Assurance Argument

West Virginia University

Review date: 3/31/2025

NOTE:
The self-study includes reports from across the University system to demonstrate how the institution is meeting the HLC's five evaluation criteria:
- Mission;
- Integrity: Ethical and Responsible Conduct;
- Teaching and Learning: Quality, Resources, and Support;
- Teaching and Learning: Evaluation and Improvement; and
- Resources, Planning, and Institutional Effectiveness.

The following has been exported from the Higher Learning Commission system and will appear to contain links to additional evidence and support materials. As you are viewing this report outside the HLC system, these links will not be functional.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1 The mission was developed through a process suited to the context of the institution.

West Virginia University's (WVU) current strategic vision, consisting of a mission, vision and values statement, was developed in 2016 through a process that was fully described in its 2018 self-study.

Since then, the mission has continued to be operationalized through collaborative, inclusive processes. For example, in academic year 2019-20, the Office of the Provost challenged WVU community members to conceptualize mission-based change across the University's campuses linked to different Strategic Transformation goals. The next academic year, the Transform This! Challenge Grants supported projects and activities tied directly to those goals. Beginning in AY 2023-24, the institution's executive leadership team worked with the deans of its colleges and schools and in coordination with WVU Foundation, the Alumni Association and WVU Medicine to revisit the mission in light of what the institution had experienced during the COVID-19 pandemic and then after the completion of its coordinated efforts aimed at institutional transformation. That group developed a set of mission-based goals, strategic actions, and associated measures that will serve to guide the institution during the coming presidential transition period.

1.A.2 The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

WVU's mission identifies its commitment to serving the citizens and state of West Virginia. The

mission further states that WVU offers academic programs, produces research and provides healthcare that advances prosperity and transformation locally, at the state level, and globally. WVU is bound to pursue the activities of a university, and the intended constituents of its educational programs and services are its students, the communities that surround WVU, the citizens and state of West Virginia, the nation and the world.

WVU's commitment to advancing research is reflected in its Carnegie Basic Classification, which underscores WVU's position as the only R1 doctoral institution in West Virginia. WVU was elevated from R2 to R1 (Doctoral Universities: Very High Research Activity) in 2015 and maintained that R1 status in subsequent reassessments in both 2018 and 2021. Research and development expenditures (as reported to NSF HERD) have increased since 2018 when they were $185M to 2023 when they were at $246.2M, an increase of approximately 33%. See 3.B.5 for more information on faculty contributions to research.

1.A.3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

WVU's website also identifies the nature, scope and constituents of the institution. The homepage provides information about the University, its academic programs, admissions and financial aid information, and introduces some of its services to students, parents and families, employees, employers and policy-makers, among others.

1.A.4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

WVU offers academic programs at the associate, undergraduate, graduate and professional levels that are consistent with its land-grant mission, promote education, research, healthcare and prosperity in the state and region, and advance high-impact research. WVU's additional locations at Keyser (a primarily associate-granting institution), Beckley (a primarily baccalaureate-granting institution) and several locations dedicated to health science programs and clinical opportunities in medicine, nursing and pharmacy at Bridgeport, Martinsburg and Charleston extend the institution's mission to all parts of the state as well as allow access to its programs from a wide range of students. WVU Online brings the institution's programs to students anywhere in the state and country. See below for more information on WVU's additional locations and WVU Online. WVU's academic degree programs are outlined in its Undergraduate and Graduate/Professional Catalogs, available off the institution's main landing page.

In academic year 2023-2024, WVU offered 503 total majors in its associate, bachelor's, master's, doctoral and professional programs across all of its locations; 182 of those programs carried specialized accreditations. All academic programs undergo a Board of Governors Program Review every five years to assess mission, faculty productivity, student enrollment, graduation history, facilities and equipment, assessment, and program improvement. See 4.A.1 for more information on academic program review.

WVU's two largest additional locations, WVU Keyser and WVU Beckley, are key to fulfilling the institution's land-grant mission of service to the state. WVU Keyser, which has an open admission policy for West Virginia residents, offers a range of academic programs and student services that prepare students to enter the workforce or transfer to a four-year institution of their choice. WVU Beckley is a teaching institution that offers an academic portfolio of career-oriented, STEM and engineering programs.

WVU Morgantown offers a large-school experience in a small city with a major [athletics program](#). Fall 2023 enrollment included 18,627 undergraduates and 5,589 graduate, doctoral and professional students; 85% of its undergraduate students received some type of financial aid, and 23% of its first-time, full-time freshmen received a Pell Grant. The majority of the students enrolled are full-time, undergraduate degree-seeking students of traditional college-going age. WVU Morgantown is committed to providing high-impact practices to its undergraduate students, such as [undergraduate research](#), [community service and engagement](#), [internships](#), [living-learning communities](#) and [education abroad opportunities](#).

The [Office of Graduate Education and Life](#) coordinates the institution's graduate student services, including [assistantships](#), [organizations](#), [professional development](#) and [support](#). Since 2018, WVU has shown increased support for its graduate students and research mission by [increasing graduate assistant stipends](#), implementing a [Modification of Duty policy for graduate assistants](#), appointing a [mental health counselor](#) to specialize in treatment and outreach for graduate students, appointing an [ombudsperson](#) to serve graduate students and creating a graduate student wellness council. WVU's doctoral research programs and many of its master's degree programs include experience conducting research projects. Research funding provides financial support and valuable research training for graduate students, with 806 students supported by graduate research assistantships, 608 graduate students supported by graduate teaching assistantships and 198 graduate students supported by graduate service assistantships in fall 2023; about 29% of all WVU's graduate students have some form of graduate assistantship within the institution.

WVU Keyser is an [affordable](#), small school in a rural setting. In fall 2023, 1,143 undergraduates were enrolled and 71% of WVU Keyser students received some type of financial aid; 41% of full-time, first-time freshmen received a Pell Grant. Students may apply credits earned at WVU Keyser toward a bachelor's degree from WVU Morgantown. A transfer policy change published in the [Catalog](#) in 2018 allowed all students with a completed Associate of Arts or Associate of Sciences degree to transfer to WVU Morgantown and guarantee that their general education requirements would be fully met by attainment of that credential; that policy was extended to all Associates of Applied Science degrees beginning academic year 2024-25. Approximately 150 students transfer from WVU Keyser to WVU Morgantown each year to complete their degrees; 168 students transferred from Keyser to Morgantown from AY 2022-23 to AY 2023-24.

WVU Beckley provides an opportunity to earn a bachelor's degree from a small school in a small city environment and allows students in the southern part of the state to earn a WVU degree while staying close to home. WVU Beckley enrolled 1,448 students in fall 2023, and 62% of WVU Beckley students received some type of financial aid; 43% of full-time, first-time freshmen received a Pell Grant.

In fall 2023, WVU Online programs served 2,186 students in its nine undergraduate degree program offerings and in its 39 graduate degree program offerings. WVU has a decades long tradition of offering a select range of online programs and offers its own dedicated set of [online coaches](#) to support students.

WVU enrolls a large proportion of first-generation college students at all of its locations. In fall 2023, 4,895 first-generation students made up 23.1% of the undergraduate student population, up 6% since fall 2018. WVU provides a number of services directed to this population, including the [Student Support Services/TRIO (SSS) Program](#). SSS provides individualized, wrap-around services to first-generation students, including academic programming, social events and cultural enrichment that help foster the successful completion of a baccalaureate degree. There are dedicated resources for

first-gen students to [study abroad](#), [specific mental health counseling services](#) and the [REACH program](#) which offers dedicated student success services and study spaces. WVU also participates in [First2 Network](#) funded through the NSF INCLUDES initiative, which supports first-gen and other underrepresented STEM college students. WVU was nationally recognized for all of its work to support first-gen students and [awarded the First-gen Forward designation](#) from the Center for First-Generation Student Success in 2022. In May 2024, 43% of all WVU graduates across all locations [graduated without any federal student loan debt](#).

These services have also contributed to the significant gains in student success (retention and completion) that are detailed in 4.C. WVU Morgantown's retention rate in fall 2023 was an all time high of 83%, up 4 percentage points from 2018. WVU Morgantown's four-year graduation rate increased 11 percentage points from the fall 2014 cohort (reported in 2018) to 52.1% for the fall 2020 cohort. WVU Keyser similarly improved that location's retention rate by 15% over the same time period and their three-year completion rate by more than 11%. WVU Beckley has seen more modest gains but that location has also improved its retention rate by three percentage points to 60.9%.

1.A.5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

WVU recognizes the importance of presenting its mission clearly to the public and articulates that mission through its public [mission](#), [vision](#) and [values](#) statements.

WVU clearly articulates and publicizes its commitment to its mission, and emphasis on various aspects of its mission, through multiple venues, such as:

- [Faculty Handbook](#)

- [Undergraduate Catalog](#)

- [Graduate/Professional Catalog](#)

- [Classified Employee Handbook](#)

- [WVU Morgantown's webpage](#)

- [WVU Beckley's webpage](#)

- [WVU Keyser's webpage](#)

[State of the University speeches](#) are a primary channel through which WVU publicly articulates its commitment to its mission, communicates the institution's emphasis on aspects of its mission, and advances activities undertaken by the institution to fulfill its mission. University initiatives like [Transformation](#) are also clearly articulated and executed through the mission.

Sources

- 2018 Assurance Argument Excerpt 1A1
- 2024 Specialized Accreditations
- Academic Programs

- Admissions and Financial Aid
- BOG Program Review
- Employers
- Faculty and Staff
- First Gen- Education Abroad
- First Gen Forward Designation
- First Gen- Mental Health Counseling
- First Gen- Reach Program
- First2 Network
- Institutional Transformation
- Modification of Duty Policy GAs
- Parents and Families
- Policy Makers
- Potomac State Cost and Aid
- Potomac State Homepage
- Strategic Transformation
- Student Support Services TRIO (SSS) Program
- Students
- The DA Grad Assistant Stipends
- Transform This!
- WVU Athletics
- WVU Bridgeport
- WVU Career Services
- WVU Catalog Degree Regulations
- WVU Charleston
- WVU Community Service and Engagement
- WVU Education Abroad
- WVU Grad Ombudsperson
- WVU Grad Student Development
- WVU Grad Student Mental Health
- WVU Grad Student Orgs
- WVU Grad Student Support
- WVU Graduate Assistantships
- WVU Homepage 0824
- WVU Homepage 0824
- WVU Keyser (Potomac State)
- WVU Living Learning Communities
- WVU Main Landing Page- Majors Minors and Certs
- WVU Martinsburg
- WVU Mission
- WVU Office of Grad Education and Life
- WVU Online
- WVU Online Coaches
- WVU Potomac State Academics
- WVU Potomac State Admissions
- WVU State of the University Speeches
- WVU Tech (Beckley)
- WVU Tech Homepage
- WVU Tech Programs

- WVU Transformation
- WVU UG GR Catalog
- WVU Undergraduate Research
- WVU Values
- WVU Vision
- WVUs Mission
- WVUToday Scholarships

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1 The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

WVU's commitment to the public good is evidenced across the institution, through its [mission](#) statement, its culture of service and community engagement and robust engagement with WVU's internal and external constituencies throughout West Virginia and beyond. After being initially classified in 2010, the Carnegie Foundation again recognized WVU with their selective [Community Engagement Classification](#) in 2020.

In 2023, WVU was recognized by the Association of Public and Land-grant Universities as an ["Innovation and Economic Prosperity University,"](#) one of just 80 institutions of higher education to receive that distinction. The award highlighted the impact of the institution on the state's economy and its citizens through partnerships and projects like those detailed throughout Criterion 1.

Throughout the COVID-19 pandemic, the [chancellor and executive dean of WVU's Health Sciences Center](#) and the Schools of Pharmacy and Public Health, as well as much of the faculty and administration in WVU's Health Sciences more generally, were crucial in implementing the state's response to COVID-19 and in successfully distributing the vaccine. The institution also recognized a group of its faculty and staff for [meritorious service](#) to the institution and the community during COVID-19.

The [Science, Technology, Engineering, Art and Math Technical Assistance Center](#) (STEAM TAC) is an initiative between the West Virginia Department of Education, WVU and the West Virginia Public Education Collaborative to enhance STEAM educational opportunities and career pathways among West Virginia middle and high school students. As a hub for STEAM learning, the Center offers a comprehensive approach to help West Virginia educators [incorporate STEAM learning into their classrooms](#). Classroom immersions began in February 2022, and as of spring 2024, STEAM TAC specialists have worked with over [40,000 middle and high school students and 475 teachers in 335 schools](#) across the state.

The WVU [Encova Center for Innovation and Entrepreneurship](#) (ECIE) educates students, faculty, staff and community about identifying and developing entrepreneurial opportunities. It supports collaborative [K-12 curriculum](#) focused on developing the entrepreneurial mindset, hosts [IgniteWV](#) –

a statewide business plan competition - and provides a range of services to support small businesses in West Virginia. The John Chambers College of Business and Economics provides other outreach services and centers to the state as well.

Ascend WV is a remote worker talent attraction and retention program that, over the course of seven years, seeks to bring 1,000 new residents, along with their families and remote jobs, to the state of West Virginia. To date, it has met over a third of its goal with 406 program members and their families. Started from a private philanthropic gift to WVU, it quickly became a partnership effort with the state of West Virginia to expand the size and scope of the program as well as the economic impact. Administered jointly by the Outdoor Economic Development Collaborative at WVU and the West Virginia Department of Tourism, the program is in its fourth year of the seven-year plan and is active in five regions across the state.

The mission of the Robert C. Byrd Health Sciences Center (HSC) is to improve the health of West Virginians through the education of health professionals, basic research in clinical, translational and rural healthcare delivery, continuing professional education and direct healthcare practice through WVU Medicine, which continues to expand across the state and region to improve access and create better health outcomes. WVU Schools of Medicine, Nursing, Pharmacy, Public Health, and Dentistry all provide extensive services and support to the state and its citizens.

The move of WVU's academic programs in Communication Sciences and Disorders, Speech Language Pathology, and Audiology to the School of Medicine in fall of 2021 is one example of the institution's effort to position its academic programs and faculty where they are best positioned to impact the state.

WVU's additional locations extend its educational and health-related mission across the state, including locations in Morgantown (north-central West Virginia), Keyser and Martinsburg (eastern panhandle), Beckley (southern West Virginia) and Charleston (south-central West Virginia). In fall of 2022, WVU's School of Nursing opened a location in Bridgeport (north-central West Virginia) to help address a critical shortage of nurses in that area and in the state more broadly. The institution is in planning to extend its current offerings in Martinsburg to include a nursing program beginning in fall 2025.

In summer 2024, WVU merged its Davis College of Agriculture and Natural Resources with WVU Extension to create the Division for Land-Grant Engagement bringing together expertise and outreach in mission-centric areas like agriculture, natural resources, youth development, health and safety and community development and engagement.

WVU Online, WVU Extension, the Mountaineer Microacademy, High School Access and the Osher Lifelong Learning Institute help to extend the WVU learning experience to other campus locations, nontraditional populations and high school students to fulfill the institution's historical commitment to professional development and continuing education as well as dual/early enrollment. These credit and non-credit offerings are offered in a range of modalities and contribute to the public good by providing workforce enhancements for adult learners, including the state's elementary and secondary education teachers, that lead to increased professional opportunities for the state's workforce and offer a flexible approach to continuing education, professional development, personal enrichment, retraining, career transition and degree completion that place-bound and remote learners across the globe can easily access.

WVU partners with Marshall University in the West Virginia Grant Resource Centers, which help

West Virginia communities secure competitive funding for community-based solutions. Over [fiscal year 2024](), the group secured over $33 million in grant funding that will engage or impact all 55 of West Virginia's counties., the group secured over 33 million dollars in grant funding that will engage or impact all 55 of West Virginia's counties.

WVU's [Country Roads Scholars tour]() is an annual outreach trip working within the state of West Virginia to engage faculty and administrators from the University with communities to address particular challenges they face, from food scarcity to opioid addiction.

1.B.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

As an agency of the state of West Virginia, with no corporate investors, WVU is responsible for providing a high-quality education and ensuring student success through the intentional maintenance and strategic growth of its academic portfolio via [Board of Governors program review]() and through a range of dedicated student success initiatives. As a result of these regular practices, the institution has recently made [significant gains in its student retention and completion rates](). See 2.C.4 for more information on the WVU Board of Governors' commitment to preserving its independence from undue influence on the part of external parties.

Additionally, in response to [President Gee's December 2020 charge]() to transform the academic enterprise to address challenges to the institution, including a loss of public trust and a growing structural deficit, Provost Reed launched an [Academic Transformation process]() with the goal of reviewing academics' contribution to the mission by [reviewing the academic portfolio](), pursuing [academic restructuring](), identifying [academic efficiencies](), enhancing [student success](), enhancing [faculty rewards and recognition]() and expanding [online offerings](). [Several committees]() were established that engaged all constituencies and focused on the five priorities of the academic transformation process.

1.B.3 The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

WVU engages with and responds to the needs of its internal and external constituencies and communities of interest in a robust and sustained manner through centralized and decentralized structures to embrace and sustain a culture of service and community engagement.

In accordance with its land-grant mission, [WVU Extension]() offices and programs are located in [all 55 West Virginia counties](). Extension faculty and staff partner with communities to provide research-based solutions for real-life problems to improve communities, the workforce and the prosperity of West Virginians. Successful community-based programs highlight WVU's community engagement throughout the state, while on-campus Extension faculty and those with joint appointments in other colleges further integrate the WVUE service mission with teaching and research.

1. [Youth and Family]() teaches leadership and enhances skills through 4-H Youth Development, STEAM camps, Energy Express camps and family financing and parenting classes.
2. [Lawn, Gardening and Pests]() holds workshops and community education classes, including the volunteer Master Gardener Program, to help individuals create and manage their ecological environments.
3. [Agriculture]() assists local producers to manage risk and increase profits, contributes to a safe and

secure food supply and sustains soil and water resources.

4. [Natural Resources](#) provides research and experience-based information to sustainably manage West Virginia's natural resources of forests, wildlife, water and land to satisfy the needs of current and future generations.

5. [Food and Health](#) provides education and services on nutrition, food safety, home food preservation and emotional wellness through innovative programs such as Dining with Diabetes, Grow This, Kids' Markets and Stress Less with Mindfulness.

6. [Community, Business, and Safety](#) provides training, technical assistance and research data for industry, local governments, and economic development organizations through programs such as [OSHA Training](#), My Hometown is Cool, Mon Forest Towns, WVU Community Leadership Academy, First Impressions, and hospitality/tourism training.

Also under the Extension umbrella, the [Center for Community Engagement](#) (CCE) provides an opportunity for WVU students, faculty and community partners to engage in scholarship, experiential, and service-learning academic-enriching opportunities. Launched in 2006 and realigned under WVU Extension in 2021, the Center is a University-wide supporting unit that serves as a connection hub, leveraging University knowledge and resources to support effective [external partnerships with communities](#). The CCE's [Community Partner Program](#) collaborates with non-profit organizations, faith-based institutions, governmental agencies and small businesses, fostering reciprocal relationships with the University to deliver on WVU's land-grant mission. In addition to the CCE's community partner organizations, many other agencies use the CCE's volunteer recruitment and management website, [iServe](#), to connect with student volunteers for their ongoing endeavors. WVU students collectively [served over 135,000 recorded hours across 675 partner organizations](#) in AY 2023-24. Using Independent Sector's calculation, those hours contributed an estimated financial impact to local communities in excess of $3.8 million.

The [Center for Resilient Communities](#) works to advance community-engaged research at the institution that specifically build more just, equitable and sustainable communities in West Virginia and the region.

The [Research Office](#) promotes economic development and growth in West Virginia with research goals set in the context of the state's unique needs. WVU research spans the spectrum from nanotechnology to cosmology, from creating new works to studying ancient ones; from the substance use crises to community development. The institution's researchers work on problems of both immediate and long-term impact to improve the lives of West Virginians and others across the globe. The Research Office also oversees a number of research centers and other offices that engage with the institution's external constituencies. Public service sponsored research award expenditures increased dramatically from $31.5 million in FY 2018 to $58.5 million in FY 2023.

- The Office of [Innovation and Commercialization](#) encourages invention and innovation, facilitates the transfer of WVU research to the public through relationships of mutual advantage between researchers and the business community, generates income for future research and education and contributes to local, state, regional and national business competitiveness and economic development.

- The [Office of Student and Faculty Innovation](#) aims to advance the development of small businesses, commercializing innovations from research and technology generated at the University.

- The Institute for Sustainability and Energy Research works with faculty, communities and industry partners to provide sustainable, long-term solutions to the state's energy and environmental challenges.

- The West Virginia Water Research Institute brings together the best available expertise to explore and implement solutions that improve and protect the quality of West Virginia's water resources and expand the understanding of threats and opportunities through education and outreach related to West Virginia's water resources.

- The Regional Research Institute has conducted and promoted interdisciplinary research on economic and social development in lagging regions, engaging in research on social and economic issues that are best addressed at the regional level and how best to match regional development policy to regional context.

- The Bridge Initiative in Science and Technology Policy, Leadership, and Communications identifies challenges and opportunities facing West Virginia and provides a bridge between the science and technology expertise of WVU faculty and staff and West Virginia's national, state and local policymakers.

The Bureau of Business and Economic Research has research expertise in the areas of public policy, health economics, energy economics, economic development, economic impact analysis, economic forecasting and education policy, among others. Their work is disseminated through policy reports and briefs and large public forums.

WVU Morgantown, WVU's Health Sciences Center and the WVU School of Medicine are partners in the West Virginia Clinical and Translational Science Institute, a catalyst for clinical and translational research that targets priority health areas including addiction and resulting emerging epidemics (such as hepatitis C), cancer, cardiovascular disease, and chronic lung disease. The WVU Rockefeller Neuroscience Institute has made national news on "60 Minutes" with its advances in the treatment of Alzheimer's disease and addiction. The Cancer Institute provides care and treatment services across the state and conducts research focusing on the collaboration between scientists and clinicians.

The Center for Excellence in STEM Education serves as a cross-college structure to integrate, deepen and enhance STEM education in West Virginia. They offer accessible, cutting-edge programs, forging key partnerships and offering opportunities for West Virginia K-12 youth, higher education students and current educators.

One component of WVU's program review process is to review every program's engagement with external stakeholders, whether in the form of an advisory council, prospective employers, alumni or any other relevant external constituencies.

Sources

- 2022 iServe Data
- 2023-WV-Grant-Centers-Annual-Report-Final
- Academic Transformation Process
- Ascend WV
- Ascend WV Exceeds Goal

- AT Academic Advisory Council
- AT Priority 1
- AT Priority 2
- AT Priority 3
- AT Priority 4
- AT Priority 5
- AT Priority 6
- BOG_Program_Review_Self-Study_Form_AY_24-25
- CCE Impact 2023 - 2024
- Chambers K12 Ed
- Community Criterion Classification
- Extension Agriculture
- Extension Community Business and Safety
- Extension Food and Health
- Extension Lawn Gardening and Pests
- Extension Map
- Extension Natural Resources
- Extension OSHA
- Extension Youth and Family
- Grant Resource Center
- High School Access
- HSC Mission
- IgniteWV About
- Mountaineer Micro Academy
- OLLI
- President Gee 2020 Charge
- WV CTSI
- WV Water Research Institute
- WVU APLU 'Innovation and Economic Prosperity University'
- WVU BOG Program Review
- WVU Bridge Initiative
- WVU Bureau of Business and Economic Research
- WVU Cancer Institute
- WVU CCE
- WVU CCE CommUNITY Partner Program
- WVU CCE External Partnerships
- WVU Chambers Research and Outreach
- WVU Country Roads Scholars Tour
- WVU Davis Extension Merger
- WVU Dentistry Outreach
- WVU Division for Land Grant Engagement
- WVU Encova
- WVU Extension
- WVU Extension
- WVU HSC Chancellor Dean
- WVU Improvements in Retention and Graduation Rates
- WVU Institute for Sustainability and Energy Research
- WVU iServe
- WVU Medicine Comm Science Merge

- WVU Medicine Outreach
- WVU Meritorious Service
- WVU Mission
- WVU Nursing Outreach
- WVU OEDC
- WVU Office of Technology Transfer
- WVU Online
- WVU Pharmacy Outreach
- WVU Public Health Outreach
- WVU Regional Research Institute
- WVU Research Office
- WVU Resilient Communities
- WVU Rockefeller 60 Minutes
- WVU STEAM
- WVU STEAM Impact
- WVU STEAM Incorporated Learning
- WVU STEM Ed Center

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1 The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Many academic programs require internships or other experiential learning requirements connected to acquiring workplace skills; all of WVU's 491 courses are specifically dedicated to "Professional Field Experiences" and 48 bachelor's majors at Morgantown and another 7 at WVU Beckley require or offer a 491 course as part of their curriculum, and students at Keyser often use 491s and other directed experience courses to fulfill elective requirements. In AY 2023-24, the institution offered 166 sections of 491 courses that served 810 students. Additionally, many health sciences programs that require extensive clinical experiences, and all of the institution's programs that lead to certification for elementary and secondary educators require a year of teaching residency as required by the West Virginia Department of Education.

WVU's General Education Foundations Program's (GEF) purpose includes delivering skills to students that "they need outside a formal educational environment." GEF areas on Society and Connections, Human Inquiry and the Past, and Global Studies and Diversity are all designed to help deliver these skills and the learning that supports informed citizenship.

WVU's Career Services delivers a range of career-centered services to the institution's students, including resume preparation, help finding internships and jobs and career fairs and helps to connect the state's and region's employers with WVU students. In FY 2024, Career Services held 2,422 total career counseling appointments, offered 12 career or internship fairs with 815 total employers and over 4,800 students attending, and its staff offered or assisted in just under 600 course sections to present on its services, learning career skills, preparing for workplace success and professional development.

Most of WVU's colleges and schools also have their own dedicated personnel for career preparation services. For example, the Center for Career Development in the Chambers College of Business and Economics guides students in identifying career opportunities that align with their skills, interests and aspirations. They facilitate specialized programs, generate internship and full-time opportunities and build connections between students and employers. By integrating career preparedness into the curriculum through methods such as career-focused coursework, industry-specific case studies, alumni guest lectures, industry site visits to employers in multiple states and professional skill

development activities (mock interviews, resume reviews, career coaching sessions with alumni) students in the college have experienced an increase to their at-graduation placement rates, with 75.9% of May 2024 grads securing successful placement (e.g., entering the workforce, continuing education or entrepreneurial endeavors) prior to graduation. Additionally, Chambers College faculty incorporate real-world projects with local businesses into relevant courses and offer paid and credit-bearing internships, further enhancing students' workplace readiness.

The Office of Undergraduate Research also offers select internships and research opportunities to undergraduate students.

The Purpose Center coaches students on their strengths, values and interests to develop a sense of lasting purpose that translates into achievement in academics, career achievement and personal well-being. Since its launch in fall 2022, the Purpose Center has interacted with 20,000 students, faculty, staff, alumni and K-12 and community partners and delivered over 400 one-on-one coaching sessions and 650 workshops.

1.C.2 The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

WVU is committed to the success of all of its students but also recognizes that some of its student populations require specialized support. Once such group are its veterans, military personnel and their families currently studying at the institution. WVU Veterans helps this population with the admissions process, orientation, benefit processing and financial aid. Because of these efforts, WVU is recognized as a military-friendly university, ranked 14th in the country by the Military Times in 2023 and was also was also recognized as a "VETS Indexes Recognized Employer" for the first time.

In compliance with the Americans with Disabilities Act, WVU offers accommodation, monitoring, and grievance procedures to all faculty, staff and students. WVU is committed to Section 504 of the Rehabilitation Act, which requires institutions of higher education to provide architectural and programmatic access to persons with special needs. Employee and visitor requests are overseen by an ADA coordinator, who reports through the Division of Diversity, Equity and Inclusion.

Students with permanent and temporary disabilities are served by the Office of Accessibility Services (OAS). Accommodations can be for academic, housing or transportation purposes. OAS also offers an Autism Support Program, closed captioning and transcription services, and runs a dedicated testing center for students with accommodations. In AY 2023-24, OAS granted 2,587 students accommodations across all WVU locations, approximately 13% of its total student body.

WVU's Center for Excellence in Disabilities (CED) offers the County Roads Program, which is designed to support individuals with intellectual and/or developmental disabilities. It offers academic courses, social engagement and real-world work experiences. Beginning in fall of 2023, WVU was also approved to offer a credentialed comprehensive transition program through the CED. The CED also offers an extensive range of services and resources to WVU's students, their families, the institution's faculty and staff and the community and region.

Established in 2016, the WVU LGBTQ+ Center provides education, programming and advocacy for WVU students, faculty, staff, and community members. The Center works to ensure inclusive campus policies, practices and curriculum and serves as a social hub and clearinghouse for campus and community resources. With a Campus Pride Index rating of 4.5 stars (of 5), the WVU LGBTQ+

Center has put WVU near the top tier of LGBTQ+ inclusive college campuses nationwide. In 2023, its staff presented 59 educational trainings and lectures, hosted 31 diverse programs and events, and participated in 49 service and collaboration projects both on and off campus, to enhance engagement and retention of members of the LGBTQ+ community.

Global Affairs offers a comprehensive approach to providing students opportunities for education abroad, supporting international and sponsored students, providing visa services to the institution's students and faculty and hosting a range of programming. WVU offers education abroad programs, as well as a Global Competency Certificate Program to encourage students to build skills that will serve them in today's global workforce. In 2018, WVU received the Heiskell Award for innovation in international partnerships and its work with the Royal University for Women in Bahrian. In 2019, the institution received the Senator Paul Simon Award for Campus Internationalization, recognizing the work done to internationalize the campus. In AY 2023-24, 563 students participated in 91education abroad programs.

WVU has a strong network of offices and centers, including International Students and Scholars Services and the Center for Black Culture, that support and promote diversity. Students have access to hundreds of student organizations that allow them to explore their interests and engage in co-curricular opportunities with other people from different backgrounds and cultural perspectives.

The Faculty Senate has had an inclusivity statement since 2013 that faculty members are strongly encouraged to include on their syllabi.

To help ensure the inclusive and equitable treatment the University community, WVU has also recently reestablished its faculty ombuds position as well as created its first graduate student ombuds position.

The Women's Leadership Initiative (WLI) was founded to empower and engage women leaders at WVU. The newly established Women's Resource Center (WRC) is a physical space for those interested in gender equity to meet, discuss policy, share research and learn about gender-related resources that WVU offers. The WRC also addresses issues of racism, classism, xenophobia and other intersecting topics. In addition, the Center for Women's and Gender Studies in the Eberly College of Arts and Sciences offers majors and minors in the field. The Center also sponsors biannual undergraduate research showcases and student scholarships and awards for students and faculty.

The Faculty Justice Network was also created to maintain a support network and series of events for racialized and minoritized faculty and is responsive to their social, cultural, academic and professional development needs.

The WVU ADVANCE Center supports a supportive academic culture and includes systematic data collection to document organizational trends and issues, policies that support work-life integration, transparent and inclusive recruitment and evaluation practices and leadership programs that promote diversity.

The institution offers diversity scholarships to support students during their time on campus, as well as the W.E.B. Du Bois Fellowships, the Southern Regional Education Board Doctoral Scholars Program for those in graduate and professional programs.

WVU's Division of Diversity, Equity and Inclusion (DDEI) connects compliance functions with

broader diversity and inclusion programming. DDEI is charged with primary responsibility for the institution's compliance with Title VI and Title VII of the Civil Rights Act, Title IX of the Education Amendments Act and the Americans with Disabilities Act. Title IX training is available to all faculty, staff and students. BOG Governance Rule 1.6 determines how the institution addresses incidents of discrimination, harassment, sexual harassment, sexual misconduct, domestic misconduct, stalking, and retaliation.

WVU recognizes the value of a diverse workforce and attains an inclusive community of faculty and staff through Talent and Culture, which has primary responsibility for overseeing the institution's equal opportunity and affirmative action policy.

1.C.3 The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

WVU's Inclusive Campus is an umbrella initiative that addresses concerns about racism and racial inequities across the University. It pulls together actions taken in academics, across the campus and in the community to promote health and well-being, leadership and the safety of the entire University community.

The Faculty Justice Network promotes connection, community and cultural support across WVU's diverse faculty and partners with the Office of the Provost to offer training to faculty in national trends in higher education, diversity, equity and inclusion in higher education, and faculty leadership and development more broadly.

The ADVANCE Center works with faculty, staff and campus-wide leaders to disrupt institutional inequities and promote inclusive policies that sustain and grow a thriving culture and climate. It facilitates improved communication, developing change agents, people who are ready to lead institutional transformation from whatever position they may occupy, and offers access to the resources provided by the National Center for Faculty Development and Diversity.

Board of Governor's Governance Rule 1.8 – Freedom of Expression – acknowledges a First Amendment right of free speech and assembly and encourages open dialogue as an opportunity to expand the educational opportunities of WVU's campus communities.

Sources

- _National Center for Faculty Development and Diversity
- _Southern Regional Education Board Doctoral Scholars Program
- 491 section report AY 23 24
- 491s by Major Morgantown
- ADA Coordination
- ADA Policies and Procedures
- BOG Rule 1.8
- Campus Pride Index
- Change Agent Course
- DDEI
- DDEI ADA
- DDEI BOG Rule 1.6

- DDEI CRA Title VI VII
- DDEI Programming and Initiatives
- DDEI Title IX
- DDEI Title IX Training
- Education Abroad
- ENews Vets Index
- Equal Opportunity and Affirmative Action
- Faculty Justice Network
- Faculty Justice Network
- Faculty Justice Network Events
- Faculty Ombudsperson
- Global Affairs
- Grad Student Ombudsperson
- Inclusive Campus
- Inclusive Campus Academics
- Inclusive Campus Campus Environment
- Inclusive Campus Community Partnerships and Programming
- Inclusive Campus Health and Well Being
- Inclusive Campus Leadership
- Inclusive Campus Safety
- ISSS Global Competency Certificate
- ISSS International Students
- ISSS Programs
- ISSS Sponsored Students
- ISSS Visa Services
- LGBTQ+ Center
- LGBTQ+ Center Events
- LGBTQ+ Center Resources
- LGBTQ+ Center Trainings
- May 2024 Chambers Undergraduate Placement Summary
- Mountaineer News Campus for Vets
- OAS
- OAS Academic
- OAS Autism Support
- OAS Closed Captioning
- OAS Housing
- OAS Testing Center
- OAS Transportation
- Talent and Culture
- WEB DuBois Fellowship
- WVU ADVANCE
- WVU ADVANCE Communication
- WVU Career Fairs
- WVU Career Services
- WVU Career Services Employers
- WVU CED
- WVU CED Country Roads Program
- WVU CED Resources
- WVU CED Services

- WVU Center for Black Culture
- WVU Chambers Career Services
- WVU CWGS
- WVU CWGS Scholarships and Awards
- WVU Diversity Scholarships
- WVU GEF
- WVU Heiskell Award
- WVU ISSS
- WVU Minors
- WVU Policy and Statements
- WVU Purpose
- WVU Purpose About
- WVU Research Showcase
- WVU Resume Prep
- WVU Senator Paul Simon Award
- WVU Student Life
- WVU UG Research Opportunities
- WVU Veterans
- WVU WGS BA
- WVU WLI
- WVU Womens Resource Center

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

WVU's mission is clear and prominently published and its central areas (education, healthcare, and research) are what guide the institution's operations.

- The institution and its locations and its academic program portfolio exist to serve the students of the state and surrounding region, a population that is largely Pell-eligible and first-generation. The institution has an extensive range of support services dedicated to ensuring those students are retained and complete their degrees and has seen significant improvement to student success across the system.
- WVU's research centers and its other centers and offices are dedicated to delivering high impact research, healthcare, and other community-centered services that improve the lives of its faculty, staff, and students, West Virginia communities, the region, and the world beyond.
- WVU's curricular and co-curricular offerings as well as its student support services prepare its students for being engaged citizens in their communities as well as for success in whatever careers they pursue. The curricula, co-curricula, and support services also celebrate and support the diverse cultures of the WVU community, especially those of its students, faculty, and staff members.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1 The institution develops and the governing board adopts the mission.

WVU's mission statement was developed in 2016 by the institution's senior leadership and in cooperation with students, faculty, deans' offices and administrative leadership from across all of its locations. That mission was endorsed by the Board of Governors in April of 2017. For more on WVU's mission and its development process, see 1.A.1.

2.A.2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

As a public, land-grant institution, WVU is accountable to federal and state laws, the WVU Board of Governors (BOG) and some of the policies of the West Virginia Higher Education Policy Commission (HEPC). The BOG embodies the principle of shared governance with faculty, staff and student representatives serving as voting members. WVU is subject to both internal and external audits, including legislative audits and oversight by the West Virginia Ethics Commission. WVU's BOG Rules establish the institution's policies and procedures in the areas of governance, academics, human resources, faculty, finance and administration and student life.

All employees of WVU are subject to the West Virginia Ethics Act, which establishes a code of conduct for all public servants of the state. The act addresses ethical issues regarding gifts, using one's public position for private gain, conflicts of interest, lobbying and limitations on and disclosure of additional employment. Any person may file a complaint with the Ethics Commission to report a violation of the Ethics Act.

The BOG Audit Committee, comprised of at least three members with at least one member having financial management expertise and with the director of internal audit serving as an administrative liaison from the institution, provides oversight of the institution's accounting and financial reporting processes to ensure the integrity of published financial information. Its work is governed by the Audit Committee Charter, and the committee is expected to oversee the institution's financial reporting processes, the qualifications, independence, and performance of the independent auditors as well as

the institution's internal audit function, and compliance with all relevant policies, regulations and laws.

Internal Audit's (IA) objective assurance and consulting services are ensured through its dual reporting to the BOG Audit Committee and the president. A charter outlines the scope of IA's responsibilities and a project plan details all of its conducted audits, which include WVU's information systems. IA exists to assist the BOG and WVU leadership in fulfilling their duties by ensuring:

- Safeguarded assets – tangible, monetary, information, intellectual property, etc.

- Integrity and reliability of management information systems

- Compliance with institutional, state and federal regulations

- Economical and efficient use of WVU resources

- Effective and efficient management of operations

WVU and IA maintain EthicsLine for anonymous, open reporting of possible fraud, theft, policy violation or other unethical behavior. All reports are sent directly to IA, general counsel, the chair of the BOG and the chair of the BOG audit committee. IA leads the review of the information provided and determines the appropriate investigative actions.

Given the importance of information technology security, WVU performs a range of regular information technology audits (also conducted under the auspices of IA) to ensure WVU is mitigating its information technology risk through appropriate institutional controls as well as its compliance with the Gramm-Leach-Bliley Act.

WVU and its component entities are subject to an annual independent audit by an external accounting firm to receive an opinion as to the fair presentation of their respective financial statements. WVU also participates in the annual statewide single audit, which reviews any entity with federal award expenditures in excess of $750,000 in a year, including student financial aid administered by the institution.

In 2017, all public colleges and universities in West Virginia were provisionally certified and subject to heightened cash management 1 requirements by the U.S. Department of Education due to the statewide audit being submitted late for three years in a row. This status was applied to all public institutions regardless of the individual institution's timeliness and was not a reflection of any financial health concern. In 2022, the state's institutions, including WVU, were removed from the additional cash management requirements by the U.S. Department of Education.

WVU's Research Corporation undergoes an annual single audit to review federal compliance and internal control of its federal grants and contracts to ensure that it is in compliance with the requirements of the OMB Uniform Guidance.

The WVU Catalog and WVU's admissions websites provide general information about WVU and its programs, with an emphasis on those policies and procedures that affect faculty and students. In terms of academic record-keeping, WVU continues to use best practices from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and employs the DegreeWorks system as a single source of record to provide transparency to students, advisers and

others involved in supporting student academic progress.

Each location of WVU has a clearly articulated Student Code of Conduct: Morgantown, Beckley, Keyser. These documents establish the rules, regulations and procedures concerning student conduct and discipline. The Office of Student Rights and Responsibilities provides support to students navigating student conduct, academic integrity or Title IX violations or complaints.

See 2.E.3 for more information regarding academic and research integrity.

WVU's Talent and Culture unit maintains a variety of policies associated with employee behavior, including the Faculty Handbook and Classified Employee Handbook, which communicate employee roles and responsibilities as well as information about their conditions of employment, including workplace standards, payroll, classification and compensation, benefits and employee relations subjects such as performance evaluation, conflict resolution and the grievance processes.

WVU has developed an effective equity assurance function that maintains a strong focus on compliance with both the letter and spirit of the guidelines related to Title IX and which is further supported by BOG Governance Rule 1.6 which covers discrimination, harassment, sexual harassment, sexual misconduct, domestic misconduct, stalking, retaliation and relationships at the institution.

WVU has a number of auxiliary enterprises at its locations that provide a range of goods and services to students, faculty, staff and the community. Auxiliary units include athletics, dining services, housing, student unions, transportation and parking, and student recreation centers. Their operations and administration are subject to the same oversight as WVU's non-auxiliary units. Monies generated from auxiliary operations are deposited in State accounts and are subject to all federal and state laws and University policies, including those related to procurement, budgeting, capital project approval and management, and financial reporting and monitoring. Furthermore, auxiliary operations participate in WVU's overall budget strategy, through increasing revenues or decreasing expenses, to achieve acceptable margins at the institutional level. WVU Athletics, Morgantown's most prominent auxiliary enterprise, meets additional oversight requirements by the NCAA in the areas of rules compliance, equity, finance, and other procedures.

Over the last decade WVU has engaged in several public-private partnerships to develop facilities at WVU Morgantown that would not otherwise be possible due to constrained resources. These include three University-managed housing complexes (College Park, University Park, University Place), a student union/administrative office building (Evansdale Crossing), a community baseball park (Kendrick Family Ballpark at the Monongalia County Baseball Complex), community aquatic center (Peak Health Aquatic Center at Mylan Park) and a track and field complex (Mylan Park Track and Field Complex). These venues serve not only as the home of WVU's baseball, swimming and diving, and track and field programs, but also allow for community events throughout the year. The operations and progress of each project are monitored by management through designated University committees and reported to the BOG as needed or requested.

Sources

- 2014 Audit Committee Charter
- April 21 2017 Regular Meeting Minutes
- BOG Rule 1.8

- BOG Voting Members
- DDEI BOG Rule 1.6
- DDEI Title IX
- Faculty and Classified Employee Handbooks
- FY24 Internal Audit Project Plan FINAL 20230622 Confidential
- Internal Audit Office Charter
- ITS Audit List 2018 - July 2024
- Office of Student Rights and Responsibilities
- Student Code Beckley
- Student Code Keyser PSC
- Student Code Morgantown
- West Virginia Ethics Act
- WV Ethics Commission
- WV Ethics Commission Complaint Filing
- WV Finance Division Single Audit
- WVU Annual Independent Audit
- WVU Audit Committee
- WVU Capital Project Management
- WVU EthicsLine
- WVU Internal Audit
- WVU NCAA Oversight
- WVU Procurment
- WVU Single Audit Guidance
- WVU UG Admissions Website
- WVU UG GR Catalog

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

As required by the U.S. Department of Education, WVU posts required [consumer information](#) on a single, easy-to-access website that includes information on academic programs and their requirements, costs, financial assistance, and accreditation status, both institutional and specialized. Academic programs and requirements are fully detailed in the [Catalog](#), which is indexed by WVU Morgantown Graduate/Professional, WVU Morgantown Undergraduate, WVU Keyser and WVU Beckley. [Archived catalogs](#) are accessible online.

Prospective and current students have online access to information regarding [all majors](#), including individual fact sheets that outline admission requirements, information about potential careers including employers and salaries of recent graduates, typical program cost and aid, sample course schedules, and any specialized accreditation.

Students can use WVU's [Net Price Calculator](#) to calculate the cost of attendance based upon residency status, major and academic preparedness.

Each college or school is required to maintain its own current faculty and staff directory. For example, see the [Statler College](#) directory, the [College of Applied Human Sciences](#) directory, the [Daivs College of Agriculture and Natural Resources](#) directory, or the [WVU Tech](#) directory.

2.B.2 The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

WVU's [mission](#) charges the institution with "creating a diverse and inclusive culture that advances education . . . advancing high-impact research; and by leading transformation in West Virginia and the world through local, state and global engagement." As high-impact practices that support student learning, degree completion and success in the workplace, experiential, research and community engagement experiences are widely accessible to the institution's students. See 1.B.3 and 1.C.1 for more information on some of the institution's most impactful externally focused programs and learning opportunities as well as those that are specifically focused on its students' career

preparedness and 3.B.5 for more on how WVU's graduate and undergraduate students perform in a wide range of research opportunities.

Other opportunities at WVU that support its students' development through co-curricular experiential learning include:

Student Engagement which supports over 450 student organizations that help teach leadership and out-of-the classroom skills needed to be successful, including the Student Government Association, whose leadership regularly interacts with WVU senior administrators and whose president is voting member of the Board of Governors. Inclusive Leadership Development offers the First-Year Leadership Academy, the Certified Student Leader Program and student organization leadership development.

The Student Government Association (SGA) advocates for the student body and represents them to the University's administration. In the past few years, SGA has continued to address food insecurity on campus through the Share-a-Swipe Program, ran an annual pull tab collection drive in support of the Ronald McDonald Houses in Morgantown and Pittsburgh, and established the Menstrual Equity Taskforce to expand access to menstrual products for students.

Student Media at WVU is a learning lab for students interested in journalism, media and marketing. Student Media trains roughly 130 students per year, and each of those students is ready to take on a career in media when they leave WVU. The Daily Athenaeum, WVU's student newspaper, has a print circulation of 12,700, a daily online audience of more than 2,600 people and is regular insert into Morgantown's local newspaper, The Dominion Post. WWVU-FM, U92 The Moose, WVU's student radio station, serves roughly 5,000 monthly listeners through online and terrestrial radio providing news updates, sports and music programming. Prospect and Price Creative, WVU's student advertising agency, works with more than 50 clients to ensure the department maintains revenue goals through advertising.

As detailed in 1.C.2, Education Abroad programs offer students opportunities to expand their educational experiences while promoting both diverse cultural experience and global engagement while earning credit hours.

The Center for Service and Learning is home to iServe, a free online service management system that helps students find service opportunities, connect with community organizations and record service hours. Advisers also recommend using the Center for shadowing or volunteering in a capacity that relates to a student's major or to their future career. The Center's impact page tracks annual service hours completed; in FY 2024, WVU students completed over 93,000 hours of community engaged service.

The WVU Honors College enhances the student experience inside and outside of the classroom. The Honors EXCEL (Experiential and Community Engaged Learning) Program was a two-year experience that provides students a chance to work on a mentored project in their area of research of scholarship that also incorporates some form of required experiential learning. The College's Office of Undergraduate Research facilitates research experiences for its students, offering avenues to publish and present undergraduate research.

WVU's ASPIRE Office not only supports students seeking nationally competitive scholarships and fellowships but also offers a Peace Corps Preparatory Program that helps prepare students for global careers through global engagement.

As seen in 1.C.1, WVU's centralized Career Services, the Purpose Center and its college-based centers prepare students for post-completion success in the workplace.

As covered in 1.C.1, many academic programs require internships or other experiential learning requirements connected to acquiring workplace skills. Additionally, the institution offers X97 courses that are "Independent Research Projects." These courses are dedicated to research projects in both undergraduate and graduate programs;16 undergraduate programs either require or specifically list a 497 as a program elective, 115 graduate programs require or list an X97 course and almost every program at the institution accepts research as meeting an elective requirement. In AY 2023-24, the institution offered 678 sections of X97 courses that served 3,811 students.

Sources

- 97s by Program 7.26.2024
- Archived Catalogs
- ASPIRE
- CAHS Directory
- Career Services
- Certified Student Leader Program
- Chambers Career Development Center
- Consumer Information
- Davis Directory
- First Year Leadership Academy
- Honors College
- Honors Excel
- Honors Research
- Inclusive Leadership Development
- iServe
- Net Price Calculator
- Peace Corp Prep Program
- Prospect and Price Creative
- Purpose Center
- SGA Pull Tab Fundraiser
- SGA Resolutions
- Statler Directory
- Student Engagement
- Student Government Association
- Student Org Leadership Development
- Student Organizations
- The DA
- The DA Share A Swipe
- U92 The Moose
- WVU Education Abroad
- WVU Mission
- WVU UG Majors
- WVUIT Directory
- X97 sections AY 24 24

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The current form of WVU's Board of Governors was established in 2001. The powers and duties conferred to the BOG give express authority over the institution and "control, supervision and management of the financial, business, and education policies." All BOG business is conducted according to the West Virginia Open Governmental Meetings Act.

The composition and requirement of those who serve on the BOG are set forth in state law. The BOG consists of 17 members, including 12 lay members who are appointed by the governor with the consent of the West Virginia Senate. Of the gubernatorial appointments, no more than seven may be of the same political party, and at least seven must be from West Virginia. State law requires that when making appointments to the BOG, the governor shall consider:

- Institutional mission and membership characteristics including the need for individual skills, knowledge, and experience relevant to governing the institution;

- The need for awareness and understanding of institutional problems and priorities, including those related to research, teaching, and outreach;

- The value of gender, racial, and ethnic diversity;

- The value of achieving balance in gender and diversity in the racial and ethnic characteristic of the lay membership of the BOG.

In addition, the BOG includes as full voting members:

- A full-time faculty member with the rank of instructor or above duly elected by the Faculty

Senate;

- A full-time faculty member representing the extension service or health sciences, selected by the Faculty Senate;

- A classified employee duly elected by the classified employees;

- A member of the student body in good academic standing, enrolled for college credit work and duly elected by the student body;

- The chairperson of the Board of Visitors of the WVU Institute of Technology.

The BOG's powers and duties, by-laws and rules are well documented and available publicly. The current bylaws were developed to be consistent with best practices from the Association of Governing Boards (AGB). Additionally, a review of peer institution by-laws was conducted to ensure the appropriateness of WVU's governance structures and procedures. State Code and Section 1.07 of the by-laws specify the initial and on-going training and development requirements for all Board of Governors members.

The BOG and its committees meet regularly with updates and education on institutional functions, initiatives, and issues regularly provided by members of the President's Office, finance, Provost's Office, Faculty Senate, Staff Council and Student Government Association.

As part of the regular execution of its fiduciary responsibilities, the BOG charged President E. Gordon Gee and Provost Maryanne Reed in March of 2023 with strategic repositioning of the institution's academic portfolio, academic support units and academic faculty and staff to address a significant structural budget shortfall.

2.C.2 The governing board's deliberations reflect priorities to preserve and enhance the institution.

The BOG discusses and takes actions on the central issues related to WVU's mission and operations. BOG Finance and Administration Rule 5.1 establishes which institutional matters require Board authorization or consultation and which are delegated to the president. Major actions and agenda items range from student success (retention and completion), financing capital projects, academic program review, college mergers, and new mission-centered initiatives, as reflected in the minutes of the past three years.

The Board of Governors also has standing and ad hoc committees that meet regularly and address the priorities of the institution. The standing committees are: Academic Affairs and Accreditation, Audit, Divisional Campus, Executive, Finance and Facilities and Revitalization, and Strategic Plans and Initiatives.

Currently, there is also an ad hoc Governance Committee that is working with general counsel to provide guidance on Board committee structure and Board training and evaluation. It is also charged with studying and providing recommendations to the Board on best practices for a presidential search and hiring, Board rules on selection and evaluation of the president, and for developing a procedure for a presidential search, hire and transition. The work of that committee has led to the adoption of BOG Governance Rule 1.3, as well as a dedicated presidential search website that details the search committee and search timeline, provides updates and provided a survey for the campus community to help frame the leadership profile and provide guidance to the search committee.

2.C.3 The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

WVU's BOG includes both internal and external constituencies. WVU has all three of its main internal constituencies (faculty, staff and students) represented as full voting members as described above. This ensures that key WVU constituencies are involved in every deliberation, report, litigation update and executive session, and all votes that are considered and acted upon by the BOG include faculty, staff and student deliberation. Every academic year, these faculty, staff and student representatives provide an annual report to the BOG, which provides a regularly scheduled, more formal means of engaging with the constituency leadership teams on issues of current importance to them. Similarly, the BOG engages in annual discussions with the boards of the WVU Foundation, Inc. and the WVU Alumni Association; the president is an ex officio member of both the Alumni and Foundation boards. The chairs of these three boards interact throughout the year. The chair of the BOG is invited to attend meetings of the WVU Foundation Board as another means of connecting these constituencies.

A BOG Rules website organizes existing and proposed rules by major category: Governance, Academics, Human Resources, Faculty, Finance and Administration, and Student Life. BOG Governance Rule 1.1 ensures a "fair process that encourages and facilitates engagement by the University community, the public and other interested parties regarding the adoption, amendment or repeal" of BOG rules and requires a notice of proposed rulemaking, a 30-calendar-day public comment period and public posting of summarized comments for 10 calendar days prior to final BOG action. In addition to public rulemaking provisions, the BOG's by-laws also provide for any member of the public to request to address the BOG. The website also includes summaries of proposed rules and a clear invitation to make comments. In several special sessions in the summer of 2023 as well as in September 2023, the Board dedicated the majority of its meeting time to public comment sessions on the proposed process and results of Academic Transformation's program review process.

2.C.4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

BOG members do not receive compensation for their services, only reimbursement of travel expenses related to attending meetings. Members are also subject to the state ethics laws, which restrict use of public positions for private gain and restrict gifts and other forms of influence; see 2.A.2 for more information. Additionally, members are required to file an annual West Virginia Ethics Commission finance disclosure statement, which includes disclosure of potential conflicts of interest, as well as an annual university conflict of interest disclosure form per BOG Governance Rule 1.4. Article II of the bylaws requires BOG members to be aware of potential conflicts of interest, avoid such conflicts, and report immediately any concern about a possible conflict. Further, Board members receive an annual training on the state ethics law and NCAA rules as they pertain to the members' roles on the BOG. BOG members are also required to complete additional training and development, which is addressed in detail in 5.B.1.

2.C.5 The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Article VI of the bylaws and BOG Finance and Administration Rule 5.1 delegates the day-to-day management of the institution to the president and provides for further delegation by the president. BOG Rules in Governance, Academics, Human Resources, Faculty, and Finance and Administration further elaborate how the day-to-day operations of the institution have been delegated and are

expected to function.

Sources

- Academic Transformation
- Board of Governors
- BOG 14.09.23 Minutes
- BOG By-laws
- BOG By-laws
- BOG Committees
- BOG Meeting Agenda
- BOG Meetings
- BOG Minutes
- BOG Minutes
- BOG News
- BOG Powers and Duties
- BOG Rule 1.1
- BOG Rule 1.3
- BOG Rules
- BOG Rules
- Open Governmental Meetings Act
- Presidential Search
- Presidential Search Committee
- Presidential Search Timeline
- Presidential Search Updates
- Rules Policies and Procedures
- Strategic Repositioning
- WV House Bill 3441
- WV State Code BOG
- WVU BOG Rule 1.4
- WVU BOG Rule 5.1

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D.1 The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

BOG Governance Rule 1.8 is the institution's broadest policy that addresses the right of free speech and assembly as part of the institution's educational opportunities and campus communities.

BOG Faculty Rule 4.1 establishes WVU's support for freedom of expression and pursuit of truth in teaching and learning. The Faculty Handbook section on Faculty Responsibilities also detail the institution's definition of and commitment to academic freedom for its faculty. The Faculty Constitution further adds that "as a corollary of academic freedom, the faculty has a responsibility for guiding the academic pursuits of the University as well as guiding the academic pursuits of each campus, college, school or their equivalent in the University."

BOG Student Life Rule 6.1 guarantees students the rights to freedom of expression and assembly. These rights include the right to a free and independent student press, the Daily Athenaeum.

Sources

- BOG Rule 1.8
- BOG Rule 4.1
- BOG Rule 6.1
- Faculty Constitution
- Faculty Responsibilities
- The DA

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1 Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

WVU embraces a research culture of integrity and compliance to ensure that its researchers are committed to ethically and fiscally responsible conduct in research and that they adhere to applicable regulations and standards governing research undertaken at the institution. WVU currently holds accreditation from AAHRPP (human subjects) and AAALAC International (animal care and use). The Research Office offers training in the responsible conduct of research (RCR) that promotes both research integrity as well as regulatory compliance. The Office of Animal Welfare (OAW) assists the Institutional Animal Care and Use Committee (IACUC) to ensure the health and well-being of all animals being used for research, teaching, and outreach. The IACUC also oversees and maintains the institutions protocols, training, and policies for animal use. The Office of Human Research Protections (IRB) supports the research community in protecting human subjects and ensuring regulatory compliance. The Conflict of Interest Office (COI) is another office that works to ensure regulatory compliance in research as well as in institutional, faculty and staff conflicts of interest.

WVU's Environmental Health and Safety Office ensures the safety of WVU faculty, staff, and students working in the institution's research labs and provides oversight and training to the institutional community on proper handling, storage and disposal of hazardous materials as well as lab safety principles and practices.

2.E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

Beyond what is detailed in 2.E.1, the Office of Research's Research Compliance Administration is the overarching body that oversees IRB, COI, OAW, and RCR, as explained above in 2.E.1 and also includes the Office of Research Integrity which reviews allegations of academic research misconduct. The HSC's Office of Research and Graduate Education likewise performs those functions for HSC faculty and students.

2.E.3 The institution provides students guidance in the ethics of research and use of information resources.

Students receive information in both the Graduate and Undergraduate Catalogs on academic standards. The Catalogs also provide definitions to guide appropriate scholarly practice, including how plagiarism, cheating, fabrication/falsification and facilitation constitute academic dishonesty.

The Office of Academic Integrity's goals are to provide students with the tools and resources to avoid misconduct, provide and educational experience for students who take part in the resolution process following a claim of academic misconduct, partner with faculty and staff to promote and protect the integrity of the institution, and to provide resources and assistance in all matters related to academic integrity, most recently, for example, around the use of artificial intelligence.

All WVU undergraduate programs require a capstone course, and all capstone courses require students to perform independent research and reflect on the ethical issues that are implicit in their project and its design.

WVU's Faculty Senate maintains a set of syllabus statements for use by any instructor in their course syllabus that guide faculty and students in negotiating aspects of course experience, including academic integrity, academic standards, the appropriate use of technology and use of artificial intelligence.

WVU Libraries promotes the ethical use of information through several initiatives. The Libraries offers an online Plagiarism Avoidance Tutorial that instructors may embed into eCampus courses. This tutorial covers how plagiarism is defined; why students may advertently and inadvertently plagiarize; how to use information ethically in research papers or projects; and where to get help with researching and writing. The Libraries also offers additional guidance on academic integrity in the two credit-hour class, ULIB101, taught by librarians. The institution typically offers eight sections of that course each term, serving approximately 150 to 200 students.

Information Technology Services' Acceptable Use of Data and Technology Resources policy applies to all faculty, staff and students.

2.E.4 The institution enforces policies on academic honesty and integrity.

The Office of Academic Integrity is charged with enforcing the institution's academic standards policies and academic integrity policies. The Office's focus on educating students who are engaged in the academic integrity process has brought about the lowest rate of same-year recidivism since these kinds of data were tracked (AY 2017-18).

Sources

- AAALAC Accreditation
- AAHRPP WVU
- Academic and Professional Standards Graduate
- Academic Dishonesty
- Academic Integrity
- Academic Integrity
- Academic Integrity Mission and Goals
- Academic Integrity Policies
- Academic Standards Undergraduate
- Academic Standards Undergraduate

- Acceptable Use Policy Data and Tech
- AI Student FAQ
- Capstone Courses
- Conflict of Interest Office
- Environmental Health and Safety Office
- OAW Policies
- OAW Protocols
- OAW Training
- Office of Academic Integrity 2023 Annual Report (1)
- Office of Animal Welfare
- Office of Human Research Protections
- Office of Research and Graduate Education
- Plagiarism Avoidance Tutorial
- Research Compliance Administration
- Research Integrity Officer
- Research Office
- Responsible Conduct of Research
- Syllabus Statements
- ULIB 101

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

WVU is committed to integrity in its operations and is ethical and responsible in its actions.

- WVU's Board of Governor's Rules clearly and transparently establish the institutions expectations for its governing board, administration, faculty, staff, and students in the areas of institutional governance, academics, human resources, faculty, finance and administration, and student life.
- WVU is clear and transparent in publishing its academic offerings, its program standards, admissions requirements, faculty and staff, all costs to its students, as well as its governance structure and accreditation status with the Higher Learing Commission.
- WVU's Board of Governors is an autonomous and representative body that is well-trained and holds regular public meetings. The institution publishes the agendas and minutes from those meetings publicly which show that the board deliberates on the institution's priorities.
- WVU has policies in place to ensure that the institution protects the right to freedom of speech and expression for all of its faculty, staff, and students.
- WVU has policies and procedures in place to ensure that its faculty, staff, and students are responsible and ethical in their scholarly practices, their use of information, and in conducting research.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1 Courses and programs are current and require levels of student performance appropriate to the credential awarded.

West Virginia University and its additional locations provide the full scope of higher education degrees from associate's through the doctoral and professional levels. The curriculum matrix provides a listing of all degrees by campus, and the catalog provides detailed degree requirements.

In the catalog, WVU provides academic definitions for all degrees and other transcripted credentials awarded at all locations and across all modalities; these definitions, including those for attaining multiple credentials, adhere to all HLC assumed practices and are regularly reviewed.

Each of WVU's programs is comprehensively reviewed through the Board of Governor's program review on a five-year cycle (see 4.A.1 for more details). There are almost 200 programs accredited by specialized accrediting bodies, offering further third-party validation of program currency within the discipline and review of student performance (see 4.A.5). The institution tracks pass rates in programs that require licensure or certification as additional evidence that the programs are delivering learning that is appropriate to the credential and associated careers.

Since 2015 and most recently in 2021, WVU Morgantown achieved R1 (research highest) doctoral university status with the Carnegie Classification of Institutions of Higher Education. This places WVU as one of 146 universities across the country to reach the highest level of research activity and serves as external evaluation of the level of performance of its graduate research programs.

3.A.2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

WVU articulates all of its degree-granting programs' learning outcomes at all locations, for all degree levels, and across all modalities, publicly in the catalog.

WVU uses its program review process and its curricular creation and change process via the Curriculum Inventory Management (CIM) system to ensure differentiation between learning goals for all of its undergraduate, graduate, professional and certificate programs. In program review, a program's learning outcomes are evaluated for their clarity, specificity and appropriateness to the level of learning (see 4.A.1). Follow-up actions are regularly assigned to programs to address and improve their student learning outcomes. Programs with specialized accreditation have their learning outcomes evaluated regularly as part of the accreditation process (see 4.B.3 for examples).

All new undergraduate programs and changes to existing programs, regardless of location or modality, require review and approval through the Faculty Senate Curriculum Committee (FSCC). All new or changed graduate and professional programs and certificates are reviewed and approved by the Graduate Council.

The Office of the Provost and the FSCC host web-based resources that provide programs with guidance on crafting clear, measurable learning outcomes that are differentiated by learning level.

3.A.3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

WVU BOG Academics Rule 2.2 establishes the institution's expectations and standards for program creation, approval and review processes and applies to all transcripted credentials at all locations, regardless of modality. WVU has dedicated policies, processes, support systems, and personnel to ensure the consistency of program quality and learning goals across all modes of delivery and locations. See 4.A for more on how these policies and processes ensure program quality, regardless of location or modality. All WVU additional locations and associated programs are part of regular accrediting reviews by the Higher Learning Commission. The institution had its most recent HLC Multi-Site Review in spring 2022, and there were no areas of concern.

The consistency of all transcripted credentials, regardless of modality or location, is ensured by undergoing the same review and approval process. The workflow to create or change a program is initiated by a faculty member and then proceeds to reviews by the Registrar's Office, department chair, relevant college curriculum committee, college dean, relevant associate provost along with the associate provost for curriculum and assessment, Faculty Senate Curriculum Committee or Graduate Council (as explained above), and Faculty Senate Executive Committee, the full Faculty Senate, and then, finally, the Board of Governors. Approval is required at each step in the workflow and is documented.

WVU publishes credit hour definitions in its catalog for courses delivered in different term lengths, modalities and pedagogical styles. These definitions provide faculty and the relevant curriculum committees with a standard by which to evaluate all new proposed courses and to ensure that expected learning is consistent across modalities and locations.

The primary aspects of the five-year BOG program review are student success and curriculum and assessment. Student success is measured by enrollment, program persistence, student performance, completion, and post-graduate placement and outcomes. Curriculum and assessment examines curricular requirements, learning outcomes, and assessment of student learning and evaluates how the information across these domains is used to inform program improvement. The BOG program review also includes assurance of consistency of program learning outcomes across locations and modality. More on program review can be found in 4.A.1 and more on assessment of student learning

can be found in 4.B.

All dual credit (i.e., dual enrollment) courses taught in West Virginia high schools through WVU Morgantown have memoranda of understanding. The MOUs require the same learning outcomes as those taught on campus and use institution-provided syllabi that ensure the learning outcomes are the same as WVU courses and that the assessment of learning is appropriate to the level of the course. See 3.C.3 for more on the credentialing of dual credit faculty.

The Faculty Qualifications Policy also applies across locations and modes of delivery.

Sources

- 2022 Specialized Accreditations
- 5-Year Program Review
- B.O.G Rule 2.2
- Board of Governors Program Review
- BOG Self Study Form
- Carnegie Classification
- CIM Workflow
- Credit Hours Definition
- Curriculum Matrix Tableau
- Faculty Senate Curriculum Committee
- Faculty Senate Meeting Agenda
- Faculty Senate Resources
- Graduate Council
- License and Certification Information-Form AY 23-24
- Program Proposal Process
- Program Review SLO Section
- Provost Student Learning Outcomes
- SLO CIM Comments
- Turkeyfoot Valley Area HS Signed MOU
- West Virginia University Multi-location Visit Report
- WVU Catalog
- WVU Catalog Definitions
- WVU Faculty Qualifications Policy Final

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1 The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

The purpose, content, student learning outcomes, and policies governing the curriculum of WVU's General Educations Foundations (GEF) Program are articulated on the WVU Registrar's website. The GEF requirements and learning outcomes are the same for all of WVU's four-year undergraduate programs at all locations and across all modalities. Students transferring to WVU who have completed any associate degree "shall be deemed as having satisfied the WVU general education requirement."

All GEF courses are evaluated through the full curriculum workflow process(see 3.A.3 for more on that process) and are evaluated specifically for their relevance to general education by the Faculty Senate's GEF Committee.

3.B.2 The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The GEF program was developed within the institution and led by the Faculty Senate's GEF Committee which modeled it on established general education programs at peer land-grant and R1 institutions like those at the University of Kentucky, University of Maryland and Penn State.

Students at WVU are required to complete:

- Three to six credits of Composition and Rhetoric (dependent upon placement)

- Four to six credits of Science and Technology

- Three to four credits of Math and Quantitative Skills

- Three credits in Society and Connections

- Three credits in Human Inquiry and the Past

- Three credits in Arts and Creativity

- Three credits in Global Studies and Diversity

Students are also able to use their general education courses towards a minor, dual major or double major with those curricula counted as degree pursuant toward Title IV federal financial aid.

The GEF Program's student learning outcomes were adapted from the American Association of Colleges and University's LEAP Essential Learning Outcomes and bring the program into alignment with nationally recognized knowledge areas, concepts, skills and attitudes that WVU believes are important to all students of higher education.

3.B.3 The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

Many of WVU's academic programs directly address the knowledge and skills necessary to navigate human and cultural diversity in their student learning outcomes, such as the BA in International Studies, the BSW in Social Work, and the BA in Sociology. Many of the institution's specially accredited programs also have expectations or standards regarding cultural diversity and inclusion in their practices and curriculum. For example, the Chambers College of Business and Economics is accredited by AACSB which includes diversity and inclusion among its core values and accreditation standards; the programs in the Statler College of Engineering and Mineral Resources are accredited by ABET and meet its student outcomes on multicultural teamwork as well as diversity and inclusion; many of the programs in the College of Applied Human Sciences are accredited by CACREP which includes diversity standards; and almost all of the specially accredited programs in the Health Sciences Center include requirements for learning how to work with people from diverse cultural backgrounds.

WVU's academic offerings include a wide range of minors, many of which directly address human and cultural diversity and are accessible to all WVU undergraduate students. These include the area studies minors offered in the Eberly College of Arts and Sciences (e.g., The Americas), the LGBTQ Studies minor, the Native American Studies minor, the Religious Studies minor and the Women's and Gender Studies minor. The Chambers College of Business and Economics offers applied minors like International Business which deliver the skills students will need to work in a multicultural workplace. Minors from the College of Creative Arts and Media highlight the distinct culture of Appalachia in Appalachian Music and broader cultural appreciation in minors like World Music and Art History.

Three of seven required curricular areas in WVU's GEF Program are dedicated to ensuring that students engage with human and cultural diversity in their academic career:

- GEF Area 4, Society and Connections, teaches students about "human behavior in its many forms and expressions, which may include methods of communication, familial and professional relationships, or their place in social, political and economic systems."

- GEF Area 5, Human Inquiry and the Past, teaches students to situate "events in a larger context of past experience, philosophical inquiry or spiritual questing."

- GEF Area 7, Global Studies and Diversity, delivers an affective outcome that teaches students to "appreciate their global society when they consider other ways of life, experiences, means of expression, histories and modes of being."

The Office of Global Affairs delivers programming and services dedicated to international students and learning through units such as Education Abroad, International Student and Scholar Services, the WVU Health Sciences Center's Global Engagement Office, and the Office of Sponsored Students. It also offers the Global Mountaineer Certificate Program, helps prepare students to compete for the Fulbright Program, and organizes the Council of International Programs that works with international professional communities to foster training and work-related opportunities with cross-cultural and multidisciplinary dimensions.

For more information on how the institution offers other programming and services aimed at supporting its cultural diversity, see 1.C., especially 1.C.2.

3.B.4 The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

As an R1 research university, WVU Morgantown prides itself on the contribution faculty make to academic research and the faculty at WVU Beckley also have research responsibilities. BOG Faculty Rule 4.1 (Academic Freedom; Academic and Professional Responsibility) and BOG Faulty Rule 4.2 (Appointment, Promotion, Tenure and Dismissal for Cause) state that faculty enjoy the full freedom to pursue and publish their academic research and have "the responsibility of contributing to institutional, campus and departmental missions in teaching, research and service." All full-time tenured and tenure-track faculty appointments at WVU Morgantown and WVU Beckley are assigned a faculty workload that includes research expectations in alignment with the nature of their appointment. Research is included as appropriate in annual faculty evaluations and promotion and tenure. See 3.C for more on promotion and tenure.

Like research, creative productivity is an essential element of faculty hiring, tenure and promotion in a number of departments, schools and colleges. The College of Creative Arts and Media (formerly the College of Creative Arts and the Reed College of Media) has language in its official promotion and tenure documents about the importance and evaluation of creative work. The English Department has guidelines for evaluating creative work during all three of these processes.

Digital Measures is an electronic faculty portfolio system that WVU uses to assist in the credentialing, evaluation and promotion and tenure of its faculty. College and departmental reports on intellectual contributions (publications, patents, etc.), presentations, contracts and grants, performances and exhibits and intellectual property show the depth and breadth of WVU's faculty activities. During the review period, WVU faculty recorded over 37,000 intellectual contributions alone. Given the scope and nature of the data that support this activity, evidence will need to requested for review and provided outside of the Assurance System.

Student creative work may also be reviewed as evidence during the promotion and tenure process and is filed in Digital Measures under both "Current Student Success/Activity" and "Graduate Placement Information/Alumni Success." WVU faculty have recorded over 3800 student contributions during the review period. Faculty and students in a range of programs such as the MFA in Creative Writing, BFA and MFA in Art and Design, BFA and MFA in Theatre, the performance-based programs in the School of Music, and the BSJ and MSJ in Journalism, are all routinely recognized for their creative contributions. Similar to the data on faculty contributions, this evidence can be provided upon request.

WVU's Research Office and its associated research centers support faculty and student research with resources for external grant-seeking, internal grant programs and guidance for projects involving animals, human subjects and export control. See 1.B.3 for detail on the Research Office's activity.

WVU's graduate students are a main contributor to the production of research, knowledge and creative activities. Graduate research assistants (GRAs), which number around 750 each term, are funded positions that allow graduate students to directly participate in the institution's R1 activities. The completion of a thesis or dissertation that is of publishable quality is a component of most master's degrees and all doctoral degrees except the DBA. Over the review period, WVU students produced an average of approximately 190 doctoral dissertations each year and another 225 theses and other professional studies.

The Office of Undergraduate Research (UGR) connects undergraduate students with on-campus and off-campus research opportunities. The Research Apprenticeship Program supported 270 students in faculty-mentored research during AY 23-24; 40% of participating students were compensated for their research through Federal Work-Study or externally funded awards. A paper published by the faculty in UGR showed that students participating in this high-impact practice retained at significantly higher rates.

The intensive, on-campus Summer Undergraduate Research Experience (SURE) supports 50-60 undergraduate students each summer in mentored, paid research designed to facilitate a path to graduate school. Undergraduate Research hosts three undergraduate research symposia, presentations by undergraduates to the state and federal governments and supports student presentations at professional conferences totaling 550 student-lead presentations in AY 23-24.

WVU also facilitates an undergraduate research journal, Mountaineer Undergraduate Research Review (MURR) to help students gain experience in the publication process. WVU's research pathway for undergraduates led to 61 refereed publications with undergraduate authors in AY 23-24, five participants who won NSF-GRFP awards and three students who were awarded the Goldwater Scholarship. WVU's Cancer Institute also sponsors an annual summer undergraduate research program. See 2.B.2 for more on the institution's course-based research offerings and activity.

The Morris L. Hayhurst LaunchLab provides services, resources and support from ideation through commercialization of research discoveries and other entrepreneurial ventures. It delivers pitch competitions, grants and funding and workshops to support WVU's student entrepreneurs.

Sources

- AACSB
- ABET

- Animal Subjects
- BOG 4.1
- BOG 4.2
- CACREP
- College of Creative Arts FEPT Document provost approved 11-30-2016
- Council of Intl Programs
- CUR Increase in UG Retention
- Degree Regulations
- Department of English Guidelines 9.1.22
- Education Abroad
- ETDs in the RR by year
- Export Control
- External Grants
- Faculty Workload
- Fulbright
- GEC CIM workflow
- GEF Foundations
- GEF Learning Outcomes
- Global Affairs
- Global Engagement Officer
- Global Mountaineer Cert
- Goldwater Scholarship
- Human Subjects
- Internal Grants
- International Studies
- ISSS
- Maryhurst Grants and Funding
- Maryhurst Launchlab
- Maryhurst Pitch Comp
- Maryhurst Workshops
- Minors
- Minors- App Music
- Minors- Art History
- Minors- International Business
- Minors- LGBTQ
- Minors- Native American
- Minors- Religious
- Minors- Women and Gender
- Minors- World Music
- MURR
- NSF GRFP
- Office of Undergraduate Research
- PSU Gen Ed
- Research Apprenticeship Program
- Research Centers
- Research Office
- Social Work
- Sociology
- Sponsored Students

- SURE
- UKY Core
- UMD Gen Ed
- Workload Guidelines
- WVU CI Summer UG Research

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

As reported to the West Virginia Higher Education Policy Committe in October 2024, WVU's overall employee demographics (faculty and staff) have remained consistent and more diverse than the state itself which is 92.8% white as of July 1, 2024. 80.2% of WVU's employees identified as white in 2018, 79.3% identified as white in 2024. Faculty at WVU are slightly more racial / ethnically diverse than the overall profile of the institution's employees with 74.3% identifying as white in 2018 and 73% in 2024. WVU's employees by gender were 48.7% female and 51.3% male in 2018 and were 49.8% female and 50.2% male in 2024.

Before an institutional hiring freeze was implemented in AY 22-23, the institution's University Mission Hires Program had successfully recruited and assisted in funding 13 faculty members from diverse backgrounds. The Division of Diversity, Equity, and Inclusion and WVU Advance continue to support an Inclusive Hiring Initiative that supports WVU's academic departments at the recruitment stage in efforts to find and contact faculty from diverse social identities.

WVU also partners with the National Center for Faculty Development and Diversity and makes available trainings and resources to all faculty and graduate students.

Faculty Senate's Inclusion and Diversity Committee works with the Division of Diversity, Equity, and Inclusion, the office of Equal Opportunity and Affirmative Action, the Center for Excellence in Disabilities, the Center for Black Culture, the ADVANCE Program, the LGBTQ+ Center, the Office

of Multicultural Affairs and external community leaders to further inclusion at WVU by developing and providing materials for inclusive teaching practices and by reporting on the institutional culture of inclusion, equity and diversity.

3.C.2 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

BOG Faculty Rule 4.2 details the possible faculty classifications for all instructional personnel at the institution, reflecting the diverse academic offerings deriving from WVU's land-grant mission. The rule delineates faculty ranks of tenured, tenure-track, clinical-track, teaching-track, service-track, other non-tenure-track and librarian-track.

In fall 2023, and excluding the Health Sciences Center, WVU Morgantown had approximately 1,206 FTE instructional personnel, 1,075 of which were benefits eligible; 644 (54%) of those were tenure-track or tenured faculty. During the review period, there was a decrease of about 4.4% in total instructional personnel and an 8.8% reduction in tenure-track or tenured faculty, roughly paralleling a 10% decrease in student enrollment over the same period. WVU Morgantown has a faculty-to-student ratio of 17-to-1 per IPEDS reporting, a decrease from 18-to-1 in 2018.

In fall 2023, WVU Beckley reported 85 faculty to IPEDS, down 10% from 2018; the location experienced a 15% decrease in student enrollment during the same time. WVU Beckley's faculty-to-student ratio was 12-to-1 per IPEDS reporting, which was a decrease from 13-to-1 in 2018.

In fall 2023, WVU Keyser reported 53 faculty to IPEDS, up 8% from 2018, while the location experienced a 14% decrease in student enrollment during the same time. WVU Keyser's faculty-to-student ratio was 16-to-1 per IPEDS reporting, a decrease from 19-to-1 in 2018.

In 2023, Academic Transformation, a comprehensive program review process that was used to help address the institution's structural budget deficit, resulted in the closure of 24 majors and a reduction of 143 faculty lines at WVU-Morgantown. Total enrollment at WVU Morgantown had decreased from 26,906 and 21,122 undergraduate students in 2019 to a total of 24,214 and 18,625 undergraduate students in 2023, a loss of 12.2% in total enrollment and approximately 14% of undergraduate enrollment. Before the faculty reductions resulting from Academic Transformation, WVU Morgantown faculty (excluding HSC clinical faculty) had only decreased 1.7% during the same time period, from 1,238 full-time equivalent faculty (FTE) in 2019 to 1,217 in 2023. In fall 2024, WVU-Morgantown faculty numbers (excluding HSC clinical faculty) were at 1,071 FTE, a decrease of 13.5% from 2019, commensurate with the institution's enrollment loss.

BOG Faculty Rule 4.1 establishes the academic and professional responsibilities of its faculty. The Faculty Handbook and Faculty Constitution describe classroom and non-classroom faculty roles in creating and reviewing curricula at WVU, setting expectations for student performance, assessment of student learning and other aspects of shared governance.

Procedural details of how faculty are engaged in overall University governance, especially in curriculum review and assessment of learning, are managed through the WVU Faculty Senate, and the WVU Keyser Faculty Assembly and WVU Beckley Faculty Assembly.

All new curriculum proposals, whether for full degree programs or courses, undergo a rigorous

review process that includes review by faculty at the department level, college level and the Faculty Senate Curriculum Committee or Graduate Council. The Faculty Senate Curriculum Committee (FSCC) and Graduate Council work under the supervision of the Office of the Provost to ensure that policies for course and program development are enforced. The Undergraduate and Graduate Councils conduct program reviews for current undergraduate, graduate and professional degree programs. The Undergraduate Council and FSCC includes representation from WVU Keyser and WVU Beckley. Many academic departments have specifically designated faculty to oversee their curricula as program coordinators or directors of undergraduate or graduate studies. For more detail, see 3.A and 4.A.

Faculty are involved in the assessment of student learning in multiple ways at WVU. The Faculty Senate's Teaching and Assessment Committee recently completed a significant restructuring of the institution's student evaluation of instruction instrument to better integrate student feedback into improving courses and instruction. The FSCC reviews all new and changed curriculum, programs and courses for clarity and measurability of course learning outcomes and for representative assessment methods. The Board of Governors program review requires that all academic programs and program faculty at all locations and across all modalities regularly evaluate their curriculum and their program learning outcomes and provide meaningful evidence of assessment of learning that informs program change and improvement.

Faculty develop and communicate expectations for student performance, including course learning objectives and assessment methods, on course syllabi. The Syllabus Builder is a syllabus template with required and suggested syllabus elements that is jointly maintained by the Office of the Provost and the FSCC. WVU Libraries maintains a syllabus repository that is accessible to all WVU instructional personnel and students.

Faculty are involved in establishing academic credentials during WVU's hiring process, where they work with the relevant department or division chair to establish the requirements for a particular academic position. They also serve on faculty search committees. Faculty are also involved in credentialing through promotion and tenure processes in which faculty seeking promotion and/or tenure prepare the required materials which are then reviewed by division chairs, faculty committees and administration.

3.C.3 All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

The Faculty Qualifications Policy requires all Instructors of Record, regardless of location or modality and rank or type to meet minimum qualifications to teach courses. The minimum qualifications are defined by academic degree, transcript, certification, professional licensure, tested experience or other clearly defined criteria. Faculty CVs are updated annually in Digital Measures in support of annual faculty evaluations. Digital Measures also contains transcripts for nearly all of the institution's full-time instructional personnel.

Board of Governors program review includes a review of faculty credentials who are qualified otherwise than through academic credentials, e.g., tested experience.

The Office of Graduate Education and Life provides guidelines that establish the requisite credentials for WVU's graduate faculty. These guidelines may be made more, but not less, rigorous by individual academic units. Graduate faculty membership is evaluated regularly through the relevant college or school. Graduate Education and Life also maintains a roster of current graduate faculty.

WVU also relies on the specialized accreditation processes required of colleges, departments and/or programs to ensure appropriately qualified instruction; nearly 200 programs across the institution have specialized accreditation.

As noted in 3.A.3, All of WVU Morgantown's dual credit courses taught in West Virginia high schools have WVU faculty as primary instructors of record. Credentials of dual credit instructors at WVU Beckley and WVU Keyser are overseen by the Office of Academic Affairs at each location.

Graduate teaching assistants (GTAs) are provided with a two-step orientation as part of their ongoing preparation as instructors and may also undergo additional training through their department. The first orientation activity is a series of online modules that provide essential information and resources to help GTAs navigate FERPA guidelines, apply academic integrity policies, adhere to Title IX regulations and connect students with wellness resources and academic support. The second is a face-to-face orientation that focuses on creating a welcoming learning environment, pedagogy, promoting student engagement in the classroom and ensuring the wellness of GTAs and their students. Some academic departments also require graduate teaching assistants to complete a department-specific orientation. The institution offers teaching practicum courses in most of its departments that provide further guidance and instruction to its GTAs. In AY 23-24, WVU offered 157 sections of teaching practicum that served 562 graduate students. The institution offers a certificate program in University Teaching that can be completed in parallel with a graduate student's degree program, and some graduate programs also offer dedicated pedagogy courses that support all of their graduate students.

WVU does not currently have any contractual or consortial offerings.

3.C.4 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

BOG Faculty Rule 4.2 defines the institution's policy on promotion, tenure, the tenure-track period, faculty evaluation and dismissal for cause. WVU's Procedures for Faculty Appointment, Annual Evaluation, Promotion and Tenure address the required process, criteria, and standards for faculty evaluation and the expectations for teaching, research and service. The procedures also define the alternative pathways to promotion through significant administrative service or outstanding contributions in specific areas of strength. The Faculty Handbook fully explains the processes for both annual evaluation and promotion and tenure. The evaluation guidelines state that, for both tenure and promotion, individual colleges may develop their own written procedures and criteria for faculty evaluations. College guidelines can be more, but not less, rigorous than the University guidelines. Faculty workload guidelines are also reviewed and are part of the faculty evaluation process. The outcomes of WVU's promotion and tenure process reflect its commitment to tenure, the faculty and their career development and advancement.

All full-time and regular part-time faculty at all locations and across all modalities are required to undergo annual evaluation. The process requires the submission of the same materials and evidence used in promotion and tenure review, excepting external letters. WVU uses Digital Measures for the annual evaluation and promotion and tenure processes. The annual file compiles evidence and data regarding teaching, research and creative activity (where applicable) and service. It is populated with additional data automatically, including sections taught, number of students per section and electronic student evaluation of instruction responses. In addition, graduate faculty status is also evaluated at the college level as part of the annual evaluation process. Occasional (e.g., adjuncts) or clinical-track part time faculty are expected to receive periodic reviews that are appropriate to their

assignment.

BOG Faculty Rule 4.4 establishes the required productivity to qualify for Salary Enhancement for Continued Academic Achievement, allowing faculty members who have been fully promoted to professor to earn up to two raises, of 7.5% and then 5%, based on continued scholarly success at a minimum interval of five years.

BOG Faculty Rule 4.2 requires that student feedback is included in the faculty evaluation process. In AY 23-24, Faculty Senate's Teaching and Assessment Committee approved a new instrument for students to provide feedback to faculty on their teaching, the Student Perception of Teaching (SPOT), which will be paired with the institution's Early Semester Course Feedback tool.

3.C.5 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

BOG Faculty Rule 4.1 addresses faculty's "professional responsibility" including "remaining current in their disciplines." BOG Faculty Rule 4.2 and the faculty evaluation process ensure that faculty meet these expectations and deliver on their responsibilities in their teaching, research and service. BOG Faculty Rule 4.3 established the conditions for granting sabbatical leave to be granted to allow faculty to "engage in research, writing or other activity calculated to contribute to their professional development and overall value to the University." See 3.C.4 for more on the policies and processes governing faculty evaluation and assuring instructors currency in their disciplines and their effectiveness in teaching.

One of the Office of the Provost's core areas of responsibility is faculty leadership and development which is directly overseen by a dedicated associate provost for faculty development and culture and which offers a robust series of regular and topical events.

WVU's Research Office provides internal funding to support travel to academic conferences, community engagement, faculty development, research scholarship advancement, support for proposal development, and a range of other tools and research support.

Several units offer faculty fellowship programs to support faculty development in particular domains. The Honors Faculty Fellows are provided with financial support to develop and offer courses that explore big ideas or utilize deeply engaged teaching and learning practices. The Bridge Faculty Fellows Program is open to faculty at all locations and helps faculty connect their research to West Virginia policy-makers and the public. The IDEA Faculty Fellows is likewise open to faculty at all locations and is a two-year program that supports faculty creating and implementing curriculum that enhances students' skills in innovation, design, and entrepreneurship. The Office of the Provost sponsors a wide range of awards, fellowships and grants that recognize and support faculty development and achievement.

In AY 23-24, WVU undertook an extensive overhaul of its Teaching and Learning Commons which was rebranded and reorganized as the Teaching and Learning Center in fall 2024. That unit will continue to serve as a central resource to assist in providing professional development to faculty at all locations and across all modalities in their instruction. Its regular services will continue to center on peer support and mentoring, the scholarship of teaching and learning and delivering new faculty and graduate teaching assistant orientations. The TLC also grants the Graduate Certificate in University Teaching, which is a curricular professional development and credential for graduate students.

Beginning in fall 2022, the Eberly College of Arts and Sciences' Foundational STEM Collaborative brought together faculty teaching across STEM disciplines to provide professional development and support pedagogy focused on improving student success.

WVU is a member institution of the National Center for Faculty Development and Diversity, and all faculty and graduate students may join and access the available resources for free.

Additionally, WVU's Faculty Welfare Committee is a regular standing committee with the charge to, "review, study and make appropriate recommendations to the Faculty Senate for all problems and needs of current and retired faculty." WVU's Health Sciences Center offers its own range of faculty development activities, including the Teaching Scholars Program. The Faculty Welfare Committee at WVU Keyser is charged with "development and implementation of faculty development programs" at that location.

3.C.6 Instructors are accessible for student inquiry.

By practice, all regular WVU instructors, regardless of location or modality, are accessible for student inquiry through a variety of channels. Each section of each course taught is expected to be accompanied by a syllabus that must contain, among other items, contact information and office hours (e.g., office location, phone number, email address). The Syllabus Builder which supports faculty in developing a professional syllabus that meets institutional expectations, includes a field for "Faculty Contact Information" which captures instructor office location, office hours and email address or phone number. In addition, each course section has its own course page through the eCampus learning management system. Each eCampus course page includes access to a course syllabus, and all eCampus courses have access to tools that include discussion boards where students can interact with instructors and an internal email client that allows students and instructors to communicate within the context of the course. The availability of adjunct instructors to students outside of class is governed by the department/division chair in consultation with individual instructors, but generally aligns with the outlines above.

Faculty also serve as mentors to undergraduate students in research and creative activities; see 3.B.4 for more information.

The Office of Graduate Education and Life maintains graduate faculty requirements that also establish the roles and responsibilities of graduate faculty who serve on thesis or dissertation committees or otherwise advise and instruct graduate students.

3.C.7 Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

The Academic Advising Council (AAC) provides centralized support and professional development for all of WVU's academic advisers, across all locations and modalities. The AAC delivers informational workshops and provides resources in support of institutional best practices. The AAC also delivers an annual advising survey used to identify professional development areas for the institution's advisers and hosts Adviser Appreciation Day. On behalf of the Office of the Provost, the AAC oversees the Nick Evans Advising Award, an annual award given to the institution's most outstanding student advisers. In fall 2022, the institution hired its first director of University advising to coordinate the institution's adoption of best practices in advising and to create consistency in adviser training and development and coordinate strategic communications related to

academic advising. WVU also sponsors a statewide advising conference and supports attendance at regional and national advising conferences.

WVU's tutoring services are offered through its colleges and academic departments, including services at its additional locations. There are shared learning objectives for WVU tutors and a common online onboarding training program offered through TutorLingo that tutors are expected to complete. Tutoring centers follow the College Reading and Learning Association hiring standard for tutors and tutors must have earned at least a B in the course they support with an A preferred; all tutors also require a faculty recommendation with their application.

The WVU HUB is WVU's centralized resource for servicing student accounts, financial aid, scholarships, academic information (e.g., Registrar's Office), admissions and Federal Work-Study Student Employment at all locations and across all modalities. Financial aid professionals are given extensive initial training through the onboarding process which includes training in areas of financial aid, revenue management, and admissions. Additionally, internal training is provided each week to ensure financial aid professionals are apprised of updates to regulations and/or procedures and to understand how their responsibilities affect processes across all WVU locations and modalities of delivery.

External resources are used to provide a well-rounded approach. These resources include, but are not limited to, FSA Coach, a free financial aid training program through the Department of Education and the Federal Student Aid Handbook; both are available at FSA Partner Connect. Professional credentialing offered through the National Association of Student Financial Aid Administrators (NASFAA) is also utilized to provide extensive, in-depth training on specific financial aid processes; WVU financial aid advisers are extensively credentialed through the NASFAA. Financial aid professionals are also encouraged to seek out and participate in webinars, seminars and conferences that are provided by the Department of Education, West Virginia Higher Education Policy Commission, NASFAA and the Midwest Association of Student Financial Aid Administrators (MASFAA).

The Center for Veteran, Military and Family Programs provides specialized services to WVU's military connected students and their families, including assistance with the admissions process, benefits, housing allowances, military leave, health care and tutoring. The Center provides regular training to WVU faculty drawing on the West Virginia Green Zone training and PyschArmor Institute training. All School Certifying Officials (SCOs) within the center must take at least 10 hours of initial training through the Veteran Affairs (VA) online training portal. After initial training, SCO's within an institution of higher learning must complete four hours of training/modules through the VA each fiscal year. Existing SCOs can fulfill their requirements through self-paced training located in the SCO Online Training Portal (asynchronous) or through live instructor-led training (synchronous) such as office hours, conference attendance, or other National Training Team – Schools (NTT-S) hosted webinars. The NTT-S in the VA tracks compliance reports for all SCOs. If SCOs fail to complete training, all access will be removed and the SCO will no longer have access to certify student enrollments to the VA.

WVU Morgantown's Student Life Division oversees 23 separate offices that provide a wide range of essential services and co-curricular opportunities to the institution's students. Student Life ensures that its professional staff are well qualified, beginning with its hiring process and position descriptions with rigorous credential and experience requirements and a common onboarding process. Student Life professionals are kept current in their professional development through dedicated funds for travel and memberships in professional organizations. Student Life staff hold

leadership positions in regional and national organizations and present at regional and national conferences with the goal of keeping up-to-date with contemporary best practices. See 3.D.1 for more information.

Sources

- 2 Step Orientation
- 2024 Specialized Accreditations Rework
- AAC Events
- AAC Workshops
- Academic Advising Council
- Academic Transformation Process
- Advising Surveys
- Awards Fellowships and Grants
- BOG Program Reviews
- BOG Rule 4.1
- BOG Rule 4.2
- BOG Rule 4.2
- BOG Rule 4.3
- BOG Rule 4.4
- BOG Self Study Form
- Bridge Faculty Fellow
- Course Proposals
- DA Student Evaluation Restructure
- Director of Advising
- ESCF
- Evaluation Promotion and Tenure Guidelines
- Faculty and Leadership Development
- Faculty Handbook Responsibilities
- Faculty Senate Curriculum Committee
- Faculty Welfare Committee
- Financial Aid NASFAA Credentials combined
- FSA Partner Connect
- GR Council
- Grad Faculty
- Grad Faculty Members
- Grad Student Diversity Training
- Graduate Council
- Graduate Faculty
- Graduate Faculty Roster
- Handbook Classification and Evaluation
- High School Access
- HLC Login for Digital Measures
- Honors Course Development
- Honors Faculty Fellows
- HSC Faculty Development Events
- HSC Teaching Scholars Program
- Human Resources - West Virginia Higher Education Policy Commission All employees

- Human Resources - West Virginia Higher Education Policy Commission Faculty
- IDEA Fellows
- Inclusion and Diversity Committee
- Inclusive Hiring Initiative
- Keyser FA23-SP24 Access courses with instructor credentials (1)-combined
- Leadership and Development Events
- National Center for Faculty Development and Diversity
- NCFDD Faculty Resources
- New2Teaching Oritentations
- Nick Evans Advising Award
- Procedures for Faculty Appointment Evaluation Promotion and Tenure
- Program Proposals
- Promotion and Tenure
- Provost Leadership Team
- PSC Faculty Assembly
- PSC Faculty Welfare Committee
- Salary Enhancement
- SPOT
- STEM Collaborative
- Student Life Onboarding
- Syllabi Builder
- Syllabi Resources
- Syllabus Builder
- Syllabus Repository
- Tableau Enrollment Staff Trends
- Teaching and Assessment Committee
- Teaching and Learning
- Teaching Practicum AY 23 24
- Tech Access courses with instructor credentials
- Tenure and Promotion Results
- Tutoring Files
- Tutoring Services
- U.S. Census Bureau QuickFacts_ West Virginia
- UG Council
- University Teaching
- University Teaching Certificate
- Workload Guideline
- WVU Faculty Constitution
- WVU Faculty Qualifications Policy
- WVU Hub
- WVU Mission Hires
- WVU Research Office
- WVU RO Internal Grants
- WVU RO Proposal Development
- WVU RO Tools and Support
- WVU Student Life Departments
- WVU Veteran Resources
- WVU Veterans
- WVUIT Faculty Assembly

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1 The institution provides student support services suited to the needs of its student populations.

WVU serves a diverse student population across its locations and modalities and offers a comprehensive academic portfolio with majors in the liberal arts and sciences, creative arts and media, engineering, the health and medical sciences, business, education and human sciences, agriculture and natural resources and law. More than 30% of WVU's students are either first-generation students and/or Pell Grant-eligible. To address this array of students across its locations, modalities and academic offerings, WVU provides extensive and diverse services to support student academics, financial and career needs and health and wellness. WVU also believes that its students' families are central to student success and has a range of resources for parents on its admissions website.

The Center for Learning, Advising, and Student Success (CLASS) at WVU Morgantown provides academic services to WVU Morgantown's undecided students including academic advising, tutoring and success coaching and dedicated TRIO services.

Student Support Services/TRIO provides students at each location with intensive financial aid counseling, academic advising and preparation for graduate school. Eligible participants are from underserved and high-need populations of first-generation students, low EFC and/or a recipient of disability services. Similar units exist at WVU's additional locations. WVU Beckley has a Student Success Center (SSC) that coordinates that location's advising and tutoring services as well as that location's Summer Boost and Summer Bridge programs. WVU Keyser's Academic Success Center organizes that location's tutoring, career services, engagement and success and related services.

WVU's REACH Program coordinates several student success oriented services across academics, community and financial support as well as offering a dedicated study space. The program offers tutoring, and advising and hosts the Summer Boost Program, which offers tuition assistance for students who need to improve their cumulative GPA and earn course credit during the summer term. REACH also coordinates with CLASS to offer the Early Alert/Mid-Semester Help Program which identifies students who are struggling with their attendance and/or course grades at the four and

eight-week mark and connects them with institutional resources and support.

Freshmen at WVU Morgantown who are on academic probation at the end of their first semester are automatically enrolled in the Mid-Year Academy (MYA) and are required to attend a one-day workshop before the spring semester begins. To help ensure that students earn a degree, MYA provides proactive advising to help students review their grades, monitor degree progress and major requirements, modify their spring schedule, review and understand the academic probation requirement and connect with their success coach to assist them over the spring term.

The ASPIRE Office has the dual mission of assisting students applying for nationally competitive scholarships and fellowships and helping students apply for graduate or professional school. ASPIRE also hosts the institution's Peace Corps Prep Program and a range of other opportunities and fellowships for high-performing students. Since AY 21-22, 91 undergraduates at WVU have been awarded nationally competitive scholarships, including the Goldwater, Fulbright, Gilman and Boren scholarships, and winning NSF Graduate Fellows awards.

The Office of Accessibility Services (OAS) is dedicated to enhancing educational opportunities for students with temporary and permanent disabilities at all WVU locations and across all modalities. To ensure access to University programs, accessibility specialists work individually with students to help them achieve academic success. WVU Keyser and WVU Beckley have a campus accessibility specialist on site. According to data submitted to IPEDS, 10% of WVU's undergraduate students registered with OAS.

Information Technology Services provides a range of student support, including managing student logins and ID cards, two-factor authentication services, discounted software, service and support for computing hardware and software, printing, supporting dozens of academic tools (like eCampus, WVU's learning management system), access to Wi-Fi, student email accounts and internet access, security compliance, and broad technology support and assistance.

The Office of Graduate Education and Life (Grad Ed) supports WVU's graduate students, including assisting with funding through fellowships and scholarships, crisis funding and information about financial aid and loans, tuition waivers, student employment and graduate assistantships. In AY 22-23, Grad Ed implemented a new modification of duties policy that supports graduate assistants who experience significant changes to their personal circumstances. Grad Ed also provides professional development in career exploration, leadership and entrepreneurship, student life, teaching and writing and research. Beginning in AY 22-23, Grad Ed engaged a graduate student ombudsperson as a confidential, independent, informal, and neutral resource to the institution's graduate students who find themselves navigating difficult questions and concerns regarding their program. Another AY 22-23 collaboration resulted in a dedicated mental health counselor for graduate and professional students.

The Division of Student Life at WVU Morgantown, WVU Keyser and WVU Beckley supports a student-centered learning environment that allows students to develop fully, and, in partnership with university colleagues, offers high quality programs, services and opportunities. Student Life is the home unit to more than 20 offices such as Campus Recreation, the Center for Black Culture, WVU's nationally competitive E-Sports, Housing and Residence Life, Office of Student Rights and Responsibilities and the Center for Fraternal Values and Leadership. Housing and Residence Life at WVU Morgantown offers a wide range of Living-Learning Communities, which are on-campus student living groups formed around a communal theme or specific field of study.

Student Life and WVU Medicine provide Student Health Services Monday through Friday, including access to urgent care needs. WVU Keyser and WVU Beckley students have access to a Student Health Center for minor illnesses and injuries as well as to seek confidential services from professional counselors. Other services dedicated to students' health and well-being at WVU Morgantown include the Carruth Center for Counseling and Psychological Services, WellWVU and the Rack, WVU's student food pantry.

WVU's Collaboration, Assessment, Response and Engagement (CARE) Team brings together faculty, professionals in Student Life, Student Conduct, WVU police and other administrators to discuss serious student concerns, including mental health crises, and intervene with at-risk students and behaviors.

The Collegiate Recovery Program establishes a community for those both supporting and seeking a culture of recovery. It is a member of the Association of Recovery in Higher Education and ascribes to an "all recovery" model, which welcomes students from multiple pathways of recovery. Serenity Place is an on-campus house dedicated to students seeking a culture of support in addiction recovery.

The Osher Lifelong Learning Institute, Mountaineer Micro Academy, and Student Family Resources programs support nontraditional students at WVU with various academic, career development and personal support services.

Student Legal Services provides high-quality legal and mediation services at no cost to WVU students, individually and collectively, as well specifically serving student government and other student organizations.

The Student Insurance Office provides student health insurance. Graduate assistants are eligible to have part or all of their premium covered as part of their position.

Undergraduate Admissions centralizes information on application processes, academic options, costs and available financial aid, student life and information for various demographic groups (parents, veterans, international students, etc.).

The Mountaineer Hub is WVU's centralized location for Student Accounts, Financial Aid, Scholarships and Student Employment.

Career Services at WVU Morgantown works closely with the Career Services Center at WVU Beckley and Career Services at WVU Keyser to help students search for and apply to job and internship opportunities, search for partner employers, sign up for on-campus interviews and attend career fairs and events. The office also assists students with building their resumes, plans and executes career fairs, and provides opportunities to practice for interviews. In addition to the central office, there are also college-level career offices, including the Center for Career Development in the Chambers College of Business and Economics and the Meredith Center for Career Services and Professional Development in the College of Law. The Pre-Health Professional Development Office offers supportive and structured professional development services to current students and alumni specific to careers and graduate programs in the health sciences. The Purpose Center opened in fall 2022 and helps students explore and understand their strengths and apply those strengths to their academic programs and future careers.

WVU Libraries curates the institution's books, media, databases, journals, exhibits and workshops for students at all locations and across all modalities. The Library has eight physical locations,

including one at WVU Beckley and one at WVU Keyser.

The Office of Global Affairs provides Education Abroad opportunities to WVU's students and services to WVU's international students, including its sponsored students. It also helps international students and faculty to navigate the visa process and advocates for international students.

The WVU Center for Veteran, Military and Family Programs provides services to hundreds of qualifying students across all locations and modalities and has consistently won national recognition for its work. The center helps students with their GI Bill Benefits and VA Education Benefits and military branch tuition assistance, supports deployed students, provides training for faculty and staff, hosts a military-friendly events and student support services and provides information about health care options.

3.D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

WVU has a range of policies, processes and services that focus on ensuring students are placed into the appropriate degree programs and courses.

Each WVU location has its own admission criteria that are clearly communicated to prospective students through admissions and which are reflective of the institutional mission and the population of students that it serves (see 1.A.4 for more on each location's enrollment profile): WVU Morgantown (undergraduate), WVU Morgantown (graduate and professional), WVU Beckley, WVU Keyser.

All WVU academic programs at all locations and across all modalities maintain a current entry in the WVU Catalog which includes a dedicated tab on admissions requirements specific to that program. These requirements are reviewed and updated annually by the home academic department, dean's office, and the Office of the Provost.

WVU places students into math, statistics, physics and chemistry courses based on student performance in the following: ACT Math score, SAT Math score, scores on the ALEKS Math Placement Exam or successful completion of a prerequisite course. The STEM pathway placement and progression was significantly revised for fall 2024. Students may take English 103, an accelerated three-credit course that replaces English 101 and English 102 while also fulfilling the GEF Area 1 requirement. Students can opt to take English 103 if they receive at least a 27 on the ACT English subtest or a 640 on the SAT verbal exam. In addition to the above practices that are true for all students at all locations and in all modalities, WVU Keyser also uses ACCUPLACER to place students for English courses.

WVU also uses College Board Advanced Placement (AP) exams, the College Level Examination Program (CLEP) and the International Baccalaureate Program (IB) to place students in a range of disciplinary coursework.

WVU Keyser and WVU Beckley use a co-requisite course model to serve underprepared students in English and Math. For example, students placed into this model take English 101 (the traditional three-credit course) concurrently with English 100 (a two-credit course). The same co-requisite model has been applied to students who need to take some level of college algebra but whose placement indicates they are likely underprepared for that course.

The Center for Learning, Advising and Student Success (CLASS) has guided pathways that it uses to advise students who are either undecided or were not admitted to their preferred major. These pathways ensure that students are taking relevant coursework to their desired academic and occupational outcomes, are degree pursuant for financial aid purposes and can apply to related academic alternatives at the institution if they are unable to matriculate into their preferred major.

CLASS also oversees conditionally admitted students, students who have not met institutional requirements for high school GPA or basic subject matter mastery. Provisionally admitted students work with a dedicated success coach, a peer mentor, their academic adviser and faculty to ensure that they maintain a 2.0 cumulative GPA or better, retain financial aid eligibility and can matriculate to a degree program at the end of their freshman year.

3.D.3 The institution provides academic advising suited to its offerings and the needs of its students.

 WVU uses a largely decentralized model of academic advising with some centralized assistance to students. General oversight, coordination, onboarding, and ongoing professional development for advisers are provided by the director of University advising. WVU's colleges and schools provide academic advising to meet the needs of their students and every undergraduate student at all locations and across all modalities is assigned an academic adviser. Many colleges and schools have dedicated advising centers or offices of academic affairs that coordinate their advising and related student services, for example: Statler Advising Center, Chambers Office of Undergraduate Programs and Advising, Eberly College of Arts and Sciences Office of Academic Affairs, WVU Beckley Student Success Center. As noted in 3.D.2, CLASS provides academic advising to the institution's undecided students and to those students who were not directly admitted to their preferred major. In 2021, WVU Keyser was awarded a Title III grant to implement programs and services that would support and improve degree completion. That grant established the Catamount Engagement and Success Team, which includes a professional adviser.

Graduate students at WVU Morgantown are advised by graduate faculty. All thesis and dissertation committee members must be graduate faculty. The requirements for and oversight of graduate faculty are maintained by the Office of Graduate Education and Life in partnership with the leadership of respective colleges.

WVU uses DegreeWorks as its web-based degree planning and advising platform to provide students and their advisers with a visual checklist of courses and other academic milestones required for graduation. Notes taken in DegreeWorks are the official record of academic advising provided to students.

All of WVU's academic advisers at all locations and across all modalities have access to Navigate 360, an advising software that supports communication and monitors academic performance through advising notes, early warnings and usage patterns of WVU's tutoring centers.

3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

WVU's Planning, Design, Construction, and Scheduling Group keeps a detailed account of all general purpose instructional spaces, instructional needs, and sections offered and uses 25Live

software to ensure that WVU has the necessary infrastructure and resources to support its teaching and learning activities. Detailed records of classroom technology and physical space and layout are maintained within 25Live with technology maintained by ITS.

WVU Extension provides programs and services that take the community engagement and outreach mission of WVU directly to thousands of West Virginians in 55 county offices located across the state. Depending upon program priorities and funding, graduate and undergraduate internships, Work-Study appointments and volunteer service positions may be available at WVU Morgantown and in any of West Virginia's 55 counties.

Technological Infrastructure and Resources

Information Technology Services (ITS) provides a secure, reliable and robust information technology infrastructure that supports the institution's mission and its instructional and research activities and maintains essential production services and systems. Beyond the student services detailed in 3.D.1, ITS supports WVU employees by maintaining the institution's collaboration tools, surveys and forms, providing access to HR information, and offering technology support across the institution and its locations. ITS also supports the institution's research activities through oversight of the institution's high-performance computing and its research data depot, among other critical research functions. 5.A.1 provides a detailed description of WVU's technological infrastructure investments.

Scientific Laboratories

WVU has a wide range of laboratories for scientific research, instruction and student learning. WVU Morgantown maintains over 180 teaching laboratories alone with over 188,000 square feet of space. 5.A.1 provides a detailed description of WVU's physical infrastructure investments.

Scientific laboratories at WVU Keyser include two chemistry laboratories, three biology laboratories, one geology lab and one physics laboratory. WVU Keyser also has three farms that support student learning. Each farm is comprised of a mix of agricultural land and forest land used for farm enterprises and academic purposes. The Agriculture Technology Facility consists of a large multidisciplinary shop area and a classroom. This facility is adjacent to the college greenhouse and is used for academic purposes as well as growing plants for the college landscape.

WVU Beckley maintains 44 scientific teaching laboratories in each of biology, chemistry and the physical sciences as well as in computing, engineering and other disciplines.

Libraries

WVU Libraries (WVUL) oversees eight physical locations, five of which primarily serve WVU Morgantown: the Downtown Campus Library (Morgantown), the Evansdale Library (Morgantown), the Health Sciences Library (Morgantown), the Law Library (Morgantown), the West Virginia and Regional History Center (Morgantown), the Charleston Health Sciences Library (Charleston), the Potomac State Mary F. Shipper Library (Keyser) and the WVU Institute of Technology Library (Beckley). WVUL collections comprise over 3 million book titles, 195,000 journal subscriptions and access to 669 databases, providing comprehensive coverage across disciplines. Interlibrary loan services extend this access further, leveraging regional and global partnerships.

The West Virginia and Regional History Center is the premier special collections repository for West Virginia and the Appalachian region, preserving and promoting the region's rich cultural heritage.

WVRHC collects, catalogs and makes accessible archives and artifacts that support academic teaching and research and the study of regional history.

WVUL play a pivotal role in supporting the teaching and learning needs of students and faculty through a broad range of services, collections and dedicated spaces. WVUL librarians, archivists and professional staff are accessible through various channels, including face-to-face consultations, small and large group instruction, and virtual chat and email, ensuring personalized and flexible support. In addition to research support services which include evidence synthesis, grant seeking, scholarly publishing, data analysis and visualization, and research data management, WVUL enhances both classroom and co-curricular teaching. Librarians lead information literacy instruction, collaborate on assignment design and promote student success initiatives, such as the adoption and integration of open educational resources into credit-bearing classes.

Performance Spaces

The Canady [Creative Arts Center](#) at WVU Morgantown houses several performance/studio and clinical practice and applied areas, including five theaters ranging from 80 to 1,444 seats in size, visual arts exhibits and classrooms and a broadcast news studio. The College of Creative Arts and Media is also home to a [textiles laboratory](#), a [ceramics studio](#), a [dance studio](#), an [electronic music studio](#), [fashion design studios](#), and the [Media Innovation Center](#).

The Church-McKee Arts Center at WVU Keyser is a multipurpose cultural events center that contains a nearly 1,000-seat theater, has three classrooms (including a 75-seat stepped band room) and a lecture room with attached mock operating room that is used in the Surgical Technology Program, as well as faculty offices.

Clinical Practice Sites

WVU provides the clinical practice sites that its programs require. Many colleges and schools use clinical practice sites to support effective teaching and learning. For programs with specialized accreditation, the accreditors validate that adequate clinical practice sites are provided to the programs' students. See for example the [School of Pharmacy's and School of Nursing's clinical sites](#).

Museum Collections

The College of Creative Arts and Media maintains the [Art Museum of WVU](#), the [Douglas Blaney Lobby](#) and the [Laura and Paul Mesaros Galleries](#), which collectively feature work by international and regional artists as well as faculty, students, and visiting guest artists.

WVU Morgantown also has the [Art in the Libraries](#) Program and other [discipline-specific museums](#) like the Neal Museum of the Health Sciences, the Cook-Hayman Pharmacy Museum and the [WVU Herbarium](#).

The Mary F. Shipper Library maintains a collection of relics pertaining to the history of the college and surrounding area, a local fallen World War II soldier, Woodrow Wilson Barr, and Fort Fuller (also known as Fort Kelley), the Union fort that originally occupied the college grounds.

The WVU Beckley Pierce Art Gallery in Conley Hall hosts coffee hours, artist exhibitions and other events.

Sources

- 25Live
- 25Live Detailed Tech
- Admissions Parent Family Resources
- Advising
- Advising Chambers
- Advising Director
- Advising Eberly
- Advising Find Your Advisor
- Advising Statler
- Advising WVUIT
- ALEKS
- AP CLEP IB
- Art in the Libraries
- ASPIRE Additional Opportunities
- ASPIRE Annual Reports
- ASPIRE Grad and Professional School
- ASPIRE Office
- ASPIRE Peace Corps
- ASPIRE Scholarships
- Black Culture
- Campus Rec
- CARE Team
- Career Services
- Career Services Chambers
- Career Services HSC
- Career Services Law
- Career Services PSC
- Career Services WVUIT
- Carruth Center
- Catamount
- CCA Center
- CCA Ceramics Lab
- CCA Dance Studio
- CCA Fashion Studio
- CCA Media Innovation Center
- CCA Music Studio
- CCA Textiles Lab
- Center for Veteran Military and Family Programs
- CLASS
- CLASS Advising
- CLASS Student Success
- CLASS TRIO
- Collegiate Recovery Program
- Conditional Admissions

- DegreeWorks Sample Student
- Division of Student Life PSC
- Division of Student Life WVU
- Division of Student Life WVUIT
- Douglas Blaney Lobby
- E News Ombudsperson
- Early Alert Mid Sem Help
- Education Abroad
- ENews Veterans
- E-Sports
- Extension
- GEF Writing
- Gen Purpose Classrooms
- Global Affairs
- Grad Ed Improvements E News
- GRAD ED Policy MOD
- Grad Ed Professional Development
- Grad Life and Ed
- Grad Life and Ed Financial Support
- Grad Mental Health Counseling
- Grad Student Ombudsperson
- Graduate Faculty
- Greek Life
- Guided Pathways
- Herbarium
- Housing and Residence Life
- Information Technology Services
- Information Technology Services Faculty and Staff Resources
- ISSS
- ISSS Sponsored Students
- ITS
- Living Learning Communities
- Mesaros Galleries
- Mid Year Academy
- Mountaineer Microacademy
- NAVIGATE Advising
- OAS
- OLLI
- Pharmacy Clinical Sites
- Planning Design Construction Scheduling
- PSC Academic Success Center
- PSC Career Services
- PSC Engagement and Success
- PSC Placement Testing
- Purpose Center
- REACH For Success
- REACH Summer Boost
- Serenity Place
- STEM Pathway

- Student Family Resources
- Student Health
- Student Health PSC
- Student Insurance Office
- Student Legal Services
- Student Life All Departments
- Student Rights
- The Hub
- The Rack
- Undergrad Admissions
- WellWVU
- WV Regional History Center
- WVU Art Museum
- WVU Catalog
- WVU Catalog Specific Admissions Reqs
- WVU Grad Admissions
- WVU Keyser and WVU Beckley co-requisite course model
- WVU Library
- WVU Library Locations
- WVU Morgantown Teaching Labs
- WVU Museums and Galleries
- WVU REACH
- WVU Tech Labs
- WVU UG Admissions
- WVUIT Admissions
- WVUIT SSC
- WVUIT Summer Boost
- WVUIT Summer Bridge
- WVUPSC Admissions

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

WVU has extensive policies and processes in place as well as substantial participation of its faculty to ensure that its academic offerings are high quality and continuously improving.

- WVU's curriculum creation and review processes ensure that programs are relevant, that expected student learning is appropriate to the degree level, and that students receive a quality education regardless of which location they attend or through which modality their program is delivered.
- WVU's programs, including its general education program, are aligned with the institutions' mission. All of WVU's academic programs deliver transferable skills and dispositions that are essential for success in today's rapidly evolving world.
- WVU's faculty and students produce high-quality, high-impact research and creative work.
- WVU's hiring and review processes ensure that its faculty are from diverse backgrounds, appropriately qualified, and productive.
- WVU's faculty are essential and substantive contributors to its delivery of learning, establishment of learning outcomes, development of curricula, assessment of learning, and in the review of faculty credentials and productivity.
- WVU's support staff are appropriately qualified, trained, and supported in their professional development.
- WVU has extensive student support services that ensure that they are able to complete their degrees and master the expected learning outcomes in a timely manner. WVU also has extensive support services to ensure their well-being.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1 The institution maintains a practice of regular program reviews and acts upon the findings.

West Virginia University (WVU) maintains a practice of regular program reviews in compliance with West Virginia state code, and West Virginia Higher Education Policy Commission (HEPC). BOG Academics Rule 2.2 establishes "the responsibilities of the Board and the University with regard to the creation of academic programs" and "the regular, periodic review of academic programs" and "the continuation or discontinuation of academic programs" as a result. This policy and all associated processes are applied to all programs types and levels and across all locations and all modalities. Each program is required to submit a comprehensive self-study every five years to support the evaluation of the following areas:

- Mission

- Facilities and equipment

- Faculty composition and productivity

- Student enrollment and graduation history

- Assessment

- Program improvement

Program review self-studies are completed by program faculty, reviewed by the Undergraduate and Graduate Councils, the Office of the Provost and the Board of Governors at each year's June meeting. The Undergraduate Council is composed of faculty from all of WVU's colleges and represents all locations while the Graduate Council is composed entirely of faculty with graduate status representing all of WVU Morgantown's colleges and schools.

During the program review process, each council makes a preliminary recommendation from the possible outcomes below. Those recommendations are reviewed and approved by the Office of the Provost before being approved by the Board of Governors.

- Continuation of the program without specific action

- Continuation of the program with specific action

- Continuation of the program at a reduced level of activity

- Identification of the program for further development

- Development of a cooperative program

- Discontinuance of the program

During the past five-year review cycle, 91 undergraduate programs and 98 graduate programs were reviewed; 42 undergraduate programs were assigned follow-up actions, the majority split between improving assessment of learning (25) and addressing enrollment, completion, or other student success measures (12). At this time, 27 of those follow-up actions have been resolved to the Undergraduate Council's satisfaction and the rest are still in the process of being resolved. Nine undergraduate programs have been discontinued over the review period through the program review process. A total of 31 graduate programs were assigned follow-up actions, with the majority split between improving assessment of learning (18) and addressing enrollment, completion, or other student success measures (11). At this time, 19 of those follow-up actions have been resolved to the Graduate Council's satisfaction; the rest are still in the process of being resolved. Eight graduate programs have been discontinued over the review period through the program review process; 19 programs/majors were recommended for discontinuance.

The Office of the Provost provides a robust set of resources and annual workshops as well as individualized consultations to support academic programs and faculty with their program reviews.

In summer 2023, WVU initiated a BOG Academics Rule 2.2 governed program review process for all of WVU Morgantown's academic programs with the explicit goal of addressing the institution's structural budget deficit through the reduction of academic programs and associated expenses. The results of that process were the discontinuation of 33 academic programs, another 15 that were identified to be developed as cooperative programs and the reduction of 143 total faculty positions

across the institution.

In fall 2024, WVU adjusted its annual *program* reporting process to an annual *unit* reporting process. That process will review a set of metrics (enrollment, student credit hour production, faculty-to-student ratio, cost, and revenue generated) at the unit level with the goal of empowering department chairs and dean's offices to use data to inform decisions about allocation of resources like staffing, program offerings, course scheduling and curricular change. It will also continue to ensure that the Office of the Provost, dean's offices and departments are proactively collaborating to address units where there is potential for growth as well as to review units that are experiencing enrollment and revenue decline through off-cycle program review.

4.A.2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The transcription of credit at WVU is governed by BOG Academics Rule 2.1, with additional institutional policies in the Catalog that articulate its definition for credit hour assignment as well as definitions for credit hour assignment in online learning and experiential learning. The Office of the University Registrar (OUR) maintains current policies and databases that govern the institution's awarding of transfer and transient credit, study abroad credit, dual-enrollment credit, multiple types of advanced placement credit and credit for prior learning, including military credit.

WVU Admissions, in concert with the OUR, maintains the process to assist international students applying to WVU, which can include the evaluation and awarding of international credit. WVU encourages but does not require international students to use the third-party World Education Services (WES) for an independent review and evaluation of the credentials of all international academic work completed, including those awarded in high school, post-secondary educational institutions and colleges or universities.

All public institutions in West Virginia have a Regents Bachelor of Arts (RBA) that offers a degree program designed to meet the unique needs of adult students. The program provides a comprehensive generalized education based on individualized skills and learning outcomes. Eligible students may acquire college credits based on their professional experiences in select subject areas and earned certifications. Section VIII of the HEPC's administrative guidelines sets forth the policies and practices to be used in awarding credit for prior learning for this degree. WVU uses its MDS 302 or MDS 303 courses to assist students in the preparation and evaluation of the portfolio that supports the evaluation of their credit for prior learning.

WVU employs reverse transfer for students who begin at WVU Keyser and move to WVU Morgantown or any other West Virginia public institution before completing an associate's degree. Once they have completed the credits necessary to earn the degree, the associate's degree is awarded.

4.A.3 The institution has policies that ensure the quality of the credit it accepts in transfer.

WVU follows its Catalog policy to guide how it awards transfer credit. This policy and the associated processes overseen by Admissions and OUR ensure that the transfer of credits is fair to incoming students while simultaneously maintaining the rigor and quality of the credits and degrees it awards.

WVU honors the HEPC General Studies and Course Equivalency Transfer Agreement. The agreement assures that the following general studies coursework can be completed at any accredited

West Virginia institution and be applicable to any other West Virginia institution's general education requirements. WVU has identified GEF areas for all West Virginia HEPC general studies areas:

- English Composition: 6 hours (GEF 1)

- Communication: 3 hours (GEF 4, 6, 7 and 8)

- Humanities and Literature: 3 hours (GEF 4, 6, 7 and 8)

- Fine Arts Appreciation: 3 hours (GEF 4, 6, 7 and 8)

- Mathematics: 4 hours (GEF 3)

- Natural Science: 8 hours (GEF 2)

- Social Science: 9 hours (GEF 4, 5, 7 and 8)

The HEPC agreement also identifies standards for identifying other courses offered by two- and four-year institutions that must be accepted in transfer.

WVU uses the Transfer Equivalency Self-Service (TESS) System to help potential transfer students identify how their coursework and credit earned from their previous institution will transfer to specific programs and program requirements at WVU. The University's OUR oversees the regular and systematic review of all transfer equivalencies to ensure continued alignment. As part of that process, the course equivalencies in the transfer equivalency database remain active for seven years.

WVU's OUR is also the repository for all established articulation agreements and HEPC's Core Transfer Coursework Agreement and approved equivalencies. Each course equivalency has been evaluated by the faculty in the corresponding WVU department or previously vetted and accepted by at least two R1 institutions. The evaluation of transfer credit is not finalized until the student is formally admitted at WVU. In many cases, students can view a preliminary evaluation prior to enrollment. Newly admitted transfer students have their credits reviewed by members of the OUR transfer staff. Courses that cannot be articulated by staff members are identified to the students, and directions are provided of how to submit syllabi to the Transfer Equivalency Review Request System.

Some colleges, schools and/or academic programs may have specific transfer criteria as defined by specialized accreditation, space availability, and/or academic competitiveness.

Graduate transfer credit is awarded by the Office of the University Registrar in consultation with the relevant program chair and the college dean.

Students moving between WVU System locations use a "dual campus" process to transfer their course credit from one location to another.

WVU has a Catalog policy for academic forgiveness for undergraduate students who attended an accredited college or university and have not been enrolled in any higher education institution for at least four calendar years.

4.A.4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit

courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

As detailed in 3.A.3, WVU's curriculum development process and its use of the Curriculum Inventory Management (CIM) system ensures that certain elements of all courses, including the prerequisites of courses, expected rigor (as aligned with course and degree level), and expected student learning outcomes (course and program) undergo the same review and approval process regardless of location or modality of offering. Furthermore, the elements of the course that are reviewed and approved and stored in CIM are thus identical at all locations and across all modes of delivery. The review process includes review and approval by faculty initiators, the Office of the University Registrar, department chair, relevant college curriculum committee, college dean, relevant associate provost along with the associate provost for curriculum and assessment, Faculty Senate Curriculum Committee or Graduate Council, and Faculty Senate Executive Committee, the full Faculty Senate, and then, finally, the Board of Governors. Approval is required at each step in the workflow and is documented.

Courses that are offered at more than a single location or in more than a single modality (including dual credit courses) share the same CIM record which guarantees that they have the same course learning outcomes, credit hours, and prerequisites and are additionally reviewed by departmental faculty and dean's offices at all locations that deliver the course. Moreover, memoranda of understanding with dual credit instructional sites require those sites to use institutionally provided syllabi that ensure course assessment of learning is appropriate to the level of the course and aligned with the course learning outcomes.

The WVU faculty qualifications policy applies across all locations and modes of delivery, including dual credit instructors of record.

4.A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

By default, WVU expects that all academic programs that could have specialized accreditation to have specialized accreditation and, as a result, WVU has almost 200 programs with specialized accreditation. In Section 2 of Board of Governors program review, programs are reviewed for whether or not they have specialized accreditation. If so, they are further reviewed to ensure that they are either in good standing with their accrediting body or are making progress towards addressing any follow-up actions assigned by the accrediting body. If the program is not specially accredited, it is reviewed to determine whether it could be, and if so, why the program has not yet been specially accredited. See 4.B.1 for more on Board of Governors program review.

4.A.6 The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Board of Governors program review (see 4.B.1 for more information on program review) has several requirements that measure the success of the institution's graduates. Question 7.5 reviews evidence that may include data on job placement, acceptance into graduate programs or post-doctoral positions, graduate satisfaction surveys, and employer satisfaction surveys. Question 8.10 reviews the career preparation students receive as part of their academic program at WVU and can include required or elective coursework, internships, co-ops, advising or other methods. Question 8.16

reviews program engagement with external stakeholders, often in the form of advisory councils or partnerships with large employers and alumni as a means to ensure programs are using external perspectives as suits their mission to ensure that program graduates are prepared for success in their occupational careers.

WVU also uses licensure and certification rates in its professional programs as indicators of successful career preparation; these rates are reviewed annually and reported to the West Virginia Higher Education Policy Commission

WVU has recently partnered with Equifax in spring of 2025 to provide standardized data on the institution's financial post-graduate outcomes for graduates from all of its programs. That data will be provided to programs beginning in AY2025-26 and will include information on top industries of employment, median open student loan balances, open student loan debt at the time of graduation, and median income earned by graduates one, three, five and ten-years post-graduation. This data will be added to Board of Governors program review for program and institutional consideration and improvement.

Sources

- 2024 BOG Regular Meeting Agenda
- 2024 Specialized Accreditations
- Academic Forgiveness
- Academic Portfolio Program Review and Results
- Academic Unit Reporting Process
- BOG Program Review
- BOG Program Review Results
- BOG Program Review Timeline
- BOG PSelf-Study Form
- BOG Rule 2.1
- BOG Rule 2.2
- BOG Self-Study Form
- CIM MDS 302
- CIM MDS 303
- Course Inventory Management Course Record multiple locations
- Credit AP
- Credit Military
- Credit Prior Learning
- Credit Study Abroad
- Credit Transfers
- GEF
- Graduate Council
- Graduate Transfer Credit
- HEPC Program Review Rules
- HEPC RBA Handbook
- HEPC TransferAgreement 202223
- License and Certification Information-Form AY 23-24

- Preliminary Evaluation and Workflow
- Preview Workflow MATH 124 multiple locations
- Program Proposal Process
- Program Review Examples
- Program Review Resources and FAQs
- Programs Courses Credits
- Specialized accreditation SS
- Transfer Criteria
- Transfer Equivalency Review Request System
- Transfer Equivalency Self Service
- Turkeyfoot Valley Area HS Signed MOU
- Undergraduate Council
- WV State Code
- WVU Admissions Transfer
- WVU Articulation Agreements
- WVU Catalog Admissions
- WVU Dual Campus
- WVU Faculty Qualifications Policy Final
- WVU OUR Transfer
- WVU RBA
- WVU RBA Policies
- WVU Reverse Transfer

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1 The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

WVU uses its institutional curricular development and academic program review processes to ensure that all academic programs and courses are developed with clear student learning outcomes suitable to the level of the degree program or course and that those learning outcomes are meaningfully assessed. It is the philosophy of the institution that assessment of learning is integral to and inseparable from on-going curriculum development and improvement. These processes apply to programs at all degree levels, at all locations and across all modalities.

WVU's curriculum development processes ensure that all academic programs at all WVU locations, at all degree levels and across all modalities, publish their student learning outcomes in the Catalog and that these learning outcomes meet institutional standards. See 3.A.2 for more information on the institution's curriculum development process and how it ensures appropriate and differentiated learning outcomes for its academic programs. The clarity, specificity and appropriateness of the learning outcomes to the degree level and the program's processes for assessment of student learning for those outcomes are reviewed regularly as part of program review.

All new academic programs and program changes are evaluated by the curricular process described in 3.A.3, involving department chairs and department or program curriculum committees, college or school deans and college curriculum committees, associate provosts for graduate and/or undergraduate academic affairs, the Faculty Senate Curriculum Committee (FSCC), Graduate Council, Faculty Senate Executive Committee, Faculty Senate and Board of Governors. As part of that process, program learning outcomes are reviewed at each step of the review workflow. The Office of the Provost and FSCC provide support and guidance for program faculty in developing meaningful learning outcomes.

 All courses have approved course-level student learning outcomes that are common across all sections at all locations and across all modalities; those learning outcomes are stored in the CIM System. Both FSCC and the Faculty Senate GEF Committee have course review processes and procedures that ensure courses cannot be offered without having appropriate course level outcomes and assessments that align with those learning outcomes. WVU's Provost Office supports course design, including course learning outcomes and assessments, through the Syllabus Builder and its

own course design and delivery rubrics. The FSCC has its own course evaluation rubric available to faculty as a resource.

As described in 4.A.1, one of the main components of the Board of Governors program review is programmatic assessment of student learning. WVU's institutional goals for assessment of student learning are to use assessment to identify, understand, address and improve student learning in its academic programs. The program review self-study requires separate responses from programs to address the following aspects of student learning and student success; question numbers reflect the AY 24-25 program review self-study form:

- Enrollment and program continuance (Question 7.2)

- Program completion (Question 7.3)

- Courses with >30% DFW rates for students in the program (Question 7.4)

- Student accomplishments (Question 7.5)

- Student success support services (Question 7.6)

- Evidence of assessment of student success support services (Question 7.7)

- Program student learning outcomes (Question 8.6)

- Last revision of program student learning outcomes (Question 8.7)

- Last revision of program curriculum (Question 8.8)

- Career preparation services/curriculum (Question 8.10)

- Assessment plans (Question 8.11 and supplemental evidence)

- Evidence of assessment of student learning, direct and indirect (Question 8.11 and supplemental evidence)

- Curriculum map (Question 8.12)

- Summary of assessment findings (Question 8.13)

- Summary of program changes and improvements made based on program evaluation/assessment of learning (Question 8.14)

- Description of external stakeholder involvement with the program (Question 8.16)

- Evidence of external stakeholder involvement (Question 8.17)

It is worth noting that program review requires not only the submission of evidence of assessment of learning but also explanation of how the program's assessment and evaluation processes have been used to inform program change and improvement.

Additionally, programs that have specialized accreditation are required to follow assessment policies, procedures and practices to ensure their continuing good standing with their accrediting body. In

program review, all specially accredited programs are required to submit documentation detailing their current standing with their accrediting body, which includes their assessment of learning practices.

As detailed in 4.A.1, the Undergraduate and Graduate Councils in collaboration with the Office of the Provost, regularly assign follow-up action requiring programs to improve their assessment of learning practices. Those programs submit follow-up reports that are then reviewed by the councils for meeting the expectations and standards of program review.

Post-graduate outcome assessment is often included by programs in Board of Governors program review as indirect evidence of student learning (as part of Question 8.11 and/or supplemental evidence), especially for the institution's programs with specialized accreditation. Some colleges and schools also do their own extensive assessment of post-graduate outcomes, such as the Chambers College of Business and Economics. In fall 2024, WVU partnered with Equifax to develop institution-wide, program-level analysis of its post-graduate outcomes to better understand career earnings, debt-to-earnings ratio, industry alignment, and return on investment. These assessment data will be added to Board of Governors program review beginning in AY 25-26.

The Office of the Provost provides examples of strong program review self-studies and follow-up reports, annual workshops and individual consultations to support units in their assessment practices, curriculum development and other program review related activities.

Assessment of the GEF Program has been completed for GEF areas 1, 2 and 3, cohesive GEF areas with the smallest number of courses per area. Failed attempts to meaningfully assess GEF area 4 led to the removal of 123 GEF courses across all categories in AY 23-24 as well as a revision of GEF course expectations in AY 24-25.

The Office of the Provost has dedicated staff to provide regular support services and professional development around a range of curricular program and course level assessment activities as well as co-curricular assessment. The Office of the Provost engaged a faculty associate to work with the Graduate Council in AY22-23 to develop a comprehensive guide to graduate program assessment, an area that program review has consistently identified as one in which programs and program faculty needed clearer guidance.

Co-curricular assessment is performed by the offices and units whose missions include delivering student learning outside of the classroom. There is no institutional-level systematic process that requires or reviews the assessment of co-curricular learning, so the goals and practices of co-curricular units reflect their unit level missions. The director of curriculum development does provide support to units performing co-curricular assessment of learning.

The Purpose Center offers a variety of self-discovery and personal development opportunities that include strengths workshops and individualized coaching sessions. It performs assessment of its activities, including partnering with Gallup annually to assess the outcomes of the unit's strength trainings as well as more specific assessments for the results of its purpose pods which address students who are considering changing their major or otherwise struggling to find their academic and/or social identity at WVU. The Purpose Center's partnership with Gallup is the first in the nation to use CliftonStrengths as an academic success predictor and to evaluate how Strengths assessment affects and aligns with students' holistic well-being.

The Statler College of Engineering and Mineral Resources Advising Center has a well-established

assessment of the learning it seeks to deliver to its undergraduate majors in their advising interactions. It shares these results with the dean's office as well as with each individual academic adviser and tracks improvement over time. Similarly, the Chambers College of Business and Economics assesses the learning outcomes for its academic advising during advising appointments and in its first-year seminar.

WellWVU partners with the Carruth Center to offer Mental Health 101 workshops, a program that began in fall 2022. That program has been assessed since its inception for associated learning outcomes. WellWVU also distributes the National College Health Assessment approximately every two years and shares that data with a wide range of campus stakeholders.

The Office of Academic Integrity has a published goal to "provide an educational experience for students who take part in the resolution process" and regularly assigns educational measures during academic integrity proceedings. The goal of those measures is to educate students on how their behavior was misaligned with academic standards and practices. The office measures the success of those educational efforts through recidivism rates, which have improved from 6% in AY18-19 to a low of 2% in AY22-23.

Adventure WV fosters personal growth, leadership development, social responsibility and student success through its adventure-based and experiential learning programs. It has an established practice of evaluating its programs' impact on student retention and completion at WVU Morgantown.

Campus Recreation serves the students, faculty, staff and campus community by supporting a culture of well-being that promotes faculty and staff retention and student success. It has also published its own similar study on its impact on student retention.

Housing and Residence Life has performed an initial assessment of its Living-Learning Communities and associated events.

4.B.2. The institution uses the information gained from assessment to improve student learning.

The processes described above have encouraged practices where assessment of learning practices are used to inform program changes, whether academic or co-curricular, when appropriate. As noted in 4.A.1, Board of Governors program review frequently assigns (and resolves) follow-up actions to programs that need to improve their assessment of learning practices, the first step in using assessment information to improve student learning.

Examples of program review follow-up actions on assessment practices include requiring programs to improve their student learning outcomes, develop assessment plans and / or curriculum maps and provide evidence of implementation of assessment of learning processes. Programs with mature assessment of learning processes provide evidence not only of performing assessment of student learning, but of using the results of that assessment to inform program and curricular change. Examples include new curriculum development and/or curricular redesign, course sequencing changes, pedagogical changes, addressing courses with high DFW rates and improving average time-to-completion, among a wide range of other program changes and improvements.

In the GEF, assessment of learning of areas 1, 2 and 3 (as seen in 4.B.1) evidence of satisfactory student learning and student success did not lead to change for those areas. Unsuccessful attempts to assess area 4 led to an evaluation of the courses in GEF areas 4, 5, 6 and 7. Those courses were

evaluated on three criteria: frequency of offering, level of the course (lower or upper division) and the cumulative DFW rate of the course for the past three academic years. This data was used to inform the removal of 123 GEF courses in AY23-24. New GEF course expectations were developed after that process and will be used to develop a course evaluation and assessment of learning project for area 4 in AY24-25 for implementation in AY25-26.

The Foundational STEM Collaborative updated the institution's STEM pathway based on longitudinal assessment of student performance in its MATH 124 and 126 courses, courses that had traditionally had high DFW rates, have large course enrollments each term and which are the main gateway courses to progression in other STEM and major required courses. Goals for the reduction of the DFW rates for those courses have been developed and will be measured for the next several academic terms. Students are also being indirectly assessed to determine their perception of and reception to these changes. Positive results have already been seen across a wide range of introductory courses, especially in MATH 122, CHEM 110 and ACCT 201.

WellWVU has used the results of the NCHA survey to create campus programming and resources. For example, the fall 2021 data led to the establishment of a foodbank in the Snack Rack location in Campus Recreation.

The Office of Academic Integrity used its initial assessment on student recidivism to redesign and improve its educational measures.

4.B.3 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

The institution and its colleges have personnel dedicated to overseeing the processes for curriculum and development, assessment of learning, and student success across all locations and modalities but those personnel do not have responsibility for performing the assessment of learning itself. Those institutional-level administrative personnel include associate provosts for graduate academic affairs, undergraduate education, and curriculum and assessment as well as a director for curriculum development, an executive director for the Center of Learning, Advising, and Student Success, and a director of the Teaching and Learning Center.

Many of these institutional-level positions have analogs at the college level: for example, the Eberly College of Arts and Sciences has an associate dean for academic affairs, and assistant deans for undergraduate student services and programs as well as curriculum and assessment, the Chambers College of Business and Economics has an associate dean for graduate and undergraduate programs as well as an associate dean of assessment and assurance of learning, and the School of Medicine has vice deans for medical education and health professions as well as an associate dean for student services and curriculum.

Three main Faculty Senate committees, the GEF Committee, the Teaching and Assessment Committee and the Faculty Senate Curriculum Committee (FSCC) have curriculum development and/or assessment of learning as part of their charges. These committees are all composed entirely of faculty from across the institution's range of locations. Similarly, the Undergraduate Council and Graduate Council are bodies composed entirely of faculty from across the institution that perform the institution's program review process. The Graduate Council is also part of the curriculum development process for graduate programs.

Individual program faculty are expected to perform assessment of learning as part of their teaching duties and may provide evidence of assessment of learning as part of their annual evaluation of teaching and in promotion and tenure (section III A). Program faculty complete the BOG program review self-studies and provide all evidence of assessment of learning and evaluation of student success required in that process.

The institution uses its systematic processes of curriculum development, academic program review and promotion and tenure (which evaluates individual faculty on their teaching, including their assessment of learning practices and contribution to program assessment) to ensure ongoing assessment of learning and continuous improvement. It also uses those processes to evaluate the practices used by academic units and programs to ensure that they reflect good practice; the requirements of and follow-up actions in program review (4.A.1 and 4.B.1), the workflow process in curriculum development (3.A.3) and the outcomes of promotion and tenure (3.C.4) all demonstrate the institution's commitment to ensuring good practices in curriculum development and assessment of learning. Specific resources like the Graduate Program Assessment Guidebook and workshops provide best practice suggestions in areas like developing program missions, student learning outcomes, curriculum mapping, direct and indirect assessment methods and using assessment results to inform program change.

Sources

- 2023 Academic Integrity Annual report
- 2024 Chambers post-graduate outcome assessment
- 4 B 2 Follow Up Actions
- Academic Affairs
- Academic Integrity Goals
- Academic Integrity Measures and Policy
- AD Student Services and Curriculum
- Adventure West Virgina 2024 - Updated Report
- AdventureWVU
- AI Changes - Educational measures etc
- Assessment Evidence Combi
- Assessment Plans Combi_1
- BOG Program Review Examples
- BOG PSelf-Study Form
- Campus Rec and Retention
- Campus Recreation
- Carruth Center
- Chambers
- Chambers Advising Syllabus
- CIM multiple location SLOs
- CIM SLO Changes
- CLASS
- Course Delivery Rubric
- Course Design Rubric
- Curriculum and Assessment
- Curriculum Committee
- Curriculum Development

- Curriculum Maps
- Dedicated Staff
- Eberly
- Eberly Spring 2024 (incl. ACCESS) DFW
- ENews Curriculum Mapping Workshops
- ENews Support Services
- Follow Up Action
- Follow Up Reports
- Foundational STEM Collaborative
- FSC MATH Path Assessment Data
- FSCC Eval Rubric
- FSCC Resources
- GEF Areas Assessment Report
- GEF Committee
- GEF Course Expectations for New Course Approval and Audits
- GEF Course Removals
- GR Council
- Graduate Program Assessment Guide
- Guide to Grad Program Assessment
- Living Learning Communities
- MATH 124 Student Survey 202408
- Medicine
- Mental Health 101
- NCHA-III FALL 2021 WEST VIRGINIA UNIVERSITY INSTITUTIONAL EXECUTIVE SUMMARY
- Program Review Examples Site
- Program Review Examples2
- Promotion and Tenure
- Provost Office SLOs
- Purpose Center
- Purpose Center Gallup Partnership
- Purpose Center POD
- Purpose Pods
- Specialized accreditation SS
- Statler Advising Center
- STEM Pathway
- Syllabus Builder
- Teaching and Assessment Committee
- The Rack
- TLC
- UG Council
- UG Ed
- Well WVU
- Well WVU Assessment FIles
- Well WVU NCHA 21 and 23
- WV Public 4-year Institutions
- WVU Gallup Strength Training Review

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1 The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

In 2018, WVU Morgantown set new goals for improving its student success outcomes in retention. The goal was to increase retention by one percentage point a year for the next five consecutive years or until the institution achieved an overall retention rate of 85%. To meet that goal, the University reallocated resources, revised academic policies and procedures, harnessed new technology and enhanced collaboration across the academic colleges and schools.

4.C.2 The institution collects and analyzes information on student retention, persistence and completion of its programs.

WVU collects, analyzes, shares and takes action on its student success data in a variety of ways. Despite year-to-year fluctuations, the institution's overall trends in retention and completion have been improving.

Institutional-level retention is tracked and shared on a dashboard that is updated annually and shared with the Board of Governors, dean's offices and Faculty Senate.

Institutional Research publishes data on student outcomes for all WVU locations. Information on undergraduate student outcomes includes aggregated retention and graduation rates (four- and six-year) as well as retention and graduation rates disaggregated by race and gender and Pell-recipient status. Graduate student outcomes focus on the disaggregated time to degree completion in master's, doctoral and professional programs (also by race and gender).

In fall 2023, the first-time freshman (FTF) cohort preliminary retention rate at WVU Morgantown

surpassed 83% for the first time, an increase of 4 percentage points from 2018. WVU Morgantown's four-year graduation rate increased 11 points from 40.8% for the fall 2014 FTF cohort (graduated in 2018) to 52.1% for the fall 2020 FTF cohort. The six-year graduation rate has also risen, though more modestly, from 59.9% for the fall 2013 cohort (graduated in 2019) to 63.8% for the fall 2018 cohort.

Retention rates at WVU Beckley have improved from 57.3% in fall 2018 to 60.9% for the fall 2022 cohort. Four-year and six-year completion rates at WVU Beckley have improved over the same period but remain a point of focus for further improvement. The main goal of the Academic Transformation program review process at WVU Beckley was to improve student success; the results of that process are still being implemented over AY24-25.

Retention rates at WVU Keyser have significantly improved from 45% in fall 2018 to 60.2% for the fall 2022 cohort. Three-year completion rates have also significantly improved over the same time period, from 24.1% for the fall 2016 cohort to 35.9% for the fall 2019 cohort, and other students at WVU Keyser transfer to four-year institutions before completing their degree. Similar to WVU Beckley, the Academic Transformation program review process at WVU Keyser was focused on improving student success, and the actions resulting from that process will be implemented over the course of AY 24-25.

BOG Rule Academics Rule 2.2 stipulates that one of the sections of BOG program review must address "student enrollment and graduation history." That section includes questions on program enrollment and continuance (a persistence-like measure at the program level), completion, completion rate (for undergraduate programs) and high DFW rate courses specific to program's students and curricular requirements. That same section also reviews the "student success-oriented support services or initiatives" offered by the program, department and college and asks for evidence of improved student success outcomes.

4.C.3 The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

Initiatives that were undertaken during the review period and which WVU believes have contributed to the improvement of its student success measures are detailed below.

WVU Morgantown has made concerted efforts to encourage the hiring of professional staff members to serve as full-time undergraduate academic advisers. The shift from a faculty to a professional academic advising model has been well-received by faculty, students and staff. Faculty who formerly served as undergraduate academic advisers have been freed up to mentor students in the areas of undergraduate research, professional experience and transition from college to career/graduate studies.

To better serve advisers and students, the university created a director of university advising position in 2022 and has also invested in increasing the institution's capacity in professional advising and student support services and personnel. The director has implemented important strategic communication updates, professional development opportunities, and centralized onboarding for new advisers. Colleges and schools have created director-level positions to further standardize and professionalize advising. See, for example, the Statler College of Engineering and Mineral Resources, the Eberly College of Arts and Sciences and the School of Medicine. The institution has also completed the adoption of the Navigate student success and advising tool across all locations since the last HLC review.

Supported by a $1,000,000 grant from the Maier Foundation, the University implemented a completion grant for under-resourced senior students who experience unmet financial need. Students who time out of federal, state or institutional aid, or undergo a change in financial circumstances leading to unmet financial need, automatically receive a completion grant in their penultimate and/or ultimate term of study. Recipients must be in good academic standing, have unmet financial need of less than $7,000 and be enrolled in their penultimate or ultimate term of study. Students may receive the completion grant for a maximum of two semesters in pursuit of their initial baccalaureate degree. In AY23-24, 292 students received a completion grant, 213 graduated and 65 others returned to the institution; 95% of students receiving a grant either completed their degree or returned to the institution to continue their studies.

Assisted by a grant from the Claude Worthington Benedum Foundation, the University allocated physical space and employed full-time professional and part-time student staff to support its most under-resourced students. Students who identify as First Generation, Persons of Color and federal PELL recipients are connected to REACH Student Success prior to matriculation to the University. REACH provides students a space to access resources like coaching and mentoring, a lounge to hang out with their peers and access to school supplies and laptops at no charge. REACH's first interim report shows that almost 1,900 unique students have been engaged with an activity or outreach and that retention for fall 2024 target student populations was 85.1%, above the 81% goal.

In fall 2021, WVU Keyser was one of 28 institutions to be awarded a Title III Strengthening Institutions grant that it has used to improve its student engagement, academic advising, career services and diversity programming through the Catamount Engagement and Success Team, a direct contributor to that location's improved student success measures.

To better address high DFW rates and ongoing challenges with student readiness, the University tracks course outcomes in gateway courses. Foundational STEM courses are an area of focus as they serve as prerequisites and/or general education requirements for most majors. The Foundational STEM Collaborative actively recruits stakeholder input, institutes best practices in STEM pedagogy and coordinates course learning objectives across foundational STEM disciplines. Positive results to CHEM 110 (consistently 20% lower DFW rates than five years ago) and MATH 122 (19% DFW in fall 2023 was its lowest rate in the last five academic years) are among the major gains the institution has made in this area.

Among other responsibilities, the Academic Policy Committee is charged with "identifying and implementing best practices to advance academic initiatives and student success." The University has a continuing initiative to create and review academic policies to improve student outcomes. During the review period, substantial changes to transfer and transient policies, course repeats, providing limited academic forgiveness and revisions to the credit residence requirements are examples of policies that have been modified or created to better support student success.

The repeat policy restricts a student's ability to repeat a course more than two times without the approval of the relevant college's dean's office and the Office of the Provost. A student who requests permission to enroll in a course a third time after failing in two prior attempts must meet with their academic adviser, submit a written petition and receive necessary approvals before a third attempt is granted. This policy has steered students away from unproductive repetition of benchmark courses and encouraged meaningful discussions about alternative pathways to completing an academic credential.

WVU created three academic alert processes and support systems designed to nudge students into

taking corrective measures early in the term, at midterm and near the last day to withdraw from individual courses for the term. Faculty are invited to participate in the Early Alert process by sending an academic alert through Navigate—the University's advising, communications and data analytics tool. Students are prompted to meet with the instructor and connect to resources like coaching or tutoring. The Midterm Alert occurs immediately after the required midterm grades are reported. Any student with at least one midterm grade of D or F is alerted by REACH Student Success. Students are encouraged to meet with faculty during office hours, follow up with their academic adviser and connect with academic resources such as coaching and tutoring. In the 12-Week Alert, faculty identify students who mathematically cannot pass an undergraduate course and advise them to withdraw from the course no later than the thirteenth week of the regular term. The University considers withdrawal as a preferable outcome to failing.

In AY19-20, a revised policy was instituted for academic probation and suspension that provides first-time students a minimum of two (regular) terms of study (academic notice) to remediate GPA deficiencies and return to good standing before being sanctioned with academic suspension. The new process is more clearly communicated, equitable and transparent.

Informed by a 2019 student survey conducted in partnership with Torchstar in which students identified course scheduling as a major academic challenge at the institution, WVU Morgantown undertook a thorough revision of course scheduling practices. The University instituted block scheduling for first-time students, required the use of scheduling grids for lectures, laboratory, studio, and clinical sections and enforced standardized MWF and TR scheduling patterns. WVU also implemented waitlisting during registration, allowing students to add themselves to a queue for a course that has reached its enrollment limit. This practice benefits students and increases institutional efficiency. The new policies have reduced student scheduling conflicts and facilitated scheduling for working students.

By eliminating pre-majors, instituting guided pathways and adjusting HSGPA and college GPA thresholds to facilitate direct admission to colleges and schools, students are placed more quickly into their majors. Direct admittance enhances students' academic identities and provides an early sense of belonging and engagement. Guided pathways remain available for students who are undecided on a major or deficient in math or science placement/progression. The institution also implemented test-optional admission in fall 2019.

Since AY19-20, the BOG program review process has assigned 22 specific actions to programs related to the section on program enrollment, viability and student success and two specific actions specific to addressing high DFW courses in the program; those two programs have since provided evidence of their work to address student success in those courses.

4.C.4 The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

WVU uses IPEDS definitions of retention and graduation rates and its methodology for tracking and reporting them. As noted above, WVU independently measures and reports retention and graduation rates for WVU Morgantown, WVU Keyser and WVU Beckley. The rates for WVU Morgantown include students at the additional locations of the WVU School of Nursing: Bridgeport, WVU RC Byrd Eastern Division and WVU Charleston since their degrees are conferred by the HSC schools at

WVU Morgantown.

Graduation rates for WVU Morgantown and WVU Beckley are calculated on four- and six-year time frames because the majority of students at WVU Morgantown and all of the students at WVU Beckley are bachelor's degree-seeking students. Graduation rates for WVU Keyser are calculated on two- and three-year time frames because its students are primarily associate's degree pursuant. These calculations are consistent with guidance from the U.S. Department of Education.

Sources

- 22 Actions
- Academic Forgiveness UG
- Academic Policy Committee
- Adjusted GPA
- Benedum Funding
- Catamount Engagement
- Course Repeats
- Credit Residence
- Data and Analytics
- Early Alert Process
- Eberly Advising
- Eberly Spring 2024 (incl. ACCESS) DFW
- Follow Up DFW Rates
- Guided Pathways
- HSC Advising
- Maier Completion Grant Report AY 24-25
- News Completion Grant
- Office of Data and Analytics
- PSC Academic Transformation
- PSC Academic Transformation Resources
- Reach Interim Report
- REACH Student Success
- Retention goal
- Retention Tableau Dashboard
- Rule 2.2
- Scheduling Grid
- Self Study Form
- Statler Advising
- STEM Collab
- Support Systems
- Third Time Enrollment
- Title 3 Strenghtening
- Torchstar Stay survey results
- Transfer Transient Policy
- University Advising
- WVUIT Academic Transformation
- WVUIT Academic Transformation Results

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

WVU is proud of its commitment to the quality of its academic programs, student learning, student success, and post-graduate outcomes and the significant improvements made across these areas.

- WVU has a robust and regular program review process that supports continuous improvement and ensures high quality academic programs for its students, both learning in the program as well as in post-graduate outcomes. The process leads to a range of actions that support faculty in improving student learning and which are connected to institutional planning and the allocation of resources. This process also ensures that program quality, student learning, and other requirements do not vary by location or modality of the program being offered.
- WVU has policies and procedures in place to ensure the quality of the credit it transcripts and which it receives in transfer. WVU is transparent and clear in publishing these policies.
- WVU maintains extensive specialized accreditations for its academic programs.
- WVU's faculty and staff uses assessment of learning practices to improve the institution's academic programs as well as its co-curricular offerings which have learning as part of their mission.
- WVU has dedicated significant resources to first understand and then improve its students' success, especially their retention to the institution and timely degree completion.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1 Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

WVU is dedicated to shared governance and to including its internal constituencies in its planning, development of policy, and in the execution of its processes. This is effected in a range of ways depending on the particular level and type of planning, policy, or process.

The composition, powers and duties of the Board of Governors (BOG) are clearly delineated by West Virginia state law, through the BOG by-laws, and through BOG Governance Rule 1.2. The governance and administrative structures of the Board are fully discussed in 2.C. BOG Academics Rule 2.1, BOG Talent and Culture Rule 3.1, and BOG Finance and Administration Rule 5.1 establish the delegation of powers to the president and further delegation to various administrators with clearly articulated authority limits and requirements for reporting to the BOG ensures that WVU effectively satisfies its mission while engaging the appropriate internal constituents.

In support of shared governance, the BOG always includes two full-time faculty members, a classified employee, and a member of the student body as voting members. BOG composition is detailed in 2.C.1.

The members of the BOG are knowledgeable about the institution and the opportunities and challenges facing higher education in West Virginia. State Law and section 1.07 of the BOG by-laws requires that each member complete six hours of training within the first year of service and complete four hours of training every years thereafter. Generally, new members undergo an orientation session

led by senior university officials. Annually, BOG members are provided training on the West Virginia ethics law and NCAA rules. All training and development of Board of Governors members is certified to the West Virginia Higher Education Policy Committee annually by the BOG chair.

The BOG provides oversight for WVU's financial and academic policies and practices and satisfies its legal and fiduciary responsibilities by meeting, as required, at least six times per year to exercise approval over academic programs and institutional budgets and facilities. Additional special or emergency meetings of the BOG may be held to deal with urgent or time-sensitive issues.

At each regular meeting, the BOG receives reports on relevant topics, including, but not limited to:

- Academic and auxiliary programs
- Academic and administrative units
- Annual reports, including audited financial statements
- Periodic financial reports, indicators and forecasts
- University positions on relevant matters
- WVU facilities, including capital planning and project status

Minutes of the BOG reflect fulfillment of its duties as articulated in state law, including:

- Review of academic programs on a five-year cycle
- Approval of new academic programs
- Evaluation of the performance of the President
- Approval of certain capital projects
- Approval of tuition and fee increases
- Approval of the annual budget

The BOG utilizes a committee structure that includes the following six standing committees to facilitate deeper understanding of the various facets of the institution:

- Accreditation and Academic Affairs Committee
- Audit Committee
- Divisional Campus Committee
- Executive Committee
- Finance and Facilities and Revitalization Committee
- Strategic Plans and Initiatives Committee

BOG Governance Rule 1.1 establishes the fair process and institutional engagement required

regarding the adoption, amendment, or repeal of any WVU BOG Rules.

The institution's university leadership team meets monthly to review budget, enrollment strategy, legal and legislative developments, as well as strategic initiatives with university-wide implications. This group includes the president, the provost, the chancellor of the Health Sciences Center, the vice president for research, the vice president and general counsel, the chief financial officer, vice president for enrollment management, vice president for student life, vice president for strategic communications and marketing, representatives from the government relations team as needed, vice president of athletics, vice president and chief diversity officer, vice president for economic innovation, associate vice president of talent and culture, chief information officer, representatives from WVU Medicine, the WVU Foundation, and the WVU Alumni Association as well as college deans and campus presidents of WVU Keyser and WVU Beckley. In the past calendar year, that group has met to discuss challenges relating to the FAFSA changes, mission-based initiatives, sensitive or classified research, changes stemming from the Wages and Fair Labor Standards Act, and legislative funding.

A more informal institutional strategy team meets weekly to discuss the budget, government relations, enrollment, and other significant institutional issues. That team includes the president and representatives from the President's Office, the provost and representatives from the Provost's Office, the vice president of research and representatives from the research office, the vice president of enrollment management and representatives from enrollment management, the chief financial officer and representatives from finance, representatives from the government relations team, representatives from the Health Sciences Center, the general counsel and representatives from the general counsel's office, and the vice president of student life and representatives from student life.

Curriculum development includes review and approval by faculty at the departmental level, college level, Faculty Senate Curriculum Committee or Graduate Council, and full Faculty Senate. The institution's curriculum development process is described in 3.C.2.

As detailed in 4.A.1, the Undergraduate and Graduate Councils are bodies composed of faculty from all of its locations and colleges that work with representatives of the Provost's Office to conduct academic program review.

The Academic Policy Committee is responsible for creating, reviewing, and approving university academic rules, policies, and definitions and is composed of a range of institutional stakeholders, including representatives from the Office of the Provost, from each college's and location's dean's office, stakeholders in the Office of the University Registrar (OUR), student success offices, financial aid services, and admissions.

The Faculty Senate is composed of faculty that represent all of the institution's colleges and locations. It meets monthly to support faculty governance in WVU's academic operation and to communicate faculty opinions and concerns as well as receive updates from across the institution's functional areas. It has 16 standing committees that also meet regularly and engage with the institution's administration on areas of policy, procedure, and practice within their particular charge; members of the Office of the Provost serve as ex officio members on most of Faculty Senate's standing committees. There are also several different regular meetings between the leadership of the Faculty Senate and the Provost and members of the Office of the Provost.

Staff Council represents the institution's 2000+ classified employees. Like Faculty Senate, Staff Council meets monthly and provides the institution's classified employees with a formal avenue to

convey their concerns regarding employee-employer relations to the institution's administration.

The Student Government Association collaborates with institutional administration to advocate for student concerns.

5.A.2 The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

Since its last review, WVU has significantly invested in both personnel and infrastructure to support the use of data in informed decision making. In 2020, WVU hired its first associate vice president of institutional data and analytics to develop and lead the institution's work in data governance, quality, and use in supporting recruitment, student success, research, budgeting, and program evaluation. In fall 2023, WVU migrated created a data warehouse in Snowflake as part of a data platform migration and modernization. In fall 2024, WVU rebranded Institutional Research as the Office of Data and Analytics and launched dashboards that would be used in support of enrollment management, student success initiatives, Board of Governors program review and annual academic unit review processes. See 4.A.1 for more on program review. Over that same time, the institution has also continued to work with the Education Advisory Board (EAB) and improve the utilization of its Academic Performance Solutions (APS) product to support through custom dashboards that support Board of Governors program review as well as inform faculty hiring requests and decision making. The institution has multiple enterprise licensed reporting tools which include the aforementioned Tableau, APS, Power BI, Argos, and Axiom, among others.

The WVU Modernization Program is a significant investment over time in moving all of the institution's data systems to Workday to improve the user experience for the institution's students, faculty, and staff and to optimize the institution's processes and enhance its analytical and predictive use of data across functional areas.

The Provost's Office regularly uses data to inform a range of decision making practices. Data on student success are regularly reviewed and used to inform decisions about curriculum, pedagogy, staffing, and institutional initiatives around retention and completion. See 4.C for more on WVU's use of data to inform its work on student success. Market analyses of academic, occupational, and industrial need inform new academic program creation as well as program review and the institution has regular, data-informed processes to support decision making for the allocation and reallocation of resources in Board of Governors program review, annual academic unit review, and academic support unit review. BOG program review includes review of data on all of the following elements: enrollment, program continuance, completion, high DFW courses for its majors, post-graduate outcomes, assessment of learning, and curricular requirements at a minimum. Annual academic unit review currently reviews unit-level enrollment, student credit hour (SCH) production, and student-to-faculty ratios; unit-level cost and revenue data will be included in that process beginning in fall 2025. See 4.A.1 and 4.B for the results of program review. The institution's faculty hiring process includes review of data on unit-level staffing, enrollment, SCH production, section fill rate and size, and faculty workload.

2023's Academic Transformation program review process, part of the institutional response to address its structural budget deficit, used a range of data to inform the decisions made in that process, including enrollment, SCH production, student-to-faculty ratio, net tuition revenue, total unrestricted expenses, net financial position, and R1 research contributions.

Facilities Scheduling uses data provided by CLSS and 25Live to ensure that its physical instructional

facilities are optimally assigned to each term's course schedule as well as to assist the Provost's Office and college's dean's offices in the delivery of a schedule that gives students access to the courses the need across the full range of days and times at which the institution operates. Facilities Scheduling also coordinates with the Office of the University Registrar and New Student Orientation to block schedule all incoming freshmen students with a schedule for their initial term at the institution to ensure that all courses are degree pursuant and available. WVU Morgantown also uses extensive longitudinal data to carefully coordinate its STEM schedule to ensure that students across all its STEM majors have access to both the required math and science classes provided by the Eberly College of Arts and Sciences as well as their major courses in their home college.

Enrollment Management and the undergraduate office of admissions and recruitment leverages data from a range of sources to make informed decisions that impact strategy and resources. The institution uses external data provided by or available through the Educational Advisory Board (EAB), Encoura, and the Student Clearing House. Data from the Department of Education is more essential than ever to understand and analyze demographic trends. WVU uses internal data provided by its enrollment management unit managers and the office of data and analytics to inform its practices through surveying admitted students to establish their level of interest in the institution and provide appropriate support for onboarding them as well as campus visitors to tailor the visit experience to meet student expectations. Enrollment Management relies on data to forecast enrollment goals based on historical trends, yield percentages, and revenue assessment, develop predictive modeling to qualify prospective student searches, evaluate prospective student source values and personal attributes to create marketing content, and to measure peer and competitor metrics to assess student interests and the institution's value proposition.

Procurement similarly uses a range of systems and data to inform its practices. Spend Radar houses all spend data from WVU Marketplace and use of institutional credit cards to conduct spend assessments of current and/or past suppliers or of categories, commodities, or services. During RFP evaluations, while the review committee provides their qualitative scores on the related evaluation criteria of proposals such as experience or references, procurement reviews the cost proposal and provides a quantitative score based on a formula against a baseline. Procurement also uses data to evaluate and track top tier supplier risk portfolios. This data includes obtaining supplier spend to understand spend magnitude, Dun and Bradstreet business credit ratings to understand supplier stability, as well as situational impact scores to understand supplier impact in regulatory areas, campus presence, and operational impact. Procurement also reviews requisitions before approving them forward into a purchase order and part of that process is comparing supplier information, quotes, and contracts versus the information provided in the requisition. They also verify debarment status (state and federal).

WVU's planning and budgeting processes are heavily data-informed and are detailed below in 5B and 5C.

See 2.A.2 for information regarding how the institution uses audit data to inform its Board of Governors and their operations.

5.A.3 The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

As noted in 2.A and 2.C, WVU's Board of Governors includes two faculty members, one staff member, and one student as permanent voting members to ensure the representation of these

constituencies in the institution's highest level decision-making body.

Generally speaking, academic policy starts at the departmental level with faculty responsible for setting academic program curriculum, requirements, and standards, admissions requirements, as well as initiating and executing faculty hiring and promotion and tenure. These processes are then reviewed in the college's dean's office, by the Provost's Office or similar central body, and ultimately, the Board of Governors, where relevant. WVU's curriculum development workflow is one example of this kind of collaborative structure as all curricular proposals and changes begin with department faculty and proceeds to a college review before passing through the Provost's Office, Faculty Senate, and terminating with the Board of Governors. WVU's promotion and tenure process is another example of a collaborative process that begins with the department, flows through the college's dean's offices, and terminates with the Provost's Office.

College deans and campus presidents at WVU Keyser and WVU Beckley are responsible for the strategic planning and execution in their respective colleges and meet regularly with the Provost as well as collectively on a bi-weekly basis to help inform institutional strategy, practice, and policy. There is also a monthly meeting of associate and assistant deans and unit directors from a range of functional areas in the institution to inform and shape institutional academic policies and practices.

As detailed in 5.A.1 above, the executive leadership team, Undergraduate and Graduate Councils, Academic Policy Committee, Faculty Senate, and Student Government Association are all further examples of collaborative structures that assist the institution in the development and review of its academic requirements, policies, and processes.

Sources

- AA Deans Agenda Combi
- Academic Policy Committee
- Academic Program Portfolio Review
- Academic Support Units
- Academic Unit Reporting
- Annual Academic Unit Reporting
- APS Dashboard Combi
- APS Faculty Hiring Dashboard
- AT Data
- BOG 1.1
- BOG 1.2
- BOG 2.1
- BOG 3.1
- BOG 5.1
- BOG Agenda Combi
- BOG By-laws
- BOG Committees
- BOG Meeting Agendas
- BOG Meeting Dates
- BOG Member Composition
- BOG Member Composition
- BOG Minutes Combi

- BOG Powers and Duties
- BOG Status of TD Credits
- CIM Workflow
- CIM Workflow
- Data Platform Migration
- Data Reports DH
- Deans Agenda Combi
- Enrollment Dashboards Combi
- Enrollment Management Historic Trends
- Enrollment Management Yield
- Example RFP Scorecard Blank
- Faculty Senate Committees
- Faculty Senate Meeting Agendas
- Graduate Council
- Office of Data and Analytics
- Procurement Fed
- Procurement State
- Promotion and Tenure Process
- Self Study Form
- SGA
- SGA Resolutions
- Spend Radar Combi
- ST and All Other ECAS Course Schedule
- Staff Council
- Staff Council Minutes and Agenda
- Supplier Risk Scorecard
- Undergraduate Council
- VP Inst Data and Analytics
- WV House Bill 3441
- WV State Law

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1 The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Human Resources

Board of Governors Talent and Culture Rules cover [Administration and Employment Practices (3.1)](), [Affirmative Action and Equal Employment Opportunity (3.2)](), [Classification and Compensation (3.3)](), as well as [Performance Management (3.8)]() and [Reduction in Force (3.9)](), establishing the institution's guiding policies and practices with regards to its operational staff.

Talent and Culture (TC) at WVU oversees all staff hiring and development. TC ensures that WVU is hiring qualified employees through the creation and maintenance of [detailed position descriptions](), overseeing the marketing / announcement of open positions, and reviewing the institution's salaries and benefits to ensure that they are competitive in the market. TC also provides a range of [resources]() to units to support the hiring process, including a [quick hire guide](), [search guidelines]() and interview resources, as well as options to help [advertise the position](). TC also [supports the development]() of the institution's staff, whether in leadership development, professional development, or providing training for new hires.

WVU also ensures that all staff are appropriately and regularly trained in [Title IX compliance](), and [cybersecurity practices](). All Health Science Center employees that interact with personal health information receive [annual HIPAA training](). [Payment card industry training]() is provided for all employees working with credit cards or managing applications that do so. [GLBA training]() is provided to all employes dealing with student financial aid.

As reported to the Higher Learning Commission in its [annual institutional update](), faculty and staff numbers at the institution have largely been stable over the review period. Full-time faculty at the institution has increased 4.3% between 2021 to 2024, from 2524 to 2634; part-time faculty has decreased 2.4% over that same period from 2221 to 2166. Full-time administrators have also increased 4.3% since 2021, from 2286 to 2386; part-time administrators have increased by 4.7% from 107 to 112. Full-time staff have decreased 10.6% between 2021 and 2024, from 1132 to 1012; part-time staff has seen no significant change. The faculty-to-student ratio reported in 2021 was

17.37. The faculty-to-student ratio reported in 2024 was 17.4. Total full-time employees at the institution only changed by 1.5% between 2021 and 2024, from 5942 to 6032.

Fiscal Resources

WVU manages its financial resources with the strategic goal of growing positive cash flow from operations to support healthy cash reserves and days cash-on-hand and to have the resources necessary to reinvest in the institution's mission. This reinvestment also includes investment in WVU's employees, facilities, and IT infrastructure to position the institution for continued success in attracting students, providing a high-quality academic experience, and to meet the needs of the state.

WVU's bond ratings of Aa3 from Moody's Investors Service, Aa- from Fitch, and A from Standard & Poor's Ratings Services were all reaffirmed this year. All ratings were given a stable outlook, which reflects WVU's capacity to plan, monitor and respond to its changing environment, which over the past five years included the COVID pandemic and most recently the resource reduction the university went through to adjust its financial resources in light of the changing demographic landscape and industry-wide trends in higher education. Through the measures and date presented below, WVU has shown that it can respond to these challenges through transforming the university through careful and thoughtful strategic planning.

WVU's financial stability is further demonstrated by several positive trends over the past five years. Total assets and deferred outflows of resources have grown 5% from fiscal year 2020 to fiscal year 2024 while total liabilities and deferred inflows of resources only increased .8%. This resulted in an increase in net position over the five years by 11% from $1 billion to $1.2 billion. As working capital is a financial metric that can measure an organization's short-term health and its ability to fund its resources, WVU was pleased to see its working capital (current assets less current liabilities) increase 134% from fiscal year 2020 to fiscal year 2024 to $161 million. In addition, total operating revenues increased 13.2% from fiscal year 2020 to fiscal year 2024 while operating expenses only increased 10.5% allowing for a 3.5% increase in net operating income.

WVU's financial planning and results directly impacted and improved the university's composite financial index (CPI) score for fiscal year 2024, which was a 1.22, up from a score of .82 for fiscal year 2020. The CPI score is calculated by the Higher Education Policy Commission (HEPC) and measure financial strength, operating results (is the university living within its resources), asset performance, and viability (the ability to cover debt obligations).

The state of West Virginia does not routinely provide funding for campus maintenance or construction and renovation of existing facilities. Instead, the university is responsible for generating all funding for campus upkeep and improvement. The only exception to this were two one-time appropriations received from the state in fiscal year 2025: $46M for deferred maintenance and $50M for the WVU Cancer Institute to help pursue the National Cancer Institute designation. The $46M in deferred maintenance is recorded as it is spent and is anticipated to be depleted by fiscal year 2026. The accounting for the Cancer Institute required recognition all in fiscal year 2024. The university's fiscal year 2024 financial statements included almost $966 million of liabilities related to capital projects funding.

Since fiscal year 2020, tuition and fees revenues have decreased by 3.7% mainly due to the decline in institutional enrollment. Offsetting this is an increase in non-capital grants and contracts revenues from fiscal year 2020 to fiscal year 2024 of $113 million, a 45% increase. Through this same time period, the university's reliance on state appropriations has declined from 16.1% to 15.8% (net of

one-time appropriations received in 2024). The University understands that it has to focus on the diversification of revenues due to the changing higher education landscape.

The WVU Foundation continues to generate strong fund-raising numbers. In fiscal year 2024, donors contributed a record $282.6 million in new gifts and pledges. This included 36 gifts of $1 million or more, including a $50M donation from the Hazel Ruby McQuain Charitable Trust to help the WVU Cancer Institute build a new comprehensive cancer hospital, $7 million from the Hardy family and Nemacolin Resort to benefit the Hospitality and Tourism Management program in the John Chambers College of Business and Economics, and $4 million from Antero Resources to support the Petroleum and Natural Gas Engineering programs at the Benjamin M. Statler College of Engineering and Mineral Resources. WVU's Day of Giving has grown from its inaugural event in 2017 where it raised $2.9M to its record $30.4M raised in 2024.

Information Technology

Infrastructure

Internet access is a mission-critical service. WVU maintains redundant 20 Gbps Internet connections delivered by two different providers. Each internet connection is terminated at a different site on WVU's core network to provide geographic redundancy ensuring continuity of service if one location or service provider is unavailable. Wi-fi service, including Eduroam and a guest network, is available throughout most of WVU's locations. WVU also has upgraded its Internet2 connection to 100 Gbps. In 2024, WVU improved the student experience in main-campus residence halls by privatizing internet service through Apogee/Boldyn. The vendor provides a more seamless and home-like connection experience on a single network, while also offering 24/7 customer support that WVU is unable to provide independently.

During the COVID-19 pandemic, ITS developed a modern approach to remote management of WVU-owned computers that extends device administration capabilities beyond the network perimeter. ITS can now efficiently deploy operating system updates, security patches, software and applications, and reporting capabilities to University devices anywhere in the world.

ITS provides a secure, HIPAA-approved, cloud-based environment (Microsoft Azure) to both the Health Affairs Institute and the West Virginia Clinical & Translational Science Institute (WVCTSI).

Academic Computing Resources

WVU Research Computing maintains several on-premises and cloud-based High-Performance Computing (HPC) Clusters. While a new cluster, Harper's Ferry is scheduled to come online in 2025, the current cluster is Thorny Flat, a 6,516-core, general purpose cluster with Intel processors installed at the Pittsburgh Supercomputer Center. WVU also provides a large research data storage facility called DataDepot, and a Science Demilitarized Zone (DMZ) for high-speed data transfers. Called Research Exchange (REX), the DMZ enables ITS to separate research traffic from other internet traffic, providing high-speed Internet2 access for researchers, and facilitate data exchanges with off-campus collaborators.

Most students interact with the University's primary learning management system, built by Blackboard/Anthology. Branded eCampus, it is used for online and face-to-face courses at all campuses except the Health Sciences Center. After a successful pilot in Summer 2023 and a soft launch in Fall 2023, WVU is now fully engaged in a two-year transition to eCampus Ultra. The

newest version of the platform is an entirely new interface with significant benefits and sought-after features for faculty and students. Most courses will be in Ultra by Fall 2025, and eCampus Original will be retired at the end of the Spring 2026 semester.

Classroom technology at WVU Morgantown includes 202 high-tech classrooms equipped with multiple technologies to enhance curriculum delivery. WVU Beckley has 60 classrooms with projectors and input panels, and WVU Keyser has 37 smart classrooms.

WVU implemented role-based security for our Student Information System (SIS) as part of the gradual upgrade from Banner 8 to Banner 9.

Administrative Computing Resources

WVU strategically focuses its IT resources to enable transformative business process change.

ITS improved the stability and performance of our Oracle eBusiness software suite (branded MAP) by migrating from an on-premises server to a new cloud-based data center in 2018. WVU then upgraded the Oracle suite to provide new application features, improved performance, better security, mandated updates and continued vendor support.

WVU replaced an outdated time and leave system that was not mobile- or user-friendly with modern, vendor-hosted platform (Applaud) in 2020.

ITS implemented a modern case-management system and knowledge base (Salesforce) to support a new administrative support unit, Shared Services, in 2020. Positions that had been in various colleges and departments were consolidated centrally to provide administrative services such as human resources, payroll, financial management, and sponsored-project management.

Security

Securing the University's information and technology resources is paramount to supporting operations and protecting the privacy of employees and students. WVU uses redundant, next-generation firewalls to secure its network borders and data centers, and to detect and block malicious activity. Anti-virus protection is managed centrally across 15,000 computers systemwide, allowing Information Security Services to monitor protection status and rapidly deploy updates if needed. From September 2024 to November 2024, on average 600 files containing malicious software were deleted, 415 exploits were prevented, and 679 phishing URLs were blocked each month.

WVU holds a $10 million cyber liability insurance policy to mitigate the university's financial risk in the event of a serious security incident. ITS conducts an annual tabletop exercise with our Computer Security Incident Response team to test our response plan.

An Information Privacy Policy, part of a robust package of policies and standards, establishes appropriate actions to protect the privacy of individuals whose personal data is collected or obtained by WVU. The University also has adopted formal guidance for the use of Artificial Intelligence, which supports the Acceptable Use of Data and Technology Resources Policy. All policies and standards are regularly reviewed and updated to ensure continued protection of the University environment.

Mandatory cybersecurity awareness, HIPAA, GLBA and other specific trainings have long been required for certain groups of employees such as ITS and Student Financial Services, depending on

the nature of their work. As of 2024, all WVU employees in all locations are required to complete annual cybersecurity awareness training. Failure to do so will result in more frequent password-change requirements.

The previously independent Health Sciences ITS team merged in 2023 with central ITS, creating opportunities to: align core IT infrastructure, services and processes to provide a more consistent IT experience; strengthen information security; and optimize University investments.

To automate operations and improve security, ITS worked with vendors in 2024 to install new exterior door locks at 13 academic buildings on the Morgantown campus. Three more will be upgraded in 2025.

Facilities

As of February 2025, the WVU system owns 634 buildings comprising nearly 16.3 million gross square feet of space. This compares to June 2017, at which time WVU owned 699 buildings comprising approximately 14.2 million gross square feet of space. While WVU has seen growth in gross square footage, owing to the acquisition and or construction of some larger foot-print buildings, our overall number of buildings has decreased as the institution has sought to make its operations more efficient.

The WVU system owns or leases a total of 14,381 acres to include our campuses proper in Morgantown (WVU), Beckley (WVU Tech), and Keyser (Potomac State College) as well as various farms and forest lands throughout the state and other off campus operations. This includes 550 acres of property at Jackson's Mill, the home of 4-H camping in West Virginia. The Morgantown campus proper only accounts for 1904 acres, or 13%, of WVU holdings.

From 2018 through 2024, WVU has completed 200 capital projects with expenses of $100,000 or more, for a grand total of just under $350 million. Of those, 92 (46%) totaling approximately $186.6 million (53%) were classified as academic and another 44 (22%) totaling approximately $22.2 million (6%) were classified as student affairs, demonstrating institutional commitment to its educational mission.

WVU has a well-developed governance structure to ensure its physical facilities remain a top priority for the institution. WVU's Capital Planning group oversees and makes recommendations on the deployment of funds toward deferred maintenance projects as well as capital improvements. Ultimately, projects involving expenditures of $25,000 or more are approved by the University Planning Committee (UPC). Those with construction costs exceeding $1 million must be approved by the Board of Governors. The Classroom Committee oversees instructional spaces, ensuring that classrooms are refreshed in both technology and physical aspects on a regular basis and that needs are addressed as they arise The newly formed Lease and Space Utilization Working Group is examining WVU's portfolio of owned and leased properties to consider the possibility of monetizing properties that no longer directly serve the institution's mission as well as examining opportunities to continue to consolidate WVU's physical footprint such that the institution can better serve our constituents while responsibly managing its resources.

5.B.2 The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

WVU's mission prioritizes the delivery of accessible and inclusive education and healthcare as well

as the production of impactful research, and institutional engagement at the local and state levels.

The argument put forward in Criterion 1, 3 and 4 demonstrate that the institution has lived up to its goals for the provision of inclusive, accessible, high-quality education at all of its locations and across all modes of delivery. As detailed in 4.C.2, the institution has made substantial improvements to student success metrics, including all-time institutional highs in retention and four-year graduation rates at WVU Morgantown. Since 2018, WVU Morgantown has increased retention by 4 percentage points, WVU Keyser has increased retention by 15 percentage points, and WVU Beckley has increased retention by 3 percentage points. Four-year graduation rates at WVU Morgantown increased by 11 percentage points in that same time period and three-year completion rates at WVU Keyser improved almost 12 percentage points.

WVU Morgantown remains an R1 doctoral institution and, as detailed in Criterion 1, research expenditures at the institution have increased 33%, from $185M in 2018 to $246M in 2023. Research centers and institutes like the Institute for Sustainability and Energy Research, the West Virginia Water Research Institute, the Regional Research Institute, the Bridge Initiative in Science and Technology Policy, Leadership, and Communications, and the Rockefeller Neuroscience Institute, among others, ensure the institution's research is directly engaging with advancing healthcare and other key issues at the local and state level. For more information, see 1.B.3.

WVU's partnership with WVU Medicine ensures that the institution delivers the same level of accessible, high-quality healthcare to the entire state and surrounding region. WVU Medicine is the largest health care system in West Virginia. The flagship hospital, JW Ruby Memorial in Morgantown, is a quaternary care center with 731 beds and the only hospital in the state to perform both heart and kidney transplant. WVU Medicine Children's hospital, completed in 2022, has 150 beds. WVU Medicine Health System includes 25 hospitals throughout WV and in bordering states with 3244 total beds. In 2023, there were over 514,000 emergency department visits, 188,000 surgeries, and almost 150,000 hospital discharges throughout the WVU Medicine System. There are 13 urgent cares that provide both in-person and telemedicine visits. Primary care includes over 100 internal medicine, pediatrics, and family medicine clinics in 55 counties throughout WV. Over 100 specialty clinics provide outreach services throughout the state. In 2023, over 4.3 million clinic visits were completed through the WVU Medicine Health System.

The WVU Medicine System also includes five institutes that work in close partnerships with the academic enterprise. The WVU Cancer Institute operates a regional network of care centers that offer access to highly advanced experts and technology including the only bone marrow transplant center in WV. Highlighting this mission are the mobile screening initiatives Bonnie's Bus and LUCAS. Bonnie's Bus covers all 55 counties in WV to provide breast cancer screening to uninsured and underinsured patients. LUCAS is a mobile CT scanner that travels to 42 counties in WV to perform lung cancer screening to underserved areas. The WVU Heart and Vascular Institute provides advanced cardiac, thoracic, and vascular treatments. There are 34 clinics throughout the state and bordering states. The WVU Critical Care Trauma Institute is the region's only nationally certified Level 1 trauma center and treats over 3000 trauma patients annually. The WVU Eye Institute provides ophthalmic care via 6 clinic locations throughout the state and the Appalachian Vision Outreach Program travels throughout the state to provide care to West Virginians that lack access to vision resources due to geographic or financial barriers. The WVU Rockefeller Neuroscience Institute provides neurological and mental healthcare through more than 265,000 visits annually including groundbreaking Alzheimer's care.

As detailed in 1.A.1, WVU and its partners in WVU Foundation, the Alumni Association, and WVU

Medicine, have [begun work to review the mission and its goals](#) as well as the actions and measures the institution will use to continue to move forward to meet those goals during the coming presidential transition period.

5.B.3 The institution has a well-developed process in place for budgeting and for monitoring its finances.

WVU has robust systems and processes in place to develop its annual budget and regularly monitor its actual revenues and expenses in comparison to that budget. Financial information is [shared regularly](#) with the full WVU Board of Governors (BOG), the BOG Finance and Facilities and Revitalization Committee, and the BOG Audit Committee in [easy-to-understand formats](#).

WVU's full BOG membership is advised of the university's financial performance at least quarterly, throughout the year. WVU's annual budget is typically adopted by the BOG [at its June meeting](#). [Quarterly, university officials present revenue and expense reports to the BOG that compare actual performance to both budget and prior year actual quarter and year-to-date](#). The December quarterly statements undergo an agreed-upon procedural assessment by the external auditors of certain material financial statement components by the university's external auditor. Finally, externally audited annual financial statements are presented to the BOG annually upon conclusion of the audit. The BOG Audit Committee receives these statements and discusses them with the audit partner. In addition, institutional officials prepare a presentation of financial information based on the audited statements that provides a deeper look into the financial health of the university, including trends over time.

At all levels — institutional, college and unit — WVU relies on a combination of [annual budgets, monthly financial reports, cash forecasting and monitoring](#) and robust reporting tools, such as Oracle Business Intelligence (OBI) and SQL, to plan for and monitor its financial activity.

WVU maintains a comprehensive budget planning process that incorporates a campus level, five-year plan for its combined operating and capital budget. The output of this plan includes planned activity on a combined entity-level basis in both a traditional accrual format and a cash flow statement format. This plan is developed by the budget planning function within Finance in collaboration with the Finance Leadership Team, which includes the Vice President for Finance and Chief Financial Officer, the Senior Associate Vice President for Finance, and the Assistant Vice President for Finance along with members of the University Planning Committee (UPC). Based on expected available funding to WVU and strategic priorities for the upcoming fiscal years, as illustrated in the five-year plan, the Committee approves the general guidelines that are used in support of the [fiscal year's financial plan](#) (budget) and recommends that plan to both the University President and the Board of Governors.

The University's overall budget is determined by developing an estimate of all revenues received and deducting fixed expenses to calculate the available spend. Unit's preliminary budgets are determined by examining the current year projections and applying adjustments to arrive at the budget year's available spend on both central and non-central funds. Units then refine their budgets for the upcoming year under management approval. Budget submissions are then consolidated to develop an entity-level budget.

The University utilizes an automated budgeting system, Axiom Budgeting and Planning. Units are responsible for completing plan files to balance their unit level budgets to their revenue and expense targets. Each of the plan files contain summary pages with formulas that automatically calculate

budget totals. Based on these summary pages, units can reconcile to their allocation and spend levels. The Budget Office reviews and verifies the unit's budget submissions and rolls-up the plan files to the entity-level budget. The final budget is reviewed with the Finance Leadership Team and members of the UPC for approval and submission to the WVU Board of Governors. Budget detail is then loaded into the MAP financial system from Axiom.

Once the beginning budget is approved, units can request budget modifications or transfers. Units submit an Excel spreadsheet when requesting a budget modification. To initiate a change, the completed template is transmitted electronically as an e-mail attachment to the Office of Budget Planning. The e-mail must be submitted by an authorized requestor and sent through that authorized requestor's individual University e-mail account. Following a review and approval process, all approved requests are translated into Oracle budget journal entries and entered by the Budget Office. Following the completion of the entry process, a confirmation e-mail is sent to the requestor.

The above budgeting procedures apply to all WVU's departments utilizing state funds. The office of Grant Accounting is responsible for establishing budgets for each grant based on available funding from the various grantor agencies.

Budget-to-Actual Review

WVU maintains an aggressive monitoring process to ensure adherence to the approved plan. On a monthly basis, key significant revenue and expense categories such as tuition and fee revenue, salaries and wages expense, benefits and supplies and services expenses are reviewed to detect adverse trends. Cash flow and position is also monitored throughout the month and at month end. This "interim" approach allows management to alter spending as situations develop. These key categories are also shared with the Board of Governors as 'key indicators' in the official board communications.

In addition to the aforementioned high-level monitoring process, WVU performs a detailed analysis of college level activity to ensure the colleges remain 'on budget' and shares that analysis with the appropriate academic leadership, including the provost, college dean and their business officer.

Monthly variance reports are also generated from the Axiom Budgeting and Planning application and disseminated to all units. The units are required to explain any unfavorable variances. Variance report summaries are reviewed with Leadership.

On a quarterly basis a working group made up of representatives of the Division of Finance and the Division of Planning and Treasury Operations review, analyze and compare the actual quarterly financials with the Board of Governors approved budget for the current fiscal year. Based on the results of that review, this working group will develop a written analysis of the University's financial activity that is shared with both the Board of Governors Finance Committee and the full Board during their regular meetings. The timeline for such a process is reliant upon the conclusion of quarterly financial information. Per discussion with the Director of Institutional Accounting, Reporting and Analysis, the financials are to be prepared and set by the final day of the following month (i.e., Q1 end is 3/31; Q1 financials completed by 4/30).

In fiscal year 2025, WVU incorporated a new budgeting model to support institutional financial planning. This new model improves the understanding of resource earning and use. The tool provides the basic framework for evaluating the activities of all academic and support units within the University, allowing proactive responses to changing economic issues as they arise. Using

predetermined metrics and budgeted pools of revenue and expenses, the model allocates unrestricted and operating resources to units within the University where they are earned or used.

In prior fiscal years, the University deployed a centrally driven operations budgeting tool based on increments or decrements to adjust budgets, which divided unrestricted resources into denoted "central" or "non-central" fund buckets. It was not an activity-focused tool and did not provide a complete picture of the resource life cycle. The new model informs the budget process. The new model assists in determining resource allocation across the colleges and units.

Reports will be generated and distributed twice during the fiscal year to elucidate how each unit's activities align with and are performing in the new budget model. Since the new budget model was designed to improve clarity and understanding of WVU's resources, the continued use of the budget tool will strengthen shared governance and accountability while simultaneously promoting an alignment of resources and expenses that will promote growth in the University's priorities and initiatives. Using information from the new budget model, the University leadership team will evaluate activities throughout the fiscal year and will determine whether adjustments are necessary to preserve the financial stability of the University or to authorize additional expenditures if revenues exceed budgeted projections. WVU will continue to use the new model moving forward and anticipates implementing it fully as a part of the budgeting process in the Workday Enterprise Management System implementation.

5.B.4 The institution's fiscal allocations ensure that its educational purposes are achieved.

WVU's resource allocation is directed by the state constitution, state legislation, and its Board of Governors. WVU's budget process, its planning processes, and its accounting practices, all contribute to ensuring that financial resources are appropriately allocated across all of WVU's locations, even during periods of resource reductions.

WVU's annual budgeting process includes coordination with the West Virginia Higher Education Policy Commission and the institution's proposed state allocations as derived by that body's performance-based higher education funding formula as defined in HEPC Series 2. WVU uses the proposed state allocations along with predicted enrollment and tuition revenues as well as the institution's other revenue sources. Beyond the planning and budgeting processes, processes like Board of Governors program review (detailed in 4.A) help establish the institution's academic priorities for both new allocations of resources as well as where re-allocations and resource reductions should occur.

The WVU Modernization Program is a $120 million, multi-year project that will affect all students, faculty, and staff at all locations to create a modern, intuitive employee interface with improved finance and HR processes and systems and an engaging, personalized academic experience for students. The program seeks to replace antiquated legacy systems, update business practices, and leverage data so that the institution can be more integrated and timely in how WVU conducts its central operations and functions, serves its constituents, manages its resources and makes decisions.WVU is utilizing a robust governance structure to help oversee the design and implementation of these workstreams. That structure includes representation from all key constituency groups such as faculty, students, staff and administration.

The program began in the early 2020s with work that laid the foundation for the successful implementation of four major workstreams:

- [Workday Business Modernization](#) includes the implementation of a modern, cloud-based software platform that will improve efficiency by replacing legacy finance, human resources and student systems with one platform.
- [Research Connect](#) projects center on improving business processes related to the administration of WVU research through the multi-phase implementation of the Huron Research Suite, known as the WVU Research Administration Portal (WRAP).
- [Student Experience Enhancement](#) focuses on the implementation of Salesforce to support effective recruitment, application management, decision-making and communications throughout the admissions funnel.
- [Data Strategy](#) projects ensure University leaders, faculty and staff have ready access to accurate, current and reliable data that is critical to making informed strategic decisions across all functional areas.

Implementation of each of these workstreams will happen in a phased approach. The first launch involved the new research interface, which went live at the beginning of 2025. The others will follow in sequence, with substantial program completion planned by late 2030 or early 2031.

As noted above in 5.B.1, WVU Morgantown has experienced on-going budget reduction efforts, including 2023's Academic Transformation which was used to address part of the institution's structural budget deficit. The program review process and similar academic support unit review processes ensured that those reductions were able to be deployed in areas that were not mission critical and protected the institution's areas of strength and differentiation through a data-informed, context and mission-sensitive process with faculty participation and feedback and minimal disruption to the institution's students.

When possible, WVU uses evaluative processes similar to program review's identification of ["Programs of Excellence"](#) to identify areas of strength and differentiation for investment. For example, in spring 2024, the [BOG allocated approximately $700,000](#) to academic programs, marketing for online programs, and the Foundational STEM Collaborative in an effort to support programs with potential for enrollment growth and to increase student success in key areas.

WVU's decentralized model for providing its online programs ensures that the academic units themselves are appropriately resourced as a whole, including for the provision of their online programs and courses.

Sources

- 2022 24 ISR
- Academic Investments
- Acceptable Use
- AI Guidance
- BOG Meeting Agenda
- BOG Rule 3.1
- BOG Rule 3.2
- BOG Rule 3.3
- BOG Rule 3.8
- BOG Rule 3.9
- Boldyn WVU Wifi

- Capital Projects Completed 2018 thru 2024
- Cybersecurity Training
- Data Strategy
- Day of Giving Record
- Development Support
- Electronic Door Locks
- Final Optimized FY2024 Update
- Financial Evidence Combi
- Financial Stats Combi.pdf
- FY2025 Financial Plan
- GLBA Training
- HEPC Series 2
- HSC HIPPA Training
- Institutional Transformation
- ITS Policies
- Optimized Financial Update
- Payment Card Training
- Position Advertising
- Position Examples Combi
- Programs of Excellence
- Quick Hire Guide
- Research Connect
- Search Guidelines
- Shared Services
- Student Experience Enhancement
- Talent and Culture Resources
- Title IX Compliance
- Transition to Ultra
- Workday Modernization
- WVU Bridge Initiative
- WVU Buildings Land February 2025 Combi
- WVU Credit Rating
- WVU Medicine Map
- WVU Mission
- WVU Modernization Program
- WVU Regional Research Institute
- WVU Research Computing
- WVU Rockefeller
- WVU Sustainability and Energy Research
- WVU Water Research Institute

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1 The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

WVU demonstrates systematic and integrated planning across all campuses through comprehensive institutional actions, monitoring and responses that align with and support its mission and institutional goals.

Central resources are allocated by the University Planning Committee (UPC) which is chaired by the provost and comprised of all of the institution's vice presidents as well as other major institutional stakeholders. This membership represents all facets of WVU and ensures that its decisions are in alignment with the mission and values and also balanced to meet the many diverse needs of the institution to ensure long-term sustainability. These decisions are also made in conjunction with the new budget model, which focuses on efficient resource allocation, as mentioned in Section 5.B.3.

The UPC's responsibilities include:

- Development of strategies for long-term financial planning (through models, analyses, scenarios);

- Review and assessment of WVU's financial performance;

- Recommendation of an annual budget to the president that addresses the priorities of the institution;

- Recommendation to the president of campus-wide plans that have significant financial ramifications, such as salary plans and tuition increases;

- Oversight of WVU's investments and debt management, with responsibility for performance and policy review;

- Approval of all capital projects in excess of $25,000.

In keeping with WVU's mission, its two largest functional expenditures are instruction and research. Public service is the sixth-largest functional expenditure category behind auxiliary enterprises, general institutional support and student financial aid. Spending on these three functions has increased by 10.8.% since 2020. In fiscal year 2024, over 56% of WVU's expenditures (excluding depreciation and amortization) related to these three direct functional categories. The percentage of spending on instruction, research, and public service has been relatively stable and above 50% for the past four years.

In addition to the UPC, members of the institution's senior leadership meet weekly to discuss long-term strategy. A monthly meeting is also held between senior leadership and all the university deans (ULT or University Leadership Team) to include the deans in strategic decisions affecting academics. Through these meetings, strategies are developed and used to set assumptions for both annual budgeting and long-term planning.

Information Technology

The WVU Board of Governors has committed $120 million in funding to support a multi-pronged, multi-year Modernization Program through 2030. This program will update business processes and implement leading technologies to improve the efficiency of business operations for faculty, staff, researchers and students. This work has four workstreams, all of which are in flight:

- Research Connect will provide R1-level research systems (Huron Research Suite) and improved processes to support the University's goals for growth in research.

- Student Experience Enhancement will lay the foundations (Salesforce) to transform the student systems of engagement and deliver personalized experiences, from prospective applicant to enrolled student.

- Workday Business Modernization will make the University more efficient and effective through simplified and streamlined business processes. This includes finance, human capital management (HCM) and student information systems.

- Data Strategy will provide effective and efficient delivery of institutional data to the right people at the right time for the right purposes.

During the pandemic, ITS implemented an enterprise Virtual Private Network to ensure all faculty, staff and student workers could continue to reach WVU resources from any location. This service now supports a hybrid workforce, with many fully or largely remote administrative departments. During that same period, ITS also implemented Azure Virtual Desktop to let faculty, staff, researchers and students access virtual desktops, secure research environments, hands-on virtual classes, labs and collaboration environments. This critical service let students complete coursework in a cost-effective way during the pandemic when the University was fully remote but WVU has continued to support individual access to software and resources that are not available on a user's personal computer or outside the WVU network.

Between January 2025 and July 1, 2026, employees on all campuses will transition from an existing,

outdated telecommunications system to a next-generation, cloud-based platform that will better serve the University's hybrid work force. This replaces analog phones and modernizes and simplifies the employee experience.

In 2023, WVU implemented accessibility software (Ally by Blackboard/Anthology) to help instructors create course content that improves the experience of all students, particularly those with accessibility needs, and help ensure their academic success. It uses the instructor's original documents to create alternative files, such as text for screen readers, alternative text for images, MP3 audio files of text, electronic braille, and more.

By changing organizational structure following a merger with Health Sciences ITS and reallocating salary funds as staff positions naturally turned over, ITS created or expanded several teams that support critical business areas:

- Created a dedicated e-commerce team to support TouchNet and point-of-sale systems that process hundreds of millions of dollars a year in transactions. These systems, which have strict compliance standards, are critical to the University's revenue picture and need full-time support that was not established when the system was implemented.

- Hired Assistant Directors for two critical teams – Teaching and Learning Applications, which supports three learning management systems and related services, and Systems of Engagement, which is responsible for broad implementation of industry-leading Salesforce products across the enterprise.

- Expanded Internet of Things team, which supports security cameras, electronic locks and other internet-connected devices across the WVU system.

- Expanded Information Security team to support changing needs and meet ever-expanding institutional demands, including product reviews for technology-related purchase requests.

5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

WVU's Transformation process was an institution-wide process that led to permanent changes in operations, planning, and budgeting to address what was then a $45M structural budget deficit. On-going assessment of Strategic Initiatives at the institution led to significant structural reorganization and associated savings at the institution, including moving Institutional Research to the Office of the Provost, Information Technology Services out of the Office of the Provost to Strategic Initiatives, reorganization of Finance and Administration and Facilities, as well as the implementation of new Shared Services and Human Resources Partner models. In addition to those changes, other actions taken under the broad Transformation umbrella included a Voluntary Separation Incentives Program, more strategic procurement spend policies, and energy management initiatives. These changes led to a reduction in the total operating budget for the Strategic Initiatives units like Auxiliary and Business Services from $56.7M in FY2018 to $51.2M in FY2024 and in Information Technology Services from $10.3M in FY2018 to $6.7M in FY2024.

As noted in 5.A, 2023's Academic Transformation program review process, part of the institutional response to address its structural budget deficit, used a range of data and the program review process to inform the decisions made in that process including those regarding the discontinuance of academic programs and the elimination of faculty positions.

WVU's Transformation processes also included a review of the academic support units which reported up through the Provost's Office with the goal to identify efficiencies and potential cost savings to create a more focused and cost-effective suite of academic support services to support the institution's academic units and better serve student success and student needs. Notable results from that process include a revisioning of Career Services, a reduction in resources to WVU Libraries, and a dissolution of what was then called the Teaching and Learning Commons to be reconstituted as a much differently focused Teaching and Learning Center; the last two actions had significant permanent budgetary implications.

Assessment of student learning is central to academic decisions but is not explicitly linked to the budget process. However, the results of the Board of Governor's program review process which includes a comprehensive review of assessment of learning, student success measures, program enrollment, and program resources, as well as the evaluation of other program operations, do directly affect both academic planning and budgeting. Programs, courses, and program personnel and/or facilities may be targeted for expansion or elimination, both of which have budgetary impacts. Since AY 2018-19, the BOG program review process has recommended the discontinuation of 19 programs/majors, and assigned follow-up actions to five programs to address inadequate faculty levels, and three follow-up actions to address issues with adequate and/or accessible facilities. While the resolution of these follow-up actions does not always require the hiring of additional faculty or physical facility improvement projects, sometimes they do. See 4.A. for more on the BOG program review process.

In fall 2024, the Provost's Office adapted its annual program reporting process to an annual academic unit (department/division/school) reporting process. That process is aligned with the BOG program review process and uses similar metrics to identify units that are underperforming in enrollment, student credit hour production, or which are inappropriately staffed given their enrollment and SCH production and determine if there are particular programs in that unit which should undergo the program review process to determine if resources in that program should be allocated elsewhere within the university. That process has broader goals to empower unit-level leaders to use data to inform changes to faculty staffing, program offerings, course scheduling, and to improve student success as well as to ensure the proactive collaboration of the Provost's Office with dean's offices and departments to support units experiencing enrollment and revenue growth as well as to address units experiencing enrollment and revenue decline.

WVU is also currently working to align its faculty hiring process, a data-informed process with reviews by teams in Talent and Culture, the Office of the Provost, Finance, and a university-wide hiring committee, with metrics used in BOG program review and the annual academic unit reporting process.

5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

WVU utilizes a dynamic planning process. This approach uses the university's resources to meet its goals by capitalizing on opportunities as they present themselves. As potential initiatives are explored, different established groups (like the UPC and ULT) as well as ad hoc task forces assess the possibilities for achievement, develop implementation strategies, and effect outcomes.

In the academic space, these opportunities are informed through multiple paths. One is through the ULT which has identified areas of differentiation/distinction/opportunity. These are areas that leadership understands as likely to generate enrollment, enhance reputation, or bring external

funding. As such, they are seen as areas for investment as resources become available.

Another path is through a Strategic Map that was developed through a collaborative effort between the Deans and university leadership as part of the work to review and the Mission that was described in 1A1. The Strategic Map identifies mission-centered strategic goals, the actions that will be taken to achieve them, and metrics to assess progress over the next 12 to 18-month window. Academic Deans have since provided unit-level programmatic and outreach opportunities that will help accomplish the goals set in the Strategic Map. These goals will be assessed by the metrics identified at the end of the implementation window and will inform the next phase of strategic planning under the new WVU president.

One direct outcome of using this dynamic planning approach as a response to emerging opportunities is that the institution has been able to identify opportunities to develop and allocate resources to new programs to meet regional occupation demand in areas such as the Robotics Engineering, Cybersecurity, and most recently a new program in BS in Applied AI and Data Analytics. Similarly, this process has identified areas that require continued investment, such as Forensic and Investigative Science and growing areas like Neuroscience and Entrepreneurship and Innovation.

WVU also uses its dynamic planning approach to address challenges as they arise. For example, as WVU forecast a structural budget deficit moving into FY 2024, the institution addressed that through the strategic Academic Transformation program review process. That planning process was data-informed combined with an institutional mission lens that allowed WVU to permanently reduce resources in areas that were either unsustainable or determined to have lost relevance to the mission while simultaneously preserving resources and activity in areas deemed important to the university's mission, financial needs, and student interest.

Planning processes at the college level are informed by the Strategic Map and through, for example, formal visiting committees. Each college and school has a visiting committee that is engaged in an advisory capacity to the dean, providing insights and observations regarding college offerings and operations based on their professional experiences.

5.C.4 The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

As detailed in 5.C.1, the UPC represents all areas of the university and is responsible for developing the university budget annually. Members of this committee, in addition to members of senior management and in conjunction with the University Leadership Team, provide input to the budget planning process and carefully consider fluctuations in state funding, limits on tuition increases whether due to limits as dictated by state law and/or due to market price elasticity, and changes in enrollment as they affect revenues. They also consider impacts of expense priorities such as faculty and staff compensation including benefits, state, federal and accounting board mandates, and energy costs.

Finally, there are some items, such as sponsored research and gift revenues, that have both revenue and expense implications. The decisions of these committees are turned into assumptions for use by the Finance and Budget and Planning divisions to develop both short- and long-term financial plans. These plans include operating plans, capital plans, and cash flow. These plans are then run through various sensitivity scenarios in order to reflect varying levels of enrollment and tuition increases. The final plans are then shared with the Finance and Facilities committee of the BOG, which reviews all of the revenue and expense assumptions and provides further guidance, which is incorporated into

the final budget approved by the BOG in June of each year.

5.C.5 Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

WVU's planning is informed by changes in technology and demographics and considers the impact of globalization. Each of these issues presents significant challenges and opportunities for all institutions of higher education in the U.S.

Demographics

Over the past eight years, the college going rate in West Virginia has fallen from 52% to 47% while the number of enrolled primary school students has fallen 11%. This trend is projected to accelerate from 2026 onwards, with the annual number of West Virginia high school graduates expected to fall by 16,500 over the next three years. WVU's recent and current student enrollment reflects these demographic realities. The fall 2024 Morgantown first-year class was 45% resident and 55% non-resident while the student population on all three campuses has nearly equalized at 51% resident and 49% non-resident. To address these evolving demographics, WVU has emphasized new enrollment and scholarship strategies to capture as many of the state's high school graduates as possible while simultaneously increasing nonresident student enrollment.

To counter falling in-state enrollments, WVU has created a new scholarship that will launch fall 2025. The WVU Guarantee is open to any West Virginia resident undergraduate in the WVU system with a family AGI of $65,000 or less. The Guarantee is a last-dollar-in program, and students are automatically evaluated for eligibility based on information provided in the FAFSA. After all other scholarships and aid are considered, any remaining tuition and fees will be covered by the Guarantee program. To further capture in state enrollment, WVU has added an additional recruiter to serve southern West Virginia.

WVU Morgantown has traditionally enrolled a significant nonresident population, with the majority of these students coming from the Northeast and surrounding states. WVU's non-resident primary market states, Pennsylvania, New Jersey, New York, Maryland, Virginia, and Ohio, are experiencing demographic challenges as well, though they are not yet as severe as in West Virginia. These shifts are leading to greater competition in WVU's primary markets and WVU is now pursuing recruiting strategies to capitalize on its membership in the Big-12 athletic conference and increase the institution's visibility and competitiveness in growing or highly populated states like North Carolina, Florida, Texas, and California.

The changing demographics of traditional college students has led WVU Morgantown to implement measures to better support and retain first-generation college students, which account for about 18% of all enrolled students, and other under-resourced and/or rural students. Using technology like the Ask Morgan Chatbot and Navigate, and the dedicated REACH Office, WVU provides increased levels of support to traditionally underserved students. WVU also continues to actively leverage TRIO and Upward Bound to shape a comprehensive first-generation experience and boost first-generation degree attainment.

Technology

The significant allocation of resources detailed above in 5.C.1 to Information Technology Services as well as the $120 million Modernization Program shows how WVU recognizes the importance of

continuing to dedicated resources to improving and maintaining its information technology ecosystem. The Modernization Program will impact the institution's research systems, its student experience systems, its business applications, and its data systems and applications, all of which are central to the institution's operational functions now and for the foreseeable future.

Globalization

WVU's global strategy focuses on the diversification of its student body and the promotion of international research and academic study partnerships for students, faculty, and staff. A significant increase in articulated partnerships with universities from India, Malaysia, and China allow international students to more easily transfer to WVU; WVU has renewed 26 international partnerships during the review period and entered into 16 new partnerships during that same time. A more reasonable approach to evaluating English proficiency which allows students to appeal outdated or expired test scores and to demonstrate how they have been working and/or learning in an English-speaking environment has created greater opportunities for graduate students to work in our labs and classrooms. Further, additional funding has been set aside to target students from the Global South and other under-developed countries, including those facing violence or strife, with nations like Ghana and Nigeria quickly becoming high-sending nations to our campus. WVU dedicates approximately $640,000 in scholarship funding annually for this purpose.

Despite other regional institutions closing their Intensive English Programs (IEPs), WVU has re-invested in its ESL offerings. In addition to a traditional IEP model, English-language support services are offered to UG, GR, and PR students, and informal conversational sessions are provided on a weekly basis. Employees, their dependents, and community members are permitted to take advantage of these classes, as well. This re-focusing on language support brought over a dozen new international students to WVU in AY 24-25 who normally would not have been admissible to a U.S. college or university.

Ongoing collaborations with International Admissions, the Office of the Registrar, and the relatively recent assumption of the National Student Exchange program by the Office of Global Affairs has created a more comprehensive framework for course articulation and transfer equivalency processes, thus enabling more domestic students to obtain financial aid for degree pursuant courses completed overseas. Steps have been taken with several academic units to provide "study abroad pathways" that pinpoint the most advantageous semester or term for students in a given major to study abroad, with more in the pipeline.

In Fall 2023, Education Abroad launched a staff training initiative which allows non-instructors to participate as co-leaders for study abroad programs. The purpose of this program is to provide employees who would not normally be qualified to offer an overseas course the opportunity to assist and experience their own study abroad. The program is in its second year, and so far over 10 non-faculty employees have chosen to participate, from program coordinators to assistant deans. These individuals bring knowledge of other countries back to their offices across campus and help to grow awareness of the benefits of studying abroad.

Each of these efforts gives WVU greater control over its globalization since nothing is dependent on a singular or few geographic locations, nor is any approach overly reliant on specific federal programs or academic offerings. Much of the above is funded internally through revenue-generating or break-even programs, making the University's global portfolio less vulnerable to economic whims.

5.C.6 The institution implements its plans to systematically improve its operations and student outcomes.

WVU routinely evaluates its operations and uses information across all of its functional areas to change its processes and practices to improve efficiency, effectiveness, and service as well as to ensure the best possible student outcomes for its students.

Student success is an ever-present priority for the institution and work and resources will continue to be devoted to the offices, personnel, and services that have led to the significant gains in institutional retention and undergraduate completion rates detailed in 4C.

Measurement of learning and post-graduate outcomes as well as academic programs generally occurs through Board of Governors program review; that process also oversees how the institution implements program-level change. BOG program review is addressed in 4.A and 4.B. Program reviews link to institutional planning and budgeting is detailed above in 5.A.2. Operational review of the institution's academic support units as well as its organizational units and the changes brought about by those reviews are also detailed in 5.A.2.

The program review process in Academic Transformation was data-informed and used self-studies that provided contextual information, including assessment of learning and post-graduate outcome data so that decisions at WVU Morgantown made in that process would be aligned with the effectiveness and efficiency with which programs were delivering on their missions. The processes at WVU Beckley and WVU Keyser used the same information to focus on improvements to student success and those recommendations have all been effected for implementation beginning in AY2025-26.

As detailed in 1.A.1 and 5.C.3, WVU and its partners in WVU Foundation, the Alumni Association, and WVU Medicine, will continue work to review the institution's mission and its goals as well as the actions and measures identified in the Strategic Map to meet those goals during the coming presidential transition period.

Sources

- 2024-25 WVU Strategy Map Revised 2.21.24
- Annual Academic Unit Reporting Processes
- AT Review Process
- BOG Review Results
- Career Services Self Study
- Chaperone Training
- Data Strategy
- ECommerce Team
- Employee Requisition Form
- English Proficiency
- Follow Up Reports
- FY2025 Financial Plan - VERSION 10 - FINAL - 6-21-24
- Information Security
- Institutional Transformation
- Intensive English

- Libraries Self Study
- National Student Exchange
- P104 and P102 Combi
- Program Review Data
- Program Review Examples
- Provost AT
- REACH WVU
- Research Connect
- Strategic Initiatives Assessment
- Student Experience Enhancement
- Support Units Review
- Team ADs
- TLC Self Study
- ULT composition
- Unit Reports Combi
- Workday Modernization
- WVU Guarantee
- WVU Modernization
- WVU Modernization Program
- WVU Unit Level Action Items 2024.25

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

WVU has inclusive governance structures to ensure that its fully utilizing its fiscal, human, IT, and other resources to deliver on its mission now and into the future.

- WVU's Board of Governors as well as other institutional governance structures are inclusive of its administrators, faculty, staff, and students.
- WVU uses data and other relevant evidence across its governance structures to inform its decisions.
- WVU is dedicated to hiring, developing, and retaining a qualified and dedicated staff as well as to building and maintaining the necessary infrastructure to deliver on its mission and to support its academic offerings.
- WVU's has deliberative processes for budgeting and the allocation of fiscal and other resources that are connected to its processes for academic program review and other review processes.
- WVU's planning anticipates and accounts for the changes in technology, student demographics, as well as national and state support and trends.

Sources

There are no sources.