ACADEMIC PROGRAM REVIEW

Fairmont State Board of Governors

☐ **Program without Special Accreditation**

Degree Program_____ **Date Submitted**_____

INSTITUTIONAL RECOMMENDATION Approved by the Board of Governors (§ 5.2.8)

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

_____ 1. Identification of the program for further development and/or expansion due to demand (e.g., providing additional institution commitment), with or without action.

_____ 2. Continuation of the program at the current level of activity; with or without action.

_____ 3. Continuation of program at a reduced level of activity (e.g., revise curriculum, reduce credit hours, merge programs, share courses, share faculty, develop a joint program with another institution) or other corrective actions.

_____ 4. Discontinuation of the Program (review for potential sunset)

Rationale for Recommendation:

_____ _____

Signature of person preparing report: **Date**

_____ _____

Signature of Dean **Date**

_____ _____

Signature of Provost and Vice President for Academic Affairs: **Date**

_____ _____

Signature of President: **Date**

_____ _____

Signature of Chair, Board of Governors: **Date**

Executive Summary for Program Review

(Provide a 2-3 page summary)

Program Name

College/Department

Delivery (on-campus, hyflex, online)

External review(s) if applicable

Synopses of significant findings, including major strengths and key challenges

Plan for improvement, including a timeline.

Identify weaknesses or deficiencies from the previous program review and the status of improvements implemented or accomplished.

Five-year trend data on graduates and majors enrolled in the program.

Summary of assessment model and how learning outcome assessment results were used for program improvement.

Data on student placement, if available (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees).

Fairmont State University
Program Review Self-Study Guidelines

Purpose: This self-study demonstrates program quality, relevance, and sustainability by synthesizing the mission alignment, demand, quality of outcomes, financial health, and action-oriented plan for improvement.

Questions: Contact the Office of Institutional Effectiveness and Strategic Operations (IESO) or a member of the Program Review Management Team.

Criterion I. MISSION

Purpose: This section should describe how your program's mission supports the University's mission and is enacted through curriculum, faculty, student experiences, and community contributions.

Table 1 represents required program data to be collected in reviewing the program's mission.

Table 1. Program Mission	
Program Mission Statement	Provide a link to the official mission statement for the program (as published in the catalog or program webpage).

Narrative Discussion

Required Areas (must be addressed):

1. Explain how the program's mission supports the Fairmont State University mission and strategic priorities.

Optional Areas (address as relevant)

2. **Mission-Critical Role:** Documentation that the program is mission-critical for the University (e.g., distinct program not replicated elsewhere, state or regional priority, strong partnerships with external agencies).
3. **Civic Engagement:** Course-based activities that promote civic and community engagement, such as capstone projects, service-learning, professional or clinical practica, community-based employment, or military service.
4. **Mission and Data-Informed Decision Making:** Evidence that the program's decisions about curriculum, funding, enrollment, faculty activity, and resource allocation are guided by both the program mission and relevant data.
5. **Program Distinctiveness:** Highlight what makes the program unique (e.g., specialized curriculum, experiential learning, partnerships, or national recognition).

6. **Mission in Action:** Provide 1–2 specific examples of how the mission is enacted through faculty activities, student experiences, or community/professional engagement. Connect these examples to student or alumni success where possible.

Criterion II. EXTERNAL DEMAND

Purpose: External demand refers to the level of interest or need for the program outside the institution. This includes prospective student interest, workforce demand and/or broader societal or regional needs. Understanding external demand demonstrates a program's viability and relevance in the state, region, and beyond.

Table 2 represents program data to be collected in addressing the external demand criterion.

Table 2. External Demand Data		
Category	**Data Provided**	**Source**
Employer Demand	Job market projections, census data, and state/national labor statistics related to the program field.	IESO supplied
Student Applicant Demand	Program application and admission trends.	IESO supplied
New Student Enrollment Trends	5-year trends in new student enrollment	IESO supplied
Peer Program Comparison	Comparative data on similar programs at peer/aspirational institutions (e.g., enrollment, accreditation, program reputation).	IESO supplied (if available)

Optional/Recommended Data (if applicable).

- Dual enrollment matriculation [IESO supplied data]
- Graduate Placement Data (e.g., student employment in related fields, graduate/professional school acceptance).
- Alumni or employer survey results providing feedback on program relevance.
- Advisory board or focus group insights related to current and future program needs.

Narrative Discussion

Required Areas (must be addressed):

1. **Program Relevance to the Region/State/Nation**: Explain how the program contributes to community, state, or national needs and priorities.
2. **Employment Opportunities:** Describe the availability of employment opportunities for program graduates within and beyond the service region, using job market data provided.
3. **Student Interest:** Discuss trends in student demand for the program, including applications, inquiries, new student enrollment, and whether these are increasing, stable, or declining.

Optional Areas (address as relevant)

4. **Public Good & Economic Development**: Provide evidence of how the program supports regional economic development (e.g., advisory boards, workforce partnerships, clinical/practicum sites, professional training initiatives).
5. **Peer Program Comparison**: Summarize how your program compares to peer or aspirational institutions (enrollment trends, reputation, industry partnerships).
6. **Competitor Analysis**: Comment on the presence of similar programs at nearby institutions and how your program differentiates itself.
7. **Shifting Market Trends**: Identify any emerging market forces, technological advances, or societal changes that may affect future demand. Reference advisory boards, alumni, or industry feedback where possible.
8. **Program's Future Demand Potential:** Describe opportunities for program growth, new partnerships, or alignment with state/regional workforce initiatives.

Note

- ✓ IESO provides the baseline data. Faculty are not expected to independently collect external market data unless additional evidence (e.g., advisory board input, U.S. Labor Statistics, WV Labor Market, employer survey) is available.
- ✓ Focus your discussion on interpreting the data and describing how it reflects program relevance, viability, and future direction.
- ✓ Highlight both strengths (e.g., strong applicant demand, high job placement rates) and challenges (e.g., declining applicant pool, competition from peer institutions).
- ✓ Where challenges are identified, connect to actions taken or planned (e.g., new marketing strategies, curriculum revisions, expanded partnerships).

Criterion III. INTERNAL DEMAND (Optional)

Purpose: Internal demand refers to the need, level of interest or support for the program within Fairmont State University. A program may demonstrate internal demand by showing how it contributes to other academic programs, supports general education, or provides shared resources and faculty expertise.

Even if program enrollment is modest, internal demand can demonstrate how the program contributes to the overall health and mission of the University.

Narrative Discussion - Optional Areas (address as relevant)

1. **Course Contributions:**
   - Courses offered by your program that are required or approved electives for other degree programs.
   - Courses offered by your program that fulfill Core Curriculum (General Education)

requirements.

2. **Shared Resources:**
   - Shared use of faculty, facilities, equipment, labs, or instructional resources that serve multiple programs.
3. **Enrollment Patterns:**
   - Enrollment headcount in your program's courses by non-majors, double majors, or minors.
   - Enrollment of students in your program's minor(s).
   - Students transferring internally into your program and their completion rates.
4. **Service Course Contributions (Data provided by IESO):**
   - Undergraduate Student FTE generated by your program's courses.
   - Credit hours by instructor rank/department showing how your faculty contribute to teaching across programs (e.g., interdisciplinary courses, Honors, or Core Curriculum).

Note

- ✓ This section is optional but recommended for programs where internal contributions are significant.
- ✓ The IESO office provide service course and credit hour data; programs are not responsible for generating these reports.
- ✓ Focus your narrative on interpreting the data: show how your program supports the University beyond just serving its own majors.
- ✓ Highlight connections to Fairmont State's mission, especially contributions to general education/core curriculum, interdisciplinary collaboration, and efficient use of resources.

IV. QUALITY OF OUTCOMES

A. Program Outcomes

Purpose: This section demonstrated the academic quality of your program through evidence of student learning, assessment, and continuous improvement.

Definitions:

- **Program Learning Outcomes (PLOs):** The specific knowledge, skills, and abilities students are expected to achieve by graduation.
- **Assessment:** The collection and analysis of evidence, especially direct evidence, that shows how well students are achieving PLOs.
- **Program Outcomes:** The overall effectiveness of the program in fostering high-quality learning and student achievement.

Table 4 represents required data to be collected in addressing the program quality of outcomes criterion.

Table 4. Program Data	
Required Item	**Instructions**
Program Description	Provide a link to the current Fairmont State catalog page showing the official program description.
Program Curriculum Requirements	Provide a link to the catalog page(s) showing current degree requirements, including concentrations (if applicable).
Program Learning Outcomes	List the official program learning outcomes. (Taskstream reports may be used as a source - contact the Assurance of Learning Director if assistance is needed.)
Curriculum Map	Upload or insert your curriculum map showing where each PLO is introduced, reinforced, and mastered.
Assessment Plan	Briefly describe how student learning outcomes are assessed (types of assignments, exams, projects, portfolios, licensure tests, etc.).
Outcomes Assessment Report	For each PLO assessed during the review cycle: indicate whether the target was met, summarize findings, and describe actions taken or planned for improvement. Use Taskstream reports if available).

Narrative Discussion

Required Areas (must be addressed):

1. Use of Assessment Results
    - Explain how assessment findings have informed changes and/or improvements to curriculum, instruction, program resources and/or student services.
    - Provide specific examples of actions taken and their impact on student learning/success.

Optional Areas (address as relevant)

2. **Peer Comparison:** How your program compares with similar programs (curriculum requirements, accreditations, rankings, etc.).
3. **Enhancement of Student Success:** Initiatives to promote student learning, engagement, advising, and persistence.
4. **Innovation:** Innovative teaching practices, use of technology, experiential learning, open educational resources, or capstone projects.
5. **External Partnerships:** Articulation agreements or collaborations that strengthen student pathways.
6. **Program Challenges:** Issues that affected program delivery or student progress during the review cycle (scheduling, accreditation requirements, resources, etc.).
7. **Instructional Quality and Resources:** How effectively the program delivers quality instruction given available resources and faculty.

Note: The course syllabi for all courses within the major should be available for review by the Program Review Council. The syllabus template and guidelines can be found here.

B. Course Outcomes

Purpose: This section evaluates program health at the course level by examining enrollment trends and student success rates over the review cycle.

Table 5. Course Outcomes						
Required Data (Provided by IESO)						
	2021	2022	2023	2024	2025	Change
Enrollment in program courses						
Success rates of program courses • Success rate = percentage of students completing the course with a grade of C or better. • D/F/W rates in major courses will be included in the dataset.						

Narrative Discussion

Required Areas (must be addressed):

1. **Enrollment Trends:** Identify and explain notable trends in enrollment (growth, decline, stability, or cyclical patterns). For courses with consistently low section sizes, explain why (e.g., elective, specialized course) and describe any actions taken or planned.
2. **Student Success Rates:** Identify courses and specific sections with low student success rates (e.g., low retention, high D/F/W rates, or declining course completions). Describe actions the program has taken or plans to take to improve student outcomes. If success rates are consistently strong, highlight this as a program strength.

Note

- ✓ Data will be provided by IESO Office.
- ✓ Focus your narrative on *patterns* and *actions*, not just repeating numbers.
- ✓ Where challenges exist, describe both the issue and the strategies to address it.
- ✓ If no concerns are present, state clearly that data indicate stability or strength.

C. Faculty Outcomes

Purpose: This section evaluates how faculty support the program's quality and contribute to student learning, scholarship, service, and the University's mission.

Table 5 represents required program data collected in reviewing the faculty for the program.

Table 6. Faculty Data		
Required Item	Instructions	**Source**
Faculty Profile	List faculty employed in the last 5 years: name, rank (assistant, associate, full, instructor, adjunct), tenure status, highest degree, area of specialization, and program.	Program (Appendix A template provided)
Faculty Credentials	Provide evidence of faculty qualifications (highest degree, field of study, professional certifications, licensure). A Faculty Success 5-year activity report may be submitted.	Program (Appendix B or Faculty Success)
Faculty Teaching Load	Teaching load by faculty (credit hours taught per semester/year).	IE Supplied
Faculty Credit Hour Generation	Credit hours are generated by program faculty.	IE Supplied
% Faculty Tenure/Non-Tenure	Breakdown of tenured, tenure-track, and non-tenure/adjunct faculty.	IE Supplied

Narrative Discussion

Required Areas (must be addressed):

1. **Faculty Adequacy:** Describe whether the program has sufficient full-time faculty and staff to maintain quality instruction and support students.
2. **Faculty Continuity**: Explain how faculty numbers and continuity allow the program to manage both teaching and non-teaching responsibilities (curriculum oversight, assessment, advising, mentoring, etc.).
3. **Faculty Qualifications & Training**: Confirm that all instructors are appropriately qualified to teach their assigned courses, including dual credit instructors. Describe faculty training for online, hybrid, and HyFlex teaching formats.

Optional Areas (address as relevant):

4. **Faculty Leadership & Contributions:** Highlight examples of faculty leadership and significant contributions (e.g., policy development, accreditation leadership, innovative project implementation, university committees).
5. **Community/Regional Engagement:** Describe ways faculty contribute expertise, service, partnerships, or outreach that support the mission of the University and the broader community.
6. **Faculty Retention & Development:** Comment on faculty retention patterns, mentoring efforts, and ongoing professional development.

7. **Use of Evaluations:** Explain how teaching evaluations (student feedback, peer review, etc.) are used to inform program improvement and support faculty development.

Note

- ✓ Use examples: Reviewers expect to see concrete evidence of faculty contributions, not just general statements.
- ✓ Connect faculty outcomes to program quality: Show how faculty activities improve curriculum, instruction, student success, and program reputation.
- ✓ Data such as teaching loads, credit hour generation, and faculty percentages will be supplied by IESO; programs are not responsible for recalculating.
- ✓ If a required area presents challenges (e.g., high adjunct reliance, limited faculty continuity), describe strategies or plans to address them.

D. Student Outcomes

Purpose: This section evaluates how well students progress through the program, complete it successfully, and achieve meaningful outcomes after graduation.

Table 6 represents required student program outcome data provided by the Institutional Effectiveness and Strategic Operations Office [IESO supplied for the report]

	Table 7. Student Outcome Data						
Category	**Metric**	**2021**	**2022**	**2023**	**2024**	**2025**	**Change**
Student Progress	# and % Students w/30 credit hours						
	# and % Students w/60 credit hours						
	# and % Students w/90 credit hours						
Student Outcomes	Total Enrollment (or full-time equivalent [FTE] enrollment)						
	# of Program Completions						
	% of Students Graduating within 100% expected time (e.g., 4-years for bachelor's)						
	% of Students Graduating Within 150% Time (e.g., 6-years for bachelor's)						

Optional/Recommended where applicable

- Benchmark Exam/Licensure Pass Rate

- Avg. End of Program Survey Rating

Narrative Discussion

Required Areas (must be addressed):

1. **Enrollment, Retention, and Completion Trends:** Describe trends over the past cycle in enrollment, student retention, and program completion. If trends are negative, identify possible causes and actions the program has taken or will take to address them.

Optional Areas (address as relevant):

2. **Student Feedback:** Summarize results of student exit interviews, alumni surveys, and/or employer surveys.
3. **Student Achievements:** Highlight accomplishments such as research projects, presentations, performances, exhibitions, grants, awards, or prestigious scholarships.
4. **Graduate Success:** Provide evidence of graduate outcomes where available (employment, licensure, graduate/professional school acceptance, alumni engagement).

Note

- ✓ Focus your narrative on interpreting the data and describing actions taken or planned to strengthen student success.
- ✓ Positive outcomes (student achievements, alumni success) are equally valuable and should be highlighted to demonstrate program strengths.

V. FINANCIAL HEALTH

Purpose: Evaluates the program's financial contribution and sustainability of the program using common institutional metrics.

The metrics below represent required financial data collected in reviewing the financial health of the program [IESO supplied for the report].

Table 7. Financial Health

Category	Metric	Year 1	Year 2	Year 3	Year 4	Year 5	Change
Revenue	General Tuition and Fee Revenue						
	Program Fee Revenue						
	Course Fee Revenue						
Expenses	Direct Costs						
	Indirect Departmental Costs						

	Indirect College Costs						
	Indirect Institutional Costs						
Net Position Per Credit Hour Delivered without Indirect Institutional Costs							
Net Position Per Credit Hour Delivered with Indirect Institutional Costs							

Narrative Discussion

Required Areas (must be addressed):

1. **Overall financial position & trend:** Interpret the 5-year health of the program, including any strengths or concerns. Identify key drivers (e.g., enrollment shifts, modality mix, program/course fee changes, additional program costs).
2. **Resource sufficiency for quality:** Evaluate whether current resources (facilities, equipment, labs, library/IT, instructional technology) adequately support effective instruction, learning and support the program.
3. **Efficiency & stewardship actions.** Describe actions taken or planned to improve financial health while maintaining quality (e.g., curriculum sequencing, section scheduling, pedagogy/assessment that enables appropriate class sizes, laboratory utilization, clinical placement models, OER, shared services).

Optional Areas (address as relevant):

4. **External revenues & leverage:** Summarize grants, contracts, endowments, or partnerships that offset costs or expand capacity.
5. **Risk register & mitigations:** Note foreseeable financial risks (e.g., equipment end-of-life, clinical capacity constraints, regulatory changes) and planned mitigations with approximate cost bands.
6. **Investment case (if requested):** If additional resources are essential, specify: (a) amount/type, (b) use, (c) expected outcomes (enrollment, licensure, retention, quality), and (d) timeline to breakeven or measurable impact.

Note

- ✓ **Context matters:** High-cost modalities (studio, lab, clinical, field placements) may have lower net-per-SCH but are mission-critical; tie costs to outcomes (licensure, accreditation, workforce need).
- ✓ **Service teaching counts:** SCH generated for non-majors (Core Curriculum, service courses) contribute to institutional revenue; acknowledge this institutional value.
- ✓ **Cross-listing clarity:** If cross-listed/stacked courses materially affect revenue/SCH attribution, note how IESO handled it and any implications for interpretation.
- ✓ For data questions, contact the IESO Office.

VI. PLANNING FOR THE FUTURE

Purpose: Outlines ways in which student learning, program quality (e.g., curriculum, scheduling, instructional strategies, student support services, internships), and/or viability and might be improved within currently available university resources. Plans must be grounded in evidence reported earlier in self-study. The self-study should include information on how the program seeks to maximize the use of its human and material resources.

Required Areas (must be addressed):

1. Complete an executive summary of findings and priorities. Briefly synthesize key insights from self-study (Mission, External Demand, Quality of Outcomes, Financial Health) and identify top priorities for the next 1-3 years and action plan.

Optional Areas (address as relevant)

2. Curriculum alignment with current or future industry standards, employer needs (planned proposals, stackable micro-credentials, certification alignment).
3. Student support plan (advising nudges, early alerts, tutoring capacity, clinical placement strategy).
4. Faculty development plan (Quality Matters/online pedagogy training, course redesign, peer review of teaching).
5. Partnership pipeline (advisory board commitments, employer/clinical MOUs, dual enrollment on-ramps).
6. Program efforts to systematically collect and analyze student performance data to inform program improvements and resource allocation.
7. Program Strategic Plan (if separate), and budget linkage.

APPENDIX A: FACULTY PROFILE

	Name	Rank	Tenure Status	Highest Degree	Specialization	Teaching Program
1						
2						
3						
4						
5						
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17						
18						
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20						

Rank (Assistant/Associate/Full Professor, Instructor, Adjunct, Temporary faculty)

Tenure Status (Tenured, Tenure Track, Non-tenure)

Highest Degree (Ph.D., J.D. Ed.D., M.B.A. M.S.)

Specialization: The faculty members/instructors' area of study (Chemistry, Exercise Physiology, Mathematics, Developmental Psychology)

Teaching: The academic program in which the faculty is teaching in at Fairmont State University (Core Curriculum Math, Elementary Education, Psychology)

APPENDIX B: FACULTY CREDENTIALS

Provide the information below for each program faculty member – full-time and adjunct.

Faculty Success exports are acceptable attachments.

Faculty Name:		
Faculty Rank (full-time, instructor, adjunct)		
Highest Degree Earned:		
Date Degree Received:		
Degree Conferred by:		
Area of Specialization:		
Professional certification or licensure:		
Years of employment at Fairmont State:		
Years of employment in higher education:		

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1. List the courses you are currently teaching and have taught over the past 3 academic years.
2. If your degree is not in the area you are currently teaching, please explain:
3. Publications in the last five years.
4. Presentations/Performances in the last five years:
5. Participation in professional organizations, workshops, meetings in the last five years.
6. Research grants over the last five years.
7. Honors/Recognition received in the last five years.
8. Activities of the last five years which have contributed to effective teaching and/or program development (e.g., new course development, new credential, accreditation report author).
9. Other activities over the last five years that have contributed to professional service or scholarship (e.g., journal editor, special project consultation).