
The attached “Shepherd University Institutional Compact Report, 2007-2012” addresses the specific elements, core, and elective mandated by the West Virginia Higher Education Policy Commission. Shepherd University began a strategic planning process during the spring of 2006 that will be completed by the spring of 2009. Below are some of the key elements that provide context for Shepherd’s Compact and Strategic Plan.

The Shepherd University Mission Statement states:

Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.

The Shepherd University Mission Statement reflects the institution’s commitment to the people of West Virginia as a public liberal arts university. The university mission acknowledges that it is not only the academic core of the region, but also the cultural and economic centers for opportunity. John Villani includes Shepherdstown as one of The 100 Best Art Towns in America (NY: W. W. Norton and Co., 2005). He notes that: “The heart and soul of Shepherdstown’s cultural scene is connected to the music and theater programs offered at Shepherd University,” with the Contemporary American Theater Festival (CATF) “as the annual highlight” of the cultural calendar (p. 77).

A strong regional cultural core is increasingly seen by experts, such as Richard Florida (see his book: The Rise of the Creative Class (N.Y.: Basic Books, 2002)), as a draw for attracting well-educated professionals who serve as carriers of economic development. Shepherd University is also increasing its development of science and technology-based programs, without losing its time-honored commitments to K-12 teacher education and other areas of historic strength.

Shepherd University is uniquely positioned as West Virginia’s gateway into the Washington, D.C.-Baltimore metropolitan areas and as the gateway to West Virginia from the latter areas. Shepherd’s programs and well-qualified faculty has increasingly become a magnet for people and resources in support of the state and its people. Shepherd is expanding its outreach to working adults and its support of economic development in the Eastern Panhandle. The Shepherd Vision Statement, states:

Shepherd—a premier liberal arts university. We will be a nationally respected community of learners where passion, purpose, and experience unite to inspire individuals to shape the world.

Shepherd University will inspire individuals to make a difference and to shape a better world.
Core Compact Elements

[Data relating to goals and projections are presented in Appendix A of this document.]

1. Enrollment

Data:

Institutional
Shepherd University’s fall headcount and annualized FTE enrollments are as follows:

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<th></th>
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<tr>
<td>1a. Total fall credit</td>
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<td>1b. Annualized FTE</td>
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<td>3479</td>
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Fall Credit Headcount Enrollment and Annualized FTE

(Values for 2004-05 through 2006-07 are as provided by IPEDS and the HEPC. The fall headcount enrollment for 2007-08 is as provided to IPEDS. Annualized FTE enrollment for 2007-08 is based upon data submitted to IPEDS but not yet available from them.)

Goal:

Undergraduate
7.50% growth over the next five years would present Shepherd University with a projected fall credit headcount enrollment of 4262 and FTE of 3697.92. (Projections are based upon a 1.50% increase each year over fall 2007 data.)

Graduate
7.50% growth over the next five years would present Shepherd University with a projected fall credit headcount enrollment of 166 and an FTE of 77.36. (Projections are based upon a 1.50% increase each year over fall 2007 data.)

Combined
A cumulative 7.50% growth in all fall credit headcount over the next five years would present Shepherd University with a projected fall credit headcount enrollment of 4428. A cumulative 7.50% growth in FTE over the next five years would present Shepherd University with a projected FTE of 3775.28. Using this same rate (7.50%), for growth in annualized FTE, results in a projected annualized FTE of 3796.02.
Undergraduate and Graduate Credit Headcount and FTE

(The 2007-08 annualized FTE of 3531.19 is projected from the 2006-07 annualized FTE of 3479 by using the mean annual rate of FTE growth at all levels of 1.50%.

(Projections of annualized FTE numbers for subsequent years are based on the 2007-08 estimate using the same annual rates of increase used for the fall FTE projections in the above table. These projections were performed before IPEDS data were available for the 2007-08 annualized FTE, and as such are based upon the 2007-08 projection instead of the final IPEDS data. As the difference between the projected 2007-08 annualized FTE and the actual 2007-08 annualized FTE is small, the projections would be changed only minimally through re-computation based upon the current number.)

**Strategy/Rationale:**

Due to differences in enrollment behavior among students enrolled at various levels, the projections of fall headcount and annualized FTE have been based on separate projections of undergraduate and graduate enrollment patterns. (The behavior of non-degree-seeking credit students is problematic to predict, as this is a population constantly in flux. Non-degree students may include adult drop-in students, high school students, and others who have no intention of ever completing the baccalaureate at Shepherd or at any other institutions. Those students are mostly undergraduate and are treated here as for degree-seeking undergraduates.)

**Undergraduate**

The goal of 7.50% increase in enrollment over the next five years breaks down to approximately 1.50% increase annually. Institutional trend analysis indicates that over the last ten years Shepherd University has been able to meet or exceed this annual
percentage. Strategic Enrollment Management (SEM), a comprehensive institution-wide process, has been instituted to:

- Stabilize enrollments (ensure no decline in enrollment, control growth, and smooth out fluctuations in enrollment)
- Link academic programs (align the principles of SEM with those of the academic department)
- Stabilize finances
- Optimize resources
- Improve quality
- Improve access to information
- Reduce vulnerability to environmental forces
- Evaluate strategies and tactics

SEM is not a quick fix but a deliberate process to maintain our current level of controlled growth utilizing ongoing evaluation based on criteria established by the institution.

**Graduate**

Graduate enrollments declined in the M.A.-C&I in the past two years due to supply of pent-up demand. Marketing aligned with new strategies in 2009 is projected to reverse the enrollment decline in the M.A.-C&I by 2010 and help increase current graduate programs enrollment at a moderate rate of 1.50% average per year.

**Undergraduate**

Statistical data provided by the Department of Education for Shepherd’s feeder states and corresponding counties indicate high school enrollment projections and graduation rates to continue with a modest but lowered rate of growth over the next five years. Utilizing effective enrollment strategies will allow Shepherd to maintain its market share in those specific targeted areas. Based on the Department of Education’s data and matriculation rates of these specific areas, it is estimated that Shepherd will observe increases from 1-4% out of state and 0-4% in-state annually. The market share of these feeder states and counties will allow Shepherd University to attain its projected enrollment growth of 7.50% over five years.

**Graduate**

Shepherd University has only been providing graduate education and master’s degree programs since the fall of 2006. In an effort to increase enrollments and strengthen graduate studies, a new component, continuing education, has been added to the Office of Graduate Studies. As of fall 2008, the former Office of Graduate Studies is the Office of Graduate Studies and Continuing Education. In conjunction with this new designation, the Graduate Committee is reviewing marketing and innovative strategies to create a graduate studies marketing plan for current and potential Shepherd graduate programs and continuing education offerings. Based on this review, Shepherd will take strategic steps to enhance its marketing outreach and programming to increase the number of
graduate students in its current programs and demonstrate its development toward new graduate programs and a culture of graduate education. By developing a graduate education culture and increasing the enrollments in our current programs, Shepherd will progress toward the development of two new graduate programs which have been approved by the Shepherd Board of Governors (i.e., M.A. Liberal Studies, M.A.-Public History); however, Shepherd will delay going forward until approval by the Higher Learning Commission of the North Central Association of Colleges and Universities.

**Enrollment 2008-2009 Assessment: Goal Met (Undergraduate and Combined) Goal Not Met (Graduate)**

*While Shepherd achieved our goals in the undergraduate and combined categories, graduate enrolment fell short of enrollment projection.*

**Undergraduate – Goal Met**
The projected Compact 2008-2009 goals for fall undergraduate credit growth of 1.5%, 4024 headcount and 3491.53 FTE were achieved. According to the HEPC Fall 2008 Census report 4,044 headcount (2% increase) and 3497.84 FTE (1.7% increase) were attained. The 2007-2008 annualized FTE enrollments is IPEDS data that was not released in time for the 2008 Compact data. IPEDS data are typically not available until spring. So this data field will likely remain a year behind.

**Graduate – Goal Not Met**
The projected Compact 2008-2009 goals for fall graduate credit growth of 1.5%, 156 headcount and 73.04 FTE were not achieved. According to the HEPC Fall 2008 Census report 141 headcount (8.4% decrease) and 70.75 FTE (1.68% decrease) were attained. The 2007-2008 annualized FTE enrollments is IPEDS data that was not released in time for the 2008 Compact data. IPEDS data are typically not available until spring. So this data field will likely remain a year behind.

**Combined – Goal Met**
The projected 2008-2009 combined undergraduate and graduate credit growth of 1.5%, 4181 headcount and 3564.57 FTE were achieved. According to the HEPC Fall 2008 Census report 4,185 headcount (1.6% increase) and 3568.58 FTE (2.21% increase) were attained. The 2007-2008 annualized FTE enrollments is IPEDS data that was not released in time for the 2008 Compact data. IPEDS data are typically not available until spring. So this data field will likely remain a year behind.

Undergraduate and overall credit growth for 2008-2009 were accomplished by continuing to increase our market share, optimizing academic opportunities, and utilizing institutional resources to align sound fiscal practices, reinvestment, and enrollment strategies. The underlying factors to our overall and undergraduate success is in linking academic programs and strategic enrollment management together, defining optimum
enrollment and benchmarking, understanding the economics of strategic enrollment, developing an active process that influences enrollment decision, and ensuring that we put the right product before the right audience at the right price.

Graduate credit growth for 2008-2009 was not accomplished as set forth by the Compact. Several issues occurred between 2007 and 2008 fall: (1) Turnover – changes in the graduate studies leadership with three different individuals as dean or acting dean within six months and in one of the graduate coordinator positions with three different individuals in the position within a six month period, (2) Marketing – due to the turnover there was no dedicated strategic marketing plan to promote Shepherd’s graduate programs and to recruit students. (3) Economy - the strong downturn in the economy that previously would have predicted increased graduate enrollment but instead had both future and current graduate students assessing their job stability or needing to look for work versus continuing in their graduate studies.

Corrective Action Plan:

- Secure a Dean of Graduate Studies and Continuing Education
- Ensure consistent leadership in Coordinator positions
- Develop a strategic marketing plan based off of market analysis, program assessment, and capacity to increase enrollment.
- Realign graduate studies enrollment management and marketing responsibilities to the Vice President for Enrollment Management.

**Enrollment 2009-2010 Assessment: Goal Met (Undergraduate and Combined) Goal Not Met (Graduate)**

Shepherd achieved all optimal enrollment goals as outlined with the exception of graduate headcount.

**Undergraduate – Goal Met**
The projected Compact 2009-2010 goals for fall undergraduate credit growth of 1.5 percent, 4084 headcount and 3543.13 FTE were achieved. According to the HEPC Fall 2009 Census report 4102 headcount (1.43% increase from Fall 2008) and 3642.63 FTE (4.14% increase) were attained. This growth accounts for an 18 headcount (0.44%) and 99.50 FTE (2.81%) increase above the 2009-2010 projections. The 2008-2009 annualized FTE enrollment is IPEDS information that was not released in time for the 2009 Compact data. IPEDS data are typically not available until spring, so this data field will likely remain a year behind.

**Graduate – Goal Not Met (headcount), Goal Met (FTE)**
The projected Compact 2009-2010 goal for fall graduate credit growth of 1.5 percent, 159 headcount, was not achieved. However, after suffering a 13 credit headcount loss
(8.4%) from 2007 to 2008, the graduate program implemented those strategies outlined in the 2008-2009 Compact and regained those 13 students. This accomplishment however fell short by five students (3.14%) of the 159 credit headcount Compact goals. The projected Compact goal of 74.12 graduate FTE was achieved with a Fall 2009 graduate FTE of 78.50. According to the HEPC Fall 2009 Census report, 154 headcount (9.21% increase) and 78.50 FTE (11.00% increase) were attained from the previous academic year. The 2008-2009 annualized FTE enrollment is IPEDS information that was not released in time for the 2009 Compact data. IPEDS data are typically not available until spring, so this data field will likely remain a year behind.

Combined – Goal Met
The projected 2009-2010 combined undergraduate and graduate credit growth of 1.50%, 4243 headcount and 3617.25 FTE were achieved. According to the HEPC Fall 2009 Census report 4,256 headcount (1.69% increase) and 3721.13 FTE (4.27% increase) were attained. The 2008-2009 annualized FTE enrollment is IPEDS data that was not released in time for the 2009 Compact data. IPEDS data are typically not available until spring, so this data field will likely remain a year behind.

Undergraduate and overall credit growth for 2009-2010 were accomplished by continuing to increase our market share, optimizing academic opportunities, and utilizing institutional resources to align sound fiscal practices, reinvestment, and enrollment strategies. The underlying strategies for our overall and undergraduate success are linking academic programs and strategic enrollment management together, defining optimum enrollment and benchmarking, understanding the economics of strategic enrollment, developing an active process that influences enrollment decisions, and ensuring that we put the right product before the right audience at the right price.

Graduate credit headcount growth for 2009-2010 was not accomplished as set forth by the Compact. However, after (1) securing a Dean of Graduate Studies and Continuing Education, (2) ensuring consistent leadership in Coordinator positions, (3) developing a strategic marketing plan based off of market analysis, program assessment, and capacity to increase enrollment, and (4) realigning graduate studies enrollment management and marketing responsibilities to the Vice President for Enrollment Management, the 13 credit headcount loss (8.4%) from 2007 to 2008 was recaptured. This accomplishment however fell short by five students (3.14%) of the 159 credit headcount Compact goals. With the continued implementation of the strategic enrollment management plan aligned with key marketing and academic activities, enrollment is projected to respond positively.

Corrective Action Plan:

- Develop a Client Relationship Management (CRM) plan.
- Assess, restructure, and implement the strategic marketing plan based off of market analysis, program assessment, and capacity to increase enrollment of the previous year.
• Continue to align graduate studies enrollment management, marketing, and academic activities to impact positively ROI.

**Enrollment 2010-2011 Assessment: Progress Made**

**Undergraduate – Progress made**
The projected Compact 2010-2011 goals for fall undergraduate credit growth of 1.5 percent, were 4143 headcount and 3594.73 FTE. According to the HEPC Fall 2010 Census report 4080 headcount (0.5% decrease from Fall 2009) and 3668.80 FTE (0.7% increase) were attained. These figures account for a 63 headcount decrease (1.5%) and 26.17 FTE (0.73%) increase above the 2009-2010 projections. The 2009-2010 annualized FTE enrollment is IPEDS information that was not released in time for the 2010 Compact data. IPEDS data are typically not available until spring, so this data field will likely remain a year behind.

**Graduate – Progress made**
The projected Compact 2010-2011 goal for fall graduate credit growth of 1.5 percent, 161 headcount, was not achieved. According to the HEPC Fall 2010 Census report was 154 students and short of the goal by 7 students (4.3% below). The projected Compact goal of 75.20 graduate FTE was achieved with a Fall 2010 graduate FTE of 79.25. According to the HEPC Fall 2010 Census report, 154 headcount (0.0% increase) and 79.25 FTE (0.95% increase) were attained from the previous academic year. The 2009-2010 annualized FTE enrollment is IPEDS information that was not released in time for the 2010 Compact data. IPEDS data are typically not available until spring, so this data field will likely remain a year behind.

**Combined – Progress Made**
The projected 2010-2011 combined undergraduate and graduate credit growth of 1.50%, 4304 headcount and 3669.25 FTE. According to the HEPC Fall 2010 Census report 4,234 headcount (0.5% decrease) and 3748.05 FTE (0.7% increase) were attained. The 2009-2010 annualized FTE enrollment is IPEDS data that was not released in time for the 2010 Compact data. IPEDS data are typically not available until spring, so this data field will likely remain a year behind.

**Actions taken during the past academic year:**

**Undergraduate:**
- Optimized the number of credits students are registered for to enhance progress toward graduation.
- Diversified Shepherd’s enrollment portfolio through additional articulations.
- Expanded recruitment markets.
- Implemented comprehensive student success plan.
Graduate:
- Developed programmatical recruitment plans.
- Enhanced market through promotion strategies.
- Expanded market relationships.
- Instituted metro rate to increase out-of-state market share.

**Strategies used:**

Undergraduate:
- Instituted classroom utilization “EMS Campus” software to enhance academic opportunity.
- Finalized eight additional campus articulations for fall 2011.
- Realigned territory segmentation due to enrollment shifts and market share analysis.
- Instituted a 3-year student success plan to bring retention and graduation rates within state and national norms.

Graduate:
- Restructured graduate enrollment to report to the VP for Enrollment Management.
- Performed a market analysis in order to develop a marketing plan to achieve increased enrollment.
- Reduced graduate leadership vacancies.
- Instituted financial incentives to enhance out-of-state enrollments.

**Corrective action taken:**

Undergraduate:
- Unveiled new RETAIN CRM modules for students and faculty.
- Developed targeted communication plans for continuing students.
- Increased non-degree opportunities for our corporate partners.
- Continued to increase veteran services.

Graduate:
- Secured a Dean of Graduate Studies and Continuing Education.
- Maintained consistent leadership in Program Coordinator positions.
- Developed consistent messaging across all programs and coordinators.
- Continued to align graduate studies enrollment management, marketing, and academic activities to impact positively ROI.

**Additional Guidelines: Responses**

1. How is the institution addressing the 2008 standards for regular baccalaureate admission for first-time freshmen who are subject to the Series 23, Standards and Procedures for Undergraduate Admission, standards?
Conditional Admission Policy

- If the student has not met one or more of the required GPA, test score, or number of high school units standards set by Shepherd University and approved by HEPC, (Academic 2.0 GPA with 19 ACT or 910 SAT or Academic 3.0 GPA with 17 ACT or 820 SAT) the application is forwarded to the Director of Admissions (DOA) for final admission decision.

- If the student is offered conditional admission by the DOA, a contract is forwarded to the student and parent/guardian to sign which indicates their understanding to the academic policy requirements.

- It is required that all conditionally enrolled students register in the special topics course (Philosophy 100 Introduction into Liberal Arts Study) which is tailored specifically to the needs of this population. This course:
  - is taught by Shepherd’s most experienced and engaging faculty members from various departments throughout the university.
  - helps to cultivate valued skills in the liberal arts such as critical reading and analysis, writing and discussion, argument and debate.
  - introduces students to many helpful campus resources as well as college transition strategies like time-management, study skills, note-taking and coping with test anxiety to name a few.
  - provides the student with three hours of elective credit, this will provide the student with lifelong skills that provide a gateway to college success.

- Notification of all conditionally enrolled students will be provided to the university retention specialist to assist in monitoring student academic success.

2. **What policies or procedural changes, if any, have been made to meet the thresholds for limiting conditional admissions in 2011 to ten percent?**

   - At this time Shepherd University does not see any policy or procedural implications based off the ten percent limit for conditional admits. The application review process is thorough and in compliance with the regulations set by Series 23.

3. **What percentage of freshman students subject to Series 23 standards were admitted conditionally and enrolled in fall 2011?**

   - Cannot report as fall 2011 data is not complete.

**Enrollment 2011-2012 Assessment: Goal Met (Undergraduate and Combined) Progress Made (Graduate)**

**Undergraduate – Goal Met**
The projected Compact 2011-2012 goal for fall undergraduate credit growth of 1.5 percent, 4203 headcount and 3646.33 FTE was achieved. The HEPC Fall 2011 Census report cites 4240 headcount (3.9% increase from Fall 2010) and 3758.63 FTE (2.4% increase) were attained. These figures account for a 37 headcount increase (0.9%) and 112.30 FTE (3.1%) increase above the 2010-2011 projections. It should be noted that there is a potential for future headcount loss due to the loss of federal funding for the National Conservation Training Center; we have seen a decline in the number of non-degree seeking students from this agreement. The 2010-2011 annualized FTE enrollment is IPEDS information that was not released in time for the 2010 Compact data. IPEDS data are typically not available until spring, so this data field will likely remain a year behind.

Graduate – Progress Made
The projected Compact 2011-2012 goal for fall graduate credit growth of 1.5 percent, 163 headcount and 76.28 was partially achieved. According to the HEPC Fall 2011 Census report, 153 headcount (0.6% decrease from Fall 2010) and 77.92 FTE (1.7% decrease from Fall 2010) were attained. These figures account for a 10 headcount decrease (6.1%) and 1.64 FTE (2.1%) increase above the 2010-2011 projections. The 2010-2011 annualized FTE enrollment is IPEDS information that was not released in time for the 2010 Compact data. IPEDS data are typically not available until spring, so this data field will likely remain a year behind.

Combined – Goal Met
The projected Compact 2011-2012 goal for fall combined undergraduate and graduate credit growth of 1.5%, 4366 headcount and 3722.60 FTE was achieved. According to the HEPC Fall 2011 Census report, 4393 headcount (3.8% increase from Fall 2010) and 3836.55 FTE (2.4% increase from Fall 2010) were attained. These figures account for a 27 headcount increase (0.6%) and 113.95 FTE (3.1%) increase above the 2010-2011 projections. The 2010-2011 annualized FTE enrollment is IPEDS information that was not released in time for the 2010 Compact data. IPEDS data are typically not available until spring, so this data field will likely remain a year behind.

Actions taken during the past academic year:

Undergraduate:
- Expanded transfer agreements with an additional two community colleges with five total campuses.
- With the assistance of HEPC funding, Shepherd University implemented a new scholarship strategy. This strategy included the use of merit-based scholarships awarded with the goal of increasing enrollment and net tuition revenue.

Graduate:
- Implemented and programmatically developed recruitment plans.
- Continue to enhance market development through promotion strategies.
• Expanded market relationships by adding a M.B.A. advisory council and providing open house/information sessions once a semester.
• Enhanced communication flow to students who were admitted but not enrolled to increase yield.

**Strategies used:**

**Undergraduate:**
• Instituted enrollment research to identify students through the search process that have a high probability of applying, enrolling, and successfully graduating.
• Developed and released the Shepherd University viewpiece iPad application to assist in recruitment and exposure.
• Shepherd University unveiled our new catalog updates to include the new core curriculum and eight semesters, 120 hour graduation requirements for all programs. This will aid in scheduling and time to graduation.

**Graduate:**
• Continued graduate enrollment to report to the VP for Enrollment Management.
• Bi-monthly meetings with Director of Admissions and VP for Enrollment Management to discuss communication, market strategies, and degree development.
• Performed a market analysis in order to develop a marketing plan to achieve increased enrollment.
• Filled graduate leadership vacancies to provide enhanced customer service and communication to internal and external constituents.
• Enhanced communication by adding Facebook page and online orientation program
• Instituted financial incentives to enhance out-of-state enrollments and low enrollment programs.

**Corrective action taken:**

**Undergraduate:**
• If federal funding for the National Conservation Training Center is not renewed, Shepherd University will need to explore additional collaborations.

**Expanded guidelines: Enrollment, 2011-2012**

1. How is the institution addressing the 2008 standards for regular baccalaureate admission for first-time freshmen who are subject to the Series 23, *Standards and Procedures for Undergraduate Admission*, standards?
There were no changes to the conditional admission policy in 2011-2012. The policy is repeated below.

**Conditional Admission Policy**

- If the student has not met one or more of the required GPA, test score, or number of high school units standards set by Shepherd University and approved by HEPC, (Academic 2.0 GPA with 19 ACT or 910 SAT or Academic 3.0 GPA with 17 ACT or 820 SAT) the application is forwarded to the Director of Admissions (DOA) for final admission decision.
- If the student is offered conditional admission by the DOA, a contract is forwarded to the student and parent/guardian to sign which indicates their understanding to the academic policy requirements.
- It is required that all conditionally enrolled students register in the special topics course (Philosophy 100 Introduction into Liberal Arts Study) which is tailored specifically to the needs of this population. This course:
  - is taught by Shepherd’s most experienced and engaging faculty members from various departments throughout the university.
  - helps to cultivate valued skills in the liberal arts such as critical reading and analysis, writing and discussion, argument and debate.
  - introduces students to many helpful campus resources as well as college transition strategies like time-management, study skills, note-taking and coping with test anxiety to name a few.
  - provides the student with three hours of elective credit, this will provide the student with lifelong skills that provide a gateway to college success.
- Notification of all conditionally enrolled students will be provided to the university retention specialist to assist in monitoring student academic success.
2. Retention Rate

Data:

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<td>Percent of Fall Semester First-time/Full-time Degree-seeking Freshmen</td>
<td>71%</td>
<td>69%</td>
<td>70%</td>
<td>67%</td>
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<tr>
<td>Peer Median Fall Semester First-time/Full-time Degree-seeking Freshmen</td>
<td>64.0%</td>
<td>60.5%</td>
<td>65.0%</td>
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IPEDS

Goal:

Undergraduate
The fall 2006-07 retention rate provided by IPEDS for first-time/ full-time degree-seeking Shepherd University freshmen is 67% compared to 65% for our peers. To maintain our competitive retention rate, Shepherd has established various institutional strategies in order to continue achieving retention rates that equal or exceed those of our peer average. To this end, Shepherd proposes a specific five-year goal to accomplish a slightly increased retention rate of 71%.

Graduate
The graduate studies marketing plan (2009) will target retention rates of graduate students that historically average above 70% among all five programs. Shepherd proposes a specific five-year goal to accomplish a retention rate of graduate students overall at 80%.

Strategy/Rationale:

Undergraduate
Shepherd has put into place a series of steps to support retention through the Office of Teaching and Learning, and, as noted in this Compact, it will continue to implement new efforts in this area. While the current retention level places Shepherd within the upper third of its peers on this dimension, it is expected that there will be at least some additional increase in retention due to these new and continued efforts. Thus, a 1% increase in retention is projected as a minimal expectation, given the student retention level already in place. To achieve the 71% retention rate goal, an institutional commitment and strategic plan will need to be accomplished to increase Shepherd’s first-time, full-time degree-seeking freshman retention by an average of less than 1% per academic year. In order to reach this goal, various campus constituencies will need to implement aggressive new strategies, such as:
Office of the Dean of Teaching and Learning

Placement

- The development of a “Stretch Model” set of courses in English and mathematics to improve student success in these areas has been implemented at Shepherd during the past two years. Identification of students who are not adequately prepared for college-level work in English and/or mathematics, based on SAT/ACT and placement tests, is the basis of student placement in these stretch courses. These courses extend the time that a student is enrolled in English 101 and/or Math 101 from one semester to two and are specifically designed to use the same curricula and texts as the one-semester class. On average, 13% of incoming freshmen require the stretch model English courses and of these 57% pass both courses. For the mathematics courses, 32% of incoming freshmen require the stretch courses, of whom 61% pass both courses.
- A newly filled faculty line for a clinical math instructor was added in support of this program as of the fall of 2007. This position is specifically intended to enhance the Stretch Mathematics sequence.
- The development of an aggressive system to intervene with at-risk students within the program will be undertaken during the 2009-10 academic year and thereafter.
- Expansion of the role of the Academic Support Center to enhance support with student tutorial and mentoring services and intervention with at-risk students is in the process of being implemented.
- Identification of at-risk students through the ACT Student Readiness Inventory, a survey of student emotional intelligence and readiness for college-level work, is now part of the Shepherd retention effort.

Development of FYEX Programs

- The expanding First-Year Experience Program (FYEX) assists students in becoming an integral part of the Shepherd University community and enhances learning, retention, and graduation. Classes in the FYEX Program include Interest Groups, FYEX 102 courses (classes taught by faculty and staff centered on an interest such as creative writing), and Learning Communities (linked general studies classes that integrate material to promote deeper learning). Both the Interest Groups and Learning Communities incorporate discussions of the Shepherd Common Reading, a university-wide program in which all students read a common book during the fall academic semester and speakers and discussions are centered on this book, and university survival skills.
- The retention rate of first-year students in the FYEX 102 courses is higher than the institutional retention rate for first-year students overall. The FYEX
102 retention rate was 75% fall-to-fall for students beginning fall semester 2005 and 68% fall-to-fall for students beginning fall semester 2006. The Shepherd average retention rate as reported by IPEDS for fall 2005-06 is 70% and 65% for the peer median.

**First-Year Faculty Workshops**

- An ongoing series of interactive workshops to familiarize new faculty with University policies and teaching skills is in place. The new faculty members review important issues in the Faculty Handbook, University Catalog, and the Student Handbook. In addition, all members of the First-Year Faculty Workshops are exposed to discussions of teaching strategies and methods to enhance classroom instruction. This develops an excellent resource for these faculty and aids in the generation of a more supportive, student-learning-centered cohort within this group.
- A direct consequence of this is that new faculty members will become better academic advisors and mentors.

**Assessment**

The Office of the Dean of Teaching and Learning reviews annual assessment plans from Academic Advisement and other departments and programs with specific student outcomes with respect to retention issues.

**Advisement**

The Academic Advisement Committee works with the director of academic advisement to develop Advising Resources (handbook and Web site) and to prepare and implement two advising workshops (one in the fall and one in the spring) to introduce and train advisors with respect to institutional policies and online resources for students and faculty alike.

**Enrollment Management Division**

- Creation of a retention specialist position. A candidate was hired in the spring of 2008.
- Formation of a Retention Steering Committee. This committee is charged with efforts to attain retention goals. The Retention Steering Committee is chaired by the retention specialist and composed of staff, faculty, and students.
- Coordination of the campus-wide retention plan, providing education, resource, and referrals services, and communication with campus community members about university-wide retention efforts and initiatives.
• Encouragement and motivation of university constituents to think of retention as something to which everyone can contribute.
• Dedication to focusing on the individual as well as the collective student body.
• Qualitative and quantitative data collection to be used in the analysis of attrition/retention trends.
• Identification (by the Retention Steering Committee) of target areas to which initial retention efforts will be addressed.
• Initial program development and implementation to address these areas.
• On-going assessment of programs and initiatives to determine effectiveness and redefinition as necessary.

Office of the Registrar

• An ongoing program to allow for more immediate online processing of student records, increased online availability, electronic communication, and registration information has led to:
  o more productive conversations and decision making between students and advisors
  o more timely transfer articulation
  o more timely degree evaluation

• All of these provide for accurate academic petitions, withdrawals, and, mid-term academic alerts. These have, in turn, provided for greater levels of intrusive advisement and identification of at-risk students.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005*</th>
<th>Fall 2006*</th>
<th>Spring 2006**</th>
<th>Spring 2007**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>52</td>
<td>55</td>
<td>38</td>
<td>68</td>
</tr>
<tr>
<td>Notification</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Outcomes</td>
<td>10 (19%) OK</td>
<td>7 (13%) OK</td>
<td>9 (24%) OK</td>
<td>14 (21%) OK</td>
</tr>
<tr>
<td></td>
<td>0 (0%) WS</td>
<td>16 (29%) WS</td>
<td>0 (0%) WS</td>
<td>26 (38%) WS</td>
</tr>
<tr>
<td></td>
<td>42 (81%) IF</td>
<td>32 (58%) IF</td>
<td>29 (76%) IF</td>
<td>28 (41%) IF</td>
</tr>
<tr>
<td>Successful Outcomes</td>
<td>10 (19%)</td>
<td>23 (42%)</td>
<td>9 (24%)</td>
<td>40 (59%)</td>
</tr>
</tbody>
</table>

*23% Higher rate of Successful Outcomes with notification
**35% Higher rate of Successful Outcomes with notification
OK = Completed semester w/semester GPA of 2.00 or better (Successful Outcome)
WS = Completed formal semester withdraw process (Successful Outcome)
IF = Final grades of F, IF or semester GPA of less than 2.00 (Not successful Outcome)
Office of the Retention Specialist

- The retention specialist reviews and discusses with the members of individual academic departments and other stakeholders various retention initiatives. Among the responses collected many include specific program changes to produce student-centered initiatives to help link the students to the specific program and to the institution as a whole. For example:
  - First-year student specific course loads.
  - Creation of courses/seminars specific to majors taken within the first two semesters.
  - Linking individual students to tutoring services.
  - Faculty and peer-to-peer mentoring.

- The retention specialist will start a new "Mention it for Retention" program in the fall of 2008. Shepherd University community members will be given the opportunity to let the Retention Office know if they have any concerns about a particular student (or students). A link will be set up to enable the sending of information electronically from the Web site. Special "Mention it for Retention" cards will also be created and left in strategic places on campus. The retention specialist's office will then follow up, as appropriate, with the student and/or person sending the information, and will make any necessary interventions or referrals.

Graduate
Using the retention planning for undergraduate programs as a basis, the Office of Graduate Studies will implement a Graduate Studies Learning Questionnaire (GSLQ) in 2009 to assess graduate students’ perceptions of their graduate studies experiences. Based on the GSLQ, program and procedures refinements will be implemented to help retain graduate students with the help of admissions, financial aid in the forms of increased graduate student workers, and in the budget for graduate student assistants. Additional retention procedures will be added based on the outcomes of the GSLQ.

Retention 2008-2009 Assessment: Goal Not Met

Undergraduate
The projected Compact 2008-2009 goals for 1st to 2nd year retention for first-time, full-time degree seeking freshmen of 70% was not achieved. However, Shepherd continues to achieve retention rates that equal or exceed those of peer institutions (64.5%). According to the HEPC Fall 2008 Census report a 65% retention rate for 1st to 2nd year first-time, full-time degree seeking freshmen was attained.

While the 2008 rate (fall 2007 cohort) falls short of the stipulated Compact goals, the goals were created in spring 2008 prior to having the fall 2007 cohort numbers. At that
time, it was thought that the 67% reported in fall 2007 was an unusual dip and that it would rise again to 70% the next year (as this represented the average of the previous three years).

Corrective Action Plan:

Since the spring of 2007-2008, however, Shepherd University has added a retention specialist to its staff who is in charge of coordinating the retention initiatives mentioned in the Compact. These include, but are not limited to: addition of a required introduction to the liberal arts class (Philosophy 100) for at-risk students; increased attention to the factors that put students at-risk for attrition along with a focused plan to identify these students early in the first year; and additional programs and services put in place to address the needs of these students once they have been identified.

The initiatives were first implemented in the fall of 2008; thus we will not know their full impact until final retention numbers are in for that cohort. It is hoped that these efforts will result in a rise in retention rates for the fall 2008 cohort. Early data indicate that this may indeed be the case.

- The fall 2007 cohort had a spring 2008 retention rate of 82.86% and a fall 2008 retention rate of 65%.
- The fall 2008 cohort had a spring 2009 retention rate of 86.70%, an almost 4% increase from the previous cohort’s fall-to-spring rate.
- The last time our spring numbers were this high (fall 2004 cohort, 86.8%), our first year retention rates was 67%.
- Pre-census unofficial retention data puts the fall 2009 (fall 2008 cohort) retention rate at 67%, back up to the base year (fall 2007) rate.

In addition, we are currently tracking the fall 2008 cohort’s participation in those initiatives to be able to best determine their effectiveness.

Initial analysis of the 2007 cohort indicates that traditional quantitative factors (high school GPA, test scores, residency, housing) had little overall impact on retention, with only high school GPA and financial need having an impact that was statistically significant. This would indicate that there are factors in place for that cohort (and perhaps additional cohorts as well) which influence retention and are not immediately apparent. Further analysis of the 2007 cohort is underway to try to determine what those factors are.

Graduate

The projected Compact 2008-2009 goals for graduate retention of 70% was not achieved. Census 2008 shows a 64% retention rate achieved, which is 6% below goal. Several issues occurred which impacted the 2008 fall graduate retention: (1) Economy - the
significant downturn in the economy for students who were losing their jobs and thus not continuing in their graduate programs. In many cases the disruption in the family from a spouse or partner’s job loss that impacted students' ability to continue in their graduate programs. Ninety-five percent of our graduate students are commuting and the high costs of transportation due to gas prices made it difficult to continue in graduate courses on campus. (2) Leadership – without consistent leadership in the coordinator and dean positions, previous strategies were not carried out to completion. (3) Curricula - previous Curricula changes disrupted students' ability to continue in two programs due to inconsistencies in course offerings.

Corrective Action Plan:

- Secure a Dean of Graduate Studies and Continuing Education
- Ensure consistent leadership in Coordinator positions
- Correct curricula inconsistencies
- Realign graduate studies enrollment retention responsibilities to the Vice President for Enrollment Management.

Retention 2009-2010 Assessment: Goal Not Met

Undergraduate – Not Met
The projected Compact 2009-2010 goal for 1st to 2nd year retention for first-time, full-time degree seeking freshmen of 70% was not achieved. However, Shepherd's retention rate equals or exceeds the mean rate of its peer institutions. According to the HEPC fall 2009 Census report, a 66% retention rate for 1st to 2nd year first-time, full-time degree seeking freshmen was attained, compared to a mean peer rate of 65.5%

While the 2009 rate (fall 2008 cohort) falls short of the stipulated Compact goals, the goals were created in spring 2008 prior to having the fall 2007 cohort numbers. However, it is important to note that, through adding a Retention Specialist to staff and implementing an early alert system, enhancing support systems, and providing a class for at-risk students, retention stopped declining for the first year since 2003-2004.

Corrective Action Plan:

The 2009-10 interventions included institution of a pilot advising program for undecided majors; creation of a web page specifically for parents and families along with a Facebook page; expansion of outreach programs to students scoring low on several of the Student Readiness Inventory (SRI) subscales; contacting students who, based on their midterms grades, appeared to be in danger of being placed on probation for the subsequent semester; contacting students who, based on their spring semester grades, needed to re-take classes or re-adjust their schedules for the fall semester; contacting
students returning from suspension and/or being placed on probation to offer resources and services; and continuation of all outreach programs from the previous year, such as “Mention it for Retention” and early alert to students receiving all Ds, Fs, and IFs at midterms.

The process of contacting students who were identified as being at-risk on the SRI started in the 2008-2009 academic year, using the two general scales (retention and success predictors). In 2009-10, those efforts were expanded using sub-score scales as well (e.g. student who scored low on study skills preparedness may have been sent information on upcoming workshops in that area). In 2010-11, the plan is to expand such contact to non-academic areas as well, utilizing residence life and other student life programming efforts.

For the fall 2008 cohort, for students originally enrolled in the FYEX 102 courses, the fall-to-fall first year retention rate was 66.2% compared to 66.1% for the general student population. When looking at only those students who completed the FYEX 102 course, the fall-to-fall first year retention rate was 68.8%. Further emphasis may need to be made on incorporating success strategies into the FYEX 102 courses for the 2010-11 academic year, as well was working with advisors to encourage continuing in the classes for the duration of the semester.

The Retention Committee, as a result of discussion with a Noel-Levitz consultant, was re-examined and re-organized during AY 2009-2010. In 2010-11, the re-named Student Success Committee will be 50% teaching faculty in make-up and have a faculty co-chair. A Student Success Plan, with a corresponding time-line for new and continuing initiatives, was drafted and approved by the Committee and will be in place for the first time in AY 2010-11.

The Retention Specialist continues to reach out to faculty and staff in attempts to educate the campus community on how it can contribute to increased student success as opposed to simply retention. Departmental meetings and advising training are examples of this outreach.

The idea of “student success” as opposed to retention recognizes that retention is only one piece of the college completion process. It strives to focus on persistence and progress and well as simply returning to school each semester.

Efforts for 2009-2010 have focused less on statistical reasons behind attrition (which proved to be largely insignificant) and more on individual reasons for a student’s not returning. The 2010-2011 student success plan allows for additional methods of data collection to determine collective reasons for student attrition, as well as efforts dedicated to seeing that each individual student is given the tools and interventions s/he needs to persist to graduation.
The 2010-2011 Student Success Plan includes initiatives focused on qualitative surveys (focus groups, exit interviews) as well as quantitative analysis (SRI results, individual student sub-cohorts, etc.) The plan looks at a four stage process (matriculation to retention; retention to persistence; persistence to progress; and progress to completion/graduation) with four types of strategies (prevention, detection, intervention, and motivation) within each stage. Each strategy delineates between 1-6 current and/or new initiatives to be carried out over a one-two year period. Each initiative calls for an assess-plan-implement-redirect-implement-assess timeline.

New initiatives were added for AY 2009-10. The Registrar, Director of Financial Aid, Assistant Dean of Teaching and Learning/Director of Academic Advising, and Comptroller, under the direction of the Retention Specialist, created and now coordinate a timeline of student interventions designed to increase success and progress towards graduation, with duplication of efforts. The Retention Specialist communicates reminders through semi-monthly updates. This will continue for AY 2010-2011.

The fall 2008 cohort had a first-year retention rate of 66.1%, falling slightly short of our 66.2% goal. The fall 2009 cohort had a fall-to-spring 2010 retention rate of 87.9%, an increase of 1.2% from the fall 2008 fall-to-spring 2009 cohort of 86.7%. As the fall 2008 cohort also experienced a fall-to-spring jump in percentage from the previous year, it is unclear how much the second semester increase in retention will translate in to a fall-to-fall increase as well. If we continue to see increases in the fall-to-spring rates, without corresponding increases in fall-to-fall rates, we may want look at increasing our second semester interventions as well. Currently, we do not do as much in the spring (no pilot advising program, less SRI interventions, e.g.) as in the fall; therefore, this may an area to explore for 2010-11 and beyond.

The Retention Office analyzed participation in the following initiatives: 1) Mention it For Retention—if students had been referred to the program; 2) Philosophy 199; 3) the Pilot Advising Program; 4) Stretch Model English and/or math classes; 5) and if a student had been contacted through the mid-term early alert program. The retention rate of students who were in involved in one or more of these initiatives was compared to students who did not participate in any of the initiatives. Our initial analysis showed that students who participated in at least one initiative were retained at lower rates than students who did not participate (85.95% vs. 88.59% for fall-to-spring; 60.22% vs. 72.97% for fall-to-fall).

This is most likely due to the fact that, with the exception of the Pilot Advising Program, students who were involved in those initiatives were at a higher risk to begin with and hence less likely to be retained overall. When analyzed separately, the only two factors that had a positive impact on retention were 1) participation in a stretch model class for fall-to-spring retention and 2) participation in the pilot advising program for fall-to-fall retention.

Shepherd University Institutional Compact Report, 2007-2012
Further quantitative analysis did not yield any more significant data. Thus for AY 2010-2011 we must continue to explore qualitative methods of assessment as well.

Graduate – Not Met

The projected Compact 2009-2010 goals for graduate retention of 70% was not achieved. Census 2009 shows a 60% retention rate achieved, which is 10% below goal. With graduate programs implemented beginning in 2005, institutional data remains in flux, which means determining appropriate graduation rates is difficult due to inconsistency.

Corrective Action Plan:

- Develop a Client Relationship Management (CRM) plan for current student communication.
- Develop a strategic student success plan. The 2010-2011 student success plan allows for methods of data collection to determine collective reasons for student attrition, as well as efforts dedicated to seeing that each individual student is given the tools and interventions s/he needs to persist to graduation. The plan looks at a four stage process (matriculation to retention; retention to persistence; persistence to progress; and progress to completion/graduation) with four types of strategies (prevention, detection, intervention, and motivation) within each stage. Each strategy delineates current and/or new initiatives to be carried out over a one year period. Each initiative calls for an assess-plan-implement-assess-redirect-implement-assess timeline.
- Continue to align graduate studies and enrollment management to impact positively student success.
- Assess, plan, redirect, implement, curricula changes and delivery models as deemed necessary for improved student success while maintaining academic integrity.

Undergraduate Retention Rate 2010-2011 Assessment: Goal Met

Goal:

The year 3 goal of a 70% first to second year retention rate (first-time, full-time degree-seeking freshmen) was met with a 70% retention rate. As this was a significant increase (4%) from the previous year’s rate of 66%, Shepherd is cautiously optimistic about repeating an increase again this year placing the university back on track to achieve the year 5 goal of a 71% increase.

Actions taken during the past academic year:
The following interventions from 2009-2010 were continued in 2010-2011.

- Utilization of a web page and Facebook page (FASTPASS) specifically designed to keep in touch with parents and families of Shepherd students.
- Expansion of outreach programs to students scoring low on several of the Student Readiness Inventory (SRI) subscales.
- Contacting students who, based on their midterm grades, appeared to be in danger of being placed on probation for the subsequent semester.
- Contacting students who, based on their fall semester grades, need to re-take classes or readjust their schedules for the spring semester.
- Contacting students returning from probation and/or being placed on probation to offer resources and services.
- Continuation of all outreach programs such as “Mention it for Retention” and early alerts to students receiving all Ds, Fs, and IFs at midterms.

In addition, the following actions were taken in 2010-2011.

- Formation of a new constitutionally-driven Student Success Committee (replacing the old Retention Steering Committee), co-chaired by the retention specialist, composed of 20 members, 40% of whom are full-time teaching faculty members, including a faculty co-chair and faculty senate representative.
- Development and initiation of a 3-year Student Success Plan, outlining four types of strategies within a four-stage matriculation-persistence-progress-graduation “funnel”.
- Implementation of a new CRM software program-Hobsons RETAIN—designed to expedite and facilitate early intervention with students displaying at-risk behavior. 
  *Faculty response to the first two feedback surveys, which replaced the old “Mention it For Retention” program, returned a total of 2492 alerts (academic, attendance, behavioral, social, personal and/or financial) for 987 unique students. This is an increase of 529% over reported students from the previous fall when 157 students were reported through “Mention it for Retention”.*
- Continued data analysis to determine reasons for attrition, including development of three hypotheses regarding student characteristics, behavior and/or performance. 
  *Initial results of first hypothesis indicate that the number of general studies courses and/or courses taught by adjuncts is negatively correlated with both first and second year retention rates. Students identified as being “at-risk” by the SRI generally are retained at lower rates the greater number of classes they take in the general studies program and/or taught by adjuncts.*
- Expansion of utilization of SRI data to include outreach programs in the residence halls for students scoring low on certain sub-scales.
- Beginnings of coordination of efforts with new TRiO program in assisting in the retention of students chosen for participation in that grant program.
**Strategies used:**

The strategies behind increasing our retention rates have focused on 1) the streamlining and concentration of efforts, centralized and/or coordinated through one office; 2) small yearly increases that will gradually raise the first-second year retention rate by 5% over five years, putting Shepherd’s rate equal to or exceeding that of its peers; and 3) a combination of individual and institutional intervention strategies designed to retain students not only from the first to the second year but also to the third and fourth years and on to graduation.

The Office of Retention works closely with the following office in the listed intervention strategies and/or retention efforts:

<table>
<thead>
<tr>
<th>Office of the Dean of Teaching and Learning</th>
<th>Analysis of stretch model, FYEX 102, and PHIL 100 performance; distribution and maintaining of SRI data; coordination of invention efforts with students enrolled in the TRiO program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Residence Life</td>
<td>Distribution of data regarding faculty early alert systems (MIFR, RETAIN)</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>Information distribution to students on probation, students eligible to return after suspension and students not registered for the upcoming term</td>
</tr>
<tr>
<td>Office of Financial Aid</td>
<td>Coordination of communication efforts regarding Satisfactory Academic Progress, accepting of financial aid packages, etc.</td>
</tr>
<tr>
<td>Office of Disability Support Services</td>
<td>Coordination of intervention strategies as needed</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>Coordination of intervention strategies as needed</td>
</tr>
<tr>
<td>Cashier’s Office</td>
<td>Assistance with notification of students with billing and/or payment issues</td>
</tr>
<tr>
<td>Faculty</td>
<td>Coordination of intervention strategies as needed</td>
</tr>
</tbody>
</table>

The Office of Retention also oversees the efforts of the Student Success Committee which consists of members from the following areas:

- Student Life (2)
- Administration and Finance (1)
- Enrollment Management (4)
- Academic Affairs (4)
- Full-time Teaching Faculty (8)
- Student body (1)
Finally, the Office of Retention coordinates the implementation of the Student Success Plan which consists of four types of strategies (prevention, detection, intervention and motivation) across the following four “funnel” stages.

- Matriculation to retention (first-to-second year) **Goal:** Increase retention by 1% annually.
- Retention to persistence (second-to-third year) **Goal:** Reduce number of students on probation by 5% annually.
- Persistence to progress (third-to-fourth year): **Goal:** Decrease number of students who transfer after 60 credits by 2% annually.
- Progress to graduation (fourth year to graduation): **Goal:** Increase graduation rates by 1% annually.

The Student Success Plan is in line with the strategies discussed in the previous section as it coordinates efforts, contains both individual and institutional strategies, and recognizes that retention efforts need to extend beyond the first year.

**Corrective action taken:**

Substantial changes to the Office of Retention’s efforts were put in place during AY 2010-2011 as a result of the formation of the Student Success Committee and the implementation of RETAIN. As both these efforts began in earnest in the spring semester, the retention specialist has not yet had the opportunity to fully evaluate their effect. Evaluation and assessment will take place over the course of the next several months.

As mentioned above, at this point Shepherd is cautiously optimistic about the continued increase in retention rates. The current goal is to maintain that rate with small increases to meet the 71% rate as per the stated Compact Goals. The spring 2011 retention rate of the fall 2010 cohort was 88.4%, a .5% increase from the previous year, and in-keeping with said goal.

**Additional Guidelines: Responses**

1. As a way to improve student academic success and retention, how is your institution addressing developmental or remedial education needs of students who do not meet freshman placement standards in English and mathematics?

**Stretch Model Courses**
The Stretch-Model program takes the one-semester introductory courses in English (ENGL 101) and mathematics (MATH 101) and “stretches” the course material over two semesters, in order to give students more time to master the course material. Stretch-Model courses also include individual tutoring and group tutoring sessions. These classes are formatted with a lecture and a tutoring lab. Students attend 100 minutes of lecture per week and 50 minutes of tutoring set up similar to lab instruction.

English -- Students who score (below ACT 18 or SAT 450) for English/verbal enroll in the stretch-model writing courses as a way to review the required material.

Math – Students who score (below ACT 19 or SAT 460) for mathematics/quantitative skills enroll in the stretch-model math courses as a way to review the required material.

**ENGL 100A + ENGL 100B = ENGL 101**

ENGL 100A: Basic Academic Writing I (2 credits)
ENGL 100B: Basic Academic Writing II (2 credits)

Stretch-Model English 100A and 100B (Basic Academic Writing I and II) is a two-semester course sequence designed to enhance critical thinking, reading, and writing skills as they support academic essay writing, particularly the argument essay. This sequence contains the same material as English 101 – but stretched over two semesters – in order to give students more time to master the course objectives. English 100A emphasizes instruction on the criteria of thesis, academic essay structure, critical reading skills, and critical thinking skills. English 100B emphasizes instruction on the criteria of evidence, style, sentence-level correctness, and MLA documentation. In both sections, an emphasis is placed on the reading and writing processes, particularly the stage of revision. Each week, students are required to attend 100 minutes of lecture and 50 minutes of tutoring. Completing both English 100A and 100B serves as an alternate to English 101, and as such serves a prerequisite to English 102, 103, or 104.

**MATH 101A + MATH 101B = MATH 101**

MATH 101A: Fundamentals of Math I (2 credits)
MATH 101B: Fundamentals of Math II (2 credits)

Stretch-Model Mathematics 101A and 101B (Fundamental Mathematics I and II) is a two-semester course sequence consisting of an extensive review of the properties of integers, fractions, decimals, and rational numbers. This sequence contains the same material as Math 101 – but stretched over two semesters – in order to give students more time to master the course objectives. Math 101A is an extensive review of the properties of integers; working with fractions, decimals, and rational numbers; the Euclidean algorithm; polynomials and operations on polynomials; irreducible verses reducible polynomials; factoring; Bézout’s theorem; the division algorithm and long division;
geometric sequence as an application; simplifying expressions involving polynomials; revisiting the basic algorithms of arithmetic using the concept of polynomials; and different number bases and operations in them as an extension. Math 101B includes solving first and second degree equations; the relationship between factoring and finding roots; solving first and second degree polynomial inequalities; graphic representation of inequalities and equations; interval notation including unions of intervals; exponential notation; laws of exponents; working with exponents; simplifying expressions using exponents; and solving systems of equations in two unknowns.

2. Does the institution offer alternatives to developmental courses, such as workshops, stretch courses, or other activities?

In addition to the stretch courses, the Academic Support Center offered several workshops for students over the past year. These included:

**Fall 2010 Workshops:**

Time Management
How to Sign up for a Tutor

**Spring 2011 Workshops:**

Managing Stress and other Emotions
Find your Preferred Learning Style
Effective Time Management
Study and Test-Taking Strategies

3. Describe the developmental education program, success of the program, and any contemplated changes in addressing developmental education needs.

Shepherd’s stretch program is described in detail above. Current data show that the stretch program is very successful. Not only are pass rates and fall-to-fall retention rates higher for students who complete stretch English or stretch math versus students who take non-stretch courses (English 101 or Math 101), but students who complete the stretch program also perform better than students who do not take stretch classes in subsequent English and math Courses (i.e. English 102, 103, 104 and Math 154 and 155).

**Undergraduate Retention Rate 2011-2012 Assessment:** Goal Not Met

**Goal:**
The year 3 goal of a 70% first-to-second-year retention rate (first-time, full-time degree-seeking freshmen) was not met; Shepherd increased the rate by 2% to a 68% retention rate. Last year’s significant increase of 4% from the previous year’s rate of 66% proved challenging to maintain. As our original goal was to increase by 1% a year, we are currently 2% shy of that goal. Our retention rate is currently 0.3% greater than the average of our peers (67.7%), and 0.5% below the median of our peers (68.5%); we have maintained a retention rate at or above that our peers for the previous three years of the Compact period. Although we remain cautiously optimistic that we can make up some of that loss, data from the spring semester indicate that the retention rates of the fall 2011 FTIC cohort are not trending up at this point.

**Actions taken during the past academic year:**

**On-going interventions**

- Utilization of a web page and Facebook page (FASTPASS) specifically designed to keep in touch with parents and families of Shepherd students.
- Expansion of outreach programs to students scoring low on several of the Student Readiness Inventory (SRI) subscales.
- Contacting students who, based on their midterm grades, appeared to be in danger of being placed on probation for the subsequent semester.
- Contacting students who, based on their semester grades, need to re-take classes or readjust their schedules for the next semester.
- Contacting students returning from probation and/or being placed on probation to offer resources and services.
- Continuation of all outreach programs such as faculty feedback survey alerts through RETAIN and early alerts to students receiving all Ds, Fs, and IFs at midterms.
- Development and initiation of a three-year Student Success Plan, outlining four types of strategies within a four-stage matriculation-persistence-progress-graduation model; ongoing implementation by Student Success Committee
- Continued use of CRM software program-Hobsons RETAIN—designed to expedite and facilitate early intervention with students displaying at-risk behavior.
- Continued data analysis to determine reasons for attrition.
- Expansion of utilization of SRI data to include outreach programs in the residence halls for students scoring low on certain sub-scales.
- Coordination of efforts with new TRiO program in assisting in the retention of students chosen for participation in that grant program.

**Initiatives/interventions new for 2011-2012**

- Expansion of use of RETAIN to communicate with students at-risk for attrition for a variety of reasons (non-payment of bills; in danger of not making Satisfactory
Academic Progress guidelines for receiving financial aid, in danger of going on probation, etc.).

- Expansion of use of RETAIN to survey students regarding satisfaction with campus agencies and services (financial aid, bookstore, Rambler card, vending) and reasons for non-registration/attrition.
- Detailed attrition study of FTIC students who attrited between fall 2008 and fall 2011 looking at relationships between residency, pre-college performance, housing, college performance in first year, Expected Family Contribution (EFC), stretch model enrollment, and schools transferred to.
- Increased outreach to parents in Advising and Registration sessions during the summer as well as ad-hoc e-mails regarding their role in the student success process.
- Expanded outreach to students who are not registered for the upcoming semester regarding dates and deadlines for registration.
- Communication plan for encouraging students in enroll in summer school classes to make up GPA or credit deficiencies.

**Strategies used:**

In the four years that Shepherd University has had a retention specialist, the approach to increasing retention has been two-fold: 1) examining and analyzing key data points on students (pre-college performance, demographics, post-matriculation variables, etc.) to determine a picture of the “attrited” student, and 2) working individually with students and student groups on prevention, detection, intervention, and motivation strategies to increase student success (retention, persistence, progress, and graduation). The focus has been on consolidating these efforts into one area, and then building collaboration across constituencies to gradually increase the first-to-second year retention rate to be equal or above that of the university’s peers (70%).

In the past year, the first full year of using RETAIN and having the Student Success Committee in place, the Office of Retention shifted its focus more to the second of the twofold process mentioned above, given that attrition studies had shown that it was largely what was happening to students after they arrived at Shepherd that impacted retention the greatest. Four sub-committees (Prevention, Detection, Intervention, and Motivation) of the Student Success Committee met regularly to address specific strategies as outlined by the Student Success Plan. More efforts were put into place utilizing the features of Retain that permitted us to detect and intervene with at-risk students on an earlier and more intrusive basis. The Office of Retention worked closely with the new TRiO program to assure timely intervention with its students, and with the Advising Assistance Center to support its efforts. The Office of Retention also continued to work with other offices as outlined above (2010-2011).

In addition, the Office of Retention conducted an attrition study of FTIC cohorts from 2008-2011. The study looked at students in those cohorts who did not return to the University after their first semester or year, looking more specifically at the breakdown...
between in-state and out-of-state students. Variables assessed included high school GPA, first year GPA (fall and spring semester), expected family contribution (EFC), enrollment in stretch model classes, gender, housing, and county/state of residence. Correlation and regression analyses were conducted. The Office of Retention in conjunction with the Student Success Committee will use the results of this study to develop further student success initiatives. As this is the first time we have looked at retention collectively over an extended period, the results have more meaningful implications for practice.

The Office of Retention also looked at National Student Clearing House Data for the attrited students over the same period to determine where these students were going after they left Shepherd. The results will also be used to further our understanding of why students leave and improving our services to increase retention.

Please see the attached Student Success Plan for an assessment of the initiatives assumed by the Student Success Committee and the Office of Retention.

Corrective actions taken:

The retention specialist attended a statewide retention symposium given by Dr. John Gardner focusing on where we should be investing our time and resources to most likely increase student success and retention. The overall message was clearly one of a need for collaboration across University constituencies, programs, and initiatives. As a result, the retention specialist will be working with the newly created Assistant Vice President of Student Affairs for Student Success on building a unified message regarding student success. We will begin in summer 2012 with the Advising and Registration parent sessions and continue in the fall to reach out to all campus constituencies.

The retention specialist is currently working with Hobsons, the provider of Retain, to investigate the feasibility and cost of designing a mobile app for Retain. This should be helpful in bridging the gap between “detection” of at-risk students and “intervention” as many of our current outreach methods to students are not reaching the audience as intended. We are also optimistic that we will finally be able to develop the VIP page on Retain (with the assistance of Hobsons and/or a graduate student) which would further increase the usability/functionality of that software in assisting students move from matriculation to graduation.

With these additional corrective measures and a greater consorted campuswide unified message on retention and student success, we are cautiously optimistic that we will be able to reach a goal of 70% FTIC retention by the 2012 cohort (fall 2013).

Graduate Studies Retention 2011-2012: Goal Met
During the 2011-2012 year, the Division of Graduate Studies focused not only on enrollment in its programs, but also worked to ensure that students were retained and were able to complete their degree program in a timely manner. This resulted in exceeding the retention goal of 70% with an overall retention rate of 72% for Fall 2010-Fall 2011 and an average semester-to-semester retention rate of 86.5%, based on data available for F10-S11 and F11-S12 semesters.

With graduate programs implemented beginning in 2005 and with the relative absence of a graduate school “cohort,” determining appropriate graduation rates is difficult due to inconsistency. However, data show that for students entering Shepherd graduate programs since 2008, the average number years to graduation is 2.29. Of students entering Shepherd graduate programs in 2008 57% have since completed their degrees.

Our annual goal is to achieve a 2.5% increase in master’s degree production, paralleling the increase projected for graduate enrollment. This would mean a projected five-year goal for master’s degree production of 56 in 2012-13, with the projections based upon the number of graduate degrees awarded in 2007-08 with 48 graduates. HEPC graduation data show that Shepherd produced 63 graduate degrees in graduation year 2011-12 (summer 2011 through spring 2012), indicating that Shepherd has already exceeded its goal by 12%, with an overall increase in degree production of 31% since 2008.

**Actions Taken During the Past Academic Year:**

1. *Updated Mission and Vision Statement:* Graduate Studies developed updated mission and vision statements that forged a separate identity for graduate programs at the university.

2. *Development of Advisory Boards:* M.B.A. program launched its new Advisory Board consisting of alumni and business leaders. Two events were held this year to foster interaction between these community members, potential employers, and current students.

3. *Increased emphasis on communication:* Through using technology and social media, graduate culture at Shepherd was enhanced by the following:

   - Shepherd University Graduate Studies Facebook page
   - Graduate Gazette: Graduate Studies newsletter
   - Online orientation videos through the graduate studies website
   - Increased communication through graduate program coordinators and students.
4. **Progression:** All graduate students are expected to complete their degrees in an appropriate time and manner (see sunset clause and plan of study form below). Beginning in Fall 2012:

- **Plan of Study Form:** All graduate students must complete the Plan of Study Form in consultation with his or her academic advisor by registration for the 12th credit hour. The purpose of the form is to detail the student’s program requirements, including culminating experiences such as student teaching and comprehensive exams.
- **Sunset Clause:** Students enrolled in graduate studies at Shepherd University must complete the program within **seven** years, based on the date of admission to the degree program.

5. **Admissions policies:**

- **Admissions criteria** for Master of Arts, Teaching (M.A.T.) were revised for more flexibility, making them more in line with admission policies with HEPC and COPLAC peer institutions. Students now have more options regarding Praxis tests and the percentage of content courses to complete prior to beginning the program.
- **TOFEL policy:** This policy was revised to reflect criteria at the graduate level by requiring a test of Language Proficiency for **international graduate students except** in the case of a diploma or degree from an accredited college or university in which the primary language of instruction is in English.
- **Online Application:** To streamline the application process for potential graduate students, an online application was developed to match the undergraduate application process.

6. **Transfer policies:** Graduate courses from other institutions or other Shepherd University graduate programs are evaluated, at the time of admission, by the Dean and/or the coordinator of the program to which the applicant is applying, or the department chair in which the course is offered.

The policies were revised to reflect practices of HEPC and COPLAC peers by allowing up to nine credit hours to be transferred into a Shepherd graduate program. Policies regarding the minimum grade and current knowledge were also developed: Courses transferred to a Shepherd graduate program must have a minimum grade of “B,” and must have been taken within seven years based on the date of admission to the degree program (see sunset clause).

7. **Graduate Student Handbook:** Starting with Fall 2012, policies affecting graduate students will appear in the overall student handbook.
**Strategies Used:**

With new leadership in the position of the GSCE Dean, in graduate program coordinator positions, and in the graduate council, stakeholders in graduate studies worked in cooperation with academic and administrative units to develop policies that increase communication with current and prospective students and further codify graduate culture at Shepherd University. Development of graduate culture is a key component in retaining graduate students.

**Corrective Actions Taken**

Corrective actions are listed under “actions taken” during the past year.

**Expanded guidelines: Retention, 2011-2012**

1. As a way to improve student academic success and retention, how is your institution addressing developmental or remedial education needs of students who do not meet freshman placement standards in English and mathematics?

   Shepherd University students who do not meet freshman placement standards in English and/or mathematics are admitted on contract. These students are assigned a secondary advisor from the Academic Support Center and are required to enroll in the appropriate “Stretch Model” course sequence in the area(s) of deficiency. Stretch Model courses take the material normally covered in one academic semester (English 100, Math 101) and stretch it out to two academic semesters (English 100A,B and Math 101A,B), giving the students twice the amount of time to master the material.

   In addition, as of fall 2009, all students admitted on contract were required to take Philosophy 100, Introduction to Liberal Arts Study, which offers instruction in skills such as critical reading and analysis, writing and discussion, and argument and debate. Information on campus resources and university transition strategies are also covered.

2. Does the institution offer alternatives to developmental courses, such as workshops, stretch courses, or other activities?

   Shepherd University does not offer development courses but substitutes the stretch model courses to meet the remediation needs of at-risk students. Philosophy 100 is required as a supplemental course for these students but is open to (and encouraged for) all first-year students regardless of whether they meet freshman placement standards.
Tutoring in all course content areas is offered by Shepherd University’s Academic Support Center. Writing tutors and a paper critique service are also offered as part of the Academic Support Center.

In 2008-2011, the Student Readiness Inventory (SRI) was administered to all first-time-in-college freshmen during the advising and registration centers. In fall 2012, Shepherd University will switch to using the Before College Survey of Student Engagement (BCSSE) as the institution will be administering the BCSSE’s counterpart the National Survey of Student Engagement (NSSE) in the spring semester. The Center for Teaching and Learning plans to tailor retention programs to student needs and these will be based on the intervention strategies suggested by the BCSSE aggregate data. These may include time management workshops, stress management workshops, and wellness workshops among others.

As on the adoption of the new curriculum in fall 2010, all students were required to take a First Year Experience (FYEX) class. This one-credit course is offered in one of three formats:

- **Departmental FYEX classes** are offered by Art, Biology, Computer Information Systems, Education, Engineering, Environmental Sciences, Math, Music, Nursing, Psychology, Recreation, and Social Work. Students entering as first-year-students and majoring in those subjects enroll in the department specific course which introduces participants to the major/field and its study. These courses are offered in the fall and spring semesters.

- **Interest Groups (FYEX 102) classes** meet for 13 weeks at the beginning of the fall and spring semesters. Students spend the class time with a faculty, staff, or a specialized community member and there is a culminating activity where the students present what they have learned in the class over its entirety. Interest Groups are meant to be a small group of students (maximum of 10) who want to learn about a special topic. Examples of past and current topics are: Yoga, Stories of Shepherd, Fly Fishing, Labyrinths, Middle Eastern Hand Percussion, Japanese Culture, and Native American History. Some of the classes take field trips if resources allow.

- **Freshman Seminars (FYEX 101)** are offered in the fall and spring semesters for those students who are not majoring in one of the departments that has its own FYEX course or who do not elect to enroll in an interest group. The seminars offer a structured common syllabus and readings.
Students enrolling in PHIL 100, whose majors do not have their own FYEX requirement, may substitute PHIL 100 as their FYEX course.

All FYEX courses also incorporate information on time management, relationships, test anxiety, peer pressure, study skills, diversity and more. The groups generally bond well and give the students the opportunity to make new friends. Students who take these courses generally show higher retention rates than students who do not take the classes. The retention rate and GPA of these students are tracked over time and assessment surveys are routinely given to all students, instructors, and peer educators.

Instructors of FYEX classes are current faculty, adjunct faculty, and staff members and are offered training in the semester prior to their teaching engagement.

In 2011-2012, workshops in residence halls were offered during evening hours. The intent was to go to where the students gather. Workshops have a twofold purpose: 1) to provide a necessary service to students and 2) to advertise the Academic Support Center. Events were cosponsored with the Counseling Center (test anxiety, study skills, etc.), with Center for Teaching and Learning (incorporating writing assignments in courses, understanding learning styles, etc.), or Disabilities.

Workshops Offered In Fall Semester
- Time Management and Understanding the Differences between High School and College
- I Bombed My First Exam...Now What?
- Preparing for Academic Advising
- How to Prepare For Finals

Workshops Offered in Spring Semester
- How to Be a Successful Student
- Better Note-Taking and Active Reading
- Essay Writing and Avoiding Plagiarism
- What is My Learning Style?
- How to Succeed on Your Finals

3. Describe the developmental education program, success of the program, and any contemplated changes in addressing developmental education needs.

Shepherd’s stretch program is described in detail above. Our data continue to show that the stretch program is successful. Students who complete the stretch program perform at the same rates or better than students who do not take stretch
classes in subsequent English and math courses (i.e. English 102, 103, 104 and Math 154 and 155).

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### PASS/FAIL/SUCCESS RATES

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PASS/FAIL/SUCCESS RATES

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PASS/FAIL/SUCCESS RATES

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PASS/FAIL/SUCCESS RATES

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PASS/FAIL/SUCCESS RATES

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PASS/FAIL/SUCCESS RATES

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PASS/FAIL/SUCCESS RATES

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PASS/FAIL/SUCCESS RATES

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PASS/FAIL/SUCCESS RATES

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<td>Total</td>
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<td>1311</td>
<td>2243</td>
<td></td>
</tr>
</tbody>
</table>
Last year, a stretch English class was linked with a Philosophy 100 class and will be offered again in 2012-2013, with a second linking specifically for TRiO students. This year an FYEX 102 class and English 101 class will be linked. Students enroll in both classes and the instructors work together on class assignments and activities. The goal of these “learning communities” is to help students develop bonds across both the curricular and the co-curricular.
3. **Graduation Rate**

**Data:**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Six-year graduation rate of Shepherd’s entering cohort of first-time, full-time bachelor’s degree-seeking freshmen</td>
<td>38%</td>
<td>38%</td>
<td>32%</td>
<td>39%</td>
</tr>
<tr>
<td>Six-year peer median graduation rate of an entering cohort of first-time, full-time bachelor’s degree-seeking freshmen</td>
<td>32.0%</td>
<td>33.0%</td>
<td>36.5%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Six-year graduation rate of Shepherd’s entering cohort of first-time, full-time bachelor’s degree-seeking freshmen, including transfers to/completion at other W.Va. institutions</td>
<td>42.7%</td>
<td>45.4%</td>
<td>38.2%</td>
<td>40.4%</td>
</tr>
</tbody>
</table>

**Goal:**

Shepherd University has consistently exceeded the average median graduation rates of our peers over the past three years. Shepherd is planning to increase the graduation rate minimally to 41% over the life of the Compact. Shepherd currently ranks within the top third of its peer group for six year graduation rate.

**Strategy/Rationale:**

Shepherd has exceeded the six-year graduation rates of its peers by an average of 5% from 2004-05 through 2006-07. To continue to meet or exceed the median graduation rate of Shepherd’s peers, continuation of current strategies and implementation of new strategies will be employed.

- Build/maintain an electronic transfer articulation process to ease the integration of transfer students and their credits into their chosen programs.
- Build/maintain a robust and responsive degree evaluation tool, readily available to advisors and students from the point of matriculation through graduation.
- Improve advisement across campus through regular programming offered by the director of advisement.
- Increase retention efforts across campus that will positively impact graduation rates (see Element 2: Retention).

**Graduation Rates: 2008-2009 Assessment: Progress Made**

The projected Compact 2008-2009 goal to minimally increase graduation rates in order to reach 41% by 2012 has been achieved. The 2007-2008 six-year graduation rate of
Shepherd’s entering cohort of first-time, full-time bachelor’s degree-seeking freshmen, including transfers to/completion at other West Virginia institution is 40.4%, for the base year with a 46.9% rate achieved for 2008-2009. This is a 6.5% increase over the base year and exceeds the 41% 2012 Compact goal.

IPEDS data has not been release and therefore Shepherd University cannot report on measurements 3a (graduation rates, bachelor degree seeking first time, full-time freshmen – same institution) and 3c (average graduation rate of peers – median).

Shepherd will continue to implement its current strategies for 2009-2010 to ensure that we exceed the median graduation rate of our peers and sustain our persistence to graduation dedication.

**Graduation Rates: 2009-2010 Assessment: Goal Met**

**Undergraduate - Met**

The projected Compact 2009-2010 goal to minimally increase graduation rates in order to reach 41% by 2012 has been achieved. The 2009-2010 six-year graduation rate of Shepherd’s entering cohort of first-time, full-time bachelor’s degree-seeking freshmen is 44%. Shepherd has thus graduated 5% more of its cohort than in 2008-09 (39%), and 12% more than in 2007-08 (32%). Shepherd’s 44% graduation rate compares favorably with the median graduation rate of its peers (37.3%). When students transferring to and completing degrees at other institutions are included, this rate rises to 44.5%.

Shepherd will continue to implement its current strategies (see previous page) for 2010-2011 to ensure that we exceed the median graduation rate of our peers and sustain our persistence to graduation dedication.

**Graduation Rates 2010-2011 Assessment: Goal Met**

**Goal:**

The projected Compact 2010-2011 goal to minimally increase graduation rates in order to reach 41% by 2012 has been achieved. The 2010-2011 six-year graduation rate of Shepherd’s entering cohort of first-time, full-time bachelor’s degree-seeking freshmen is 43.6%. Shepherd has thus graduated 1% less than its cohort in 2009-2010 (44%), 5% more of its cohort than in 2008-2009 (39%), and 12% more than in 2007-2008 (32%). Shepherd’s 43.6% graduation rate compares favorably with the median graduation rate of its peers (35%). When students transferring to and completing degrees at other institutions are included, this rate rises to 47.9%.
**Actions taken during the past academic year:**

With the adoption of the new Student Success Plan focused on matriculation to graduation (in four separate stages) as opposed to simply first-to-second year retention, many of Shepherd’s retention efforts now extend through graduation. Please see earlier section, Element 2: Retention (page 20 of this document), for a discussion of these actions.

**Strategies used:**

Student Success Plan strategies, as well as efforts made through our new CRM system, RETAIN, are focused on all stages of the matriculation to graduation “funnel”. Please see earlier section, Element 2: Retention (page 20 of this document), for a more detailed discussion of these actions.

**Corrective action taken:**

Shepherd will continue to implement the following strategies for 2011-2012 to ensure that the institution continues to exceed the median graduation rate of its peers and sustains its persistence to graduation dedication.

- Build/maintain an electronic transfer articulation process to ease the integration of transfer students and their credits into their chosen programs.
- Build/maintain a robust and responsive degree evaluation tool, readily available to advisors and students from the point of matriculation through graduation.
- Improve advisement across campus through regular programming offered by the director of advisement.
- Increase retention efforts across campus that will positively impact graduation rates (see Element 2: Retention, page 20 of this document).

**Graduation Rates: 2011-2012 Assessment: Goal Met**

**Goal:**

The projected Compact 2011-2012 goal of 41% has been exceeded. The 2011-2012 six-year graduation rate of Shepherd’s entering cohort of first-time, full-time bachelor’s seeking freshmen is 46%, an increase of 3% from 2010-2011. Shepherd has thus graduated 2% more of its cohort than in 2009-2010, 7% more of its cohort than in 2008-2009, and 14% more of its cohort than in 2007-2008. Shepherd’s 46% graduation rate compares favorably with the median rate of its peers, which was 35%. When students transferring to and completing degrees at other institutions are included, Shepherd’s six-year graduation rate for 2010-2011 increases to 47.9%.
Shepherd’s continuous Student Success Plan focuses on the four stages of student success: retention, persistence, progress, and graduation, thus many of our “retention” efforts extend beyond the first two years.

With the advent of the new 120-credit curriculum, the Office of Retention assisted with getting information out to students regarding the possibility of switching to the new curriculum and potentially decreasing their remaining time to graduation. The Office of Retention also collaborated with the Advising Assistance Center to help students who were over the maximum credit hours allowance for financial aid eligibility (SAP) to complete the necessary paperwork to assure they would be able to retain financial aid funding and complete their degrees.

The Student Success Committee created a survey (administered through RETAIN, a software package) that was sent to students who had attained 90+ credits and were not registered for the following semester. The survey was designed to glean information on why students were stopping out so close to graduation. Results of that survey are still be tabulated and the Office of Retention is currently following-up with students as needed.

An Advising Assistance Center was created, staffed extended work day hours by graduate students in the College Student Development Administration (CSDA) master’s program and supervised by the Assistant Dean of Teaching and Learning, to offer advising guidance to students at times when their faculty advisors are not available for consult.

Strategies used:

Student Success Plan strategies, as well as efforts made through RETAIN, remain focused on all four stages of student success: matriculation to retention; retention to persistence; persistence to progress; and progress to graduation. Please see attached Student Success Plan document for a more detailed discussion of these actions.

Corrective actions taken:
Shepherd will continue to implement the following ongoing strategies to ensure that the institution continues to exceed the median graduation rate of its peers and sustains its persistence to graduation dedication.

- Build/maintain an electronic transfer articulation process to ease the integration of transfer students and their credits into their chosen programs.
- Build/maintain a robust and responsive degree evaluation tool, readily available to advisors and students from the point of matriculation through graduation.
- Improve advisement across campus through regular programming and services offered through the Advising Assistance Center and Assistant Dean for Teaching and Learning.
- Increase retention efforts across campus that will positively impact graduation rates (see Element 2: Retention Rate, page 14 of this document).
Shepherd University
Student Success Plan
Years One-Three
2010-2013

Note: Strategies in bold are completed
bold italic=on-going

FUNNEL STAGE 1: Matriculation to Retention

GOAL: IMPROVE FIRST TO SECOND YEAR RETENTION BY 1% ANNUALLY

Prevention Strategies

- Develop summer bridge program
- Passive programming on importance of customer service
- Develop cohort tracking group
- Require enrollment in PHIL 100 of all contract students
- Offer FYEX interest group and LC courses
- Offer stretch model English and Math classes

Detection Strategies

- Utilize SRI to identify at risk students
- Mid-term early alerts
- Utilize SSI/IPS to identify areas of concern
- Utilize WD form to obtain info on students' reasons for leaving
- Conduct focus groups with current sophomores
- Utilize Hobsons software to identify at risk students

Intervention Strategies

- Mention it for Retention
- SRI Interventions to targeted groups (expand)
- Save Your Class Schedule
- Undecided major advising
- Advising Center Feasibility
- Work with SSS Grant Admin to coordinate interventions

Motivation Strategies
Passport Program for SRI interventions  2011-12

SU 2012 FA 2012 SP 2013 SP 2013

FUNNEL STAGE II: Retention to Persistence

TIMELINE

ASSESS PLAN IMPLEMENT ASSESS REDIRECT IMPLEMENT ASSESS

GOAL: REDUCE NUMBER OF STUDENTS ON PROBATION BY 5% ANNUALLY

Prevention Strategies

✓ Work with students with GPA < 2.25  SU 2011
   2011-12

✓ Continue cohort tracking group

Detection Strategies

✓ Mid-term early alerts  WI FA 2010
   WI FA 2010 FA 2010 WI 2011 WI SP 2011 SP 2011 SU 2011
   Utilize NSSE data to track students/follow-up
   Old hold until NSSE data is available for tracking

✓ Utilize Hobson’s software to identify at risk students  FA 2010

Intervention Strategies

✓ Mention it for Retention  SU 2010

✓ Save Your Class Schedule  FA 2010
   2010-11

✓ Undecided major advising  FA 2010
   FA 2010 SP

✓ Advising Center Feasibility  FA 2010
   SP

✓ Work with SSS Grant Admin to coordinate interventions  SP 2011
   2011

Motivation Strategies

Passive programming to slipping students  FA 2012
   FA 2012 FA 2012 SP 2013
   SU

You're Off Probation Congrats letters  2011-12
   2012 FA 2012 SP 2013

FUNNEL STAGE III: Persistence to Progress

TIMELINE

ASSESS PLAN IMPLEMENT ASSESS REDIRECT IMPLEMENT ASSESS
GOAL: DECREASE NUMBER OF STUDENTS WHO TRANSFER AFTER 60 CREDITS BY 2%

Prevention Strategies

- Work with suspended students with >75 credits
  - SU 2012
- Passive programming on importance of customer service
  - FA 2012
  - FA 2012
  - SP 2013
  - SP 2013
  - SP 2013
  - SU 2013
  - FA 2013
  - SP 2014
- Explore feasibility of extended office hours; evening programs, etc.
  - AY 10-11
  - AY 10-11
  - 2010-11
  - 2010-11
  - SU 2011
  - SU 10-11
  - 2011-12
  - SU 2012
- Continue cohort tracking group
  - SU 2012

Detection Strategies

- Utilize WD form to obtain info on students' reasons for leaving
  - AY 2011-12
- Utilize SSI/IPS to identify areas of concern
  - On hold until SSI/IPS are administered
- Utilize NSSE data to track students/follow-up
  - On hold until NSSE data is available for tracking
- Utilize Hobsons software to identify at risk students
  - FA 2010
  - 2010
  - SP 2011
  - SU 2011
  - SU 2011
  - FA 2011
  - WI 2012

Intervention Strategies

- Mid-term early alerts
  - WI FA 2010
  - WI FA 2010
  - FA 2010
  - WI 2011
  - WI SP 2011
  - SP 2011
  - SU 2011
- Mention it for Retention
  - SU 2010
  - 2010
  - FA 2010
  - FA 2010
  - FA 2010
  - WI 2011
  - SP 2011
  - SP 2011
  - SP 2011
  - SU 2011
- Save Your Class Schedule
  - FA 2010
  - 2010
  - WI 2011
  - SP 2011
  - SP 2011
  - SP 2011
  - SP 2011
  - SU 2011
- Work with SSS Grant Admin to coordinate interventions
  - SP 2011
  - 2011
  - SP 2011
  - SU 2011
  - SU 2011
  - FA 2011
  - SP 2012

Motivation Strategies

- Completion of GS requirements recognition
  - 2012-13

FUNNEL STAGE IV: Progress to Completion/Graduation

<table>
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<tr>
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GOAL: INCREASE GRADUATION RATES BY 1% ANNUALLY

Prevention Strategies

- Work with students with <30 credits to graduation
  - FA 2011
  - FA 2011
  - SP 2012
  - FA 2012
  - SP 2013
  - FA 2013
  - FA 2013
- Work with non-returning students with <15 credits to graduation
  - SU 2012
  - 2012
  - FA 2012
  - FA 2012
  - FA 2012
  - SP 2013
  - SP 2013
  - SP 2013
  - SU 2103
- Continue cohort tracking group
  - SU 2012

Detection Strategies

- Survey non-registered students with <30 credits to graduation
  - FA 2011
  - FA 2011
  - FA 2011
  - SP 2012
  - SP 2012
  - SU 2012
  - FA 2012
### Intervention Strategies

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<td>SP</td>
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<tr>
<td><strong>Mention it for Graduation</strong></td>
<td>FA</td>
<td>FA</td>
<td>SP</td>
<td>SP</td>
<td>SP</td>
<td>SP</td>
<td>SU</td>
</tr>
<tr>
<td><strong>Save Your Class Schedule</strong></td>
<td>FA</td>
<td>FA</td>
<td>WI</td>
<td>SP</td>
<td>SP</td>
<td>SP</td>
<td>SU</td>
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<td><strong>Work with students with GPA &lt; 2.25</strong></td>
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<td>FA</td>
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<td>SP</td>
<td>SP</td>
<td>SU</td>
</tr>
<tr>
<td><strong>Work with SSS Grant Admin to coordinate interventions</strong></td>
<td>SP</td>
<td>SP</td>
<td>SU</td>
<td>SU</td>
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### Motivation Strategies

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<th>Fall 2012</th>
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<tr>
<td><strong>You're Almost There! Programs</strong></td>
<td>FA</td>
<td>SP</td>
<td>SP</td>
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4. **Degree Production Complete Data - 2009-2010**

**Data:**

The data provided to Shepherd by the HEPC (and derived from IPEDS) for institutional degree production are as follows:

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<thead>
<tr>
<th></th>
<th>2004-05</th>
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<th>2006-07</th>
<th>2007-08</th>
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<tr>
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<td>138</td>
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<td>0</td>
<td>0</td>
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<td>542</td>
<td>588</td>
<td>679</td>
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<tr>
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<th>2006-07</th>
<th>2007-08</th>
<th>Average</th>
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<tr>
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<td>57</td>
<td>49</td>
<td>53</td>
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<td>505</td>
<td>489</td>
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<tr>
<td>Master’s</td>
<td>45</td>
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<td>47</td>
<td>49</td>
<td>47</td>
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<tr>
<td><strong>Totals</strong></td>
<td>576</td>
<td>595</td>
<td>576</td>
<td>607</td>
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**Degree Production Goal:**

The institution will be evaluated based on previous degree production. Degree production each year over the compact cycle will be compared with the average of the three most recent years. In the initial year reporting (2007-08), the institution is to establish appropriate annual and fifth-year goals for degree production.

The goals for growth in baccalaureate and master’s degrees are similar to those for fall headcount enrollment (1.50% of fall 2007 numbers for baccalaureate degrees, 2.50% of fall 2007 numbers for master’s degrees). Undergraduate growth is based upon the three-year average of degrees awarded, from 2004-05 through 2006-07. Due to the rapid growth in the number of graduates from Shepherd’s young graduate programs, graduate growth is based upon the most recent year’s master’s graduates (2007-08). This results in the following projections:

<table>
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<tr>
<th></th>
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<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
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<tbody>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>542</td>
<td>631</td>
<td>550</td>
<td>558</td>
<td>566</td>
<td>574</td>
<td>582</td>
</tr>
<tr>
<td>Master’s</td>
<td>12</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td>52</td>
<td>54</td>
<td>56</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>603</td>
<td>679</td>
<td>599</td>
<td>608</td>
<td>618</td>
<td>628</td>
<td>638</td>
</tr>
</tbody>
</table>
(Data for 2007-08 are based upon data as submitted to the HEPC, but not yet collected by IPEDS. Peer data for 2007-08 are not yet available. Note that the separation of the Community and Technical College of Shepherd (now the Blue Ridge Community and Technical College) resulted in the discontinuation of associate degree program offerings at Shepherd; thus, no associate degree graduates are projected.)

The above projections are based upon the three-year average of 2004-05 through 2006-07 graduates, as specified in the Compact Reporting Elements. However, the number of graduates for 2007-08 (as reported to the HEPC) is significantly higher than for previous years. Inclusion of the 2007-08 data (which are available) changes the above estimates significantly. If we advance the three-year rolling average to include 2005-06, 2006-07, and 2007-08 numbers, we find a three-year average of 577 baccalaureate graduates. Use of the aforementioned 1.50% growth rate per year results in a projection of 620 graduates for 2012-13.

A number of campus initiatives are helping to increase degree production in recent years:

- From the faculty, an increased focus on advisement and the use of technology tools to assist students.
- From Enrollment Management (Registrar), a Degree Evaluation tool to track progress-to-degree is available online to students and advisors from the point of matriculation through to graduation.
- From Enrollment Management (Registrar), targeted communications through multiple outlets encourage students to apply for graduation and alert them to approaching deadlines.
- From Enrollment Management (Registrar), intensive electronic communications with graduation candidates and their advisors, providing regular status reports and monthly deficiency alerts, particularly when the final semester begins.

We anticipate that these efforts will continue to yield positive results, especially when combined with other campus initiatives (enrollment and retention, first-year experience, etc.)

As the plans of and other factors affecting other institutions’ enrollments and subsequent numbers of graduates are not possible to predict, no projections of those numbers are provided here.

It should be noted that the numbers provided by the HEPC do not accurately reflect the actual program completions of Shepherd’s students. These numbers include only those students reported to IPEDS as first majors in their fields of study. Students completing more than one major within the same type of degree program are counted only once here (although they are reported to IPEDS). Thus, Shepherd students are completing more programs of study than are reflected here.
Undergraduate
Our annual goal is to achieve a 1.5% increase in bachelor degree production, paralleling the increase projected for undergraduate enrollment. This would mean a projected five-year goal of a total bachelor degree production of 582 in 2012-13, based on the three-year mean of baccalaureate graduates (542).

Graduate
Our annual goal is to achieve a 2.5% increase in master’s degree production, paralleling the increase projected for graduate enrollment. This would mean a projected five-year goal for master’s degree production of 56 in 2012-13, with the projections based upon the number of graduate degrees awarded in 2007-08 (48).

Strategy/Rationale:

Undergraduate
Shepherd has implemented several new retention strategies for fall 2009:

- A first-year seminar course, (Philosophy 199: Introduction to Life at a Liberal Arts University, which is aimed at our provisionally admitted students)
- An intensive, professional advisor pilot program
- Enhanced services in Academic Support (including a new faculty line in clinical stretch-mathematics).

Through these efforts our goal is to retain more students and generate more undergraduate degrees.

Graduate
Graduate student graduations involved only one program until 2007 (i.e., the Master of Arts in Curriculum and Instruction). With a new graduate studies marketing Program targeted toward increasing graduate student enrollment taking place in 2009, there will be a lag time of two years before graduate student graduations start to increase at the same rate as the graduate studies enrollment increase of 2.5% average per year.

Degree Production 2008-2009 Assessment: Goal Met

According to the data our strategies are helping Shepherd University meet projected goals. From the chart on page 11, we have met our targeted projections and rank above our peers in degree production at both the Baccalaureate and Master’s level.

Degree Production 2009-2010 Assessment: Goal Met
Shepherd University’s goal has been met in this area. In 2009-10, 687 baccalaureate degrees and 51 master’s degrees were awarded. The Year 2 goal of 558 baccalaureate and 50 master’s degrees has been exceeded.

**Actions taken during the past academic year in the undergraduate program:**

- Shepherd offered a mandatory first-year seminar course, Philosophy 100: Introduction to Liberal Arts Study, for students who are provisionally admitted.
- Shepherd offered an intensive secondary advisor pilot program for undeclared students.
- Shepherd offered enhanced services in Academic Support (including programs focusing on study skills and time management).
- Shepherd offered a more intensive New Faculty Orientation session at the beginning of the academic year.

**Strategies used:**

Shepherd was very proactive in communicating to students about support services on campus and advisors were trained to help students use the degree evaluation tools on RAIL in order to help track their progress toward graduation.

**Corrective action taken:**

None at this time.

**Degree Production 2010-2011: Undergraduate Program Goal Met**

On the undergraduate side, the year 3 goal of 566 baccalaureate degrees awarded has been exceeded.

**Actions taken during the past academic year in the undergraduate program:**

- Shepherd offered a mandatory first-year seminar course, Philosophy 100: Introduction to Liberal Arts Study, for students who are provisionally admitted.
- Shepherd offered enhanced services in Academic Support (including programs focusing on study skills and time management).
- Shepherd offered workshops for students who were flagged to be “at-risk” for retention on our Student Readiness Inventory (SRI).
- Shepherd offered a more intensive New Faculty Orientation session at the beginning of the academic year.
Shepherd started a TRiO Student Support Services program to assist low-income, FTIC students and students with disabilities.

**Strategies used:**

Shepherd was very proactive in communicating to students about support services on campus and advisors were trained to help students use the degree evaluation tools on RAIL in order to help track their progress toward graduation.

**Corrective action taken:**

None at this time.

**Degree Production 2010-2011: Graduate Program Goal Not Met**

The recession has impacted the number of graduates from the graduate programs, with a two year lag time now noticed in the specific programs – the two years typically being the amount of time for a master’s degree, with the exception of the three teacher programs that typically take three or four years part-time. Almost all of the decrease in 2009-2010 to 2010-2011 graduates of the five graduate programs can be predicted by the three graduate program enrollment decreases from 2008-2009; there was a drop of 17 graduates from 2009-2010 to 2010-2011 (51 to 34 respectively) and there was a drop of 14 graduate students in the 2008-2009 period compared to the 2007-2008 period when we take out the program with the most “part-time” number of students, namely the MMME. The time for the MMME students to graduate has been nearly four years.

**Actions Taken during the Past Academic Year in the Graduate Program:**

In addition to marketing plans created for each of the graduate programs, the following were implemented in 2010-2011:

1. The dean met with the MA-CI coordinator and other faculty to make sure courses were offered for specific cohorts (i.e. science) to ensure graduation in a timely manner.
2. New marketing brochures and procedures were implemented for all of the teacher programs (i.e., MA-CI, MAT and MMME) with targeted mailings to specific geographic areas.
3. The MA-CI program underwent new targeted marketing towards teachers without certification, where previously only certified teachers were admitted.
4. The MAT procedures for admission were reviewed with new streamlined admissions procedures in discussion for 2011-2012.
5. The MMME program added a nationally marketed Kodály program that brings students to the Shepherd campus for summer graduate courses as a means of expanding the market for potential students.
6. The MBA in Health Administration internships were expanded to bring in a wider variation of students interested in health administration.
7. The MBA in Accounting completed the addition of specific accounting emphasis courses.

**Strategies Used:**

In order to meet these goals, there has been a change of leadership in the Division of Graduate Studies and Continuing Education.

**Corrective action taken:**

With the new leadership, the Dean of Graduate Studies is continuing work of the 2010-2011 academic year by meeting every two weeks with Admissions and Enrollment Management to focus on improving the enrollment and graduate rates of graduate degree programs. New concentrations within existing degrees are in progress with the MA-CI and MBA degree programs.

**New Degree Programs contemplated for the duration of the compact planning period:**

Historic Preservation, if it goes forward, will be multidisciplinary between A&H and SNS&M and there is a chance that Public History may be approved during this period of time. Also, new concentrations within existing degrees are in progress with the MA-CI and MBA degree programs.

**New Instructional Locations contemplated for the duration of the compact planning period:**

The Center for Contemporary Arts (CCA) Phase II should be open in 2013. Also, the Knutti Hall basement will be in use by fall bringing two new classroom spaces.

**Degree Production 2011-2012: Undergraduate Program Goal Met**

On the undergraduate side, the year 4 goal of 574 baccalaureate degrees awarded has been exceeded.

**Actions taken during the past academic year in the undergraduate program:**

- Shepherd offered enhanced services in Academic Support and Counseling Services (including programs focusing on study skills, stress management, and time management).
Shepherd continued to offer an intensive New Faculty Orientation session at the beginning of the academic year.
Shepherd continued with the TRiO Student Support Services program to assist low-income, FTIC students and students with disabilities.
The Advising Assistance Center (AAC) served numerous students on campus, helping to enhance timely degree completion.
This was the first year spent utilizing the new catalog and new core curriculum. Sixty-two students were able to decrease their time to graduation by shifting to this new 120-hour curriculum.

Strategies used:
Shepherd was very proactive in communicating to students about support services on campus and advisors were trained to help students use the degree evaluation tools on RAIL in order to help track their progress toward graduation.

Corrective action taken:
None at this time.

Degree Production 2011-2012: Graduate Program Goal Met

During the 2011-2012 year, the Division of Graduate Studies focused not only on enrollment in its programs, but also worked to ensure that its students were able to complete their degree program in a timely manner. The Dean of Graduate Studies worked with the individual graduate program coordinators on increasing communication and awareness in the graduate areas through the steps outlined in “actions taken.” This resulted in a significant increase in degree production over the previous reporting period.

As a result of increased communication and student awareness of policies and procedures, degree production increased from 34 in 2010-2011 to 63 in 2011-2012. The table below outlines the percentage increase for graduate studies as a whole and increases or decreases in individual programs. Only the M.B.A. program had a slight decrease in degree production of 9.5% or 2 graduates, while each of the other programs experienced considerable increases. This is due in part to a number of students from the previous year being able to complete courses in the rotation, and with increased financial aid support from graduate studies in lower enrolled degree programs such as the M.A.T. and M.M.M.E.

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% increase or decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A.-CI</td>
<td>4</td>
<td>9</td>
<td>+125%</td>
</tr>
<tr>
<td>M.A.-CSDA</td>
<td>7</td>
<td>18</td>
<td>+157%</td>
</tr>
<tr>
<td>M.A.T.</td>
<td>2</td>
<td>11</td>
<td>+450%</td>
</tr>
<tr>
<td>Program</td>
<td>Graduates 2007</td>
<td>Graduates 2012</td>
<td>Percent Change</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>21</td>
<td>19</td>
<td>-9.5%</td>
</tr>
<tr>
<td>M.M.M.E.</td>
<td>0</td>
<td>6</td>
<td>+600%</td>
</tr>
<tr>
<td>Total # of graduate degrees</td>
<td>34</td>
<td>63</td>
<td>+85.29%</td>
</tr>
<tr>
<td>% above or below goal of 50 graduates each year</td>
<td>-32%</td>
<td>+26%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions Taken during the Past Academic Year in the Graduate Program:**

1. The dean, program coordinators, and the graduate council worked to develop new policies and forms to address the needs of graduate students and to be more in line with the HEPC and COPLAC peer institutions:
   a.) Transfer policies: adjustment to the maximum number of credits to transfer in (up to 9), grade stipulations (minimum of “B”) and maximum time limit (within the last seven years).
   b.) Sunset Clause: Students have seven years to complete their program from the time of admission. An appeal process is addressed as well.
   c.) TOEFL policy: A TOEFL policy for language proficiency that addressed the needs of graduate students and students in foreign countries where the primary language of instruction is English.
   d.) Plan of Study Form: An advisement form was developed for implementation in Fall 2012 whereby graduate students work with the advisor to create a plan of how they will complete their degree program. This will allow for increased efficiency in course offerings within specialized tracks of degree programs.

2. The dean met with the M.A.-CI coordinator and consulted with other faculty to make sure courses were offered for specific cohorts (i.e. science) to ensure graduation in a timely manner.

3. A new view piece was developed for graduate studies.

4. Admission requirements were revised and implemented for the M.A.T. program.

5. The M.M.M.E. program coordinator worked with new music faculty members to offer practicum opportunities and thesis supervision for potential graduates.

6. The internship option in the health administration concentration of the M.B.A. program was moved from a CEU offering to a new course, MBA 591. This will create internship opportunities for all M.B.A. students, and also make them eligible for financial aid for this course.

7. Increased communication was accomplished through the use of the graduate website, graduate newsletter, and the graduate studies Facebook page:
   - Graduate Studies: [http://www.shepherd.edu/graduate-studies/](http://www.shepherd.edu/graduate-studies/)
   - Newsletter: [http://www.shepherd.edu/graduate-studies/spring12.pdf](http://www.shepherd.edu/graduate-studies/spring12.pdf)
   - Facebook page: [http://www.facebook.com/SUgradstudies](http://www.facebook.com/SUgradstudies)
   - Forms page: [http://www.shepherd.edu/graduate-studies/forms-current.html](http://www.shepherd.edu/graduate-studies/forms-current.html)

**Strategies Used:**
In order to meet these goals, there has been a change of leadership in the Division of Graduate Studies and Continuing Education with the Dean and in one of the program coordinators. Goals have been set for each of the degree programs, as well as expectations of deliverables for each graduate program coordinator regarding communication and advisement.

**Corrective action taken:**

The Dean of Graduate Studies is continuing work of the 2011-2012 academic year by meeting every two weeks with Admissions and Enrollment Management to focus on improving the enrollment and graduate rates of graduate degree programs. New concentrations within existing degrees are in progress with the M.A.-CI and M.B.A. degree programs, and new graduate policies have been developed during the past year to aid in student retention and progress towards degree completion.

New degree programs contemplated for the duration of the compact planning period:

**Graduate Studies**

- A new individualized track of study has been developed in the M.A.-CI program. In addition to choosing from a variety of subject areas, students may also choose a selected set of courses from other degree programs such as M.B.A. and M.A.-CSDA to match their career objectives.
- The Department of Education is working with the Dean of Graduate Studies to develop a track in multi-categorical special education within the M.A.-CI degree program.
- A planning document for the D.N.P. (Doctor of Nursing Practice) degree has been developed and vetted through the graduate council and through executive staff.
- A new concentration in marketing or sports marketing is in the planning stages with the Dean of GSCE, the M.B.A. program coordinator and M.B.A. and HPERS faculty.

**Expanded guidelines: Degree Production, 2011-2012**

1. What new degree programs, if any, are contemplated for the duration of the compact planning period?

   - A new individualized track of study has been developed in the M.A.-CI program. In addition to choosing from a variety of subject areas, students may also choose a selected set of courses from other degree programs such as M.B.A. and M.A.-CSDA to match their career objectives.
- The Department of Education is working with the Dean of Graduate Studies to develop a track in multi-categorical special education within the M.A.-CI degree program.
- A planning document for the D.N.P. (Doctor of Nursing Practice) degree has been developed and vetted through the graduate council and through executive staff.
- A new concentration in marketing or sports marketing is in the planning stages with the Dean of GSCE, the M.B.A. program coordinator and M.B.A. and HPERS faculty.

2. What new instructional locations, if any, are contemplated for duration of the compact planning period ending in 2013?

- None at this time.
5. Degrees in STEM Fields and Related Disciplines  
Complete Data 2008-2009

**Data:**

The average number of degrees in STEM disciplines was 125 during the period 2000-01 through 2006-07. Shepherd University has had an average increase in overall enrollment of about 3% during this period. Based on this growth the increase in STEM degrees are shown below. (Percentage changes are from the 2000-01 through 2006-07 average. 2007-08 numbers are based upon data as submitted to the HEPC, but not yet submitted to IPEDS.)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>14</td>
<td>16 (14%)</td>
<td>15 (7%)</td>
<td>17 (21%)</td>
<td>17 (21%)</td>
<td>18 (29%)</td>
<td>19 (36%)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6</td>
<td>7 (17%)</td>
<td>7 (17%)</td>
<td>8 (33%)</td>
<td>8 (33%)</td>
<td>8 (33%)</td>
<td>8 (33%)</td>
</tr>
<tr>
<td>Computer Science</td>
<td>32</td>
<td>32 (0%)</td>
<td>36 (13%)</td>
<td>38 (19%)</td>
<td>40 (25%)</td>
<td>42 (31%)</td>
<td>44 (38%)</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>15</td>
<td>17 (13%)</td>
<td>17 (13%)</td>
<td>18 (20%)</td>
<td>19 (27%)</td>
<td>19 (27%)</td>
<td>20 (33%)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>2 (-50%)</td>
<td>4 (0%)</td>
<td>5 (25%)</td>
<td>5 (25%)</td>
<td>5 (25%)</td>
<td>5 (25%)</td>
</tr>
<tr>
<td>Psychology</td>
<td>23</td>
<td>19 (-17%)</td>
<td>25 (9%)</td>
<td>27 (17%)</td>
<td>28 (22%)</td>
<td>29 (26%)</td>
<td>31 (35%)</td>
</tr>
<tr>
<td>Nursing</td>
<td>31</td>
<td>53 (38%)</td>
<td>62 (6%)</td>
<td>78 (26%)</td>
<td>*60 (-23%)</td>
<td>*60 (0%)</td>
<td>*60 (0%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125</strong></td>
<td><strong>137 (10%)</strong></td>
<td><strong>139 (11%)</strong></td>
<td><strong>150 (20%)</strong></td>
<td><strong>156 (25%)</strong></td>
<td><strong>163 (30%)</strong></td>
<td><strong>172 (38%)</strong></td>
</tr>
</tbody>
</table>

*Increasing numbers are contingent on W.Va. Board of Nursing approval*

The number of teaching degrees awarded in STEM disciplines during the past seven years has averaged about eight degrees per year for the period 2001-07. Mathematics accounts for 74.6% of the teaching degrees in STEM disciplines.

**Goal:**

During the next five years an increase of 10% in STEM-related teaching fields is projected. Emphasis will be given to degrees in biology, computer science, and nursing education.

**Strategy/Rationale:**

**Biology and Chemistry**

- Shepherd recently initiated the MedStep, DentStep, and PharmStep programs with West Virginia University. These programs target high school seniors and assure them of enrollment in the respective professional program at West Virginia University if they maintain the program’s requirements at Shepherd.
The MedStep and DentStep programs require the student to earn an undergraduate degree at Shepherd while the PharmStep program is a two-year program at Shepherd followed by transfer to WVU. The School of Natural Science and Mathematics will work to strengthen the existing MedStep and DentStep programs. Plans are underway to expand the PharmStep program to make it a 3+3 program that will allow students to earn an undergraduate degree at Shepherd and a pharmacy degree from West Virginia University. This program will result in West Virginia students staying in West Virginia rather than going to Shenandoah University or other out-of-state locations.

- Preliminary data indicating low retention rates in biology and chemistry appear to be linked to first-year students’ preparation in mathematics; first-year students who score below 19 on the mathematics section of the ACT perform poorly in General Chemistry. To address this problem, first-year students who are required to enroll in the developmental mathematics course (MATH 101A and MATH 101B) will be advised to delay taking chemistry until their sophomore year. Sophomore students better prepared in mathematics are expected to do better in chemistry and be retained in the science majors.
- Programs to retain currently enrolled students will be initiated as of fall 2010 and thereafter. These programs will focus on targeted advisement of science students, curricula that better prepare students for the examinations required for entry into professional schools, and a program of peer-to-peer mentoring.
- A new major in the biology program in ecological science has been established to provide an option for those students seeking to major in biology but in areas of biology that require a lower level in chemistry and mathematics.

**Mathematics and Computer Science**

- Shepherd, along with local counties, is sponsoring a three-year-long program in mathematics training for teachers in the region. The courses are taught by Shepherd mathematics faculty. This has fostered a closer relationship between local mathematics teachers and the Shepherd faculty.
- New major in applied mathematics and a new degree program in computer engineering have been approved and will be implemented as of fall 2008. This will create more career options for students majoring in mathematics. Both programs are in areas of mathematics and computer science that are expected to see increased job demand and student interest. The degree program in Computer Engineering will begin in the fall of 2008.
- A new degree program in computer information technology has been approved by Shepherd’s Board of Governors and will be submitted for HEPC approval in the fall of 2008. This degree option will attract students who want a degree that involves applications of computer science rather than computer programming.
- Transfer programs have been established with Hagerstown Community College and the Blue Ridge Community and Technical College to facilitate transfer of
students with two-year degrees in computer technology into the Computer Sciences programs.

**Biology, Chemistry, Computer Science and Mathematics, and Environmental Studies**

- Joint initiatives with the Admissions Office to improve recruitment of high school students interested in science and mathematics to Shepherd are planned. Initiatives will include Shepherd faculty working more closely with the Admissions Office on recruitment, faculty and student visits to high schools, and invitations to public school faculty and students to visit Shepherd.
- The STEM discipline faculty will work closely with the Shepherd’s retention specialist to identify problems in retention and work on strategies to increase the retention rate.
- All STEM disciplines will establish a program of visiting local high schools to inform students about programs and careers in science.
- Efforts have begun to work with secondary schools to better align their course content with what is expected at the college level. A three-year grant obtained by the Jefferson and Berkeley County Boards of Education and Shepherd has completed its first year as of spring 2008. The grant’s purpose it to provide advanced training by Shepherd faculty to area mathematics teachers. These teachers will be better able to teach mathematics at a level appropriate for college admission.
- Involving undergraduates in research has been shown to increase retention and strengthen student commitment to degrees in STEM disciplines. Shepherd has a strong commitment to involving students in research, and research internships are required by all majors in biology, chemistry, and environmental studies. Shepherd plans to increase its program in undergraduate research with the formation of the Undergraduate Research Consortium (URC), effective as of fall 2010. The mission of URC is to promote quality undergraduate research in the natural sciences, mathematics, computer science, and engineering under the guidance of professors resulting in publications in undergraduate research journals and/or presentations in professional conferences.

**Nursing Education**

The department chair, faculty, and staff will continuously evaluate the assessment plan and monitor data and trends from those results to improve and revise the program. The Department of Nursing Education will continuously revise the nursing education curriculum based on changes within the health care environment.

- Twice during the year, nursing education will increase efforts to admit students to the program in order to increase the number of students enrolled.
- Efforts will be directed to providing the course availability and scheduling necessary to have both classes achieve their B.S.N. degree in three years from student admission into the program.
- Start earlier in the program to discuss NCLEX preparation with students.
- Recommend purchase and use of NCLEX preparation resources throughout the nursing program.
- Continue to recommend a review course such as Kaplan.
- Develop a program for at-risk nursing students.
- Continue NURS 436 (1 credit) as the capstone NCLEX-RN preparation course with individual.
- Emphasize the importance through preparation by taking the NCLEX-RN exam within two months of graduation. Identify and inform students of several NCLEX-preparation resources (e.g., ATI, Kaplan).
- Change progression policy to link performance on ATI proctored tests with course grades.
- ATI representative to hold workshops for faculty and students in the 1st and 4th semester of the program re: getting maximum value from ATI tests.
- Yearly test-taking skills workshop for all students.
- Revise degree-completion policy to allow three years rather than five years to complete all degree requirements after admission to the nursing program.
- Increase clinical lab coordination/clinical placement coordinator time.
- Explore the establishment of a Master of Science in Nursing.
- Explore the establishment of three tracks for the undergraduate program: traditional, second degree, and R.N. to B.S.N.

**STEM Teaching Fields**

- STEM teaching fields follow nearly the same curriculum in science as those of the non-teaching STEM disciplines. Therefore, strategies to encourage students to enter teaching as a profession can be similar. The admissions program developed for the STEM disciplines will include information about STEM teaching fields.
- Faculty speaking with secondary school teachers will present education as a career option for those in STEM disciplines.

**Psychology**

- In the last two years (fall 2006 through spring 2008) the Department of Psychology has completely reorganized the curriculum to emphasize the scientific nature of the discipline. A statistics course that focuses on psychology was added and the research methods course was moved from the senior year to the sophomore year. One group of restricted electives was restructured and the remaining courses in the group had laboratory
components added. Finally, the number of hours required for the major was increased so that physiological psychology could be added as a required course. The final step in this process, to be completed within the next two years, will be the proposal of a B.S. degree in psychology.

- It was emphasized in the last two faculty searches that a successful candidate would have a strong research and methodological background. The focus on the empirical nature of the discipline has also been stressed to adjuncts. This has resulted in a consistent message throughout a student’s course of study. Early results, obtained in the last assessment cycle, show that Shepherd students scored significantly above the national average on the Measurement and Methods assessment indication of the Major Field Test in Psychology.

- It is widely accepted in the field that involving undergraduates in research is beneficial. Toward that end, the Shepherd psychology department has made several changes to expose students to research. As of 2008, the department implemented a research participation requirement in all sections of Introduction to Psychology. This allows students in the introductory course to see faculty and other students engaging in research demonstrating the importance of the research enterprise. It also facilitates faculty research, which provides opportunities for students to work with faculty on projects. The department is also currently working with staff at the local VA Hospital to create an internship program. Finally, Shepherd psychology students all complete an empirical research project of their own design as a capstone experience.

- Now that the curricular issues have been addressed and the department is fully staffed, as of the fall of 2008, the Department of Psychology is shifting its focus to recruiting and retention. In terms of recruiting, the department is currently exploring two ideas: faculty visits to local high school psychology classes and a recruiting letter sequence similar to that used by the University Honors program. For the former, we propose that faculty in the department will develop presentations in their areas of interest. These presentations will be targeted to high school students. The department chair will then contact local high school psychology instructors and offer to visit their classes as guest lecturers.

- Strengthening student ties to the department should improve retention. Several actions have been taken with the goal of improving student ties to the department. First, the department implemented a psychology e-mail list to improve communication between the faculty and majors. Second, the department is actively recruiting students to reinvigorate the Shepherd Psychology Club. Finally, informal discussions with students suggest that a major source of dissatisfaction is advising. As a result, the department faculty are taking steps to improve advising within the psychology program, including the development of a standardized advising form and ensuring that new faculty attend advising workshops offered by the University. Finally, the psychology department members met with the Shepherd retention specialist
and are exploring several additional strategies to improve retention in psychology.

**Degrees in STEM Fields and Related Disciplines 2008-2009 Assessment: Progress Made**

Degrees in STEM fields and related disciplines

<table>
<thead>
<tr>
<th></th>
<th>Ave 2000-1 through 2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>% inc</td>
<td>N</td>
</tr>
<tr>
<td>Biology</td>
<td>14</td>
<td>16</td>
<td>14%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>CIS</td>
<td>32</td>
<td>32</td>
<td>0%</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>15</td>
<td>17</td>
<td>13%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Psychology</td>
<td>23</td>
<td>19</td>
<td>17%</td>
</tr>
<tr>
<td>Nursing</td>
<td>31</td>
<td>44</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>137</td>
<td>9%</td>
</tr>
</tbody>
</table>

While Shepherd has exceeded our degree production goals in the STEM areas of Biology, Chemistry, Mathematics, and Nursing, we have underperformed in Computer Science, Environmental Studies and Psychology. The overall STEM degree production fell short by 1 degree (139 projected verses 138 actual.) The following updated strategies will be put into place to address this goal area.

**Goal:**

For the fields in the School of Natural Sciences and Mathematics the goal to increase enrollment by 10% over the five year period (four remaining) will remain unchanged.
Strategy/Rationale:

**Biology & Chemistry**

- MedSTEP, DentSTEP and PharmSTEP programs will be continuing. Shepherd is formalizing the MedSTEP program requirements and will be taking steps to formalize the other two program requirements. Formalization is necessary as the admissions requirements for students in these programs were being changed without communication to the Shepherd faculty and/or students. This lack of communication and altered requirements proved problematic for some MedSTEP students. A formal MOU regarding a 3+3 Biopharmacy Program has been signed by both Shepherd and WVU. Student recruitment for this program will begin in the 2009 – 2010 academic year.
- Data will be gathered to determine if those students completing developmental mathematics and enroll in chemistry during their sophomore year perform better and are retained as science majors. Additionally, data will be collected to determine if those students coming in with poor preparation in mathematics are retained as science majors after their first two semesters at Shepherd.
- Programs initiated to retain currently enrolled students will be evaluated to determine the relative success or failure of these programs.
- The enrollment and success of the students opting for the ecological science major will be tracked and used to assess this major.

**Mathematics & Computer Science**

- The number of students graduating with degrees in Computer Engineering and Applied Mathematics will be tracked to determine the demand for these majors. In addition, the placement of graduates in either related jobs or graduate programs will be tracked.
- The success of the newly introduced Computer Information Technology degree will be assessed by measuring course enrollment, degree completion and retention of students in this major.
- These transfer programs will be assessed by determining the number of transfer students and the retention and graduation rates of these transfer students.

**Biology, Chemistry, Computer Science and Mathematics, and Environmental Studies**

- The School of Natural Sciences and Mathematics will stand ready to participate in the joint initiatives proposed to improve recruitment.
- The faculty in the School of Natural will assess the effectiveness of the programs where faculty members visit area high schools to discuss science careers.
- The second year of the grant in partnership with Jefferson and Berkeley County Boards of Education has been completed. A number of teachers were on the Shepherd campus this summer for this program.
- The Undergraduate Research Consortium will be formed and begin its functions.
Degrees in STEM Fields and Related Disciplines 2009-2010 Assessment: Progress Made

Goal: The goal to increase enrollment in STEM and related disciplines by 10% over the five year period (three years remaining) will remain unchanged.

- Goal for all STEM fields and related disciplines was exceeded (data shown in table below; goal = 150, actual = 158)
- Goal met or exceeded by Chemistry and Environmental Studies.
- Goal not met by Biology (one graduate under goal), Computer Science (24 graduates under goal), Mathematics (one graduate under goal), Psychology (three graduates under goal) and Nursing (eight graduates under goal).

<table>
<thead>
<tr>
<th></th>
<th>Ave 2000-1 through 2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>% inc</td>
<td>N</td>
<td>% inc</td>
</tr>
<tr>
<td>Biology</td>
<td>14</td>
<td>16</td>
<td>14%</td>
<td>19</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6</td>
<td>7</td>
<td>17%</td>
<td>8</td>
</tr>
<tr>
<td>CIS / CIT</td>
<td>32</td>
<td>32</td>
<td>0%</td>
<td>18</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>15</td>
<td>17</td>
<td>13%</td>
<td>14</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>2</td>
<td>-50%</td>
<td>5</td>
</tr>
<tr>
<td>Psychology</td>
<td>23</td>
<td>19</td>
<td>-17%</td>
<td>19</td>
</tr>
<tr>
<td>Nursing</td>
<td>31</td>
<td>44</td>
<td>42%</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>137</td>
<td>9%</td>
<td>138</td>
</tr>
</tbody>
</table>

Actions Taken During the Past Academic Year:

- Enhanced the MedSTEP, DentSTEP and PharmSTEP programs.
- Increased the number opportunities for pre-pharmacy students.
- Increased the amount of the assistance given to pre-health professions students.
- Assessed the retention of majors in different departments.
- Increased the efforts the recruit entering freshmen and transfer students.
- Continued evaluation of new program in Computer Information Technology.
- The Nursing Education Department revised the vision, mission, philosophy and curriculum and the policy regarding course withdrawal and repeating.

Strategies Used:
• Formalization of program requirements for MedSTEP, DentSTEP and PharmSTEP.
• Coordination with WVU to develop a mechanism for vacancies in MedSTEP, DentSTEP and/or PharmSTEP to be filled by currently enrolled Shepherd students.
• Approval of and recruitment of students into a 3+4 Biopharmacy program with WVU School of Pharmacy.
• Development of an articulation agreement for a 3+4 Biopharmacy program with Shenandoah University.
• Assessment of the level of support provided to pre-health professions students.
• All departments were required to develop a retention plan.
• All departments were required to develop a mentoring plan for adjunct faculty.
• Development of specific communication plans to be used in recruiting freshmen and transfer students into STEM majors.
• Evaluation of the success of developmental mathematics in retaining STEM majors.
• Tracking of enrollments in computer science courses which were found to be up by 13% from fall 2008 to fall 2009.
• The Psychology Department identified the following barriers to students’ retention and success: 1) quality of advising, 2) students’ knowledge of course sequencing, and 3) availability of courses required by current degree plan (foreign language and minors) was limited.
• The Nursing Education Department took these specific actions: 1) mapped the curriculum content to the NCLEX test blueprint, 2) developed an NCLEX improvement action plan and 3) developed a program evaluation tool.

Corrective Actions Taken:

• Established a pre-health professions advising committee and registered the committee chair with health professions organizations (AAMC, AACOM) to facilitate data collection and communication.
• Worked with WVU to develop a mechanism that allows vacancies in MedSTEP, DentSTEP and/or PharmSTEP to be filled by currently enrolled Shepherd students.
• Approved and began recruiting students into a 3+4 Biopharmacy program with WVU School of Pharmacy.
• Departments will implement retention plans and retention rates will be tracked.
• Departments will implement adjunct mentoring plans.
• A communication plan will be implemented for freshmen and transfer students and changes in applications, acceptances, deposits, and enrollments measured.
• A means of assessing success of developmental mathematics in retaining STEM majors will be identified as current method of determining retention does not provide these data.
• The Psychology Department will focus on advising quality within the department.
• The Psychology Department has taken steps to post tentative schedules for the three upcoming semesters on the Registrar’s web site.
• The Psychology Department will prepare a proposal for a Bachelor of Science degree that does not require a foreign language.
• The Nursing Education Department developed a new courses based on the NCLEX outcomes.
• The Nursing Education Department decreased the faculty to student ratio in the capstone seminar.

 Degrees in STEM Fields and Related Disciplines 2010-2011 Assessment: Progress Made

**Goal:** The goal to increase enrollment in STEM and related disciplines by 10% over the five year period (two years remaining) will remain unchanged.

- Goal for all STEM fields and related disciplines was not met (data shown in table below; goal = 156; actual = 143) and there was actually a decrease in the total number of degrees conferred in STEM and related fields in 2010 – 2011 from 2009 - 2010.
- Goal was met by Environmental Studies and exceeded by Biology (one graduate above goal) and Mathematics (five graduates above goal).
- Goal not met by Chemistry (two graduates under goal), Computer Science (nine graduates under goal) Psychology (ten graduates under goal) and Nursing (seventeen graduates under goal). While Computer Science did not meet the goal the number of graduates increased 121% compared to 2009 – 2010.

<table>
<thead>
<tr>
<th>Degrees in STEM Fields and Related Disciplines 2010-2011 Assessment: Progress Made</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong> The goal to increase enrollment in STEM and related disciplines by 10% over the five year period (two years remaining) will remain unchanged.</td>
</tr>
<tr>
<td>- Goal for all STEM fields and related disciplines was not met (data shown in table below; goal = 156; actual = 143) and there was actually a decrease in the total number of degrees conferred in STEM and related fields in 2010 – 2011 from 2009 - 2010.</td>
</tr>
<tr>
<td>- Goal was met by Environmental Studies and exceeded by Biology (one graduate above goal) and Mathematics (five graduates above goal).</td>
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<tr>
<td>- Goal not met by Chemistry (two graduates under goal), Computer Science (nine graduates under goal) Psychology (ten graduates under goal) and Nursing (seventeen graduates under goal). While Computer Science did not meet the goal the number of graduates increased 121% compared to 2009 – 2010.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Degrees in STEM Fields and Related Disciplines 2010-2011 Assessment: Progress Made</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong> The goal to increase enrollment in STEM and related disciplines by 10% over the five year period (two years remaining) will remain unchanged.</td>
</tr>
<tr>
<td>- Goal for all STEM fields and related disciplines was not met (data shown in table below; goal = 156; actual = 143) and there was actually a decrease in the total number of degrees conferred in STEM and related fields in 2010 – 2011 from 2009 - 2010.</td>
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<td>- Goal was met by Environmental Studies and exceeded by Biology (one graduate above goal) and Mathematics (five graduates above goal).</td>
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<tr>
<td>- Goal not met by Chemistry (two graduates under goal), Computer Science (nine graduates under goal) Psychology (ten graduates under goal) and Nursing (seventeen graduates under goal). While Computer Science did not meet the goal the number of graduates increased 121% compared to 2009 – 2010.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ave 2000-2001 through 2006-2007</strong></th>
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<tbody>
<tr>
<td><strong>2007-2008</strong></td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>Biology</td>
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<tr>
<td>Chemistry</td>
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<td>CIS / CIT</td>
</tr>
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<td>Environmental Studies</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
**Actions Taken During the Past Academic Year:**

- Enhancement of the MedSTEP, DentSTEP and PharmSTEP programs.
- Increased the number opportunities for pre-pharmacy students.
- Increased the amount of the assistance given to pre-health professions students.
- Assessed the retention of majors in different departments.
- Increased the efforts to recruit entering freshmen and transfer students.
- Program review was conducted for Computer Science and Mathematics.
- All departments underwent an evaluation and subsequent revision of the major so that academically prepared students entering the program as first year students would be able to graduate after completing 120 credits.
- The Nursing Education Department sought and was granted accreditation from the Commission on Collegiate Nursing Education.

**Strategies Used:**

- Vacancies in MedSTEP, DentSTEP and/or PharmSTEP that resulted from student dismissal or resignation were filled by currently enrolled Shepherd students.
- Shepherd continued efforts to recruit students into a 3+4 Biopharmacy program with WVU School of Pharmacy as well as to increase the interest in the MedSTEP, DentSTEP and PharmSTEP programs.
- Assessed the level of support provided to pre-health professions students by determining the previous level of support and the current level of support provided by the Pre-Health Advising Committee instituted in the School of Natural Sciences and Mathematics.
- All departments implemented a retention plan.
- All departments implemented a mentoring plan for adjunct faculty.
- Specific communication plans to be used in recruiting freshmen and transfer students into STEM majors were implemented. Each plan is specific to a given department and includes electronic communications from the specific academic department, School Dean and Admissions office and use the Hobsons software package. The individual communication plans will be evaluated each year and modified as necessary.
- All STEM departments identified mechanisms to better serve majors specific to their departments.
- All STEM departments actively pursued external funding from private foundations, NSF, WV-EPSCoR and WV-INBRE to support student research and outreach activities.
- The Psychology Department identified the following barriers to students’ retention and success: 1) quality of advising, and 2) students’ knowledge of course sequencing.
- The Nursing Education Department took these specific actions: 1) submitted three HRSA grants to a) improve enrollment and retention b) improve teaching using simulation laboratories and c) increase scholarship funding for educationally and
economically disadvantaged students, 2) completed curriculum content mapping to support the NCLEX test blueprint and CCNE *Baccalaureate Essentials* and 3) evaluated a multi-choice test outcomes using par-score technology.

- The various strategies employed Departmental retention efforts have recently been revised and as such a limited assessment is available. Changes in retention from the freshmen to sophomore year as provided by the University Retention Office are shown in the table below. From the limited data it appears that efforts to increase retention, and subsequently graduation, have been increased in the first time in college (FTIC) cohorts through the efforts initiated within the different departments to increase retention. As additional cohorts are included in retention efforts a more robust assessment can be completed.

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2008 FTIC Cohort % Retained (Major)</th>
<th>Fall 2009 FTIC Cohort % Retained (Major)</th>
<th>Change % Retained (Major)</th>
<th>% Retained (SU)</th>
<th>% Retained (SU)</th>
<th>% Retained (SU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>60.3</td>
<td>69.6</td>
<td>9.3</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM</td>
<td>50.0</td>
<td>76.5</td>
<td>16.5</td>
<td>32.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>71.4</td>
<td>66.7</td>
<td>-12.4</td>
<td>-33.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS</td>
<td>48.3</td>
<td>65.5</td>
<td>17.2</td>
<td>13.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS</td>
<td>46.2</td>
<td>67.9</td>
<td>21.7</td>
<td>13.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>50.0</td>
<td>57.1</td>
<td>7.1</td>
<td>11.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS</td>
<td>62.5</td>
<td>59.5</td>
<td>-3.0</td>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC</td>
<td>57.1</td>
<td>56.3</td>
<td>-0.8</td>
<td>4.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- While it is too soon to determine how efficacious these strategies will be in producing the desired results (increased graduation rates) it appears that these strategies are resulting in positive gains in both retention and graduation rates. All strategies are examined and revised as necessary in an attempt to meet or exceed the stated goals. It is essential to recognize that increasing graduation rates is complex and requires an extended time period for both evaluation and successful outcomes.

**Corrective Actions Taken:**

- All Departments will implement retention plans and retention rates will be tracked.
- All departments will implement adjunct mentoring plans.
- Communication plans have been implemented for freshmen and transfer students for all STEM departments and the Nursing Education Department.
- All departments have either designed a specific first year experience course or designated that students should complete the first year experience course offered through the Center for Teaching and Learning.
• All departments have prepared four year course progression documents that are now included in the electronic catalog that provide students with information as to the specific courses that should be taken at specific times during their academic career to ensure progress and degree completion.
• All STEM departments have increased their activities in applying for grant funding to support student research activities and outreach activities to K-12 students and community members.
• The Biology Department instituted a departmental picnic for students and faculty to increase familiarity with professors and advisors and encouraged faculty participation in Beta Beta Beta (the Biological Honor Society) events such as Relay for Life and Induction Ceremony.
• The Biology Department implemented a seminar series to bring in outside scientists to impart information about life outside Shepherd Biology and continued the annual graduate school information session to encourage student matriculation to graduate school.
• The Biology Department improved outreach efforts by both revising the departmental web page and the creation of a departmental Facebook page.
• The Biology Department made concerted efforts to assign students to academic advisors who best fit their needs.
• The Chemistry Department invited first year chemistry majors to an informal luncheon in the first month of classes to allow the student to get to know his/her advisor sooner and to learn more about the requirements for the degree. The new majors were encouraged to meet with their advisors as soon as possible after the event and each student was given a detailed four-year plan for coursework.
• The Chemistry Department held its first annual picnic for chemistry majors in April and continues to support the American Chemical Society’s local affiliate, Sigma Pi Epsilon and encourages all chemistry majors to join.
• The Chemistry Department worked to place incoming students with inadequate preparation into courses consistent with their abilities and to offer tutoring sessions for specific courses (general and organic chemistry).
• The Computer Science, Mathematics and Engineering Department aligned capstone courses and writing in the major.
• The Computer Science, Mathematics and Engineering Department established a common core among all concentrations within the majors (CIS/CIT/Mathematics).
• The Computer Science, Mathematics and Engineering Department surveyed students during advisement and tracked academic progress.
• The Computer Science, Mathematics and Engineering Department initiated mechanisms to reduce the number of upper division (300 and 400 level) classes were cancelled due to low enrollments.
• The Computer Science, Mathematics and Engineering Department was successful in hiring a new mathematician which will decrease the student to faculty ratio.
• The Institute of Environmental and Physical Sciences continued to hold an annual picnic to build cohesiveness between students and faculty within the department.
The Institute of Environmental and Physical Sciences hired a new physicist which will help increase the ability of STEM majors to complete physics in a timely manner.

The Institute of Environmental and Physical Sciences continued their successful student research day.

The Institute of Environmental and Physical Sciences continued to place students in internships with local businesses and governmental agencies.

The Institute of Environmental and Physical Sciences continued to incorporate outreach activities to local schools and organizations (i.e. Potomac Audubon Society, Rotary Club, Boy Scouts).

The Institute of Environmental and Physical Sciences continues to incorporate field trips into course work. As these field trips typically involved 1 – 2 nights these trips provide unique bonding experiences for the students.

The Institute of Environmental and Physical Sciences requires all majors to compile a portfolio identifying educational and vocational accomplishments as part of the requirements for the Environmental Studies degree.

The Psychology Department will continue to focus on advising quality within the department by having the faculty advisors use RAIL with an advising worksheet when advising students and develop a standard format for student files.

The Psychology Department will prepare a proposal for a Bachelor of Science degree that does not include a foreign language.

The Psychology Department will work with the Admissions Office to develop a plan to increase the number of students with an interest in pursuing a degree in Psychology that are applying to Shepherd University.

The Psychology Department was successful in hiring a new faculty member which will decrease the student to faculty ratio.

The Nursing Education Department added a requirement to have course in statistics as a prerequisite to applying for the nursing program.

The Nursing Education Department increased admission standard to GPA 2.7 for the nursing major and required a grade of C or better for all math and science courses.

The Nursing Education Department added competency skills courses during the first three semesters of the four semester curriculum.

The Nursing Education Department added a clinical capstone course with clinical preceptor during the fourth semester of the curriculum.

**Degrees in STEM Fields and Related Disciplines 2011-2012 Assessment: Progress Made**

**Goal:** The goal to increase enrollment in STEM and related disciplines by 10% over the five year period (one year remaining) will remain unchanged.

- Goal for all STEM fields and related disciplines was met (data shown in table below; goal = 163; actual = 171). Shepherd University was able to rebound from
the drop in total number of degrees conferred in STEM and related fields in 2010 - 2011.

- Goal was met by Chemistry and exceeded by Biology (13 graduates above goal), and Psychology (six graduates above goal).
- Goal not met by Computer Science (15 graduates under goal), Mathematics (three students under goal), Psychology (six graduates under goal) and Nursing (nine graduates under goal). While these departments did not meet the stated goals, both Psychology and Nursing produced more graduates than last year.

Table 1. Number of Graduates of STEM Fields and Related Disciplines

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>% inc</td>
<td>N</td>
<td>% inc</td>
<td>N</td>
<td>% inc</td>
</tr>
<tr>
<td>Biology</td>
<td>14</td>
<td>16%</td>
<td>19</td>
<td>19%</td>
<td>16</td>
<td>-16%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6</td>
<td>7%</td>
<td>8</td>
<td>14%</td>
<td>13</td>
<td>63%</td>
</tr>
<tr>
<td>CIS/CIT/CE</td>
<td>32</td>
<td>0%</td>
<td>18</td>
<td>-44%</td>
<td>14</td>
<td>-22%</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>15</td>
<td>13%</td>
<td>14</td>
<td>-18%</td>
<td>17</td>
<td>21%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>-50%</td>
<td>5</td>
<td>150%</td>
<td>4</td>
<td>-20%</td>
</tr>
<tr>
<td>Psychology</td>
<td>23</td>
<td>-17%</td>
<td>19</td>
<td>0%</td>
<td>24</td>
<td>26%</td>
</tr>
<tr>
<td>Nursing</td>
<td>31</td>
<td>44%</td>
<td>55</td>
<td>25%</td>
<td>70</td>
<td>27%</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>9%</td>
<td>128</td>
<td>1%</td>
<td>158</td>
<td>14%</td>
</tr>
</tbody>
</table>

Actions Taken During the Past Academic Year:

- All activities and actions described in last year’s (2011) were continued.

Strategies Used:

- Strategies described in the 2011 update were continued.
- Retention rates are shown in the tables 2 - 3 below.

Table 2. Retention of Fall 2009 FITC Cohort After Freshman Year

<table>
<thead>
<tr>
<th>Major</th>
<th>% Retained in Major</th>
<th>% Retained at SU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>69.60</td>
<td>79.70</td>
</tr>
<tr>
<td>Chemistry</td>
<td>76.50</td>
<td>82.40</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>66.70</td>
<td>66.70</td>
</tr>
<tr>
<td>Computer Information</td>
<td>65.50</td>
<td>82.80</td>
</tr>
</tbody>
</table>

Shepherd University Institutional Compact Report, 2007-2012
<table>
<thead>
<tr>
<th>Major</th>
<th>% Retained in Major</th>
<th>% Retained in Majors of Those Remaining at SU</th>
<th>% Retained at SU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies</td>
<td>67.90</td>
<td>75.00</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>57.10</td>
<td>71.40</td>
<td></td>
</tr>
<tr>
<td>Nursing Education</td>
<td>59.50</td>
<td>67.60</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>0.56</td>
<td>65.30</td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Retention of Fall 2009 FITC Cohort After Sophomore Year

<table>
<thead>
<tr>
<th>Major</th>
<th>% Retained in Major</th>
<th>% Retained in Majors of Those Remaining at SU</th>
<th>% Retained at SU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>53.97</td>
<td>75.56</td>
<td>71.43</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50.00</td>
<td>83.33</td>
<td>60.00</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>60.00</td>
<td>75.00</td>
<td>80.00</td>
</tr>
<tr>
<td>Computer Information Sciences</td>
<td>58.33</td>
<td>82.35</td>
<td>70.73</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>57.69</td>
<td>70.59</td>
<td>65.38</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22.22</td>
<td>33.33</td>
<td>66.67</td>
</tr>
<tr>
<td>Nursing Education</td>
<td>63.16</td>
<td>93.75</td>
<td>67.37</td>
</tr>
<tr>
<td>Psychology</td>
<td>42.42</td>
<td>63.64</td>
<td>66.67</td>
</tr>
</tbody>
</table>

Table 4. Change in Retention Rates

<table>
<thead>
<tr>
<th>Major</th>
<th>% Retained in Major</th>
<th>% Retained in Majors of Those Remaining at SU</th>
<th>% Retained at SU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>-15.63</td>
<td>5.96</td>
<td>-8.27</td>
</tr>
<tr>
<td>Chemistry</td>
<td>-26.50</td>
<td>6.83</td>
<td>-22.40</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>-6.70</td>
<td>8.30</td>
<td>13.30</td>
</tr>
<tr>
<td>Computer Information Sciences</td>
<td>-7.17</td>
<td>16.85</td>
<td>-12.07</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>-10.21</td>
<td>2.69</td>
<td>-9.62</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-34.88</td>
<td>-23.77</td>
<td>-4.73</td>
</tr>
<tr>
<td>Nursing Education</td>
<td>3.66</td>
<td>34.25</td>
<td>-0.23</td>
</tr>
<tr>
<td>Psychology</td>
<td>41.86</td>
<td>63.08</td>
<td>1.37</td>
</tr>
</tbody>
</table>

- While a single year is not adequate to fully evaluate the effectiveness of the retention efforts it is evident that for this limited cohort (first-time-in-college freshmen) additional retention efforts should be considered.
- The effect of mathematics preparedness and grade point average (GPA) were examined in students enrolled in computer engineering, computer information sciences, and mathematics. It was found that for these majors GPA was more likely to be an indicator of retention. As would be expected, students that were not retained within the major had a lower GPA than students that were retained.
within the major. This may warrant further examination to determine if this is consistent across majors.

Corrective Actions Taken:

In addition to those actions identified in the 2011 update the following corrective actions were taken. These corrective actions are designed to improve retention of students in STEM and related disciplines:

- The Chemistry Department hosted a number of events (luncheon for new chemistry majors, a games day, a movie night for majors, a picnic for chemistry majors).
- A member of the Chemistry Department held help sessions every week for organic chemistry.
- Two members of the Chemistry Department held help sessions before all tests for general chemistry.
- The Chemistry Department has recruited tutors for chemistry and secured funding through a NASA fellowship.
- The Chemistry Department continues to support and sponsor the campus chapter of Sigma Pi Epsilon, the national chemistry fraternity.
- The Biology Department held a picnic for majors.
- The Biology Department hosted recruiting events for the campus chapter of Beta Beta Beta, the national biology honor fraternity.
- The Computer Sciences, Mathematics, and Engineering Department continued to sponsor and support the activities of the Robotics, High Altitude Balloon, and Ethical Computer Hacking Clubs.
- The Psychology Department created a majors-only course (Introduction to Psychology) with content geared toward aiding retention by including topics of special interest to majors.
- The Psychology Department is preparing to implement exit surveys of graduating seniors to better assess strengths and weaknesses of the department and major.
- The Psychology Department continues to support and be involved with the activities of the Psychology Club and the campus chapter of Psi Chi, the national honor society in psychology.
- The Institute of Environmental and Physical Sciences worked with the Shepherd Environmental Organization (SEO), a student organization that is advised by faculty in ENVS, to engage students in environmental issues and outreach. Service learning experiences including stream, town, and road cleanups, are components of student involvement. An annual Earth Day event, although not as large as it has been in the past, is a continual result of SEO efforts.
- The Institute of Environmental and Physical Sciences held its annual picnic.
• The department in the School of Natural Sciences and Mathematics had students present their research at the West Virginia Academy of Science Annual Meeting and regional meetings of professional societies.
• The Nursing Education Department established tutoring programs in mathematics and chemistry for pre-acceptance nursing students that were funded by a federal grant.
• The Nursing Education Department sponsored workshops for students designed to increase student success.
• The Nursing Education Department established tutoring programs in key courses for students accepted into the nursing program through funding provided by a federal grant.
• The Nursing Education Department provided stipends funded by a federal grant to targeted students from specific populations to maximize the time spent in the classroom and studying by minimizing the need for these students to secure outside employment.
6. Licensure Pass Rates (by specific programs)

Licensure Pass Rates of Specialization Areas in *Education*

**PRAXIS II Content Tests Summary**  
August 1, 2007 through May 31, 2008

<table>
<thead>
<tr>
<th>Test</th>
<th>#Tested</th>
<th>#Failing</th>
<th>% Age Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 0133</td>
<td>5</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Biology 0234/0231</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Chemistry 0245</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Elementary 0011</td>
<td>38</td>
<td>2</td>
<td>95</td>
</tr>
<tr>
<td>English 0041</td>
<td>5</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Early Ed 0530</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>FACS</td>
<td>2</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Gen Science 0235</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Health 0550</td>
<td>8</td>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>Math 0061</td>
<td>4</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Math 0069</td>
<td>3</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Music 0113</td>
<td>6</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Phys Science 0481</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Phys Ed 0091</td>
<td>10</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>Soc Studies 0081</td>
<td>5</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Soc Studies 0089</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total All Tests</strong></td>
<td><strong>87</strong></td>
<td><strong>7</strong></td>
<td><strong>92</strong></td>
</tr>
</tbody>
</table>

**PRAXIS II Principles of Learning and Teaching Summary**  
August 1, 2007 through MAY 31, 2008

<table>
<thead>
<tr>
<th>Test</th>
<th>#Tested</th>
<th>#Failing</th>
<th>% Age Pass</th>
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<tr>
<td>PLT 0522</td>
<td>44</td>
<td>7</td>
<td>84</td>
</tr>
<tr>
<td>PLT 0523</td>
<td>2</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>PLT 0524</td>
<td>33</td>
<td>3</td>
<td>91</td>
</tr>
<tr>
<td><strong>Total All Tests</strong></td>
<td><strong>79</strong></td>
<td><strong>10</strong></td>
<td><strong>87</strong></td>
</tr>
</tbody>
</table>

**Goal:**

The goal of the Department of Education is to have every education licensure program meet or exceed the 80% pass rate for licensure.
Strategy/Rationale:

All of the content areas passed during 2006-07 except art and health. During the most recent year (2007-08), Art was able to achieve 80% pass rate. Only one content area (Health) did not pass during this past academic year (2007-08).

The Department of Education NCATE Coordinator has worked with the faculty in health education to develop a plan that, when implemented, will improve the PRAXIS II pass rate for that program. A similar plan will be developed and implemented for other areas as needed that are just above the 80 percentile such as art education and physical education.

The following is a summary of the plans to improve the pass rate for the Health PRAXIS scores (under 80% pass rate) (Action Plan for Health).

- In all health classes, encourage students to wait until all required health courses are completed before taking the health PRAXIS exam.
- Require students to purchase the PRAXIS Review Book for Health and Physical Education for the following classes:
  - Special Methods Health
  - Special Methods PE
  - Community Health
- Use the health PRAXIS questions in pertinent classes.
- Use the format of PRAXIS questions for course tests so that students can get used to the question format used on the test.
- Examine the topics taught in health classes and the topics and questions on the HEALTH PRAXIS insuring that all topics are covered.
- Emphasize the topics relevant to the HEALTH PRAXIS in those classes.

PRAXIS II 2008-2009 Assessment: Progress Made

While last year Shepherd fell short of achieving the goal of the 80% pass rate for every education licensure program in two content areas: Art and Health, the current year’s data reflect that while short of the goal we have indeed improved with Health as the only program out of 16 programs at a 75% passage rate.

Strategies:

Recent turnover in the Director of Assessment and Accountability position have resulted in new focused efforts to improve our pass rates in order to meet the Compact goal. In addition, to the already stated strategies above, the following will be added:
• A new SPA report will soon be filed with NCATE in Health which will help us identify learning outcomes

• New rubrics have been approved and distributed to students and cooperating teachers in the Health areas to help us gather data which will help us identify strengths and weaknesses in the curriculum to address passage rates

• A new faculty member with a Ph.D. in the area and public school experience came on board this fall to teach part of the curriculum which should help us achieve the goal of 80% in Health over the next year.

PRAXIS II 2009-2010 Assessment: Progress Made

PRAXIS II Content Tests Summary:
September 1, 2008 through August 31, 2009

<table>
<thead>
<tr>
<th>Test</th>
<th># Tested</th>
<th># Failing</th>
<th>% Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 0133</td>
<td>5</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Biology 0231/0235</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Chemistry 0245</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Elementary 0011</td>
<td>44</td>
<td>3</td>
<td>93</td>
</tr>
<tr>
<td>English 0041</td>
<td>4</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Early Ed 0530</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>FACS 0121</td>
<td>2</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Gen Sci 0432</td>
<td>2</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Health 0550</td>
<td>18</td>
<td>3</td>
<td>83</td>
</tr>
<tr>
<td>Math 0061</td>
<td>3</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Math 0069</td>
<td>3</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Music 0113</td>
<td>7</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Phys Sci 0481</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Phys Ed 0091</td>
<td>19</td>
<td>1</td>
<td>95</td>
</tr>
<tr>
<td>Soc Studies 0081</td>
<td>10</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Soc Studies 0089</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Spanish 0191</td>
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<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Total All Tests</td>
<td>121</td>
<td>9</td>
<td>93</td>
</tr>
</tbody>
</table>

PRAXIS II Principles of Learning and Teaching Summary
September 1, 2008 through August 31, 2009

<table>
<thead>
<tr>
<th>Test</th>
<th># Tested</th>
<th># Failing</th>
<th>% Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLT 0522</td>
<td>51</td>
<td>4*</td>
<td>92</td>
</tr>
<tr>
<td>PLT 0523</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>PLT 0524</td>
<td>51</td>
<td>3</td>
<td>94</td>
</tr>
<tr>
<td>Total All Tests</td>
<td>103</td>
<td>7</td>
<td>93</td>
</tr>
</tbody>
</table>
*Includes one secondary music student.

Goal: Not Met

The goal of the Professional Education Unit is to have every education licensure area program meet or exceed the WVDE 80% pass rate for licensure.

Strategy/ Rationale:

All of the content areas passed during the 2006-07 academic year except art and health. The subsequent two years resulted in passing PRAXIS scores for art (2007-08: 80% and 2008-09: 80%). Only four students sat for the art exam in 2006-07 with three students passing; resulting in a pass rate below 80%. Eight out of ten art examinees passed the exam over the next two years.

Chemistry is a low enrollment program in which only two students sat for the PRAXIS exam over the past three years. One student passed the Chemistry exam (2006-07) and one student failed (2008-09). This student does not plan to sit for the exam again as she is teaching out of state.

PRAXIS scores for Health improved from a 64% pass rate in 2006-07 to a 75% pass rate in 2007-08 to 83% during 2008-09. These scores yielded a three-year pass rate of 75%, below the mandated 80% pass rate. The faculty in health education developed a plan that, when implemented, will further improve the pass rate for Health. The Action Plan for Health included:

- Encourage students to complete all courses prior to sitting for the PRAXIS exam.
- Purchase PRAXIS Review Book for Health and Physical Education for the following classes: Special Methods in Health, Special Methods in PE, and Community Health.
- Use Health PRAXIS questions in pertinent classes.
- Use the format of PRAXIS questions for course tests to familiarize students with exam format.
- Correlate health course topics with PRAXIS exam and emphasize those topics in health classes.

An additional full time health education professor was hired during the 2009-10 academic year to enhance the delivery of instruction to health education students. The review of health courses and alignment of topics to AAHE standards and PRAXIS exam sections will address continued deficiencies in student scores. Students’ exam results will be analyzed to further strengthen student performance.
PRAXIS II 2010-2011 Assessment: Progress Made

PRAXIS II Content Tests Summary:
September 1, 2009 through August 31, 2010

<table>
<thead>
<tr>
<th>Test #</th>
<th># Tested</th>
<th># Failing</th>
<th>% Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 0133</td>
<td>9</td>
<td>2</td>
<td>78%</td>
</tr>
<tr>
<td>Biology 0231/0235</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Chemistry 0245</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Early Childhood 0530</td>
<td>2</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Elementary 0011</td>
<td>43</td>
<td>2</td>
<td>95%</td>
</tr>
<tr>
<td>English 0041</td>
<td>4</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>FACS 0121</td>
<td>2</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>General Science 0432</td>
<td>2</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Health 0550</td>
<td>13</td>
<td>2</td>
<td>85%</td>
</tr>
<tr>
<td>Math (5-Adult) 0061</td>
<td>8</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Math (5-9) 0069</td>
<td>2</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Middle School Science (0439)</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Music 0113</td>
<td>11</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Physical Education 0091</td>
<td>14</td>
<td>1</td>
<td>93%</td>
</tr>
<tr>
<td>Physical Science 0481</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Social Studies (5-Adult) 0081</td>
<td>18</td>
<td>1</td>
<td>95%</td>
</tr>
<tr>
<td>Social Studies (5-9) 0089</td>
<td>2</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Spanish 0191</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Total All Tests</td>
<td>135</td>
<td>8</td>
<td>94%</td>
</tr>
</tbody>
</table>

PRAXIS II Principles of Learning and Teaching Summary
September 1, 2009 through August 31, 2010

<table>
<thead>
<tr>
<th>Test #</th>
<th># Tested</th>
<th># Failing</th>
<th>% Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLT 0522</td>
<td>45</td>
<td>6</td>
<td>87%*</td>
</tr>
<tr>
<td>PLT 0523</td>
<td>5</td>
<td>2</td>
<td>60%**</td>
</tr>
<tr>
<td>PLT 0524</td>
<td>51</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Total All Tests</td>
<td>101</td>
<td>8</td>
<td>92%</td>
</tr>
</tbody>
</table>

* Two Physical Education majors sat for the PLT 522 exam who prepared for the PLT 524 exam.
** Two Physical Education majors sat for the PLT 523 exam who prepared for the PLT 524 exam.

Goal: Not Met

The goal of the Professional Education Unit is to have every education licensure area program meet or exceed the WVDE 80% pass rate for licensure. Art Education is the only program that did not meet this standard.

Strategy/ Rationale:

All of the content areas passed during the 2006-2007 academic year except art and health. The subsequent two years resulted in passing PRAXIS scores for art (2007-2008: 80% and 2008-2009: 80%). Only four students sat for the art exam in 2006-2007 with three students passing; resulting in a pass rate below 80%. Eight out of ten (80%) art
examinees passed the exam over the next two years. Seven out of nine (78%) students passed the art exam during the 2009-2010 academic year.

Chemistry is a low enrollment program in which only three students sat for the PRAXIS exam over the past four years. One student passed the Chemistry exam (2006-2007) and one student failed (2008-2009). One student sat for and passed the Chemistry exam during 2009-2010.

The PRAXIS scores for Health improved from a 64% pass rate in 2006-2007 to a 75% pass rate in 2007-2008 to 83% during 2008-2009. These scores yielded a three-year pass rate of 75%, below the mandated 80% pass rate. The Health and Physical Education faculty developed a plan further improved the pass rate for Health. The Action Plan for Health included:

- Encourage students to complete all courses prior to sitting for the PRAXIS exam.
- Use Health PRAXIS questions in relevant Health and Physical Education classes.
- Use the format of PRAXIS questions for course tests to familiarize students with exam format.
- Correlate health course topics with PRAXIS exam and emphasize those topics in health classes.

An additional full time health education professor hired during the 2009-2010 academic year worked to enhance the delivery of instruction to health education students. The review of health content courses and the alignment of topics to AAHE standards and sections of health PRAXIS exam continued to address deficiencies in student scores. The new health professor embedded exam topics in all course discussions and activities. Students’ exam results will be analyzed to strengthen student performance.

Strategies implemented to improve teacher candidate performance on the PRAXIS II Health (0550) exam produced a 100% pass rate for the 2010-2011 academic year. These strategies included:

- The Health Education professor hired in the 2009-2010 school year aligned and modified Health curriculum to address weak areas of performance with PRAXIS categories and AAHE standards.
- Teacher candidates included topics from each PRAXIS category in field and class projects.
- The Health Education professor provided targeted coursework and provided individual/group tutoring in challenge areas.
- New books and materials were used in all Health Education classes.
• A new health class, HLT 320: Human Sexuality, added contemporary content knowledge.
• HLTH 203 and 204: Contemporary Health formerly a one semester course was expanded to a one year course to focus on disease information, health behavior theories and generally expand health information knowledge.
• An additional school based field component was added to HLTH 432: Methods of Teaching Health.

**Actions this past academic year:**

The joint NCATE/ WVDE accreditation team visited Shepherd University October 2-6, 2010. The Teacher Education Program passed all standards with no areas for improvement. This was the first visit for advanced programs (MA-CI) and continued accreditation for initial licensure programs (BA and MAT).

**Strategies used:**

The conceptual framework, Teacher as Reflective Problem Solver, will continue to be the foundational theme of the Teacher Education Program. The PEUC members and the Department of Education faculty will infuse the conceptual framework as well as Specialized Professional Association standards in all classes and document where they are included in assignments. Faculty will continue to participate in PEUC activities to ensure that coursework and assignments reflect the conceptual framework and related standards and those teacher candidates demonstrate this philosophy in their classes and during field and clinical practice.

• The Professional Education Unit faculty will collaborate with P-12 teachers, administrators, and other school personnel to facilitate positive learning outcomes for teacher candidates and students served in partner schools.
• University faculty and supervisors will continue to work with P-12 school partners to meet school and state standards.
• Teacher candidates will work collaboratively with school personnel to enhance P-12 students learning.

**Corrective Actions:**

The Art Department will review changes in programmatic offerings and align courses with sections of the PRAXIS II Art Content Knowledge exam. A search for a faculty member with a specialization in Art Education with certification to teach will begin in 2011-2012 for the faculty member to begin work in the fall semester of 2012.

**PRAXIS II 2011-2012 Assessment: Progress Made**
The NCLEX-RN pass rate for 2006 was 85%; however, for 2007 it was only 73%. The goal of the department is to have an 80% pass rate as required by the state. The pass rate for 2008 was 93%.

**Goal:**

Students will meet the minimum West Virginia Board of Examiners for Registered Professional Nurses requirement with an NCLEX-RN pass rate of 80%. Nursing education,
during the next six years, will maintain accreditation with both the West Virginia Board of Registered Nurses (WVBOERN) and with the National League for Nursing Accrediting Commission, Inc. (NLNAC) or with the Commission on Collegiate Nursing Education (CCNE). Through this process our students will meet state and national standards for nursing which will allow them to be both successful and competitive in today’s market. The department chair, faculty, and staff will continuously use assessment, monitor trends, and revise the program.

**Strategy/Rationale:**

- Start earlier in the program to discuss NCLEX preparation with students
- Recommend purchase and use of NCLEX preparation resources throughout the nursing program
- Continue to recommend a review course such as Kaplan
- Develop a program for at-risk nursing students
- Continue NURS 436 (1 credit) as the capstone NCLEX-RN preparation course with individual
- Emphasize importance to the students to prepare thoroughly by taking the NCLEX-RN exam within two months of graduation. Identify and inform students of several NCLEX-preparation resources (e.g., ATI, Kaplan)
- Change progression policy to link performance on ATI proctored tests with course grades
- ATI representative to hold workshops for faculty and students in the 1st and 4th semester of the program re: getting maximum value from ATI tests
- Yearly test-taking skills workshop for all students

**Licensure Pass Rate for Nursing Education 2008-2009**

**Assessment: Goal Met**

Shepherd is very proud of our Nursing Education Department which has exceeded the goal of an 80% passage rate with a 93% passage rate for 2008. In 2007 Shepherd had a 73% passage rate which indicates our strategies are paying off. In addition, our enrollment in this program has increased and the number of students taking the NCLEX-RN increased as well so the passing percentage increase is particularly impressive.

**Licensure Pass Rate for Nursing Education 2009-2010 Assessment: Goal Met**

**Goal:**
The goal of the nursing department is to have an 80% pass rate as required by the state Board of Nursing. While not all graduates have scheduled to take NCLEX, over 80% of the 66 eligible graduates passed NCLEX, so this benchmark has been exceeded for 2010.

**Actions taken during the past academic year:**

1. Developed new vision, mission, philosophy, and curriculum compliant with the *CCNE Baccalaureate Essentials*; received approval from department, school, university, and WVBOERN – to be implemented January 2011.
2. Hired full time clinical and simulation coordinator.
3. Changed policy for program completion to three years.
4. Changed policy for students repeating or withdrawing from nursing courses to only two.
5. Changed policy regarding failing a nursing course more than once: now results in an automatic dismissal.
6. Hiring of MSN clinical nursing faculty as mandated by the changes in WV Law.

**Strategies used:**

1. Curriculum content mapping to the NCLEX test blueprint.
2. Developed NCLEX improvement action plan for the WVBOERN.
3. Developed program evaluation tool.

**Corrective action taken:**

1. Added NURS 310 Health Promotion Across the Lifespan after assessing NCLEX and ATI outcomes.
2. Changed faculty to student ratio (1 to 10) for Capstone seminar to allow greater one-to-one focus on student’s NCLEX preparatory needs based upon ATI assessments, course work, and self-evaluation.
3. Increased clinical nursing faculty salary due to a competency market and need to have a MSN degree.

**Licensure Pass Rate for Nursing Education 2010-2011 Assessment:**

**Goal Met**

**Goal:**

The West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN) regulatory compliance is to maintain at least 80% passing rate on the licensure examination by first-time candidates (19CSR1, §19-1-6.1.a.8). The goal of the Department of Nursing
Education is to have an 80% pass rate on the NCLEX. The pass rate for all first time candidates in 2010 was 84%, with 64 candidates taking the examination and 54 passing. This exceeded the benchmark.

**Actions taken during the past academic year:**

1. Increased enrollment of pre-nursing students to 147 for fall 2010. Nursing was the preferred major for fall 2010 new admissions.
2. Sought national accreditation from the Commission on Collegiate Nursing Education (CCNE). The site visit team reported that all CCNE standards were met with no recommendations.

**Strategies used:**

1. Submitted three HRSA grants to improve enrollment and retention for a more diverse workforce; improve simulation; and increase scholarship funding for educationally and economically disadvantaged students.
2. Curriculum content mapping to support the NCLEX test blueprint and CCNE *Baccalaureate Essentials*.

**Corrective action taken:**

1. Increased admission standard to GPA 2.7 for the nursing major.
2. Required a grade of C or better for all math and science courses.
3. Added a requirement to have a course in statistics as a prerequisite to applying for the nursing program.
4. Added competency skills courses during the first three semesters of the four semester curriculum.
5. Added a clinical capstone course with clinical preceptor during the fourth semester of the curriculum.

**Licensure Pass Rate for Nursing Education 2011-2012 Assessment:**

**Goal Not Met**

**Goal:**

The goal of the nursing department is to have an 80% pass rate as required by the state Board of Nursing. The West Virginia Board of Examiners for Registered Professional Nurses reported the NCLEX pass rate of 76% for 2011, with 42 students attempting the examination and 32 passing.
**Actions taken during the past academic year:**
The West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN Board) accepted the Department's Annual Report and recommended continued accreditation of the baccalaureate nursing program from November 1, 2011 through October 31, 2012. The initial Commission on Collegiate Nursing Education (CCNE) accreditation reported no deficiencies and had no recommendations and announced full accreditation beginning April 2011 through spring 2016.

Semesters two and three of the four-semester new curriculum were implemented. Curriculum has been mapped to the NCLEX blueprint.

**Strategies:**

Beginning fall 2012, the following plan of action to improve NCLEX pass rate will be integrated into the new curriculum:

- to integrate the ATI content proctored examinations as tests in the courses, with equivalent quality points to other exams
- to have the program’s benchmark at level two with each ATI exam
- provide a live review session prior to completion of the NURS 445 NCLEX course
- provide weekly focused review tests in NURS 445
- evaluate course tests for rigor, content mastery, and NCLEX blueprint
- continue peer review of faculty
- hiring one new faculty due to growth of program

**Actions taken during the past academic year:**
The faculty reviewed NCLEX Program Reports, the students’ ATI testing reports, academic progression over the four semesters of the program (6 of the 23 spring semester students had repeated nursing courses), course and clinical grades, curriculum map, and one-on-one weekly meetings with faculty to determine a NCLEX improvement plan for graduating students. The graduating class of December 2011 was provided the opportunity for an online NCLEX review with the National Council of State Boards of Nursing (only 22 of the 25 students signed up for this review). The graduating class of May 2012 was provided a live NCLEX review and a virtual online review course with a mentor (three students chose not to participate).

In addition to faculty meeting weekly with students to review their study plans and providing focused review tests, a tutor was provided two evenings a week (total of six hours per week). The tutoring sessions were optional and had very limited student participation. With this information, the department decided to provide (at department expense) a three-day live NCLEX review course and provide Virtual ATI access to all 25 students.
students. Only 22 students participated in the live review and all 25 accessed the Virtual ATI but have had limited communication with their online faculty.

Faculty are evaluating the program to determine student preparation and are conducting internal nursing course evaluations.

Corrective Action taken:

Beginning fall 2012, the following plan of action to improve NCLEX pass rate will be integrated into the new curriculum:

- to integrate the ATI content proctored examinations as tests in the courses, with equivalent quality points to other exams
- to have the program’s benchmark at level two with each ATI exam
- provide a live review session prior to completion of the NURS 445 NCLEX course
- provide weekly focused review tests in NURS 445
- evaluate course tests for rigor, content mastery, and NCLEX blueprint
- continue peer review of faculty
- hiring one new faculty due to growth of program

Licensure Pass Rates for Social Work

Data:

Licensure pass rates for the West Virginia Board of Social Work licensing examination for the years 2003-04 through 2005-06 (where we have the latest data) are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass Rate</th>
<th>Year</th>
<th>Pass Rate</th>
<th>Year</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>100% (N=4)</td>
<td>2004-05</td>
<td>87.5% (N=8)</td>
<td>2005-06</td>
<td>100% (N=6)</td>
</tr>
<tr>
<td>2006-07*</td>
<td>---</td>
<td>2007-08</td>
<td>100% (N=5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*No students took the Licensing Exam in 2006-2007.

The West Virginia Board of Social Work examiners set a minimum pass rate of 80%. The Shepherd social work pass rate has always exceeded the state minimum pass rate.

Strategy/Rationale:

The Shepherd social work program has never had a pass rate below 80%. The Shepherd University social work program maintains a constant surveillance of student progress and licensure success rates, and vigilantly utilizes assessment techniques to ensure student success. Given its historic success on the licensure examination, the program has no plans to effect change in its current licensure preparation process.
Licensure Pass Rate for Social Work 2008-2009 Assessment: Goal Met

In 2007-2008 the Social Work program had a 100% passage rate on the West Virginia Board of Social Work licensing examination.

Licensure Pass Rates for Social Work 2009-2010 Assessment: Goal Met

Goal Met
In 2008 the Social Work program had a 94% passage rate on the exam based on the national data. Shepherd graduates exceeded the West Virginia Board of Social Work licensing examination pass rate.

Data:

For the first time, the Program has access to national data on exam pass rates. Licensure pass rates from the Association of Social Work Boards licensing examination for the years 2004 through 2008 (the latest data available) are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>70% (N=10)</td>
<td>82% (N=11)</td>
<td>93% (N=15)</td>
<td>100% (N = 12)</td>
<td>94% (N=16)</td>
</tr>
</tbody>
</table>

The Association of Social Work Boards does not set a minimum pass rate for the exam; that is determined by each state. The West Virginia Board of Social Work Examiners has a minimum pass rate of 80%. The Shepherd social work pass rate (other than 2004) has always exceeded the state minimum pass rate and the national pass rate averages. For 2008, the national pass rate average was 67%.

Strategies Used:

The Shepherd social work program has never had a pass rate below 80%. The Program maintains a constant surveillance of student progress and licensure success rates, and vigilantly utilizes assessment techniques to ensure student success. Given its historic success on the licensure examination, the program has no plans to effect change in its current licensure preparation process.

Actions taken during the past academic year:

Based on continued success of the graduates on the licensing exam, no additional action was necessary.
Corrective Action Taken:

Based on continued success of the graduates on the licensing exam, no corrective action was necessary.

Licensure Pass Rates for Social Work 2010-2011 Assessment: Goal Met

Goal Met

In 2009 the Social Work program had a 100% pass rate – five graduates took the exam – based on the national data. The pass rate for 2010 with 13 graduates taking the exam was 92%. Shepherd graduates exceeded the national licensing examination pass rate. Due to the confidentiality requirements of The Association of Social Work Boards, Shepherd is not able to provide a comparison of our pass rate to that of other social work programs. It may be noted, however, that the Shepherd social work pass rate significantly surpasses the national average.

Strategies Used:

The Shepherd social work program has never had a pass rate below the national average. The Program maintains a constant surveillance of student progress and licensure success rates, and vigilantly utilizes assessment techniques to ensure student success. Given its historic success on the licensure examination, the Program has no plans to effect change in its current licensure preparation process.

Actions taken during the past academic year:

Based on continued success of the graduates on the licensing exam, no additional action was necessary.

Corrective Action Taken:

Based on continued success of the graduates on the licensing exam, no corrective action was necessary.


Goal Met

The pass rate for 2011 with 10 graduates taking the exam for the first time was 90%. This is the most recent data available from the national Association of Social Work
Boards. Shepherd graduates exceeded the national licensing examination pass rate. The North American pass rate for the first time taking the exam was 78%.

**Strategies Used:**

The Shepherd social work program has never had a pass rate below the national average. The program maintains a constant surveillance of student progress and licensure success rates, and vigilantly utilizes assessment techniques to ensure student success. Given its historic success on the licensure examination, the program has no plans to effect change in its current licensure preparation process.

**Actions taken during the past academic year:**

Based on continued success of the graduates on the licensing exam, no additional action was necessary.

**Corrective Action Taken:**

Based on continued success of the graduates on the licensing exam, no corrective action was necessary.
7. Percentage of Faculty with Terminal Degrees

Data:

At Shepherd University, 81 percent (94) of the 116 full-time instructional faculty who were under contract during the fall 2007-08 academic year held a terminal degree. Seven faculty members, all in the Department of Contemporary Art and Theater, and all in applied arts areas, held the M.F.A. degree. One faculty member in the Department of Business Administration has a J.D. degree and teaches business law.

Goal:

In recent years, between 80 to 84 percent of the Shepherd University full-time instructional faculty have held the terminal degree in their area of instruction. In five years Shepherd University seeks to have about the same proportion of its faculty, 80 to 84 percent, or a slightly higher proportion, hold the terminal degree in their area of teaching and research or performance specialization.

Strategy/Rationale:

Shepherd University plans to remain as competitive in the marketplace for terminally degreed faculty members as it has been in recent years. This will require continuous assessment of the standards for competitive salaries necessary to recruit and retain fully qualified faculty. Shepherd University seeks to maintain the current proportion of terminally degreed faculty as this places it within their norm of comparable institutions. Our newly approved strategic plan sets forth a faculty hiring plan which will increase this percentage. In addition, Shepherd has moved away from the practice of hiring visiting professors based on growth but is moving to tenure hires based on a two year enrollment growth trend. All tenure track lines require the terminal degree appropriate for the area. Working with the Chief Financial Officer, Academic Affairs has been able to accrue salary savings from areas less competitive in the marketplace and then allocate those savings toward faculty in the high cost areas which allows Shepherd to secure tenure hires in high cost areas such as Business and Nursing. This hiring plan will address our enrollment growth (see number 1) and retention needs while at the same time reduce our reliance on adjuncts who at times do not hold the terminal degree.

Percentage of Faculty with Terminal Degrees 2009-2010 Assessment:

Goal Met

Our Compact goal is to have between 80 to 84% of the faculty hold terminal degrees. Shepherd has 81.45% of full-time instructional faculty who hold terminal degrees. This is a 0.45% increase over the previous year.
Actions Taken:
- As part of the newly approved Strategic Plan, Shepherd University conducted searches for ten (10) new tenure track faculty lines during the 2009-2010 AY. These faculty members began work in the fall of 2010. All have terminal degrees in their areas. Given this increase we expect our percentage to increase again next year.

Corrective Actions Taken:
- As part of the newly approved Strategic Plan, Shepherd University will search for ten (10) new tenure track faculty lines during the 2010-2011 AY. These faculty members will begin work in the fall of 2011. All job postings have terminal degree requirements or ABD status with completion expected within the first year of employment. We expect that this will also increase our percentage of faculty with terminal degrees for our next Compact report.

Percentage of Faculty with Terminal Degrees 2010-2011 Assessment:
**Goal Met**

The Compact goal is to have between 80-84% of the faculty hold terminal degrees. This fall 84.8% of faculty held terminal degrees in their area of specialization. This is a 3.35% increase over the previous year and exceeds our Compact goal by 0.8%.

Actions Taken:
- As part of the newly approved Strategic Plan, Shepherd University searched for seven (7) new tenure track faculty lines during the 2010-2011 AY. These faculty members will begin work in the fall of 2011. All job postings have terminal degree requirements or ABD status with completion expected within the first year of employment. It is expected that this will also increase the percentage of faculty with terminal degrees for the next Compact report.

Strategies Used:
- All job postings have terminal degree requirements or ABD status with completion expected within the first year of employment. In a couple of areas like Nursing, where finding qualified faculty is difficult, strategic hires have been made at the masters level with completing the doctorate as a condition of tenure. It is expected that this will also increase the percentage of faculty with terminal degrees for the next Compact report.
Percentage of Faculty with Terminal Degrees 2011-2012 Assessment: Goal Met

The Compact goal is to have between 80-84% of the faculty hold terminal degrees. This fall 86.6% of faculty held terminal degrees in their area of specialization. This is a 1.8% increase over the previous year and exceeds our Compact goal by 2.6%.

Actions Taken:

- As part of the newly approved Strategic Plan, Shepherd University searched for seven (7) new tenure track faculty lines during the 2011-2012 AY. These faculty members will begin work in the fall of 2012. All job postings have terminal degree requirements or ABD status with completion expected within the first year of employment. It is expected that this will also increase the percentage of faculty with terminal degrees for the next Compact report.

Strategies Used:

- All job postings have terminal degree requirements or ABD status with completion expected within the first year of employment. In a couple of areas like Nursing, where finding qualified faculty is difficult, strategic hires have been made at the master’s level with completing the doctorate as a condition of tenure. It is expected that this will also increase the percentage of faculty with terminal degrees for the next Compact report.
8. Assessment of Student Learning

Data:

Our assessment mission at Shepherd is to build a culture of commitment across campus. Critical to an assessment program that invites honest feedback is a willingness on the part of the members to assess not only what is predictable and safe but to explore areas in a program where assessment results may dictate revision or change. Thus, Shepherd strives to continually promote an atmosphere where no one feels that assessment results must be padded or predictable.

Every department and administrative unit at Shepherd has appointed assessment facilitators who help to coordinate assessment at the unit or department level. A campus-wide Assessment Task Force, comprised of representatives from the administration, academic support units, student affairs, and all academic schools, reviews the campus assessment plans and reports each year and acts as a resource for program assessment. The Task Force meets monthly and is chaired by the dean of teaching, learning and instructional resources.

The assessment program at Shepherd operates on a 1.5 year cycle. All departments and administrative units submit plans to the Center for Teaching and Learning outlining three learning goals and two means of assessment (including criteria for success) for each. Data are tracked for three semesters (plus a summer in many cases). Reports are then submitted to the Center for Teaching and Learning which include the learning goals, data gathered, and plans for future improvement. Plans and reports are reviewed by the Assessment Task Force and letters are returned to each assessment facilitator outlining strengths and weaknesses within each document.

The timeline for the current assessment cycle (2008-09 cycle) follows as an example:

- **May 1, 2008**: Plans due to the Center for Teaching and Learning for the 2008-09 cycle
- **June 1, 2008**: Plans will be returned to departments/units on or before this date after being reviewed.
- **Summer 2008 - Fall 2009**: Collect data.
- **Fall 2009**: Evaluate collected data and plan ways to improve program and services.
- **January 2010**: Reports due to the Center for Teaching and Learning.
- **All Year**: Communicate and celebrate learning.

The Center for Teaching and Learning is committed to helping the campus community with the assessment process. Each year at least two workshops called Assessor Refreshers are held by the Assessment Task Force to assist department facilitators with
the process. Assessment mini-grants are also awarded to individuals, departments, and administrative units for assessing student learning, curriculum, and program development. Mini-grants are awarded for up to $1,000 and recipients are selected by the Assessment Task Force. Mini-grant recipients are asked to share their projects at an annual Celebration of Student Learning session held in March. Many different kinds of activities have been funded, depending on the needs and interests of individual programs. Some examples include:

- Hiring an outside consultant on an assessment-related topic
- Traveling to an assessment-related conference or event
- Revising a course or program to meet student learning goals
- Attending or organizing a workshop or retreat that will advance the unit's student learning goals
- Administering a special test or survey that will help meet the program's assessment goals

For more information on the assessment process at Shepherd, please visit our assessment Web site at: http://www.shepherd.edu/ctl/assessinglearning.html.

**Curricular Modification and Improvement**

Many departments have demonstrated curricular modification and improvement in instruction during the past year. Some examples follow:

- The Department of Chemistry has introduced standardized tests from the American Chemistry Society. They have also now acknowledged need for Inorganic Chemistry course and Polymer Chemistry course through the assessment process.
- The Department of Health, Physical Education, Recreation, and Sports now requires students to obtain national certification standing from sanctioned leisure and recreation organizations. They also require students to attend at least two state or regional conferences. They have raised the bar on subsequent plan goals so that the criterion for success is now 5% higher than it was five years ago.
- The Department of Contemporary Art and Theater has implemented a Portfolio Day for all seniors to improve portfolio development. They have also implemented a Senior Capstone course requirement. They have also completely redesigned the graphic design program curriculum in order to emphasize greater attention to detail and deadlines, modernize the program and make more rigorous course demands.
- The Department of Political Science is now developing a Senior Capstone course.
- Many departments have been awarded assessment mini-grants for the purpose of enhancing student learning. Some have used this money for department-wide assessment retreats. Others have used this in order to purchase i-Clicker
technology for classrooms or to obtain accreditation certification, guest lecturers, and consultants for their programs.

*Status of the Assessment Program with Higher Learning Commission and Specialized Accrediting*

Shepherd University is in good standing with the Higher Learning Commission, and was complimented on its assessment efforts in the 2002 Higher Learning Commission report on its accreditation.

*Reports or Focused Visits Required For the HLC*

Shepherd University has had no focused visits required for the HLC.

*Professional Development Programs*

Eight Shepherd faculty members spent three days in early June 2006 attending the HLC conference on Assessment in Chicago, IL. The conference was titled “Making a Difference in Student Learning: Assessment as a Core Strategy” and was attended by professors from the library, political science, English, music, accounting, and business departments. We also had representatives from student affairs and the registrar’s office. The dean of teaching, learning and instructional resources attends assessment seminars at the general meeting of the AAC&U as well as the Higher Learning Commission annually.

*Utilized Data*

Shepherd University administers the CLA annually and the NSSE every three years. Data gained from these measures are presented to several campus constituencies including the Assessment Task Force, the Enrollment Management Committee, the General Studies Committee, the Deans’ Council, and the Executive Staff. These constituencies map out weaknesses that need to be addressed and action plans are devised. An example of a successful response to the CLA was the development of a monthly Critical Thinking Lecture Series. This was attended by students, faculty, and, staff alike and proved to be very helpful and thought-provoking for the campus community.

Shepherd University’s “value-added” scores on the Collegiate Learning Assessment show that our seniors performed “at” or “above” their expected levels. In sum, scores show that our first-year students enter the institution at “below expected” levels and our seniors graduate at “at expected” or “above expected” levels. Shepherd currently ranks in the 90th percentile among CLA institutions for “value-added.”
Participation in the Voluntary System of Accountability (VSA)

Shepherd University will participate in the VSA beginning in fall 2008. We will report our most recent CLA, NSSE, MAPP, and Noel-Levitz scores. We will also publicize individual department and administrative unit assessment plans and reports.

**Goal:**

Shepherd’s over-arching goal is to highlight institutional successes and recognize deficiencies. Shepherd wants to further enhance the culture of commitment to the assessment process via a more transparent and participatory process. Institutional and departmental offerings at Shepherd will meet the assessment standards of the Higher Learning Commission. Shepherd will continue to use the CLA, the NSSE, and Noel-Levitz to increase student learning and to improve the instructional program. Shepherd plans to begin participating in the VSA starting in fall 2008.

**Strategy/Rationale:**

- Enhance the culture of commitment to the assessment process by encouraging the timely submission of plans and reports from all departments and administrative units. This will be measured and tracked by the dean of teaching, learning and instructional resources at the beginning and end of each assessment cycle.
- Departments, not just individuals in departments, will work together in the design and achievement of established student learning outcomes. Again, this will be tracked by the dean of teaching, learning and instructional resources.
- Data from standardized assessments such as the NSSE, Noel-Levitz, CLA, MAPP, and SRI will continue to be used to improve student learning on campus.
- Shepherd will maintain an increase in value-added scores for our seniors who take the CLA. Scores will be tracked by the dean of teaching, learning and instructional resources. Each year, we would like to see “above expected” in value-added.
- Shepherd would like to see its students scoring at or above the levels of its peer group, baccalaureate group, and national group on the NSSE on all questions. This will be tracked by the dean of teaching, learning and instructional resources and the vice president for student affairs.
- Every department will institute a senior capstone course where the CLA is administered as a course requirement. Shepherd would like to see this established in all departments by 2012. The General Studies Committee will begin to work toward this structure in fall of 2008.
- Weave assessment tracking software will be adopted and implemented.
- Beginning in fall 2009, a new assessment method for tracking the attainment of general studies goals will be implemented.
• The Voluntary System of Accountability (VSA) will be adopted starting fall 2008. The dean of teaching, learning and instructional resources and the director of institutional research will be responsible for entering the data.

**Participation in the Voluntary System of Accountability (VSA) 2008-2009 Assessment: Goal Not Met**

The goal was to have Shepherd University begin participating in the VSA in the fall of 2008. This goal was postponed for a variety of reasons most significantly a turnover in the Academic Affairs office. However, meetings are underway and some preliminary data has been entered into VSA System and Shepherd University will be in complete compliance with this goal for the fall of 2010.

**Strategies:**

• The Dean of Teaching and Learning and the Director of Institutional Research have been charged with collecting the data, verifying accuracy and entering it into the VSA system. Due to lapses when accurate data is available and the reporting window within the VSA, we will assess when it is the best time for Shepherd University to go live within the VSA system.

**Assessment 2009-2010 Assessment: Goal Met**

**Goal met or not met:**

• Goal met for this area.

**Actions taken during the past academic year:**

• VSA implemented.
• Standardized assessments administered.
• University-wide department and administrative unit assessment plans and reports collected and reviewed.
• Budget increase solicited for Center for Teaching and Learning to purchase WEAVE assessment software.

**Strategies used:**

• Focus on Student Learning Series conducted on assessment for the campus.
• Strategic use of Assessment Task Force and Senate in helping to encourage timely, intentional and department-shared engagement in the assessment process.
Corrective action taken:

- None at this time.

Assessment of Student Learning – Graduate Studies

*Data:*

All graduate studies assessment of student learning is currently conducted at the program level. A wide range of program assessment includes traditional means such as testing at the end of course, as well as post-graduation employment patterns. Starting in 2009, a graduate student assessment of learning (GSAL) program will be implemented to determine student learning at the Office of Graduate Studies level. See Goals and Strategy below for specific information on the GSAL program and other criteria that will be assessed for graduate student learning.

*Goal:*

Specific goals of the GSAL program include, but are not limited to:

- Assessing a baseline of cognitive and affective knowledge of graduate students as they enter their respective programs with a standardized pre-test.
- Assess the level of cognitive and affective knowledge of graduate students as they complete their respective programs with a standardized post-test.
- Assess the pre-test and post-test differences to determine degree of cognitive and affective change of all graduate students (by 2010).

Assessment of Student Learning – Graduate Studies 2009-2010

**Assessment: Goals Met**

**Goals Met or Not Met: All Met**

The graduate student assessment of learning (GSAL) program created three assessment tools to determine the degree of cognitive and affective levels of skills utilized, and adequacy of those skills known, by graduate students. Both the pre-tests and post-tests assess respective beginning and ending points. The cognitive assessments are based on graduate program specific skills sets, with the students providing the data during their early graduate career and upon graduation. Affective data are collected from faculty members to assess the students’ levels in this early stage of implementation. The three assessment tools went through both subject matter expert creation for each program, and graduate coordinators’ committee input for implementation in the Fall 2010 Semester. The
assessment tools are: 1. Pre-Test of cognitive skills assessment for utilization and adequacy at the beginning of graduate students’ careers (prior to 25% of graduate degree completion), 2. Post-Test cognitive skills assessment for utilization and adequacy from alumni (one year out currently, with future assessment at one, three and five years post-graduation), and 3. Pre and Post-Test of affective skills assessment by faculty members of graduate students in their respective programs. [Note: the specific questionnaires are formatted differently for each program depending on the skill sets. The MA-CI and MAT use the forms created for NCATE review and are different in format and review, but the process is the same as indicated above]

The assessment for pre and post-test differences in all graduate programs will be complete as an initial demonstration assessment by the end of the Fall 2010 semester. Due to the MBA going through program review from 2009-2010, it was chosen as the first graduate program to implement the three assessment tools and determine the differences. The remaining graduate programs completed their three assessment tools specific to their skills sets in the Fall 2010 Semester. The MA-CI and MAT outcomes are reported for NCATE accreditation and meet the goals here.

**Actions Taken During the Past Academic Year:**

The GSAL program was busy planning, drafting and implementing the three assessment tools noted above for the MBA, MMME and MA-CSDA programs. Due to NCATE accreditation, the MA-CI and MAT had their assessment plan already in place. In addition to the assessment plans required by the undergraduate programs, the graduate program assessments attempt to demonstrate the higher levels of cognitive and affective education taught in the respective programs. Several meetings occurred to plan and draft the assessments as well as seek IRB approval for the questionnaires.

As the questionnaires were drafted, several demonstration assessments occurred to further refine them. For example, students in the MBA program were provided with draft questionnaires to seek graduate student input and improve the “user friendliness” of the time spent. Therefore, both graduate students and faculty members were part of the questionnaires creation.

In addition to the questionnaires creation, several planning meetings were also conducted to help provide support for the respective assessments that will be complete in the Fall 2010 Semester. Three Graduate Student Assistantships (GSAs) were provided to help graduate students pay for their coursework and also provide assistance to the questionnaire analyses. The graduate students were taught how to assess research based questionnaires, as well as actually implement them in the field.

**Strategies Used:**
Once all of the data are complete and ready for assessment during the Fall 2010 Semester, a report will be made to the Graduate Coordinators to help improve their respective curricula. The strategies for each program feedback and continuous quality improvement procedures will be based on the specific skills that are assessed. For example, the MBA program will have different outcomes than the MAT program and each will review their specific skill improvement recommendations. It may be that each program has few strategic recommendations, or each may have a significant amount of strategic recommendations.

Regardless of the specific recommendations, the Division of Graduate Studies is positioned to support the recommendations with strategic funding initiatives and specific graduate student scholarships (e.g., The GSAs). Over $135,000 was spent last year on graduate student scholarship support in the form of direct stipends, scholarships and waivers for graduate studies. Future years are structured to increase that amount of funding from the Division of Graduate Studies.

**Corrective Action Taken:**

None

Also, the following assessment criteria frameworks will be reviewed and implemented where appropriate, to help improve the student learning at the graduate level:

- The five fundamental questions on student learning in the HLC document, *Student Learning, Assessment, and Accreditation*.
- Assess all Higher Learning Commission requirements for specialized accreditation, along with specialized accreditation requirements (e.g., any new MBA emphasis programs proposed in 2008-12).
- Any professional development program suggestions by the HLC.
- Specific graduate student requirements or suggestions from the following programs/organizations:
  - CLA
  - NSSE
  - VSA
  - AASCU
  - NASULGC

The frameworks will help improve the GSAL pre-test and post-test questions, as well as provide a greater specificity of goals not yet determined.

All goals of the GSAL and the Office of Graduate Studies will be in compliance with the institutional and departmental offerings in conformance with the assessment standards of the Higher Learning Commission and, if applicable, any specialized accrediting bodies. Graduate students will also participate in a graduate student questionnaire that will be
implemented in 2009-10 to assess their perception of student learning. A post-graduation follow-up questionnaire will be used to assess previous graduate student perceptions of their student learning. The post-graduation questionnaire will be compared to the graduate student questionnaire to determine any areas for improvement in graduate student learning. A second post-graduation questionnaire will be used to determine graduate student employers’ perceptions of graduate students learning as determined by degree of skill utilization and skill adequacy. Each program will assess post-graduation status of skill utilization and skill adequacy using questions specific to skills taught in the respective programs.

Specific goals of the GSAL program include pre-test and post-test outcomes of:

- Average cognitive domain improvement during graduate school at 0.5 level (based on Bloom et al. 1956 taxonomy) by 2012-13.
- Average affective domain improvement during graduate school at 0.5 level (based on Bloom et al. 1956 taxonomy). The cognitive domain includes six levels, while the affective domain includes five levels.

Specific goals of student learning for post-graduation skill utilization and skill adequacy for 2009-10 (as determined by an average of students and employers) = (70% utilization, 70% adequacy); 2010-11 = (75% utilization, 75% adequacy); 2011-12 (80% utilization, 80% adequacy) 2012-13 = (85% utilization, 85% adequacy.

**GSAL Specific Goals 2009-2010 Assessment: Goals Met**

**Goals Met or Not Met: All Met**

The review of the five fundamental questions on student learning in the HLC document, the review of HLC specialized accreditation requirements as they relate to the graduate programs, assessing professional development suggestions by the HLC, and review of the CLA through NASULGC organizations were all complete by summer 2010. As the GSAL continues to create the assessment questionnaires, the recommendations reviewed may or may not be used as guides for the creation of the questions within the questionnaires.

Data assessment of the specific utilization and adequacy of skills percentages for the cognitive and affective domains remains to be completed for all graduate programs by end of summer 2010. However, the pilot or beta test for the programs, as conducted by the MBA program, will have the data assessment complete by fall 2010. The remaining graduate programs are reviewing the respective questionnaires to ensure that the data are assessed and initial recommendations are in place for improving the curricula from the program, as well as the assessment itself, by the end of the fall 2010 semester.

**Actions Taken During the Past Academic Year:**
As the reviews indicated above were conducted, the respective recommendations were immediately assessed for use or non-use in the questionnaires. The most problematic goal for the questionnaires creation was incorporating professional development program suggestions into the student focused questions. In the case of the affective questionnaires, the professional development programs were assessed via the interactions of the faculty and students in those programs, as well as the didactic courses.

**Strategies Used:**

The review of the assessment criteria was conducted initially by the Dean of Graduate Studies and Continuing Education, and the Director of Continuing Education. Both individuals reviewed portions of the above specific assessment suggestions and incorporated the recommendations into the discussion and meetings for the questionnaires creation. Ultimately, the recommendations were assessed by the graduate coordinators as they reviewed the questionnaires in the creation process.

**Corrective Action Taken:**

None

**Strategy/Rationale:**

The means of assessing graduate student learning will include multiple means to ensure that graduate students are prepared for respective professional positions and life-long learning. The use of multi-factorial assessments will help validate the means and lead to more efficient goals in the future (e.g., Structural Relations Assessment using LISREL in 2009-12 will help improve student learning assessment questionnaires and concepts).

The rationale for student learning is to ensure the highest levels of cognitive and affective education which are provided to graduate students. Several literature sources will be used as a guide to help ensure valid and reliable means of student learning assessments (e.g., Knox, 2002).

**Goals Met or Not Met: All Met**

Multi-factorial assessments are part of the “Seamless Evaluation Project” (SEP) conducted in part with staff of the HEPC. From that project, several variables are incorporated in the above assessments to help structure studentmix questions. The software from the SEP (i.e., LISREL) will be used in the strategy/rational goals above.

**Actions Taken During the Past Academic Year:**
Initial steps were taken to assess the demonstration data from graduate students who completed the questionnaires used to create the utilization and adequacy questionnaires. Those initial steps were based on descriptive statistics and were not at the multi-factorial level due to the size of the data set (n=32). When the data set reaches 200, the multi-factorial analysis will begin. It is assumed the multi-factorial data will reach a minimum n size in 2011.

**Strategies Used:**

The initial steps indicated above were conducted in 2009 and assessed through 2010. Methods of analysis included traditional descriptive assessments (e.g., mean, median, mode, standard deviation, skewness, kurtosis) to determine if any outliers existed in the data. With no outliers found, the initial data were used to create the utilization and adequacy questionnaires.

**Corrective Actions Taken:**

None

**2010-2011 Assessment of Student Learning: Goal Met**

**Actions taken during the past academic year:**

- VSA updated to reflect most current institutional data.
- WEAVE assessment software purchased and utilized.
- University-wide department and administrative unit assessment plans and reports collected and reviewed with 100% completion at this time.

One of the major strengths of Shepherd’s assessment program is that all departments and all administrative units across campus have assessment facilitators and all produce assessment plans and reports. The institution had a 99% return rate for the 2008-2009 reporting cycle and hopes to have a 100% return rate for the 2010-2011 reporting cycle (reports are due in January 2012). Shepherd has had a 100% return rate for the 2010-2011 plans. All academic departments and administrative units note their mission and how it connects with the mission of the institution at large. They also establish 2-3 learning goals, direct and indirect means of measuring these goals, benchmarks for success, and a detailed plan for improvement. After each plan and report is reviewed by the university’s task force, department and unit assessment facilitators receive a letter from the Dean of Teaching, Learning and Instructional Resources outlining suggestions for improvement. The following text will highlight some institutional successes and deficiencies detected via the assessment process. This will also highlight how these successes and deficiencies have been used to improve student learning.
1. One example of a department that used assessment this year to improve curriculum is the Department of Psychology. For their assessment they use the Major Field Test in Psychology to assess whether students are learning all of the major concepts in all of the sub-fields of psychology. Through this assessment it was found that students scored lowest in the sub-fields of sensation/perception and biological psychology. Using this assessment the Department of Psychology hired a new faculty member who has a background in biological psychology and will be able to effectively teach both courses.

2. The Department of Chemistry requires that their students take the American Chemical Society Test each year before graduation as a part of their assessment process. This test has several subsections. For the past few years students had been scoring lower than the national average in the subsection of “Instrumental Analysis.” The specific areas of weakness included electrochemistry and concepts of instrument design. The Department of Chemistry has increased the time and focus spent on these two areas over the past year so that students will be able to score higher on these areas.

3. The Department of Education requires its students to complete the Praxis II exam for teacher certification. Their criterion for success is that 85 percent of students receive passing scores on the exam. 94 percent received a passing score during the last assessment cycle. Although the criterion for success was met and the actual rate of success exceeded the criterion the Department of Education reported that they will examine the sub scores for all of the sections of the Praxis II in order to identify any areas of weakness. If there are areas of weakness the department plans to increase their attention in those specific areas.

4. The Department of Multicultural Student Affairs (MSA) completed an assessment using the Council for the Advancement of Standards (CAS) Self Assessment Guide (SAG). The criterion for success was that 85 percent of the services sponsored by MSA would meet the CAS standards. MSA wanted to ensure that all traditionally underrepresented students were being reached with their program. After falling slightly short of this goal, they decided to create a monthly electronic newsletter and have monthly communications (face-to-face) with the leaders of special interest groups on campus to provide support and guidance and to strengthen the relationship between the MSA and those groups.

5. The Student Center provides yet another example of using assessment to improve practice and improve student learning. Through personal evaluations and supervisor evaluations student employees of the student center were able to reflect on how they’ve learned and improved over the course of their employment. The primary areas where students fell below the “average” rating were “is punctual / gives timely notification of absences” and “consistent job performance.” The student center supervisors and trainers are now focusing on these areas when training student employees on the future.

6. One assessment practice Shepherd is particularly proud of is the Department of Contemporary Art & Theater’s Portfolio Review Day. In fact, the institution has
highlighted this as a COPLAC best assessment practice. The Portfolio Review Day has been established to provide professional evaluation of student portfolios for sophomores and seniors in graphic design and other mediums of contemporary art are brought on campus for one full day to provide unbiased, thorough criticism of students’ work. Evaluators provide an assessment for every student indicating the level of success for each area of the portfolio including letter of introduction, resume, artist statement and quality of work within the portfolio. Students are also critiqued on how they present themselves to the artist as a potential interview candidate. Students rotate in 15-minute intervals, working one-on-one with reviewers to discuss the strengths and weaknesses of their portfolio.

Feedback received during the sophomore year allows students to improve upon weaknesses and further enhance strengths as needed, while seniors gain insight into their viability in the job market and the competitive world of contemporary art, as well as valuable tips to further strengthen their overall appeal to potential galleries or employers. From this experience, faculty within the department also gain invaluable feedback and are better able to understand what actual employers are looking for, improve course offerings and develop a stronger curriculum, ultimately making students better prepared upon graduation.

These examples are just a sample of how assessment has been used to improve practices at Shepherd University over the past year. Every department, program, and service provided by Shepherd University is required to assess its contribution to student learning and to report on how the assessment will be used to improve or continue its services and programs.

- Standardized assessments administered.

The Center for Teaching and Learning administers several nationally certified standardized assessment measures to gain a better understanding of issues related to student learning. The CLA test (Collegiate Learning Assessment) measures critical thinking skills and the goal is to chart progress and compare student proficiency on a national level for students both entering and exiting our institution. The CTL also administered the MAPP Test (Measure of Academic Progress & Proficiency) to first-year and senior students in 2006, 2007 and 2010. This tests students on general areas of academic study. Along with assessments such as the Noel-Levitz and the NSSE, these measures allow Shepherd to track effects of changes in curriculum and compare the results nationally.

The CLA is a major strength at Shepherd University. Shepherd administers this assessment in a cross-sectional fashion. The institution tests a sample of first year students in the fall and a sample of seniors in the spring. After testing seniors in the spring, Shepherd receives a full institutional report that evaluates the institution’s “value-added” on a comparative basis, to see how much learning has improved among students.
from their freshman to senior year. Testing nearly every year also allows the university to measure for effects of changes in curriculum and compare the results nationally. Although Shepherd has not yet received the full institutional report for the 2010-2011 academic year, the most recent scores place the university in the 96th percentile which is up from the 63rd and 82nd percentiles in years prior. In order to improve value added, the institution has taken various actions to alter the instructional program. First and foremost, the institution has revised its General Studies curriculum (now titled Core Curriculum) and in doing so has mandated a first-year experience course which intentionally incorporates critical thinking exercises. Second, the Center for Teaching and Learning has also been diligently offering workshops and faculty learning communities that focus on helping professors incorporate critical thinking into their classrooms.

In 2009, the MAPP was completed by freshmen and in 2010 the MAPP was completed by seniors. When comparing the first year students’ average scores in 2009 to the senior students’ average scores in 2010 it is found that seniors had a higher average score. This difference demonstrates that Shepherd students learn the important skills that are measured by the MAPP, such as critical thinking, mathematics, reading and writing during their time at Shepherd. However, the average score for Shepherd’s senior students was 442.89, with a SD of 17.58. The national data for baccalaureate college seniors in 2010 shows that the mean was 445.89 with a SD of 9.27, and that 32% of institutions had average scores below Shepherd. The national baccalaureate mean is slightly higher than the mean for Shepherd seniors in 2010, but the national data also has a smaller SD, which indicates that there is less variance in the national scores. This finding indicates that Shepherd will need to put more of a focus on mathematics and writing skills. The institution believes that the revision of the general studies curriculum, which is putting more focus on writing in the major as well as more focus on mathematics earlier on in the curriculum, will help to see improvements.

The data from the Noel-Levitz Student Satisfaction Inventory can be used to do the following: guide strategic action planning, strengthen student retention initiatives, meet accreditation requirements, identify areas of strength for institutional marketing, and chart progress toward campus goals. Shepherd’s 2011 data shows remarkable improvement from the 2007 results. The institution narrowed the gap between importance and satisfaction in many areas that were a concern in 2007 including the following:

**Trends:** **Higher** Noel-Levitz Satisfaction Spring 2011 vs. Spring 2007 (Shepherd University)

<p>| 7. The campus is safe and secure for all students. |
| 14. My academic advisor is concerned about my success as an individual. |
| 36. Security staff respond quickly in emergencies. |
| 69. There is a good variety of courses provided on this campus. |
| 25. Faculty are fair and unbiased in their treatment of individual students. |</p>
<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.</td>
<td>I am able to experience intellectual growth here.</td>
</tr>
<tr>
<td>17.</td>
<td>Adequate financial aid is available for most students.</td>
</tr>
<tr>
<td>29.</td>
<td>It is an enjoyable experience to be a student on this campus.</td>
</tr>
<tr>
<td>65.</td>
<td>Faculty are usually available after class and during office hours.</td>
</tr>
<tr>
<td>59.</td>
<td>This institution shows concern for students as individuals.</td>
</tr>
<tr>
<td>21.</td>
<td>The amount of student parking space on campus is adequate.</td>
</tr>
<tr>
<td>2.</td>
<td>The campus staff are caring and helpful.</td>
</tr>
<tr>
<td>27.</td>
<td>The personnel involved in registration are helpful.</td>
</tr>
<tr>
<td>12.</td>
<td>Financial aid awards are announced to students in time to be helpful in college planning.</td>
</tr>
<tr>
<td>45.</td>
<td>Students are made to feel welcome on this campus.</td>
</tr>
<tr>
<td>72.</td>
<td>On the whole, the campus is well-maintained.</td>
</tr>
<tr>
<td>4.</td>
<td>Admissions staff are knowledgeable.</td>
</tr>
<tr>
<td>67.</td>
<td>Freedom of expression is protected on campus.</td>
</tr>
<tr>
<td>57.</td>
<td>I seldom get the &quot;run-around&quot; when seeking information on this campus.</td>
</tr>
<tr>
<td>5.</td>
<td>Financial aid counselors are helpful.</td>
</tr>
<tr>
<td>11.</td>
<td>Billing policies are reasonable.</td>
</tr>
<tr>
<td>28.</td>
<td>Parking lots are well-lighted and secure.</td>
</tr>
<tr>
<td>19.</td>
<td>My academic advisor helps me set goals to work toward.</td>
</tr>
<tr>
<td>50.</td>
<td>Class change (drop/add) policies are reasonable.</td>
</tr>
<tr>
<td>49.</td>
<td>There are adequate services to help me decide upon a career.</td>
</tr>
</tbody>
</table>

These data show that improvements put in place across campus since 2007 are proving to be very valuable.

The National Survey of Student Engagement (NSSE) is utilized by Shepherd University to collect information about student learning and assess the extent to which students engage in and learn from enriching, educational experiences both on and off campus. The 2010 Shepherd sample included students from all schools across campus that have first-year and senior students. The total number of respondents was 559 or 35% of all Shepherd University freshmen and seniors. All of the Shepherd respondents (100%) completed the survey via the Web. The summary of the 2010 report focuses on statistically significant differences between Shepherd and results from three comparison groups: other Southeast Public education institutions, other institutions that hold the same Basic Carnegie Classification (Baccalaureate – diverse fields) as Shepherd, and the overall results nationwide from NSSE 2010 respondents. (Note that Shepherd’s Carnegie Classification has been revised for 2011 to Master’s Colleges and Universities – Smaller Programs.) Please note that the 2005 report focuses on statistically significant differences between Shepherd and results from three similar comparison groups: Baccalaureate General (BG), or other baccalaureate and general education institutions.
across the country, fourteen peer comparison schools (PG), and all institutions participating in the NSSE.

One of the greatest improvements found in this past year’s survey is that all deviations from the norm were found to be small (S) in significance based on effect size (below 0.4). This was not the case in 2005 where many negative deviations were moderate or even large.

Specific areas of improvement in 2010 gleaned from this assessment (as compared with the 2005 data) include the following:

1. In 2005, first-year students and seniors both reported being less likely (S) to work with a classmate outside of class to prepare for class assignments than was common for the PG, BG or national norm. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.
2. In 2005, both first-year and senior Shepherd students gave fewer (M) class presentations than BG students, while Shepherd seniors also gave fewer (S) presentations than reported by the PG and national comparison groups. In 2010 only senior students reported giving fewer (S) class presentations than was common for CC peers.
3. In 2010, senior students at Shepherd reported a greater (S) opportunity and likelihood to participate in a community-based project (e.g. service learning) as part of a regular course, than was reported by senior respondents at other SP and nationwide institutions.
4. In 2005, Shepherd first-year students reported a greater likelihood (S) to be asked to memorize facts, ideas or methods and be able to repeat them in the same form, than was reported by BG or overall first-year students. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.
5. In 2005, Shepherd first-year students were less likely (S) to analyze ideas in depth or synthesize ideas into more complex interpretations and relationships than was reported nationally. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.
6. In 2005, Shepherd seniors were less likely (S) than BG and nationally surveyed seniors to apply theories in new situations or as a means to solve practical problems. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.
7. In 2005, first-year students at Shepherd reported being assigned fewer (M) course readings than peer and nationally tested respondents, and slightly fewer (S) readings than BG respondents. Shepherd seniors reported fewer (S) reading assignments than the comparison groups as well, but not by as wide a margin as was reported by first-year students. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.
8. In 2005, first-year and senior students at Shepherd wrote fewer (S) papers in general than students nationally, at other BG schools, and at PG institutions, and reported
submitting only between 1 and 4 papers of medium length (5-19 pages), while students elsewhere reported submitting between 4 and 8 papers of that length, indicating a moderately (M) significant difference. In 2010, only first-year students report writing fewer (S) papers of medium length (5-19 pages) than first-year students nationally or at other CC institutions.

9. In 2005, Shepherd seniors are somewhat less likely (S) than BG and overall respondents to report that they have taken challenging exams. First-year students at Shepherd reported being challenged by exams on an average par with other first-year respondents. In 2010, Shepherd seniors are somewhat less likely (S) than seniors at other SP schools to report that they have taken challenging exams, although their responses were closely in line with those of seniors at other CC institutions and nationwide. First-year students at Shepherd reported being challenged by exams on an average par with other first-year NSSE respondents.

10. In 2005, first-year and senior Shepherd students were somewhat less likely (S) to exercise or participate in physical fitness activities than students in the three comparative groups. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

11. In 2005, seniors at Shepherd were less likely (S) than PG, BG or national respondents to travel and study abroad. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

12. In 2005, both first-year students and seniors at Shepherd were less likely (M) than students from the PG and NSSE overall groups to have received or anticipate receiving adequate foreign language coursework. Both were also less likely (S) than BG respondents to have taken foreign language coursework. In 2010, both first-year students and seniors at Shepherd are still less likely (S) than students from the three comparison groups (SP, CC and NSSE overall) to have received or anticipate receiving adequate foreign language coursework. However, the difference is less significant in 2010.

13. In 2005, first-year students at Shepherd were less likely (S) than students nationally or at other Baccalaureate/General Education institutions to be involved in community service or volunteer work. Seniors at the institution appeared to be as likely as students in the three comparison groups to volunteer or perform community service. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

14. In 2005, first-year students at Shepherd perceived their relationships with faculty to be slightly less supportive (S) than students at other BG institutions. Seniors at Shepherd found the quality of their relationships with faculty members, other students, and administrative personnel, to be somewhat less supportive (S) than seniors nationally or at other BG schools. In 2010, only seniors at Shepherd perceived their relationships with other students and faculty to be slightly less supportive (S) than students at other CC institutions, but responses were not dissimilar from those of students at other SP or nationwide institutions.

15. In 2005, Shepherd first-year students reported working for pay off campus exceedingly more (L) than respondents in the Peer Group, significantly more (M) than
the national norm, and slightly more (S) than BG respondents. Seniors at Shepherd also were reportedly more likely (M) to require off campus jobs than seniors at PG schools, and slightly more (S) than the national norm. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

16. In 2005, Shepherd first-year students report that they must provide care for dependents living with them (parents, children, spouse, etc.) at a much higher rate (L) than PG respondents indicated, at a moderately higher rate (M) than was the national norm, and at a somewhat higher rate (S) than BG first-year students. Seniors were also much more likely (M) than PG and somewhat more likely (S) than national respondents to be caring for dependents. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

17. In 2005, both seniors and first-year respondents at Shepherd reported a greater(S) amount of time spent commuting to class than students at comparative institutions. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

18. In 2005, Shepherd seniors indicated they did not feel their Shepherd education had significantly contributed to their spiritual development or to their development of a personal code of values and ethics. (Moderately less satisfied than BG or as reported by seniors nationally). In 2010, Shepherd seniors reported being only slightly less satisfied (S) in this regard.

19. In 2005, both senior and first-year Shepherd respondents were slightly less satisfied (S) with the quality of advisement they received than was reported by students nationally or at other BG institutions. In 2010, only seniors were less satisfied (S) with the quality of advisement they received than CC peers.

20. In 2005, Shepherd seniors were moderately less satisfied (M) with their entire educational experience as compared with other seniors nationwide. In 2010, seniors at Shepherd were only slightly less satisfied (S) with their overall experience than respondents in the three comparison groups.

Challenges (deficiencies) gleaned from the NSSE data gathered this past year include:

1. In 2010, Shepherd seniors reported being less likely (S) to receive prompt written or oral feedback from faculty on academic performance than SP, CC or national norm.

2. In 2005, Shepherd students reported being asked to complete comparable numbers of problem sets to their peers. In 2010, however, results reveal that first-year Shepherd students feel they are asked to complete fewer (S) problem sets (both those that take less than an hour to complete and those that take more than an hour to complete) than their peers at SP, CC & nationwide schools. Shepherd seniors also reported being asked to complete fewer (S) problem sets requiring more than an hour to complete than their peers in the three comparison groups.

3. In 2010, seniors at Shepherd also felt the institution placed only some emphasis on encouraging contact among students from different backgrounds, a slightly lesser emphasis (S) than schools in the three comparison groups.

4. In 2005, first-year students at Shepherd felt that their institutional experience had contributed beneficially (S) to their understanding people of other racial and ethnic
backgrounds in all three comparison groups. In 2010, first-year students and seniors reported feeling less confident (S) than all three comparison groups in this regard.

5. In 2010, FY & SR students felt that Shepherd had done less (S) to contribute to their use of computers and information technology than peers in the three other comparison groups (SP, CC, & NSSE).

6. In 2010, FY & SR students reported feeling less confident (S) that their experience at Shepherd contributed to their ability to work effectively with others or learn effectively on one’s own.

**Strategies used:**

- WEAVE assessment software learned and utilized by the Center for Teaching and Learning and department and unit assessment facilitators. This helps to streamline communication and cut paper usage.
- Strategic use of Assessment Task Force and Senate in helping to encourage timely, intentional and department-shared engagement in the assessment process.

**Corrective action taken:**

- With the institution-wide change to a new core curriculum, writing papers and doing class presentations will be more tightly integrated into Shepherd’s first-year experience courses, capstone courses and “writing in the major” courses. Through these intentional and continuous efforts the institution expects to see Shepherd’s reported results being comparable to all comparison institutions in these areas when the university administers the NSSE in the future.

**2010-2011 Assessment of Student Learning – Graduate Studies: Goal Met**

**Actions Taken During the Past Academic Year:**

During the past academic year, the Graduate Program was busy planning, drafting and implementing three assessment tools for the MBA, MMME and MA-CSDA programs. In addition to the assessment plans required by the undergraduate programs, the graduate program assessments attempt to demonstrate the higher levels of cognitive and affective education taught in the respective programs. Several planning meetings occurred between the dean, program coordinators, graduate faculty and current graduate students to plan and draft the assessments.

Assessment plans were drafted and approved for the MBA, CSDA and MMME programs and filed with the Center for Teaching and Learning. The plans and questionnaires are also posted on graduate program websites:
All programs will have different outcomes based on specific skills examined and the recommendations for improvement. For example, the MBA program created two questionnaires sent to alumni via Survey Monkey to determine the cognitive level of skills at graduation (questionnaire 1) and the affective skills at graduation (questionnaire). The outcomes from an n=11 was that the skills ranged from 3.5 to 5.5 for the cognitive (from a scale of 0-6), and 2.5 to 4.5 for the affective (from a scale of 0-5). The questionnaires were sent and resent to the alumni of the MBA to increase the number of observations. In addition, the MBA faculty reviewed the MBA program review from the previous year to improve any actions needed. The MBA sought and helped fund a new faculty line in accounting to support the MBA in Accounting emphasis. The rationale for the new line [starting Fall 2011] is that the entire curricula for the MBA will improve, with specific improvement in accounting skills owing to a greater variation of accounting faculty available to teach graduate accounting courses (moving from two to three full time faculty available).

The review of the five fundamental questions on student learning in the HLC document, the review of HLC specialized accreditation requirements as they relate to the graduate programs, assessing professional development suggestions by the HLC, and review of the CLA through NASULGC organizations above were all complete by summer 2010. As the Graduate Program continues to create the assessment questionnaires, the recommendations reviewed may or may not be used as guides for the creation of the questions within the questionnaires.

Data assessment of the specific utilization and adequacy of skills percentages for the cognitive and affective domains remains to be completed for all graduate programs by end of fall 2011. However, the pilot or beta test for the programs, as conducted by the MBA program will have the data assessment complete by fall 2011. The remaining graduate programs are reviewing the respective questionnaires to ensure that the data are assessed and initial recommendations are in place for improving the curricula from the program, as well as the assessment itself, by the end of the fall 2011 semester.

**Strategies Used:**

Data were used as well as anecdotal feedback to improve the curricula. Alumni, faculty and community perspectives were used to provide feedback to the MBA Graduate
Coordinator for improvement in the curricula as well as faculty specific course objectives. As the reviews indicated above were conducted, the respective recommendations were immediately assessed for use or non-use in the questionnaires. The most problematic goal or the questionnaires creation was developing the culture of creating a different level of assessment at the graduate level that involved a pre and post assessment of skills utilization. In the case of the affective questionnaires, the incorporation of professional development in programs was assessed via the interactions of the faculty and students in those programs, as well as the didactic courses.

**Corrective Actions Taken:** None

Regardless of the specific recommendations, the Division of Graduate Studies is positioned to support the recommendations with strategic funding initiatives and specific graduate student scholarships (e.g., The GSAs). Over $135,000 was spent last year on graduate student scholarship support in the form of direct stipends, scholarships and waivers for graduate studies. Future years are structured to increase the amount of funding for student support from the Division of Graduate Studies.

**2011-2012 Assessment of Student Learning: Goal Met**

**Actions taken during the past academic year:**

- VSA updated to reflect most current institutional data.
- WEAVE assessment software utilized heavily by academic departments and administrative units
- “Assessor Refresher” workshops offered through the Center for Teaching and Learning
- Academic department and administrative unit assessment plans and reports collected and reviewed for the 2010-2011 Shepherd assessment cycle with 100% completion at this time.

One of the major strengths of our assessment program is that all departments and all administrative units across campus have assessment facilitators and all produce assessment plans and reports. We had a 99% return rate for 2008-2009 reporting cycle. We had a 100% return rate for the 2010-2011 plans and reports from all academic departments and academic administrative units. All reports specify the unit mission and how it connects with the mission of the institution at large. They also establish 2-3 learning goals, direct and indirect means of measuring these goals, benchmarks for success, and a detailed plan for improvement. After each plan and report is reviewed by our Assessment Task Force, department and unit assessment facilitators receive a letter from the Dean of Teaching, Learning and Instructional Resources outlining suggestions for improvement. The following text will highlight some institutional successes and deficiencies detected via the
assessment process. This will also highlight how these successes and deficiencies have been used to improve student learning over the course of the most recent assessment cycle on our campus.

1. The Major Field Test in Psychology is used to assess whether students are learning all of the major concepts in all of the sub-fields of psychology. Through this assessment it was found that students scored lowest in the sub-fields of sensation/perception and biological psychology. Using this assessment the Department of Psychology hired a new faculty member who has a background in biological psychology and is able to effectively teach both courses.

2. The Department of Chemistry requires that its students take the American Chemical Society Test each year before graduation as a part of its assessment process. This test has several subsections. For the past few years students had been scoring lower than the national average in the subsection of “Instrumental Analysis.” The specific areas of weakness included electrochemistry and concepts of instrument design. The Department of Chemistry has increased the time and focus spent on these two areas over the past assessment cycle so that students will be able to score higher on these areas.

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4. The Office of Multicultural Student Affairs (MSA) completed an assessment using the Council for the Advancement of Standards (CAS) Self Assessment Guide (SAG). The criterion for success was that 85 percent of the services sponsored by MSA would meet the CAS standards. MSA wanted to ensure that all traditionally underrepresented students were being reached with its program. After falling slightly short of this goal, the office decided to create a monthly electronic newsletter and have monthly communications (face-to-face) with the leaders of special interest groups on campus to provide support and guidance and to strengthen the relationship between the MSA and those groups.

5. The Student Center provides yet another example of using assessment to improve practice and improve student learning. Through personal evaluations
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These examples are just a sample of how assessment has been used to improve practices at Shepherd University over the past year. Every department, program, and service provided by Shepherd University is required to assess its contribution to student learning and to report on how the assessment will be used to improve or continue its services and programs.

- Standardized assessments administered.

The Center for Teaching and Learning administers several nationally certified standardized assessment measures to gain a better understanding of issues related to student learning. The CLA test (Collegiate Learning Assessment) measures critical thinking skills and the goal is to chart progress and compare student proficiency on a national level for students both entering and exiting our institution. The University also administered the MAPP Test (Measure of
Academic Progress and Proficiency) to first-year and senior students in 2006, 2007 and 2010. This tests students on general areas of academic study. Along with assessments such as the Noel-Levitz and the NSSE, these measures allow Shepherd to track effects of changes in curriculum and compare the results nationally.

The CLA is a major strength at Shepherd University. Shepherd administers this assessment in a cross-sectional fashion. A sample of first-year students are tested in the fall and a sample of seniors in the spring. After testing seniors in the spring, the institution receives a full institutional report that evaluates the university’s “value-added” on a comparative basis. In other words, Shepherd sees how much learning has improved among students from their freshman to senior year. Testing nearly every year also allows the university to measure for effects of changes in curriculum and compare the results nationally. In the full institutional report for the 2010-2011 academic year, the most recent scores place Shepherd in the 69th percentile in terms of institution value added. In order to improve value added, the institution has taken various actions to alter the instructional program. First and foremost, the institution has revised its General Studies curriculum (now titled Core Curriculum) and in doing so has mandated a first-year experience course which intentionally incorporates critical thinking exercises. Second, the Center for Teaching and Learning has also been diligently offering workshops and faculty learning communities that focus on helping professors incorporate critical thinking into their classrooms.

In 2009, the MAPP was completed by freshman students and in 2010 the MAPP was completed by senior students. When comparing the first-year students’ average scores in 2009 to the senior students’ average scores in 2010, it is found that senior students had a higher average score. This difference demonstrates that Shepherd students learn the important skills that are measured by the MAPP, such as critical thinking, mathematics, reading, and writing during their time at Shepherd. However, the average score for our senior students was 442.89, with a SD of 17.58. The national data for baccalaureate college seniors in 2010 show that the mean was 445.89 with a SD of 9.27, and that 32% of institutions had average scores below Shepherd. The national baccalaureate mean is slightly higher than the mean for Shepherd seniors in 2010, but the national data also have a smaller SD, which indicates that there is less variance in the national scores. This finding indicates that Shepherd will need to put more of a focus on mathematics and writing skills. The revision of the general studies curriculum, which is putting more focus on writing in the major as well as more focus on mathematics earlier on in the curriculum, will help Shepherd see improvements.

The data from the Noel-Levitz Student Satisfaction Inventory can be used to do the following: guide strategic action planning, strengthen student retention initiatives, meet accreditation requirements, identify areas of strength for
institutional marketing, and chart progress toward campus goals. Our 2011 data show remarkable improvement from the 2007 results. Shepherd narrowed the gap between importance and satisfaction in many areas that were a concern in 2007 including the following:

**Trends:** **Higher** Noel-Levitz Satisfaction Spring 2011 vs. Spring 2007 (Shepherd University)

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>The campus is safe and secure for all students.</td>
</tr>
<tr>
<td>14.</td>
<td>My academic advisor is concerned about my success as an individual.</td>
</tr>
<tr>
<td>36.</td>
<td>Security staff respond quickly in emergencies.</td>
</tr>
<tr>
<td>69.</td>
<td>There is a good variety of courses provided on this campus.</td>
</tr>
<tr>
<td>25.</td>
<td>Faculty are fair and unbiased in their treatment of individual students.</td>
</tr>
<tr>
<td>39.</td>
<td>I am able to experience intellectual growth here.</td>
</tr>
<tr>
<td>17.</td>
<td>Adequate financial aid is available for most students.</td>
</tr>
<tr>
<td>29.</td>
<td>It is an enjoyable experience to be a student on this campus.</td>
</tr>
<tr>
<td>65.</td>
<td>Faculty are usually available after class and during office hours.</td>
</tr>
<tr>
<td>59.</td>
<td>This institution shows concern for students as individuals.</td>
</tr>
<tr>
<td>21.</td>
<td>The amount of student parking space on campus is adequate.</td>
</tr>
<tr>
<td>2.</td>
<td>The campus staff are caring and helpful.</td>
</tr>
<tr>
<td>27.</td>
<td>The personnel involved in registration are helpful.</td>
</tr>
<tr>
<td>12.</td>
<td>Financial aid awards are announced to students in time to be helpful in college planning.</td>
</tr>
<tr>
<td>45.</td>
<td>Students are made to feel welcome on this campus.</td>
</tr>
<tr>
<td>72.</td>
<td>On the whole, the campus is well-maintained.</td>
</tr>
<tr>
<td>4.</td>
<td>Admissions staff are knowledgeable.</td>
</tr>
<tr>
<td>67.</td>
<td>Freedom of expression is protected on campus.</td>
</tr>
<tr>
<td>57.</td>
<td>I seldom get the &quot;run-around&quot; when seeking information on this campus.</td>
</tr>
<tr>
<td>5.</td>
<td>Financial aid counselors are helpful.</td>
</tr>
<tr>
<td>11.</td>
<td>Billing policies are reasonable.</td>
</tr>
<tr>
<td>28.</td>
<td>Parking lots are well-lighted and secure.</td>
</tr>
<tr>
<td>19.</td>
<td>My academic advisor helps me set goals to work toward.</td>
</tr>
<tr>
<td>50.</td>
<td>Class change (drop/add) policies are reasonable.</td>
</tr>
<tr>
<td>49.</td>
<td>There are adequate services to help me decide upon a career</td>
</tr>
</tbody>
</table>
These data show that improvements put in place across campus since 2007 are proving to be very valuable.

The National Survey of Student Engagement (NSSE) is utilized by Shepherd University to collect information about student learning and assess the extent to which students engage in and learn from enriching, educational experiences both on and off campus. The 2010 Shepherd sample included students from all schools across campus that have first-year and senior students. The total number of respondents was 559 or 35% of all Shepherd University freshmen and seniors. All of the Shepherd respondents (100%) completed the survey via the Web. The summary of the 2010 report focuses on statistically significant differences between Shepherd and results from three comparison groups: other Southeast Public education institutions, other institutions that hold the same Basic Carnegie Classification (Baccalaureate – diverse fields) as Shepherd, and the overall results nationwide from NSSE 2010 respondents. Please note that the 2005 report focuses on statistically significant differences between Shepherd and results from three similar comparison groups: Baccalaureate General (BG), or other baccalaureate and general education institutions across the country, 14 peer comparison schools (PG), and all institutions participating in the NSSE.

One of the greatest improvements found in this survey is that all deviations from the norm were found to be small (S) in significance based on effect size (below .4). This was not the case in 2005 where many negative deviations were moderate or even large.

Specific areas of improvement in 2010 gleaned from this assessment (as compared with the 2005 data) include the following:

1. In 2005, first-year students and seniors both reported being less likely (S) to work with a classmate outside of class to prepare for class assignments than was common for the PG, BG or national norm. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

2. In 2005 both first-year and senior Shepherd students gave fewer (M) class presentations than BG students, while Shepherd seniors also gave fewer (S) presentations than reported by the PG and national comparison groups. In 2010 only senior students reported giving fewer (S) class presentations than was common for CC peers.

3. In 2010, senior students at Shepherd reported a greater (S) opportunity and likelihood to participate in a community-based project (e.g., service learning) as part of a regular course, than was reported by senior respondents at other SP and nationwide institutions.

4. In 2005, Shepherd first-year students reported a greater likelihood (S) to be asked to memorize facts, ideas or methods and be able to repeat them in the
same form, than was reported by BG or overall first-year students. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

5. In 2005, Shepherd first-year students were less likely (S) to analyze ideas in depth or synthesize ideas into more complex interpretations and relationships than was reported nationally. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

6. In 2005, Shepherd seniors were less likely (S) than BG and nationally surveyed seniors to apply theories in new situations or as a means to solve practical problems. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

7. In 2005, first-year students at Shepherd reported being assigned fewer (M) course readings than peer and nationally tested respondents, and slightly fewer (S) readings than BG respondents. Shepherd seniors reported fewer (S) reading assignments than the comparison groups as well, but not by as wide a margin as was reported by first-year students. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

8. In 2005, first-year and senior students at Shepherd wrote fewer (S) papers in general than students nationally, at other BG schools, and at PG institutions, and reported submitting only between 1 and 4 papers of medium length (5-19 pages), while students elsewhere reported submitting between 4 and 8 papers of that length, indicating a moderately (M) significant difference. In 2010, only first-year students report writing fewer (S) papers of medium length (5-19 pages) than first-year students nationally or at other CC institutions.

9. In 2005, Shepherd seniors are somewhat less likely (S) than BG and overall respondents to report that they have taken challenging exams. First-year students at Shepherd reported being challenged by exams on an average par with other first-year respondents. In 2010, Shepherd seniors are somewhat less likely (S) than seniors at other SP schools to report that they have taken challenging exams, although their responses were closely in line with those of seniors at other CC institutions and nationwide. First-year students at Shepherd reported being challenged by exams on an average par with other first-year NSSE respondents.

10. In 2005, first-year and senior Shepherd students were somewhat less likely (S) to exercise or participate in physical fitness activities than students in the three comparative groups. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

11. In 2005, seniors at Shepherd were less likely (S) than PG, BG or national respondents to travel and study abroad. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

12. In 2005, both first-year students and seniors at Shepherd were less likely (M) than students from the PG and NSSE overall groups to have received or anticipate receiving adequate foreign language coursework. Both were also less likely (S) than BG respondents to have taken foreign language coursework. In 2010, both first-year students and seniors at Shepherd are still
less likely (S) than students from the three comparison groups (SP, CC and NSSE overall) to have received or anticipate receiving adequate foreign language coursework. However, the difference is less significant in 2010.

13. In 2005, first-year students at Shepherd were less likely (S) than students nationally or at other Baccalaureate/General Education institutions to be involved in community service or volunteer work. Seniors at Shepherd appeared to be as likely as students in the three comparison groups to volunteer or perform community service. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

14. In 2005, first-year students at Shepherd perceived their relationships with faculty to be slightly less supportive (S) than students at other BG institutions. Seniors at Shepherd found the quality of their relationships with faculty members, other students, and administrative personnel, to be somewhat less supportive (S) than seniors nationally or at other BG schools. In 2010, only seniors at Shepherd perceived their relationships with other students and faculty to be slightly less supportive (S) than students at other CC institutions, but responses were not dissimilar from those of students at other SP or nationwide institutions.

15. In 2005, Shepherd first-year students reported working for pay off campus exceedingly more (L) than respondents in the Peer Group, significantly more (M) than the national norm, and slightly more (S) than BG respondents. Seniors at Shepherd also were reportedly more likely (M) to require off campus jobs than seniors at PG schools, and slightly more (S) than the national norm. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

16. In 2005, Shepherd first-year students report that they must provide care for dependents living with them (parents, children, spouse, etc.) at a much higher rate (L) than PG respondents indicated, at a moderately higher rate (M) than was the national norm, and at a somewhat higher rate (S) than BG first-year students. Seniors were also much more likely (M) than PG and somewhat more likely (S) than national respondents to be caring for dependents. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

17. In 2005, both seniors and first-year respondents at Shepherd reported a greater(S) amount of time spent commuting to class than students at comparative institutions. In 2010, Shepherd’s reported results were comparable to all NSSE comparison groups.

18. In 2005, Shepherd seniors indicated they did not feel their Shepherd education had significantly contributed to their spiritual development or to their development of a personal code of values and ethics. (Moderately less satisfied than BG or as reported by seniors nationally). In 2010, Shepherd seniors reported being only slightly less satisfied (S) in this regard.

19. In 2005, both senior and first-year Shepherd respondents were slightly less satisfied (S) with the quality of advisement they received than was reported by
students nationally or at other BG institutions. In 2010, only seniors were less satisfied (S) with the quality of advisement they received than CC peers.

20. In 2005, Shepherd seniors were moderately less satisfied (M) with their entire educational experience as compared with other seniors nationwide. In 2010, seniors at Shepherd were only slightly less satisfied (S) with their overall experience than respondents in the three comparison groups.

Challenges (deficiencies) gleaned from the NSSE data gathered include:

1. In 2010, Shepherd seniors reported being less likely (S) to receive prompt written or oral feedback from faculty on academic performance than SP, CC or national norm.

2. In 2005, Shepherd students reported being asked to complete comparable numbers of problem sets to their peers. In 2010, however, results reveal that first-year Shepherd students feel they are asked to complete fewer (S) problem sets (both those that take less than an hour to complete and those that take more than an hour to complete) than their peers at SP, CC and nationwide schools. Shepherd seniors also reported being asked to complete fewer (S) problem sets requiring more than an hour to complete than their peers in the three comparison groups.

3. In 2010, seniors at Shepherd also felt the institution placed only some emphasis on encouraging contact among students from different backgrounds, a slightly lesser emphasis (S) than schools in the three comparison groups.

4. In 2005, first-year students at Shepherd felt that their institutional experience had contributed beneficially (S) to their understanding people of other racial and ethnic backgrounds in all three comparison groups. In 2010, first-year students and seniors reported feeling less confident (S) than all three comparison groups in this regard.

5. In 2010, first-year and senior students felt that Shepherd had done less (S) to contribute to their use of computers and information technology than peers in the three other comparison groups (SP, CC, and NSSE).

6. In 2010, first-year and senior students reported feeling less confident (S) that their experience at Shepherd contributed to their ability to work effectively with others or learn effectively on one’s own.

**Strategies used:**

- WEAVE assessment software learned and utilized by the Center for Teaching and Learning and department and unit assessment facilitators. This helps to streamline communication and cut paper usage.
- Strategic use of Assessment Task Force and Senate in helping to encourage timely, intentional and department-shared engagement in the assessment process.
Corrective action taken:

- With the institution-wide change to a new core curriculum, writing papers and doing class presentations will be more tightly integrated into the first-year experience courses, capstone courses and “writing in the major” courses. Through these intentional and continuous efforts, Shepherd’s reported results should be comparable to all comparison institutions in these areas when the NSSE is administered in the future.

Assessment of Student Learning – Graduate Studies 2011-2012: Goal Met

Actions Taken During the Past Academic Year:

During the 2011-2012 academic year, academic programs in graduate studies moved to the next level of their assessment plan: posting and analysis of collected data in WEAVE (assessment software program). Following last year’s development of graduate specific learning outcomes, objectives, measures, and benchmarks, results were posted, leading to action plans for raising benchmarks and meeting intended student learning outcomes. Out of the 45 tools (total for all programs) for measuring attainment of intended student outcomes, only two goals for these measurements were not met (4.44%).

The high success rate in this area can be attributed to increased communication between the dean, graduate program coordinators, graduate faculty, graduate students, and the Center for Teaching and Learning (CTL). Graduate program coordinators worked with the Dean and staff of the CTL to assure that data were collected and that updates were posted on WEAVE and used as evidence in the recent re-accreditation site visit from the Higher Learning Commission (HLC). The fundamental questions on student learning from the Higher Learning Commission, and the specific development of ISOs at the graduate level are the guiding factors in developing assessment plans and measurements for graduate studies. For example, the MMME program uses a set of goals and outcomes for graduate study as set forth by its specialized accrediting organization, the National Association of Schools of Music.

Acting in transparency, assessment plans, questionnaires and reports containing the latest data are posted on degree program pages through the graduate studies website: http://www.shepherd.edu/graduate-studies/

This past year offered the first opportunity to assess comprehensive exams and thesis defense in the CSDA, M.A.T. and M.M.M.E. programs. For each degree program, rubrics were developed for meeting expectations. The results were used as data for...
measuring ISOs in each of these degree programs. In each program, 100% of the students meet the benchmark.

In the questionnaires used to measure pre- and post-assessment of skills utilization, results were used to set benchmarks for measuring student success. Assessment of these results provides information for making recommendations to improve curricula, and where necessary, to focus on the development of a particular skill that is crucial to success in the career field of choice.

Lastly, the M.B.A. program launched its Advisory Board. This group of alumni and business leaders provides valuable feedback to current students and faculty in reference to the quality of the program, value of the curricula, and preparation for the workforce. Two events were scheduled this year to provide interface between current and potential students and the board members:

- A “meet and greet” reception where students had the opportunity to meet advisory board members and potential employers;
- Professional Connections day, which included a special segment for graduate students.

**Strategies Used:**

All the items described above under actions taken show the result of increased dialogue and communication with graduate stakeholders, especially taking into account community feedback through the advisory councils (M.B.A., Department of Education, and Friends of Music). Feedback from these stakeholders leads to improvement in the curricula, as well as further development of graduate specific course objectives, pointing to a graduate-specific level of assessment.

**Corrective Actions Taken:**

None, other than the actions taken during the last year.

The Division of Graduate Studies is positioned to provide graduate student support through waiver, employment, and scholarships to develop relevant internships, with real-world experiences for its students. Increased funding in this area will allow not only research and clerical help for academic and administrative units, but also provide the opportunity for the development and utilization of skills described in the graduate studies assessment plans.

**Expanded guidelines: Assessment, 2011-2012**
1. In reporting on the assessment of learning programs and activities, indicate how the institution is using the Collegiate Learning Assessment (CLA) to improve instruction and student learning. Comment on the level of success in value added for students in comparison to comparable institutions. What actions, if any, has the institution taken to alter the instructional program to improve value added?

- The CLA is a major strength at Shepherd University. Shepherd administers this assessment in a cross-sectional fashion. Shepherd tests sample of first-year students in the fall and a sample of seniors in the spring. After testing seniors in the spring, the institution receives a full institutional report that evaluates our institution’s “value-added” on a comparative basis. In other words, the university sees how much learning has improved among students from their freshman to senior year. Testing nearly every year also allows Shepherd to measure for effects of changes in curriculum and compare the results nationally. In the full institutional report for the 2010-2011 academic year, the most recent scores place us in the 69th percentile in terms of institution value added. In order to improve value added, the institution has taken various actions to alter the instructional program. First and foremost, the institution has revised its General Studies curriculum (now titled Core Curriculum) and in doing so has mandated a first-year experience course which intentionally incorporates critical thinking exercises. Second, the Center for Teaching and Learning has also been diligently offering workshops and faculty learning communities that focus on helping professors incorporate critical thinking into their classrooms.

2. Comment on institutional progress in using the Voluntary System of Accountability (VSA).

- The VSA is updated to reflect the most current university information.
9. Accreditation

Data:

Shepherd has received accreditation for all programs that are in areas where such accreditation is required by state licensure boards and where it is expected of graduates in specific professional areas. Thus, five of the twenty undergraduate departments (25%) have disciplines with an area of specific accreditation. All education programs and all graduate programs in education are accredited. The following specific programs are accredited:

Business Administration

The Shepherd University business administration program is accredited by the International Association of Colleges of Business Education. (Dr. Meg Galligan, a member of the Shepherd business administration program, serves as a member of the IACBE National Board of Directors.)

Education

All education programs are accredited as a unit and are accredited by the National Council for the Accreditation of Teacher Education (NCATE). All programs within the Department of Education are accredited.

Nursing Education

The nursing education is accredited by the West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN) and the National League for Nursing Accrediting Commission (NLNAC).

Music

The Shepherd Music program is accredited by the National Association of Schools of Music (NASM).

Social Work

The Shepherd social work program is accredited by the Council on Social Work Education.
**Goal:** (Education)

The goal of education program over the next six years is to maintain accreditation. Through this process the students will meet state and national standards for teachers which will allow them to be both successful and competitive in today’s market.

**Strategy/Rationale:** (Education)

The Department of Education plans to accomplish its goals by having the NCATE coordinator take the lead and work with the department chair, director of teacher education, and faculty and staff to continuously evaluate our assessment systems and monitor the data from those systems to make improvements to the program. This will help ensure accreditation. The PEUC under the direction of the director of teacher education will meet on a regular basis. The specialization coordinators will take the lead with each discipline to assist the NCATE coordinator. The NCATE coordinator will meet on a regular basis with the dean of education and professional studies. Together they will meet with the vice president for academic affairs in order to convey NCATE accreditation progress.

To accomplish this goal the department chair and faculty members in the Department of Education will integrate standards in all classes and document where they are included in assignments. Content specialists in other departments will continue to meet in the PEUC Committee in order to be involved and updated in related standards and conceptual framework. The assessment system for the unit will continue to reflect the conceptual framework and teacher educators will consistently demonstrate this philosophy in their classes and their supervision within the public school.

**Education Accreditation 2008-2009 Goal Assessment: Goal Met**

Shepherd University has maintained NCATE accreditation and is preparing for an upcoming visit in the 2010-2011 academic year. Early indicators such as nationally recognized SPA reports, higher passage rates in PRAXIS are all indicators that a successful reaffirmation visit will occur.

**Education Accreditation 2009-2010 Assessment: Goal Met**

**Actions this past academic year:**

Shepherd University has maintained NCATE accreditation and is preparing for an upcoming visit in the 2010-2011 academic year. Early indicators such as nationally recognized SPA reports, higher passage rates in PRAXIS are all indicators that a successful reaffirmation visit will occur.

**Strategies used:**
Department is actively informing campus about the NCATE visit. Informational sessions are currently underway. For more information about our upcoming NCATE visit see Shepherd’s website at www.shepherd.edu/ncate.

Corrective Actions:

None at this time.

Education Accreditation 2010-2011 Assessment: Goal Met

Shepherd University’s goal has been met in this area.

Actions this past academic year:

Shepherd University achieved continued accreditation for initial licensure programs and earned initial accreditation for advanced programs. Individual specialization programs earned national recognition through their Specialized Professional Association reports, the National Association of Schools of Music, and approval by the WVDE via the Curriculum Assessment Reports.

Strategies:

The Teacher Education Program will continue to monitor teacher candidate performance on the PRAXIS II exams as well as their performances in the field. Strategies for improvement will be implemented as needed.

Corrective Actions:

None at this time. All NCATE standards were met with no areas for improvement.

Education Accreditation 2011-2012 Assessment: Goal Met

The goal of education program over the next six years is to maintain accreditation. Through this process the students will meet state and national standards for teachers which will allow them to be both successful and competitive in today’s market.

Actions this past academic year:

Shepherd University achieved continued accreditation for initial licensure programs and earned initial accreditation for advanced programs. Individual specialization programs earned national recognition through their Specialized Professional Association reports,
the National Association of Schools of Music, and approval by the WVDE via the Curriculum Assessment Reports.

**Strategies:**

The Teacher Education Program will continue to monitor teacher candidate performance on the PRAXIS II exams as well as their performances in the field. Strategies for improvement will be implemented as needed.

**Corrective Actions:**

None at this time. All NCATE standards were met with no areas for improvement.

**Goal:** (Nursing)

The goal of the nursing education program over the next six years is to maintain accreditation with both the West Virginia Board of Registered Nurses (WVBOERN) and with the National League for Nursing Accrediting Commission, Inc. (NLNAC) or the Commission on Collegiate Nursing Education (CCNE). Through this process our students will meet state and national Standards for nursing which will allow them to be both successful and competitive in today’s market. Students will meet the minimum West Virginia Board of Examiners for Registered Professional Nurses with an NCLEX-RN pass rate of 80%

**Strategy/Rationale:** (Nursing)

The department chair, faculty, and staff will continuously evaluate and utilize the assessment plan to monitor data and trends from these results to improve and revise the program.

**Nursing Accreditation 2008-2009 Goal Assessment: Goal Met**

Shepherd University has maintained WVBOERN and NLNAC accreditations. As reported previously in this document our passage rates on the NCLEX-RN have increased from 73% to 93% and is an early indicator that reaffirmation will occur. In addition plans are in place to add to the faculty complement in nursing to exceed accreditation faculty/student ratio requirements.

**Nursing Accreditation 2009-2010 Assessment: Goal Met**
The goal of the nursing department is to have an 80% pass rate as required by the state Board of Nursing. While not all graduates have scheduled to take NCLEX, over 80% of the 66 eligible graduates pass NCLEX, so this benchmark has been exceeded for 2010.

**Actions taken during the past academic year:**

- Developed new vision, mission, philosophy, and curriculum compliant with the *CCNE Baccalaureate Essentials*; received approval from department, school, university, and WVBOERN – to be implemented January 2011
- Hired full time clinical and simulation coordinator
- Changed policy for program completion to three years
- Changed policy for students repeating or withdrawing from nursing courses to only two.
- Changed policy regarding failing a nursing course more than once: now results in an automatic dismissal
- Hiring of MSN clinical nursing faculty as mandated by the changes in WV Law.

**Strategies used:**

- Curriculum content mapping to the NCLEX test blueprint
- Developed NCLEX improvement action plan for the WVBOERN
- Developed program evaluation tool

**Corrective action taken:**

- Added NURS 310 Health Promotion Across the Lifespan after assessing NCLEX and ATI outcomes
- Changed faculty to student ratio (1 to 10) for Capstone seminar to allow greater one-to-one focus on student’s NCLEX preparatory needs based upon ATI assessments, course work, and self-evaluation
- Increased clinical nursing faculty salary due to a competency market and need to have a MSN degree

**Nursing Education Accreditation 2010-2011 Assessment: Goal Met**

Shepherd University’s goal has been met in this area.

**Actions taken during the past academic year:**

The West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN Board) accepted the Department's Annual Report and recommended continued accreditation of the baccalaureate nursing program from November 1, 2010 through
October 31, 2011. The National League of Nursing Accreditation Commission (NLNAC) has approved the program through spring 2012. The Commission on Collegiate Nursing Education (CCNE) accreditation site visit was in April 2011 with a preliminary report of the Department meeting all the CCNE standards and had no recommendations. The CCNE announcement of accreditation is anticipated in October 2011.

**Strategies:**

The department worked successfully and collaboratively to pass accreditation with CCNE.

**Corrective action taken:**

None at this time.

**Nursing Accreditation 2011-2012 Assessment: Goal Not Met**

The goal of the nursing department is to have an 80% pass rate as required by the state Board of Nursing. The West Virginia Board of Examiners for Registered Professional Nurses reported the NCLEX pass rate of 76% for 2011, with 42 students attempting the examination and 32 passing.

**Actions taken during the past academic year:**

The West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN Board) accepted the Department's Annual Report and recommended continued accreditation of the baccalaureate nursing program from November 1, 2011 through October 31, 2012. The initial Commission on Collegiate Nursing Education (CCNE) accreditation reported no deficiencies and had no recommendations and announced full accreditation beginning April 2011 through spring 2016.

Semesters two and three of the four-semester new curriculum were implemented. Curriculum has been mapped to the NCLEX blueprint.

**Strategies:**

Beginning fall 2012, the following plan of action to improve NCLEX pass rate will be integrated into the new curriculum:

- To integrate the ATI content proctored examinations as tests in the courses, with equivalent quality points to other exams
• To have the program’s benchmark at level two with each ATI exam
• The Board of Governors has approved a fee for the NURS 445 NCLEX-RN Preparation in order to pay for a live review session prior to completion of the course
• To allow the ATI Comprehensive predictor to be given three times in NURS 445 NCLEX-RN Preparation with the expectation to pass at 94% predicted probability of passing NCLEX: first exam given 30 days prior to the end of the semester, second after the live review, and, if not successful, students will receive an incomplete and an option to retake in 30 days before failing the course
• Provide weekly focused review tests in NURS 445
• Evaluate course tests for rigor, content mastery, and NCLEX blueprint
• Continue peer review of faculty
• Hire one new faculty due to growth of program

Corrective action taken:

The faculty reviewed NCLEX Program Reports, the students’ ATI testing reports, academic progression over the four semesters of the program (6 of the 23 spring semester students had repeated nursing courses), clinical grades, curriculum map, and one-on-one weekly meetings with faculty to determine a NCLEX improvement plan for graduating students. The graduating class of December 2011 was provided the opportunity for an online NCLEX review with the National Council of State Boards of Nursing (only 22 of the 25 students signed up for this review). The graduating class of May 2012 was provided a live NCLEX review and a virtual online review course with a mentor (three students chose not to participate).

In addition to faculty meetings weekly with students to review their study plans and provide focused review tests, a tutor was provided two evenings a week (total of six hours per week). The tutoring sessions were optional and had very limited student participation. With this information, the department decided to provide (at department expense) a three day live NCLEX review course and provide Virtual ATI access to all 25 students. Only 22 students participated in the live review and all 25 accessed the Virtual ATI but have had limited communication with their online faculty.

For spring 2012, the increased rigor in the program was evident with the increased failure rate of students in the new curriculum: Level I (first semester) had five failures, Level II (second semester) had eight failures, and Level III (third semester) had two failures. Also, within these three semesters, three of these students were dismissed from the program due to not progressing academically. Beginning fall 2012, Level IV (fourth semester) will be taught for the first time. Faculty are evaluating the program to determine student preparation and are conducting internal nursing course evaluations.
Goal: (Social Work)

The goal of the social work program over the next six years is to maintain accreditation. All Shepherd social work graduates who seek employment in social work agencies and related areas receive offers of such employment. Shepherd University social work program graduates, on average, have a licensure pass rate of greater that 90 percent, and this programs receives widespread recognition as a program of quality and distinction. (See item 14, “Programs of Distinction for further discussion of this matter.)

Strategy /Rationale: (Social Work)

The social work program has a record of successful external grant funding and will continue to seek external grants to enhance its service to the community, its students, and the university. It will also enhance its assessment strategy for evaluating both classroom and fieldwork. The program will use its Hartford Geriatric Social Work Initiative and the CSWE Gero-Ed Center grant to focus on building community-based connections between students and senior citizens in the region. Social work is committed to the delivery of high quality programming that will be a positive asset to the University and the community.

Social Work Accreditation 2008-2009 Goal Assessment: Goal Met

Shepherd University has maintained the Council on Social Work accreditation. Shepherd University continues its excellence in grant funding for the social work program. The 100% passage rate on the West Virginia Board of Social Work licensing examination is an early indicator about reaffirmation of this accreditation.

Social Work Accreditation 2009-2010 Goal Assessment: Goal Met

Shepherd University’s goal has been met in this area.

Actions taken during the past academic year:  

Additional grant funding secured from the WV Dept. of Health and Human Resources: $124,554 for the 2010-11 fiscal year.

Strategies Used:

The department is currently engaging in a comprehensive self-study of all aspects of the Program that is looking at goals, competencies, funding support, library resources, revamping courses to meet ten new competencies and 41 specific practice behaviors, continuing to offer a sophisticated field instruction component, professional development, and community service.
Corrective Action Taken:

None at this time.

Social Work Accreditation 2010-2011 Goal Assessment: Goal Met

Shepherd University’s goal has been met in this area.

Actions taken during the past academic year:

Additional grant funding secured from the WV Dept. of Health and Human Resources: $133,748 for the 2010-2011 fiscal year.

Strategies Used:

The department has currently a comprehensive (568 page) self-study of all aspects of the Program that is looking at goals, competencies, funding support, library resources, revamping courses to meet ten new competencies and 41 specific practice behaviors, continuing to offer a sophisticated field instruction component, professional development, and community service. The self study was submitted to the Council in March, 2011, and the institution is scheduled for a site visit on Oct. 17, 2011.

Corrective Action Taken:

None at this time.

Social Work Accreditation 2011-2012 Goal Assessment: Goal Met

The goal of the social work program is to maintain accreditation. All Shepherd social work graduates who seek employment in social work agencies and related areas receive offers of such employment. Shepherd University social work program graduates, on average, have a licensure pass rate of greater that 90 percent, and this program receives widespread recognition as a program of quality and distinction. (See item 14, “Programs of Distinction for further discussion of this matter.)

Actions taken during the past academic year:

Additional grant funding secured from the WV Dept. of Health and Human Resources: $166,318 for the 2011-12 fiscal year.

Strategies Used:
The department currently has a comprehensive (568 page) self-study of all aspects of the program that is looking at goals, competencies, funding support, library resources, revamping courses to meet 10 new competencies and 41 specific practice behaviors, continuing to offer a sophisticated field instruction component, professional development, and community service. The self-study was submitted to CSWE in March 2011, and a site visit took place on Oct. 17, 2011. CSWE awarded full accreditation without any requirement for an interim report in February 2012 that is in effect until 2019. The American Board of Social Work Examiners has documented that the 2011 Shepherd University social work graduates had a pass rate of 90% on the bachelor’s licensing exam for first time taking the exam. The national average is 78%.

**Corrective Action Taken:**

None at this time.

**Goal: (Music Program)**

The goal of the Shepherd University music program over the next six years is to enhance both the quality of its music instructional efforts to students and the delivery of quality music programming to the people of the region and West Virginia.

**Strategy/Rationale: (Music)**

The Shepherd music program has access to major musicians in the Washington/Baltimore metropolitan areas and effectively utilizes this access to enhance its programs. While there is a need for additional full-time instructional faculty, the music program maximizes the potential of the faculty it has under contract, and will continue to do such, while seeking to add an additional full-time professional to its staff. The Friends of Music, a non-profit organization affiliated with the Shepherd music program, is working with the program on plans to develop additional support for the department. Music is a Shepherd University program of Distinction and further elaboration of its goals and strategy for achieving them are stated in section 14 of this document.

**Music Accreditation 2008-2009 Goal Assessment: Goal Met**

Shepherd University has maintained the National Association of Schools of Music accreditation. Shepherd University’s music program continues to be a program of distinction as outlined in section 14 of this report. Sigma Alpha Iota, an international, professional music fraternity for women was recently nationally recognized for its service to the region which is an early indicator of reaffirmation of accreditation.
Music Accreditation 2009-2010 Goal Assessment: Goal Met

Shepherd University has maintained the National Association of Schools of Music accreditation. Shepherd University’s music program continues to be a program of distinction as outlined in section 14 of this report.

Actions taken during the past academic year:

Sigma Alpha Iota, an international, professional music fraternity for women was recently nationally recognized for its service to the region which is an early indicator of reaffirmation of accreditation. In 2010, the Graduate program in Music Education received full accreditation from NASM. Now the preparatory, undergraduate and graduate programs will begin a self-study in 2013 for a 2015 visit for reaccreditation. The Friends of Music Concert Series continues to bring world-class musicians including the Vienna Boys Choir, Leon Fleisher and the Canadian Brass to our concert halls to perform before sold-out audiences. An additional faculty member was added to the full-time staff in Fall of 2010. Shepherd Music continues to exceed its goals.

Strategies used:

The department utilizes its planning guide, a three-year planning document written by the department in its annual faculty retreats. This is the fifth in a recurring series of major planning efforts for the Department of Music. These are done at three-year intervals. Year one includes creation and adoption of the three-year plan; year three includes assessment and evaluation.

The members of the Department of Music construct the plan. A status report on the previous planning guide is given. Nine topics follow, each with a list of goals followed by an action plan.

Corrective actions:

None at this time.

Music Accreditation 2010-2011 Goal Assessment: Goal Met

Shepherd University has maintained the National Association of Schools of Music accreditation. Shepherd University's music program continues to be a program of distinction as outlined in section 14 of this report.

Actions taken during the past academic year:
In 2010, the Graduate program in Music Education received full accreditation from NASM. Now the preparatory, undergraduate and graduate programs will begin a self-study in 2013 for a 2015 visit for reaccreditation. The Friends of Music Concert Series continues to bring world-class musicians including The Canadian Brass, The Kings Singers and the Pifarro to Shepherd’s concert halls to perform before sold-out audiences. An additional faculty member was added to the full-time staff in Fall of 2010 and an application is in for an additional faculty line in 2012. Shepherd Music continues to exceed its goals.

**Strategies used:**

The department utilizes its planning guide, a three-year planning document written by the department in its annual faculty retreats. The fifth in a recurring series of major planning efforts for the Department of Music was just completed in 2011. These are done at three-year intervals. Year one includes creation and adoption of the three-year plan; year three includes assessment and evaluation. The members of the Department of Music construct the plan. A status report on the previous planning guide is given. Nine topics follow, each with a list of goals followed by an action plan.

**Corrective actions:**

None at this time.

**Music Accreditation 2011-2012 Goal Assessment: Goal Met**

Shepherd University has maintained the National Association of Schools of Music accreditation. Shepherd University's music program continues to be a program of distinction as outlined in section 14 of this report.

**Actions taken during the past academic year:**

Referring to our specialized accrediting body, NASM, the graduate program adopted the goals and outcomes according to the national standards as set by this body. Within those goals, measures for success were put into place with the M.M.M.E. program.

The department also underwent a search for a new department chair to replace longtime chair Dr. Mark McCoy. Experience with NASM accreditation was one of the requirements listed in the job description. The new chair, along with the music faculty and staff will begin work on a self-study document in early 2013 to begin preparations for a 2015 site visit for continuing accreditation.

The Friends of Music organization continues to be an integral component of the music department’s success, providing financial support for the Friends of Music Concert
Series, student scholarships, and needed equipment. The concert series plays to mostly sold-out houses, bringing some of the world’s greatest artist to the stage. This season included the Glenn Miller Orchestra, The Kings Singers, and several chamber music performances. A new Salon Series was also started that allowed audiences to hear and see performers in a more intimate setting, free of charge.

The department also completed revision to its undergraduate programs, and completed an intent to plan document for the Bachelor of Music degree in performance. This has been a major goal of the department in terms of providing the appropriate degrees at the undergraduate level for its students. The new degree proposal will go forward for approval to HEPC and NSAM in fall 2012.

**Strategies used:**

The department utilizes its planning guide, a three-year planning document written by the department in its annual faculty retreats. The sixth in a recurring series of major planning efforts for the Department of Music was just completed at the 2011 summer retreat. Year one includes creation and adoption of the three-year plan; year three includes assessment and evaluation. The faculty members of the Department of Music construct the plan, with a status report on the previous planning guide given at the start of the document. The areas for setting goals are as follows:

A. PROGRAMS, CURRICULUM AND TEACHING
B. ENROLLMENT MANAGEMENT
C. BUDGET AND FINANCES
D. FACILITIES AND EQUIPMENT
E. FACULTY AND STAFF
F. STUDENT LIFE
G. COMMUNITY AND EXTENSION SERVICES
H. EVALUATION, ASSESSMENT, AND PLANNING

**Corrective actions:**

None at this time.

**Goal:** (Business Administration)

The goal of the Shepherd University business administration program is to both enhance the business skills of its graduates and to deliver an effective service to the people, organizations, and businesses of the Eastern Panhandle of West Virginia and the service region of the University.
**Strategy/Rationale:** (Business Administration)

The strategy of the business administration program is two-fold: to continue development of its recently implemented Master of Business Administration degree and to work with regional groups to develop the Eastern Panhandle and the university service area as a region receptive to business development. The business administration program works especially closely with the Gateway New Economy Council, a non-profit organization committed to the growth of business in the West Virginia Eastern Panhandle region. A member of the business administration program serves on the board of directors of the Gateway Council. In the fall of 2005 the Business Administration program and the Office of Graduate Studies implemented a new Master of Business Administration degree. This is the fastest growing graduate degree offered by Shepherd University. Shepherd has awarded the M.B.A. degree to 28 students. The M.B.A. currently enrolls 90 students. There are plans to consider a new graduate studies marketing plan to be implemented in 2009 that will further increase the outreach of the business program to the people of the region. (See Section 4, “Degree Production.”)

**Business Administration Accreditation 2008-2009 Goal Assessment:**
**Goal Met**

Shepherd University has maintained the International Association of Colleges of Business Education accreditation. The department’s increasing role in economic development in the region, international profile with trips to China, and increased faculty lines are all indicators that reaffirmation of this accreditation will occur.

**Business Administration Accreditation 2009-2010 Goal Assessment:**
**Goal Met**

**Actions taken during the past academic year.**

The Dean of Business and Social Sciences now serves on the Gateway Board.

**Strategies:**

Shepherd University has maintained the International Association of Colleges of Business Education accreditation. The department’s increasing role in economic development in the region, international profile with trips to China, and increased faculty lines are all indicators that reaffirmation of this accreditation will occur.

**Corrective Action:**

None at this time.
Business Administration Accreditation 2010-2011 Goal Assessment: Goal Met

Shepherd University’s goal has been met in this area.

Actions Taken this Year:

The Department of Business Administration continues to develop and expand programs that solidify its accreditation by the International Association of Colleges of Business Education (IACBE). During the 2010-2011 academic year, the department has expanded the depth and breadth of international experiences with a short-term, faculty-led study abroad experience in Russia, Estonia, and Finland. The department has now offered and led study abroad opportunities four years in a row with an average annual participation of 35 students, faculty, and friends of the university. It has increased its participation in the West Virginia state-wide Collegiate Business Plan Competition. Shepherd had a dozen first round entries, two semi-finalists and one finalist this year.

Strategies:

The department has sought and acquired certification for a major/concentration in Financial Planning. The program is now certified by the national Certified Financial Planner Board of Standards. Along with that certification, and as a result of the efforts of our advisory board, the department has received $60,000 in scholarship funding and additional commitments to endow a chair within the department. The Entrepreneurship program is also expanding. The Board of Governors has approved a new minor in entrepreneurship and one member of the faculty now serves on the Panhandle Business Incubator Steering committee.

Corrective Action Taken:

None at this time.

Business Administration Accreditation 2011-2012 Goal Assessment: Goal Met

Actions Taken this Year:

The Department of Business Administration continues to develop and expand programs that solidify our accreditation by the International Association of Colleges of Business Education (IACBE). During the 2011-2012 academic year the department has expanded the depth and breadth of its international experiences with a short-term, faculty-led study abroad...
abroad experience in China and has begun accepting registrations for the 2013 trips to Brazil and Italy. The department has now offered and led study abroad opportunities five years in a row with an average annual participation of 35 students, faculty, and friends of the university. It has increased its participation in the West Virginia statewide Collegiate Business Plan Competition, with 21 first-round entries and two semifinalists, each of whom won $1,000 awards.

**Strategies:**

The department has initiated, along with the Rural Financial Planning Project, a student Financial Planning Association. Students have entered the national Financial Planning competition that will be judged in September and students are preparing to attend the annual Financial Planning Association meeting in San Antonio. New faculty will be hired during the 2012/2013 academic year with expertise in Financial Planning to take over the leadership of the Financial Planning Program. This is part of a broader plan which will be implemented as a result of the program review in which the reviewer suggested that appropriately prepared faculty be assigned to lead each of the department's seven concentrations. The department is also implementing new courses and changing course curricula as a result of its program review. A new course in sustainability is under development, the business communication class is being made a required course, and negotiations are being added to the business law curriculum.

**Corrective Action Taken:**

None at this time.

**Accreditation – Graduate Studies**

**Data:**

The University is accredited by The Higher Learning Commission of the North Central Association, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org); phone-312/263-0456. Individual programs are accredited by the National Association of Schools of Music, the National Council for the Accreditation of Teacher Education, and the International Assembly for Collegiate Business Education.

**Goal:**

Each of the graduate programs that are eligible for accreditation are either accredited or in the process of accreditation. By 2012-13, all graduate programs will receive accreditation in one or more areas.
Strategy/Rationale:

Accreditation provides an ongoing continuous improvement process through the time honored framework of peer-review. As a public institution, Shepherd University seeks to find those accrediting bodies that most fit the mission of the university and provide quality graduate programs to the public.

Graduate Studies Accreditation 2009-2010 Assessment: Goals Met

Graduate programs that have an accrediting body are either accredited or under review for accreditation as follows:

1. MMME program (Accredited by NASM in 2010)
2. MA-CI (Accreditation review by the NCATE in October 2010)
3. MAT (Accreditation review by the NCATE in October 2010)
4. MBA (Accreditation review by the IACBE in Fall 2010 Semester)

The MA-CSDA program does not have a national accrediting body, but it does participate in the Council for the Advancement of Standards in Higher Education (CAS).

Actions Taken During the Past Academic Year:

The MMME program completed an accreditation proposal document and received full accreditation in 2010 from NASM (the National Association of Schools of Music) after three years of operations. Dedication from the respective faculty and Chair/Graduate Coordinator of the MMME is exemplary as demonstrated by their accreditation status at the earliest possible time.

The MA-CI and MAT accrediting review is also occurring at the earliest possible time to coincide with the next undergraduate teaching re-accreditation by the NCATE. It is expected that few issues will emerge during the NCATE visit and that accreditation should be received by both graduate programs.

Based on the undergraduate business accreditation by the IACBE, the MBA program decided to partner with the same accrediting body to conserve resources and use limited funding for both programs (i.e., undergraduate and graduate business). The IACBE will review the MBA accrediting proposal in the late Fall 2010 Semester, with an anticipated positive response in the Spring 2011 Semester. Given the positive outcomes from this year’s MBA program review, we anticipate no difficulties with the MBA accreditation proposal to the IACBE; in addition, the MBA Graduate Coordinator sits on the IACBE board and has frequent contact with those who award accreditation, and has received positive informal feedback to date.

Strategies Used:
Respective graduate faculty provided input for their graduate program accrediting proposals, as well as respective graduate coordinators and the Dean of Graduate Studies and Continuing Education. The graduate coordinators and dean provided both input and funding to ensure that the accrediting process met timelines and proposal requirements.

Corrective Action Taken:

None

Graduate Studies Accreditation 2010-2011: Goals Met

Graduate programs that have an accrediting body are either accredited or under review for accreditation are as follows:

1. MMME program (Accredited by NASM in 2010)
2. MA-CI (Accredited by NCATE in 2011)
3. MAT (Accredited by NCATE in 2011)
4. MBA (Accreditation review by the IACBE in fall 2010 semester and continuing review in 2011).
5. The MA-CSDA program does not have a national accrediting body, but it does participate in the Council for the Advancement of Standards in Higher Education (CAS).

Actions Taken During the Past Academic Year:

The MMME program completed an accreditation proposal document and received full accreditation in 2010 from NASM (the National Association of Schools of Music) after three years of operations. Dedication from the respective faculty and Chair/Graduate Coordinator of the MMME is exemplary as demonstrated by their accreditation status at the earliest possible time.

The MMME continues to enjoy accreditation status and is now adding the prestigious Kodály program as a summer institute portion of the program. Students from around the country are bringing a national level of student mix to the previous regional student mix.

The MA-CI and MAT accrediting review is also occurring at the earliest possible time to coincide with the next undergraduate teaching re-accreditation by the NCATE. It is expected that few issues will emerge during the NCATE visit and that accreditation should be received by both graduate programs.

The MA-CI and MAT received full accreditation status with no findings. Both programs are continuing with all specialty areas intact and additional cohort planning is ongoing, to
include sciences, Jamaica (approved by the Board of Governors), and additional online course enhancement through the Center for Teaching and Learning (e.g., faculty certification for online learning).

Based on the undergraduate business accreditation by the IACBE, the MBA program decided to partner with the same accrediting body to conserve resources and use limited funding for both programs (i.e., undergraduate and graduate business). The IACBE will review the MBA accrediting proposal in the late Fall 2010 Semester, with an anticipated positive response in the Spring 2011 Semester. Given the positive outcomes from this year’s MBA program review, we anticipate no difficulties with the MBA accreditation proposal to the IACBE; in addition, the MBA Graduate Coordinator sits on the IACBE board and has frequent contact with those who award accreditation, and has received positive informal feedback to date.

Due to the IACBE seeking Council of Higher Education Accreditation (CHEA) recognition, the MBA program delayed IACBE accreditation by one year. Since IACBE received CHEA recognition, and that the Graduate Council recommended to wait the year to determine CHEA and IACBE outcomes, the MBA program is now back on track to seek IACBE accreditation.

**Strategies Used:**

Respective graduate faculty provided input for their graduate program accrediting proposals, as well as respective graduate coordinators and the Dean of Graduate Studies and Continuing Education. The graduate coordinators and dean provided both input and funding to ensure that the accrediting process met timelines and proposal requirements.

All of the graduate coordinators and Dean of Graduate Studies and Continuing Education continue to work on program review as a precursor to the potential accreditation and re-accreditation of graduate programs. Strategies included retreats, one-on-ones and participation at conferences focused on graduate studies outcomes. Assessment tools were created for both cognitive and affective outcomes for each of the programs to ensure accreditation criteria are met.

**Corrective Action Taken:**

None at this time.

**Graduate Studies Accreditation 2011-2012 Assessment: Goals Met**

Graduate programs that have an accrediting body are either accredited or under review for accreditation are as follows:
1. M.M.M.E. program (Accredited by NASM in 2010)
2. M.A.-CI (Accredited by NCATE in 2011)
5. The M.A.-CSDA program does not have a national accrediting body, but it does participate in the Council for the Advancement of Standards in Higher Education (CAS).

**Actions Taken During the Past Academic Year:**

The M.M.M.E. program is examining its tracks to determine if more need to be added or if one needs to be eliminated. Faculty are looking at an accelerated master’s program in the future (3+2). This new admissions structure for the graduate music program will require approval from NASM.

The M.A.-CI and M.A.T. programs continue to collect data through TK-20 and WEAVE to demonstrate how graduate students are meeting teaching standards as set by the Department of Education. This ongoing data collection feeds directly into meeting requirements for NCATE accreditation.

In the M.B.A. program, the site visit for IACBE accreditation of the M.B.A. program was delayed due to that body seeking recognition of the Council of Higher Education Accreditation (CHEA). The graduate dean, program coordinator, and business faculty are working together on material for the Fall 2012 site visit.

**Strategies Used:**

Graduate program coordinators, faculty and the Dean of Graduate Studies provide input for accrediting proposals, as well as for graduate program review. This ensures that timelines and accreditation requirements are addressed. The Graduate Studies program review acts as a precursor to the potential accreditation and re-accreditation of graduate programs. To ensure accreditation criteria are met, strategies include graduate studies retreats, one-on-one meetings, and conference participation (AAC&U, HLC) focused on graduate studies. As noted in the assessment section, plans, outcomes, benchmarks, and measures were created and mapped to ensure accreditation criteria are met.

**Corrective Action Taken:**

None at this time.

**Accreditation-Eligible Programs Not Accredited**
All other programs are not accredited, and there appears to be an accrediting agency possible for most programs.

**Goal:**

Shepherd University will seek accreditation by 2012-13 for the newly implemented, as of the fall of 2008, Bachelor of Science in computer engineering. Accreditation of the latter program is virtually required if students are to have access to major employment opportunities in this field.

Shepherd will continue to maintain accreditation in all programs that are currently accredited. Accredited programs are important for helping to ensure the employment of their graduates.

**Strategy/Rationale:**

Shepherd will ensure that the computer engineering program has the resources and moves appropriately to secure and maintain accreditation by 2012-13.

The costs for accreditation that must be borne by the institution require Shepherd to very carefully and rigorously pursue accreditation in selected areas where holding accreditation has a major impact on student employment and acceptance in the field.

Shepherd University will continue to monitor the need for accreditation in various fields and the costs of accreditation. For example, Department of Health, Physical Education, Recreation and Sport plan to investigate the need for accreditation with the National Park and Recreation Association Council, the Commission on Sport Management Accreditation, or another accrediting body.

**Eligible Programs Not Accredited 2009-2010 Assessment: Progress Made**

**Actions taken this year:**

Shepherd University plans to seek accreditation from the National Association of Schools of Art and Design (NASAD) during the 2011-2012 academic year. In preparation for an upcoming program review the department brought in a NASAD consultant that affirmed that with Phase II of the Center for Contemporary Arts completed and with the addition of an Art Historian and Studio Art position the program would be poised to receive accreditation.

Shepherd University plans to break ground for the CCA Phase II in March of 2011. Shepherd University is currently searching for an Art Historian to join the faculty in August of 2011.
The additional costs of this accreditation were added into the budget cycle.

**Accreditation-Eligible Programs Not Accredited Goals: In Progress**

**Actions Taken this Year:**

To date there has been no movement on pursuing accreditation for Computer Engineering. In regards to the following from the compact: “Shepherd University will continue to monitor the need for accreditation in various fields and the costs of accreditation”. Within the School of Natural Sciences and Mathematics two programs are eligible for accreditation - Chemistry through the American Chemical Society (ACS) and Computer Engineering through the Accrediting Board for Engineering and Technology (ABET). As ACS does not charge for accreditation or site visits it would make sense that Shepherd should submit the preapproval form and begin the process of pursuing accreditation in chemistry. Many of the colleges and universities in the four state area with which the institution competes for chemistry students have ACS accreditation and prospective students are asking a) if Shepherd's chemistry program is accredited and b) if not why not.

As far as the Art and Theater Department is concerned, an art historian and a studio faculty member were hired and will join the department in the fall of 2011. This is helpful for the accreditation process.

Some of the criteria used to determine which programs seek accreditation include the following:

1. National recognition of the quality of the programs.
2. Making these programs competitive with programs in the four-state area. Many prospective students are asking if these two programs have accreditation.
3. Enhancing the overall reputation of Shepherd as a quality liberal arts University as many of Shepherd’s COPLAC peers with majors in Chemistry have ACS accredited programs.
4. Increasing the perception of the quality of the graduates through accreditation – this will increase the ability of these students to enter prestigious/quality graduate programs at a higher rate or to pursue employment in the field.
5. Retention of faculty and students.
6. Ensuring at least one accredited program exists in each undergraduate school.
7. In the past Shepherd has decided on programs for accreditation based on a combination of factors including:
   a. What programs were of a level in which accreditation should not be an issue?
   b. What programs would benefit our campus profile?
   c. What programs would benefit us on recruiting?
**Strategies Used:**

Shepherd is continuing to monitor the need for accreditation in various fields as well as the costs of accreditation.

**Corrective Action:**

None at this time.

**Accreditation-Eligible Programs Not Accredited 2011-2012 Goal Assessment: In Progress**

**Actions Taken this Year:**

Shepherd University will seek accreditation by 2012-13 for Bachelor of Fine Arts in art and the newly implemented, as of the fall of 2008, Bachelor of Science in computer engineering. Accreditation of the former provides enhanced recognition of one of Shepherd University's Programs of Distinction and one of the more visible programs on campus. To date there has been no movement on pursuing accreditation for Computer Engineering. In regards to the following from the compact: “Shepherd University will continue to monitor the need for accreditation in various fields and the costs of accreditation”. Within the School of Natural Sciences and Mathematics, two programs are eligible for accreditation - Chemistry through the American Chemical Society (ACS) and Computer Engineering through the Accrediting Board for Engineering and Technology (ABET). As ACS does not charge for accreditation or site visits, it would make sense that Shepherd should submit the preapproval form and begin the process of pursuing accreditation in chemistry. Many of the colleges and universities in the four state area that Shepherd competes with for chemistry students have ACS accreditation and prospective students are asking a) if Shepherd's chemistry program is accredited and b) if not why not. The Chemistry Department submitted an initial inquiry to ACS last year. The response from ACS identified some concerns that the Chemistry Department is discussing. Following this discussion the department intends to submit a proposal to the VPAA that identifies how these concerns may be addressed.

As far as the Department of Contemporary Art and Theater is concerned, an art historian and a studio faculty member joined the department in the fall of 2011. This is helpful for the accreditation process as it addresses two weaknesses identified by a NASAD consultant. The self-study report is in the final review stages and an official visit by the accreditation team is scheduled for the fall 2012 semester.
The Department of Health, Physical Education, Recreation and Sports for Shepherd University will seek accreditation by 2015 through COAPRT (Council of Accreditation of Parks, Recreation, Tourism and Related Professions) which is the academic accreditation body of National Recreation and Park Association (NRPA). A new and experienced recreation and leisure faculty member was recently hired (August of 2011) to work with the rest of the faculty to plan and develop strategies to seek national accreditation. The new recreation and leisure faculty has experience with successful accreditation for NRPA. He joined a strong and dedicated group of faculty committed to continuing to work hard to receive national accreditation. During this past year the recreation and leisure faculty in the Department of Health, Physical Education, Recreation and Sports met on a regular basis to analyze what is needed for the successful pursuit of national accreditation. They developed an Assessment Plan for the Recreation and Leisure Program including developing a mission statement, goals, and values and have shown how it relates to the school and also to the university. The faculty have developed learning outcomes and indicate how the COARPT standards are addressed. A new syllabi format for Recreation and Leisure Studies’ courses has been developed that meets the guidelines for both COAPRT and Shepherd University. This new format will help all faculty develop outstanding syllabi, including how the COARPT standards are addressed. Each of the direct and indirect measures (assignments) will have a rubric. In addition they have developed a timeline and identified key people who will be in charge of each task. Recently the HPERS department went through a program review. The Shepherd University Program Review committee conducted a thorough review and recommended to the BOG that HPERS be divided into two departments. One of the departments will be focused totally on Recreation and Leisure and the other department will be focused on Health Promotion, Physical Education and Exercise Science. Work will begin the fall of 2012 to create two departments.

Some of the criteria used to determine which programs seek accreditation include the following:

- National recognition of the quality of the programs.
- Making these programs competitive with programs in the four-state area. Many prospective students are asking if these two programs have accreditation.
- Enhancing the overall reputation of Shepherd as a quality liberal arts University as many of our COPLAC peers with majors in Chemistry have ACS accredited programs.
- Increasing the perception of the quality of the graduates through accreditation – this will increase the ability of these students to enter prestigious/quality graduate programs at a higher rate or to pursue employment in the field.
- Retention of faculty and students.
- Ensuring at least one accredited program exists in each undergraduate school.
- In the past we have decided on programs for accreditation based on a combination of factors including
  A. What programs were of a level in which accreditation should not be an issue.
  B. What programs would benefit our campus profile.
C. What programs would benefit us on recruiting.

**Strategies Used:**

Shepherd is continuing to monitor the need for accreditation in various fields as well as the costs of accreditation.

**Corrective Action:**

None at this time.
10. Alignment with K – 12 Schools

Data:

Practicum students and student teachers in the Department of Education are placed in schools located in West Virginia, Maryland, Virginia and Pennsylvania. Among these are seven Professional Development (PDS) School partnerships. The department’s program is comprehensively aligned with the INTASC standards, as reflected in the matrix below developed collaboratively by department members.

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*Italics = Teacher Work Sample Component*

LA = Lack of Awareness
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IN = Initiative
D = Development (proficient level)
ITG = Integration
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The FIPSE/PDS Standards Database is an instrument used by PDS site coordinators and Shepherd University liaisons to articulate and measure best practice for collaboration between and among the seven PDS schools and the Department. Rating categories and items delineate areas for assessment. These may be viewed for each PDS school on the Sakai/PDS web site.

The *Facilitating Teacher’s Commentary on the Practicum* provides each faculty member with information to use to meet more specifically the needs of the partner schools at the course level.

The Principal’s Survey is a survey of the school principals who have hired Shepherd graduates. This survey provides feedback to the Department of Education on graduates’ strengths and weaknesses. Data are analyzed and used for program development and improvement.

**Goal:**

The goal of the Teacher Education program is to continue to expand and improve our collaboration and alignment with our public school partners.

**Strategy/Rationale:**

- The department will systematically collect and analyze the Facilitating Teacher’s Commentary on the Practicum responses to more fully meet the needs of the partner schools.
- The Teacher Education Program will continue to use the PDS Standards Database in an ongoing effort to improve collaboration between Shepherd University and the PDS schools.
- The Teacher Education Program will continue to align itself with both national teacher education standards (INTASC/NCATE) and state standards for practitioners (Policy 5310). In order to accomplish this, the program will move from INTASC to WVPTS as soon as the NCATE visit is complete.
- The Teacher Education Program will analyze the data on the new Principal Surveys as it becomes available to ensure that our graduates have been given the tools to demonstrate best practice in their professional lives.
- The Field Placement Coordinator (FPC) is responsible for placing students in practicum experiences. Currently the FPC is assisting with NCATE data analysis in anticipation of our upcoming visit and is only able to place the EDUC 150 students in their job shadow assignment. In January of 2011 she will extend her responsibilities to include more field placements and collaborative research.
- The Department of Education is currently developing an In-Service Provider Manual that will be provided to all local public schools. The manual and the professional development offerings will be available in the spring of 2010.
- A mentor manual has been developed to be used for the training of cooperating teachers in the K-12 schools. This manual is being used by cooperating teachers and university supervisors to provide guidance on using the student teaching evaluation form (ST 76). The assessment of the cooperating teachers training program will help the Teacher Education Program to achieve better alignment with k-12 schools.
Alignment with K-12 Schools 2009-2010 Assessment: Goals Met

**Goal:**

The goal of the Teacher Education Program is to continue to expand and improve our collaboration and alignment with our public school partners.

The Teacher Education Program Goal of continuing to expand and improve our collaboration with our public school partners was met, but is also an ongoing goal of the Program. Comments on The Facilitating Teacher’s Commentary on the Practicum were positive with fewer suggestions for changes. While the number of was relatively small, the majority of the facilitating teachers responded that our teacher candidates rated above average to excellent in their ability to collaborate with teaching professionals, use appropriate evaluation and assessments to determine student mastery of conduct, and use appropriate evaluation and assessment to make instructional decisions. The overall feedback from the principals employing our graduates was positive. Again, the number of principals who completed the survey was small; however, the majority of the principals rated the teacher candidates above average to excellent in their ability to use appropriate evaluation and assessments to determine student mastery of content, use appropriate evaluation and assessments to make instructional decisions, reflect on teaching practice through careful examination of classroom evaluation and assessments, collaborate with teaching professionals, and pursue professional growth and development. The PDS Standards database demonstrated significant collaboration between the seven PDS schools and university faculty. There was a 20 percent increase in the PDS unit at Shepherd University. The PDS unit supported the sites building professional libraries to enhance the research rigor for teacher candidates in field placements. The PDS unit also expanded to Morgan County, where the Teacher Toolkits were presented as well as the Mentor Mentoring Program was piloted. Finally, all INTASC Standards continue to be incorporated in the coursework of the teacher candidates (see attached matrix).

**Actions Taken During the Past Academic Year:**

We continued to incorporate suggestions from The Facilitating Teacher’s Commentary on the Practicum into our courses. These reports were very positive with fewer and fewer suggestions for change. Each individual instructor is charged with working with the schools and the department to incorporate changes where appropriate and to help the schools to understand when changes are not possible. The course instructors have very good working relationships with the school personnel.
The Teacher Education Program continued to take advantage of our PDS Program to improve and expand our collaboration with our partner schools. Working through the database helped to inform and evaluate our work in this area.

The INTASC Standards which are currently the standards for teachers in the schools continued to be incorporated into our course work in a systematic and uniform fashion using the matrix as a guide to help inform our instructors about content to be covered in each class. Decisions based on information from the faculty were made to move some items in the matrix during the course of the year based on redundancy and/or course goals.

The Principal surveys were distributed and the feedback was analyzed and disseminated to all Professional Education Unit Council (PEUC) members to use to improve their programs.

**Strategies Used:**

**Data:**

Practicum students and student teachers in the Department of Education are placed in schools located in West Virginia, Maryland, Virginia, and Pennsylvania. The department’s program is comprehensively aligned with the INTASC Standards, as reflected in the matrix below, which was developed collaboratively by department members. These are the standards currently in place in the public school.

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Matrix of Alignment of Courses/Assignments with INTASC Standards

Italics=Component of TWS
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*Italics = Teacher Work Sample Component*

LA = Lack of Awareness  
A = Awareness  
IN = Initiative  
D = Development (proficient level)  
ITG = Integration

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Corrective Action Taken:

The Teacher Education Program will continue its use of the Facilitating Commentary on the Practicum and will continue to evaluate and change individual courses and programs based on feedback from the K – 12 schools.

The PDS Program was discontinued due to a cut in the statewide funding of the program. The Department of Education faculty is committed to maintaining our relationship with the 7 previous PDS partner schools while expanding collaborative partnerships with the many more schools in which we place students.

The West Virginia Department of Education has announced new teaching standards for the State of West Virginia, The West Virginia Professional Teaching Standards (WVPTS). It is the goal of the state to have all these teaching standards in place in all West Virginia teacher education programs by the fall of 2011 (up until that time, West Virginia is continuing with the INTASC standards). While continuing to maintain programs in line with the INTASC standards, the members of the PEUC studied how their current courses align with the new WVPTS. Work will be done this fall to determine the program changes needed in order to do this and maintain our alignment with the K – 12 schools as they also move to the new standards.

The Principal Survey has had a very low response rate in the past. This year the survey was sent to a greater number of principals and the return rate was higher, giving the PEUC more valid information by which to make decisions.

Strategy/Rationale:

- The department will systematically collect and analyze The Facilitating Teacher’s Commentary on the Practicum responses to more fully meet the needs of the partner schools.
• The Teacher Education Program will continue to align itself with both national teacher education standards (INTASC/NCATE) and state standards for practitioners (Policy 5310) while making the transition to the new West Virginia Professional Teaching Standards (WVPTS). In order to accomplish this, the program will move from INTASC to WVPTS in the fall of 2011. A new matrix will be developed demonstrating the alignment of the program with the new standards.
• The Teacher Education Program will develop a new partnership agreement with our public school partners in place of the PDS program.
• The Teacher Education Program will analyze the data on the new Principal Surveys as it becomes available to ensure that our graduates have been given the tools to demonstrate best practice in their professional lives.
• A mentor manual is being used for the training of cooperating teachers in the K-12 schools. This manual is being used by cooperating teachers and university supervisors to provide guidance on using the student teaching evaluation form (ST 76). The assessment of the cooperating teachers’ training program will help the Teacher Education Program to achieve better alignment with K-12 schools.
• The Teacher Education Program has been studying their current programs to see how they align with the new West Virginia Professional Teaching Standards. If needed, program changes will be implemented in spring 2011 and a new matrix will be generated to comprehensively align the Teacher Education Program with the West Virginia Professional Teaching Standards.

Alignment with K-12 Schools 2010-2011 Assessment: Goals Met

Goals: Met

The goal of the Teacher Education Program is to continue to expand and improve our collaboration and alignment with our public school partners.

The Teacher Education Program Goal of continuing to expand and improve the collaboration with the public school partners is a constant goal of the program. Comments on The Facilitating Teacher’s Commentary on the Practicum were positive with fewer suggestions for changes. All INTASC Standards continue to be embedded in the coursework of the teacher candidates and the overall feedback from the principals employing our graduates was positive. The majority of the facilitating teachers responded that the teacher candidates rated above average to excellent in their ability to collaborate with teaching professionals, use appropriate evaluation and assessments to determine student mastery of conduct, and use appropriate evaluation and assessments to make instructional decisions. The overall feedback from the principals employing the graduates was positive. The number of principals who completed the survey rated the teacher candidates above average to excellent in their ability to use appropriate evaluation and assessments to determine student mastery of content, use appropriate evaluation and
assessments to make instructional decisions, reflect on teaching practice through careful
examination of classroom evaluation and assessments, collaborate with teaching
professionals, and pursue professional growth and development. The collaborative
partnerships with the local school districts were critical to the recent NCATE
accreditation visit in the Fall of 2010. Shepherd University received Full Accreditation
with No Areas for Improvement. The next accreditation visit will take place in the Fall of
2017.

**Actions Taken During the Past Academic Year:**

- Teacher Education continued to incorporate suggestions from *The Facilitating
  Teacher’s Commentary on the Practicum* into the courses. These reports were
  very positive with fewer suggestions for change. Each professor collaborates with
  the public school partner teacher schools and the department to incorporate
  changes where appropriate. The course instructors have very good working
  relationships with the school personnel.

- Although the PDS grant concluded, the Teacher Education Program continued to
  work with the former PDS partner schools to place teacher candidates and
  improve and expand the local school collaborations. One of the plans for next
  year is to reestablish or establish new PDS partnerships.

- The INTASC Standards continue to be the standards for teacher preparation and
  have been incorporated into the course work in a systematic and uniform fashion
  using the matrix as a guide to help inform the instructors about content to be
  covered in each class. Decisions based on information from the faculty were made
  to move some items in the matrix during the course of the year based on
  redundancy and/or course goals.

- Beginning fall semester of 2011, the Teacher Education program will be using the
  new West Virginia Professional Teaching Standards (WVPTS) instead of the
  INTASC Standards. This past year has been a transition year for Teacher
  Education as both the INTASC Standards and the new West Virginia Professional
  Teaching Standards (WVPTS) were addressed. Faculty members aligned all
  coursework with the three sets of standards: INTASC, WVPTS and NETS.T
  (technology standards).

- Data from surveys completed by public school partner principals were analyzed
  and distributed to the Professional Education Unit Council (PEUC) members to
  use to improve instruction and teacher candidate outcomes.

- A committee of faculty and staff was formed to work with the Dean of the School
  of Education and Professional Studies (SOEPS) and with the Director of Teacher
  Education to develop and implement a *Celebration for Cooperating Teachers*
  (public school partner teachers who work with the practicum students and teacher
  candidates on a daily basis during student teaching). The Vice President of
  Academic Affairs, Dean of the SOEPS, Director of Teacher Education and the
  PEUC faculty/staff members wished to express their appreciation to the
  cooperating teachers in the K-12 school system. Acknowledgements, certificates
and special awards were presented to the cooperating teachers at a special dinner held at Shepherd University. A similar event is planned for 2012.

Specific Examples of Alignment with K-12 Schools During the Past Academic Year:

The faculty and staff continue to have a very positive collaborative relationship with the K-12 schools in the surrounding three state area. A majority of the undergraduate courses in Teacher Education have required field components. During the final semester the students experience a semester of student teaching in the K-12 schools.

The Department of Education has made additional efforts to align programs and activities with the K-12 partner schools, home-school association, and the Education Department at Harper’s Ferry Job Corps.

The majority of the following examples are from faculty members from the Department of Education (DOE). There are many departments and/or programs across campus that are actively involved with K-12 students.

- Three faculty members (two from the Education Department and one from the Mathematics Department) worked with RESA VIII. They provided professional development for integrating technology in teaching standards based special education and mathematics for teachers in Grant, Hampshire, Morgan, and Berkeley counties funded by a West Virginia Higher Education Policy Commission to address the “No Child Left Behind” Improving Teacher Quality Grant.
- A faculty member co-facilitated the “21st Century Technology Skills” faculty/staff development at Springs Mills Middle School in the Berkeley County Public Schools District (WV).
- A faculty member facilitated/co-facilitated a seminar/workshop titled, “Be The Change: Make the Choice (an anti bullying encounter exploration)” in the Berkeley County Public Schools.
- One faculty member and students from the Department of Health, Physical Education, Recreation and Sports (HPERS) created and presented informational posters for the Health Fairs at Charles Town Middle School and North Jefferson Elementary School.
- One HPERS faculty member and students taught middle and high school age home schooled students in his Aquatic and Team Sport Activities courses.
- A faculty member hosted and provided campus tours for high school juniors and seniors in the Frederick County (MD) Teachers' Academy at Brunswick High School.
- A dean and an education faculty member were co-principal investigators for a grant that provided geocaching workshops and field experiences at Martinsburg High School entitled "GPS and Geocaching for Education". Two Shepherd
University education graduates, high school mathematics and social studies teachers lead the workshops. The workshops provided basic training in the use of GPS receivers, ideas for implementing geocaching in the curriculum, and hands-on experience in searching for local geocaching sites. The WV Department of Education and the Arts (Cyrus Vance Grant) sponsored all grant activities in cooperation with Shepherd University's School of Business and Social Sciences and the School of Education and Professional Studies.

- Several faculty members volunteered to serve as judges for local schools science and social studies fairs.
- DOE faculty, staff, and students participated in the West Virginia “Read to Me Day” and “Dr. Seuss Day” at Eagle Intermediate School.
- The Shepherd Education Student Association (SESA), sponsored a workshop, *Flying WILD: An Educator's Guide to Celebrating Birds* is a resource that provides activities that teach middle-school students about birds, their migration, and what people can do to help birds and their habitats.

**Strategies Used:**

**Data:**

Practicum students and student teachers in the Department of Education are placed in schools located in West Virginia, Maryland, and Virginia. The department’s program is aligned with the INTASC Standards, as reflected in the following matrix, which was developed collaboratively by department members. The following chart shows how the INTASC Standards are aligned with courses.

<table>
<thead>
<tr>
<th>Matrix of Alignment of Courses/Assignments with INTASC Standards</th>
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<tr>
<td><strong>Courses/Assignments</strong></td>
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<td>Clinical Field Experience Journal</td>
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<td>Principles of Learning</td>
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Italics=Component of TWS
| Contexts of Learning | | IN | | | | |
|----------------------|--------------------------|-------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Reflection on Practicum | | | | | | | | | | | | |
| EDUC 360 | A | A | | | | | | | | | | |
| Learning Model for Special Needs Student | A | A | | | | | | | | | | |
| Accommodations Plan | A | A | | | | | | | | | | |
| Profile of a Struggling Learning | | X | | | | | | | | | | |
| EDUC 400 | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | | |
| Comprehensive Teacher Work Sample | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG |
| Reflection on Practicum | | | | | | | | | | | | |
| Student Teaching | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG |
| Supervisor Evaluations | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG |
| Cooperating Teacher Evaluation | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG | D/ITG |
| ST 76 | | | | | | | | | | | | |
| ELEMENTARY COURSES UNDERGRADUATE | | | | | | | | | | | | |
| EDUC 351/352 | IN | IN | IN | IN | IN | IN | D/IN | | | | | |
| Integrated Math and Language Arts Lessons | IN | IN | IN | IN | IN | IN | | | | | | |
| Reflection on Lesson Taught | | | | | | | | | | | | |
| ST 76 | | | | | | | | | | | | |
| Reflection on Practicum | | | | | | | | | | | | |
| EDUC 353/354 | D | D | D | D | D | D | D | D | | | | |
| Integrated Unit Plan | D | D | D | D | D | D | D | | | | | |
| Miscue Anal. A: Profile Struggling Reader/Writer | | | | | | | | | | | | |
| Miscue Anal. B: Reading Intervention Strategy | D | D | D | | | | | | | | | | |
| Miscue Anal. C: Reflection on Intervention | D | D | | | | | | | | | | |
| Reflection on Practicum | | | | | | | | | | | | |
| ST 76 | | | | | | | | | | | | |
| SECONDARY COURSES UNDERGRADUATE | | | | | | | | | | | | |
| EDUC 370 | A/IN | A | | | | | | | | | | |
| Content Quizzes | A | A | A | A | A | A | | | | | | |
| Journal Essays | IN | IN | | | | | | | | | | |
| Lesson Plans | IN | IN | IN | IN | IN | IN | | | | | | |
| Reflection on Lessons Taught | | | | | | | | | | | | |
| Final Examination | | | | | | | | | | | | |
| ST 76 | | | | | | | | | | | | |
| Reflection on Practicum | | | | | | | | | | | | |
| EDUC 443 (Replaced EDUC 435) | D | D | D | D | D | D | D | D | D | | |
| Internet Project | D | | | | | | | | | | |
| Professional Organization Project | | | | | | | | | | | | |
| Integrated Unit | D | D | D | D | D | | | | | | | |
| ST 76 | | | | | | | | | | | | |
| Reflection on Practicum | | | | | | | | | | | | |
| Special Methods Course | D | D | D | D | D | D | D | | | | | |
| Unit Plan | D | D | D | D | D | D | D | | | | | |

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*Italics = Teacher Work Sample Component*

LA = Lack of Awareness
A = Awareness
IN = Initiative
D = Development (proficient level)
ITG = Integration
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Shepherd University Institutional Compact Report, 2007-2012
Professional Organization Project | D | D
Reflection on Practicum | D
EDUC 585 - Content Pedagogy/Special Methods | D | D | D | D | D | D | D | D
Unit Plan | D | D | D | D | D | D | D | D
ST 76
Reflection on Practicum | D

Corrective Action Taken:

- The Teacher Education Program will continue its use of *The Facilitating Commentary on the Practicum* and will continue to evaluate and change individual courses and programs based on feedback from the K – 12 schools.
- The Department of Education faculty members are committed to maintaining their relationship with the seven previous PDS partner schools while expanding collaborative partnerships with the additional schools where students are placed.
- It is the goal of the State to have *The West Virginia Professional Teaching Standards (WVPTS)* in place in all West Virginia teacher education programs by the fall of 2011. While continuing to maintain programs in line with the INTASC standards, the members of the PEUC studied how their current courses align with the WVPTS. Revisions were implemented to ensure alignment with the standards of the P-12 schools.

Strategy/Rationale:

- The department will systematically collect and analyze *The Facilitating Teacher’s Commentary on the Practicum* responses to fully meet the needs of the partner schools.
- The Teacher Education Program will continue to align itself with both national teacher education standards (NCATE and Specialized Professional Associations) and state standards for practitioners (Policy 5310) while making the transition to the new West Virginia Professional Teaching Standards (WVPTS). In order to accomplish this, the program will move from INTASC to WVPTS (Policy 5100) in the fall of 2011. Program changes were implemented during the spring of 2011. Three new matrices were generated to comprehensively align the Teacher Education Program with the West Virginia Professional Teaching Standards.
- The charts below display the alignment of the WVPT Standards with the Teacher Education courses.
- The Teacher Education Program will continue the current partnerships and develop new agreements with local public schools.
- The Teacher Education Program will analyze the data on the new Principal Surveys as it becomes available to ensure the graduates have been given the tools to demonstrate best practice in their professional lives.
The mentor manual is being used for the training of cooperating teachers in the K-12 schools. Both cooperating teachers and university supervisors are provided guidance on the use of the student teaching evaluation form (ST 76). The assessment of the cooperating teachers’ training program assists with the Teacher Education Program to achieve better alignment with K-12 schools.

West Virginia Professional Teaching Standards

<table>
<thead>
<tr>
<th>Policy 5100 Professional Teaching Standards</th>
<th>EDUC 150</th>
<th>200</th>
<th>320</th>
<th>360</th>
<th>370</th>
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<tr>
<td><strong>Standard 1: Curriculum and Planning</strong></td>
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<tr>
<td><strong>Function 1A: Core Content</strong> – The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.</td>
<td>x</td>
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<tr>
<td><strong>Function 1B: Pedagogy</strong> – The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.</td>
<td>x</td>
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<tr>
<td><strong>Function 1C: Setting Goals and Objectives for Learning</strong> – The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>Function 1D: Designing Instruction</strong> – The teacher designs instruction that engages student in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.</td>
<td>x</td>
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<td><strong>Function 1E: Student Assessments</strong> – The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.</td>
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</table>

<p>| <strong>Standard 2: The Learner and the Learning Environment</strong> |         |     |     |     |     |     |     |     |         |
| <strong>Function 2A: Understanding intellectual/cognitive, social, and emotional development</strong> – The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process. | x   | x   | x   | x   | x   | x   | x   | x   |         |
| <strong>Function 2B: Creating an environment of respect and rapport</strong> – The teachers show their respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration. | x         | x   | x   | x   | x   | x   |     |     |         |
| <strong>Function 2C: Establishing a culture for learning</strong> – The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher. | x       | x   | x   | x   | x   |     |     |     |         |
| <strong>Function 2D: Implementing classroom procedures</strong> – The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources. | x       | x   | x   | x   | x   | x   |     |     |         |</p>
<table>
<thead>
<tr>
<th>Standard: Teaching</th>
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<tbody>
<tr>
<td>Function 2E: Managing student behaviors – The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.</td>
<td>x x x x x x</td>
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<tr>
<td>Function 2F: Organizing the learning environment – The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.</td>
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<tr>
<th>Standard 3: Teaching</th>
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<tr>
<td>Function 3A: Importance of Content – The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.</td>
<td>x x x x x x</td>
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<tr>
<td>Function 3B: Communicating with Students – The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.</td>
<td>x x x x x x x</td>
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<td>Function 3C: Questioning and Discussion Techniques – The teacher practices quality questioning techniques and engages students in discussion.</td>
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<tr>
<td>Function 3D: Student Engagement – The teacher delivers instruction to motivate and engage students in a deep understanding of the content.</td>
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<tr>
<td>Function 3E: Use of Assessments in Instruction – The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.</td>
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<td>Function 3F: Demonstrating Flexibility and Responsiveness – The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”</td>
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<tr>
<th>Standard 4: Professional Responsibilities for Self-Renewal</th>
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<tr>
<td>Function 4A: Professional Learning – The teacher engages in professional learning in preparation to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.</td>
<td>x x x x x x x x x</td>
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<tr>
<td>Function 4B: Professional Collaborative Practice – The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.</td>
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<tr>
<td>Function 4C: Reflection on Practice – The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.</td>
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<td>Function 4D: Professional Contribution – The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.</td>
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<th>Standard 5: Professional Responsibilities for School and Community</th>
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<tr>
<td>Function 5A: School Mission – The teacher works collaboratively with the principal and colleagues to develop and support the school mission.</td>
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<tr>
<td>Function 5B: School-wide Activities – The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.</td>
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<tr>
<td>Function 5C: Learner-Centered Culture – The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.</td>
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Function 5D: Student Support Systems – The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.

Function 5E: Student Management Systems – The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.

Function 5F: School, Family and Community Connections – The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.

Function 5G: Strategic Planning/Continuous Improvement - The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement.

Function 5H: Teacher Leadership – The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.

Function 5I: Ethical Standards – The teacher models the ethical standards expected for the profession in the learning environment and in the community.

### K-6 Program

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Function 3D: Student Engagement – The teacher delivers instruction to motivate and engage students in a deep understanding of the content.

Function 3E: Use of Assessments in Instruction – The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.

Function 3F: Demonstrating Flexibility and Responsiveness – The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”

Standard 4: Professional Responsibilities for Self-Renewal

Function 4A: Professional Learning – The teacher engages in professional learning in preparation to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.

Function 4B: Professional Collaborative Practice – The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.
Function 4C: Reflection on Practice – The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.  

Function 4D: Professional Contribution – The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.

Standard 5: Professional Responsibilities for School and Community

Function 5A: School Mission – The teacher works collaboratively with the principal and colleagues to develop and support the school mission.

Function 5B: School-wide Activities – The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.

Function 5C: Learner-Centered Culture – The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.

Function 5D: Student Support Systems – The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.

Function 5E: Student Management Systems – The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.

Function 5F: School, Family and Community Connections – The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.

Function 5G: Strategic Planning/Continuous Improvement – The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement.

Function 5H: Teacher Leadership – The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.

Function 5I: Ethical Standards – The teacher models the ethical standards expected for the profession in the learning environment and in the community.

West Virginia Professional Teaching Standards

<table>
<thead>
<tr>
<th>Standard 1: Curriculum and Planning</th>
<th>EDUC 500</th>
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<tbody>
<tr>
<td>Function 1A: Core Content – The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.</td>
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<td>Function 1B: Pedagogy – The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.</td>
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<td>Function 1C: Setting Goals and Objectives for Learning</td>
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<td>Function 1D: Designing Instruction</td>
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<td>Function 1E: Student Assessments</td>
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| Standard 2: The Learner and the Learning Environment |
| Function 2A: Understanding intellectual/cognitive, social, and emotional development | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Function 2B: Creating an environment of respect and rapport | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Function 2C: Establishing a culture for learning | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Function 2D: Implementing classroom procedures | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Function 2E: Managing student behaviors | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Function 2F: Organizing the learning environment | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

<p>| Standard 3: Teaching |
| Function 3A: Importance of Content | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Function 3B: Communicating with Students | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Function 3C: Questioning and Discussion Techniques | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |</p>
<table>
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<tr>
<th>Function 3D: Student Engagement</th>
<th>The teacher delivers instruction to motivate and engage students in a deep understanding of the content.</th>
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<td>Function 3E: Use of Assessments in Instruction</td>
<td>The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.</td>
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<td>Function 3F: Demonstrating Flexibility and Responsiveness</td>
<td>The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”</td>
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<td>Standard 4: Professional Responsibilities for Self-Renewal</td>
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<td>Function 4A: Professional Learning</td>
<td>The teacher engages in professional learning in preparation to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.</td>
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<td>Function 4B: Professional Collaborative Practice</td>
<td>The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.</td>
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<td>Function 4C: Reflection on Practice</td>
<td>The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.</td>
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<td>Function 4D: Professional Contribution</td>
<td>The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.</td>
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<td>Standard 5: Professional Responsibilities for School and Community</td>
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<tr>
<td>Function 5A: School Mission</td>
<td>The teacher works collaboratively with the principal and colleagues to develop and support the school mission.</td>
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<td>Function 5B: School-wide Activities</td>
<td>The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.</td>
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<td>Function 5C: Learner-Centered Culture</td>
<td>The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.</td>
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<td>Function 5D: Student Support Systems</td>
<td>The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.</td>
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<td>Function 5E: Student Management Systems</td>
<td>The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.</td>
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<td>Function 5F: School, Family and Community Connections</td>
<td>The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.</td>
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Alignment with K-12 Schools 2011-2012 Assessment: Goal Met

Goal:

The goal of the Teacher Education Program is to continue to expand and improve Shepherd’s collaboration and alignment with public school partners.

Goal: Met

In addition to the Teacher Education Program, other university units and academic programs have demonstrated outreach and involvement with K-12 schools.

Actions taken during the past academic year:

The Teacher Education Program Goal of continuing to expand and improve the collaboration with our public school partners was met, but it is also an ongoing goal of the program. Comments on The Facilitating Teacher’s Commentary on the Practicum were positive with fewer suggestions for change. All West Virginia Professional Teaching Standards (WVPTS) continue to be incorporated in the coursework of the teacher candidates and the overall feedback from the principals employing Shepherd graduates was positive. The majority of the facilitating teachers responded that Shepherd’s teacher candidates rated above average to excellent in their ability to collaborate with teaching professionals, use appropriate evaluation and assessments to determine student mastery of content, and use appropriate evaluation and assessments to make instructional decisions. The overall feedback from the principals employing graduates was positive. The number of principals who completed the survey rated the teacher candidates above average to excellent in their ability to use appropriate evaluation and assessments to determine student mastery of content, use appropriate evaluation and
assessments to make instructional decisions, reflect on teaching practice through careful examination of classroom evaluation and assessments, collaborate with teaching professionals, and pursue professional growth and development. The collaborative partnerships with the local school districts were critical to the Fall 2010 NCATE accreditation. Shepherd University received Full Accreditation with No Areas for Improvement. The next accreditation visit will take place in the Fall of 2017.

Outreach and involvement with K-12 schools has been demonstrated by numerous academic units and university programs at Shepherd University. Since the University was founded as Teacher Education institution, there is a long history of alignment and collaboration with K-12 schools. Shepherd University prepares candidates to serve diverse learners in the public schools throughout the region. Candidates demonstrate knowledge of their respective content areas; enter the field with positive dispositions toward all children, learning, and teaching; and perform successfully in the classroom. Public school districts and Shepherd University have renewed their partnerships in their joint effort to improve teacher preparation and outcomes for P-12 students.

An example of this is demonstrated when issues/questions/proposals related to field and clinical experiences are shared with the Educational Personnel Preparation Advisory Committee (EPPAC), which is comprised of P-12 partners and administrators from West Virginia, Maryland, and Virginia. This body meets once a semester and reviews and approves programmatic changes put forward by the West Virginia Department of Education (WVDE) and the Professional Education Unit Council (PEUC), and changes to specialization programs. In addition to the Teacher Education program, university programs and other academic unit have clearly met the goal of demonstrating alignment and outreach with K-12 schools.

**Strategies used:**

- Teacher Education continued to incorporate suggestions from *The Facilitating Teacher’s Commentary on the Practicum* into our courses. These reports were very positive with fewer suggestions for change. Each individual instructor is charged with working with the schools and the department to incorporate changes where appropriate and to help the schools understand when changes are not possible. The course instructors have very good working relationships with the school personnel.
- During the fall semester of 2011, the Teacher Education program began using the new West Virginia Professional Teaching Standards (WvPTS) instead of the INTASC Standards. Faculty members aligned all coursework with the two sets of standards: WVPTS and NETS.T (National Educational Technology Standards for Teachers). *(The course alignment to the WVPTS Matrix can be found at the end of the section in the COMPACT).*
• Data from surveys completed by public school partner principals were analyzed and distributed to Professional Education Unit Council (PEUC) members to use to improve instruction and teacher candidate outcomes.

A committee of faculty and staff was formed to work with the Dean of the School of Education and Professional Studies (SOEPS) and with the Director of Teacher Education to develop and implement a *Celebration for Cooperating Teachers* (public school partner teachers who work with our practicum students and teacher candidates on a daily basis during student teaching). The Vice President for Academic Affairs, Dean of the SOEPS, Director of Teacher Education, and the PEUC faculty and staff members wished to express their appreciation to the cooperating teachers in the K-12 school system. Acknowledgements, certificates, and special awards were presented to the cooperating teachers at a special dinner held at Shepherd University. It is planned to host a similar event for cooperating teachers in 2013.

**Corrective action taken:**

In response to the recommendation in the Report of the Review Team, Shepherd has demonstrated university-wide a vast array of outreach and alignment activities with K-12 schools during the past year. These programs in addition to the DOE continue to have positive collaborative relationship with K-12 schools.

**Department of Education**

The faculty and staff continue to have a very positive collaborative relationship with the K-12 schools in the surrounding region. A majority of the undergraduate courses in Teacher Education have required field components. During the final semester, the students experience a semester of student teaching in the K-12 schools. The Department of Education has made additional efforts to align programs and activities with its K-12 partner schools, home-school association, and the Education Department at Harper’s Ferry Job Corps. Some of the alignment and outreach activities with K-12 schools include:

• A faculty member co-facilitated the “21st Century Technology Skills” faculty/staff development at Springs Mills Middle School in the Berkeley County Public Schools District (WV).

• A faculty member facilitated/co-facilitated a seminar/workshop titled, “Be The Change: Make the Choice (an anti bullying encounter exploration)” in the Berkeley County Public Schools.

• A faculty member hosted and provided campus tours for high school juniors and seniors in the Frederick County (MD) Teachers’ Academy at Brunswick High School.
• The Dean for the School of Business and Social Sciences and an education faculty member were co-principal investigators for a grant that provided geocaching workshops and field experiences that supported international studies, social studies, and geography instruction at Martinsburg High School entitled, “GPS and Geocaching for Education.” Two Shepherd University education graduates, high school mathematics and social studies teachers, led the workshops. The workshops provided basic training in the use of GPS receivers, ideas for implementing geocaching in the curriculum, and hands-on experience in searching for local geocaching sites. The WV Department of Education and the Arts (Cyrus Vance Grant) sponsored all grant activities in cooperation with Shepherd University’s School of Business and Social Sciences and the School of Education and Professional Studies.

• Several faculty members volunteered to serve as judges for local schools science and social studies fairs.

• DOE faculty, staff, and students participated in the West Virginia “Read to Me Day” and “Dr. Seuss Day” at Eagle Intermediate School.

• The Shepherd Education Student Association (SESA), sponsored a workshop; 
  Flying WILD: An Educator's Guide to Celebrating Birds is a resource that provides activities that teach middle-school students about birds, their migration, and what people can do to help birds and their habitats.

• DOE faculty member co-facilitated the screening and follow-up discussion of the documentary, American Teacher, at the Shepherdstown Opera House in Shepherdstown, WV.

• Co-facilitated and organized the Harpers Ferry Job Corps Interpretive Performance Troupe to perform at the Harlem Renaissance Night at Martinsburg High School, Martinsburg, WV.

• DOE faculty member participated in the Musselman High School Mock Interviews for 11th graders.

• DOE faculty member volunteered for the WWII Summit, National WWII Memorial Washington, DC (included SU students and local public school teachers).

• DOE faculty member served as an adjudicator, Choral Music Education:
  o Large Ensembles Assessment (High School): Prince William County, VA
  o Large Ensembles Assessment (High School): Fauquier County, VA

• Ensembles Adjudication (Middle School and Elementary School):
  Washington County, MD.

• DOE faculty member serves on the Jefferson County WV landmarks Commission: involving SU students with the public school visits to the Peter Burr Farm (the oldest surviving frame structure in WV).

• DOE faculty member is the liaison between Friends of National WWII Memorial and SU students/public school teachers for utilization of the memorial site and related resources in development of social studies materials.
• A faculty member served as the liaison for Hedgesville Elementary Improvement Council.

• The Dean of the School of Education and Professional Studies and the Department Chair of Education served on the Berkeley County Diversity Committee. The membership involves a large number of administrators, faculty, and staff from the Berkeley County Schools. The meetings are held at various K-12 schools. Students at each host school are on the agenda to share their work with everyone attending the monthly meeting.

In addition, other university units and academic programs have demonstrated outreach and involvement with K-12 schools. The following are some of the activities with K-12 schools.

Admissions/Enrollment Management

• Berkeley County Schools and Shepherd have joined in a shared vision to perpetuate the successful transition from high school to post-secondary academia. “Unpacking the College Experience” is a collaborative effort designed to provide educational guidance, resources, and support first to the 21st century student, secondly to the parents and/or guardians of such students, and thirdly to the faculty and staff at all levels. The program is intended to systemically integrate a detailed, academic college plan beginning with the eighth grade student and ending with the matriculation into the freshman year of college. Each year the student will unpack a different aspect of college preparation including high school course planning, financial aid, the completion of required college applications and entrance exams, and the overall college experience. Thus, when the senior has reached the point of transition, he or she will be academically and socially prepared to successfully integrate into any college campus.

Biology

• Some Biology Department faculty members participated as judges for some Science fairs.
• Biology faculty members answer numerous phone call regarding Science Fair preparation and ideas.
• The Biology Department often host local students during some of the days the schools are closed.
• Beta Beta Beta and Sigma Pi Epsilon hosted a science fair for local schools

Business and FACS

• A department chair worked with Mt. Carmel Christian Academy in Luray, Virginia, twice during this past academic last year. One session was a lecture
and workshop with all the 7th-12th graders on the scientific process, title “Three Logical Fallacies.”

- The department chair judged at a Science Fair in April.

**Computer Science, Mathematics and Engineering (CME)**

- CME faculty member attended Williamsport schools STEM Education Teachers Meeting, MD.
- CME faculty member presented the Importance of STEM Education, Springfield Middle School, MD.
- CME faculty member presented a Robots Presentation and Demonstration, Opequon Elementary School, WV.
- CME faculty member presented a Robots Presentation and Demonstration at STEM Day, Boonsboro Elementary School, MD.

**Institute of Environmental Science and Physical Sciences**

- Environmental and Physical Sciences faculty member was an invited speaker for the Harper’s Ferry Middle School Science Fair. The faculty member presented a talk titled “Swift and Slow, Vast and Small: Science and Human Perceptions of Space and Time.” Approximately 40 students were in attendance at this event.
- The second-grade classes from Gerrardstown Elementary visited the lab of a faculty member in the Institute of Environmental Science and Physical Sciences to learn about electricity and heart function using ECG sensors purchased with a 2010 EPSCoR Innovation Grant. Students worked in small groups to hook up a three-lead ECG sensor to one of their classmates. They discussed how the electrical signals recorded on the computer screen reflect the contraction of the heart muscle and that the rate and intensity of contraction depends on the level of physical exertion. This activity specifically connected with West Virginia content standards and objectives SC.O.2.3.2, which aims for students to use models as representations of real things, and SC.O.2.1.5, which aims for students to manipulate scientific instruments to investigate the natural world. The total number of students impacted was approximately 72.
- Environmental Science and Physical Sciences faculty members traveled to Jefferson High School to meet with students interested in learning about Shepherd’s Environmental Science program. This meeting impacted 40-50 students and was arranged by Jefferson’s environmental science teacher. Faculty members met with Jefferson’s physics teacher who voiced interest in future interactions between her students and Shepherd’s physics faculty.
- Several Environmental Science and Physical Sciences faculty members traveled to the Washington County Outdoor School for an informational meeting.
• A number of faculty from all departments judged different science fairs.
• Environmental Science and Physical Sciences faculty member spoke at Driswood Elementary School's Career Week on May 25, giving six 20-minute presentations on careers in historic preservation.

**Contemporary Art and Theater**

• Special invitations were provided to teachers and students to attend monthly art exhibitions.
• Special invitations were provided to teachers and students to attend special exhibitions in Martinsburg and Hagerstown.
• Internships were provided for high school students to work with Contemporary American Theater Festival.

**English and Modern Languages**

• Rude Mechanicals…workshops on medieval drama and performance were provided to various regional high schools.
• Special invitations were provided to teachers and students to lectures and workshops for Appalachian Writer in Residence.

**Health, Physical Education, Recreation and Sports (HPERS)**

• One faculty member and students were involved with the Health Fairs at Charles Town Middle School and North Jefferson Elementary School.
• One faculty member and students taught middle and high school age home schooled students in his Aquatic and Team Sport Activities courses.
• One faculty member and his students administered Fitnessgram Tests. They collected and analyzed the data, and prescribed examples of fitness plans based on the students’ fitness need.

**History**

• Programs on Contemporary Russia were presented to 8th grade classes in Stephens City.
• Created CDs on West Virginia and the Civil War and distributed to all middle and high schools in West Virginia.

**Library**

• The library regularly has high school and middle school groups come through on a tour and the groups are often addressed by the Dean.
• A group from East Hardy High School visited the library to work on various topics required for a history class. The library staff assisted them with using the online catalog, pulling books from the West Virginia collection, using the Internet, obtaining library cards (adults in the group), making photocopies, and printing using a visitor card.

Mass Communications

• Radio broadcasts targeted regional high school students.
• Film workshops were opened to regional middle and high school students.

Music

• **Shepherd University Preparatory Orchestra**: The student orchestra in residence at Shepherd University performs two concerts yearly under the direction of SU Department of Music faculty. Students also have the opportunity to access private applied lessons and attend master classes with experts in the field.

• **Shepherd University Preparatory Chorus**: In its second season, the Shepherd University Preparatory Chorus is designed for male and female vocalists who are currently in grades 3-8. Under the direction of the Music Specialty Coordinator, there are also student assistants from Shepherd’s Music Education program who work with the students in a variety of ways.

• **Community Music Program: Applied Music Lessons**: The Shepherd University Department of Music provides the chance for area music students to take applied lessons through a community music program offered at the university. Local music students in elementary, middle, and high school, as well as adult students have the opportunity to receive private instruction from qualified music students, adjunct faculty, or full-time faculty members.

• **Summer Music Camps**: Developed to focus on the areas of string and jazz performance, the summer music camps, sponsored by the Department of Music, allow talented middle and high school students intensive study in the area of performance and theory. Supervised by a Department of Music faculty, the students in the group performance participate in concerts as a culminating experience and return to their schools with enhanced performance skills.

• **Regional Events for Students and Directors**: The Department of Music is host to numerous festivals and competitions that bring together performance and educational opportunities for students and teachers in the K-12 system.

• **Honor Band**: Shepherd University recently held its eighth annual Honor Band for high school students in the region (January 2012). Area high school band directors submit recommendations of their finest students to represent their school in this intensive experience. Students interact with other talented students and work with Shepherd University faculty, as well as other experts in the field. The two-day experience culminates with a concert that is open to the public. Additionally, students benefit from master classes and clinics from Shepherd
University's outstanding music faculty, and learn about “How to Apply to College.” The workshop is geared to all college-bound students, regardless of their expected major.

- **Special Instrument Clinics Workshops:** The Department of Music hosts several specialized events throughout the year that bring talented K-12 students to campus to work with Department of Music faculty and guest clinicians. These annual events include: Percussion and Drumming Festival, Double Reed Day, and Trombone Day.

- **Regional 8 Solo and Ensemble Festival:** Shepherd University hosts this annual festival under the sponsorship of WVMEA (West Virginia Music Educations Association). In addition to SU faculty serving as judges, the Department of Music also makes available its recording services for students selected to move to the state finals.

- **Eastern Regional Jazz Festival:** The Festival, hosted by Shepherd University, features adjudication for middle and high school jazz ensembles, master classes, and a concert with the featured guest artist.

- **All-State Prep Day:** High school students and their directors receive assistance from Shepherd University faculty in preparing music for All-State Choir auditions in West Virginia.

- **Vocal Competition:** Shepherd University Department of Music hosts an annual Vocal Competition for area high school juniors and seniors who demonstrate excellent potential as endorsed by their high school teacher, church choir director, or private instructor. The goal of the competition is to provide young singers the opportunity to perform for and receive feedback from professional musicians. The daylong event consists of preliminary auditions, a selection of finalists, an Honors Recital presented by Shepherd students, and an awards ceremony including performances by each of the chosen prizewinners.

- **Piano Recitals and Adjudications:** The Department of Music hosts festivals, adjudications, and recitals sponsored by the West Virginia Music Teachers Association (state affiliate of MTNA), the National Piano Guild Auditions, and the Carnegie Achievement program. Participating students range in age from kindergarten through 12th grade.

- **Alignment with the K-12 system through Department of Music Courses:**
  - **MUSC 320 Piano Pedagogy:** Shepherd students enrolled in the piano pedagogy course offer free individual and group piano lessons to a select group of community students. This “living” lab allows access to initial music experiences for community students and provides teacher training for Shepherd University music students.
  - **USC 322 Instrumental Pedagogy, MUSC 325 Choral Pedagogy, MUSC 326 General Music Pedagogy and 21st Century Technology:** These courses were redesigned in 2011-2012 to provide not only observation hours, but also to contain a practicum component for Shepherd University students to work in the K-12 system.

- **Access to Concerts:** Working through the Friends of Music Organization (FOM),
the department is able to provide free or reduced-price tickets to FOM concerts and master classes. Rehearsals for the Two Rivers Chamber Orchestra are free and open to the public, including students in K-12.

- **Touring:** The music department regularly performs at local high schools and festivals. These include performances by the Chamber Singers and the Ram Marching Band.

- **Work with K-12 faculty:** Shepherd University Department of Music Faculty are sought after as consultants for performing groups and teachers in the K-12 system. The vocal, music education, and instrumental faculty observe teachers and their performing groups in the K-12 system, provide in-services, and give feedback on teaching and performance strategies.

- **Presentations:** The Department of Music Faculty remain active as presenters to professional bodies and county organizations for teachers in the K-12 system.
  - *Swing, Sing, Improvise, Read: Solfège and Rhythm Across the Curriculum.* Workshop presented to the music educators of Berkeley County Schools, Martinsburg, West Virginia, April 15, 2012.

- **Educational Opportunities for Teachers:** The Department of Music provides three levels of Kodály certification for K-12 teachers during the summer. These graduate-level courses may be applied to future degree programs or used for re-certification credits.

- **Access to the College Experience:** Each fall, the Shepherd University Department of Music hosts a visitation day open to all high school juniors and seniors who are considering a degree in music. Students are paired with current music majors to experience first-hand a typical day at college. During Visitation Day, students attend classes and rehearsals, visit with the Shepherd music faculty, eat in the dining hall, take a guided campus tour, schedule a private lesson, and observe student performances.

**Performing Arts Series at Shepherd (PASS):**

- PASS continued to demonstrate its commitment to partnering with schools in our community to share the arts with children. In addition to presenting seven public performances, PASS sponsored two high school performances at Jefferson County High School for nearly 900 students as well as two performances for North Jefferson Elementary School and the regional homeschooling community at
the Frank Center Theater (470 attending). PASS also presented 12 additional workshops and outreach activities. During this past year 1,370 + students were served by PASS School Performances.

**Wellness Center:**

- U-16 certification program (which educates kids 13-15 on how to utilize the facility)
- Facility Rentals:
  - Eastern Panhandle Indigo Children
    - 60 kids Ages 5-13
    - June 3/July 15
    - (Pool Rental)
  - Washington Gateway Academy
    - 60-65 Kids
    - Ages 13yrs
    - June 18/June 20
    - (Facility/Arena Rental)
  - Eastern Panhandle Youth Football League
    - 20-30 Kids
    - Ages 5-13
    - November 12
    - (Facility/Arena Rental)

The alignment of the Teacher Education courses to the West Virginia Professional Teaching Standards are displayed on the following matrix.

<table>
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<tr>
<th>K-6</th>
<th>PreK-Adult</th>
<th>Graduate Programs</th>
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**West Virginia Professional Teaching Standards**

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<tr>
<th>Policy 5100 Professional Teaching Standards</th>
<th>EDUC 150</th>
<th>EDUC 200</th>
<th>EDUC 320</th>
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<td>Function 1B: Pedagogy – The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.</td>
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<td>Function 1C: Setting Goals and Objectives for Learning – The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.</td>
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<td>Function 1D: Designing Instruction – The teacher designs instruction that engages student in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.</td>
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<td>Function 1E: Student Assessments – The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.</td>
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<th>Standard 3: Teaching</th>
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<td>Function 2A: Understanding intellectual/cognitive, social, and emotional development – The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.</td>
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<tr>
<td>Function 2B: Creating an environment of respect and rapport – The teachers show their respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.</td>
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<tr>
<td>Function 2C: Establishing a culture for learning – The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.</td>
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<td>Function 2D: Implementing classroom procedures – The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.</td>
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<td>Function 2E: Managing student behaviors – The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.</td>
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<tr>
<td>Function 2F: Organizing the learning environment – The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.</td>
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</table>

| Standard 3A: Importance of Content – The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students. | x | x | x | x | x | x | x | x | x | x |
| Function 3B: Communicating with Students – The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways. | x | x | x | x | x | x | x | x |
| Function 3C: Questioning and Discussion Techniques – The teacher practices quality questioning techniques and engages students in discussion. | x | x | x | x | x | x | x | x |
| Function 3D: Student Engagement – The teacher delivers instruction to motivate and engage students in a deep understanding of the content. | x | x | x | x | x | x | x | x |
| Function 3E: Use of Assessments in Instruction – The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making. | x | x | x | x | x | x | x | x |
| Function 3F: Demonstrating Flexibility and Responsiveness – The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.” | x | x | x | x | x | x | x | x |
| **Standard 4: Professional Responsibilities for Self-Renewal** | | | | | | | | |
| Function 4A: Professional Learning – The teacher engages in professional learning in preparation to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society. | x | x | x | x | x | x | x | x |
| Function 4B: Professional Collaborative Practice – The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement. | x | x | x | x | x | x | x |
| Function 4C: Reflection on Practice – The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data. | x | x | x | x | x | x | x | x |
| Function 4D: Professional Contribution – The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students. | | | | | | | | x |
| **Standard 5: Professional Responsibilities for School and Community** | | | | | | | | |
| Function 5A: School Mission – The teacher works collaboratively with the principal and colleagues to develop and support the school mission. | | | | | | | | x |
| Function 5B: School-wide Activities – The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment. | | | | | | | | x |
| Function 5C: Learner-Centered Culture – The teacher participates in activities and model behaviors that build and sustain a learner-centered culture. | x | x | | | | | | x |
| Function 5D: Student Support Systems – The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur. | x | | | | | | | x |
Function 5E: Student Management Systems – The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.

Function 5F: School, Family and Community Connections – The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.

Function 5G: Strategic Planning/Continuous Improvement - The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement.

Function 5H: Teacher Leadership – The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.

Function 5I: Ethical Standards – The teacher models the ethical standards expected for the profession in the learning environment and in the community.

West Virginia Professional Teaching Standards

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<td>Function 1E: Student Assessments</td>
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<td>Function 2B: Creating an environment of respect and rapport</td>
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<td>Function 2C: Establishing a culture for learning</td>
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<td>Function 2D: Implementing classroom procedures</td>
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<td>Function 2E: Managing student behaviors</td>
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<td>Function 2F: Organizing the learning environment</td>
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<td>Function 3C: Questioning and Discussion Techniques</td>
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<td>Function 3D: Student Engagement</td>
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<td>Function 3E: Use of Assessments in Instruction</td>
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<td>Standard 5: Professional Responsibilities for School and Community</td>
<td>Function 5A: School Mission – The teacher works collaboratively with the principal and colleagues to develop and support the school mission.</td>
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<td>Function 5B: School-wide Activities – The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.</td>
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<td>Function 5C: Learner-Centered Culture – The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.</td>
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<td>Function 5F: School, Family and Community Connections – The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.</td>
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<td>Function 5G: Strategic Planning/Continuous Improvement - The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement.</td>
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Function 5H: Teacher Leadership – The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.

Function 5I: Ethical Standards – The teacher models the ethical standards expected for the profession in the learning environment and in the community.

West Virginia Professional Teaching Standards (Graduate)

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<th>Policy 5100 Professional Teaching Standards</th>
<th>EDUC 500</th>
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<tr>
<td>Standard 1: Curriculum and Planning</td>
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<td>Function 1A: Core Content</td>
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<td>Content has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.</td>
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<td>Function 1B: Pedagogy</td>
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<td>Pedagogy – The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.</td>
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<td>Function 1C: Setting Goals and Objectives for Learning – The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.</td>
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<td>Function 1D: Designing Instruction</td>
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<td>Designing instruction that engages student in meaningful</td>
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Instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.

**Function 1E: Student Assessments** – The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.

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**Standard 2: The Learner and the Learning Environment**

**Function 2A: Understanding intellectual/cognitive, social, and emotional development** – The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.

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**Function 2B: Creating an environment of respect and rapport** – The teachers show their respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.

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**Function 2C: Establishing a culture for learning** – The teacher establishes a culture in the learning environment that is focused on learning and that reflects the
importance of the work undertaken by both students and the teacher.

**Function 2D: Implementing classroom procedures –** The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.

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**Function 2E: Managing student behaviors –** The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.

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**Function 2F: Organizing the learning environment –** The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.

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**Standard 3: Teaching**

**Function 3A: Importance of Content –** The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

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**Function 3B: Communicating with Students –** The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.

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**Function 3C: Questioning and Discussion Techniques –** The teacher practices quality questioning techniques and engages students in discussion.

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<td>Function 3D: Student Engagement – The teacher delivers instruction to motivate and engage students in a deep understanding of the content.</td>
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<td>Function 3E: Use of Assessments in Instruction – The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.</td>
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<td>Function 3F: Demonstrating Flexibility and Responsiveness – The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”</td>
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<td>Standard 4: Professional Responsibilities for Self-Renewal</td>
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<td>Function 4A: Professional Learning – The teacher engages in professional learning in preparation to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.</td>
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<td>Function 4B: Professional Collaborative Practice – The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/ issues related to the school and student achievement.</td>
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<tr>
<td>Function 4C: Reflection on Practice – The teacher engages in continuous critical</td>
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Shepherd University Institutional Compact Report, 2007-2012
examination of his/her teaching practice and makes adjustments based on data.

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<tr>
<th>Function 4D: Professional Contribution – The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.</th>
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<tr>
<th>Standard 5: Professional Responsibilities for School and Community</th>
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<tbody>
<tr>
<td>Function 5A: School Mission – The teacher works collaboratively with the principal and colleagues to develop and support the school mission.</td>
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</table>

Function 5B: School-wide Activities – The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.

Function 5C: Learner-Centered Culture – The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.

Function 5D: Student Support Systems – The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.

Function 5E: Student Management Systems – The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems.
| Function 5F: School, Family and Community Connections – The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community. | x | x | x | x | x | x |
| Function 5G: Strategic Planning/Continuous Improvement - The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement. |  |  |  |  |  | x |
| Function 5H: Teacher Leadership – The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning. |  |  |  |  |  | x |
| Function 5I: Ethical Standards – The teacher models the ethical standards expected for the profession in the learning environment and in the community. | x | x | x | x | x | x |
11. Use of Instructional Technology
(See Appendix B)
12. Career Placement

Data:

The total number of majors that graduated from Shepherd in 2006-07 was 569 or 589 when including double majors. All 2006-07 graduates were invited to complete follow-up survey mailed to them approximately six months after graduation. Thirty-one percent or 177 graduates responded. Out of the 177 graduates who responded, 85% were employed and 5% reported unemployment. Ten percent reported being full-time graduate students. In addition to the 10% working on graduate degrees full-time, 12% reported attending graduate school part-time. For all students attending graduate school, 4% were enrolled in professional programs (law, medicine, pharmacy and theology) and the remaining 18% were pursuing degrees in the arts, sciences, and education.

Goal:

- Graduates will be employed in career entry positions within five years. Career entry positions are defined as employment where a college degree was required for job entry, enhanced one’s advancement or promotion, or led to self-employment. Career entry is also defined as furthering one’s education through successful completion of a graduate degree, certificate, and/or licensure.
- Career entry for traditionally prepared and professional occupations, such as accounting, business administration and family consumer sciences, graphic design, education (elementary and secondary), nursing, recreation, social work, and the sciences (biology, chemistry, computer sciences, mathematics, engineering, and environmental sciences) would include successful entry into the prepared field. For liberal arts programs such as art and theater, economics, English and modern languages, mass communications, history, music, political science, psychology, sociology, and geography, successful career entry would be any position where a college degree was required or enhanced one’s advancement.
- The established baseline data would be as follows: Eighty percent of graduates will be employed in positions requiring a college degree or be in a position where a college degree significantly increased one’s work/advancement, enabled self-employment, and/or led to completion of a graduate degree and employment in that field. For the class of 2006-07, these conditions would have to be met in 2012-13.
- Methods for monitoring and improving use of career rate data will be as follows: Information gathering on graduate success will no longer be conducted by mail surveys. Instead, a new online, web-based system coordinated by the Office of Alumni Relations will collect information on recent and past graduates. The new system will enable faculty chairs to customize reporting data for their individual programs. The new information gathering system will also improve data use and analysis in campus-wide assessment. Through the leadership of the dean of teaching and learning and with full
cooperation and collaboration between the Office of Alumni Relations and the Career Development Center, the new system will begin collecting data in 2008.

- Based on the raw data received through the new online system, the Career Development Center will take the lead in compiling annual Career Entry reports (October) on graduates of the previous spring by major and as a whole and on the five-year success of graduates beginning in 2012-13 using the career entry data as previously defined.
- The Career Development Center will continue to prepare annual reports and share this information with vice president for academic affairs, deans of schools, and department chairs.

**Data:**

**2008-2009**

The total number of graduates from Shepherd in 2008-2009 was 683. This includes August 2008, December 2008, and May 2009 graduates.

All 2008-2009 graduates were invited to complete the online graduate survey administered through the Alumni Affairs Office. This is the second year using this online survey. This year Career Services contacted graduates in June and August. Graduates will be contacted again in November – 6-months post-graduation.

As of September 9th, 9% responses have been received, or 60 graduates have responded. Based on this number 53% have obtained jobs. Of this number, 43% obtained jobs in their field or a job that requires a college degree.

Additionally, 43% reported attending graduate school full or part time. Over the past two years there has been an increase in the number of respondents reporting going to graduate school.

**2007-2008**

The total number of graduates from Shepherd in 2007-2008 was 668. This includes August 2007, December 2007, and May 2008 graduates.

All 2007-2008 graduates were invited to complete the new online graduate survey administered through the Alumni Affairs Office. This was the first year this survey was administered. Alumni Affairs contacted graduates.

13% responses were received, or 81 graduates responded. Based on this number 87% obtained jobs. Of this number, 77% obtained jobs in their field or a job that required a college degree.
Additionally, 38% reported going to graduate school full or part time.

**Career Placement 2008-2009 Assessment: Goal Met**

The goal for Shepherd University was to have 80% of graduates employed in a position requiring a college degree or be in a position where a college degree significantly increased one’s work/advancement, enabled self-employment, and/or lead to completion of a graduate degree and employment in that field. Of the sample of graduates 43% obtained jobs in their field or a job that requires a college degree. 43% reported attending graduate school full or part time. Thus the combined total is 86% either being employed according to the criteria or attending graduate school.

Note: For Graduate Student Alumni and Career Placement, see Element #8 for Assessment of Student Learning. Both Student and Alumni assessments are presented in Element #8 and cover graduate student career placement assessments.

**Career Placement 2009-2010 Assessment: Goal Not Met**

The total number of graduates in May of 2010 was 714. All graduates were invited to complete an on-line survey through the Alumni Office. Several follow-up emails and reminders were sent out by Career Services. As of August 5, 14% or 97 graduates have responded. Of this number, 86% are employed or furthering their education (graduate school) and 14% are still searching for employment at this time. Sixteen percent are pursuing graduate study full-time while another 13% are combining part-time graduate work with full-time employment for a total of 31% in graduate school. To date, 69% of graduates have successfully entered a career field or graduate study that requires a college degree and/or related to their major.

**Goal met or not met:**

The goal for Shepherd University was to have 80% of graduates employed in a position requiring a college degree or be in a position where a college degree significantly increased one’s work/advancement, enabled self-employment, and/or lead to completion of a graduate degree and employment in that field. At this time only 14% of the 2010 May graduates have responded to the Alumni Survey. Of that number only 69% have indicated successful Career Entry. This is below the 80% goal in five years. There are several plausible reasons for this: A.) A down economy and high unemployment which was not foreseeable when this five-year plan was developed; B.) On average, college graduates may take up to six months to find employment commensurate with their education especially during difficult economic times; and C.) because of the first two variables, three months from graduation is too early to fully assess success for our graduates in a tight economy.
**Actions taken during the past academic year:**

Career Services works with students and alumni who want to refine their career plans by offering professional, individualized career counseling and coaching, assessment, education, and programming in the following areas: job search strategies, resume and cover letter development, interview skills, networking, federal employment application process, career fairs, dining etiquette, graduate school, and other career-related topics; and academic advisement for undeclared majors.

**Highlights:**

Individuals utilizing Career Services continues to increase each year. Additional programs were added this year to reach even more students by collaborating with the Office of Alumni Affairs and School of Business Administration and Social Sciences in hosting the first Professional Connections Day program. Despite a down economy, over 70 recruiters attended this year’s CareerFest Job & Internship Fair. All Career Services events were successful: Professional Connections Day program a success; Largest number of recruiters and students to attend CareerFest Job & Internship Fair; Increase in Federal recruiters on campus; Added Social Work Field Fair to Career Services events for social work majors; Added weekly Walk-In Hours to Career Development Center for students and alumni; 16% increase in number of individuals utilizing Career Services from 08-09 (does not include attendance of fairs, workshops, classroom presentations; or academic advisement appointments); Co-hosted Career Exploration & Admissions Day Program for Loudoun County Middle School; Joined Campus RN to make academic scholarship applications available to nursing majors; Career Services Director Taught Career Assessment module at summer Health Science Technology Academy (HSTA); Created Parent Postcard Mailing to alert parents to Spring Term Career Events; Career Services Director provided training to Dining Services on ‘Professionalism & Civility in the Workplace’

**Strategies used:**

Continue to offer programming that will benefit graduates in a tough job market. Continue to use media and communication systems to market programs. Continue to recruit recruiters and job opportunities. Continue to encourage students to used internships and other experiential opportunities to make them more marketable in a tight economy. Continue to work closely with faculty and academic departments in promoting career opportunities. Continue to survey 2010 graduates in order to achieve a more robust number to assess.

**Corrective action taken:**
For 2010/2011, search for a full-time Director of Career Services and then expand with the hiring of an Assistant Director (Strategic Plan) to bring Shepherd in-line with other institutions nearby and other West Virginia schools. Once new staff is in place, evaluate program, develop new initiatives to work with students, employers and faculty, implement, and evaluate again.

**Career Placement 2010-2011 Assessment: Progress Made**

The goal for Shepherd University was to have 80% of graduates employed in a position requiring a college degree or be in a position where a college degree significantly increased one’s work/advancement, enabled self-employment, and/or lead to completion of a graduate degree and employment in that field. Of the sample of graduates 51% obtained jobs in their field or a job that requires a college degree. Twenty-eight percent reported attending graduate school full or part time. Thus, the combined total is 79% either being employed according to the criteria or attending graduate school.

**2010-2011**

The total number of graduates in May of 2011 was 656. All graduates were invited to complete an on-line survey through both Career Services and Alumni Offices. Several follow-up emails and reminders were sent out by Career Services. As of June 29, 2011, 22% or 143 graduates have responded. Of this number, 85% are employed or furthering their education (graduate school) and 15% are still searching for employment at this time. Thirteen percent are pursuing graduate study full-time while another 14% are combining part-time graduate work with full-time employment for a total of 28% in graduate school. To date, 79% of graduates have successfully entered a career field or graduate study that requires a college degree and/or is related to their major.

**Progress Made.** The goal for Shepherd University was to have 80% of graduates employed in a position requiring a college degree or be in a position where a college degree significantly increased one’s work/advancement, enabled self-employment, and/or lead to completion of a graduate degree and employment in that field. At this time only 22% of the 2011 May graduates have responded to the Alumni Survey. Of that number 79% have indicated successful Career Entry. This is 1% below our goal of the 80% goal in five years. We have a 10% increase over last year’s data. There are several plausible reasons for why our goal is not met: A.) One month from graduation is too early to collect and fully assess success for our graduates; B.) On average, college graduates may take up to six months to find employment commensurate with their education especially during difficult economic times; and C.) A down economy and high unemployment was not foreseeable when this five-year plan was developed.

*As more responses are collected it is anticipated that the goal of graduates employed in a position requiring a college degree or be in a position where a college degree
significantly increased one’s work/advancement, enabled self-employment, and/or lead to completion of a graduate degree and employment in that field will be met.

Of the 22% or 143 graduates that have responded 78% have indicated they are familiar with Career Services. Sixty percent of graduate respondents who are either not employed or non-career entry did not utilize Career Services whereas 88% of graduates who are successful career-entry and/or are furthering their education utilized Career Services.

**Actions taken during the past academic year:**

Career Services has worked with students and alumni who want to refine their career plans by offering professional, individualized career counseling and coaching, assessment, education, and programming in the following areas: job search strategies, resume and cover letter development, interview skills, networking, federal employment application process, career fairs, dining etiquette, graduate school, and other career-related topics; and academic advisement for undeclared majors.

**Highlights**

Individuals utilizing Career Services continues to increase each year. Additional programs were added this year to reach even more students & alumni, including:

- 20% increase in number of presentations utilizing Career Services from 2009-2010 to 2010-2011.
- 17% increase in number of individuals utilizing Career Services from 2009-2010 to 2010-2011 (does not include academic advisement, fairs, workshops, or classroom presentations).
- 13% increase in number of recruiters attending CareerFest fair from 2009-2010 to 2010-2011.
- Collaborating with the Office of Alumni Affairs and School of Business and Social Sciences in hosting Professional Connections Day program.
- Collaborated with Education and Nursing Departments to host career fairs.
- Added weekly Walk-In Clinic to Student Center: Ram’s Den for students & alumni.
- Presented at Women’s Leadership Conference.
- Co-hosted Life after Shepherd with Alumni Affairs.
- Co-hosted Professionalism: 4 Corners Event with Commuter Affairs.
- Created Ram-Up Your Resume in conjunction with Leadership Lounge.
- Created Student Campus-Wide Postcard Mailing to alert student to Fall/Spring Term Events.
- Created Resume & Interview Rubrics that are used as a grading tool for capstone courses.
- Community Outreach with Shepherdstown Girl Scouts about career exploration.
- Community Outreach with Job Corps students through Job Shadowing Program.
Career Placement Activities

ALUMNI

- Collaborated with Office of Alumni Affairs and School of Business & Social Sciences.
  - Held *Professional Connections Day* (April 5, 2011)
- Connected with Alumni through LinkedIn & Facebook.
  - Promotion of Services/Recruitment/Fairs
- College Central Mentoring Network.
  - Registered Alumni to serve as online mentors to Shepherd students
- SU Web Calendar.
  - Promotion of Career Services Events (External Affairs Office)
- Creation of Ram-Up your Resume Workshop.
  - Brings alumni to work with students on interview skills, resume critiques and other important information related to their field
- Creation of Life after Shepherd Workshop.
  - Brings alumni to field questions raised by students who are preparing to enter the workforce on a variety of different topics

Student Workshops

- Graduate School
- Ram Up Your Resume
- Etiquette Dinner / Lunch
- Resume and Job Search
- Federal Resume and KSA
- Life After Shepherd
- Woman’s Leadership Conference
- Commuter 4-Corners: Professionalism
- Walk-In Clinic
- Program Specific Resume / Interview
- On-campus-recruitment sessions by various employers
- Career fairs (campus & consortium)

Strategies used:

- Continue to offer programming that will benefit grads in a tough job market.
- Continue to use media and communication systems to market programs.
- Continue to recruit recruiters and job opportunities.
- Continue to encourage students to use internships and other experiential opportunities to make them more marketable in a tight economy.
- Continue to work closely with faculty and academic departments in promoting career opportunities.
• Continue to survey 2011 graduates in order to achieve a more robust number to assess.

Corrective action taken:

For 2011-2012, Career Services will continue to expand programming with Academic departments, host a Major Minor Fair with the Advising, Academic Support, and Career Services offices, development of a Career Advantage Program, implementation of new easy-to-use website, conduct an Undeclared FYEX course, and continue to develop new initiatives to work with students, employers and faculty.

Graduate Data Strategy. Current tracking procedures and plans to gather graduate data include sending emails post-graduation and keeping record of who has responded and who has not based on response rate. Career Services also works with the Alumni Network, Faculty, and personal contact with the office to gather placement data. Shepherd cross-references that information with the responses and includes data in final tally.

Career Placement 2011-2012 Assessment: Goal Not Met

The goal for Shepherd University was to have 80% of graduates employed in a position requiring a college degree or be in a position where a college degree significantly increased one’s work/advancement, enabled self-employment, and/or led to completion of a graduate degree and employment in that field. Of the sample of graduates, 55% obtained jobs in their field or a job that requires a college degree. Twenty percent reported attending graduate school full- or part-time. Thus, the combined total is 75% either being employed according to the criteria or attending graduate school.

2011-2012

The total number of graduates in May of 2012 was 716. All graduates were invited to complete an online survey through both Career Services and Alumni Office. Several follow-up e-mails and reminders were sent out by Career Services. As of June 29, 2012, 12% or 85 graduates have responded. Of this number, 74% are employed or furthering their education (graduate school) and 26% are still searching for employment at this time. Thirteen percent are pursuing graduate study full-time while another 7% are combining part-time graduate work with full-time employment for a total of 20% in graduate school. To date, 75% of graduates have successfully entered a career field or graduate study that requires a college degree and/or is related to their major.

Of the 12% or 85 graduates that have responded 75% have indicated they are familiar with Career Services. Fifty-six percent of graduate respondents who are either who are successful career-entry and/or are furthering their education utilized Career Services.
*Responses to the Graduate/ Alumni Survey are continuing to be received. The survey was sent out June 5, 2012 which is the date the partnering information was received from the Registrar’s Office. Survey reminders have been sent weekly.

**Goal Not Met.** The goal for Shepherd University was to have 80% of graduates employed in a position requiring a college degree or be in a position where a college degree significantly increased one’s work/advancement, enabled self-employment, and/or led to completion of a graduate degree and employment in that field. At this time only 12% of the 2012 May graduates have responded to the Alumni Survey. There are several plausible reasons for why our goal is not met: A.) One month from graduation is too early to collect and fully assess success for our graduates; B.) On average, college graduates may take up to six months to find employment commensurate with their education especially during difficult economic times; and C.) A down economy and high unemployment was not foreseeable when this five-year plan was developed.

*As more responses are collected it is anticipated that the goal of graduates employed in a position requiring a college degree or be in a position where a college degree significantly increased one’s work/advancement, enabled self-employment, and/or led to completion of a graduate degree and employment in that field will be met.

**Actions taken during the past academic year:**

Career Services has worked with students and alumni who want to refine their career plans by offering professional, individualized career counseling and coaching, assessment, education, and programming in the following areas: job search strategies, resume and cover letter development, interview skills, networking, federal employment application process, career fairs, dining etiquette, graduate school, and other career-related topics; and academic advisement for undeclared majors.

**Highlights**

Individuals utilizing Career Services continues to increase each year. Additional programs were added this year to reach even more students and alumni, including:

- 59% increase in number of presentations and workshops utilizing Career Services from 2010-2011 to 2011-2012.
- 60% increase in number of on-campus recruitment from 2010-2011 to 2011-2012.
- Continual increase in number of students and alums utilizing Career Services from 2011-2012 (does not include academic advisement, fairs, workshops, or classroom presentations).
- Developed and hosted first Academic Major Minor Fair.
- Developed user-friendly Career Services website.
- Collaborated with the Office of Alumni Affairs and School of Business and Social Sciences in hosting Professional Connections Day program.
• Collaborated with Education and Nursing Departments to host career fairs.
• Added bi-weekly Walk-In Clinic to Student Center: Ram’s Den for students and alumni.
• Co-hosted Life after Shepherd with Alumni Affairs.
• Hosted Professionalism: 4 Corners Event.
• Created Student Campus-Wide Postcard Mailing to alert student to Fall/Spring Term Events.
• Community Outreach with Jefferson High School for mock interviews.
• Community Outreach with Job Corps students through Job Shadowing

Career Placement Activities

ALUMNI
• Collaborated with Office of Alumni Affairs and School of Business and Social Sciences.
  o Held Professional Connections Day (March 27, 2012)
• Connected with alumni through LinkedIn and Facebook.
  o Promotion of Services/Recruitment/Fairs
• College Central Mentoring Network.
  o Registered alumni to serve as online mentors to Shepherd students
• SU Web Calendar.
  o Promotion of Career Services Events (Office of University Communications)
• Ram-Up Your Resume Workshop
  o Brings alumni to work with students on interview skills, resume critiques, and other important information related to their field
• Life after Shepherd Workshop
  o Brings alumni to field questions raised by students who are preparing to enter the workforce on a variety of different topics

Student Workshops
• Graduate School
• Ram Up Your Resume
• Etiquette Dinner / Lunch
• Resume and Job Search
• Federal Resume and KSA
• Life After Shepherd
• Walk-In Clinic
• Program Specific Resume / Interview
• On-campus-recruitment sessions by various employers
• Career fairs (campus and consortium)

Strategies used:
• Continue to offer programming that will benefit grads in a tough job market.
- Continue to use media and communication systems to market programs.
- Continue to recruit recruiters and job opportunities.
- Continue to encourage students to use internships and other experiential opportunities to make them more marketable in a tight economy.
- Continue to work closely with faculty and academic departments in promoting career opportunities.
- Continue to survey 2012 graduates in order to achieve a more robust number to assess.

**Corrective action taken:**

For 2012-2013, Career Services will continue to expand programming with academic departments, continue to collaborate with Academic Support Center, partner with the Academic Advising Center, finalize a Career Advantage Program, implement user-friendly website for career services, and continue to develop new initiatives to work with students, employers and faculty.

**Graduate Data Strategy.** Current tracking procedures and plans to gather graduate data include sending e-mails post-graduation and keeping record of who has responded and who has not based on response rate. Career Services also works with the Alumni Network, faculty, and personal contact with the office to gather placement data. Shepherd cross-references that information with the responses and includes data in final tally.
13. Institutional Financial Aid

**Data:**

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08 to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total dollars awarded</td>
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<td>Need-based aid</td>
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<td>Merit-based aid</td>
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<td>42.71%</td>
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Total dollars awarded from any source and percentage of students receiving

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<th>2005-06</th>
<th>2006-07</th>
<th>2007-08 to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need-based aid</td>
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<td>$153,738</td>
<td>$160,701</td>
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<tr>
<td>Merit-based aid</td>
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<td>$2,125,178</td>
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<td>Non-need/non-merit based aid</td>
<td>$677,510</td>
<td>$809,389</td>
<td>$841,698</td>
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Total dollars paid from institutional funds

<table>
<thead>
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<th>2005-06</th>
<th>2006-07</th>
<th>2007-08 to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total dollars awarded</td>
<td>NO DATA</td>
<td>$538,951</td>
<td>$225,871</td>
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</tbody>
</table>

**Reasons Identified**

- Full utilization of the allowable tuition waivers permitted by the Executive Council within the state and the BOG policies.
- Increase in tuition each year also increases the value of tuition waivers.
- Majority of waivers are awarded to out-of-state students due to receipt of Promise scholarships by in-state students who also meet waiver criteria (students cannot receive a Promise and a tuition waiver per Promise rule).
- Increase in number and value of scholarships through the Shepherd University Foundation due to market increase.

**Determining Amount of Institutional Resources Committed to Financial Aid Awards**

The number of waivers to be awarded each year is 5% of the FTE enrollment for the prior fall. Waivers have been maximized by segmentation: for example, one waiver split into quarters, thereby awarding four students instead of one. The Shepherd University Foundation authorizes the budget for scholarship funding each year as determined by the value of the market on endowed funds.

**Goal:** (Combined)

- All tuition waivers have been awarded on the basis of merit. Over the next few years, an allotment of waivers will be awarded on the basis of need. The allotment,
unless mandated by the state, will correlate to the percentage of needy students in the prior year. Additionally, if the most recent legislative rule regarding the calculation of tuition waivers is not amended, Shepherd will be required to reduce the number of waivers awarded each year, as it will be out of compliance by 2010 by waiving more dollars than allowable.

- Congress has created more new financial aid-related programs in the last three years than it did in the last decade. Shepherd has proven its ability to react effectively and in a timely manner by implementing the ACG and SMART grant programs within compliance which required cooperation, planning, communication, and commitment from the Executive Staff down, including the Offices of Admissions, Registrar, IT, and Financial Aid. The newest program, TEACH, which is currently an option for participation, is currently being analyzed to determine whether Shepherd can effectively offer the program in the initial year. Shepherd has also been continually successful in implementing many changes that have been decentralized by the HEPC. It should be noted, however, with limited staff, the timing and magnitude of changes can impact student service if not properly managed.

**Strategy/Rationale:** (Combined)

- Shepherd is unique in that the average expected family contribution (EFC) derived from the FAFSA for its students is $10,000+ with an average dependent family income of more than $80,000. Since the average cost of attendance is $13,722 for in-state and $21,636 out-of-state, the majority of students do not have significant need after federal entitlements and state aid programs are awarded. Notwithstanding, need-based institutional aid should be increased to be proportionate to the needs of the population. The capital campaign addresses the need for additional scholarships, preferably unrestricted, which would enable greater awards for needy students. Currently, most scholarships are limited in scope of awarding due to the donor’s restrictions.
- Available student financial aid is just one of the components reviewed each year when determining tuition and fee structure. Statistical reviews are completed periodically on family incomes, EFCs, gross need, unmet need, aid packages, etc. to ensure that aid is being awarded with the most impact on student access. Federal and state reporting requirements provide comparable data each year.

**Institutional Financial Aid 2008-2009 Assessment: Progress Made**

**Review of 2008-2009:**

Institutional financial aid was awarded at the maximum level allowable per legislative rule and Board of Governors’ policies for tuition waivers. Additionally, endowed
scholarships through the Foundation and institutional resources’ committed through the operating budget were fully utilized and awarded appropriately.

Due to the submission deadline, data previously provided for 2007-08 were not finalized. Below are updated data for 2007-08 and final data for 2008-09:

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
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<tr>
<td><strong>Total dollars awarded</strong></td>
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<tr>
<td>Need-based aid</td>
<td>40.74%</td>
<td>43.95%</td>
</tr>
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<td>Merit-based aid</td>
<td>22.77%</td>
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<td>Non-need/non-merit based aid</td>
<td>44.31%</td>
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Total dollars awarded from any source and percentage of students receiving

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<tr>
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<tr>
<td>Need-based aid</td>
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<td>$2,585,041</td>
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Total dollars paid from institutional funds

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<tr>
<td>Total dollars awarded</td>
<td>$243,754</td>
<td>$425,617</td>
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Institutional aid commitments increased or decreased

In 2008-09 tuition waivers were not awarded primarily on the basis of need. At the time this criterion was established, the majority of tuition waivers were already offered on the basis of merit. In 2009-10, need has been a criterion in awarding tuition waivers.

Shepherd continues to maintain its ability to react effectively and timely to changes in aid program administrative guidelines. Participation in the TEACH Grant program was postponed until 2009-10. A position for an additional financial aid counselor has been approved for 2010-11.

**Institutional Financial Aid 2009-2010 Assessment: Goal Met**
Institutional financial aid was awarded at the maximum level allowable per legislative rule and Board of Governors’ policies for tuition waivers. Additionally, endowed scholarships through the Foundation and institutional resources’ committed through the operating budget were fully utilized and awarded appropriately.

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Institutional aid commitments increased or decreased

The goal to award tuition waivers on the basis of need has been met. In 2009-10, 16.25 tuition waivers (63 students) were awarded on the basis of need.

Financial need was considered a criterion for awarding new students tuition waivers as part of the recruiting process. The tuition waivers were awarded with renewal eligibility based on both merit and need.
Institutional Financial Aid 2010-2011 Assessment: Progress Made

- Goal: An allotment of waivers will be awarded on the basis of need. The allotment, unless mandated by the state, will correlate to the percentage of needy students in the prior year.
- Goal: Continue to react effectively and in a timely manner to any significant changes in federal, state, or other major external aid program administrative guidelines.

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<td>$378,498</td>
<td>$56,490</td>
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</table>

Institutional aid commitments increased or decreased
Actions taken during the past academic year:

- The Office of Admissions awarded a portion of tuition waivers on the basis of need.
- The TEACH Grant was implemented, as well as, Two Pell Grants in an Academic Year.

Strategies used:

- Financial need continued to be a criterion for awarding new students tuition waivers as part of the recruiting process. The tuition waivers continued to be awarded with renewal eligibility based on both merit and need.
- Administrators from the institution’s Department of Education and Office of Admissions assisted the Office of Financial Aid in implementing the TEACH Grant. Office of Financial Aid staff logged many training, research, set up and processing hours to avail the Two Pell Grants in an Academic Year to students.

Corrective action taken:

- 23.25 need–based tuition waivers (88 students) were awarded in 2010-2011, including those that were renewed from 2009-2010. While the institution continues to make progress towards awarding more tuition waivers on the basis of need, it will not be able to award the percentage of needy students in the prior year. Additionally, the typical West Virginia resident student at Shepherd University pays $1000 or less out of pocket towards his/her tuition each year.
- Two students benefited from the implementation of the TEACH Grant. Summer Pell Grant recipients increased by 54.7 percent due to the new Two Pell Grants in an Academic Year change; however, as part of the Congressional budget changes, this new policy has already been eliminated for 11-12.

Institutional Financial Aid 2011-2012 Assessment: Progress Made

- Goal: An allotment of waivers will be awarded on the basis of need. The allotment, unless mandated by the state, will correlate to the percentage of needy students in the prior year.
- Goal: Continue to react effectively and in a timely manner to any significant changes in federal, state, or other major external aid program administrative guidelines.
Total dollars awarded | $25,772,993 | $29,169,230 | $33,315,887 | $35,613,236 | $38,868,735
---|---|---|---|---|
Need-based aid | 40.74% | 43.95% | 47.96% | 52.33% | 53.11%
Merit-based aid | 22.77% | 23.10% | 24.24% | 26.27% | 24.40%
Non-need/non-merit based aid | 44.31% | 50.46% | 54.19% | 56.17% | 55.77%

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<tr>
<th>2007-08</th>
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<th>2009-10</th>
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<td>$378,498</td>
<td>$56,490</td>
</tr>
</tbody>
</table>

Institutional aid commitments increased or decreased

**Actions taken during the past academic year:**

- The Office of Admissions awarded a portion of tuition waivers on the basis of need.
- The Satisfactory Academic Progress (SAP) policy was amended and implemented, as well as the repeat coursework regulations, in order to maintain federal compliance.

**Strategies used:**

- Financial need continued to be a criterion for awarding new students tuition waivers as part of the recruiting process. The tuition waivers continued to be awarded with renewal eligibility based on both merit and need.
- Communication of the amended SAP policy to students was a campuswide and yearlong endeavor from the Executive Council to coaches to student organizations. Academic advisors, chairs and deans were involved in the development of the Appeal form which includes an Academic Plan for Progress.
To implement the repeat coursework regulations, the Office of Financial Aid teamed with IT Services and the Registrar’s Office in identifying over 500 courses that are excluded from the regulations, and identifying students whose enrollment and financial aid package were impacted.

**Corrective action taken:**

- 28.66 need-based tuition waivers (98 students) were awarded in 2011-12, including those that were renewed from 2010-11. The institution continues to increase the allocation awarded on the basis of need while still engaged in the process of evaluating the awarding of tuition waivers on the basis of merit, financial need, athletic or special talent, etc. It continues the transition of awarding from numbers of waivers to dollars maintaining the goal to be fair and equitable to the entire student population.
- Changes in federal financial aid regulations continue to be frequent, significant, and extremely time consuming and labor intensive yet communication of any impact on students, along with taking whatever measures necessary to remain compliant, remain a top priority for the entire institution. The Office of Financial Aid makes every effort to remain current on all changes.
14. Programs of Distinction

In the report on the 2010 update it was noted: “The evaluation team noted that some strong and notably active programs of distinction have been designated. However, the guidelines for selection of these programs are unclear. The 2011 update should address reasons for distinction, including data on each such as the number of graduates, accreditation cycles, placement, etc. and any other information that denotes the exemplary attributes of the academic program.”

In the Fall of 2009 three programs were selected for their roles in enhancing institutional outreach, institutional mission, and service to the community by Shepherd's deans and the vice president for academic affairs in accordance with the standards set by the WVHEPC. The Programs of Distinction designations are in effect until 2012. The three programs selected were; contemporary art and theater, music and social work. The following pages detail their efforts in the criteria used for their selection.

**Data:**

The Shepherd University Department of Music has enhanced institutional outreach in a number of ways. Departmental musicians and ensembles represent Shepherd excellence through performances on campus and through extensive touring to audiences in excess of seventy-thousand annually. Since all ensembles are open to students of any major, the music program regularly recruits students to all majors through performances on high school campuses throughout the region. They have also served as ambassadors for Shepherd, West Virginia and even the United States with invitations to perform at prestigious venues including performances at the Montreux Jazz Festival in Switzerland, the great cathedrals of Europe including Canterbury in England, St. Francis in Assisi and St. Mary's in Dublin and most recently on a ten-day concert tour through Germany, Austria and the Czech Republic. In the United States, Shepherd ensembles have been invited to perform in a wide range of venues including Giants Stadium in New Jersey and Carnegie Hall in New York City. Shepherd University has become synonymous with strong performance and quality education through the outreach of these groups. Our faculty are active as guest conductors, performers and adjudicators throughout the country and around the world and are regularly seen as teachers and performers in places as varied as local churches and public libraries. We are the only public institution in a wide radius offering the Masters of Music in Music Education degree and that degree has already enhanced the public schools in our region and has garnered high praise. We are fully accredited by the National Association of Schools of Music. We offer summer string and jazz camps, various workshops (double reed day, percussion workshop, visitation day, honor band), early childhood music classes and the Shepherd vocal competition. The music department provides musicians for benefits, openings and other
special community related events. We are the home of the Region 8 Solo and Ensemble Festival and the Eastern Regional High School Jazz Festival.

Our mission embodies the university’s mission, providing excellent learning opportunities in and outside the classroom. Our students study with an internationally known performance faculty drawn largely from the fine performing ensembles in Baltimore and Washington and often travel to those metropolitan centers to see performances and to take part in master classes, workshops and meet-the-artist events. We serve as the music center of our region, providing nearly 100 public performances on campus each academic year, many with pre-concert lectures and workshops open to students and the larger community as well. We enrich diversity with world music ensembles such as our Balinese gamelan. We embrace and enhance the core values of learning, engagement, integrity, accessibility, and community.

Our service to the community is impressive in its breadth and depth. The music program has a very successful partnership with the many local school jurisdictions allowing school-aged string students to join with college students and professional musicians in the Shepherd Preparatory Orchestra. This orchestra is a part of the far-larger Preparatory Program that provides musical instruction by Shepherd students and faculty to school-aged and adult learners. Of particular note is our piano pedagogy program, which provides free piano lessons to those that cannot afford them. The Friends of Music, a 501(c)3 organization comprised of community leaders, supports musical excellence at Shepherd by providing free preparatory lessons to students in need, instrument purchases (including a concert-grand piano) for the university, a highly-acclaimed guest artist series, scholarships and funding for international tours. They also founded the Two Rivers Chamber Orchestra as a way to attract top quality applied faculty, provide a resident professional orchestra to our students and to attract the wider community to the high quality of music programs at Shepherd. Our student groups are active in the community, supporting causes such as relay for life, various senior and children centers and the Red Cross.

Goal:

The music department’s three greatest needs are increased remuneration for adjunct faculty, additional fulltime faculty and larger, more appropriate performance facilities. As is the case in all music programs, applied faculty are the core of successful music education and with a single exception, part-time adjunct professors deliver ALL of Shepherd’s applied instruction. The bulk of these professors travel from the Baltimore/Washington metro area where they are active performers in the finest ensembles in the nation. They have worked without a raise for over a decade and gas prices are now four times what they were when many of them began teaching at Shepherd. In addition, Shepherd’s applied and adjunct faculty salaries are the lowest in the entire region despite the fact that the student fees assessed to supplement these salaries are among the highest fees in the nation. Adjunct faculty turnover has a greater
negative impact on music than on any other department since music adjunct travel farther and are more highly specialized than the average college adjunct and since students often choose Shepherd because of the equality applied faculty.

To fully deliver the instruction required of the undergraduate program, full-time faculty regularly teach on an overload contract. All graduate program instruction is delivered on overload contracts for fulltime faculty. The National Association of Schools of Music has repeatedly cited the lack of sufficient staffing as problematic. The addition of a single faculty line would help tremendously in the delivery of instruction at both the undergraduate and graduate levels and would help a great deal in sharing the out-of-class responsibilities (recitals, concerts, juries, etc.) expected of all music faculty.

Both the music program that enjoys a strong regional, national and even international reputation, as well the university that has increased dramatically in size, are in serious need of a larger, more acoustically and ergonomically appropriate performance/event space. Concerts, lectures and other performing events frequently sell out resulting in standing-room only or patrons turned away at the door which has given the wider region a negative impression of Shepherd University. Patrons that are precluded from seeing guests such as Marvin Hamlisch or Henry Louis Gates are invariably disgruntled with Shepherd’s ability to serve the needs of the greater community.

**Strategy/Rationale:**

The Music Department is working diligently with university administration to address these goals. A small gasoline stipend for adjunct faculty was funded last year. A committee was formed to address adjunct remuneration though in the current economic climate, raises are unlikely. The Department is applying for a new faculty line again in 2009. The Friends of Music are willing to work actively with the department, the office of advancement and the university administration to see a positive outcome to the much-needed larger event/performance space.

Shepherd University Music is fully accredited by the National Association of Schools of Music and undergoes regular self-study and commission review. Final Approval is currently being sought for the new masters degree in music education. The entire program will undergo a self-study in 2014 in preparation for the next accreditation team visit. Regular internal review of the program happens annually and the deans and the VPAA periodically review each program of distinction and report on this review to the University President.

**Music as a Program of Distinction 2009-2010 Assessment: Progress Made**

The Shepherd University Department of Music continues to enhance institutional
outreach by representing and epitomizing Shepherd excellence through performances on campus and also through extensive touring to audiences in excess of seventy-thousand annually. In the last two years, the Shepherd University Department of Music has accepted invitations to perform a ten-day concert tour of Germany, Austria and the Czech Republic (May 2009) and has accepted invitations to perform throughout Spain including a performance for the American Ambassador at the Embassy in Madrid (May 2011). The Shepherd University Department of Music has become synonymous with quality performance and education through the outreach of these groups. Our faculty appeared both nationally and internationally as performers, conductors, clinicians and adjudicators. We are also the only public institution in a wide radius offering the Masters of Music in Music Education degree. Our new masters degree has graduated its first cohort and received full National Accreditation from the National Association of Schools of Music (NASM). The Department of Music also offered very successful summer string and jazz camps for school-aged students, numerous workshops (double reed day, percussion workshop, visitation day, honor band), early childhood music classes as well as the Shepherd Vocal Competition. The Department of Music was the host site for both the Region 8 Solo and Ensemble Festival and the Eastern Regional High School Jazz Festival.

Our service to the community is impressive in both its breadth and its depth. The music program has a very successful partnership with many local school jurisdictions, allowing school-aged string students to join with college students and professional musicians in the Shepherd Preparatory Orchestra. This orchestra is a part of the far-larger Preparatory Program that provides musical instruction by Shepherd students and faculty to school-aged and adult learners. This year’s orchestra is the largest in a decade. The Masterworks Chorale has reached new audiences and musical heights through a partnership with St. James Catholic Church. Last year over 2,000 people witnessed the beauty of the Mozart and Brahms requiems in both Shepherdstown and Charlestown. The growth of the chorale has been matched by the growth of their audiences and this has brought increased interest in Shepherd and its music program. The Friends of Music continues to raise thousands of dollars for scholarships, instrument purchases and travel abroad opportunities as well as a highly anticipated concert series, bringing the finest artists in the world to the Shepherd stage (this year headlined by the world famous Canadian Brass). The Friends continue to fund West Virginia’s newest professional orchestra, the Two Rivers Chamber Orchestra as a way to attract top quality applied faculty, provide a resident professional orchestra to our students and to attract the wider community to the high quality of music programs at Shepherd.

**GOALS (met and unmet)**

The Department of Music listed three goals in its initial report.

**Adjunct remuneration:**

The adjunct faculty have been granted a 5% raise in each of the last two years and are
slated for an additional 5% raise next year. While this does not bring us to parity with peer institutions, area competitors and cross-application database schools, it lessens the disparity and has resulted in adjunct attrition falling from nearly 30% two years ago, to 0% this year.

Additional fulltime faculty:

At the time of the initial application, Music had 6 fulltime faculty members, one of which was released as a Dean and another as department chair. The department of music was awarded an additional faculty line, Fall 2010 but lost another fulltime faculty member to an acting dean position; music’s request for additional faculty for Fall 2011 was denied. NASM has repeatedly warned that the department’s continuing accreditation may be in jeopardy due to the low number of fulltime faculty. The national average for NASM schools is 11.5 majors per fulltime faculty; the 5th percentile is 20.9. Shepherd averages 24.9. A mean of 61.7% of music instruction is delivered by adjuncts at Shepherd. According to the NASM, the national average is 25%. Shepherd is far more than double the national average in reliance on instruction by adjunct faculty.

Larger, more appropriate performance facilities:

Discussions continue to take place about the inclusion of additional and more acoustically appropriate performance facilities.

Music as a Program of Distinction 2010-2011 Assessment: Progress Made

Mission: The Shepherd University Department of Music continues to support the institutional mission and enhance institutional outreach by representing and epitomizing Shepherd excellence through performances on campus, and through extensive touring to audiences in excess of seventy thousand annually. In the last year, the Shepherd University Department of Music has accepted invitations to perform throughout the East Coast [Ram Band], and also performed internationally on a ten-day concert throughout Spain, which included a performance for the American Ambassador at the Embassy in Madrid (May 2011). The Shepherd University Department of Music has become synonymous with quality performance and education through the outreach of these groups. Our faculty appeared both nationally and internationally as performers, conductors, clinicians and adjudicators. Additionally, many of our current students have been accepted into national and international summer programs such as the Spoleto Festival, IAPI, and the Salzburg Opera program, to name a few. Of particular note is the acclaim the Shepherd Ram band received in its first nationally televised appearance in support of the Shepherd University Football team in their NCAA-Division II Final Four appearance.
Shepherd’s music education program enjoys a stellar reputation in the region, and has experienced significant growth over the last several years. For the current academic year, music education majors represent the second highest concentration area at the university behind HPERS with 80 majors. Career placement is also a hallmark of the music program. Graduates of the B.M.E. program who seek teaching positions usually find them within the first two years following graduation, allowing our program to enjoy a nearly 100% job placement rate for the last several decades. Additionally, in data provided by the Office of Academic Affairs, trending from 2006-2010, the percentage of growth in the number of graduates on a yearly basis has seen a 40% rise in the B.M.E. degree and more than 200% in the comprehensive B.A. in Music degree.

In keeping with the institution’s core values, including learning and accessibility, we are also the only public institution in a wide radius offering the Masters of Music in Music Education degree. Our graduate degree in music education continues to attract working professionals from the region who desire career enhancement and continued life-long learning. Typically, the MMME students come to Shepherd’s graduate programs with the highest entry GPA of the five graduate programs. The MMME is also fully accredited by the National Association of Schools of Music (NASM). Additionally, we also offer professional education credits for teachers in the field through our Kodály Certification workshops (Summer 2011).

**Outreach:** The Department of Music continually reaches out to students in the area by offering very successful summer string and jazz camps for school-aged students, numerous workshops throughout the year for current and potential students (double reed day, percussion workshop, visitation day, honor band), early childhood music classes, as well as the Shepherd Vocal Competition. The Department of Music was also the host site for both the WVME Region 8 Solo and Ensemble Festival and the Eastern Regional High School Jazz Festival. Additionally, many community groups use our facilities for events, such as the Shepherdstown School of Dance and the WV-District 6 Chapter of the Music Teachers National Association (MTNA). These events represent contact and service with hundreds of potential students and their families.

**Service to the Community:** Our service to the community is impressive in both its breadth and its depth. The music program has a very successful partnership with many local school jurisdictions, allowing school-aged string students to join with college students and professional musicians in the Shepherd Preparatory Orchestra. This orchestra is a part of the far-larger Preparatory Program that provides musical instruction by Shepherd students and faculty to school-aged and adult learners. The Masterworks Chorale continues to grow and reach new musical heights through its partnership with St. James Catholic Church. Last year over 3,000 enthusiastic audience members in Shepherdstown and Charles Town enjoyed stellar performances of Handel’s *Messiah* and Haydn’s *Creation*. Of special note is the use of student soloists, providing invaluable experience to these students as they prepare for professional careers in music.

The growth of the chorale has been matched by the growth of their audiences, helping to
Shepherd University Institutional Compact Report, 2007-2012

bring increased interest in Shepherd and its music program. The Friends of Music, an independent 501-3C organization, continues to raise thousands of dollars for scholarships, instrument purchases and travel abroad opportunities as well as a highly anticipated concert series, bringing the finest artists in the world to the Shepherd stage (this year headlined by the world famous Canadian Brass). These concerts are usually at capacity. The Friends continue to fund West Virginia’s newest professional orchestra, the Two Rivers Chamber Orchestra as a way to attract top quality applied faculty, provide a resident professional orchestra to our students and to attract the wider community to the continued high quality of music in Shepherd’s programs.

**Goal: What are goals for strengthening programs of distinction?**

The goals listed in the initial application remain areas that require sustained efforts for success on both the part of the music department and the administration: increased remuneration for adjunct faculty, additional fulltime faculty and larger, more appropriate performance facilities.

**Adjunct remuneration:** Adjunct faculty provides nearly all of Shepherd’s applied music instruction, most of whom are professionals living in the Baltimore/Washington metropolitan area. The adjunct faculty has been granted a 5% raise in each of the last two years and is slated for an additional 5% raise next year. While this does not bring us to parity with peer institutions, area competitors and cross-application database schools, it lessens the disparity and has resulted in adjunct attrition falling from nearly 30% two years ago, to 0% over the last two years.

**Additional fulltime faculty:** At the time of the initial application, Music had 6 full-time faculty members, one of which was released as a Dean and another as department chair. The department of music was awarded an additional faculty line in Fall 2010, but lost another full-time faculty member to an acting dean position. Music’s request for additional faculty for Fall 2011 was not awarded; however, an application was resubmitted for the following academic year in the voice area.

With the departure of the long-time chair, and one additional faculty member assigned dean duties, there have been two one-year visiting positions filled in the keyboard and instrumental area. In light of its upcoming NASM reaffirmation of accreditation visit, the Shepherd University Department of Music is hopeful that we will be able to add two additional faculty lines (the previously mentioned position in voice and one in strings). NASM has repeatedly warned that the department’s continuing accreditation may be in jeopardy due to the low number of full-time faculty. The national average for NASM schools is 11.5 majors per fulltime faculty; the 5th percentile is 20.9. Shepherd averages 24.9. A mean of 61.7% of music instruction is delivered by adjuncts at Shepherd. According to the NASM, the national average is 25%. Shepherd is far more than double the national average in reliance on instruction by adjunct faculty.

**Larger, more appropriate performance facilities:** Discussions continue to take place
about the inclusion of additional and more acoustically appropriate performance facilities. The addition of a new concert hall appears on the list of capital projects for the university.

**Strategy/Rationale: What are the strategies for goal attainment?**

The Music Department is working diligently with university administration to address these areas that require strengthening.

- Adjunct salaries have risen over the last several years and the music department through its “adjunct initiative” works to provide small stipends for adjuncts performing outreach to area students.
- The Department further developed its faculty line proposal and submitted it to the VPAA and Dean’s Council as required by the university.
- The VPAA and Department Chair have met with the architects to look over preliminary designs for a new concert hall, and, the Friends of Music are willing to work actively with the department, the Office of Advancement and the university administration to see a positive outcome to the much-needed larger event/performance space.
- In order to address the need for a professional degree in the area of performance, the music department will work to develop the Bachelor of Music Degree in performance, with the goal of implementation by Fall 2013.

**What are the strategies for ongoing review of programs of distinction?**

Shepherd University Music is fully accredited by the National Association of Schools of Music (NASM) and undergoes regular self-study and commission review. The Masters of Music, Music Education degree received full accreditation last academic year. The entire program will undergo a self-study in 2014 in preparation for the next accreditation team visits in 2015. Regular internal review of the program happens annually and the deans and the VPAA periodically review each program of distinction and report on this review to the University President. Additionally, in accordance with university policy, the Music Department is also subject to university program review, which occurred during the past academic year with excellent results.

**Music as a Program of Distinction 2011-2012 Assessment: Progress Made**

**Implementation of Efforts that Enhance Institutional Outreach and the Institutional Mission. Goals Met**

From the Shepherd University Mission Statement: *Our mission of service succeeds*
because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.

General Statement:

The Shepherd University Department of Music continues to support the institutional mission and enhance institutional outreach through access to educational and musical opportunities, outreach to the surrounding community, especially in our linkage to K-12 program, and in the participation of our students in programs both inside and outside the classroom.

- The Shepherd University Department of Music has experienced significant growth over the last several years:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>B.A. Students (Music Majors)</th>
<th>B.M.E. (Educ. Majors)</th>
<th>Total number of Majors *Undergrad only</th>
<th>Percentage increase over the previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>45</td>
<td>80</td>
<td>125</td>
<td>+7.75%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>56</td>
<td>95</td>
<td>151</td>
<td>+20.8%</td>
</tr>
</tbody>
</table>

*In each of these reporting years, it should also be noted that there were also 16-20 M.M.M.E. students, which further increases enrollment of the major.

- A number of students are participating in summer programs: Bay Area Summer Opera Institute (CA), Wintergreen Summer Music Academy, Northwestern University Oboe Workshop, Manhattan School of Music Summer Voice Festival, Hawaii Performing Arts Festival for Developing Artists, and two competitors at the collegiate level for the WVU Keyboard Festival.

Community

The Shepherd University Department of Music provides access to many opportunities for children, youth, and community members to study music. These are described in detail in the section outlining alignment with the K-12 system:

- **Shepherd Preparatory Program:** Shepherd University Preparatory Orchestra, Shepherd University Preparatory Chorus, Community Music Program with Applied, Summer Music Camps in Strings and Jazz
- **Regional Events for Students and Directors:** Honor Band, Double Reed Day, Percussion and Drumming Festival, Trombone Day, Eastern Regional Jazz Festival, All-State Prep Day, and the Shepherd University Vocal Competition.
Access

- **Access to the College Experience:** Visitation Day and the instrument workshops mentioned above.
- **Access to Concerts:** Shepherd is one of the few venues for live classical music in the Eastern Panhandle. Working through the Friends of Music Organization (FOM), the department is able to provide free or reduced-price tickets to FOM concerts and master classes. Rehearsals for the Two Rivers Chamber Orchestra are free and open to the public, including students in K-12.

Engagement

- Through their involvement in the Community Music Program and courses that stress field experience (MUSC 321, 326), students are actively engaged in using their musical skills in a practical sense within the classroom and the community at large.

Opportunities for teachers:

- The Department of Music provides in-services, lectures, and master classes for teachers and their performing ensembles, giving feedback on teaching and performance strategies.
- Through the M.M.M.E. program and Kodály certification courses, teachers may enhance their skills through graduate studies and continuing education opportunities.

Goal: What are goals for strengthening programs of distinction?

- **Goal 1-Degree Programs:** The department is pursuing plans for a professional degree in performance at the undergraduate level, the Bachelor of Music degree. The Bachelor of Music degree (B.M.) in performance provides a professional baccalaureate experience in applied music. The degree will provide the appropriate opportunity and accessibility for talented students whose intent is to pursue a career as a music performer. This pre-professional program will enhance the quality of musical performance and instruction throughout the region, as well as Shepherd University’s reputation as a regional center of cultural excellence.

  Additionally, the department will examine the strands offered in its M.M.M.E. degree to determine the viability of a strand in jazz, theory, and/or composition. It will also investigate some other enrollment models, such as a 3 + 2 program.

- **Goal 2-Accreditation:** The music program is fully accredited by the National Association of Schools of Music (NASM) and also received full accreditation for its M.M.M.E. degree in 2010. The goal is to maintain accreditation at the current level and to also seek approval to offer the Bachelor of Music in performance. The department will undergo a site visit from NASM in the 2014-15 academic
year. Progress in issues such as the number of full-time faculty, instructional space, and adjunct remuneration should be evident.

- **Goal 3- Decreased dependence upon adjuncts:** According to the data set provided by institutional research, a mean of 57.9% of music instruction is delivered by part-time faculty. According to the NASM-HEADS report, chart 19, the national average is 25%. Shepherd is far more than double the national average in reliance on music adjuncts.

  With increased full-time faculty, there will be a decreased dependence on adjuncts to deliver instruction in music courses and applied lessons. In order to maintain our roster of quality adjuncts, the salary needs to be on par with peer institutions in the metropolitan area.

- **Goal 4- Increased number of full-time faculty:** According to the most recent Higher Education Arts Data Services [HEADS] Report, Shepherd music is in the bottom 10% in terms of number of full-time faculty. With the latest data provided by IR showing 151 majors, we currently have 6.5 faculty members (8 faculty, with .25 release-Gonzol, .5 release-Tudor, .75 release-Renninger), which is well below the median average for public institutions, with more than 100 institutions reporting. More full-time faculty are essential to maintaining accreditation and moving the program forward.

  **Number of Full-time Faculty, NASM comparison**

<table>
<thead>
<tr>
<th>Size</th>
<th>Full-time Faculty</th>
<th>Shepherd Music Full-time Faculty</th>
<th>Shepherd Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-200 Majors</td>
<td>Median 11.5</td>
<td>6.5</td>
<td>Bottom 5th percentile.</td>
</tr>
</tbody>
</table>

- **Goal 5- Performance space:** With a new department chair in place, discussions will continue to take place about the development of additional, more acoustically appropriate performance facilities.

**Strategy/Rationale: What are the strategies for goal attainment?**

- **Goal 1:** The Department of Music has gotten internal approvals for the Bachelor of Music Program and will work with the VPAA for external approvals by HEPC and NASM.

- **Goal 2:** In order to attract the best students, it is imperative that the music department maintains its accreditation with NASM and move forward with the
Bachelor of Music degree in performance.

- **Goals 3 & 4:** Through the faculty line proposal process, Music has received a new faculty line as Coordinator of Vocal Studies and proposes an additional line in strings to meet the growing demand in this performance area.

- **Goal 5:** The music department will work with the Office of Advancement and the Friends of Music, as well as Executive Staff at the university to develop strategic plans for the design and funding of a new performance space.

**What are the strategies for ongoing review of programs of distinction?**

- A successful institutional program review was conducted in 2010. The next review will take place in 2015, at which time, the NASM self-study will serve as the guiding document for internal review.

- The 2015 NASM Self-Study and site visit are mentioned earlier in this section under “goals for strengthening the program.”

**Social Work as a Program of Distinction**

**Data:**

The social work program demonstrates linkages to three statements that are part of the University mission. First, “Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.” The program has far-reaching connections to the community as demonstrated in the Title I-VE grant program for the preparation of B.S.W. social workers for public practice with the West Virginia Department of Health and Human Resources (DHHR) and the training of new and current non-social work credentialed DHHR staff. Additionally, the social work program has coordinated an extensive pre-service training for foster parents and adoptive parents in our region and, at this point, has trained more than 800 potential foster parents. We are also providing in-service training and are poised to pilot a specialized curriculum for kinship care homes.

“We meet the needs of this community through assessment, development, and implementation of innovative programs and initiatives.” The social work faculty have been involved consistently in providing professional service to the state and local social service agencies. Historically, the program has been instrumental in establishing, supporting, and staffing organizations such as the Congregational Cooperative Action Program (C-CAP), the Shenandoah Women’s Center, and Hospice of the Panhandle. More recently, faculty have been involved in providing needed services to children and
families in a variety of ways—at the Safe Haven Child Advocacy Center in Martinsburg and through Friends-in-Action of the Eastern Panhandle. Over many years, the program has provided a range of professional development opportunities for social workers in the area. We are a certified provider of social work continuing education, as recognized by the West Virginia Board of Social Work Examiners. Thus we are able to provide CEU’s needed by professional social workers to biannually renew their license to practice, including many of our own graduates. Additionally, students in the social work program make significant contributions to the region through a variety of required internships. The total service provided by students in a typical year equals 11,000 plus hours. Placing an economic value on this service of $10/hour, these students add more than $100,000 of value to the local economy and provide assistance, which both public and non-profit social service agencies have found to be of critical importance in meeting their missions.

The University Mission Statement includes: “In order to create challenging, relevant experiences, inside and outside of the classroom, the University continually evaluates and assesses student learning.” The social work program utilizes a multifaceted assessment model evaluating the attainment of professional competencies. The social work program is subject to ongoing review by an outside accreditation agency, the Council on Social Work Education (CSWE). The Shepherd program is scheduled for a reaffirmation visit in September 2011. The standards of CSWE require continuous assessment and revision of the program which is documented with a formal site visit in an eight year cycle. These assessments are focused on the ten core competencies of the 2008 CSWE Curriculum Policy Statement that are the basis for the content of a credentialed social work program.

While a variety of tools are utilized, three methods are the basis of assessing student learning. The first is a comprehensive examination completed throughout the senior year which links the student’s field experience to ten areas of knowledge, values, and skills embedded in the Program’s objectives. This is designed to assess the overall learning of the student at the completion of the classroom and field components. This examination is processed at the end of the senior year as a culmination of a yearlong reflection and synthesis of material, which intersects with the learning areas explored in the field. An oral review of the examination is conducted by the whole faculty with small groups of students in similar field placements. The second instrument (the Student Field Performance Evaluation) focuses on assessment of this same goal utilizing field instructor ratings of a student’s knowledge, values, and skills in relation to the field setting. Because the senior field internship represents the transition process from student to beginning practitioner, assessment is critical to determine the effectiveness of the program in meeting these goals for the preparation of beginning level practitioners. The third instrument to assess the competencies and objectives is the program exit interview. This interview is held in conjunction with the competency review and provides an opportunity for graduating students, in groups of two to four, to reflect on their overall education and the social work program curriculum. The above represent only a small portion of the
diversity of assessments utilized by the Program and are integrated in our documentation for CSWE accreditation.

**Goals:**

The goals to strengthen the social work program include:

- Continue to seek outside funding to strengthen the academic and community service focus of the program.
- Continue to develop and strengthen ties with local community agencies to assist professional staff in performance of their service goals to clients.
- Continue to implement a sophisticated assessment strategy evaluating both classroom and fieldwork components.
- Continue preparation of the reaffirmation study and relevant documents for the 2011 site visit by the Council on Social Work Education

**Strategies/Rationale:**

The program will, through networking with colleagues and professional organizations, seek funding opportunities that enhance the mission and goals of the social work program. In 2008, the Shepherd social work program was selected to participate in the Cycle 1 B.S.W. Experiential Learning (BEL) Program funded by the Hartford Geriatric Social Work Initiative and the CSWE Gero-Ed Center. This grant for $7,500 focuses on building community-based connections between students and senior citizens. The program faculty will continue to offer their expertise to local agencies in assisting with program development, staff training, administrative consultation, and grant development. The program faculty will also continue to evaluate, refine, and administer a sophisticated, multi-dimensional assessment program evaluating student preparation for beginning professional social work practice. Additionally, the Dean of the School of Business and Social Sciences and the Vice President for Academic Affairs periodically review each program of distinction and report on this review to the university president.

**Social Work as a Program of Distinction 2009-2010 Assessment: Goals Met**

**Goal 1. Implementation of Efforts that Enhance Institutional Outreach and the Institutional Mission: Service to the Community**

The Social Work Program demonstrates linkages to three statements that are part of the University Mission. First, “Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.” Specifically; continue to seek funding to support the mission of the profession.

**Goal 1: Achieved**
Actions taken during the past academic year:

The Program has a diversity of connections to the community as demonstrated in the Title IV-E grant program for the preparation of BSW social workers for public practice with the WV Dept. of Health and Human Resources (DHHR) and the training of new and current non-social work credentialed DHHR staff. Additionally, the Social Work Program has coordinated pre-service training to foster and adoptive parents in our region and, at this point, has trained over 840 potential foster parents.

The Program has far-reaching connections to the community as demonstrated in the Title IV-E grant program (renewed for 2010-11 for $133,762) for the preparation of B.S.W. social workers for public practice with the West Virginia Department of Health and Human Resources (DHHR) and the training of new and current non-social work credentialed DHHR staff (nine different training session). Additionally, the Social Work Program continues to coordinate an extensive pre-service training process (12 rounds of training with 10 sessions per round) for foster and adoptive parents in our region (17 counties in eastern WV) and has trained an additional 135 potential foster/adoptive parents; an increase of 135 in the past year. This included a foster care/adoption conference in January, 2010. We are also providing in-service training to current foster and adoptive parents (eight sessions) for kinship placements and non-relative based placements.

Strategies Used:

Noted above

Corrective Action Taken:

None needed; goal achieved

Goal 2. From the University Mission statement: “We meet the needs of this community through assessment, development, and implementation of innovative programs and initiatives”. Specifically; Continue to develop and strengthen ties with local community agencies to assist professional staff in performance of their service goals to clients.

Goal 2.--Achieved

Actions taken during the past academic year:

The Social Work faculty has been involved consistently in providing professional service to the state and local social service agencies. During the last year, faculty have been involved in providing needed services to children and families in a variety of ways- at the Safe Haven Child Advocacy Center in Martinsburg and through the Friends-in-Action of the Eastern Panhandle agency. The Program provided a professional development
opportunity for social workers in the area (2nd Annual Aging Well workshop: Creative 
Aging at Any Age). We are a certified provider of social work continuing education, as 
recognized by the WV Board of Social Work Examiners. Thus we are able to provide 
regularly CEU’s needed by professional social workers to renew their license to practice, 
including many of our own graduates. The two year grant from the Hartford Foundation 
to participate in the Cycle 1 BSW Experiential Learning (BEL) Program funded by the 
Hartford Geriatric Social Work Initiative and the CSWE Gero-Ed Center has been 
completed. This grant for $7,500 focused on building community-based connections 
between students and senior citizens. The Program faculty continued to offer their 
expertise to local agencies (in particular Friends in Action of the Eastern Panhandle and 
Safe Haven Child Advocacy Center) in assisting with program development, staff 
training, administrative consultation, and grant development.

Additionally, students in the Social Work Program make significant contributions to the 
region through a variety of required internships. The total service provided by students in 
the last year equaled over 11,000 hours. Placing an economic value on this service of 
$10/hour, these students add over $100,000 of value to the local economy and provide 
assistance which both public and non-profit social service agencies have found to be of 
critical importance in meeting their missions.

**Strategies Used:**

Noted above

**Corrective Action Taken:**

None needed; goal achieved

**Goal 3.** Third, from the University Mission Statement includes: “In order to create 
challenging, relevant experiences, inside and outside of the classroom, the University 
continually evaluates and assesses student learning.” Specifically; Continue to 
implement a sophisticated assessment strategy evaluating both classroom and fieldwork 
components.

**Goal 3.—Achieved**

**Actions taken during the past academic year:**

The Social Work Program continued utilizing a multifaceted assessment model 
evaluating the attainment of professional competencies. While a variety of tools are 
utilized, three methods are the basis of assessing student learning. These assessment 
efforts are focused on 10 core competencies and 41 practice behaviors of the Educational 
and Policy Statements (EPAS) that are the basis for the professional content of a 
credentialed social work as mandated by the Council on Social Work Education (CSWE).
During the last year, all three major assessment tools were revised to reflect the new EPAS standards. The first is a comprehensive examination completed throughout the senior year which links the student’s field experience above note competencies and practice behaviors. This is designed to assess the overall learning of the student at the completion of the classroom and field components. This examination is processed at the end of the senior year as a culmination of a yearlong reflection and synthesis of material, which intersects with the learning areas explored in the field. An oral review of the examination is conducted by the whole faculty with small groups of students in similar field placements.

The second instrument (the Student Field Performance Evaluation) focuses on assessment of this same goal utilizing field instructor ratings of student’s knowledge, values, and skills in relation to the field setting. The senior field internship represents the “signature pedagogy of the profession” and the transition process from student to beginning practitioner, assessment is critical to determine the effectiveness of the Program for the preparation of beginning level practitioners. Again, the field evaluation was revised to reflect the required competencies and practice behaviors during the last year.

The third instrument to assess the objectives is the Program exit interview. This interview is held in conjunction with the competency exam review and provides an opportunity for graduating students, in groups of two to four, to reflect on their overall education and the Social Work Program curriculum. The above represent only a small portion of the diversity of assessments utilized by the Program and integrated in our documentation for CSWE accreditation.

**Strategies Used:**

Noted above

**Corrective Action Taken:**

None needed; goal achieved

**Social Work as a Program of Distinction 2010-2011 Assessment: Goals Met**

**General Statements**

The Social Work Program is a Program of Distinction for the following reasons:

- A record of continued success in securing outside funding to meet the Program goals-over $1.8 million dollars since 1993.
• An ongoing record of operating a sophisticated training program for non social work credentialed staff with the WV Dept. of Health and Human Resources throughout the 15 county region of eastern WV.

• A substantial contribution to the safety and stability of children under the care of the State through a pre-service training to foster and adoptive parents in our region. This initiative has trained over 800 parents to provide foster/adoptive care to the children of West Virginia and reduced the number of children shuttled from one foster home to the next.

• Maintaining a Program fully accredited by the Council on Social Work Education.

• The Social Work faculty has been involved consistently in providing professional service to the state and local social service agencies. Historically, the program has been instrumental in establishing, supporting, and staffing organizations such as the Congregational Cooperative Action Program (C-CAP), the Shenandoah Women’s Center, Hospice of the Panhandle, Safe Haven Child Advocacy Center in Martinsburg and through the Friends-in-Action of the Eastern Panhandle.

• Over many years, the Program has provided a range of professional development opportunities for social workers in the area. We are a certified provider of social work continuing education, as recognized by the WV Board of Social Work Examiners. Thus we are able to regularly provide CEUs needed by professional social workers to renew their license to practice, including many of our own graduates.

• Students in the Social Work Program make a significant contribution to the region through a variety of required internships. The total service provided by students in a typical year equals 11,000 plus hours. Placing an economic value on this service of $10/hour, these students add over $100,000 of value to the local economy and provide assistance which both public and non-profit social service agencies have found to be of critical importance in meeting their missions.

There are four goals that as serve as the basis for distinction (success on securing outside funding, have strong ties with community agencies and serve the professional staff of these agencies, utilize a sophisticated and multidimensional assessment process, and meet the standards for ongoing accreditation of Council on Social Work Education) and represent efforts to continue strengthening the social work program:

**Goal 1:** Continue to seek outside funding to strengthen the academic and community service focus of the program.

**Goal Met**

**Actions taken during the past academic year:**

The Program secured $133,148 through the Title I-VE grant program for the preparation of B.S.W. social workers for public practice with the West Virginia Department of Health and Human Resources (DHHR) and the training of new and current non-social work
credentialed DHHR staff. Additionally, through this contract, the Social Work Program has coordinated an extensive pre-service training for foster parents and adoptive parents in the region and, at this point, has trained more than 950 potential foster parents. Prof. Crawley-Woods supervised a contract of $36,258 through DHHR to provide this component in-service training for current foster parents.

**Strategies used:**

During the last year, the Program has maintained a diversity of connections to the practice community as demonstrated in the Title IV-E grant program for the preparation of BSW social workers for public practice with the WV Dept. of Health and Human Resources (DHHR) and the training of new and current non-social work credentialed DHHR staff. Also, this training initiative provided a two day conference (March 18 & 19, 2011) for Region III foster/adoptive parents entitled “Reaching New Heights” on the University campus. Professor Crawley-Woods secured a grant of $5000 to assist in the funding of the Aging Well Workshop in May, 2010. The Program also co-sponsored a workshop in conjunction with the Berkeley Co. Senior Center on March 23, 2011 entitled “Mental Health Influences on Aging”.

**Corrective action taken:**

None

**Goal 2:** Continue to develop and strengthen ties with local community agencies to assist professional staff in performance of their service goals to clients.

**Goal Met**

**Actions taken during the past academic year:**

During the past year, faculty have been involved in providing needed services to children and families in a variety of ways- at the Safe Haven Child Advocacy Center in Martinsburg and through the Friends-in-Action of the Eastern Panhandle agency. Also, the Program provided a range of professional development opportunities for social workers in the area including the third annual Aging Well Workshop. This year the conference was on May 20 and was entitled “Life’s Heroic Journey: Care of Self/Caring for Others”. As a certified provider of social work continuing education recognized by the WV Board of Social Work Examiners, the department is able to provide CEU’s needed by professional social workers to renew their license to practice, including many of our own graduates. Additionally, students in the Social Work Program make significant contributions to the region through a variety of required internships. The total service provided by students in this academic year equals 11,000 plus hours. Placing an economic value on this service of $10/hour, these students add over $100,000 of value to the local economy and provide assistance which both public and non-profit social service agencies have found to be of critical importance in meeting their missions.
Strategies used:

The faculty engaged in ongoing meetings with a variety of stakeholders including public and private agency staff, agency directors and administrators, graduates, and colleagues throughout the region to determine the topics and relevance for specific training initiatives.

Corrective action taken:

None

Goal 3: Continue to implement a sophisticated assessment strategy evaluating both classroom and fieldwork components.

Goal Met

Actions taken during the past academic year:

These assessment efforts are focused on Program objectives that are the basis for the professional content of a credentialed social work education. These objectives are linked to the ten Council on Social Work Education core competencies for practice (2008) and evidenced in the 41 specific practice behaviors which serve as the basis for the curriculum. While a variety of tools are utilized, three methods are the basis of assessing student learning. The first is a comprehensive examination completed throughout the senior year which links the student’s field experience to ten areas of knowledge, values, and skills embedded in the 17 objectives. This is designed to assess the overall learning of the student at the completion of the classroom and field components. This examination is processed at the end of the senior year as a culmination of a yearlong reflection and synthesis of material, which intersects with the learning areas explored in the field. An oral review of the examination is conducted by the whole faculty with small groups of students in similar field placements. The second instrument (the Student Field Performance Evaluation) focuses on assessment of this same goal utilizing field instructor ratings of student’s knowledge, values, and skills in relation to the field setting. Because the senior field internship represents the transition process from student to beginning practitioner, assessment is critical to determine the effectiveness of the Program in meeting these goals for the preparation of beginning level practitioners. The third instrument to assess the objectives is the Program exit interview. This interview is held in conjunction with the competency exam review and provides an opportunity for graduating students, in groups of two to four, to reflect on their overall education and the Social Work Program curriculum. For this academic year, these assessment tools were utilized with the 17 graduates. The above represent only a small portion of the diversity of assessments utilized by the Program and integrated in our documentation for CSWE accreditation.

Strategies used:
The faculty engaged in consultations with a nationally recognized expert in social work education (Dr. Charles Zastrow) in accreditation self-study development and curriculum assessment. The written and oral competency examinations were completed and evaluated by the faculty and the new Student Field Performance Evaluation was implemented and revised slightly.

**Corrective action taken:**

None

**Goal 4:** Continue preparation of the reaffirmation study and relevant documents for the 2011 site visit by the Council on Social Work Education.

**Goal Met**

**Actions taken during the past academic year:**

The Social Work Program is subject to ongoing review by an outside accreditation agency—the Council on Social Work Education (CSWE). The standards of CSWE require continuous assessment and revision of the Program which is documented in formal site visits in an eight year cycle. The faculty completed a 568 page self study during the last 18 months which was submitted to the Council on Social Work Education in March, 2011 and the Program is scheduled for a reaffirmation visit on October 17, 2011. Additionally, the Dean of the School of Business and Social Sciences continues to periodically review the Social Work Program.

**Strategies used:**

The faculty engaged in ongoing assessment and evaluation by the Program faculty concerning the ten Council on Social Work Education core competencies for practice (2008) and evidenced in the 41 specific practice behaviors which serve as the basis for the curriculum. The consultant mentioned above worked with the faculty to provide insight, assessment, and critiques that were integrated within the self-study documents.

**Corrective action taken:**

None

**Social Work as a Program of Distinction 2011-2012 Assessment: Goals Met**

**General Statements**
The Social Work Program is a Program of Distinction for the following reasons:

- A record of continued success in securing outside funding to meet the program goals—more than $1.8 million dollars since 1993
- An ongoing record of operating a sophisticated training program for non-social work credentialed staff with the WV Dept. of Health and Human Resources throughout the 15 county region of eastern WV
- A substantial contribution to the safety and stability of children under the care of the State through a pre-service training to foster and adoptive parents in our region. This initiative has trained more than 1100 parents to provide foster/adoptive care to the children of West Virginia and reduced the number of children shuttled from one foster home to the next.
- Maintaining a program fully accredited by the Council on Social Work Education
- The Social Work faculty has been involved consistently in providing professional service to the state and local social service agencies. Historically, the program has been instrumental in establishing, supporting, and staffing organizations such as the Congregational Cooperative Action Program (C-CAP), the Shenandoah Women’s Center, Hospice of the Panhandle, Safe Haven Child Advocacy Center in Martinsburg, and the Burke Street Initiative.
- Over many years, the program has provided a range of professional development opportunities for social workers in the area. The program is a certified provider of social work continuing education, as recognized by the WV Board of Social Work Examiners. Thus the program is able to regularly provide CEUs needed by professional social workers to renew their license to practice, including many Shepherd graduates.
- Students in the Social Work Program make a significant contribution to the region through a variety of required internships. The total service provided by students in a typical year equals 11,000 plus hours. Placing an economic value on this service of $10/hour, these students add more than $100,000 of value to the local economy and provide assistance which both public and non-profit social service agencies have found to be of critical importance in meeting their missions.

There are four goals that as serve as the basis for distinction (success on securing outside funding, strong ties with community agencies and service to the professional staff of these agencies, a sophisticated and multidimensional assessment process, and ability to meet the standards for ongoing accreditation of Council on Social Work Education) and represent efforts to continue strengthening the social work program:

**Goal 1:** Continue to seek outside funding to strengthen the academic and community service focus of the program.

**Goal Met**
Actions taken during the past academic year:

The program secured $168,007 through the Title I-VE grant program for the preparation of B.S.W. social workers for public practice with the West Virginia Department of Health and Human Resources (DHHR) and the training of new and current non-social work credentialed DHHR staff. Additionally, through this contract, the Social Work Program has coordinated an extensive pre-service training for foster parents and adoptive parents in our region and, at this point, has trained more than 1,100 potential foster parents.

Strategies used:

During the last year, the program has maintained a diversity of connections to the practice community as demonstrated in the Title IV-E grant program for the preparation of B.S.W. social workers for public practice with the WV Dept. of Health and Human Resources (DHHR) and the training of new and current non-social work credentialed DHHR staff. Also, this training initiative provided two, two-day conferences (Sept. 30-Oct. 1, 2011 and May 11-12, 2012) for Region III foster/adoptive parents titled “Loving the Differences of Our Children” in Parsons, WV, and on the Shepherd campus. Professor Crawley-Woods secured a grant of $5,000 to assist in the funding of this workshop.

Corrective action taken:

None

Goal 2: Continue to develop and strengthen ties with local community agencies to assist professional staff in performance of their service goals to clients.

Goal Met

Actions taken during the past academic year:

During the past year, faculty have been involved in providing needed services to children and families in a variety of ways – at the Safe Haven Child Advocacy Center in Martinsburg and through the Burke Street Initiative. Also, the program provided a range of professional development opportunities for social workers in the area including the fourth annual Aging Well Workshop. This year the conference was on May 15 and was titled “Thinking Outside the Box (Acting, Playing, Dancing, Singing).” Professor Crawley-Woods secured a grant of $5,000 to assist in the funding of this workshop. As a certified provider of social work continuing education recognized by the WV Board of Social Work Examiners, the program was able to provide CEU’s needed by professional social workers to renew their license to practice, including many Shepherd graduates. Additionally, students in the Social Work Program make significant contributions to the region through a variety of required internships. The total service provided by students in this academic year equals 11,000 plus hours. Placing an economic value on this service of $10/hour, these students add more than $100,000 of value to the local economy and provide
assistance which both public and non-profit social service agencies have found to be of critical importance in meeting their missions.

**Strategies used:**

The faculty engaged in ongoing meetings with a variety of stakeholders including public and private agency staff, agency directors and administrators, graduates, and colleagues throughout the region to determine the topics and relevance for specific training initiatives.

**Corrective action taken:**

None

**Goal 3:** Continue to implement a sophisticated assessment strategy evaluating both classroom and fieldwork components.

**Goal Met**

**Actions taken during the past academic year:**

These assessment efforts are focused on program objectives that are the basis for the professional content of a credentialed social work education. These objectives are linked to the 10 Council on Social Work Education core competencies for practice (2008) and evidenced in the 41 specific practice behaviors which serve as the basis for the curriculum. While a variety of tools are utilized, three methods are the basis of assessing student learning.

The first is a comprehensive examination completed throughout the senior year which links the student’s field experience to 10 areas of knowledge, values, and skills embedded in the 17 objectives. This is designed to assess the overall learning of the student at the completion of the classroom and field components. This examination is processed at the end of the senior year as a culmination of a yearlong reflection and synthesis of material, which intersects with the learning areas explored in the field. An oral review of the examination is conducted by the whole faculty with small groups of students in similar field placements. All graduating seniors met the target outcomes in 10 areas by achieving a composite score on the comprehensive exam of greater than 2.5/4 with the highest score being 31.1 and the lowest being 2.74.

The second instrument (the Student Field Performance Evaluation) focuses on assessment of this same goal utilizing field instructor ratings of students’ knowledge, values, and skills in relation to the field setting. Because the senior field internship represents the transition process from student to beginning practitioner, assessment is critical to determine the effectiveness of the program in meeting these goals for the preparation of beginning level practitioners.
The third instrument to assess the objectives is the program exit interview. This interview is held in conjunction with the competency exam review and provides an opportunity for graduating students, in groups of two to four, to reflect on their overall education and the Social Work Program curriculum. For this academic year, these assessment tools were utilized with the 17 graduates. The above represent only a small portion of the diversity of assessments utilized by the program and integrated in our documentation for CSWE accreditation.

**Strategies used:**

The written and oral competency examinations were completed and evaluated by the faculty and the new Student Field Performance Evaluation was implemented and revised slightly.

**Corrective action taken:**

None

**Goal 4:** Continue preparation of the reaffirmation study and relevant documents for the 2011 site visit by the Council on Social Work Education.

**Goal Met**

**Actions taken during the past academic year:**

The program had a successful reaffirmation site visit on October 17, 2011 and received a full eight years of accreditation with no requirement for an interim report. Additionally, the Dean of the School of Business and Social Sciences continues to periodically review the Social Work Program.

**Strategies used:**

The faculty engaged in ongoing assessment and evaluation by the program faculty concerning the 10 Council on Social Work Education core competencies for practice (2008) and evidenced in the 41 specific practice behaviors which serve as the basis for our curriculum. The consultant mentioned above worked with the faculty to provide insight, assessment, and critiques that were integrated within the self-study documents.

**Corrective action taken:**

None
Data:

The Department of Contemporary Art and Theater helps to fulfill the University Mission to serve as the cultural center of the region. The Eastern Panhandle of West Virginia does not have cultural facilities as can be found in Charleston, Huntington, Wheeling, and other parts of the State so Shepherd University has accepted responsibility for that role. The Department annually provides over 70 exhibition, 100 theatrical performances, and many workshops, lectures, and seminars for the campus and the extended community. These events attract an audience that exceeds 60,000 each year and enables us to provide our students and community with the opportunity to experience and learn about contemporary art and theater from some of the finest talent in the nation.

In addition to the programs identified above, the Department supports institutional outreach through collaborative work with many arts organizations in the region as well as with the business community. These efforts have resulted in recognition and awards from the regional business community, the Chambers of Commerce, and the State. We provide art services (design, photography, display) for several non-profit organizations dedicated to services ranging from providing coats for needy children to animal shelters. We provide specialized assistance to community leaders who need to improve their ability to do public presentations. In addition, we share our facilities and equipment with many of these same organizations whenever possible. Students and faculty are currently working on projects with the Shepherdstown Business Association and the Gateway New Economy Council in a joint effort to provide greater visibility for the local and regional businesses as well as provide tools to help recruit new businesses to the region.

The Department has been a campus leader in experiential learning having established the first campus internship programs over 30 years ago and the first foreign studies program on the campus over 25 years ago. The Department currently offers internship opportunities to every student in the program and they range from working with small local businesses and organizations to the large and famous in the metropolitan Washington, DC and Baltimore area as well as New York City and other major cities. These experiential learning opportunities have served to open career opportunities to our students that would never have been possible through traditional educational methods. The Department annually offers at least two foreign study and travel opportunities. These opportunities are available for any student and community member as well as for our majors. Each travel program is accompanied by a course that studies the art and the culture of the countries to be visited and is followed by public exhibitions and presentations by those who participated in the trip and the course. Annual participation in the travel program is over 100. Recent study abroad opportunities have included China, Italy, Great Britain, and Peru.
The Department supports the University goal to provide service to the community by working directly with regional as well as State businesses and agencies to support tourism and business. Our annual Contemporary American Theater Festival alone attracts an audience covering almost all states as well as several foreign countries and we work with regional hotels, restaurants, and businesses to provide tourism packages as well as to promote their businesses to our audience. A recent survey conducted by the Gateway New Economy Council found that the five weeks of the festival generated over $3,000,000 in sales for businesses in the Shepherdstown area.

**Goals:**

The Department is currently working on six efforts to strengthen the program. The first is the work mentioned above with the New Gateway Economy Council to identify ways we can enhance regional tourism and business activities and to attract new businesses to the area.

The second effort is to increase our collaborative work with regional art and theater organizations to increase the number of related activities and to coordinate those activities to be mutually beneficial. In these times of economic woes, arts organizations are often the first to feel the effects with decreases in grants and donations.

The third effort is to develop new programs within the Department. We do yearly curriculum evaluations and updates and are currently beginning research on developing a major in performance as well as arts management. The later is an area that is not offered in West Virginia and we see a career opportunity not currently being served. We also are investigating a program in entertainment media that would again provide career opportunities for our students that do not currently exist.

A fourth effort is to develop a semester and/or year-long study abroad program to provide extended foreign study opportunities and to develop internship programs in other countries in recognition of increasing globalization. We currently are working with a town in France on a project that could provide us with a location and facility.

Our final current effort is the completion of the final two phases of the Center for Contemporary Art to provide additional facilities for art and theater programming for the campus and community. These buildings will serve as both classrooms for the arts programs as well as provide spaces that are adaptable for other campus disciplines and community needs.

**Strategies:**

The strategies are many and some overlap. Our efforts to enhance the region’s
economy, to increase collaboration with regional organizations, and to secure funding for the completion of the Center involve many of the same strategies. We understand that each of these goals is mutually supportive. Increasing collaboration enhances the region’s economy and, in turn, brings us additional support for the Center. It is a simple recognition that what benefits us benefits the community and what benefits the community benefits us. The strategies employed in this area are a bit more difficult than anticipated due to the slowdown in the national economy. We continue to work with others and provide the support we can to them while making new friends and, once the economy recovers, supporters for our initiatives.

The effort to develop new programs within the department involves a large amount of research. We will work with arts providers—galleries, museums, theaters, schools, businesses—to identify the potential job market in these careers and to then identify the needed curriculum. We developed and continue to revise our curriculums in graphic design and photography through this same method and have found we are then able to produce graduates who are very successful in the job market.

Our goal to develop extended foreign study opportunities involves work with other academic units of the campus and with the administration. We continue to work with the Departments of Sociology and English and Modern Languages to offer the first opportunity in this area with an extended program in Africa next year. We are also working with institutions that have such program already in place to see if collaborative programs are possible and to also learn what they already know. An additional effort involves conversations we have initiated with foreign universities and businesses to identify possible areas of collaboration and opportunity.

The Department of Contemporary Art and Theater has an extensive review program in place in addition to the institutional five-year program review that involves external evaluators. The department brings in external reviewers each year to evaluate every second and fourth year student in the program. The reviewers are from the professional world—gallery and business owners, museum curators, professional designers, photographers, and artists, representatives for graduate art programs—and they interview each of the students and evaluate their portfolios. Another group of reviewers concentrates on the students’ writing samples—letters of introduction, resumes, etc. At the end of the review process, every student has a written evaluation by a minimum of three external reviewers with expertise in the particular concentration area and the department receives a copy of each of these individual evaluations as well as a summary of the program from each of the reviewers.

Additionally, the Department sponsors several annual competitive exhibitions and projects with the final work selected by external professionals. This also provides both the students and the faculty with objective feed-back from professionals working in the field.
Department of Contemporary Art and Theater as a Program of Distinction 2009-2010 Assessment

The Department of Contemporary Art and Theater has had a VERY productive and active past academic year.

Summer 2009
The department escorted 6 students to the Venice Biennale during the summer lead by Stephanie Robbins and accompanied by Rhonda Smith.

Contemporary American Theater Festival 5 plays in repertory
Yankee Tavern by Steven Dietz (15 performances)
Farragut North by Beau Willimon (16 performances)
Fifty Words by Michael Weller (14 performances)
A History of Light by Eisa Davis (16 performances)
Dear Sara Jane by Victor Lodato (14 performances)
7 Breakfast with Ed Events, an opportunity to meet with Ed Herendeen/playwrights and actors to discuss the plays this season.
Actors Lab performance with the Interns at CATF
2 Stage Reading with CATF actors: Shooting Star by Steven Dietz and Side Effects by Michael Weller
5 Post Show Discussions provided opportunities to talk with the company members and the audience about performances.
Board-to-Board Initiative for trustees of regional area theaters to stimulate conversation among the regional theater boards to discuss ways of understanding, selecting, supporting and promoting productions with others who understand the process.
Teacher Training Institute in Partnership with the Appalachian Education Initiative provides a hands on opportunity for high school teachers to learn about play writing, script selection and analysis, theater development, theater design, and technical production skills and resources.
2 Art Exhibits, Alison Helm, Sculpture on the lawn and in the gallery of the Frank Center and Jodi Patterson in the Center for Contemporary Art, Drawing Studio
3 art Exhibits
The following events are provided through a grant from the West Virginia Humanities Council and The Arts and Humanities Alliance of Jefferson County.
3 Afterthoughts an opportunity to meet with the actors and staff to discuss the plays
3 Lectures by a distinguished guests under the tent including: all the playwrights at CATF this season for the first lecture, Jay Carson Press Secretary to Hillary Clinton in her presidential campaign, Patrick Wallace Stage Manager for CATF and what happens behind the scenes.
3 musical events in Shepherdstown including The Rolling Coyotes at the Clarion Inn and Conference Center, Billy Thompson at the Bavarian Inn, Blue Scandinavia: Annika Mustonen and Jesper Dolgov, at Stone Bistro.
Fall 2009
Frank Center Gallery Exhibits and Lectures:

- **Mon. Aug 31st** Opening for the Faculty Show Reception 6:00 – 8:00pm
- **Mon. Oct. 5th** Opening for Shepherd alumni, sculptor Ron Hollingshead. Artist’s lecture at 5:00pm, with a reception to follow at 6:00pm.
- **Mon. Nov. 2nd** student competitive exhibit, faculty jury from proposals provided by students who those awarded an exhibit display work during this time frame.
- **Visual Literacy Exhibit, in conjunction with the Shepherd University Bookstore** A juried exhibit for students held in the Fall and Spring sponsored by the Shepherd University Bookstore with the assistance of Rhonda Smith.

2-Days in New York City Field Trip, Oct. 35 participants visited art museums and galleries in the city, organized by Jodi Patterson.

Field Trip to Washington D.C. for African Art students in September to visit African Voices at Museum of Natural History and the African Art Museum, organized by Rhonda Smith

**Extended Image Exhibit** in conjunction with the PHOT 487 taught and organized by Stephanie Robbins.

**Sans Merci Publication Release**, Faculty Advisor, Stephanie Robbins supervises the Art Editors and to unify the literary and art components of the publication by creating protocols etc.

Spring 2010
2 week Study Abroad in Thailand, Cambodia and Vietnam with 20 students.

Field Trip to Baltimore to attend the American Craft Council Fair, Feb. 2010, organized by Sonya Evanisko 41 students and 4 faculty participated.

Frank Center Gallery Exhibits and Lectures:
- Jan. 25th Jonathon Hearn in the CAC Gallery  Opening 6:00-8:00pm
- Feb. 1st Lee Wheeler in the CAC Gallery  Artist’s Talk 5:00-7:00pm Reception 6:00-8:00pm
- Feb. 8th Faculty Show in the Library*  Opening 5:00-7:00pm
- Mar. 1st Graphic Design Show in the CAC Gallery  Opening 5:00-7:00pm
- Apr. 5th Honors Show in the CAC Gallery  Opening 5:00-7:00pm

Senior Exhibits
**11 Senior Exhibits** with 18 participating seniors exhibiting their work in Shepherdstown and the region during the month of April.
Sans Merci Exhibit, Train Station, Shepherdstown WV, with Art and English student participants.

**Sophomore Portfolio Presentations** (one component of our multi-prong assessment process)
Faculty panels listened to presentations of portfolios by all BFA students at the sophomore level and evaluated the quality of work, written materials and the presentation for continuance in the BFA program by these students. This event took place on Thursday April 9 from 9 am – 4 pm.

**Senior Portfolio Review Day Event** (one component of our multi-prong assessment process)

**Off campus Student Internships** in Graphic Design, supervised by Kristin Kaineg

**Summer 2010**
**Contemporary American Theater Festival** 5 plays in repertory
16 performances of Inana by Michele Lowe
17 performances of Lidless by Frances Ya-Chu Cowhig
17 performances of Breadcrumbs by Jennifer Haley
18 performances of White People by J.T. Rogers
The 2010 Weissberg Fellowship Program provided fellowships for four individuals this season.
The 2010 Shirley A. Marinoff Education Fund provided a grant to two Shepherd University student interns with CATF
West Virginia Humanities Council helps sponsor:
4 Post-Show discussions with company members and the audience
7 Talk Theater opportunities with Ed Herendeen to learn more about the inner workings of the Festival.
2 Stage Readings: Lucy Thurber: CATF 2011 commissioned playwright
Teacher Training Institute July 14-17th in partnership with the Appalachian Education Initiative (AEI), CATF provides a professional development program for high school teachers from W.V. and throughout the region.
Visual Arts at the Festival, Mike Mendez photography in the Center for Contemporary Art.

**Individual Faculty Accomplishments**
**Summer 2009/Fall 2009/Spring 2010**
Sonya Evanisko, Painting and Foundations, Coordinator of the BFA Painting Program.
- Solo Exhibition, Bridge Gallery, Shepherdstown, WV 2009
- Juried Exhibition, *Nancy Rodig Regional Exhibit*, The Arts Centre, Martinsburg, WV 2009
- Juried Two Person Exhibit, Shenandoah Arts Council Gallery, Winchester, VA 2009
• Juried Group Exhibit, *The 30th Anniversary of the WV Juried Exhibition*, The Culture Center, State Capitol, Charleston, WV 2009/10

**Ed Herendeen, Theater and Founding Director of CATF**

• Directed the critically acclaimed world premiere of *The Eclectic Society* at the Walnut Street Theater in Philadelphia, which opened on Jan. 27, 2010 and closed March 7, 2010. This work is now under consideration for a Broadway and/or off Broadway production under your direction.

• Produced 2009 Contemporary American Theater Festival

• Raised one million dollars from grants received from National and Private Foundations, businesses and Corporations, individuals and ticket sales to fund the CATF 2009 season.


• Invited to write an essay on Contemporary Theater, which is included in *Theaters 2 Architecture*, Published by Images Publishing Group, Australia, 2009

• Developed grant opportunities which include:
  o WV State Legislature, $95,000
  o National Endowment for the Arts, $15,000
  o The Shubert Foundation, $15,000
  o WV Humanities Foundation, $7,000
  o Ted Snowdon Foundation, $10,000
  o Weissberg Foundation, $10,000
  o WV Division of Tourism, $10,000
  o Nora Roberts Foundation: $250,000 pledge to Shepherd University Capitol Endowment Campaign.
  o Shepherd University Board of Governors: $10,000 gift to commission a new American plan.

**Kristin Kaineg, Graphic Design, Coordinator BFA graphic design program, Assessment Coordinator for the Department.**

Below are a list of some but not all of these new clients:

• Blue Ridge Center for Environmental Stewardship, brochure design

• *This Race is for the Birds*, website, postcard and poster design

• Stella Grabenstein, wedding invitations

• BraceAid, identity and website design www.braceaid.org

• Mission of Mercy, 2009 Gala Save the Date, invitation and response card

• Betsy Tyson, resume layout design

• Sonya Evanisko, website design and programming www.sonyaevanisko.com

• AIGA Blue Ridge, Flux Competition materials, identity, website design and print materials.
• Dr. Thomas F. Kaineg website, posters and promotional materials
  www.kaingorthodontics.com
• Freedom’s Run website, e-newsletter, print materials www.freedomsrun.org
• CraftWorks at Cool Spring website, e-newsletter, print materials
  www.craftworksatcoolspring.org
• Isabelle Glass identity, website design and programming, exhibition design, print materials
  www.isabelleglass.com
• American Conservation Film Festival identity, festival program, Save the date cards

**Service to the Community**
- Board Membership to the local AIGA chapter, Frederick
- Frederick Community College Advisory Board Member
- Principal Coordinator of the Flux Student Design Competition
- Judge, *Smart Magazine*, Frederick and Washington Counties
- Judge, AIGA Blue Ridge First Annual Poster Clash
- Co-Chair: Flux, Fourth Annual Juried Student Design Competition
- Member, Marketing Focus Group, Downtown Frederick Partnership

**Workshops Conducted:**
- Design for the Non-designer, June 10-11 you developed and taught a two-day seminar for CraftWorks at Cool Spring in Charles Town, WV

**Stephanie Robbins, Photography Computer Imagery, Co-coordinator of the BFA photography computer imagery program, Enrollment Management Coordinator for the Department.**
- Currently involved in an ongoing collaboration with the owner of the Smoke Gallery, Niagara Falls, and Ontario, Canada to develop a community arts program. Anticipating a DVD of ambient music to be screened this summer.
- A scheduled solo exhibit Della Brown Taylor Gallery, WVU, Morgantown, WV was canceled because of reorganization in the gallery. It should be noted that you prepared for this exhibit, and turned down other opportunities in preparation for an exhibit that never occurred.

**Melissa Scotton, Graphic Design and co-coordinator BFA Graphic Design Program**
- Featured in Vans: Off the Wall: Stories of Sole form Vans originals/hardcover/2009, custom hand-painted shoes included in the DIY section of this publication
- *Custom Made Vans Shoes*, Group Exhibition, Vans Store, Las Vegas, NV
- Client Work:
  - DC Girls
  - Historic Shepherdstown Museum and Entler Hotel

**Rhonda Smith, Chair Department of Contemporary Art and Theater**
• *Travel with a Talisman: A journey*, one person invitational exhibit, Shenandoah Arts Council Gallery, Winchester, VA, July – Aug. 2010


• Arranged for a Framing Workshop conducted by Robert Farmer and Karen Gergely for students in Capstone. February 2010.

**Student Accomplishments:**
The accomplishments listed here are in addition to exhibit opportunities provided by the Department or the campus such as:

• 11 Senior Shows with 18 graduating seniors, in various locations within the region April 2010

• Emerging Artists Exhibit, Fall 2009, Martinsburg WV

• Extended Image Exhibit, Fall 2009, Martinsburg, WV

• Visual Literacy Exhibits Fall 2009 and Spring 2010, Shepherd University Bookstore

• 2 Annual Student Competitive Exhibits November 2009

• Annual Student Honors Exhibit, Spring 2010, Frank Center for the Creative Arts

• Sans Merci, Shepherd Literary and Visual Art Publication, Spring 2010

• UnFiltered Exhibit, Fall 2009, Frederick, Md

• FLUX competition, competitive national competition for Graphic Design, Blue Elephant Art Center, Frederick, MD

**Photography Computer Digital Imagery Students**

**Awards and Activities:**

**Senior Photography Fall 2009**

LaJuan Bennett-

• Extended Image, Interwoven Mills Complex, Martinsburg, WV, Dec. 4, 2009

Challee M. Blackwelder-

• Extended Image, Interwoven Mills Complex, Martinsburg, WV, Dec. 4, 2009

Lauren Brown-

• Extended Image, Interwoven Mills Complex, Martinsburg, WV, Dec. 4, 2009

Katherine Farrell-

• Extended Image, Interwoven Mills Complex, Martinsburg, WV, Dec. 4, 2009

Shepherd University Dean’s List, Shepherd University, Shepherdstown WV

Carissa Guyot-

• “Dawn”, “Deviate”, Digital Photography, Sans Merci, Literary Magazine, Shepherd University, Shepherdstown, WV

• “Blink”, Extended Image, Interwoven Mills Complex, Martinsburg, WV, Dec. 4, 2009

• Recipient, West Virginia PROMISE Scholarship
• Photography Intern at the National Conservation Training Center The Fish and Wildlife Service. Shepherdstown, WV
  Lindsay Ives
• Extended Image: Group Exhibit, Interwoven Mills Complex, Martinsburg. WV. Dec. 2009
  Lindsay Kumpf
• Webmaster, The Shepherdstown Observer, 2008-2009, designing and maintaining website
  Austin Phillips
• Extended Image, Interwoven Mills, Martinsburg, WV 2009
  Kyle Schmitz
• Extended Image: Group Exhibit, Interwoven Mills Complex, Martinsburg. WV. Dec. 2009
  Ben Schonberger
• Extended Image: Group Exhibit, Interwoven Mills Complex, Martinsburg. WV. Dec. 2009
  • Visual Literacy Exhibit, Shepherd University Bookstore, Shepherdstown WV 2009
  • Flux Exhibition, Blue Elephant Art Center, Frederick MD 2009
  Holly White
• Solo Exhibit, Sleepy House Studios, Winchester, VA July-Aug. 2009
  • Art Walk, Group Exhibition, Downtown Walking Mall, Winchester, VA July 2009
  • Winchester Artist group Show, Virginia National Bank, Winchester, VA, June 2009
  • Extended Image: Group Exhibit, Interwoven Mills Complex, Martinsburg. WV. Dec. 2009
  • Deans List Fall 2009

**Senior Photography Spring 2010**

• Restrained, group exhibit, Shepherdstown WV, April 2010
  Austin Phillips
• Paradox, “Olfaction 5”, Sculptural Photography, Red House Gallery, Shepherdstown, WV 2010
  Ben Schonberger
• Synthetic Glamour, one person exhibit, Photoworks Gallery, Leesburg, VA 2010
  Holly White

**Sophomore Photography Fall 2009**

• Visual Literacy Exhibit, Shepherd University Bookstore, Shepherd University, Shepherdstown, WV
• 2’x2’ Photography Exhibit, Center for Contemporary Arts Hallway, Shepherd University, Shepherdstown, WV
  Tricia Combs-
• Visual Literacy Exhibit, Shepherd University Bookstore, Shepherd University, Shepherdstown, WV
  Krysten Elliot-
• 2’x2’ Photography Exhibit, Center for Contemporary Arts Hallway, Shepherd University, Shepherdstown, WV
Ashley Renee Hoffman-
• Art Department Scholarship, Department of Contemporary Art and Theater, Shepherd University, Shepherdstown, WV
Maura Housley-
• Visual Literacy Exhibit, Shepherd University Bookstore, Shepherd University, Shepherdstown, WV
• 2’x2’ Photography Exhibit, Center for Contemporary Arts Hallway, Shepherd University, Shepherdstown, WV
Lauren Jeschelnik-
• Visual Literacy Exhibit, Shepherd University Bookstore, Shepherd University, Shepherdstown, WV
• 2’x2’ Photography Exhibit, Center for Contemporary Arts Hallway, Shepherd University, Shepherdstown, WV
Cassandra Lopez-
• 2’x2’ Photography Exhibit, Center for Contemporary Arts Hallway, Shepherd University, Shepherdstown, WV
• Visual Literacy Exhibit, Shepherd University Bookstore, Shepherd University, Shepherdstown, WV
Madeline Richards-
• Sans Merci, Shepherd University publication
• Recipient, West Virginia PROMISE Scholarship
Erin Stamp-
• Sans Merci, Shepherd University publication
• Shepherd University Dean’s List, Shepherd University, Shepherdstown, WV
Deanna Tabor-
• Visual Literacy Exhibit, Shepherd University Bookstore, Shepherd University, Shepherdstown, WV
• 2’x2’ Photography Exhibit, Center for Contemporary Arts Hallway, Shepherd University, Shepherdstown, WV
• Frederick Collaborative Artist Exhibit, Frederick, MD

**Sophomore Photography Spring 2010**
Megan Casteel –
• Shepherd University Photographers Exhibit, Center for Contemporary Arts, *Capturing Intimacy*, Shepherdstown, WV
• Sans Merci, Shepherd University publication, *Aliens*
• Bulldog Magazine Vol. 1, Marketing Communications Department of Mack Trucks Inc., *Larry’s Business*
• 4-H Photography Contest, *Japanese Kris, Ice Silhouette and Bold Lilies*
Tricia Combs-
- Shepherd University Photographers Exhibit, Center for Contemporary Arts, Shepherdstown, WV

Krysten Elliot-
- Annual Students Honors Exhibit, Center for Contemporary Arts, Shepherdstown, WV

Maura Housley-
- Evolution of the Arts: See Through the Lens, The Garfield Artworks, Pittsburg, PA

Lauren Jeschelnik-
- Shepherd University Photographers Exhibit, Center for Contemporary Arts, Shepherdstown, WV

Cassandra Lopez-
- Annual Students Honor Exhibit, Center for Contemporary Arts, Shepherdstown, WV
- Sans Merci Exhibit, Train Station Gallery, Shepherdstown, WV
- Sans Merci, Shepherd University publication

Holly Nichols-
- Shepherd University Photographers Exhibit, Center for Contemporary Arts, Shepherdstown, WV

Cynthia O’Neill-
- Sans Merci, Shepherd University publication
- Receipt, Shepherd University Art Department Scholarship, Shepherd University

Madeline Richards-
- Mélange 2010 Calendar, Somerset Studio, Cover Artist
- Harper Collins Publishing, Cover Artist
- Sans Merci Exhibit, Train Station Gallery, Shepherdstown, WV
- Sans Merci, Shepherd University publication
- Best Art Award, Sans Merci, Shepherdstown, WV
- Recipient, West Virginia PROMISE Scholarship

Erin Stamp-
- Recipient, Art Department Spring Tuition Waiver
- D.C. Calendar, Kelly Press, Inc., designer and photographer
- Sans Merci Exhibit, Train Station Gallery, Shepherdstown, WV
- Sans Merci, Shepherd University publication

Deanna Tabor-
- Sans Merci Exhibit, Train Station Gallery, Shepherdstown, WV
- Sans Merci, Shepherd University publication

**Students majoring in a Studio Area:**

**Seniors majoring in a Studio Area**

**Fall 2009**

Chelsea Hosey
- Braxton Fair, Holy Gray Park, Sutton, WV July 2009

**Fall 2010**

Chelsea Hosey
• Obsessive Creative Drawings, group exhibit, Scarborough Library, Shepherd University, Shepherdstown, WV April 2010

**Sophomore Studio Fall 2009**
James Graeter
• “Big 100 Art Show”, Olympic Mills Gallery, Portland, Oregon
Chloe Herrold
• Benefit Art Exhibit, Shepherd University Wellness Center, Shepherd University, Shepherdstown, WV
Cassie Mand
• Creative Educator’s Art Exhibit, Shepherd University Library, Shepherd University, Shepherdstown, WV

**Sophomore Studio Spring 2010**
Chloe Herrold
• Annual Students Honor Exhibit, Center for Contemporary Arts, Shepherdstown, WV
Christopher Little-
• Sans Merci, Shepherd University publication
Daniel Stotler
• “Consumption”, mixed media exhibit, Historic Shepherdstown Museum & Entler Hotel, Shepherdstown, WV, April 2010
• “In the Field” published in Sans Merci, Vol 34 Literary/Arts publication of Shepherd University, Shepherdstown WV

**Graphic Design Students**

**Senior Graphic Design**

**Fall 2009**
John Embry
• AIGA Student Group Graphic Design Show, Shepherdstown, WV Feb. 2009
Kayla Stuckey
• Production Manager, Shepherd University Picket
Jennifer Tyler
• Intern, Eden Design, Summer 2009
• Visitors Center Brochure, Shepherdstown Business Association/ Shepherdstown, WV Fall 2009
• Website Development, Sol Trotter, Martinsburg, WV Spring 2009
• AIGA Flux Design Co petition, Frederick MD Fall 2009

**Spring 2010**
John Embry
• AIGA Clash Show, “Change One Thing”, Frederick MD, March 2010
Jennifer Tyler
• Website Development, Sol Trotter, Martinsburg, WV Spring 2009
• AIGA Student Show, Shepherdstown, WV Spring 2010

**Sophomore Graphic Design**

**Summer 2009**
Mike Jandora-
- Hagerstown, MD “Take Flight” Project, Hagerstown, MD, Summer 2009
  
  **Sophomore Graphic Design Fall 2009**
  Samantha Coceano-
  - “Advice Poster” Group Exhibit, Frank Center, Shepherd University, Shepherdstown, WV
  - MOAA Educational Scholarship for 2009
  - Shepherd University Dean’s List, Shepherd University, Shepherdstown, WV

  Raymond De Los Santos-
  - “Dead Man’s Call Phone” Poster Exhibit, Sara Cree Hall, Shepherd University, Shepherdstown, WV

  Emily Ann Garel-
  - “Advice Poster” Group Exhibit, Frank Center, Shepherd University, Shepherdstown, WV

  Mike Jandora-
  - Visual Literacy Exhibit, Shepherd University Bookstore, Shepherd University, Shepherdstown, WV

  Xiaofei Ji-
  - “Advice Poster” Group Exhibit, Frank Center, Shepherd University, Shepherdstown, WV

  Megan N. Lewis-
  - “Dead Man’s Call Phone” Poster Exhibit, Sara Cree Hall, Shepherd University, Shepherdstown, WV

  Clay Warren McFarren-
  - “Dead Man’s Call Phone” Poster Exhibit, Sara Cree Hall, Shepherd University, Shepherdstown, WV
  - “Advice Poster” Group Exhibit, Frank Center, Shepherd University, Shepherdstown, WV

  John Parks-
  - “Dead Man’s Call Phone” Poster Exhibit, Sara Cree Hall, Shepherd University, Shepherdstown, WV
  - “Advice Poster” Group Exhibit, Frank Center, Shepherd University, Shepherdstown, WV

  Domenica Zara Queen-
  - “Dead Man’s Call Phone” Poster Exhibit, Sara Cree Hall, Shepherd University, Shepherdstown, WV
  - Recipient, West Virginia PROMISE Scholarship

  Justin Queen-
  - Selected Works, AIGA Student Graphic Design Show, Frank Center Gallery, Shepherd University, Shepherdstown, WV
  - “Dead Man’s Call Phone” Poster Exhibit, Sara Cree Hall, Shepherd University, Shepherdstown, WV
  - Recipient, West Virginia PROMISE Scholarship

  Dan Jae Smith-
• “Dead Man’s Call Phone” Poster Exhibit, Sara Cree Hall, Shepherd University, Shepherdstown, WV
• “Advice Poster” Group Exhibit, Frank Center, Shepherd University, Shepherdstown, WV
• Recipient, West Virginia PROMISE Scholarship
• Shepherd University Dean’s List, Shepherd University, Shepherdstown, WV
  Julie West-
• “Advice Poster” Group Exhibit, Frank Center, Shepherd University, Shepherdstown, WV
  Chardonna Willis-
• “Advice Poster” Group Exhibit, Frank Center, Shepherd University, Shepherdstown, WV

Sophomore Graphic Design Spring 2010

Emily Ann Garel-
• Selected Works, AIGA Student Graphic Design Show, Frank Center Gallery, Shepherd University, Shepherdstown, WV
Xiaofei Ji-
• Selected Works, AIGA Student Graphic Design Show, Frank Center Gallery, Shepherd University, Shepherdstown, WV
Domenica Zara Queen-
• Selected Works, AIGA Student Graphic Design Show, Frank Center Gallery, Shepherd University, Shepherdstown, WV
• Recipient, West Virginia PROMISE Scholarship
Justin Queen-
• Selected Works, AIGA Student Graphic Design Show, Frank Center Gallery, Shepherd University, Shepherdstown, WV
• Recipient, West Virginia PROMISE Scholarship
Dan Jae Smith-
• Selected Works, AIGA Student Graphic Design Show, Frank Center Gallery, Shepherd University, Shepherdstown, WV
• Recipient, West Virginia PROMISE Scholarship
Julie West-
• Selected Works, AIGA Student Graphic Design Show, Frank Center Gallery, Shepherd University, Shepherdstown, WV
  FredRock Solo Exhibit, Moose Lodge, Frederick, MD
Chardonna Willis-
• Selected Works, AIGA Student Graphic Design Show, Frank Center Gallery, Shepherd University, Shepherdstown, WV

Student Awards and Activities:
• AIGA, Flux Competition Participants, Frederick MD, Fall 2009
• ADCMW Career Day Participants Spring 2010:
• WV Flash Film Festival Participants Spring 2010
The entire class of Interactive Design Students

- Shepherdstown Business Association Student Designers: Spring 2010
- Reviewers Choice Awards AIGA Boot camp, Frederick MD Spring 2010
- Participated in the Real Show, 2009,

**Department of Contemporary Art and Theater as a Program of Distinction 2010-2011 Assessment**

**Mission**

The current mission statement of Shepherd University emphasizes the role of the University as a cultural and intellectual center for the region and as a comprehensive institution focused on training the student for entry into satisfying careers. The programs in the Department of Contemporary Art and Theater are consistent and supportive of this role and have been leaders in establishing an extended and long-term dialogue with the community. For over 30 years the department has led in innovative learning opportunities, encouraging and promoting community and professional interactions. The first campus program to offer students and community members annual foreign study opportunities, the department was also the first to build experiential learning opportunities into all phases of the curriculum. Internship placements include all regional newspapers, design and photo firms, arts organizations, theater companies, and government agencies. The department’s recent name change and successful collaboration with the Contemporary American Theater Festival demonstrates its focus on the future and its goals to remain a leader in the encouragement of artistic enterprise. In addition, the programs have worked hand-in-hand with local and regional business leaders and legislators in an effort to increase business activities and to attract new businesses to the region and the State. The department’s joint efforts have been noted in awards from the State and from statements from the business community that recognize the value of its programs in developing a cultural presence in the region.

**Outreach**

The Department of Art has been recognized as one of the top visual art programs in the metropolitan Washington/Baltimore region for over 25 years. CATF has been part of the Shepherd University community contributing to Shepherd’s mission as a cultural leader in West Virginia for 17 years and is dedicated to producing and developing new American theater. Combined, the Department of Contemporary Art and Theater annually provides over 65 exhibitions and 80 theatrical performances for our campus and extended community and draws an audience of over 50,000. An annual series of lectures, workshops and seminars with nationally recognized artists, actors, and writers provides students and community with additional opportunities to experience and learn about contemporary art and theater from some of the finest talent in the nation. Professional collaborations and partnerships with the National Park Service, National Capital Region,
World War II Memorial and Antietam National Battlefield have resulted in publications designed by Shepherd University students including annual reports, posters, brochures, and the upcoming publication of a National Capitol Region Book of photographs produced by Shepherd University students and potentially viewed and utilized by millions. Shepherd art and theater faculty annually serve as judges for art, design, and theater competitions, provide workshops for high school teachers in West Virginia and surrounding states, and support art and theater organizations and programs throughout the region. CATF has expanded its audience reach along the East Coast and boasts an audience covering over 35 states and several foreign countries who attend and participate in the activities associated with the plays including tent discussions, exhibitions, workshops and internships. The department provides over 20 field trips to art and theater events in the region, extended trips to New York City and other cultural centers, and at least two foreign travel programs each year.

CATF and the Department of Contemporary Art and Theater are currently engaged in the construction of an expanded arts campus. When completed, this complex will provide a venue for increased programming of exhibits, workshops and cultural opportunities for the region. The faculty and staff in art/theater and CATF are dedicated to offering an extensive array of educational opportunities that go well beyond classroom teaching. In the past three years the Department and CATF provided 14 equity theater productions, 6 student productions, 54 field trips, domestic and international travel, 90 internships and experiences working with real clients, and provided professional artistic, design and photographic service to the campus and greater community. Faculty during the past three years have participated in national and regional exhibits, conducted 7 workshops, juried 9 community exhibits, completed 25 community based design projects, and been guest lecturers at organizational meetings and seminars. Students have mounted 90 exhibitions in the region and won 66 regional and national awards. Student success and faculty dedicated to sustaining an artistic process of innovation and daring continues to create a profound and ever evolving relationship between Shepherd and the community and provides evidence of a program of distinction.

Why has the Department of Contemporary Art and Theater been designated a program of distinction? What makes it distinctive and unique?

In 2009 the Department was selected as a Program of Distinction for its role in enhancing institutional outreach, institutional mission and service to the community. The department had five major areas of Distinction, which set it apart in the areas of OUTREACH, INSTITUTIONAL MISSION AND SERVICE.

1. The department’s partnership with the Contemporary American Theater Festival a professional theater company dedicated to the production of new American plays.
The Department of Contemporary Art and Theater in conjunction with the Contemporary American Theater Festival helps to fulfill the University Mission to serve as the cultural center of the region. The Eastern Panhandle of West Virginia does not have cultural facilities as can be found in Charleston, Huntington, Wheeling, and other parts of the State so Shepherd University and the Department of Contemporary Art and Theater in partnership with CATF have accepted responsibility for that role. The Department and CATF annually provide over 65 exhibitions, 80 theatrical performances, and many workshops, lectures, and seminars for the campus and the extended community. These events attract an audience that exceeds 50,000 each year and enables us to provide students and the community with the opportunity to experience and learn about contemporary art and theater from some of the finest talent in the nation.

2. The department’s partnerships with local and national organizations to provide opportunities for the community and Shepherd’s students.

The Department supports institutional outreach through collaborative work with many arts organizations in the region as well as with the business community. These efforts have resulted in recognition and awards from the regional business community, the Chambers of Commerce, and the State. The department provides art services (design, photography, display) for several non-profit organizations dedicated to services ranging from providing coats for needy children to animal shelters. It also provides specialized assistance to community leaders who need to improve their ability to do public presentations. In addition, the department shares its facilities and equipment with many of these same organizations whenever possible.

The Department supports the University goal to provide service to the community by working directly with regional as well as State businesses and agencies to support tourism and business. Graphic Design students and faculty created informational brochures for the Shepherdstown Visitors Center, Shepherdstown Business Association, the National Conservation Center Environmental Film Festival, and the Shepherdstown Train Station. The annual Contemporary American Theater Festival alone attracts an audience from all states as well as several foreign countries and we work with regional hotels, restaurants, and businesses to provide tourism packages as well as to promote their businesses to our audience. A recent audience survey indicated that the CATF generates over $3,000,000 per year to the local economy through its five-week festival alone. CATF includes opportunities for student internships, teachers’ workshops in addition to art exhibits, humanities lectures and of course theatrical productions.

Since being awarded a program of distinction students have continued to receive prestigious awards and recognition for their work both locally and regionally in the FLUX competition and the AIGA annual Awards. Photography students received recognition for their work both locally and regionally. Students in the studio areas participated in exhibits and events that brought attention to their personal efforts but also to the programs and art within the community.
3. The department’s unique curriculum which emphasizes life after graduation with preparation for interviews, presentations and written materials to compete successfully for internship placements, graduate school and employment opportunities.

The Department has been a campus leader in experiential learning having established the first campus internship programs over 30 years ago and the first foreign studies program on the campus over 25 years ago. The Department currently offers internship opportunities to every student in the program and they range from working with small local businesses and organizations to the large and famous in the metropolitan Washington, DC and Baltimore area as well as New York City and other major cities. These experiential learning opportunities have served to open career opportunities to our students that would never have been possible through traditional educational methods.

At the sophomore level students prepare and present their work to a panel of faculty in the Spring semester. Sophomore Portfolio Presentations are one component of our multi-prong assessment process. Faculty panels listen to presentations of portfolios by all BFA students at the sophomore level and evaluated the quality of work, written materials and the presentation for continuance in the BFA program by these students.

At the senior level in addition to the requirement of mounting an exhibit all seniors must interview with professionals in their field brought to campus for a daylong event. The Senior Portfolio Review Day Event is one component of our multi-prong assessment process. The evaluations of the student interviews are utilized to assist in future program and curriculum development. Graphic Designers also participate in Portfolio Reviews provided by the Frederick Chapter of the AIGA.

Off campus Student Internships in Graphic Design, photography and studio are available for all qualified students. Every year 10-20 students participate in Internships with local businesses.

4. A student centered curriculum that reaches beyond the classroom creating opportunities for students and the community to see and experience art first hand.

The Department annually offers at least one foreign study and travel opportunities. These opportunities are available for any student and community member as well as for our majors. Each travel program is accompanied by a course that studies the art and the culture of the countries to be visited and is followed by public exhibitions and presentations by those who participated in the trip and the course. Annual participation in travel programs through the department averages over 100. In the summer of 2009 6 students traveled with faculty to the Venice Biennale. This opportunity was made available for summer 2011 but only one student enrolled. Fall 2009/2010 academic year the department traveled to Thailand, Cambodia and Vietnam for two weeks. In Spring of 2011 the department traveled with 20 participants from the campus and the community to Paris.
5. A unique first-year experience with an emphasis on the contemporary art world and the importance of problem finding, solving, and innovation.

The Department has a unique set of first year courses for new students that establishes quickly if students have selected the appropriate major and allows students to understand the level of rigor and dedication expected of art students. The first-year curriculum consists of two linked courses ART 140 Visual Thinking and ART 103/4 Introduction to Visual Arts as well as one course in the major, Written English and if possible one more studio art class. Most 4 year programs expect a first-year student to enroll in one and no more than two courses in art their first year. The department believes that students who declare a major in art need to experience art in a variety of contexts within the first year. Students discover in the first year not the second or third if they have selected a major that they can embrace. Early indoctrination allows for more sustained development during the Junior and Senior year of the programs.

Goal:

The Department is currently working on efforts to strengthen the program.

1. First is the work mentioned above with the New Gateway Economy Council to identify ways the department can enhance regional tourism and business activities and to attract new businesses to the area.
2. The department hopes to increase its collaborative work with regional art and theater organizations (Martinsburg Arts Centre, Shenandoah Arts Council Gallery, Washington County Arts Council Gallery, Delaplaine Visual Arts Center, Frederick, to increase the number of related activities and to coordinate those activities to be mutually beneficial.
3. The department is investigating the possibility of accreditation with the National Association of Schools of Art and Design to increase its ability to provide accredited programs for students.
4. The department is investigating the possibility of workshops and activities to invite more collaboration between the local community and the department and to provide a service to local residents and the region.
5. The department is investigating the possibility of an MFA Low Residency Summer Program that would offer graduate classes and a degree achieved through summer classes. The department is currently in contact/collaboration with someone (Brady Robinson) who has experience with such programs.
6. The department is working in collaboration with the Communication Department to develop a curriculum that might better serve the students in both degree programs while maximizing faculty, facilities and equipment.
7. The department does yearly curriculum evaluations and updates and is currently beginning research on developing a major in performance and possibly arts management. The latter is an area that is not offered in West Virginia and we see a career opportunity not currently being served.
8. The department is continually seeking to develop a semester and/or yearlong study abroad program to provide extended foreign study opportunities and to develop internship programs in other countries in recognition of increasing globalization.

9. The final current effort is the completion of the final two phases of the Center for Contemporary Art to provide additional facilities for art and theater programming for the campus and community. The second phase is scheduled to break ground in March 2011.

**Strategies/Rationale:**

The strategies are many and some overlap. The department’s efforts to enhance the region’s economy, to increase collaboration with regional organizations, and to secure funding for the completion of Phase II & III of the Center for Contemporary Art involve many of the same strategies. Shepherd understands that each of these goals is mutually supportive. Increasing collaboration enhances the region’s economy and, in turn, brings us additional support for the Center. It is a simple recognition that what benefits the institution benefits the community and what benefits the community benefits the institution.

The effort to develop new programs within the department involves a large amount of research. The department will work with arts providers—galleries, museums, theaters, schools, and businesses—to identify the potential job market in these careers and to then identify the needed curriculum. The department developed and continue to revise the curriculums in graphic design and photography through this same method and has found it is then able to produce graduates who are very successful in the job market.

The Department of Contemporary Art and Theater has an extensive review program in place in addition to the institutional five-year program review that involves external evaluators. The department brings in external reviewers each year to evaluate every second and fourth year student in the program. The reviewers are from the professional world—gallery and business owners, museum curators, professional designers, photographers, and artists, representatives for graduate art programs—and they interview each of the students and evaluate their portfolios. Another group of reviewers concentrates on the students’ writing samples—letters of introduction, resumes, etc. At the end of the review process, every student has a written evaluation by a minimum of three external reviewers with expertise in the particular concentration area and the department receives a copy of each of these individual evaluations as well as a summary of the program from each of the reviewers.

Additionally, the Department sponsors several annual competitive exhibitions and projects with the final work selected by external professionals. This also provides both the students and the faculty with objective feedback from professionals working in the field.
In 2009 the Department began working on the following efforts to strengthen the program.

Summary of Strategies/Rationale for future goals:

The department’s efforts to enhance the region’s economy, to increase collaboration with regional organizations, and to secure funding for the completion of Phase II & III of the Center for Contemporary Art involve many of the same strategies. Shepherd understands that each of these goals is mutually supportive. Increasing collaboration enhances the region’s economy and, in turn, brings additional support for the Center. It is a simple recognition that what benefits the institution benefits the community and what benefits the community benefits the institution.

The Department of Contemporary Art and Theater has an extensive review program in place in addition to the institutional five-year program review that involves external evaluators. The department brings in external reviewers each year to evaluate every fourth year student in the program. The reviewers are from the professional world—gallery and business owners, museum curators, professional designers, photographers, and artists, representatives for graduate art programs—and they interview each of the students and evaluate their portfolios. Another group of reviewers concentrates on the students’ writing samples—letters of introduction, resumes, etc. At the end of the review process, every student has a written evaluation by a minimum of two external reviewers with expertise in the particular concentration area and the department receives a copy of each of these individual evaluations as well as a summary of the program from each of the reviewers.

Additionally, the Department sponsors several annual competitive exhibitions and projects in collaboration with external professionals. This also provides both the students and the faculty with objective feedback from working professionals.

The following list of Individual Department Goals for the Future as identified in the original Compact submission which resulted in the award of Program of Distinction include our current progress and actions toward these goals.

Goal 1. Work with New Gateway Economy Council to identify ways we can enhance regional tourism and business activities and to attract new businesses to the area.

Has the goal been achieved: Yes
What actions have been taken Why/How/: Corrective Actions Required/Needed:
This is an ongoing process and discussion involving the Contemporary American Theater Festival and Kristin Kaineg, graphic design instructor in the Department of Contemporary Art and Theater. Several brochures have been designed by students and incorporated into planned activities including the Shepherdstown Business Association
and Shepherdstown Train Station. It is anticipated that this partnership will continue to identify needs that graphic design and photography students will assist with in the future.

**Goal 2.** The department hopes to increase its collaborative work with regional art and theater organizations (Martinsburg Arts Centre, Shenandoah Arts Council Gallery, Washington County Arts Council Gallery, Delaplaine Visual Arts Center, Frederick, to increase the number of related activities and to coordinate those activities to be mutually beneficial.

**Has the goal been achieved:** No increase in activity
**What actions have been taken Why/How:** continue to seek other opportunities.
**Corrective Actions Required/Needed:** may need refocus with individual efforts from faculty

At this time no clear direction has been established for pursuit of additional collaboration with these organizations. While the department continues to work with the Martinsburg Arts Centre on specific exhibits including the Emerging Artists Exhibit thanks to Sonya Evanisko of the painting department there seems to be little or no interest amongst other groups for planned collaborations. This may be an effort that will be abandoned in the future to pursue other more productive strands of cooperation.

**Goal 3.** The department is investigating the possibility of accreditation with the National Association of Schools of Art and Design to increase its ability to provide accredited programs for students.

**Has the goal been achieved:** The department has been granted permission to apply for accreditation from the University.
**What actions have been taken Why/How:** The department is currently completing the application. A National Association of Art and Design Accreditation Team visit is anticipated for Spring 2012.
**Corrective Actions Required/Needed:** none at this time

The department completed a preliminary assessment evaluation in 2008 and received permission by the University to apply for accreditation. The department is currently preparing an application for accreditation for an on-site visit in Spring 2012.

**Goal 4.** The department is investigating the possibility of workshops and activities to invite more collaboration between the local community and the department and to provide a service to local residents and the region.

**Has the goal been achieved:** on-going
**What actions have been taken Why/How:** none opportunities present themselves daily
**Corrective Actions Required/Needed:** none
In the Fall of 2009 the department worked with the Office of Counseling Services at Shepherd University and the Shenandoah Women’s Center to create an exhibit of artwork to bring awareness to students and others concerning the need to report acts of violence. The exhibit proved to be highly successful and was displayed in the Scarborough Library. The department is currently working with the Big Brothers/Big Sisters of Martinsburg to provide a workshop for their participants to create paintings for an upcoming auction in November 2011. In addition the National Conservation Center will be sponsoring an exhibit of recycled artwork in Shepherdstown. The department has agreed to assist with the installation as well as provide student works for the exhibit.

The department will continue to entertain requests from organizations and which provide a service to the community. These activities provide a rich experience for our students and whenever possible will be pursued.

**Goal 5. The department is investigating the possibility of an MFA Low Residency Summer Program that would offer graduate classes and a degree achieved through summer classes. We are currently in contact/collaboration with someone (Brady Robinson) who has experience with such programs.**

*Has the goal been achieved: No*  
*What actions have been taken Why/How/: Limited discussion with the Dean, due to faculty loads it is doubtful this will be pursued further.*  
*Corrective Actions Required/Needed: Time to reflect and consider how best to proceed or if this is an option worth the effort.*

The department was excited about the possibility of offering such a program, but after some discussions is concerned that it may not be ready for pursuit of this project in the near future. This particular initiative will probably not be pursued until after receipt of accreditation.

**Goal 6. The department is working in collaboration with the Communication Department to develop a curriculum that might better serve the student in both degree programs while maximizing faculty, facilities and equipment.**

*Has the goal been achieved: No*  
*What actions have been taken Why/How/: meetings and conversations have transpired*  
*Corrective Actions Required/Needed: need to refocus the group to encourage continued dialogue.*

Discussions are still on going. The change in the core curriculum this past year and the need to reduce the BFA and BA Art Education Degree to 120 hours made it impossible to entertain additional programmatic changes. The department is hopeful that these discussions will resume in the next year or two. Combining resources and overlapping courses convince the institution that both programs would gain by providing additional
skills for students while utilizing equipment and resources more effectively.

**Goal 7.** The department does yearly curriculum evaluations and updates and are currently beginning research on developing a major in performance and possibly arts management. The later is an area that is not offered in West Virginia and we see a career opportunity not currently being served.

Has the goal been achieved: No
What actions have been taken Why/How/: currently in the discussion phase
Corrective Actions Required/Needed:

Little discussion of this particular degree option has transpired. The department was overwhelmed with Core and Curricular changes this past year and it is clear that until Phase II of the Center for Contemporary Art is completed little real progress will be made on this topic.

**Goal 8.** The department is continually seeking to develop a semester and/or yearlong study abroad program to provide extended foreign study opportunities and to develop internship programs in other countries in recognition of increasing globalization.

Has the goal been achieved: No
What actions have been taken Why/How/: see below
Corrective Actions Required/Needed:

In March 2010 Rhonda Smith visited Pontlevoy Abbey to explore the possibility of a yearlong study abroad program utilizing this space in the Loire Valley near Paris, France. Unfortunately, while the facility holds some promise it did not seem to suit the needs of our program. The department has long desired to initiate some type of long-term Study Abroad Program for our students but have not been successful in working out timing, and costs to make the venture successful. It will continue to explore possibilities and hopefully one day in the future will find the right combination for Shepherd faculty and students.

**Goal 9.** The final current effort is the completion of the final two phases of the Center for Contemporary Art to provide additional facilities for art and theater programming for the campus and community.

Has the goal been achieved: Yes and No
What actions have been taken Why/How/: see below
Corrective Actions Required/Needed:

The second phase is scheduled to break ground in March 2011. This has now been delayed until perhaps September 2011 due to overage on bids provided by contractors.
The second bid phase has gone out and the institution is hopeful.

**Contemporary Art and Theater as a Program of Distinction 2011-2012 Assessment: Progress Made**

In 2009 the department began working on the following efforts to strengthen the program.

**Summary of Strategies/Rationale for future goals:**

The department’s efforts to enhance the region’s economy, to increase collaboration with regional organizations, and to secure funding for the completion of Phase II and III of the Center for Contemporary Arts involve many of the same strategies. Each of these goals is mutually supportive. Increasing collaboration enhances the region’s economy and, in turn, brings Shepherd additional support for the Center. It is a simple recognition that what benefits the department benefits the community, and what benefits the community benefits the department.

The Department of Contemporary Art and Theater has an extensive review program in place in addition to the institutional five-year program review that involves external evaluators. The department brings in external reviewers each year to evaluate every fourth-year student in the program. The reviewers are from the professional world—gallery and business owners, museum curators, professional designers, photographers, and artists, representatives for graduate art programs—and they interview each of the students and evaluate their portfolios. Another group of reviewers concentrates on the students’ writing samples, letters of introduction, resumes, etc. At the end of the review process, every student has a written evaluation by a minimum of two external reviewers with expertise in the particular concentration area, and the department receives a copy of each of these individual evaluations as well as a summary of the program from each of the reviewers.

Additionally, the department sponsors several annual competitive exhibitions and projects in collaboration with external professionals. This also provides both the students and the faculty with objective feedback from working professionals.

The following list of individual department goals for the Future as identified in the original Compact submission which resulted in the award of Program of Distinction include our current progress and actions toward these goals.

**Goal 1. Work with New Gateway Economy Council to identify ways we can enhance regional tourism and business activities and to attract new businesses to the area.**

Has the goal been achieved: Yes
What actions have been taken Why/How/:  
Corrective Actions Required/Needed:

This is an ongoing process and discussion involving the Contemporary American Theater Festival, Kristin Kaineg, graphic design instructor and Rhonda Smith, chair of the Department of Contemporary Art and Theater. The Contemporary American Theater Festival produces five plays in repertory under the direction of Ed Herendeen. This month long event in July has a major impact on the economy of the Eastern Panhandle and continues to draw tourists interested in new plays to this area.

Goal 2. We hope to increase our collaborative work with regional art and theater organizations (Martinsburg Arts Centre, Shenandoah Arts Council Gallery, Washington County Arts Council Gallery, Delaplaine Visual Arts Center, Frederick) to increase the number of related activities and to coordinate those activities to be mutually beneficial.

Has the goal been achieved: Yes  
What actions have been taken Why/How:  
Corrective Actions Required/Needed:

1. The design and production of a Civil War Exhibit in conjunction with the Shepherdstown Museum. The exhibit was designed by students in the department of graphic design mentored by Kristin Kaineg and opened in May 2012 to excellent reviews.

2. A successful collaboration with the National Conservation Training Center just outside of Shepherdstown which resulted in a student exhibit of art work created around a conservation theme as part of the National Conservation Center’s Annual Film Festival in the fall of 2010. Sonya Evanisko and other faculty worked with the NCTC to develop this exhibit of student work.

3. A successful collaboration with the Arts Centre of Martinsburg which resulted in an exhibit of student work in the fall of 2010 curated by Sonya Evanisko.

4. A collaboration with the Jefferson County Arts Alliance to begin to provide art work for an exhibit space in Charles Town, WV. The Alliance agreed to exhibit the conservation posters created by our students during December 2010 and future exhibits are currently being planned.

5. Currently there are two projects in the works that may have the potential to increase economic growth within the region:
   a. The first is a collaboration with the Byrd Legislative Center, the Department of Contemporary Art and Theater, and the Department of Mass Communications on campus to design and create a traveling exhibit about Senator Robert Byrd. Potentially this exhibit could make individuals more aware of the achievements of Senator Byrd and of the Legislative Center in Shepherdstown.
   b. The second is a potential collaboration with the City of Hagerstown, MD
to provide a gallery and recruitment space for the campus. The goal here would be to not only increase the pedestrian traffic in downtown Hagerstown, but to also make individuals aware of the vast array of attractions in WV and of course the Shepherd University campus.

Goal 3. We are investigating the possibility of accreditation with the National Association of Schools of Art and Design to increase our ability to provide accredited programs for our students.

Has the goal been achieved: No
What actions have been taken Why/How: The Department is submitting a self-study in July 2012 and team visit is scheduled for Fall 2012.
Corrective Actions Required/Needed: none at this time

The department is currently preparing for the National Association of Schools of Art and Design team visit in the Fall of 2012.

Goal 4. We are investigating the possibility of workshops and activities to invite more collaboration between the local community and the department and to provide a service to local residents and the region.

Has the goal been achieved: on-going
What actions have been taken Why/How: none opportunities present themselves daily
Corrective Actions Required/Needed: none

In the Fall and Spring 2011/12 and summer of 2012 only one opportunity presented itself for possible workshop assistance. The Coordinator for the Children’s Home Society S.T.E.P. program contacted the department. The department has responded to the request but has yet to hear if the opportunity will be realized.

The department will continue to entertain requests from organizations which provide a service to the community. These activities provide a rich experience for our students and whenever possible will be pursued.

Goal 5. We are investigating the possibility of an M.F.A. Low Residency Summer Program that would offer graduate classes and a degree achieved through summer classes. We are currently in contact/collaboration with someone (Brady Robinson) who has experience with such programs.

Has the goal been achieved: No
What actions have been taken Why/How: Limited discussion with the Dean, due to faculty loads it is doubtful this will be pursued further.
Corrective Actions Required/Needed: Time to reflect and consider how best to proceed or if this is an option worth the effort. This goal may in fact be abandoned due to
limit summer resources.

The department was excited about the possibility of offering such a program, but after some discussions are concerned that we may not be ready for pursuit of this project in the near future. This particular initiative will probably not be pursued until after receipt of accreditation.

Goal 6. We are working in collaboration with the Department of Mass Communications to develop a curriculum that might better serve the student in both degree programs while maximizing faculty, facilities, and equipment.

Has the goal been achieved: No
What actions have been taken Why/How/: meetings and conversations have transpired
Corrective Actions Required/Needed: need to refocus the group to encourage continued dialogue.

Discussions are still on going. The change in the core curriculum this past year and the need to reduce the B.F.A. and B.A. Art Education Degree to 120 hours made it impossible to entertain additional programmatic changes. The department is hopeful that these discussions will resume in the next year or two. Combining resources and overlapping courses convince us both programs would gain by providing additional skills for students while utilizing equipment and resources more effectively.

Goal 7. We do yearly curriculum evaluations and updates and are currently beginning research on developing a major in performance and possibly arts management. The later is an area that is not offered in West Virginia and we see a career opportunity not currently being served.

Has the goal been achieved: No
What actions have been taken Why/How/: currently in the discussion phase
Corrective Actions Required/Needed:

Little discussion of this particular degree option has transpired. The department was overwhelmed with continued core and curricular changes and preparation for the upcoming NASAD application. It is clear that until Phase II of the Center for Contemporary Arts is completed, no or little real progress will be made on this topic.

Goal 8. We are continually seeking to develop a semester and/or yearlong study abroad program to provide extended foreign study opportunities and to develop internship programs in other countries in recognition of increasing globalization.

Has the goal been achieved: Yes
What actions have been taken Why/How/: see below
Corrective Actions Required/Needed:
In May 2012 Rhonda Smith, Dow Benedict, and Chris Coltrin met with the Vice President of Academic Affairs to begin in earnest discussions of semester long study abroad programs utilizing this space in the Loire Valley near Paris, France or possibly some other location. Chris Coltrin, the art historian, is extremely interested and motivated to establish a true study abroad opportunity for students and will be the point person for future development of this project. We will continue to explore possibilities and hopefully one day in the future will find the right combination for our faculty and students.

**Goal 9. Our final current effort is the completion of the final two phases of the Center for Contemporary Arts to provide additional facilities for art and theater programming for the campus and community.**

**Has the goal been achieved:** Yes and No  
**What actions have been taken Why/How:** see below  
**Corrective Actions Required/Needed:**

Phase II is currently under construction. The work is progressing mostly on schedule. There is every reason to believe the facility will be ready for occupancy for Fall 2012 classes.
Compact Reporting - Elective Elements

Economic Growth

1. Promotion of Global Awareness

Over the past four years Shepherd University has been developing programs in support of global awareness. Beginning fall 2006, Shepherd University implemented a major and teaching specialization in Spanish language. Shepherd currently has 13 Spanish majors, 18 Spanish minors, and 9 French minors (Fall Semester 2009). All foreign language majors at Shepherd University must complete at least the equivalent of one class abroad immersed in the language. From spring 2006 through spring 2008 seventy foreign language students in Spanish and French studied abroad. For 2008-2009, including summer session 2009, there were 3 students who studied French in Quebec and about 14 students who went to Costa Rica to study Spanish. Two students studied Spanish in Spain Fall Semester 2008 with an affiliate provider. A few students studied other languages: one student studied Italian in Italy with an outside provider; one studied Japanese and environmental studies in Japan with an outside group; and one studied Dutch in the Netherlands with ISEP.

During the 2007-2008 academic year Shepherd University implemented a new international concentration within the political science program. The concentration has 22 students currently enrolled for Fall Semester 2009. In the 2007-2008 academic year, Shepherd University offered its first program involving Shepherd student teachers taking a practicum at schools abroad – Jamaica. Eight students took advantage of this opportunity. The program was funded by a $15,000 grant from the WV HEPC. Another International Teaching Practicum in Jamaica is planned for Spring Semester 2010.

During the 2008-2009 academic year Shepherd University and the Royal Military Academy Sandhurst in England exchanged professors, namely, Paul Harris from Sandhurst and Mark Snell from Shepherd. This was the first international exchange of scholars in recent Shepherd University history. Spring Semester 2009 a campus-wide committee began its research and discussions on the development of an International Studies Major; the proposal will enter the curriculum review/approval process this academic year and, if approved, the Intent to Plan will be submitted to the HEPC. Numerous other initiatives are taking shape around campus intended to expand Shepherd’s international linkages, e.g. discussions with universities in Korea and a possible Fellow from China in administration and nursing education.

Shepherd University is clearly committed to expanding its involvement in the promotion of global awareness. This year Shepherd University received a $1,000 grant from the HEPC toward the promotion of faculty-led study abroad tours. The numbers of students participating in study abroad and study tours in recent years are listed below:
• **Study abroad students – Non-Shepherd Programs**
  2005–2006 1 (spring)
  2006–2007 5 (2 academic year, 3 spring)
  2007–2008 14 (4 fall, 2 spring, 8 summer)
  2008–2009 12 (4 fall, 1 spring, 7 summer)
  2009–2010 10 (1 academic year, 1 fall, 1 spring, 7 summer)
  2010–2011 16 (5 fall, 5 spring, 6 summer)

• **Study abroad students—Faculty-led Programs**
  2005–2006 65 (44 spring break, 21 summer)
  2006–2007 148 (64 spring break, 84 summer)
  2007–2008 118 (8 January, 77 spring break, 33 summer)
  2008–2009 123 (30 spring break, 93 summer)
  2009–2010 65 (25 spring break, 40 summer)
  2010–2011 157 (47 spring break—Art: 15; Business: 26; English: 6); (110 summer—Music: 82; History: 5; Social Work: 4; French: 1; Spanish: 17; and Political Science: 1)

Below is a summary of the five-year goals for promoting global awareness at Shepherd.

**Global Awareness Goals for Compact**

2008–09
• The VPAA will provide $15,000 from his budget to fund the study abroad office.
• The first Shepherd student studies abroad for a semester through the ISEP (International Student Exchange Program) that is being operated state-wide.
• The study abroad office annually sponsors a study abroad fair in the fall, an international week in the spring, and participates in advisement and registration, orientation, and student organization day.

2009–10
• The study abroad office develops a database of emergency information for all students studying abroad.
• The study abroad office maintains detailed itineraries of all faculty-led study abroad trips.
• The School of Business and Social Sciences begins discussions to create an interdisciplinary international studies major.

2010–11
• Study abroad has a dedicated yearly budget that supports a full-time study abroad director and part-time assistant.
• Virtually all study abroad paperwork is standardized, electronic, and streamlined making the process transparent and easy.
• International students and returned study abroad students help to plan and
participate in Shepherd’s International Week.
• An Intent to Plan is approved by the HEPC for international studies major.

2011-12
• At least five students per year participate in the ISEP exchange program.
• The study abroad office maintains a database of students and faculty members who have studied/traveled abroad.
• An international studies major is approved by the HEPC for implementation in the fall of 2012.

2012-13
• Shepherd will have developed a consistent program of student study abroad.

Five-Year Goals:

Students involved in study abroad classes and programs:

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*Based on a projected increase of 3% per year from the mean for 2005 to spring 2008; see the yearly statement above for additional goals to be achieved*

**Promotion of Global Awareness 2008-2009 Assessment: Goal Met**

Funding from the Vice President for Academic Affairs Office for the Study Abroad Office was allocated. Our Annual Study Abroad Fair was held and 1 student participated in the Study Abroad Program through ISEP. Shepherd University exceeded its goal of 114 students involved in Study Abroad classes and programs with 123 students taking part in the 2008-2009 academic year.

**Promotion of Global Awareness 2009-2010 Assessment: Progress Made**

• The study abroad office develops a database of emergency information for all students studying abroad: **GOAL MET**

An “N” drive was created to be shared between the Study Abroad Office, Academic Affairs, Students Affairs, General Counsel and the University Police. All traveler information including emergency contact information, copies of passports, and insurance information was put onto the drive in folders by trip. International cell phones were provided by Academic Affairs to all faculty leading trips with the University Police as the primary contact number. A contact sheet was developed with General Counsel and External Affairs on whom should be contacted if a circumstance arose.
• The study abroad office maintains detailed itineraries of all faculty-led study abroad trips: **GOAL MET**

This year all faculty led study abroad trips were posted on the Study Abroad web site. It listed itineraries, prices, dates, travel agency information etc. This was very effective in marketing the trips. While our numbers of participants are slightly down the number of trips scheduled increased.

• The School of Business and Social Sciences begins discussions to create an interdisciplinary international studies major: **PROGRESS MADE**

The International Studies Committee had developed a curriculum proposal that was set to move forward. However, after much discussion we determined we needed to have a strategic plan to internationalize the University. To that end Shepherd University has become part of the American Council on Education’s Internationalization Lab and will be working with experts from ACE and campus stakeholders to develop a plan to internationalize the campus beyond just the curriculum. After this year of self study we plan to present the International Studies major to the campus for full consideration.

• Students involved in study abroad classes and programs: **GOAL NOT MET**

Shepherd University like many other institutions felt the economic downturn in many ways. We believe it was the financial hardship of our student that led to a decrease in the number of students involved in study abroad this past year. Shepherd University’s goal was to have 118 students involved in study abroad during the 2009-2010 academic year. The actual number of students involved in study abroad during the 2009-2010 academic year was 75.

In addition to the economic downturn two previous goals were not met which could have impacted student involvement in study abroad:

**2009-10:** A full-time (university budget permitting) international studies and study abroad director is hired.

**2010-11:** Study abroad has a dedicated yearly budget that supports a full-time international studies and study abroad director and part-time assistant.

While these two goals were not met, it is the institution’s plan to revisit these after our internationalization strategic plan is developed this year as part of our participation in the American Council on Education’s International Lab.

**Challenges to Growth:**

• The study abroad student target numbers were based on the assumption that the Compact goal of having a full-time director would be achieved. Without this financial commitment, it will be increasingly difficult to reach the Compact goals for study abroad.
There is limited institutional funding for study abroad making some programs beyond the reach for Shepherd students.

The study abroad 2010-2011 budget request for additional outreach and programming funding has yet to be determined.

The economic climate has caused many students to withdraw from or postpone study abroad participation. This currently appears to be easing and interest is up significantly for Fall 2010 and Spring 2011.

Shifting student demographics – the cost gap (cost of a typical semester at Shepherd versus the cost of a semester study abroad program) is much lower for out-of-state students who are accustomed to paying higher out-of-state tuition rates. For in-state commuter students the cost gap can be significant when you combine the higher tuition fees, housing, and travel expenses. Traditional financial aid sources are often insufficient to allow many such students to study abroad.

**Actions Taken:**

**Recruitment Strategies for 2009-2010 (Total Outreach: 1728 Students vs. 822 students 2008-2009)**

- Study abroad table at July orientations; Aug organization fair, and fall and spring open houses.
- Study Abroad Fair Sept. 24—student and faculty emails, signs, radio promotion, Facebook, web, and Record announcements.
- Fall and spring programs in residence halls.
- Fall outreach program to commuters.
- Movie *Der Tunnel* shown on Nov 9 to commemorate the 20th anniversary of the fall of the Berlin Wall – student and employee emails, Record, web, and Facebook announcements.
- Recreation and Fitness Expo in Feb.
- International Week March 8 - 12 included a Travel Photo Contest; returned study abroad student panel; Dinner and a Movie; campus visits of 4 study abroad providers who had tables in the Student Center; Career Center and Study Abroad tables in the Student Center; an international student panel, ceramic art exhibit by a returned study abroad student in the library; French and German conversation group, and 5 different international lunch menus at the cafeteria. The study abroad office co-sponsored many events with the following groups: Scarborough Library, Women’s Studies, Student Affairs, and the Dining Hall. Promotion included student and employee emails, signs, radio promotion, Facebook, web, and Record announcements.
- Targeted student emails to students with GPA of at least 2.5 GPA, students with Pell Grants who are eligible to apply for the Gilman Scholarship, and emails specifically for freshmen promoting the HEPC Quebec trip.
- Advertise faculty-led trips on study abroad website.

**Improvement Plan:**
Recruitment Strategies for 2010-2011

- Continue to advertise faculty-led programs by advertising trips on the study abroad website.
- Offer faculty web-based applications.
- Provide faculty with incident and emergency support through the provision of global cell phones, the collection of emergency contact information, and the creation of emergency response and risk management procedures in order to facilitate the growth of faculty-led programming.
- Study abroad table at July orientations; Aug. organization fair, and fall and spring open houses. Initial Open House for freshmen on the Friday before classes began.
- Study Abroad Fair Sept. 23 — student and faculty emails, signs, radio promotion, Facebook, web, and Record announcements.
- Targeted student emails to students with GPA of at least 2.5 GPA, students with Pell Grants who are eligible to apply for the Gilman Scholarship, and emails specifically for freshmen promoting the HEPC Quebec trip.
- Based on evaluation of the 2010 International Week events, the study abroad office concluded that there was not significant synergy created by grouping the events together. Consequently the office will offer programming throughout the academic year with events such as the Study Abroad Fair, Late Night in the Zone, a Travel Photo Contest, and Dinner and a Movie.
- Fall and spring programs in residence halls targeting first and second year students.
- Speak to targeted classes.

Promotion of Global Awareness 2010-2011 Assessment: Progress Made

**Goal:** Study abroad has a dedicated yearly budget that supports a full-time study abroad director and part-time assistant: **Progress Made**

While a part-time assistant is now permanently funded, the issue of a full-time study abroad director will be addressed as part of the examination of study abroad through Shepherd’s participation in the American Council on Education’s Internationalization Laboratory. With the assistance of ACE experts, Shepherd is examining programs and soliciting feedback from faculty, staff, and students as part of its self-study. The Internationalization Committee has completed a SWOT analysis of study abroad and has included questions about study abroad on the surveys and interviews. The culmination of the laboratory is an internationalization strategic plan that is scheduled for completion in spring 2012. It will address study abroad and its place in internationalization.

**Goal:** Virtually all study abroad paperwork is standardized, electronic, and streamlined making the process transparent and easy: **Goal Met**
Shepherd utilizes AbroadOffice, an online study abroad management system that is tied to the study abroad website and comes to Shepherd as a free benefit from Global Learning Semesters, one of our affiliate study abroad providers. Students create an account and submit personal, academic, and emergency information as well as a PDF of their passport. Emergency information and PDFs of passports are downloaded and put on the R: drive that is shared by campus police, selected administrators, and the study abroad staff. Detailed itineraries are also uploaded for each trip. The information is easily available in case of an emergency. The study abroad office has also introduced an online application form for non-Shepherd programs.

In the fall of 2010 a Shepherd graduate student working in the study abroad office created a spreadsheet of all returned study abroad students that provides detailed information of their program participation such as major, scholarship data, WV residency, and graduation year date. It is being shared with the Foundation Office and will be updated regularly.

The only paper document remaining is the Study Abroad Transfer Approval Form that students pick up in the study abroad office after meeting with a staff member. At this stage it is preferable to have the students physically come into the office to obtain the form because it ensures personal advising that includes academic matters, risk management, and cultural and social issues related to study abroad.

**Goal:** International students and returned study abroad students help to plan and participate in Shepherd’s International Week: **Progress Made**

International Week was celebrated with Passport Day and a “Study Abroad Changed My Life” T-shirt Program. Although international students were not part of the planning process, they did participate in the T-shirt program along with returned study abroad students, staff, and employees (including many international faculty members). Shepherd currently has only 12 international students who are very focused on their studies. Consequently, it has been difficult to engage them in the planning process.

**Goal:** An Intent to Plan is approved by the HEPC for an international studies major: **Goal Not Met**

Although the International Studies Committee has developed a curriculum proposal that was set to move forward, Shepherd decided to postpone the Intent to Plan until after it completes an internationalization strategic plan as part of its participation in the American Council on Education’s Internationalization Laboratory. The strategic plan is scheduled to be completed in April 2012 and will address the international studies major.

**Goal:** Students involved in study abroad classes and programs: **Goal Met**
During 2010-2011 a record total of 173 students studied abroad. This far exceeds the Compact goal of 121 in part because of the biennial Music department trip to Spain. The breakdown is as follows:

Non-Shepherd programs: 16 (5 each in the fall and spring; 6 in the summer).
Shepherd programs: 157 (47 spring break: Art: 15; Business: 26; English: 6)
(110 summer: Music: 82; History: 5; Social Work: 4;
French: 1; Spanish: 17; and Political Science: 1)

Actions taken during the past academic year:

Recruitment Strategies for 2010-2011 (Total Outreach: 10,081* contacts vs. 1,728 contacts 2009-2010 (*Many on multiple occasions)

- Study abroad table at: 4 summer advising sessions, fall organization fair, 2 fall and 2 spring open houses.
- Two study abroad office open house sessions for freshmen orientation on August 13.
- Study Abroad Fair September 23 – promotion included student and faculty emails, signs, radio promotion, Facebook, web, and Record announcements.
- November 15 – 19: International Week; Passport Day (91 participants) and “Study Abroad Changed My Life T-shirt” Program (75 T-shirts distributed)—promotion included emails, Facebook, web, radio and Record announcements.
- Fall semester—study abroad director spoke to targeted classes and faculty members; targeted emails to Honors students, to those with Pell grants, to those eligible for the Phi Kappa Phi Study Abroad Scholarships, and to freshmen for the HEPC Quebec trip.
- January 2011: Late Night in the Zone—Summer in the Southern Hemisphere program.
- March and April: Travel Photo Contest—promotion included emails, Facebook, signs, web.
- Throughout the year one on one advising (291 individual student meetings, some seen multiple times).
- Advertised faculty-led study abroad programs on website.
- Researched opportunities for veterans to use post-9/11 GI Benefits on study abroad; successful placement for spring semester 2011 to Taiwan.
- Offered evening advising hours once a week during the academic year to reach out to non-traditional and commuter students.

Training Faculty to use AbroadOffice

The study abroad office has spent a significant time working with faculty: 1) to gather information on their program to be uploaded to the website; 2) training faculty on the use of the web-based AbroadOffice as they accept students on their trips; 3) customizing each trip to include specific forms the faculty may want their participants to complete in addition to the basic and emergency information.
The study abroad office implemented the improvement plan outlined last year that emphasized outreach with programming, advising, and targeted emails reaching 10,081 contacts (reached many students on multiple occasions). This contrasts to 1,728 contacts for 2009-2010.

**Strategies used:**

The future of study abroad at Shepherd is tied to the Internationalization Laboratory and to the Strategic Plan that will be completed in April 2012. At the same time, the study abroad office is focusing on building the program. Increasingly, students are initially interested and begin the study abroad process only to drop out due to financial difficulties. Limited financial aid continues to be a significant impediment to participation. The study abroad office at the direction of the Study Abroad Board is looking into potential options. The study abroad office continues to encourage students to apply for scholarships and continues to send targeted emails to students about scholarship opportunities such as the Gilman, Boren, and Phi Kappa Phi Study Abroad Scholarship. The study abroad director has participated in Gilman, Boren, and Fulbright workshops to better advise students about the scholarship process. This next year the study abroad office will award its first recipient of the Create the Future Fund Study Abroad Scholarship that President Shipley has endowed. The HEPC grant awarded to Shepherd in 2011 will allow for exchange programs to be established that will be more cost effective for many students compared to affiliate provider programs. The office will also continue to promote the ISEP program where students can use their Promise Scholarships.

**Corrective action taken:**

The emergency cell phone initiative has been modified to accommodate the fact that many faculty members already carry a cell phone abroad. The Shepherd-paid emergency cell phone is still available to be used for emergencies only by faculty who lead trips abroad. However, if a faculty member already has a phone, they may opt out of the program. At the same time, the study abroad office will continue to provide emergency cards for all participants with whatever emergency phone number the faculty will use.

The study abroad office’s increase in outreach has translated into more students abroad. At the same time, advising continues to be very time consuming when it often involves relaying basic information. Therefore, the office is in the planning stages of implementing study abroad 101 sessions several times a week to accommodate all those interested. This will also allow for students to learn from each other’s questions and concerns.

In order to help students articulate their study abroad goals and easily navigate the study abroad process, study abroad’s new online application for non-Shepherd programs asks students to list the reasons why they want to study abroad. Once the student is accepted, he/she receives an email with a one page attachment of the steps to be taken to arrange a
non-Shepherd study abroad program which clearly addresses academic and financial aid concerns. These initiatives will streamline the process for students while leaving more time for study abroad staff to work with faculty and those students who require additional advising.

Note: Counts of students participating in study abroad in 2009-2010 on pages 188 and 190 have been updated to reflect corrected information as of Fall 2011.

Promotion of Global Awareness 2011-2012 Assessment: Progress Made

Goal: At least five students per year participate in the ISEP exchange program: Goal Not Met

Actions taken during the past academic year:

Although the study abroad office worked extensively with three students who were serious about applying for an ISEP program, no Shepherd student participated on an ISEP this year. One student completed the interview process and may apply next year. It is unclear whether the other two students will apply. The study abroad office promoted ISEP at several Advisement and Orientation sessions in June and July, the Organization Fair in August, the annual Study Abroad Fair in September, numerous class presentations, the February Commuter Outreach event, a Phi Alpha Theta (history honors society) meeting, and one-to-one advising sessions. The study abroad staff will target WV students for ISEP because the program is very cost effective: students pay WVU tuition, room and board, and the Promise Scholarship can be used. ISEP materials are also available outside the study abroad office.

Strategies used:

Although the ISEP program is cost effective for WV students, there is a long complicated application process. Students must pay $375 to apply and are not guaranteed placement. The planning process typically takes longer than other programs. Students must select up to three locations to study abroad and, if accepted, are assigned to a university. The administrative procedures have an extra layer because Shepherd students must go through WVU which then forwards the applications to ISEP. Additionally, the transcript may take several months to arrive making it impossible for a first semester senior to study abroad and still graduate the next spring. The ISEP program is a good match for independent students who are flexible as to the courses they may take in their major and to the study abroad location. Students must be self-sufficient and not desire or require many of the support services that other providers routinely provide. Although ISEP is promoted widely at study abroad events, the one-to-one advising sessions are essential to determining
whether ISEP is the best fit for the student. Unfortunately, ISEP is not the choice for many Shepherd students because 1) they are not from WV; 2) the locations are not where the students want to study; 3) students wish to pick their own location; 4) the application process is long, costly, and complicated making it necessary for students to be very organized and plan more than a year in advance; 5) many students desire additional support services; and 6) the limited availability of courses taught in English. In the future the study abroad office will promote the ISEP program specifically to Promise Scholarship students and will work with faculty to target likely participants.

Corrective action taken:

To date four Shepherd University students have studied abroad on ISEP—three for a semester and one for an academic year. Given the unique characteristics of ISEP, it appears that the goal of five students per year is unrealistic. There are a limited number of students who can participate on ISEP because each placement is contingent upon another student going abroad to study at WVU. Incoming students attend WVU not Shepherd. Currently there is a deficit of international students attending WVU on ISEP in relation to the number of outgoing students from Shepherd University, WVU, and other WV institutions.

Goal: The study abroad office maintains a database of students and faculty members who have studied/traveled abroad: Goal Met

Actions taken during the past academic year:

The Study Abroad Returned Student Spreadsheet was completed this fiscal year. It has separate reports for each academic year beginning in 2005-2006. The statistics for the faculty-led programs begin in 2009-2010, the year the study abroad office became involved in collecting emergency information. Fields include: student name, standing during travel, duration, country/city, study abroad type (faculty-led, affiliate, direct enroll, exchange), institution, program provider or department and faculty leader, scholarships awarded, whether the student is a WV resident, if they studied abroad multiple times, graduation year, and e-mail address.

Strategies used:

The study abroad project coordinator and a CSDA graduate student completed the spreadsheets using information from AbroadOffice, the web-based management system that provides information on each student, paper files for the earlier years, and information provided by the Registrar.

Corrective action taken:

Given the nature of the information collected and the projected use of the information (for promotion and fundraising), it was decided that the spreadsheet format arranged by
academic year was preferable to a database. The spreadsheets are shared with the Advancement Office.

**Goal:** An international studies major is approved by the HEPC for implementation in the fall of 2012: **Progress Made.**

**Actions taken during the past academic year:**

Shepherd University completed its American Council on Education’s Internationalization Laboratory and the accompanying 10-year strategic plan that included the goal of an international studies major. The ACE site team visited campus in March 2012. The subsequent report recommended a two-tiered approach: begin with an international studies concentration and add the international studies major when the need arises. Shepherd’s Internationalization Committee accepted this recommendation.

**Strategies used:**

The Internationalization Strategic Plan is slated to be discussed at the University’s Strategic Planning Committee where it is hoped its goals will be incorporated into each of the four Pathways of the Shepherd University Strategic Plan.

**Corrective action taken:**

An international studies concentration is a more realistic goal for Shepherd University at this time. However, the first goal of the Internationalization Strategic Plan is for an international director to coordinate all aspects of internationalization on campus. Consequently, the international studies concentration will be implemented after the international director is hired.

**Goal:** Students involved in study abroad classes and programs: **Goal Not Met**

**Actions taken during the past academic year:**

During 2011-2012 a total of 83 students studied abroad. This falls short of the Compact goal of 124, in part because the Music department only travels every other year, and 2012 is an off-year for Music. However, the four-year average for participation is 124 which is the goal for 2011-2012. The breakdown is as follows:

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Shepherd programs:</td>
<td>13 (1 in the fall, 2 in the spring; 10 in the summer--4 of whom participated on the HEPC Quebec trip)</td>
</tr>
<tr>
<td>Shepherd programs:</td>
<td>70 (46 spring break: Art: 6; Business/Political Science: 28; Education/Nursing: 7; History: 5)</td>
</tr>
<tr>
<td></td>
<td>(24 summer: History: 4; French: 4; and Spanish: 15, Political Science: 1)</td>
</tr>
<tr>
<td>FY Year</td>
<td>Compact Goals</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td>2008-2009</td>
<td>114</td>
</tr>
<tr>
<td>2009-2010</td>
<td>118</td>
</tr>
<tr>
<td>2010-2011</td>
<td>121</td>
</tr>
<tr>
<td>2011-2012</td>
<td>124</td>
</tr>
</tbody>
</table>

The study abroad office promoted available programs through an array of outreach activities. The total outreach for 2011-2012 was 12,843* contacts vs. 10,081* contacts 2010-2011 (*Many on multiple occasions). Outreach activities included:

- Study abroad table at: 3 summer advising sessions, fall organization fair, 2 fall and 2 spring open houses. Returned study abroad students assisted in the organization fair and the open houses.
- Two study abroad office open house sessions for freshman orientation on August 13.
- Study Abroad Fair September 29 – promotion included student and faculty e-mails, signs, radio promotion, Facebook, web, and Record announcements.
- November 14 – 18: International Week; “Go Global T-shirt” Program (100 T-shirts distributed)—promotion included e-mails, Facebook, web, radio and Record announcements.
- Fall and Spring semesters—targeted e-mails to Honors students, to those with Pell grants, to those eligible for the Phi Kappa Phi Study Abroad Scholarships, and to eligible students for the HEPC Quebec trip
- Fall and Spring semesters—classroom presentations by returned study abroad students
- Fall and Spring semesters—visits by study abroad affiliate providers in Student Center in addition to the Study Abroad Fair.
- Spring semester—targeted e-mails for several different scholarships including the first disbursement of Shepherd University’s Create the Future Study Abroad Scholarships that are funded by President Suzanne Shipley and husband Randy Wadsworth
- Spring semester—co-sponsored events with Commuter Outreach and Career Services
- Throughout the year, one-on-one advising (192 individual meetings; however, some students were seen multiple times)
- Advertised faculty-led study abroad programs on website
- Offered evening advising hours once a week during the academic year to reach out to non-traditional and commuter students

**Strategies used:**

Cost continues to be the major issue preventing students from studying abroad. Many students apply to a program only to withdraw because of financial issues. Consequently, the study abroad office is promoting scholarships in a number of ways such as targeted emails, website descriptions, one-to-one advising, and Facebook. Additionally, the study
The study abroad office worked with the Student Government Association (SGA) to develop a mechanism to distribute study abroad scholarships. Beginning in the fall 2012, study abroad will become an official co-curricular organization and will award $5,000 for SGA Study Abroad Scholarships. Students receiving an SGA scholarship will be required to promote study abroad upon their return. The study abroad office will also offer a Study Abroad First Year Experience beginning in the Fall 2012 that is part of the SGA package to promote study abroad and the SGA Scholarship.

It now appears that the goal of 124 study abroad students was unrealistic given that the goal of having a full-time study abroad director has not been realized. Study abroad personnel remain part-time. Another factor is the nature and frequency of the faculty-led programs which are the way the majority of Shepherd students experience study abroad, i.e., the Music Department goes abroad every other year with a large group of students.

Although more faculty-led trips are being organized, a number were cancelled due to low enrollment. Some students who signed up for the trips that were subsequently cancelled never participated on another trip. It is felt that the faculty-led trips are competing against each other. Therefore, the study abroad board will establish a sub-committee in the fall of 2012 to examine the issue. Faculty who led trips abroad will be invited to participate. The sub-committee will establish a mechanism for planning and coordinating interdisciplinary Shepherd study abroad trips.

Collecting emergency information from all participants on faculty-led trips has been a challenge. Consequently, the study abroad director chaired a meeting in April with faculty who lead trips abroad, the Vice President for Academic Affairs, and the University Counsel. The administration clearly made the case for the importance and necessity of requiring timely emergency information for all travelers. To streamline the collection process, study abroad staff will begin in the fall 2012 to meet with participants in computer labs and assist them with their online forms early in the semester prior to the study abroad.

**Corrective action taken:**

The study abroad program is at a cross-roads: The Internationalization Strategic Plan calls for an international director to administer all aspects of internationalization at Shepherd University including study abroad. The Compact called for a full-time study abroad director. However, the office continues to be staffed with a part-time study abroad director and a part-time project coordinator and occasional graduate students who have assisted as part of a Practicum course. The office recruits and advises study abroad students, runs predeparture sessions for those going abroad, communicates with students already abroad, and facilitates the transfer of credit back to Shepherd for non-Shepherd programs while at the same time it works with faculty to collect emergency information and promote their programs. The study abroad office staff also sit on the Internationalization Committee and routinely follow study abroad issues and research best practices. It is hoped study abroad will receive additional support when a full-time international director is hired.
Access

3. Educational Services to Adults

The undergraduate program at Shepherd University has two First-Year Experience classes (FYEX 102) designed specifically for adult students. The two courses are: Transfer Students: Learning the Shepherd Way and Balancing Brains, Babies and Bills.

1. The first course is described as follows: Transfer students have unique informational needs. This class is meant to fill you in on what services Shepherd University provides and give you a boost into social and academic success on campus! Each week we will explore a different topic focusing on what transfer students want and need to know. Examples include: Scarborough Library Essentials, Campus Life, Career Decisions and Career Services, Financial Aid, Academic Advisement, and Advisor Relations.

2. The second course is described as follows: If you are taking the plunge into higher education while balancing school, home, family and work, join us to learn coping and organizational skills to make your collegiate experience rewarding and fun!

Shepherd also has a thriving Regents Bachelor of Arts Degree program. The R.B.A. is a program designed for adult students. It provides a structured, yet flexible means of pursuing a baccalaureate degree. In addition to regular college coursework, this unique program allows students with diverse life and work experiences to prepare evaluation materials for possible college equivalent credit. Shepherd University has had more than 1,400 R.B.A. graduates, and in recent years the R.B.A. program has the largest number of graduates of any Shepherd baccalaureate degree program. R.B.A. students have full access to the many intellectual and creative resources of Shepherd University.

Adult Student Headcount Enrollment

Over the past three years Shepherd has averaged 1,103 undergraduate adult-age students per year, for a total of 3,309 adult students during this period. Shepherd’s five-year goal is to increase this amount by 10%, or a total increase of 110 adult students enrolled at the end of the five-year compact plan.

Number of Undergraduate Degrees Granted to Adult Students

Over the past three years Shepherd has had a total of 622 undergraduate degrees granted to adult students. Thus, on average, there were 207 adult student graduates per year. (The separation of the Blue Ridge Community and Technical College from Shepherd in the fall of 2005 resulted in a reduction of adult degrees awarded. This is a natural consequence of the separation and these projections reflect that. Shepherd’s five-year goal is to increase this amount by 10%, or a total increase of 21 adult graduates at the end of the five year compact plan.)
Number of Graduates in R.B.A. Program and Other Programs Targeted To Adults

Over the past three years Shepherd has had a total of 286 graduates from the R.B.A. program, or a mean of 95.3 graduates per year. Shepherd’s five-year goal is to increase this amount by 5%, or a total of 100 R.B.A. graduates per year at the completion of the five-year compact plan.

Number and Percentage of Classes Offered in Evenings and Weekends

Over the past three years, 14.2% of classes have been offered in evenings and weekends, with 802 classes offered during the evening and 10 classes offered during the weekends. Thus, on average, in a given year, 271 evening and weekend classes have been offered.

Shepherd’s five-year goal is to increase the offering of these classes by 2% per year. Thus, at the end of the five-year compact plan, Shepherd plans to offer 298 evening and weekend classes in a given year.

Number and Percent of Courses Offered Through Distance Learning

Over the past three years, 38 courses, or 0.7%, have been offered through distance learning. Shepherd’s goal is to increase this by 13%, or five classes, at the completion of the five-year compact plan.

Number of Student Credit Hours Generated Through Distance Delivery by Adult Students

Over the past three years, 190 student credit hours, 63.3 credit hours per year on average, have been generated through distance delivery to adult students.

Shepherd’s goal is to increase this by 13%, or a total of 72 credit hours per year at the completion of the five-year compact plan.

Number of Students Awarded HEAPS Funds

In 2007-08, we awarded 112 students for a total of $102,255 which was our allotment. In 2006-07, 118 students were awarded for a total of $118,484.
In addition to the current RBA program, Shepherd University is involved in the creation of an “RBA Today” program that is sponsored by the HEPC. In conjunction with the RBA Today RFP found on the HEPC website, faculty members at Shepherd are encouraged to submit proposals for the core and specific course grants offered for the RBA Today development.

It is anticipated that the RBA Today program will run parallel with the current RBA in place at Shepherd University. The RBA Today program will target adult students who are willing and able to take advantage of accelerated programs of instruction, including online and hybrid courses. As the RBA Today program develops, Shepherd University will take full advantage of the market inclination towards accelerated programs. Faculty members selected for the RBA Today grants will receive additional compensation from Shepherd University to help support the creation of the RBA Today. The additional compensation will result from the potential for overload courses found in the RBA Today through the fall, spring and summer semesters.

Graduate Studies and Continuing Education

Data:

Seventy-eight percent of graduate studies and continuing education students are over 25 years of age. It is projected that over the next five years, that percent will hold steady. The projection is based on a target market that balances the adult population in our area, as well as a target market toward our own predominately younger undergraduate population to apply for our graduate degrees. Approximately 10% of enrolled graduate students over the age of 25 come from the contiguous states of West Virginia and the Washington, D.C. area. There are currently over 190 adult graduate students and over 300 adult continuing education students from our market area. Both the number of adult graduate students and adult continuing education students are expected to increase by over 10% for the next five years.

The greatest change anticipated over the next five years for growth in adult students will be in the Division of Continuing Education (DCE). The DCE currently focuses on educational professional development for licensed teachers in West Virginia, with a small cohort of licensed teachers from Virginia and Maryland, as well as Continuing Education Units (CEUs) for other professions. To date, the DCE has provided over 30 continuing education courses total. Additional continuing education courses have been provided sporadically in the past to licensed RNs and other professions, but more formal procedures are now place to have a periodic continuing education courses. Nearly all of the DCE students are over the age of 25.

Given the significant percentage and large numbers of adult students in graduate programs and in the DCE, the majority of courses are offered in the evenings and weekends. With the exception of the M.A. in College Student Development and Administration (CSDA), that
has a large cohort of on-campus students who have the ability to take day classes, the other Shepherd graduate programs provide evening and weekend structured courses (the M.A.-CSDA also has evening and weekend courses). Faculty members are very flexible in responding to the demands of working adults in the field who are trying to access graduate courses and thus are student-centered in their own work schedules. Several faculty members teach both undergraduates who prefer day classes and also teach working adult graduate students who prefer evening and weekend classes.

The use of distance education courses in graduate programs is continuing to grow, and varies by program, as well as by professor. The growth in distance education is a direct result of feedback from previous graduate students (alumni), current graduate students, and potential graduate studies applicants.

In the DCE to date, all courses were face-to-face until the Summer 2009 Semester. Similar to graduate studies, the continuing education programs will have the greatest opportunity to reach out to adults through distance education. In the next five years, both graduate studies and continuing education that use distance education will most probably be in a hybrid mode whereby a mix of face-to-face education is combined with online interactions. Specific 100% online courses are used in appropriate areas of graduate studies, including pre-requisite courses and continuing education units instruction.

**Goal:**

The Division of Graduate Studies created a graduate studies marketing plan for implementation in 2009 with a target of reaching identified goals by 2012. Specific goals of the graduate studies marketing plan are to increase the following in regards to adult student access:

- The number of total adult students out of state will increase by 3% each year from 2010 to 2012.
- The number of adult minority students will increase by 3% each year from 2010 to 2012.

Both specific goals are planned on increasing the overall numbers of graduate students and reach out to more adult students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Year 2008-09 (3% increase over 2008-09)</th>
<th>Year 2010-11 (3% increase over 2010-11)</th>
<th>Year 2011-12 (3% increase over 2011-12)</th>
<th>Year 2012-13 (3% increase over 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
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<td>2012-13</td>
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Application to the Conference of Southern Graduate Schools (CSGS) and the Council of Graduate Schools (CGS) was accepted by both associations in 2009. Both associations help market to adults in under-represented cohorts. For example, the CSGS targets historically black colleges and universities and will help Shepherd University attract adult minority students.

The DCE has recently created a new position statement on reaching out to the regional area in both professional programs that require continuing education for re-licensure as well as business and liberal arts disciplines. The DCE anticipates a moderate increase in the number of continuing education courses offered to adult students during the 2008 to 2012 period. All of the licensed undergraduate programs at Shepherd University will be presented with a plan to implement continuing education programs, especially to those licensed in the respective programs that require or prefer graduate level professional development (e.g., licensed RNs and social workers who are predominately over 25 years of age). The first phase will be to those in the West Virginia Eastern Panhandle area in 2009, with a growing emphasis to all of West Virginia in 2010 and the contiguous states in 2011. A continuing education marketing plan will be created in 2009 to reach out to those programs that require continuing education and professional development at the graduate level, as well as at the undergraduate level, to a more broad business and professional group of organizations and individuals. One goal is to create specific Continuing Educational goals by 2009 through the continuing education marketing plan, but the current plan is to increase the adult DCE students by 5% by 2012.

**Strategy/Rationale:**

As a public institution, Shepherd University intends to increase outreach to adult students through a graduate studies marketing plan and new continuing education courses. Adults will access a greater number of opportunities to help ensure economic growth in the community and a life-long learning framework. The graduate studies marketing plan will help target under-represented adults as well as adults in general.

The strategy of providing continuing education courses to the Eastern Panhandle of West Virginia and surrounding region is to improve the life of the adult students, as well as the business and professional organizations in which those adult students work.

**Educational Service to Adults 2009-2010 Assessment: Goal Met**
Goal Met or Not Met: All Met

Specific Goals and Status

1. The number of total adult students out of state will increase by 3% each year from 2010 to 2012. Status: marketing plans are in place for each of the specific graduate programs. The specific graduate marketing plans will target out of state students.

2. The number of adult minority students will increase by 3% each year from 2010 to 2012. Status: marketing plans are in place for each of the specific graduate programs. The specific graduate marketing plans will target adult minority students.

3. Application to the Conference of Southern Graduate Schools (CSGS) to increase market to historically black colleges and universities. The application was received and Shepherd University is now a member of the CSGS as of 2009.

4. Application to the Council of Graduate Schools (CGS) to increase market to adult students seeking graduate education. The application was received and Shepherd University is now a member of the CGS as of 2009.

5. Increase adult continuing education student by 5% by 2012. The percent increase of adult continuing education students from 2007 to 2010 was 377% (72 to 344) indicating that the goal by 2012 was surpassed two years early.

Actions Taken During the Past Academic Year:

Several initiatives were taken to ensure adult graduate student access will increase at Shepherd University. The initiatives include the following: 1. Specific marketing plans to address goals one and two above, 2. Annual meeting participation at the CGS and email communication with both the CGS and CSGS to help increase goals one and two above, 3. The creation of the Continuing Education Council to help increase the number of continuing education students at Shepherd University, 4. The creation of an Adult and Online Graduate Coordinator from the Assistant to the Dean position in the Division of Graduate Studies and Division of Continuing Education. The new Adult and Online Graduate Coordinator has supported the creation of new hybrid courses (i.e., seated and online combination courses) that bring greater access to adult students who juggle work and graduate education, and 5. Creation of the RBA Today throughout West Virginia and with links to our graduate programs through a streamlined communication among our graduate coordinators and the RBA/RBA Today coordinator. Shepherd created two RBA Today courses and plans to offer two courses in the fall 2010 semester.

Strategies Used:

A variation of individuals have participated in the initiatives above, including Vice Presidents (who participate in the Graduate Council and Continuing Education Council), deans, graduate coordinators, chairs, and graduate faculty. Our President, Dr. Shipley, chaired the RBA Today committee within the HEPC and ensured that the program was
successful not only at the state level, but also within our own university. Intense marketing of the RBA Today program is also planned. Using a strategic planning process, the Division of Graduate Studies and Division of Continuing Education will continue to work on meeting the goals above.

**Corrective Action Taken:**

None

**Educational Services to Adults 2010-2011 Assessment: Goal Met**

**Actions taken during the past academic year:**

Shepherd created five RBA Today courses and plans to offer multiple RBA Today courses in the fall 2011 semester.

**Strategies used:**

Intense marketing of the RBA Today Program.

**Corrective action taken:**

None at this time.

**Access (Graduate): Goal Met.**

Specific Goals and Status

1. **The number of total adult students out of state will increase by 3% each year from 2010 to 2012.** Marketing plans are in place for each of the specific graduate programs, with targets specifically designed to target out-of-state students.
2. **The number of adult minority students will increase by 3% each year from 2010 to 2012.** Marketing plans are in place for each of the specific graduate programs, with targets specifically designed to target adult minority students.
3. **Use membership in the Council of Southern Graduate Schools (CSGS) to network with other professionals and institutions to strategize for targeting adult minority students.** Shepherd University has been a member of the CSGS since 2009.
4. **Use membership in the Council of Graduate Schools (CGS) to network with other professionals and institutions to strategize for targeting adult minority students.** Shepherd University has been a member of the CSGS since 2009.
5. **Increase the number of adult continuing education students 5% by 2012.** Last year’s enrollment of 344 students has remained steady through the 2010-11 academic year,
with the overall goal met ahead of the 2012 goal deadline.

**Actions Taken During the Past Academic Year:**

Several initiatives were undertaken to ensure adult graduate student access will increase at Shepherd University. The initiatives include the following:

1. Specific marketing plans to address goals one and two above.
2. Annual meeting participation at the CGS and email communication with both the CGS and CSGS to help increase goals one and two above.
3. Monthly meetings of the Continuing Education Council to help increase the number of continuing education students at Shepherd University.
4. The Adult Education and Online Coordinator worked with the Dean, Graduate Council, Continuing Education Council and the Center for teaching and learning to help create more online courses at Shepherd. This was accomplished through an online certification course for Shepherd Faculty with aim of creating new online and hybrid in the Divisions of Graduate Studies and Continuing Education that bring greater access to adult students who juggle work and graduate education.
5. Through offering cross-listed courses that provide links from the RBA Today Program to Graduate Studies at Shepherd University, more students are offered access to graduate education in our state and beyond. Two courses were offered in the fall semester 2010, with future offerings planned for the 2011-2012 academic year.

**Strategies Used:**

A variation of individuals have participated in the initiatives above, including Executive Staff (who participate in the Graduate Council and Continuing Education Council and work directly with the Dean of GSCE and graduate program coordinators), deans, graduate coordinators, department chairs, and graduate faculty. Shepherd’s President, Dr. Shipley, chaired the RBA Today committee within the HEPC and ensured that the program was successful not only at the state level, but also within our own university. With the further develop of a strategic planning process, the Division of Graduate Studies and Division of Continuing Education will continue to work on meeting the goals for providing access to a diverse constituency of adult learners.

**Corrective Action Taken:**

None

**Educational Services to Adults 2011-2012 Assessment: Goal Met**
**Actions taken during the past academic year:**

- Shepherd has continued to offer RBA Today courses during the fall 2011, spring 2012, and summer 2012 terms.
- A new online certification course was designed and offered during the summer of 2011 through the Center for Teaching and Learning. Fifteen faculty members completed the course. In summer 2012, 20 faculty members are registered for the course. This will help Shepherd increase the number and effectiveness of our online course offerings.
- The TRiO Student Support Services program continues to offer increased access to services first-generation, low-income and disabled students.
- The New Faculty Learning Community (NFLC 102) for second-year faculty at Shepherd held two hour-long sessions on “Working with Adult Students.” This helps prepare our faculty to work more effectively with the increasing number of adult students entering our university classrooms.

**Strategies used:**

Intense marketing of the RBA Today Program, the Online Certification Course, and the TRiO Student Support Services Program.

**Corrective action taken:**

None at this time.

**Access (Graduate): Goal Met**

Specific Goals and Status

1. The number of total adult students (out-of-state) will increase 3% each year from 2010 to 2012. **GOAL MET.** Through bi-weekly meetings between the Vice President of Enrollment Management, the Dean of Graduate Studies and Continuing Education, strategies were created for increasing out-of-state adult students in degree and non-degree programs. Enrollment goal met.

2. The number of adult minority students will increase 3% each year from 2010 to 2012. **GOAL MET.** The projected goal by 2012 is listed as 17 students. Enrollment of minority students was at 22 for 2011-2012, exceeding the goal of 17 by 29 percent.

3. Use membership in the Council of Southern Graduate Schools (CSGS) to network with other professionals and institutions to strategize for targeting adult minority students. **GOAL MET.** Shepherd has continuously been a member of this organization since 2009.
4. **Use membership in the Council of Graduate Schools (CGS) to network with other professionals and institutions to strategize for targeting adult minority students.**

   **GOAL MET.** Shepherd has continuously been a member of this organization since 2009.

5. **Increase the number of adult continuing education students 5% by 2012.** **GOAL MET.** Enrollments in the EDPD courses have remained steady, meeting the target enrollment early, with a high of 344 students in 2009-10 and remaining steady in 2010-11 and 2011-2012. See table below:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Number of Students</th>
<th>Projected Enrollment Goal of 5% growth per year</th>
<th>Goal Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>344</td>
<td>206</td>
<td>Yes; exceeds goal by 66%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>304</td>
<td>216</td>
<td>Yes; exceeds goal by 40%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>307</td>
<td>227</td>
<td>Yes; exceeds goal by 35%</td>
</tr>
<tr>
<td>Overall Growth</td>
<td></td>
<td></td>
<td>56.6%</td>
</tr>
</tbody>
</table>

**Actions Taken During the Past Academic Year:**

Several initiatives from 2010-2011 were continued during the 2011-2012 academic year to ensure adult student access will increase at Shepherd University:

1. Through meetings with Enrollment Management, the dean, and graduate program coordinators, “paperless” marketing strategies were developed to advertise continuing education offerings for teachers.

2. Two special workshops were conducted on campus featuring nationally known speakers. Attendance of adult learners was over 100 at a both the Educational Ethics Conference (October 2011) and the Bullying Prevention Workshop (May 2012). This allowed adult learners to have access to information on topics that are relevant to their current classroom teaching, and also present to community stakeholders topics that affect their families in an educational setting.

3. Through regular meetings with the Continuing Education Council and the Adult Education and Online coordinator, new opportunities were explored for new continuing education courses that could be bundled into a certificate program. New courses were made available from IVEY software, bringing the total number of courses to eight.

4. Cross-listed courses were made available to graduate students, as well as non-degree students, providing access to graduate-level education in science, business, and English.

5. Communication with CGS and CSGS and the availability of their published materials were a resource for the Office of Graduate Studies, helping to address the needs of adult learners.

6. Several Lifelong Learning courses are being offered for adult retirees. The Lifelong Learning classes provide a fun and engaging way for retirees to access...
extended learning and social opportunities. More information on this program may be found at:  http://www.shepherd.edu/lifelonglearning/.

**Strategies Used:**

In order to address the needs and access of adult learners to educational opportunities, a variety of individuals participated in the actions described above:

- President, VPAA, and Executive Staff
- Office of Enrollment Management (include VP of Enrollment, Registrar, Retention Specialist, Admissions)
- Dean of GSCE
- Graduate Program Coordinators and Graduate Faculty
- Academic Deans and Department Chairs
- University Communications
- Institutional Research

By utilizing the skill sets of various academic and administrative units on campus, increased access and opportunity was made available to adult learners.

**Corrective Action Taken:**

None
Cost and Affordability

5. **External Funding**

Shepherd University launched its first comprehensive campaign to increase institutional funding from external sources in 2006. The original five-year campaign goal was to raise $19 million by 2011. The goal was adjusted in 2009 to raise $20 million by 2012. As of June 30, 2009, $16 million (80 percent of the goal) had been raised. As of June 30, 2010, $20,188,809 (101 percent of the goal) had been raised. Of this, $4,130,990 was raised during FY 2010. Given that the goal has been reached two years ahead of campaign schedule the Executive Campaign Committee has decided to officially close the campaign on June 30, 2010.

In order to create an inspiring future of continued excellence, the University originally focused its campaign on four major initiatives:

1. Retaining, recognizing, and attracting high-quality faculty.
2. Honoring its mission commitment to making a high quality college education affordable and accessible.
3. Enhancing facilities, development, and expansion.
4. Sustaining the fiscal strength of historic programs of annual giving.

In 2009, the campaign priorities were realigned with the newly adopted strategic plan and the following goals were identified:

1. Inspire student learning and development
2. Optimize the potential of faculty and staff
3. Create a beautiful and welcoming campus
4. Stimulate the cultural and economic development of the region
5. Advance Shepherd as a premier liberal arts university

Securing endowment funds remains as one of three identified priorities to be addressed during the campaign. Through the initiative to create endowed funds for faculty excellence, the University seeks to establish its first endowed faculty positions; to enhance faculty salaries; increase support for academic research and travel. Further, these endowed funds will be leveraged to develop and sustain innovative and responsive academic programs, as well as to recreate and transform the University’s rich core in the liberal arts, realizing higher education’s larger objectives.

The initiative to create endowed scholarships to support students seeks private funds to maintain the University’s comparatively low tuition, thus enabling more students to access higher education. Through additional financial assistance, the University seeks to close the tuition gap enabling more students to attend college full-time, to graduate more quickly and
to begin their chosen careers. Additionally, merit-based scholarships will attract the most academically able students.

As its first initiative to enhance facilities through private funding, the campaign seeks to complete the remaining phases of the Center for Contemporary Arts, a bold, innovative home for the visual and performing arts. The University seeks private funds to build both a creative laboratory for students and a national showcase that continues to attract thousands of visitors who celebrate West Virginia as a cultural destination. In addition to this project, the university has identified several high priority capital needs including the improvement of athletic facilities, campus beautification, the need for additional laboratories, and improved academic and performance space to support the music program. Fundraising for these projects will begin as lead gifts are secured.

Finally, the campaign seeks to increase private contributions to existing programs through annual giving. Through the established endowments and annual fundraising initiatives administered by the Shepherd University Foundation and the Shepherd University Alumni Association, the campaign seeks to continue, at higher levels, existing scholarships, curricular enhancements, and campus improvements.

As of June 30, 2009 the Create comprehensive campaign generated:

- Capital gifts: $1,185,556
- Endowment support (including deferred gifts): $4,953,234
- Annual Giving: $4,033,516

The following table provides cumulative fundraising totals toward the campaign priorities:

<table>
<thead>
<tr>
<th>Priority</th>
<th>2009</th>
<th>2010</th>
<th>Highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td>$1,185,556</td>
<td>$2,255,096</td>
<td>Funds have helped to support the construction of a new academic facility for the performing and visual arts and improved athletic facilities.</td>
</tr>
<tr>
<td>Endowment (including deferred gifts)</td>
<td>$4,953,234</td>
<td>$6,892,094</td>
<td>New funds have allowed support to students through scholarships to increase despite small losses occurring as a result of the economy; provided endowment for academic outreach programs; and created a fund to endow a chair in history.</td>
</tr>
<tr>
<td>Annual Giving</td>
<td>$4,033,516</td>
<td>$4,084,873</td>
<td>Annual giving enjoyed small increases over the past two years, countering declining national trends. The greatest increases in FY10 were realized in unrestricted annual and giving to academic programs. (These increased by $14,000 and $25,000, respectively, over the past year.) It is notable that Shepherd converts virtually all unrestricted annual funds into financial aid for students.</td>
</tr>
</tbody>
</table>
The campaign also seeks to stimulate interest in student enrollment in the University’s current STEM degree programs: biology, chemistry, computer science, environmental studies, mathematics, nursing education and computer engineering. In addition to the 56 scholarships that are available to students who major in STEM field, the campaign strategy was adjusted to promote faculty participation in grant seeking for research purposes. Data relating to Research and External Funding is reported later in this report.

**External Funding 2010-2011 Assessment: Goal Met**

2011 Goals:

**Goal 1. Raise $3,500,000 to complete the comprehensive campaign**

**Goal exceeded:**
As of April 30, 2011 $5,112,971 has been raised with two months left in the fiscal year.

**Actions taken:**
The overall campaign goal was exceeded by 25% and therefore the campaign is being closed one year early.

**Strategies used:**
- Implemented the comprehensive campaign strategy especially by reaching out to broader prospect pools.
- Increased stewardship activities, especially through highly visible events including room dedications, ground breakings and other events.
- Restructured staff responsibilities to emphasize outreach through annual giving, athletics and annual giving.

**Corrective action taken:** None

**Goal 2. Secure $1,000,000 for research, scholarship and organizational improvement.**

**Goal exceeded:**

$1,422,139 was raised in FY11.

**Actions taken:**
Academic Affairs and Advancement continue to collaborate to build the prevalence of faculty and staff who apply for funds to support research and improvement agendas. Collaborative actions included providing staffing support, hiring external consultants to assist in the writing process and working faculty staff and administration to define the process.

**Strategies used:**

- Further developed the Shepherd University Research Corporation (SURC) to develop the roles of the directors in order to strengthen the support structure.
- Developed writing teams that provided consultative services from internal and external experts.
- Established processes and policies consistent with best practices.

**Corrective action taken:** None

**Goal 3. Raise $3,000,000 for endowments.**

**Goal met:**

As of April 30, 2011 $2,976,333 had been raised for endowments. Upon receipt of normal end of year gifts, this goal will be met.

**Actions taken:**

Fundraising staff worked with donors to complete pledges and make new gifts to endowments. In addition, fundraising staff worked with donors to document deferred gifts with selected donors.

**Strategies used:**

- Emphasized donor relationships and stewardship through difficult economic times.
- Created materials and trained staff regarding different vehicles for deferred giving.
- Implemented Gift Acceptance Policies defining the parameters under which deferred gifts would be valued and stewarded.

**Corrective action taken:** None

**Goal 4. Raise $1,000,000 in annual giving.**

**Goal in Progress:**
As of April 30, 2011 $735,997 had been raised.

**Actions taken:**

- The annual appeal messages were changed to resonate with donors who are facing economic challenges.
- The institution increased the number of appeals and segmented these appeals to match the messages with the interests of the donors.
- The institution reached out to more individuals by adding electronic appeals and inviting coaches to participate in the phone-a-thon.

**Strategies used:**

Implemented mass marketing strategies to segment and target audiences.

**Corrective action taken:** None

**External Funding 2011-2012 Assessment: Goal Met**

2012 Goals:

**Goal 1. Close the Create campaign by raising $20 million by 2012.**

**Goal exceeded:**

The verified total raised through the campaign was $25,910,894.

**Actions taken:**

The overall campaign goal was exceeded by 30% and therefore the campaign was closed.

**Strategies used:**

- The financial records recording campaign contributions were closed and audited, receiving a clean audit report.
- A campaign report of impact, financial contributors, and volunteers was published and disseminated.
- A celebratory event to thank donors, volunteers, and the community was held.

**Corrective action taken:** None
Goal 2. Secure $1,000,000 annually for research, scholarship and organizational improvement.

Goal exceeded:

Proposals for competitive grants process yielded awards totaling $1,631,086 in FY12.

Actions taken:

Academic Affairs and Advancement continue to collaborate to increase the number of faculty and staff who seek funding through the competitive grants process. Collaborative actions included providing staffing support, working with external consultants to assist in the writing process, and providing professional development experiences to engage faculty and staff in the process.

Strategies used:

- Policies that support requirements for research, spending, and reporting were finalized.
- A website that provides a “one-stop-shop” for grant support was developed.
- An on-site workshop covering basic information related to proposal development was held and faculty with more experience attended workshops focused on the requirements of specific funding agencies.

Corrective action taken: None

Goal 3: Raise $3,000,000 for endowments.

Goal exceeded:

As of May 31, 2012, the five-year total is $5,977,339; of this $877,436 was raised in the first 11 months of FY12.

Actions taken:

Emphasis on deferred giving was continued. This philanthropic vehicle enabled benefactors to make significant gifts in a difficult economic time.

Strategies used:

- Emphasized donor relationships and stewardship through difficult economic times.
- Created materials and trained staff regarding different vehicles for deferred giving.
- Implemented Gift Acceptance Policies defining the parameters under which deferred gifts would be valued and stewarded.
**Corrective action taken:** None

**Goal 4: Raise $1,000,000 in annual giving.**

**Goal Exceeded:**

As of May 31, 2012, the five-year total is $5,628,033; of this $654,832 was raised in the first 11 months of FY12.

**Actions taken:**

The annual giving program continued to be shaped, with emphasis placed on developing a comprehensive strategy to guide fundraising for annual programs.

**Strategies used:**

- An annual calendar of appeals issued by Advancement and the Foundation was developed to protect donors from over solicitation.
- Phone-A-Thon strategies were refined to include more segmenting of class years and differentiated messages targeted at various age groups.
- The Faculty/Staff giving program was improved and appreciation days were added.

**Corrective action taken:** None
Learning and Accountability

7. Expansion of Graduate/Postdoctoral Education

Data:

Two programs are approved at the graduate level to implement when the five current graduate programs are more established. With five new graduate programs initiated within the past five years and with one program that started to produce graduates in 2009 (i.e., Master of Music in Music Education), there is a need to concentrate on current program enrollments for the immediate future rather than on new graduate program development. However, after 2010, the time will be appropriate to initiate new graduate programs that build on solid current programs.

Goal:

There are currently five graduate programs provided at Shepherd that help support the mission of the University. The goals for the expansion of graduate education include:

- **2009**: Since the M.B.A. is the largest program with the greatest potential for expansion, the development of appropriate M.B.A. emphasis areas occurred with the first emphasis area in health administration during the Fall 2009 Semester. An additional MBA accounting emphasis area is in discussion within the respective department. Also, there are preliminary discussions with the West Virginia School of Osteopathic Medicine to create a D.O.-M.B.A. program, and if successful would be only the second such program in the county.
- **2009-2010**: Develop greater number of courses taught by Shepherd graduate faculty in the recently implemented Shepherd B.S. to WVU Pharm. D. Program. Shepherd graduate faculty with appropriate education and scholarship can start to teach at the doctorate level for WVU and help develop the graduate culture of research and scholarship necessary for a joint Marshall Ed. D. Program (see 2012 below).
- **2010**: Development of an M.S.N. program in the planning stages for possible implementation in 2011 (if current enrollment trends continue to improve).
- **2011**: Implementation of the two currently approved graduate programs – the Master of Arts in Public History and the Master of Arts in Liberal Studies (if current enrollment trends continue to improve).
- **2012**: Development of a joint Marshall Ed. D. program in higher education to serve alumni of the Shepherd University M.A.-CSDA program and others in the West Virginia and contiguous states.

Strategy/Rationale:
Graduate programs are a new and vital part of the mission of Shepherd University. As the only public university in the Eastern Panhandle of West Virginia, Shepherd provides an economically important part of the professional and business development of the respective region. The strategy of improving the economic base in the region with continuing education and graduate studies under one area (or two divisions) capitalizes upon resources in a synergistic means that private universities have difficulty with and may not be able to perform for the region. The development of a joint Marshall University educational doctorate (Ed. D.) in higher education that builds upon the M.A.-CSDA will bring a program that is needed due to the existence of few centers in the country with a specialized higher education discipline (only 30 centers exist in the country for higher education doctoral studies beyond West Virginia University and Marshall University in West Virginia). The nearest centers of higher education are two or three hours away from Shepherd University:

- University of Maryland – College Park (two hours)
- Penn State University (three hours)
- University of Virginia (three hours)
- West Virginia University (three hours)

There are only two Doctor of Education programs in higher education in West Virginia. One is at West Virginia University, three hours away from Shepherd University, and the other at Marshall University, six hours away from Shepherd University. With the increasing cost of transportation, the commute of two to six hours for the potential Ed. D. student is prohibitive. Therefore, with a joint Marshall University Ed. D. program with Shepherd University faculty members providing doctorate level courses, the commute and transportation costs are reduced to help further the economic development of West Virginia – especially in business dependent on doctorate level education.

**Expansion of Graduate / Postdoctoral Education Assessment 2009-2010**

**Assessment: Goals Met**

**Goals Met or Not Met: All Met**

The following were implemented in 2009-2010: 1. The MBA in Health Administration, 2. The MBA in Accounting, and 3. The Shepherd University-WVU, B.S. to Pharm.D. program. The following progressed from initial discussions to the planning stage in 2009-2010; 1. Shepherd-WVSOM, D.O.-MBA in Health Administration, and 2. The MSN (Approved at the Graduate Council Level, with the VPAA, President and Shepherd Board of Governors still needing approval). The following are awaiting response from the Higher Learning Commission (HLC) with regards to the Shepherd University Special Status Report on Graduate Culture 2010 (the report was sent in May 2010 to the HLC): 1. The
approved graduate MALS program, and 2. The approved graduate MA-Public History program.

The Ed.D. joint program with Marshall University is in the preliminary discussion stages with the Marshall School of Education. The discussion continues on the joint Ed.D. program with Marshall. Turnover in the Marshall School of Education at the deans level has slowed the discussion, but continuing phone conversation occurs with the respective faculty in both institutions.

**Actions Taken During the Past Academic Year:**

The Division of Graduate Studies worked extensively with the Division of Enrollment Management to increase the level of graduate student enrollment in 2009-2010. Through the combined offices of financial aid and admissions, the Division of Graduate Studies was able to work with new marketing tools (e.g., brochures and radio spots) to help potential graduate students access graduate programs. The MBA in Health Administration has a robust group of 10 students and growing with work in the field through internships that were started in Summer 2010. The new MBA in Accounting was implemented in the Fall 2010 Semester with three new graduate accounting courses that will be implemented in Fall 2011 Semester.

Several discussions and site visits were conducted to plan for a potential D.O.-MBA in Health Administration between Shepherd and the West Virginia School of Osteopathic Medicine. With the WVSOM D.O. degree and the Shepherd MBA in Health Administration, the joint program would be only the second in the country. A shift in the D.O. curricula would be minimal and the MBA in Health Administration would not require significant changes in site instruction (i.e., more than 50% would still be on the Shepherd campus).

With the significant shortage in nurses, the MSN at Shepherd will be a much anticipated graduate program. As the graduate culture continues to improve at Shepherd, the MSN went through the planning stage and was approved at the Graduate Council level. Several meetings were conducted to ensure that the new program would maintain the current level of rigor found in Shepherd graduate programs. Once approval for new graduate programs are obtained from the HLC, the MSN will be the first graduate program to advance.

The two previously approved graduate programs are also awaiting HLC approval to initiate new graduate programs at Shepherd. Both the MALS and MA-Public History are ready to start, with the most probable date in 2012.

Discussion of a joint Ed.D. with Marshall continues, albeit with a slower projection than originally planned. With the slower economy, the need for the Ed.D. is still great, but the reality of resource consumption makes the Ed.D. a lower priority than the graduate programs at the master’s level. Verbal discussion between the Shepherd Dean of Graduate...
Studies and CE and the previous Executive Dean of the Marshall School of Education occurred until the latter individual’s departure in the Spring 2010 Semester. Continuing discussion occurs between the former and the faculty involved in both institutions.

**Strategies Used:**

All of the master’s level graduate programs have incorporated discussion with the respective graduate faculty, as well as the VPAA/deans and chairs at the undergraduate level. Full disclosure of the process for obtaining new graduate programs has included discussion with the faculty senate, the chair’s and deans councils, and the individual departments.

Verbal (i.e., phone) and email exchanges occurred in 2009-2010 on the joint Ed.D. program with Marshall. To date, no formal structure or curricula have been planned.

**Corrective Actions Taken:**

None

**Expansion of Graduate / Postdoctoral Education Assessment 2010-2011: Goals Met**

**Goals: Overall – Met**

1. Enhancement of Graduate Culture – Increase disciplines involved in graduate studies (Met)
2. Enhancement of Graduate Culture – Increase divisions involved in graduate studies (Met)
3. Enhancement of Graduate Culture – Increase type of graduate programs provided (Met)
4. Increase Graduate Students by 1.5% (Met)
5. Increase Graduate Degree Seeking Students by 1.5% (Partially Met)

**Actions Taken:**

**Enhancement of Graduate Culture Overall and Shepherd University Mission**

Significant changes were made to the Graduate Council leadership, based on feedback from the Higher Learning Commission’s response to the Graduate Studies report on enhancing graduate culture at Shepherd University. The changes included focused committees on strategic planning, marketing/enrollment and faculty professional development. In discussion with the HLC representatives, Shepherd University has
significantly enhanced the graduate studies culture to the point that future graduate programs now hinge largely on enrollment issues.

**Specific Actions:**

1. **Enhancement of Graduate Culture – Increase disciplines involved in graduate studies.** Beyond the five graduate programs with current disciplines, the following disciplines were more involved in the graduate programs:

   - Accounting – Through the creation of the advanced emphasis in the MBA (MBA in Accounting), there was support for an additional accounting faculty line that will support the new accounting emphasis.
   - Nursing – Through the creation of an electronic medical records focused graduate course, the nursing faculty provided support to the MBA in Health Administration.
   - Mathematics – A new Graduate Council member from mathematics was involved throughout the year to help support the sciences as part of the graduate culture.

2. **Enhancement of Graduate Culture – Increase divisions involved in the graduate studies.** In addition to the Divisions of Academic Affairs and Student Affairs, there was greater participation in graduate studies by the Division of Enrollment Management and Division of Advancement. The Division of Enrollment Management enhanced graduate studies by streamlining the admissions process, as well as greater participation of financial by processing graduate student scholarships, grants and loans. The Office of Advancement created more applications for grants that included a higher number of graduate faculty participation.

3. **Enhancement of Graduate Culture – Increase type of graduate programs provided.** With the implementation of the MBA in Health Administration, twelve new graduate students started their MBA in Health Administration at Shepherd. Significant outreach to the full continuum of healthcare institutions and providers occurred, in conjunction with the Co-Op office at Shepherd, to support internships in health administration. In addition to the MBA, the MA-CI continued to increase the outreach to science teachers by supporting the science cohort with new graduate courses. Two new programs were started in graduate continuing education studies:

   - 100% online interaction with graduate faculty to take specific graduate courses.
   - 100% online courses without graduate faculty interactions via a subcontracted company with module interactions.

4. **Increase Graduate Students by 1.5% (Including Graduate Continuing Education Enrollment).** Although not specifically identified in the original compact
goals, the Division of Continuing Education is part of the strategy to increase graduate degree enrollment goals. The programs provided by the Division of Continuing Education include graduate courses for teacher re-certification and thus act as a “feeder” program for potential graduate degree students. Teachers without graduate degrees must continue their re-certification with graduate professional education courses, which Shepherd University provides at the lowest cost to the teachers in our eight county region. Once teachers are exposed to Shepherd University graduate re-certification courses they are also exposed to the MA-CI program at Shepherd. Both the Director of Continuing Education and the respective MA-CI Graduate Coordinator work together to market potential MA-CI students. The Director of Continuing Education also works with the MAT Graduate Coordinator to market that program when non-certified teachers take the graduate professional development courses. The future for the MA-CI and MAT programs in terms of potential students from the Division of Continuing Education graduate re-certification programs is bright, since the Fall-Spring non-duplicated enrollment for the re-certification courses grew by 18.8%, from 187 to 222, during 2009-2010 and 2010-2011.

5. **Increase Graduate Degree Seeking Students by 1.5% (Enrollment Goals Partially Met by Specific Programs).** While the official Fall Semester census headcount for all graduate degree programs remained the same from 2009-2010 to 2010-2011 (154 and 154 respectively), the headcount as of the end of the semester was 157, an increase of 2% over the previous year. This increase is the result of three MBA students who registered for 8-week courses that start after the official fall census count is taken for HEPC. The official FTE amount for Fall Semester increased by 1% from 2009-2010 to 2010-2011 (78.5 to 79.25 respectively).

However, for the entire academic year enrollment comparison from 2009-2010 to 2010-2011, the “Great Recession” was felt. With a record enrollment of 204 headcount in 2009-2010 and an enrollment of 190 headcount in 2010-2011 we found that specific programs were hit most by the recession. The three teacher programs were all hurt the most by the recession with decreases in enrollment from 2009-2010 to 2010-2011 ranging from minus 4 students in the MMME to minus 6 students in the MA-CI. The MA-CSDA enrollment did not change since it is at 100% capacity (31 headcount) and the MBA increased by 1% enrollment (93 to 94 headcount).

The institution can substantiate the impact of the recession by examining data from the previous two years. Starting with the 2008-2009 academic year at the beginning of the recession, there is an impact on enrollment from the previous year for specific programs; MA-CI dropped by 9 students, MAT dropped by 2 students, and the MBA dropped by 10 students. Overall there was a small net decrease for the 2008-2009 academic year with enrollment increases in the MA-CSDA and the MMME programs, but a decrease indicated in the MA-CI, MAT and MBA (198 to 196 total headcount respectively). The recession continues to be an issue for the teacher
programs since they are part-time in nature and individuals want to secure jobs faster than the programs can accommodate. The MBA has rebounded since the beginning of the recession with an increase in 9 headcount since 2008-2009 (85 to 94 headcount respectively). The recession has also impacted the number of graduates from the graduate programs, with a two year lag time now noticed in the specific programs – the two years typically being the amount of time for a master’s degree, with the exception of the three teacher programs that typically take three or four years part-time. Almost all of the decrease in graduates from 2009-2010 to 2010-2011 for the five graduate programs can be predicted by the three graduate program enrollment decreases from 2008-2009; there was a drop of 17 graduates from 2009-2010 to 2010-2011 (51 to 34 respectively) and there was a drop of 16 graduate students in the 2008-2009 period compared to the 2007-2008 period when the program with the most “part-time” number of students, namely the MMME, is removed. The time for the MMME students to graduate has been nearly four years. Therefore, the institution continues to strategically plan for more focused marketing of the teacher programs as illustrated below, as well as enhanced marketing of the MA-CSDA and MBA programs.

Strategies Used and Planning, for Increasing Graduate Culture and Graduate Degree Enrollment:

The Divisions of Graduate Studies, Continuing Education, and Enrollment Management meet every two weeks to focus on improving the enrollment of graduate degree programs. In addition to marketing plans created for each of the graduate programs, the following were implemented in 2010-2011:

1. The MA-CI science cohort was supported by new graduate faculty to ensure cohort enhancement.
2. New marketing brochures and procedures were implemented for all of the teacher programs (i.e., MA-CI, MAT and MMME).
3. The MA-CI program underwent new targeted marketing towards teachers without certification, where previously only certified teachers were admitted.
4. The MAT procedures for admission were reviewed with new streamlined admissions procedures in discussion for 2011-2012.
5. The MMME program added a nationally marketed Kodály program that brings students to the Shepherd campus for summer graduate courses as a means of expanding the market for potential students.
6. The MBA in Health Administration internships were expanded to bring in a wider variation of students interested in health administration.
7. The MBA in Accounting completed the addition of specific accounting emphasis courses.
8. The Shepherd-WVSOM, D.O.-MBA in Health Administration planning is still in discussion.
9. The MSN program was discussed with HLC representatives and is projected to be the next graduate program to proceed.
10. The majority of Graduate Research Funds available for graduate students (Institutional Awards) is focused on the three teaching programs to help support those students.

The following are still in discussion stage, but have moved to a holding pattern until enrollment rebounds from the recession:

1. The HEPC approved MALS program
2. The HEPC approved graduate MA-Public History program

Specific Actions Taken During the Past Academic Year to Improve Enrollment:

The Division of Graduate Studies worked extensively to focus on graduate student enrollment in 2009-2010. Two retreats were conducted to focus on the vision, mission and marketing plans of the graduate programs, as well as ongoing meetings of the graduate council, the five graduate council committees and significant work in the field at graduate fairs and professional conferences. A new configuration for admissions of graduate students was added through a software program (Hobsons) to track potential students, applicants and admissions to improve yield rates for enrollment. A new online application software package was assessed and will be implemented in 2011-2012 to help improve the efficiency of admissions to improve potential enrollment through more “user friendly” interactions with admissions staff and graduate studies personnel. Several new social media interactions are also planned for 2011-2012 to help improve potential graduate student applications such as Facebook (already in place and expanding), Twitter, and similar sites. The 3+2 programs, where Shepherd undergraduates can take graduate courses in their senior year, are also ready for implementation in the 2011-2012 academic year and should help to increase graduate degree enrollment.

Corrective Actions Taken:

Based on the feedback from the November 2010 HLC response to our Special Report on Graduate Studies at Shepherd University, the following corrective actions were taken to improve the graduate culture and increase graduate studies enrollment:

1. The Graduate Council sub-committees were reduced from 10 to 5 to re-focus attention on enrollment issues.
2. The Vision and Mission of the Graduate Council were re-drafted to focus on enrollment issues.
3. A drafted dashboard was created to further identify means to increase enrollment in the graduate programs.
Expansion of Graduate/Postdoctoral Education Assessment 2011-2012: Goals Met

Goals: All met

1. Enhancement of Graduate Culture-Increase disciplines involved in graduate studies.
2. Enhancement of Graduate Culture-Increase divisions involved in graduate studies.
3. Enhancement of Graduate Culture-Increase type of graduate programs provided.
4. Increase Graduate Students by 1.5%
5. Increase Graduate Degree-Seeking Students by 1.5%

Actions Taken During the Past Academic Year:

The success rate in this area can be attributed to increased communication between the dean, graduate program coordinators, graduate faculty, graduate students, and administrative units such as Admissions, Student Affairs, the Professional Education Unit Council (PEUC; covering numerous subject areas), and Enrollment Management.

Administrative Structure: The configuration for graduate studies includes the Division of Graduate Studies for graduate degree programs, and the Division of Continuing Education that includes graduate-level courses for recertification. The leadership for all graduate studies at Shepherd has grown from a part-time graduate director to a full-time Dean of Graduate Studies and Continuing Education. Through the reorganization of an associate vice president’s position, the position Dean of Graduate Studies and Associate Vice President of Academic Affairs will be implemented in fall 2012. This new position addresses the special requirements of graduate and accredited programs, and oversees articulation agreements with community colleges regarding cooperative degree programs.

Goals 1 and 2: Increase the disciplines and divisions involved in graduate studies (Met).

Development of Policy and Procedures

With new leadership in place in the position of the GSCE Dean, in graduate program coordinator positions, and in the graduate council during the past academic year, stakeholders in graduate studies worked in cooperation with academic and administrative units to develop policies that further codify graduate culture at Shepherd University:

1. Updated Mission and Vision Statement: Graduate studies developed updated mission and vision statements that that forged a separate identity for graduate programs at the university:

   MISSION: Shepherd University Graduate Studies is a diverse community of educators, scholars, and learners committed to promoting accessibility and
excellence in higher education, leading to advanced mastery of disciplinary knowledge and skills.

VISION: Shepherd University Graduate Studies aspires to be a responsive and accessible provider of quality educational programs. We are committed to continually broadening the scope of learning, academic discourse, discovery and innovations, while increasing global connections for scholars, researchers and practitioners.

2. Progression: All graduate students are expected to complete their degrees in an appropriate time and manner (see sunset clause and plan of study form below). Beginning in Fall 2012:

a. Plan of Study Form: All graduate students must complete the Plan of Study Form in consultation with his or her academic advisor by no later than registration for the 12th credit hour. The purpose of the form is to detail the student’s program requirements, including culminating experiences such as student teaching and comprehensive exams.

b. Sunset Clause: Students enrolled in graduate studies at Shepherd University must complete the program within 7 years, based on the date of admission to the degree program.

3. Admissions policies:

a. Admissions criteria for Master of Arts, Teaching (M.A.T.) were revised for more flexibility, making them more in line with admission policies with HEPC and COPLAC peer institutions. Students now have more options in re: to Praxis tests and percentage of content courses to complete prior to beginning the program.

b. TOFEL policy: This policy was revised to reflect criteria at the graduate level by requiring a test of Language Proficiency for international graduate students except in the case of a diploma or degree from an accredited college or university in which the primary language of instruction is in English.

c. Online Application: To streamline the application process for potential graduate students, an online application was developed to match the undergraduate application process.

4. Transfer policies: Graduate courses from other institutions or other Shepherd University graduate programs are evaluated, at the time of admission, by the Dean and/or the coordinator of the program to which the applicant is applying, or the department chair in which the course is offered.
The policies were revised to reflect practices of HEPC and COPLAC peers by allowing up to nine credit hours to be transferred into a Shepherd graduate program. Policies regarding the minimum grade and current knowledge were also developed: Courses transferred to a Shepherd graduate program must have a minimum grade of “B,” and must have been taken within 7 years based on the date of admission to the degree program (see sunset clause).

5. **Graduate Student Handbook:** Starting with Fall 2012, policies affecting graduate students will appear in the overall student handbook.

6. **Graduate Faculty Qualifications:** The Dean of GSCE is working with the VPAA to further refine qualifications and the teaching load of faculty assigned to graduate courses. These revisions will be incorporated into the 2013-2014 Faculty Handbook.

7. **Flexibility in coursework:** Through the development of an individualized strand of study in the MACI program, students will be able to take courses from an approved set of courses across all five degree programs.

8. **Increased emphasis on communication:** Through using technology and social media, graduate culture at Shepherd was enhanced by the following:
   
   a. Shepherd University Graduate Studies Facebook page
   b. Graduate Gazette: Graduate Studies newsletter
   c. Online orientation videos through the graduate studies website

Through stakeholder involvement in the development of policy and procedures, more disciplines and divisions have maintained their involvement in the graduate studies program, thereby allowing us to increase enrollment (Goals 4 and 5) and possibilities for future expansion (Goal 3).

**GOAL 3: Increase type of graduate programs provided (Met)**

There are currently five graduate programs at Shepherd that support the mission of the University. The goals for the expansion of graduate education include:

- **Development of accelerated graduate degrees:** Graduate studies will work with the Business Department to develop a 3+2 program, leading to an M.B.A. degree at the end of five years.

- **Develop additional concentrations within existing degree programs:** In cooperation with graduate program coordinators and department chairs, develop additional strands in the M.B.A. program (marketing, sports marketing), MACI (multi-categorical special education, reading, individualized strand), and
M.M.M.E. program (composition and jazz strands).

- **Examine current degree inventory:** Graduate studies will explore the possibility of creating one education degree with tracks in certification, curriculum, and special education. This will leave one spot for a new degree program such as the M.S.N., or D.N.P.

- **Develop cohort enrollments:** Through the newly formed (2011) MBA Advisory Board, work to develop cohort enrollments through local businesses in the healthcare industry, government agencies, or banks.

- **Develop joint degree programs:** Work with other institutions such as Marshall and WVU to develop a joint degree program in Osteopathic Medicine and the M.B.A. program, and/or Ed.D. with the CSDA program.

- **Develop a doctoral program:** As part of the strategic planning process, one of the steps Shepherd could explore is the implementation of a practicing doctoral degree such as the Doctor of Nursing Practice. The D.N.P. is now the expected degree of the industry, as the M.S.N. is being phased out on a national level. This could put Shepherd at the forefront of nursing education in the immediate geographic area (100-mile radius).

- **Possible Implementation of the two currently HEPC approved graduate programs** – the Master of Arts in Public History and the Master of Arts in Liberal Studies (if current enrollment trends continue to improve). We will need to reexamine market demand for these two degree programs.

**GOALS 4 and 5: Increase graduate students and degree-seeking students by 1.5% (Met).**

Through the items described above, goals were met and graduate enrollment increased from 190 to 209 students (non-duplicated), showing a growth rate of 10% over the previous year. At the same time, degree production moved from 34 to 63, an 85% increase over the previous reporting period. This also represents 23% above our compact goal for this time period.

**Strategies Used:**

All the items described under actions taken show the result of increased dialogue and communication with graduate stakeholders, especially taking into account community feedback through advisory groups, such as the new M.B.A. Advisory Council. By taking into account opinions and expertise of community members, many of whom are potential employers, we can be assured of the enhanced skills needed by our graduates in a variety of disciplines.
Corrective Actions Taken:

In order to meet goals and expand graduate education, corrective actions taken are described under “actions taken” for each goal.
Innovation

9. Student Civic Engagement

Programs and Activities to Foster Civic Engagement and Service Learning

Both Shepherd University and its students place a high value on civic engagement and service-learning. The area of Shepherd University’s emphasis within student civic engagement is service learning and especially student community services. However, within the general studies program, all Shepherd students must take either American Federal Government or Politics and Government. Both courses include sections on civic engagement and participation. As noted in the table below, both World Literature and Written English within general studies require a service learning component.

Shepherd’s financial commitment, both institutionally and through Student Government Association support, to the Office of Student Community Services and Service Learning (SCS/SL), underscores the University’s commitment to this area. This office is dedicated to innovative outreach initiatives that include volunteerism, community service, community restitution, and service learning. Being an active and engaged citizen has become the norm on Shepherd’s campus, not the exception.

Service Learning:

While globally the definition of service-learning continues to evolve, the SCS/SL office at Shepherd University qualifies service learning by meeting the following criterion:

- The activity must be tied to the learning outcomes of the course.
- The beneficiary of the student’s work must be a non-profit entity.
- All involved parties must benefit from the service.
- A structured reflection component must take place.
- The student is not financially compensated for the service.
- Must address a social, cultural, or economic issue.

The SCS/SL office offers continuous support to those departments that currently utilize service learning in the classroom as well as to those who are relatively new to this teaching and learning strategy. Based on reports provided by the deans of our schools, and as defined by the criteria above, the following courses have been offered at Shepherd University incorporating service learning. Those hours denoted with an asterisk indicates an estimated number of hours based on reports from deans.
Courses offered at Shepherd University incorporating service learning:

<table>
<thead>
<tr>
<th>Undergraduate Courses with Service Learning Component</th>
<th>Fall 07/Spring 08</th>
<th>Fall 8/Spring 09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of required</td>
<td>Class Enrollment</td>
</tr>
<tr>
<td>Community Service Learning</td>
<td>55</td>
<td>31</td>
</tr>
<tr>
<td>Social Work Methods</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>World Literature</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>World Literature I (Ellzey)</td>
<td>~</td>
<td>~</td>
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<td>World Literature I (Baker)</td>
<td>~</td>
<td>~</td>
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<td>World Literature II (Barnett)</td>
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<td>~</td>
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<td>World Literature II (Barnett)</td>
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<td>~</td>
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<tr>
<td>Children’s Literature</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Written English</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Advanced Composition</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Foundations of Education</td>
<td>10</td>
<td>185</td>
</tr>
<tr>
<td>Historic Preservation</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>Teaching Tumbling/Gymnastics</td>
<td>5*</td>
<td>28</td>
</tr>
<tr>
<td>Elementary School PE Activities</td>
<td>5*</td>
<td>25</td>
</tr>
<tr>
<td>Teaching Adapted PE</td>
<td>5*</td>
<td>78</td>
</tr>
<tr>
<td>Environmental Education</td>
<td>5*</td>
<td>26</td>
</tr>
<tr>
<td>FYEX 102: Volunteering</td>
<td>~</td>
<td>~</td>
</tr>
<tr>
<td>FYEX 102: Knitting</td>
<td>~</td>
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<tr>
<td>Intro to Liberal Arts: PHIL 199</td>
<td>~</td>
<td>~</td>
</tr>
<tr>
<td>Dimensions of Envir Studies</td>
<td>~</td>
<td>~</td>
</tr>
<tr>
<td>Community Health</td>
<td>~</td>
<td>~</td>
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<td>~</td>
<td>~</td>
</tr>
<tr>
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<td>~</td>
<td>~</td>
</tr>
<tr>
<td>Writing for Arts &amp; Humanities</td>
<td>~</td>
<td>~</td>
</tr>
<tr>
<td>Business Strategy and Policy</td>
<td>~</td>
<td>~</td>
</tr>
<tr>
<td></td>
<td>498 total enrollment</td>
<td>5288 SL hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Courses with Service Learning Component</th>
<th>No. of Required hours per student</th>
<th>F07/S08 Class Enrollment</th>
<th>Total SL Hours</th>
<th>Total number SL Courses</th>
<th>No. of Required hours per student</th>
<th>F08/S09 Class Enrollment</th>
<th>Total SL Hours</th>
<th>Total number SL Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Teaching</td>
<td>20</td>
<td>3</td>
<td>60</td>
<td>1 graduate course</td>
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<tr>
<td>College Student Development and Administration</td>
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<td>2550</td>
<td>1 graduate course</td>
<td>150</td>
<td>10</td>
<td>1500</td>
<td>1 graduate course</td>
</tr>
</tbody>
</table>

(*Estimated number of hours based on reports from deans)
Our estimated growth for service learning at Shepherd University included the addition of a three year VISTA position to work specifically with service-learning initiatives beginning fall 08. The VISTA position was extended for a fourth year. This individual will compile a repository of curricular ideas for implementing service learning and will develop and maintain contacts with community members and organizations. Based on our analysis of the syllabi and reports from deans, we project the following increases in courses utilizing service learning. NOTE: By the end of Spring 2009, our office has already met our five year goal in regards to service learning. This is due in large part to the efforts of the VISTA position to our staff. Our objective now is to maintain and sustain our growth.

<table>
<thead>
<tr>
<th>Year</th>
<th>Departments</th>
<th>Courses</th>
<th>Students</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-08 actual</td>
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<td>12</td>
<td>498</td>
<td>5288</td>
</tr>
<tr>
<td>08-09 projected</td>
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<td>15</td>
<td>508</td>
<td>5341</td>
</tr>
<tr>
<td>08-09 actual</td>
<td>9</td>
<td>54</td>
<td>994</td>
<td>8398</td>
</tr>
<tr>
<td>09-10 projected</td>
<td>6</td>
<td>18</td>
<td>520</td>
<td>5400</td>
</tr>
<tr>
<td>10-11 projected</td>
<td>7</td>
<td>20</td>
<td>530</td>
<td>5450</td>
</tr>
<tr>
<td>11-12 projected</td>
<td>7</td>
<td>21</td>
<td>540</td>
<td>5500</td>
</tr>
<tr>
<td>12-13 projected</td>
<td>8</td>
<td>22</td>
<td>550</td>
<td>5500</td>
</tr>
</tbody>
</table>

Increase in Courses Utilizing Service Learning

2008: Our estimated growth for service learning at Shepherd University included the addition of a three year VISTA position to work specifically with service-learning initiatives beginning fall 08. The VISTA position was extended for a fourth year. This individual will compile a repository of curricular ideas for implementing service learning and will develop and maintain contacts with community members and organizations. Based on our analysis of the syllabi and reports from deans, we project the following increases in courses utilizing service learning.

2009: By the end of this academic year (08-09), our office has already met our five year goal for service learning. This is due in large part to the efforts of the VISTA position to our staff. Our objective now is to maintain and sustain our growth.

<table>
<thead>
<tr>
<th>Year</th>
<th>Departments</th>
<th>Courses</th>
<th>Students</th>
<th>Hours</th>
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<td>09-10 projected</td>
<td>6</td>
<td>18</td>
<td>520</td>
<td>5400</td>
</tr>
<tr>
<td>10-11 projected</td>
<td>7</td>
<td>20</td>
<td>530</td>
<td>5450</td>
</tr>
<tr>
<td>11-12 projected</td>
<td>7</td>
<td>21</td>
<td>540</td>
<td>5500</td>
</tr>
<tr>
<td>12-13 projected</td>
<td>8</td>
<td>22</td>
<td>550</td>
<td>5500</td>
</tr>
</tbody>
</table>

Increase in Courses Utilizing Service Learning
Community Service:

The Office of Student Community Services and Service Learning promotes, organizes, and assists in the coordination of campus outreach initiatives. Individual students or groups of students who are interested or required to accomplish meaningful service projects are assisted by the SCS/SL office through effective placement in a volunteer opportunity that embraces learning through service. The office works directly with non-profit agencies and initiatives, both locally and nationally, to create opportunities that are mutually beneficial to both the agency and our students. By understanding the goals of the volunteer(s) and the recipient(s), successful matches are made that create lifelong learning, leadership development, and a deeper understanding of diverse populations. Annual events include:

- Relay For Life
- Alternative Spring Break Trip
- First Year Orientation Day of Service
- Martin Luther King, Jr, A Day On, Not a Day Off
- Holiday Giving Programs

Special Recognitions:

- 2009: Special Award of Recognition given by Jefferson County Homeland Security and Emergency Management; American Cancer Society’s Cancer Action Network Bus choose Shepherd University as a location for country-wide tour before ending at White House.
- 2008: the SCS/SL office was recognized by the West Virginia State Journal as one of the “55 Good Things about West Virginia.” Awarded the President’s Higher Education Community Service Honor Roll for 2008
- 2006 and 2007: Governor Manchin recognized the outstanding volunteerism of the campus community during the Relay for Life of Shepherd University.
- 2007: Shepherd’s Relay for Life was ranked 6th in the nation for most successful Relay.
- 2007: Shepherd University’s Relay was the most profitable collegiate event in West Virginia with more than 660 students participating.

Shepherd University is home to several student organizations designed and chartered specifically to encourage and celebrate service to others. Those organizations that are advised by the SCS/SL office include:

- Shepherd University Campus Chapter of Habitat for Humanity
- Alpha Phi Omega
- Rotaract
- Big Ram/Little Ram
The SCS/SL office added a graduate assistant position to the office staff in 2007-08 to assist with community service outreach initiatives including coordination, logistics, and tracking of all service-related events. Additionally, graduate students will work in the office for a practicum experience providing further aid to the ever growing interest in community outreach. The office has shown an increase of student participation in community service and outreach by 9.4%. Our objective now is to maintain and sustain our growth.

<table>
<thead>
<tr>
<th></th>
<th>06-07</th>
<th>07-08</th>
<th>08-09 projected</th>
<th>08-09 actual</th>
<th>09-10 projected</th>
<th>10-11 projected</th>
<th>11-12 projected</th>
<th>12-13 projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day of Service</td>
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<td>140</td>
<td>190</td>
<td>160</td>
<td>194</td>
<td>198</td>
<td>202</td>
<td>206</td>
</tr>
<tr>
<td>Relay For Life</td>
<td>550</td>
<td>667</td>
<td>680</td>
<td>832</td>
<td>694</td>
<td>708</td>
<td>722</td>
<td>736</td>
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<tr>
<td>Alternative Spring Break*</td>
<td>15</td>
<td>19</td>
<td>20</td>
<td>24</td>
<td>20</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Homecoming</td>
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<td>204</td>
<td>217</td>
<td>208</td>
<td>212</td>
<td>216</td>
<td>220</td>
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<tr>
<td>Presidential Inauguration Service Project</td>
<td>-</td>
<td>130</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Misc.</td>
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<td>567</td>
<td>578</td>
<td>611</td>
<td>590</td>
<td>602</td>
<td>614</td>
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<td>Total volunteer filled positions</td>
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<td>1748</td>
<td>2% increase</td>
<td>1819</td>
<td>2% increase</td>
<td>2% increase</td>
<td>2% increase</td>
<td>2% increase</td>
</tr>
</tbody>
</table>

Community Services
*due to special nature of project, numbers will not increase

Service Learning:
During the 09-10 academic year, our office added seven new courses including several upper level courses. These courses included Business Ethics, Social Psychology, Information Literacy for Social Sciences, Contemporary Economics, Nutrition and Diet Therapy, Appalachian Literature and Music Video. The service learning component for the Music Video course involved the entire campus as the students developed, created, and finalized a music video for the Relay For Life of Shepherd University to benefit the American Cancer Society.

Courses offered at Shepherd University incorporating service learning:
### Undergraduate Courses with Service Learning Component

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall 07/Spring 08</th>
<th>Fall 08/Spring 09</th>
<th>Fall 09/Spring 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Class</td>
<td>Total SL Courses</td>
<td>No. of Class</td>
</tr>
<tr>
<td></td>
<td>required hours</td>
<td>Enrollment Hours</td>
<td>required hours</td>
</tr>
<tr>
<td>Community Service Learning</td>
<td>55</td>
<td>31</td>
<td>1705</td>
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<tr>
<td>Social Work Methods</td>
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<tr>
<td>World Literature</td>
<td>10</td>
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<tr>
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<td>World Literature I (Baker)</td>
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<tr>
<td>World Literature II (Barnett)</td>
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<td>World Literature II (Barnett)</td>
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</tr>
<tr>
<td>Children’s Literature</td>
<td>10</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Written English/English 101</td>
<td>1</td>
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<tr>
<td>Advanced Composition</td>
<td>10</td>
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<tr>
<td>Foundations of Education</td>
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<tr>
<td>Teaching Tumbling/Gymnastics</td>
<td>5*</td>
<td>28</td>
<td>140</td>
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<tr>
<td>Elementary School PE Activities</td>
<td>5*</td>
<td>25</td>
<td>125</td>
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<td>Teaching Adapted PE</td>
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<td>Environmental Education</td>
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<td>FYEX 102: Volunteering</td>
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<td>FYEX 102: Knitting</td>
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<tr>
<td>Intro to Liberal Arts: PHIL 199</td>
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<td>~</td>
</tr>
<tr>
<td>Dimensions of Ethnic Studies II</td>
<td>~</td>
<td>~</td>
<td>~</td>
</tr>
<tr>
<td>Community Health</td>
<td>~</td>
<td>~</td>
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</tr>
<tr>
<td>Psych of Aging</td>
<td>~</td>
<td>~</td>
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</tr>
<tr>
<td>Basic Writing II</td>
<td>~</td>
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<td>Writing for Arts &amp; Humanities</td>
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<td>Nutrition and Diet Therapy</td>
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<td>Social Psychology</td>
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<td>112</td>
</tr>
<tr>
<td>Appalachian Literature</td>
<td>20</td>
<td>19</td>
<td>380</td>
</tr>
</tbody>
</table>

| Undergraduate Courses with SL   | 498 total enrollment | 3288 SL hours | 12 undergraduate courses | 964 total enrollment | 6898 SL hours | 20 Undergrad courses | 266 | 938 | 9184 | 19 |

### Graduate Courses with Service Learning Component

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall 07/Spring 08</th>
<th>Fall 08/Spring 09</th>
<th>Fall 09/Spring 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Class</td>
<td>Total SL Courses</td>
<td>No. of Class</td>
</tr>
<tr>
<td></td>
<td>required hours</td>
<td>Enrollment Hours</td>
<td>required hours</td>
</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td>20</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>College Student Development and Administration</td>
<td>150</td>
<td>17</td>
<td>2550</td>
</tr>
<tr>
<td></td>
<td>~</td>
<td>~</td>
<td>~</td>
</tr>
</tbody>
</table>

| Graduate Courses with SL        | 518 total enrollment | 7998 SL hours | 14 courses | 594 total enrollment | 8398 SL hours | 22 courses | 436 | 964 | 11784 | 21 |

(*Estimated number of hours based on reports from deans*)
1. **Goal met**: projected that 6 departments would implement service learning; 19 departments implemented service learning.

2. **Actions taken**: Our office continued to build on successful service learning collaborations between students, faculty and community partners to meet and exceed our projected goal.

3. **Strategies used**: It is our belief that attention to details, successful coordination of logistics, and having faculty “sell” this pedagogy to other faculty has been the key to our growth.

4. **Corrective action taken**: Plans for the 2010-11 academic year include:
   a. The creation and adoption of a partnership agreement between our institution and our community partners
   b. The continuation of our AmeriCorps VISTA grant position
   c. Searching for grants to sustain and enhance the service learning program.
   d. Creation of a service learning best practices manual compiled by our AmeriCorps VISTA to create sustainability of programs, services, and the repertoire of service learning ideas and opportunities.

**Student Civic Engagement 2010-2011 Assessment:**
**Goal Met**

**Service Learning:**
Based on the goals created in our five year plan, Shepherd has met and exceeded its goals for Service Learning for 2010-2011.

<table>
<thead>
<tr>
<th></th>
<th>Departments</th>
<th>Courses</th>
<th>Students</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011 projected</td>
<td>7</td>
<td>20</td>
<td>530</td>
<td>5,420</td>
</tr>
<tr>
<td>2010-2011 actual</td>
<td>19</td>
<td>23</td>
<td>1,117</td>
<td>7,901</td>
</tr>
</tbody>
</table>

**Actions taken during the past academic year:**
- 2010-2011 marks the third year that the office has hosted an AmeriCorps VISTA who has served as our Service Learning Coordinator. By having a full time person dedicated to service learning, the program has been able to grow dramatically.
• The Office continues to work well with its faculty to make connections between the content of their course and the service they provide to the community and makes students accountable and responsible as they provide much needed services to local non-profits.
• The Office was invited to present at various conferences to discuss the service learning program at Shepherd University. Presenting at these conferences created an opportunity to explore and enhance its services.
  • Presented *The Triple Threat: Linking Service Learning to University Mission, Student Learning Outcomes and Faculty Research*; Council of Public Liberal Arts Colleges 2010 Annual Conference; Asheville, NC (June 2010)
  • Presented *Service Learning: Action, Reflection, and Renewal in the Academy through Student Engagement in the Community*; Appalachian Studies Association Conference, Richmond, KY (March 2011)
  • Service Learning exhibit during NCATE/WVDE Accreditation Team Visit at Shepherd University, Shepherdstown (October, 2010)
  • Service Learning Coordinator attended the *Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education*, Roanoke, VA (March 2011)

**Strategies used:**

• The Office continues to use the peer-to-peer strategy to promote and encourage service learning in the classroom. It is far more effective for faculty to share with their colleagues the benefits and challenges of utilizing service learning than for the director or coordinator of service learning to endorse the pedagogy.
• The Office has found that the more involved faculty are with the design of the service learning component, the more ownership they have over the end result (i.e. student learning) and therefore, the more satisfied they are with the outcome.
• The Office believes the growth of the program is the result of attention to detail, maintaining contact with its community partners, and fully explaining to all stakeholders the expectations the institution has of its students as they complete their service.

**Corrective actions taken:**

• The Office’s AmeriCorps VISTA completed her maximum years of service and was required to exit the program. The Office petitioned to renew the AmeriCorps VISTA position for another year, and the application was accepted. However, the role and position of the new AmeriCorps VISTA will change due to new federal regulations starting fall 2011. The role of Service Learning Coordinator will be filled with a graduate assistant enrolled in the College Student Development and Administration program beginning in fall 2011.
• The Office has determined that with the extreme growth of service learning at Shepherd University, it has become necessary to increase the involvement of faculty in the planning and implementation of the service project. Prior to this year, the Service Learning Office was able to coordinate most of the planning, logistics, and costs associated with courses that utilize service learning.

Community Service:
Based on the goals created in the five year plan, the Office has met and exceeded its goals for Community Service for 2010-2011.

<table>
<thead>
<tr>
<th></th>
<th>2010-2011 projected</th>
<th>2010-2011 actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day of Service</td>
<td>198</td>
<td>202</td>
</tr>
<tr>
<td>Relay for Life</td>
<td>708</td>
<td>839</td>
</tr>
<tr>
<td>Alternative Spring Break</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td>MLK Day</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Homecoming</td>
<td>212</td>
<td>200</td>
</tr>
<tr>
<td>Misc.</td>
<td>602</td>
<td>679</td>
</tr>
<tr>
<td>Total volunteer filled positions</td>
<td>1765</td>
<td>2015</td>
</tr>
</tbody>
</table>

Actions taken during the past academic year:

• The Office was asked to take part in Students in Service (SIS), a program which is federally funded through AmeriCorps. SIS provides an educational stipend to up to 15 students who complete, document and reflect on 300 hours of service.
• The Office is now utilizing an online volunteer management system to track students’ hours, service, etc.

Strategies used:

• The Office implemented an online volunteer management system. This system, which is fully integrated with our website, allows students to sign up for service opportunities online. Students are also able to track their service electronically throughout their entire time at Shepherd. This online system allows the office to reach students through a new medium and allows the institution to better fulfill the needs of its community partners.
• It is the Office’s goal to formalize its relationship with our community partners by creating and utilizing a Partnership Agreement / Memorandum of Understanding which will fully explain the roles of the institution, the student, the faculty and the partner. The Office feels this will strengthen good relationships already in place.
• In order to hold its students accountable, the Office will be hosting a Promise Scholarship Reception to introduce the many volunteer opportunities available at
Shepherd University which will fulfill the “heavily recommended” community service suggestion to all new West Virginia Promise Scholarship recipients.

**Corrective action taken:**

- The Office reached operating capacity with current methods of recruiting student volunteers to serve the community. Through a full integration of technology, the Office was able to overcome many of the logistical obstacles preventing it from increasing student participation. For example, students now sign up and confirm for Day of Service online – eliminating hours of unnecessary time spent on data entry.
- The Office has sought to increase intercampus collaboration in an effort to reach more students through a variety of programs. Through building a stronger partnership with both the Multicultural Student Affairs Office and the College Student Development and Administration graduate program, the Office was able to offer a social justice focused Alternative Spring Break for the second year in a row.

**Student Civic Engagement 2011-2012 Assessment: Goal Met**

**Goal:**

*Service Learning:*

Based on the goals created in the five-year plan, Shepherd has met and exceeded its goals for Service Learning for 2011-2012.

<table>
<thead>
<tr>
<th></th>
<th>Departments</th>
<th>Courses</th>
<th>Students</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12 projected</td>
<td>7</td>
<td>21</td>
<td>540</td>
<td>5500</td>
</tr>
<tr>
<td>11-12 actual</td>
<td>17</td>
<td>23</td>
<td>1,105</td>
<td>7,705</td>
</tr>
</tbody>
</table>

**Actions taken during the past academic year:**

In 2011, a graduate assistant from Shepherd University’s College Student Administration and Development Master’s Program was hired to serve as the service learning coordinator. The individual hired was the same individual who had served as Shepherd’s AmeriCorps VISTA for the past three years. While the amount of hours decreased from 40 to 25 per week, the continuation of the same person created continuity in services to our faculty and to our students.

The office continues to collaborate with faculty to make connections between learning outcomes and the services they provide to the community. Students sign a Code of Conduct
which makes them accountable and responsible while representing Shepherd University in the community.

The director of student community services and service learning and the coordinator of community services attended the *Civic Engagement in Higher Education: Moving from Transaction to Transformation* with Dr. Barbara Jacoby. This workshop created opportunities for increased learning in the areas of effectively incorporating service learning into the classroom.

Seven courses added a service learning component during the 2011-12 academic year including American Architectural Heritage, Behavioral Health, and Introduction to Museum Studies.

**Strategies used:**

In 2007, the Office of Student Community Services and Service Learning developed six criteria to help define service learning at Shepherd University. This foundational work has served the office well as it continues to effectively collaborate with faculty to develop new service learning opportunities within the classroom.

Shepherd University’s financial commitment to the Office of Student Community Services and Service Learning, both institutionally and through the support of the Student Government Association, demonstrates its continued support of programs and services as it relates to civic engagement.

Since 2007, the University coined the phrase *At Shepherd, service is the norm, not the exception.* This underscores the commitment of students, staff, and faculty in creating effective and transformational opportunities for our university.

The implementation of an online volunteer management system has assisted the office in being able to quickly respond to community partner needs as well as help students maintain a comprehensive list of activities in which they have participated.

**Corrective action taken:**

As the growth and interest in utilizing service learning in the classroom continues, the office has had to adjust its level of coordination and logistics management. The main efforts of the office will be to develop new initiatives and assist established courses as time allows.

This year the office initiated the use of a student service learning associate on a trial basis. The results were adequate, but not stellar. With more training during the initial stages, the office believes this may be a solution to being able to continue assisting the more established service learning projects.
This year the office attempted to make it mandatory for all students who participate in any type of service activity must utilize the online volunteer management system. Students however, are much more interested in participating in the service activity than taking the time to document their experience. This is an ongoing issue that will continue to be addressed.

**Goal:**

**Community Service:**
Based on the goals created in the five-year plan, Shepherd has met and exceeded its goals for Community Service for 2011-2012.

<table>
<thead>
<tr>
<th>Action</th>
<th>2011-12 projected</th>
<th>2011-12 actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day of Service</td>
<td>202</td>
<td>219</td>
</tr>
<tr>
<td>Relay For Life</td>
<td>722</td>
<td>958</td>
</tr>
<tr>
<td>Alternative Spring Break</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>MLK Day</td>
<td>25</td>
<td>70</td>
</tr>
<tr>
<td>Homecoming</td>
<td>216</td>
<td>220</td>
</tr>
<tr>
<td>Misc.</td>
<td>614</td>
<td>901</td>
</tr>
<tr>
<td><strong>Total volunteer filled positions</strong></td>
<td><strong>1799</strong></td>
<td><strong>2402</strong></td>
</tr>
</tbody>
</table>

**Actions taken during the past academic year:**

Shepherd University was granted an AmeriCorps VISTA this year to serve as the community services coordinator to focus on creating sustainable methods to increase the number of student volunteers and opportunities.

This year the University held its Annual Relay For Life marking 10 years of raising awareness and funds for the American Cancer Society. Through the efforts of the AmeriCorps VISTA who assisted in organizing and coordinating student leaders, the University reached a milestone at the conclusion of its 10th year by raising over half million dollars for the ACS since 2003. Dr. Suzanne Shipley was named the American Cancer Society’s College President of the Year and the University was publicly recognized by the ACS.

Shepherd University was presented the President’s Higher Education Community Service Honor Roll with Distinction, joining 113 colleges and universities around the country. This is the third year Shepherd has been named to the Honor Roll and the first year to the Honor Roll with distinction.
The University continues to offer several service-based organizations to our students including Habitat for Humanity Campus Chapter, Alpha Phi Omega, and Rotaract.

**Strategies used:**

The online volunteer management program was introduced to the community partners in order to streamline their requests for student volunteers. This has been extremely useful for both the office and the partners. Submitted information is quickly uploaded to the system and made available for students to peruse.

The Alternative Spring Break Program doubled in size due to the overwhelming interest of our students. Two different trips were coordinated doubling the number of students who could participate. Because the experience was so successful, both locations have invited us back for an unprecedented fall trip.

**Corrective action taken:**

Because of the increased demand for service experiences by both our community and the students, the office has been unable to maintain the routine site visits needed to deepen partnerships. The office has made an intentional effort to prioritize these visits as building strong relationships is the foundation of the current success of the office.
11. Research and External Funding

Data:

<table>
<thead>
<tr>
<th>Number of grants</th>
<th>59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of recipients</td>
<td>25</td>
</tr>
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<td>Number per School</td>
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<tr>
<td>Natural Sciences and Mathematics</td>
<td>20</td>
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<tr>
<td>Education and Professional Studies</td>
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<td>Arts and Humanities</td>
<td>3</td>
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<td>Business and Social Sciences</td>
<td>4</td>
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<td>Average grant (2007-2009)</td>
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</tr>
<tr>
<td>Range (2007-2009)</td>
<td>$1,000–1,939,475</td>
</tr>
</tbody>
</table>

Number of Grants 2007 – 2009

<table>
<thead>
<tr>
<th>By Rank</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>10</td>
</tr>
<tr>
<td>Associate</td>
<td>17</td>
</tr>
<tr>
<td>Assistant</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
</tr>
</tbody>
</table>

By STEM discipline

| Chemistry | 1 |
| Mathematics | 6 |
| Computer Science | 8 |
| Engineering | 6 |
| Biology | 1 |
| Environmental Studies | 10 |
| Nursing | 2 |

By ethnicity

| White | 51 |
| Asian | 0 |
| Black | 4 |
| Hispanic | 4 |

By gender

| Male | 33 |
| Female | 28 |

By residency

| Citizen or resident alien | 59 |
| Non-citizen | 0 |

By declared disability

| No declared disability | 59 |

Personnel (2007 – 2009), All STEM Fields
**Goal:**

**Year 1**

- Hire a grants writer for the Shepherd University Research Corporation (SURC). (The goals listed below require Shepherd to have a part-time or one full-time grants writer. The grants writer would be devoted to finding sources of funding that matched the skills/abilities of the Shepherd faculty and help faculty with grant preparation.) Status: Director of Corporate, Foundation and Government Relations (DCFGR) hired and has been providing support to SURC

- Increase awareness of the SURC across campus. (Information about SURC has not been widely disseminated at Shepherd. Informational meetings will be held to increase awareness of the SURC and its mission. Status: On-going. Information about SURC’s mission, its progress, and how faculty can contact and work with SURC was presented to a meeting of all graduate faculty by the SURC Executive Director in August 2009. Plans have been made to have the Executive Director and the grants writer make similar presentations to each of Shepherd’s schools during the fall 2009 semester.

- Build a data-base of skills and abilities of faculty as regards research. (Preliminary work has been done to identify faculty who have obtained grants but no survey exists of the expertise of faculty as regards research areas.) Status: Accomplished. A database of current and proposed grants along with an inventory of faculty research interests has been developed.

**Year 2**

- Increase the number of faculty applying for grants and the number of schools applying for grants. Most grants (68%) are awarded to faculty in the School of Natural Science and Mathematics.

- Efforts will be directed to increase knowledge of the grants process and increase opportunities for applying for grants across the campus.

**Year 3**

- Increase the diversity of funding sources. (Efforts will be directed toward making faculty aware of previously unknown funding sources for grants and directed toward assisting faculty in the grants process.)

- Increase the private partnerships with the faculty. (The number of credit hours taught by Shepherd faculty means the most effective strategy for obtaining grants and conducting research is through the creation of private, University, and government partnerships. These partnerships allow faculty to conduct research as time permits while allowing the project to be sustained by the company. Further, a company may
more easily pay the cost of specialized equipment. Finally, such partnerships foster economic development and job creation in the region.)

Year 4 and 5

- Increase the sizes and sources of grants sought.

Strategy/Rationale:

Year 1

- Development of the SURC. Shepherd created its research corporation in 2006. The Executive Director of SURC also serves as the dean of the School of Natural Sciences and Mathematics and as a faculty member. In the 2008-09 academic year, the director was provided a reduced teaching load to assure necessary attention to the development of the corporation. In addition the DCFGR was hired in the fall 2008 to serve as a co-director. Indirect/overhead funding and institutional funds were used facilitate these staffing changes.
- Formation of a research advisor group. The DCFGR, the dean of graduate studies, and the chair of nursing education, together with the director of SURC served as the research advisor group. This group’s research expertise was used to focus research initiatives and to expand research interest across campus.

Year 2 and 3

- Creation of centralized research office. Currently, grants are administered by the Office of Administration and Finance; however, many grants are administered at the school level. A centralized approach for applying for grants and for the management of grants has not been established. A successful grant program requires an office devoted to research. An office for research activities at Shepherd will be established and funded by the indirect/overhead funds from grants received. The office will be directed by the SURC director and grants writer.

Year 4

- The Shepherd University Research Office will be operational and at least one major grant to an external funding source will be submitted.

Year 5

- At least three major external grants will be submitted for external funding.
Research and External Funding Assessment, 2009-2010: Progress Made

Data:

<table>
<thead>
<tr>
<th>Number of grants</th>
<th>82</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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</tr>
<tr>
<td>Natural Sciences and Mathematics</td>
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<td>Education and Professional Studies</td>
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<td>Arts and Humanities</td>
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</tr>
<tr>
<td>Business and Social Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Total grant dollars received (2007-2010)</td>
<td>$8,534,093</td>
</tr>
<tr>
<td>Average grant (2007-2010)</td>
<td>$104,074 (mean)</td>
</tr>
<tr>
<td>Range (2007-2010)</td>
<td>$330 to $1,939,475</td>
</tr>
</tbody>
</table>

Number of Grants 2007 – 2010

By Rank
- Professor: 14
- Associate: 21
- Assistant: 17
- Other: 32

By STEM discipline
- Chemistry: 2
- Mathematics: 10
- Computer Science: 12
- Engineering: 10
- Biology: 1
- Environmental Studies: 15
- Nursing: 2

By ethnicity
- White: 67
- Asian: 1
- Black: 7
- Hispanic: 5

By gender
- Male: 48
- Female: 36

By residency
- Citizen or resident alien: 82
- Non-citizen: 0

By declared disability
- No declared disability: 82

Personnel (2007 – 2010), All STEM Fields
**Goal:**

**Year 1 (2009 with update for 2010)**

- Hire a grants writer for the Shepherd University Research Corporation (SURC). (The goals listed below require Shepherd to have a part-time or one full-time grants writer. The grants writer would be devoted to finding sources of funding that matched the skills/abilities of the Shepherd faculty and help faculty with grant preparation.)
  - Goal partially met in 2009.
  - Actions taken: Hiring of Director of Corporate, Foundation and Government Relations (DCFGR) in May 2009. This individual has been providing support to University faculty/staff and SURC. The DCFGR has also worked closely with the Co-Director of SURC to identify funding sources and to assist with grant preparation and submission
  - Strategies used: N/A
  - Corrective actions taken: N/A
- Increase awareness of the SURC across campus. (Information about SURC has not been widely disseminated at Shepherd. Informational meetings will be held to increase awareness of the SURC and its mission.)
  - Goal partially met.
  - Actions taken in past year: With the retirement of the SURC Executive Director on December 31, 2009 the Director of Corporate, Foundation and Government Relations and the Dean of the School of Natural Sciences and Math were appointed as SURC Co-Directors. Information about SURC’s mission, its progress, and how faculty can contact and work with SURC was presented by the Co-Directors at meetings of the Dean’s Council and new faculty forum in April.
  - Strategies used: N/A
  - Corrective actions taken: The Co-Directors are planning to make similar presentations to individual schools and departments through the 2010-11 academic year
- Build a data-base of skills and abilities of faculty as regards research. (Preliminary work has been done to identify faculty who have obtained grants but no survey exists of the expertise of faculty as regards research areas).
  - Goal met in 2010
  - Actions taken this past year: A database of current and proposed grants along with an inventory of faculty research interests has been developed.
  - Strategies used: Preparation of data base
  - Corrective actions taken: N/A

**Year 2 (2010)**
- Increase the number of faculty applying for grants and the number of schools applying for grants. Most grants (68%) are awarded to faculty in the School of Natural Sciences and Mathematics.
  - Goal partially met. In AY 2009 – 2010 22 grants were funded compared to the 19 funded in AY 2008 – 2009. While grants were submitted from all academic schools, only the Schools of Education and Professional Studies and Natural Sciences and Mathematics submitted more grants than the prior year. Fewer grants were submitted by the School of Business and Social Sciences with the same number being submitted by the School of Arts and Humanities. While not an identified goal, the number of grants submitted by non-academic units (e.g., Student Affairs, Administration and Finance) represented 37% of grants awarded from 2007-10.
  - Actions taken: The SURC Director and then SURC Co-Directors have worked closely with interested faculty and staff to identify, prepare, review and submit grants.
  - Corrective actions taken: N/A
- Efforts will be directed to increase knowledge of the grants process and to increase opportunities for applying for grants across the campus.
  - Goal met
  - Actions taken: The SURC Co-Directors will be increasing their outreach to all schools and departments in an effort to enhance faculty knowledge of the grants process and the importance of externally funded support. The overall goal is to build a culture of grantsmanship at Shepherd. Early indications are that faculty members and staff have shown a positive response to this effort.
  - Corrective actions taken: N/A

**Year 3 (2012)**

- Increase the diversity of funding sources. (Efforts will be directed toward making faculty aware of previously unknown funding sources for grants and directed toward assisting faculty in the grants process.)
- Increase the private partnerships with the faculty. (The number of credit hours taught by Shepherd faculty means the most effective strategy for obtaining grants and conducting research is through the creation of private, University, and government partnerships. These partnerships allow faculty to conduct research as time permits while allowing the project to be sustained by the company. Further, a company may more easily pay the cost of specialized equipment. Finally, such partnerships foster economic development and job creation in the region.)

**Years 4 and 5 (2013 and 2014)**

- Increase the sizes and sources of grants sought.
### Research and External Funding Assessment, 2010-2011: Progress Made

**Data:**

<table>
<thead>
<tr>
<th>Number of grants</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of recipients</td>
<td>41</td>
</tr>
<tr>
<td>Number per School</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences and Mathematics</td>
<td>39</td>
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<td>15</td>
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<td>Arts and Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Business and Social Sciences</td>
<td>7</td>
</tr>
</tbody>
</table>

Total grant dollars received (2007-2011) $9,291,847
Average grant (2007-2011) $92,918 (mean)
Range (2007-2011) $330 to $1,774,396

#### Number of Grants 2007 – 2011

<table>
<thead>
<tr>
<th>By Rank</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>19</td>
</tr>
<tr>
<td>Associate</td>
<td>25</td>
</tr>
<tr>
<td>Assistant</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By STEM discipline</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>13</td>
</tr>
<tr>
<td>Computer Science</td>
<td>16</td>
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<tr>
<td>Engineering</td>
<td>13</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>18</td>
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<tr>
<td>Nursing</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>White</td>
<td>84</td>
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<tr>
<td>Asian</td>
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<tr>
<td>Hispanic</td>
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<tr>
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<table>
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<tbody>
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</table>

*Personnel (2007 – 2011), All STEM Fields*
Goals:

Year 3 (2011)

Goal 1: Increase the diversity of funding sources.

Efforts will be directed toward making faculty aware of previously unknown funding sources for grants and directed toward assisting faculty in the grants process.

Goal Met

Actions Taken:

During the period 2007 to 2010, the predominant funding entity to which grants were submitted was the State of West Virginia--about 76% of all grant applications. The remaining grant applications were submitted to Federal agencies (29%) and private funders (9%). For 2011, grant submissions to Federal and private funders increased significantly: 35% were submitted to Federal agencies and 16% to private foundations; the remaining 49% of grant applications were submitted to the State. While Shepherd certainly wants to continue applying for and receiving State grant funding, in addition to continuing to diversify the State agencies to whom applications are submitted, the strategy will be to encourage more faculty to consider Federal and private funders for whom the grant awards are generally larger and the possibilities of collaborative arrangements with outside parties greater. When grant funding announcements are released, they are proactively sending these notices to school deans and individual prospective faculty members to make them aware of these opportunities. Meetings are held with faculty members to review grant announcements and to explain the services and help that SURC can provide in getting proposals submitted. In the past two years, SURC has submitted over 70 grants, or about 3 grants per month, and has been impressed with the interest expressed by faculty in securing outside research or project funding. As more and more grant awards are received, this success will spur further faculty involvement and continue to build our grant seeking culture.

Strategies used:

With the creation of the Director of Foundation, Government, and Corporate Relations (DFGCR) position in 2009, and the co-directorship of SURC in 2010, there has been and continues to be a central focus at Shepherd for the planning, development, and submission of grants. Both the DFGCR and SURC Co-Director have been working as an effective team to nurture and grow a grant-seeking culture at Shepherd. The team has been proactive in searching for new grant opportunities, particularly Federal, that may be of interest to faculty. This has provided valuable support in helping faculty develop
project concepts and translating those ideas into written products that match the intent of the requests for proposal (RFP). This has also guided proposals through the grant review and approval process at Shepherd, ultimately resulting in their submissions to the funding agencies.

Corrective action taken: N/A

Goal 2: Increase the private partnerships with the faculty.

The number of credit hours taught by Shepherd faculty means the most effective strategy for obtaining grants and conducting research is through the creation of private, University, and government partnerships. These partnerships allow faculty to conduct research as time permits while allowing the project to be sustained by the company. Further, a company may more easily pay the cost of specialized equipment. Finally, such partnerships foster economic development and job creation in the region.

Progress made

Actions taken:

In accordance with efforts to diversify funding sources and to meet with individual faculty about grant opportunities, this strategy continues to put Shepherd in a better position to create partnerships with private funders and governmental agencies. Many of the grants submitted in 2011 contained models of collaboration or partnership agreements with outside entities. This is a model to be used in the years ahead. In 2011 the Executive Staff implemented a new indirect cost policy whereby any indirect grant revenues are now being shared between the principal investigator (PI), department, school dean, Vice President for Academic Affairs, the unit Vice President and the President. While the funds may not be used to supplement one’s salary, this distribution does incentivize, especially on the part of the PI and department, an increased desire to apply for external funding for research or other projects. We have allowed PIs and Co-PIs, when prudent, the ability to use re-assign time from teaching in order to conduct grant funded research. We will continue to use this approach in the future so as to lessen the burden of dual teaching and research responsibilities. In addition, the university has contracted with McAllister and Quinn, an outside firm/grants consultant whereby we are provided with one written grant project per quarter. We have taken advantage of this service to submit some large grants to Federal agencies. Finally, steps are being taken to increase the awareness of and desire for faculty members to get involved in grant writing, such as finalizing a grants policies and procedures handbook (in electronic and print formats), creating a “how to” internal grants website, and planning a “Grants 101” workshop.

Strategies used:
As with the above goal, the establishment of a central grants focus at Shepherd has not only helped to streamline and better coordinate faculty interest and support in pursuing external funding, it has also provided momentum to formalize grant policies, procedures, and other process improvements. The DFGCR and SURC Co-Director have established the leadership structure and mechanisms to assist faculty in identifying possible funding opportunities and in preparing and submitting grants. Working with M&Q, or sometimes on its own, this leadership team has also helped to establish the partnerships or collaborative efforts inherent in many of grants submitted in 2011. Whether or not these grants get funded, this collaborative outreach will be beneficial as Shepherd continues to grow our grant culture and looks for creative ways to leverage partnerships in attracting external funding.

**Corrective action taken:** N/A

**Research and External Funding Assessment, 2011-12: Progress Made**

**Data:**

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<th>Data</th>
<th>Value</th>
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</thead>
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<td>Number of recipients</td>
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<td>Number per School</td>
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<tr>
<td>Range (2007-2011)</td>
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**Number of Grants 2007 – 2012**

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<td>Assistant</td>
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**By STEM discipline**

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<td>Mathematics</td>
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<td>Nursing</td>
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</table>

**By ethnicity**

Shepherd University Institutional Compact Report, 2007-2012
### Goal:

#### Year 4 (2012)

**Goal:** Increase the sizes and sources of grants sought

**Goal met**

**Actions taken:**

The 2011-12 academic year continued the trend, since the creation of the office of Director of Foundation, Government, and Corporate Relations, of targeting larger, more diverse funding opportunities, especially federal. While the annual number of grant applications submitted by Shepherd remained about the same between FY 2010 and FY 2012, the amount in dollars requested more than doubled from $3.4 million to $7.5 million. In FY 2010, roughly 25% of grant submissions, totaling $2 million with an average request of about $260,000, went to federal agencies. In comparison, in FY 2012, over 65% were submitted to federal agencies at a total of just under $5 million and with an average request of $500,000. Likewise, in FY 2010, grant submissions to WV agencies totaled $1.2 million with an average of $70,000, whereas in FY 2012, the total was $2.6 million with an average of $122,000. Finally, requests to private foundations went from an average of $5,500 in FY 2010 to almost $17,000 in FY 2012.

This “high risk—high reward” strategy has its downside as grants are much more competitive at the federal level, but Shepherd has still been able to achieve a 50% success rate per all funding submissions. More importantly, we are broadening the experience and skill of our faculty and staff in preparing federal grant proposals and becoming a more familiar name among federal program officers, particularly at the National Science Foundation (NSF), National Endowment for the Humanities (NEH), U.S. Department of

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
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<td>Asian</td>
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<table>
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<tr>
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<tr>
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<tr>
<td>Non-citizen</td>
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<table>
<thead>
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<th>Disability</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>No declared disability</td>
<td>117</td>
</tr>
</tbody>
</table>
Examples of large grants submitted in FY 2012 include: HRSA Nursing Workforce Diversity, $1.014 million (awarded); DoE Upward Bound, $1.25 million (not awarded); HRSA Nurse Education, Practice, Quality and Retention, $1.32 million (pending); NEH Landmarks and Summer Institutes/Seminars (2 submissions), $278,000 (pending); NSF S-STEM Scholarships, $550,000 (not awarded); NSF Research at Undergraduate Institutions, $124,000 (not awarded); WV INBRE Major Research Award at Public Undergraduate Institutions, $224,000 (awarded); WV EPSCoR Research Challenge Grant, $1.3 million (not awarded); and, WV Department of Education Math and Science Partnerships, $565,000 (not awarded).

**Strategies used:**

In addition to the work of the Office of Director of Foundation, Government, and Corporate Relations, the Shepherd University Research Corporation (SURC) has provided other helpful resources and support to faculty and staff at Shepherd. A SURC link has been established on the Shepherd website containing the SURC mission and vision statements and also recently enacted grants policies (e.g., research integrity, human subjects, animal use and care, conflict of interest). A detailed grants policies and procedures manual is also in development and will be posted on the website when completed and approved. In cooperation with federal grant consultants, McAllister and Quinn (M&Q), SURC held a very successful “Grants 101 Workshop” at Shepherd before the start of the spring 2012 semester for 25 interested faculty and staff covering such topics as finding grant opportunities, preparing winning proposals, and the review, approval, and submissions processes at Shepherd. In addition to the “Grants 101 Workshop,” the office continues to involve faculty and staff in attending the federal agency-specific workshops sponsored by M&Q in Washington, D.C. (e.g., NEH, NSF, HRSA, DoE) where attendees may take advantage of personal, one-on-one meetings with federal program officials to discuss proposal concepts and ideas. We have learned to use the expert resources of M&Q to help write winning proposals (as evidenced by the $1.13 million Nursing Workforce Diversity award in July 2011) and to more effectively interact with federal grant program officials. This success and assistance is helping to increase the interest and resolve of more faculty and staff to pursue grants, thereby expanding the “grant seeking culture” at Shepherd. Another key strategy on the horizon (2013) is to work with the Office of Administration and Finance to create a “Grants Management Handbook” to better assist principal investigators (PIs) and/or project directors (PDs) in coordinating the budgetary, reporting, personnel and other related duties of administering a grant award. In addition, Administration and Finance is also in the process of hiring a budget officer, part of whose dedicated responsibilities will be to monitor restricted grant funds, ensuring better compliance with grant documentation and coordination of financial reporting needs with the on-campus grant development team.

**Corrective action taken:** N/A
Response to HEPC Comments Regarding  
2010 Compact Update on Research and External Funding

- Identify funding sources and amount from each source: the following tables present grants that Shepherd University has received since FY 2007, categorized by fiscal year, grant name, and funding source. Please note the grants listed reflect competitive awards which have been counted towards the University’s Create Campaign. As such, the totals differ slightly from the data presented at the beginning of this section.

<table>
<thead>
<tr>
<th>Grant Name</th>
<th>Award</th>
<th>Funding Agency</th>
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<tbody>
<tr>
<td>Social Justice Grant FY 07</td>
<td>$12,750</td>
<td>HEPC</td>
</tr>
<tr>
<td>Benedum TEP Grant</td>
<td>$10,000</td>
<td>HEPC</td>
</tr>
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<td>Benedum TEP Grant FY 07</td>
<td>$7,500</td>
<td>HEPC</td>
</tr>
<tr>
<td>NASA 07 Space Grant Consortium</td>
<td>$17,000</td>
<td>WVU Research Corporation</td>
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<tr>
<td>The NEXUS of Science &amp; Spirit Yr 2</td>
<td>$5,000</td>
<td>Metanezus Institute</td>
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<tr>
<td>PASS Grant FY 07</td>
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<td>TEP Planning Grant FY 07</td>
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<td>Alternative Energy Odyssey</td>
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<tr>
<td>Economic Development Initiative - Library</td>
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<td>Institutional Grant for Internationalization</td>
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<tr>
<td>Student Leadership Conference</td>
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<td>HEPC</td>
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**FY 07 Totals** $1,120,170

<table>
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<th>Grant Name</th>
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<td>NASA 08 Space Grant Consortium</td>
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<td>Social Justice Grant FY 08</td>
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<td>TEP Planning Grant FY 08</td>
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<td>PASS Grant FY 08</td>
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<td>Neighborhood Initiative Library Grant 06</td>
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<tr>
<td>Speleothem Proxies for Mayan Culture</td>
<td>$36,447</td>
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<td>21st Century Goals in Teach Ed</td>
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<td>WV Department of Education</td>
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<tr>
<td>DHHR Medicaid Transformation Grant</td>
<td>$1,774,396</td>
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<td>Student Leadership Conference 2008</td>
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<td>East Coastal Comp Algebra 2008</td>
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**FY 08 Totals** $3,317,658
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<td>Social Justice Grant FY 09</td>
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<td>WV Dept of Energy</td>
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<td>Elva Knight Grant</td>
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<td>International Reading Association</td>
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<td>Council on Social Work Education</td>
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<td>Tobacco Coalition Grant FY 09</td>
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<td>PDS Grant FY 09</td>
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<td>Stream Partners Grant - Riparian Zone</td>
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<td>Mini-Grant International Education 2009</td>
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<td><strong>FY 09 Totals</strong></td>
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<td>Sci Tech Grant</td>
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<td>Social Justice</td>
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<td>CHAMPS/Life Skills Program</td>
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<td>NCAA</td>
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<td>Seamless Evaluation Project</td>
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<td>Tobacco Coalition Grant FY 10</td>
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<td>HEPC Crossroads Strategic Plan Grant</td>
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<td>Student Leadership Conference 2010</td>
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<td>H1N1 HEPC Grant</td>
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<td>Wood Turtles Grant</td>
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<td>Undergraduate Research Day</td>
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<td>AHA History Interpretations Grant</td>
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<td>WV-INBRE 2011 Faculty Research Grant</td>
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<td>PASS FY 11 Grant</td>
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<td>SOARS Program</td>
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<td>HEPC</td>
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<tr>
<td>Aging Well Conference Grant</td>
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<tr>
<td>Petri Nets-Based Modeling of Human Systems</td>
<td>$28,000</td>
<td>WV INBRE</td>
</tr>
<tr>
<td>Student Leadership Conference</td>
<td>$15,500</td>
<td>HEPC</td>
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<tr>
<td>2011 Research Internship for High School Science</td>
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</tr>
<tr>
<td><strong>FY 11 Totals</strong></td>
<td><strong>$1,422,139</strong></td>
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<table>
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<tr>
<th>Grant Name</th>
<th>Award</th>
<th>Funding Agency</th>
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<tbody>
<tr>
<td>Nursing Workforce Diversity</td>
<td>$1,013,786</td>
<td>Department of Health &amp; Human Services</td>
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<tr>
<td>Scholarship for Disadvantaged Students</td>
<td>$58,772</td>
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<td>PASS FY12 Grant</td>
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<td>Diversity for Equity -LGBT FY 12</td>
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<td>Diversity for Equity FY 12</td>
<td>$5,000</td>
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<td>Health and Human Services Grant</td>
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<tr>
<td>Tobacco Prevention Mini Grant FY12</td>
<td>$4,000</td>
<td>Hampshire, Mineral, Morgan, Jefferson, Berkeley Cos.</td>
</tr>
<tr>
<td>NASA 2012 Space Grant Consortium</td>
<td>$17,000</td>
<td>WVU Research Corp NASA</td>
</tr>
<tr>
<td>Entler-Weltzheimer House Grant</td>
<td>$34,419</td>
<td>WV Division of Culture and History</td>
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<tr>
<td>Two Rivers Cemetery Restoration Grant</td>
<td>$2,490</td>
<td>Eastern WV Community Foundation</td>
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<td>Upgrade HPLC &amp; Electronic Capabilities</td>
<td>$18,234</td>
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<td>Aging Workshop Spring 2012</td>
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<td>HEPC</td>
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<td>Multicode Microplate Reader</td>
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<td>WV INBRE Digital Image Acquisition</td>
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<tr>
<td>NASA EPSCoR Langmuir Monolayer</td>
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<td>WV INBRE Modeling &amp; Stability Analysis</td>
<td>$223,928</td>
<td>WV INBRE</td>
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<td>Student Leadership Conference 2012</td>
<td>$17,366</td>
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<tr>
<td><strong>FY 12 Totals</strong></td>
<td><strong>$1,631,086</strong></td>
<td></td>
</tr>
</tbody>
</table>
• **Identify five year goals for total funding:** Shepherd University did not establish a five-year funding target or goal for Research and External Funding as part of the 2007-12 Compact. With the program now firmly established and greater faculty interest in grant seeking, we will establish such a goal in the next 2013-2018 Compact.

• **Identify specific goals for incremental growth in funding:** As above, Shepherd University did not establish incremental, year-by-year goals for Research and External Funding as part of the 2007-12 Compact. In general, we aim to secure at least $1 million in grant funding each year, which the above data indicate that we have achieved since FY 2007.
  
  ▪ For FY 2012, we set a goal of $1,450,000. (Goal surpassed: to date, have raised $1,631,086).
Enrollment (Core element 1)

1) How will the institution address the Series 23 2008 standards for regular baccalaureate admission for first-time freshmen who are subject to the Series 23 standards?

Shepherd University requires students to meet GPA and Test Score requirements set forth by HEPC and Series 23. The current admissions standards are a 2.0 GPA with a SAT score of 910 or higher or an ACT score of 19 or higher. If the student has a 3.0 GPA then the student is required to obtain a SAT score of 820 or higher or an ACT score of 17 or higher.

2) What policy or procedural changes, if any will be made to meet the thresholds for limiting conditional admissions in 2010 to fifteen percent and in 2011 to ten percent?

Conditional Admission Policy

- Admissions Application that includes high school transcripts, test scores, etc…are reviewed.
- If the student has not met one or more of the required GPA, test score, or number of high school units standards set by Shepherd University and approved by HEPC, (Academic 2.0 GPA with 19 ACT or 910 SAT or Academic 3.0 GPA with 17 ACT or 820 SAT) the application is forwarded to the Director of Admissions (DOA) for final admission decision.
- If the student is offered conditional admission by the DOA, a contract is forwarded to the student and parent/guardian to sign which indicates their understanding of the academic policy requirements.
- It is required that all conditionally admitted students enroll in the special topics course (Philosophy 100), which is tailored specifically to the needs of this population. This course:
  - is taught by our most experienced and engaging faculty members from various departments throughout the university.
  - helps to cultivate valued skills in the liberal arts such as critical reading and analysis, writing and discussion, argument and debate.
  - introduces students to many helpful campus resources as well as college transition strategies like time-management, study skills, note-taking and coping with test anxiety among others.
  - provides the student with three hours of elective credit, this will provide the student with lifelong skills that provide a gateway to college success.
- Notification of all conditionally enrolled students will be provided to the University’s Retention Specialist to assist in monitoring student academic success.
Threshold

- According to the HEPC report on *Eligibility Patterns of All First-Time Baccalaureate Freshman Fall 2008*, Shepherd University fell within the 10% threshold set for 2011. Therefore, at this time we do not see any implications to the new regulations outlined within Series 23.

3) What percentage of freshman students (those subject to Series 23 standards) were admitted conditionally and enrolled in fall 2009?

For fall 2009 129 students were admitted provisionally under Series 23 standard. 65 of these students have enrolled as of August 27, 2009. Therefore 7.8% of all admitted First-time Baccalaureate Freshman were admitted conditionally and 8.1% of all enrolled first-time baccalaureate freshman were admitted conditionally.

<table>
<thead>
<tr>
<th>Fall 2009 as of 8.27.09</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTIC</td>
<td>Total</td>
</tr>
<tr>
<td>Admitted</td>
<td>1636</td>
</tr>
<tr>
<td>Enrolled</td>
<td>799</td>
</tr>
</tbody>
</table>

*Pre-census and unofficial

Retention (Core element 2)

1. As a way to improve student academic success and retention, how will your institution address developmental or remedial education needs of students who do not meet freshman placement standards in English and Mathematic?

Shepherd University students who do not meet freshman placement standards in English and/or mathematics are admitted on contract. These students are assigned a secondary advisor from the Academic Support Center and are required to enroll in the appropriate “Stretch Model” course sequence in the area(s) of deficiency. Stretch Model courses take the material normally covered in one academic semester (English 100, Math 101) and stretch it out to two academic semesters (English 100A,B and Math 101A,B), giving the students twice the amount of time to master the material.

In addition, as of fall 2009, all students admitted on contract will be required to take Philosophy 100, Introduction to the Liberal Arts Study, which offers instruction in skills such as critical reading and analysis, writing and discussion, and argument and debate. Information on campus resources and university transition strategies are also covered.
2. **Will the institution offer developmental courses or contract the offering of such courses by other institutions?**

Shepherd University does not offer development courses but substitutes the stretch model courses to meet the remediation needs of at-risk students. Philosophy 100 is required as a supplemental course for these students but is open to (and encouraged for) all first year students regardless of whether they meet freshmen placement standards.

3. **Does the institution offer alternatives to developmental courses, such as workshops and other activities?**

Tutoring in all course content areas is offered by Shepherd University’s Academic Support Center. Writing tutors and a paper critique service are also offered as part of the Academic Support Center.

Each summer, the Student Readiness Inventory (SRI) is administered to all first-time-in-college freshmen during the advising and registration centers. The Center for Teaching and Learning plans to tailor retention programs to student needs and these will be based on the intervention strategies suggested by the SRI aggregate data. These may include time management workshops, stress management workshops and wellness workshops among others.

Interest Groups (FYEX 102) classes carry one credit and meet for thirteen weeks at the beginning of the fall and spring semesters. The first session consists of a welcome reception. Students spend the next eleven weeks with a faculty, staff or a specialized community member and there is a culminating activity where the students present what they have learned in the classes over its entirety. Interest Groups are meant to be a small group of students (maximum of 10) who want to learn about a special topic. Examples are Yoga, Sports Advertising Trivia, Study Abroad, Labyrinths, Weight Training, Japanese Culture, and Native American History. Some of the classes take field trips if resources allow. The courses also incorporate information on time management, relationships, test anxiety, peer pressure, study skills, diversity and more. The groups generally bond well and give the students the opportunity to make new friends. Students who take these courses generally show higher retention rates than students who do not take the classes. We track the retention rate and GPA of these students over time and assessment surveys are routinely given to all students, instructors and Peer Educators.

We plan to set up tutoring programs this academic year in residence halls for evening or weekend hours -- or a satellite study area on West Campus. Our intent is to go to where the students gather. We will also offer 2-3 workshops per semester directed towards students. Workshops have a two-fold purpose: 1) to provide a necessary service to students and 2) to advertise the Academic Support Center. We would also like to co-sponsor events with the Counseling Center (test anxiety, study skills, etc.), with Center for Teaching and Learning (incorporating writing assignments in courses, understanding learning styles, etc.), or Disabilities Services (types of learning disabilities, teaching approaches, etc.).
4. Describe the developmental education program, success of the program, and any contemplated changes in addressing developmental education needs.

In 2008-2009, Philosophy 199 was recommended for all students on contract; by making it a requirement (Philosophy 100) in 2009-2010, Shepherd University hopes to help students build affinity while providing needed foundational tools such as reading, critical and analytical thinking, test anxiety etc. that they need to do well in all their coursework, as opposed to taking the stretch model courses alone. The Philosophy 199 pilot was successful. Student qualitative data is very positive with the majority of students indicating that they acquired not only helpful academic skills but also valuable life skills. Preliminary quantitative data show that contract students who took Philosophy 199 achieved higher GPA’s during their second semester at Shepherd than contract students who elected not to take Philosophy 199.

Our stretch program has been highly successful:

**MATH 101A/B Pass Rates, Fall 2006-Fall 2008**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Sub</th>
<th>Crs</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>I</th>
<th>P</th>
<th>W</th>
<th>Audit</th>
<th>Total</th>
<th>Pass (all)</th>
<th>Pass (-W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>MATH</td>
<td>101A</td>
<td>12</td>
<td>27</td>
<td>62</td>
<td>28</td>
<td>64</td>
<td>2</td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>217</td>
<td>59.4%</td>
<td>66.2%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>MATH</td>
<td>101A</td>
<td>5</td>
<td>11</td>
<td>8</td>
<td>7</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td>74</td>
<td>41.9%</td>
<td>55.4%</td>
</tr>
<tr>
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<td>MATH</td>
<td>101A</td>
<td>32</td>
<td>43</td>
<td>47</td>
<td>19</td>
<td>48</td>
<td>1</td>
<td>0</td>
<td>42</td>
<td>0</td>
<td>232</td>
<td>60.8%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>MATH</td>
<td>101A</td>
<td>9</td>
<td>24</td>
<td>11</td>
<td>9</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>72</td>
<td>73.6%</td>
<td>79.1%</td>
</tr>
<tr>
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<td>101A</td>
<td>43</td>
<td>57</td>
<td>52</td>
<td>31</td>
<td>65</td>
<td>6</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>278</td>
<td>65.8%</td>
<td>72.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>101</td>
<td>162</td>
<td>180</td>
<td>94</td>
<td>215</td>
<td>9</td>
<td>0</td>
<td>111</td>
<td>1</td>
<td>873</td>
<td>61.5%</td>
<td>70.5%</td>
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</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Sub</th>
<th>Crs</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>I</th>
<th>P</th>
<th>W</th>
<th>Audit</th>
<th>Total</th>
<th>Pass (all)</th>
<th>Pass (-W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>MATH</td>
<td>101B</td>
<td>4</td>
<td>19</td>
<td>36</td>
<td>10</td>
<td>21</td>
<td>5</td>
<td>0</td>
<td>14</td>
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<td>109</td>
<td>63.3%</td>
<td>72.6%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>MATH</td>
<td>101B</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>8</td>
<td>0</td>
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<td>35</td>
<td>68.6%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>MATH</td>
<td>101B</td>
<td>16</td>
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<td>27</td>
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<td>0</td>
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<td>127</td>
<td>68.5%</td>
<td>77.7%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>MATH</td>
<td>101B</td>
<td>5</td>
<td>11</td>
<td>28</td>
<td>9</td>
<td>5</td>
<td>1</td>
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<td>3</td>
<td>0</td>
<td>62</td>
<td>85.5%</td>
<td>89.8%</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td>31</td>
<td>60</td>
<td>101</td>
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<td>6</td>
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<td>35</td>
<td>0</td>
<td>333</td>
<td>70.0%</td>
<td>78.2%</td>
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### ENGL 100A/B Pass Rates, Fall 2006-Fall 2008

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<th>Semester</th>
<th>Sub</th>
<th>Crs</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>I</th>
<th>W</th>
<th>Total</th>
<th>Pass (all)</th>
<th>Pass (-W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>ENGL</td>
<td>100A</td>
<td>8</td>
<td>43</td>
<td>18</td>
<td>3</td>
<td>11</td>
<td>0</td>
<td>4</td>
<td>87</td>
<td>82.8%</td>
<td>86.7%</td>
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<tr>
<td>Spring 2007</td>
<td>ENGL</td>
<td>100A</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>15</td>
<td>53.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>ENGL</td>
<td>100A</td>
<td>11</td>
<td>29</td>
<td>36</td>
<td>12</td>
<td>18</td>
<td>1</td>
<td>9</td>
<td>116</td>
<td>75.9%</td>
<td>82.2%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>ENGL</td>
<td>100A</td>
<td>3</td>
<td>22</td>
<td>27</td>
<td>28</td>
<td>16</td>
<td>0</td>
<td>5</td>
<td>101</td>
<td>79.2%</td>
<td>83.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>24</td>
<td>95</td>
<td>83</td>
<td>46</td>
<td>49</td>
<td>1</td>
<td>21</td>
<td>319</td>
<td>77.7%</td>
<td>83.2%</td>
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</table>

<table>
<thead>
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<th>Semester</th>
<th>Sub</th>
<th>Crs</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>I</th>
<th>W</th>
<th>Total</th>
<th>Pass (all)</th>
<th>Pass (-W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>ENGL</td>
<td>100B</td>
<td>3</td>
<td>13</td>
<td>22</td>
<td>16</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>61</td>
<td>88.5%</td>
<td>91.5%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>ENGL</td>
<td>100B</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>0</td>
<td>5</td>
<td>80.0%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>ENGL</td>
<td>100B</td>
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<td>7</td>
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<td>2</td>
<td>73</td>
<td>90.4%</td>
<td>93.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>15</td>
<td>36</td>
<td>49</td>
<td>24</td>
<td>10</td>
<td>1</td>
<td>4</td>
<td>139</td>
<td>89.2%</td>
<td>91.9%</td>
</tr>
</tbody>
</table>

"Pass (all)" is the pass rate computed using all available grades.
"Pass (-W)" is the pass rate computed using all grades except withdrawals (W).
Passing grades are A, B, C, D. No P (pass/fail "pass") grades were recorded for these courses.
Compact – 2009
Degree production (Core element 4)

1. What new degree programs, if any, are contemplated for 2010-2011? For the duration of the compact planning period?

For 2010-2011:

- **Bio-Pharmacy Program: BS in Chemistry with a Concentration in Biopharmaceutical Science**

This degree program presents an excellent opportunity to expand the access of Shepherd students to a Pharmacy program through collaboration with the School of Pharmacy at West Virginia University. Students will be able to complete an undergraduate degree at Shepherd by transferring first-year pharmacy courses from WVU SOP. The original impetus for this proposal began with a discussion involving Dr. Shipley & Dean Chase of WVU SOP. There is a tremendous demand for additional in-state pharmacy school seats, and applications to the WVU SOP, because of its excellent reputation, are very high.

The degree proposed will aid in the development of a Martinsburg branch of the WVU SOP. An increase in class size from 80 to 120 is projected. The Eastern Division of the WVU SOP (as part of the Health Sciences Program) will build onto the space in the WVU Health Sciences (EAST) Building and this will serve as the WVU SOP branch campus.

This collaborative agreement will enhance the missions of both Shepherd University and WVU SOP. These missions are as follows:

*Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.*

*The mission of the WVU School of Pharmacy is to improve the health and well-being of West Virginians and society at large by educating students and practitioners to provide optimal pharmaceutical care; conducting vital research that advances scientific knowledge, pharmacy practice, and economic development; and providing direct and supportive services to patients, the community, and the profession.*

The program will prepare Shepherd students for admission into the Pharmacy program at WVU after three years of pre-pharmacy at Shepherd. After admission into the Pharmacy program at WVU and following a transfer of credits to Shepherd after the successful completion of their first professional year, students are granted an undergraduate degree.
from Shepherd. This program is based on the recently signed Memorandum of Understanding which includes an articulation of the courses to be transferred, and the admission and prerequisite requirements for WVU SOP.

- New Minor programs AND concentrations have been approved in "Hospitality and Food Management" in the Business Administration and Family and Consumer Science Department, or FACS.

- Master of Arts in Curriculum and Instruction degree (MA-CI) will be offered at The Martinsburg High School in the FY10.

- A new Master’s of Business Administration concentration in "Health Administration” began in the Fall 2009 Semester.

- A new concentration in Financial Economics has been approved for the Fall 2009 Semester.

New degree programs planned for the duration of the compact planning period:

- If we are approved by the HEPC, we will have the International Studies Major in place by 2012.

- The Masters of Science in Nursing (MSN) is approved by the Graduate Council for further review and potential implementation in FY11-FY12.

- The Master of Arts in Liberal Studies and the Master of Arts in Public History are on hold and are now taking second priority to the MSN.

- New Concentrations in “Outdoor Education and Outdoor Recreation” and “Aquatics” are planned in the Health, Physical Education, Recreation and Sports Department.

2. What new instructional locations, if any, are contemplated for 2010-2011? For the duration of the compact planning period ending in 2013?

- The second building in the arts complex on west campus should be in use before the 2013 date. If all goes according to plan, we will put that building on line in AY 2012.

- We can officially indicate that we have approval from the HLC to bring selected courses of the MA-CI (<50% of total courses) to the Martinsburg High School starting in Spring 2010 Semester.
• The first floor of the Scarborough Library is now the “Learning Commons.” This houses the Academic Support Center, the Center for Teaching and Learning and the RBA Program. Beginning this fall, tutoring sessions and faculty training sessions will be taking place in this area.
## Institutional Compact Reports, 2007-2012 with Goals

<table>
<thead>
<tr>
<th>Measure</th>
<th>2007-2008</th>
<th>Year 1 Actual</th>
<th>Year 2 Actual</th>
<th>Year 3 Actual</th>
<th>Year 4 Actual</th>
<th>Year 3 2010-11</th>
<th>Year 4 2011-12</th>
<th>Target Year 5 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Total Fall Headcount Enrollment*</td>
<td>4,119</td>
<td>4,185</td>
<td>4,256</td>
<td>4,234</td>
<td>4,393</td>
<td>4,304</td>
<td>4,366</td>
<td>4,428</td>
</tr>
<tr>
<td>1b Annualized FTE Enrollment*</td>
<td>3,479</td>
<td>3,520</td>
<td>3,612</td>
<td>3,705</td>
<td>3,814</td>
<td>3,690</td>
<td>3,743</td>
<td>3,796</td>
</tr>
<tr>
<td>2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*</td>
<td>67</td>
<td>65</td>
<td>66</td>
<td>70</td>
<td>68</td>
<td>70</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>2b Avg Retention Rate of Institution Peers (median)*</td>
<td>65.0</td>
<td>64.5</td>
<td>65.5</td>
<td>64.5</td>
<td>68.5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*</td>
<td>32</td>
<td>39</td>
<td>44</td>
<td>43</td>
<td>46</td>
<td>40</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>3b Graduation Rates, including those transferring out and completing degrees at other institutions**</td>
<td>40.4</td>
<td>46.9</td>
<td>44.5</td>
<td>47.9</td>
<td>45.7</td>
<td>41</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>3c Avg Graduation Rate of Peers (Median)*</td>
<td>36.0</td>
<td>35</td>
<td>37.3</td>
<td>34.5</td>
<td>35.0</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Degree Production**</td>
<td>642</td>
<td>687</td>
<td>648</td>
<td>675</td>
<td>566</td>
<td>574</td>
<td>582</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>48</td>
<td>51</td>
<td>34</td>
<td>63</td>
<td>50</td>
<td>51</td>
<td>52</td>
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<tr>
<td>Associate</td>
<td>625</td>
<td>625</td>
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<td>625</td>
<td>625</td>
<td>625</td>
<td>625</td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>716</td>
<td>716</td>
<td>716</td>
<td>716</td>
<td>716</td>
<td>716</td>
<td>716</td>
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<tr>
<td>Masters</td>
<td>690</td>
<td>690</td>
<td>690</td>
<td>690</td>
<td>690</td>
<td>690</td>
<td>690</td>
<td></td>
</tr>
<tr>
<td>1st Professional</td>
<td>137</td>
<td>139</td>
<td>158</td>
<td>143</td>
<td>171</td>
<td>177</td>
<td>181</td>
<td>187</td>
</tr>
<tr>
<td>Doctoral</td>
<td>625</td>
<td>625</td>
<td>625</td>
<td>625</td>
<td>625</td>
<td>625</td>
<td>625</td>
<td></td>
</tr>
<tr>
<td>Total Degrees</td>
<td>137</td>
<td>139</td>
<td>158</td>
<td>143</td>
<td>171</td>
<td>177</td>
<td>181</td>
<td>187</td>
</tr>
</tbody>
</table>

* IPEDS data
** HEPC data
*** STEM fields were determined in conjunction with EPSCOR.
Appendix B (Utilization and Promotion of Instructional Technologies)

I. Use of Instructional Technology

A. Shepherd University’s Commitment to Course and Instructional Delivery through Instructional Technologies:

Following a pilot program in the 2007-08 academic year, Shepherd University implemented the Sakai CLE system to replace Blackboard’s WebCT 4.1 as the learning management system of choice at Shepherd. During the pilot program, and in every semester since, the Center for Teaching and Learning has conducted seminars and workshops for faculty on effectively using Sakai and other technologies in the classroom.

Use of Sakai has grown significantly over the past two years. Concurrent with the change from WebCT to Sakai, Shepherd University implemented automated processes to create instances in Sakai for every course taught at Shepherd, and to automatically enroll every student registered for those courses in the equivalent instance in Sakai. As a result, instructors do not need to manually add and/or remove students to their learning management system’s sections. This has contributed to its increased usage.

1. Online Course Development. For the spring 2010 term, 3,317 students (of 3,570 in unduplicated headcount of degree-seeking students) were enrolled in at least one of 370 courses that had an active Sakai instance (i.e., it was being used for distribution of syllabi or other course materials, or for online discussions, or quizzes and grading). Of 334 faculty members, 128 were teaching a course using Sakai. Twelve fully online classes will be offered in the fall of 2010 with six faculty teaching the courses.

2. Online Program Development. Shepherd University currently has no fully online programs. Shepherd emphasizes mixed online and direct faculty-student classroom instruction. The MBA Program is currently developing a fully online program.

B. Plans for Growth over the Next Five Years:

By using an open source system such as Sakai, Shepherd University has saved $75,000 in support costs over the past two years compared to what our expected costs were with Blackboard. Reduced support costs (enabling a redirection of resources to other areas of need, such as hiring additional full-time faculty, increasing student financial aid, or providing better instructional support services) are only one advantage of an open source system. Because the source program code is available, open source applications are much more customizable than proprietary systems. Shepherd University plans to incorporate additional learning modules into Sakai during the 2010-2011 academic year. Examples include the TurnItIn plagiarism detection service and the iTunesU multimedia distribution environment.
Although Shepherd primarily focuses on the face-to-face, live classroom experience, it has also recognized the opportunity to explore the possibilities of offering a fully online degree. The Instructional Technologist has been charged with preparing educators to successfully teach online. This would involve a step-by-step process for teachers to take in order to successfully create the online environment.

II. Faculty Training in Instructional Technology

Shepherd has one instructional technologist on staff, and plans to add a programmer dedicated to Sakai support in the coming year. Our instructional technologist recently completed a master’s degree in educational technology and has conducted ongoing training sessions with faculty members over the past three years. Techshops have been added and are conducted every other Tuesday and Wednesday throughout the school year. These 1-hour Techshops are designed to focus on a small amount of technology integration in a 1-hour time slot. For example, the 1-hour session will concentrate solely on the Gradebook Tool in Sakai. Normally, Sakai training can take up to nearly 3 hours to fully go over all the features of the system. Although we offer a three-hour Sakai training at the beginning of every semester, we also offer the 1-hour Techshops throughout the semester. We have had much success with this format and will continue to offer these throughout the year.

In the last three years, Shepherd has worked diligently to provide a place where faculty can get the training they need. Shepherd’s focus is to train faculty to properly infuse pedagogy and technology, enabling them to become familiar and comfortable with technology in the classroom. Training for Sakai and other instructional technologies in departmental, group, and one-on-one formats has been established. Overall, Shepherd has created a viable and productive working environment where faculty can come for training, assistance in designing their Sakai class/site, problems and tech issues, and are reassured that there is help for them in their integration of technology with their pedagogy.

Below is a list of some of the training (“tech-shops”) Shepherd University currently offers to faculty members:

- LMS – Training in Sakai consists of group, e-mail, web/podcast, video, and one-on-one sessions.
- Web page setup
- PowerPoint
- SMART Boards
- Airliners – usage of the Bluetooth wireless mouse/SMART pad
- Clickers – usage of a Classroom Response Systems
- Twitter/Facebook/Blogging
- Podcasting/Videocasting
- Online teaching strategies
III. Instructional Technology Staff Adequacy

A. Description of Current Status:

Currently, Shepherd University has one full-time instructional technologist, responsible for most of the current academic instructional program, and one part-time Java programmer (temporary position), to assist with Sakai development. Within Information Technology Services, a database administrator and a network administrator provide system-level support for the database and servers that underlie Sakai, as part of their set of responsibilities. On average, less than 10% of their time is spent on Sakai support.

B. Plans for Growth in Five Years:

Shepherd’s plans for growth in the use of technology over the next five years include, if financially possible, hiring the following additional staff, or some portion thereof, to meet the demands of a growing instructional technology program.

- **Programmer/Assistant Instructional Technologist** – the person in this full-time position would maintain and manage Sakai, as well as Java, html, and other languages that would need to be addressed for technology in the classroom. This person would also help and assist faculty when needed with designing, implementing, and targeting technology to a specific curriculum.

### Instructional Technology Staff Adequacy 2009-2010 Assessment: Progress Made

**Goal met or not met:**

Pending funding in October 2010, our goal of hiring a Programmer/Assistant Instructional Technologist will be met this fall 2010 semester.

**Actions taken during the past academic year:**

The Center for Teaching and Learning placed a request in the budget cycle for this position. It was one of the few requests accepted from Academic Affairs and it will be funded if monies are available in October 2010.

**Strategies used:**

This was placed as a FY 2011 budget cycle request.

**Corrective action taken:**
None at this time.

11. Instructional Technology Staff Adequacy 2010-2011: Goal Met

Goal Met or Not Met:

In October, 2010, an assistant instructional technologist/java programmer was hired.

Actions taken during the past academic year:

The assistant instructional technologist/java programmer has helped the instructional technologist with several front-end and back-end Sakai system issues. She has also assisted with user support needs.

Strategies used:

These can be found in the Shepherd University Strategic Plan, available at http://www.shepherd.edu/university/strategic-plan/.

Corrective action taken:

None at this time.

Instructional Technology Staff Adequacy 2011-2012: Goal Met

Goal Met:

In October 2010, an assistant instructional technologist/java programmer was hired. In spring 2012 this position was re-configured by the IT director. The salary was increased and the job duties were expanded to further enhance Sakai assistance and development.

Actions taken during the past academic year:

The assistant instructional technologist/java programmer has worked on several front-end and back-end Sakai system issues. She has also assisted with user support needs. These duties will continue with the new position.

Strategies used:

The unit is adhering closely to the Shepherd University strategic plan.
Corrective action taken:
None at this time.

IV. Assessment of Instructional Technology

A. Current Assessment Strategies:

Shepherd moved to web-based assessment tools in fall 2008. Assessments are given to faculty members immediately following a training session with the instructional technologist. Our data is targeted to whether the faculty member could leave the training with an applicable understanding of the given material, whether or not they will return for more training, and if they will utilize the material that was given to them and implement it into the classroom.

B. Current Assessment Data:

Below is a summary of the technology training evaluation data that has been compiled by the Center for Teaching and Learning during the past two years (fall 2008 through spring 2010). The data is based on information obtained from twelve training surveys.

1. Was this your 1st training session with the Shepherd University Instructional Technologist?
   YES 11
   NO 1

2. How well did the training session meet you expectations?
   COMPLETELY 8
   MOSTLY 2
   SOMEWHAT
   NOT AT ALL

3. Have the other training materials for this technology provided on the CTL website been helpful to you?
   YES 4
   NO 0
   I have not used them yet 6

4. How much practical application did the training session have for you?
   A GREAT DEAL 7
   QUITE A BIT 4
   SOME

5. There was enough information provided in the training to be helpful for a **beginner** [Sakai/Smart Board/etc] user to get a class started and create basic tools.
   - STRONGLY AGREE: 8
   - AGREE: 4
   - DISAGREE: 0
   - STRONGLY DISAGREE: 0
   - N/A: 0

6. There was enough information provided in the training to be helpful for an **advanced** [Sakai/Smart Board/etc] user to do the things they desire to enhance student learning.
   - STRONGLY AGREE: 3
   - AGREE: 4
   - DISAGREE: 0
   - STRONGLY DISAGREE: 0
   - N/A: 5

7. Do you plan to use Sakai and/or Smart Board in the upcoming semester? If not, why?
   - YES, FULLY ONLINE: 6
   - YES, w/ Traditional Class: 6
   - NO: 0

8. Do you plan on scheduling additional trainings in the future?
   - YES: 11
   - NOT SURE: 1
   - NO: 0

9. What type of support do you believe is most helpful? (Please mark all that apply)
   - 1-on-1 SUPPORT in YOUR office: 9
   - 1-on-1 SUPPORT in INSTRUCTIONAL TECH office: 7
   - CLASS SESSIONS/IDEA SWAP: 5
   - ASSISTANCE from a DEPT. FACULTY Mentor: 4
10. Have you taken advantage of our Tuesday evening or Saturday office hours?
   YES  0
   NO  10

11. Please take a brief moment to elaborate on how this training has helped improve student learning in your course.

*Samples of the types of comments provided on the assessments are included below:*

-“This morning I would not have believed it possible. I was skeptical about Sakai and had virtually given up on my Web page. Thanks to you I have renewed faith in the possibilities of technology, and am actually getting excited about the start of another semester. Thank you for taking so much time to show me the finer points…Your tutorial was incredibly helpful! Let me know if you need me to test out any new technology next semester – as long as you are willing to explain it, I am willing to try it! ”

-“Great trainer – wonderful service!”

-“I really appreciate that Lauryl would bring training to me.”

-“Sakai has been extremely helpful in all my courses. Lauryl was a tremendous help!”

-“I had attempted to set up my Web course myself but soon found that I needed assistance in various areas. Lauryl was able to save me hours and allowed me to provide a much better quality course for my students.”

-“I’m staff not faculty, but it’s nice to know that Shepherd has someone that can do training.”

-“Using TurnItIn should reduce the incidence of plagiarism and will in that way compel students seeking to pass to do the actual work required of them.”

-“I meet with students once/week. Sakai helps to get training/instruction to students effectively.”

-“Lauryl took the time to answer all of my questions about Sakai…pointing out helpful links and downloads… updated Web page to Nvu. Her knowledge of the technology was able to
minimize my workload and enhance my use of technology for my class. I found the session extremely helpful, and I feel comfortable contacting Lauryl if/when I encounter problems with Sakai or my Web page.”

In summary, faculty and staff members at Shepherd University find the instructional technology services to be extremely helpful and valuable.

C. Future Plans:

In addition to adding more staff, Shepherd plans to create an EduTech Classroom. This will become the place where faculty can come for their educational technology needs for the online classroom as well as for the traditional classroom. This will involve putting together, under one program, all and every type of technology that would be used for the sole purpose of teaching and learning. This would include, but not limited to, the use of SMART technology (including SMART Boards, Airliners, Clickers and such), projectors, audio/video equipment, Sakai, pod and video casting, web utilization and any other technology that would benefit teaching and learning. For more information on instructional technology at Shepherd, please visit: http://www.shepherd.edu/ctl/EduTechClassroom.html.

Assessment of Instructional Technology 2009-2010 Assessment: Goal Met

Goal met. As per the Shepherd University strategic plan, all classrooms are currently being brought up to standard in terms of technological equipment availability. The Center for Teaching and Learning has purchased more equipment to lend to faculty and staff for their teaching and learning needs. We have determined a venue for the “EduTech Classroom” and will set this up during the 2010-2011 academic year.

Actions taken during the past academic year:

As per the Shepherd University strategic plan, all classrooms are currently being brought up to standard in terms of technological equipment availability. Projectors, computers, podia, whiteboards, Smartboards, audio-visual equipment and other technologies have been purchased and are being installed campus-wide in classrooms.

Strategies used:

We are adhering closely to the Shepherd University strategic plan.

Corrective action taken:

None at this time.
Assessment of Instructional Technology 2010-2011: Goal Met

As per the Shepherd University strategic plan, all classrooms continue to be brought up to standard in terms of technological equipment availability. The Center for Teaching and Learning has purchased more equipment to lend to faculty and staff for their teaching and learning needs. The EduTech Classroom has now been fully funded by the Scarborough Society. All equipment is ordered and the area is set to serve students and faculty as soon as they return in August 2011.

Actions taken during the past academic year:

As per the Shepherd University strategic plan, classrooms continue to be brought up to standard in terms of technological equipment availability. A clear classroom technology replacement and maintenance cycle has been created by Shepherd’s office of Audio-Visual Media Services.

Strategies used:

Please see the Shepherd University Strategic Plan, at http://www.shepherd.edu/university/strategic-plan/.

Corrective action taken:

None at this time.

Assessment of Instructional Technology 2011-2012: Goal Met

Actions taken during the past academic year:

Sakai successfully upgraded to version 2.7.1.

As per the Shepherd University strategic plan, classrooms continue to be brought up to standard in terms of technological equipment availability.

A clear classroom technology replacement and maintenance cycle continues to be used by the office of Audio-Visual Media Services.

Fifteen faculty successfully completed the Online Certification Course offered through CTL in summer 2011.
Continuation of “TechShops” and “Sakai training sessions” through CTL Technology Smorgasbords continued to be integrated into the New Faculty Learning Communities, New Faculty Orientation, and Adjunct Training sessions.

EduTech Center fully functional.

**Strategies used:**

Please see the Shepherd University Strategic Plan, at http://www.shepherd.edu/university/strategic-plan/.

**Corrective action taken:**

None at this time.
2011 Institutional Compact Update:
Efforts to promote diversity amongst faculty, staff and students

Faculty and Staff

Introduction: One of the Pathways contained in Shepherd University’s Crossroads Strategic Plan is “Optimize Potential of Faculty and Staff,” which includes the following statement: “We are committed to developing a diverse work force and to promoting a welcoming community reflective of our pluralistic society.” To that end, Priority 15 of the Plan is, “Strengthen the diversity of faculty and staff.” The goal has been set that faculty and staff diversity at Shepherd will compare at 95% of Shepherd’s West Virginia peers.

1. Faculty and Staff Demographic Data

Following are charts showing race/ethnicity and gender demographics of Shepherd University faculty and staff, compared with West Virginia peers. These data were gathered from IPEDS.

Full-Time Faculty Data (2010)

<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>Total</th>
<th>Percent Female</th>
<th>Percent Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shepherd University</td>
<td>149</td>
<td>43%</td>
<td>17%</td>
</tr>
<tr>
<td>WV Peer Average</td>
<td>587</td>
<td>42%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Full-Time Staff

<table>
<thead>
<tr>
<th>Executive, Administrative, Managerial</th>
<th>Total</th>
<th>Percent Female</th>
<th>Percent Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shepherd University</td>
<td>77</td>
<td>56%</td>
<td>13%</td>
</tr>
<tr>
<td>WV Peer Average</td>
<td>141</td>
<td>39%</td>
<td>5%</td>
</tr>
<tr>
<td>Other Professionals</td>
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</tr>
<tr>
<td>Shepherd University</td>
<td>46</td>
<td>72%</td>
<td>17%</td>
</tr>
<tr>
<td>WV Peer Average</td>
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<td>55%</td>
<td>8%</td>
</tr>
<tr>
<td>Technical and Paraprofessionals</td>
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<td></td>
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</tr>
<tr>
<td>Shepherd University</td>
<td>36</td>
<td>83%</td>
<td>11%</td>
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<tr>
<td>WV Peer Average</td>
<td>54</td>
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<tr>
<td>Clerical and Secretarial</td>
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</tr>
<tr>
<td>Shepherd University</td>
<td>32</td>
<td>84%</td>
<td>6%</td>
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<tr>
<td>WV Peer Average</td>
<td>106</td>
<td>96%</td>
<td>7%</td>
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<tr>
<td>Skilled Crafts</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Shepherd University</td>
<td>8</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>WV Peer Average</td>
<td>36</td>
<td>3%</td>
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<tr>
<td>Service and Maintenance</td>
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<tr>
<td>Shepherd University</td>
<td>77</td>
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<td>40%</td>
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<tr>
<td>WV Peer Average</td>
<td>122</td>
<td>33%</td>
<td>10%</td>
</tr>
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</table>
2. Assessment of Faculty and Staff Diversity Goals

Faculty and staff race and gender data are being analyzed to assess progress toward the University’s goal of achieving a level of diversity among its faculty and staff at the level of 95% of West Virginia peers. Based on Fall 2010 IPEDS data, Shepherd exceeds that goal.

3. Faculty and Staff Recruitment Efforts

The Vice President for Academic Affairs and the Director of Human Resources have promoted efforts to expand applicant pools as a means of enhancing diversity. Additionally, the Director of Human Resources has conducted mandatory EEO/AA compliance training with all search committees.

**Diversity, Faculty and Staff 2011-2012 Assessment: Goal Met**

**Goal:**

The goal has been set that faculty and staff diversity at Shepherd will compare at 95% of Shepherd’s West Virginia peers.

Following are charts showing race and gender demographics of Shepherd University faculty and staff, compared with West Virginia peers. These data were gathered from IPEDS.

### Full-Time Faculty Data

<table>
<thead>
<tr>
<th>All Categories</th>
<th>Shepherd University</th>
<th>2010</th>
<th></th>
<th>2011</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>% Female</td>
<td>% Minority</td>
<td>Total</td>
</tr>
<tr>
<td>Shepherd</td>
<td>149</td>
<td>43%</td>
<td>17%</td>
<td>161</td>
<td>43%</td>
</tr>
<tr>
<td>WV Peers</td>
<td>587</td>
<td>42%</td>
<td>13%</td>
<td>692</td>
<td>43%</td>
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</tbody>
</table>

### Full-Time Staff Data

<table>
<thead>
<tr>
<th>All Categories</th>
<th>Shepherd University</th>
<th>2010</th>
<th></th>
<th>2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>% Female</td>
<td>% Minority</td>
<td>Total</td>
</tr>
<tr>
<td>Shepherd</td>
<td>276</td>
<td>63%</td>
<td>20%</td>
<td>281</td>
<td>65%</td>
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</tbody>
</table>
Actions taken during the past academic year:

Faculty and staff race and gender data are being analyzed to assess progress toward the University’s goal of achieving a level of diversity among its faculty and staff at the level of 95% of West Virginia peers. Based on IPEDS data submissions, Shepherd exceeds that goal.

Strategies used:

The Vice President for Academic Affairs and the Director of Human Resources continue to promote efforts to expand applicant pools as a means of enhancing diversity. The Director of Human Resources has developed an online EEO/AA compliance training module, which is mandatory for all search committees.

Students

Introduction: Shepherd’s strategic plan states: “there needs to be a promotion of educational experiences that enhance understanding of each individual student’s identity and the identity of others. Environments need to be created, nurtured, and sustained that value the commonalities and the differences of individuals. An appreciation of diversity needs to move into the active engagement of pluralism where students can explore and appreciate each other’s cultures.”

Several strategies were identified in order for this goal to become operational, including, but not limited to: strengthening social justice and diversity programs and services offered across the curriculum; strengthening social justice and diversity programs and services offered by all Student Affairs departments; designing an area that would adequately integrate services for students of color, and international and GLBT students; hiring a graduate student for International Students; and hiring a graduate student for GLBT issues.

Additional goals are listed below.

1. Student Demographics
Data:

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<th></th>
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<tbody>
<tr>
<td>American Indian / Alaskan</td>
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<td>0.4%</td>
<td>0.8%</td>
<td>0.5%</td>
<td>0.4%</td>
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<tr>
<td>Asian / Pac Isl.</td>
<td>1.5%</td>
<td>1.4%</td>
<td>1.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black / AA</td>
<td>5.2%</td>
<td>5.5%</td>
<td>5.4%</td>
<td>4.5%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.2%</td>
<td>2.8%</td>
<td>2.4%</td>
<td>2.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>White</td>
<td>90.1%</td>
<td>88.8%</td>
<td>87.0%</td>
<td>75.3%</td>
<td>81.1%</td>
</tr>
<tr>
<td>Unknown / Other</td>
<td>0.6%</td>
<td>1.1%</td>
<td>2.6%</td>
<td>14.7%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td>1.7%</td>
<td>1.7%</td>
</tr>
<tr>
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</tr>
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2. Student Recruitment Efforts

The Office of Admissions has established relationships with high schools and community colleges in areas with diverse populations. An admissions counselor is assigned to work with these areas. The following section outlines recruitment geographical locations and goals.

Recruitment venues for diverse students since 2006:

- Baltimore National Association of College Admissions Counseling (NACAC) College Fair (continued from 2005)
- George Mason Alcanza College Fair – Recruitment of Latino Students (2007-Present)
- Loudoun College Fair - Diversity College Fair (2007-Present)
- Private High School visits to local high schools at least twice a semester (2006-present)
- Largo and Suitland High School (Prince George’s County, MD) college fairs (2010)
- Career Council Diversity College Fairs – Baltimore and Montgomery County, MD (08-09)
- Montgomery County NACAC College Fair (2006 – Present)
- Private High School Visits to all Montgomery County High Schools (2009-2010)
- Radio Interviews broadcasted in Prince George’s County, MD (2009-2010)
- Private High School Visits to specific high schools in Prince George’s County, MD (2010)
- Private High School Visits and College Fairs in Richmond, VA (2008-present)
• Transfer recruitment events at Montgomery College, Howard Community College, and Community College of Baltimore County (2007-present)

**Goal:**

To increase Shepherd’s minority enrollment, future recruitment efforts include:

• Developing relationship between the Shepherd University Multicultural Leadership Team, on-campus student organizations focusing on the needs of underrepresented students, and the Black Student Union at Hagerstown Community College.
• Expanding Dual Admissions Agreements to Montgomery College and Northern Virginia Community College.
• Returning to Washington D.C. NACAC – College Fair.
• Fostering a relationship with the SEED Foundation in Baltimore, Maryland, an organization that prepares underserved students for success in college.

3. **Diversity and Equity Committee**

**Description:**

The Diversity and Equity Committee is appointed by the President and consists of members drawn from the administrative staff, faculty, classified employees, the student body and the Eastern Panhandle community. The chair is elected. The committee makes recommendations regarding policy and issues concerning race, ethnicity, culture, gender, sexual orientation. The committee advances the University’s goals of achieving and maintaining a diverse staff and student body.

Specifically, the committee is charged with the following:

• To review the current hiring practices of the University and recruitment and retention of minority faculty, staff and students.
• To recommend policies and strategies to increase and keep the number of minority administrators, faculty, staff and students on campus.
• To recommend measures to facilitate a supportive environment on campus.
• To identify off-campus outreach efforts which will significantly impact the lives and opportunities of minorities in the University's service area.
• To serve as a body which periodically reviews progress in reaching these objectives and make recommendations for prompt, remedial action.

**Goal:**

The committee’s goals for the 2011-2012 academic year include:
• Campus climate assessment for LGBT community.
• Raising the profile of diversity related resources on campus.
• Assisting Allies’ (Gay/Straight Alliance student organization) efforts in re-starting Safe Zone project.
• Creation of an LGBT resource center staffed by professional personnel.
• Education for campus on transgender issues.
• Adding gender expression in University’s non-discrimination policy.

4. Civility Response Team

Description:

A sub-group of the Diversity and Equity Committee, the Civility Response Team is comprised of faculty and staff who are committed to promoting a civil learning environment at Shepherd University. The team values the diversity that each student and faculty member brings to Shepherd University, and we are appreciative of their contributions to this community. We view all employees as colleagues, and we are duty-bound to treat every member of this campus with respect and professionalism. (http://www.shepherd.edu/equity/crt/)

Goal:

To promote the respectful treatment of all Shepherd community members, value and appreciate diversity, educate and advocate.

5. Interfaith Challenge for religion and faith

Description:

In the spring of 2011, President Barack Obama issued a challenge to college and university presidents and others to “partner with local community organizations our houses or worship to tack specific, year-long community service challenges.” Shepherd readily accepted this challenge.

Goal:

In keeping with our core values of learning, engagement, integrity, accessibility, and community, Shepherd University will join the efforts of the Burke Street Promise Neighborhood Initiative to address a very real need in our local community. A 40 block area in Martinsburg, West Virginia has been identified as a location of extreme poverty,
high rates of teenage pregnancy, high rates of transiency, low graduation rates, high unemployment, lack of education and a tremendous need for health and human services.

Shepherd University will be working with the United Way of the Eastern Panhandle and the Burke Street Promise Neighborhood Initiative, a grass roots group of committed and concerned citizens to create a promise neighborhood in a designated 40 square block area of Martinsburg, West Virginia. This area has been identified as a low-income community in need of health and human services as well as other supportive services. Addressing their needs is critical because families living in poverty are often at risk for maltreatment and neglect due to the multiple stress factors associated with poverty.

We plan to provide student volunteers for many of the programs and events undertaken by the Burke Street Promise Neighborhood. These events will include, but are not limited to:

- Block party where service providers will be on hand to answer questions; games and snacks will be provided.
- Workshops on inexpensive but healthy food options.
- After school activities to promote a healthy lifestyle.
- Instruction on how to balance a check book, tax preparation or how to budget expenses.
- Tutoring at risk youth.
- Family friendly programs conducted in conjunction with neighborhood churches.
- A weekly pre-school prep and playgroup with children ages 0 – 3 and their caregivers.
- Neighborhood beautification projects.
- A concert to honor Dr. Martin Luther King, Jr. in January is planned to take place in conjunction with A Day On, Not a Day Off Day of Service. It is our goal to take this concert to a location within the 40 block area of the promise neighborhood and possibly involve children from this area to participate.

Students will be given the opportunity to participate in program development and decision making as it relates to their role in the project. Students will not only spend time reflecting on their service to this neighborhood but will discuss how the act of serving coincides with their faith and/or beliefs or non-beliefs.

6. WVHEPC Diversity for Equity Grant

Description

Since the 2003 – 2004 academic year, the University has applied for and received funding from the West Virginia Higher Education Policy Commission’s Diversity for Equity (previously the Social Justice Initiatives) Grant. Monies from this grant have been
used to augment the University’s programming of cultural celebrations and also to raise awareness on issues related to race/ethnicity, sexual orientation, gender, and disability.

**Goal:**

For the 2011-2012 year, the University submitted two grant applications: one to continue our cultural celebrations and education efforts and one to implement support services for members of the lesbian, gay, bisexual, and transgendered community. Specifically, with the support from this grant the University will:

- Collaborate with the Office of Student Affairs to provide services to LGBT students.
- Implementation of Safe Zone Program training for students, staff, and faculty (collaboration between Allies, Multicultural Student Affairs and the Diversity and Equity Committee).
- Establish an LGBT mentoring program.
- Establish an LGBT network for student use.

**Efforts to promote diversity among faculty, staff, and students 2011-2012**

**Assessment: Progress Made**

**Goal 1. Student Recruitment Efforts – Progress Made**

To increase Shepherd’s minority enrollment, future recruitment efforts include:

- Develop relationship between the Shepherd University Multicultural Leadership Team, on-campus student organizations focusing on the needs of underrepresented students, and the Black Student Union at Hagerstown Community College
- Attend the Prince George’s County NACAC college fair
- Build relationships with Washington, D.C., organizations such as DC Prep
- Work collaboratively with TRiO Student Support Services

<table>
<thead>
<tr>
<th>Enrollment by Race/Ethnicity for 2009 - 2011</th>
<th>2009</th>
<th>2010</th>
<th>2011 Percent</th>
</tr>
</thead>
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<td>American Indian/Alaskan</td>
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<tr>
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<tr>
<td>Ethnicity</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
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<tr>
<td>---------------------------</td>
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<td>-------</td>
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</tr>
<tr>
<td>White</td>
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<tr>
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<td>0.40%</td>
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<td>Veterans</td>
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</tr>
<tr>
<td>International Students</td>
<td></td>
<td></td>
<td>0.30%</td>
</tr>
</tbody>
</table>

**Actions taken during the past academic year:**

Yearly recruitment venues for diverse students since 2006 (comprehensive list)

- Dual Admissions Agreements to Montgomery College and Northern Virginia Community College
- Washington, D.C., NACAC – College Fair
- SEED Foundation in Baltimore, Maryland, an organization that prepares underserved students for success in college

**Strategies used:**

None

**Corrective action taken:**

None

**Goal 2: Diversity and Equity Committee – Progress Made**

The committee’s goals for the 2011-2012 academic year included:

2. Raising the profile of diversity related resources on campus.
3. Assisting Allies’ (Gay/Straight Alliance student organization) efforts in restarting Safe Zone project.
4. Creation of an LGBT resource center staffed by professional personnel.
5. Education for campus on transgender issues.
6. Adding gender expression in University’s non-discrimination policy.
**Actions taken during the past academic year:**

An instrument to assess the campus climate for the LGBT community was created, but not administered due to challenges in securing Institutional Review Board (IRB) approval.

A train the trainer program featuring Dr. Justine Marie Shuey was conducted to restart the Safe Zone project. Twenty members of the community were present for the training. The program was very well received by the audience. Students, staff, and faculty were very interested in what Dr. Shuey had to say. One staff member stated, “I really think that we should bring her back again.” A faculty member said, “We need more programming like this at Shepherd, please bring her back.” All surveyed attendees agreed that Dr. Shuey’s safe zone training program should be repeated.

Performers/guest speakers Rocco and Katz were invited back to campus to provide education on transgender issues. Participants were instructed to complete surveys upon the program’s completion. Of students surveyed, 100% said, “they need to come back to Shepherd.” A faculty member commented, “I was so excited that they came back.” 100% of all survey participants were pleased about the return of Rocco and Katz.

**Strategies used:**

A new strategy was used to assist in raising the profile of diversity related resources on campus. The Multicultural Leadership Team (MLT) is a scholarship-based group of students who strive to educate the Shepherd community on a variety of diversity issues as well as be social justice advocates in the campus community and beyond. This group attends a diversity seminar every week during the academic year. Normally these seminars are closed to those who are not members of the team; however this year during the spring semester, the MLT held open sessions once a month. These sessions were well attended by students (approximately 15-20 non-MLT members attended each open session) and at each session MLT members reviewed various diversity related resources available on campus.

**Corrective action taken:**

Corrections requested by the IRB have been made to the survey for the LGBT campus climate assessment and the Office of Multicultural Student Affairs will resubmit the application once the board reconvenes in the fall.

**Goal 3. Civility Response Team – Progress Made**

To promote the respectful treatment of all Shepherd community members, value and appreciate diversity, educate, and advocate.

**Actions taken during the past academic year:**
The Civility Response Team met each month over the past calendar year to discuss strategies for addressing acts of incivility on campus. No students, faculty, or staff reported any issues to the Civility Response Team.

**Strategies used:**

The Civility Response Team developed a proactive initiative to promote civility among members of the campus community. The specific strategies would include a t-shirt to be worn by members of the Civility Response team that would display a pro-civility message. Team members would wear t-shirts while distributing pamphlets, facilitating conversations, and providing team member contact information at a high-traffic outdoor venue. The team is positioned to implement this strategy for the coming year.

**Corrective action taken:**

There have been no issues brought to the attention of the Civility Response Team. The team has chosen to adjust its approach next year to implement a more proactive strategy to achieve its goals.

**Goal 4. Interfaith Challenge for religion and faith -Goal Met**

Shepherd University worked with the United Way of the Eastern Panhandle and the Burke Street Promise Neighborhood Initiative, a grassroots group of committed and concerned citizens, to create a promise neighborhood in a designated 40-square-block area of Martinsburg, West Virginia. This area had been identified as a low-income community in need of health and human services as well as other supportive services. Addressing their needs was critical because families living in poverty are often at risk for maltreatment and neglect due to the multiple stress factors associated with poverty.

**Actions taken during the past academic year:**

Events through the Burke Street Promise Neighborhood included the following:

- Promise and Popsicles: A block party where service providers were on hand to provide information and to answer questions; games and snacks were provided; Shepherd University students provided volunteer support, led games, and handed out snacks to the children.
- Baby and Me Playgroup: A preschool Prep and Play Group for babies to 3 years with caregivers and older siblings.
- Shepherd University students and staff coordinated, attended, and participated in the Day On, Not a Day Off Event to honor Dr. Martin Luther King, Jr. The event was held within the 40-block area of the Burke Street Promise Neighborhood and
Shepherd University Institutional Compact Report, 2007-2012

provided a day of service projects followed by a celebration of events to showcasing children’s works, presentation of Dr. King’s speeches, and food. This event was designed to bring community members, service providers, and volunteers together to celebrate a plan for the future.

- Shepherd University AmeriCorps VISTA serving as the community services coordinator is now a member of the Promise Neighborhood Advisory Board.

Shepherd University has seen an impact in:

- The delivering of the aforementioned goods and services to a community in need.
- Students understanding how they can apply their talents, interests, and education in response to real community needs.
- Opening of discussion of spirituality and interfaith similarities between community members.
- Connections were made between course material and the learning objectives of the service project.

**Strategies used:**

In order to begin the dialog of interfaith and service, students were invited to attend a leadership session to discuss this project. It was suggested to the students that a person’s faith should not preclude them from volunteering together, but could, in fact, assist in creating an understanding of each other’s differences. The leadership session provided the knowledge and skills participants needed to complete the project. Additionally, volunteer opportunities were offered and students were challenged to talk about their varying faiths and beliefs.

**Corrective action taken:**

No corrective action was needed in the completion of this goal.

**Goal 5. WVHEPC Diversity for Equity Grant – Progress made**

For the 2011-2012 year, the University submitted two grant applications: one to continue cultural celebrations and education efforts and one to implement support services for members of the lesbian, gay, bisexual, and transgendered community. Specifically, with the support from this grant the University will:

1. Collaborate with the Office of Student Affairs to provide services to LGBT students.
2. Implementation of Safe Zone Program training for students, staff, and faculty (collaboration between Allies, Multicultural Student Affairs and the Diversity and Equity Committee).
3. Establish an LGBT mentoring program.
4. Establish an LGBT network for student use.

**Actions taken during the past academic year:**

Shepherd’s Multicultural Student Affairs Office was successful in securing two grants from the West Virginia Higher Education Policy Commission to promote diversity and equity on campus. The first grant was used to continue cultural celebrations and education efforts. The second grant was used to provide training to implement a safe zone project on campus and to assess the campus climate for the LGBT community members.

**Strategies used:**

Guest lectures and performers were invited to campus to assist in educating the community on different cultures.

A guest lecturer was also invited to campus to facilitate a train the trainer program for implementation of a Safe Zone project on campus. (See Goal 2 for additional information.)

**Corrective action taken:**

As stated under Goal 2, although the instrument to assess the campus climate for the LGBT community was created, it was not administered due to challenges from the Institutional Review Board (IRB). Corrections were made to the instrument to address IRB concerns and the application will be resubmitted once the IRB reconvenes in the fall.