Meeting Agenda
April 3, 2014

Board Members

Gat Caperton, Chair
W. Mark Rudolph, Vice Chair
Marcia Brand, Secretary

John Beatty
Jason Best, Faculty
Alana Gondeck, Student
Holly McGill

Tia McMillan
D. Scott Roach
Diane Shewbridge, Classified Staff
John Younis

Suzanne Shipley, President
AGENDA

Regular Session
Lower Level Multipurpose Room
Robert C. Byrd Center for Legislative Studies

1. Call to Order
   Chair Gat Caperton

2. Public Comments
   Chair Caperton

3. Adoption of the Minutes from February 13, 2014 Board Meeting
   Dr. Chris Ames, Vice President for Academic Affairs
   Mr. Alan Perdue, General Counsel

Presentation Agenda

1. President’s Report
   President Suzanne Shipley

2. Faculty Senate Annual Report
   Dr. J.B. Tuttle, President of the Faculty Senate and Associate Professor of Education

3. Advisory Council of Faculty (ACF) Annual Report
   Dr. Sylvia Shurbutt, ACF University Representative and Professor of English

4. Report on the Discussions of the Academic Affairs and Student Affairs Committee
   Dr. Brand
   a. Martinsburg Center Update: Programmatic Offerings
   b. Recommendation for Approval of the Graduate Certificate in Appalachian Studies
   c. Recommendation for Approval of 2013-2014 Academic Program Reviews

5. Report on the Discussions of the Enrollment Management and Advancement Committee
   Mr. Roach
   a. Market Research Related to Recommended 2014-2015 Enrollment, Housing, Dining and Other Fees

   Mr. Rudolph
   a. Auxiliary Enterprises Annual Report
   b. Recommendation for Approval of Proposed 2014-2015 Enrollment, Housing, Dining and Other Fees
   c. Recommendation for Approval of Administrative Restructuring of Administration and Finance

Possible Executive Session

1. Personnel
   Chair Caperton

Regular Session

1. New Business
   Chair Caperton

Adjournment
Committee Agendas

Academic Affairs and Student Affairs Committee
WV Room 309, Scarborough Library
- Martinsburg Center Update: Programmatic Offerings (follow-up from February meeting)
- Review and Recommend Approval of the Graduate Certificate in Appalachian Studies
- Review and Recommend Approval of 2013-2014 Academic Program Reviews

Enrollment Management and Advancement Committee
President’s Conference Room 202, Ikenberry Hall
- Market Research Related to Recommended 2014-2015 Enrollment, Housing, Dining and Other Fees
- Advancement Update

Audit and Finance Committee
Lower Level Multipurpose Room, Robert C. Byrd Center for Legislative Studies
- Auxiliary Enterprises Annual Report
- Review and Recommend Approval of Proposed 2014-2015 Enrollment, Housing, Dining and Other Fees
- Review and Recommend Approval of Administrative Restructuring of Administration and Finance
The Shepherd University Board of Governors met on February 13, 2014 in a regular meeting. The meeting was hosted at Popodicon. Members participating by phone were: Jason Best, Marcia Brand, Gat Caperton, Alana Gondeck, Holly McCall, Tia McMillan, D. Scott Roach, W. Mark Rudolph and John Younis. Also present was Shepherd University President Suzanne Shipley, members of the executive staff and others. Board members John Beatty and Diane Shewbridge were absent from the meeting.

1. **PUBLIC COMMENTS**
   No public comments were made.

2. **MINUTES OF THE MEETING OF NOVEMBER 21, 2013**
   M (Best), S (Roach), PASSED, that the minutes of the November 21, 2013 meeting of the Board of Governors be adopted as presented at the meeting.

3. **PRESIDENT'S REPORT**
   President Shipley briefed members regarding ongoing developments at the State Capitol during the Legislative session.

4. **ADVISORY COUNCIL OF FACULTY (ACF) REPORT**
   Presentation of the ACF Report was postponed until the April 3, 2014 meeting of the Board of Governors.

5. **QUARTERLY FINANCIALS**
   Ms. Deborah Judd, Vice President for Administration and Finance, presented to the Board the Quarterly Financial Management Report for the period ending December 31, 2013.

6. **MARTINSBURG CENTER UPDATE: FINANCIAL REPORT**
   Ms. Deborah Judd, Vice President for Administration and Finance, presented to the Board the Financial Report for the period ending December 31, 2013.

7. **MARTINSBURG CENTER UPDATE: ENROLLMENT EFFORTS**
   Mr. Jim Klein, Martinsburg Center Director, presented the enrollment efforts and educational services at the Center, which has included extensive efforts at community outreach.

8. **ANNUAL STUDENT AFFAIRS REPORT**
   Dr. Tom Segar, Vice President for Student Affairs, presented to the Board the activities of the offices and functions within the Division of Student Affairs.

9. **MARTINSBURG CENTER UPDATE: PROGRAMMATIC OFFERINGS**
   Dr. Chris Ames, Vice President for Academic Affairs, presented to the Board the programmatic offerings at the Martinsburg Center.

10. **RECOMMENDATION FOR APPROVAL OF REVISED INSTITUTIONAL COMPACT TARGETS**
    M (Best), S (Brand), PASSED, that the following resolution be adopted by the Board:
RESOLVED, That the Shepherd University Board of Governors, approves the revised Institutional Compact Targets as presented and authorizes the President to submit the Institutional Compact Targets on its behalf to the West Virginia Higher Education Policy Commission.

11. NEW BUSINESS
Chair Caperton explained the desire to cancel the March 13, 2014 meeting of the Board of Governors and change the April 17, 2014 meeting to April 3, 2014, which was agreed to by consensus.

12. MOTION TO EXECUTIVE SESSION
M (Younis), S (Best), PASSED, That pursuant to Section 4 of Article 9A of Chapter 6 of the WV Code, it was moved that the Board enter into executive session for the purpose of discussion of matters relating to honoraria and awards.

At the conclusion of the executive session, the Board returned to open session.

___________________________    ___________________________
Gat Caperton       Marcia Brand
Chair        Secretary
RECOGNITION OF EMERITUS FACULTY AND STAFF

Dr. Christopher Ames, Vice President for Academic Affairs, and Mr. Alan Perdue, General Counsel, will present for recognition the Emeritus Faculty and Staff named for 2013-2014. Emeritus titles may be conferred upon members of the professional staff at the time of retirement. To be eligible for appointment to Emeritus status, retiring faculty or staff must have completed at least a total of ten years of service at Shepherd University.

Faculty and staff being awarded Emeritus status:

Dr. Joyce Webb, Associate Professor of Communication, Emeritus
Ms. Barbara Byers, Director for Counseling Services, Emeritus
Ms. Sandy Collier, Assistant Director Auxiliary Enterprises, Emeritus
Ms. Joan Pope, Senior Women's Athletics Administrator, Emeritus
PRESIDENT’S REPORT

Leading in Challenging Times

We are concluding a second year of challenging financial constraints, but my optimism continues for the value we offer students and the future that this university will have. The combination of decreases in state support, the significant competition for student enrollment in the region, and the increases in regulatory compliance that require additional resources – whether financial or personnel – has contributed to the current situation of increased financial constraints. Despite these factors, this academic year has been a great success for our campus community in many ways.

As budget and enrollment became the watchwords of the spring 2014 semester, our enrollment numbers submitted to the West Virginia Higher Education Policy Commission showed positive progress. Based upon the enrollment decline experienced in fall 2013, a budget shortfall of $2 million was projected for spring semester. Although full-time equivalency (FTE), including undergraduate and graduate, is down 4.6 percent, total credit hours are up 11.1 percent over budget. This has decreased the projected shortfall to less than $1.8 million, slightly closing our original budget gap.

Contributing in great part to this turnaround are the increases we have seen in graduate enrollments where FTE is up more than 13 percent over the originally budgeted numbers. Additionally, the Martinsburg Center is making great efforts towards meeting the goals outlined in the pro forma, enrolling 122 students this spring in nearly 900 credit hours. The goal for total headcount during the center’s inaugural year is 150 students.

There is still work to be done, and the partnership with Royall and Company is producing a significantly increased number of applicants for freshmen. So far, the number of freshmen applications for fall 2014 has surpassed all applications received for fall 2013. While all of us play a role in next steps, our admissions team is making a concerted effort to turn these applications into new students enrolling for fall 2014. This has been and still is a time to BE BOLD. We were bold in our focus on enrollment and retention strategies, and our combined efforts to increase new student numbers were recently visible at our first spring open house. With efforts from across campus, we welcomed a record number of 487 visitors to this admissions event, including 187 students. The day featured for the first time an accepted student program, which raised the energy of the open house. With so many students already committed to Shepherd, it made it easier for their peers to imagine being a Ram.

The year ahead will likely see more of the same emphases, with the Governor’s Budget signaling a 3.75 percent decrease in funding and statewide revenues still trending downward. We will:

- emphasize managing within financial constraints;
- speak openly and often about our high quality programs;
- reach out to new student populations, such as international and working adult to grow new markets;
- continue to limit expenditures; and
- employ communication like our fall budget retreat and collaboration like our Budget Advisory Council to stay connected and focused.

The winter snows are fading in memory and the spring sunshine is returning to light our softball, baseball, and lacrosse fields. We are back on the court in tennis and in this competitive environment that is American higher education. Go Rams!


**Academic Affairs**

**EPSCoR Grants**

West Virginia EPSCoR has awarded more than $250,000 in research, innovation, and instruction grants to four faculty members in Shepherd University's School of Natural Sciences and Mathematics. The recipients are Dr. Sher Hendrickson-Lambert, assistant professor of biology, who received a $40,000 innovation grant; Dr. Jacquelyn Cole, assistant professor of chemistry; and Dr. Laura Robertson, assistant professor of biology, who each received $20,000 instrumentation grants; and Dr. Colleen Nolan, dean of the School of Natural Sciences and Mathematics, who received a $180,000 student undergraduate research experiences grant to be awarded $60,000 a year for three years.

**Advancement**

**Year-To-Date Giving Summary: 7/1/13 through 2/28/14**

The Giving Summary provides annual data for year-to-date comparisons with the previous fiscal year. Data provided include outright gifts and payments received on pledges, grants and deferred commitments during the reporting period.

- By the end of February, $2,217,235 was received. This is a decrease of 18 percent ($92,225) over what had been received by February 28, 2013. The difference is attributed to a gift of approximately $1 million that was closed in December 2012 and not repeated this year.
- Gifts to annual programs yielded $523,090 which is 12 percent less than what had been received in the first half last year. The number of gifts decreased by seven percent. Snowstorms in the early part of the second half caused delays and a less productive phone-a-thon and is contributing to this decrease. To counter this trend, Advancement is piloting a new initiative to out-source phone-a-thons. The results of the pilot initiative will be reported in the end-of-year report.
- The number of faculty and staff who have made donations to Shepherd has increased from 61 to 70 and employees have contributed a total of $17,113 this year. While this is a decrease from the $38,782 that had been raised last year, we are pleased that an increasing number of employees are supporting the University. The decrease in amount raised is attributed to the retirement of several senior level employees who contributed through payroll giving and the completion of a multi-year pledge in the previous year.
- The number of gifts received to support endowments decreased by 167 in comparison to last year. However, $986,207 has been added to the endowment thus far this year.
- Payouts from competitive grants yielded $691,138 during the period. This is about eight percent less than what had been drawn down during the same period last year. The decrease is attributed to final drawdowns made on a HUD grant that funded renovations to the library and the Byrd Center for Legislative Studies. This decrease is likely to be a short-term trend that will reverse as we continue to build the grants program.
- Overall, 2,056 gifts from 1,205 donors were received during the period. This is an increase of almost two percent in the number of donors contributing thus far this year. The increase in donors was experienced across several constituencies, most notably friends and corporations.

**Comprehensive Fundraising Report: 7/1/13 through 2/28/14**

The Comprehensive Fundraising Report provides analysis of cumulative data from the start date of the fiscal year through the end of the reporting period. The report includes data from all external fundraising programs managed through the Office of Advancement and the Shepherd University Foundation.

- By the end of February, $3,487,107 was pledged and/or paid in new, direct gifts.
- New gifts to endowment equal $982,318 while gifts to annual programs equal $505,652.
- New deferred gifts totaling $1,500,000 were documented.
Grants totaling $498,937 were awarded.

We continue to be supported by our constituencies as detailed in the following chart:

- 446 Friends have paid/pledged $240,396
- 495 Alumni have paid/pledged $811,405
- 93 Corporations have paid/pledged $76,163
- 8 Foundations have paid/pledged $41,697
- 118 Others have paid/pledged $1,818,509
- 13 Government $498,937
- Total $3,487,107

**Athletics**

**Rams Football Represented at NFL Combine**

Senior defensive end Howard Jones continues to impress NFL brass looking at his candidacy for professional football. Jones is the first ever Shepherd player invited to the NFL National Scouting Combine in Indianapolis. Amongst defensive linemen, Jones recorded the top mark in the vertical jump (40.5”), second best broad jump (10’ 4”), third fastest 40-yard dash time (4.60), and fifth best three-cone drill (7.16). According to a *Wall Street Journal* report, Jones was the top performing defensive lineman at the Combine. The NFL draft is held on May 8th to 10th at Radio City Music Hall in New York City.

**Alum Takes Center Stage at NCAA Tournament**

Former Rams women’s basketball player and Shepherd alum, Carolyn Malachi, will perform the National Anthem before the 2014 NCAA Women’s Final Four national semifinal games in Nashville, Tennessee, on April 6th. Malachi, a Washington, D.C. native and Grammy-nominated Jazz and R&B singer, holds the unique distinction of being the first former NCAA women’s basketball player to have received a Grammy nomination.

**Men’s Basketball Reaches 20-Win Mark**

This past season for Rams men’s basketball was one for the memory book as the team climbed to the 20-win mark for the first time since the WVIAC tournament championship team of 1991-1992. The 20-win season was just the 12th in the 106-year history of the program. The team was ranked in the NCAA Regional poll which determines qualification for the NCAA Tournament for the first time since 2001. The Rams appeared in each poll up until selection day for the NCAA Tournament. The team was led by Senior Brantley Osborne who was named First Team All Mountain East Conference (MEC). Osborne led the Rams in scoring (18.9 points-per-game), three-pointers (79) and free throw percentage (.908). He tops the MEC in free throw percentage, ranks third in minutes played, fourth in scoring and three-point field goals made. He is the 20th ever First Team All-Conference Performer for the Rams men’s basketball team.

**Baseball’s New All-Time Pitching Wins Leader**

Senior pitcher Paul Hvozdovic tossed a five-hit shutout in a 4-0 win for the Rams in game one of the March 8th doubleheader versus the University of Charleston. Hvozdovic earned his 25th career win and became the program's all-time leader in pitching wins. He broke the previous record of 24 that he shared with Shepherd Hall-of-Famer Ty Hart. For his accomplishment, Hvozdovic was named MEC, and Atlantic Region Pitcher of the Week. The Rams were picked second in the MEC pre-season poll.
Capital Projects

White Hall Elevator Upgrade

Morgan-Keller has been awarded the project in White Hall to completely remove the existing elevator and all components; extend the elevator shaft to provide access to the roof level; construct a vestibule at the roof level; and install all new controls and a hole-less hydraulic elevator system. The project is scheduled to start following graduation in May in order to be completed by August and the beginning of the academic year.

Dining Hall HVAC/Roof Replacement

Bushey Feight Morin (BFM) Architects, Inc. prepared bid documents for the HVAC and roof replacement project that went out for bid in mid-March. The scope of work will include the removal of old HVAC equipment, installation of new HVAC systems, roof replacement and a new addressable fire alarm system for the building.

Ikenberry Hall Roof Replacement/Masonry

The rubber membrane roof on Ikenberry Hall will be replaced during the summer, followed by the repairing, cleaning and sealing of the masonry parapet walls.

Staffing

Staff Transitions

- A committee of faculty and staff, chaired by Dr. Chris Ames, vice president for academic affairs, are in the final stages of a search for Shepherd’s next vice president for enrollment management. The new vice president’s first items to address will be the hiring of staff to fill vacancies being created by the departures of associate vice president for enrollment services and director of financial aid, Ms. Sandra Oerly-Bennett, and associate director of admissions, Ms. Kristan Price. Ms. Bennett has accepted the position of director of financial aid and scholarships at West Virginia University while Ms. Price will be joining Hobsons as a client success manager.

Upcoming Events

Friday, April 4

Rude Mechanicals "Murder and Mayhem: How it All Began," Medieval Plays, Reynolds Hall

Saturday, April 5

Scott Beard and Friends "Vienna Café," Frank Center Theater

Friday, April 11

Wind Ensemble Concert, "Journeys," Frank Center Theater

Hollow movie presented in conjunction with Shepherd University's Common Reading program and co-sponsored by the Shepherdstown Film Society, Shepherd University's Scarborough Society, and Coal Country Tours, Reynolds Hall

Monday, April 14

Spring Assembly, Erma Ora Byrd Auditorium
Tuesday, April 15
  Jazz Night, Frank Center Theater

Tuesday, April 22
  Small Ensembles Concert, W.H. Shipley Recital Hall

Friday, April 25
  *To Kill a Mockingbird* movie co-sponsored by Shepherd University’s Scarborough Society and the Shepherdstown Film Society, Reynolds Hall

Saturday, April 26
  Friends of Music: Masterworks Chorale, Frank Center Theater

Wednesday, April 30
  Shepherd Preparatory Orchestra and Chorus Concert, Frank Center Theater

Thursday, May 8
  58th Annual Emeritus Club Luncheon and Induction Ceremony, Ram’s Den/Storer Ballroom

Friday, May 9
  Tuxedo Junction, Bavarian Inn

Saturday, May 10
  Commencement, Butcher Center

For other Shepherd events, event locations and times, please check our home page calendar
http://www.shepherd.edu/university/calendars/
FACULTY SENATE ANNUAL REPORT

Dr. J.B. Tuttle, President of the Faculty Senate and Associate Professor of Education, will present a report to the Board on the activities and concerns of the Senate. Dr. Tuttle will then be available for any questions from members of the Board.
The Advisory Council of Faculty (ACF) was established by West Virginia Code §18B-6-2 as an advisory body of higher education faculty. Dr. Sylvia Shurbutt, ACF University Representative and Professor of English, will present a report to the Board on the activities and concerns of the Council. Dr. Shurbutt’s reports to the campus about the activities of the ACF may be viewed at http://www.shepherd.edu/employees/senate/acf/.
MARTINSBURG CENTER UPDATE: PROGRAMMATIC OFFERINGS (follow-up from February meeting)

With a full semester at the Martinsburg Center finished, evaluation of the programmatic offerings has begun. The following is an assessment of those academic programs being offered at the center, including identification of key curricular issues to be addressed in order to meet the educational demands of students and employers alike.

Graduate Programs

Master of Business Administration (M.B.A.)
This was a fully operational program relocated to the Martinsburg Center. Enrollment has been growing as a result of integrated marketing and the appeal of the location and facility. Key curricular issues involve monitoring the viability of the particular tracks within the degree: accounting, health administration, sport management, and public management.

Multi-Categorical Special Education Endorsement
This is a five-course sequence that provides licensed teachers with an endorsement in special education. The endorsement can be combined with the core of the Master of Arts in Curriculum and Instruction with six additional courses. As a new teacher certification program, this initiative went through a lengthy process to receive approval from the West Virginia Higher Education Policy Commission (WVHEPC) and the West Virginia Department of Education (WVDE). Now that the approvals are in place, work has begun to enroll a full cohort to begin in summer.

Undergraduate Programs

R.N.-to-B.S.N.
This is an on-line program for registered nurses with associate’s degrees to earn a bachelor’s degree. The nursing courses are available on-line, but for the program to become competitive, development of a larger assortment of core and elective courses in an on-line format is necessary. Examination is underway of some requirements in the program that are stiffer than those in competing programs and may be putting Shepherd at a disadvantage.

Regent’s Bachelor of Arts (R.B.A.)
This is West Virginia’s adult degree-completion program. A thriving program exists on the Shepherdstown campus, but the new program at the Martinsburg Center is fundamentally different in that the curriculum must be created, rather than relying on student access to a full, existing undergraduate curriculum. The faculty is currently considering creating two R.B.A. emphases (akin to minors): one in business management and communication, and one in social services. When approved, these emphases would be available to R.B.A. students on both campuses but would significantly shape the course offerings in Martinsburg.
B.A. in Early Education
Recently approved by the Board of Governors and the WVHEPC, this program is pending approval by the WVDE. Depending on the timing of that approval, this program will begin in fall of 2014 or the following year. The program addresses a shortage of teachers certified to work with pre-kindergarten and kindergarten students.
RECOMMENDATION FOR APPROVAL OF THE GRADUATE CERTIFICATE IN APPALACHIAN STUDIES

Board of Governors approval is sought for a Graduate Certificate (non-degree) in Appalachian Studies. Details about this graduate certificate (non-degree) program are included on the following pages of the agenda book.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the Graduate Certificate in Appalachian Studies effective as of August 1, 2014.
Graduate Appalachian Studies Certificate Program
This comprehensive proposal for a graduate certificate (non-degree) program in Appalachian Studies at Shepherd University is being submitted for approval by Shepherd University. The proposal was approved internally by the Appalachian Studies Advisory Board (January 2014) and the Shepherd University Graduate Council (February 2014). It is projected that the date of implementation would be Fall 2014.

**Educational Objectives**
The Graduate Certificate in Appalachian Studies allows students and professionals to focus on the region in which they live and work, in order to better understand and serve both the region and their own personal goals. The interdisciplinary nature of the certificate program encourages the study of a range of fields that offer the student comprehensive understanding as well as satisfying diverse interests. While the certificate program is not limited to these fields, it is particularly useful and appropriate for Historic Preservation, Literature and Language, Environmental Studies, History, Political Science, Leisure Studies, and Teaching. The certificate is ideal for enhancing one’s expertise through postgraduate study.

The Appalachian Studies Program at Shepherd University seeks to:
1) develop an understanding of the geographic region known as Appalachia, through the study of its cultural traditions and the ethnic heritage of those people who call themselves Appalachians;
2) develop a specific understanding of the colorful history of Appalachia and its historic and ethnic roots;
3) develop an understanding of the geography and environment of Appalachia;
4) develop an understanding and appreciation of the literature, music, art, and folk traditions of the region;
5) develop through service learning an appreciation for the unique community that serves the region.

*Relationship of Objectives to Mission of Institution*
The proposed graduate certificate program in Appalachian Studies through its course content and delivery methods ties in directly to the mission of the institution to be a “diverse community of learners and a gateway to the world opportunities and ideas.” The program will have strong ties to the community, provide access to those seeking lifelong learning, and provide many opportunities for student, faculty and community engagement.

**Appalachia and the Appalachian Studies Program at Shepherd University**
Parts of twelve states lie within the region known as Appalachia, some 200,000 square miles, which rest within the contour of the Appalachian Mountains, stretching from New York and Pennsylvania to Alabama, Georgia, and Mississippi. While there is surprising diversity among the people of Appalachia (German, Italian, African American, Native American, and others in addition to Scot-Irish), defying
traditional Appalachian stereotypes, the 23 million people who live in Appalachia are dependent upon an economy that has traditionally been limited in diversity. The area is rich in natural resources that principally feed the economy: coal, timber, gas, manufacturing and tourism. The Appalachian Studies Program, which includes an undergraduate minor, the Appalachian Heritage Writer-in-Residence Project (AHWIR), the WV Fiction Competition, a fall Appalachian Heritage Festival, an annual Anthology of Appalachian Writers (ISSN 1946-3103), and an annual National Endowment for the Humanities (NEH) Summer Seminar for Teachers, is committed to an understanding of the region, and its historical, environmental, social, and literary richness.

A Brief Description of the Program
The Appalachian Studies Certificate is a non-degree, 15-hour program composed of an introductory foundation course (APST 501, Appalachia in Time, Place, and People), a graduate capstone research experience (RESR 601, Independent Research Seminar), and 9 hours of electives from an interdisciplinary selection that can be tailored to meet individual education goals.

The Institution Will Assure High Quality Standards for the Program and Maintain a Continuing Assessment of Quality
Shepherd has demonstrated through reports to the WV-HEPC and the Higher Learning Commission its dedication to a culture of assessment that ensures goal setting, relationship of course goals and outcomes to those of the program and institution, as well as using data-driven decision making to enhance curricular and programmatic changes.

Shepherd also ensures the quality of its academic programs, faculty and curricular through regular assessment in cyclical program reviews. The Shepherd University Program Review Committee (SUPRC) has implemented an evaluation procedure and established criteria for its program reviews. Crucial components of the review are the programmatic or unit self-study and an external reviewer who evaluates the self-study document and completes a site visit. The recommendations of the external reviewer, along with those of the internal SUPRC are used to create a summary that is presented to the Board of Governors prior to being sent to the WV-HEPC.

Other Institutions Offering Similar Programs
While minors and majors in this discipline appear in curricula at other WV and regional institutions, at the graduate level, a certificate is offered at Marshall University and also at Radford University.

With graduate tuition at an affordable price, Shepherd University offers the best opportunity within the Eastern Panhandle and surrounding tri-state region for delivery of the graduate certificate in Appalachian Studies.
Statement of Societal, Occupational, Research, or Public Service Needs that Will be Met, as Well as Anticipated Student Demand for the Program
Community members (including local politicians), K-12 teachers throughout the region and Shepherd graduates have asked for a graduate component for the Appalachian Studies program. Since the program currently only serves as a minor at the undergraduate level, the graduate certificate appears the most appropriate choice to satisfy community interest and needs.

Courses in the certificate program may also, at the discretion of the MAT/MACI graduate program coordinator, function as electives within those programs, while the Independent Research Seminar (RESR601) in the future may be utilized in other graduate programs as a required research course.

Additional Resources Needed to Offer Program
Since the Appalachian Studies program is self-sustaining through the sale of the Anthology of Appalachian Writers, we do not predict there will be any additional cost to add the graduate component to elective courses already taught. For the required APST 501 course, Appalachia in Time, Place, and People (3), the APST Coordinator is qualified to teach this course. The RESR 601, Independent Research Seminar, is conducted as an independent study course under the supervision of an expert in the chosen discipline (History, English, Leisure Studies, Environmental or Historic Preservation Studies).

Instructional Delivery Methodologies
While many of the classes rely on traditional face-to-face instruction, the value of peer dialogue, reflection and evaluation is an important aspect of graduate education. Most faculty at Shepherd and particularly those who already teach the undergraduate Appalachian Studies courses make great use of our learning management system (LMS), SAKAI. The courses in the certificate program also involve some field experience, possible travel abroad, and attendance at cultural events associated with Shepherd’s highly visible and successful Appalachian Heritage Festival and Writer’s Program.
Appendix A

Appalachian Studies Program
Curriculum and Course Descriptions
Curriculum for a Certificate in Appalachian Studies: 15 Total Credit Hours

Required Courses (6 Credit Hours)

- APST 501 – Appalachia in Time, Place, and People (3 cr)
- RESR 601 – Independent Research Seminar (3 cr)

Elective Courses (9 Credit Hours)

- APST 500 – Seminar in Appalachian Studies (1-3 cr)
- APST 530 – Celtic Roots (3 cr)
- APST 531 – Appalachian Travel Field Experience (1-3 cr)
- APST 543 – Appalachian Music (3 cr)
- APST 545 – Appalachian Folk Tales and Storytelling (3 cr)
- APST 556 – Appalachian Culture (3 cr)
- APST 558 – Appalachian Literature (3 cr)
- APST 576 – Appalachian Studies Practicum (1-3 cr)
- HIST 509 – WV and the Appalachian Region (3 cr)
- HIST 500 – Historic Preservation (3 cr)
- HPPH 525 – Oral History (3cr)
- MBA 505 – Business in WV (3 cr)
- RECR 570 – Environmental Education (3 cr)

COURSE DESCRIPTIONS

Required Courses (6 Credit Hours)

- APST 501, Appalachia in Time, Place, and People (3) - Orients students to geographic, historic, political, recreational, social, and cultural issues of the region.

- RESR 601, Independent Research Seminar (3) - Affords students an opportunity to complete an independent research or field project under the supervision of faculty mentors who are experts in the field and approved by the Graduate Council.

Electives (9 credit hours): Allows certificate students to pursue a range of individual interests that complement their careers or specialized interests.

- APST 500 Seminar in Appalachian Studies (3) - A seminar style course that offers students the opportunity to study topics that would enhance the understanding of Appalachia, its people, or its cultural or artistic heritage. Repeatable up to 6 credits
- **APST 543 Appalachian Music (3)** - Students will gain an understanding of the role of music within historical and contemporary communities of southern Appalachia—particularly West Virginia, Tennessee, North Carolina, and Kentucky. The course will introduce students to the field of ethnomusicology by researching and exploring Appalachia’s diverse musical traditions and genres, how they contribute to identity formation, and their contribution to contemporary popular culture around the world. Cultural studies research methods will be employed in the course, and the following musical genres will be explored and researched: Native American music, balladry, sacred music, old-time, bluegrass, coal/work songs, civil rights and other protest music among others. Emphasis will be placed on historical and socio-cultural trends in the region, the roles of women and minorities, and the struggle for social and environmental justice.

- **APST 545 Appalachian Folk Tales and Storytelling (3)** - Students will be exposed to the art of storytelling and folktales associated with the geographic area known as Appalachia. Special attention will be given to research and exploration of oral traditions within these genres and to the ethnic, historical, and socio-cultural reflections found in storytelling.

- **APST 556 Appalachian Culture (3)** - This interdisciplinary introduction to Appalachian culture will expose students to a wide variety of creative expression from the geographic region that constitutes Appalachia, particularly West Virginia, Virginia, Tennessee, North Caroline, and Kentucky. Students will research and study cultural stereotypes about Appalachia, the unique historical and cultural forces at work in Appalachia, and the rich expression of creativity in the area, including oral and written literature, visual arts, and crafts, and signing and songwriting.

- **APST 558 Appalachian Literature (3)** - A course designed to survey the rich and diverse literature associated with the geographical region known as Appalachia. Both traditional writers identified with the area, such as Rebecca Harding Davis, Jesse Stuart, and Ambrose Bierce, as well as contemporary writers such as Denise Giardina, Robert Morgan, Marilou Awiakta, Fred Chappell, and Henry Louis Gates, will be explored in the course.

- **APST 530 Celtic Roots (3)** - A course designed to expose students to the Celtic heritage associated with Appalachia through literature and travel, specifically travel to Ireland, Scotland, and other places of Celtic heritage. Students will explore the prominence of place as applied to contemporary Appalachian, Irish, American, continental, and Scottish literature. Those works that will typically be featured in the course are contemporary Appalachian writers such as Ron Rash, Terry Kay, and Robert Morgan, along with those Celtic, Anglo, and Anglo-Irish writers who have influenced their work as Appalachian writers or whose work shows some Celtic connection.
• **APST 531 Appalachian Travel Field Experience (1-3)** - The Appalachian Travel Field Experience is designed to pair with any APST course with a sizeable travel/field practicum component. The object of the travel is to enhance the content of the course by exploring the places that inspired Appalachian art, music, literature, or photography or that has some Celtic connection.

• **APST 576 Appalachian Studies Practicum (1-3)** - The student serves as an assistant and/or researcher for the Appalachian Heritage Festival or a classroom apprentice, works on a special project or does Web design, serves on the *Anthology of Appalachian Writers* committee or as a student editor, serves on the AHWIR Committee, or completes some type of service or practical project that benefits the community, the region, the University, or the Appalachian Studies Program. May be repeated to a maximum of 6 credits.

• **HIST 500 Historic Preservation (3)** - Course will familiarize the student with the historic preservation policies and procedures of local, state, and national governments and of the outstanding private efforts in the field. A study and research of the general principles and methods of interpretation of historic phenomena to the general public will be involved. Extensive out-of-classroom use will be made of the historical resources in the local area for interpretive practice and preservation examples.

• **HIST 509 West Virginia and the Appalachian Region (3)** - Emphasis upon the development of western Virginia and the state of WV. This course will examine the general geographical, political, and economic aspects of the southern Appalachian region. The impact upon the Mountain State of the patterns of settlement, the heritage, economy, and national events will be considered. The student will research and view the current problems of the area and contemporary Appalachian society.

• **HPPH 525 Oral History (3)** - This course provides an introduction to the theory and methodology of oral history interviewing and ethnography. Students will learn the process of working with informants, recordation of oral history, transcription of interviews, and research and analysis of documentary material.

• **MBA 505 Business in West Virginia (3)** - An examination of the businesses that provided the economic staying power for the state of WV over the history of its statehood. The course continues with an examination of the business environment transition from mining and manufacturing to the current service economy.

• **RECR 570 Environmental Education (3)** - Examines and researches philosophy, techniques, and application of education in and for the outdoors. Topics include history and development of outdoor education, environmental education, including school, camping, conservation, and interpretation techniques.
Admissions Requirements:

- Students wishing to pursue a Graduate Certificate in Appalachian Studies may enroll as a certificate-only student or may pursue the certificate while working toward any graduate degree, as certificate study will serve to add an extra dimension to one’s understanding of the region and better serve students’ workforce and professional goals.

- Students interested in the Appalachian Studies Certificate Program should apply for graduate studies admission to Shepherd University as a Certificate/Professional Development student, selecting on the application form Certificate in Appalachian Studies. Applicants must have a bachelor’s degree from a regionally accredited institution and a 2.5 minimum GPA in order to apply.
RECOMMENDATION FOR APPROVAL OF 2013-2014 ACADEMIC PROGRAM REVIEWS

Pursuant to the Board’s statutory responsibilities and under West Virginia Higher Education Policy Commission (WVHEPC) Series 10, the Board is required to cause cyclical reviews of all of the academic programs. Under the provisions of Series 10, the Board should make one of five determinations regarding each program reviewed:

- 5.1.1. Continuation of the program at the current level of activity, with or without specific action; or
- 5.1.2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action; or
- 5.1.3. Identification of the program for further development; or
- 5.1.4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
- 5.1.5. If it recommends discontinuance of the program, then the provisions of Higher Education Policy Commission policy on approval and discontinuance of academic programs will apply.

The Shepherd University Program Review Committee (SUPRC) completed extensive reviews of Education, Family and Consumer Sciences (FACS), Nursing Education, Sociology, and Social Work consistent with past requirements. This was the first review cycle for the Honors Program, Master of Music, Music Education (M.M.M.E.). Each review process included an external reviewer. Each of these programs has demonstrated its continuing value to the University.

Additional details about the program reviews are included on the following pages of the agenda book.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the program reviews of Education, Family and Consumer Sciences (FACS), Honors Program, Nursing Education, Sociology, Social Work, as well as Master of Music, Music Education (M.M.M.E.), and the Board adopts the institutional recommendations that each program be continued at the current level of activity. The Board authorizes the President to submit these reviews on its behalf to the West Virginia Higher Education Policy Commission.
EXECUTIVE SUMMARY

Created in response to an external mandate by the West Virginia Higher Education Policy Commission (WVHEPC), the program review process at Shepherd University is designed to enable the campus to evaluate all academic programs on a five-year rotating cycle by the Shepherd University Program Review Committee (SUPRC), at both the undergraduate and graduate levels. The first review cycle of programs was completed during the 2006-2007 academic year.

The reviews allow Shepherd to determine the level at which its programs are reaching institutional goals. The use of external evaluators having expertise in each subject area provides an objective observer who is able to evaluate departments against a national model and informs regarding program strengths as well as areas in need of improvement.

Dr. Scott Beard, Associate Vice President for Academic Affairs and Dean of Graduate Studies, serves as the Coordinator (Chair) of the committee for both the undergraduate and graduate program reviews. The undergraduate committee includes Dr. Dan DiLella, Professor and Chair, Department of Chemistry, School of Natural Sciences and Mathematics; Dr. Anne Murtagh, Professor, Department of Psychology, School of Business and Social Sciences; Dr. Laura Clayton, Professor, Department of Nursing Education, School of Education and Professional Studies; and Ms. Rhonda Smith, Professor and Chair, Department of Contemporary Art and Theater, School of Arts and Humanities.

The graduate program review committee includes Dr. Julia Sandy-Bailey, Assistant Professor, Department of History, School of Arts and Humanities; Dr. Heidi Dobish, Associate Professor, Department of Psychology, School of Business and Social Sciences; Dr. Dorothy Hively, Associate Professor of Education and Director of Student Disability Support Services, Department of Education, School of Education and Professional Studies; and Dr. Georgiann Toole, Assistant Professor, Department of Education, Schools of Education and Professional Studies.

The following provide additional assistance: Ms. Sara Maene, Director of Institutional Research [data sets], Dr. Laura Renninger, Dean of the Center for Teaching, Learning (CTL), and Instructional Resources [assessment] and Ms. Valerie Owens, Executive Director of University Communications, provided proofreading of all self-assessments and SUPRC reports.
Process
Utilizing a rubric and a specified timeline for the Program Review process, the evaluation process consists of two parts: (1) an internal review committee consisting of faculty members from the academic schools and the Associate Vice President for Academic Affairs who serves as the coordinator (chair), and (2) external reviewers. External reviewers with specific expertise and experience in each of the academic programs completed a thorough review, which included a campus visit. In the case of accredited programs, the review was conducted by a team of reviewers selected by the programmatic accrediting body.

Education: The Professional Education Unit (PEU) is comprised of faculty from every school on campus. The Professional Education Unit Council (PEUC), chaired by the Director of Teacher Education (DTE), administers the teacher education program. This includes the 12 Department of Education (DOE) faculty members and 10 secondary specialization coordinators from each of the secondary licensure areas (housed in their departments), coordinators of the graduate programs in education, and two elected student representatives. The Director of Assessment and Accountability (DAA) is responsible for unit data collection, analysis, and distribution. The PEUC demonstrates a model of shared governance in that faculty from all schools share responsibility and authority in determining what is offered in teacher education, consistent with the stated philosophy, theme, and objectives of the teacher education program. There are nearly 700 students, almost evenly divided between elementary and secondary education, represented by the Professional Education Unit (PEU). Students pursuing licensure in 5-Adult, 9-12 or P-Adult programs are categorized as secondary students. Elementary and secondary majors comprise the largest concentration of majors on campus. The courses in the education program provide support for two graduate programs covered in a separate program review.

The conceptual framework (Teacher as Reflective Problem Solver) provides a strong basis for program success and in meeting national and state standards. The program through the use of the TK-20 software program has a well-developed assessment process that informs curricular decisions, as well as the quality of its teacher education candidates. The qualified faculty is diverse, with a good record of professional development, especially among newer faculty members. The department has also sought to address the needs of the region through the development of new degree programs.

The visiting team of reviewers from the National Council for the Accreditation of Teacher Education (NCATE) found that the PEU met the standard on all six of the categories essential for accreditation. It is recommended that this program be continued at the current level of activity without qualification.
**Family and Consumer Sciences (FACS):** Business Administration/FACS, in the School of Business and Social Science. The FACS program offers two baccalaureate degree programs: (1) B.S. in FACS and (2) B.A. in FACS Education and Teaching Field, Grades 5-Adult. In addition, the program offers six minors including: (1) FACS with a Child Development emphasis; (2) FACS with a Consumer Economics emphasis; (3) FACS with a Fashion emphasis; (4) FACS with a Hospitality and Food Management emphasis; (5) General FACS minor; and (6) Hospitality Management minor. The department has also approved adding an additional minor in nutrition and dietetics, with the anticipated implementation date of Spring 2014.

The average number of majors during the review period was 26.2, ranging from 18-37; the mean is higher than the number of majors for the past two academic years at 24 and 23 respectively. Beginning with the Spring 2014 semester, the FACS program will offer FACS 120 (Food for Wellness) as a core curriculum Wellness choice. The FACS program offers core support courses for nursing (FACS 328: Nutrition and Diet Therapy) and social work (FACS 304: Child Development). The FACS Self-study also notes that “many R.B.A. students enroll in Family and Consumer Sciences” courses.

The program has two full time tenure-track faculty who are academically qualified with terminal degrees in very distinct areas of specialization. Faculty members have published in peer-reviewed journals, presented at conferences, and participated in research.

With a small number of full-time faculty and a large number of minors that are low enrolled, concerns raised by the external reviewer and internal committee include: a lack of program focus, a more clearly defined mission statement, large number of minors and work to modernize the curriculum to meet national standards of the American Association of Family and Consumer sciences (AAFCS). With concerns in areas I, II and III, the program is recommended for continuation with the submission of a progress report in two years on revision of its mission and curricular offerings per the suggestions of the external reviewer and SUPRC.

**Honors Program:** This is the first review for the Shepherd University Honors Program. Founded nearly twenty-five years ago, the Shepherd University Honors Program is a strong, active program that promotes academic excellence among both students and faculty. Its mission is thoughtful and well defined, and its operational efforts are consistent with its mission. Highly engaged Honors administrators, faculty, and students have created a rich environment for Honors teaching and learning. Although it faces an increasingly challenging budgetary climate, the Honors Program continues to be a vibrant force at the University.

The Honors Program at Shepherd University is designed to provide a varied and stimulating curriculum to students demonstrating the ability and willingness to engage
in intellectual challenges. Honors courses encourage critical thinking, in-depth analysis, and a greater level of student involvement. Most Honors courses incorporate field trips in the region and have also included international trips as well as travel within the United States in conjunction with coursework in history, literature, and culture. Revisions to the curriculum, increased retention efforts in the area of advising and mentoring, as well as significant travel and conference opportunities have led to a marked increase in retention and graduate rates for the program. While budgetary cuts in recent years are a concern for all programs, the Honors program enjoys support from several units on campus and enjoys wide support and satisfaction from students and faculty alike.

The external reviewer provided numerous suggestions in her report that compared Shepherd’s program to standards set by the National Collegiate Honors Council (NCHC). Some concerns include: admissions process, classroom space, variety of courses, assessment in seminar classes and visibility on university web pages. Overall, this is a strong program with the institution, with opportunity for addressing procedural issues in attracting and retaining students. It is recommended that the program be continued with a few minor concerns noted above.

**Nursing:** The Department of Nursing Education, one of Shepherd’s accredited programs, is housed in the School of Education and Professional Studies. Shepherd University offers the only state-supported baccalaureate nursing program in the Eastern Panhandle of West Virginia. More than 400 students are enrolled as nursing or pre-nursing majors, primarily residents of rural Berkeley, Jefferson, and Morgan counties. The Commission on Collegiate Nursing Education (CCNE) report states that the Department of Nursing Education’s “… vision, mission, and goals are congruent with those of the University. The program prepares graduates for entry into practice as caring, competent, culturally sensitive nurse leaders who are inspired to shape the future of healthcare for a diverse society. Emphasis is placed on a pursuit of lifelong learning, personally and professionally, by providing a caring climate and student-faculty relationships encouraging the intellectual, ethical, and personal development of each student. The curriculum reflects professional standards and guidelines, including purposeful revisions to strengthen results on the National Council Licensure Examination (NCLEX).

As an accredited program, the DNE has a strong assessment plan that includes satisfaction (student, alumni, and employer), graduation rate, NCLEX-RN pass rates, and employment rates. With its emphasis on clinical practice, the DNE maintains active affiliations with a number of local health care agencies, and faculty and staff are very engaged in community service activities. The B.S. program in Nursing (BSN) was reviewed by the CCNE for the first time in October of 2011, and was accredited for five years. The CCNE reported that the program met all standards, with no compliance concerns.
Through its use of accreditation and continuous improvement standards, the program monitors its outcomes. It is recommended that this program be continued at the current level of activity without qualification.

**Sociology:** The Sociology program includes a B.S. degree with two tracks, the Traditional Sociology Track and the Criminal Justice Track. In addition, minors are offered in Sociology and in Anthropology/Geography. During the review period, the total number of sociology majors grew significantly, from 100 to 142, with some decrease in the number of minors. The faculty are highly qualified in the discipline, with newer hires demonstrating a number of professional development outcomes. Notably, students interviewed by the external reviewer have very favorable opinions of the Sociology faculty members.

The program provides three courses that are included in the social sciences section of the Shepherd University Core curriculum. The Sociology program provides required courses for majors in Social Work with Geography courses in the minor used for elementary education and the Social Studies teaching field endorsement.

The external reviewer and review committee noted concerns around the lack of a strategic plan, a curriculum that has too many options and specialized courses, and some organizational issues surrounding departmental meetings and distribution of duties, such as advisees. The overall recommendation is that the program should be continued with major concerns in section I and minor concerns in section III. The SUPRC recommends that the program submit a progress report in two years detailing items of concern: curriculum, program mission, a planning document and progress on distribution of advisees.

**Social Work:** Housed in the School of Business and Social Sciences, the social work program, founded in 1970 has been a State leader in professional social work education for the last 40 years. One of the first schools with Council on Social Work Education accreditation in West Virginia (WV), the Social Work program has since joined with the other accredited social work programs in the state to provide in-service training for new public social service agency employees who are not social workers through the Social Work Education Consortium. The Program was one of only three programs at Shepherd University designated as a “Program of Distinction” (2007-2012) by the WVHEPC based on its record of outreach and service to the community.

The program has been continuously accredited since 1976, and in their most recent site visit from 2011, the Council on Social Work Education (CSWE) found that Shepherd’s program met all standards, with no areas for follow-up. The program is commended for the growth in majors over the program review period (up 44 percent), the commitment to community service by its students and its continued record of grant success by its faculty, such as those from the West Virginia Department of Health and Human
Resources (WV DHHR). Faculty for the program are well credentialed and remain active in professional organizations, and have a sustained record of publications, presentations and successful grant work. Through the nature of the discipline, the program also has strong interaction with the community, directly tying in the mission and core values of the institution.

As the program continues to grow, some concerns include compliance with CSWE standards in regard to full-time faculty, as no new lines have been added since the late 1970s. This also raises concerns about the ability of the faculty to advise their growing number of majors amidst a heavy teaching and service load. Overall, this is a strong program that is recommended for continuation without qualification.

**Master of Music, Music Education (M.M.M.E.): This is the first review for the Shepherd University M.M.M.E. Program.** This graduate degree program is housed in the Division of Graduate Studies and faculty members’ tenure home is in the School of Arts and Humanities.

The M.M.M.E. program is a flexible 30-credit hour degree program that offers a high level of specialization. All students take a 15-hour core that includes courses in musicology, music theory, research, music education philosophy and history, and teaching and learning. In consultation with an advisor, students choose an additional 12 hours of elective courses, tailored to their individual needs. A 3-credit thesis or recital project, designed and completed with an instructor's guidance on a topic of the student's choice, completes the degree. Prior to graduation, the student completes an oral comprehensive exam with a faculty committee.

Students in the M.M.M.E. program express a high level of satisfaction with their coursework, and, as most are employed in the field, are able to immediately see improvement in their own teaching and the outcomes of their students.

The program began enrolling students in the summer of 2007, with its first graduates in 2009. The program has graduated a total of 15 students or an average of 3 per year. Enrollments were at a peak of 23 non-duplicated enrollments in 2008-2009, with only 10 in 2012-13. This dropped to a total of only 7 enrollments (seats) in 2013. With 2 students set to graduate in 2014, there are currently no students in the pipeline for graduation in 2015. The lack of students enrolled in the program is dangerously low, calling into question its viability. With such small enrollment, classes do not allow for dialogue and peer interaction, which is extremely important at the graduate level. It is recommended that the program be placed on probation and complete an additional self-study report following the (National Association of Schools and Music (NASM) visit in 2016 that addresses the concerns of the committee and the institution.
Conclusions
The Departments of Family and Consumer Sciences, Sociology and Social Work are housed within the School of Business and Social Sciences. The Teacher Education program and the Department of Nursing Education are housed in the school of Education and Professional Studies. The Honors programs falls under the jurisdiction of Academic Affairs, headed by that unit’s vice president. The M.M.M.E. graduate program is housed in the Division of Graduate Studies, with the faculty members’ tenure home in the School of Arts and Humanities. All programs reviewed contribute to the fulfillment of Shepherd University’s mission, core values, mission, and Strategic Plan, as well as those of the school, division, and unit. The programs are supportive of liberal arts and professional education, and, their mission statements reflect the nature and scope of the programs. Through the use of national standards and clearly articulated outcomes, programs will continue to enhance their curriculum based on data in support of their mission, goals, and/or objectives in the upcoming review period. Additionally, the M.M.M.E. program makes a noteworthy contribution to the graduate culture of the institution, the community and the K-12 system with the work of its students and graduates.

All programs have dedicated, creative, qualified and experienced faculty and staff who create meaningful educational opportunities for their students both inside and outside the classroom. Nearly all of the full-time faculty members in the reviewed programs have terminal degrees and most are actively engaged in scholarly/creative professional development. They provide excellent service to the University and surrounding community, as well as to professional organizations within the discipline.

External reviewers, including accreditation site visit teams, made a number of suggestions regarding curricular revisions, assessment of outcomes, and opportunities for experiences outside the classroom. All these suggestions will enhance current offerings, increase flexibility and student engagement, and hopefully lead to more success in graduate school and career development.

Most programs followed the format for submission of program reviews and did so in a timely manner. The committee extends our thanks and commendation on the well-written self-study reports and the collegial discussions of the summaries. All programs have solid assessment plans and continue to revise and enhance their curriculum based on assessment data. In general, all reviewed programs received excellent marks from the CTL regarding their clear history of assessment and commitment to data-driven curricular decisions.

Most programs have a planning document that weaves programmatic goals into the unit or school strategic plan. The departments/programs have mixed results in tracking graduates for placement in careers or graduate school. Systematic tracking of graduates at the University level still appears to be problematic. While each program provided
partial information of their graduates on an informal basis, all programs need additional assistance in tracking graduate and employer satisfaction. This is information will be crucial to the institution as it meets targets set by the WVHEPC in targets defined in the new compact process, and for the new standard pathways accreditation process with the Higher Learning Commission (HLC).

The program reports of the SUPRC are a part of the agenda book beginning on Presentation Agenda Item No. 5-a page 5-1. The program reviews are created in accordance with the guidelines of the WVHEPC.
Shepherd University
EDUCATION
Program Review Summary 2008-2013
B.A. Bachelor of Arts
  Elementary Education
  Secondary Education

Minors
  Education

Endorsement
  Early Education PreK-K Teaching Endorsement

External Reviewer:
NCATE Board of Examiners Team:
  Dr. Bill P. Pink
  Mrs. Janet LaVasseur
  Dr. Donna L. Couchenour

State Team:
  Dr. Keely Camden
  Dr. Ronald B. Childress
  Dr. Thelma Isaacs

State Consultant:
  Mr. Robert Hagerman
  Ms. Lisa Hendrick

NEA or AFT Representative:
  Ms. Eileen Poling

OVERVIEW

The Professional Education Unit (PEU), under the leadership of the Vice President for Academic Affairs, Dr. Christopher Ames, and the Dean of the School of Education and Professional Studies, Dr. Virginia Hicks, is comprised of faculty from every school on campus. The Professional Education Unit Council (PEUC), chaired by the Director of Teacher Education, (DTE) Dr. Doug Kennard, administers the teacher education program. This includes the 12 Department of Education (DOE) faculty members and 10 secondary specialization coordinators from each of the secondary licensure areas (housed in their departments), coordinators of the graduate programs in education, and 2 elected student representatives. The Director of Assessment and Accountability (DAA), Dr. Laura Porter is responsible for unit data collection, analysis, and distribution. The PEUC demonstrates a model of shared governance in that faculty from all schools share responsibility and authority in determining what is offered in teacher education,
consistent with the stated philosophy, theme, and objectives of the teacher education program. There are nearly 700 students, almost evenly divided between elementary and secondary education, represented by the PEU. Students pursuing licensure in 5-Adult, 9-12 or P-Adult programs are categorized as secondary students. Elementary and secondary majors comprise the largest concentration of majors on campus. The courses in the education program provide support for two graduate programs covered in a separate program review.

The visiting team of reviewers found that the PEU met the standard on all six of the categories essential for accreditation, both at the initial and advanced levels.

I. Program Purpose and Overview

Mission
The conceptual framework, the Teacher as Reflective Problem Solver (TARPS), was created in 1987 and revised in 1992, 2008, and 2009. The review of the teacher preparation unit at Shepherd University revealed that the conceptual framework is infused throughout all facets of the program. Course syllabi reflect the importance of the conceptual framework as it relates to the unit and the course content. Based on continuing discussions of desired outcomes, research of the relevant literature, formal and informal feedback from school administrators and teachers, dialogue among practitioners, Interstate New Teacher Assessment and Support Consortium (INTASC) and National Board for Professional Teaching Standards (NBPTS), and the Framework for 21st Century Learning, the PEU focuses on the goal that its teacher candidates should possess the willingness and capacity to:

1. Develop a philosophy of teaching based on philosophical and theoretical viewpoints about schooling, teaching and learning;
2. Commit to continuous reflective self-examination for personal and professional development;
3. Demonstrate leadership by functioning as a change agent who influences and improves the education of P-12 students, through scholarship, community action, and collaboration in educational settings;
4. Focus on the development of P-12 students’ critical mindedness, problem solving skills, self-motivation, cooperative social interaction, and commitment to excellent performance;
5. Develop an adequate understanding of the social and psychological conditions of learning, including cultural and linguistic differences, exceptionalities, and developmental characteristics of P-12 students;
6. Develop, articulate, and practice a constructivist, integrated, and multicultural curriculum and pedagogy that promotes and honors individual dignity and rights of P-12 students consonant with the nature of a pluralistic and democratic society;
7. Plan, implement, and assess learning experiences that promote acquisition of the knowledge, skills, and dispositions P-12 students need to become critical participants in a global society;
8. Access current research findings regarding schooling, teaching, and learning and use these findings in educational programs;
9. Develop a critical understanding of the central concepts, tools of inquiry, and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) she/he teaches including the uses of educational multimedia technology;
10. Foster relationships between schools, higher education colleagues, parents, governmental agencies, individuals, and groups in the larger community to support P-12 students' learning;
11. Integrate and implement theory and practice in a coherent pedagogy; and
12. Consistently reflect on their knowledge base, dispositional orientations, and performance characteristics.

The conceptual framework TARPS was built upon the theme that there are three areas of focus for the teacher candidate within the programs: knowledge goals, disposition goals, and performance goals.

II. Assessment: Curriculum and the Assessment of Students' Learning
The PEU along with its compliment of secondary disciplines has in place a series of state and accredited testing systems to insure that students are gaining the knowledge and skills appropriate to the discipline, and are essential in the preparation of effective classroom teachers. NCATE and WV teaching standards and competencies are incorporated on all education syllabi.

Assessment has been an integral tool in the current revisions to the program and should be employed to continue to revise and reevaluate the success of the curriculum, individual courses, and guide future narratives of success.

Dean Renninger notes that both the B.A. in Elementary Education and B.A. in Secondary Education programs have strong assessment plans. Currently we have no report findings for the 2012-2013 cycle. The education courses in the core curriculum are assessing the “experiential learning” and “creative thinking” competencies. The plan is thorough and all findings for the 2012-2013 cycle have been logged with the assessment office. All targets have been met.

III. Students: Recruitment, Enrollment, Retention, and Graduation
The department follows the Shepherd University guidelines for admission and retention and has strict guidelines in place for students as they advance forward in the curriculum. A series of tests and evaluations of readiness at each stage of student development guarantees that students in the program advance toward the next level only after demonstrating the appropriate skills and readiness.
Five-year enrollment trends show a slight decrease in both the elementary and secondary programs between Fall 2011 and Fall 2012. For the past five years, the mean total enrollment in the Elementary program was 289, and Fall 2012 enrollment was 262, which is within 2 standard deviation (SD) of the mean. For the same time period, the mean total enrollment in the Secondary Education programs was 356, and Fall 2012 enrollment was 344, which is within 1.5 SD of the mean.

Graduation rates remained relatively stable over the past five years, with one dip in the total graduates in 2012. The enrollment numbers increased again in 2013.

Enrollment numbers over the past five years indicate a healthy program. It is worth noting that the decline in school age children may create a drop in the job market that could alter the way prospective students view the value of the degree. It would serve the department well to consider how best to recruit and retain students if the demand for classroom teaching positions is decreased over the next few years.

**IV. Resource Availability and Development**

The program has adequate facilities and technological resources to serve its students. The classrooms are equipped with sufficient instructional technology. The library subscribes to sufficient electronic databases to support department programs.

The PEU has an infrastructure that supports technology in instruction throughout the University. The University provides classrooms with Smartboards in all buildings including the older buildings, Knutti, White, and Stuzman-Slonaker halls. Computer labs exist in all buildings with current hardware and software. Funds from the Technology Oversight Committee update computer labs, purchase instructional technology for all content areas, and provide new computers for new faculty upon commencement of service.

The Scarborough Society, Shepherd University budget, and other donations help maintain a current library that serves candidates and faculty. Faculty members request video media, texts, journals, and electronic resource to support candidate learning and faculty research.

The faculty are regularly engaged in scholarly activities that advance the undergraduate program. Since the last accreditation visit, a majority of faculty have presented scholarly papers at international, national, and regional conferences. A number of faculty have been published in refereed scholarly journals (i.e., Dr. Becky Mercado and Dr. Tauna Cole have an article coming out in *Kappa Delta Pi Record* and Dr. Lynne Hannah has an article examining Service-Learning in EDUC 200 coming out in *Teaching Education*).
Several faculty are working on a number of different grant-funded projects and other faculty members in the department are engaged in writing a number of grants (i.e., Dr. Karin Spencer and Dr. Laura Porter are partnering with Regional Education Service Agencies (RESA) VIII to develop an Improving Teacher Quality Grant). Faculty continue to engage in professional development activities, including webinars and training, that promote positive changes in their ability to meet the needs of students (i.e., Dr. Dawne Burke is working toward an added endorsement in Multi-categorical Special Education in order to be prepared to help her students understand the importance of meeting the needs of all students).

V. CONCLUSION
It is recommended to the Board of Governors that the programs in Education be continued at the current level of activity without qualification.

5.1.1. Continuation of the program at the current level of activity, with or without specific action;

Following are the strengths, concerns, and recommendations based on the self-study report, comments from the NCATE team of external evaluators, and from the Shepherd University Program Review Committee.

STRENGTHS

- The Education program is accredited by the NCATE, and must adhere to strict and regular reviews.
- The faculty is diverse and academically qualified, and the inclusion of newer members in the past seven years has enriched the program offerings.
- The faculty, especially the newer members, have a good record of professional development.
- Received final approval from the WV Board of Education for endorsement of a new program in Multi-categorical Special Education developed by Dr. Belinda Mitchell.
- Dr. Laura Porter developed an Early Education degree program that offers a new curriculum for those who want to add the endorsement to their Multi-subjects K-6 certification, or a stand-alone degree for those who are only interested in pursuing Early Education P-K. This program will also meet the needs of area Early Education providers who are required to complete courses for their certification. The new program is projected to begin in Fall 2014.
- Both the Multi-categorical Special Education program and the Early Education program are being offered at the new Martinsburg Center. This provides a pathway to graduate education for area teachers and Shepherd’s graduates.
- The Multi-categorical Special Education program includes a number of hybrid courses in order to meet the needs of the adult community.
• The department entered into a partnership with Eastern West Virginia Community and Technical College (EWVCTC) to provide an Elementary Education program for students who want to start their program in that area of the eastern panhandle. Dr. Goodall from EWVCTC attended several of our PEUC meetings this fall and is working with Dr. Lynne Hannah, the Shepherd liaison to the partnership. The first courses for students interested in the Shepherd University degree will be offered at EWVCTC in Fall 2014.

• Graduates and students involved in the service-learning component of this program (student teachers) continue to receive high praise from the institutions, and community they serve. As ambassadors for the Education Program and Shepherd University they continue to create a highly positive and impression.

CONCERNS

• An ongoing concern is the ability to recruit and retain teacher education candidates in the Science, Technology, Engineering, and Mathematics (STEM) disciplines. The institutional compact mandates that Shepherd University increase graduates in these important areas of educational study.

• The department is focused on maintaining accreditation at both the state and national level and this perhaps limits its ability to take a broad view of the curriculum and consider major changes that might improve the overall quality of the program.

RECOMMENDATIONS

• Maintain current accreditations and increase efforts to obtain external funding;

• Increase professional development activities especially among tenured professors;

• Consider increasing the use of online courses or other instructional delivery models;

• Improve tracking of graduates;

• As standards change under state, regional, and national accreditation agencies, it will be necessary for the curriculum to remain flexible and current and responsive.
Shepherd University
Family and Consumer Sciences
Program Review Summary 2008-2013
Major:
- B.S. in Family and Consumer Science
- B.A. in Family and Consumer Science Education and Teaching Field, Grades 5-
  Adult

Minor:
- FACS with a Child Development emphasis
- FACS with a Consumer Economics emphasis
- FACS with a Fashion emphasis
- FACS with a Hospitality and Food Management emphasis
- General FACS minor
- Hospitality Management minor

External Evaluator:
Dr. Bonnie Braun
Professor, Family and Consumer Sciences
University of Maryland
College Park, MD

OVERVIEW
The Family and Consumer Sciences (FACS) program is housed within the Department of Business Administration/FACS, in the School of Business and Social Science. The FACS program offers two baccalaureate degree programs: (1) B.S. in FACS and (2) B.A. in FACS Education and Teaching Field, Grades 5-Adult. In addition, the program offers six minors including: (1) FACS with a Child Development emphasis; (2) FACS with a Consumer Economics emphasis; (3) FACS with a Fashion emphasis; (4) FACS with a Hospitality and Food Management emphasis; (5) General FACS minor; and (6) Hospitality Management minor. The department has also approved adding an additional minor in nutrition and dietetics, with the anticipated implementation date of Spring 2014.

The average number of majors during the review period was 26.2, ranging from 18-37; the mean is higher than the number of majors for the past two academic years at 24 and 23 respectively. The average number of FACS education and teaching field majors for the review period was seven, ranging from 6-10; with the past two years having an enrollment of six students. The mean number of students with a minor in FACS for the review period was 7.42, with the average number of FACS graduates is 8.4, ranging from 5-11 per academic year.
Service to Core Curriculum: Beginning with the Spring 2014 semester, the FACS program will offer FACS 120 (Food for Wellness) as a core curriculum Wellness choice.

Service to Other Departments: The FACS program offers core support courses for nursing (FACS 328: Nutrition and Diet Therapy) and social work (FACS 304: Child Development). The FACS Self-study also notes “many R.B.A. students enroll in Family and Consumer Sciences” courses.

Faculty: The program has two full time tenure-track faculty. The faculty members are academically qualified with terminal degrees and very distinct areas of specialization. Faculty members have published in peer-reviewed journals, presented at conferences, and participated in research.

I. Program Purpose and Overview

Mission: The mission of the Family and Consumer Sciences (FACS) program is to educate individuals to be global stewards when making decisions about consumers and families throughout the life span with special attention to the core values expressed in the Shepherd University mission of service, learning, engagement, integrity, accessibility, and community.

The program mission is aligned with Shepherd University and the School of Business and Social Sciences. The external reviewer noted, “The mission statement may need a re-examination if the recommendations in this report are implemented to assure that what the program is about--its mission--is aligned with how it is organized to fulfill the mission. Also, the mission statement is a bit complex. It could benefit by a rewrite that is to the point of what the program is about. A clearly articulated mission statement can then be used to align faculty, curriculum development and assessment, student recruitment, and fund and friend development.”

Goals: The FACS program strategic plan for 2013-17 noted, “The focus of the program objectives parallels three of the University strategic goals. Each pathway is followed by implementation strategies. Specific program goals/objectives or learning outcomes were not found in the submitted documents from the program for review.

II. Assessment: Curriculum and the Assessment of Students’ Learning

Curriculum: Dr. Braun stated that the “FACS program stands at a crossroads. While its current curriculum and faculty are good, they could be great.” Dr. Braun noted that the program would need to determine its strategic direction and revise its curriculum accordingly. The external reviewer suggested adding emphasis on a minor in consumer resources, eliminating the Hospitality and Food Service Management concentration, and exploring ways to strengthen the students’ research skills prior to their capstone course and project. Dr. Braun also highlighted the importance of having adjunct faculty demonstrate an increased understanding and commitment to the program.
In July 2008, the AAFCS updated subject matter content standards. The FACS program review self-study noted, “The FACS program is working to align lower- and upper-division coursework with the AAFCS standards.” Revising the programs strategic direction and content standards to meet national standards is imperative for the program’s success. The program incorporates the Liberal Education and America’s Promise (LEAP) standards and was revised to reflect Shepherd University’s movement to 120-credit hours required for graduation.

The FACS program provides limited opportunities for students to learn in ways that extend beyond the classroom. Two courses provide service-learning opportunities. FACS 308 (Housing) requires students to spend two hours serving the homeless. FACS 120 (Food for Wellness) requires students to prepare a culturally diverse dinner at the Dining Hall. FACS 304 requires students to spend time observing in the Child Development Center at Shepherd. Additional experiences include co-op learning experiences, study abroad, field experiences, guest speakers, and cultural clothing poster presentations as part of the Shepherd University Common Reading program.

Dr. Braun recommended that the FACS program: (1) Determine ways to integrate professional practice into courses; (2) Explore ways to offer internships and provide civic engagement opportunities; (3) Work with students to determine which other options to activate; (4) Identify alums willing to serve by doing seminars addressing both their journey from college through their career and opportunities they see for new graduates; (5) Reduce student advisement demand by delimiting the curriculum; (6) Host seminars for students given by graduates; and (6) establish a student affiliate of the AAFCS with emphasis placed on the importance of national membership.

The documents submitted for review by the FACS program did not address actions taken regarding recommendations from their previous review.

Assessment of Student Learning:
Dr. Braun noted that through competency assessment “Using a standards-based examination created and conducted through a professional association, universities have assurance the assessment meets national standards for such measurement.” Currently the FACS program does not use a competency assessment. Dr. Braun noted, “The AAFCS offers standards-based examinations that test the subject matter competence of professionals who plan to practice in family and consumer sciences or one of the areas within family and consumer sciences. Four examinations are currently offered.

The AAFCS Composite Examination is particularly well suited for the FACS program at Shepherd University. The FACS program can compare the scores of their students to those of other students and use the data for program validation, improvement, and marketing. The students also benefit. When they pass the examination, students earn
the right to use credential designations after their names. The credential is an assurance that the student has the knowledge, skills and abilities to practice in the FACS field. In addition to the examination near the time of graduation, the FACS program may want to consider the AAFCS Pre-Professional Assessment and Credentialing (PAC) option. If the FACS program pursues the 2+2 option by recruiting students to FACS after completion of an Associate Degree, the Pre-PAC would provide measurement of their incoming knowledge and skills.” It is highly recommended that the FACS program explore options for implementing competency assessment of their students through use of a standardized assessment.

Students in the B.A. program focusing on FACS education and teaching fields, grades 5-Adult, complete the Praxis II exam in eight family and consumer content area courses and complete the required portfolio as part of the assessment of future teachers as “Reflective Problem Solvers” in FACS 430. All students in FACS 430 have surpassed the established program benchmark.

Program Assessment Plan: Statement from Dean Renninger
The FACS courses in the core curriculum are currently assessing the written communication, oral communication, wellness, and lifelong learning competencies. The plan is thorough. This is a new plan devised along with our new core curriculum. No findings have yet been logged with the assessment office.

III. Students: Recruitment, Enrollment, Retention, and Graduation
The standards for admission to the FACS program follow those of the University. Students seeking acceptance into teacher candidacy for the B.A. FACS education and teaching field grades 5-Adult, must meet the admissions standards set by the PEU. These standards include: (1) overall minimum GPA of 2.75; (2) successful completion of Praxis II Content tests with a passing score in reading/language arts (165) and mathematics (164).

Enrollment, Retention, and Graduation:
The average number of majors during the review period was 26.2, ranging from 18-37; the mean is higher than the number of majors for the past two years (24 and 23). The average number of FACS education and teaching field majors remained consistent for the review period at seven, with the past two years having an enrollment of six students. The mean number of students with a minor in FACS for the review period was 7.42, and the average number of FACS graduates is 8.4 annually. Statistics are found in the table on the following page.
<table>
<thead>
<tr>
<th>Number of</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>18</td>
<td>37</td>
<td>29</td>
<td>24</td>
<td>23</td>
<td>26.2</td>
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<tr>
<td>Minors</td>
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<td>Education and Teaching,</td>
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<td>5 – Adult</td>
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<tr>
<td>General FACS</td>
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<td>17</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>13.0</td>
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<tr>
<td>Child Development</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>6.6</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td></td>
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<td></td>
<td>1</td>
<td></td>
<td>0.2</td>
</tr>
<tr>
<td>Fashion</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>Hospitality and Food</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Management</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>5</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>7</td>
<td>8.4</td>
</tr>
</tbody>
</table>

The program self-study noted that the “consumer economics minor has the fewest students. However, it is also the newest FACS minor, and is expected to increase in numbers in the next few years.” The Shepherd University Board of Governors approved the minor in June 2011, with an implementation date of Fall 2011.

Recruitment: The program self-study notes that alumni are the best recruiters for their program. Faculty members participate in University-sponsored open houses, major/minor fairs, study abroad fairs, and student visits.

Demand for Graduates: The programs self-study describes potentials jobs as: “teachers, dietitians, food service providers, hospitality industry providers, financial planners, child care providers, Cooperative Extension agents, apparel designers, fashion merchandisers, textile chemists, and government regulatory positions. Students may be required to pursue graduate degrees for some positions, but the combination of Family and Consumer Sciences with other areas at the undergraduate level provides a strong background for almost any occupation because of its focus on life skills management.” The self-study did not provide any data regarding employment opportunities for the future careers nor did it address the current employment rates of graduates. The University does not have a clearly identified method for collection of data from graduates, such as employment rates.

IV. Resource Availability and Development
The program has adequate facilities with a state-of-the-art institutional culinary kitchen and a clothing construction lab. The FACS program has one dedicated classroom, which seats 30-35 students; other classes are offered in various buildings on the East Campus or at the Martinsburg Center. White Hall houses faculty offices, which have been recently renovated.
The program self-study noted a dwindling number of books were available in the library for use by their majors/minors due to budget constraints and that faculty teaches few, if any, courses between the fall and spring semesters. The self-study noted the program faculty has heavy academic loads because of the need to advise education majors specializing in FACS and the number of non-traditional and Regents Bachelor of Arts (R.B.A.) students enrolled in FACS courses. The mean number of FACS education majors for the program review period is seven and the responsibility for advising these students is no different from for other education content area advisors. The University also has a R.B.A. coordinator that serves as the advisor for all R.B.A. students.

Dr. Braun recommended that the program “Examine current and projected space needs tied to the strategic, promising program areas of emphasis” by: (1) “Realistically estimate the likely number of students taking each of the FACS courses and the likely enrollment in the expanded nutrition and wellness emphasis;” (2) “Explore multiple options for space including reassignment of current space, obtaining classroom space beyond the rooms currently used by FACS and securing laboratory space in other departments or in the community;” and (3) “Consider the feasibility of offering a selected few courses online to both save space and to provide an alternative teaching-learning environment.”

V. Conclusion
Following are the strengths, concerns, and recommendations based on the self-study report; comments from the external reviewer, Dr. Braun; comments on assessment from the Dean of Teaching and Learning, Dr. Laura Renninger; and from the Shepherd University Program Review Committee.

Recommendation: The Shepherd University Program Review Committee recommends continuation of the program with strong concerns in areas I, II and III. The committee asks that in two years the program submit a progress report on revision of its mission and curricular offerings per the suggestions of the external reviewer and SUPRC.

Strengths
- Two highly specialized faculty who are actively involved within their profession;
- Newly renovated state-of-the-art institutional culinary kitchen and apparel construction lab;
- Addition of a FACS 120: Food as Wellness into the Core Curriculum as a Wellness option;
- Offers one to two study abroad courses offered annually through the Department of Business Administration and FACS;
- Dr. Braun noted, “2014 is the centennial of the establishment of the FACS program at Shepherd University. This special anniversary provides an opportunity both for the University and FACS to emphasize achievements over the years, the current situation and visions of where the program is going.”
Concerns

- Lack of program focus and direction, beginning with a vague mission statement and strategic plan. Dr. Braun noted, “Before the FACS program moves ahead with its current strategic plan, decisions need to be made about the extent to which recommendations will be incorporated. FACS needs to phase out less productive efforts to make room for prioritized strategies necessary to move from good to great.”
- Curriculum in need of updating to meet the standards published in 2008 by the AAFCS;
- Focus on student assessment, including use of standardized assessment examinations and literacy assessment, followed by programmatic changes based on assessment results;
- In order to increase student numbers in the FACS program, it appears that the faculty have added courses and minors instead of identifying the program’s strategic direction.

Recommendations: The external reviewer offered excellent recommendations aimed at improving the FACS program, if it is to become a vital program for Shepherd University to maintain. The following is a summary of the committee’s recommendations.

- Clearly identify the mission of the program and its strategic plan for the next five years;
- Modernize the curriculum to incorporate the AAFCS national standards (published 2008) with clearly identified student learning outcomes. This may lead to elimination of certain concentrations and the addition of others.
- As part of the curriculum revision, develop strategies to strengthen students’ research skills prior to their capstone course and project.
- Implement strategies to assess student-learning outcomes, such as use of the AAFCS standards-based competency examination and revise curriculum based on assessment results. Integrate professional practice into the majority, if not all of the courses. This may include additional civic engagement opportunities, service learning experiences, co-op experiences, and alumni seminars.
- Pursue development of a 2+2 initiative with area community colleges.
- Consult with the Vice President of Academic Affairs to determine if within the organizational structure of the institution, FACS may be better served in another department or academic school.
- Offer select courses in an online format to attract other student populations.
- The program has already begun to focus on new curricular offerings, such as the nutrition minor and a wellness course in the core curriculum. Continue to monitor trends in the discipline as it heads to more of a nutrition-focused program.
Honors Program: No major or minor; designation noted on transcript

External Reviewer:
Dr. Kim Klein, Director-Honors Program
Professor of History
Shippensburg University
Shippensburg, PA

OVERVIEW
Founded nearly 25 years ago, the Shepherd University Honors Program is a strong, active program that promotes academic excellence among both students and faculty. Its mission is thoughtful and well defined, and its operational efforts are consistent with its mission. Highly engaged Honors administrators, faculty, and students have created a rich environment for Honors teaching and learning. Although it faces an increasingly challenging budgetary climate, the Honors Program continues to be a vibrant force at the University.

The Honors Program at Shepherd University is designed to provide a varied and stimulating curriculum to students demonstrating the ability and willingness to engage in intellectual challenges. Honors courses encourage critical thinking, in-depth analysis, and a greater level of student involvement. Most Honors courses incorporate field trips in the region and have also included international trips as well as travel within the United States in conjunction with coursework in history, literature, and culture.

Revisions to the curriculum, increased retention efforts in the area of advising and mentoring, as well as significant travel and conference opportunities have led to a marked increase in retention and graduate rates for the program. While budgetary cuts in recent years are a concern for all programs, the Honors program enjoys support from several units on campus and enjoys wide support and satisfaction from students and faculty alike.

Service to Core Curriculum:
The First-Year Honors Core and Honors electives satisfy core curriculum requirements, and upper-division Honors seminars may fulfill major or minor requirements, which may include writing-intensive course. The Honors director has coordinated with department chairs to ensure that Honors capstone projects will meet students’ departmental project requirements, which may satisfy Tier Three requirements.
Service to Other Departments: Not applicable. Other programs provide service to the Honors program.

I. Program Purpose and Overview

Mission and Values
The mission statement of the Honors Program reflects its commitment to create an academic environment in which students can experience education in a dynamic and interactive way. Through seminars that promote active engagement in the subject area, independent research, a student-centered curriculum, and innovative teaching techniques, students in the Honors Program have the opportunity to become more self-directed in their learning. In the Honors Program, students become directly involved in the area of study through field trips, one-to-one interaction with their professors and classmates, and a variety of activities outside the classroom, including international and domestic travel. In addition to expanding the students' academic horizons, the Honors Program encourages student leadership and service to the community. The aim is to create graduates of Shepherd’s Honors Program who are independent thinkers, lifelong learners, and responsible, socially conscious citizens. Honors students leave Shepherd equipped to attend the finest graduate schools.

Goals and Accomplishments
This is the first program review for the Honors Program.

II. Assessment: Curriculum and the Assessment of Students’ Learning
The Honors Program provides a variety of challenging and engaging Honors course offerings for students throughout their undergraduate years. The curriculum includes the Honors First-Year Core seminars in English and History; Honors core electives in a range of disciplines; innovative Honors interdisciplinary seminars; and an integrated series of Honors capstone project courses. The learning experiences in Honors courses are complemented by regular field trips to historical and cultural sites. Students also have the option to use a contract option to enhance their learning in a regular course. The contract option provides greater flexibility for students in meeting their Honors requirements, especially for students in majors with few or no free electives. Recently, the Honors director has developed an Honors seminar that offers students the opportunity to study and engage in research and service learning in Costa Rica.

The Honors Program provides multiple opportunities for students to participate in undergraduate research experiences, internships, conferences, and domestic and international study/travel programs, and these experiences are well integrated into students’ academic programs. Student feedback underscores how important these opportunities are in Shepherd University’s efforts to retain honors students.
The systematic assessment of Honors courses and capstone projects demonstrate that the program undergoes regular self-examination for the purpose of continuous improvement. The significant increase in the program’s completion rate during the past five years underscores the intentionality and success of the program’s assessment efforts. The Honors Program is steadily analyzing its identity, mission, goals, and outcomes—all signs of a vibrant program open to change and improvement. Dean Renninger of the CTL states, “The honors program has a very comprehensive plan and has a record of using data to improve student learning. Currently, there are no findings on record in the assessment office for the 2012-2013 cycle.”

III. Students: Recruitment, Enrollment, Retention, and Graduation

Each year, approximately 40 freshmen are selected each year to enter the Honors Program. Admission to the program typically requires a high school grade point average of 3.6 or above. Students must also have a combined SAT score of 1,200 or better or, if the student has taken the ACT for admission, a 27 or above is usually required. Lower SAT/ACT scores may be offset by an outstanding GPA and vice versa.

Enrollment in the Honors Program has remained fairly stable for the past four years, with approximately 135 students active in the program during 2012-2013. The number of students admitted to the program also remains stable at 40-45 students matriculating to Shepherd on an annual basis. This stability reflects both the available percentage of eligible students who apply to the program as well as the ability of the program’s curriculum and housing resources to maintain that headcount.

Overall, retention in the Honors program has increased over the past four years. This appears to be due to concentrated efforts focused on retention during the past four years, including implementation of the Project Preparation course, increased attention to transcript review, advising, community building, and incentives such as the Costa Rica Study Abroad Seminar. Attention to more creative scheduling of the Honors CORE and awarding of credit for Advanced Placement (AP) classes such as English and history will help remove obstacles and further enhance retention.

Through the assessment process, the Honors director also recognized the need to provide greater mentoring for students so that they could successfully complete their Honors capstone projects. To this end, she created and continues to teach a one-credit Honors capstone preparation course. These coordinated advising initiatives have led to significant improvements in the Honors Program’s retention rate during the past five years. Between 2003 and 2008, less than one-quarter of Honors students completed the program requirements and graduated from the Honors program. During the last five years, program retention and completion rates have increased substantially, rising to a 56 percent graduation rate in 2012-2013.
IV. Resource Availability and Development

Academic Affairs provides the operating budget for the Honors program. Due to the current budget considerations, the budget for the program has been reduced about 20 percent in the area of vehicle rentals for travel opportunities. These very valuable experiences provide excellent opportunities to attract and retain the very best students.

The Shepherd University Foundation also provides support, and, the director receives a stipend and 50 percent release time as the administrator of the program, with assistance from a part-time staff person. Like many programs on campus, the program would benefit from dedicated classroom and/or other gathering spaces.

V. CONCLUSION

It is recommended to the Board of Governors that the Honors Program be continued at the current level of activity with minor concerns.

The following are the strengths, concerns, and recommendations based on the self-study report, comments from the external reviewer [Dr. Klein], comments on assessment from Dr. Laura Renninger, Dean of Teaching and Learning, and from the Shepherd University Program Review Committee.

- Highly effective and dedicated leadership;
- Challenging and innovative curriculum;
- Exciting range of co-curricular and experiential learning opportunities, including field trips, undergraduate research opportunities, and travel-study seminars;
- Meaningful advising and mentoring of students;
- Strong sense of community among Honors students and faculty;
- Well-received student residence option;
- Enthusiastic support of faculty who have very positive perceptions of the Honors Program and its contribution to faculty growth, creativity, and morale;
- Administrators who are eager to promote and support the program.

CONCERNS

- Low GPA requirement for admission is out of line with national standards;
- More thorough assessment of seminar classes;
- Lack of clarity in transfer agreements (articulations);
- Lack of dedicated classroom space;
- More classes in the sciences;
- Lack of resources for conference participation and other study/travel opportunities;
- Lack of priority in the registration process for honors students;
- Lack of flexibility in entry points for the program;
- Higher visibility for the program on university web pages to attract high-ability students.
RECOMMENDATIONS: The following key recommendations by the external reviewer are based on the context of the National Collegiate Honors Council’s basic characteristics of a full-developed Honors Program:

- Strengthen the Honors admissions process by streamlining the interview process and the coordination of scholarship awards with the Financial Aid office.
- Raise the GPA required for program eligibility to reinforce the program’s high academic standards.
- Engage in strategic fundraising initiatives to ensure the viability of the co-curricular and experiential learning opportunities that are the program’s hallmarks.
- Secure university funding to compensate departments whose faculty teach in the Honors Program so that the program is fully institutionalized and not dependent on the good will of individual faculty and department chairs.
- Expand Honors course offerings, especially in the sciences and professional programs, to ensure that the program meets the academic needs of students in all majors.
- Showcase the Honors Program and achievements of Honors students and faculty on the University website and other communications channels to strengthen the University’s efforts to recruit high-ability students and reputation for academic excellence.
- Expand efforts to recruit new faculty to teach in the Honors Program and provide additional resources for Honors faculty development.
- Locate a dedicated classroom for the use of the Honors Program to facilitate implementation of the program’s extensive curricular and co-curricular programming.
- Increase the varied interests and expertise of the faculty who serve on the Honors Advisory Board to enhance the program’s recruitment, retention, and alumni development efforts.
- Enhance opportunities for students to participate in program governance by creating student assistant positions in the Honors office and a new Honors student association.
- Further develop the assessment plan by bringing Honors seminars into the assessment loop.
- Institute priority registration for Honors Program students to facilitate their efforts to complete ambitious and complex undergraduate programs of study.

By taking these steps, the Shepherd University Honors Program will build on its tradition of excellence and ensure that even with the face of increasing competition and a challenging financial climate it will continue to provide exceptional educational opportunities for its students and substantial benefits for Shepherd University for years to come.
Shepherd University
NURSING EDUCATION
Program Review Summary 2008-2013
Shepherd University
Program Review
Department of Nursing Education
School of Education and Professional Studies

External Reviewer: Commission on Collegiate Nursing Education (CCNE)
Evaluation Team: Sandy Forrest, Ph.D., R.N., Team Leader
Sharon Holmes, M.S.N., R.N.
Mary Beth Tittle, Ph.D., A.R.N.P.

Majors:
B.S. degree in Nursing (comprehensive major)

Minors:
No minors are offered.

Shepherd University houses the only state-supported baccalaureate nursing program in the Eastern Panhandle of West Virginia. The Department of Nursing Education (DNE) was formed in 1972, offering an Associate of Science in Nursing (A.S.N.) program. The Bachelor of Science in Nursing (B.S.N.) was initiated in 1987 with the approval of the College Board of Regents and the West Virginia Board of Examiners for Registered Professional Nursing (WVBERPN); the R.N.-B.S.N. track was developed at the same time. More than 400 students are enrolled as nursing or pre-nursing majors, primarily residents of rural Berkeley, Jefferson, and Morgan counties. Graduates of this program have gone on to distinguished careers not only in the Eastern Panhandle of West Virginia, but in other areas of the state and country as well. However, most of them return to their hometowns to practice in rural and underserved areas of West Virginia.

I. Program Purpose and Overview

The Commission on Collegiate Nursing Education (CCNE) report states that the DNE “…vision, mission, goals, program competencies, and ESOs incorporated in the revised curriculum are congruent with those of the University. The program prepares graduates for entry into practice as caring, competent, culturally sensitive nurse leaders who are inspired to shape the future of healthcare for a diverse society. Emphasis is placed on a pursuit of lifelong learning, personally and professionally, by providing a caring climate and student-faculty relationships encouraging the intellectual, ethical, and personal development of each student. The curriculum reflects professional standards and guidelines including: The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008), Nursing: Scope and Standards of Practice (American Nurses Association, 2010), Code of Ethics for Nursing (ANA, 2008), and WVBERPN Nursing Code of Legislative Rules, Title 19 (2009). Faculty have defined their core beliefs (health, professional nursing, nursing education, and patient); these belief statements serve as the foundation for the curriculum, guide the program’s vision and mission, and are embedded in all courses.”
In particular, with regard to the value of diversity, the Committee notes that a large percentage of nursing students are from groups that are usually underrepresented among student populations (90 percent are from rural areas, 45 percent are first-generation college students, 11 percent are male, and 13 percent self-identify as being a member of a racial/ethnic minority). In addition, 74 percent of the nursing students are classified as educationally disadvantaged and 50 percent are considered as economically disadvantaged. As noted above, the department reports that many return to their hometowns and practice in these underserved areas.

As a comprehensive program, the DNE does not currently have any offerings in the core curriculum. One course in the area of wellness was proposed, but was not approved by the General Studies committee.

The CCNE report notes, “In early 2010, the DNE revised the program’s mission, vision, program goals, and expected student outcomes (ESOs).” This curricular reform was undertaken partly to align the program with institutional changes (reduction in credit hours required for graduation from 128 to 120), but also took into account other external and internal factors (input from the community, change in accrediting body, revision of professional standards and guidelines, and a desire to better meet the needs of rural populations and vulnerable groups).

The CCNE also reports: “The DNE performs an on-going collection of outcome data to foster program improvement. The process is guided by the PEP, which was last revised Fall 2010; the plan was available for review by the evaluation team. Annual outcome data collected to track the effectiveness of the program include satisfaction (student, alumni, and employer), graduation rate, NCLEX-RN pass rates, and employment rates. The Evaluation Committee (EC), who determines appropriate actions to be taken, reviews results of ESO data. The evaluation team verified that outcome data results are reviewed by program faculty at regularly scheduled meetings.”

The DNE maintains active affiliations with a number of local health care agencies, and faculty and staff are very engaged in community service activities (see section IV, Professional and Public Service, for details).

The B.S. program in Nursing (B.S.N.) was reviewed by the CCNE for the first time in Oct. of 2011, and was accredited for five years. The CCNE reported that the program met all standards, with no compliance concerns. The B.S.N. program was previously accredited by the National League for Nursing Accrediting Commission (NLNAC), through 2012. The B.S.N. program is also approved by the West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN), with the next review scheduled for fall of 2016.
II. Assessment: Curriculum and the Assessment of Students’ Learning

The CCNE conducted a thorough review of the B.S.N. curriculum, and found it to be clearly articulated, aligned with the program’s mission and goals, and accessible to current and prospective students. More specifically, according to the CCNE report, “Faculty have identified seven program goals to guide the curricular framework. These goals address information management and technology; communication skills; liberal arts education; societal needs; evidence-based practice; patient-centered care; and lifelong learning. Three program competencies (communication, clinical judgment, patient-centered care) build upon the established goals. Additionally, faculty specify ten ESOs for graduates of the program: communication and collaboration; group process; use of informatics; use of evidence-based standards; multi-dimensional patient-centered care; delegation and supervision; quality patient-centered care initiatives; moral, ethical, and legal professional standards. Competencies, specific to each course, are included in syllabi and are clearly reflective of the ESOs.”

The DNE provides ample opportunities for students to learn outside the classroom. Four simulation labs train students specifically for work in acute care, mother/baby, critical care, and independent living. The DNE has recently purchased additional simulation equipment for childbirth and infant and pediatric care. Regarding the clinical experience, the CCNE reported, “Clinical contracts are in place for agencies used by the students. A variety of clinical facilities are utilized for student experiences. Clinical teaching-learning practices include pre/post conference, role modeling, self-reflection, and clinical assignments. A variety of scenarios are used in the simulation labs to assist students in learning nursing interventions prior to actual clinical experiences. Clinical sites are correlated to the EXOs (sic) and course competencies. Students’ progress from simple to complex care of patients in clinical settings. The final semester includes a precepted experience to transition from student to professional nurse generalist.”

Writing and technological literacy: Emphasis on writing is evident in course descriptions. Literacy and the technology relevant to the field of nursing is explicitly emphasized (is one of the seven program goals, as listed above). There are some opportunities for online learning, and the faculty make great use of the online learning platform, Sakai, in their courses.

Assessment of Student Learning

The CCNE notes, “For the past three years, the DNE’s assessment plan and report have been cited as exemplary.” Also, as an accredited program, B.S.N. course syllabi clearly outline the CCNE standards and measures for assessment. The program has used data from assessment plans and licensure pass rates to make data-driven decisions regarding curricular revisions.
As a result, licensure pass rates have improved significantly over the last several years. The DNE has instituted a number of steps to both stabilize and improve the first time pass rate for students. These steps have included: implementation of an NCLEX-RN credit-bearing course (NURS 445) as part of the curriculum; establishing a standard for passing the ATI RN Comprehensive Predictor examination; and inclusion within NURS 445 of a three-day NCLEX-RN review course.

III. Student Recruitment, Enrollment, Retention, and Graduation
DNE faculty regularly attend recruitment fairs off campus and in other urban areas to recruit students. The DNE provided data for Fall 2008 to Fall 2012 that show a steady and significant increase in total enrollment in the nursing program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>343</td>
<td>360</td>
<td>398</td>
<td>429</td>
<td>485</td>
</tr>
</tbody>
</table>

This program represents the highest enrolled major on campus; it is likely the demand for healthcare professionals, coupled with the reputation of the program that has helped to ensure increased enrollment and retention. The DNE’s efforts with advising and clinical faculty are clearly working to keep enrollment, retention, and graduation rates high.

The CCNE reported on graduation rates, “The expected outcome for 2007-08 was that 100 percent would graduate within five years; this outcome was met. The expected outcome for 2008-09 and 2009-10 was changed to state that 100 percent would graduate within three years; this outcome was met.”

The DNE provided data showing that nursing program costs for 2010-2012 ranged from $60 to $64 per student credit hour (SCH), with an average cost of $61. This compares favorably to the average costs of other baccalaureate programs, ranging from $74 to $85, with an average of $80. According to the CCNE report, adequate support is provided by the University in terms of fiscal and physical resources that enable the DNE to fulfill its mission, goals, and outcomes.

Demand for Graduates
The DNE measures the six-month employment rate for graduates (the percentage of graduates who have passed the NCLEX-RN and are seeking employment in nursing who have obtained employment within nursing). For the last four years, this rate has consistently been between 90 to 100 percent.

According to the CCNE report, the WVBERPN mandates that the student pass rate (on the first attempt) for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) must be at least 80 percent. The DNE reports annually the rate at which
graduates pass the NCLEX-RN on their first attempt; the pass rate has ranged from 78.4 percent (2009) to 91.2 percent (2013).

The DNE recognizes that in these difficult economic times, employment opportunities may be more scarce in nursing, as they are in other fields. Faculty have responded by incorporating into the curriculum more information about writing resumes and cover letters, as well as interviewing skills. Students are regularly offered opportunities to meet prospective employers who visit the campus.

The DNE reports that it has increased program admission requirements for the nursing program to include:

- Increasing the GPA requirement to 2.7
- Requiring a “C” in all math courses including a statistics course with a grade of “C”
- Requiring SOCI 203 (General Sociology) as a prerequisite course
- Developed a policy regarding students transferring from other nursing programs into Shepherd’s nursing program.

With regard to tracking graduates, according to the CCNE report, an online survey to collect data from alumni was piloted in April 2010. A 12-question survey was posted on ShepConnect, an online news site. Only three responses were received; faculty are considering using Facebook to collect these data in the future.

**Comparative Advantage(s)**
With ongoing changes to healthcare policy at multiple levels (local, state, and national), there is a critical shortage of educated healthcare professionals at the undergraduate level and beyond, particularly in rural areas such as West Virginia. Shepherd’s B.S.N. program serves underrepresented student populations; this might be seen as a comparative advantage, distinguishing Shepherd’s program from competing programs (90 percent from rural areas; 45 percent first-generation college students; 11 percent male; 13 percent self-identifying as being a member of a racial/ethnic minority). Informal feedback from employers suggests that Shepherd’s program develops skills in critical thinking and professionalism that are valued in the workplace. The competitive price of this program, along with the availability of student scholarships that have been provided through grants, are significant comparative advantages as well.

**IV. Resource Availability and Development**

**Faculty Characteristics**
According to the CCNE report: “DNE faculty are academically and experientially qualified and sufficient in number to accomplish the program goals and ESOs. ... Review of faculty evaluations and vitae confirmed all faculty hold a minimum of a master’s degree in nursing, as specified in the WV nursing code and legislative rules; all hold an RN license as appropriate for their clinical teaching responsibilities and have experience appropriate for the courses they teach.”
The DNE reports that it has established the goal (consistent with the requirements of CCNE) of a minimum of 50 percent of full-time faculty possessing a terminal degree (Doctor of Philosophy with a major in Nursing, or the Doctor of Nursing Practice).

- At the time of the last accreditation visit by CCNE, 38 percent of the full-time faculty possess the terminal degree.
- Currently 40 percent of the full-time faculty (four of ten) possess the terminal degree:
  - Ph.D. with a major in nursing – three
  - D.N.P. – one
- At this time, four additional faculty members are pursuing either the Ph.D. in nursing or the D.N.P.

In its 2013 update, the DNE suggests that: “Since nursing is the declared major of more than 500 students at Shepherd University, the addition of two full-time faculty may enhance student learning.”

**Teaching and Learning Enhancement/Scholarship**
The CCNE reviewed faculty evaluations and vitae and reported that “… full-time DNE faculty maintain competence in the areas in which they teach by attending workshops or conferences, holding current certifications, and through continuing education. It was noted that DNE faculty complete the required minimum of 12 continuing education credits for licensure renewal as required by the WV Board of Registered Professional Nurses.” An example given was that in the spring of 2011, DNE faculty were taking an online continuing education course on human genetics to assist them with teaching some of the courses in the newly revised curriculum.

The DNE has set some benchmarks for faculty scholarship: publications (25 percent), presentations (50 percent), national certification (50 percent), and continuing education activities (100 percent). Data provided in the 2013 update show that the faculty consistently meet or exceed these standards.

**External Funding**
The CCNE reported that DNE faculty are “very involved in grant writing.” DNE faculty have been very proactive in terms of securing external funding through donors for scholarships and special programs and especially with regard to grants. For example, in 2011, the DNE received two grants from the United States Department of Health and Human Services Health Resources and Services Administration, including a Nursing Workforce Diversity grant, totaling $1 million over three years, and a second grant to provide scholarships for disadvantaged students, funded for $58,000.

**Professional and Public Service**
The CCNE reviewed the professional and public service records of the faculty and found numerous examples of service on university committees and other campus activities, as
well as service to the larger community. The DNE reports that 100 percent of faculty and nursing students participate in community service. Students and faculty contribute thousands of hours of service each semester, including: disaster preparedness, provision of care at free clinics, legislative visits to Capitol Hill to discuss health and professional nursing issues, volunteering at local and regional health fairs, etc.

Facilities, Equipment, and Library Holdings
The DNE is situated in Erma Ora Byrd Hall, a new (in 2007), spacious, and inviting building that is centrally located on campus. According to the CCNE report, this building provides a state-of-the-art, high-tech environment for the nursing program. CCNE interviews with faculty and students “... confirmed the building provides an outstanding teaching, working, and learning environment.” The CCNE also notes that the four simulation labs are “well equipped.”

The CCNE evaluation team found the Scarborough Library to be an “excellent resource.” The report specifically commended the technological resources and working space available for students, the tutoring and instructional technological assistance offered, and the internet resources specifically for nursing students and faculty.

V. CONCLUSION
RECOMMENDED RESULT: It is recommended to the Board of Governors that the Nursing Education program be continued at the current level of activity without qualification.

Following are the strengths, concerns, and recommendations based on the self-study report, the CCNE report, comments on assessments from Dr. Laura Renninger, Dean of Teaching and Learning, and from the SUPRC.

STRENGTHS
• Appropriate accreditation. Full accreditation for five years was awarded by the CCNE after a thorough review in Oct. of 2011. The CCNE reported that the program met all standards, with no compliance concerns. The B.S.N. program was previously accredited by the NLNAC through 2012. The B.S.N. program was also approved by the WVBERPN with next review scheduled for fall of 2018.
• Diversity. Many nursing students are from groups that are usually underrepresented among student populations (90 percent are from rural areas, 45 percent are first-generation college students, 11 percent are male, and 13 percent self-identify as being a member of a racial/ethnic minority). The department reports that many return to their hometowns and practice in these underserved areas.
• Engagement with the community. The DNE maintains active affiliations with a number of local health care agencies, and faculty and staff are very engaged in community service activities.
• **Strong enrollment.** The DNE provided data for Fall 2008 to Fall 2012 that show a steady and significant increase in total enrollment in the nursing program, from 343 to 485 in Fall 2012.

• **Strong employment rate for graduates.** The DNE reports that the six-month employment rate for graduates for the last four years has consistently been between 90 to 100 percent.

• **Strong commitment to assessment of student learning and of overall program effectiveness.** Solid record of assessment of student learning, including collecting meaningful data and utilizing those data to make decisions about program improvements. According to the CCNE: “For the past three years, the DNE’s plan and report have been cited as exemplary.”

**CONCERNS**

• Some fluctuation in the pass rate for the NCLEX-RN. A number of improvements have been implemented to target this issue – continue to monitor.

• As one of the largest majors on campus, nursing drives significant volume in other departments providing pre-requisite courses.

• As the demand for more registered nurses increases in the region and nation, the DNE will need to hire credentialed faculty to support the growth of students desiring to become professional nurses. Nationally, there is a nursing faculty shortage, which affects the recruitment and availability of credentialed full-time and clinical nurse educators.

**RECOMMENDATIONS**

• The University needs to take steps to ensure adequate resources are available for departments that continue to grow, as well as majors in other departments impacted by pre-requisite courses.

• The DNE should continue with its plans to provide a Doctor of Nursing Practice (DNP), in order to grow the number of available faculty and also support the increased nursing needs in the region.
Shepherd University
Program Review Summary
Sociology Program
School of Business and Social Sciences

External Reviewer:
Kerry J. Strand, Ph.D.,
Andrew G. Truxal Professor of Sociology and
Chair, Department of Sociology and Social Work
Hood College

Introduction

Majors:
B.S. degree in Sociology – Traditional Track
B.S. degree in Sociology – Criminal Justice Track

Minors:
Minor in Sociology
Minor in Anthropology/Geography

I. Program Purpose and Overview
The Department of Sociology and Geography is part of the School of Business and Social Science. The sociology program includes a B.S. degree with two tracks, the Traditional Sociology track and the Criminal Justice track. In addition, minors are offered in Sociology and in Anthropology/Geography.

The Traditional Sociology major includes 39-40 credit hours in the discipline including 24-25 hours in required courses and 15 in electives. The Criminal Justice track consists of 42-43 credit hours of which 33-34 credits are in eleven required courses and nine are in electives. Both tracks require SOCI 419, an internship capstone course and SOCI 405, a writing-in-the-major course. All students must select a minor and must meet the Shepherd University Core requirements. The curricula for both of the Sociology tracks require 120 or fewer credit hours.

During the review period, the total number of sociology majors has grown significantly, from 100 to 142. The number of majors in the Traditional Sociology track has held constant during the review period at about 29, and the growth has been mostly in the Criminal Justice track, which now includes 80 percent of the majors.

During the review period, the average number of Sociology minors was 25.4 and the number of Anthropology/Geography minors averaged 12.2. The department’s self-study document indicates that there has been a decrease in the number of sociology minors during the review period.
**Faculty**
The department currently has six full-time tenured or tenure-track members. The full-time faculty includes four sociology professors, one anthropology professor, and one geography professor. The current school dean teaches one geography course per year. All full-time faculty members have the Ph.D. degree. The external reviewer noted that she and the students that she interviewed have very favorable opinions of the sociology faculty members.

Most of the full-time faculty members have presented at scientific meetings in the past five years and several have published scientific articles. Most are members of university committees.

The department typically employs about a dozen adjunct faculty members per semester, most of whom teach the general sociology course SOCI 203 which is part of the Shepherd University Core Curriculum.

**Mission and Values**
The sociology program self-study document does not include a mission statement, list of core values or reference to a strategic plan. During the review period, the program did draft a mission/vision statement and strategic plan, but has not completed approval or implementation of this document. It should be noted that in Geography, those items have been fully developed for that subject area, and also include a timeline for implementation, assessment, and viability factors.

**Service to the Core Curriculum**
The Sociology Department provides three courses that are included in the social sciences section of the Shepherd University Core curriculum. These include General Sociology (SOCI 203), World Cultural Geography (GEOG 105) and World Regions (GEOG 202). The department offers a large number of sections of SOCI 203, which is one of the more popular courses in the core curriculum.

<table>
<thead>
<tr>
<th>Sections of General Sociology Offered and Average Enrollment</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Sections</td>
</tr>
<tr>
<td>Enrollment</td>
</tr>
</tbody>
</table>

**Service to Other Departments:**
The sociology program provides required courses for majors in Social Work (i.e., SOCI 203, SOCI 205, SOCI 303, and SOCI 405), and through Geography courses in the minor, supporting courses are found in Elementary Education (i.e., GEOG 105), Social Studies 5-Adult (i.e., GEOG 105), and the Social Studies Teaching Field Endorsement (i.e., GEOG 105, GEOG 301 and upper-division regional courses such as GEOG 408).
II. Assessment: Curriculum and the Assessment of Students’ Learning

**Curriculum**

Dr. Strand, the external reviewer, noted that: “With a few exceptions, the sociology curriculum covers what the American Sociological Association identifies as the key components of a solid major; an introductory course, a research methods and statistics sequence, sociological theory, a capstone course, some coursework in social inequality, some substantive upper-level elective courses, and opportunities for student research, independent study, and internships.”

Dr. Strand also made the following observations: “Although it is fundamentally a sound one, much of the curriculum seems to be in a state of benign neglect. It suffers from “spread”—too many, and too many specialized, courses—as well as from minor problems related to things such as sequencing, prerequisites, major requirements, catalog descriptions, heavy reliance on adjuncts, and a very heavy commitment to the Core Curriculum that undermines their own program and major and shortchanges their own students. Sociology faculty members are well aware of the need to revisit their curriculum and have already begun discussions to do so; my recommendations are intended as suggestions of things to consider as they begin these important, collective discussions.”

The external reviewer made no specific comments on the curriculum for Criminal Justice Track and the self-review document did not include any guidance concerning the rationale for its content. Undoubtedly, there is a rationale for the program; however, it needs to be included in the self-study document.

The Sociology minor requires 18 credits in Sociology that include the introductory course, Theory, Social Problems, Family, Juvenile Delinquency or Criminology, and Ethnic Relations. The minor in Anthropology/Geography consists of 18 credit hours, six hours of required geography courses, nine hours of required anthropology courses, and three hours of an upper-division elective in either geography or anthropology.

**Assessment Plans and Reports**

The following information on assessment in the program comes from Dean Renninger: The sociology program shows a continuous record of assessing learning outcomes for their majors. For the past several cycles, they have assessed the following outcomes: “The graduate with a Bachelor of Science in Sociology will be able to demonstrate critical thinking skills”; “The graduate with a Bachelor of Science in Sociology will be well prepared for success in graduate school and/or the workplace”; “Students completing a minor in Anthropology/Geography at Shepherd will develop skills and knowledge that will equip them to function and contribute as informed citizens with strong analytical and critical thinking skills.” These have been measured by several tools including Major Field Tests, lab quizzes, exit assessments, ethnographies, internship evaluations, and graduate surveys.
With the onset of the new core curriculum, the chair of the Sociology Department, along with the guidance and approval of the assessment office, chose to combine the assessment of majors with the core assessment. In other words, we chose core competencies to assess in Sociology courses within the core for the 2012-2013 cycle. The courses being assessed in the current cycle are only taken by majors. The current plan is thorough and measures student learning—“written communication” and “experiential learning” competencies in particular. All targets have been met or partially met. Plans and report data are always submitted in a timely fashion.

III. Students: Recruitment, Enrollment, Retention, and Graduation

**Admission Standards:**
Sociology majors are subject to Shepherd University’s general admission standards. High school graduates must have a minimum GPA of 2.0 and either a minimum ACT score of 19 or a minimum SAT score of 910.

**Enrollment**

<table>
<thead>
<tr>
<th>Sociology Major and Minors during the Review Period:</th>
<th>F08</th>
<th>F09</th>
<th>F10</th>
<th>F11</th>
<th>F12</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology minor</td>
<td>22</td>
<td>24</td>
<td>31</td>
<td>24</td>
<td>26</td>
<td>25.8</td>
</tr>
<tr>
<td>Anthropology/geography minor</td>
<td>7</td>
<td>13</td>
<td>12</td>
<td>14</td>
<td>15</td>
<td>12.2</td>
</tr>
<tr>
<td>Traditional sociology concentration</td>
<td>32</td>
<td>29</td>
<td>27</td>
<td>28</td>
<td>28</td>
<td>28.8</td>
</tr>
<tr>
<td>Criminal justice concentration</td>
<td>68</td>
<td>77</td>
<td>94</td>
<td>115</td>
<td>113</td>
<td>93.5</td>
</tr>
</tbody>
</table>

As noted in the program overview, the number of majors has grown significantly during the review period (42 percent). This increase has been almost entirely in the Criminal Justice Track. The self-study document notes that the Sociology minor has decreased significantly since the last review period, from an average of 42 in the 2004-2008 period to an average of 26 in the 2008-2012 period. The self-study notes that the Anthropology/Geography minor has maintained steady enrollment figures, moving from a mean of 11.6 for 2004-2008 to 12.2 from 2008-2012.

**Number of Upper Division Sections Offered**

<table>
<thead>
<tr>
<th></th>
<th>F08</th>
<th>S09</th>
<th>F09</th>
<th>S10</th>
<th>F10</th>
<th>S11</th>
<th>F11</th>
<th>S12</th>
<th>F12</th>
<th>S13</th>
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<tbody>
<tr>
<td>SOCI</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>CRIM</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>GEOG</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ANTH</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3</td>
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</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>16</td>
<td>18</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>
Graduation Rates
In the review period, the median number of freshmen each year was 35.4; sophomores 28.4, juniors 32.2, and seniors 30.4. Over the past five years, the mean number of graduating majors is 17.4 per year. In the same time period, the average number of majors was 122.2. Therefore, about 14 percent of majors are graduating per year. During this period, 25 Anthropology/Geography minors and 33 Sociology minors have graduated.

Demand for Graduates
Through a summary of documented results from the graduation survey from the Career Development Center and by tracking recent graduates using social media such as Facebook, the status of 72 percent of graduates of the past five years is provided in the program’s self-study. The program has done a good job in tracking its graduates, while at the same time pointing out a systematic weakness at the institution regarding the tracking of this important data.

IV. Resource Availability and Development
Classrooms and seminar rooms are housed in White Hall and are shared with the History, Political Science, Business, and Social Work Departments. Full-time faculty members have their own offices near one another, adequate computer systems and software. Adjunct faculty share both cubicle space and computers. All classrooms have computer and audio-visual equipment, which is repaired and upgraded when needed. Several computer laboratories around campus are available for students, one of which is in White Hall.

V. CONCLUSION

Recommendation: It is recommended to the Board of Governors for continuation of the Sociology program with major concerns in Section I, and minor concerns in Section III. The program is asked to submit a progress report in two years to the school dean, SUPRC Chair and the Vice President for Academic Affairs addressing issues of curriculum, program mission, a planning document and progress on distribution of advisees.

Following are the strengths, concerns, and recommendations based on the self-study report, comments from the external reviewer (Dr. Strand), comments on assessments from Dr. Laura Renninger, Dean of Teaching and Learning, and from the SUPRC.

STRENGTHS
- The Criminal Justice track has a large and growing number of majors;
- All faculty members have excellent qualifications;
- The sociology program provides many sections of courses in the core curriculum;
- The sociology program has made a good effort in tracking graduates;
- The newer faculty engage in activities to improve their teaching, and advising;
- LEAP goals are supported and are stated on syllabi;
- The department supports an active chapter of a sociology honor society;
- The program’s research requirement distinguishes it from many other programs;
- The department offers an online summer section of SOCI 203;
- The internship program is strong;
- The program provides supporting courses for other programs including Social Work, Elementary Education, and the Teaching Field in Social Studies;
- Many of the faculty have a good record in professional development.

**CONCERNS**

- The sociology program does not have a mission statement or a strategic plan;
- As noted by the external reviewer, the program has too many options and too many specialized courses that cannot be taught frequently;
- The heavy commitment to the Core Curriculum is probably detrimental to serving its own majors;
- The department did not have regular meetings for most of the review period. Without regular meetings, it is difficult to see how long-term planning and curriculum review can be accomplished;
- The advising of majors is not fairly distributed among the faculty members. This potentially hurts both the advisors and students.

**RECOMMENDATIONS**

- The sociology program needs to define its mission and core values and develop a strategic plan, linking to those of the University;
- The program should examine its curriculum for the major. The external reviewer suggests many possible revisions. For example, she suggests eliminating courses that are seldom offered and any that are very highly specialized (e.g., any that are/were designed and taught by a single faculty member) and any others that are peripheral to the program.
- The department should hold meetings often enough to insure effective program and curriculum planning and assessment;
- The program might consider ways to develop opportunities for learning outside the classroom;
- The department should increase its efforts to develop external funding;
- The sociology program should examine possible additions to its course offerings in the core curriculum, thereby providing instructors with more flexibility in their teaching load and other options for students;
- In examining its curriculum, the department should examine the role and impact of the minors it offers;
• Identify qualities and curriculum items that are unique or unusual for the program and promote them to help distinguish the program. Examples of distinguishing features might be the capstone project, research, or location near D.C.
• Consider implementation of the major field test in sociology from the ETS a requirement for graduation and as a means of assessment;
• Continue to make strong efforts to track graduates and create a summary of the results;
• Develop plans to assess the capstone and writing courses;
• Explore the possibility of developing a 2+2 curriculum in Criminal Justice with community colleges.
OVERVIEW
Shepherd University has been a state leader in professional social work education for the last 40 years. The Social Work program was founded in 1970, graduated the first student in December 1973, and was first accredited in 1976. One of the first schools with Council on Social Work Education (CSWE) accreditation in West Virginia, the social work program has since joined with the other accredited social work programs in the state to provide in-service training for new public social service agency employees who are not social workers through the Social Work Education Consortium. The social work Program is an approved provider of continuing social work education by the West Virginia Board of Social Work Examiners (#490049). The program was one of only three programs at Shepherd University designated as a “Program of Distinction” (2007-2012) by the WVHEPC based on our record of outreach and service to the community.

The program has been continuously accredited since 1976, and in their most recent site visit from 2011, the CSWE found that Shepherd’s program met all standards, with no areas for follow-up.

The program is commended for the growth in majors over the program review period (up 44 percent), the commitment to community service by its students and its continued record of grant success, such as those from the West Virginia Department of Health and Human Resources. Faculty for the program are well credentialed and remain active in professional organizations, and have a sustained record of publications, presentations and successful grant work. Through the nature of the discipline, the program also has strong interaction with the community directly tying in the mission and core values of the institution.

Service to Core Curriculum:
As a comprehensive program, social work does not provide any general courses in the selected tiers of the core curriculum other than discipline specific first-year experience, writing-in-the-major, and capstone courses.
Service to Other Departments:
The Social Work program provides supporting coursework (electives) in several other programs. These include the Appalachian Studies minor, Education minor, the B. S. in Family and Consumer Sciences and the content area for the FACS teaching field in the education program. Typically, these electives include upper-level division courses such as:

- SOWK 300 - Community Service Learning
- SOWK 301 - Social Welfare as a Social Institution
- SOWK 305 - Human Behavior in the Social Environment I
- SOWK 417 - Sex and Gender in Contemporary Society
- SOWK 402 - Social Gerontology

I. Program Purpose and Overview

Mission and Values
The mission of the Bachelor of Social Work (B.S.W.) program (to prepare competent beginning level professional practitioners who possess the knowledge, skills, values, and ethics necessary to intervene effectively on behalf of diverse clients at all practice levels) is consistent with the University’s mission of service and core values, particularly in its interaction with the community. As the University has solidified its liberal arts mission and focus, the social work program has aligned its coursework with the core values of the institution and its commitment to LEAP goals and outcomes. As noted in the overviews, particularly noteworthy are the service hours provided by social work students.

Goals and Accomplishments
As there were no overarching issues with the program following the previous review, the summary will focus on the accomplishments of the program, some of which were noted in the introductory material:

- Continuous accreditation with no areas for follow up;
- Significant contribution to the University’s service learning, with more than 14,000 hours provided;
- Designation as a “Program of Distinction” by HEPC;
- Sustained record of successful grantsmanship (more than $2 million awarded in the last 20 years);
- Growth in enrollment;
- Exemplary licensure pass rates;
- Contributions to the profession through continuing education offerings.

II. Assessment: Curriculum and the Assessment of Students’ Learning
Through its alignment with CSWE standards in its coursework at all levels, the B.S.W. program ensures a level of continuous assessment and quality improvement. With its significant field experiences, there is the opportunity to further assess the learning
outcomes in this area through competency evaluation. The licensure pass rates indicate that the program has been successful in preparing its students to meet national standards and in helping students gain admittance to graduate programs.

III. Students: Recruitment, Enrollment, Retention, and Graduation
The B.S.W. follows the standard Shepherd University admissions requirements. The quality of students in the program has continued to rise through the evidence of an increase in entering standardized test scores and a rise in the mean GPA of majors. The program has a good level of diversity among its students that is consistently at a higher rate than that of the institution.

The program enjoys a healthy graduation and retention rate that is in line and at times exceeds the overall rates for the University. In particular, retention rates in the upper division courses are quite high at nearly 100 percent.

SOWK Graduation Rate and Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>1st to 2nd Year Retention</th>
<th>Graduation</th>
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</thead>
<tbody>
<tr>
<td>2012 Graduates</td>
<td>44%</td>
<td>36%</td>
</tr>
<tr>
<td>2011 Graduates</td>
<td>43%</td>
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<tr>
<td>2010 Graduates</td>
<td>54%</td>
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<td>2009 Graduates</td>
<td>57%</td>
<td>39%</td>
</tr>
<tr>
<td>2008 Graduates</td>
<td>50%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Licensing: From 2005-2011 (the last year for which data is available) between 82 percent and 100 percent of Shepherd University social work graduates have passed the professional licensing examination on the first attempt. The national average is 78 percent (Association of Social Work Boards, School Pass/Fail Summary, 2012).

Career and graduate school placement: Based on the analysis by the faculty, the graduates of the program have been accepted at the rate of virtually 100 percent for the Master of Social Work degree at universities in the region, including Columbia University, University of Georgia, Virginia Commonwealth University, George Mason University, Salisbury University, University of Pittsburgh, and West Virginia University. The program’s ability to prepare graduates is evident as almost all these students were accepted for advanced standing in the M.S.W. programs. The outcome is significant because a Shepherd University social work graduate is able to earn the M.S.W. in slightly
over one year compared to the time and expense associated with the “traditional” two-year degree.

IV. Resource Availability and Development

V. CONCLUSION
It is recommended to the Board of Governors that the Social Work program be continued at the current level of activity with no qualifications.

The following are the strengths, concerns, and recommendations based on the self-study report, comments from the external reviewer [Dr. Brooks], comments on assessment from Dr. Laura Renninger, Dean of Teaching and Learning, and from the Shepherd University Program Review Committee.

STRENGTHS

- Highly qualified faculty who are active in the discipline, professional organizations and other scholarly endeavors;
- Continuous accreditation with no areas for follow-up;
- Significant contribution to the University’s service learning, with more than 14,000 hours provided;
- Designation as a “Program of Distinction” by WV-HEPC;
- Sustained record of successful grantsmanship (more than $2 million awarded in the last 20 years);
- Growth in enrollment;
- Exemplary licensure pass rates;
- Contributions to the profession through continuing education offerings;
- Strong diversity component in the student population, field experiences, and client population.

CONCERNS

- Compliance with CSWE standards in regard to full-time faculty;
- As the program has grown significantly, no new lines have been added;
- Continued growth in this accredited and high-enrolled program is constrained due to the above reasons;
- To meet CSWE standards, only full-time faculty must teach core social work classes;
- Increased enrollment raises concerns about the ability of the faculty to advise their growing number of majors amidst heavy teaching and service load.

RECOMMENDATIONS

- Exploit the upcoming 40th anniversary of the program as an opportunity to connect with alumni and to develop additional external funding.
• Examine the SOWK curriculum to explore the possibility of a core curriculum course, such as those currently offered for the Appalachian Studies, FACS, and Education minors.
• With its strong field component and opportunities for learning outside the classroom, exploit the “theory into practice” aspect of the program in terms of recruiting students.
• Incorporate the suggestions of the CSWE site findings letter regarding implementing assessment of the core competencies and practice behaviors in the field practice.
• Due to sustained growth in enrollment, work with the administration to address the ability of the program to address CSWE standards regarding full-time faculty ratios.
Shepherd University
Master of Music, Music Education
Program Review Summary 2008-2013
Master of Music, Music Education (currently no areas of emphasis)

External Reviewers:
The NASM site visit in 2005 did not include the Master of Music, Music Education (M.M.M.E.) program. A substantive change form was reviewed by an accreditation panel, which recommended approval for intent to plan (2007) and subsequent accreditation (2010).

OVERVIEW
The (M.M.M.E.) program is a flexible 30-credit hour degree program that offers a high level of specialization. All students in the program take a 15-hour core that includes courses in musicology, music theory, research, music education philosophy and history, and teaching and learning. In consultation with an advisor, students choose an additional 12 hours of elective courses, tailored to their individual needs. A 3-credit thesis or recital project, designed and completed with an instructor's guidance on a topic of the student's choice, completes the degree. Prior to graduation, the student completes an oral comprehensive exam with a faculty committee.

The program began enrolling students in the summer of 2007, with its first graduates in 2009. The program has graduated a total of 15 students or an average of 3 per year. Enrollments were at a peak of 23 non-duplicated enrollments in 2008-2009, with only 10 in 2012-13. This dropped to a total of only 7 enrollments (seats) in 2013. With 2 students set to graduate in 2014, there are currently no students in the pipeline for graduation in 2015.

The lack of students enrolled in the program is dangerously low, calling into question its viability. With such small enrollment, classes do not allow for dialogue and peer interaction, which is extremely important at the graduate level.

Students in the M.M.M.E. program express a high level of satisfaction with their coursework, and, as most are employed in the field, are able to immediate see improvement in their own teaching and the outcomes of their students.

Criterion A. Centrality
The M.M.M.E. program is guided by the overall mission of the music department and that of its accrediting body, the National Association of Schools of Music (NASM). As most of the students are employed in the K-12 system, the program has helped establish a strong connection with those educators and the University. The M.M.M.E.
program builds on the strong 55-year history of the music department, solid reputation of its undergraduate music education program, and the preparation of its graduates.

This is the initial program review for the M.M.M.E. program, and there are no recommendations to respond to from previous reviews.

**Criterion B. Program Mission, Goals, and Accomplishments**
The program mission is well aligned with graduate studies in its focus to develop advanced skills and knowledge in a specific discipline (music).

In aligning with NASM standards and competencies, the program is designed to develop:

- Individual talents, interests and philosophies which can be used creatively both to preserve and extend our cultural heritage;
- Professional competence in such disciplines as composition and performance interpretation, and evaluation of knowledge;
- Scholarly competence in the organization, interpretation, and evaluation of knowledge;
- Professional competence in the communication and dissemination of knowledge;
- Potential to solve contemporary problems in various aspects of music.

Graduates of the program are employed throughout the region in the K-12 system, and have also participated in ensembles at Shepherd, both as performers and in leadership roles. The use of a graduate assistant to direct community groups such as the Preparatory Chorus provides practical supplemental training for current and potential teachers.

**Criterion C. Assessment: Curriculum and Assessment of Student Learning**
The M.M.M.E. program began with several strands (strings, instrumental, piano, choral, and elementary) within a curriculum of 30 credits. Curricular revision has eliminated those strands, offering more flexibility for students. Students are able to take classes and graduate more readily.

While earlier assessment plans focused on grades as the benchmark for student success, subsequent assessment of students in their culminating course focuses on a rubric of demonstrated skills for meeting outcomes. The department has done an excellent job adopting the NASM outcomes for graduate music education programs in their assessment of student learning. Dean Renninger recommends that measures using course grades be deleted, as there are more than enough measures using other tools. She noted that no findings for the 2012-13 assessment cycle were on file with the CTL, most likely due to the program coordinator being on sabbatical.
Technology: There is limited use of technology in the curriculum based on the discipline. The use of hybrid or some online classes may aid the program in attracting more students.

Criterion D. Recruitment, Enrollment, Retention/Graduation
The M.M.M.E. program began with several strands (strings, instrumental, piano, choral and elementary) within a curriculum of 30 credits. Curricular revision has eliminated those strands, offering more flexibility for students. Students are able to take classes and graduate more readily.

As noted in the interview, the program has seen a decline in enrollment over the last several years, calling into question the viability of the program. The program was heavily identified with one faculty member (Mark McCoy), and during the last year of his tenure and beyond, enrollments began to decline.

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<thead>
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</thead>
<tbody>
<tr>
<td>Enrollments</td>
<td>9</td>
<td>23</td>
<td>21</td>
<td>17</td>
<td>16</td>
<td>10</td>
<td>96</td>
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<tr>
<td>Graduates</td>
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<td>4</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>15</td>
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</tbody>
</table>

Students in the program, despite having the lowest number of credits [30], tend to take the longest amount of time to complete the program. Due to busy schedules or lack of available courses, there is a tendency for students to lose momentum. Suggestions under the recommendation area should help to address these issues.

Criterion E. Faculty/Staff Characteristics
Faculty are highly qualified in their disciplines and have an impressive array of scholarship outcomes from publications and presentations, to commissioning projects, public and institutional service, and concert appearances through the United States and internationally. The stellar faculty represent an opportunity for the program to market those qualifications to prospective students.

Criterion F. Resources/Facilities/Equipment/Library Holdings
Facilities and library holdings for the most part are adequate to support the program. Expansion of the Frank Center to utilize spaces vacated by the Art Department has helped to create additional classroom, rehearsal and office space.

As noted with many programs, additional faculty (clinical or tenure-track) would allow current faculty to be more invested in the program.
RECOMMENDATION
With an overall score below the minimum required for continuation, it is recommended to the Board of Governors that the Master of Music, Music Education program be placed on probation with major concerns surrounding enrollment and viability. It is requested that the Department of Music submit a follow-up report on Criterion D in two years, following the site visit by NASM.

PROGRAM STRENGTHS
- Curriculum: Individual strands have been eliminated, and the emphasis on advanced early childhood pedagogical approaches is a distinguishing feature of the program.
- Faculty are all highly qualified in their discipline and provide a great deal of community and other service to the institution.
- M.M.M.E. students have the highest entering GPA of all graduate students.
- Students are able to put theory into practice immediately in their own classroom setting.
- The program builds on the strong outcomes and reputation of the undergraduate program.

PROGRAM WEAKNESSES
- Finances: Most teachers at the start of their teaching career do not have a lot of extra resources for school. School systems for the most part have not continued to support their teachers obtaining advanced degrees.
- While West Virginia requires re-certification credits, the master’s degree is not mandatory as it is in surrounding states like Virginia and Maryland.
- Recruitment: The department, along with admissions, has not been effective in recruiting students from beyond the immediate area. Delivery models tend to support only a localized student base.
- Competing institutions offer alternative delivery and residency models, as well as a higher level of financial support.

RECOMMENDATIONS
- Make better use of summer sessions. This is a time when teachers can take 6-9 credits in their program.
- Develop other enrollment models that support non-teachers, or rather our own students who wish to stay in school. Another idea is to move to a “summer-only” program with a low-residency requirement to attract students from other areas.
- Develop a 3+2 program for education majors that would allow students to get an advanced degree in five years.
• Explore how to utilize graduate students within the Department of Music to assist with ensembles and other duties, allowing more time for faculty to recruit and participate in the graduate program.
• To that same end, work with graduate studies to develop assistantship opportunities.
• Utilize the research course in the MACI program to alleviate faculty load issues.
• Make sure that are options for students to take at least six credits every semester, as this is the minimum requirement for financial aid.
• Develop other delivery models for courses to reach a wider audience. Explore grant opportunities for faculty to develop an online or hybrid course that allows for a lower residency requirement.

While we do not expect the program to sustain enrollments of 20 or more, by working to alleviate obstacles to student enrollment and further marketing the program, it is hopeful that the M.M.M.E. program can remain viable.
Market Research Related to Recommended 2014-2015 Enrollment, Housing, Dining and Other Fees

In FY2014, the University increased fees by slightly more than seven percent for in-state students and for out-of-state students by 4.58 percent. Both of these fee increases were enacted to offset the state budget cuts of 8.9 percent in FY2015.

As the charts to the right indicate, Shepherd University, despite the increase in in-state tuition, continues to be on par with the average of competitor institutions among West Virginia public universities, and well below the average of competitor public institutions in Virginia, Maryland, and Pennsylvania. Shepherd is still priced below the national average.

Room and board costs are also well below competitor public institutions in the region, but do maintain a slightly higher rate when compared to the average of regional public West Virginia institutions.

After a careful market evaluation, assessment of financial aid support, ability to pay review, and retention analysis on an increase of in-state tuition and fees by $313 and out-of-state tuition and fees by $788 for the 2014-2015 academic year is recommended.

According to The College Board, the increase at public four-year colleges from 2012-2013 to 2013-2014 was 2.9 percent. This is the smallest one-year increase since 1975-1976. After adjusting for inflation, the increase is 0.9 percent, the lowest inflation-adjusted increase since 2000-2001. Between 2007-2008 and 2010-11, the net prices paid by many students were held down by large increases in grant aid and tax benefits, particularly from the federal government, even though published prices were increasing rapidly over the same period. However, between 2010-2011 and 2012-2013, federal grant aid declined. While grants per student from other sources increased, net prices have risen at a time when family incomes have not recovered from recent declines in employment and earnings. Upon this review, faculty and staff on the Budget Advisory Council...
were committed to controlling costs as much as possible in order to avoid adding to the expense of a college degree for parents and students. The recommendations forwarded in this report reflect this commitment.

The chart below shows in-state and out-of-state comparisons of tuition, room, and board costs for enrollment peers. The analysis is based on the assumption that competitor West Virginia institutions will increase at the same rate as Shepherd’s student tuition and fee increases of 4.96 percent, excluding the Athletics Equity Fee, for both in-state and out-of-state. Tuition increases were estimated at three and one half percent for Pennsylvania institutions, three percent for Maryland institutions, and four percent for Virginia institutions. Room and board costs percentage increases were assumed at the same rates.

### Undergraduate University Cost Comparison 2014-2015 (Projections)

<table>
<thead>
<tr>
<th>Institution</th>
<th>In-State</th>
<th>Out-State</th>
<th>Tuition vs. Total</th>
<th>Total vs. Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shepherd University</td>
<td>$6,569.00</td>
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<td>$3,499.00</td>
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<tr>
<td>Bluefield College</td>
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<tr>
<td>Marshall University</td>
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<td>Concord University</td>
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<th>Institution</th>
<th>In-State</th>
<th>Out-State</th>
<th>Tuition vs. Total</th>
<th>Total vs. Total</th>
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<th>Institution</th>
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<td>Hood College**</td>
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<td>McDannel**</td>
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<th>Out-State</th>
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<th>Total vs. Total</th>
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<th>Institution</th>
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<th>Out-State</th>
<th>Tuition vs. Total</th>
<th>Total vs. Total</th>
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</thead>
<tbody>
<tr>
<td>Shepherd University Board of Governors</td>
<td>Presentation Agenda Page 5-2</td>
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AUXILIARY ENTERPRISES ANNUAL REPORT

The 2013 Auxiliary Enterprises Annual Report, which follows, highlights the activities of the Bookstore, Dining Services, Rambler Card Office, Residence Life, Student Center and Wellness Center and is intended to enhance communication with Auxiliary Enterprises to the University campus to encourage transparency and accountability in operations. The report includes FY2013 highlights on operational and financial activities for each unit and a year ahead look into FY2014.

FY2013 was a challenging year for auxiliaries. Residence Hall occupancy slipped by four percent from FY2012, and the Bookstore continued to face significant competition for textbook sales from online sources. As a result, FY2013 revenue was off budget by $100,000 for the year. Despite these challenges and the revenue shortfall, Auxiliary Enterprises was able to exceed budgeted net revenue by $160,000, accomplished through significant cost containment initiatives.

This past year the University was able to leverage auxiliaries’ history of strong financial performance by using $2,950,000 of reserves towards the cost to construct the pedestrian underpass. Other FY2013 highlights include a savings to students of $650,000 in textbook costs by purchasing and selling used and rental textbooks in the University Bookstore, and the Rambler Card Office’s successful transition to a new campus-wide identification card system that will increase functionality and reduce annual system maintenance fees.

FY2014 goals include a net revenue target of ten percent implementation of a transformational plan by the Bookstore to strengthen its position in the marketplace; grow non-fee revenue for the Wellness Center by six percent and convert to a new, more flexible membership management system; develop and implement marketing plans to promote on-campus residency; and assess effectiveness and cost of student programs in Student Center.
<table>
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<th>Page 1</th>
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</thead>
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<td>Residence Life Looking Forward FY14</td>
<td>Page 14</td>
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<tr>
<td>Rambler Card Office Financial Summary FY13</td>
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<td>Rambler Card Office Key Facts FY12</td>
<td>Page 16</td>
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<td>Dining Hall Financial Summary FY13</td>
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<td>Dining Hall Key Facts FY13</td>
<td>Page 18</td>
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<td>Dining Hall Looking Forward FY14</td>
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<td>Student Center Financial Summary FY13</td>
<td>Page 19</td>
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<tr>
<td>Student Center Key Facts FY13</td>
<td>Page 20</td>
</tr>
<tr>
<td>Student Center Looking Forward FY14</td>
<td>Page 20</td>
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</tbody>
</table>
Mission

Auxiliary Enterprises, through unified action, shapes the campus culture by providing unfunded and revenue-driven services to enhance successful customer experiences.

Core Values

Learning
Auxiliary Enterprises’ staff creates collaborative learning opportunities to enhance educational experiences for the campus and community.

Engagement
Auxiliary Enterprises’ staff values personal and professional relationships by committing to employee success, enhancing student learning, and establishing mutually beneficial vendor partnerships.

Integrity
Auxiliary Enterprises’ staff leads by inspiring a shared vision through empowerment, innovation, and ethical problem solving.

Accessibility
Auxiliary Enterprises’ staff embraces change based on customer input, the utilization of technology, and the development of systematic operations to maximize productivity and customer participation.

Community
Auxiliary Enterprises’ staff fosters citizenship by supporting community events and social initiatives and making the best decisions for the whole while taking into consideration the needs of individuals.
All of the departments within Auxiliary Enterprises are owned and operated by Shepherd University and operate under University policies established by the Board of Governors, the President of the University, the Vice President for Administration and Finance, and the Vice President for Student Affairs.

The organizational structures for the departments within Auxiliary Enterprises are identified in the organizational charts on the next two pages. These departments support the Shepherd community by providing academic course materials, Shepherd branded clothing, recreational opportunities, ID card services, facility rentals, housing, dining options and other student services. Each of the departments within Auxiliary Enterprises is operated on sound business principles in the anticipation that overall income will cover both operating expenses and attributable capital development costs.

The Office of Auxiliary Enterprises also manages the University-wide beverage and vending contracts.
Executive Summary

Fiscal Year 13 marked another successful year for Auxiliary Enterprises at Shepherd University. In spite of experiencing enrollment challenges and missing budgeted revenue by $100,000, Auxiliaries exceeded budgeted net revenue by $159,000 for FY13. This was accomplished through aggressive budget management and cost containment initiatives. Collectively $16,812,180 in revenue was generated by the Bookstore, Rambler Card Office, Dining Services, Wellness Center, Residence Life, and the Student Center, an increase of $133,000 over FY12. In addition, Auxiliaries contributed $2.95 million toward the construction of the University’s underpass project.

Auxiliaries is proud of the successful 2013 year as evidenced by the highlights below:

- FY13 revenue was $16,812,180.
  - Budgeted revenue for FY13 of $16,918,501.
- Total expenses for FY13 were $15,259,121.
  - Budgeted expenses for FY13 were $15,524,209.
- FY13 net revenue was $1,553,059.
  - Budgeted net revenue for FY13 was $1,394,292.
- $2,950,000 of Auxiliary Reserves was contributed toward underpass project.
- Bookstore: saved students $662,000 by purchasing and selling used and rental textbooks.
- Rambler Card initiated transition to new ID card system.
- Dining Services reduced food costs by $13,000 through Prime Vendor contract.
- Residence Life increased program offerings by 10%.
- Wellness Center increased net income by 13% realizing an increase of $24,954.
- Student Center increased revenue by $42,906 over FY12.
FY13 Financial Summary - Auxiliary Enterprises

Fiscal Year 2012
Total: $8,496,992

- Residence Life
- Dining Services Operations
- Student Center Operations
- Bookstore & Rambler
- Wellness Center Operations
- Wellness Center Capital

2,355,894
4,266,156
870,850
537,590
466,502
(1,087,650)
Fiscal Year 2013
Total: $5,370,232

- Residence Life
- Dining Services Operations
- Student Center Operations
- Bookstore & Rambler
- Wellness Center Operations
- Wellness Center Capital

$2,950,000 contributed towards Underpass Project in FY13
### FY 13 Financial Auxiliary Enterprises

#### FY2012

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Value</th>
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<tbody>
<tr>
<td>Total Revenue</td>
<td>$16,678,973</td>
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<table>
<thead>
<tr>
<th>Expenses</th>
<th>Value</th>
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<tbody>
<tr>
<td>Personnel Expenses</td>
<td>$4,880,658</td>
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<tr>
<td>Cost of Goods Sold</td>
<td>$3,417,387</td>
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<tr>
<td>Operating Expenses</td>
<td>$6,403,998</td>
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<td>Total Expenses</td>
<td>$14,702,043</td>
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</table>

<table>
<thead>
<tr>
<th>Net Income (Loss)</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Net Income – 11.8%</td>
<td>$1,976,930</td>
</tr>
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</table>

#### FY2013

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>$16,812,180</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Personnel Expenses</td>
<td>$5,011,563</td>
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<tr>
<td>Cost of Goods Sold</td>
<td>$3,299,622</td>
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<tr>
<td>Operating Expenses</td>
<td>$6,947,936</td>
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<tr>
<td>Total Expenses</td>
<td>$15,259,121</td>
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</table>

<table>
<thead>
<tr>
<th>Net Income (Loss)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Income – 10.9%</td>
<td>$1,553,059</td>
</tr>
</tbody>
</table>

- Contributed $2,950,000 from reserve funds toward underpass project.
- Net Income the past three years: $561,935 in FY11, $1,976,930 in FY12 and $1,553,059 in FY13.
- Excluded FY13 capital purchases of $268,257 from financial summary.
- Financial summary includes revenues and expenses for Bookstore, Dining Services, Rambler Card Office, Residence Life, Student Center, and Wellness Center.
### FY 2012 - Bookstore

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>$2,359,614</td>
<td>$2,246,035</td>
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<table>
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<tr>
<th>EXPENSES</th>
<th>FY2012</th>
<th>FY2013</th>
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<tbody>
<tr>
<td>Personnel Expenses</td>
<td>$358,715</td>
<td>$360,936</td>
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<tr>
<td>Cost of Goods Sold</td>
<td>$1,670,805</td>
<td>$1,624,621</td>
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<tr>
<td>Operating Expenses</td>
<td>$209,677</td>
<td>$209,103</td>
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<td>Total Expenses</td>
<td>$2,239,197</td>
<td>$2,194,660</td>
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<table>
<thead>
<tr>
<th>NET INCOME(LOSS)</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Income – 5.1%</td>
<td>$120,417</td>
<td>$51,375</td>
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</tbody>
</table>
FY13 Key Facts - Bookstore

- Implemented an aggressive rental program (in-store and online) partnering with Rafter Rentals to offer additional rental titles resulting in 200+ available rental titles.
- Offered price comparison online, comparing our new and used textbook prices with Amazon, Alibris, and Half.com.
- Implemented a new user-friendly textbook adoption system encouraging faculty to meet adoption deadlines, saving students money on their course materials purchases.
- Achieved website sales of $563,993.
- Contributed $708,000 toward new underpass.
- Hosted internships for two graphic design students.
- Provided funding of $3,000 for student employee scholarships.
- Hosted and provided books for 7 author book signings.
- Bookstore saved students $662,000 by purchasing and selling used and rental textbooks.

FY14 Looking Forward - Bookstore

- Partner with MBS and Rafter to add 30 rental titles to students.
- Increase on-time Fall faculty adoptions by 10% and Spring by 3%.
- Implement a campus-wide education program regarding current textbook initiatives to save students money on course material purchases and promoting the important role the Bookstore plays in the student experience.
- Expand snacks/beverages and health/wellness merchandise.
- Increase gross margin by 2%.
- Establish a Textbook Affordability Task Force to develop campus-wide initiatives to lower the cost of course materials to students and improve service.
- Net income goal of 2% of revenue.
FY13 Financial Summary - Wellness Center

FY2012 – Wellness Center

REVENUE

| Total Revenue | $2,594,827 |

EXPENSES

| Personnel Expenses | $587,892 |
| Cost of Goods Sold | $3,159 |
| Operating Expenses | $1,812,981 |
| Total Expenses | $2,404,032 |

NET INCOME(LOSS)

| Net Income - 7.3% | $190,795 |

FY2013 – Wellness Center

REVENUE

| Total Revenue | $2,631,113 |

EXPENSES

| Personnel Expenses | $584,278 |
| Cost of Goods Sold | $3,453 |
| Operating Expenses | $1,827,633 |
| Total Expenses | $2,415,364 |

NET INCOME(LOSS)

| Net Income - 8.1% | $215,749 |
FY13 Key Facts - Wellness Center

- Successfully transitioned to new membership management software.
- Re-engineered student staff hiring, training, and student evaluation processes.
- Added new Senior and Shepfit group exercise classes to meet members’ requests.
- Host to campus-sponsored Wounded Warrior Program.
- Introduced group and buddy training to provide more cost effective options for customers to receive personal training.
- Successfully hosted high school regional swim meet.
- Replaced all ellipticals and 50% of bikes in the cardio section of the facility.
- Increased swim program revenue 64 over FY12 generating $38,360.
- Reduced staffing expense by $3,500 from year prior.
- Despite an increase of $38,581 in facility repair costs, overall expenses only grew by $11,332 due to aggressive budget management and costs containment initiatives.
- Net Income growth of 13% for an $24,954 increase and a total of $215,749.

FY14 Looking Forward - Wellness Center

- Achieve sales projections of 6.5% growth while reducing total expenses below year prior.
- Develop new membership features and options with increased flexibility of new membership management software.
- Implement individual marketing plan for Personal Training to achieve revenue target of $38,000.
- Offer additional aquatic programming, including toddler programs.
### FY2012– Residence Life

**REVENUE**

<table>
<thead>
<tr>
<th>Total Revenue</th>
<th>$6,187,882</th>
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</table>

**EXPENSES**

<table>
<thead>
<tr>
<th>Personnel Expenses</th>
<th>$1,881,718</th>
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<td>Cost of Goods Sold</td>
<td>$49,545</td>
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<td>Operating Expenses</td>
<td>$3,437,176</td>
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<tr>
<td>Total Expenses</td>
<td>$5,368,439</td>
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</table>

**NET INCOME(LOSS)**

<table>
<thead>
<tr>
<th>Net Income 13.2%</th>
<th>$819,443</th>
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</table>

### FY2013– Residence Life

**REVENUE**

<table>
<thead>
<tr>
<th>Total Revenue</th>
<th>$6,300,899</th>
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</table>

**EXPENSES**

<table>
<thead>
<tr>
<th>Personnel Expenses</th>
<th>$1,907,597</th>
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</thead>
<tbody>
<tr>
<td>Cost of Goods Sold</td>
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<tr>
<td>Operating Expenses</td>
<td>$3,760,565</td>
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<tr>
<td>Total Expenses</td>
<td>$5,707,621</td>
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</table>

**NET INCOME(LOSS)**

<table>
<thead>
<tr>
<th>Net Income – 9.4%</th>
<th>$593,278</th>
</tr>
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</table>
**FY13 Key Facts - Residence Life**

- Residential students earned higher cumulative grade point averages than their peers who commuted to campus: freshmen - 2.64 resident vs. 2.47 commuter; sophomore - 2.89 resident vs. 2.72 commuter; junior - 2.96 resident vs. 2.87 commuter; and senior - 3.08 resident vs. 2.99 commuter.
- Fall 2012 beginning occupancy was 95.0%, a decrease from 100.9% in Fall 2011. This decrease was affected by a smaller new student enrollment. Spring 2013 beginning occupancy was 91.9%, similar to the 91.0% rate in Spring 2012.
- Total number of programs offered increased by 10% over FY12. Programs included those focused on alcohol and drug education, wellness, diversity, academics, community development and other topics which focused upon student success and retention.
- Employed 109 student workers during the course of the academic year.
- Two staff members serve as members of the Campus Coordinated Response team related to interpersonal violence. One staff member presented at the American College Personnel Association national conference, and another presented at the West Virginia Association of Student Personnel Association conference.
- Expended $212,269 in non-capital building improvements for FY13, an increase of $186,245 from year prior.

**FY14 Looking Forward - Residence Life**

- Generate marketing plans to promote on-campus residency and support University retention efforts.
- Implement “The Housing Director” (THD) software which improves the ability to collect and analyze data related to housing. THD also offers the opportunity for students to select their own rooms from available spaces and manage information online.
- Schedule and develop funding plan for HVAC and roof replacement capital projects.
# FY13 Financial Summary - Rambler Card Office

## FY2012 – Rambler Card Office

### REVENUE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>$204,362</td>
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### EXPENSES

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<tbody>
<tr>
<td>Personnel Expenses</td>
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<td>Cost of Goods Sold</td>
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<td>Operating Expenses</td>
<td>$121,474</td>
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<tr>
<td>Total Expenses</td>
<td>$162,046</td>
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### NET INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Net Income</td>
<td>20.7%</td>
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## FY2013 – Rambler Card Office

### REVENUE

<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Total Revenue</td>
<td>$197,261</td>
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### EXPENSES

<table>
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<tbody>
<tr>
<td>Personnel Expenses</td>
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<td>Cost of Goods Sold</td>
<td>0</td>
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<td>Operating Expenses</td>
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<td>Total Expenses</td>
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### NET INCOME

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<tr>
<th>Description</th>
<th>Percentage</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Income</td>
<td>–.3%</td>
<td>$234</td>
</tr>
</tbody>
</table>
**FY13 Key Facts - Rambler Card Office**

- $40,600 in non-capital building expenses associated with new ID card system conversion and re-wiring for vending machines.
- Initiated campus card system conversion in June with successful conversion to new Sequoia POS system for Dining Services.
- Redesigned website.

**FY14 Looking Forward - Rambler Card Office**

- Successfully complete the card system conversion and train users.
- Establish Rambler Card services at the Martinsburg Center.
- Increase the number of Rambler Off-Campus Merchants and Perks Partners. Establish Perks Partners in the Martinsburg area.
- Reduce operational expenses.
## FY13 Financial Summary - Dining Services

### FY2012 – Dining Services

<table>
<thead>
<tr>
<th>REVENUE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>$4,540,737</td>
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<table>
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<tr>
<th>EXPENSES</th>
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<tbody>
<tr>
<td>Personnel Expenses Including Benefits</td>
<td>$1,586,225</td>
</tr>
<tr>
<td>Cost of Goods Sold</td>
<td>$1,693,650</td>
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<td>Operating Expenses</td>
<td>$500,407</td>
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<td>Total Expenses</td>
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<table>
<thead>
<tr>
<th>NET INCOME(LOSS)</th>
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</thead>
<tbody>
<tr>
<td>Net Income -16.7%</td>
<td>$760,455</td>
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### FY2013 – Dining Services

<table>
<thead>
<tr>
<th>REVENUE</th>
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</thead>
<tbody>
<tr>
<td>Total Revenue</td>
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<table>
<thead>
<tr>
<th>EXPENSES</th>
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</thead>
<tbody>
<tr>
<td>Personnel Expenses Including Benefits</td>
<td>$1,661,001</td>
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<tr>
<td>Cost of Goods Sold</td>
<td>$1,631,999</td>
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<td>Operating Expenses</td>
<td>$535,588</td>
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<td>Total Expenses</td>
<td>$3,828,588</td>
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<table>
<thead>
<tr>
<th>NET INCOME(LOSS)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Net Income-14.4%</td>
<td>$648,199</td>
</tr>
</tbody>
</table>

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FY13 Key Facts - Dining Services

- Increased commuter meal plan commitments by 50 units over FY12.
- Realized $13,000 in food cost savings as a result of new Prime Vendor contract.
- Dining Services meal plan participation for the year finished at 68.36%, 4.16% above year prior and now within industry norms.
- Shepherd Dining Services scored “Overall Satisfaction” (3.95 out of 5) on the NACUFS Customer Satisfaction Survey exceeding the national average. Dining Services scored strongly in “friendliness of staff,” “cleanliness,” and “speed of service.” Survey identified improvement opportunities in food freshness, taste, eye appeal.
- Dining Hall special events included meals in support of the Common Reading Program and a Soul Night program promoting the play “A New Home for Liberty.”
- Completed renovation to Ram’s Den. New format includes personal pizzas, a new flat bread sandwich concept, the addition of a Southwestern cuisine concept called the Fresco Grille, and a new expanded Grab-and-Go area.
- Management team completed a series of Leadership-related courses and retreats conducted by Dr. Gordon DeMerritt and Dr. Tom Segar.

FY14 Looking Forward - Dining Services

- Institute methods to address freshness and eye appeal opportunities identified in NACUFS Customer Satisfaction survey.
- Create and cost out plans to remodel Wellness Café and cold food storage in Dining Hall. Additionally assess cost of refurbishing flooring in Dining Hall. Continue to work Dining Hall HVAC project into University capital planning. Identify timing of renovation projects given budget atmosphere of the University.
- Develop concept plan for Wellness Café expansion to leverage demand for on-campus dining options near west campus residence halls and classroom buildings
- Increase involvement in NACAS to network for best practices across auxiliary services.
## FY13 Financial Summary - Student Center

### FY2012 – Student Center

<table>
<thead>
<tr>
<th>REVENUE</th>
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<tbody>
<tr>
<td>Total Revenue</td>
<td>$917,179</td>
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<table>
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<tr>
<th>EXPENSES</th>
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<td>Personnel Expenses</td>
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<td>Cost of Goods Sold</td>
<td>$50</td>
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<td>Operating Expenses</td>
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<td>Total Expenses</td>
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<tbody>
<tr>
<td>Net Income</td>
<td>4.7%</td>
</tr>
<tr>
<td>Net Income</td>
<td>$43,506</td>
</tr>
</tbody>
</table>

### FY2013 – Student Center

<table>
<thead>
<tr>
<th>REVENUE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>$960,085</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Expenses</td>
<td>$445,271</td>
</tr>
<tr>
<td>Cost of Goods Sold</td>
<td>$90</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$470,497</td>
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<tr>
<td>Total Expenses</td>
<td>$915,858</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NET INCOME(LOSS)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Income</td>
<td>4.5%</td>
</tr>
<tr>
<td>Net Income</td>
<td>$44,227</td>
</tr>
</tbody>
</table>
FY13 **KEY FACTS - STUDENT CENTER**

- Don Rohel was selected as the Student Employee Supervisor of the year and Emily Bayer, Information Center Manager was selected as the Outstanding Student Employee of the year.
- 142 students representing 19 student organizations participated in the Student Center “Leadership Lounge” 10 workshop series.
- Eleven new student groups earned campus recognition through Student Life Council.
- Exceeded budgeted Gamezone revenue by 13% realizing $51,000 in revenue.

FY14 **LOOKING FORWARD - STUDENT CENTER**

- Complete bookstore dehumidification project.
- Review all programs and assess how those costs per program and per student, compare with other COPLAC and regional colleges/universities.
RECOMMENDATION FOR APPROVAL OF PROPOSED  
2014-2015 ENROLLMENT, HOUSING, DINING  
AND OTHER FEES

The Budget Advisory Council (Council) was utilized again for 2014-2015 budgetary decisions. The Council is comprised of three of each of the four campus constituency groups of faculty, classified staff, non-classified staff and students. In addition, there are non-voting support staff, and members of the Executive Staff and Deans’ Council present for the Council’s meetings. The objective of the Council is to recommend the tuition increase; determine which initiatives to fund for 2014-2015; and identify funding sources for those initiatives given budget cuts by the State of West Virginia.

Tuition and Fee Percentage Increase
Taking into consideration the anticipated 3.75 percent state budget cuts and through review of projected cost comparisons for Shepherd’s competitors, the Council is proposing a 4.95 percent in-state tuition increase and a 4.95 percent out-of-state tuition increase.

Consolidation of Fees
A proposed consolidation of tuition fees was presented to the Board of Governors for the 2013-2014 academic year, and was approved. At the time, the Capital Fees were not eligible for consolidation because each fee separately funded a bond issue. Because the 2003 and 2004 bonds were successfully refunded in December 2013, the Budget Advisory Council is proposing consolidating the three Education and General Capital Fees into one fee for the 2014-2015 academic year.

All three fees currently fund debt service payments and any remaining dollars are available for the capital needs of the institution. The consolidation will have no effect on how these funds are utilized. Student billings would be more streamlined and the mechanics of fee set-up would be reduced from three separate processes to one.

Room and Board
Auxiliary Services is planning both a room and board increase for 2014-2015 that will fund increases in operating expenses, including personnel raises. The proposed room rate increase is 3.8 percent. The 2014-2015 projected peer institution rate increase is expected to be less than five percent. The proposed board rate increase is 2.06 percent. The 2014-2015 projected peer institution rate increase is expected to be less than five percent.

Other Fees
The 4.95 percent tuition and fee increase includes a $5 increase for Athletics. A separate $4 increase for Athletics Equity is also recommended; by Code, the Equity Fee is not included in the official fee increase percentage calculation. These increases will cover the proposed salary equity increase for athletics staff as well as the National Collegiate Athletic Association (NCAA) audit requirement for 2014-2015.
In addition, a new fee of $35 is proposed for the cost of a student exam within the Master of Business Administration (MBA) program. The exam is the “MBA Major Field Test,” which is part of the University’s Outcomes Assessment plan as mandated by the program’s accreditor, the International Assembly for Collegiate Business Education (IACBE).

The following resolution is recommended for adoption by the Board:

**RESOLVED**, That the Shepherd University Board of Governors approves the increases of Enrollment, Miscellaneous, Housing and Dining fees as presented in the Agenda Book.
Shepherd University Board of Governors  
Report to the Audit and Finance Committee  
April 3, 2014  
Presentation Agenda Item No. 6-c

RECOMMENDATION FOR APPROVAL OF ADMINISTRATIVE RESTRUCTURING OF ADMINISTRATION AND FINANCE

Higher education institutions face ever-growing regulatory and post-audit demands on our financial compliance responsibilities. Experience is demonstrating that the University is best serviced by a chief financial officer who can devote all of his/her professional focus on the fiscal management and leadership of the University. The University began implementing important steps forward in improving the strategic management of our revenues and expenses during the past two years. As we move forward with the implementation of the strategic management of the University’s resources, nurturing the effectiveness of our fiscal and business operations is essential.

The establishment of an executive officer whose sole focus is the fiscal affairs of the University is an increasingly common structure in higher education, and it is recommended that Shepherd University implement such a structure at this time.

The Vice President for Administration and Finance provides oversight of the Finance Office, Procurement Services, Auxiliaries, Facilities, and Information Technology.

Following consultations with affected staff units and with elected constituent representatives, it is recommended that the Office of Vice President for Administration and Finance be restructured in the following ways.

Vice President for Administration:  oversight of Auxiliaries (Wellness Center, Bookstore, Student Center, Housing, and Dining Operations), Facilities, and Information Technology.

Vice President for Finance/Chief Financial Officer:  oversight of Finance and Procurement Services.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the restructuring of Administration and Finance as presented in the Agenda Book.