The purpose of institutional program review is to assess the extent to which programs align with the mission of West Virginia University, evaluate educational quality, establish accountability, review assessment practices, and ensure program viability. The University is required to submit a summary report for each program every five years to the West Virginia University Board of Governors and the West Virginia Higher Education Policy Commission (W. Va. Code §18B-1B-4 and 18B-2A-4). The self-study reports are an opportunity for academic programs to meaningfully reflect on program success and establish plans for growth and change.

All materials should be submitted electronically by December 15 of the review year to the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs. The following outline should be used in preparing the self-study:

I. Mission
Discuss how the program is consistent with the WVU mission (http://about.wvu.edu/wvu-facts) and strategic plan (http://strategicplan.wvu.edu/)

II. Curriculum, Enrollment, and Students
a. Describe the program. Include a summary of degree requirements and a list of course titles and numbers.
   i. List the website(s) that provides a description of the program’s curriculum, degree requirements, and course descriptions.

b. Provide evidence of a continuing demand for the program.
   i. Enrollment History: present five-year trends for majors and graduates in table or graph form (The Office of Institutional Research can assist with this data).
   ii. Enrollment Projections: identify trends that will influence enrollment over the next five years.

c. Describe your student profile.
   i. Present GPA and ACT/SAT/GRE data.
   ii. List any awards or honors received by your students.

III. Faculty
   a. Append two-page, NSF-style curriculum vitae to register each faculty member’s information (see Appendix I).

   b. If adjunct faculty exceed 25% of the program’s faculty, provide a rationale for these assignments.
c. Provide additional comments if/as needed.

IV. Resources
Describe physical space and program funding information (each college’s EBO should be able to provide this information).

V. Assessment of Student Learning Outcomes and Program Outcomes
This section has two (2) parts. In Part A, you are asked to list, describe, and assess your Student Learning Outcomes. Some programs use the terms “Key Student Performance Indicators” or “Student Competencies.” This guide uses “SLOs.” Whatever term your program uses, these are statements specifying what you expect your students to know and be able to demonstrate upon completion of their degree.

In Part B, you are asked to list, describe, and assess your Program Outcomes. Program outcomes are goals or objectives departments set at a level above any given Student Learning Outcome. That is, program outcomes are aggregate expectations about students’ experiences and achievements during the program and students’ achievements upon completion of the program. Program outcomes may include, but are not necessarily limited to, the following:

- Graduates’ overall satisfaction with specific experiences during the program (e.g., capstone projects, internships, undergraduate research)
- Graduates’ placement (e.g., the percentage of graduates employed in positions related to the field of study or pursuing advanced degrees)
- Employer satisfaction with graduates’ job performance

A. Student Learning Outcomes
A1: List all Student Learning Outcomes.

A2: Specify the SLOs assessed during this program review cycle.

A3: For each SLO assessed this cycle, specify where students are provided the opportunity to demonstrate their achievement of that SLO and where assessment of your students’ achievement is conducted. This could be a culminating course or program experience (such as a capstone course or research project). This could take place across courses (e.g., comparing your students’ performance in a first or second year course to a course during the junior or senior year). This could be a required program activity such as an internship, practicum, clinical, etc.

A4: Describe how each SLO is measured. List the criteria by which you document that a student has:
   a) Not demonstrated achievement of that SLO;
   b) Demonstrated achievement of that SLO; and, if you choose,
   c) Exceeded your specified criteria for achievement of that SLO.
A5. Provide a summary statement about your students’ achievement of each SLO assessed during this program review cycle. To what extent are your students meeting the criteria and demonstrating their achievement of each SLO? Be candid about any SLOs where students are not fully meeting expectations and where there is room for improvement.

A6: For SLOs where there is room for improvement, describe the changes you will make during the upcoming program review cycle to increase the likelihood of your students achieving those SLOs. Also describe your plan for assessing the impact of these changes on students’ achievement of those SLOs.

A7: Include a timeline that specifies when these changes will be made and when the impact of these changes will be assessed.

B. Program Outcomes

B1: List all Program Outcomes.

B2: Specify the Program Outcomes assessed during this program review cycle.

B3: For each Program Outcome assessed this cycle, describe the method(s) by which that outcome is measured.

B4: Summarize your Program Outcomes during this program review cycle. To what extent is your program meeting its desired outcomes? Be candid about Program Outcomes with which you are not completely satisfied.

B5. For all Program Outcomes with which you are not completely satisfied, describe the changes you will make during the upcoming program review cycle to increase the likelihood of improved performance. Also describe your plan for assessing the impact of these changes on your program.

B6. Include a timeline that specifies when these changes will be made and when the impact of these changes will be assessed.

VI. Program Viability

Provide a statement of program viability based upon enrollment trends, graduate placement, and other available data. Describe program procedures for supporting job placement and mechanisms for learning about actual placement. The institution shall assess the current and future prospects of the unit to attract students and sustain a viable, cost-effective program.

VII. Program of Excellence

To be considered for Board of Governors Program of Excellence, include a statement of justification. Please refer to the "Statement on Criteria for Designation of Excellence."
VIII. Supplemental Information (for institutional purposes)
Service Learning curricular engagement – Does the program offer service learning courses? (Courses that include components of community engagement and or outreach) Describe how discipline-specific service learning courses are included in the curriculum.

Special Note:
In preparation of the review of your program, if your program exceeds 120 credit hours. In anticipation of the HEPC’s request, I am requesting you provide me with a curriculum rationale addressing the need for your program to exceed 120 credit hours. This statement will be included in the Program Review Report provided to HEPC in July. A one - two paragraph explanation is appropriate