00	\$	7,749.00	\$	861.00	\$	234.00		3.02%
Dentistry Dentistry (post D.D.S.)	\$	5,544.00	\$	702.00	\$	2,484.00	\$	970.00	\$	5,364.00	\$	702.00	\$	2,412.00	\$	8,478.00	\$	942.00	\$	252.00		2.97%
Medicine Athletic Training	\$	5,544.00	\$	702.00	\$	1,413.00	\$	851.00	\$	5,364.00	\$	702.00	\$	1,332.00	\$	7,398.00	\$	822.00	\$	261.00		3.53%
Medicine Medical Laboratory Science	\$	5,544.00	\$	702.00	\$	1,440.00	\$	854.00	\$	5,364.00	\$	702.00	\$	1,359.00	\$	7,425.00	\$	825.00	\$	261.00		3.52%
Medicine Medicine	\$	5,544.00	\$	702.00	\$	1,107.00	\$	817.00	\$	5,364.00	\$	702.00	\$	1,044.00	\$	7,110.00	\$	790.00	\$	243.00		3.42%
Medicine Occupational Therapy	\$	5,544.00	\$	702.00	\$	1,035.00	\$	809.00	\$	5,364.00	\$	702.00	\$	972.00	\$	7,038.00	\$	782.00	\$	243.00		3.45%
Medicine Pathology Assistant	\$	5,544.00	\$	702.00	\$	2,277.00	\$	947.00	\$	5,364.00	\$	702.00	\$	2,142.00	\$	8,208.00	\$	912.00	\$	315.00		3.84%
Medicine Physician Assistant	\$	5,544.00	\$	702.00	\$	7,056.00	\$	1,478.00	\$	5,364.00	\$	702.00	\$	6,642.00	\$	12,708.00	\$	1,412.00	\$	594.00		4.47%
Medicine Speech-Language Pathology	\$	5,544.00	\$	702.00	\$	1,107.00	\$	817.00	\$	5,364.00	\$	702.00	\$	1,044.00	\$	7,110.00	\$	790.00	\$	243.00		3.42%
Nursing	\$	5,544.00	\$	702.00	\$	1,359.00	\$	845.00	\$	5,364.00	\$	702.00	\$	1,323.00	\$	7,389.00	\$	821.00	\$	216.00		2.92%
Pharmacy Pharmacy	\$	5,544.00	\$	702.00	\$	2,160.00	\$	934.00	\$	5,364.00	\$	702.00	\$	2,133.00	\$	8,199.00	\$	911.00	\$	207.00		2.52%
Public Health Health Administration	\$	5,544.00	\$	702.00	\$	2,241.00	\$	943.00	\$	5,364.00	\$	702.00	\$	2,178.00	\$	8,244.00	\$	916.00	\$	243.00		2.95%
Public Health Public Health Masters and Doctorate	\$	5,544.00	\$	702.00	\$	2,241.00	\$	943.00	\$	5,364.00	\$	702.00	\$	2,178.00	\$	8,244.00	\$	916.00	\$	243.00		2.95%
Non-Resident																						
Dentistry Dental Hygiene	\$	15,957.00	\$	702.00	\$	5,400.00	\$	2,451.00	\$	15,012.00	\$	702.00	\$	5,094.00	\$	20,808.00	\$	2,312.00	\$	1,251.00		6.01%
Dentistry Dentistry (post D.D.S.)	\$	15,957.00	\$	702.00	\$	6,381.00	\$	2,560.00	\$	15,012.00	\$	702.00	\$	6,021.00	\$	21,735.00	\$	2,415.00	\$	1,305.00		6.00%
Medicine Athletic Training	\$	15,957.00	\$	702.00	\$	1,206.00	\$	1,985.00	\$	15,012.00	\$	702.00	\$	1,206.00	\$	16,920.00	\$	1,880.00	\$	945.00		5.59%
Medicine Medical Laboratory Science	\$	15,957.00	\$	702.00	\$	1,782.00	\$	2,049.00	\$	15,012.00	\$	702.00	\$	1,782.00	\$	17,496.00	\$	1,944.00	\$	945.00		5.40%
Medicine Medicine	\$	15,957.00	\$	702.00	\$	3,015.00	\$	2,186.00	\$	15,012.00	\$	702.00	\$	3,015.00	\$	18,729.00	\$	2,081.00	\$	945.00		5.05%
Medicine Occupational Therapy	\$	15,957.00	\$	702.00	\$	1,404.00	\$	2,007.00	\$	15,012.00	\$	702.00	\$	1,404.00	\$	17,118.00	\$	1,902.00	\$	945.00		5.52%
Medicine Pathology Assistant	\$	15,957.00	\$	702.00	\$	5,040.00	\$	2,411.00	\$	15,012.00	\$	702.00	\$	4,941.00	\$	20,655.00	\$	2,295.00	\$	1,044.00		5.05%
Medicine Physician Assistant	\$	15,957.00	\$	702.00	\$	4,230.00	\$	2,321.00	\$	15,012.00	\$	702.00	\$	4,149.00	\$	19,863.00	\$	2,207.00	\$	1,026.00		5.17%
Medicine Speech-Language Pathology	\$	15,957.00	\$	702.00	\$	1,404.00	\$	2,007.00	\$	15,012.00	\$	702.00	\$	1,404.00	\$	17,118.00	\$	1,902.00	\$	945.00		5.52%
Nursing	\$	15,957.00	\$	702.00	\$	1,395.00	\$	2,006.00	\$	15,012.00	\$	702.00	\$	1,323.00	\$	17,037.00	\$	1,893.00	\$	1,017.00		5.97%
Pharmacy Pharmacy	\$	15,957.00	\$	702.00	\$	4,356.00	\$	2,335.00	\$	15,012.00	\$	702.00	\$	4,356.00	\$	20,070.00	\$	2,230.00	\$	945.00		4.71%
Public Health Health Administration	\$	15,957.00	\$	702.00	\$	5,148.00	\$	2,423.00	\$	15,012.00	\$	702.00	\$	5,148.00	\$	20,862.00	\$	2,318.00	\$	945.00		4.53%
Public Health Public Health Masters and Doctorate	\$	15,957.00	\$	702.00	\$	5,148.00	\$	2,423.00	\$	15,012.00	\$	702.00	\$	5,148.00	\$	20,862.00	\$	2,318.00	\$	945.00		4.53%

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - TUITION AND FEES - PER SEMESTER

Row Labels	Sum of 2026-2027 University Tuition Amount	Sum of 2026-2027 University Fee Amount	Sum of 2026-2027 Program/Collge Fee Amount	Sum of 2026-2027 TOTAL AMOUNT PER CREDIT HOUR	Sum of 2025-2026 University Tuition Amount	Sum of 2025-2026 University Fee Amount	Sum of 2025-2026 Program/Collge Fee Amount	Sum of 2025-2026 TOTAL AMOUNT FULL-TIME	Sum of 2025-2026 TOTAL AMOUNT PER CREDIT HOUR	Sum of Total Amount Full- Time Increase/Decrease	Sum of Percentage Increase
Professional											
Resident											
Dentistry Dental Professional	\$ 5,544.00	\$ 702.00	\$ 9,450.00	\$ 1,744.00	\$ 5,364.00	\$ 702.00	\$ 9,171.00	\$ 15,237.00	\$ 1,693.00	\$ 459.00	3.01%
Medicine Doctorate of Audiology	\$ 5,544.00	\$ 702.00	\$ 1,620.00	\$ 874.00	\$ 5,364.00	\$ 702.00	\$ 1,584.00	\$ 7,650.00	\$ 850.00	\$ 216.00	2.82%
Medicine Medical Professional (M1-M3)	\$ 5,544.00	\$ 702.00	\$ 6,354.00	\$ 1,400.00	\$ 5,364.00	\$ 702.00	\$ 6,291.00	\$ 12,357.00	\$ 1,373.00	\$ 243.00	1.97%
Medicine Medical Professional (M4)	\$ 5,544.00	\$ 702.00	\$ 11,826.00	\$ 2,008.00	\$ 5,364.00	\$ 702.00	\$ 11,709.00	\$ 17,775.00	\$ 1,975.00	\$ 297.00	1.67%
Medicine Occupational Therapy	\$ 5,544.00	\$ 702.00	\$ 1,044.00	\$ 810.00	\$ 5,364.00	\$ 702.00	\$ 981.00	\$ 7,047.00	\$ 783.00	\$ 243.00	3.45%
Medicine Physical Therapy Doctorate	\$ 5,544.00	\$ 702.00	\$ 1,656.00	\$ 878.00	\$ 5,364.00	\$ 702.00	\$ 1,557.00	\$ 7,623.00	\$ 847.00	\$ 279.00	3.66%
Nursing Certified Registered Nurse Anesthetist (CRNA)	\$ 5,544.00	\$ 702.00	\$ 7,551.00	\$ 1,533.00	\$ 5,364.00	\$ 702.00	\$ 7,335.00	\$ 13,401.00	\$ 1,489.00	\$ 396.00	2.96%
Pharmacy Pharm D. - Traditional (R3,R4)	\$ 5,544.00	\$ 702.00	\$ 4,725.00	\$ 1,219.00	\$ 5,364.00	\$ 702.00	\$ 4,662.00	\$ 10,728.00	\$ 1,192.00	\$ 243.00	2.27%
Pharmacy Pharm D. - Traditional (RA,RB)	\$ 5,544.00	\$ 702.00	\$ 6,669.00	\$ 1,435.00	\$ 5,364.00	\$ 702.00	\$ 6,579.00	\$ 12,645.00	\$ 1,405.00	\$ 270.00	2.14%
Non-Resident											
Dentistry Dental Professional	\$ 15,957.00	\$ 702.00	\$ 19,233.00	\$ 3,988.00	\$ 15,012.00	\$ 702.00	\$ 18,144.00	\$ 33,858.00	\$ 3,762.00	\$ 2,034.00	6.01%
Medicine Doctorate of Audiology	\$ 15,957.00	\$ 702.00	\$ 1,422.00	\$ 2,009.00	\$ 15,012.00	\$ 702.00	\$ 1,422.00	\$ 17,136.00	\$ 1,904.00	\$ 945.00	5.51%
Medicine Medical Professional (M1-M3)	\$ 15,957.00	\$ 702.00	\$ 9,045.00	\$ 2,856.00	\$ 15,012.00	\$ 702.00	\$ 8,955.00	\$ 24,669.00	\$ 2,741.00	\$ 1,035.00	4.20%
Medicine Medical Professional (M4)	\$ 15,957.00	\$ 702.00	\$ 19,737.00	\$ 4,044.00	\$ 15,012.00	\$ 702.00	\$ 19,539.00	\$ 35,253.00	\$ 3,917.00	\$ 1,141.00	3.24%
Medicine Occupational Therapy	\$ 15,957.00	\$ 702.00	\$ 1,377.00	\$ 2,004.00	\$ 15,012.00	\$ 702.00	\$ 1,377.00	\$ 17,091.00	\$ 1,899.00	\$ 945.00	5.53%
Medicine Physical Therapy Doctorate	\$ 15,957.00	\$ 702.00	\$ 1,404.00	\$ 2,007.00	\$ 15,012.00	\$ 702.00	\$ 1,404.00	\$ 17,118.00	\$ 1,902.00	\$ 945.00	5.52%
Nursing Certified Registered Nurse Anesthetist (CRNA)	\$ 15,957.00	\$ 702.00	\$ 7,740.00	\$ 2,711.00	\$ 15,012.00	\$ 702.00	\$ 7,335.00	\$ 23,049.00	\$ 2,561.00	\$ 1,350.00	5.86%
Pharmacy Pharm D. - Traditional (R3,R4)	\$ 15,957.00	\$ 702.00	\$ 5,220.00	\$ 2,431.00	\$ 15,012.00	\$ 702.00	\$ 5,220.00	\$ 20,934.00	\$ 2,326.00	\$ 945.00	4.51%
Pharmacy Pharm D. - Traditional (RA,RB)	\$ 15,957.00	\$ 702.00	\$ 8,334.00	\$ 2,777.00	\$ 15,012.00	\$ 702.00	\$ 8,595.00	\$ 24,309.00	\$ 2,701.00	\$ 684.00	2.81%

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - TUITION AND FEES - PER SEMESTER

Row Labels	Sum of 2026-2027 University Tuition Amount	Sum of 2026-2027 University Fee Amount	Sum of 2026-2027 Program/Collage Fee Amount	Sum of 2026-2027 TOTAL AMOUNT PER CREDIT HOUR	Sum of 2025-2026 University Tuition Amount	Sum of 2025-2026 University Fee Amount	Sum of 2025-2026 Program/Collage Fee Amount	Sum of 2025-2026 TOTAL AMOUNT FULL-TIME	Sum of 2025-2026 TOTAL AMOUNT PER CREDIT HOUR	Sum of Total Amount Full- Time Increase/Decrease	Sum of Percentage Increase
WVU Potomac State College (University Fees are only assessed in Fall & Spring)											
Associate Degree and Certificate Programs											
Resident											
Applied Sciences Division	\$ 2,580.00	\$ 312.00	\$ 108.00	\$ 250.00	\$ 2,496.00	\$ 312.00	\$ 108.00	\$ 2,916.00	\$ 243.00	\$ 84.00	2.88%
Liberal Arts Division	\$ 2,580.00	\$ 312.00	\$ 96.00	\$ 249.00	\$ 2,496.00	\$ 312.00	\$ 96.00	\$ 2,904.00	\$ 242.00	\$ 84.00	2.89%
STEM Division	\$ 2,580.00	\$ 312.00	\$ 120.00	\$ 251.00	\$ 2,496.00	\$ 312.00	\$ 120.00	\$ 2,928.00	\$ 244.00	\$ 84.00	2.87%
Undeclared	\$ 2,580.00	\$ 312.00	\$ -	\$ 241.00	\$ 2,496.00	\$ 312.00	\$ -	\$ 2,808.00	\$ 234.00	\$ 84.00	2.99%
Non-Resident											
Applied Sciences Division	\$ 7,128.00	\$ 312.00	\$ 108.00	\$ 629.00	\$ 6,708.00	\$ 312.00	\$ 108.00	\$ 7,128.00	\$ 594.00	\$ 420.00	5.89%
Liberal Arts Division	\$ 7,128.00	\$ 312.00	\$ 96.00	\$ 628.00	\$ 6,708.00	\$ 312.00	\$ 96.00	\$ 7,116.00	\$ 593.00	\$ 420.00	5.90%
STEM Division	\$ 7,128.00	\$ 312.00	\$ 120.00	\$ 630.00	\$ 6,708.00	\$ 312.00	\$ 120.00	\$ 7,140.00	\$ 595.00	\$ 420.00	5.88%
Undeclared	\$ 7,128.00	\$ 312.00	\$ -	\$ 620.00	\$ 6,708.00	\$ 312.00	\$ -	\$ 7,020.00	\$ 585.00	\$ 420.00	5.98%
Metro											
Applied Sciences Division	\$ 4,404.00	\$ 312.00	\$ 108.00	\$ 402.00	\$ 4,140.00	\$ 312.00	\$ 108.00	\$ 4,560.00	\$ 380.00	\$ 264.00	5.79%
Liberal Arts Division	\$ 4,404.00	\$ 312.00	\$ 96.00	\$ 401.00	\$ 4,140.00	\$ 312.00	\$ 96.00	\$ 4,548.00	\$ 379.00	\$ 264.00	5.80%
STEM Division	\$ 4,404.00	\$ 312.00	\$ 120.00	\$ 403.00	\$ 4,140.00	\$ 312.00	\$ 120.00	\$ 4,572.00	\$ 381.00	\$ 264.00	5.77%
Undeclared	\$ 4,404.00	\$ 312.00	\$ -	\$ 393.00	\$ 4,140.00	\$ 312.00	\$ -	\$ 4,452.00	\$ 371.00	\$ 264.00	5.93%
WVinvests											
Applied Sciences Division	\$ 108.00	\$ 312.00	\$ 108.00	\$ 35.00	\$ 2,200.00	\$ 312.00	\$ 108.00	\$ 2,620.00	\$ 218.33	\$ (2,200.00)	-83.97%
Liberal Arts Division	\$ 96.00	\$ 312.00	\$ 96.00	\$ 34.00	\$ 2,200.00	\$ 312.00	\$ 96.00	\$ 2,608.00	\$ 217.33	\$ (2,200.00)	-84.36%
STEM Division	\$ 120.00	\$ 312.00	\$ 120.00	\$ 36.00	\$ 2,200.00	\$ 312.00	\$ 120.00	\$ 2,632.00	\$ 219.33	\$ (2,200.00)	-83.59%
Bachelor's Degree											
Resident											
Applied Sciences Division	\$ 3,216.00	\$ 312.00	\$ 108.00	\$ 303.00	\$ 3,108.00	\$ 312.00	\$ 108.00	\$ 3,528.00	\$ 294.00	\$ 108.00	3.06%
Liberal Arts Division	\$ 3,216.00	\$ 312.00	\$ 96.00	\$ 302.00	\$ 3,108.00	\$ 312.00	\$ 96.00	\$ 3,516.00	\$ 293.00	\$ 108.00	3.07%
Nursing	\$ 3,216.00	\$ 312.00	\$ 3,492.00	\$ 585.00	\$ 3,108.00	\$ 312.00	\$ 3,192.00	\$ 6,612.00	\$ 551.00	\$ 408.00	6.17%
STEM Division	\$ 3,216.00	\$ 312.00	\$ 120.00	\$ 304.00	\$ 3,108.00	\$ 312.00	\$ 120.00	\$ 3,540.00	\$ 295.00	\$ 108.00	3.05%
Undeclared	\$ 3,216.00	\$ 312.00	\$ -	\$ 294.00	\$ 3,108.00	\$ 312.00	\$ -	\$ 3,420.00	\$ 285.00	\$ 108.00	3.16%
Non-Resident											
Applied Sciences Division	\$ 7,980.00	\$ 312.00	\$ 108.00	\$ 700.00	\$ 7,512.00	\$ 312.00	\$ 108.00	\$ 7,932.00	\$ 661.00	\$ 468.00	5.90%
Liberal Arts Division	\$ 7,980.00	\$ 312.00	\$ 96.00	\$ 699.00	\$ 7,512.00	\$ 312.00	\$ 96.00	\$ 7,920.00	\$ 660.00	\$ 468.00	5.91%
Nursing	\$ 7,980.00	\$ 312.00	\$ 9,324.00	\$ 1,468.00	\$ 7,512.00	\$ 312.00	\$ 8,628.00	\$ 16,452.00	\$ 1,371.00	\$ 1,164.00	7.08%
STEM Division	\$ 7,980.00	\$ 312.00	\$ 120.00	\$ 703.00	\$ 7,512.00	\$ 312.00	\$ 120.00	\$ 7,944.00	\$ 662.00	\$ 468.00	5.89%
Undeclared	\$ 7,980.00	\$ 312.00	\$ -	\$ 691.00	\$ 7,512.00	\$ 312.00	\$ -	\$ 7,824.00	\$ 652.00	\$ 468.00	5.98%
Metro											
Applied Sciences Division	\$ 5,232.00	\$ 312.00	\$ 108.00	\$ 471.00	\$ 4,920.00	\$ 312.00	\$ 108.00	\$ 5,340.00	\$ 445.00	\$ 312.00	5.84%
Liberal Arts Division	\$ 5,232.00	\$ 312.00	\$ 96.00	\$ 470.00	\$ 4,920.00	\$ 312.00	\$ 96.00	\$ 5,328.00	\$ 444.00	\$ 312.00	5.85%
Nursing	\$ 7,980.00	\$ 312.00	\$ 9,324.00	\$ 1,468.00	\$ 7,512.00	\$ 312.00	\$ 8,628.00	\$ 16,452.00	\$ 1,371.00	\$ 1,164.00	7.08%
STEM Division	\$ 5,232.00	\$ 312.00	\$ 120.00	\$ 472.00	\$ 4,920.00	\$ 312.00	\$ 120.00	\$ 5,352.00	\$ 446.00	\$ 312.00	5.83%
Undeclared	\$ 5,232.00	\$ 312.00	\$ -	\$ 462.00	\$ 4,920.00	\$ 312.00	\$ -	\$ 5,232.00	\$ 436.00	\$ 312.00	5.96%

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - TUITION AND FEES - PER SEMESTER

Row Labels		Sum of 2026-2027 University Tuition Amount	Sum of 2026-2027 University Fee Amount	Sum of 2026-2027 Program/College Fee Amount	Sum of 2026-2027 TOTAL AMOUNT PER CREDIT HOUR	Sum of 2025-2026 University Tuition Amount	Sum of 2025-2026 University Fee Amount	Sum of 2025-2026 Program/College Fee Amount	Sum of 2025-2026 TOTAL AMOUNT FULL-TIME	Sum of 2025-2026 TOTAL AMOUNT PER CREDIT HOUR	Sum of Total Amount Full- Time Increase/Decrease	Sum of Percentage Increase
WVUIT												
Undergraduate												
Resident												
Arts & Sciences	\$	4,332.00	\$	444.00	\$	216.00	\$	418.80	\$	444.00	\$	2.97%
Business	\$	4,332.00	\$	444.00	\$	144.00	\$	418.80	\$	444.00	\$	3.02%
Engineering	\$	4,332.00	\$	444.00	\$	1,104.00	\$	418.80	\$	444.00	\$	2.51%
Nursing	\$	4,332.00	\$	444.00	\$	2,376.00	\$	418.80	\$	444.00	\$	6.05%
Undeclared	\$	4,332.00	\$	444.00	\$	-	\$	398.00	\$	444.00	\$	3.11%
Non-Resident												
Arts & Sciences	\$	11,436.00	\$	444.00	\$	396.00	\$	1,023.00	\$	444.00	\$	5.79%
Business	\$	11,436.00	\$	444.00	\$	336.00	\$	1,018.00	\$	444.00	\$	5.82%
Engineering	\$	11,436.00	\$	444.00	\$	1,176.00	\$	1,088.00	\$	444.00	\$	5.43%
Nursing	\$	11,436.00	\$	444.00	\$	5,868.00	\$	1,479.00	\$	444.00	\$	7.02%
Undeclared	\$	11,436.00	\$	444.00	\$	-	\$	990.00	\$	444.00	\$	6.00%
Metro												
Arts & Sciences	\$	6,528.00	\$	444.00	\$	324.00	\$	613.20	\$	444.00	\$	5.74% NEW
Business	\$	6,528.00	\$	444.00	\$	216.00	\$	613.20	\$	444.00	\$	5.83% NEW
Engineering	\$	6,528.00	\$	444.00	\$	1,140.00	\$	613.20	\$	444.00	\$	5.13% NEW
Nursing	\$	11,436.00	\$	444.00	\$	5,868.00	\$	1,479.00	\$	444.00	\$	7.02%
Undeclared	\$	6,528.00	\$	444.00	\$	-	\$	581.00	\$	444.00	\$	6.02% NEW

Fees approved by the Board may be reduced on an individual or program basis by scholarships awarded, programs designed to retain undergraduate students for graduate programs, or other military, reciprocity, or other articulation agreements.

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027

BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

NOTES:

1. Any new programs added after BOG approves this fee schedule, will follow the WVU Online Tuition Model by assessing resident rates and will be uncapped.
2. WVU Online majors are not charged Univ Fees (with the exception of WVUIT and Hybrid dual degrees); therefore, they are not entitled to the on-campus services (e.g. Athletic tickets, PRT, Rec Center, etc.)
3. The full-time rate shown on the WVU Online Tuition and Fee schedule is based on 12 hours for an UG or 9 hours for GR. Note, however, that most online majors are uncapped and the students will be charged for each enrolled credit hour.

Row Labels	Sum of 2026-2027 University/Base Tuition Amount	Sum of 2026-2027 College/Variable Tuition Amount	Sum of 2026-2027 Online Learning Fee Amount	Sum of 2025-2026 University/Base Tuition Amount	Sum of 2025-2026 College/Variable Tuition Amount	Sum of 2025-2026 Online Learning Fee Amount	Sum of Total Amount Full-Time Increase/Decrease	Sum of Percentage Increase
Online WVU								
Online In-State Resident Rate								
Undergraduate								
Resident/Non-Resident								
Applied Human Sciences								
BA Sport Leadership	\$ 4,812.00	\$ 492.00	\$ 900.00	\$ 4,656.00	\$ 480.00	\$ 900.00	\$ 168.00	2.78%
Child Development and Family Studies BS and Certificates	\$ 4,812.00	\$ 492.00	\$ 900.00	\$ 4,656.00	\$ 480.00	\$ 900.00	\$ 168.00	2.78%
Early Childhood Special Education BS	\$ 4,812.00	\$ 492.00	\$ 900.00	\$ 4,656.00	\$ 480.00	\$ 900.00	\$ 168.00	2.78%
Arts & Sciences								
Multidisciplinary Studies (MDS)	\$ 4,812.00	\$ 516.00	\$ 900.00	\$ 4,656.00	\$ 504.00	\$ 900.00	\$ 168.00	2.77%
Regents Bachelor of Arts	\$ 4,812.00	\$ 516.00	\$ 900.00	\$ 4,656.00	\$ 504.00	\$ 900.00	\$ 168.00	2.77%
Social Work	\$ 4,812.00	\$ 516.00	\$ 900.00	\$ 4,656.00	\$ 504.00	\$ 900.00	\$ 168.00	2.77%
Business & Economics								
General Business	\$ 4,812.00	\$ 696.00	\$ 900.00	\$ 4,656.00	\$ 696.00	\$ 900.00	\$ 156.00	2.50%
Hospitality and Tourism BS	\$ 4,812.00	\$ 696.00	\$ 900.00	\$ 4,656.00	\$ 696.00	\$ 900.00	\$ 156.00	2.50%
Marketing BS	\$ 4,812.00	\$ 696.00	\$ 900.00	\$ 4,656.00	\$ 696.00	\$ 900.00	\$ 156.00	2.50%
Creative Arts & Media								
Integrated Marketing Communications BS	\$ 4,812.00	\$ 564.00	\$ 900.00	\$ 4,656.00	\$ 552.00	\$ 900.00	\$ 168.00	2.75%
Multidisciplinary Studies (MDS)	\$ 4,812.00	\$ 564.00	\$ 900.00	\$ 4,656.00	\$ 552.00	\$ 900.00	\$ 168.00	2.75%

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027

BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

NOTES:

1. Any new programs added after BOG approves this fee schedule, will follow the WVU Online Tuition Model by assessing resident rates and will be uncapped.
2. WVU Online majors are not charged Univ Fees (with the exception of WVUIT and Hybrid dual degrees); therefore, they are not entitled to the on-campus services (e.g. Athletic tickets, PRT, Rec Center, etc.)
3. The full-time rate shown on the WVU Online Tuition and Fee schedule is based on 12 hours for an UG or 9 hours for GR. Note, however, that most online majors are uncapped and the students will be charged for each enrolled credit hour.

Row Labels	Sum of 2026-2027 University/Base Tuition Amount	Sum of 2026-2027 College/Variable Tuition Amount	Sum of 2026-2027 Online Learning Fee Amount	Sum of 2025-2026 University/Base Tuition Amount	Sum of 2025-2026 College/Variable Tuition Amount	Sum of 2025-2026 Online Learning Fee Amount	Sum of Total Amount Full-Time Increase/Decrease	Sum of Percentage Increase
Graduate								
Resident/Non-Resident								
Agriculture, Natural Resources and Design								
Geographic Information Systems and Spatial Analysis Graduate Certificate	\$ 5,544.00	\$ 612.00	\$ 900.00	\$ 5,364.00	\$ 594.00	\$ 900.00	\$ 198.00	2.89%
Sustainable Trails Development	\$ 5,544.00	\$ 612.00	\$ 900.00	\$ 5,364.00	\$ 594.00	\$ 900.00	\$ 198.00	2.89%
Applied Human Sciences								
Advanced Elementary Education MA	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Digital Technologies and Connected Learning MA	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Educational Psychology	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Elementary Math Specialist MA	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Higher Education Administration MA	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Instructional Design and Technology EdD	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Instructional Design and Technology MA	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Literacy Education MA	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Online Teaching Certificate	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Physical Education Teacher Education MS	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Program Evaluation and Research	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Program Evaluation Certificate	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Special Education MA, Grad Cert & EdD	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Sport Coaching MS	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Sport Management MS	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Clinical Mental Health Counseling;Rehabilitation Counseling; Counseling	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Leadership Studies in Education	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Education Leadership Studies (Certificate)	\$ 5,544.00	\$ 432.00	\$ 900.00	\$ 5,364.00	\$ 432.00	\$ 900.00	\$ 180.00	2.69%
Psychology of Peak Performance	\$ 5,544.00	\$ 432.00	\$ 900.00				\$0	0 NEW

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027

BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

NOTES:

- Any new programs added after BOG approves this fee schedule, will follow the WVU Online Tuition Model by assessing resident rates and will be uncapped.
- WVU Online majors are not charged Univ Fees (with the exception of WVUIT and Hybrid dual degrees); therefore, they are not entitled to the on-campus services (e.g. Athletic tickets, PRT, Rec Center, etc.)
- The full-time rate shown on the WVU Online Tuition and Fee schedule is based on 12 hours for an UG or 9 hours for GR. Note, however, that most online majors are uncapped and the students will be charged for each enrolled credit hour.

Row Labels	Sum of 2026-2027 University/Base Tuition Amount	Sum of 2026-2027 College/Variable Tuition Amount	Sum of 2026-2027 Online Learning Fee Amount	Sum of 2025-2026 University/Base Tuition Amount	Sum of 2025-2026 College/Variable Tuition Amount	Sum of 2025-2026 Online Learning Fee Amount	Sum of Total Amount Full-Time Increase/Decrease	Sum of Percentage Increase
Arts & Sciences								
Communication Studies MA	\$ 5,544.00	\$ 468.00	\$ 900.00	\$ 5,364.00	\$ 459.00	\$ 900.00	\$ 189.00	2.81%
Geographic Information Systems and Spatial Analysis MS	\$ 5,544.00	\$ 468.00	\$ 900.00	\$ 5,364.00	\$ 459.00	\$ 900.00	\$ 189.00	2.81%
Leadership Studies Graduate Certificate	\$ 5,544.00	\$ 468.00	\$ 900.00	\$ 5,364.00	\$ 459.00	\$ 900.00	\$ 189.00	2.81%
Legal Studies MLS	\$ 5,544.00	\$ 468.00	\$ 900.00	\$ 5,364.00	\$ 459.00	\$ 900.00	\$ 189.00	2.81%
Social Work MSW	\$ 5,544.00	\$ 468.00	\$ 900.00	\$ 5,364.00	\$ 459.00	\$ 900.00	\$ 189.00	2.81%
Business & Economics								
Business Cyber Security Management MS and Certificates	\$ 5,544.00	\$ 3,123.00	\$ 900.00	\$ 5,364.00	\$ 3,123.00	\$ 900.00	\$ 180.00	1.92%
Business Data Analytics (BUDA) and Certificates	\$ 5,544.00	\$ 3,123.00	\$ 900.00	\$ 5,364.00	\$ 3,123.00	\$ 900.00	\$ 180.00	1.92%
Economics MS	\$ 5,544.00	\$ 3,123.00	\$ 900.00	\$ 5,364.00	\$ 3,123.00	\$ 900.00	\$ 180.00	1.92%
Forensic Accounting and Fraud Examination MS and Certificates	\$ 5,544.00	\$ 3,123.00	\$ 900.00	\$ 5,364.00	\$ 3,123.00	\$ 900.00	\$ 180.00	1.92%
Healthcare MBA	\$ 5,544.00	\$ 3,123.00	\$ 900.00	\$ 5,364.00	\$ 3,123.00	\$ 900.00	\$ 180.00	1.92%
Human Resource Leadership MS	\$ 5,544.00	\$ 3,123.00	\$ 900.00	\$ 5,364.00	\$ 3,123.00	\$ 900.00	\$ 180.00	1.92%
Online Hybrid MBA	\$ 4,050.00	\$ 2,205.00	\$ 900.00	\$ 5,364.00	\$ 3,123.00	\$ 900.00	(2,232.00)	-23.78%
AI Marketing	\$ 5,544.00	\$ 3,123.00	\$ 900.00	\$ 5,364.00	\$ 3,123.00	\$ 900.00	\$ 180.00	1.92%
Creative Arts & Media								
MA Game Design	\$ 5,544.00	\$ 549.00	\$ 900.00	\$ 5,364.00	\$ 531.00	\$ 900.00	\$ 198.00	2.91%
Music Industry MA & Cert	\$ 5,544.00	\$ 549.00	\$ 900.00	\$ 5,364.00	\$ 531.00	\$ 900.00	\$ 198.00	2.91%
Therapeutic Art Certificate	\$ 5,544.00	\$ 549.00	\$ 900.00	\$ 5,364.00	\$ 531.00	\$ 900.00	\$ 198.00	2.91%
Visual Arts Therapy Certificate	\$ 5,544.00	\$ 549.00	\$ 900.00	\$ 5,364.00	\$ 531.00	\$ 900.00	\$ 198.00	2.91%
Engineering and Mineral Resources								
Engineering Management	\$ 5,544.00	\$ 801.00	\$ 900.00	\$ 5,364.00	\$ 801.00	\$ 900.00	\$ 180.00	2.55%
Occupational Safety and Health	\$ 5,544.00	\$ 801.00	\$ 900.00	\$ 5,364.00	\$ 801.00	\$ 900.00	\$ 180.00	2.55%
Safety Management MS	\$ 5,544.00	\$ 801.00	\$ 900.00	\$ 5,364.00	\$ 801.00	\$ 900.00	\$ 180.00	2.55%
Software Engineering MSSE and certificate	\$ 5,544.00	\$ 801.00	\$ 900.00	\$ 5,364.00	\$ 801.00	\$ 900.00	\$ 180.00	2.55%
Midstream Petroleum Engineering Certificate	\$ 5,544.00	\$ 801.00	\$ 900.00	\$ 5,364.00	\$ 801.00	\$ 900.00	\$ 180.00	2.55%

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027

BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

NOTES:

1. Any new programs added after BOG approves this fee schedule, will follow the WVU Online Tuition Model by assessing resident rates and will be uncapped.
2. WVU Online majors are not charged Univ Fees (with the exception of WVUIT and Hybrid dual degrees); therefore, they are not entitled to the on-campus services (e.g. Athletic tickets, PRT, Rec Center, etc.)
3. The full-time rate shown on the WVU Online Tuition and Fee schedule is based on 12 hours for an UG or 9 hours for GR. Note, however, that most online majors are uncapped and the students will be charged for each enrolled credit hour.

Row Labels	Sum of 2026-2027 University/Base Tuition Amount	Sum of 2026-2027 College/Variable Tuition Amount	Sum of 2026-2027 Online Learning Fee Amount	Sum of 2025-2026 University/Base Tuition Amount	Sum of 2025-2026 College/Variable Tuition Amount	Sum of 2025-2026 Online Learning Fee Amount	Sum of Total Amount Full-Time Increase/Decrease	Sum of Percentage Increase
Online Market Pricing								
Graduate								
Resident/Non-Resident								
Business & Economics								
Business Administration Doc In Accounting (DBA)	\$ 5,544.00	\$ 7,317.00	\$ 900.00	\$ 5,364.00	\$ 7,317.00	\$ 900.00	\$ 180.00	1.33%
Creative Arts & Media								
Data Marketing Communications MS	\$ 5,544.00	\$ 1,080.00	\$ 900.00	\$ 5,364.00	\$ 1,080.00	\$ 900.00	\$ 180.00	2.45%
Digital Marketing Communications MS	\$ 5,544.00	\$ 1,080.00	\$ 900.00	\$ 5,364.00	\$ 1,080.00	\$ 900.00	\$ 180.00	2.45%
IMC/DMC Certificates	\$ 5,544.00	\$ 1,080.00	\$ 900.00	\$ 5,364.00	\$ 1,080.00	\$ 900.00	\$ 180.00	2.45%
Integrated Marketing Communications MS	\$ 5,544.00	\$ 1,080.00	\$ 900.00	\$ 5,364.00	\$ 1,080.00	\$ 900.00	\$ 180.00	2.45%
Media Solutions and Innovation MSJ	\$ 5,544.00	\$ 1,080.00	\$ 900.00	\$ 5,364.00	\$ 1,080.00	\$ 900.00	\$ 180.00	2.45%
Online Winter/May Term								
Undergraduate								
Resident/Non-Resident								
Online Winter/May Term								
Online Winter/May Term UG	\$ 5,916.00			\$ 5,736.00			\$180	3.14%
Graduate								
Resident/Non-Resident								
Online Winter/May Term								
Online Winter/May Term GR/PR	\$ 6,066.00			\$ 6,066.00			\$0	0.00%

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027

BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

NOTES:

1. Any new programs added after BOG approves this fee schedule, will follow the WVU Online Tuition Model by assessing resident rates and will be uncapped.
2. WVU Online majors are not charged Univ Fees (with the exception of WVUIT and Hybrid dual degrees); therefore, they are not entitled to the on-campus services (e.g. Athletic tickets, PRT, Rec Center, etc.)
3. The full-time rate shown on the WVU Online Tuition and Fee schedule is based on 12 hours for an UG or 9 hours for GR. Note, however, that most online majors are uncapped and the students will be charged for each enrolled credit hour.

Row Labels	Sum of 2026-2027 University/Base Tuition Amount	Sum of 2026-2027 College/Variable Tuition Amount	Sum of 2026-2027 Online Learning Fee Amount	Sum of 2025-2026 University/Base Tuition Amount	Sum of 2025-2026 College/Variable Tuition Amount	Sum of 2025-2026 Online Learning Fee Amount	Sum of Total Amount Full-Time Increase/Decrease	Sum of Percentage Increase
Online WVU Health Sciences								
Online Residency Rate								
Graduate								
Resident								
Nursing								
Nursing (MSN)	\$ 5,544.00	\$ 1,359.00	\$ 900.00	\$ 5,364.00	\$ 1,323.00	\$ 900.00	\$ 216.00	2.85%
Non-Resident								
Nursing								
Nursing (MSN)	\$ 15,957.00	\$ 1,359.00	\$ 900.00	\$ 15,012.00	\$ 1,323.00	\$ 900.00	\$ 981.00	5.69%
Online In-State Resident Rate								
Undergraduate								
Resident/Non-Resident								
Medicine								
Health Informatics/Info Mgt	\$ 4,812.00	\$ 1,008.00	\$ 900.00	\$ 4,656.00	\$ 984.00	\$ 900.00	\$ 180.00	2.75%
Nursing								
RN to BSN	\$ 4,812.00	\$ 1,896.00	\$ 900.00	\$ 4,656.00	\$ 1,644.00	\$ 900.00	\$ 408.00	5.67%
Graduate								
Resident/Non-Resident								
Medicine								
Speech Language Pathology	\$ 5,544.00	\$ 1,332.00	\$ 900.00	\$ 5,364.00	\$ 1,296.00	\$ 900.00	\$ 216.00	2.86%
Nursing								
Nursing (Dual Degree)	\$ 5,544.00	\$ 1,359.00	\$ 900.00	\$ 5,364.00	\$ 1,323.00	\$ 900.00	\$ 216.00	2.85%
Nursing Post Grad Certificates	\$ 5,544.00	\$ 1,359.00	\$ 900.00	\$ 5,364.00	\$ 1,323.00	\$ 900.00	\$ 216.00	2.85%
Nursing Leadership	\$ 5,544.00	\$ 1,359.00	900				\$0	0
Public Health								
Health Administration	\$ 5,544.00	\$ 2,241.00	\$ 900.00	\$ 5,364.00	\$ 2,178.00	\$ 900.00	\$ 243.00	2.88%
Population Health	\$ 5,544.00	\$ 2,241.00	\$ 900.00	\$ 5,364.00	\$ 2,178.00	\$ 900.00	\$ 243.00	2.88%
Master's Public Health	\$ 3,753.00	\$ 1,521.00	\$ 900.00	\$ 5,364.00	\$ 2,178.00	\$ 900.00	\$ (2,268.00)	-26.87%
Professional								
Resident/Non-Resident								
Nursing								
Nursing DNP	\$ 5,544.00	\$ 1,359.00	\$ 900.00	\$ 5,364.00	\$ 1,323.00	\$ 900.00	\$ 216.00	2.85%

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027

BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

NOTES:

1. Any new programs added after BOG approves this fee schedule, will follow the WVU Online Tuition Model by assessing resident rates and will be uncapped.
2. WVU Online majors are not charged Univ Fees (with the exception of WVUIT and Hybrid dual degrees); therefore, they are not entitled to the on-campus services (e.g. Athletic tickets, PRT, Rec Center, etc.)
3. The full-time rate shown on the WVU Online Tuition and Fee schedule is based on 12 hours for an UG or 9 hours for GR. Note, however, that most online majors are uncapped and the students will be charged for each enrolled credit hour.

Row Labels	Sum of 2026-2027 University/Base Tuition Amount	Sum of 2026-2027 College/Variable Tuition Amount	Sum of 2026-2027 Online Learning Fee Amount	Sum of 2025-2026 University/Base Tuition Amount	Sum of 2025-2026 College/Variable Tuition Amount	Sum of 2025-2026 Online Learning Fee Amount	Sum of Total Amount Full-Time Increase/Decrease	Sum of Percentage Increase
Online PSC								
Online In-State Resident Rate								
Associate Degree and Certificate Programs								
Resident/Non-Resident								
Business & Economics								
Business Administration(AA)	\$ 2,580.00	\$ 120.00	\$ 600.00	\$ 2,496.00	\$ 120.00	\$ 600.00	\$ 84.00	2.61%
Liberal Arts								
General Studies (AA Arts and Sciences)	\$ 2,580.00	\$ 120.00	\$ 600.00	\$ 2,496.00	\$ 120.00	\$ 600.00	\$ 84.00	2.61%
PSC-Pre Social Work	\$ 2,580.00	\$ 120.00	\$ 600.00	\$ 2,496.00	\$ 120.00	\$ 600.00	\$ 84.00	2.61%

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2026-2027 Amount
WVU	
Administrative Fees	
Application Fee - Undergraduate (Domestic)	\$ 50.00
Application Fee - Undergraduate (International)	\$ 65.00
Application Fee- Various Programs	\$ -
Campus Carry Resident Hall storage locker	\$ 140.00
Copy of Credentials for Student Placement	\$ 10.00
Course Fee for age 65 plus under BOG 14,4.1	\$ 50.00
Diploma Replacement	\$ 75.00
Exam for Advance Standing	\$ 50.00
I.D. Card Replacement	\$ 20.00
Interest Installment Payment Program	18%
International Student Fee - Fall & Spring semesters	\$ 200.00
International Student Fee - Summer semester	\$ 100.00
International Student Sponsor Fee	\$ 300.00
Late Payment Percent of Outstanding Balance	2.85%
Late Registration Fee	\$ 50.00
Mountaineer Athletics Advantage Fee2	\$ 250.00
Non-enrolled Graduate Student Evaluation Fee	\$ 150.00
Orientation Fee (Assessed to First Year First Semester Law students)	\$ 100.00
Orientation Fee (charged to first-time freshmen and first-time transfer students)	\$ 175.00
Reinstatement Fee	\$ 250.00
Returned Check Fee	\$ 25.00
Student Health Insurance - Fall	\$ 1,277.00
Student Health Insurance - Spring	\$ 1,980.00
Student Health Insurance - Summer	\$ 821.00
Student Reports (transcript after first)	\$ 12.00
Summer Service Access Fee	\$ 150.00
Transcript Fee (applies to all similar documents)	\$ 12.00
Transcript Fee Rush Order (applies to all similar documents)	\$ 18.00
Vines to Wines Supplies	\$ 125.00

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2026-2027 Amount
Visiting Students	\$ 15.00

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2026-2027 Amount
Program Fees	
Adventure Recreation Fee (AHS)	\$ 110.00
Adventure Recreation Fee (Media)	\$ 110.00
Adventure WV Fee	\$ 95.00
AMP ESL Program Fee (per credit hour)	\$ 675.00
First Day Barnes & Noble (Full-time)	\$ 345.00
First Day Barnes & Noble (Part-time)	\$ 161.00
High School Access Early College Program (per credit hour) Non-resident	\$ 75.00
High School Access Early College Program (per credit hour) Resident	\$ 25.00
Honors Summer Bridge	\$ 1,200.00
Intensive English Program Fee (per credit hour)	\$ 562.00
Music Applied Lesson Fee (\$375 cap)	\$ 375.00
Online Learning Student Support Fee (OLSSF) - per credit hour capped at \$75 per course	\$ 25.00
Regents BA Portfolio Evaluation Fee per credit hour awarded	\$ 10.00
Regents BA Portfolio Submission	\$ 300.00
Student Field Experience Fee- Course Dependent	\$ -
Study Abroad Tuition & Fees - Course Dependent	\$ -
Summer Bridge	\$ 25.00

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2026-2027 Amount
WVU Health Sciences	
Instrument and Material Fees	
Dental Hygiene Instrument and Materials Fee Y1 - Fall	\$ 120.00
Dental Hygiene Instrument and Materials Fee Y1 - Spring	\$ -
Dental Hygiene Instrument and Materials Fee Y1-R - Fall	\$ 120.00
Dental Hygiene Instrument and Materials Fee Y1-R - Spring	\$ -
Dental Hygiene Instrument and Materials Fee Y2 - Fall	\$ 3,449.00
Dental Hygiene Instrument and Materials Fee Y2 - Spring	\$ 2,770.00
Dental Hygiene Instrument and Materials Fee Y2 - Summer	\$ 321.00
Dental Hygiene Instrument and Materials Fee Y2-R - Fall	\$ 460.00
Dental Hygiene Instrument and Materials Fee Y2-R - Spring	\$ 678.00
Dental Hygiene Instrument and Materials Fee Y2-R - Summer	\$ 321.00
Dental Hygiene Instrument and Materials Fee Y3 - Fall	\$ 1,885.00
Dental Hygiene Instrument and Materials Fee Y3 - Spring	\$ 1,866.00
Dental Hygiene Instrument and Materials Fee Y3-R - Fall	\$ 1,685.00
Dental Hygiene Instrument and Materials Fee Y3-R - Spring	\$ 1,716.00
Dental Hygiene Instrument and Materials Fee Y4 - Fall	\$ 2,345.00
Dental Hygiene Instrument and Materials Fee Y4 - Spring	\$ 2,010.00
Dental Hygiene Instrument and Materials Fee Y4-R - Fall	\$ 2,170.00
Dental Hygiene Instrument and Materials Fee Y4-R - Spring	\$ 1,810.00
Dentistry Instrument and Materials Fee D1 - Fall	\$ 6,993.00
Dentistry Instrument and Materials Fee D1 - Spring	\$ 3,672.00
Dentistry Instrument and Materials Fee D1 - Summer	\$ 4,108.00
Dentistry Instrument and Materials Fee D1-R - Fall	\$ 1,115.00
Dentistry Instrument and Materials Fee D1-R - Spring	\$ 1,233.00
Dentistry Instrument and Materials Fee D1-R - Summer	\$ 1,263.00
Dentistry Instrument and Materials Fee D2 - Fall	\$ 3,863.00
Dentistry Instrument and Materials Fee D2 - Spring	\$ 5,477.00
Dentistry Instrument and Materials Fee D2 - Summer	\$ 1,850.00
Dentistry Instrument and Materials Fee D2-R - Fall	\$ 2,282.00
Dentistry Instrument and Materials Fee D2-R - Spring	\$ 1,561.00

Pivot BOG OtherFees

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WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2026-2027 Amount
Dentistry Instrument and Materials Fee D2-R - Summer	\$ 1,664.00
Dentistry Instrument and Materials Fee D3 - Fall	\$ 3,828.00
Dentistry Instrument and Materials Fee D3 - Spring	\$ 3,291.00
Dentistry Instrument and Materials Fee D3 - Summer	\$ 2,131.00
Dentistry Instrument and Materials Fee D3-R - Fall	\$ 2,707.00
Dentistry Instrument and Materials Fee D3-R - Spring	\$ 3,291.00
Dentistry Instrument and Materials Fee D3-R - Summer	\$ 2,131.00
Dentistry Instrument and Materials Fee D4 - Fall	\$ 3,584.00
Dentistry Instrument and Materials Fee D4 - Spring	\$ 3,094.00
Dentistry Instrument and Materials Fee D4-R - Fall	\$ 3,204.00
Dentistry Instrument and Materials Fee D4-R - Spring	\$ 3,094.00

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2026-2027 Amount
Program Fees	
Laptop Fee Biomedical Lab Diagnostics/Med Lab Sci Laptop Fee	\$ 1,409.00
Laptop Fee CRNA	\$ 1,476.00
Laptop Fee Dental Hygiene	\$ 1,462.00
Laptop Fee Dentistry	\$ 1,551.00
Laptop Fee Medicine	\$ 1,721.00
Laptop Fee Nursing	\$ 1,381.00
Laptop Fee Occupational Therapy	\$ 1,490.00
Laptop Fee Pathology Assistant	\$ 1,478.00
Laptop Fee Pharmacy	\$ 1,561.00
Laptop Fee Physical Therapy	\$ 1,489.00

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2026-2027 Amount
WVU Potomac State College	
Administrative Fees	
Campus Carry Resident Hall storage locker	\$ 140.00
Diploma Replacement	\$ 75.00
I.D. Card Replacement	\$ 20.00
Late Payment Percent of Outstanding Balance	2.85%
Late Registration Fee	\$ 50.00
Orientation Fee (charged to first-time freshmen and first-time transfer students)	\$ 75.00
Parking Permit	\$ 100.00
Prior Learning Assessment Fee - Per credit hour	\$ 10.00
Prior Learning Assessment Fee - Portfolio	\$ 300.00
Reinstatement Fee	\$ 250.00
Returned Check Fee	\$ 25.00
Student Health Insurance - Fall	\$ 1,277.00
Student Health Insurance - Spring	\$ 1,980.00
Student Health Insurance - Summer	\$ 821.00
Transcript Fee	\$ 12.00
Instrument and Material Fees	
Surgical Technology Materials/Instrument Fee	\$ 200.00
Program Fees	
First Day Barnes & Noble (Full-time)	\$ 345.00
First Day Barnes & Noble (Part-time)	\$ 161.00
High School Access Early College Program (per credit hour) Non-resident Students	\$ 75.00
High School Access Early College Program (per credit hour) Resident Students	\$ 25.00
Hospitality & Tourism Equipment Fee	\$ 540.00
Regents BA Degree Evaluation	\$ 300.00
Regents BA Portfolio Evaluation Fee per credit hour awarded	\$ 10.00
Study Abroad Tuition & Fees - Course Dependent	\$ -

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2026-2027 Amount
WVUIT	
Administrative Fees	
Application Fee- International Student	\$ 65.00
Campus Carry Resident Hall storage locker	\$ 140.00
Course Fee for age 65 plus under BOG 14,4.1	\$ 50.00
Credit by Examination	\$ 90.00
Diploma Replacement	\$ 75.00
I.D. Card Replacement	\$ 20.00
Late Payment Percent of Outstanding Balance	2.85%
Late Registration Fee	\$ 50.00
Parking Fee	\$ 100.00
Reinstatement Fee	\$ 250.00
Returned Check Fee	\$ 25.00
Student Health Insurance - Fall	\$ 1,277.00
Student Health Insurance - Spring	\$ 1,980.00
Student Health Insurance - Summer	\$ 821.00
Transcript Fee	\$ 12.00
Transcript Fee Rush Order (applies to all similar documents)	\$ 18.00

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2026-2027 Amount
Program Fees	
Cooperative Education Fee	\$ 100.00
First Day Barnes & Noble (Full-time)	\$ 345.00
First Day Barnes & Noble (Part-time)	\$ 161.00
Flight Tuition - AVIA 381	\$ 7,500.00
High School Access Early College Program (per credit hour) Non-resident Students	\$ 75.00
High School Access Early College Program (per credit hour) Resident Students	\$ 25.00
Orientation Fee (charged to first-time freshmen and first-time transfer students)	\$ 125.00
Piano Lesson Fee	\$ 20.00
Regents BA Course Transfer Fee	\$ 10.00
Regents BA Degree Evaluation	\$ 300.00
Study Abroad Tuition & Fees - Course Dependent	\$ -
Summer Bridge	\$ 25.00
Tech Adventure Cancellation Fee	\$ 50.00
Tech Adventure Course Fee	\$ 50.00
Tech Adventure Orientation Fee	\$ 100.00

WEST VIRGINIA UNIVERSITY 2026-2027

BOARD OF GOVERNORS FEE SCHEDULE - HOUSING

Not presented for approval are parking rates and administrative fees associated with WVU owned properties.

Row Labels	Sum of 2026-2027 Amount	Sum of 2025-2026 Amount
WVU		
Residence Hall-Daily rate		
All Residence Halls		
All Residence Halls	\$ 26.00	\$ 26.00
Residence Hall-per semester		
Honors Hall		
Single Suite	\$ 4,936.00	\$ 4,746.00
Double Suite	\$ 4,729.00	\$ 4,547.00
Lincoln Hall		
Single Room - shared bath	\$ 4,863.00	\$ 4,676.00
Single Suite - private bath	\$ 4,863.00	\$ 4,676.00
Double Suite	\$ 4,660.00	\$ 4,481.00
Oakland Hall		
Double Suite (with spa/pod bath)	\$ 5,136.00	\$ 4,938.00
Seneca Hall		
Double Suite	\$ 6,248.00	\$ 6,008.00
Triple Suite	\$ 5,929.00	\$ 5,701.00
Quad Suite	\$ 5,718.00	\$ 5,498.00
Stalnaker Hall		
Single Room - shared or private bathroom	\$ 4,863.00	\$ 4,676.00
Double Suite	\$ 4,133.00	\$ 3,974.00
Summit		
Single Suite	\$ 4,759.00	\$ 4,576.00
Double Suite	\$ 4,038.00	\$ 3,883.00
University Park (Freshmen Resident Exp)		
Double	\$ 6,332.00	\$ 6,088.00
Quad	\$ 5,820.00	\$ 5,596.00
Residence Hall (Brooke Tower; pod-style bathrooms)		
Single Room	\$ 4,740.00	\$ 4,493.00
Double Room	\$ 3,771.00	\$ 3,574.00
Triple Room	\$ 3,584.00	\$ 3,397.00
Residence Hall (Bennett, Braxton, Boreman, Dadisman, and Lyon)		
Single Room	\$ 4,628.00	\$ 4,450.00
Double Room	\$ 3,682.00	\$ 3,540.00
Triple Room	\$ 3,499.00	\$ 3,364.00
Single Suite	\$ 4,628.00	\$ 4,450.00
Double Suite	\$ 3,927.00	\$ 3,776.00
Triple Suite	\$ 3,886.00	\$ 3,737.00
Quad Room	\$ 3,294.00	\$ 3,167.00
Quad Suite	\$ 3,857.00	\$ 3,709.00
Single Occupancy in Double Room	\$ 5,290.00	\$ 5,087.00

WEST VIRGINIA UNIVERSITY 2026-2027

BOARD OF GOVERNORS FEE SCHEDULE - HOUSING

Not presented for approval are parking rates and administrative fees associated with WVU owned properties.

Row Labels	Sum of 2026-2027 Amount	Sum of 2025-2026 Amount
WVU Potomac State College		
Residence Hall-Daily rate - Summer		
University Place		
Single Suite	\$ 40.00	\$ 40.00
Double Suite	\$ 30.00	\$ 30.00
Private Double	\$ 35.00	\$ 35.00
Memorial and Friend Hall		
Double Room	\$ 20.00	\$ 20.00
Residence Hall-per semester		
Catamount Place		
Single Room	\$ 3,320.00	\$ 3,192.00
Double Room	\$ 2,420.00	\$ 2,327.00
Double Suite	\$ 2,648.00	\$ 2,546.00
Quad Suite	\$ 2,968.00	\$ 2,854.00
Single Room with half bath	\$ 3,544.00	\$ 3,408.00
University Place		
Single Suite	\$ 4,284.00	\$ 4,119.00
Double Suite	\$ 3,051.00	\$ 2,934.00
Private Double Room	\$ 3,689.00	\$ 3,547.00
Memorial and Friend Hall		
Single Room	\$ 3,427.00	\$ 3,295.00
Double Room	\$ 2,495.00	\$ 2,399.00
Triple Room	\$ 2,080.00	\$ 2,000.00
Double Suite	\$ 3,320.00	\$ 3,192.00
WVUIT		
Residence Hall-Daily rate - Summer		
All Residence Halls		
All Residence Halls	\$ 30.00	\$ 30.00
Residence Hall-per semester		
Hogan		
Double Suite	\$ 3,812.00	\$ 3,665.00
Double Suite as a single	\$ 4,555.00	\$ 4,380.00
University Hall		
Double Suite	\$ 3,812.00	\$ 3,665.00

Public Meeting Agenda Booklet - Budget, Tuition & Fees, Room and Board

WEST VIRGINIA UNIVERSITY 2026-2027
BOARD OF GOVERNORS FEE SCHEDULE - BOARD PLANS

Values								
Campus	Meal Plan Type	Meal Plan Description	2026-2027 Number of Meals	2026-2027 Amount of Dining Dollars	2026-2027 Cost of Meal Plan	Sum of 2026-2027 Total Cost of Plan	Sum of Total Amount Increase/Decrease	Sum of Percentage Increase
WVU	Go Anytime	Access to unlimited meal-swipes of your choice per semester. Includes \$825 Dining Dollars per semester.	Unlimited	\$ 825.00	\$ 2,379.00	3204	\$91	3.98%
	Go 13	Access to 13 meal-swipes of your choice per week during the semester. Includes \$525 Dining Dollars per semester.	13 meals/week	\$ 525.00	\$ 2,487.00	3012	\$95	3.97%
	Go 10	Access to 10 meal-swipes of your choice per week during the semester. Includes \$250 Dining Dollars per semester.	10 meals/week	\$ 250.00	\$ 2,554.00	2804	\$98	3.99%
	Prime 75	Block Plan with 75 meal-swipes per semester. Includes \$175 Dining Dollars per semester	75 Block	\$ 175.00	\$ 1,079.00	1254	\$42	4.05%
	Prime 48	Block Plan with 48 meal-swipes per semester. Includes \$50 Dining Dollars per semester	48 Block	\$ 50.00	\$ 607.00	657	\$23	3.94%
	Prime 20	Block Plan with 20 meal-swipes per semester.	20 Block	\$ -	\$ 269.00	269	\$10	3.86%
	Dining Dollars \$900	\$900 Dining Dollars per semester	N/A	\$ 900.00	\$ 895.00	895	\$0	0.00%
	Dining Dollars \$570	\$570 Dining Dollars per semester	N/A	\$ 570.00	\$ 567.00	567	\$0	0.00%
	Dining Dollars \$265	\$265 Dining Dollars per semester	N/A	\$ 265.00	\$ 258.00	258	\$0	0.00%
	PSC 21	Access to 21 meal-swipes of your choice per week, with a maximum of three swipes per day. Includes \$75 Dining Dollars per semester.	21 meals/week	\$ 75.00	\$ 3,171.00	3246	\$122	3.97%
WVU Potomac State College	PSC 15	Access to 15 meal-swipes of your choice per week, with a maximum of three swipes per day. Includes \$75 Dining Dollars per semester.	15 meals/week	\$ 75.00	\$ 2,786.00	2861	\$107	3.99%
	PSC 10	Access to 10 meal-swipes of your choice per week, with a maximum of three swipes per day. Includes \$75 Dining Dollars per semester.	10 meals/week	\$ 75.00	\$ 2,360.00	2435	\$91	4.01%
	PSC 80	A block plan of 80 meal-swipes per semester, with no daily limit of swipes.	80 meals/semester	\$ -	\$ 802.00	802	\$ 31.00	4.02%
	PSC 50	A block plan of 50 meal-swipes per semester, with no daily limit of swipes.	50 meals/semester	\$ -	\$ 578.00	578	\$ 22.00	3.96%
	PSC 25	A block plan of 25 meal-swipes per semester, with no daily limit of swipes.	25 meals/semester	\$ -	\$ 377.00	377	\$ 14.00	3.86%
	WVU IT 21	Access to 21 meal-swipes of your choice per week, with a maximum of three swipes per day. Includes \$75 Dining Dollars per semester.	21 meals/week	\$ 75.00	\$ 2,944.00	3019	\$ 114.00	3.99%
	WVU IT 15	Access to 15 meal-swipes of your choice per week, with a maximum of three swipes per day. Includes \$75 Dining Dollars per semester.	15 meals/week	\$ 75.00	\$ 2,605.00	2680	\$ 100.00	3.99%
	WVU IT 10	Access to 10 meal-swipes of your choice per week, with a maximum of three swipes per day. Includes \$75 Dining Dollars per semester.	10 meals/week	\$ 75.00	\$ 2,283.00	2358	\$ 88.00	4.01%
	WVU IT 80	A block plan of 80 meal-swipes per semester, with no daily limit of swipes.	80 meals/semester	\$ -	\$ 874.00	909	\$ 35.00	4.00%
	WVU IT 50	A block plan of 50 meal-swipes per semester, with no daily limit of swipes.	50 meals/semester	\$ -	\$ 565.00	588	\$ 23.00	4.07%
WVUIT	WVU IT 25	A block plan of 25 meal-swipes per semester, with no daily limit of swipes.	25 meals/semester	\$ -	\$ 294.00	305	\$ 11.00	3.74%

University Apartments:

The Board is being asked to establish the maximum amount of rent the University is authorized to charge for each of its apartment types on a per bed per month basis. Rent is charged per bed and will not exceed monthly cap rates for a 12-month term but may charge higher for shorter terms. Proposed cap rates are increasing an average of 2.74%, which is lower than the 4.21% average increase of last year. The published rental rates will be determined in the coming months and will vary depending upon location, demand, leasing incentives, and other factors including comparisons to off campus rental rates. Also, presented for approval by the Board are parking rates and administrative fees associated with University Apartments.

UNIVERSITY APARTMENTS

Rent and Fee Schedule for College Park (CP), University Park (PK), University Place (PL), and Vandalia (V)

Rent - Cap Rates*

Floorplan Descriptions	Properties Offering Floorplan	Proposed Monthly Cap Rate 2027-28	Proposed Percentage Increase	Current Approved Cap Rate 2026-27
One Bedroom Units	CP, PK, V	\$1,716	4.00%	\$1,650
Two Bedroom Units and All Townhomes	CP, PK, PL, V	\$1,076	4.00%	\$1,035
Three Bedroom Units	CP, PL	\$1,024	4.00%	\$985
Four Bedroom Units	CP, PK, PL	\$941	4.00%	\$905
Average Percentage Increase			4.00%	

Parking - Monthly Rates

Property	Parking Lot (WVU Parking #)	Proposed Rate	Proposed Increase	Current Rate
College Park	Upper Surface Lot (#30U)	\$75	\$10	\$65
College Park	Lower/Main Surface Lot (#30H)	\$100	\$10	\$90
University Park	Gated Surface Lots (#67, #68)	\$100	\$0	\$100
University Place	Parking Garage (#18)	\$150	\$0	\$150
Vandalia	Parking Garage (#35)	\$150	\$0	\$150
Vandalia	Surface Lot (#3)	\$100	\$10	\$90

Administrative Fees**

Fee Name	Description	Proposed Fee	Proposed Increase	Current Fee
Processing Fee	Fee applied when processing a lease.	\$100	\$0	\$100
Relet Fee	Fee associated with reletting unit.	\$300	\$0	\$300
Transfer Fee	Fee for resident to transfer to another unit.	\$300	\$0	\$300
Lease Termination Fee	Fee for resident to terminate lease early.	3x Rent	-	3x Rent

* The Cap Rate reflects the highest monthly rate the University is permitted to charge for a 12-month lease term; however, shorter terms may result in a higher monthly charge. Furthermore, the University is authorized to offer strategic pricing and discounts aimed at maximizing occupancy rates.
 ** The University may also charge cleaning and damage fees. Such fees must be published in advance and reasonably determined to recoup the actual time and resources required to clean or repair the damage.

* Rent is charged per bed and the total amount of rent charged regardless of the length of the term may not exceed twelve times (12x) the applicable cap rate.

FY2027 BUDGET AND TUITION

WVU BOARD OF GOVERNORS

June 19, 2026



WVU VALUE PROPOSITION

We serve and strengthen students, faculty, staff, alumni, and communities across the state through education, research, innovation, and outreach.

LET'S SUPPORT...



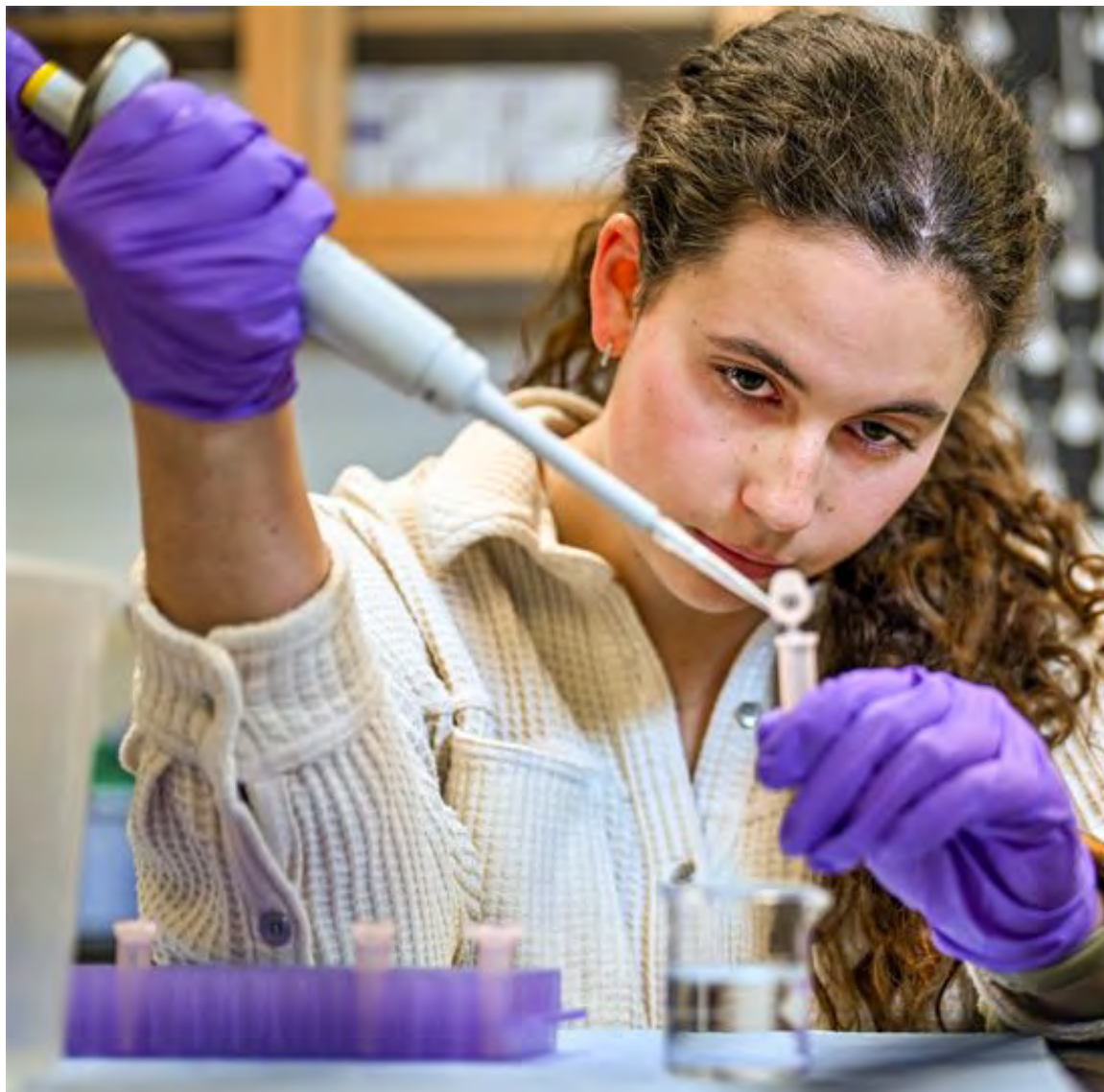
OUR PEOPLE

- 26,000+ students systemwide
- 5,000+ first-time freshmen
- 210,000+ alumni
- 570+ student-athletes
- 77,000 K-12 youth statewide

ECONOMIC GROWTH

- \$3.1 billion to the state's economy
- \$203.5 million to West Virginia tax generation
- 28,000 jobs
- 1 in every 9 jobs (WVU + WVU Medicine)
- 17% of West Virginia's GDP (WVU + WVU Medicine)





GROUNDBREAKING RESEARCH

- 1 of 187 R1 institutions
- \$259 million in research expenditures (FY24), a 5-year track record of growth
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ACADEMIC EXCELLENCE

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- 53 invention disclosures (FY2026 to-date)
- 68% expansion of WVU IP licensing portfolio in OIC's first 2 years
- \$164 million in gifts and pledges
- 1 of 15 finalists for the NSF Engines award, a potential investment of \$320 million (in partnership with CMU, Pitt)
- \$21 million raised by WVU startups and spinouts
- \$50.4 million for statewide economic development in 3 years



STRONGER TOGETHER: THE POWERHOUSE OF WVU AND WVU MEDICINE, COMBINED

Economic Impact

\$21.6 BILLION

to the U.S. economy (\$4.8 billion from WVU, \$16.8 billion from WVU Medicine)

Jobs

149,021

jobs nationwide

Tax Revenue

\$1 BILLION

in state and local taxes

COMBINED NATIONAL IMPRINT

Jobs

1 IN EVERY 9 JOBS

in West Virginia is either directly provided by WVU and WVU Medicine or supported because of their footprint.

Tax Revenue

\$890 Million

in state and local taxes

\$1 in state + local taxes of every **\$6.42** collected by state and local governments.

Economic Impact

\$14.3 BILLION

to the state economy

COMBINED WEST VIRGINIA IMPRINT



Deeply committed to strengthening communities across West Virginia.

WVU and WVU Medicine contributed **\$86.3 million** in charitable giving and volunteerism, including **\$46 million** in donations and **\$40.3 million** in the value of volunteer service.

ECONOMIC AND COMMUNITY IMPACT STUDY

The Journey From Investment to Jobs, Growth, and Prosperity

As West Virginia's flagship, R1, land-grant university, we deliver on our mission. We create jobs, strengthen industry, commercialize cutting-edge research, improve the health of West Virginians, support small businesses, and build tomorrow's workforce.

Return on Investment

\$1 → \$9

For **EVERY \$1** in state funding that WVU receives, it generates **MORE THAN \$9** in economic impact returned to the state.

Jobs

28,295

(direct and indirect)



Economic Contribution

\$3.1 BILLION

to the state's economy

Tax Revenue

\$203.5 MILLION

in state and local taxes.

Economic impact data was produced by Tripp Umbach, one of the nation's leading private consulting firms specializing in economic and community development. All data is from FY24.

WVU Morgantown

\$3 BILLION

to the state's economy

26,880 TOTAL JOBS

\$193.3 MILLION

in state and local taxes

WVU Research

\$400.2 MILLION

to the state's economy

3,418 TOTAL JOBS

\$24.8 MILLION

in state and local taxes

WVU Beckley

\$94.4 MILLION

to the state's economy

849 TOTAL JOBS

\$6.1 MILLION

in state and local taxes

WVU Athletics

\$390 MILLION

to the state's economy

11,286 TOTAL JOBS

\$23.8 MILLION

in state and local taxes

WVU Keyser

\$62.9 MILLION

to the state's economy

566 TOTAL JOBS

\$4.1 MILLION

in state and local taxes

WVU Alumni

115,958 WVU alumni

contributed **\$8.1 billion** to the state's economy.

WVU Health Sciences

\$811.5 MILLION

to the state's economy

7,377 TOTAL JOBS

\$40.6 MILLION

in state and local taxes



FY2027 TUITION AND FEES

July 1, 2026 – June 30, 2027

PROPOSED FY2027 TUITION AND FEES PER SEMESTER

Morgantown Campus

	CURRENT FY2026	PROPOSED FY2027	\$ INCREASE
Undergraduate, Resident	\$5,376	\$5,532	↑ \$156
Undergraduate, Non-Resident	\$15,216	\$16,128	↑ \$912
Graduate and Professional, Resident	\$6,066	\$6,246	↑ \$180
Graduate and Professional, Non-Resident	\$15,714	\$16,659	↑ \$945

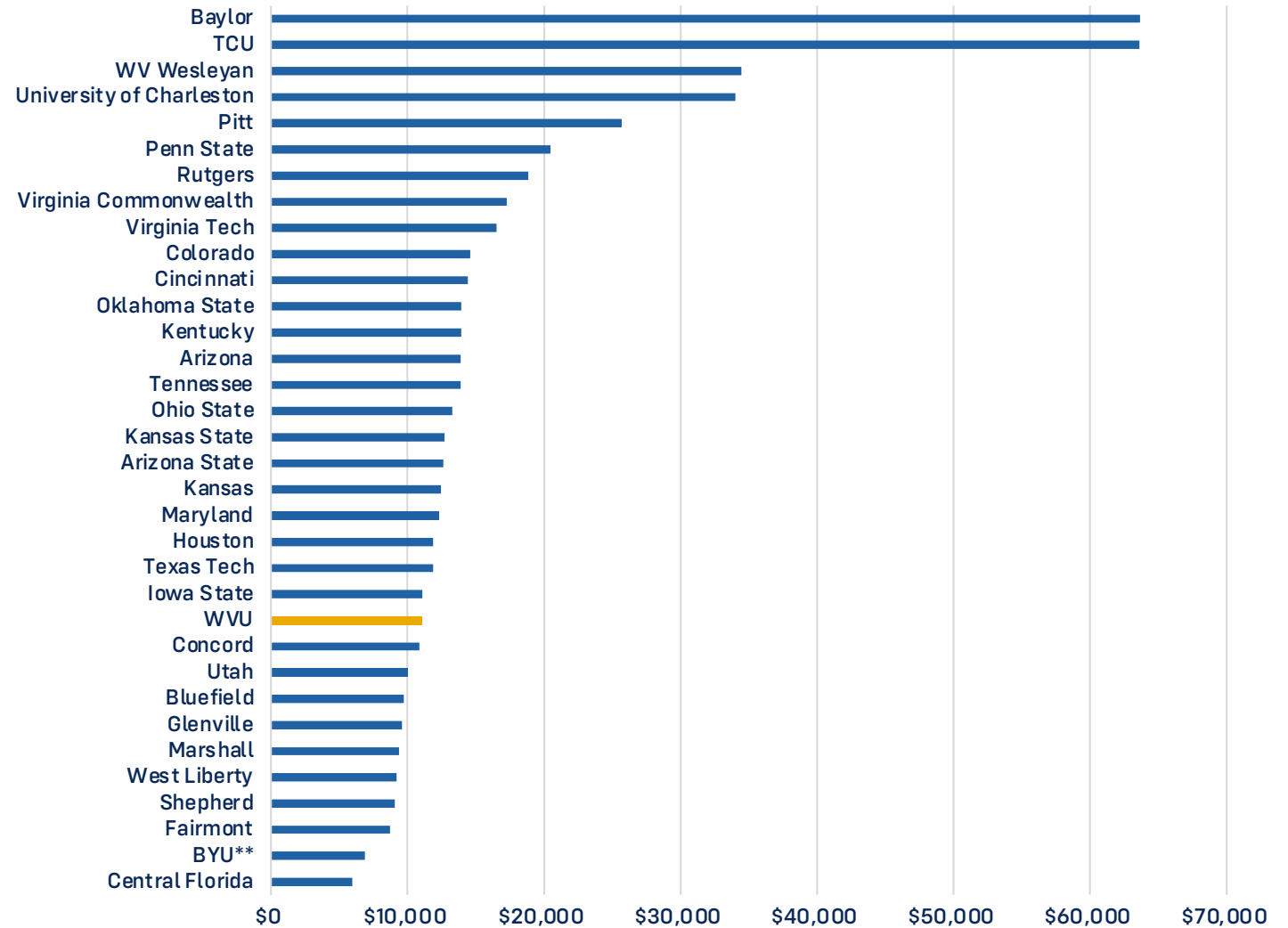
**WVU REMAINS
COMPETITIVELY
POSITIONED AFTER
THE PROPOSED
INCREASE**

**2026-2027
UNDERGRADUATE
RESIDENT
TUITION
(Per Year)**

*Cost includes the average of
combined University and college tuition
across the institution's
colleges/schools, plus University fees

**WVU cost includes proposed rates
for 2026-2027

**This is BYU's rate for Latter-day
Saint members



**WVU REMAINS
COMPETITIVELY
POSITIONED AFTER
THE PROPOSED
INCREASE**

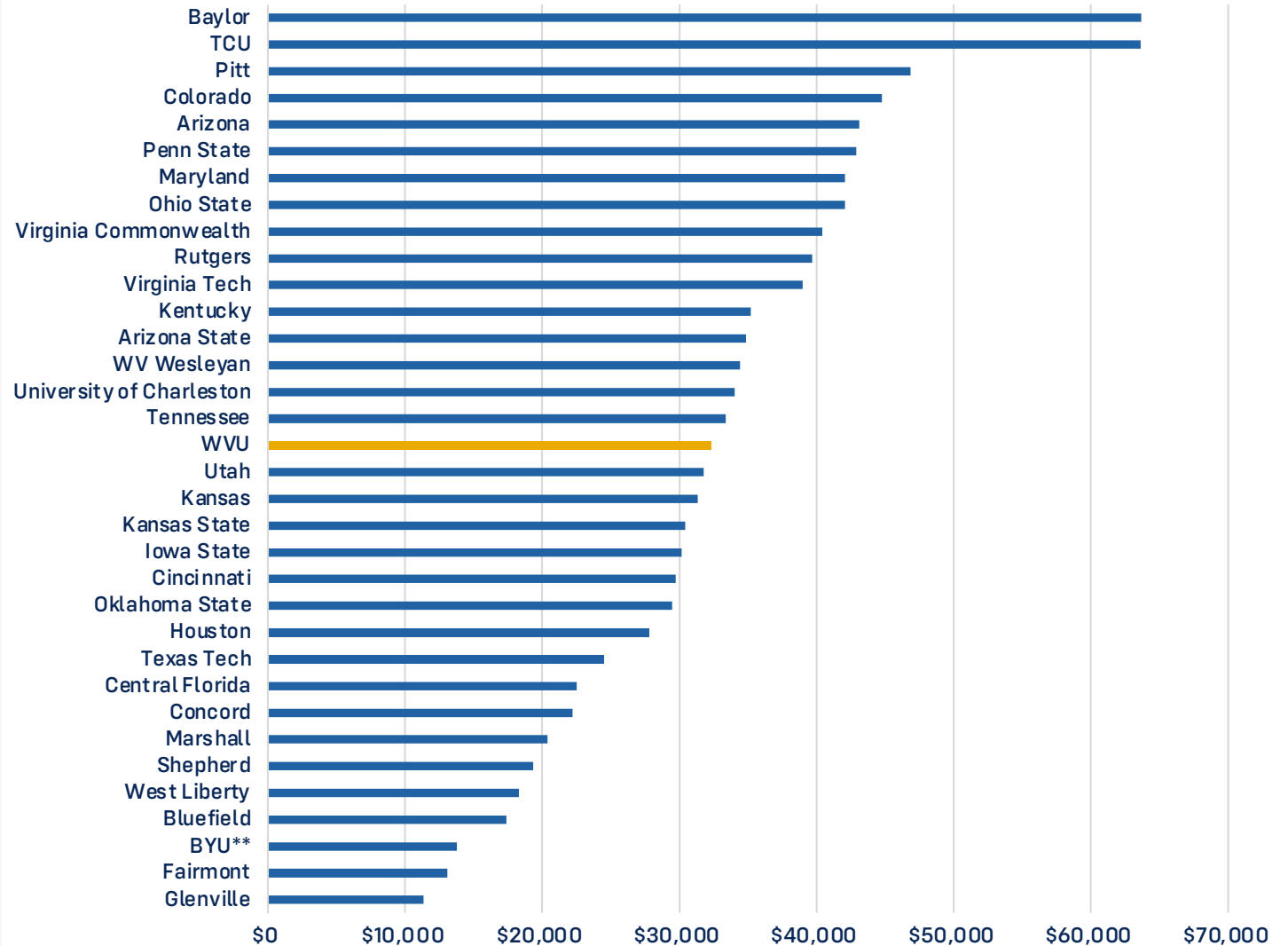
**2026-2027
UNDERGRADUATE**

**NON-
RESIDENT
TUITION
(Per Year)**

*Cost includes the average of
combined University and college tuition
across the institution's
colleges/schools, plus University fees

**WVU cost includes proposed rates
for 2026-2027

**This is BYU's rate for Latter-day
Saint members



REDUCING THE STUDENT FINANCIAL BURDEN

\$440.9M

Financial Aid Disbursed to
19,827 Morgantown
Students
(2024-2025)

\$19,800+

Average Federal Student
Loan Debt For May 2025
Graduates Earning a
Bachelor's From WVU

\$31,900+

Average Federal Student
Loan Debt For Graduates
Earning a Bachelor's From
a Public U.S. University

34% LESS

Average Cost of a WVU
Degree Compared to the
National Average at Four-
Year Institutions

44%

Of WVU System's May 2025
Graduates Had **Zero** Federal
Student Loan Debt

INVESTING IN OUR NEXT CHAPTER

From Stabilization to Momentum

FOCUSED INVESTMENTS IN WVU'S FUTURE

Putting Resources Where They Matter Most



1

**Academic
Excellence**



2

**Student
Experience**



3

**People and
Culture**



4

**Athletic
Competitiveness**



5

**Campus
Infrastructure,
Safety, and
Technology**



6

**Financial
Foundation**

INVESTMENT HIGHLIGHTS

Putting Strategy Into Action

\$12M

**Employee
Compensation**

\$8M

**Of New Deferred
Maintenance
Funding**

\$3M

Health Sciences
Medicine + Nursing

\$2.3M

College of Business

\$1.4M

**Enrollment +
Marketing**

\$6M

Strategic Set-Asides
*President / Provost /
Campus Community*

FY2027 BALANCED PLAN

\$38.4M
New Resources

\$24M
Foundation-Held
Resource

(\$61.9M)
Investments +
Cost Increases

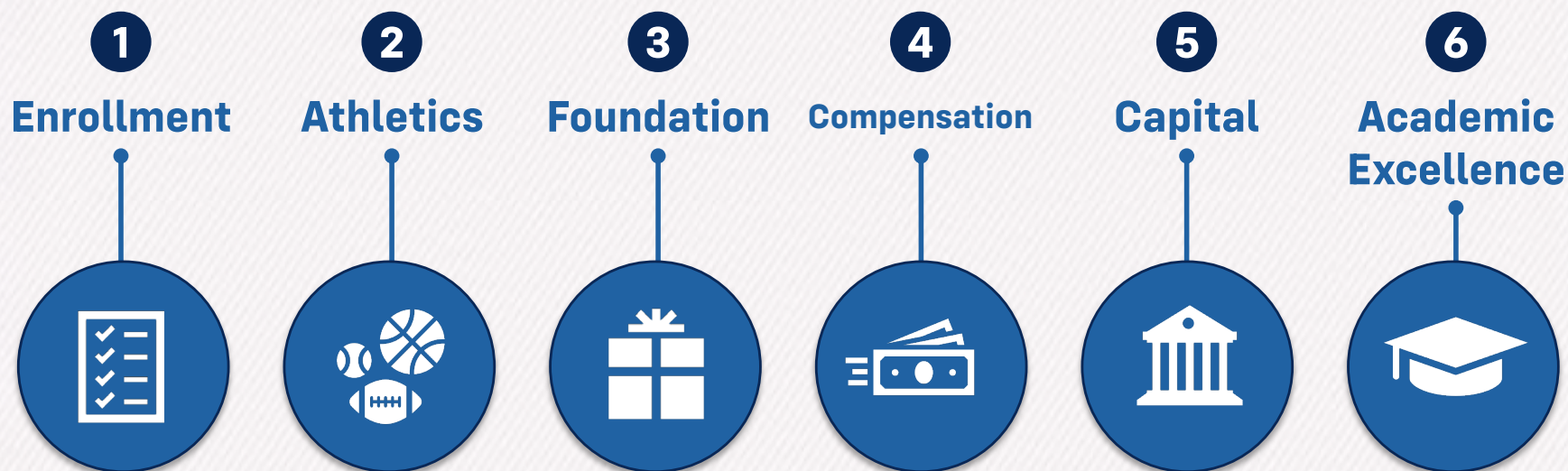
\$0.5M
FY2027 Net Plan

3-5-YEAR FOCUS
Build recurring strength and reduce
reliance on annual transfers over time

Bottom line: Balanced for FY2027, making key investments to move WVU forward, and focused on reducing reliance on annual transfers over time.

NAVIGATING A CHANGING LANDSCAPE

A Focused WVU Strategy for a Changing Environment



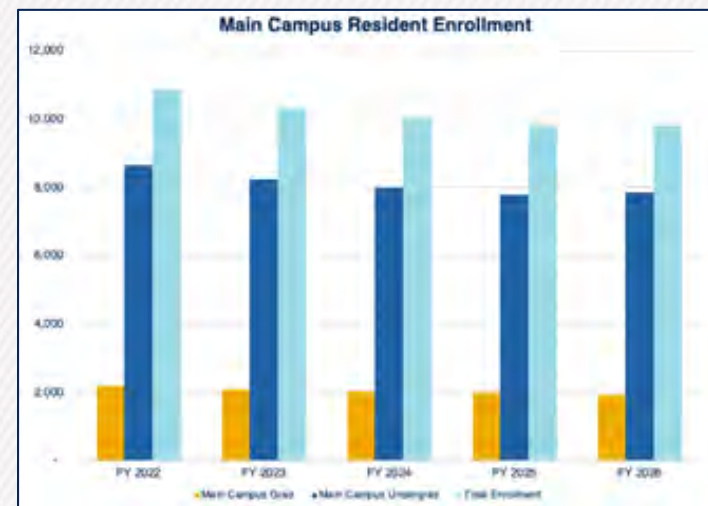
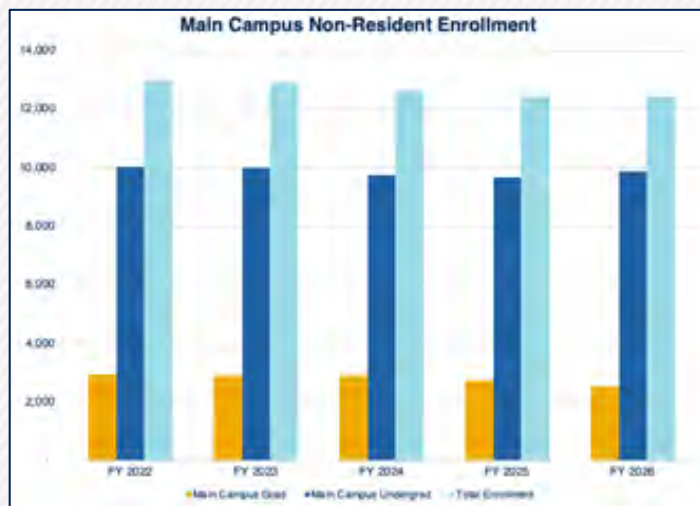
A 3–5-year strategy, built together and executed with discipline.

DISCUSSION

APPENDIX

FY2027 ENROLLMENT

FY2027 ENROLLMENT (FALL 2026)				
	FIRST TIME FRESHMAN	UPPERCLASS UNDERGRADUATE	PROF AND GRADUATE	TOTAL ENROLLMENT
<i>Main Campus Total</i>	4,127	13,269	5,013	22,409
<i>WVU Tech at Beckley</i>	284	697	-	981
<i>WVU Potomac State at Keyser</i>	363	512	-	875
System Total	4,774	14,478	5,013	24,265



UNIVERSITY REVENUES

¹ Allowances are internally funded, discounted merit and need-based aid to students.

² Excludes Cancer Institute

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 to FY2027 DIFFERENCE
<i>Gross Tuition and Fees</i>	\$ 514,606,000	\$ 546,493,000	\$ 568,791,000	\$ 22,298,000
<i>Tuition and Fees Allowances (1)</i>	(122,610,000)	(123,428,000)	(124,183,000)	(755,000)
Total Net Tuition and Fees	\$ 391,996,000	\$ 423,065,000	\$ 444,608,000	\$ 21,543,000
<i>State Appropriations</i>	\$ 201,075,000	\$ 234,239,000	\$ 205,009,000	\$ (29,230,000)
<i>Federal Land Grant Appropriations</i>	9,121,000	10,421,000	11,289,000	868,000
<i>Local Land Grant Appropriations</i>	1,519,000	2,068,000	2,327,000	259,000
Total Appropriations	\$ 211,715,000	\$ 246,728,000	\$ 218,625,000	\$ (28,103,000)
Deferred Maintenance Appropriation	\$ 15,611,000	\$ 16,401,000	\$ 8,446,000	\$ (9,955,000)
Capital Grants and Contract Revenues	\$ 73,844,000	\$ -	\$ -	\$ -
<i>Grants</i>	\$ 223,412,000	\$ 206,973,000	\$ 206,805,000	\$ (168,000)
<i>Indirect Grants and Contract Revenues (F&A)</i>	43,703,000	41,600,000	41,838,000	238,000
<i>WVU Health System Net Reimbursement and Support</i>	85,720,000	84,303,000	92,428,000	8,125,000
<i>Pell Grants</i>	33,461,000	34,000,000	33,000,000	(1,000,000)
Total Non-Capital Grant and Contract Revenue	\$ 386,296,000	\$ 366,876,000	\$ 374,071,000	\$ 7,195,000
<i>Housing</i>	\$ 28,510,000	\$ 32,054,000	\$ 32,278,000	\$ 224,000
<i>Athletics</i>	83,553,000	80,069,000	89,121,000	9,052,000
<i>Other</i>	39,536,000	41,183,000	38,961,000	(2,222,000)
<i>Auxiliaries Institutional Support</i>	(13,725,000)	(13,817,000)	(13,901,000)	(84,000)
Auxiliaries	\$ 137,874,000	\$ 139,489,000	\$ 146,459,000	\$ 6,970,000
<i>Foundation Gift Revenue</i>	\$ 89,686,000	\$ 89,967,000	\$ 123,807,000	\$ 33,840,000
<i>Investment Income</i>	20,162,000	6,000,000	6,000,000	-
<i>Interest Income</i>	5,566,000	6,000,000	2,000,000	(4,000,000)
<i>Other Activity</i>	34,068,000	30,235,000	25,215,000	(5,020,000)
Other Revenues	\$ 149,482,000	\$ 132,202,000	\$ 157,022,000	\$ 24,820,000
Total Revenues	\$ 1,366,818,000	\$ 1,326,761,000	\$ 1,349,231,000	\$ 22,470,000

UNIVERSITY EXPENSES

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 to FY2027 DIFFERENCE
Total Salaries and Wages	\$ 584,306,000	\$ 590,879,000	\$ 612,447,000	\$ 21,568,000
<i>Benefits</i>	\$ 135,522,000	\$ 142,960,000	\$ 152,378,000	\$ 9,418,000
<i>Waivers</i>	35,950,000	\$ 39,000,000	37,000,000	(2,000,000)
<i>OPEB, Pension and Other Adjustments</i>	831,000	\$ -		-
Total Benefits	\$ 172,303,000	\$ 181,960,000	\$ 189,378,000	\$ 7,418,000
Total Supplies and Other Services	\$ 278,063,000	\$ 263,727,000	\$ 261,183,000	\$ (2,544,000)
<i>Depreciation and Amortization (Excluding Software Donations)</i>	\$ 86,549,000	\$ 85,537,000	\$ 92,008,000	\$ 6,471,000
<i>Amortization of Software Donations</i>	30,438,000	\$ 38,543,000	31,229,000	(7,314,000)
Total Depreciation and Amortization	\$ 116,987,000	\$ 124,080,000	\$ 123,237,000	\$ (843,000)
Utilities	\$ 37,958,000	\$ 41,764,000	\$ 42,208,000	\$ 444,000
Scholarships and Fellowships	\$ 58,281,000	\$ 58,670,000	\$ 59,029,000	\$ 359,000
Interest Payments	\$ 36,363,000	\$ 37,954,000	\$ 37,671,000	\$ (283,000)
Other	\$ 15,800,000	\$ 15,685,000	\$ 23,422,000	\$ 7,737,000
Total Expenses	\$ 1,300,061,000	\$ 1,314,719,000	\$ 1,348,575,000	\$ 33,856,000

¹ Excludes
Cancer
Institute

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 to FY2027 DIFFERENCE
REVENUES				
Total Net Tuition and Fees	\$ 391,996,000	\$ 423,065,000	\$ 444,608,000	\$ 21,543,000
Total Appropriations	211,715,000	246,728,000	218,625,000	(28,103,000)
Deferred Maintenance	15,611,000	18,401,000	8,446,000	(9,955,000)
Capital Grants and Contract Revenues	73,844,000	-	-	-
Total Non-Capital Grant and Contract Revenues	386,296,000	366,876,000	374,071,000	7,195,000
Auxiliaries	137,874,000	139,489,000	146,459,000	6,970,000
Other Revenues	149,482,000	132,202,000	157,022,000	24,820,000
Total Revenues	\$ 1,366,818,000	\$ 1,326,761,000	\$ 1,349,231,000	\$ 22,470,000
EXPENSES				
Total Salaries and Wages	\$ 584,306,000	\$ 590,879,000	\$ 612,447,000	\$ 21,568,000
Total Benefits	172,303,000	181,960,000	189,378,000	7,418,000
Total Supplies and Other Services	278,063,000	263,727,000	261,183,000	(2,544,000)
Total Depreciation and Amortization	116,987,000	124,080,000	123,237,000	(843,000)
Utilities	37,958,000	41,764,000	42,208,000	444,000
Scholarship and Fellowship	58,281,000	58,670,000	59,029,000	359,000
Interest Payments	36,363,000	37,954,000	37,671,000	(283,000)
Other	15,800,000	15,685,000	23,422,000	7,737,000
Total Expenses	\$ 1,300,061,000	\$ 1,314,719,000	\$ 1,348,575,000	\$ 33,856,000
Increase (Decrease) in Net Position-Accrual Basis	\$ 66,757,000	\$ 12,042,000	\$ 656,000	\$ (11,386,000)
Increase (Decrease) in Net Position Excluding Capital Grants and Contract Revenues, Amortization of Donated Software, & OPEB, Pension and Other Adjustments	\$ 24,182,000	\$ 50,585,000	\$ 31,885,000	\$ (14,700,000)

SUMMARY OF REVENUES AND EXPENSES

¹ Excludes Cancer Institute

CONVERSION OF ACCRUAL TO CASH AND CASH POSITION

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 TO FY2027 DIFFERENCE
Beginning Operational Cash	\$ 170,697,000	\$ 174,045,000	\$ 202,000,000	\$ 27,955,000
Increase (Decrease) In Net Position-Accrual Basis	\$ 66,757,000	\$ 12,042,000	\$ 656,000	\$ (11,386,000)
Depreciation and Amortization	116,987,000	124,080,000	123,237,000	(843,000)
Investment Income	(20,162,000)	(6,000,000)	(6,000,000)	-
Appropriations From Primary Government/CI Activity	-	-	-	-
Bond Proceeds Used	17,591,000	26,076,000	27,530,000	1,454,000
Capital Purchases	(62,993,000)	(75,966,000)	(69,036,000)	6,930,000
Principal Payments on Debt, Capital Leases and Subscription IT Agreements	(51,986,000)	(45,230,000)	(40,508,000)	4,722,000
Other Change in Balance Sheet Accounts Affecting Cash	(62,847,000)	(7,047,000)	(30,409,000)	(23,362,000)
Total Adjustments	\$ (63,410,000)	\$ 15,913,000	\$ 4,814,000	\$ (11,099,000)
Operational Cash Gain /Loss	\$ 3,347,000	\$ 27,955,000	\$ 5,470,000	\$ (22,485,000)
Intentional Deployment of Prior Year Funds			\$ (19,600,000)	\$ (19,600,000)
Ending Operational Cash	\$ 174,044,000	\$ 202,000,000	\$ 187,870,000	\$ (14,130,000)

DAYS CASH ON HAND

DAYS CASH ON HAND	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 TO FY2027 DIFFERENCE
Beginning Cash	\$ 170,697,000	\$ 174,045,000	\$ 202,000,000	\$ 27,955,000
Ending Cash	\$ 174,044,000	\$ 202,000,000	\$ 187,870,000	\$ (14,130,000)
Ending Investments	\$ 77,817,000	\$ 80,293,000	\$ 86,293,000	\$ 6,000,000
Deferred Maintenance Grant Carryover Funds				\$ -
West Tower Project			\$ (6,000,000)	\$ (6,000,000)
Expenses	\$ 1,300,061,000	\$ 1,314,719,000	\$ 1,348,575,000	\$ 33,856,000
Depreciation and Amortization	\$ (116,988,000)	\$ (124,080,000)	\$ (123,237,000)	\$ 843,000
OPEB, Pension and Donated Noncapital Software Adjustme	\$ (2,134,000)	\$ (876,000)		\$ 876,000
				\$ -
Cash Per Day	\$ 3,235,449	\$ 3,259,625	\$ 3,357,090	\$ 97,466
Ending Days of Cash on Hand	78	87	80	-7

¹ FY2026 Projected Days Cash on Hand includes \$37M (11.3 days) in one-time appropriations for SOM and SOD capital projects and \$6M (1.8 days) for West Tower Project

² FY2027 Budgeted Days Cash on Hand includes \$17.4M (5 days) in one-time appropriations for SOM and SOD capital projects

STUDENT FINANCIAL SUPPORT

	FY2025 ACTUALS	FY2026 PROJECTED	FY2027 BUDGET
<i>University Tuition</i>	\$ 417,106,000	\$ 449,613,000	\$ 465,551,000
<i>University Fees</i>	11,709,000	11,459,000	11,667,000
<i>College Tuition</i>	68,080,000	71,113,000	74,606,000
<i>Other Student Fees</i>	17,711,000	18,308,000	16,967,000
Total Tuition	\$ 514,606,000	\$ 550,493,000	\$ 568,791,000
<i>Pell Grants</i>	33,461,000	34,000,000	33,000,000
<i>Other Federal, State, Local Grants</i>	5,619,000	2,500,000	2,200,000
<i>Promise Scholarships</i>	22,289,000	23,000,000	23,000,000
<i>Foundation</i>	16,546,000	15,500,000	15,500,000
Total Externally Funded Aid	77,915,000	75,000,000	73,700,000
<i>Waivers in Benefits</i>	35,950,000	39,000,000	37,000,000
<i>Undergraduate Merit Waivers</i>	4,471,000	5,200,000	4,000,000
<i>Graduate Merit Waivers</i>	5,867,000	7,000,000	6,500,000
<i>Institutional Scholarships</i>	116,499,000	131,715,000	135,913,000
Total Internally Funded Aid	\$ 162,787,000	\$ 182,915,000	\$ 183,413,000
Net Tuition Paid By Students - Net of Revenue Allowances and Scholarship Expense	\$ 273,904,000	\$ 292,578,000	\$ 311,678,000

FY2027 BUDGET AND TUITION

WVU BOARD OF GOVERNORS

June 19, 2026



WVU VALUE PROPOSITION

We serve and strengthen students, faculty, staff, alumni, and communities across the state through education, research, innovation, and outreach.

LET'S SUPPORT...



OUR PEOPLE

- 26,000+ students systemwide
- 5,000+ first-time freshmen
- 210,000+ alumni
- 570+ student-athletes
- 77,000 K-12 youth statewide

ECONOMIC GROWTH

- \$3.1 billion to the state's economy
- \$203.5 million to West Virginia tax generation
- 28,000 jobs
- 1 in every 9 jobs (WVU + WVU Medicine)
- 17% of West Virginia's GDP (WVU + WVU Medicine)





GROUNDBREAKING RESEARCH

- 1 of 187 R1 institutions
- \$259 million in research expenditures (FY24), a 5-year track record of growth
- AAU moonshot goal

ACADEMIC EXCELLENCE

- 300+ majors and 13 colleges and schools
- 6,400+ degrees awarded systemwide
- 5 distinct professional health schools
- 85.1% freshmen retention rate
- 10% increase in first-time freshmen across all campuses
- 10-year high in applications



FUTURE INVESTMENTS

- 53 invention disclosures (FY2026 to-date)
- 68% expansion of WVU IP licensing portfolio in OIC's first 2 years
- \$164 million in gifts and pledges
- 1 of 15 finalists for the NSF Engines award, a potential investment of \$320 million (in partnership with CMU, Pitt)
- \$21 million raised by WVU startups and spinouts
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STRONGER TOGETHER: THE POWERHOUSE OF WVU AND WVU MEDICINE, COMBINED

Economic Impact

\$21.6 BILLION

to the U.S. economy (\$4.8 billion from WVU, \$16.8 billion from WVU Medicine)

Jobs

149,021

jobs nationwide

Tax Revenue

\$1 BILLION

in state and local taxes

COMBINED NATIONAL IMPRINT

Jobs

1 IN EVERY 9 JOBS

in West Virginia is either directly provided by WVU and WVU Medicine or supported because of their footprint.

Tax Revenue

\$890 Million

in state and local taxes

\$1 in state + local taxes of every **\$6.42** collected by state and local governments.

Economic Impact

\$14.3 BILLION

to the state economy

COMBINED WEST VIRGINIA IMPRINT



Deeply committed to strengthening communities across West Virginia.

WVU and WVU Medicine contributed **\$86.3 million** in charitable giving and volunteerism, including **\$46 million** in donations and **\$40.3 million** in the value of volunteer service.

ECONOMIC AND COMMUNITY IMPACT STUDY

The Journey From Investment to Jobs, Growth, and Prosperity

As West Virginia's flagship, R1, land-grant university, we deliver on our mission. We create jobs, strengthen industry, commercialize cutting-edge research, improve the health of West Virginians, support small businesses, and build tomorrow's workforce.

Return on Investment

\$1 → \$9

For **EVERY \$1** in state funding that WVU receives, it generates **MORE THAN \$9** in economic impact returned to the state.

Jobs

28,295

(direct and indirect)



Economic Contribution

**\$3.1
BILLION**

to the state's economy

Tax Revenue

\$203.5 MILLION

in state and local taxes.

Economic impact data was produced by Tripp Umbach, one of the nation's leading private consulting firms specializing in economic and community development. All data is from FY24.

WVU Morgantown

\$3 BILLION

to the state's economy

26,880 TOTAL JOBS

\$193.3 MILLION

in state and local taxes

WVU Research

\$400.2 MILLION

to the state's economy

3,418 TOTAL JOBS

\$24.8 MILLION

in state and local taxes

WVU Beckley

\$94.4 MILLION

to the state's economy

849 TOTAL JOBS

\$6.1 MILLION

in state and local taxes

WVU Athletics

\$390 MILLION

to the state's economy

11,286 TOTAL JOBS

\$23.8 MILLION

in state and local taxes

WVU Keyser

\$62.9 MILLION

to the state's economy

566 TOTAL JOBS

\$4.1 MILLION

in state and local taxes

WVU Alumni

115,958 WVU alumni contributed **\$8.1 billion** to the state's economy.

WVU Health Sciences

\$811.5 MILLION

to the state's economy

7,377 TOTAL JOBS

\$40.6 MILLION

in state and local taxes



FY2027 TUITION AND FEES

July 1, 2026 – June 30, 2027

PROPOSED FY2027 TUITION AND FEES PER SEMESTER

Morgantown Campus

	CURRENT FY2026	PROPOSED FY2027	\$ INCREASE
Undergraduate, Resident	\$5,376	\$5,532	↑ \$156
Undergraduate, Non-Resident	\$15,216	\$16,128	↑ \$912
Graduate and Professional, Resident	\$6,066	\$6,246	↑ \$180
Graduate and Professional, Non-Resident	\$15,714	\$16,659	↑ \$945

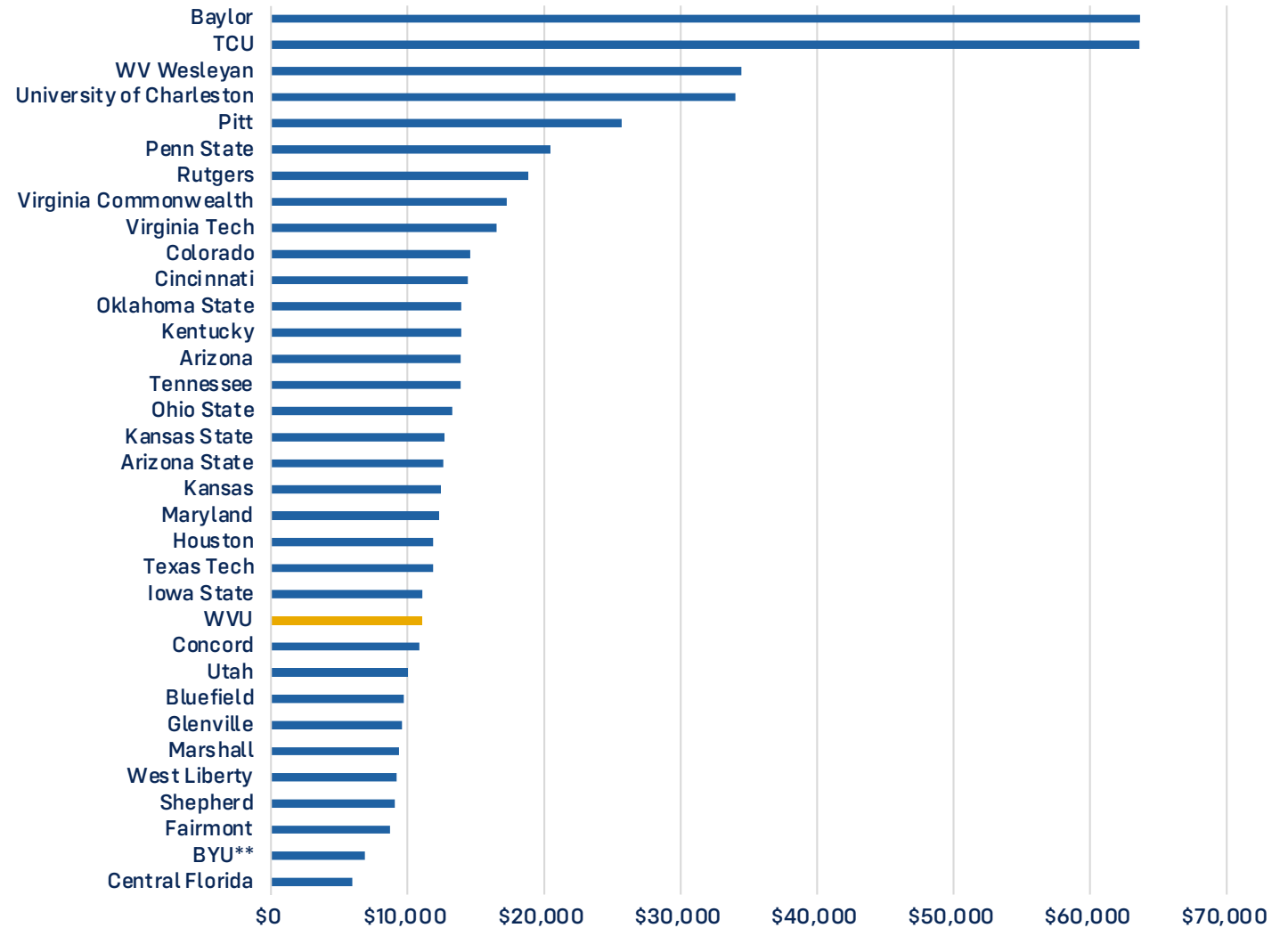
**WVU REMAINS
COMPETITIVELY
POSITIONED AFTER
THE PROPOSED
INCREASE**

**2026-2027
UNDERGRADUATE
RESIDENT
TUITION
(Per Year)**

*Cost includes the average of
combined University and college tuition
across the institution's
colleges/schools, plus University fees

**WVU cost includes proposed rates
for 2026-2027

**This is BYU's rate for Latter-day
Saint members



**WVU REMAINS
COMPETITIVELY
POSITIONED AFTER
THE PROPOSED
INCREASE**

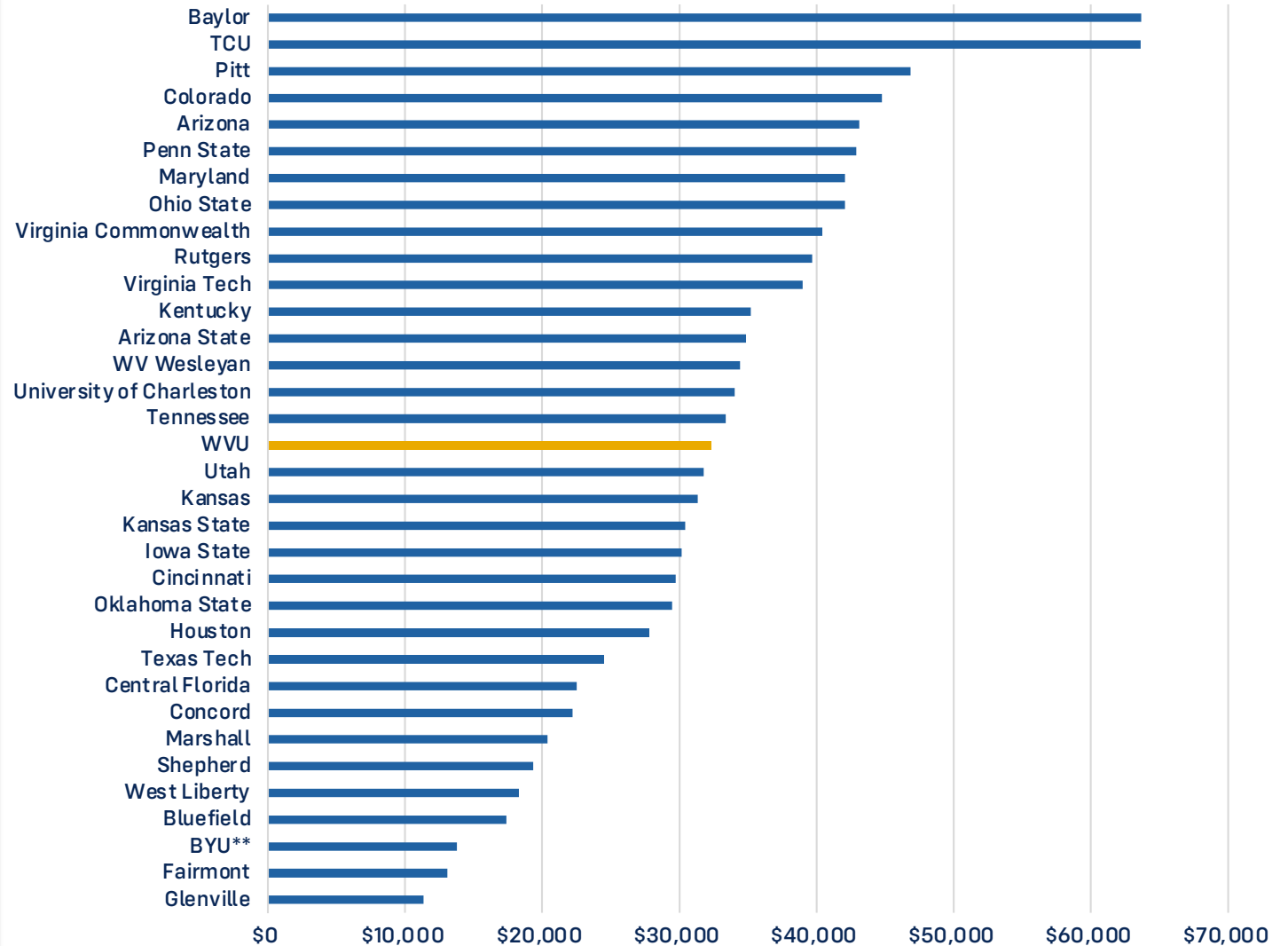
**2026-2027
UNDERGRADUATE**

**NON-
RESIDENT
TUITION
(Per Year)**

*Cost includes the average of
combined University and college tuition
across the institution's
colleges/schools, plus University fees

**WVU cost includes proposed rates
for 2026-2027

**This is BYU's rate for Latter-day
Saint members



REDUCING THE STUDENT FINANCIAL BURDEN

\$440.9M

Financial Aid Disbursed to
19,827 Morgantown
Students
(2024-2025)

\$19,800+

Average Federal Student
Loan Debt For May 2025
Graduates Earning a
Bachelor's From WVU

\$31,900+

Average Federal Student
Loan Debt For Graduates
Earning a Bachelor's From
a Public U.S. University

34% LESS

Average Cost of a WVU
Degree Compared to the
National Average at Four-
Year Institutions

44%

Of WVU System's May 2025
Graduates Had **Zero** Federal
Student Loan Debt

INVESTING IN OUR NEXT CHAPTER

From Stabilization to Momentum

FOCUSED INVESTMENTS IN WVU'S FUTURE

Putting Resources Where They Matter Most



1

**Academic
Excellence**



2

**Student
Experience**



3

**People and
Culture**



4

**Athletic
Competitiveness**



5

**Campus
Infrastructure,
Safety, and
Technology**



6

**Financial
Foundation**

INVESTMENT HIGHLIGHTS

Putting Strategy Into Action

\$12M

**Employee
Compensation**

\$8M

**Of New Deferred
Maintenance
Funding**

\$3M

Health Sciences
Medicine + Nursing

\$2.3M

College of Business

\$1.4M

**Enrollment +
Marketing**

\$6M

Strategic Set-Asides
*President / Provost /
Campus Community*

FY2027 BALANCED PLAN

\$38.4M
New Resources

\$24M
Foundation-Held
Resource

(\$61.9M)
Investments +
Cost Increases

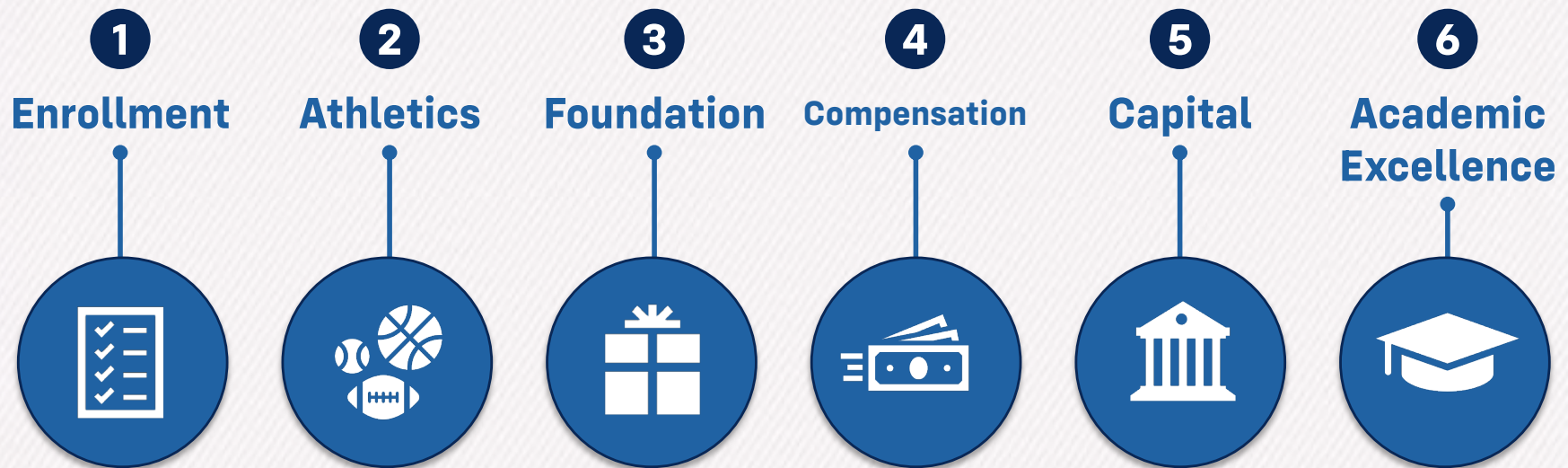
\$0.5M
FY2027 Net Plan

3-5-YEAR FOCUS
Build recurring strength and reduce
reliance on annual transfers over time

Bottom line: Balanced for FY2027, making key investments to move WVU forward, and focused on reducing reliance on annual transfers over time.

NAVIGATING A CHANGING LANDSCAPE

A Focused WVU Strategy for a Changing Environment



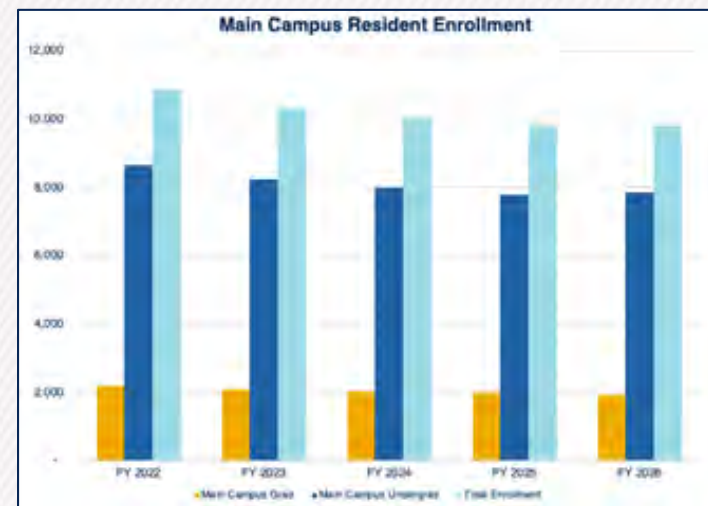
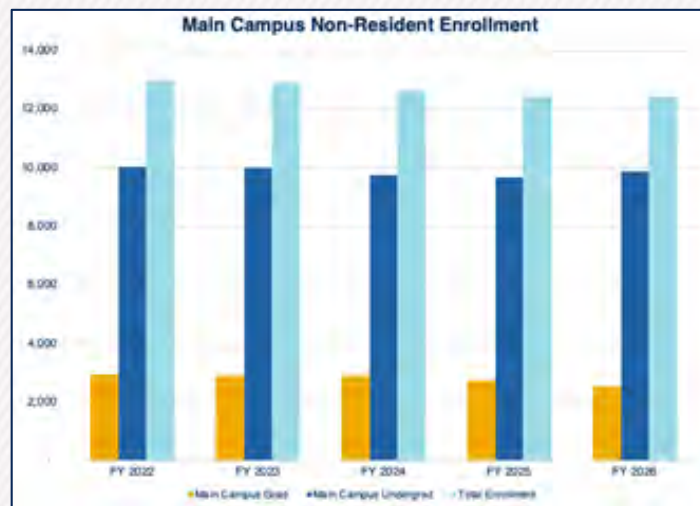
A 3–5-year strategy, built together and executed with discipline.

DISCUSSION

APPENDIX

FY2027 ENROLLMENT

FY2027 ENROLLMENT (FALL 2026)				
	FIRST TIME FRESHMAN	UPPERCLASS UNDERGRADUATE	PROF AND GRADUATE	TOTAL ENROLLMENT
<i>Main Campus Total</i>	4,127	13,269	5,013	22,409
<i>WVU Tech at Beckley</i>	284	697	-	981
<i>WVU Potomac State at Keyser</i>	363	512	-	875
System Total	4,774	14,478	5,013	24,265



	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 to FY2027 DIFFERENCE
<i>Gross Tuition and Fees</i>	\$ 514,606,000	\$ 546,493,000	\$ 568,791,000	\$ 22,298,000
<i>Tuition and Fees Allowances (1)</i>	(122,610,000)	(123,428,000)	(124,183,000)	(755,000)
Total Net Tuition and Fees	\$ 391,996,000	\$ 423,065,000	\$ 444,608,000	\$ 21,543,000
<i>State Appropriations</i>	\$ 201,075,000	\$ 234,239,000	\$ 205,009,000	\$ (29,230,000)
<i>Federal Land Grant Appropriations</i>	9,121,000	10,421,000	11,289,000	868,000
<i>Local Land Grant Appropriations</i>	1,519,000	2,068,000	2,327,000	259,000
Total Appropriations	\$ 211,715,000	\$ 246,728,000	\$ 218,625,000	\$ (28,103,000)
Deferred Maintenance Appropriation	\$ 15,611,000	\$ 16,401,000	\$ 8,446,000	\$ (9,955,000)
Capital Grants and Contract Revenues	\$ 73,844,000	\$ -	\$ -	\$ -
<i>Grants</i>	\$ 223,412,000	\$ 206,973,000	\$ 206,805,000	\$ (168,000)
<i>Indirect Grants and Contract Revenues (F&A)</i>	43,703,000	41,600,000	41,838,000	238,000
<i>WVU Health System Net Reimbursement and Support</i>	85,720,000	84,303,000	92,428,000	8,125,000
<i>Pell Grants</i>	33,461,000	34,000,000	33,000,000	(1,000,000)
Total Non-Capital Grant and Contract Revenue	\$ 386,296,000	\$ 366,876,000	\$ 374,071,000	\$ 7,195,000
<i>Housing</i>	\$ 28,510,000	\$ 32,054,000	\$ 32,278,000	\$ 224,000
<i>Athletics</i>	83,553,000	80,069,000	89,121,000	9,052,000
<i>Other</i>	39,536,000	41,183,000	38,961,000	(2,222,000)
<i>Auxiliaries Institutional Support</i>	(13,725,000)	(13,817,000)	(13,901,000)	(84,000)
Auxiliaries	\$ 137,874,000	\$ 139,489,000	\$ 146,459,000	\$ 6,970,000
<i>Foundation Gift Revenue</i>	\$ 89,686,000	\$ 89,967,000	\$ 123,807,000	\$ 33,840,000
<i>Investment Income</i>	20,162,000	6,000,000	6,000,000	-
<i>Interest Income</i>	5,566,000	6,000,000	2,000,000	(4,000,000)
<i>Other Activity</i>	34,068,000	30,235,000	25,215,000	(5,020,000)
Other Revenues	\$ 149,482,000	\$ 132,202,000	\$ 157,022,000	\$ 24,820,000
Total Revenues	\$ 1,366,818,000	\$ 1,326,761,000	\$ 1,349,231,000	\$ 22,470,000

UNIVERSITY REVENUES

¹ Allowances are internally funded, discounted merit and need-based aid to students.

² Excludes Cancer Institute

UNIVERSITY EXPENSES

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 to FY2027 DIFFERENCE
Total Salaries and Wages	\$ 584,306,000	\$ 590,879,000	\$ 612,447,000	\$ 21,568,000
<i>Benefits</i>	\$ 135,522,000	\$ 142,960,000	\$ 152,378,000	\$ 9,418,000
<i>Waivers</i>	35,950,000	\$ 39,000,000	37,000,000	(2,000,000)
<i>OPEB, Pension and Other Adjustments</i>	831,000	\$ -		-
Total Benefits	\$ 172,303,000	\$ 181,960,000	\$ 189,378,000	\$ 7,418,000
Total Supplies and Other Services	\$ 278,063,000	\$ 263,727,000	\$ 261,183,000	\$ (2,544,000)
<i>Depreciation and Amortization (Excluding Software Donations)</i>	\$ 86,549,000	\$ 85,537,000	\$ 92,008,000	\$ 6,471,000
<i>Amortization of Software Donations</i>	30,438,000	\$ 38,543,000	31,229,000	(7,314,000)
Total Depreciation and Amortization	\$ 116,987,000	\$ 124,080,000	\$ 123,237,000	\$ (843,000)
Utilities	\$ 37,958,000	\$ 41,764,000	\$ 42,208,000	\$ 444,000
Scholarships and Fellowships	\$ 58,281,000	\$ 58,670,000	\$ 59,029,000	\$ 359,000
Interest Payments	\$ 36,363,000	\$ 37,954,000	\$ 37,671,000	\$ (283,000)
Other	\$ 15,800,000	\$ 15,685,000	\$ 23,422,000	\$ 7,737,000
Total Expenses	\$ 1,300,061,000	\$ 1,314,719,000	\$ 1,348,575,000	\$ 33,856,000

¹ Excludes
Cancer
Institute

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 to FY2027 DIFFERENCE
REVENUES				
Total Net Tuition and Fees	\$ 391,996,000	\$ 423,065,000	\$ 444,608,000	\$ 21,543,000
Total Appropriations	211,715,000	246,728,000	218,625,000	(28,103,000)
Deferred Maintenance	15,611,000	18,401,000	8,446,000	(9,955,000)
Capital Grants and Contract Revenues	73,844,000	-	-	-
Total Non-Capital Grant and Contract Revenues	386,296,000	366,876,000	374,071,000	7,195,000
Auxiliaries	137,874,000	139,489,000	146,459,000	6,970,000
Other Revenues	149,482,000	132,202,000	157,022,000	24,820,000
Total Revenues	\$ 1,366,818,000	\$ 1,326,761,000	\$ 1,349,231,000	\$ 22,470,000
EXPENSES				
Total Salaries and Wages	\$ 584,306,000	\$ 590,879,000	\$ 612,447,000	\$ 21,568,000
Total Benefits	172,303,000	181,960,000	189,378,000	7,418,000
Total Supplies and Other Services	278,063,000	263,727,000	261,183,000	(2,544,000)
Total Depreciation and Amortization	116,987,000	124,080,000	123,237,000	(843,000)
Utilities	37,958,000	41,764,000	42,208,000	444,000
Scholarship and Fellowship	58,281,000	58,670,000	59,029,000	359,000
Interest Payments	36,363,000	37,954,000	37,671,000	(283,000)
Other	15,800,000	15,685,000	23,422,000	7,737,000
Total Expenses	\$ 1,300,061,000	\$ 1,314,719,000	\$ 1,348,575,000	\$ 33,856,000
Increase (Decrease) in Net Position-Accrual Basis	\$ 66,757,000	\$ 12,042,000	\$ 656,000	\$ (11,386,000)
Increase (Decrease) in Net Position Excluding Capital Grants and Contract Revenues, Amortization of Donated Software, & OPEB, Pension and Other Adjustments	\$ 24,182,000	\$ 50,585,000	\$ 31,885,000	\$ (14,700,000)

SUMMARY OF REVENUES AND EXPENSES

¹ Excludes Cancer Institute

CONVERSION OF ACCRUAL TO CASH AND CASH POSITION

	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 TO FY2027 DIFFERENCE
Beginning Operational Cash	\$ 170,697,000	\$ 174,045,000	\$ 202,000,000	\$ 27,955,000
Increase (Decrease) In Net Position-Accrual Basis	\$ 66,757,000	\$ 12,042,000	\$ 656,000	\$ (11,386,000)
Depreciation and Amortization	116,987,000	124,080,000	123,237,000	(843,000)
Investment Income	(20,162,000)	(6,000,000)	(6,000,000)	-
Appropriations From Primary Government/CI Activity	-	-	-	-
Bond Proceeds Used	17,591,000	26,076,000	27,530,000	1,454,000
Capital Purchases	(62,993,000)	(75,966,000)	(69,036,000)	6,930,000
Principal Payments on Debt, Capital Leases and Subscription IT Agreements	(51,986,000)	(45,230,000)	(40,508,000)	4,722,000
Other Change in Balance Sheet Accounts Affecting Cash	(62,847,000)	(7,047,000)	(30,409,000)	(23,362,000)
Total Adjustments	\$ (63,410,000)	\$ 15,913,000	\$ 4,814,000	\$ (11,099,000)
Operational Cash Gain /Loss	\$ 3,347,000	\$ 27,955,000	\$ 5,470,000	\$ (22,485,000)
Intentional Deployment of Prior Year Funds			\$ (19,600,000)	\$ (19,600,000)
Ending Operational Cash	\$ 174,044,000	\$ 202,000,000	\$ 187,870,000	\$ (14,130,000)

DAYS CASH ON HAND

DAYS CASH ON HAND	FY2025 ACTUALS	FY2026 PROJECTIONS	FY2027 BUDGET	FY2026 TO FY2027 DIFFERENCE
Beginning Cash	\$ 170,697,000	\$ 174,045,000	\$ 202,000,000	\$ 27,955,000
Ending Cash	\$ 174,044,000	\$ 202,000,000	\$ 187,870,000	\$ (14,130,000)
Ending Investments	\$ 77,817,000	\$ 80,293,000	\$ 86,293,000	\$ 6,000,000
Deferred Maintenance Grant Carryover Funds				\$ -
West Tower Project			\$ (6,000,000)	\$ (6,000,000)
Expenses	\$ 1,300,061,000	\$ 1,314,719,000	\$ 1,348,575,000	\$ 33,856,000
Depreciation and Amortization	\$ (116,988,000)	\$ (124,080,000)	\$ (123,237,000)	\$ 843,000
OPEB, Pension and Donated Noncapital Software Adjustme	\$ (2,134,000)	\$ (876,000)		\$ 876,000
				\$ -
Cash Per Day	\$ 3,235,449	\$ 3,259,625	\$ 3,357,090	\$ 97,466
Ending Days of Cash on Hand	78	87	80	-7

¹ FY2026 Projected Days Cash on Hand includes \$37M (11.3 days) in one-time appropriations for SOM and SOD capital projects and \$6M (1.8 days) for West Tower Project

² FY2027 Budgeted Days Cash on Hand includes \$17.4M (5 days) in one-time appropriations for SOM and SOD capital projects

STUDENT FINANCIAL SUPPORT

	FY2025 ACTUALS	FY2026 PROJECTED	FY2027 BUDGET
<i>University Tuition</i>	\$ 417,106,000	\$ 449,613,000	\$ 465,551,000
<i>University Fees</i>	11,709,000	11,459,000	11,667,000
<i>College Tuition</i>	68,080,000	71,113,000	74,606,000
<i>Other Student Fees</i>	17,711,000	18,308,000	16,967,000
Total Tuition	\$ 514,606,000	\$ 550,493,000	\$ 568,791,000
<i>Pell Grants</i>	33,461,000	34,000,000	33,000,000
<i>Other Federal, State, Local Grants</i>	5,619,000	2,500,000	2,200,000
<i>Promise Scholarships</i>	22,289,000	23,000,000	23,000,000
<i>Foundation</i>	16,546,000	15,500,000	15,500,000
Total Externally Funded Aid	77,915,000	75,000,000	73,700,000
<i>Waivers in Benefits</i>	35,950,000	39,000,000	37,000,000
<i>Undergraduate Merit Waivers</i>	4,471,000	5,200,000	4,000,000
<i>Graduate Merit Waivers</i>	5,867,000	7,000,000	6,500,000
<i>Institutional Scholarships</i>	116,499,000	131,715,000	135,913,000
Total Internally Funded Aid	\$ 162,787,000	\$ 182,915,000	\$ 183,413,000
Net Tuition Paid By Students - Net of Revenue Allowances and Scholarship Expense	\$ 273,904,000	\$ 292,578,000	\$ 311,678,000

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS

Meeting of June 19, 2026

- ITEM:** Amending the Bond Authorizing Resolutions of the West Virginia University Board of Governors for the financing of the bond issuance as previously discussed in executive session, Phases III and IV of the Modernization Plan and improvements to the University's steam facilities to add the Vice President and Chief Financial Officer as an "Authorized Officer."
- INSTITUTION:** West Virginia University
- COMMITTEE:** Full Board
- RECOMMENDATION:** Resolved: That the West Virginia University Board of Governors approves the amendment of the prior Bond Authorizing Resolutions for the financing of the bond issuance as previously discussed in executive session, Phases III and IV of the Modernization Plan and improvements to the University's steam facilities to add the Vice President and Chief Financial Officer as an "Authorized Officer."
- STAFF MEMBER:** [Chris Kabourek
Vice President and Chief Financial Officer]
- BACKGROUND:** When the Bond Authorizing Resolutions were adopted in April, the position of Vice President and Chief Financial Officer was not filled. Mr. Kabourek has since become the University's Vice President and Chief Financial Officer and given his role in connection with the bond issuances, it is appropriate that he be granted authority under the Resolutions to take the necessary actions to execute the transactions.

DRAFT 5.27.26

**AMENDATORY AUTHORIZING RESOLUTION
OF THE
WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
(April 17, 2026 Bond Authorizing Resolutions)**

RESOLUTION SUPPLEMENTING AND AMENDING THE RESOLUTIONS ADOPTED BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS ON APRIL 17, 2026, RESPECTIVELY AUTHORIZING (I) [REDACTED] AND THE ISSUANCE OF REVENUE BONDS IN CONNECTION THEREWITH IN AN AGGREGATE PRINCIPAL AMOUNT OF NOT MORE THAN \$80,000,000, (II) THE THIRD AND FOURTH PHASES OF THE INFORMATION TECHNOLOGY PLATFORM MODERNIZATION PLAN AND THE ISSUANCE OF REVENUE BONDS IN CONNECTION THEREWITH IN AN AGGREGATE PRINCIPAL AMOUNT OF NOT MORE THAN \$40,000,000, AND (III) CERTAIN IMPROVEMENTS TO THE STEAM PLANT FACILITIES OF WEST VIRGINIA UNIVERSITY AND THE ISSUANCE OF REVENUE BONDS IN CONNECTION THEREWITH IN AN AGGREGATE PRINCIPAL AMOUNT OF NOT MORE THAN \$40,000,000, TO SUPPLEMENT THE AUTHORIZED OFFICERS DESIGNATED THEREIN FOR PURPOSES OF DELEGATING CERTAIN RESPONSIBILITIES IN CONNECTION WITH SUCH PROJECTS AND SUCH REVENUE BONDS, INCLUDING BUT NOT LIMITED TO ALTERNATIVE FINANCING METHODS; AND AUTHORIZING THE EXECUTION AND DELIVERY OF SUCH OTHER DOCUMENTS AND THE TAKING OF SUCH OTHER ACTIONS AS MAY BE NECESSARY OR APPROPRIATE FOR SUCH PROJECTS, THE ISSUANCE AND SALE OF SUCH REVENUE BONDS, AND CARRYING OUT THE TRANSACTIONS CONTEMPLATED HEREBY

WHEREAS, pursuant to three Resolutions duly adopted on April 17, 2026 (the “Original Resolutions”; capitalized terms used and not otherwise defined in this Supplemental Resolution have the respective meanings given them in the Original Resolutions), the West Virginia University Board of Governors (this “Board”) authorized, subject to the terms of the Original Resolutions, the issuance by this Board of its revenue bonds in the respective aggregate principal amounts of (i) not to exceed \$80,000,000 in connection with the [REDACTED], (ii) not to exceed \$40,000,000 in connection with the undertaking of Phases III and IV of the Modernization Plan, and (iii) not to exceed \$40,000,000 in connection with improvements to the University’s steam plant facilities (collectively, the “Bonds” and the “Projects”);

WHEREAS, the Original Resolutions each respectively delegate to the President and the Acting Chief Financial Officer and Senior Associate Vice President for Finance of the University and the Chair and Vice-Chair of this Board the power and authority to take the actions described in the Original Resolutions, as “Authorized Officers”;

WHEREAS, it has been determined that it is appropriate and necessary to also delegate such power and authority to take the actions described in the Original Resolutions to the Vice President and Chief Financial Officer of the University; and

WHEREAS, this Board deems it desirable, in keeping with its purposes and in the best interests of the University and the State to amend and supplement the Original Resolution by this Supplemental Resolution (the “Supplemental Resolution,” and together with the Original Resolutions, the “Resolutions”) to delegate such power and authority to take the actions described in the Original Resolutions to the Vice President and Chief Financial Officer of the University, by designation as an “Authorized Officer.”

NOW, THEREFORE, BE IT RESOLVED BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS, AS FOLLOWS:

Section 1. Findings and Determinations. This Board specifically finds and determines as follows:

A. The findings and determinations set forth in the Preambles hereto are hereby incorporated herein as if set forth in full in this subsection.

B. The Original Resolutions, except as supplemented and amended hereby, are and shall remain in full force and effect.

C. This Resolution is adopted pursuant to and in accordance with the provisions of the Act, and the Bonds shall be issued pursuant to and in accordance with the Act.

Section 2. Amendment of the Original Resolutions. The first clause of the final recital of each of the Original Resolutions is hereby amended and restated to read as follows:

WHEREAS, it is in the best interest of this Board to grant to the President, the Vice President and Chief Financial Officer, and the Acting Chief Financial Officer and Senior Associate Vice President for Finance of the University and the Chair and Vice-Chair of this Board, acting together or individually (each, an “Authorized Officer”)

Section 3. Bonds Are Special Obligations. The Bonds are special obligations of this Board payable solely from and secured by the sources of revenue and funds pledged under the Bond Indenture or the 2004 Indenture, as supplemented by the Supplemental Indenture, as applicable. The Bonds, together with the interest thereon, are special obligations of the State and shall not constitute debts of the State, and the credit or taxing power of the State shall not be pledged therefor, but the Bonds shall be payable only from the respective revenues and funds pledged for their payment as provided in the Bond Indenture or in the 2004 Indenture, as supplemented by the Supplemental Indenture, as applicable. No recourse shall be had for the payment of the principal of, premium, if any, or interest on the Bonds or for any claim based thereon, on this Resolution or on any of the documents executed in connection therewith against any official, member, officer or employee of this Board, the University or the State or any person executing the Bonds, and neither members of this Board nor any person executing the Bonds shall be liable personally on the Bonds by reason of the issuance thereof.

Section 4. Personal Liability. None of the present or future employees, officers or members of this Board or the University or any person executing agreements relating to the Projects, the Bonds, the Bond Documents or any documents relating thereto shall be personally liable for the cost of the Projects, the Bonds, the Bond Documents or any other obligation relating to the Projects, the Transaction, the Bonds or the Bond Documents or be subject to any personal liability by reason of the Projects or the execution and delivery of the Bonds or the Bond Documents or the Transaction.

Section 5. Formal Actions. This Board hereby finds and determines that all formal actions relative to the adoption of this Resolution were taken in an open meeting of this Board, and that all deliberations of this Board that resulted in formal action were in meetings open to the public, in full compliance with all applicable legal requirements.

Section 6. Incidental Actions. Each of the Authorized Officers is hereby authorized and directed to execute and deliver such other documents, agreements, instruments and certificates and to take such other actions as may be necessary or appropriate for the undertaking of the Projects, the issuance and sale of the Bonds, the execution and delivery of the Bond Documents, and carrying out the Transaction and any other transactions contemplated therein and herein, all in accordance with the applicable provisions of the Code of West Virginia of 1931, as amended. The execution, delivery and due performance of agreements relating to the Transaction, the Projects, the Bonds, the Bond Documents and all documents and instruments required in connection therewith are hereby in all respects approved, authorized, ratified and confirmed, including any and all acts heretofore taken in connection with the Projects.

[The remainder of this page intentionally left blank]

Section 7. Effective Date. Except as supplemented and amended hereby, the Original Resolution remains in full force and effect. This Supplemental Resolution shall take effect immediately upon its adoption, and all prior resolutions or parts thereof inconsistent herewith are hereby repealed. From and after adoption hereof, all references to the Resolution shall mean the Original Resolution as supplemented and amended hereby.

Adopted this 19th day of June 2026.

WEST VIRGINIA UNIVERSITY
BOARD OF GOVERNORS

Chair

Secretary

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 19, 2026

- ITEM:** Approval Relating to the Complete Design Phase for the Milan Puskar Stadium West Tower Project
- INSTITUTION:** West Virginia University
- COMMITTEE:** Full Board – Consent Agenda
- RECOMMENDATION:** Resolved: That pursuant to BOG Governance Rule 1.2, the West Virginia University Board of Governors hereby approves University management to proceed with the Complete Design Phase of the Milan Puskar Stadium West Tower Project.
- STAFF MEMBERS:** Wren Baker
Vice President and Director of Athletics
- BACKGROUND:** The Board of Governors previously approved the initial phase of a project to tear down the current press box and suites on the west side of Milan Puskar Stadium and rebuild a new, expanded tower, and to address access issues to facilitate large entertainment events, as shown in the Master Plan (“**West Tower Project**”). WVU Athletics is now seeking authorization, with respect to the West Tower Project, to complete design development and full construction design for the West Tower Project, at a cost not expected to exceed \$15 million.
- WVU Athletics proposes to return to the Board of Governors in the Fall of 2026 after additional fundraising, sales, and design efforts have led to a refined total project cost and plan of finance for the West Tower Project. At that time, WVU Athletics is expected to submit a request for authorization to proceed with the execution of any remaining necessary agreements and to proceed with the West Tower Project.
- The total estimated cost of the West Tower Project is approximately \$156 million. The plan of finance will be further delineated in early 2026, after additional fundraising, sales, naming, and sponsorship efforts.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS

Meeting of June 19, 2026

- ITEM:** Authorization for management to finalize a one-year contract extension with dining vendor
- INSTITUTION:** West Virginia University
- COMMITTEE:** Full Board – Consent Agenda
- RECOMMENDATION:** Resolved: The West Virginia University Board of Governors authorizes management to finalize a one-year contract extension with dining vendor.
- STAFF MEMBER:** Erin Newmeyer
Associate Vice President for Executive Initiatives
- BACKGROUND:** The one-year contract term with WVU’s current dining vendor expires on June 30, 2026. West Virginia University would like to finalize a one-year extension, with optional renewal.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 19, 2026

ITEM: Amending Purchase Agreement for Old Main and adjacent land in Montgomery, WV

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That pursuant to BOG Governance Rule 5.1, the West Virginia University Board of Governors authorizes the University to amend the current purchase agreement to reduce the sale price from \$75,000 to \$1.00. The Board further authorizes the eventual sale to be carried out through an affiliate of the University.

STAFF MEMBERS: Stephanie D. Taylor
Vice President and General Counsel

BACKGROUND: Pursuant to authorization previously granted by the Board, in Spring 2025 the University entered into a purchase agreement to sell Old Main and two adjacent parking lots for \$75,000 to Old Main Loft Apartments (“OMLA”) or its assigns.

In early 2026, the building sustained significant damage due weather. Under the current agreement, the University is responsible for repairs. However, the anticipated out-of-pocket costs associated with pursuing an insurance claim are expected to exceed the agreed-upon purchase price. Reducing the purchase price to \$1.00 will allow the University to avoid the expense of filing an insurance claim while also eliminating future demolition costs.

The University intends to carry out the sale through the WVU Research Corporation, in accordance with W. Va. Code Section 18B-12-3.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 19, 2026

- ITEM:** Sale of Real Property in Montgomery, WV
- INSTITUTION:** West Virginia University
- COMMITTEE:** Full Board – Consent Agenda
- RECOMMENDATION:** Resolved: That pursuant to BOG Governance Rule 5.1, the West Virginia University Board of Governors authorizes the sale of two tennis courts situated adjacent to the Old Main building in Montgomery, West Virginia, to Old Main Loft Apartments, LP (“OMLA”) or its assigns for \$3,000. The Board further authorizes the eventual sale to be carried out through an affiliate of the University.
- STAFF MEMBERS:** Stephanie D. Taylor
Vice President and General Counsel
- BACKGROUND:** OMLA has offered to purchase two tennis courts adjacent to the Old Main building in Montgomery, West Virginia, for \$3,000. OMLA has already entered into a purchase agreement with the University for the acquisition of the Old Main building. Because OMLA intends to utilize federal historic tax credits in connection with that transaction, the conveyance of the tennis courts must occur as a separate transaction.
- The University intends to sell the tennis courts through the WVU Research Corporation, in accordance with W. Va. Code Section 18B-12-3.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS**Date: June 19, 2026****ITEM:** FY27 HEPC Supplemental Deferred Maintenance Grant**INSTITUTION:** West Virginia University**COMMITTEE:** Full Board – Consent Agenda**RECOMMENDATION:** Resolved: Approve Project**STAFF MEMBER:** Chris Kabourek,
Vice President and Chief Financial Officer**BACKGROUND:** WVU was notified that it will receive a grant for \$6,116,000 from the WV Higher Education Policy Commission (HEPC) for Deferred Maintenance projects. WVU proposes utilizing the grant to fund the following prioritized projects.

Institution	Category	Project Title	Total Cost
Morgantown	Life Safety	Campus Fire Alarm Replacement Phase 1	\$1,400,000
Morgantown	Life Safety	Campus Wide Fire Pumps	\$350,000
Morgantown	Facilities - Roofing	Campus Wide Thermal and Moisture Protection	\$3,141,000
PSC	Life Safety	University Place-Student Door Lock Replacement	\$600,000
PSC	Life Safety	University Place- Replace Life Safety Panel and Devices	\$100,000
PSC	Life Safety	PSC Multiple Buildings Replace Emergency Panel(s) and devices	\$250,000
WVU Tech	Life Safety	Fire alarm panel upgrades/replacement	\$70,000
WVU Tech	Life Safety	Mixing Valves for Emergency Showers in Physical Sciences Building	\$65,000
WVU Tech	Life Safety	Lightning Protection	\$40,000
WVU Tech	Facilities - Electrical	Arc Flash Safety	\$50,000
WVU Tech	Life Safety	Online door access & card readers	\$50,000
Total:			\$6,116,000

Schedule: The grant will be issued in the Fall of FY27. The terms and timeframe of the grant have not been established. Work will likely occur in FY27 and FY28**Budget:** \$6,116,000**Funding:** WV HEPC Grant

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 19, 2026

ITEM:	Approval of Undergraduate Program Review Recommendations
INSTITUTION:	West Virginia University Main Campus, West Virginia Institute of Technology and Potomac State of West Virginia University
COMMITTEE:	Full Board – Current Agenda
RECOMMENDATION:	Resolved: That the West Virginia University Board of Governors approves the Undergraduate Program Reviews conducted by the University Council in the cycle for the 2025/2026 academic year.
STAFF MEMBER:	Paul K. Kreider, DMA Interim Provost and Vice President of Academic Affairs
BACKGROUND:	The West Virginia University Board of Governors is required to review approximately one fifth of all programs offered at West Virginia University and its divisional campuses each year, so that all programs are reviewed every five years. BOG Academic Policy 2.2 approved by the West Virginia University Board of Governors on April 21, 2023, establishes the procedure for this review, using a review committee. The West Virginia Board of Governors is asked to approve the BOG Undergraduate Programs reviewed Spring 2026, as presented.

BOG Undergraduate Program Reviews Spring 2026

Chairs: Evan Widders, Associate Provost for Undergraduate Education
Louis Slimak, Associate Provost for Curriculum and Instruction
Robynn Shannon, Director, Academic Affairs Provost Office

Members:

- Nico Zegre - Davis – WVU - Morgantown
- Jessica Blyth - Davis – WVU - Morgantown
- Amy Root - CAHS - WVU - Morgantown
- Jeffrey Carver - CAHS - WVU - Morgantown
- Kate Staples - Eberly College – WVU - Morgantown
- Kelly Watson - Eberly College – WVU - Morgantown
- Lauren Cooper - B&E – WVU - Morgantown
- Annie Cui - B&E – WVU - Morgantown
- Emily Corio - Creative Arts and Media – WVU - Morgantown
- Rhonda Reymond - Creative Arts and Media – WVU - Morgantown
- Srinivas Palanki - Statler College of Engineering and Mineral Resources – WVU - Morgantown
- Jason Gross - Statler College of Engineering and Mineral Resources – WVU - Morgantown
- Shirley Robinson - Provost Office Support Staff – WVU - Morgantown
- Ashley Simmons - Health Sciences – WVU – Morgantown - Morgantown
- Tina Antill-Keener - Health Sciences – WVU – Morgantown - Morgantown
- Amy Weaver - WVU Potomac State - Keyser
- Andrea Schafer - WVU Potomac State – Keyser
- Gifty Osei-Prempeh - WVU Institute of Technology
- Hasan El Rifai - WVU Institute of Technology

Executive Summary – Academic Year 2025-2026

Annual Academic Unit Review

- All 39 WVU Morgantown main campus academic departments were reviewed
 - 11 departments had three of five metrics in the lowest quartile and provided action plans
 - 1 department was put on an attrition plan
 - The School of Agriculture and Food Systems

University Council Program Reviews

- 62 programs were reviewed

- 27 programs were continued at the current level of activity.
 - Three were awarded “Program of Excellence”
- 27 programs were continued with specific action.
 - 24 actions were assigned around assessment of learning practices
 - 7 actions were assigned around student learning outcomes
 - 7 actions were assigned around developing external stakeholder engagement
 - 6 actions were assigned around program enrollment
 - 5 actions were assigned around program curriculum
 - 2 actions were assigned around student success
 - 2 actions were assigned around facilities
 - 1 action was assigned around adequate faculty
- 1 program was recommended for development of a cooperative program
 - PhD Natural Resource Economics
- 7 programs were recommended for discontinuation
 - AAS Sustainable Agriculture and Entrepreneurship
 - BS Health Services Administration
 - BS Sustainable Design and Development
 - MS Biostatistics
 - MS Developmental Biology
 - MS Population Health
 - PhD Developmental Biology

Follow-up Actions Assigned in Previous Years

- 8 follow-up actions from previous years were reviewed
 - 5 were completely resolved
 - 2 were partially resolved
 - 1 was not resolved

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BA Theatre-BFA Theatre

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns with WVU's mission, vision and values in the sense that the faculty are dedicated to providing their students with experiential learning to ensure their success. The school also serve the WVU and Morgantown community with entertainment and meaningful cultural programming through dance performances, popular Broadway shows, and socially meaningful productions.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program states that they have adequate and accessible infrastructure resources and have not experienced any significant issues.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports that they do not have adequate faculty to cover some classes in Theater History, Criticism, and Directing due to the loss of three full time faculty lines as a result of academic transformation and the merger of two colleges. However, upon request a full-time teaching faculty line was approved by the Office of the Provost in January 2026 and a national search in progress for a start in the 2026-2027 AY. Program mentions that significant cuts from Academic Transformation and administrative challenges with the merger of the College of Creative Arts and the Reed College of Media have impacted programs and faculty morale. All program faculty are qualified by their academic credentials.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Program enrollment has been steady within the 5-year review period ranging between 177 and 193 with an average of 187 (Tableau data). The 5-year change in degree completion for the BA program is -28.6% and that for the BFA program 127.3%. Degree completion rose from 25 in AY 2020 to 48 in AY 2024 but dropped to 33 in AY 2025. Program mentions that the BA/BFA retention rates remain strong and completion rates are at or near institutional average. Within the 5-year review period there are no required courses with DFW rates greater than 30%. Program students have won national awards, some have continued on to graduate programs, most have found positions in various industries. Program provides students opportunities to showcase their work to casting agents, in the heart of NYC theater district, and at the USITT Stage Expo. Program enrollment has been steady within the 5-year review period ranging between 138 and 113 with an average of 124 (Tableau data). The 5-year change in degree completion for the BA program is -50% and that for the BFA program -12.5%. Degree completion rose from 15 in AY 2020 to 48 in AY 2024 but dropped to 23 in AY 2025.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Evidence provided for student learning assessment was pages 30 - 41 of the NAST Self-study report. The evidence mainly talks about the curriculum for the BA and BFA programs, professional offerings at various curriculum levels, and efforts in providing students exposure to their work that meet NAST standards. There is no mapping of courses to the learning outcomes and no formal assessment of student learning. It was stated in BOG self-study that the program was not able to gather assessment data due to merging of two colleges and rewriting of all Theatre History and Drama Lit courses due to Academic transformation and preparation for the next 10-year NAST accreditation review cycle in 2025-2026.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

As a result of Academic Transformation and the merging of two colleges the BA/BFA program made substantial changes including rewriting of all Theatre History and Drama Lit courses.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The Resident Artist program maintained by the school bring in working professional to work with students. The program also organizes a showcase of student work in New York City where professionals in the field such as casting agents are invited.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to provide evidence that it meaningfully aggregates the evaluation of individual students to be able to draw conclusions at the program level and inform program changes.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2027, determine if program learning outcomes can be revised and still in compliance with accreditation standards. If so, submit in CIM revised program learning outcomes. • By March 1, 2028, submit evidence of assessment of learning that aggregates what is done for individual students and explanation of how it is used to inform program improvements.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

B.A./B.S. Health and Well-Being

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Are there additional elements of the self-study included at the request of the dean's office (if so, they would be questions beginning with "5")?

If so, what is the reason for those? See (Q1.8 or Q1.9, as applicable) of the self-study.

There are no additional elements of the self-study included.

Q1.5. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.6. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.7. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.8. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

This program prepares students for various careers in healthcare through a comprehensive approach to health that addresses various dimensions of well-being-including physical, mental, emotional, social, and environmental health. It emphasizes foundational concepts in disease causation, health promotion, disease prevention, and equips students with knowledge and skills needed to improve the quality of life for all people. Graduates are prepared to serve as advocates for healthier communities. This supports our land grant mission by providing students with life changing educational experiences that allow them to serve others and support sustainable health and well-being for individuals locally and around the world through proactive, evidence-based interventions.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☒ Yes

☐ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

☐ Yes

☒ No

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

The program's initial plan indicated that four full-time faculty members and one student success coordinator would be needed to support the projected enrollment of 190 students. Since that time, enrollment has exceeded projections, yet the program has operated with only two full-time faculty members and two student success coordinators. Staffing gaps were addressed through the use of adjunct instructors and faculty from the School of Sports Sciences. According to the report, the college merger created two vacancies; however, these positions have since been addressed, with three full-time faculty members expected to be dedicated to the program beginning in fall 2026. Future staffing support beyond this remains uncertain.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program has adequate and accessible infrastructure resources at this time.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has been operating with fewer faculty members than originally projected as necessary while also experiencing enrollment that exceeds initial expectations. This has created challenges for faculty, resulted in larger-than-ideal class sizes, and limited some opportunities available to students. The program was also negatively impacted by the COVID-19 pandemic and the institution's Academic Transformation process. During this time, the major was relocated to a newly formed school and later returned to its original school, which created some disruption in leadership, oversight, and curriculum planning. Since returning, the program has taken steps to restore curricular alignment, expand opportunities for students, and address staffing needs. The program review also indicates that additional resources, particularly digital lab technology, are needed.

Q5.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q5.2. What was inaccurate?

This question was not displayed to the respondent.

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program experienced a 98.6% increase in enrollment over the past five years. During this time, average annual enrollment was 399 students, including an average of 33 students in the BA program and 374 in the BS program. Since this is a new major the degree completions were only available for four of the last five years: 2022-15 2023-68 2024-92 2025-100 Fall to fall retention rate has increased by over 7% during this time. Based on the Jobs EQ report, this program has the second highest number of graduates in the major compared with 17 institutions offering a similar major. Psyc 101 was identified as a high DFW course. Program faculty recommend moving that course to year two in the program. There were also a number of STEM courses that are required for health professions identified as high DFW courses. Faculty are working to address this concern through intentional and proactive action with student support services, advising, mid term grade reporting, withdrawal notices, tutoring services, and other issues that can be addressed in CAHS 191. As a new program, it is challenging to demonstrate student success, but this program has seen alumni employment in fields such as OT, PT, PA, SLP, and more. CAHS uses a centralized office of Student Success that supports students through focused retention efforts, advising, and career-readiness support. Students are assigned a Student Success Coordinator, a professional advisor trained and certified in appreciative advising.

Q6.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☐ Yes

☒ No

Q6.3. Provide a specific critique of the program's learning outcomes.

The program learning outcomes reflect meaningful goals related to professional preparation, ethical practice, and communication within health and wellness fields. Some of the outcomes are written broadly, and the current wording may make consistent measurement and assessment more challenging. The program has made thoughtful and creative efforts to assess student learning and gather meaningful evidence related to these outcomes. This demonstrates a clear commitment to evaluating student success and improving the program. Refining the wording of the outcomes may further support and strengthen these existing assessment practices.

Q6.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

As the program is still in its early stages, formal assessment findings and reporting began in 2024. Since that time, the program has been measuring student learning outcomes and examining available data and performance trends to identify opportunities for improving student learning.

Q6.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Since the program's inception, it is evident that strong efforts have been made to support student success. The program provides effective student support services and takes a proactive approach to identifying and addressing courses with high DFW rates. Faculty and staff have worked to address curriculum needs, measure student learning, and respond to program demands while managing significant enrollment growth and limited staffing. Evidence suggests that students are meeting expectations in their coursework and are successfully transitioning into a variety of careers across multiple fields after graduation.

Q6.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Given the program's early stage of development and rapid growth, stakeholder engagement has largely been concentrated on building partnerships that support student learning and professional preparation, especially with clinical and community organizations that provide internship experiences. The program has outlined intentions to broaden stakeholder engagement and expand opportunities for students as it continues to mature.

Q7.1. Dean's Office Additional Elements

If the program's dean's office requested additional elements be included in the review, they would be found in Q5.2/5.3, Q5.4/5.5, Q5.6/5.7, Q5.8/5.9, and Q5.14/5.15.

Please provide a summary and analysis, as appropriate, of the information provided in the self-study in response to these additional elements.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location: [\(39.6091, -79.983\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BA Dance

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program supports the mission of WVU in two key ways. First, they provide practice-oriented educational experiences that prepare students for performing arts careers. Second, they serve the land-grant mission by bringing performances to the community, including dance performances, Broadway shows, and more.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program identified several key areas in which they feel they do not have adequate resources. They indicate that they lack the ability to adequately support accessible spaces and accommodations for students and community members. They also report that their access to the physical infrastructure that they require is insufficient. They particularly identify the dance facilities located in E. Moore Hall as one of their significant challenges. These spaces are not easily accessible for persons with disabilities. The accrediting body also noted that the floor in this studio needed to be replaced. Furthermore, they note significant failures with the A/C system in E. Moore Hall, including a lack of A/C in the G1 Studio and a faulty system upstairs. In order to maintain their accreditation, the A/C work must be completed by 2030. They also note that because of the challenges in E. Moore Hall, they often have to schedule events in the CAC but because space is also limited there they often struggle to locate the spaces they need. They have put together a plan to address these inadequacies

Q3.2. Are there any recommendations for this section?

- ☒ Yes
☐ No

Q3.3. What are the University Council's recommendations?

Improvements must be made to the E. Moore Hall spaces in order to maintain accreditation.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program indicates that they have adequate well-qualified faculty to deliver the program. They do not note any issues.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

☒ All

☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The current enrollment of 64 students is the maximum capacity for the program given the studio space available. the program has grown 10% over the last 5 years. They note that they cannot grow any larger without more faculty and studio space regardless of increasing student interest in the program. They consistently graduate 8-12 students each year. They note that 2024 was an anomalous year without detail about what was out of the ordinary. More detail in this section would be useful. The program indicates an overall DFW rate of 5% but do not provide a breakdown for specific courses. The section describing indicators of student success is quite robust and they clearly demonstrate the pre- and post-graduation successes of their students.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and

appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The self-study indicates that assessment information and a curriculum map is included in their self-study report for their accreditor. This report does contain curricular tables but not a curriculum map. Furthermore while there is some discussion of assessment in that report, it would be helpful to see their assessment practices spelled out more clearly. Their assessment of student performances happens regularly through the curriculum and is robust.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

In their accreditor self-study they note that they need a better rotation of faculty for Dance History and Dance Theory and that they will be working on this.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program regularly engages with external stakeholders who play a key role in evaluating student performances. The students regularly meet with and learn from professionals in the field. The program also has a number of events that include external stakeholders. Their 4 day senior trip to NYC is one of the key places in the curriculum where the students engage with professionals.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

A clearer assessment plan that includes more detail about how and when the Program Learning Outcomes are measured alongside a detailed curriculum map that is tied to the PLOs would be helpful.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2027, submit a follow-up report on what steps are being taken to ensure that studio spaces at E. Moore Hall will meet accreditation standards. • By March 1, 2027, determine if program learning outcomes can be revised and still in compliance with accreditation standards. If so, submit in CIM revised program learning outcomes. • By March 1, 2028, submit evidence of assessment of learning that aggregates what is done for individual students and explanation of how it is used to inform program improvements.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BA Elementary Education

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The current WVU Mission and Vision has changed since this submission. The BA in Education aligned with the previous Mission by "advancing education in the state," and "integrating high-impact research" in teacher education. It aligned with the Vision Statement by "increasing access to high quality teacher preparation" and by collaborating with community, specifically district staff in training teachers.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No issues were noted in the self-study.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

COVID (collaborating with K-12 schools present new research challenges) and Academic Transformation (RIFs, reallocation of duties to fewer people, two major mergers in 2023 and 2025) have factored into negative faculty outcomes (especially in research), as has the good problem of dramatically increased enrollment (233 up to 350=teaching overloads) over this reporting period. The program has hired more adjuncts to teach and help with overloads. They have requested new lines of faculty and staff hires to deal with the increased workload. Unless there have been updates, especially in faculty or staff lines since this report was filed, the issues are likely still unresolved.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
☒ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

This question was not displayed to the respondent.

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

This question was not displayed to the respondent.

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

This question was not displayed to the respondent.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

This question was not displayed to the respondent.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

This question was not displayed to the respondent.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

This question was not displayed to the respondent.

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

This question was not displayed to the respondent.

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular

prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

This question was not displayed to the respondent.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BA Mental Health & Addiction Studies

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The undergraduate degree in Mental Health and Addiction Studies is in keeping with the commitment of West Virginia University to offer undergraduate degrees that are relevant to the interests of today's students and that can lead to employment serving the pressing needs of the state. The program serves the mission of the University by providing education and skills that directly impact the quality of mental health-informed care in our state. From the standpoint of vision, the program directly contributes to one of the visionary pillars of WVU, that of healthcare, and bringing needed and valued solutions to real-life problems.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☒ Yes
☐ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

☒ Yes

☐ No

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program resources are adequate and no concerns noted.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

Program has adequate faculty who are productive. However, there are full-time faculty who are not qualified by their academic credentials but by tested experience and meet qualifications established by the WVU Faculty Qualification policy and CAHS Faculty Qualifications Procedure. Per the CAHS Faculty Qualifications Procedures, faculty credentials, composition, and overall productivity are fully adequate and aligned with program expectations. The program does not note any issues in this area of the self-study.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Current enrollment trends are increasing steadily since the inception of the program in AY 2021 (8 students in AY 2021 to 70 students in AY 2025; 775%). From EAB data, program continuance was higher than that of the CAHS in 2022 and 2023, however the percentages have dropped for the last two years from 89.7% to 65.9% for fall 2025. Completion trends are increasing (8 degrees in AY 2024 to 19 degrees in 2025; 137.5%) consistent with increasing enrollment trends and expected to steadily increase in the next academic years. Program mentions high DFW rates in CDFS 110 - 35% and COUN 201 -33%. Students take CDFS 110 in the first year and COUN 201 in the fall of the second year (first course in the counseling-specific curriculum). Program believes this high rate is due to a learning curve with entering college. EAB data shows other required courses e.g. SOC 101 & PSYC 281 with higher DFWs. The college now tracks the first-year students through the Office of Student Success in addition to reports completed by faculty regarding students that may be of academic concern, an effort to intervene with at risk students in their first year. The MHAS program is proud of its students' strong academic and professional achievements. Students frequently obtain bachelor's-level positions in mental health and addiction treatment settings prior to graduation, demonstrating the applied and workforce-ready nature of the curriculum. Some go on to graduate or professional school.

Q6.4. Are there any recommendations for this section?

☒ Yes

☐ No

Q6.5. What are the University Council's recommendations for this section?

The program needs to address the high DFW rates in its required courses.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

A curriculum map for the program is provided however there is no formal assessment plan. Assessment material provided are students grades for two capstone courses COUN 440 and COUN 485 and student placement survey results. It is stated in the self-study report that the program is undergoing revisions as of fall 2025 and they have identified the need for revision of the learning outcomes, and a new assessment plan that addresses the learning outcomes. The intention is to complete the revisions within the next 9 months. Given the changes and transitions within the department, assessment data has not been reliably collected. There are ongoing revisions to the program, and as such, it has been recognized that program learning outcomes need to be consolidated. It is further stated that, a new assessment plan is needed which better captures said learning outcomes. This is intended to be completed within the next 9 months. Links provided demonstrate very brief assessment data. Curriculum map appears to follow knowledge synthesis and courses are mapped to learning outcomes.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Success rates in MHAS Capstone demonstrate students' understanding and synthesis of expected learning outcomes. Two courses within the program requirements had DFW repeat suggesting high success rates in other courses. They express that are especially impressed by students, many of whom begin working in related fields before graduating, and others who continue their education within related professional degrees. The MHAS curriculum changed during the review cycle to become more flexible for internal and external transfers, as well as to allow for students the opportunity to create their own area of emphasis. There have been many changes at the course level, including changes to major assignments to emphasize experiential learning, greater use of up-to-date technology, guest lectures from individuals working in counseling-related fields, etc. Many changes both at the course and the program level have occurred following SEI/SPOT surveys as well as verbal feedback from students. Areas to address may include improvements in: 1. Faculty productivity (missing?) and contributions, 2. Revised program learning outcomes, assessment plan, and assessment results 3. Review of DFW rates in all required courses not just COUN courses alone, and how college-wide efforts are helping with retention, persistence, and completion Revisions are noted to be ongoing, but lack of evidence as to what that includes.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program engages with past and present supervisors for Capstone placement sites including treatment centers, advocacy organizations, foster care organizations, etc. There is ongoing collaboration with WVU Collegiate Recovery with offerings of tours, Recovery Ally Training, and program presentations within classes. Previously, they received \$116,000 in scholarship funding through the WV Rural Initiative program. Stakeholder engagement appears to be case by case, fluid, based on experience. Because they are not accredited, no formal advisory board noted.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to develop a curriculum map, assessment plan, and perform meaningful assessment of learning.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2027, submit an assessment plan and curriculum map. Once those have been developed and approved, by March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements. • By March 1, 2027, submit a plan to address the high DFW rates in program courses; this plan should be drafted with assistance by the college's Office of Student Success. By March 1, 2028, submit an update on DFW rates in program courses.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

AMAE_BS: Agribusiness Management and Applied Economics (AMAE)

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

This question was not displayed to the respondent.

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

This question was not displayed to the respondent.

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

This question was not displayed to the respondent.

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

This question was not displayed to the respondent.

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

This question was not displayed to the respondent.

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

This question was not displayed to the respondent.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

This question was not displayed to the respondent.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

This question was not displayed to the respondent.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

This question was not displayed to the respondent.

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

This question was not displayed to the respondent.

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

This question was not displayed to the respondent.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Ag & Extension Education

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The AGEE program aligns with the mission and values of WVU in that it fulfills the land grant promise by combining research based academic practices with real world applications. Graduates are poised to take on roles of education and protection of WV's and USA's agricultural resources and are trained as leaders who can support community actions and development regarding agriculture and natural resource industries.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no issues with infrastructure.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The AGEE program employed 7 faculty at the beginning of this review period; that number has declined to 3.3 current FTE faculty (retirement, resignation, RIF, transfer to administrative role), with another faculty member departing February 2026. This will put the FTE faculty at 2.2. At time of reporting 3.0 engaged faculty FTE (along with one 0.74 adjunct and one 1.0 admin with 20% teaching/research) were responsible for core program instruction, advising, and supervision of internships and clinical experiences, delivering approximately 1/3 of the School's student credit hours (at all levels-undergraduate and graduate), while maintaining positive student to faculty ratio and delivering community development coursework supporting 21 graduate credits beyond the program's own major. The program relies on two additional faculty outside of the school to complete the offering of all courses required for the major. AGEE expresses opportunity to add FTE faculty to better support rigorous teaching and mentorship needed for licensure. Loss of faculty limits course offerings, creating a bottleneck situation for access to students of other majors, and puts increased teaching and supervision of student clinical experience pressure on two untenured faculty, resulting in reduced research time. Additional faculty position is needed to offer all courses for agriculture teacher licensure.

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The School has lost a significant amount of its enrollment and SCH production through enrollment decline as well through departmental restructuring. Its major-to-faculty and SCH-to-faculty ratios indicate that it has been brought within institutional norms. The program itself remains steady and viable at around 50 undergraduate students.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The School's enrollment has declined by 34.4% in five years, with peer institutions were reporting similar trends. AGEE experienced an 11.1% decline over 5 years. AGEE has a transfer relationship with WVU Keyser and allows multiple entry points within the educator preparation pipeline. AGEE generated 740 SCH of the School's total 2633 in fall 2025, 28%. This is a 1.9% decline in SCH, evidence of effective course offering. AGEE shows a 61.1% decline in graduation since the last BOG review, representative of low enrollments and graduations rates from teacher education programs nationwide following the COVID pandemic. AGEE has a projected 40% year to year increase, from 5 graduates in 2020 to estimated 15 in 2026. This is a 40% year to year projected increase. This program includes clinical teaching (requires students to deliver lessons at local K-12 schools) with a student teaching and residency semester prior to graduation. Most recently, a student has participated in the Research Apprenticeship Program working alongside faculty to study teacher perceptions of plant science activities. This work will be showcased at the Davis College Student Scholarship Day this spring. The abstract has been sent to the American Association of Agricultural Education Conference review panel. Two former students entered PhD programs in fall 25 at Kansas State and Oklahoma State, respectively.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☐ Yes

☒ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

PLOs are written as program requirements rather than measures of knowledge, skill, and ability that will demonstrate mastery within the program.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program included the recently compiled accreditation report that will be shared during the March 2026 CAEP visit. The program's assessment plan measures skill, ability, and knowledge against InTASC standards. Components of the CAEP accreditation process are standard-aligned with data collected at various points throughout the program. Measures include candidate clinical surveys, Danielson framework measure (including lesson plans), evaluations by mentor teachers, and edTPA data (which measure proficiency in domains, in part, of knowledge of students to inform teaching, creating positive learning environments, and planning for content understanding, and supporting varied). The accountability measures and components of the accreditation process are cross walked to show the integration of ISTE standards, inTASC standards, WV Professional Teaching Standards, as well as measures to be assessed during Praxis II. Direct evidence of passing assessment measures designed for licensure requirements is provided.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

AGEE reports ongoing interest in effective and balanced delivery of student credit hours. The program has involved undergraduates in research and encouraged participation in national conferences. A partnership exists between the local technical center and AGEe for mechanical and technical coursework. AGEe is active in recruiting new students by offering informal student and community building experiences with faculty, participation in WV Agricultural Educational Summit, regular engagement in recruitment events on campus. Students in this program are encouraged to utilize university resources including Eberly Writing Studio, Davis-Michael's tutoring, Davis College Success Center, the Purpose Center, and the Caruth Center. These endeavors have proved effective, with evidence of a 45% reduction in first time freshmen on academic probation over three years and retention rates averaging 84%. Recent curriculum changes have involved aligning course structure with instructional practices, standardizing course naming, removing zero credit labs, and examining pedagogical methodology. The program participated in university wide course renaming and numbering in 2021 and 2022 and clarified upper division requirements to help students meet federal financial aid guidelines.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Yes. The program provides student interns as well as student teachers and clinical experiences to area schools. The program partners with career technical centers. The program invites community members to faculty events. The program supports student research that will inform future teaching and agricultural practices.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuation at the current level of activity
- ☐ Continuation at the current level of activity with specific action
- ☐ Continuation at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuation

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS - Bio Chemistry

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The statement is not "mis-aligned" but I don't see a specific alignment to the new Mission and perhaps more importantly the Values statements of Service, Respect, Appreciation, Curiosity, and Accountability. This should be updated to be in better alignment prior to the next BOG report for sure.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

Issues related to significant cost of some biochemistry specific courses are currently falling on each unit that teaches the course, without a subsequent influx in budget. The current budget has the chemistry department covering the costs of the CHEM 362L at almost \$7000 according to the report. This cost is not accounted for in the existing MOU nor in the budget model. Future budget model may account for those costs, or a new MOU needs to be drafted.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

Indicates there are not enough faculty to handle the program growth and as it is an interdisciplinary program, faculty assignments are dependent on each department maintaining and hiring faculty with appropriate expertise. "Should any of the individual faculty currently teaching AGBI 420, CHEM 362/L or BIOL 423 leave WVU, go on leave, or be reassigned to teach other courses in their home-unit, we hope that the intercollegiate leadership would support hires in this area to maintain the major." advising capacity is currently 175 students. no longer able to offer diverse electives due to academic transformation and loss of faculty in subsequent units. Workloads related to lab course offerings are "variable." The only resolution at this point is a strategic restructuring of the program outlining the core classes that must be taught by each unit and provides an assessment plan and opportunity for course development for the core faculty.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment has decreased since 2020 by 17.5%. Positive enrollment gains happened in fall 2025 after a concerted effort. However, student enrollment in biochem is similar to comparable schools with biochem programs. Program graduates are directly entering the field or graduate school with a few in adjacent fields such as law, education, etc...

Q6.4. Are there any recommendations for this section?

- ☐ Yes

☒ No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

No data or subsequent report has been filed over the past five years. Also, due to program revisions, a new data collection cycle started with the 2025/26 academic year. Current data collection efforts include: current student survey data graduating student survey data alumni survey data ASBMB accreditation exam (optional for students to take) Student enrollment Student graduation rates Student retention Student learning gains on pre/post testing Curriculum map outlines where each specific outcome is Introduced, Reinforced or mastered. The only data presented is recent enrollment and graduation rates, largely due to program changes made within the last year.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

STOP

The program was streamlined due to loss of faculty from AT and the lack of consistency of being able to offer appropriate courses that were part of the degree program. This also streamlines where the objectives are addressed and measured. Improvements for recruitment have been made to increase the enrollment in the program.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

They invite speakers from professional and graduate programs and are developing a plan to engage with alumni. establishing an external advisory board to keep the program aware of industry trends would be advisable.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program should submit evidence of assessment that stems from the new plan and aligns with the new curriculum.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS - Animal and Nutritional Science Science BAGR - Animal Science

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns very well with WVU's mission, vision and values. The BS-Agr was the first degree program offered when WVU started. The Animal and Nutritional Sciences Program faithfully follows the land-grant mission of WVU and prepares students for careers in production and management of domestic animals, food processing as well as careers in veterinary sciences or graduate school. Students are held to high standards and get a high-quality education.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program has adequate and accessible infrastructure resources.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has adequate faculty and all faculty have the necessary academic credentials.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

The School of Agriculture and Food has lost 50% of its SCH production at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle. the program itself is large and viable at 374 students and has only seen a decline of 8% over the review period, better than the institutional average.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Between 2020 and 2025, the combined student enrollment in BS and BS-Agr has declined by 6.6%. This decline is smaller than the overall university and college decline in enrollment and shows that this continues to be a popular major. About 74 students graduate every year. Two classes in the BS -Animal and Nutritional Sciences have DFW rates of over 30%: Ag Biochemistry 410 and Animal Physiology ANPH 301. The department is aware of this problem and has tried to take corrective action. A vast majority of graduates of this program (73%) have gone to veterinary schools and many of these students have been accepted to top programs in the country, some with competitive scholarships. Students generally seem to find employment after graduate school.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The learning outcomes were last revised in 2019. The curriculum has not changed much since 2016. The program has the flexibility to develop a bespoke program for each individual student and this is viewed as a program strength. It does not appear that the program has been assessed formally. The program has created a curriculum map and an assessment plan that will be implemented in the next three years.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Since no assessment was done, no program improvements are listed.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

No, there is no formal mechanism for engaging with external stakeholders. This is something the program should consider doing in the future.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to stick to its published curriculum requirements so that it can develop a meaningful curriculum map and assessment plan and then perform assessment of learning that could inform curricular revision that could help identify some required courses (of the currently 24 credits of agriculture electives). It then needs to perform and submit evidence that it is in fact performing assessment of learning in the program. The program also needs to engage with external stakeholders in some manner.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2027, submit an assessment plan and curriculum map. Once those have been developed and approved, by March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements including curricular revision / specification. • By July 1, 2027, submit a report to the Provost's Office on the progress made to develop a stakeholder council. By March 1, 2028 submit a report to the University Council explaining how that body will be used to help the program identify core skills which can be reflected in changes to or the development of program learning outcomes as well as core curricula.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

B.S., Child Development and Family Studies

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program statement specifically addresses the former Mission Statement. The program aligns with the Mission through "excellence in education," research, and in "community engagement". It also notes it is in accord with fostering a diverse and inclusive culture. It also aligns with the community engagement aspect of the previous Vision Statement.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program indicates there are no issues with resources.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program indicated there were no issues with faculty related issues including COVID or Academic Transformation.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
- ☒ Some

Q6.2. What was inaccurate or missing?

The 5506 BS CDFS (online) is in the catalog, but the 5505 BS CDFS (in-person) is missing. This may be due to the pause and revisions in the degree that went into effect in 2025 but if this catalog page suffices for both degrees, it should be noted, and if the page is missing it should be added. The 5506-catalog page degree description is a little sparse. It does not note the approximate time to degree, although the plan of study page does. The online BS page has a complete and clear webpage.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The enrollment trend when including CDFS, CDFS online, and YFS (Youth and Family Science) show a -13.2 trend according to Tableau and the self-study but as the self-study report notes, there have been numerous changes over the past five years that complicates the enrollment. The YFS was new in 2021. They paused enrollments in the CDFS in person major in 2023, eliminated the YFS in fall 2025. Only the online CDFS has run continuously for five years. Some of the students changed from YFS to one of the other two majors. As noted, the enrollment for the online program has been steadier than the other two. The number of graduates is alarmingly low with a -52.2% rate over five years. Considering the changes the degrees have undergone, this might be expected but should be addressed. The department noted they are working to reinvigorate enrollment but it will be important to review it yearly to see if it trends upwards. There are several courses with high D/F/W rates. The self-report lists 17 courses with 30% or greater D/F/W rates. Since the YFS has been inactivated the reviewer looked at Fall 2021-Spring 2025 data for CDFS and CDFS online. CDFS in-person 5 years (Fall 2021-spring 2025); 11 courses had 30% to 44% D/F/W rates for the in-person degree and 10 Courses (all but 2 overlap) had 30%-43% D/F/W rates for the online degree. One of these is not longer offered, one is being reevaluated, one is being addressed. The Self-Study includes little data on student success.

Q6.4. Are there any recommendations for this section?

☒ Yes

☐ No

Q6.5. What are the University Council's recommendations for this section?

The program should monitor enrollment across the two modalities and ensure that it is worth offering the program across both modalities. The program must figure out how to improve the DFW rates in its own courses.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program was revised in 2025. They have only one semester's data included. The self-study provided the curriculum map and the Fall 2025 assessment data with the unit's reflection on outcomes. The program assessment revealed there were low Program Learning Outcomes in several courses. The CDFS 112, 212, 412, 432 have particularly low attainment. CDFS 110 and 417 have solid attainment of Learning Outcomes. CDFS 112, 210, 415 and ECSC 315 could show improvement. They have diagnosed many of these problems as relating to students missing assignments that made up the assessment. The unit does make some proposals but a solid plan for higher attainment of Program Learning Outcomes should be implemented.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

There have been extensive changes in CDFS over the past five years. These include mergers of departments, the college, a second reconfiguration, loss of faculty, and more than one curriculum overhaul, including the latest in 2025, and a two-year pause in accepting majors. The current curriculum has been reoriented and can be delivered with four faculty (fewer than in previous incarnations) and brings the program into alignment with best practices according to the self-study. There is some growth, especially within the minor. There is mention of possibly starting graduate certificates. However, stabilizing growth and persistence to completion, and making course adjustments to achieve Program Learning Outcomes might be a better area on which to concentrate in the short term.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

No.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program is lacking in evidence of assessment of learning and explanation of how that assessment of learning is used to inform the kinds of program improvements and changes detailed in the self-study.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

. • By March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements. • By March 1, 2027, submit a plan to address the high DFW rates in program courses; this plan should be drafted with assistance by the college's Office of Student Success. By March 1, 2028, submit an update on DFW rates in program courses. • Submit a follow-up report on program enrollment to the University Council each of the next three academic years. These reports are due as follow-up reports in March of each year beginning March 1, 2027.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Environmental, Energy, and Land Management

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The BS in Environmental, Energy, and Land Management prepares students to serve and lead within West Virginia's energy economy and the surrounding region.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports having adequate and accessible infrastructure resources.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has two full-time faculty members and relies on adjunct or part-time instructors to support course delivery. However, one of the two full-time faculty members does not teach courses required for the major, which further limits faculty availability for core coursework. The program experienced the resignation of a key Associate Professor in May 2025, resulting in a significantly higher student-to-faculty ratio of 24:1. Although adjuncts have been used to bridge instructional gaps, the program reports that adjunct coverage meets most classroom needs but leaves essential functions, such as administration, faculty mentoring, and curriculum development, unaddressed. The program also lacks a Program Director to support these responsibilities. To maintain AAPL accreditation and successfully implement planned micro-credentials, the program reports requiring the addition of a 12-month faculty position. The reviewers noted that the report did not include information on faculty credentials or productivity.

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

As of Fall 2025, the program enrolls 84 students, representing a 22.8% year-over-year increase and a 40% enrollment increase over the past three years. These gains reflect a 40% rebound from the previous five-year enrollment decline, which was influenced by the pandemic and volatility within the energy sector. The EELM program's enrollment growth rate is 11.1% higher than the college overall, underscoring strong student demand. The program currently operates with 3.45 FTE faculty, supplemented by several part-time and adjunct instructors. JobsEQ identifies WVU as a dominant regional force in Land Use, Planning, and Management. In alignment with recommendations from the program's advisory board, the program is seeking to expand its land management identity to meet growing workforce demands driven by the rapid development of AI data centers, their associated power requirements, and the large-scale infrastructure needed to support them. This surge in high-demand energy and technology infrastructure has increased the need for right-of-way (ROW) professionals who secure land access and permissions for transmission lines and utility grid development. The program is the first in the nation to offer an ROW micro-credential, positioning it at the forefront of training in this emerging field. The American Association of Professional Landmen (AAPL) recognizes WVU as the third-largest accredited land program in the country and the only accredited program in the eastern United States, underscoring its national prominence in land education and workforce preparation. The School has lost a significant amount of its enrollment and SCH production through enrollment decline as well through departmental restructuring. Its major-to-faculty and SCH-to-faculty ratios indicate that it has been brought within institutional norms.

Q6.1. Student Success STOPPED

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program reported no concerns regarding high D/F/W. Time-to-degree information was not included in the report, limiting the ability to assess student progression and completion efficiency. During the 2024–2025 academic year, the EELM program awarded 17 degrees within the ELM track. When including graduates from the former and now sunseting EERM track, a total of 33 degrees were awarded. Although the number of graduates reflects a five-year decline, the program's current enrollment trends indicate a likely future rebound in graduation rates as larger cohorts move toward completion.

Student success is demonstrated through experiential learning and employment outcomes. Thirty students completed industry-sponsored paid internships. The program achieved 100% job placement in Spring 2025, with reported starting salaries ranging from \$76,000 to \$100,000. Additionally, 30% of the 2025 graduating class is pursuing advanced degrees. A recent alumni survey (sample size not reported) showed that 68% of respondents are employed in land-related professions, with 33% earning more than \$120,000 and another 33% earning between \$100,000 and \$120,000. Many graduates are employed by Fortune 500 companies, demonstrating the program's alignment with workforce needs and employer expectations. The program has also been successful in securing external funding, including grants and approximately 90 external scholarships totaling about \$400,000 supporting student tuition.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

In 2023, when the ELM and EERM majors were merged, the program implemented a new assessment plan targeting two of the five program learning outcomes (Objectives 1 and 2) to evaluate student mastery of learning. Assessment results indicate that students are demonstrating clear progression toward these objectives and are meeting the expected learning outcomes, confirming the effectiveness of the newly aligned curriculum and assessment structure. The integration of industry-standard software has effectively helped bridge the learning gap for Learning Objective 2, strengthening students' applied skills and better aligning coursework with current workforce expectations. Furthermore, while the program provided a curriculum map outlining all learning outcomes and corresponding courses, several areas were noted as incomplete, particularly in identifying assessment measures for each course. Reviewers also observed that Objective 1 does not indicate when it is introduced within the curriculum, creating a gap in the developmental sequencing of learning outcomes.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program has modernized its curriculum by broadening its focus beyond traditional fossil fuel centered content and expanding into a wider range of contemporary energy and land management topics. As part of this modernization, the industry-standard Pandell LandWorks software has been integrated into the Land and Lease Analysis course, ensuring students gain hands-on experience with tools widely used in professional practice. The advisory board has emphasized ongoing difficulty in hiring qualified Right-of-Way (ROW) professionals, prompting the program to launch a new ROW micro-credential that students may incorporate as an elective enhancement to strengthen their career readiness. Finally, the program is transitioning toward a competency-based educational approach, emphasizing assessment of what students can do—rather than solely what they know—to ensure graduates are fully prepared for professional expectations.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program engages an Industry Advisory Board to review the curriculum, ensure alignment with current workforce needs, and identify emerging skill gaps. The board meets annually, providing structured feedback and strategic guidance. At the most recent meeting, 18 industry representatives participated in shaping and refining the new land management curriculum. In addition to curricular input, the Advisory Board also serves as a critical pipeline for internship and employment opportunities, strengthening students' transition into the profession and reinforcing the program's connection to industry partners. The program has recently implemented a new alumni reporting mechanism to strengthen tracking of graduate outcomes, enhance engagement, and support continuous program improvement.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Environmental Soil and Water Sciences

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The self study provides the following information in response to this question: The Environmental Soil and Water Sciences program provides a rigorous, interdisciplinary education that integrates soil and water sciences with conservation, sustainability, managed and natural ecosystems, and climate resilience. Through coursework, experiential learning, and applied research, the program prepares students to make science based decisions that support the stewardship of soils and water resources across natural and managed ecosystems in diverse environmental settings. The program contributes to WVU's mission (relevant excerpts shown in quotes) in the following ways. Our program "advances education" through coursework, experiential learning and applied research on important environmental issues that affect West Virginians. We advance "high-impact research" consistent with WVU's mission on issues of state and regional relevance. Our preparation of students to make science-based decisions that support stewardship of soil and water resources is a means to "lead(ing) transformation in West Virginia and the world through local, state and global engagement."

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports that it has adequate and accessible infrastructure resources.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

who teach in more than one unit taken into consideration.

The program reports adequate faculty credentials, composition, and productivity. The student to faculty ratio is below the benchmark at 13:1 with faculty.

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The School has lost 20% of its undergraduate enrollment in the review period. It remains a strong program with strong academic market placement and industry need. The School SCH production is steady and its major-to-faculty ratio is within the norm. The program itself has lost somewhere between 20 to 25% of its enrollment but remains a viable undergraduate program.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
- ☒ Some

Q6.2. What was inaccurate or missing?

Learning outcomes on the catalog page:
<http://catalog.wvu.edu/undergraduate/daviscollegeofagricultureandnaturalresources/esws/#learningoutcomestext>

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program states that it expects to see enrollment decrease in its masters and PhD programs in Plant and Soil Sciences and Genetics as a result of academic transformation. As such, faculty are turning more attention to undergraduate students in ESWS, which the program states will help with school enrollment overall. Fall 2025 enrollment for this program was 76. The five-year change was 10.1 percent, so this program is above the university benchmark for enrollment. But the program's faculty are paying attention to enrollment decreases in the past two years. The program speculates that competition or confusion from two other majors at the university that are similar in name could be a contributing factor. The program is revising its curriculum and AOE's partly to address this - the revisions will more clearly articulate differences between the majors. The program is producing more graduates during this review period. The program has no major-specific courses with DFW rates at or above 30 percent. Noteworthy student success during this review period includes a 2025 Goldwater Scholar award, a 2022 Gilman Scholar award, and a 2023-2024 Fulbright Fellowship award. The program received significant national media attention for research on a new species of *Periglandula* symbiotic with the morning glory *Ipomoea tricolor*. The program reported numerous students who secured spots in competitive graduate programs and at major corporations and organizations.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☐ Yes
☒ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program shared assessment results from the most recent two years (previous results were unavailable). The program had assessment information for two of its learning outcomes that focus on information literacy and critical thinking. The program provided feedback from one capstone course and explained how that feedback is influencing the instructor's approach moving forward. The program provided a detailed assessment plan as an addendum to its BOG report.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program is revising its curriculum to strengthen its identity on campus. The program is also in the process of revising its learning outcomes. The catalog webpage does not include the new LOs, but the new LOs appear to be in CIM. The program acknowledged the positive difference that its Student Success Center is making, particularly regarding fewer students who are on academic probation and increased student retention. The center is a college-wide support office.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

NA

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts). With new learning outcomes, the council may want to ask the program to submit assessment data before the program's next 5-year BOG report is due.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Forest Resources and Conservation

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program states that its mission closely aligns with WVU's land-grant mission by preparing future professionals to protect ecosystems, grow forests, and support sustainable forest-based economies. The program places an emphasis on creating new knowledge and high-impact research.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

In the program's most recent accreditation report, the accrediting body noted challenges and made recommendations regarding facilities. While the recommendation to update the "woodshop" labs has not been fulfilled, the recommendation to improve faculty offices was achieved with the recent move to the Agricultural Sciences Building.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports that 10 faculty are assigned to the program; however, two FTE are not contributing significantly to teaching, so the faculty count in terms of student-to-faculty should be based on 8 total faculty. This puts the program at a 9:1 student-to-faculty ratio, which is below the university's benchmark.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

The school overall has approximately 473 students whereas the program has 72. For the five-year trend, the school's overall enrollment was down 20 percent while this program was down 5 percent. This program comprises 33 percent of the school's total SCH. The program's faculty make up approximately one-third of the school's faculty. The School has lost 20% of its undergraduate enrollment in the review period. It remains a strong program with strong academic market placement and industry need. The School SCH production is steady and its major-to-faculty ratio is within the norm.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program's enrollment trend was -5.3 percent, which is within the university's benchmark range. Degree completion rates are increasing. The program notes several major courses with high DFW rates but sees these as isolated and not persistent issues that require curricular changes.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program reports that student learning was assessed only once during the review period. From that review, the program reports that students' oral and written communication skills needed improvement but also noted that this assessment coincided with the tail end of the pandemic. The program has a new assessment plan, which it tested during the 24/25 AY and it seemed to work effectively. As the assessment plan continues to be implemented, faculty are making necessary adjustments as appropriate. The program reports positive student outcomes in terms of scholarship awards and job placements.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

This is a new program that resulted from academic transformation. Two existing programs were merged. This has required significant curriculum revisions and the creation of new program learning outcomes. The program has also developed a new assessment plan.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program conducts an alumni survey to gather information on job placements, salaries, and graduate school outcomes.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to provide evidence of meaningful assessment of learning practices and how the resulting data will be used to inform program change and evaluate the current curriculum.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2028, submit evidence of assessment of learning which is then used to inform program improvements. • By March 1, 2027, provide a status report to the University Council on whether or not woodshop labs have been updated to meet accreditation expectations.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Horticulture and Plant Sciences

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns with the mission and values of WVU by emphasizing experiential learning in areas common throughout our state, including opportunities in landscape management, sustainable use of horticulture crops, and the use of scientific knowledge in carrying out practical skills. The program aims to empower students as knowledgeable leaders in agriculture, able to address challenges in crop production, environmental stewardship, and community well-being.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no issues with infrastructure resources.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

HPS reports having an adequate number of full-time faculty and does not have any faculty who are not qualified by their academic credentials. HPS currently has three faculty members. The program lost one faculty member, decreasing FTE by 25% year to year. SCH in the School increased 14.4% per faculty FTE over 2024. The three faculty in this program generated 862 SCH, 287.3 SCH per FTE. The program reports that the increase in teaching load has affected the research productivity of its faculty.

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

HPS contributes approximately 10% of the school's overall enrollment in 2025. It reports an increasing enrollment over the five-year period, while the school's enrollment declined. HPS's enrollment has declined over the past three years. The program reports an increase in SCH over the five-year period. It generates approximately 16% of SCH for the school. HPS's student-to-faculty FTE ratio (14.7) is slightly below the school's ratio (15.8). HPS has favorable enrollment compared to peer horticulture programs; however, it does not compare favorably to peer plant science programs. It notes that many schools do not have standalone horticulture programs. Positive steps taken include establishing a plant science program that includes horticulture. Future steps discussed include increasing efforts to recruit students to the plant science program. The School of Agriculture and Food has lost 50% of its SCH production at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The HPS major experienced enrollment decline of nine students from fall 2024 to fall 2025. However, five-year enrollment trend shows an increase of 23.5%. The HPS major contributes approximately 10% of overall enrollment of its School. The small recent drop in enrollment is due to high graduation rates and freshmen change of major. The HPS program delivered 862 student credit hours in 2025, which is an increase of 6.4% over 2020. This represents a small increase, evidence of maintaining effective delivery of student credit hours considering the number of faculty employed in the program. None of the HPS courses had a DFW rate higher than 30%. Comparative peer institutions graduated an average of 19.6 to 20.9 students per year over the years of the reporting. It is notable that many of these programs do not have standalone horticulture programs, with horticulture being enveloped into larger plant science agriculture programs. Schools with standalone horticulture programs graduated 7.9 to 9.2 students in the reporting period. HPS has graduated between 6 and 14 students per year over the past five years. The year-to-year graduation rate from 24 to 25 shows a slight decrease, but the five year graduation rate shows a high increase at 71%. HPS students have been awarded university, state, and national scholarships. Students are active in undergraduate research and participate in the research apprenticeship and SURE programs at WVU. Ten percent of graduates attend graduate school.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

HPS utilizes several measures of assessment throughout the program, targeting courses at higher and lower levels, in efforts to show individual student growth over the program. A clear and thorough curriculum plan is included. The assessment plan includes descriptions of measures utilized, both direct and indirect. The program also makes use of advisor interaction with students as advisors rate students in domains including their use of technical knowledge and communication ability during surveys. As evidenced through these surveys, communication, both oral and written, are targeted areas for improvement. The direct assessment measures evidence an increase in student proficiency from 200 to 400 level courses, and data of each measure is broken down into subsections.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program has transitioned to a professional advising model. Advisors play a role in assessing student knowledge and skill ability. An HPS mentoring program has recently been established. To provide new students with a more positive experience, an introductory course has been assigned to a different faculty member. The program has launched a "take your professor to lunch" program to establish meaningful connections. As the HPS program has moved from the Division of Plant and Soil Science into its new home, adjustments to curriculum and offerings were made to balance out student credit hours with appropriate mentoring regarding internships. Increased teaching loads did result in challenges with research productivity. Although the program has no high DFW courses of above 30%, two courses that were near 30% have been eliminated. Their content has been rolled into other courses and assigned a different instructor. An additional course that reports issues with terminology has employed an intervention program to aid in student success. Per program report, as some of these changes have been relatively recent, and the program went through restructuring as part of Academic Transformation, it is too soon to see evidence of effectiveness.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

HPS has developed a working relationship with the West Virginia Nursery and Landscape Association (WVNLA). WVNLA offers free membership to students, supports travel to its annual winter symposium, and financially contributes to HPS's teaching efforts. The program reports on success of recent graduates, including self-employment, employment along the east coast, participation in national symposiums, and awards. It is evident that the program keeps in contact with graduates and promotes their success, providing a reciprocal promotion of the program through those graduates.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

B.S. in Human Nutrition and Foods

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

Consistent with WVU's mission to prepare students to serve others, the program emphasizes applied learning and a strong community nutrition focus. It supports WVU's mission to provide life-changing educational experiences by preparing students for entry into supervised practice programs in dietetics, leading to eligibility for the Commission on Dietetic Registration (CDR) credentialing exam to become a registered dietitian nutritionist. The program reflects WVU's values, particularly service and curiosity, through its emphasis on community nutrition and continued professional development.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reported issues related to 1) providing students with accommodations and 2) having access to adequate technological support. The program reported having challenges in administering the increasing number of testing accommodations. Proctoring exams takes significant faculty time and, in certain cases, requires developing alternative assessments. While the program acknowledges the downtown testing center is available, faculty proctor exams in response to student complaints about the testing center's distracting environment and limited occupancy. The issue appears to have been resolved. The faculty can utilize the testing center to administer exams. In cases where the faculty choose to not use the center, testing accommodations are being administered by proctoring exams themselves or using graduate assistant volunteers. While self-proctoring takes time away from other productive efforts, the students' accommodations appear to be met. Regarding technical support, the program reported that the removal of slide advancers has restricted faculty's mobility in the classroom, requiring them to remain at the computer. The program did not report how it has addressed this issue.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reported having an adequate number of full-time faculty. It does not have faculty who are unqualified by their academic credentials. The program reported issues during COVID-19 that negatively affected its faculty's ability to be productive. It experienced challenges with preventing academic dishonesty with required online teaching. Steps taken included the use of Lockdown browser and webcams during exams. Many faculty laboratories were also shut down during COVID-19, which prevented faculty from including undergraduate research students in laboratories for approximately one year. The issues appear to be adequately resolved due to the return to in-person teaching and reopening of laboratories.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

The school and program have experienced declining enrollment over the five-year period, although it is noted that other programs have also contributed to the school's declining enrollment trend. The program has consistent FTF enrollment and has experienced recent increases in transfers (2 students) from WVU's Potomac State campus. The program reports a decreasing student credit hour (SCH) trend over the five-year period. However, it makes up more than 1/3rd of the school's total SCH. The program's student-to-faculty full-time equivalent (FTE) ratio was better than the school's ratio through 2023, but has decreased below the school's ratio more recently. The program attributes the lower relative ratio to the program's FTEs remaining unchanged, while the school's FTEs have declined from a reduction in faculty in other programs. The program's enrollment declines are consistent with national trends stemming from the requirement for registered dietitians to have a master's degree beginning in 2024 and lower salaries compared to other health professions. The program's enrollment declines have been less than national averages. The program projects consistent enrollment. Steps taken to increase enrollment include adding a pre-health professional AoE, creating a direct admit pathway for undergraduate students to enter the dietetics graduate program, and targeting high performing HN&F 171 students with information on the major. The School of Agriculture and Food has lost 50% of its SCH production at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program has experienced a 13.6% decline in enrollment and 24.1% decline in degrees awarded over the 5-year period. It is noted that degrees awarded have remained consistent the last two years. Three required courses have a DFW percentage higher than 30 percent: CHEM 116 (50%), 115 (60%), and 110 (55%). Steps taken to increase enrollment include establishing an articulation agreement with community colleges and 2-year degree programs, adding an AoE in pre-health professions, targeting high performing HN&F 171 students, using its nutrition and food science minor as a recruiting tool. Steps taken to improve the number of degrees completed include a reduction in the minimum GPA requirement (3.0 to 2.75) for a verification statement for dietitian accreditation requirements and a shift to two dedicated faculty advisors. Efforts to improve DFW percentages have focused on connecting students with tutoring resources. It is unclear whether the enrollment and degrees awarded issues have been resolved based on the reported metrics. Regarding the high DFW courses, it is noted that the majority of students pass on the second attempt. In terms of student success, the program reports greater than 90 percent acceptance rates to dietetic internship programs. Students also participate in faculty research laboratories and publications and have been recipients of several scholarships and awards. Students have been accepted into graduate programs.

Q6.4. Are there any recommendations for this section?

- ☒ Yes
☐ No

Q6.5. What are the University Council's recommendations for this section?

The program should continue to monitor its enrollment trend over the next three years.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☐ Yes

☒ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

The learning outcomes are not directly tied to the program's curriculum map.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program reports assessment evidence for each learning outcome. These findings generally consist of a series of ACEND Core Knowledge assignments (e.g., capstone presentation and research paper, case studies, position paper, and counseling project) in which students consistently score greater than 80%. The program collected indirect assessment data from multiple sources, including senior exit surveys, alumni surveys, supervised practice program director evaluations, and graduation and supervised practice application records. The evidence indicates that more than 90% of graduates are accepted into supervised practice programs. Program directors report that graduates are well prepared and are satisfied with their performance. Graduates report feeling prepared and confident in their abilities at the time of graduation. It is noted that not as many surveyed program directors rated graduates' communication skills as "very satisfactory." The program will provide specific feedback on research papers and presentations assignments to address this issue.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The primary program improvement is the transition to two dedicated faculty advisors who are provided with designated time and training for advising responsibilities. Senior exit and alumni survey results indicate an improved student experience following this change. The program also revised its assessment process to evaluate learning outcomes at the individual student level rather than the class level. The curriculum was updated to remove electives not directly aligned with careers in dietetics. Anecdotally, advisors report that these revisions have made it easier for students to change majors without extending time to graduation. The program also introduced a professional development course to further support students' career preparation. A Council recommendation for future improvements is for the program to consider the development of an accelerated bachelor's and master's (i.e., 4+1) program. Such a program could help address declining enrollment trends given the recent master's degree requirement for registered dietitians.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Yes, the program holds an annual retreat each January to review alignment with accreditation standards, evaluate progress toward program goals, and identify areas for continuous improvement. Participants include faculty, student advisory board members, and members of the external advisory board. The external advisory board is composed of professionals practicing in the field of dietetics.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program should determine if its learning outcomes (as published in the Catalog) could be aligned with its accreditation standards.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- Determine if program student learning outcomes could be aligned with accreditation standards and, if so, revise and submit new program learning outcomes in CIM by Jan 30, 2027.
- Submit a follow-up report on program enrollment to the University Council each of the next three academic years. These reports are due as follow-up reports in March of each year beginning March 1, 2027.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Kinesiology, Coaching and Performance Science

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The School of Sport Sciences prepares students through experiential, industry-connected learning to advance health, wellness, and performance across diverse communities and careers. Grounded in West Virginia University's land-grant mission, the School emphasizes instructional innovation, applied research, and strategic partnerships to support student success and community engagement at local, state, and global levels. The Coaching and Performance Science (CPS) program integrates sport, exercise, and coaching science with hands-on professional practice. Its two areas of emphasis—Strength and Conditioning (accredited by Council on Accreditation of Strength and Conditioning Education) and Coaching and Leadership—prepare students to be reflective, ethical, and adaptable professionals serving diverse populations.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

As evidenced in the self study, the program did not note any issues with accessible infrastructure resources.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has experienced challenges that have affected faculty productivity, including the rapid shift to online instruction during COVID-19, the transition back to in-person learning, loss of the academic common market, changing student expectations, and leadership changes due to a College merger. To address these pressures, the program has since restructured faculty roles, hiring a full-time teaching faculty member to primarily support the online master's program and, following the merger into the College of Applied Human Sciences, adding a spousal hire in an undergraduate teaching line to strengthen instructional capacity.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Since their most recent review, the program's enrollment declined by -25.4% (from 67 students in AY 2020 to 49 in AY 2025), compared to a +12.8% increase at the college level and a -9.2% decline at the university level. Enrollment has been impacted by loss of academic common market and potential confusion around naming changes to the major (from athletic coaching education to coaching and performance science). To address this trend, the program implemented curricular changes, including reducing credit hours, streamlining prerequisites, discontinuing the Sport Science emphasis, and reimagining the major as a Strength and Conditioning major that is now accredited. Over the past five years, the program experienced a 26.3% decline in degree completions, compared to a 5.4% increase at the college level and a 12.9% decline at the university level. Curricular changes mentioned previously were implemented in response. As evidenced in the self study and APS, there are no courses in the major requirements that have a DFW rate higher than 30%. Unclear indicators of student success - No evidence of scholarships, grants presentations etc.

Q6.4. Are there any recommendations for this section?

- ☒ Yes

☐ No

Q6.5. What are the University Council's recommendations for this section?

Consistent across all of the programs in this area at WVU and nationally, there has been significant enrollment loss in the program which will need to be monitored and addressed.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Overall, students consistently meet acceptable standards in disciplinary knowledge and professionalism. Key areas for growth improvement include synthesis skills, advanced critical thinking, resume development, and group communication. Planned action steps include increasing applied learning opportunities, strengthening resume and communication skill development, and improving faculty familiarity with program assessment tools PLO 4. Internship supervisor feedback highlighted students' strengths in reliability and adaptability. However, areas for further development included initiative, leadership presence, and group communication skills.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Curriculum changes: The program reduced total credit hours and streamlined prerequisites to improve transferability and support timely degree completion. Because approximately 80% of majors were enrolled in the Strength and Conditioning area of emphasis, the Sport Science and Coaching and Leadership areas of emphasis were discontinued. The major was subsequently renamed Strength and Conditioning to better align with student interest, future recruitment, and emerging accreditation and workforce expectations. Student learning outcomes: assessment data identified areas for improvement in synthesis and advanced critical thinking. Program modifications were implemented in response to these findings, including increasing opportunities for synthesis, enhancing resume development, and strengthening communication skills through applied coursework. Retention and completion: Although degree completions declined during the review period, the program has implemented curricular redesign, expanded applied learning opportunities, and pursued industry-standard accreditation to support improved student persistence and completion. Faculty conducted a comprehensive curriculum self-study as part of the accreditation application process and aligned course learning outcomes with national accreditation standards. Faculty also engaged in curriculum mapping, assessment review, and the integration of experiential learning strategies to strengthen alignment with program learning outcomes.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Program faculty maintain active engagement with external stakeholders through professional associations (National Strength and Conditioning Association), national governing bodies (coach developer for USA Hockey) , and internship partners. These connections support alignment with industry standards, expand experiential learning opportunities, and strengthen the program's professional network. Faculty contribute to national organizations, coaching education initiatives, and certification bodies while also coordinating internships and employer partnerships that provide students with valuable field experience and workforce connections.

Q7.7. Are there any recommendations for this section?

☐ Yes

☒ No

Q7.8. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- Submit a follow-up report on program enrollment to the University Council each of the next three academic years. These reports are due as follow-up reports in March of each year beginning March 1, 2027.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

B.S. Physical Education and Kinesiology

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The Physical Education and Kinesiology (PEK) program aligns with WVU's mission to prepare students to serve others and to lead. In this program, students pursue a rich curriculum followed by field placement hours and a year-long residency which together prepares them to become teachers. The additional advising and program support built into the major offer them additional opportunities for connection and leadership.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

Program has adequate infrastructure resources.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has adequate faculty but faced challenges during the merger of the two college to create the current College of Applied Human Sciences, during which one tenure-track line was eliminated and two tenure-track faculty left the program for positions at other R1 institutions. The program has adjusted by hiring two positions, one in the tenure track and one in the teaching track.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

According to the self-study, the accredited WVU PEK program awards 61% of the degrees in the state and provides physical education classes to an average of 600 students each term, providing an important wellness function for current WVU students. Direct program assessment evidence suggests strong performance indicators of current students (e.g. 100% of Praxis II) and indirect assessment including exit survey data suggests students appreciate the extensive clinical experiences embedded in the program. Over the five-year period, the Physical Education and Kinesiology programs saw enrollment decline (i.e. a 21.6% decrease, compared to a 9.2% decrease for the university), however they have maintained an average of 15 degrees completed each year. To attend to recruitment concerns, the program's faculty developed a more specific sequencing in the curriculum to support students, undertook significant revisions to the curriculum in content and amount (reducing the major from 82 to 73 credits), developed an earlier timeline for field placements, and developed more direct pathways to licensure for transfer students. The evidence in the self-study does not show that the recruitment concerns have been resolved, but it does show significant steps have been taken to attend to these concerns. For retention, the program's support structure is robust and includes an office of student success, an app to share resources with students, and they piloted a program focused on instructor looping.

Q6.4. Are there any recommendations for this section?

- ☒ Yes

☐ No

Q6.5. What are the University Council's recommendations for this section?

Given the overall decline in the industry in this area as well as the decline in program enrollment, the program should continue to carefully monitor its enrollment and the resources necessary to deliver the program.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The PEK program performs significant assessment of learning as demonstrated by the materials submitted for accreditation and for this self-study. The program measures student performance of 6 PLOs that help faculty assess competencies necessary to the WVDE Policy 5100 and SHAPE America standards. With an explanation of the results of 7 key assessments that comprise direct evidence of student learning, it is clear that the program's practice of assessment is mature, measured, thoughtful, and thorough. Important assessment findings in this review include the following: 100% successful completion of the Praxis II examination (for licensure), significant skill progression on the Motor Skill & Physical Fitness Assessment, strong student performance in student learning assessment in the field placement evaluation, maintenance and improvement shown in a number of clusters in the Danielson framework, scores remained predominantly stable across the cycle monitored in edTPA testing (for licensure), and professionalism is improving across field placements (Professionalism Assessment measure). Faculty have identified areas for monitoring in the process of collecting the assessment data, e.g. they noticed a drop in scores of language use on edTPA and will emphasize academic language during instructional delivery planning and they plan to emphasize using evidence in post-teaching reflections to help support students to understand how to interpret data to achieve their teaching goals.

STOPPED 06/01/26

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The PEK program faculty have taken a careful, reflective approach to program refinement based on the collection and analysis of key performance data (which includes robust direct assessment measures and diverse indirect measures). The program faculty have revised curriculum (including adding a new course, PEET 445, Assessment in Physical Education), attended to the sequencing and scaffolding of program courses, and strengthened ties to stakeholders by developing a program newsletter and an undergraduate leadership council. Even though students in the program outperform the national average on edTPA testing, in direct response to edTPA performance indicators, the program has placed greater emphasis on certain learning outcomes in key courses, for example, placing greater emphasis on analysis of data. More intentional address of professionalism in courses that support junior placements is designed to address a gap the faculty noticed in edTPA scores. These types of small adjustments to an already successful program display a dedication on the part of the faculty to prepare their students for success.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program engages with stakeholders in a variety of ways: exit surveys, undergraduate leadership council, through a robust network with regional schools, and through an alumni newsletter.

Q7.7. Are there any recommendations for this section?

☐ Yes

☒ No

Q7.8. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- Submit a follow-up report on program enrollment to the University Council each of the next three academic years. These reports are due as follow-up reports in March of each year beginning March 1, 2027.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Public Health

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The WVU School of Public Health demonstrates alignment with the WVU mission, vision, and values and is committed to improving health outcomes in West Virginia and the Appalachian region through community engagement, research, and collaboration. Guided by values like equity and integrity, the program prepares students with skills in areas such as prevention, policy, and global health to address local and global health challenges and enhance community well-being. It is worth noting, the WVU School of Public Health is the only accredited program in the state of WV.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No issues identified here

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The School of Public Health has faced circumstantial leadership instability and staffing reductions, particularly during the timeframe of the COVID 19 pandemic and Academic Transformation. This included multiple interim leadership transitions. In 2022, the Senior Associate Dean resigned to become the chief academic officer for the Association of Schools and Programs of Public Health, after which the two Associate Deans were appointed co-interim deans. This interim administrative structure remained in place throughout the Academic Transformation process until a permanent dean was appointed in April 2025. During Academic Transformation, the School of Public Health experienced substantial personnel reductions. The number of faculty positions in the unit was reduced by 11 FTE. Additional voluntary departures of tenure-track faculty further reduced instructional capacity, resulting in a -46.3% loss of non-tenure track faculty and a -36% loss of tenure-track faculty during the review period. In response, the school restructured its academic programs by merging degrees, reducing credits, and eliminating a major due to declining enrollment and limited resources. No formal recommendations here- The total required credits for the BS in Public Health were reduced from 57 to 48 to streamline the curriculum and support equitable faculty workloads. The program continues to offer three General Education Foundation courses each semester, which have seen increased enrollment.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment in the BSPH program declined significantly from 166 students in Fall 2020 to 68 in Fall 2024, and 76 in Fall 2025, reflecting a 54.2% decrease consistent with college-wide and national post-COVID trends. Likewise, declining degree completion is noted which correlates with enrollment numbers. It should be noted that regional peers like Ohio State and Drexel report comparable patterns. Internal program changes also contributed to fluctuations. In 2020, the introduction of the HSML degree split the student pipeline, and in 2024, both programs were merged into a single BSPH. The Health Services Administration major was later deactivated due to low enrollment and limited faculty capacity, further redistributing students. Recruitment challenges between 2020 and 2024, including the absence of a dedicated recruiter, contributed to enrollment declines. However, hiring a Director of Admissions and additional staff in 2024 led to immediate gains, including a 200% increase in Fall 2025 first-time freshmen. Current projections for Fall 2026 show continued growth, with applications up 99% and deposits up 120%. The relaunch of their Student Ambassador program in 2025 and expanded admissions support strengthened recruitment efforts. Additionally, curriculum revisions reduced credit requirements, improved transfer pathways, and increased flexibility. Internal transfers rose and the Public Health minor grew by 75%, per self study.

Q6.4. Are there any recommendations for this section?

- ☐ Yes

☒ No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The BSPH program's assessment framework is based on its 2020 CEPH Self-Study, which documents student learning across foundational domains, competencies, and experiential activities. As of 2026, the program is transitioning to CEPH's updated 2024 BS criteria, revising its curriculum map and assessment templates to align with new standards while maintaining all foundational coursework previously affirmed by CEPH. A standardized syllabus template has also been implemented to clearly identify assessment methods across courses. Students are required to maintain a minimum 2.5 GPA and earn at least a C in the capstone course, which serves as a key measure of applied learning. The capstone includes fieldwork or internships and culminates in a public presentation at the Undergraduate Capstone Showcase, where projects are evaluated by multiple reviewers. Student outcomes are strong, with 86% earning an A, 10% a B, and 3% a C, and only one non-completion due to personal circumstances. Post-graduation outcomes are also positive. From AY2017–2023, 90% of graduates were employed or pursuing further education, with many entering healthcare or public health fields. Exit surveys reflect high satisfaction, with 98.6% of students reporting a supportive learning environment. Program improvements include new academic leadership and the addition of a program coordinator to enhance assessment, curriculum oversight, and continuous improvement.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Despite setbacks from the pandemic and Academic Transformation, the program has made strong progress over the past two years. Expanded access through three General Education Foundation courses, including online and downtown options has increased early exposure to public health, contributing to a 10.43% rise in course enrollment and 75% growth in the minor. Collaboration has also strengthened, including a joint minor with the School of Medicine in Rural Appalachian Health Disparities. Curriculum revisions, such as reduced credit requirements, improve flexibility and support timely graduation, while new offerings like a grant-writing course and emphasis on certifications (e.g., CHES, PMP) enhance workforce readiness. Instructional quality has improved with expert faculty teaching introductory courses. The program has also rebuilt recruitment efforts and aligned more closely with workforce needs. New pathways, including accelerated graduate options, potential 2+2 partnerships, dual enrollment, and certificate programs, position the program for continued growth and long-term sustainability.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program maintains strong alumni engagement to support student learning, networking, and career readiness. Alumni contribute through panels, job fairs, guest lectures, and mock interviews, and collaborate with the Pre-Health Professions Office and Career Services to align with workforce expectations. Annual events, such as the National Public Health Week virtual job fair, further connect students with alumni professionals. Alumni are also integral to experiential learning, serving as preceptors for field experiences and capstone projects, and in some cases as adjunct instructors. Long-standing partnerships with organizations like the Monongalia County Health Department and other community sites provide consistent, hands-on opportunities for students, with preceptors completing formal evaluations. To strengthen connections and inform program improvement, the program continues to expand alumni engagement efforts, including hosting alumni town hall meetings.

Q7.7. Are there any recommendations for this section?

☐ Yes

☒ No

Q7.8. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(40.4422, -79.9927\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Sport Studies

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☒ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

The program is not seeking accreditation with the Commission on Sport Management Accreditation (COSMA). The program reports that accreditation is not mandatory, and only 12.6% of sport management programs are COSMA accredited. The accreditation is costly and does not have direct tangible benefits. The program notes that COSMA guidelines are used to inform curriculum and assessment.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program notes that the mission of the School of Sport Sciences (the home unit of the program) is aligned with the mission of WVU. Specifically, the program notes the focus on promoting the land grant mission of the institution via classroom experiences, faculty mentorship, and experiential learning. The program also notes that their students engage with "industry professionals through speaker series, student organizations, and at least one immersive field experience that enhances real-world understanding and career readiness." These experiences connect students to the land-grant mission of the institution.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program notes that they did not have difficulties with infrastructure resources.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program notes that they do not have adequate faculty resources, noting that Tableau data indicate the faculty FTE ratio is 37.9:1 in the School of Sport Sciences. This results in: "faculty routinely teach and mentor across multiple degree programs where their expertise aligns," as well as high section enrollment numbers. The program notes that five full-time faculty have left WVU since the merger between CPASS and CEHS in 2022. This has resulted in impacts on class sizes, faculty-student mentorship, and opportunities for experiential learning. In addition, the program notes that "heavy" teaching loads have impacted faculty productivity in research and scholarship, and pause on some student support efforts that previously ran via the School of Sport Sciences. The program notes that there are two searches in progress for faculty in the Sport Management major, but implies that this is not sufficient to remedy the concerns re: adequate number of faculty. They expect that faculty retention will be a continued issue and are concerned that continuing to operate on limited resources will affect further growth.

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
- ☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Per Tableau, the Sport Studies program's 5-year enrollment change was +4.2%, and the degree completion was -15.6%. The program notes that the decline in degree completion over the 5-year period was a result of the discontinuance of the Academic Common Market in summer 2020 (the program notes 2019, but the discontinuance was effective in summer 2020). However, the program also notes that, when compared to other institutions, both majors in the Sport Studies program outperform other institutions per market data provided by WVU. The program notes that the DFW percentage is not higher than 30% for both majors in the Sport Studies program. They also note examples of student success both while completing their degree (e.g., mentored research, experiential learning, and successful job placement).

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The curriculum map and assessment plan are provided for both the Sport, Exercise, and Performance Psychology, BS (SEP), and the Sport Management, BS (SM). Both plans have clear mapping of major requirements, with specifications about where knowledge was introduced, developed, or mastered for each PLO. The assessment data are reported in aggregate from fall 2023 to spring 2025 for both the SEP and SM majors. The assessment report provided by the program and the reflection offered in Q9.7 indicate that the majority of the students enrolled in both majors are either performing at acceptable or target levels. One relatively minor point is that it is unclear how and when the assessment is conducted (e.g., do faculty meet annually to discuss).

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program notes that there have been improvements to the assessment plans and that the program is using that information to guide changes to the curriculum when necessary. Specifically, they have increased "research integration and applied translation" in upper-level SEP courses and continued experiential learning, resulting in students presenting research at conferences and publishing in peer-reviewed outlets. They report that experiential learning was expanded in the SM major to include professional development trips and alumni mentoring. It appears that these changes were based on both the assessment of student learning and improving real-world experiences for students.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program reports a varied engagement with external stakeholders, including speaker series (e.g., Sport Management Speaker Series) and alumni partnerships (Sport Management Alumni Summit). They also note that there is a newly formed Sport Management Advisory Council and an ongoing partnership with the Positive Coaching Alliance Organization. The program's engagement with alumni is particularly commendable.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.5953, -79.9229\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Sustainable Design and Development

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program educates students to address issues including sustainability related to the environment, food, agriculture, water, forestry, energy, and development, planning and community capacity. These are aligned with the WVU mission to create healthy and prosperous communities. The program has an emphasis on multidisciplinary design projects through community engaged processes with a focus on the state of West Virginia and Appalachian Region. Students in the program learn to create solutions for real-life problems in education, healthcare, and prosperity.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☐ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☒ Yes
☐ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

☐ Yes

☒ No

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

The target enrollment was 80 students and current enrollment is 10, growing from 1 (2022 to 2025). No new faculty or administrative staff were proposed as needed for this program. The program cites that another college (Eberly) also created a similarly titled degree (Sustainability Studies) which impacted enrollment against target. Efforts to work across colleges to address the potential confusion were abandoned amidst academic transformation. Efforts to make the program online also were hindered due to a lack of resources, including some relevant faculty moving colleges as a result of academic transformation.

Q2.4. Are there any recommendations for this section?

☐ Yes

☐ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No significant issues were identified in the self study.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
- ☐ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports adequate faculty to teach the required courses of the program, however, they report challenges. In particular, the program was impacted by the move of the Design Studies program from the Davis College to CCAM, as well as, by reductions in force there were a result of academic transformation process. The program reports that these may be addressed by revising the curriculum to include some courses from the Eberly College Sustainability Studies program, however, it is not clear if this collaboration implemented or in in process.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☐ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☒ Yes
☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The School that houses the program is the School for Community & Economic Developed (SCED) enrollment is 174 in Fall 2025 (-17.1% down 5 year), whereas the program has an enrollment of 10, which has grown from 1 to 10 students, which contributes positively to the overall SCED enrollment. Several of the programs required courses are housed within the SCED, which would support overall SCH production, however, the quantity of the impact is not reported in the self study. The program does not have dedicated faculty or impact faculty needs in the SCED because the courses needed for the program are needed in already established majors. The 3-year outlook is unclear. The report references the prior mentioned room for collaboration with the similar Eberly major with a revision that is in process. Within the revision, additional tracks may be added to support growth (e.g., forestry, agriculture, land management, energy, etc.). The School has lost a significant amount of its enrollment and SCH production through enrollment decline as well through departmental restructuring. Its major-to-faculty and SCH-to-faculty ratios indicate that it has been brought within institutional norms.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program has grown from 1 to 10 students since it began. This exceeds the university baseline and Davis college baseline. For Fall 2026, the program has 6 admits and two deposits. The program has 3 graduates to date, as it is new. Two courses report a DFW rate larger than 30%, however, it is unclear if they are program majors since the program has no dedicated course code classes. The recent graduates have gone on to graduate studies or industry positions. The program requires an internship or field experience, but details are not provided.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☐ No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

As the program is new, these have not yet been assessed. There are plans to assess outcomes this academic year with plans to survey graduates. A curriculum map has been developed and was used to identify gaps in courses that contribute to specific learning outcomes . This is, in part, due to 5 courses being discontinued after academic transformation. There are plans for collaboration with the Eberly Sustainability Studies program.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

No dedicated faculty are specifically associated with this program. The program has been an effective completion degree for students who drop out of landscape architecture and other Davis majors. There are few graduates to date, as the program is new, however, they have gained employment or pursued graduate studies. A lab science, Biology 105/106, is currently being substituted with SUST 101. Future improvement plans are to address identified gaps by partnering with the Eberly Sustainability Studies program.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program reports encouraging the STEM career fairs each semester. There is not an external advisory council/body for the program.

Q7.7. Are there any recommendations for this section?

☐ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☒ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

The University Council has concluded their reviews of the Board of Governors program reviews for AY 25-26 and by a vote of 31 to 0 (with two abstentions), it has recommended the discontinuance of the BS in Sustainable Design and Development. The central reasoning is that the major has never really achieved viable enrollment and that it is unnecessary as a completion degree for the BSLA in Landscape Architecture. The Council acknowledged that the program was negatively impacted by a range of factors beyond its control from the outset (such as the inability to be more effectively intercollegiate in its curriculum, the internal competition with Eberly's similarly named program, and the movement of the design faculty out of Davis and into CCAM) however, the ultimate judgment of the Council was that this degree is not viable at this time.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BS Wildlife and Fisheries Resources

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The WFR program utilizes researched based practices to train students who will become leading professionals in conservation of fish and wildlife species in both West Virginia and the US. Students utilize practical tools for learning in the field in becoming responsible stewards of these animals in their habitats.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no issues with infrastructure.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

At the beginning of the review period, WFR reported 8.0 FTE faculty. That number has decreased to 6.2 faculty as a fall 2025. The fall 2025 semester resulted in a decrease of 1.8 FTE, which creates a student faculty ratio of more than double that of the School. The program is using two adjunct faculty; WFR has assigned courses across the School where needed. The program has also balanced offerings in an effective way. Yet, no WFR graduate courses were offered Spring 26 because faculty are at workload capacity. Elective course offerings are limited. Additionally, there has been significant turnover in professional rising roles, so faculty have had to take on more recruiting responsibilities. A long-term solution is needed (possible addition of a faculty line).

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This program is easily the largest in the school and accounts for just under half of the school's total undergraduate enrollment; enrollment has lost 9% over the review period, almost exactly aligned with the institutional trend. SCH production has declined significantly (down around 50%) since 2020 and 2021 but then remained steady. The industry outlook for the program is strong and enrollment should be expected to remain steady.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment and number of graduates annually have remained steady over the review period and aligned with the institutional trend. There are no particularly high DFW courses that need to be addressed and the program has provided sufficient evidence of its student success measures and of student accomplishments.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q6.5. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

While the program has provided an assessment plan and a curriculum map, there is not evidence of assessment that is then linked to program improvement or change.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program does describe changes that have been made, including changes to the curriculum. However, as mentioned above, those changes are not tied to evidence of assessment or student success so it is difficult to know why these specific changes were made or how the program would determine if the changes were successful in addressing whatever issues motivated the changes in the first place.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program has sufficient evidence of regular and substantive meetings with external stakeholders that continues to inform program requirements and changes.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

Provide evidence of assessment of learning and explain how it will be used to inform future program changes and/or evaluate the effectiveness of recent changes described in the self-study.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2028, submit evidence of assessment of learning which is then used to inform program improvements.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeoIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

Landscape Architecture Program: Bachelor of Science in Landscape Architecture (BSLA), landscape architecture major

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The BSLA program aligns with WVU's land-grant mission by providing a professional education that integrates design, environmental stewardship, and community service. It supports the university's values of Service and Curiosity through outreach projects and research that address real-world issues like urban revitalization and environmental restoration. No significant alignment issues were reported; the program continues to evolve its mission to meet current professional standards.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports adequate and accessible infrastructure resources, with no significant issues regarding classroom scheduling, technological support, or physical lab spaces. The program utilizes specialized studios and equipment essential for landscape architecture training.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The BSLA program maintains an adequate number of full-time faculty to meet its mission and deliver the curriculum on a regular rotation. Faculty are highly productive, earning international, regional, and university-level awards for research, teaching, and community engagement. While the 2023 Academic Transformation process created some service and administrative burdens, faculty have maintained high output in both student instruction and scholarly work.

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

As of Fall 2025, BSLA enrollment stands at 48 students, reflecting a -12.7% year-to-year change, which is consistent with the School's overall decline of -14.7%. Despite these broader trends, the program accounts for 36.5% of the School's total students when including its secondary majors and certificates. The program is a significant contributor to the unit's credit production, generating 32% of the School's total SCH in Fall 2025. Notably, LARC credit hour production remained nearly steady over the last year (-1.1%), significantly outperforming the School's decline of -18.2%. The program is staffed by five dedicated tenure-track faculty, representing 53.7% of the School's faculty. The student-to-faculty ratio for the BSLA major is 9.6:1, which is lower (more favorable) than the School's overall ratio of 18.3:1

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Student Success Indicators Enrollment Trends: Currently at 48 students, which is a decline from previous years, in line with broader trends in the school and college. Number of Graduates: The program awarded 11 degrees in the 2024-2025 academic year. Time to Completion: The program has implemented a "fast track" curriculum that allows students who switch into the major late to still graduate within four years. High D/F/W Courses: No courses in the major requirements reported a DFW percentage higher than 30%. Creative and Research Endeavors: Students are highly active in research and creative work, including projects on "Retention of First-Year Landscape Architecture Students" and "Activating Urban Space for Health and Movement". Students also participate in community design projects, such as the Falling Run project, which has won university service awards. Faculty have aggressively recruited from General Education Foundation (GEF) courses and "major-changers" by highlighting the new fast-track completion path. They also modernized the curriculum by phasing out the Master's program to focus entirely on the high-demand BSLA degree. While total enrollment numbers are still lower, the 100% job placement rate and stabilized admission numbers for 2026 suggest the program is on a path to recovery. The Academic Transformation process led to the reduction of faculty from eight to five. The curriculum was streamlined and the student-to-faculty ratio was maintained at a favorable

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The BSLA program employs several structured methods to assess student learning and professional readiness: Curriculum Mapping; Design Juries and Portfolios; and Professional Standards. Identified Issue: Feedback from assessment and industry trends indicated a need for more advanced digital visualization skills and better support for students entering the rigorous studio sequence. Steps Taken: The program integrated more advanced 3D modeling and digital rendering into earlier studio courses and developed a "fast track" curriculum to help transfer students catch up on these skills without delaying graduation. Resolution Status: These efforts appear successful, as evidenced by continued high placement rates and positive feedback from external design jurors.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

This program streamlined the curriculum and developed a "fast-track" plan, which allows students who transfer into the major late to complete their requirements within four years. The program also phased out the Master of Landscape Architecture (MLA) to focus resources entirely on the high-demand undergraduate program, ensuring that faculty productivity remains centered on core professional competencies and studio instruction. These changes were directly supported by evidence from enrollment data, student feedback, and professional accreditation standards. Assessment findings highlighted that early engagement in "gateway" courses was the strongest predictor of long-term success, leading to a more intentional focus on first-year mentoring. Additionally, the near 100% job placement rate for graduates validates that the current curriculum effectively aligns with the skills demanded by professional design firms. Future improvement plans include the further integration of advanced digital visualization technologies and expanded community-based service-learning projects. To strengthen the program, the Council might recommend that the program formalize an alumni mentorship network to complement the existing faculty-led mentoring. Additionally, the program could benefit from exploring interdisciplinary collaborations within the Davis College to provide students with broader exposure to environmental and agribusiness economics, enhancing their competitive edge.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Formal engagement occurs through professional design juries, a strong relationship with the American Society of Landscape Architects (ASLA), "land-grant" service projects, such as the Falling Run project. Faculty also contribute to the field through research and service that has earned regional recognition, such as the W. K. Kellogg Foundation Community Engagement Scholarship Award. To strengthen the program, the Council might recommend that the program formalize an alumni mentorship network to complement the existing faculty-led mentoring. Additionally, the program could benefit from exploring interdisciplinary collaborations within the Davis College to provide students with broader exposure to environmental and agribusiness economics, enhancing their competitive edge.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(37.7932, -81.2061\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

B.S. in Nursing

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns to the land-grant mission by preparing skilled nurses through evidence-based programming to improve healthcare outcomes, particularly in rural and underserved communities.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

None reported

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

No issues reported.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment trends have been upward with a 17.6% year to year and 19.9% over the last six years. Additional seats have been added to the program capacity on the Morgantown campus as well as the Beckley campus to accommodate increased program demand. They describe some fluctuation in program completers first in 2021 due to the additional cohort from Beckley and Keyser campuses that are awarded in Morgantown and then decreases in 2023 and 2024 likely due to decreased RN to BSN enrollment due to the pandemic. No classes with DFW above 30% Students have engaged in academic research, publications, presentations and have been recognized with service and leadership roles as well. 21,000 volunteer hours and 4,200 capstone hours in 2025 alone.

Q6.4. Are there any recommendations for this section?

- ☐ Yes

☒ No

Q6.5. What are the University Council's recommendations for this section?
This question was not displayed to the respondent.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

The "evidence" of student learning is simply a chart that indicates what type of assessment they use in each class. There was no actual data indicating evidence of student learning for the assessments or for any particular objective as listed in the catalog. The curriculum map shows what objectives are assessed in which classes adequately. Assessment findings were described as: 1) completion rates (appendix G) and first time pass rates on the NCLEX-RN exam but no attempt to align the exam to the standards or discuss direct data other than overall pass rates and completion rates. It is highly recommended that by the next program review the program determine what other methods of direct assessment can be deployed and used meaningfully for program level assessment.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Faculty and students have been productive academically and professionally with presentations, publications and funded grant proposals. The hiring of graduates seems to be a solid metric and they are being hired in multiple areas. Curriculum changes began in 2023 due to changes in the CCNE accreditation standards. Those revisions were completed in 2025 and are currently being implemented.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Dean's advisory board, Alumni survey and clinical partner surveys, regular meetings with WVU Medicine, job and resume fairs.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The curriculum map shows where various standards are being assessed across the program coursework. However, the "evidence" of student learning attachment is simply a chart that indicates what type of assessment they use and in which class. There was no data or data report indicating evidence of student learning for the assessments or for any particular objective as listed in the catalog. Assessment findings were then described as: 1) completion rates (appendix G) and first-time pass rates on the NCLEX-RN exam but no attempt to align the exam to the standards or discuss direct data analysis other than overall pass rates and program completion rates. While these are two good metrics, they do not in and of themselves directly address how the program is meeting its outcomes. Other assessments are listed in the plan but were not discussed as evidence of meeting the outcomes. Curriculum is newly revised and recommend additional data to confirm that the program is still meeting the stated program outcomes be presented in its next program review..

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☒ Yes

☐ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

- ☒ Yes
☐ Maybe
☐ No

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

The only external recognition is a Best in WV ranking at RegisteredNursing.org and at U.S. News & World Report.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

All faculty are credentialed at the appropriate level according to the self-study and subsequent documentation.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Graduation rates are successful as are employment rates.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

The assessment plan is well defined with ongoing assessment in multiple courses throughout the program. The curriculum has recently changed due to accrediting body standards changes and it appears that no assessment data is available yet for the new assessments.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

BSW Social Work

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The Bachelor of Social Work (BSW) program aligns with WVU's land grant mission via the training of future social workers who will serve persons and communities. The program also notes that it provides specific attention to training students to work in rural Appalachian settings via a strength-based, diversity-centered approach. The program also notes that the faculty support the R1 status of the institution through their engagement in research and scholarship that contributes to knowledge of evidence-based practice

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program indicated that they have adequate and accessible infrastructure resources.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program indicates that there are an adequate number of faculty; there were not issues resulting from COVID-19 or 2023 Academic Transformation; and they do not have any faculty that are not qualified by their academic credentials.

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program notes a decline in enrollment over the 5-year period, which is below the 5-year University baseline. The program notes that the on-campus program has increased since 2022, which is clearly supported by the data in Tableau. The program notes various methods they've implemented to boost enrollment, including: a GEF course, implementing a provisional acceptance, increasing articulation agreements with local colleges/universities, and engaging with high school students. The program notes that degrees completed decreased by 35.1% over the 5-year period, which is greater than the university baseline (-12.9%). They note they've implemented various changes aimed at improving degree completion, including reducing the number of field hours; changing the 400 field-hour requirement to span two semesters; and implementing "high touch" advising (providing more support to students). The program does not have any required courses that have DFW percentages higher than 30%.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The BSW program provides a comprehensive assessment plan as required by its accrediting body. The data indicate that the majority of their students met the competency benchmark during the following academic years: 2021-2022, 2022-2023, 2023-2024, and 2025-2025 (reported in two different tables: one collected on 4/24 and one on 4/25). The curriculum map is detailed (include https://fairfieldcountymom.com/forever-families-story-unconditional-love/?utm_source=chatgpt.com description of specific assignments, readings, and modules from each course) and clearly aligns to the competencies required by the Council on Social Work Education (CSWE).

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The BSW program notes several ways the program has improved (e.g., low DFW rates). They also made curricular changes to improve student learning/experience and align to accreditation standards, including moving the practicum to two semesters (with some options for paid internship). They also note that the shift in practicum delivery increases accessibility for students who work. They also note moving to advising practices that go beyond course advising to include student success meetings and "supportive academic review meetings."

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The BSW program notes that they engage with external stakeholders via employers associated with the Field Education Office. They also provide "lunch and learn" CE sessions for alumni and practitioners. They also note engaging with WV social workers via the NASW WV Spring conference.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q9.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q9.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q9.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q9.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q9.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q10.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q10.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q10.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q10.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q11.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(40.685, -80.1071\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

Social Sciences AA/AS Program

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The mission of the AA/AS Social Studies Program is consistent with both the missions of WVU Potomac State College and West Virginia University as a whole. In particular, this program serves as a key pathway for underserved population and provides a meaningful pathway towards further higher education and careers. The program is designed with the needs of current WV students in mind by offering courses and majors that help to turn their interests in social change and community improvement into meaningful educational and career opportunities.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The self-study does not indicate any deficiencies in this area.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The self-study indicates that the program staffing is sufficient to fulfill the mission of the program. There are no issues related to the qualifications of faculty nor any negative impacts on faculty productivity.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.3. What are the University Council's recommendations for this section?

This question was not displayed to the respondent.

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the

program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The AA/AS in Social Sciences house multiple majors within it. These include: AA in Criminology, AA in Mental Health and Addiction Studies, AA/AS in Psychology, and an AA Pre-social Work. Although each of these programs has been reviewed before, the combined Social Sciences AA/AS program as whole has not been evaluated before. Although the number of students in each program remains relatively small, the overall enrollment trends are positive. The Criminology and Pre-Social Work programs in particular have seen significant growth over the last five years. They attribute this positive trajectory for Pre-Social Work to the development of an online program that is aligned with 4 year BSW program. The Psychology AA program is moving in a positive direction while the Psychology AS program has seen a 50% enrollment decline between the first and second years of the program. They recognize that this discrepancy is attributed to the higher-level math and science expectations for AS students which are often challenging for first-year Potomac State students. Enrollments have also declined in the Sociology AA and the Mental Health and Addiction Studies (MHAS). There are no students enrolled in the Sociology as of Fall 2025. The program has sought to address the decline in MHAS by adjusting the curriculum and removing co-requisite requirements to make the offerings more flexible. They have also worked on improving career-preparedness.

Q6.4. Are there any recommendations for this section?

- ☒ Yes

☐ No

Q6.5. What are the University Council's recommendations for this section?

There do seem to be some majors that are likely not viable and the program should determine if there are any low-enrolled majors which could be discontinued.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☐ Yes

☒ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☐ Yes

☒ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

According to the self-study and assessment documentation, the AA/AS has four PLOs but I cannot locate these in the catalog. They are: PLO 1: Describe the scientific process PLO 2: Explain the diversity of the human condition across the lifespan PLO 3: Describe the societal norms and origins. PLO 4: Apply appropriate communication skills. Each of the specific programs except Mental Health and Addiction Studies have appropriate learning outcomes. However, the AA and AS in Psychology have the same learning outcomes. The Learning Outcomes for the AA in Mental Health and Addiction Studies are far too general and say nothing at all about mental health or addiction. As listed in the catalog, the outcomes are: 1. Apply appropriate communication skills across settings, purposes, and audiences. 2. Analyze resources in order to critically examine information. 3. Examine the connections among self, society and the environment. 4. Evaluate the role of art in society. These outcomes do not clearly map onto a MHAS program and some of them, like number 4, feel very out of place. All of them need to be more specific and tailored for the MHAS program.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program appears to have a clear mechanism for assessing the PLOs for the AA/AS Social Sciences program itself, but the individual program learning outcomes do not appear to have been assessed. The overall assessment indicates student mastery of the PLOs at 70% or higher

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program assessment indicated that improvements to the final project criteria and rubrics, alongside improved connections with the library will help to keep PSYC 241 at the 70% mastery goal for PLO 4. The program aims to have at least 70% of their students transfer to another WVU campus to complete a 4 year degree. They worked with the BSW program in Morgantown to better align the AA with the expectations of the 4 year degree. Assessment data was also used to support the goal of having at least 70% of their students complete an Associate's degree. To facilitate this they adjusted courses to eliminate the bottleneck of prerequisites and developed more online courses. In the future, the program should consider clarifying how the individual program PLOs listed in the catalog are assessed and/or map onto the PLOs for the AA/AS Social Sciences program. In particular, assessment data should be used to examine the decline in enrollment in Sociology.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

No.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to determine how best to assess learning across the various majors in the program that would then lead to meaningful information that could support program change and improvement.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

• By March 1, 2027, provide a report to the University Council on best practices in assessment of learning for associate's degree programs. • By March 1, 2027, submit a report to the University Council on plans to address low-enrolled majors in the program.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

AAS Sustainable Agriculture Entrepreneurship

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

This question was not displayed to the respondent.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

AAS–SAGE aligns with WVU's land-grant mission by providing accessible, applied agricultural education that directly serves the workforce and communities of West Virginia. The program prepares graduates with practical skills in sustainable production, technology use, teamwork, and entrepreneurship. The program supports WVU's commitment to life-changing educational experiences by equipping students to contribute to safe, sustainable food systems and to serve and lead in West Virginia's agricultural economy.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q1.9. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

This question was not displayed to the respondent.

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.5. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program does not report any significant issues related to resources.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.3. What are the University Council's recommendations?

This question was not displayed to the respondent.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The AAS–SAGE program experienced faculty and staffing disruptions that directly affected program stability and enrollment. In Spring 2024, the elimination of three farm positions, including the SAGE program coordinator, resulted in the loss of key instructional and operational support. This staffing change created significant public controversy and student dissatisfaction, contributing to student attrition across agriculture programs. These challenges were compounded by the concurrent elimination of the SAGE BAS option, making the subsequent enrollment decline understandable. Since that time, faculty have assumed expanded roles to maintain program continuity. The farm operations manager now serves as faculty, and remaining farm staff are collaborating closely with faculty to rebuild experiential learning components. Faculty have also strengthened external relationships and established a clear academic pathway from the AAS–SAGE to the BAS in Business Management, supporting program recovery and renewed student interest. The reviewers did not address faculty credentials, faculty composition, or faculty productivity in the report, limiting its ability to fully evaluate instructional capacity and program effectiveness.

Q4.2. Are there any recommendations for this section?

☒ Yes

☐ No

Q4.3. What are the University Council's recommendations for this section?

The council recommends that the program provide a clear and complete accounting of faculty credentials, composition, and instructional roles. This should include faculty credentials, appointment status (full-time/adjunct), and workload distribution within the SAGE program. While the farm operations manager assumed the SAGE director role and maintained program continuity, the absence of information regarding other contributing faculty limits evaluation of faculty capacity and productivity. To support accurate assessment of program quality and sustainability, the council further recommends documenting faculty-to-student ratios and clarifying their adequacy relative to enrollment and experiential learning requirements.

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
☒ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This question was not displayed to the respondent.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.2. What was inaccurate or missing?

This question was not displayed to the respondent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Per the report, the elimination of the SAGE BAS degree and three farm positions led to increased student transfers, substantially affecting enrollment and graduation rates. Enrollment declined from 17 students in 2017 and 9 students in 2020 to 4 students in 2025, representing a 55.6% decrease over five years. The program review attributes this decline to administrative and staffing disruptions during the period. The report provided only a limited account of student success, noting that AAS–SAGE graduates returned to family farms or agriculture-related retail outlets and that students transferring to the BAS in Business (number not specified) completed the degree within two years; high D/F/W rates and other disaggregated student success metrics were not included. Despite these limitations, all students who remained in the AAS–SAGE program completed their degrees within the expected two-year timeframe.

Q6.4. Are there any recommendations for this section?

☒ Yes

☐ No

Q6.5. What are the University Council's recommendations for this section?

The council recommends a report of year-by-year graduation and transfer outcomes, high D/F/W rates, and student success metrics, including enrollment monitoring. More comprehensive data are needed to accurately assess program effectiveness, retention challenges, and trends in student achievement. The council recommends clearer documentation of post-completion outcomes, including the number of students transferring to the BAS in Business and their completion rates, as well as employment outcomes for AAS–SAGE graduates. Providing quantified outcomes would strengthen evaluation of program impact and alignment with workforce and academic pathways.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program reports direct assessments, including project rubrics, embedded exam questions, group presentations, case study analyses, exit interviews, and farm work timesheets. Assessment of learning through farm work timesheets, record-keeping activities, and applied projects demonstrates alignment with the program's hands-on, experiential learning approach. Assessment data provided are limited to reporting 100% achievement of an A or B on evaluated measures. The assessment data span only the period from Fall 2024 to Fall 2025, as electronic files stored on returned college computers were not recoverable. Consequently, longitudinal assessment and instructional documentation prior to Fall 2024 could not be included in the report, limiting the Council's ability to evaluate trends. In addition, the Assessment Workbook did not identify where program learning outcomes are introduced, reinforced, and developed. The Council also noted that assessment relies heavily on group-based projects and encourages further clarification regarding how individual student learning and mastery are assessed within these activities.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The PLOs are currently being revised to better align with the BAS in Business Management. Overall, the program demonstrates alignment between learning outcomes, curriculum, and applied assessment methods, particularly in experiential learning. However, documentation of assessment results, longitudinal analysis, and evidence of continuous improvement remain limited. Strengthening reporting practices and more explicitly linking assessment findings to programmatic changes would enhance the quality of learning assessment evidence and support effective closing of the assessment loop in future reviews.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The council recommends establishing a formal external advisory board. The advisory board should provide input on program learning outcomes, curriculum relevance, and workforce expectations, and its activities and recommendations should be documented to demonstrate meaningful external engagement and continuous program improvement.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The development of an advisory council of some sort could help align the program name and curriculum with area need and potentially help address the dramatic enrollment challenges the program faces.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

This question was not displayed to the respondent.

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☒ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

This question was not displayed to the respondent.

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale for the recommendation for discontinuance.

The University Council has concluded their reviews of the Board of Governors program reviews for AY 25-26 and by a vote of 31 to 0 (with two abstentions), it has recommended the discontinuance of the AAS in Sustainable Agriculture and Entrepreneurship. The central reasoning is that the major does not have viable enrollment which has not improved even after the discontinuance of the BAS. The Council acknowledged that the program was negatively impacted by a range of factors beyond its control (such as a churn in institutional and program leadership) however, the ultimate judgment of the Council was that this degree is not viable at this time and faces a wide range of substantive issues across almost all areas of program operation. The Council and the Provost's Office also want to be explicit that we think that serving the agricultural needs of Keyser and the surrounding area is essential to the institution. If the college wanted to reinvent how to best serve those needs (acknowledging that it does also have degree programs in General Agriculture and Agribusiness Management) through a new program, the Provost's Office would support that.

Q10.1.

This is the end of the program review summary.

Please consult the "Guidelines for completing BOG five-year program reviews" posted in the Council's Teams site (General channel).

Primary reviewer: Once you submit the survey you will be unable to make further edits without contacting the Associate Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS

Meeting of June 19, 2026

ITEM:	Approval of Graduate Program Review Recommendations
INSTITUTION:	West Virginia University Main Campus, West Virginia University Institute of Technology, and Potomac State College of West Virginia University
COMMITTEE:	Full Board – Consent Agenda
RECOMMENDATION:	Resolved: That the West Virginia University Board of Governors approves the Graduate Program Reviews conducted by the Graduate Council in this cycle, for the 2025/2026 academic year.
STAFF MEMBER:	Paul Kreider Interim Provost and Vice President for Academic Affairs
BACKGROUND:	The West Virginia University Board of Governors is required to review one-fifth of all programs offered at West Virginia University and its divisional campuses each year, so that all programs are reviewed every five years. BOG Academic Policy 2.2 approved by the West Virginia University Board of Governors on April 21, 2023, establishes the procedure for this review, using a review committee. The West Virginia University Board of Governors is asked to approve the BOG Graduate Programs reviewed Spring 2026, as presented.

BOG Graduate Program Review Spring 2026

Members: Jeffery Houghton, WVU
Stephane Collignon, WVU
Kim Floyd, WVU
Kristen Dieffenbach, WVU
Michael Vercelli, WVU
Rita Colistra, WVU
Matthew Titolo, WVU
Melissa Olfert, WVU
Kyle Hartman, WVU
Carrie Rishel, WVU
Gary Marsat, WVU
Paul Chantler, WVU
Marnie Reven, WVU
Jeremy Gouzd, WVU
Kashy Aminian, WVU

This year the Graduate Council reviewed 26 graduate programs at WVU-Morgantown. The following pages consist of the recommendations and rationales for the review decisions for the programs listed below.

WEST VIRGINIA UNIVERSITY

Nursing, Nurse Anesthetist, DNP, WVU*
Kinesiology, EdD, WVU
Literacy Education, MA, WVU*
Theatre, MFA, WVU*
Health Administration, MHA, WVU*
Animal Physiology, MS, WVU
Athletic Training, WVU*
Counseling, MS, WVU*
Nutritional and Food Science, MS, WVU
Physical Education, MS, WVU
Plant and Soil Sciences, MS, WVU
Wildlife and Fisheries Resources, MS, WVU
Forestry, MS, WVU
Nursing, MSN, WVU*
Social Work, MSW, WVU*
Pharmacy, PharmD, WVU*
Animal, Food, and Nutrition Sciences, PhD, WVU
Educational Theory and Practice, PhD, WVU
Health Services and Outcomes Research, PhD, WVU
Human and Community Development, PhD, WVU
Kinesiology, PhD, WVU
Natural Resource Economics, PhD, WVU
Natural Resources Science, PhD, WVU
Nursing, PhD, WVU
Plant and Soil Sciences, PhD, WVU
Public Health Sciences, PhD, WVU*

*Accredited Programs

WVU Board of Governor's Program Review

Executive Summary – Academic Year 2025-2026

Annual Academic Unit Review

- All 39 WVU Morgantown main campus academic departments were reviewed
 - 11 departments had three of five metrics in the lowest quartile and provided action plans
 - 1 department was put on an attrition plan
 - The School of Agriculture and Food Systems

University Council Program Reviews

- 62 programs were reviewed
- 27 programs were continued at the current level of activity.
 - Three were awarded "Program of Excellence"
- 27 programs were continued with specific action.
 - 24 actions were assigned around assessment of learning practices
 - 7 actions were assigned around student learning outcomes
 - 7 actions were assigned around developing external stakeholder engagement
 - 6 actions were assigned around program enrollment
 - 5 actions were assigned around program curriculum
 - 2 actions were assigned around student success
 - 2 actions were assigned around facilities
 - 1 action was assigned around adequate faculty
- 1 program was recommended for development of a cooperative program
 - PhD Natural Resource Economics
- 7 programs were recommended for discontinuation
 - AAS Sustainable Agriculture and Entrepreneurship
 - BS Health Services Administration
 - BS Sustainable Design and Development
 - MS Biostatistics
 - MS Developmental Biology
 - MS Population Health
 - PhD Developmental Biology

Follow-up Actions Assigned in Previous Years

- 8 follow-up actions from previous years were reviewed
 - 5 were completely resolved
 - 2 were partially resolved
 - 1 was not resolved

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

DNP Nursing and DNP Nurse Anesthetist

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The DNP program supports and strengthens WVU's mission by preparing nurses to practice at the highest levels of professional nursing and expanding access to advanced nursing practice education across West Virginia and beyond, including serving rural and underserved communities. The DNP curriculum emphasizes translating evidence into practice and the program cultivates an inclusive and supportive learning environment. This focus aligns with WVU's mission to advance impactful research and apply knowledge to strengthen healthcare systems, inform policy, and reduce disparities.

Q1.8. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☒ Yes

☐ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

☒ Yes

☐ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no issues with adequate and accessible infrastructure resources.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports an adequate number of full-time faculty to meet the mission of the program and reports all faculty are qualified by their academic credentials. The program reports that three tenured/tenure track faculty teach in the DNP program and these three are supported by clinically focused doctoral prepared faculty who contribute advanced practice knowledge and project mentorship. The ratio of DNP students to tenured/TT faculty is 53:3 or 17.7:1 with additional instructor and project support by doctoral prepared clinical faculty. The faculty structure ensures students benefit from strong academic guidance, individualized project mentorship, and instruction grounded in contemporary clinical practice and advanced nursing leadership. The three core faculty of the DNP program produced 25 peer-reviewed publications during the review period, averaging 8.3 publications per TT faculty member. Faculty in the School of Nursing and DNP program have received external funding over the review period, with 100% of TT faculty who teach in the DNP program listed as PI or Co-I on externally funded grants.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The DNP Nurse Anesthetist program first enrolled students in 2020. The program has continued with an annual Fall semester start on a 3-year full-time progression plan with an August graduation 36 months after enrollment. During the period from 2019-2025 the NAP added 15 new students every August. The DNP post-master's program has remained at mostly steady enrollment with the exception of a drop of enrollment and then subsequent degree completions in 2022. Across 5-year span there was a decline of 16.7% in enrollment but the trend swings upward since 2022, with an average of 3-6 students graduating annually. Marketing and recruitment measures were implemented in 2025 to try to increase enrollment. The program notes that professional nursing bodies are striving for the DNP to be the entry degree for Advanced Practice Nurses, and that this program is of vital importance for the future of healthcare. Projected time to completion for Post-masters DNP is 2.5 years for full-time students and 3.5 years for part-time students. Average time to completion over review period is 2.62 years, which meets projections. There are no courses in either program with DFW rates above 30%. The post-masters DNP and NAP tracks both require a final project and students complete project and students examine Evidence-based practice and quality improvement projects that promote optimal health outcomes. Post-master's DNP and NAP graduates achieve 100% employment. NAP certification pass rate is 100%

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program provides a curriculum map and a course crosswalk grid to show the relationship and alignment of all course learning outcomes for the DNP Post-Master's Program and for the DNP NAP program. The curriculum was revised 2023-2025 to align with current accreditation expectations and contemporary professional standards (see next item). Because only one semester of the revised curriculum has been implemented, full assessment data are not yet available. All newly revised courses are scheduled for review by the School Curriculum Committee within one semester of initial offering. As part of assessment date, the program provides assignments, rubrics, and example student papers (deidentified) with faculty feedback. The Council suggests aggregating data from grading rubrics in future reviews to provide a more concise summary of student learning assessment.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program revised curriculum beginning in 2023 and implemented beginning 2025. This process formally started in 2024 with approval of revised Mission, Vision, and Values statements. The Post-Master's DNP and NAP program learning outcomes were then updated to align with the new mission and accreditation and professional guidelines. The curriculum standards required by the COA were mapped to all DNP/NAP revised courses and learning outcomes. Revised courses were designed to support new learning outcomes. These will be assessed by the School Curriculum Committee as noted above. During the review period the Post Master's DNP program has also implemented a process for provisional admission and the one student admitted provisionally in 2024 is progressing successfully. To enhance the DNP project requirement, the DNP project manual was updated in Fall 2025. To assist with degree completion, curricular adjustment of credits by semester has allowed students to receive financial aid all semesters.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program describes stakeholders of interest as students, faculty, employers, clinical partners, alumni, and the Dean's Leadership Council. Community representation is included on the MSN/DNP Curriculum Subcommittee. Students are represented on committees and the Dean's Advisory Board. Students engage with clinical stakeholders during Community Advisory Council meetings and work with stakeholders on project planning, implementation, and evaluation. Program faculty also engage in multiple ways with external stakeholders.

Q7.7. Are there any recommendations for this section?

☐ Yes

☒ No

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☒ Yes

☐ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

☐ Yes

☐ Maybe

☒ No

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the Program Review website):

Distinction

Faculty

Graduates

Curriculum and Assessment

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

US News and World Report #100 in Best Nursing Schools: DNP DNP NAP ranking evidence # 68 in Nurse Anesthesia Programs

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

All full-time faculty teaching in both programs are doctorally prepared (PhD, DNP, or EdD) and bring substantial academic, professional, and clinical experience needed to prepare doctoral students for advanced practice and leadership roles. Faculty maintain active licensure and certification and contribute expertise in multiple areas of nursing practice. They demonstrate strong scholarly productivity with peer-reviewed publications and presentations. Innovation in teaching is evidence across both programs with competency-based learning activities aligned with accreditation standards. Faculty are promoted in rank which reflects their effectiveness in teaching, scholarship, and service. Faculty qualifications and achievements summarized in table 12.7.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

Graduates are 100% employed. Evidence included in attachment.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

The Post-Master's DNP and NAP programs are accredited through 2029 and the NAP also holds COA accreditation through 2035. The curricula of both programs aligned with accreditation standards and required outcomes measures are consistently met. The NAP maintains a 100% board pass rate.

Major revisions in 2024 updated program and course learning outcomes, aligned content with competencies, revised progression, and added a new course with updated courses launched in Fall 2025. Program outcome measures were revised in 2025 and evaluate student satisfaction with faculty, curriculum, advising, and program effectiveness on a 1-7 scale with a 5.5 benchmark. All benchmarks were met for Post-Master's DNP and all but one for NAP. The NAP also evaluates nine specialty outcomes and all exceed benchmarks. All courses are reviewed every three years and aggregated results shared at annual Dean's Retreat.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuation at the current level of activity
- ☐ Continuation at the current level of activity with specific action
- ☐ Continuation at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuation

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

EdD Kinesiology

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns with WVU's mission, vision, and values by preparing scholar-leaders and applied practitioners to advance the fields of teacher education, physical education, and sport coach education that promotes health, wellness, and performance across a broad range of communities and industries.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

Q2.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program has adequate and accessible infrastructure resources.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has an adequate number of full-time faculty necessary to meet the mission of the program. These same faculty members serve the PhD program as well. Their teaching responsibilities are distributed across undergraduate majors and minors as well as revenue-generating online master's-level programs. Amid the merger between the former College of Physical Activity and Sport Sciences and College of Education and Human Services and COVID-19 pandemic, the program lost 5 full-time faculty members. Faculty attrition necessitated a strategic reallocation of resources to areas of need, along with efforts to improve doctoral program efficiency and match capacity and funding availability. From 2020 to 2025, the School of Sport Sciences increased the tenure-track positions from 14 to 16, while non-tenure-track positions expanded from 8 to 11 and adjunct appointments from 3.35 to 4.73. This deliberate approach reflects a proactive response to support and sustain undergraduate program growth without overextending faculty resources.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
- ☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The enrollment has ranged from 5 and 10 over the past five years, with 0% overall change. During the reporting period, the program graduated 4 students, ranging between 0 and 1 in any given year. The average time to degree completion in the reporting period is 4.5 years. The expected time to degree completion is 3-4 years. Graduates of the program are gainfully employed in roles that integrate teaching, research-informed practice, and high-level performance contexts.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☐ Yes
☒ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

The outcomes need to state what the graduate "Will be able to do...." and not as "Should"

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

While the assessment results provided are positive, they appear to be anecdotal. The relation among program learning outcomes and the assessment results is not clearly explained. A well-defined assessment plan has not been presented by the program. While the program refers to certain ratings such as comprehensive exam, proposal, defense assessments, it is not clear how they are evaluated and used to assess and improve the program. While the scope and completeness of assessment data limit firm conclusions, the program has used available assessment and evaluation evidence to clarify doctoral benchmarks, reinforce ethical research expectations, and identify areas needing greater structure and consistency. The program improvement efforts have been also focused on better aligning program goals with the needs of professional learners by increased emphasis on applied inquiry and the dissertation-in-practice model.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The plan for any future improvements includes improving the consistency and completeness of assessment data collection across all EdD milestones to support more robust evaluation of student learning, clearer identification of developmental trends, and more intentional use of assessment evidence for program improvement.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program maintains strong engagement with a broad network of external stakeholders who contribute to students' applied learning, research development, and professional socialization, including alumni and highly qualified external content specialists who serve on dissertation and thesis committees. These relationships support applied scholarship and professional mentoring but are currently constrained by geographic and scheduling limitations inherent in a primarily in-person model. A transition to an online EdD pathway would allow the program to leverage these existing partnerships more strategically.

Q7.7. Are there any recommendations for this section?

- ☒ Yes
☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to formalize its assessment of learning practices in a plan and submit evidence of having implemented that plan.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☐ Yes
☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
☒ Continuance at the current level of activity with specific action
☐ Continuance at a reduced level of activity
☐ Identification of the program for further development
☐ Development of a cooperative program
☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2027, submit an assessment plan and curriculum map. • By March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

M.A. Literacy Education

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns with WVU's mission, vision, and values. It offers advanced professional preparation for PK-12 teachers. This is a 100% online program and serves the land grant mission by preparing teachers to provide students with a high-quality education. The program is aligned with the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals and is grounded in the LE A3 Online Conceptual Model, both of which are widely recognized as leading frameworks in literacy education.

Q1.8. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program does not report any issues with infrastructure resources.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program does not provide a brief summary of faculty adequacy, credentials etc. in this section. However, it does not report any problems in this area and answered "yes" when asked whether they had sufficient faculty to deliver the program. Also, they discuss their faculty resources in Q12.7 and state that two full professors and an assistant professor deliver the program. They also provide an overview of their credentials in that section.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Program enrollment has more than tripled since 2020, when they enrolled 25 students (~80 are reported enrolled for 2024-25). Part of the success of the growth of the program can be attributed to a partnership with the Kanawha County school system which fully funded 50 students in the program in 24-25. The program reports continued initiatives to maintain their pipeline into the future. The program faced challenges in the Covid years, and it does look like the program will suffer a dip in enrollment once its grant partnership with the Kanawha County school system runs out after May 2026. None of their required courses meets or exceeds the threshold of 30% DFW. Most students are from West Virginia, representing many of the state's counties, with the largest group from Kanawha County. Students also come from Maryland, Virginia, Ohio, Pennsylvania, Utah, Texas, Idaho, and South Carolina. The online format supports access across the state. Students are at different stages in their lives and careers and actively engaged in school, church, and community leadership; 98% work in school roles. They contribute to research, publications, and conference presentations at state and national levels, and most graduates remain in schools as coaches, specialists, or classroom teachers.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The self-study provides a curriculum map and evidence of assessment of student learning as well as findings for core program courses for 2023-2025. The data that they provide show that students are either achieving consistent performance or improvement across relevant metrics in their course work. The self-study also includes data for student scores on the Praxis II exam, with results from 2021–2024 showing that students are meeting national expectations, with first-attempt pass rates improving from 63% to 68% and mean scores consistently at or above the 165 passing threshold. The self-study notes that passing the exam is not required for program completion, and mentions that this fact may be depressing passing rates. However, the overall upward trend suggests stronger literacy content knowledge and pedagogical skills among candidates.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program faculty completed the International Literacy Association (ILA) National Recognition self-study in December 2024. This self study was very thorough (although they frequently used the word "tenant" when they meant "tenet."). They also had a spring 2025 site visit. They also conducted a college-wide Council for the Accreditation of Educator Preparation (CAEP) self-study, and began work on the BoG report in Fall 2025. The self-study reports frequent faculty meetings to address curriculum, assessment, student support, engagement, and funding. They also report using data dashboards to monitor retention and completion rates. Student learning outcomes are grounded in ILA Standards and continuously reviewed and revised. The program actively recruits through collaborative partnerships with the West Virginia Department of Education, and coordination with WVU financial aid (e.g., TEACH Grant). There have been recent curriculum revisions based on self-study and student data.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Yes. The program has an active Advisory Board that regularly works with faculty to support ongoing improvement. As part of the accreditation process, the program gathered feedback from employers through surveys and focus groups. Administrators consistently shared that graduates are well prepared, especially in professional practice, instructional technology, collaboration, leadership, and using assessment data. They noted a few areas for continued growth, including: planning for diverse learners, refining assessment practices, and strengthening classroom management. Feedback from surveys and focus groups reinforced this process. Graduates also highlighted the positive impact of the program on their teaching, but also suggested areas of improvement in the curriculum. The faculty has revised the curriculum in response to such feedback from stakeholders.

Q7.7. Are there any recommendations for this section?

☐ Yes

☒ No

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☒ Yes

☐ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

☒ Yes

☐ Maybe

☐ No

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the Program Review website):

Distinction

Faculty

Graduates

Curriculum and Assessment

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

The program was awarded the National Recognition with Distinction by its accrediting body, The International Literacy Association (ILA). The award was granted after a self-study and a site visit. Currently six programs of 200 eligible programs hold the distinction.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

The LE program consists of two full professors and one assistant professor, each of whom holds a PhD and other teaching certifications. The faculty have received awards and hold leadership positions in national organizations, and have secured \$800,000 in grant funding from Kanawha County.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

The LE program is an important program for educational credentialing and training for teachers in West Virginia. Many of the students and graduates publish and present at professional conferences including the Association of Literacy Educators and Researchers, the West Virginia Reading Association, and the American Reading Forum. Most of the graduates remain in their teaching posts and very involved in their communities.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

The literacy program has a well-developed assessment program with well-defined learning outcomes and program goals. In their most recent assessment cycle, the program achieved 100% acceptable and 82% distinguished ratings, which exceeded their accreditor's requirements of 100% acceptable and 65% distinguished ratings.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

MFA Theatre

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study

The program aligns with WVU's mission, vision, and values in several ways. First, through experiential and hands-on learning experiences both on- and off-stage, the program prepares students for careers in the performing arts. Second, the program offers theatrical cultural performances for the WVU, Morgantown, and extended West Virginia communities.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no significant issues related to program resources.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports challenges regarding faculty adequacy. Specifically, the program describes losing three faculty lines following Academic Transformation and the colleges merger, which has made it difficult to maintain traditional course offerings. However, the program reports that a 1.0 FTE teaching line was approved in January 2026 and that a national search is currently underway with the intention of making an appointment for AY 2026-27.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
- ☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program reports enrollments in the 15-20 student range, with the 5-year enrollment trend steady and predictable. Because the MFA in Acting admits a cohort of 6-8 students every 3 years to facilitate course scheduling and faculty contact, there are "spikes" in completion rates that may appear as large swings (e.g., 55%) without understanding the context. Because of the high contact faculty mentoring in the program, DFW rates are quite low (2%). The program describes a number of specific student success indicators, reflecting placements in both theatre industry and academic positions.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program provides its accreditation self-study as evidence of student learning assessment and findings. Here the program describes its admission requirements, which include an interview and audition or portfolio review, a program concluding review, and final project or thesis. In terms of findings, in the self-study the program describes "strengths" and "areas for improvement." However, the program could be more specific describing how these areas for improvement stem from evaluation results and in how they relate to student learning outcomes as listed in the catalog.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Here again, the program refers to its accreditation self-study. However, as noted above, the self-study document describes program "strengths" and "areas for improvement" but provides less information regarding improvements made during the review cycle and how these improvements stemmed from the evidence gleaned from student learning assessment/evaluation.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program engages with guest artists, who may serve as mentors and professional contacts for students, through its Resident Artist Program and through membership in the University Resident Theatre Association.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The council recommends that the program provide a more detailed description of improvements made during the review cycle and/or planned for the future as a result of specific student evaluation and assessment evidence and as related to the program's student learning outcomes.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

☐ Continuance at the current level of activity

☒ Continuance at the current level of activity with specific action

☐ Continuance at a reduced level of activity

☐ Identification of the program for further development

☐ Development of a cooperative program

☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2027, determine if program learning outcomes can be revised and still in compliance with accreditation standards. If so, submit in CIM revised program learning outcomes.
- By March 1, 2028, submit evidence of assessment of learning that aggregates what is done for individual students and explanation of how it is used to inform program improvements.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

MHA Health Administration

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program's mission "to develop leaders who transform health systems and services in West Virginia and beyond" aligns well with WVU's mission, vision, and values, especially the mission components of serving and leading others in West Virginia and the world.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☒ Yes
☐ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

- ☒ Yes
☐ No

Q2.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no significant issues related to program resources.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports losing four fulltime faculty members, one to retirement and three taking jobs elsewhere. This has led to an increase in teaching loads to at least 2-2 (more in some cases) and in hiring more adjuncts to staff classes. However, a search is underway for a new MHA program director (to replace the previous director who was one of the three departed faculty members) and this addition should alleviate the dependence on adjuncts.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes

☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

☒ All

☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program reports a 5-year enrollment trend in which enrollment quickly ramped up from 15 students in the program's first year to a steady enrollment in the 40-student range in subsequent years (42 students currently). The program states that degree completing numbers are in line with regional competitor programs, with a 1-year change of -21% but a 3-year change of 36%. In an effort to become financially more competitive, the program has reduced the total hours required to 35. The program asserts that it has no courses with a DFW rate higher than 11%. The program provides an extensive sampling of student success indicators, including internship and permanent placements at several health systems and universities across the country.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program provides a curriculum map showing how student learning outcome competencies map onto specific courses in the curriculum. In addition, the program provides a spreadsheet of student competency ratings in various courses. However, the program does not provide a comprehensive student learning assessment plan nor does it describe how the competencies are assessed or evaluated. This section should be improved before the program's next program review.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Here the program reiterates its successful student placements and other outcomes. However, it does not describe any improvements or plans for improvements stemming from the results of student learning assessment and evaluation.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program has an Advisory Council comprised of students, faculty, and healthcare professionals. The council provides curricular and student association updates to the practitioners while they in turn provide suggestions for curriculum enhancements and provide feedback to students on classroom projects and learning activities. The program also has an Alumni Council comprised of program graduates. Both councils are involved with mock interviews and career panels.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The council recommends that the program develop and/or provide a comprehensive assessment of learning plan that describes the specific assessments used to evaluate student competency levels across the curriculum. The council further recommends that the program provide specific descriptions of how the program has used evidence collected through assessment and evaluation to make program improvements during the review cycle and/or plans for future improvements.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

☒ Continuance at the current level of activity

☐ Continuance at the current level of activity with specific action

☐ Continuance at a reduced level of activity

☐ Identification of the program for further development

☐ Development of a cooperative program

☐ Discontinuance

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

M.S. in Animal Physiology

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program mission/vision is well-aligned with WVU's land-grant mission and emphasizes broad access, research, and engagement. The self-study clearly frames the degree as research-intensive with comparative physiology across farm animals and laboratory animals, which fits graduate research expectations and WVU's research/engagement priorities.

Q1.8. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

On the evidence provided, resources appear adequate and accessible for current program operations.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

Faculty capacity appears adequate and stable for the program's current scale. The self-study reports the program has an adequate number of full-time faculty to meet the mission and indicates no significant negative impacts on faculty productivity from COVID-19 or the 2023 Academic Transformation process. The report also notes a relatively large pool of potential mentors (11 FTE faculty) relative to the program's small enrollment (4 students in Fall 2025), suggesting advising coverage is not a current constraint.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q4.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☒ Yes
- ☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The program describes itself as small but stable: year-to-year enrollment down ~20%, but no net change over five years, averaging 4.6 students/year. The program expects continued competitiveness regionally (citing awards comparisons where WVU awarded degrees when peers did not in 2024) and indicates ongoing lab-based recruiting as the primary enrollment strategy. The three-year outlook appears stable, contingent on continued faculty recruiting and research opportunities. The School of Agriculture and Food has lost 50% of its SCH production at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
- ☒ Some

Q6.2. What was inaccurate or missing?

Broken web links. The program does not have published requirements in the Catalog.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Student success indicators are generally positive for a low-enrollment research master's program. Enrollment is reported as stable over five years, and completions show a recent increase (3 in 2024 and 6 in 2025, following a low point in 2023). Student support is described as advisor-centered with probation monitoring (3.0 GPA standard) and tools such as plan-of-study forms and a graduate handbook. Some evidence of student accomplishments (publications/presentations) is referenced as an attachment but a more thorough documentation should be compiled moving forward.

Q6.4. Are there any recommendations for this section?

☒ Yes

☐ No

Q6.5. What are the University Council's recommendations for this section?

The program should publish its required courses to the Catalog.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Assessment is the program's clearest gap. The self-study states learning outcomes were last updated on 9/27/2022 and that discussion occurred to update them again with a vote and planned CIM entry. However, the report's stated "most relevant finding" is that the program needs to be assessed and intends to implement an active assessment plan with follow-up and tracking. It will be imperative to see a strong assessment plan implemented and used for improvements at the next review cycle.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The strongest improvement evidence presented is student scholarly productivity (publications and presentations), referenced via an uploaded PDF list. This evidence should however reflect the outcome for all students/lab not just a few. The self-study also signals intent to improve assessment processes and graduate tracking (collecting permanent contact information to improve outcomes tracking). However, the narrative does not yet demonstrate a mature "assessment → findings → changes" loop. We reiterate that it will be imperative to see a strong assessment plan implemented and used for improvements at the next review cycle.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

External engagement is described mainly through research collaborations rather than a structured advisory mechanism. The self-study cites partnerships but also notes there is no compiled list and provides no formal documentation. The program could consider establishing a structured feedback mechanism from identified stakeholder, such as employers/alumni/agency partners such as annual surveys to inform changes in the curriculum and the evolution of skills needs.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to develop a curriculum map but that has to happen after the program determines its required courses. It also then needs to develop an assessment plan based on that curriculum map and conduct assessment of learning. The program also needs to implement a formal structure and process for engaging with its external stakeholders.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2027, submit an assessment plan and curriculum map. Once those have been developed and approved, by March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements. • By July 1, 2027, submit a report to the Provost's Office on the progress made to develop a stakeholder council. By March 1, 2028 submit a report to the University Council explaining how that body will be used to help the program identify core skills which can be reflected in changes to or the development of program learning outcomes as well as core curricula. • By Nov 31, 2026, publish the program's required curriculum in CIM / Catalog. By March 1, 2027, submit an update to the University Council.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

Athletic Training

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The mission of the Division of Athletic Training is to develop exceptional sports medicine clinicians who are uniquely qualified to excel within a dynamic healthcare system. Through a collaborative education, research and clinical practice model, the Division of Athletic Training emphasizes evidence-based decision making and applied research, utilizes state-of-the-art technology, and provides unique clinical experiences to cultivate competent and caring healthcare professionals. The program mission dovetails with the WVU mission to advance healthcare, access and opportunity, and integrating research to create inclusive healthcare professionals.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☒ Yes

☐ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

☐ Yes

☒ No

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

See Q4.3, Q4.5, and Q4.6 of the self-study.

The program's target enrollment is 15 students per cohort. Enrollment has demonstrated a consistent upward trajectory, despite the absence of admissions activity during the national recruiting cycle in Fall 2022, which resulted from a personnel issue that has since been resolved. In addition to this challenge, the program has experienced notable faculty turnover since its inception. The program had hired all the faculty and staff that were proposed as of the 2024-2025 academic year. However, since that time a faculty member and administrative staff member have left the university. There are currently ongoing searches to fill both positions, with the intention that both positions are filled by the end of the 2025-2026 academic year. This turnover in faculty and staff has continually plagued the program since inception and inhibited the ability for current faculty to update the overall program assessment plan as well as meet projected research goals for the division. The program is functioning as planned but needs stability in faculty and staff to reach full potential. Information about research and external support does is not available.

Q2.4. Are there any recommendations for this section?

☒ Yes

☐ No

Q2.5. What are the University Council's recommendations?

The program needs to address its faculty adequacy and what number of faculty and students are necessary to maintain a viable program.

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program indicates they have not experienced significant issues with infrastructure.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

No the program does not have an adequate number of full time faculty. The program has experienced considerable faculty turnover with no original faculty remain. The program employs two faculty members who meet standards for designation as core faculty, along with one additional faculty member. Accreditation guidelines require a minimum of three full-time core faculty members. The program is utilizing an adjunct instructor to fulfill teaching responsibilities. Negatively impacted by COVID. The high rate of faculty turnover has adversely affected the program faculty's capacity to maintain productivity in teaching, research, and service activities. The Division is actively recruiting an additional faculty member to serve as a research lead. All faculty are qualified at the appropriate level.

Q4.2. Are there any recommendations for this section?

- ☒ Yes
☐ No

Q4.3. What are the University Council's recommendations for this section?

The program and School of Medicine must address whether or not the program has the adequate number of faculty to deliver to its current students as well as what the viable projected enrollment could be.

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment has shown a steady upward trajectory. The program's total enrollment capacity is capped at 30 students (15 per cohort) due to availability of clinical placements, limitations in laboratory facilities, and classroom space. The current total enrollment is 22 students. This is a 10% increase from 2024–2025. When the program started, there were 4 students. Comparative five-year data is not available for the program. It was noted that the program is involved in intense recruitment efforts. The number of degrees completed for the 2025 academic year was 8, a 33.3% decrease from 2024. Across all master's-level programs within the School of Medicine, Department of Human Performance, there has been an overall decline of 6.7% over the past three years and 31.1% over the past five years. The program has a high retention and graduation rate, therefore an increase to degree completion is likely if program enrollment continues to increase. There are no courses in the Athletic Training program where the DFW percentage is higher than 30%. The program has over an 80% rate of graduation and job placement as an athletic trainer. Prior to the 2024-2025 academic year, the percentage of students who passed the Board of Certification examination regardless of the number of attempts was 100%. In addition to high graduation, job placement, and examination rates, the program encourages student involvement in research. Students were actively engaged in leadership and research.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

A major revision to the curriculum occurred in the 2023-2024, based on faculty and student feedback. The program has revised all syllabi to update student learning outcomes to be in alignment with current CAATE standards. The program plans updates informed by the 2025-2026 BOG review. Additionally, the program also has plans to complete a review of the curriculum when the new faculty member is in place to ensure the current curriculum is meeting the needs of the program. For the 2024–2025 academic year, the program successfully achieved or exceeded all student learning outcomes as outlined in the academic catalog, using program determined metrics. Program assessment data was not provided due to reported faculty turnover. Program metrics were not met, and this program is aware of the need for updates moving forward to ensure alignment with current program faculty goals, and programmatic accreditation standards. From the reviewers: The challenges this program have faced appear valid and per the applicant, efforts are underway to revise learning objectives and establish an updated assessment plan. To accurately evaluate student learning, this must be implemented prior to the next review cycle.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

When the current Division Chairperson assumed the role in August 2024, access to the original assessment plan was unavailable. Due to faculty turnover, the original plan had not been preserved or shared with current faculty members. Currently, efforts are underway to revise these learning objectives and to establish an updated assessment plan that reflects the current curriculum with current faculty feedback. Program reports all student learning outcomes were met. The program underwent a major curriculum revision in 2023-2024. To strengthen future assessment practices, the program completed a comprehensive mapping of all courses to the Commission on Accreditation of Athletic Training Education (CAATE) curricular standards in 2024-25. Course syllabi have been updated to include overarching SLOs. Program effectiveness is assessed annually using overall program learning objectives and SLOs, including graduation rates, Board of Certification pass rates, job placement rates, and student satisfaction as measured by the Exit Survey. Faculty productivity and scholarly contributions increased in 2024–2025. A search is underway to hire an additional faculty member. Current faculty have developed a strategic plan for the Division and will continue to use programmatic data to create and refine a new assessment plan. Additional updates to the SLOs and assessment criteria will be implemented following the finalization of the Board of Governors (BOG) report.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program has a very active alumni and engages with the alumni on an annual basis. In the summer of 2025 that program celebrated 50 years of athletic training education and had over 200 alumni in Morgantown to celebrate the occasion. In preparation for the 50th event, the Division Chair met with a faculty advisory group at a minimum of bimonthly to plan. The Division holds a alumni event at the National Athletic Trainers' Association convention annually to engage with alumni.

Q7.7. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☐ Yes
- ☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By October 1, 2026, provide an update to the Provost's Office on whether or not the program has adequate faculty and, if not, what steps are being taken to ensure that the program will have the adequate faculty required to deliver the program.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

M.S., Counseling

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

Yes. The MS in Counseling program supports WVU's mission by preparing future leaders in mental health care. In line with the university's focus on advancing education, healthcare, and prosperity, the program trains counselors who are ready to serve underserved and rural communities.

Q1.8. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program does not report any issues in this area.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports no issues in this area, and they note that they have adjuncts that are considered graduate instructors (GIs) if they teach graduate courses, and faculty vet those adjuncts based on university policy and procedures. Masters students are hired to teach some undergraduate courses as GTAs, and these are not IoR, and receive teacher training and feedback based on their SPOT evaluations.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

With respect to enrollment trends, the program has a positive 30.5% enrollment trend over five years, which as the program notes, beats the graduate enrollment in the college (-31.2%) and the University (-17.3%). The degrees completed is also on an upward trend (5.3%). The self-study does not list any DFW course % (unclear why this is.). WVU Counseling students appear to be doing well, and their alumni have achieved accomplishments across presentations, publications, grants, and scholarships. Recent students have presented at state conferences on topics like grief support, motivational interviewing, and emotional regulation, while others have research under review in journals addressing advocacy and rural mental health. Students have also earned prestigious awards such as the NBCC Minority Fellowship and the Hazel Ruby McQuain Graduate Scholarship, and several have been accepted into competitive Ph.D. programs in counseling and psychology. According to a program's alumni survey, 100% of graduates secure their first counseling job within a year, with nearly half starting before graduation.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☐ Yes
☒ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

Learning outcomes as listed may not match generally accepted protocols for learning outcomes. At present more like vague descriptions: "An environment that fosters your personal growth and development. Educational experiences that foster individual and group counseling skill development. Learning opportunities to support interests in diverse populations and cultures. Training in schools and clinical mental health settings that give you an opportunity to practice and integrate the skills learned in the classroom."

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Program has a curriculum map that indicates courses that meet defined program objectives. It is clear, however, from the accreditation report and response that the counseling program will need to work on program self assessment: "... we again recognize that our program at WVU needs improvement in (1) a systematic program evaluation plan and (2) a systematic procedure for how program evaluation data will be utilized." The program acknowledges gaps in its current evaluation plan and they have supplied a detailed timeline for how they worked on this plan, and will continue to work on it, through surveys, assessment committee review of current practices. From their description in the CACREP Addendum, it appears that this work is ongoing and will continue through the end of academic year 2026. The report supplies syllabi that show detailed assignments, rubrics and learning outcomes, as well as exams and other detailed assessments.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The Counseling Program has been actively working to improve its program. In response to enrollment and market trends, and updates to CACREP standards, the program consolidated in 2023 into a single M.S. in Counseling degree with two Areas of Emphasis: (a) Clinical Mental Health Counseling and (b) School Counseling. They sunset their M.S. in Clinical Rehabilitation and Mental Health Counseling and streamlined their curriculum. In 2024–2025, the program further strengthened alignment with current CACREP standards by revising its key performance indicators (KPIs), curriculum map, mission and objectives, course sequencing, and student disposition evaluation process. The program has been working on developing and enhancing its program evaluation and assessment practices.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The WVU Counseling Programs engage regularly with external stakeholders to support program evaluation and strengthen field placement partnerships. The program convenes an annual Advisory Council which includes representatives from the Carruth Center, WVU Hospitals, Community Care, Mon County Schools, alumni, and other partners. The program has an active externship/field placement program in schools, hospitals, community mental health agencies, private practices, and addiction treatment centers. The program also maintains formal engagement with the profession through representation on the West Virginia Board of Examiners in Counseling. Following CACREP standards, the program also conducts annual alumni and employer surveys to assess job placement, licensure rates, and perceptions of program quality, using these data to inform continuous improvement efforts.

Q7.7. Are there any recommendations for this section?

- ☒ Yes
☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to submit revised program learning outcomes to the Catalog and then to submit evidence of assessment of learning for those outcomes and how it will be used to inform program improvement and change.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☐ Yes
☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
☒ Continuance at the current level of activity with specific action
☐ Continuance at a reduced level of activity
☐ Identification of the program for further development
☐ Development of a cooperative program
☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- Revise and submit new program learning outcomes in CIM by Jan 30, 2027. • By March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

MS Nutritional and Food Science

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The programs vision, mission and core values all connect directly to the mission of WVU to commit to creating a diverse and inclusive culture that advances education, healthcare and prosperity for all by providing access and opportunity; by advancing high-impact research; and by leading transformation in West Virginia and the world through local, state and global engagement.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No issues have been reported

Q3.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program indicates they have enough faculty; however, they have experienced challenges to impact their productivity. This includes 1. Academic Transformation (AT), reorganization in Davis College, reductions in force (RIFs), merger of Plant & Soil Sciences (PSS) and Animal & Nutritional Sciences (A&NS) into the School of Agriculture and Food Systems (SAFS), Changes in Davis College administrative leadership, unification of Davis College, WVU Extension, and the WVU Center for Community Engagement (CCE) into the Division of Land-Grant Engagement (DLGE) 2. Revisions to promotion and tenure expectations 3. COVID19 pandemic. The result was a sustained climate of instability that has affected morale and long-term planning. The university has undergone repeated budget cuts, which further constrained its ability to meet the expectations. Also, expectations for faculty performance have increased, particularly with the recent changes to annual evaluation documents, and the need to take on students and committee positions from faculty who were RIF'd. These revised criteria require higher levels of output, while the institutional support necessary to meet those expectations has decreased. This mismatch between expectations and available resources makes it challenging to carry out all aspects of our appointments effectively and sustainably. Laboratories were shut down during COVID-19.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☒ Yes
- ☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The master's program is healthy and stable in enrollment and the academic market and industry also are stable. The School of Agriculture and Food has lost 50% of its SCH production at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The enrollment for the MS in NFS has remained stable. The 5-year change is 0%, while the 3-year was an increase of 38%. Over the past 3 year, the average enrollment has been 18 students. The program graduated 49 students during this review period with the majority completing their degree in 2 years. Currently, there is not a course in this program that has a DFW percentage higher than 30%

Q6.4. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
- ☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program does not effectively evaluate student learning outside of the dietetics students which is robust and aligned with accreditation and licensure standards. Rather they provide limited information on critical writing, reflecting many observations such as "All students are demonstrating the ability to critically evaluate the literature in their field of study and answer fundamental research questions by completing not only a graduate seminar but also passing their oral defense. We are clearly seeing that these students are applying research findings to their professional practice by their major case study presentations in a clinical setting. Finally, our students are finding jobs in all areas of Nutrition, as Registered dietitians, educators, and researchers." By its next program review, the program should figure out how to extend the kinds of practices it employs for its dietetics students to the others students in the program.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program implemented a "Plan of study" to enhance movement through the program and enhance time to completion The AoE in Dietetics was created for the required curriculum, a means to track a sub-group of the students enrolled in the NFS MS program.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The NFS MS program incorporates external stakeholders in a variety of ways including: Academic, Industry, Advisory and Entrepreneurial. Academically, faculty rely on graduates, colleagues, and collaborators at other institutions to serve on graduate committees and collaborate with research efforts. Additionally, the Preston County Workshop Inc., and WV Farmers Market Association, other local very small produce growers or poultry meat producers are Shafer Heritage Farm, Mountain Harvest Farm LLC, are heavily involved in providing produce for research, developing proposals, and granting access to their facilities to conduct research. Some of their stakeholders are current preceptors, alumni and employers. They attend yearly meetings, provide input for changes to curriculum, rotation and accreditation. They also participate in the review of applications, interviews and selection of the DI classes. Additionally, many make up the composition of graduate committees as content experts. The faculty have long-standing relationships with previous graduates and collaborators all over the country and utilize these connections to assist in student enhancement of learning. Some faculty have external funding with stakeholders that enable students to conduct research in alternative areas i.e farms, production sites, etc.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

By the next program review, expand assessment of learning practices to all students in the program.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

MS Physical Education

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☒ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

The program indicated there was not an accrediting body.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The School of Sport Sciences empowers students through experiential, future-focused, and industry-connected learning to elevate health, wellness, and performance across dynamic industries. Through instructional innovation, meaningful discovery, and strategic partnership, we engage with individuals and communities to shape the future of sport, physical activity, and beyond. This mission reflects WVU's land-grant commitment to education, healthcare, economic development, and prosperity by advancing student-centered, experiential learning that promotes health, wellness, and performance across a broad range of communities and industries. Through instructional innovation, applied research, and strategic partnerships, the School of Sports Sciences supports the University's priorities of putting students first and engaging meaningfully at the local, state, and global levels. Our graduate degrees in the MS in Physical Education program deliver high-quality, cost-effective, accessible, and industry-relevant professional preparation designed to prepare learners to lead, teach, coach, and consult in dynamic sport and physical activity settings. These flexible programs offer evidence-based, experiential instruction that equips learners to meet the evolving demands of the global sport industry. Program graduates are prepared to make a meaningful impact through ethical leadership, responsive practice, and transformative engagement in sport and education.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reported no issues interfered with either delivering program requirements or experiences to its students or the students' ability to complete the program in a timely manner. The program reported an emergent concern regarding institutional readiness and resourcing for the new upcoming federal digital accessibility requirements. Given the scope of the changes required (spanning instructional materials, platforms, and third-party content) strategic planning and investment are needed to ensure compliance and uphold WVU's commitment to equitable access. At the local level, the School of Sport Sciences initiated proactive steps to support digital accessibility compliance in advance of the federally prescribed deadline. The instructional design team is currently reviewing graduate-level online courses to ensure alignment with WCAG 2.1 Level AA standards, focusing on closed-captioning, document formatting, screen reader compatibility, and navigable course structures. This individualized course review process is helping identify areas for improvement and guiding faculty in implementing accessible instructional practices. While these internal efforts demonstrate their strong commitment to inclusive pedagogy, broader institutional support and resourcing remain critical to meet the federal compliance deadline given competing priorities associated with our day-to-day operations.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

Across all majors within the MS in Physical Education Program, the School of Sport Sciences employs an adjunct-driven instructional staffing model to strategically engage industry leaders in curriculum development and delivery. They reported this model allows the School of Sport Sciences to preserve its limited full-time faculty resources for the delivery of on-campus courses and manage the instructional cost of its online majors. To support this model, full-time faculty collaborate with industry professionals and instructional designers to develop master course shells for all online courses. A limited number of full-time faculty teach online courses during fall and spring terms for program continuity (n=4), while also staffing a small number of on-campus graduate courses (n=2). However, the sustainability is uncertain given the lack of clarity surrounding the new budget model and its implications for the college, school, and program resource stewardship. The program identified national trend of increased enrollment during COVID-19 followed by a post-pandemic decline were consistent with those observed in their period; however, no data supporting this was provided. The program reported that a merger within the college contributed to the recent declines in online program. All faculty are qualified. Faculty productivity was not reported.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
- ☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program experienced a total enrollment decline (~144 students; -45.3%). Current enrollment level aligns with the program's pre-pandemic level. The program is expanding use of accelerated degree pathways and certificate-to-degree pathways, enhancing curricular differentiation through work-aligned experiences, including experiential learning, residencies, and competency-based credentials, increased digital marketing, and hired a coordinator of online education to increase enrollment. Across the five-year period, program completions increased by 34.1%. Completions declined after AY 2022 but remained substantially above the AY 2020 baseline through AY 2025, indicating normalization rather than collapse in degree productivity. Degree completion trends indicate that the program has remained effective at moving enrolled students to completion, even as total enrollment declined. There are no courses in the major requirements for which the DFW percentage is higher than 30% for students in the program. The program currently lacks systematic data to support broad claims of student success. The program has identified a high-impact, resource conscious strategy by piloting a LinkedIn alumni group.

Q6.4. Are there any recommendations for this section?

- ☒ Yes
☐ No

Q6.5. What are the University Council's recommendations for this section?

Enrollment loss in this program has been significant. Coupled with overall enrollment decline nationally, the program needs to determine what minimum enrollment size will be viable and what number of faculty are necessary to deliver a much smaller program. The program needs to follow up with the Council on enrollment trends over the next several years.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

This question was not displayed to the respondent.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

For Professional Knowledge badges were awarded to 93.2% eligible students, Professional Practice badges were awarded to 91.5% eligible students, and Professional Leadership badges were awarded to 88.6% eligible students. Disaggregated results show that Physical Education Teacher Education demonstrates high attainment across PLOs, Sport Coaching demonstrates high attainment in Professional Knowledge and Professional Practice, Sport Management demonstrated balanced attainment across PLOs, and Executive Sport Management shows greater variability by outcome. Digital badge assessments provided faculty with detailed insight into student competency attainment, enabling targeted instructional adjustments, clearer expectations, and improved scaffolding for applied and leadership focused learning. At the program level, analysis of badge completion data supports curricular coherence by confirming alignment among outcomes, instruction, and assessment. Recommendation: in future reviews, include graduation rates and years to completion.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

All online course shells were developed using best-practice standards. Each course was reviewed at the end of each term of delivery to ensure content accuracy and functional quality. A major innovation during the review cycle was the creation of the Digital Learning Hub. The hub offered curated resources, training modules, and on-demand professional development focused on designing course content, developing course content, delivering course content, and instructional technology use, and transitional resources for content migration and course delivery to BlackBoard Ultra. Course development has prioritized intuitive design, with consistent layouts, guided learning tools, and standardized course orientation and student help materials. Personalized video messages, individualized feedback, and virtual office hours connection, supported student motivation and persistence. These higher-touch practices improved engagement and contribute to stronger student learning outcomes. The program has adopted universal design principles to ensure inclusivity and accessibility. All course materials include captions, transcripts, and screen reader compatibility. Multiple content formats (videos, readings, interactive activities) support diverse learning styles. A review of 40 graduate-level online courses is underway for compliance with WCAG 2.1 Level AA standards. Accessibility checks include closed-captioning, document formatting, color contrast, keyboard navigation, & overall course clarity.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

A key strength of the MS program is its ongoing partnership with industry professionals, who play an integral role in course design, development, and delivery. These collaborations ensure that course content remains aligned with current industry standards and emerging trends, enhancing both relevance and rigor. Industry experts regularly contribute to curriculum planning and serve as instructors, bringing real-world experience directly into the learning environment. Additionally, the program has embedded industry-relevant digital badges into coursework to recognize and showcase discrete, marketable skills. These micro-credentials, developed in consultation with practitioners, provide students with tangible evidence of their competencies and can be shared on professional platforms such as LinkedIn to support career advancement and employer visibility.

Q7.7. Are there any recommendations for this section?

- ☒ Yes
☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to submit evidence of assessment of learning and how that assessment is used to inform program improvements and changes, including those that could be used to potentially increase enrollment through market differentiation.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☐ Yes
☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
☒ Continuance at the current level of activity with specific action
☐ Continuance at a reduced level of activity
☐ Identification of the program for further development
☐ Development of a cooperative program
☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements. •
- Submit a follow-up report on program enrollment to the University Council each of the next three academic years. These reports are due as follow-up reports in March of each year beginning March 1, 2027.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

M.S. in Plant and Soil Sciences

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program is well-aligned with WVU's land-grant mission through graduate education and applied research addressing soil health, water quality, climate resilience, pest management, and sustainable food systems. The self-study clearly links training and research to service of WV stakeholders and related industries, indicating strong mission fit.

Q1.8. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

Resources appear adequate and accessible for current scale of activity

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

Faculty capacity is a material concern. The program explicitly reports the number of full-time faculty is not adequate to meet the mission in terms of dependable course rotation and advising redundancy, and describes negative productivity impacts from Academic Transformation plus faculty attrition (notably a 2025 departure in horticulture/plant sciences). The mitigation strategy—leveraging allied faculty across schools and interdisciplinary committees—appears functional but fragile (high workload, limited redundancy). This area could potentially require specific action tied to staffing/workload and course coverage planning.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☒ Yes
- ☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The program is small relative to the unit but its trends mirror broader declines. Reported figures indicate: ~50% enrollment decline over five years for the consolidated MS, steeper than university and college baselines; SCH production also declined substantially, attributed primarily to faculty capacity reductions rather than demand. The program notes regional MS award trends in comparable fields are generally declining, while WVU awards have remained roughly stable (2–5/year across the contributing fields) and the consolidation into a single MS with AoEs is intended to improve structure and alignment. The three-year outlook is stabilization or modest growth only if faculty capacity and funded research mentoring capacity stabilize/improve; otherwise, maintaining quality at a smaller scale is the realistic projection. The School of Agriculture and Food has lost 50% of its SCH production at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
- ☒ Some

Q6.2. What was inaccurate or missing?

some broken links/missing web pages. Why is the program not represented in the Catalog?

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Student success signals are mixed but generally acceptable given scale. Enrollment has declined (reported 50% over five years; 8 MS students in Fall 2025), consistent with reduced faculty mentoring capacity. Degree completions appear stable overall with a reported uptick in AY2025 (five MS and one PhD), and the program reports no >30% D/F/W issue in required courses. The self-study states graduates are finding positions in industry and academia, and describes advising/monitoring practices (GPA floor, probation interventions, regular advisor meetings, early plan-of-study requirements; handbook in development). The main risk to student success is program capacity and continuity (faculty attrition/restructuring), rather than evidence of widespread academic difficulty among enrolled students.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☐ Yes

☒ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Assessment activity is present but appears to need stronger documentation/regularization. The self-study reports recent review/revision of student learning objectives and curriculum on 9/18/2025, and provides a brief findings summary: most students assessed as competent/exemplary in research-area knowledge (13 of 15), with a small number not meeting expectations due to individualized circumstances; and strong near-term placement for MS graduates (all seven from 2022–2023 placed within one year). The self-study also notes assessment will “restart” with a new APC, which suggests a transition period; the Council hopes to see clearer evidence artifacts (direct measures, curriculum map, annual cycle) in the next cycle.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program identifies improvement plans focused on better recruitment fit, increased structure in graduate experiences (guided coursework pathways by subdiscipline, teaching opportunities, presentation/travel, internships, lab community), and continued intensive mentoring leading to scholarly outputs. These are sensible and aligned with stated program goals, but the self-study provides limited evidence that improvements to date are directly driven by an established assessment system (it is presented as a forward-looking planning during/after restructuring). These plans should be converted into time-bound actions with measurable indicators (recruitment yield, time-to-degree, publications/presentations, placement, annual assessment reporting).

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program reports no formal/structured stakeholder mechanism, relying instead on informal professional networks and industry connections. The program could consider establishing a structured feedback mechanism from identified stakeholder, such as employers/alumni/agency partners such as annual surveys to inform changes in the curriculum and the evolution of skills needs.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program should develop a formal way to engage with external stakeholders.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By July 1, 2027, submit a report to the Provost's Office on the progress made to develop a stakeholder council. By March 1, 2028 submit a report to the University Council explaining how that body will be used to help the program identify core skills which can be reflected in changes to or the development of program learning outcomes as well as core curricula.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

M.S. in Wildlife and Fisheries Resources

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The mission of the M.S. in Wildlife and Fisheries at West Virginia University is to prepare graduate students to serve and lead as highly skilled professionals addressing complex fish and wildlife conservation challenges in West Virginia and beyond.

Q1.8. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No issues reported

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

they indicate sufficient. 38 publications since last review. i did not see how many faculty, composition etc.

Q4.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

Program enrollment has remained steady since 2021 but seen a 20% decrease over the entire review period. It remains a viably sized masters program. SCH production is aligned with enrollment trends. Industry outlook remains strong for both undergraduate and graduate programs in this space.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
- ☒ Some

Q6.2. What was inaccurate or missing?

time to degree is not clearly stated. the learning outcomes are limited.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The MSWFR enrollments were steady year-to-year at 26 students while the 5-year trends showed a modest decline. The highest enrollment in the period was in 2021 at 34 students. From 2022 through 2025 enrollment has been steady at 25-28 students. This level of fluctuation is common with these types of MS programs that are nearly entirely supported via research grants to the faculty. The enrollment trend in the MSWFR program compares favorably to the 5-year university baseline of -17.3% and the Davis College baseline of -29.9%. Enrollment in MS programs in the School averaged about 54 over the period and declined -6.8% over the 5-year change level.

Q6.4. Are there any recommendations for this section?

- ☒ Yes
- ☐ No

Q6.5. What are the University Council's recommendations for this section?

Publish revised learning outcomes.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☐ Yes

☒ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☐ Yes

☒ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

they state the following "The learning outcomes were introduced in 2020 and have not been reviewed. The program will be tasked with that in 2026."

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

There is very limited assessment of learning. The group state courses NRS 797, 698 and defense, seminar with no reported data. they do state a plan to collect this data and reflects Assessment of learning outcomes will be through scoring of the student's thesis defense. SNRE has developed a rubric and scoring metric to be used by the student's graduate committee to assess how well the student performs in each LO. Additional data will be collected annually on the total number of peer-reviewed journal submissions per student during and within 2 years of graduation stemming from their doctoral research in these programs. Next steps reflect (1) Gather data as thesis defenses occur. Summarize when we have at least 10 data points. (2) Compile journal submission tracking for M.S. student tracking metrics. Gather data annually for summarization.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Assessment is a work in progress. There is no current data to assess improvements in this program. While the number of publications by MS WFR students has been compiled, no progress with implementing assessment rubrics for the thesis defense have taken place yet. We anticipate that during 2026 the assessment by the thesis committee rubrics will be implemented by the Davis College and completion of the rubrics by the thesis committee will be required prior to approval of the ETD submission.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

no evidence provided just the following "Many of the students in the MS in Wildlife and Fisheries work closely with stakeholders (state and federal biologists) as part of their thesis research."

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs a formal assessment plan, curriculum map, and then to submit evidence of implementing that assessment plan.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

☐ Continuance at the current level of activity

☒ Continuance at the current level of activity with specific action

☐ Continuance at a reduced level of activity

☐ Identification of the program for further development

☐ Development of a cooperative program

☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2027, submit in CIM revised program learning outcomes.
- By March 1, 2027, submit an assessment plan and curriculum map.
- By March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

MS in Forestry.

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☒ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

NA

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The mission of the M.S. in Forestry is to prepare graduate students to serve and lead as highly skilled professionals addressing complex forest and natural resource challenges. It is grounded in the University's land-grant mission, the program emphasizes practical, hands-on education, rigorous scientific training, and meaningful engagement that prepare students for impactful careers in research, management, and public service. Consistent with the land-grant responsibility to serve society, the program prepares leaders to address global change and other human-driven stressors affecting forest systems. Through mentored research, teaching, and outreach, students develop the communication, leadership, and technical skills necessary to steward forest resources and strengthen communities locally and globally

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No issues have been reported

Q3.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program checks yes to having enough faculty. But, no information is provided on the composition, etc, of their faculty.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☒ Yes
☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The MS in Forestry has about 40% of the School's total enrollment at the master's level and is generally a stable and healthy program.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
- ☒ Some

Q6.2. What was inaccurate or missing?

I did not see the time to completion nor was there any required courses published. There is a table indicating that 30 credit hours are needed but the timeline and plan of study for this was absent.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The enrollment trend for the MS in Forestry has nearly doubled from a low of 12 students in 2023 to 23 students in Fall 2025. The average enrollment over 5 years was 17. The 5-year change was +21.1%. The group indicates that, based on these trends and the continued need for highly trained persons in Forestry they expect the program to persist.

Q6.4. Are there any recommendations for this section?

- ☒ Yes
- ☐ No

Q6.5. What are the University Council's recommendations for this section?

The program needs to publish its required courses to the Catalog.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

the program used the Thesis and Defense Evaluation Form/Rubric and the Graduate survey as evidence of learning. They state that "At least 90% of the students rated as satisfactory/excellent in each learning outcome evaluated." & " At least 90% of graduates obtained a job related to their field or were admitted to a Ph.D. program". The concern is that only 3 students provided an evaluation for part 1. Also, although 100% of all graduates were employed, only 58% of the graduates obtained a job in a forestry or related field or were admitted to a PhD graduate program. While this does not meet the performance target, it should be noted that the remaining 48.18 % of graduates were still employed in other fields and are still planning on getting a job in forestry or a related field. Of note, MSF does not have a curriculum map as the only required course is "graduate seminar". Graduates with a MSF readily find employment in their field or PhD positions. This indirectly speaks to the success of the program in LOs 1-3. The group realizes that the current LO's need revision. Additionally, a more effective (automated) way of ensuring timely assessment of the MS students is needed. This is currently a work in progress

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The assessment of learning outcomes, including the analysis of MSF alumni surveys, for this report represents the first look at self-study for the MSF. With an average of ~6 graduates from the program annually, one BOG cycle was needed to gather enough information to assess LOs. While the program did not change during the review period, the alumni survey indicated that the MSF program should offer a broader range of graduate courses. The faculty has responded by adding one new graduate course to date and updating four during 2025-26. The Program faculty will meet in 2026 and review these findings and revise Student Learning Outcomes, and discuss adding additional coursework.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program engages with recent alumni through regular alumni surveys and with "older" alumni via the Forestry and Natural Resources Alumni Association. The group also suggests that "the recent creation of the Advisory Board to the Appalachian Hardwood Research Center (AHRC) reinvigorated ties between our academic program and employers in the field."

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

Once the program has published its required courses to the Catalog, it needs to develop a curriculum map based on those. Then it needs an assessment plan and to provide evidence of actually doing assessment. It also needs to develop a regular way to engage with its external stakeholders.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☐ Yes
- ☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2027, submit an assessment plan and curriculum map. Once those have been developed and approved, by March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements. • By July 1, 2027, submit a report to the Provost's Office on the progress made to develop a stakeholder council. By March 1, 2028 submit a report to the University Council explaining how that body will be used to help the program identify core skills which can be reflected in changes to or the development of program learning outcomes as well as core curricula. • By Nov 31, 2026, publish the program's required curriculum in CIM / Catalog. By March 1, 2027, submit an update to the University Council.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

MSN Nursing

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The MSN program aligns with the mission, vision, and values of West Virginia University by advancing its land-grant commitment to improving education, healthcare, and prosperity. The program supports a diverse and inclusive learning environment and prepares nurses to deliver high-quality, equitable care that directly benefits West Virginia and broader communities. Through evidence-based teaching, applied scholarship, and service, the program contributes to high-impact research and community engagement. Its design for working professionals promotes access and opportunity while maintaining academic rigor. Students develop competencies in clinical leadership, interprofessional collaboration, and healthcare technology, positioning them to address evolving healthcare challenges. The program also reflects WVU's core values of service, curiosity, innovation, respect, and accountability by fostering reflective, lifelong learners who are prepared to improve health outcomes and serve diverse populations at local, national, and global levels.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program appears to have adequate and accessible infrastructure resources.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

From the materials provided, the program has adequate faculty and no issues have been identified.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment in the MSN program declined during and immediately after COVID-19, consistent with national AACN trends (-9.5% over five years). However, enrollment has rebounded since 2023, increasing from 108 to 124 students in 2025. This recovery reflects targeted recruitment efforts, including outreach at conferences, engagement with undergraduate students, and coordinated marketing with WVU Online. Graduates demonstrate strong success outcomes, with 100% employment across healthcare systems and rural clinics. Certification pass rates remain high (96% in 2024), indicating strong preparation and timely completion aligned with professional standards. As a practice-focused degree, scholarly outputs (e.g., publications) are not primary indicators of success. There is no evidence of high D/F/W course concerns, and time to completion appears consistent with program design. The primary issue—enrollment decline—has been actively addressed through strategic recruitment and appears to be improving. Continued monitoring is recommended, but current trends suggest the issue is being effectively resolved.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The MSN program demonstrates a comprehensive, competency-based approach to student learning assessment aligned with CCNE standards, AACN Essentials, and NONPF competencies. Beginning in Fall 2023, all courses were systematically mapped to national standards, ensuring alignment between program outcomes, course activities, and assessments. Diverse methods, including case studies, scholarly papers, presentations, exams, and clinical evaluations, measure competency development. Assessment findings (2020–2024) indicate strong performance, with certification pass rates of 89.2%–96% and completion rates of 67%–92%. Student work samples demonstrate high achievement aligned with outcomes. A key issue identified in 2023 was misalignment with updated AACN Essentials and gaps in experiential learning. In response, the program revised outcomes, updated courses, and added in-person competency experiences. Faculty development and ongoing course review support implementation.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

During this review cycle, the MSN program made improvements driven by assessment findings. In 2023, data identified misalignment with AACN Essentials and gaps in experiential learning. In response, the program revised learning outcomes, fully mapped the curriculum to national standards, and implemented competency-based updates across courses. Student feedback also led to reinstating on-campus learning, with two required in-person experiences beginning in 2026 to strengthen hands-on competency development. Student outcomes remain strong, with certification pass rates up to 96% and recent completion rates at 90%. Program rankings have also rebounded, indicating improved competitiveness. These changes were clearly supported by assessment data, including accreditation standards, student surveys, and performance metrics, demonstrating sound evaluation practices. The program has also initiated ongoing course review processes and faculty development to ensure alignment and continuous improvement. Future improvements should focus on monitoring the impact of the revised curriculum and in-person experiences on student learning, as well as maintaining alignment with evolving professional standards. Continued use of student feedback and outcome data is recommended to sustain program quality and responsiveness.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program demonstrates a formal and structured approach to engaging external stakeholders. Governance structures explicitly include students, alumni, employers, and clinical partners as part of the "community of interest," with required representation on key committees (e.g., Curriculum, Assessment and Evaluation). These stakeholders have access to materials and voting roles, indicating meaningful participation in program oversight. Additional mechanisms include advisory board involvement, student feedback processes, surveys, and engagement with clinical partners and employers through program activities. Evidence also shows stakeholder input informing mission and program revisions.

Q7.7. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☒ Yes
- ☐ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

- ☐ Yes
- ☐ Maybe
- ☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuation at the current level of activity
- ☐ Continuation at the current level of activity with specific action
- ☐ Continuation at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuation

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

MSW

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The larger mission of WVU is to improve the lives of communities and constituents of West Virginia through education, research, and service. The MSW program trains graduate students to become professional social workers who have the skills to engage in practice at multiple levels and with multiple constituencies. They offer a curriculum specialization of "advanced integrated practice," which ensures that students are trained to practice at the micro, mezzo, and macro levels. This means that students graduate with skills to practice in either direct clinical work and administrative, policy, or management positions in the social service field. Their mission is to train graduates who will be prepared to provide social work services to individuals, families, groups, and communities, with an emphasis on interdisciplinary practice in rural areas. As such, their graduates are prepared to provide services in multiple roles, which expands their capacity to provide service to address social problems via multiple means. Additionally, they emphasize the values of social justice, empowerment, racial equality, and empowerment throughout our curriculum, all of which are important values that support the mission of a land-grant institution. As such, their mission aligns well with that of the university, as our focus is on preparing graduates who can provide service directly back to underprivileged members in the rural community.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program did not identify any significant issues with providing students with student accommodations, ability to schedule required classrooms, access to adequate technological infrastructure, access to adequate technological support, access to adequate physical infrastructure (labs, performance spaces, equipment, etc.) during this review period.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program indicated the adequacy of the number of full-time faculty necessary to meet the mission of the program with no concerns related to COVID-19 or Academic Transformation. All faculty have a master's degree in social work from a CSWE-accredited program and two or more years of post-master's social work degree practice experience. It was further report that faculty carry teaching loads commensurate with their faculty role and faculty size is commensurate with the faculty's teaching responsibilities across both program options in the MSW program. It was noted that both tenure track and non-tenure track faculty engage in a range of scholarly activities including research, manuscript development, scholarly presentations, and grant activity. The faculty size across is commensurate with scholarly responsibilities expected of faculty and they regularly engage in professional development through participation in the Society for Social Work Research annual conference, the annual NASW-WV spring conference, and the North Central Field Directors Consortium. Faculty also engage in professional development by making scholarly presentations and by participating on panels and committees to influence social work education and advanced integrated practice.

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
- ☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program experienced a 14.2% enrollment decline (University decline [-17.3%], Eberly College decline [-49.8%]). On-campus program decreased by 38.1%, the online program increased by 12.8%. A 2022 decision to cap online enrollment due to limited adjunct and overload resources contributed to recent declines. With additional resources now available, the program plans to scale up online enrollment, strengthen recruitment, and increased outreach to BSW students through an accelerated application process, expanded information sessions, recruited from other WVU undergraduate programs and local colleges, improved the website, enhanced social media and internal marketing, implemented a provisional license pathway for WV social workers, and adopted early decision and rolling admissions. Planned strategies include reducing application essay requirements, streamlining the application process, extending deadlines, launching a full-time advanced standing online option, admitting students each semester, and developing accelerated undergraduate-to-MSW pathways. Collectively, these efforts aim to increase enrollment across both on-campus and online programs. They typically have between 60-90 MSW graduates each year. There was an overall increase of 131.7% in degrees awarded (University [+6.3%], Eberly College [+15.7%]). The average time to completion for the MSW degree was 1.5 years. As cohort degree plans range from 1-3 years in length, most students are graduating as outlined.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Across years, the overwhelming majority (97%-100%) of our MSW students met the competency benchmarks outlined in their assessment plan for both online and on campus. Regarding the implicit curriculum, the majority of students (between 80%-100%) endorsed positive responses to all of the items across years. Some students noted that there are limited opportunities to learn from students of different backgrounds. They actively aim to recruit diverse students, but this was often challenging due to the demographics of our state and limited ability to fund international students. Overall, results indicate that the majority of our MSW students are meeting the established benchmarks and are satisfied with the program's educational environment. It is important to note that these data were collected during the time period when both COVID-19 pandemic and Academic Transformation occurred.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Most students are meeting (or exceeding) the established benchmarks and are satisfied with their learning environment. However, they have initiated a few processes for providing additional support for students to help maintain this level of achievement and support student retention. They encouraged a high-touch approach to advising, including proactive communication with students in our programs, identifying and intervening early on with students who are encountering difficulties, and the implementation of a "Student Success Protocol" to identify and support students who might benefit from more intense academic and professional advising. They increased the accessibility of both online and on-campus course material. They completed a large-scale overhaul of our online and digital course material to ensure global accessibility, in which they collaborated closely with the Office of Student Accommodations and the Eberly online design team. A new student support series, which will include synchronous, online sessions designed to address a variety of topics relevant to MSW students, such as licensure, resume building, job searching in social work, financial aid policy changes, and other issues related to student support and retention. In sum, we continue to strive to create a supportive, collaborative, and open learning environment, in which students can access instructors for academic and other support as they need.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The MSW program reported continuously engaging with their accrediting body, CSWE, in order to stay up to-date on new policies and updates to social work curriculum. Additionally, they engaged with both the state and national level of the National Association of Social Workers (NASW). This organization provides their ethics and values that guide the social work profession. Additionally, the program engaged with external stakeholders year-round on a daily basis, primarily through Field Education Office but also through community-engaged research conducted by their faculty. There was no specifics of how the program engages with external stakeholders.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☐ Yes
- ☒ No

Q10.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

Doctor of Pharmacy

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Are there additional elements of the self-study included at the request of the dean's office (if so, they would be questions beginning with "5")?

If so, what is the reason for those? See (Q1.8 or Q1.9, as applicable) of the self-study.

NA

Q1.5. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No issues reported

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports adequate faculty, and the appendix provides a faculty CV with a list of accomplishments, including grant funding. 227 publications and Total WVUSOP Faculty Reported Grants 2021-2023 = 99

Q5.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The program states, "Enrollment declined from Fall 2020 through Fall 2023. In Fall 2025, we are seeing an increase in enrollment that we hope will continue to trend upwards in the coming years." However, numbers are limited in this report, with a 5-year trend (-9.4%) reported at the end. The program states that they have implemented several new initiatives since fall 2024 to increase enrollment and matriculation, including increasing the scope of recruitment activities across the state and in neighboring states, expanding the number of affiliation and articulation agreements with colleges/schools in WV and surrounding states, development of new recruitment activities including partnering with 4H and M-Tech and implementation of our first summer recruitment camp for high school students. They are also in the process of expanding our Direct Admit Pathway program and are inviting students in the Healthcare Pathway with pharmacy interest to join our PHAR 199 – Orientation to Pharmacy course in the spring 2026 semester. This course is taught by pharmacy faculty and staff, so our goal is to foster relationships with those students to increase matriculation to the School of Pharmacy. The School of Pharmacy's degree completion trend has trended down since AY 2021 as a result of our decrease in enrollment. They believe that come 2027, this trend will improve due to their recruitment efforts. Again, numbers are missing There are no courses in the major with a DFW rate above 30%.

Q6.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q6.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q6.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program provides extensive documentation on various aspects of assessment. They use FORMATIVE AND SUMMATIVE ASSESSMENTS focusing on grades and formative -geared to provide feedback for improvement. They also use Comprehensive Examinations - NAPLEX and MPJE scores are part of this. AACP Surveys also support the student learning and assessment. No issues are reported

Q6.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The committee chairs submit reports with assessment outcomes and improvement plans, which are discussed in Executive Council and faculty meetings to inform and discuss actions. It was challenging to find this information in the massive 746 page document. some "stuff" are listed below. Some changes reflect: the three foundational spring P1 pharmaceutical sciences courses (Drug Chemistry [and Biotechnology], Biopharmaceutics and Pharmacogenomics, and Biochemical Pharmacology) are sequenced purposefully to build conceptual interrelationships, with each further divided into two modules. A recent change involved adding a "mini-capstone" after every two modules across courses to further develop practice connections and integrate learning. In 2023-24, an integrated exam question plan was implemented to enhance students' higher level thinking skills and application of previously learned concepts to later courses (Appendix 3-2). The Curriculum Committee completes a course review process with each course evaluated on a staggered basis (see Standard 10). Additional feedback is now provided to coordinators on incorporating DEI and integrated assessments, practicum rigor, and curricular hoarding (Appendix 10-14). Course reviews are accompanied by a request to coordinators to provide a plan for addressing proposed changes, to more effectively 'close the loop.'

Q6.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program regularly engages with external stakeholders. The Leadership Council meets with the Dean and other School of Pharmacy leaders twice yearly. The members of this Council serve as advisors regarding program/curricular changes made or contemplated (e.g., provide evaluative feedback, guidance), goodwill ambassadors with the community, and contacts with business and industry who might assist our program in achieving its mission/goals. The School's Office of Admissions and Student Affairs (OASA) maintains strong relationships with pharmacy employers, who regularly share internship and employment opportunities that are distributed to students through newsletters and postings. The School also benefits from strong alumni engagement.

Q7.1. Dean's Office Additional Elements

If the program's dean's office requested additional elements be included in the review, they would be found in Q5.2/5.3, Q5.4/5.5, Q5.6/5.7, Q5.8/5.9, and Q5.14/5.15.

Please provide a summary and analysis, as appropriate, of the information provided in the self-study in response to these additional elements.

NA

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☒ Yes

☐ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

☐ Yes

☒ Maybe

☐ No

Q8.3.

Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the [Program Review website](#)):

Distinction

Faculty

Graduates

Curriculum and Assessment

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

The WVU School of Pharmacy was ranked #44 in the Best Health Schools-Pharmacy category of the U.S. News and World Report's 2024 edition of "America's Best Pharmacy Schools." This places the program among the top third of pharmacy school programs nationwide (44 out of 141 programs).

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

The program and thus faculty consistently have received between \$3.7 and \$4.2 million federal and foundation funds, during the BOG review time of 2020-2025. Further, the funding amount has held steady since the last review. The received dollar amount places us within the rankings of 38 to 44 for Schools of Pharmacy (141 total) for federal and non-federal grant funding totals. Moreover, the tenure track faculty have published an average of 3.1 to 4.2 primary research articles/faculty per year over the BOG review time frame.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

graduates consistently achieved residency match rates above the national average. From 2020 to 2025, match rates ranged from 68% to 90%, compared to national averages of 63% to 82%. Even in years with lower rates nationally, WVU maintained strong performance, demonstrating a commitment to preparing students for successful residency placement. West Virginia University ranks in the top 21 percent in the nation with a 93% first-time pass rate. Among the 142 schools and colleges of pharmacy whose graduates took the exam nationwide, WVU's Class of 2025 exceeded the national average of 87% by six percentage points. In 2025, 96% of students had obtained a job or residency/fellowship by graduation.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

Following its most recent comprehensive review in 2024, the WVU School of Pharmacy's professional Doctor of Pharmacy program was granted full accreditation by the Accreditation Council for Pharmacy Education (ACPE) for the maximum 8-year term. This outcome reflects the program's strong alignment with ACPE's rigorous standards for quality and continuous improvement. The School is in compliance with all 25 ACPE standards, reflecting ACPE's confidence in the program's ongoing assessment processes and commitment to sustained excellence. Four standards are being monitored to ensure that changes from the Academic Transformation and curricular modifications continue to be successful, with data thus far (e.g., recent graduate performance on the national licensing exam (NAPLEX) indicating they are.

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuation at the current level of activity
- ☐ Continuation at the current level of activity with specific action
- ☐ Continuation at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuation

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

Ph.D. in Animal and Food and Nutritional Sciences

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The PhD in Animal and Food and Nutritional Sciences supports WVU's R1 land-grant mission by training research leaders who produce meaningful, externally funded work in animal health, food systems, and nutrition—areas that matter directly to West Virginia's economy and communities. It also reflects WVU's service mission by working closely with industry partners and focusing on practical, real-world solutions while preparing graduates for leadership roles in academia, industry, and government.

Q1.8. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

Based on the self-study, physical and technological resources appear adequate to support doctoral-level research and timely degree completion.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports sufficient full-time faculty to deliver required coursework. However, Academic Transformation, budget reductions, reorganization into the School of Agriculture and Food Systems, revisions to promotion and tenure expectations, and COVID-related lab shutdowns negatively affected faculty productivity and morale. The loss of technical staff and increased expectations for external funding have increased faculty workload. Despite these challenges, research productivity remains substantial, with an average of 3.8 publications per tenure-track faculty per year and 91% of tenure-track faculty serving as PI or Co-I on funded external grants totaling approximately \$27.7M (2021–2025).

Q4.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☒ Yes
- ☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The program appears to be a strength within the School. It reports a 29.4% five-year enrollment increase and indicates it is the only doctoral program in the School with positive five-year growth. Fall 2025 enrollment is reported at 22 students, described as "above average." The three-year outlook is stable or modestly increasing, contingent upon stabilization of federal funding cycles and continued alignment of doctoral recruitment with externally funded research. The School of Agriculture and Food has lost 50% of its SCH production at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
- ☒ Some

Q6.2. What was inaccurate or missing?

Web links not functional. There are no published curricular requirements in the Catalog.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Student success indicators are generally described as strong. Enrollment has increased over the five-year period, with a reported 100% increase over the last three years following a temporary 2023 decline. Average time to degree for 18 graduates during the review period was 3.79 years, which is efficient for a doctoral program. The program highlights substantial student research productivity, conference participation, and publication activity however the documentation of this productivity is partial and should be more systematic.

Q6.4. Are there any recommendations for this section?

- ☒ Yes
- ☐ No

Q6.5. What are the University Council's recommendations for this section?

The program needs to publish its required curriculum in the Catalog.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Assessment is an area requiring improvement. While learning outcomes were updated in 2022, the self-study acknowledges that annual assessment was not consistently conducted during the review cycle and that no formal assessment plan was implemented. The appointment of a new Assessment Program Coordinator (APC) and planned curriculum revisions represent positive steps, but the program currently lacks a documented, cyclical, evidence-based assessment system demonstrating direct measures of learning outcomes.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program cites improvements including implementation of learning outcome–guided assessment discussions, development of degree progression requirements, required Plans of Study within the first year, and curriculum revisions pending CIM approval. However, these changes are described as recent or forthcoming rather than fully implemented and documented through assessment findings. These improvements, while strengthening the structure of the program, were not implemented to improve student learning as a result of identified weaknesses in student progress.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

External engagement is robust but informal. Faculty maintain strong industry partnerships, multi-state research collaborations, and alumni engagement events. However, there is no structured documentation of stakeholder feedback tied to program improvement. Considering the existing network of stakeholders, the program might consider implementing an explicit feedback mechanism.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to develop an assessment plan and perform assessment of learning at the program level. It also should formalize the robust but unstructured engagement with its external stakeholders.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2027, submit an assessment plan and curriculum map. Once those have been developed and approved, by March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements. • By July 1, 2027, submit a report to the Provost's Office on the progress made to develop a stakeholder council. By March 1, 2028 submit a report to the University Council explaining how that body will be used to help the program identify core skills which can be reflected in changes to or the development of program learning outcomes as well as core curricula. • By Nov 31, 2026, publish the program's required curriculum in CIM / Catalog. By March 1, 2027, submit an update to the University Council.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

Ph.D., Educational Theory and Practice

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program prepares students for careers in higher education and policy, which broadly aligns with WVU's mission and values to expand access to education.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☒ Yes

☐ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Q4.3, Q4.4, and Q4.6 of the self-study.

☒ Yes

☐ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no problems in this area.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports challenges from Academic Transformation and the COVID-19 pandemic. Particularly, the program cites structural changes and financial limitations that have limited research and travel funds. These limitations have led to reputational challenges in student and faculty recruiting, which the program has addressed by increased marketing and recruitment efforts. These efforts have led to a 95.83% increase in applications from 24 to 25 admission cycles. They also report an uptick in support for travel and research. As reported: "Faculty have won the WVU Foundation Outstanding Teaching Award, various research fellowships, and external funding from competitive sources and agencies (e.g., National Science Foundation, West Virginia Department of Education, American Educational Research Association). Faculty expertise and achievements have also been recognized by various professional organizations (e.g., American Educational Research Association, International Literacy Association, National Rural Education Association)."

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

☐ All

☒ Some

Q6.2. What was inaccurate or missing?

The link provided does not lead to a "plan of study."

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment trends are stable and growing slightly: "In the 2024-2025 academic year, fall enrollment was 24, exceeding the approved target enrollment (of 20). In the most recent academic year, the fall enrollment was 32, representing positive year-over-year change of 10.3% in enrollment, against negative enrollment trends at university levels. At the same time, the Educational Theory and Practice program has also realized relatively stable persistence in student enrollment, with fall-to-fall continuance rates equaling or exceeding 80.0% across the previous five years. For basic reference, the mean fall-to-fall program continuance has been 90.15% across the period of review." Degree completion trends in this relatively new doctoral program remain within a reasonable range but are not yet stable enough to support firm conclusions. Completions increased from 2 in AY22–23 to 5 in AY23–24, then returned to 2 in the most recent year, suggesting variability rather than a clear upward trajectory. The program anticipates a steady-state range of approximately 4–6 graduates annually but acknowledges that additional years of data are necessary to establish reliable benchmarks. Year-to-year fluctuations may be influenced by the cited part-time enrollment options, federal funding trends, and external pressures such as uncertainty in academic job markets and hiring trends.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program has a well-developed curriculum map. The program supplied an assessment summary which included student surveys as well as course-based assessments. The data and summary indicate students are meeting benchmarks and are generally satisfied with the program. Over 85% of graduates report securing employment in areas related to their doctoral study.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

See Q10.1 of the self-study.

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

The program continues to improve the doctoral experience through curricular refinement and enhanced assessment practices. Recent changes include adjustments to the plan of study to better support students' development and mentorship. The program reports a slight decline in fall-to-fall retention rates. In response the program has launched initiatives to strengthen culture and climate, including a peer mentoring program and a student organization. The program also acknowledges that they need to do more to improve assessments and to gather more data on student completion rates. The program will particularly focus on strengthening early academic support for students so that they can meet the challenges of the later stages of the program.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

They provide no evidence of engagement with stakeholders, perhaps because that activity is undertaken by the School of Education generally, or by other programs within that school. Nevertheless, if this is a case of mere oversight or lack of attempt to engage with external stakeholders, then perhaps the program can be encouraged to build outreach to alumni and other stakeholders.

Q7.7. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☐ Yes
☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

PhD Health Services and Outcomes Research

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program provides its mission statement along with a detailed description of how its mission aligns with both the School of Pharmacy's mission and the university's mission. In particular, the program's mission aligns by delivering high-quality education that promotes innovative research benefiting health locally, nationally, and globally as rooted in WVU's principles of service, curiosity, respect, accountability, and appreciation..

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no significant issues regarding program resources.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has experienced a net loss in faculty head count of 3 (7 in 2021 to 4 in 2026) but has successfully sustained program offerings through the use of adjuncts. Due to federal government policy changes and reduced assistantships, enrollment has fallen from a high of 14 in 2021 to a projected 8 in 2026. However, additional external and internal funding sources have been cultivated to provide for doctoral fellowships and grants, which has helped to stabilize support for the students. Despite these headwinds, the faculty have maintained a high level of research productivity while also engaging in teaching, mentoring, and service activities.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment during the review period has been in the 10-13 student range with 2-3 students completing the program each year. Enrollments have declined since the prior review period due to faculty attrition and government funding cuts. The program aims to maintain a smaller enrollment ranging in the 8-10 student range in alignment with faculty numbers. The program highlights a number of student success indicators including competitive awards, fellowships, recognitions, high research productivity figures, and placements in various industry and academic roles. The program reports steady graduation and time to completion rates that compare favorably with peer institutions. The average time to completion is 4.7 years. Finally, no courses in the program have a DFW percentage higher than 30%.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program describes the direct assessments used to evaluate student learning. These include the dissertation project, which involves the completion of three peer-reviewed publications, and comprehensive examinations, involving both written and oral components. Students are also required to complete a teaching training program, after which they complete at least 9 hours of teaching, in which teaching performance is evaluated by program faculty. Despite these descriptions, the program does not provide specific assessment results nor are the assessments linked with the program learning outcomes.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program provides a robust overview of a number of program improvements made during the review cycle. However, the program does not specifically describe whether the improvements resulted from evidence acquired through assessment and evaluation.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program engages with external stakeholders, especially program alumni. An annual alumni dinner is held in conjunction with the annual ISPOR meeting and alumni also engage directly with students in program-hosted events, both virtually and in person, to provide valuable networking and mentoring opportunities focused on internships, career development, and placement. The alumni also support students financially by funding Graduate Student Travel Grants and the Dr. Suresh Madhavan Award.

Q7.7. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☐ Yes
- ☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

Human and Community Development, PhD

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program explains that its mission aligns with the mission of WVU as a land-grant R1 institution committed to advancing education, research, and public service. The program prepares scholars to address real-world challenges across West Virginia and beyond. The program promotes community-engaged research, collaboration with government, non-profit, and educational partners, and supports WVU's commitment to improved quality of life, economic opportunity, and social well-being. It is student-centered and research-intensive and reflects WVU's mission to create opportunity, foster innovation, and serve the public good.

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No issues with program resources regarding adequate and accessible infrastructure are reported.

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports not having an adequate number of full-time faculty to meet the mission of the program. This program has no dedicated faculty but relies on faculty from the AGEE BAg and these have decreased in number during the reporting period from 7 down to 3.3 in Fall 2025. Reasons for this included 4 retirements, 2 faculty accepting jobs elsewhere, 1 RIF, and one faculty moving to an administrative role. In addition, another faculty has taken a job elsewhere and as of Feb 2026 current FTEs are at 2.2. Transformation helped adjust the program with respect to enrollment, but did not allow for adjustment to service courses, graduate course offerings required by licensure, and a high number of transfer students. Program has decreased number of times service courses to institution are offered in response. The program reports this is not affecting program students' progress but may make a bottleneck for other majors in the college. Adjustments to maintain quality for students have included increased teaching, supervision, and mentoring loads for faculty (2 of whom are untenured and up for promotion this year). There have also been increased service workloads on committees due to need for representation and few faculty eligible. This is affecting faculty available research time. Program has requested a Non TT faculty to assist with teaching and service. Council suggests that the need for additional faculty to deliver and meet this mission of this program is addressed.

Q5.1. Did the self-study have questions added by the program's dean's office?

☒ Yes

☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The degree accounts for 2/3 of doctoral students in the School, making enrollment trends significant to graduate capacity. Enrollment has decreased but this is in alignment with reductions in faculty numbers. The HCD PhD program does not have specific faculty lines dedicated to the program but is supported by faculty from AGEE and other areas of the School. Faculty capacity has declined from 7 to 2.2 FTE as of February 2026. The program addresses this and related issues further in the self-study and has worked to strengthen the program in multiple ways, both aligning enrollment with capacity and developing a more clear and consistent degree structure, expectations, and assessment plan. The program anticipates enrollment to remain stable or modestly decline aligning with faculty FTE and that target of 3-4 graduate annually will be maintained. The School has lost a significant amount of its enrollment and SCH production through enrollment decline as well through departmental restructuring. Its major-to-faculty and SCH-to-faculty ratios indicate that it has been brought within institutional norms.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

☐ All

☒ Some

Q6.2. What was inaccurate or missing?

I did not see any information on anticipated time for completion. This is addressed later in the self-study but is not in the catalog.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.). *Both the primary and secondary reviewer should consult the data file provided.*

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment has declined 12.5% since most recent BOG review. Program compares this to 8.8% decline at University level and 16.5% decline at college level for same degree level and reports this is generally aligned with broader trends. Program describes decline as partly structural and partly intentional. With fewer faculty, program has aligned enrollment with advising capacity. Program has also worked proactively with stalled students to ensure steady advancement toward graduation. Degree completion rate has remained stable since most recent BOG review. Graduates per year range from 2-5 and average 2-3 per year. This is slightly below reported peer average of 3.2 annually but program notes peer comparison data included institutions with much larger faculty size. Approved time to completion is 3-6 years. Full-time students are positioned to complete within 3 and part-time more likely 3-5. During this review cycle the program has strengthened degree requirements, clarified sequencing and benchmark expectations, and implemented advising checkpoints to reduce delays. Internal tracking shows average completion at 4.65 years (full-time average 3.6 and part-time 4.7). Current students now have a more structured and predictable plan designed for 3-5 year completion window. No courses with DFW percentage higher than 30% are reported. Doctoral students regularly present at professional conferences; several have co-authored pubs, and have secured positions in various fields.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Program attaches evidence of all students' years to graduation as one form of evidence of student learning assessment. Program attaches curriculum map that shows where program learning outcomes (POLs) are covered in the curriculum and the type of assessment to be used for each outcome, including benchmarks. Program attaches assessment plan for POLs and lists action triggers for when data reaches point of concern. Actual assessment data is not included in attachments. Program notes that under this cycle there was not a formalized assessment plan other than tracking graduation rates, time to degree completion, and post-graduation placement. The program has developed a plan to assess PLOs during this review cycle with clear benchmarks and embedded assessment points. The current year is the first full cycle of implementing this plan so assessment findings directly tied to POLs are not yet available. The program notes it will provide these in the next BOG cycle. Council suggests a mid-point check in on assessment outcomes prior to the next BOG review may be helpful for the program.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program has made several improvements over the review cycle. It transitioned to a stand alone degree during academic transformation and now has more independent administrative control. Program Learning Outcomes (PLOs) were revised beginning in 2024 and the Plan of Study (POS) was restructured to clarify sequencing, expectations, and benchmarks. Defined checkpoints now align coursework, comprehensive exams, proposal defense, and dissertation milestones. These revisions are not yet entered in CIM (as stated by the program) but implementation is underway to ensure the assessment framework is viable prior to submission. A formal assessment plan has been developed with embedded assessment measures. The program is in first year of this process and plans to finalize and codify the assessment process after the May data review meeting. In addition, advising expectations were strengthened and average time to degree completion now falls within a defined 3-6 year window. Enrollment has been aligned with faculty advising capacity to sustain quality mentorship. Faculty productivity has remained strong. Overall program has transitioned from loosely structured model to a clearly outcomes-aligned doctoral program with defined expectations, strong advising oversight, and a newly developed frameworks for assessment and improvement. Council suggests that increasing the number of faculty may help the program implement and sustain these improvements.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

Due to individualized nature of the program, the program states that there is not one formal external advisory board. Stakeholder engagement is embedded in the program functions as students regularly work with higher education, extension, nonprofit, schools, community organizations and so on as part of their research and applied scholarship. Faculty mentors and committees connect students with collaborators aligned with their focus area. The program reflects its mission with engagement through relationships, research partnerships, and applied real-world contexts.

Q9.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q10.1. Recommendation

What is the recommended outcome for this program?

☒ Continuance at the current level of activity

☐ Continuance at the current level of activity with specific action

☐ Continuance at a reduced level of activity

☐ Identification of the program for further development

☐ Development of a cooperative program

☐ Discontinuance

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

PhD Kinesiology

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☒ Not specially accredited; there is a national accrediting body

Q1.6. Is the program seeking specialized accreditation? Why or why not?

See Q2.4 of the self-study.

The program is not seeking specialized accreditation. The Association for Applied Sport Psychology (AASP) accreditation requires a specific set of designated courses to be embedded within a single degree program. This model does not align well with the structure and intent of the sport, exercise, and performance psychology major, which prioritizes research training, scholarly independence, and individualized academic pathways over the completion of prescribed coursework. There is no national accreditation body for the coaching and teaching studies major.

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program aligns with WVU's mission, vision, and values by preparing scholar-practitioners through integrated research, applied practice, teaching, and community engagement that promotes health, wellness, and performance across a broad range of communities and industries.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program has adequate and accessible infrastructure resources.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has an adequate number of full-time faculty necessary to meet the mission of the program. These same faculty members serve the EdD program as well. Their teaching responsibilities are distributed across undergraduate majors and minors as well as revenue-generating online master's-level programs. Amid the merger between the former College of Physical Activity and Sport Sciences and College of Education and Human Services and COVID-19 pandemic, the program lost 5 full-time faculty members. Faculty attrition necessitated a strategic reallocation of resources to areas of need, along with efforts to improve doctoral program efficiency and match capacity and funding availability. From 2020 to 2025, the School of Sport Sciences increased the tenure-track positions from 14 to 16, while non-tenure-track positions expanded from 8 to 11 and adjunct appointments from 3.35 to 4.73. This deliberate approach reflects a proactive response to support and sustain undergraduate program growth without overextending faculty resources.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
- ☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

The enrollment has ranged from 22 to 40 students over the past five years, showing a 22.7% overall increase. The peak of enrollment at 40 students in 2022 was related to pandemic and merger-related faculty attrition which led to a temporary accumulation of enrolled students beyond typical program capacity or desired cohort size. Since 2023, enrollment has declined and subsequently stabilized in the mid to high 20s which aligned with the program's enrollment target of 20-30. During the reporting period, the PhD program averaged 5.67 graduates per year, increasing by 14.3%. 5 additional students graduated in Fall 2025. The average time to degree completion and the expected time to graduation in the Sport, Exercise, and Performance Psychology major was 4.18 and 4-5 years (includes the concurrent completion of the MS in Counseling program.), in the Coaching, and Teaching Studies major was 3.39 and 3-4 years. The PhD students in the Kinesiology doctoral program have produced over 60 first- and co-authored publications in the related journals and secured multiple external grants to support their research.

Q6.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

While the assessment results provided are positive, they appear to be anecdotal. The relation among program learning outcomes and the assessment results is not clearly explained. A well-defined assessment plan has not been presented by the program. While the program refers to certain ratings such as the core doctoral benchmarks, committee ratings, qualifying, comprehensive, proposal, and dissertation defense, it is not clear how they are evaluated and used to assess and improve the program. During the review period, the program has implemented some improvements including the standardization of research benchmark expectations and the introduction of scoring rubrics to promote consistent evaluation. However, no data has been presented.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program has not described any plan for any future improvements.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program benefits from the expertise of highly qualified external content specialists who serve on dissertation and thesis committees, providing complementary perspectives and enhancing the rigor of doctoral scholarship. Students regularly interact with practitioners and organizational partners, including those connected to the Center for Active WV, which serves as a key context for community-engaged research, evaluation, and outreach.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program has no structured assessment of learning that informs program improvements.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

☐ Continuance at the current level of activity

☒ Continuance at the current level of activity with specific action

☐ Continuance at a reduced level of activity

☐ Identification of the program for further development

☐ Development of a cooperative program

☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2027, submit an assessment plan and curriculum map. • By March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

PhD Natural Resource Economics

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The Natural Resource Economics (NRE) PhD program aligns with the mission and vision of West Virginia University by advancing its land-grant commitment to education, research, and service that benefits West Virginians. Its focus on sustainable development, natural resource management, and regional economic growth directly addresses the state's reliance on natural resources and rural communities. The program prepares students with expertise in economic theory, policy analysis, and quantitative methods to tackle challenges such as environmental sustainability, energy transitions, and rural development, key priorities tied to WVU's vision of innovation and prosperity. Its emphasis on applied, high-impact research supports WVU's R1 mission by generating knowledge that informs policy and practice. Graduates' placements across academia, industry, and public sectors further demonstrate this impact. Additionally, the program strengthens WVU's national reputation by attracting strong doctoral students and producing competitive graduates, supporting long-term economic and environmental sustainability in West Virginia.

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No significant issues identified

Q3.2. Are there any recommendations for this section?

☐ Yes☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

Due to academic transformation and the loss of the Division of Resource Economics and Management (REM), program faculty was reduced by 60% from 10 to 4. These faculty are qualified by their credentials. Faculty shortages are being addressed by consolidating courses, streamlining curriculum and assessments (e.g., replacing exams with a mentored paper), and reducing program size. These changes maintain quality with fewer faculty, though they require adjustments to class size policies and limit overall student capacity. GTAs have full responsibility in ug course delivery. Loss of hard-funded PhD assistantships has weakened recruitment, as peer programs guarantee funding. New policies limiting support to TA or external grants which are scarce in this field, reduce program size. Since early PhD years require full funding, restoring base support is critical to sustain training quality, competitiveness, and strong graduate placements. The student to faculty ratio in 2026 was reported as being either 3.3 or 2.5 depending on calculation method. No money is associated with GTAs in the NRE program. 11 students received GA funding totaling \$202,584.52. Of these, 3 were externally funded (\$34,804.82; 1 split-funded) and 9 were state funded (\$167,779.70; 1 split-funded), showing the majority of support comes from state funds. Faculty publication output rose from 2.78 (2020) to a peak of 4.67 (2022), then declined to 3.40 (2023) and 3.14 (2024), remaining above 2020 levels overall.

Q4.2. Are there any recommendations for this section?

☐ Yes☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

☐ Yes☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
- ☒ Some

Q6.2. What was inaccurate or missing?

Expected time to completion is not noted

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment declined from 21 (2021) to 12 (2025), largely due to the loss of college-funded assistantships, which has constrained recruitment. Despite this, degree production remained relatively stable, with 13 PhD graduates (2021–2025), plus additional completions in late 2025 and related programs, only slightly below the prior cycle (15). Time to completion averages 4.7–4.9 years, consistent with disciplinary norms. There are no reported high D/F/W courses. Student success indicators remain strong. Graduates secure high-quality placements across academia (e.g., Virginia Tech, Purdue, UC Irvine), industry (e.g., State Farm, Bank of America), and public sector roles, reflecting strong research training and professional preparation. Students also contribute to research, presentations, and externally funded projects (see Appendix A). The primary challenge is reduced funding, limiting program size and recruitment. The program has maintained quality outcomes despite contraction, but long-term sustainability will depend on restoring stable funding and faculty capacity.

Q6.4. Are there any recommendations for this section?

- ☒ Yes
- ☐ No

Q6.5. What are the University Council's recommendations for this section?

The program's decline in enrollment, loss of faculty expertise, and continued reliance on students unfunded students raises serious questions about whether or not the program is viable.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☐ Yes

☒ No

Q7.3. Provide a specific critique of the program's learning outcomes (especially related to clarity and appropriateness to degree level and type).

The learning outcomes are overly narrow and lack specificity for a doctoral program. They omit key expectations such as independent research design, advanced methodological competence, teaching/mentoring, and ethical/professional practice. Outcomes are not clearly measurable and do not reflect the breadth or rigor expected at the PhD level.

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program demonstrates strong evidence of student learning through multiple assessment points, including qualifying exams, mentored research papers, dissertation proposals and defenses, and research outputs such as publications and presentations. These are aligned with a structured curriculum map and supported by detailed rubrics evaluating research quality, methods, and communication. Assessment findings indicate students consistently meet learning outcomes. Students pass key milestones, produce mentored research papers, and successfully defend dissertations. Evidence shows mastery of economic theory, quantitative methods, and applied research skills. A key issue has been the strain on faculty resources in maintaining both qualifying exams and mentored papers. To address this, the program is eliminating the written qualifying exam and relying on the second-year mentored paper as the primary milestone. This aligns with peer programs and emphasizes applied research assessment. This change appears appropriate and improves efficiency while maintaining rigor. Overall, the program shows strong student learning outcomes, and recent adjustments effectively address resource constraints while preserving quality.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program improved student outcomes, including strong scholarly productivity, competitive placements, and post-graduate success. Students earned awards, secured internships, and obtained positions in top universities, industry, and public sectors, reflecting strong learning outcome mastery. Assessment data (qualifying exams and mentored research papers) confirm students meet expectations in research and communication. The program also improved assessment by shifting toward the mentored research paper as a primary milestone, aligning with best practices and reducing faculty burden. These changes are supported by assessment evidence and faculty capacity considerations, showing data-informed decision-making. The move toward applied, research-based assessment strengthens alignment with doctoral competencies. Future plans include continued curriculum and assessment streamlining. However, priorities should include restoring graduate funding and faculty capacity to support recruitment and sustainability. Ongoing monitoring of outcomes is recommended to ensure continued effectiveness.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

No information was provided for Q10.2 or Q10.3

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

If the program is not discontinued then it has work to do around assessment of learning, developing some form of external stakeholder group, and more meaningful post-graduate tracking of students.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

☐ Continuance at the current level of activity

☐ Continuance at the current level of activity with specific action

☐ Continuance at a reduced level of activity

☐ Identification of the program for further development

☒ Development of a cooperative program

☐ Discontinuance

Q9.3. Provide an explanation of follow-up action(s) that should be taken by the program, response expected to the Council (if any), and when.

The program should be discontinued as a full and dedicated major and, instead, have some its current coursework transitioned into an Area of Emphasis in another relevant PhD program in the Davis College. 1) By September 30, 2026, submit in CIM a program deactivation for the PhD in Natural Resource Economics. 2) By September 30, 2026, work with WVU Admissions to remove the program from the graduate application. 3) The college and school may submit an Area of Emphasis (or similar curriculum) in this area on whatever timeline is appropriate.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

PhD in Natural Resources Science

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program's mission is to prepare scholars, scientists, and leaders in their field. The program advances discovery and is grounded in the land-grant tradition, fostering interdisciplinary scholarship, research excellence, and meaningful engagement with stakeholders and resource managers. Students are prepared to contribute to research and advance stewardship of natural resources in West Virginia and beyond. It aligns with the mission of WVU.

Q1.8. Are there any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program notes no issues with resources related to accessible infrastructure.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program notes adequate number of faculty to meet its mission. The program reports no negative effects on faculty during the reporting period to be productive in teaching, research, and service. All program faculty are qualified by their credentials. The PhD student to FTE ratio for the School was .9, below the 2.0 ratio suggested by the BOG review but a 16.5% increase over the 5-year campus baseline. The PhD/FTE ration has been historically low within the School of Natural Resources, likely because many of the grants awarded would not support PhD level research. There has been increasing emphasis on training PhD students and that along with the maturing of junior faculty lead the School to anticipate this rate to slightly increase in the future. Most PhD students were funded on assistantships with 83.4% of assistantships funded from external grants and contracts. An average of 20.8 publications per faculty member are reported for the review period and has increased over the past three years from 60 in 2023 to 91 in 2024 and 2025. External funding is an expectation of TT faculty. Total funding has remained relatively stable with a current decrease likely due to current federal funding landscape. 100% of TT faculty were listed as PI or Co-PI on funded external grants during the reporting period. There appears no issues with faculty adequacy, composition, credentials, and productivity.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☒ Yes
- ☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

This program is the only doctoral degree in the School of Natural Resources. The program had enrollment of 22 in Fall 2025 and enrollment has been steady at 22-25 between Fall 2020 and 2025. As a terminal degree, the enrollment of the PhD program has little effect on overall enrollment in the School. The School has lost 20% of its undergraduate enrollment in the review period. It remains a strong program with strong academic market placement and industry need. The School SCH production is steady and its major-to-faculty ratio is within the norm.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
- ☒ Some

Q6.2. What was inaccurate or missing?

I did not see expected time to completion addressed nor are there any required courses published in the curriculum.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment has been steady since the last review and ranged from 22-25. Number of graduates was down to 2 in 2025, down 60% over five years. Other PhD programs in Natural Resources also show declines. Program attributes this to reductions in federal research funding and Covid. In the School, research funding increased from 2023 to 2024 and suggests that degrees awarded will be stable or increasing in the future. The program notes that the time to completion is 3.76 years. Program did not provide the raw data for this calculation. The program reports no classes with 30% of higher DFW. PhD students published 6-11 journal articles per year 2021-2025, and increased from 6 in 2021 to 11 in 2024 and 2025 while enrollment remained steady. Students have also been active in presenting at professional conferences and have received awards and scholarships.

Q6.4. Are there any recommendations for this section?

☒ Yes

☐ No

Q6.5. What are the University Council's recommendations for this section?

The program needs to publish its required courses in the Catalog.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program directly assesses learning outcomes through the candidacy exam and the dissertation defense using evaluation rubrics. The program notes that the assessment methods have been incompletely followed from 2018-2025, possibly due to the COVID pandemic and poor communication. From 2018-2025, 10 comprehensive examination rubrics were completed. The program set a target benchmark of 3.0 for success of each outcome based on a 1-4 scale with 4 representing mastery. On competency exams, 2 out of 10 students received a mean score below 3.0 with an overall mean score of 3.49. More data is available for dissertation defenses with a total of 22 rubrics completed. The target benchmark was again 3.0 for each learning outcome and the vast majority of students met the benchmark for each learning outcome (ranging from 86% to 100%). Learning outcome 3 related to statistical skills was the lowest at 86% meeting the benchmark. The program notes further examination is warranted to determine if changes are needed relative to this learning outcome.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program notes that insufficient data exists to compare metrics over time. Council suggests addressing this in the next BOG cycle in order to demonstrate any program improvements over the cycle.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program notes that PhD students often work closely with professionals in the field. No documentation is included regarding engagement with external stakeholders.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program needs to develop an assessment plan but that probably needs to come after it has determined what its required curriculum is. Then it needs to start conducting assessment of learning within the program. It also needs to develop some form of engagement with external stakeholders.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By March 1, 2027, submit an assessment plan and curriculum map. Once those have been developed and approved, by March 1, 2028, submit evidence of assessment of learning and explanation of how it is used to inform program improvements. • By July 1, 2027, submit a report to the Provost's Office on the progress made to develop a stakeholder council. By March 1, 2028 submit a report to the University Council explaining how that body will be used to help the program identify core skills which can be reflected in changes to or the development of program learning outcomes as well as core curricula. • By Nov 31, 2026, publish the program's required curriculum in CIM / Catalog. By March 1, 2027, submit an update to the University Council.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

PhD in Nursing

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☒ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.5. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

N/A

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The PhD in Nursing aligns with the Mission of WVU by advancing diversity, education, healthcare and prosperity for all. It aligns with the vision by involvement with purposeful research, academic learning, and practice.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

No significant issues identified.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program has adequate faculty. Faculty are qualified by their credentials. GTAs assist faculty members who are delivering the course. The student to faculty ratio in 2026 was 1.55 : 1. No graduate students were funded on state dollars or external funding. Peer reviewed journal articles are the primary intellectual contribution of faculty. Over the 5 year review period they report 207 publications, resulting in an average of 13 publications per faculty member. This represents 2.65 publications per faculty member. (Note teasing out the exact number per faculty per year was not possible given the seemingly contrasting numbers. If there are 9 tenure-track faculty and they averaged 13 pubs per, I get N=117 publications).

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Over the 2020-2026 period, 1 to 5 new admits were made to the program. Total enrollment ranged from 13 to 18 students. Enrollment has generally declined since 2021-2022. Graduates number 1-5 per year but have declined each year since 2023-2024. Time to degree completion ranged from 3.3 - 7.7 years with a mean of 4.84 years. D/F/W classes were marked N/A.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The 10 year reaffirmation by the Higher Learning Commission occurred in Spring 2025. Reviewers identified no significant issues or follow up actions.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The self study reports improvements in student support for conference attendance, curricular refinements, and gathering feedback from students.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

None

Q7.7. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☒ Yes
- ☐ No

Q8.2. Should the program be awarded the Program of Excellence distinction?

See Q.12.4, Q12.5, Q12.6, and 12.7 of the self-study.

- ☐ Yes
- ☐ Maybe
- ☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
- ☐ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

Ph.D. in Plant and Soil Sciences

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☐ Yes
- ☐ No
- ☒ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The self-study clearly connects doctoral research to soil health, water quality, pest management, climate resilience, and stakeholder engagement, demonstrating alignment with WVU's mission of education, research, and service.

Q1.8. Are there are any recommendations for this section?

- ☐ Yes
☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

- ☐ Yes
☒ No

Q2.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

Physical and technological resources are described as adequate.

Q3.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

Faculty capacity is a concern. The self-study explicitly states that the program does not have an adequate number of full-time faculty to meet its mission, noting reliance on two core graduate faculty after a 2025 departure and structural changes during Academic Transformation. While interdisciplinary collaboration across schools mitigates some risk, limited instructional redundancy and advising capacity constrain sustainability and contribute to enrollment and student-credit-hour declines. Faculty research productivity is described as solid, citing the average number of peer-reviewed publications per tenure-track faculty (2.6 per year), and the fact that 91% of tenure-track faculty served as PI or Co-I on externally funded grants during the review period, with total external funding estimated at \$27.7 million (2021–2025). This number, however, seems to include the faculty from the whole unit, not the 2-3 core faculty for the program. The two core faculty are not listed, in the document provided, as having received external funding. They further explain that while overall School funding has increased, Plant and Soil Sciences faculty experienced some reduction following the conclusion of a major award and a recent faculty departure, though recent funding levels have otherwise remained relatively consistent amid federal funding volatility.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☒ Yes
☐ No

Q5.2. Summarize the relationship between this program and the overall unit (department or school) profile in terms of enrollment, SCH production, and faculty FTE.

Also explain the program's projection within the academic industry and what the three-year outlook for the program is.

The PhD in Plant and Soil Sciences is a small but structurally important component of the School of Agriculture and Food Systems. Although it does not drive overall enrollment due to its modest size, its enrollment and SCH declines closely mirror faculty reductions. The program anticipates stable enrollment moving forward. The School of Agriculture and Food has lost 50% of its SCH prodction at the undergraduate level and 25% overall. It has a low major-to-FTE ratio compared to the other Davis College Schools. It may need to plan for necessary attrition between this and its next program review cycle.

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☐ All
- ☒ Some

Q6.2. What was inaccurate or missing?

There is no published curriculum for the program in the Catalog.

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

Enrollment in the PhD in Plant and Soil Sciences shows a 0% five-year change (13 students in Fall 2020 and Fall 2025), with a temporary peak of 22 students in Fall 2023 followed by a recent decline (–35% three-year change). The self-study attributes this fluctuation primarily to faculty reductions associated with Academic Transformation rather than reduced student interest. Degree production has remained stable at 1–2 graduates per year, and average time to completion (5.08–5.24 years) remains within expected doctoral norms, indicating stable student progression despite smaller cohort size.

Q6.4. Are there any recommendations for this section?

- ☒ Yes
- ☐ No

Q6.5. What are the University Council's recommendations for this section?

The program needs to publish its required courses and curriculum in the Catalog.

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

☒ Yes

☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

Assessment evidence is present but limited. Findings indicate that 20 of 22 students were assessed as competent or exemplary in disciplinary knowledge, with two identified for monitoring. Placement outcomes for recent graduates (2022–2023) were positive. However, the curriculum lacks required coursework, and the assessment process appears narrowly focused on one learning objective rather than a comprehensive, cyclical evaluation system.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

Improvements described include closer alignment of student experiences with learning outcomes and continued emphasis on intensive research mentoring leading to publications and conference presentations. While these efforts demonstrate commitment to quality, the self-study provides limited documentation of systematic assessment-driven curricular change. Continued formalization of assessment processes and structured curriculum requirements would strengthen evidence-based improvement.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

External engagement is active but informal. Faculty maintain collaborations with industry, non-profits, and public horticulture entities, and students participate in outreach and stakeholder communication. However, there is no formal advisory structure or documented feedback mechanism guiding program improvement.

Q7.7. Are there any recommendations for this section?

☒ Yes

☐ No

Q7.8. What are the University Council's recommendations for this section?

The program should figure out how it will engage with external stakeholders to ensure program quality and inform program improvements and changes.

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

☐ Yes

☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☐ Continuance at the current level of activity
- ☒ Continuance at the current level of activity with specific action
- ☐ Continuance at a reduced level of activity
- ☐ Identification of the program for further development
- ☐ Development of a cooperative program
- ☐ Discontinuance

Q9.2. Provide an explanation of the follow-up action(s) that should be taken by the program, the response expected to the Council (if any), and when. Most often, follow-up reports are due one or two years after the self-study was submitted.

Follow-up reports to the Council may:

- 1) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts).
- 2) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence.**
- 3) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan.**
- 4) Request the program resubmit any section of weakness from the self-study (entire sections or particular prompts) **with additional supporting evidence as well as a comprehensive action plan with additional interim follow-up reporting.**

- By July 1, 2027, submit a report to the Provost's Office on the progress made to develop a stakeholder council. By March 1, 2028 submit a report to the University Council explaining how that body will be used to help the program identify core skills which can be reflected in changes to or the development of program learning outcomes as well as core curricula. • By Nov 31, 2026, publish the program's required curriculum in CIM / Catalog. By March 1, 2027, submit an update to the University Council.

Q1.1. Program Review - Reviewers Form AY 2025-2026

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU. The results of the review (including the recommended outcome) will be communicated to the WVU Board of Governors and the review itself will be provided to the dean of the unit in which the program is housed.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q1.3 of the self-study.

PhD Public Health Sciences

Q1.3. What is the reason for this review? See 1.7 of the self-study.

- ☒ Regularly scheduled five-year Board of Governors program review
- ☐ Off-cycle Board of Governor's program review initiated by Provost's Office through annual academic unit review process
- ☐ Program review initiated by the Dean's office

Q1.4. Specialized Accreditation

If the program is specially accredited, is it in good standing with its accrediting body?

See Q2.2, Q2.3, Q2.5, Q2.6, and Q2.7 of the self-study.

- ☒ Yes
- ☐ No
- ☐ Not specially accredited; no national accrediting body
- ☐ Not specially accredited; there is a national accrediting body

Q1.7. Program Mission

Provide a brief explanation of how the program aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, are adequate action(s) being taken to return to alignment with the mission and/or values?

See Q3.2 of the self-study.

The program's mission statement aligns nicely with the university mission statement, particularly in providing rigorous training in the practice and research of public health (relating to the "success is earned" aspect of university mission) and in preparing students to help improve the health of West Virginians (consistent with the land-grant aspects of the university's mission).

Q1.8. Are there are any recommendations for this section?

☐ Yes

☒ No

Q2.1. New Programs

Is this the program's first Board of Governor's program review?

See Q4.2 of the self-study.

☐ Yes

☒ No

Q2.4. Are there any recommendations for this section?

☐ Yes

☒ No

Q3.1. Program Resources

Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q6.2, Q6.3, and Q6.4 of the self-study.

The program reports no issues with program resources.

Q3.2. Are there any recommendations for this section?

☐ Yes

☒ No

Q4.1. Faculty

Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q7.2, Q7.3, Q7.4, Q7.5, Q7.6, Q7.7, and Q7.8 (and Q7.9 through Q7.18, for doctoral programs) of the self-study.

The program reports that as a result of Academic Transformation, a department was eliminated along with the associated concentration in the PhD program. The program also lost four key faculty members through Academic Transformation and resignation. In response, the program worked to help students in the discontinued concentration to complete their degrees, while replacing leadership role vacated by departing faculty with existing faculty members and reassigning students to new dissertation chairs and mentors. Due to the smaller faculty size, the program is limiting new enrollment to "right-size" the program with current faculty resources.

Q4.2. Are there any recommendations for this section?

- ☐ Yes
- ☒ No

Q5.1. Did the self-study have questions added by the program's dean's office?

- ☐ Yes
- ☒ No

Q6.1. Student Success

Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Q1.6 of the self-study for links to Catalog page and program webpage.

- ☒ All
- ☐ Some

Q6.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and other indicators of student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.).

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, and Q8.9 of the self-study.

During the review period, program enrollments grew from 37 in 2020, cresting at 52 in 2023, and settling at 41 in 2025. The program aims for a "right-sized" enrollment of 20 students, given the elimination of a department and associated PhD program concentration. The program reports graduating 9 students (1.8 per year) and 8 students (1.6 per year) across the two remaining PhD concentrations. Although these numbers are somewhat smaller than the national averages for comparable programs, the program notes that they are appropriate given their smaller faculty size. The average time to completion was 4.72 and 4.36 respectively across the two program concentrations. The program provides a detailed overview of student success indicators, reflecting placements at various research organizations and universities nationwide.

Q6.4. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q7.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.1. Assessment and Program Improvement

Are the program's learning outcomes accurately published in the Catalog?

See Q1.6 of the self-study for link to program's Catalog page.

- ☒ Yes
☐ No

Q7.4. Provide a brief summary of the program's evidence of student learning assessment, and relevant assessment findings from this cycle.

If the program has had issues in this area, briefly explain that/those issue(s), what steps have been taken to address that/those issue(s), and whether the issue(s) appear(s) have been adequately resolved.

See Q9.5, Q9.6 (for curriculum map), and Q9.7 of the self-study.

The program provides a description of how each program learning outcome is assessed with a specific student activity or program requirement.

Q7.5. Provide a brief summary of any improvements the program has made during this review cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals. Areas of improvement may include (but are not limited to): faculty productivity and contributions, student outcomes (retention, persistence, and completion, DFW rates, learning outcome mastery, accomplishments, or post-graduate outcomes), curriculum change (program or course-level), or assessment of learning.

Were the changes made to the program supported by evidence acquired through sound assessment and evaluation practices?

Has the program initiated plans for any future improvements? If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Q10.1 of the self-study.

The program provides an overview of specific improvements made during the review cycle. However, the program does not specifically describe whether the improvements resulted from evidence acquired through assessment and evaluation.

Q7.6. Does the program have any formal/structured mechanism for engaging with external stakeholders?

If the Council would like to provide recommendations to the program for engagement with external stakeholders, include those here.

See Q10.2 or Q10.3 of the self-study.

The program reports no formal/structured mechanism for engaging with external stakeholders.

Q7.7. Are there any recommendations for this section?

- ☐ Yes
☒ No

Q8.1. Program of Excellence

Is the program seeking the Program of Excellence distinction?

See Q12.2 of the self-study.

- ☐ Yes
☒ No

Q9.1. Recommendation

What is the recommended outcome for this program?

- ☒ Continuance at the current level of activity
☐ Continuance at the current level of activity with specific action
☐ Continuance at a reduced level of activity
☐ Identification of the program for further development
☐ Development of a cooperative program
☐ Discontinuance

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 19, 2026

- ITEM:** Appointment to County Extension Committees
- INSTITUTION:** West Virginia University
- COMMITTEE:** Full Board – Consent Agenda
- RECOMMENDATION:** Resolved: That the West Virginia University Board of Governors approves the nominees and alternates for positions on the County Extension Service Committees in West Virginia, as presented.
- STAFF MEMBER:** Paul Kreider, ED
Interim Provost and Vice President for Academic Affairs
- BACKGROUND:** The Board of Governors of West Virginia University is responsible for approving the appointments of individuals to the County Extension Service Committees which function in each county of West Virginia.
- Please review the nominees and alternates. You are asked to approve both, as a first choice may have to refuse the position, and the alternate is then approached

Hancock County4/13/26 **Date****Employees and/or community leaders involved in selection of those recommended:****Incumbent:****Name:** Mallory Markowicz**Date term expires:** 6/2026**NOMINATED MEMBER: Board of Governors 1****Name:** Erica Sauer**Education:** M.Ed, MA**Occupation:** Education Administrator**County Resident:** Yes**Leadership positions in community:****(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)**

FRN Board of Directors Past member of the Community Bread Basket Board of Directors Weir School Musical Director -volunteer position

Involvement in other community activities:**(e.g. member, county library board; volunteer, community council; member, FRN)**

Weir School Musical Director -volunteer position Weirton Community Garden volunteer FRN volunteer

Previous experience with WVU Extension Activities:

Partner of a wide variety of programs including Story Book Cafe', Elementary STEM, and summer programming

Previous service on CESC: (include approximate dates of service)

None. This will be the first term (2026-2029)

Randolph County
04/28/2026 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:

Name: Mark Allen
Date term expires: June 30, 2026

NOMINATED MEMBER: Board of Governors 2

Name: Lucy Godwin
Education: BA Elementary Ed/Comm Studies, MA Reading Specialist, Leadership Certificate Principal/Superintendan
Occupation: Teacher
County Resident: Yes

Leadership positions in community:

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
President, Russell Memorial Public Library Board Clerk of Session, Tygart Valley Presbyterian Church

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)
Volunteer, George Ward Elementary School Volunteer, Tygart Valley Middle High School Volunteer, Valley Livestock 4-H Club

Previous experience with WVU Extension Activities:

Former 4-H member and Extension Camping Instructor.

Previous service on CESC: (include approximate dates of service)

None

Randolph County04/30/2026 **Date****Employees and/or community leaders involved in selection of those recommended:****Incumbent:****Name:** Jordan Godwin**Date term expires:** June 30, 2026**NOMINATED MEMBER: Board of Governors 1****Name:** Natalie Kniffen**Education:** MS Nursing, MBA, BS Nursing**Occupation:** Registered Nurse**County Resident:** Yes**Leadership positions in community:****(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)**

Chair, Trauma Multidisciplinary Committee Davis Medical Center Co-Chair, Trauma Peer Review Committee Davis Medical Center

Involvement in other community activities:**(e.g. member, county library board; volunteer, community council; member, FRN)**

Member, Nursing Shared Governance Committee Davis Medical Center Volunteer, Mount Vernon 4-H Club Volunteer, Elkins Little League Volunteer, Mountain Gymnastics Academy

Previous experience with WVU Extension Activities:

Former 4-H member and current 4-H volunteer.

Previous service on CESC: (include approximate dates of service)

Randolph County04/28/2026 **Date****Employees and/or community leaders involved in selection of those recommended:****RECOMMENDED ALTERNATE: Alternate Board of Governors****Name:** Lee Wright**Education:** BS Education, MBA, MA Curriculum & Instruction, MS Agriculture & Extension Education**Occupation:** Teacher**County Resident:** Yes**Leadership positions in community:****(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)**

Officer, Tygarts Valley FFA Alumni

Involvement in other community activities:**(e.g. member, county library board; volunteer, community council; member, FRN)**

Member, Randolph County Farm Bureau Member, WV Agricultural Teachers Association Member, WV American Federation of Teachers

Previous experience with WVU Extension Activities:

FFA Advisor working closely with WVU Extension on livestock show and sale and agricultural programming.

Previous service on CESC: (include approximate dates of service)

None in WV. Served on Penn State Extension Committee prior to 2014.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 19, 2026

ITEM: Report of Real Property Transactions –
Third Quarter of FY 2026

INSTITUTION: West Virginia University

COMMITTEE: Full Board

RECOMMENDATION: Informational

STAFF MEMBER: Drew Brubaker

BACKGROUND: Pursuant to Section 2.3 of BOG Finance and Administration Rule 5.1, a report of all leases and transfers of real property shall be presented to the Board at least quarterly.

Real Property Transactions (e.g., Leases and Easements)

- Attached is a two-part report summarizing the real property agreements which were executed or became effective in the previous fiscal quarter.

REPORT OF REAL PROPERTY TRANSACTIONS* – PART 1: Q2, FY26, FROM WVU TO A THIRD PARTY

Date of Agreement	Type of Agreement	Lessee / Grantee / Licensee	Location	Term End	Space / Description
01/19/2026	(WVU-A071) Agreement	West Virginia University Hospitals, Inc.	One Medical Center Drive, Morgantown, WV	01/18/2027	Agreement for placement of mobile MRI unit.
05/01/2026	(WVULEaseOut106) Lease Amendment	Gabriel Zenny	478 Pleasant Hill Road, Morgantown, WV	08/31/2026	Temporary Lease of a residential property located in Morgantown, WV.
06/01/2026	(WVU-LeaseOut044) Lease Agreement	United States of America	380 Oakland Street, Morgantown, WV	05/31/2027	Rental of unit at University Park.
06/01/2026	(WVU-LeaseOut045) Lease Agreement	United States of America	380 Oakland Street, Morgantown, WV	05/31/2027	Rental of unit at University Park.
07/01/2026	(WVULEaseOut062) Lease Agreement	West Virginia University Hospitals, Inc.	380 Oakland Street, Morgantown, WV	06/30/2027	21 units within University Park.

* Unless otherwise noted, WVU Finance and Administration BOG Rule 5.1 did not require prior authorization or approval by the Board.

REPORT OF REAL PROPERTY TRANSACTIONS* – PART 2: Q1, FY 26, TO WVU FROM A THIRD PARTY

Date of Agreement	Type of Agreement	WVU Program	Planned Use	Lessor / Grantor	Location	Term End	Space / Description
07/01/2026	(WVU-148) Lease Amendment	Osher Life-Long Learning Institute	Academic	GP Mountaineer LLC	5000 Greenbag Road, Morgantown, WV	06/30/2029	Classroom space
07/01/2026	(WVU-335) Lease Amendment	WVU Institute of Technology	WVU Tech Campus Parking	Beckley First Baptist Church	422 Neville Street, Beckley, WV	06/30/2027	Use of Church-Owned parking area
07/01/2026	(WVU-349) Lease Agreement	WVU Potomac State College	WVU PSC Campus Parking	A Street Parking, LLC	190 A Street, Keyser, WV	06/30/2031	Use of privately-owned parking area
08/01/2026	(WVU-103) Lease Amendment	Centers for Excellence in Disabilities	Office Space	RDR Properties LLC	959 Hartman Run Road, Morgantown, WV	07/31/2031	24,420 sq. ft. office space

* Unless otherwise noted, WVU Finance and Administration BOG Rule 5.1 did not require prior authorization or approval by the Board.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 19, 2026

ITEM:	Promotion and Tenure Reports
INSTITUTION:	West Virginia University, Potomac State College of West Virginia University, and West Virginia University Institute of Technology
COMMITTEE:	Full Board
RECOMMENDATION:	Information Only
STAFF MEMBERS:	Paul Kreider Interim Provost and Vice President for Academic Affairs Dr. Clay Marsh Chancellor and Executive Dean of Health Sciences
BACKGROUND:	The Promotion and Tenure review process at West Virginia University and its divisional campuses runs from January – May each year. It involves faculty file preparation, reviews and recommendations by department colleagues and the chair, college or school colleagues and the dean, and a decision by the Provost. A University wide committee reviews each case and advises the decision-makers on the extent to which the process has been properly followed. The final step is notification of the governing body of the decisions for promotion and/or tenure made during the review. The attached lists show the individuals who were promoted in rank and/or granted tenure during the 2025-2026 review process. .

Public Meeting Agenda Booklet - Promotion and Tenure

West Virginia University
Category: Personnel Matter
Item: Promotion and Tenure Report
May 14, 2026
List for Board of Governors

Name	Present Rank	Requested Rank/Title	Department	Effective Date Promotion
Benjamin M. Statler College of Engineering and Mineral Resources				
Almasri, Atheer M.	Teaching Assistant Professor	Teaching Associate Professor	Fundamentals of Engineering	August 14, 2026
Dawson, Jeremy M.	Associate Professor	Professor	Computer Science and Electrical Engineering	August 14, 2026
Gouzd, Jeremy R.	Teaching Assistant Professor	Teaching Associate Professor	Industrial and Management Engineering	August 14, 2026
Hopkinson, Leslie C.	Associate Professor	Professor	Civil and Environmental Engineering	August 14, 2026
Hulcher, Carter L.	Teaching Assistant Professor	Teaching Associate Professor	Fundamentals of Engineering	August 14, 2026
Liu, Zhi-Chao	Assistant Professor	Associate Professor with Tenure	Industrial and Management Engineering	August 14, 2026
Rhodes, Andrew P.	Teaching Assistant Professor	Teaching Associate Professor	Mechanical and Aerospace Engineering	August 14, 2026
Sanyal, Oishi	Assistant Professor	Associate Professor with Tenure	Chemical Engineering	August 14, 2026
Szorcinski, Nicholas S.	Assistant Professor	Associate Professor with Tenure	Mechanical and Aerospace Engineering	August 14, 2026
John Chambers College of Business and Economics				
Grossman, Daniel S.	Associate Professor	Professor	Economics	August 14, 2026
Li, Bingxin	Associate Professor	Professor	Finance	August 14, 2026
Plemmons, Alicia M.	Assistant Professor	Associate Professor with Tenure	General Business	August 14, 2026
Price, Bradley S.	Associate Professor	Professor	Management Information Systems	August 14, 2026
Quiroga Gomez, Bernardo F.	Associate Professor	Professor	Management Information Systems	August 14, 2026
Wang, Xinchun	Associate Professor	Professor	Marketing	August 14, 2026
College of Creative Arts and Media				
Haddox, J. Chris	Associate Professor	Professor	Art and Design	August 14, 2026
Honesty, Tamara L.	Associate Professor	Professor with Tenure	Theatre and Dance	August 14, 2026
Mezera, Catherine M.	Teaching Associate Professor	Teaching Professor	Media and Communications	August 14, 2026
Scatterday, Robert C.	Teaching Assistant Professor	Teaching Associate Professor	Media and Communications	August 14, 2026
Sears, Robert M.	Assistant Professor	Associate Professor with Tenure	Music	August 14, 2026
Siegfried, Jeffrey E.	Assistant Professor	Associate Professor with Tenure	Music	August 14, 2026
Sirtautas, Aubrey I.	Service Assistant Professor	Service Associate Professor	Theatre and Dance	August 14, 2026
College of Applied Human Sciences				
Bolyard, Johnna J.	Associate Professor	Professor	Education and Counseling	August 14, 2026
Hairston, Patrick O.	Teaching Assistant Professor	Teaching Associate Professor	Sport Sciences	August 14, 2026
McGahey, Peter J.	Teaching Assistant Professor	Teaching Associate Professor	Sport Sciences	August 14, 2026
Shimek, Courtney H.	Assistant Professor	Associate Professor with Tenure	Education and Counseling	August 14, 2026
Wang, Yuanhua	Assistant Professor	Associate Professor with Tenure	Education and Counseling	August 14, 2026
Davis College of Agriculture and Natural Resources				
Chaves Arantes, Caroline	Assistant Professor	Associate Professor with Tenure	School of Natural Resources and the Environment	August 14, 2026
Chhin, Sophan "Steve"	Associate Professor	Professor	School of Natural Resources and the Environment	August 14, 2026
Giorgi, Aaron J.	Assistant Professor	Associate Professor with Tenure	School of Community and Economic Development	August 14, 2026
Haas, Vaike	Assistant Professor	Professor	School of Community and Economic Development	August 14, 2026
Hendrix, Rachel E.	Assistant Professor	Associate Professor with Tenure	School of Community and Economic Development	August 14, 2026
Kelly, Charlene N.	Teaching Associate Professor	Teaching Professor	School of Natural Resources and the Environment	August 14, 2026
Murry, Brent A.	Assistant Professor	Associate Professor with Tenure	School of Natural Resources and the Environment	August 14, 2026
Rota, Christopher T.	Associate Professor	Professor	School of Natural Resources and the Environment	August 14, 2026
Eberly College of Arts and Sciences				
Battin, Erin E.	Teaching Associate Professor	Teaching Professor	Chemistry	August 14, 2026
Bidwell, Joelleen A.	Teaching Instructor	Teaching Assistant Professor	Mathematical and Data Sciences	August 14, 2026
Blank, Melissa D.	Associate Professor	Professor	Psychology	August 14, 2026

Public Meeting Agenda Booklet - Promotion and Tenure

Bowen, Robin T.	Teaching Assistant Professor	Teaching Associate Professor	Forensic and Investigative Science	August 14, 2026
Celikbas, Ela	Assistant Professor	Associate Professor with Tenure	Mathematical and Data Sciences	August 14, 2026
Christensen, Mary A.	Associate Professor	Professor	Social Work	August 14, 2026
Englehardt, Jacqueline L.	Service Instructor	Service Assistant Professor	Social Work	August 14, 2026
Flomen, Max	Assistant Professor	Associate Professor with Tenure	History	August 14, 2026
Fowler, Christopher M.	Research Assistant Professor	Research Associate Professor	Physics and Astronomy	August 14, 2026
Fowler, Zachariah K.	Service Associate Professor	Service Professor	Biology	August 14, 2026
Karr, Joshua H.	Teaching Assistant Professor	Teaching Associate Professor	Mathematical and Data Sciences	August 14, 2026
Kestner, Kathryn M.	Assistant Professor	Associate Professor with Tenure	Psychology	August 14, 2026
Miller, Daniel J.	Assistant Professor	Associate Professor with Tenure	Philosophy and Humanities	August 14, 2026
Phillips, Trisha B.	Associate Professor	Professor	Political Science	August 14, 2026
Rinehart, Lindsey P. E.	Service Instructor	Service Assistant Professor	Social Work	August 14, 2026
Sano-Franchini, Jennifer L.	Associate Professor	Professor	English	August 14, 2026
Smart, Devin M.	Assistant Professor	Associate Professor with Tenure	History	August 14, 2026
Tapia, Gabriel S.	Teaching Instructor	Teaching Assistant Professor	Mathematical and Data Sciences	August 14, 2026
Tinsley, Mark R.	Teaching Associate Professor	Teaching Professor	Chemistry	August 14, 2026
Trejos, Tatiana	Associate Professor	Professor	Forensic and Investigative Science	August 14, 2026
Tsikkou, Charis	Associate Professor	Professor	Mathematical and Data Sciences	August 14, 2026
Turiano, Nicholas A.	Associate Professor	Professor	Psychology	August 14, 2026
Vendemia, Megan A.	Assistant Professor	Associate Professor with Tenure	Communication Studies	August 14, 2026
Waibogha, Sylvanus	Teaching Instructor	Teaching Assistant Professor	Mathematical and Data Sciences	August 14, 2026
Wilson, Bradley R.	Associate Professor	Professor	Geology and Geography - Resilient Communities	August 14, 2026

Potomac State College

Alvaro, Molly	Assistant Professor	Assistant Professor with Tenure	Psychology	August 14, 2026
Cunningham, Erin L.	Associate Professor	Professor	Biology and Chairperson	August 14, 2026
Hudgins, Caitlin C.	Assistant Professor	Associate Professor	English	August 14, 2026
Lawrence, Candace M.	Assistant Professor	Associate Professor	Mathematics	August 14, 2026
Schafer, Donald J.	Assistant Professor	Associate Professor	Physical Education	August 14, 2026
Smith, Farren R.	Instructor	Assistant Professor	Biology	August 14, 2026
Zyga, Lisa M.	Instructor	Assistant Professor with Tenure	Mathematics	August 14, 2026

WVU Extension Service

Cox, Karen G.	Extension Assistant Professor	Extension Associate Professor	Agriculture and Natural Resources	July 1, 2026
Davis, Jr. Jeffery A.	Extension Instructor	Extension Assistant Professor with Tenure	4H Youth Development	July 1, 2026
Eades, Daniel C.	Extension Associate Professor	Extension Professor	Extension Programming	July 1, 2026
Friend, Jennifer R.	Extension Instructor	Extension Assistant Professor with Tenure	Agriculture and Natural Resources	July 1, 2026
Hartley, David C.	Extension Assistant Professor	Extension Associate Professor	4H Youth Development	July 1, 2026
Peplowski, Joshua A.	Extension Assistant Professor	Extension Associate Professor	Agriculture and Natural Resources	July 1, 2026
Rice, Tiffany M.	Extension Service Assistant Professor	Extension Service Associate Professor	Safety and Health	July 1, 2026
Robertson-Honecker, Jennifer N.	Extension Associate Professor	Extension Professor	4H Youth Development	July 1, 2026
Smalley, Cindy A.	Extension Assistant Professor	Extension Associate Professor	4H Youth Development	July 1, 2026

WVU Libraries

Rogerson, Terra J.	Associate University Librarian	University Librarian	Downtown Library	July 1, 2026

WVU Institute of Technology

Amin, Md Nurul	Associate Professor	Professor	Accounting and Management	August 14, 2026
Bettig, Bernhard P.	Associate Professor	Professor	Engineering	August 14, 2026
Brown, Patrick J.	Assistant Professor	Associate Professor with Tenure	Arts and Humanities	August 14, 2026
Farhat, Tarek R.	Assistant Professor	Associate Professor with Tenure	Physical Sciences	August 14, 2026
Kim, Kyung Moon	Associate Professor	Professor	Management and Computer Information Systems	August 14, 2026
Rahman, Muzibur	Assistant Professor	Associate Professor with Tenure	Engineering	August 14, 2026
Vecellio, Mark E.	Assistant Professor	Associate Professor with Tenure	Social Science	August 14, 2026

School of Dentistry

Chipps, Tammy	Clinical Associate Professor	Clinical Professor	Restorative	July 1, 2026
Kim, Dami	Clinical Assistant Professor	Clinical Associate Professor	Periodontics	July 1, 2026
Puette, Elizabeth	Clinical Assistant Professor	Clinical Associate Professor	Dental Hygiene	August 14, 2026

Public Meeting Agenda Booklet - Promotion and Tenure

Zaremba-Rabatin, Kimberley	Clinical Assistant Professor	Clinical Associate Professor	Periodontics	July 1, 2026
School of Medicine				
Abbas Khan, Mir Ali	Clinical Assistant Professor	Clinical Associate Professor	Anesthesiology	July 1, 2026
Ahuja, Kanya	Clinical Assistant Professor	Clinical Associate Professor	CMD Pediatrics	July 1, 2026
Ali, Ahmed Abdelhalim	Clinical Assistant Professor	Clinical Associate Professor	Urology	July 1, 2026
Allison, Robert	Clinical Assistant Professor	Clinical Associate Professor	Family Medicine	July 1, 2026
Almubarak, Mohammad	Clinical Associate Professor	Clinical Professor	Medical Oncology	July 1, 2026
Anees, Amna	Clinical Assistant Professor	Clinical Associate Professor	CMD Internal Medicine	July 1, 2026
Aulakh, Sonikpreet	Clinical Assistant Professor	Clinical Associate Professor	Medical Oncology	July 1, 2026
Bailey, Kimberly	Clinical Assistant Professor	Clinical Associate Professor	Surgery	July 1, 2026
Barbier, Mariette	Associate Professor	Professor	Microbiology Immunology and Cell Biology	July 1, 2026
Barua, Subit	Clinical Assistant Professor	Clinical Associate Professor	Pathology Anatomy and Laboratory Medicine	July 1, 2026
Bashir, Muhammad	Clinical Assistant Professor	Clinical Associate Professor	CMD Internal Medicine	July 1, 2026
Bhatnagar, Bhavana	Clinical Associate Professor	Clinical Professor	Medical Oncology	July 1, 2026
Bhushan, Bharath	Clinical Assistant Professor	Clinical Associate Professor	Medicine	July 1, 2026
Bond, Jonathan	Clinical Assistant Professor	Clinical Associate Professor	Anesthesiology	July 1, 2026
Bowe, Adina	Clinical Assistant Professor	Clinical Associate Professor	CMD Behavioral Medicine	July 1, 2026
Brito Guzman, Daniel	Clinical Assistant Professor	Clinical Associate Professor	Cardiology	July 1, 2026
Brunner, Nancy	Clinical Assistant Professor	Clinical Associate Professor	Pediatrics	July 1, 2026
Burt, Amy	Clinical Associate Professor	Clinical Professor	Disability Studies	July 1, 2026
Capito, Joseph	Clinical Assistant Professor	Clinical Associate Professor	Family Medicine	July 1, 2026
Chaiban, Rafka	Clinical Assistant Professor	Clinical Associate Professor	Pediatrics	July 1, 2026
Cherry, Angela	Clinical Assistant Professor	Clinical Associate Professor	Eastern Division Family Medicine	July 1, 2026
Chumber, Paramjit	Clinical Assistant Professor	Clinical Associate Professor	Behavioral Medicine and Psychiatry	July 1, 2026
Copeland, Neil	Clinical Assistant Professor	Clinical Associate Professor	CMD Pediatrics	July 1, 2026
Coutras, Steven	Clinical Associate Professor	Clinical Professor	Otolaryngology	July 1, 2026
Coy, Anna	Clinical Assistant Professor	Clinical Associate Professor	Human Performance	July 1, 2026
Daboul, Nour	Clinical Assistant Professor	Clinical Associate Professor	Medical Oncology	July 1, 2026
Damron, Fredrick Heath	Associate Professor	Professor	Microbiology Immunology and Cell Biology	July 1, 2026
Deskins, Christopher	Clinical Assistant Professor	Clinical Associate Professor	Anesthesiology	July 1, 2026
Duenas, Omar	Clinical Associate Professor	Clinical Professor	Obstetrics Gynecology	July 1, 2026
Ernst, Nathan	Clinical Assistant Professor	Clinical Associate Professor	Behavioral Medicine and Psychiatry	July 1, 2026
Farooki, Sana	Clinical Assistant Professor	Clinical Associate Professor	CMD Pediatrics	July 1, 2026
Feizi, Parissa	Clinical Assistant Professor	Clinical Associate Professor	Neuroradiology	July 1, 2026
Frye, Benjamin	Clinical Associate Professor	Clinical Professor	Orthopaedics	July 1, 2026
Ghareeb, Erica	Clinical Associate Professor	Clinical Professor	Dermatology	July 1, 2026
Ghorayeb, Ghassan	Clinical Associate Professor	Clinical Professor	Ophthalmology	July 1, 2026
Godsey, Veronica	Clinical Assistant Professor	Clinical Associate Professor	Pediatrics	July 1, 2026
Greenfield, Jacob	Clinical Assistant Professor	Clinical Associate Professor	Human Performance	July 1, 2026
Gritsenko, Valeriya	Associate Professor w/ Tenure	Professor w/ Tenure	Human Performance	July 1, 2026
Guillow, Rebecca	Clinical Assistant Professor	Clinical Associate Professor	Anesthesiology	July 1, 2026
Halenda, Kevin	Clinical Assistant Professor	Clinical Associate Professor	Ophthalmology	July 1, 2026
Hansen, Adam	Clinical Assistant Professor	Clinical Associate Professor	Cardiovascular and Thoracic Surgery	July 1, 2026
Hu, Gangqing	Assistant Professor	Associate Professor with Tenure	Microbiology Immunology and Cell Biology	July 1, 2026
Huang, Eric	Clinical Assistant Professor	Clinical Associate Professor	Medicine	July 1, 2026
Humerick, Madison	Clinical Assistant Professor	Clinical Associate Professor	Eastern Division Family Medicine	July 1, 2026
Hustead, Jeremy	Clinical Assistant Professor	Clinical Associate Professor	Behavioral Medicine and Psychiatry	July 1, 2026
Ihle, Rayan	Clinical Associate Professor	Clinical Professor	CMD Internal Medicine Critical Care	July 1, 2026
Jaffal, Hussein	Clinical Assistant Professor	Clinical Associate Professor	Otolaryngology	July 1, 2026
Jagadeesan, Vikrant	Clinical Assistant Professor	Clinical Associate Professor	Cardiology	July 1, 2026
Johnson, Jessica E.	Clinical Assistant Professor	Clinical Associate Professor	Medicine	July 1, 2026
Kasson, Lindsay	Clinical Assistant Professor	Clinical Associate Professor	Medicine	July 1, 2026
Kidd, Kacie	Assistant Professor	Associate Professor with Tenure	Pediatrics	July 1, 2026
Kiefer, Autumn	Clinical Associate Professor	Clinical Professor	Pediatrics	July 1, 2026
Kohli, Arpan	Clinical Associate Professor	Clinical Professor	Anesthesiology	July 1, 2026
Krafft Jr., Matthew	Clinical Assistant Professor	Clinical Associate Professor	Medicine	July 1, 2026
Kumar, Smita	Clinical Assistant Professor	Clinical Associate Professor	Medicine	July 1, 2026
Lakhani, Dhairya	Clinical Assistant Professor	Clinical Associate Professor	Neuroradiology	July 1, 2026

Public Meeting Agenda Booklet - Promotion and Tenure

Lama, Anna	Clinical Assistant Professor	Clinical Associate Professor	Medical Education	July 1, 2026
Lamb, Jason	Clinical Assistant Professor	Clinical Associate Professor	Cardiovascular and Thoracic Surgery	July 1, 2026
Layne-Stuart, Corrine	Clinical Assistant Professor	Clinical Associate Professor	Physical Medicine & Rehabilitation	July 1, 2026
Lewis, William	Clinical Associate Professor	Clinical Professor	Eastern Division Family Medicine	July 1, 2026
Maier, Leonard	Clinical Assistant Professor	Clinical Associate Professor	Medicine	July 1, 2026
Makary, Chadi	Clinical Associate Professor	Clinical Professor	Otolaryngology	July 1, 2026
Maroon, Michael	Clinical Assistant Professor	Clinical Associate Professor	Family Medicine	July 1, 2026
McQuade, Elizabeth	Clinical Assistant Professor	Clinical Associate Professor	Neurology	July 1, 2026
Olness, Erik	Clinical Assistant Professor	Clinical Associate Professor	Anesthesiology	July 1, 2026
Omar, Khawaja	Clinical Assistant Professor	Clinical Associate Professor	CMD Internal Medicine	July 1, 2026
Patra, Kamakshya	Clinical Associate Professor	Clinical Professor	Pediatrics	July 1, 2026
Perle, Alexandria	Clinical Assistant Professor	Clinical Associate Professor	Behavioral Medicine and Psychiatry	July 1, 2026
Pomp-Steuier, Kayla	Clinical Instructor	Clinical Assistant Professor	Obstetrics Gynecology	July 1, 2026
Race, Alice	Clinical Assistant Professor	Clinical Associate Professor	Surgery	July 1, 2026
Randall, Cara	Clinical Assistant Professor	Clinical Associate Professor	Pathology Anatomy and Laboratory Medicine	July 1, 2026
Russell, Michael	Clinical Assistant Professor	Clinical Associate Professor	Anesthesiology	July 1, 2026
Scheidler, James	Clinical Assistant Professor	Clinical Associate Professor	Emergency Medicine	July 1, 2026
Sdrimas, Konstantinos	Clinical Assistant Professor	Clinical Associate Professor	Medical Oncology	July 1, 2026
Seachrist, Katherine	Clinical Assistant Professor	Clinical Associate Professor	Medicine	July 1, 2026
Shi, David	Clinical Assistant Professor	Clinical Associate Professor	Medicine	July 1, 2026
Simmons, Ashley	Clinical Assistant Professor	Clinical Associate Professor	Human Performance	July 1, 2026
Singh, Sailendra	Clinical Associate Professor	Clinical Professor	Medicine	July 1, 2026
Smith, Matthew Scott	Clinical Associate Professor	Clinical Professor	Neurology	July 1, 2026
Steratore, Anthony	Clinical Assistant Professor	Clinical Associate Professor	Emergency Medicine	July 1, 2026
Thomas, David Elmer	Clinical Assistant Professor	Clinical Associate Professor	Pediatrics	July 1, 2026
Turner, Jason	Clinical Assistant Professor	Clinical Associate Professor	Eastern Division	July 1, 2026
Vaglianti, Richard	Clinical Associate Professor	Clinical Professor	Anesthesiology	July 1, 2026
Villanueva, Daphne-Dominique	Clinical Assistant Professor	Clinical Associate Professor	Medicine	July 1, 2026
Watkins, Colleen	Clinical Associate Professor	Clinical Professor	Orthopaedics	July 1, 2026
Webb, Bradley	Assistant Professor	Associate Professor with Tenure	Biochemistry	July 1, 2026
Woodberry, Kerri	Clinical Associate Professor	Clinical Professor	Surgery	July 1, 2026
Yadava, Deep	Clinical Assistant Professor	Clinical Associate Professor	Behavioral Medicine and Psychiatry	July 1, 2026
Yakovenko, Sergiy	Associate Professor	Professor	Human Performance	July 1, 2026
Yang, Jianbo	Clinical Assistant Professor	Clinical Associate Professor	Pathology Anatomy and Laboratory Medicine	July 1, 2026

School of Nursing

Barker, Kendra	Clinical Associate Professor	Clinical Professor	Family and Community Health	July 1, 2026
Beckman-Sirk, Kasey	Clinical Instructor	Clinical Assistant Professor	Keyser	August 14, 2026
Carter-Templeton, Heather	Associate Professor	Professor	Adult Health	July 1, 2026
Huber, Stacy	Clinical Associate Professor	Clinical Professor	Adult Health	July 1, 2026
Miner, Amy	Clinical Assistant Professor	Clinical Associate Professor	Adult Health	August 14, 2026
Morton, Kelly	Clinical Assistant Professor	Clinical Associate Professor	Charleston	July 1, 2026
Phillips, Brad	Assistant Professor	Associate Professor with Tenure	Family and Community Health	July 1, 2026
Sexton, Paula	Clinical Instructor	Clinical Assistant Professor	Adult Health	August 14, 2026
Vance, Billie	Clinical Associate Professor	Clinical Professor	Adult Health	July 1, 2026

School of Public Health

Groth, Caroline	Assistant Professor	Associate Professor with Tenure	Epidemiology and Biostatistics	August 14, 2026