

Leading the Way 2014

Shepherd University Compact

Institutional Compact Contact

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II. Strategies in Support of Objective Areas with Quantitative Metrics + Graduate Student Success and Faculty Scholarship

Enrollment Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)
Shepherd University's general focus for its strategy on enrollment is to develop and implement seamless admissions and transfer processes for two targeted populations: transfer students and adult learners.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

R.B.A. program directors: Nan Snyder, Beth Thomas

Martinsburg Center Staff

Associate Vice President for Academic Affairs: Dr. Scott Beard

b. Describe the activity. (250 words max)

Increase community and regional awareness of the programs and services offered for adult learners at Shepherd University. Efforts include promotion of programs, such as the R.B.A. program, courses with W.V. Rocks and new curricular offerings in Shepherd's R.B.A. degree competition program.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets adult learners/working adults who have completed some percentage of a college undergraduate degree, but have not finished their degree program.

d. Provide a timeline for implementation of this activity. (250 words max)

Ongoing implementation of the activities began in Fall 2014 with the offering of courses from WVROCKS and new concentration areas within the R.B.A. The pursuit of grant opportunities through the College Foundation of West Virginia will begin in Spring 2015. Assessment of these projects will be ongoing throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Financial resources would include funding for promotion and advertising through the Martinsburg Center, as well as through the recruitment budget of Enrollment Management.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal: R.B.A. Program Directors, department chairs, Martinsburg Center Staff.

External: Strategic Alliance Partnerships through the Martinsburg Center, College Foundation of West Virginia

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Adult learners is a segment of Shepherd's enrollment that has continued to grow over the last several years. By providing opportunities for degree completion in a timely manner, and with instructional delivery models that are convenient to working adults, the profile of the state will rise in terms of percentage of the population with a baccalaureate degree.

Assessment: Measure the number of sections, seats, as well as duplicated and non-duplicated headcount.

Stakeholders & Resources: Martinsburg R.B.A. coordinator, Associate VPAA, department chairs and faculty.

Assessment: Development of grant proposals related to adult learners.

Assessment: Once concentration areas are developed, work to identify other areas of need for additional concentrations. Measure the number of students enrolled in the various concentrations.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

The ability to receive credit for prior learning/work experience, and the ability to have classes offered on a regular basis in models for adult learners ties in to Shepherd's Collaborative Access Comprehensive Plan, and overall progress of students toward degree completion.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Shari Payne, Vice President for Enrollment Management

Ms. Kristin Lorenz, Director of Admissions

Ms. Valerie Owen, University Communications

b. Describe the activity. (250 words max)

The activity includes the establishment of support material in print and on the web for transfer student populations.

-Establish a Transfer Student Website /Webpage for a one-stop shopping approach.

- Identify transfer specific representatives from Admissions and the Registrar's office to work directly with transfer specific advisors.
- Establish a clear catalog of course equivalencies for each two-year college/Shepherd agreement and increase efforts to streamline the admissions process for transfer students, developing equivalencies that ensure maximum credit transfer.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets student transfer populations of various age and demographic groups.

d. Provide a timeline for implementation of this activity. (250 words max)

Implementation of the specialized segments of the activity would be implemented in Fall 2015, with ongoing assessment of progress on benchmarks for success.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include the staff in the Office of Admissions, Office of the Registrar, department chairs, and school deans.

Financial resources including funding for the web content management system, development of collateral support pieces and other recruitment or marketing material.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are identified in boxes a & e.

External entities would include administration at area high schools (dual-credit) and two-year institutions.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

By providing a clear pathway for admission and accurate information for maximum credit transfer, this population of students has the opportunity to matriculate in much more fluid manner from two-year institutions to Shepherd University, ultimately leading to increased enrollment, better progress towards degree completion, and the awarding of degrees.

Assessment: Have the web page implemented by Fall 2015 to help increase visibility of events.

Measure the number of page hits for assessment.

Assessment: Measure the number and percentage of admitted, retained, and graduated transfer students.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity ties in to goals regarding graduation rates and progress towards degree completion.

Developmental Education Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Shepherd University will not be reporting on this element, as it does not offer developmental education, but rather a selection of stretch model courses in English and mathematics that allow students to continue to progress towards degree completion. See our compact reflective summary submitted in October 2013.

First-Year Retention Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

In its efforts to increase retention of first-year students, Shepherd will focus on three distinct areas of student success:

- Utilization of Student Support Services
- Access to Quality Advising
- Implementation and utilization of Beacon software to track and document at-risk students

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Laura Renninger, Dean, Center for Teaching, Learning and Instructional Resources

Dr. Robert Warburton, Assistant Dean, Center for Teaching, Learning and Instructional Resources

b. Describe the activity. (250 words max)

In working to support general and at-risk student populations to ensure retention and academic success, the following items will be addressed:

- Utilize and evaluate the Academic Support Center and TRIO services.
- Utilize and evaluate Disability Support Services and Student Success.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets both the general and at-risk student populations.

d. Provide a timeline for implementation of this activity. (250 words max)

Work with academic support services is ongoing as part of federal compliance and accreditation standards; however, efforts will be made starting in Fall 2014 and ongoing throughout the compact cycle to increase awareness utilization of student support services.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include: Center for Teaching and Learning, Office of Student Success, Academic Advisement Center, Disability Support Services, and academic advisors.

Financial resources would include potential increased budgeting for the CTL and other services due to increased usage.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stakeholders are noted in sections a and e.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Increased awareness and utilization of support services will allow students to succeed in programs, leading to higher retention and completion rates at the institution. Assessment will include the ability to quantify the number of students who utilize these services and further measure the retention rate of this segmented population.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity is tied in directly to Shepherd's Academic Quality Comprehensive Plan.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Christana Johnson, Office of Student Success

b. Describe the activity. (250 words max)

Effectively utilize newly acquired retention software (Beacon) and student success outreach efforts.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity would target all undergraduate students.

d. Provide a timeline for implementation of this activity. (250 words max)

The implementation of this software will occur in spring 2015 and will be utilized throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include the staff in student affairs associated with student success, academic advisors and in some cases department chairs and school dean.

There is an ongoing cost associated with the license and implementation of the various aspects of this software package. An additional expense would be the funding of graduate assistants in these offices.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal:

Office of Student Success

Academic Advisors

External:

Beacon software

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

By overseeing the use of this software and for outreach, the Office of Student Success will make periodic reports to the Student Success Committee and gather input. The staff analyze student data and make recommendations to the campus community on matters pertaining to student success and retention.

Assessment: Measure the effect of the Beacon software implementation through measurement of student retention rates.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity ties in to the Academic Quality and Financial Aid comprehensive plans. In regard to Financial Aid, the software will be able to report on reasons students withdraw from the institution or particular issues they are having during the semester.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Laura Renninger, Dean, Center for Teaching, Learning and Instructional Resources

Dr. Robert Warburton, Assistant Dean, Center for Teaching, Learning and Instructional Resources

b. Describe the activity. (250 words max)

Ensure that academic advisors and advisement staff participate in professional development activities in support of quality advising

c. What target populations, if applicable, does this activity address? (100 words max)

This would target all academic advisors at the undergraduate and graduate levels.

d. Provide a timeline for implementation of this activity. (250 words max)

As part of the annual report process, reports of faculty and staff will demonstrate a majority of stakeholders participating in professional development activities related to quality advising.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include the staff of the Center for Teaching and Learning, Academic and Career Advisement Centers, and all faculty who are academic advisors.

Financial resources include support for material provided at workshops and funding of graduate assistants in these offices.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

These stakeholders are listed in sections a and e.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

With access to quality academic advising, students are assured of continued academic progress, as well as establishing connections with their academic program and academic advisor. By establish these connections early on, students have a better chance of being retained and completing their degree program.

Assessment: Annual reports of faculty and staff will demonstrate a majority of stakeholders participating in professional development activities related to quality advising. The goal will be to increase participation from year to year.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity is linked to the first strategy in Shepherd's Academic Quality Comprehensive plan.

Progress Toward Degree Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Developmental education is an important driver of both graduation rates and nonproductive credits. Shepherd monitors progress towards degree completion of students in our stretch-model courses by eliminating the barriers between developmental education curriculum and credit-bearing curriculum.

Shepherd will assess the effectiveness of its student support services in the retention and perseverance of students enrolled in stretch-model classes. Often students in these courses may be identified as "at risk," and require additional support to progress towards degree completion.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Laura Renninger, Dean of Teaching, Learning and Instructional Resources

CTL Staff

Academic Advisors

Office of Student Success

b. Describe the activity. (250 words max)

Collaborate with Institutional Research, Academic Support and Student Success offices to engage students who are on academic probation.

c. What target populations, if applicable, does this activity address? (100 words max)

Students identified as at-risk by the registrar and the Office of Student Success.

d. Provide a timeline for implementation of this activity. (250 words max)

This program has been implemented and reporting on the retention rate of this segmented population will be ongoing throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include the CTL and academic advisement staff, Office of Student Success as well as academic advisors. Ongoing financial costs are related to retention software.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stake holders are identified in areas a and e.

External stakeholders include high school guidance counselors (readiness for college) and Beacon software.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

By identifying at-risk students on academic probation and in Shepherd's stretch-model classes, support services, as part of best practices will enable students to be retained and continued to progress toward completion of their undergraduate degree program.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity relates to retention of first-year students with access to an array of student support services.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Robert Warburton, Assistant Dean, CTL
Department Chairs

b. Describe the activity. (250 words max)

To systematically enable students to reach graduation, it is important and part of best practices to provide clear and structured pathways to graduation. As part of this activity, Shepherd will examine and revise its current curricular charts and pathways contained in its online catalog through Acalog.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets Shepherd's undergraduate population.

d. Provide a timeline for implementation of this activity. (250 words max)

This examination is part of current practice as related to revision and editing of the catalog for each academic year, and, will be ongoing throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include the staff of the registrar's office, academic advisement center, and department chairs.

Financial resources include ongoing licensing support for the Acalog system.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Stakeholders are identified in boxes a and e.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

National data suggests that up to 14% of the credits earned by degree completers are over the threshold required by their degree. Such "excess crediting" may constitute up to 10 percent of total credits taken

by all students. Although excess crediting may give students extra educational benefit, it adds to the cost of a degree and diminishes degree productivity. Clearer pathways for progression through the intended four years of a student's degree program will lead to increased perseverance toward completion of that degree.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

As examples of identified best practices, all these activities lead to increased retention, graduation rates and degree production.

Graduation Rates Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Shepherd's previous strategic plan emphasized the need for curricular reform, and through 2009-2011, the university community engaged in significant discussion of how that change would occur. The results were:

- A reduction in the minimum number of credit hours required for graduation from 128 to 120 credit hours.
- A new, more flexible Core Curriculum (previously General Studies curriculum). Inclusion into the degree:
 - a First-Year Experience course
 - a writing-intensive course within the major, and
 - a senior capstone that acts as a common thread throughout the whole degree program.

The general focus of the strategy will be to ensure the continued relevancy and quality of Shepherd's academic programs through the program review process, with an emphasis on assessment of alternative course schedules (compressed/hybrid) and instructional delivery formats

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dean Laura Renninger, Center for Teaching, Learning and Instructional Resources
Dr. Scott Beard, Associate Vice President for Academic Affairs & Chair, SUPRC
Academic Department Chairs
Department Assessment Facilitators

b. Describe the activity. (250 words max)

Ensure that academic departments complete gap analyses and create action plans toward program improvements based on assessment results

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets both undergraduate and graduate students and faculty.

d. Provide a timeline for implementation of this activity. (250 words max)

Assessment of programs is ongoing at Shepherd. The goal would be to analyze progress on assessment results as part of the 1.5 year assessment cycle. The timeline would also encompass program up for review as part of the five-year program review cycle mandated by the WV-HEPC and state code.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources would include staff of the CTL, departmental assessment facilitators and members of the Assessment Task Force and Program Review Committee.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stakeholders are named in boxes a and e. External stakeholders may include external reviewers for the program review process, and any accrediting bodies that include assessment as part of their cyclical review.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Through the completion of gap analyses and examination of data, programs will create action plans toward continuous program improvement that are also linked to programmatic and institutional planning documents.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity is guided by the focus of strategy 1 in Shepherd's Academic Quality Comprehensive Plan.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dean Laura Renninger, Center for Teaching, Learning and Instructional Resources

Dr. Scott Beard, Associate Vice President for Academic Affairs & Chair, SUPRC

Academic Department Chairs

Department Assessment Facilitators

b. Describe the activity. (250 words max)

As part of compliance with the HLC credit-hour worksheet and federal compliance elements, courses that utilize online, hybrid, compressed formats or other timelines for instruction will be assessed for meeting stated outcomes. Course syllabi are reviewed each semester by department chairs to ensure student learning outcomes are tied to course content and program goals. Department chairs, deans, and faculty peers conduct classroom observations-evaluations of faculty on a regular schedule as outlined by the Faculty Evaluation Policy

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets both undergraduate and graduate faculty and staff.

d. Provide a timeline for implementation of this activity. (250 words max)

Ongoing examination of syllabi occurs prior to the start of each semester and will continue throughout the compact reporting cycle. Shepherd will seek to make use of a "credit-hour" calculator to address rigor and the assignment of credit for courses that are online or in hybrid or compressed format.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources would include the CTL staff, assessment facilitators, academic school deans, department chairs, and the HLC Liaison.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stakeholders are named in boxes a and e. External stakeholders may include external reviewers for the program review process, and any accrediting bodies that include assessment as part of their cyclical review. Review of credit hour policies will be part of our Federal Compliance documents presented to the Higher Learning Commission during our visit in 2016 (year 4 of the 10-year Standard Pathways Cycle).

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Each semester by department chairs to ensure student learning outcomes are tied to course content and program goals. Department chairs, deans, and faculty peers conduct classroom observations- evaluations of faculty on a regular schedule as outlined by the Faculty Evaluation Policy. Academic study tours must be pre-approved by chairs, deans, and the VPAA for academic integrity, risk management, and compliance with institutional and state policies. Online courses are reviewed against a new online course policy; this is monitored through chairs and deans and the Online Review Committee (ORC), chaired by the Director of Instructional Technology. An online certification-training program is offered and the Online Review Committee works to ensure online courses brought to Shepherd University meet course and core outcomes.

The assessment of these documents will demonstrate how all of Shepherd's courses and programs, regardless of format contain rigor, are assessed for quality and content, and meet federal compliance and other accreditation standards.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity ties in to strategies related to academic quality and rigor, as associated with program review.

Graduate Student Success Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Shepherd's strategies for graduate student success focuses on enhancing the Shepherd experience through the creation of clear pathways to advanced degree programs and through additional offerings, thereby creating a qualified workforce and enhanced credentials for professionals.

Our strategies are the following:

1. Increase the participation of adult learners in graduate programs and certificate programs for licensed professionals.
2. Increase recruitment efforts around international students.
3. Expand graduate degree program offerings.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

- Dr. Scott Beard, Dean, Graduate Studies and Continuing Education
- Associate Vice President for Academic Affairs
- Dr. Shari Payne, Vice President for Enrollment Management
- Dr. Charles Nieman, Director of International Initiatives.
- Martinsburg Center Director and Staff (Jim Klein, Chelsea Barker, Sherry Donovan)
- All activities are in cooperation with academic school deans and department chairs.

b. Describe the activity. (250 words max)

Work with targeted academic programs to develop accelerated pathways to graduate degrees, i.e. those leading to teaching certification or other professional degrees such as the Master of Business Administration (M.B.A.).

Work internally to recruit Shepherd's current students into its graduate programs through presentations in upper-level and capstone courses.

The Higher Learning Commission (HLC) allows Shepherd to offer up to four certificate programs without prior permission. The goal is to add additional certificate programs in business areas or in specialized educational endorsements such as autism or reading.

c. What target populations, if applicable, does this activity address? (100 words max)

The target populations for this activity are the following:

- Shepherd's current undergraduate students
- Potential graduate students in the region
- International students
- Working adults

d. Provide a timeline for implementation of this activity. (250 words max)

Development of accelerated pathways towards graduate education would begin with initial meetings in Fall 2014. There is a goal of having a select number of programs and international enrollments in place for Fall 2015. Continued development of these programs will occur throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources would come from the stakeholders identified in part a, that would also include the Division of Enrollment Management. Financial resources would include operating budgets for the Office of International Initiatives, collateral program materials from departmental and unit budgets, etc. The cost of curricular agreements would be negligible.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal:

- Dr. Scott Beard, Dean, Graduate Studies and Continuing Education
- Associate Vice President for Academic Affairs
- Dr. Shari Payne, Vice President for Enrollment Management
- Dr. Charles Nieman, Director of International Initiatives.
- Martinsburg Center Director and Staff (Jim Klein, Chelsea Barker, Sherry Donovan)

External: International institutions of higher learning

- Strategic Alliance Partners through the Martinsburg Center.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

By increasing opportunities for graduate study, Shepherd will be able to attract additional undergraduate and graduate students both domestically and internationally. This will lead to increased headcount, a more prepared and employable workforce, and support the economic needs of the region.

Assessment: The number of capstone sections and overall number of students contacted through the presentations would be measured, with the goal of showing an increase in the number of participants year over year.

Assessment of internal outreach: The number of capstone sections and overall number of students contacted through the presentations would be measured, with the goal of showing an increase in the number of participants year over year.

Assessment of accelerated pathways: The goal for 2014-2015 is to have three such programs in place for fall 2015, and increasing by one program a year throughout the compact reporting cycle.

Assessment of certificate programs: The goal is to have one new certificate program in place starting in fall 2015, and for each subsequent year of the compact reporting cycle.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

By increasing opportunities for graduate study, Shepherd will be able to attract additional undergraduate and graduate students both domestically and internationally. This will lead to increased headcount, a more prepared and employable workforce, and support the economic needs of the region.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Scott Beard, Dean, Graduate Studies and Continuing Education
Associate Vice President for Academic Affairs

Dr. Shari Payne, Vice President for Enrollment Management
Dr. Charles Nieman, Director of International Initiatives.

Martinsburg Center Director and Staff (Jim Klein, Chelsea Barker, Sherry Donovan)

All activities are in cooperations with academic school deans and department chairs.

b. Describe the activity. (250 words max)

Increase recruitment efforts around international students.

Review and revise materials for international students to have a centralized location on web pages for admissions information, specialized requirements, and support services.

Develop a mixed international cohort of students for the MBA program.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity would target international students, those who are living abroad, and those who are already in the United States.

d. Provide a timeline for implementation of this activity. (250 words max)

The development of the infrastructure for supporting international student enrollments would begin fall 2014, with the first cohorts of students enrolling in fall 2015. Ongoing initiatives surrounding international recruitment would continue through the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources are identified in the stakeholders listed in section a. This would also include all segments of enrollment management, as well as various divisions of students affairs. Financial resources would include funding for recruitment trips, admissions and advertising materials, and operating funding for the Office of International Initiatives.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

INTERNAL:

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Scott Beard, Dean, Graduate Studies and Continuing Education
Associate Vice President for Academic Affairs

Dr. Shari Payne, Vice President for Enrollment Management
Dr. Charles Nieman, Director of International Initiatives.

Martinsburg Center Director and Staff (Jim Klein, Chelsea Barker, Sherry Donovan)

All activities are in cooperations with academic school deans and department chairs.

EXTERNAL:

Embassy personnel in Washington, D.C.

Administrators at international institutions of higher learning.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The overarching goal is to increase international student enrollment at Shepherd, with one of the most requested areas, that of graduate business education. Operationally, systems, forms and processes will be in place to ease the transition of matriculating to Shepherd, and to provide ongoing support for international students at both the undergraduate and graduate levels.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

These activities tie in directly to activities surrounding international students in Shepherd's Collaborative Access and Academic Quality plans.

Activity 3 (If Applicable)

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Scott Beard, Dean, Graduate Studies and Continuing Education
Associate Vice President for Academic Affairs

Dr. Shari Payne, Vice President for Enrollment Management

Dr. Charles Nieman, Director of International Initiatives.

Martinsburg Center Director and Staff (Jim Klein, Chelsea Barker, Sherry Donovan)

Dr. Sharon Mailey, Director of Nursing Education

All activities are in cooperations with academic school deans and department chairs.

b. Describe the activity. (250 words max)

Expand graduate degree program offerings:

There are currently five graduate programs at Shepherd that support the mission of the University. The goals for the expansion of graduate education include implementation of the Doctor of Nursing Practice (D.N.P.) and the development of new degree programs that include other academic schools at Shepherd, such as the School of Arts and Humanities and the School of Natural Sciences and Mathematics.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity would target currently certified nurses who are qualified at either the baccalaureate or masters level, as well as current undergraduate students in a variety of programs. Externally, we would also would through the Strategic Alliance partners and their employees, an initiative associated with our additional location at the Martinsburg Center.

d. Provide a timeline for implementation of this activity. (250 words max)

While discussions regarding future graduate degree plans are ongoing, Shepherd is hoping to begin enrolling students in its proposed D.N.P. program for fall 2015. Other degree programs will depend on approvals from the WV-HEPC and the Higher Learning Commission.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human and financial resources may include the addition of faculty lines to staff the proposed D.N.P. program, as well as additional affiliate (part-time) graduate faculty, and lines in other disciplines to fund proposed new programs. Additionally programmatic or departmental budgets will need to be expanded to accommodate new offerings.

Additional funding for recruitment material, library holdings and other student support resources may be necessary.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal:

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Scott Beard, Dean, Graduate Studies and Continuing Education
Associate Vice President for Academic Affairs

Dr. Shari Payne, Vice President for Enrollment Management
Dr. Charles Nieman, Director of International Initiatives.

Martinsburg Center Director and Staff (Jim Klein, Chelsea Barker, Sherry Donovan)

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Scott Beard, Dean, Graduate Studies and Continuing Education
Associate Vice President for Academic Affairs

Dr. Shari Payne, Vice President for Enrollment Management
Dr. Charles Nieman, Director of International Initiatives.

Martinsburg Center Director and Staff (Jim Klein, Chelsea Barker, Sherry Donovan)

Dr. Sharon Mailey, Director of Nursing Education

All activities are in cooperations with academic school deans and department chairs.

External:

WV-HEPC

Nursing Advisory Board(s)

CCNE

WV-BOERN

HLC

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The outcomes are the following:

- Develop a graduate degree in nursing, the Doctor of Nursing Practice (D.N.P.)
 - Assessment: The goal is to have an initial cohort of 15 students in place for starting the program in fall 2015 or spring 2016. Enrollment goals are included in the revenue and budget information sent to HEPC for the D.N.P. implementation plan.
- Current programs are housed in two academic schools: Business and Social Sciences, and Education and Professional Studies. In developing future programs, expand degrees to include other academic schools, such as the School of Natural Science and Mathematics and the School of Arts and Humanities.

- Assessment: The goal is to have a new program in place for admitting students by fall 2017.
- Stakeholders & Resources: Division of Graduate Studies, Division of Enrollment Management, Academic Deans, Department Chairs, and faculty

The overarching goal is to address the critical health-care needs of the region, create a more qualified workforce, and to increase overall graduate enrollments at the institution.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

By developing graduate programs that address critical regional employer needs, both current and future, this activity ties in directly to opportunities for access to higher education and critical regional issues.

Faculty Scholarship Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

While faculty scholarship is an expectation of all full-time faculty, as outlined in the faculty handbook, there are numerous ways to support this endeavor at Shepherd University. Through the development of graduate faculty qualifications using the Boyer Model for Scholarship, and through increased funding for professional development activity, faculty members will be aware of the increased support and emphasis on measurable scholarship outcomes, such as peer-reviewed publications or articles.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Scott Beard, Dean, Graduate Studies and Continuing Education

b. Describe the activity. (250 words max)

In addition to the information provided in the strategy, the activities to increase scholarly outcomes would encompass the following:

- Encourage faculty to apply for and maintain graduate faculty status through the application process in the Division of Graduate Studies
- Encourage faculty to take advantage of the recent restoration and increase in the amount of annual departmental funding available, both through departments and academic schools, as well as through the professional development committee and the Vice President for Academic Affairs.

c. What target populations, if applicable, does this activity address? (100 words max)

The target population would mostly include full-time faculty, with opportunities for clinical faculty and full-time lecturers, if funds have not been exhausted.

d. Provide a timeline for implementation of this activity. (250 words max)

Re-qualification of graduate faculty began during the summer of 2014, and will be ongoing throughout the compact period. The recent restoration and increase of funds came from the President 10/29/14. It is expected that the level of funding will continue at the current level or increase throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include the faculty members themselves, supervisors, professional development committee members.

Financial resources include budget lines for professional development in individual departments, academic schools and through academic affairs.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internally, faculty members would work through their department chair and school dean, with additional consultation with the Vice President for Academic Affairs for Additional funding.

External entities would include organizations that provide the professional development opportunities.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome would be to set a benchmark for a continuous or sustained record of professional development activity as it relates to peer-reviewed publications. Quantifying this outcome will also show evidence of current knowledge and relevance to the various accrediting bodies that examine faculty qualifications.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Qualified and engaged faculty inspire and engage students, leading to increased recruitment, retention and graduation of students.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Christopher Ames, Vice President for Academic Affairs

Members of Faculty Senate and Academic School Promotion and Tenure Committees

b. Describe the activity. (250 words max)

Examine policies and qualifications for promotion and tenure as listed in the faculty handbook to ensure best and current practices are being employed to encourage faculty scholarship outcomes

c. What target populations, if applicable, does this activity address? (100 words max)

All tenure-track faculty at Shepherd.

d. Provide a timeline for implementation of this activity. (250 words max)

Ongoing review of policy and qualifications are currently underway, with a recommendation for revision to be implemented during the 2015-2016 academic year.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources required for this process would be minimal.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are identified in area a.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

With examination of policies and qualifications, it is expected that the pathway to promotion and/or tenure would be clarified and emphasized, thereby promoting increased activity.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Academically qualified and engaged faculty also foster student engagement, leading to increased retention and degree attainment.

Degrees Awarded Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

In a budget climate of decreased state funding, institutions have the opportunity to meet the economic needs of the state and region to "not do the same with less, but that we do more with the resources we have." [Source: Winning by Degrees]. College attainment rates are rising in almost every industrialized country; however, in the United States, these rates have remained relatively flat for the past ten years.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Ms. Tracy Seffers, Registrar

Dr. Robert Warburton, Assistant Dean, CTL

Office of IT

b. Describe the activity. (250 words max)

Implement DegreeWorks software program:

DegreeWorks is an academic advising tool used by academic advisors nationwide. DegreeWorks uses completed courses stored in student academic histories, to produce a degree audit for each student. The system uses rules and requirements published in the undergraduate and graduate catalogs, defined and coded for each program. The degree audit includes features, such as maintenance of advising notes, future course planning and, in particular, the student can produce a "what if" audit in the event of a change of major to demonstrate how completed and planned courses might apply. The degree audit allows students to easily identify unmet degree requirements, including remaining courses, GPA requirements, minimum grade requirements, and required assessments and exams. Finally, and perhaps most importantly, use of DegreeWorks can reduce time to degree by guiding the student accurately and efficiently through requirements for degree completion

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets all student populations at Shepherd University.

d. Provide a timeline for implementation of this activity. (250 words max)

The software program has been purchased, with training of staff in progress. Current IT issues remain in the implementation of the program in its interface with Banner. The program should be in place for the 2015-2016 academic year, with ongoing implementation, training and assessment throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include: Registrar's Office, Academic Advisement Staff, departmental academic advisors, IT staff.

Ongoing financial responsibilities include licensing costs, training costs associated with the implementation of the software.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are noted in boxes a and e.

External entities would include any consultants from DegreeWorks, or opportunities to meet with external stakeholders in the P-12 system or through advisory boards.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

National data shows that 14 percent of the credits earned by degree completers are over the threshold required by their degree. Such “excess crediting” may constitute up to 10 percent of total credits taken by all students. Failed credits and credits from which students withdraw constitute another 7 percent. Although excess crediting may give students extra educational benefit, it adds to the cost of a degree and diminishes degree productivity. Implementation of the software is part of noted best practices and strategies for increasing degree attainment.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Utilizing these strategies and activities to increase attainment, Shepherd uses best practices that are also directly linked to and in support of graduate rates and progress toward degree completion.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Mr. James Vigil, Vice President for Administration

Administrators for Auxiliary Enterprises

Dr. Shari Payne, Vice President for Enrollment Management

b. Describe the activity. (250 words max)

Shepherd has developed a culture of assessment over the last fifteen years that includes both academic and administrative units. Our HLC self study demonstrates outcomes that are used for continuous improvements in these areas.

As Shepherd seeks to evaluate and optimize operational efficiencies, the core support and non-core services are defended as the following:

- Core support services include institutional supports (such as HR, IT, and finance,), student services (such as financial aid, counseling, and enrollment), academic support services (including libraries, and audio/visual services) and plant operations.
- High-performing institutions also carefully assess the non-core services and other operations they offer to fulfill their mission, and to ensure they are run efficiently. These non-core

services and other operations included research (SURC at Shepherd), public services, and auxiliary enterprises. Most non-core services at Shepherd, such as dining services, the bookstore and wellness center generate revenues and are self-supporting, and also provide additional overall budget support for the university.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets staff of support services and the undergraduate/graduate student population at Shepherd University.

d. Provide a timeline for implementation of this activity. (250 words max)

Ongoing assessment is part of the institutional process and operates on a 1.5 year cycle. Currently Mr. James Vigil, Vice President for Administration and Dr. Shari Payne, bring a fresh perspective to operational processes from their experience in other units and from other institutions of higher education. Changes have already begun in the area of Enrollment Management that encourage registration and payment. The advisement center currently employs several graduate assistants to help guide undergraduate students. Plans are underway to expand these offerings during the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include: Division of Enrollment Management, Division of Student Affairs, Advisement Center, Departmental Advisors, members of Executive Staff

Financial obligations would include ongoing costs associated with licensing software, additional staff support or graduate assistant positions; however, examination of efficiencies may also allow for re-allocation of funding.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are noted in boxes a and e.

External entities might also include any outside consultants who would examine the operating efficiency of particular units like auxiliary enterprises.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The eight institutions made their core support services more efficient by introducing lean processes, organizational redesign, and better purchasing. This route to increasing productivity yielded improvements of 16 to 23 percent above the average at BYU-Idaho, Rio Salado, and DeVry University. Initiatives include converting Service and quality.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Utilizing these strategies and activities to increase attainment, Shepherd uses best practices that are also directly linked to and in support of graduate rates and progress toward degree completion.

Student Loan Default Rate Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

In an effort to maintain and eventually reduce the university's three-year Federal Student Loan Cohort Default rate, Shepherd's strategy focuses on issues of financial literacy through class offering and course content, as well as awareness through loan counseling.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Mr. Brian DeYoung, Director of Financial Aid

Dr. Shari Payne, Vice President for Enrollment Management

b. Describe the activity. (250 words max)

In order to promote financial literacy, the following aspects of including financial literacy as a part of course content or stand-alone courses would occur:

- Conduct financial literacy courses as part of the First-Year Experience Program. The financial literacy courses will be focused on our undergraduate population to, 1) improve their understanding of financial concepts and services, 2) empower them to make informed financial choices, and 3) take action to improve their present and long-term financial well-being.
- Financial Literacy would be presented as a class topic in already existing, program-specific freshmen seminars, such as BIOL 150, EDUC 150, MUSC 100, etc.
- Financial Literacy would be a component of the required class for provisionally admitted students. Students will be assessed on their competencies by completing pre- and post-tests for each course or session.

c. What target populations, if applicable, does this activity address? (100 words max)

This would target students at the undergraduate level.

d. Provide a timeline for implementation of this activity. (250 words max)

Financial literacy would be taught as standalone, one-credit hour courses, meeting once a week starting in the spring 2015 semester and would be ongoing through the compact cycle. As a part of course content for the general student population and provisionally-admitted students, this aspect of the activity would begin in fall 2015.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include financial aid advisors, department chairs, academic support center staff and instructors of FYEX courses.

Financial resources would include expenses for any additional handouts or collateral support pieces.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal:

Mr. Brian DeYoung, Director of Financial Aid

Dr. Shari Payne, Vice President for Enrollment Management

Academic Support Center Staff

Financial Aid Staff

Instructors of FYEX courses

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Increased awareness of best practices in financial literacy, leading to long-term financial well being are crucial components of the ability of students to repay their student loan balances. By having measurable outcomes, Shepherd will be able to effectively address its efforts in support of these activities. Those measures include the following:

Assessment: A pre-and post-test activity would include students accessing their free credit report from annualcreditreport.com. The number of students who complete the task will be used as the assessment measurement that relates to the "take action" part of the activity.

Assessment: The number of sections and students reached on an annual basis would be the assessment measure, with the goal of increasing incrementally in alignment with enrollment increases.

Assessment: Pre-and post-test activities would center on basic financial literacy questions contained on the Programme for International Student Assessment or PISA test for financial literacy (<http://www.oecd.org/pisa/>). The goal would be to have Shepherd students perform at or above the national median score, currently at 492.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

These activities tie-in directly to strategies listed in Shepherd's Financial Aid Comprehensive Plan.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Mr. Brian DeYoung, Director of Financial Aid

Dr. Shari Payne, Vice President for Enrollment Management

b. Describe the activity. (250 words max)

Promote Financial Awareness through Financial Aid Counseling:

- Conduct loan counseling for graduating seniors and graduate students with student loan debt each spring semester. Students schedule an appointment to complete the federally required Exit Loan Counseling at www.studentloans.gov in a university computer lab with Financial Aid staff present. Exit loan counseling educates students on their rights and responsibilities in repaying their federal student loans. Multiple sessions will be scheduled during the months of March and April to allow as many students as possible to participate.
- During the spring semester, all students will be encouraged to complete Financial Awareness Counseling at www.studentloans.gov. Financial Awareness Counseling educates students on their student loan debt, budget management, and loan repayment. Shepherd will be notified when a student successfully completes the counseling session. As an enticement, those who complete the counseling will be entered into a drawing for a tablet.

c. What target populations, if applicable, does this activity address? (100 words max)

Targeted populations include both undergraduate and graduate students who have student loans as part of their financial aid.

d. Provide a timeline for implementation of this activity. (250 words max)

Depending on the availability of resources, these activities will be implemented in either the spring or fall 2015 semester, with assessments and activities continuing throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Outside of the regular responsibilities of the Office of Financial Aid, resources would include funding for implementation of the PISA test and analysis of the data generated from reports associated with that test.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal: Office of Financial Aid (counselors and support staff), Director of Financial Aid, Vice President of Enrollment Management

External: www.studentloans.gov

External speakers related to financial aid or literacy

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

to repay their student loan balances. By having measurable outcomes, Shepherd will be able to effectively address its efforts in support of these activities. Those measures include the following:

Assessment: The number of students who participate in counseling and the PSIA test will be measured, with the goal of showing an increase in the number of participants year over year.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

These activities tie-in directly to strategies listed in Shepherd's Financial Aid Comprehensive Plan, as well as retention of first-year students

Research and Development Strategy

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Shepherd University reports on this number based on information obtained from the Shepherd University Research Corporation (SURC). Ongoing support for the development of a culture of grantsmanship on campus is part of Shepherd's latest strategic plan.

III. Provide the requested information for your institution's comprehensive plan in each of the following objective areas (Activity 1 of Strategy A is required):

Strategies for Collaborative Access

1. *Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)*

Dr. Shari Payne, Vice President for Enrollment Management

Dr. Virginia Hicks, Dean, School of Education and Professional Studies

2. *Explanation of objective or focus of plan. (500 words max)*

The focus of the Collaborative Access Comprehensive plan is to provide enhanced access to educational opportunities across diverse populations.

3. *Discussion of planning process:*

a. *Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)*

In developing its comprehensive plans that support institutional targets for 2013-2018 and in support of the West Virginia Higher Education Policy Commission's master plan for higher education, Leading the Way, Shepherd has sought input and involvement from a variety of internal and external stakeholders. These include students, faculty, staff and administrators, as well as the inclusion of or consultation with community members such as mayors, visitor boards, regional planning boards, elected officials, etc.

The development of the comprehensive plans, strategies and activities for its compact allows Shepherd to weave together priorities and outcomes detailed in other institutional planning documents. Groups met throughout fall 2013 and spring 2014 to formulate and finalize the plans.

Collaborative Access Effort Planning Group

Dr. Virginia Hicks, Chair & Dean, School of Education and Professional Studies

Ms. Shannon Holliday, Project Coordinator, Center for Teaching and Learning

Mr. James Klein, Director, Martinsburg Center

Dr. Shari Payne, Vice President for Enrollment Management

Dr. Laura Porter, Chair, Department of Education

Dr. Tom Segar, Vice President for Student Affairs

Ms. Beth Thomas, Director, RBA Program, Martinsburg Center

Two additional members, Mike Konopski (Interim VP EM) and Kristan Price (Admissions), are no longer with the institution.

b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

Committee members examined current activities that reach down into the P-12 system and how knowledge of the university and having students in the P-12 system develop a relationship with an institution of higher learning might occur throughout the elementary and secondary educational experience.

In looking at the targeted populations for the quantitative metrics, Shepherd examined best practices in the admissions process and how we as an institution might clarify and ease the pathway to higher education. This is particularly true of transfer students, adult learners, those in degree completion programs and a potential pipeline of international students.

4. What are the intended outcomes of the plan? (250 words max)

Outcomes of the plan include assurance that Shepherd University utilizes best practices in the recruitment, admission, retention and graduation of students and that the benefits of attending college and completing a degree lead to increased opportunities on many levels.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

Strategy A

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

In the P-12 system, enhance awareness and prepare prospective students on how to navigate the pathways to higher education at Shepherd University.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Shari Payne, Vice President for Enrollment Management

Kristen Lorenz, Director of Admissions

Senior Admissions Counselors

Department Chairs

Faculty

b. Describe the activity. (250 words max)

Enhance the existing “Unpacking the College Experience” program to include faculty participation. This would require a faculty member to visit the schools with an Admissions Counselor.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets student populations (middle school and high school) in P-12 systems in the region.

d. Provide a timeline for implementation of this activity. (250 words max)

This activity will commence in Fall 2015 and will be ongoing through the compact timeline.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human and financial resources are currently covered through position responsibilities for stakeholders listed in section a and through the operating recruitment budget(s) of the Division of Enrollment Management.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stakeholders are listed in section a.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Increased faculty participation in recruitment opportunities create excitement and opportunity for potential college students and enhance the pathway to admissions from secondary to higher education.

Assessment: Assess the number of faculty members making classroom visits, with the goal of increasing the number year- to-year during the compact cycle.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity aligns with opportunities for increasing headcount to meet statewide quantitative metrics.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Shari Payne, Vice President for Enrollment Management

Kristen Lorenz, Director of Admissions

Division of Student Affairs

Senior Admissions Counselors

Department Chairs

Faculty

b. Describe the activity. (250 words max)

Host additional "College in Six" (6th Graders) groups on campus with the help of Student Affairs and faculty members. Because of limited staffing, the Office of Admissions currently hosts only two groups of 6th graders each year. If we can involve more offices and groups on campus, Shepherd can host additional schools, allowing us to reach a larger population.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets sixth graders in the P-12 system within the region.

d. Provide a timeline for implementation of this activity. (250 words max)

Implementation of this activity will begin spring 2015 and will be ongoing through the compact timeline.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human and financial resources are currently covered through position responsibilities for stakeholders listed in section a and through the operating recruitment budget(s) of the Division of Enrollment Management.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stakeholders are listed in section a.

External stakeholders would include partner school systems and schools in area P-12 systems.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

By increasing the number of events each year, Shepherd has the opportunity to promote increased awareness of the admissions process and benefits of higher education that lead to career placement.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This strategy and activity enhances the access and opportunity for higher education attainment, addressing the critical regional issue of an educated workforce.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Shari Payne, Vice President for Enrollment Management

Kristen Lorenz, Director of Admissions

Admissions Counselors

Department Chairs

Faculty

b. Describe the activity. (250 words max)

Attend local middle and high school career and college events. This requires faculty and staff to contact local middle and high schools to inform them of Shepherd University's interest to participate in their career and college fair events.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets middle and high school students.

d. Provide a timeline for implementation of this activity. (250 words max)

Implementation of this activity will begin spring 2015 and will be ongoing through the compact timeline.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human and financial resources are currently covered through position responsibilities for stakeholders listed in section a and through the operating recruitment budget(s) of the Division of Enrollment Management.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stakeholders are listed in section a.

External stakeholders would include partner school systems and schools in area P-12 systems.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Increased participation in recruitment opportunities create excitement and access for potential college students and enhance the pathway to admissions from secondary to higher education.

Assessment: Measure the number of events attended in spring 2015, with the goal of incremental increases year-to-year during the compact cycle.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

By utilizing best practices in the recruitment, admission, retention and graduation of students the benefits of attending college and completing a degree lead to increased opportunities on many levels.

Strategy B

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Non-Traditional Working Adult ÷ Increase community and regional awareness of the programs and services offered for adult learners at Shepherd University

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Ms. Beth Thomas, Martinsburg RBA coordinator

Dr. Scott Beard, Associate VPAA

Department chairs and faculty.

b. Describe the activity. (250 words max)

Implement WV Rocks with a signed MOU and offer minimum of 3-4 courses per term (fall, spring and summer).

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets working adults in the R.B.A. program at the Martinsburg Center.

d. Provide a timeline for implementation of this activity. (250 words max)

Classes through this program were first offered in fall 2014, with assessment and evaluation of continued offering to occur on a semester-by-semester basis.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include: Martinsburg Center RBA coordinator and Martinsburg Center Staff, department chairs (for course approval) and faculty.

Financial resources include ongoing obligations for the revenue sharing of tuition as part of the WV Rocks MOU.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are identified in sections a and e.

External entities include WVROCKS staff and faculty.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

By providing flexible delivery models and schedules, the courses through WVROCKS will allow adult learners to more readily progress toward degree completion and attainment.

Assessment: Measure the number of sections, seats, as well as duplicated and non-duplicated headcount.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity ties in to activities listed under progress toward degree completion, degree production and graduation rates.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Ms. Beth Thomas, Martinsburg RBA coordinator

Dr. Scott Beard, Associate VPAA

Department chairs and faculty.

b. Describe the activity. (250 words max)

Increase the areas of concentration, with a minimum of two areas of emphasis in the Regents of Bachelor of Arts.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets working adults in the R.B.A. program at the Martinsburg Center.

d. Provide a timeline for implementation of this activity. (250 words max)

New concentrations were developed for implementation during the 2014-2015 academic year. As part of the assessment process, more concentrations will be added during the compact reporting period to meet benchmark goals.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include: Martinsburg Center RBA coordinator and Martinsburg Center Staff, department chairs (for course approval) and faculty.

Financial resources include ongoing obligations for the revenue sharing of tuition as part of the WV Rocks MOU.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are identified in sections a and e.

External entities include WVROCKS staff and faculty.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

By providing flexible delivery models and schedules, the courses through WVROCKS will allow adult learners to more readily progress toward degree completion and attainment. While there is no major in this program, students are interested in particular areas of emphasis that may help prepare them for more advanced study at the graduate level.

Assessment: Once concentration areas are developed, work to identify other areas of need for additional concentrations. Measure the number of students enrolled in the various concentrations

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity ties in to activities listed under progress toward degree completion, degree production and graduation rates, as well as initiatives to grow the headcount of the graduate student population.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Mr. James Klein, Martinsburg Center Director,
Strategic Alliance Partners
Martinsburg Center program coordinators

b. Describe the activity. (250 words max)

Participate in business partnerships by identifying opportunities to network and support local education initiatives. Currently we have 21 Strategic Alliance Business partners through the Martinsburg Center

that allow for tuition discounts and promotional opportunities. Included in the 21 partners are two Boards of Education (Jefferson County and Berkeley County, West Virginia).

c. What target populations, if applicable, does this activity address? (100 words max)

This program would target the working adult learner population for both the undergraduate and graduate populations, as well as professionals for continued education or re-certification offerings.

d. Provide a timeline for implementation of this activity. (250 words max)

This activity would start in Spring 2015 and will be ongoing throughout the compact cycle to assist in meeting benchmark goals.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include stakeholders identified in section a, as well as department chairs and faculty.

Financial resources would be associated with operational, marketing and recruitment budgets through the Martinsburg Center.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are identified in sections a and e.

External entities would include boards of education and strategic alliance partners, and chamber of commerce groups.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Agreements through the Strategic Alliance partnerships allow for special tuition discounting for their employees, thereby providing access to opportunities in higher education.

Assessment: Increase the number of partnerships year over year, and measure student participation in these programs.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity ties in to enrollment strategies linked to meeting goals on state quantitative metrics.

Strategy C

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Develop a seamless transition process for transfer and international student populations to Shepherd.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Division of Enrollment Management

Department Chairs
Director of International Initiatives (Dr. Charles Nieman)
International Student Advisor (Ms. Mary Beth Myers, from Student Affairs).

b. Describe the activity. (250 words max)

Establish a International and Transfer Student Website /Webpage for a ¿one-stop¿ shopping approach.

- a) Add FAQ page
- b) Prominently list information about transfer and international student specific events
- c) List all articulation/dual admission agreements and course equivalencies
- d) Upload specific documents and sequential steps to the process for international and transfer admissions.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets transfer students at the undergraduate level, and international students at both the undergraduate and graduate levels.

d. Provide a timeline for implementation of this activity. (250 words max)

Ongoing activities surrounding this initiative were begun in fall 2014 and will continue throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include the stakeholders listed in section a, as well as faculty and staff.

Financial resources include ongoing support for implementation of Shepherd's content management web system, and for the Office of International Initiatives

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are listed in sections a and e.

External entities in terms of articulated agreements would fall to other activities in this strategy.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Development of clear pathways to admissions, providing quality service, and working to ensure maximum course transfer encourage enrollment and help to develop new segments of student headcount, such as in the area of international students.

Assessment: Measure the number and percentage of admitted, retained, and graduated transfer and international students.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity ties into activities surrounding examination of operational procedures under degrees awarded.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Division of Enrollment Management

Dr. Charles Nieman, Director of International Initiatives

b. Describe the activity. (250 words max)

Establish partnerships with community colleges in West Virginia and the surrounding states specifically in Northern Virginia and Maryland to foster interest in Shepherd University among prospective international and transfer students.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets transfer students at the undergraduate level, and international students at both the undergraduate and graduate levels.

d. Provide a timeline for implementation of this activity. (250 words max)

This activity would begin in summer 2015 and continuing development of agreements would be ongoing throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include department chairs and faculty, Division of Enrollment Management, Director of International Initiatives and members of Executive Staff..

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are listed in sections a and e.

External entities would be the community colleges identified in the activity description.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

By developing partnership agreements, clearer pathways are provided for transfer and international students and encourage further education beyond the two-year degree.

Assessment: Development of at least one agreement annually specifically related to international and transfer students.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity ties into activities surrounding examination of operational procedures under degrees awarded.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Division of Enrollment Management

Dr. Charles Nieman, Director of International Initiatives

Faculty Advisors

Division of Student Affairs

b. Describe the activity. (250 words max)

To provide support for targeted populations of international and transfer students it is crucial to provide specific advisors, admissions counselors or other mentors to foster success.

TRANSFER STUDENTS

Designate an admissions representative to be the primary counselor for transfer students.

- a) Identify a chief representative to two-year colleges.
- b) Conduct visits to two-year colleges for recruitment and advisement.
- c) Identify primary contact for transfer applicants to Shepherd.

INTERNATIONAL STUDENTS

Ensure all international students are assigned a professional staff mentor to support their transition and acclimation to Shepherd.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets transfer students at the undergraduate level, and international students at both the undergraduate and graduate levels.

d. Provide a timeline for implementation of this activity. (250 words max)

The designation of a transfer specific admissions counselor was undertaken in fall 2014 and would continue throughout the compact reporting cycle. As cohorts or significant numbers of international students arrive on campus, perhaps as early as fall 2015, the assignment of specific and individual mentors for international students will be implanted and will continue throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources are identified in section a, and would also include all academic advisors, professional advisement staff and international student staff within the Division of Student Affairs.

While current responsibilities for these targeted populations are covered by current staff, additional funding may be needed for graduate assistants, or other positions associated with student mentoring, advisement and ongoing support.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are identified in sections a and e.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The goal is to have all international and transfer students paired with a specific contact in relation to the activity description. Ongoing support of these targeted populations further enhances their relationship with the institution, leading to increased retention and progress toward degree completion.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity ties into activities surrounding examination of operational procedures under degrees awarded, as well as progress toward degree completion.

Strategies for Financial Aid

1. *Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)*

Mr. Brian De Young, Director of Financial Aid

Dr. Shari Payne, VicePresident for Enrollment Management

2. *Explanation of objective or focus of plan. (500 words max)*

Shepherd's focus is to educate our student population on the concepts of personal finance and loan repayment in an effort to maintain and eventually reduce the university's three-year Federal Student Loan Cohort Default Rate.

3. *Discussion of planning process:*

a. *Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)*

The development of the comprehensive plans, strategies and activities for its compact allows Shepherd to weave together priorities and outcomes detailed in other institutional planning documents the strategic plan and campus master plan.

In developing its comprehensive plans that support institutional targets for 2013-2018 and in support of the West Virginia Higher Education Policy Commission's master plan for higher education, Leading the Way, Shepherd has sought input and involvement from a variety of internal and external stakeholders. These include students, faculty, staff and administrators, as well as the inclusion of or consultation with community members such as mayors, visitor boards, regional planning boards, elected officials, etc.

To promote transparency and participation surrounding Shepherd's institutional compact, web pages were created and are linked to an overall institutional planning and federal compliance page for accrediting bodies to access:

Link: <http://www.shepherd.edu/compact/>

Financial Aid Planning Group

- Dr. Colleen Nolan, Chair & Dean, School of Natural Sciences & Mathematics
- Mr. Brian DeYoung, Director of Financial Aid
- Ms. Carolyn Miller, Office of Financial Aid
- Dr. Shari Payne, Vice President for Enrollment Management
- Dr. Rob Tudor, Chair, Department of Music
- Dr. Robert Warburton, Professor of Chemistry, Assistant Dean, Teaching, Learning & Instructional Resources.

b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

In looking at the current CDR, Shepherd examined best practices in the field, including current efforts at promoting financial literacy. With a transition in leadership in the Director of Financial Aid, Mr. DeYoung brings experience from the state of Virginia, where CDRs are traditionally much lower. His fresh perspective on new activities will help the institution assess the effectiveness of its efforts to promote financial literacy and ultimately lower the student loan default rate.

4. What are the intended outcomes of the plan? (250 words max)

The intended outcomes of the plan are tied directly to the content of the activities that support institutional strategies to promote the following:

- 1) improve students' understanding of financial concepts and services,
- 2) empower them to make informed financial choices,
- 3) take action to improve their present and long-term financial well-being.

This will be accomplished through class presentations at the entry and exit level, counseling, and assessment of financial literacy through an assessment that measures our students knowledge of best practice in financial decision making.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

Strategy A

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)
Promote Financial Literacy.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

In general, this is the responsibility of the following:

Director of Financial Aid (B. DeYoung), Office of Financial Aid (various), FYEX instructors (various), Academic Advisement Center (K. Pannill), Dean for Teaching, Learning and Instructional Resources (R. Warburton)

b. Describe the activity. (250 words max)

Conduct financial literacy courses as part of the First-Year Experience Program. The financial literacy courses will be focused on our undergraduate population to, 1) improve their understanding of financial concepts and services, 2) empower them to make informed financial choices, and 3) take action to improve their present and long-term financial well-being.

c. What target populations, if applicable, does this activity address? (100 words max)

This will target the entire undergraduate student population.

d. Provide a timeline for implementation of this activity. (250 words max)

Financial literacy would be taught as standalone, one-credit hour courses, meeting once a week starting in the spring 2015 semester and would be ongoing through the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Stakeholders are described above in the implementation of the activity. Addressing issues of financial literacy as they relate to the CDR and SAP are part of the responsibilities and duties of those staff members. Additional resources would be required for promotional materials.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal: Director of Financial Aid (B. DeYoung), Office of Financial Aid (various), FYEX instructors (various), Academic Advisement Center (K. Pannill), Dean for Teaching, Learning and Instructional Resources (R. Warburton)

External: Any changes in policy coming from federal bodies (DOE) or state bodies (HEPC).

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Outcomes are described in the activity in re: our students:

1) improve their understanding of financial concepts and services, 2) empower them to make informed financial choices, and 3) take action to improve their present and long-term financial well-being.

Assessment: A pre- and post-test activity would include students accessing their free credit report from annualcreditreport.com. The number of students who complete the task will be used as the assessment measurement that relates to the "take action" part of the activity.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity supports efforts to increase graduation rates, degree production, and retention, by enabling students to make sound financial decisions that do not place them in SAP (Satisfactory Academic Progress) standing as it relates to financial aid.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Director of Financial Aid (B. DeYoung), Office of Financial Aid, Academic Department Chairs (various), and Faculty (various).

b. Describe the activity. (250 words max)

Financial Literacy would be presented as a class topic in already existing, program-specific freshmen seminars, such as BIOL 150, EDUC 150, MUSC 100, etc.

c. What target populations, if applicable, does this activity address? (100 words max)

This program would target incoming and transfer freshman students.

d. Provide a timeline for implementation of this activity. (250 words max)

Implementation of this activity would begin in fall 2015 and would be ongoing through the compact timeline.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

In addition to the stakeholders named above, instructors of FYEX courses would be involved in setting aside time for presentation of this information either in class or as an online module.

Additional resources may be needed for promotional materials, handouts, etc., which would be included in the Office of Financial Aid's overall operating budget related to advertising and print materials.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal: Director of Financial Aid (B. DeYoung), Office of Financial Aid, Academic Department Chairs (various), and Faculty (various).

External: Guest speakers about financial literacy

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Outcomes are directly related to activity one in re: our students:

1) improve their understanding of financial concepts and services, 2) empower them to make informed financial choices, and 3) take action to improve their present and long-term financial well-being.

Assessment: The number of sections and students reached on an annual basis would be the assessment measure, with the goal of increasing incrementally in alignment with enrollment increases.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity supports efforts to increase graduation rates, degree production, and retention, by enabling students to make sound financial decisions that do not place them in SAP (Satisfactory Academic Progress) standing as it relates to financial aid.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

In general, this is the responsibility of the following:

Director of Financial Aid (B. DeYoung), Office of Financial Aid (various), Academic Advisement Center (K. Pannill), Dean for Teaching, Learning and Instructional Resources (R. Warburton).

b. Describe the activity. (250 words max)

Financial Literacy would be a component of the required class for provisionally admitted students. Students will be assessed on their competencies by completing pre- and post-tests for each course or session.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets at-risk students who are admitted provisionally.

d. Provide a timeline for implementation of this activity. (250 words max)

The implementation of this activity would begin fall 2015 and would be ongoing through the compact timeline.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

In addition to the regular duties of the Office of Financial Aid, specifically counselors, and counselors in the Academic Advising Center, funding would be required for implementation of the assessment activity (PISA test).

f. What internal and external entities will collaborate to implement this activity? (250 words max)

In general, this is the responsibility of the following:

Director of Financial Aid (B. DeYoung), Office of Financial Aid (various), Academic Advisement Center (K. Pannill), Dean for Teaching, Learning and Instructional Resources (R. Warburton), Office of Financial Aid, Academic Advisors, Department Chairs, and Faculty.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Outcomes are directly related to activity one in re: our students:

1) improve their understanding of financial concepts and services, 2) empower them to make informed financial choices, and 3) take action to improve their present and long-term financial well-being.

Assessment: Pre-and post-test activities would center on basic financial literacy questions contained on the Programme for International Student Assessment or PISA test for financial literacy (<http://www.oecd.org/pisa/>). The goal would be to have Shepherd students perform at or above the national median score, currently at 492.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

By promoting the important of financial literacy and sound financial decision making, students will have increased financial knowledge allowing them to stay enrolled, be retained and ultimately complete their degree program of choice.

Strategy B

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Promote Financial Awareness through Financial Aid Counseling.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

In general, this is the responsibility of the following:

Director of Financial Aid (B. DeYoung), Office of Financial Aid (various), Academic Advisement Center (K. Pannill), Dean for Teaching, Learning and Instructional Resources (R. Warburton)

b. Describe the activity. (250 words max)

Conduct loan counseling for graduating seniors and graduate students with student loan debt each spring semester. Students schedule an appointment to complete the federally required Exit Loan Counseling at www.studentloans.gov in a university computer lab with Financial Aid staff present. Exit loan counseling educates students on their rights and responsibilities in repaying their federal student loans. Multiple sessions will be scheduled during the months of March and April to allow as many students as possible to participate.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity would address all students (undergraduate and graduate) who have received student loans.

d. Provide a timeline for implementation of this activity. (250 words max)

The implementation of this activity would begin spring or fall 2015 and would be continuous throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Beyond the normal scope of responsibility for financial aid and academic advisors/counselors, means of communication regarding completing the counseling session would need to be addressed.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal: Director of Financial Aid (B. DeYoung), Office of Financial Aid (various), Academic Advisement Center (K. Pannill), Dean for Teaching, Learning and Instructional Resources (R. Warburton), Academic Advisors (various).

External: Any staff related to the exit loan counseling at studentloans.gov

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Increased access to student loan counseling will allow for sound financial planning regarding the future re-payment of students loan balances.

Assessment: The number of students who are counseled would be measured, with the goal of showing an increase in the number of participants year over year.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Increased financial literacy and decision making for long-rang financial health increases the chances for students to complete their programs and ultimately lower the institutional and state CDR.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

In general, this is the responsibility of the following:

Director of Financial Aid (B. DeYoung), Office of Financial Aid (various), Academic Advisement Center (K. Pannill), Dean for Teaching, Learning and Instructional Resources (R. Warburton)

b. Describe the activity. (250 words max)

During the spring semester, all students will be encouraged to complete Financial Awareness Counseling at www.studentloans.gov. Financial Awareness Counseling educates students on their student loan debt, budget management, and loan repayment. Shepherd will be notified when a student successfully completes the counseling session. As an enticement, those complete the counseling will be entered into a drawing for a tablet.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity would address all students (undergraduate and graduate) who have received student loans.

d. Provide a timeline for implementation of this activity. (250 words max)

The implementation of this activity would begin spring or fall 2015 and would be continuous throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources would include directors and staff in the offices of Financial Aid and Academic Advisement Center. Physical resources would include the use of computers in the library and academic support center to allow students to complete the online counseling session. The parameters of these responsibilities fall under the normal duties of these stakeholders.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal: Director of Financial Aid (B. DeYoung), Office of Financial Aid (various), Academic Advisement Center (K. Pannill), Dean for Teaching, Learning and Instructional Resources (R. Warburton), Academic Advisors (various).

External: Any staff related to the exit loan counseling at studentloans.gov

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Outcomes are directly related to strategy a, activity one in re: our students:

1) improve their understanding of financial concepts and services, 2) empower them to make informed financial choices, and 3) take action to improve their present and long-term financial well-being.

Assessment: The number of students who participate and complete the activity will be measured, with the goal of showing an increase in the number of participants year over year.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Increased access to student loan counseling will provide a pathway to increased financial literacy and decision making for long-rang financial health increases the chances for students to complete their programs and ultimately lower the institutional and state CDR.

Strategies for Academic Quality

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

Although this plan encompasses instruction by all faculty, the main stakeholders responsible for implementation are:

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Laura Renninger, Dean for Teaching, Learning and Instructional Resources

2. Explanation of objective or focus of plan. (500 words max)

The focus of Shepherd's Academic Quality Comprehensive Plan is the assurance of continuous academic quality improvement based on LEAP (Liberal Education America's Promise) goals and outcomes that have been systematically integrated into the curriculum.

The standards are as follows:

Knowledge of Human Cultures and the Physical and Natural World

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
- Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement, local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies
- Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

3. Discussion of planning process:

a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

In developing its comprehensive plans that support institutional targets for 2013-2018 and in support of the West Virginia Higher Education Policy Commission's master plan for higher education, Leading the Way, Shepherd has sought input and involvement from a variety of internal and external stakeholders. These include students, faculty, staff and administrators, as well as the inclusion of or consultation with community members such as mayors, visitor boards, regional planning boards, elected officials, etc.

The development of the comprehensive plans, strategies and activities for its compact allows Shepherd to weave together priorities and outcomes detailed in other institutional planning documents the strategic plan and campus master plan.

In developing its comprehensive plans that support institutional targets for 2013-2018 and in support of the West Virginia Higher Education Policy Commission's master plan for higher education, Leading the Way, Shepherd has sought input and involvement from a variety of internal and external stakeholders. These include students, faculty, staff and administrators, as well as the inclusion of or consultation with community members such as mayors, visitor boards, regional planning boards, elected officials, etc.

To promote transparency and participation surrounding Shepherd's institutional compact, web pages were created and are linked to an overall institutional planning and federal compliance page for accrediting bodies to access:

Link: <http://www.shepherd.edu/compact/>

Academic Quality Planning Group

- Dr. Ann Marie Legreid, Chair & Dean, School of Business and Social Sciences
- Dr. Scott Beard, Dean, Graduate Studies and Continuing Education
- Ms. Amanda Frazier, student
- Dr. Dot Hively, Associate Professor of Education, and at the time, Director of Disability Student Support Services
- Dr. Sharon Mailey, Chair, Department of Nursing Education
- Dr. Kathleen Reid, Chair, Department of Economics and Finance

b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

With the curricular reform process of 2011-12, Shepherd successfully integrated LEAP students as intended student learning outcomes for its core curriculum and as overarching institutional goals tied to

the programmatic goals of all academic programs. By targeting the areas of advisement, assessment and at-risk student populations, the further strengthening of critical skills needed for and educated workforce would be evident.

4. What are the intended outcomes of the plan? (250 words max)

The LEAP outcomes are proven national standards that focus on skills and knowledge that prepare students for a variety of career paths by emphasizing skills such as critical thinking, writing, and quantitative literacy. The use of assessment for formulating plans of action for continuous improvement in academic programs, advisement and other campus services, as well as working with engagement with the community will ensure students are ready to take their place as educated and informed citizens in today's global society.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

Strategy A

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Campus-wide assurance that student learning outcomes (SLOs) are identified, evaluated, and the findings utilized toward program improvement.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Laura Renninger, Dean, Teaching, Learning and Instructional Resources

Dr. Robert Warburton, Assistant Dean, CTL

b. Describe the activity. (250 words max)

Ensure that academic advisors and advisement staff participate in professional development activities in support of quality advising.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets all faculty, clinical staff and academic advisors.

d. Provide a timeline for implementation of this activity. (250 words max)

This activity will be implemented during the 2014-2015 academic year, and ongoing throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Dean Laura Renninger oversees the Center for Teaching and Learning and is responsible for reporting on campus-wide advising. Assistant Dean, Dr. Robert Warburton, is primarily responsible for campus advising and works closely with the faculty in the Advising Assistance Center. The Center for Teaching and Learning has financial, online, and hard copy resources available to support professional

development of both staff and faculty. It also provides campus-wide workshops and informational sessions on advising for all faculty as well as for the First and Second-Year New Faculty Learning communities. The VPAA, deans, and department chairs provide support in the form of funding, information, and faculty-to-faculty mentorship programs.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

See section "e" for internal stakeholders.

External entities would include organizations that provide these professional development opportunities.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Assessment: Annual reports of faculty and staff will demonstrate a majority of stakeholders participating in professional development activities related to quality advising. The goal will be to increase participation from year to year.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Access to quality advisement leads to higher retention of students and degree completion.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Laura Renninger, Dean, Teaching, Learning and Instructional Resources

Assessment Task Force

Departmental Assessment Facilitators

b. Describe the activity. (250 words max)

Ensure that academic departments complete gap analyses and create action plans toward program improvements based on assessment results.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets all academic departments, including full-time, adjunct and clinical faculty.

d. Provide a timeline for implementation of this activity. (250 words max)

Shepherd's assessment of data is ongoing and part of the 1.5 year assessment review cycle. As part of the regular assessment schedule and as a crucial component of program review, department chairs and/or departmental assessment facilitators arrange work sessions and retreats to discuss assessment issues, complete gap analyses, and create action plans toward continuous program improvement.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include: Dr. Laura Renninger, Dean, Teaching, Learning and Instructional Resources, CTL staff, Assessment Task Force, Departmental Assessment Facilitators

Ongoing financial obligations are tied to the annual licensure fees for WEAVE assessment software.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are listed in areas a and e.

External entities would include any external consultants for program review or from WEAVE.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Assessment plans and reports are prepared by academic departments and filed with Dean Renninger in the Center for Teaching and Learning. They are later evaluated by members of the university's assessment task force. Department chairs and/or departmental assessment facilitators arrange work sessions and retreats to discuss assessment issues, complete gap analyses, and create action plans toward continuous program improvement; discussions are guided by departmental planning documents.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Continuous improvement as part of academic program review, including meeting benchmark goals and streamlining curricula are essential components of ensuring a clear pathway towards degree completion and attainment.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Academic Affairs (VPAA and School Deans) collaborates with the Office of Student Engagement, (Holly Frye, Assistant VP for Student Affairs for Student Engagement; Rachel Crum, Community Services and Service Learning Coordinator), to promote and evaluate civic engagement activities

b. Describe the activity. (250 words max)

Ensure student civic engagement activities are promoted, evaluated, and aligned with student learning outcomes.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets the undergraduate population at Shepherd.

d. Provide a timeline for implementation of this activity. (250 words max)

As part of the President's Service Learning Honor Roll (National organization recognition), and as part of its compact reporting elements, Shepherd has been and will continue to document service learning activities as it relates to the number of courses offered and number of service learning hours performed. This will be ongoing throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

These activities are within the realm of job responsibilities for the stakeholders in sections a and e.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

In addition to internal stake holders in section a, additional human resources include departmental faculty who offer such course opportunities.

External entities includes employers and organizational placements for course service learning components.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Academic Affairs collaborates with the Office of Student Engagement, (Holly Frye, Assistant VP for Student Affairs for Student Engagement; Rachel Crum, Community Services and Service Learning Coordinator), to promote and evaluate civic engagement activities. The Office of Student Engagement encourages, assists and fosters the incorporation of service learning into all areas of academic study by working with students and faculty. Service learning is an educational philosophy stating that students learn more about a subject through hands-on service to the community than through mere lecture. In order to qualify as service learning at Shepherd University, the following six points must be met:

- 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;
- Student is not financially compensated for the service;
- Must address a social, cultural, or economic issue.

Faculty and department chairs design service/civic learning projects that align with course objectives and student learning outcomes. They also work collaboratively with the Office of Student Engagement to identify community partners. Student learning is evaluated by course assessment instruments and community engagement surveys.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Engagement in service learning provides direct linkages to future career preparation, one of the best practices in improving degree production.

Strategy B

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Support general and at-risk student populations to ensure retention and academic success.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Laura Renninger, Dean, Teaching, Learning and Instructional Resources
Academic Center Support Staff

b. Describe the activity. (250 words max)

Utilize and evaluate the Academic Support Center and TRIO services.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets specific undergraduate populations such as low-income, first-time-in college, and students on academic probation.

d. Provide a timeline for implementation of this activity. (250 words max)

The Center for Teaching and Learning documents usage of its support services and regularly runs reports analyzing the retention of these student populations. This collection of data and assessment is current and will continue throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include the stakeholders in sections a, and academic advisors.

Financial resources would include costs for any support services such as tutoring, retention software, etc.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are identified in sections a and e.

External entities would include any external consultants related to software support.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Critical components of successful first-year and overall retention include access and utilization of academic support systems. These programs should provide opportunities for students to interact with peer educators as models for success, eventually leading to increased retention and graduation rates.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

As part of best practices in higher attainment, utilization of academic support services by targeted student populations is an essential component of reaching the stated metrics.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Ms. Christana Johnson, Assistant Vice President for Student Success

Office of Student Success staff

Mr. Michael Madden, Coordinator for Disability Student Support Services

b. Describe the activity. (250 words max)

Utilize and evaluate Disability Support Services and Student Success.

c. What target populations, if applicable, does this activity address? (100 words max)

This service targets both undergraduate and graduate students who utilize the Office of Disability Student Support Services.

d. Provide a timeline for implementation of this activity. (250 words max)

With the implementation of the Beacon software in Spring 2015, assessment results will be able to measure the effectiveness of this retention and student success software. Measurements will continue throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human Resources: Ms. Christana Johnson, Assistant Vice President for Student Success, Office of Student Success staff,

Mr. Michael Madden, Coordinator for Disability Student Support Services

Ongoing financial responsibilities include annual licensing fees for the software and costs associated with training staff and providing support materials to academic advisors and students.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are identified in boxes a and e.

External entities would include any outside consultants associated with Beacon software.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Disability Student Support Services are coordinated by Michael Madden, with the office overseen by Christana Johnson, within the division of Student Affairs. They are responsible for planning, implementing, maintaining, and evaluating these services. The Student Success Committee will provide ongoing feedback and suggestions for continuous quality improvement.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Identifying targeted student populations and providing the appropriate support services are integral to supporting attainment targets.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Ms. Christana Johnson, Assistant Vice President for Student Success
Office of Student Success staff

b. Describe the activity. (250 words max)

Effectively utilize newly acquired retention software and student success outreach efforts.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets the undergraduate student population at Shepherd.

d. Provide a timeline for implementation of this activity. (250 words max)

The Beacon software was purchased in summer 2015, and training occurred in fall 2014. Implementation of the program will begin in Spring 2015, allowing for some assessment results for the fall compact reporting periods. This software program will continue to be utilized throughout the compact reporting cycle as a means of tracking at risk students and to help support student success and perseverance.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include: Office of Student Success staff and academic advisors

Ongoing financial responsibilities include annual licensing fees for the software and costs associated with training staff and providing support materials to academic advisors and students.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are identified in boxes a and e.

External entities would include any outside consultants associated with Beacon software.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The Office of Student Success is responsible for overseeing the use of this software and for outreach. Ms. Johnson and her staff make periodic reports to the Student Success Committee and gather input. The staff analyze student data and make recommendations to the campus community on matters pertaining to best practices around student success and retention.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Identifying students at risk and providing the appropriate support services are integral to supporting attainment rates.

Strategy C

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Increase intercultural and global knowledge and opportunities/experiences through curricular and co-curricular initiatives.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Charles Nieman, Director of International Initiatives

Internationalization Committee (chair, Dr. Ann Marie Legreid)

Study Abroad Director (Ann Henriksson)

Dr. Laura Renninger, Dean of the Center for Teaching and Learning,

b. Describe the activity. (250 words max)

Evaluate intercultural and global learning through the use of the Global Learning Inventory (GLI) and/or with other standardized instruments.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity would target a sample population of Shepherd's undergraduate students.

d. Provide a timeline for implementation of this activity. (250 words max)

The test will be administered for the first time in Fall 2015, with the ongoing collection of data for assessment purposes throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources are identified in section a.

Financial resources would include the cost for implementing the test.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities include the stakeholders listed in section a.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The evaluation of student learning will be based on Shepherd University's core curriculum student learning outcomes. Dr. Charles Nieman, Director of International Initiatives, the Internationalization Committee (chair, Dr. Ann Marie Legreid), the Study Abroad Director (Ann Henriksson), and Dr. Laura Renninger, Dean of the Center for Teaching and Learning, will plan and coordinate the administration of the GLI and other standardized instruments intended to measure intercultural and global learning. Together these individuals will identify the target groups to be evaluated each year. Data will be compiled and analyzed by those individuals and shared with department chairs for program review and continuous quality improvement of curriculum, teaching resources and methods.

Assessment: Identify the median score, with the aim of Shepherd students scoring at or above the median score, with ongoing benchmarks for improvement year-to-year.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Demonstrating student competencies in this area will allow for Shepherd to position global learning as a key part of its mission tied to the LEAP outcomes of graduating responsible citizens prepared to take their place in a 21st century global society.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

- Academic Affairs (in General)
- Dr. Charles Nieman, Director of International Initiatives
- Campus Internationalization Committee
- Study Abroad Board and Director
- Program Board
- Office of Community Engagement and Service Learning in Student Affairs.

b. Describe the activity. (250 words max)

Form partnerships between academic and non-academic/student affairs in support of increased intercultural and global awareness and knowledge.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets undergraduate students at Shepherd.

d. Provide a timeline for implementation of this activity. (250 words max)

This activity will be implemented in Spring 2015, with monitoring of data for assessment throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources are identified with the stakeholders and their academic and administrative unit responsibilities in section A.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Financial resources are covered through the operational budgets of those same units.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The offices of Academic Affairs and Student Affairs will collaborate in the planning and sponsorship of events and activities. The Director of International Initiatives will work with the campus

Internationalization Committee, Study Abroad Board and Director, Program Board, and the Office of Community Engagement and Service Learning in Student Affairs. Collaboration will include sharing information, planning, programming, and evaluation of events and activities. International Education Week, the study abroad travel photo competition, and international guest speaker events are among the activities to be coordinated.

Assessment: Quantify the number of students who utilize these services and further measure the retention rate of this population if possible

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Increased awareness of international or global competencies, as will allow for Shepherd to position global learning as a key part of its mission tied to the LEAP outcomes of graduating responsible citizens prepared to take their place in a 21st century global society.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Given the breadth of that charge, he will be guided and supported by the VPAA, Dr. Chris Ames; the VPEM, Dr. Shari Payne; the VPSA, Dr. Tom Segar; and the Internationalization Committee.

b. Describe the activity. (250 words max)

Develop and implement an institutional support structure to increase intercultural and global awareness and knowledge.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity would target potential international students at the undergraduate and graduate levels, as well as the current undergraduate population at Shepherd.

d. Provide a timeline for implementation of this activity. (250 words max)

With the hiring of the Director of International Initiatives, Dr. Charles Nieman, work has begun in the fall 2014 semester for the development of support structures to increase awareness and recruit students.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

In addition to the stakeholders in section a, human resources would also include academic department chairs and faculty.

Financial obligations are related to costs for developing and maintaining international initiatives and agreements.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities are identified in sections a and e.

External stakeholders would include partnerships with international institutions of higher learning, recruitment agents, and cultural bodies such as embassies.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Immediate objectives focus on recruitment and retention of international students and the respective supporting campus systems. Alongside these are the continued development of study abroad opportunities and participation, the establishment of carefully selected institutional agreements that support multi-disciplinary and multi-level exchange, and the re-connection to international alumni. Long-term objectives include the establishment of an umbrella Office of International Studies and Programs consistent with the Internationalization Strategic Plan and the application for external funding to support operations, student scholarships, faculty projects, and faculty and staff professional development. Internally, the VPAA and the deans will work with the Director to develop operational policies, and the Director of Grants, Charles Blachford, and the VPIA, Diane Melby, will assist with applications and solicitations for external funding. Best practices will be actively researched and incorporated, as appropriate, and the institution will continue to seek guidance from the ACE Internationalization Collaborative.

Assessment: Determine benchmarks for success with the development of programs and recruitment of international students.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Increased awareness of international or global competencies, as will allow for Shepherd to position global learning as a key part of its mission tied to the LEAP outcomes of graduating responsible citizens prepared to take their place in a 21st century global society.

Strategies for Career Pathways

1. *Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)*

- Dr. Robert Warburton, Assistant Dean for Teaching & Learning
- Mr. Joe Jefferson, Director of Cooperative Education
- Ms. Radka Ferancova, Career Services Advisor

2. *Explanation of objective or focus of plan. (500 words max)*

Shepherd's plan will follow directly the focus provided by the WV-HEPC: Shepherd's plan directs how it will address regional economic needs through developing and promoting pathways to careers in West Virginia. It will include both (1) developing formal partnerships with businesses, non-profit organizations, and other employers; and (2) enhancing institutional career readiness programs for students (internships, co-operative arrangements, career counseling, job placement programs, etc.).

3. *Discussion of planning process:*

a. *Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)*

In developing its comprehensive plans that support institutional targets for 2013-2018 and in support of the West Virginia Higher Education Policy Commission's master plan for higher education, Leading the Way, Shepherd has sought input and involvement from a variety of internal and external stakeholders. These include students, faculty, staff and administrators, as well as the inclusion of or consultation with community members such as mayors, visitor boards, regional planning boards, elected officials, etc.

The development of the comprehensive plans, strategies and activities for its compact allows Shepherd to weave together priorities and outcomes detailed in other institutional planning documents, such as the strategic plan and master plan.

To promote transparency and participation surrounding Shepherd's institutional compact, web pages were created and are linked to an overall institutional planning and federal compliance page for accrediting bodies to access [<http://www.shepherd.edu/accreditations/>]. As plans are developed, approved and reported to the WV-HEPC, updates will be added to the compact web pages.

Link: <http://www.shepherd.edu/compact/>

Career Pathways Planning Group

- Dr. Laura Renninger, Chair & Dean for the Center of Teaching, Learning and Instructional Resources
- Mr. David Donohue, student
- Ms. Holly Frye, Assistant Vice President For Student Affairs for Student Engagement
- Mr. Joe Jefferson, Director of Cooperative Education

- Dr. Stacey Kendig, Chair and Assistant Professor, Department of Health, Physical Education and Recreational Studies
- Ms. Alexis Reed, graduate student and Director of Alumni Relations
- Dr. Kevin Williams, Professor of Communications

b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

In developing activities that support strategies in the Career Pathways Comprehensive plan, Winning by Degrees notes the quality and effectiveness of student services, of which academic and career counselors provide valuable support that improves student outcomes in both their academic or education career, and also in the area of career preparation.

4. What are the intended outcomes of the plan? (250 words max)

Shepherd's strategies emphasize the importance of co-curricular learning, with an emphasis on co-operative education, partnerships with potential employers, and targeting particular populations of our student demographic (minority, at-risk students, etc). Successful outcomes will be evidenced by an increasing number of students being retained, graduating, and from our internal surveys demonstrate plans for employment in the field and/or further advanced study.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

Strategy A

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Increase the number of experiential education opportunities offered in areas typically underrepresented in terms of cooperative education enrollment.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Robert Warburton, Assistant Dean for Teaching & Learning

Mr. Joe Jefferson, Director of Cooperative Education

b. Describe the activity. (250 words max)

Identify the number of experiential education opportunities offered in each academic school.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets Shepherd's undergraduate population.

d. Provide a timeline for implementation of this activity. (250 words max)

Measurement and assessment of this activity will begin fall 2014 and ongoing throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources are encompassed by the normal job duties of the stakeholders listed as responsible for implementation.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities include: Dr. Robert Warburton, Assistant Dean for Teaching & Learning, Mr. Joe Jefferson, Director of Cooperative Education, departments offering co-operative education sections.

External: Employers who offer opportunities for Shepherd's Students in co-operative education.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

As described in the activity, the Director of Cooperative Education uses information from RAIL and co-op agreements to assess the number of students and sections.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Students who are engaged are more likely to be successful in these quantitative metric areas.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Robert Warburton, Assistant Dean for Teaching & Learning
Mr. Joe Jefferson, Director of Cooperative Education

Stakeholders will work with Deans and Department Chairs to encourage and assist with the establishment of these classes.

b. Describe the activity. (250 words max)

Work collaboratively with Deans and Department Chairs to create new sections of cooperative education classes in areas that have not offered these classes in the past.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets Shepherd's undergraduate population.

d. Provide a timeline for implementation of this activity. (250 words max)

Starting with the spring 2015 class schedule and ongoing throughout the compact cycle, stakeholders listed in box a will work to identify the number of new sections and subject areas created year-to-year, seeking to have opportunities in all areas that can offer these courses.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources are encompassed by the normal job duties of the stakeholders listed as responsible for implementation.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities include: Dr. Robert Warburton, Assistant Dean for Teaching & Learning, Mr. Joe Jefferson, Director of Cooperative Education, academic school deans and department chairs.

External: Employers who offer opportunities for Shepherd's Students in co-operative education.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Identify the number of new sections and subject areas created year-to-year, seeking to have opportunities in all areas that can offer these courses. Stakeholders will work with Deans and Department Chairs to encourage and assist with the establishment of these classes.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Students who are engaged are more likely to be successful in these quantitative metric areas.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Robert Warburton, Assistant Dean for Teaching & Learning
Mr. Joe Jefferson, Director of Cooperative Education

Stakeholders will work with Deans and Department Chairs to encourage and assist with the establishment of these classes.

b. Describe the activity. (250 words max)

Work collaboratively with Deans and Department Chairs to consistently offer sections of cooperative education classes every academic term (Fall, Spring, and Summer Session III).

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets Shepherd's undergraduate population.

d. Provide a timeline for implementation of this activity. (250 words max)

Ongoing development of class schedules occurs early in the semester prior to the actual course offering, i.e. Spring 2015 schedules were finalized in September 2014. Internal stakeholder will monitor classes for frequency of offerings, number of sections, and academic term of availability.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources are encompassed by the normal job duties of the stakeholders listed as responsible for implementation.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities include: Dr. Robert Warburton, Assistant Dean for Teaching & Learning, Mr. Joe Jefferson, Director of Cooperative Education, academic school deans and department chairs.

External: Employers who offer opportunities for Shepherd's Students in co-operative education.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

In order to increase student engagement, career preparation and progress toward degree attainment, the number of co-operative education sections will be monitored and assessed to provide flexibility and access for students who need these required courses to graduate.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Students who are engaged are more likely to be successful in these quantitative metric areas.

Strategy B

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Increase the enrollment numbers of underrepresented members of our student community in cooperative education opportunities.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Robert Warburton, Assistant Dean for Teaching & Learning

Mr. Joe Jefferson, Director of Cooperative Education

Ms. Nan Snyder and Ms. Beth Thomas, RBA Program directors

Ms. Christana Johnson, Assistant Vice President for Student Success

Stakeholders will reach out to identified students to encourage them to participate in cooperative education opportunities.

b. Describe the activity. (250 words max)

Collaborate with the Multicultural Affairs and R.B.A. Offices to engage students who identify as non-traditional and/or ethnic minorities.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets undergraduate adult learners and those students who self identify as ethnic minorities.

d. Provide a timeline for implementation of this activity. (250 words max)

Implementation will begin development in Fall 2014, which ongoing efforts and measurements throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources are encompassed by the normal job duties of the stakeholders listed as responsible for implementation.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities include: Dr. Robert Warburton, Assistant Dean for Teaching & Learning, Mr. Joe Jefferson, Director of Cooperative Education, Office of Multi-Cultural Student Affairs.

External: Employers who offer opportunities for Shepherd's Students in co-operative education.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The implementation and outcomes will demonstrate retention and attainment rates of the targeted population groups.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Students who are engaged are more likely to be successful in these quantitative metric areas.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

- Dr. Robert Warburton, Assistant Dean for Teaching & Learning
- Mr. Joe Jefferson, Director of Cooperative Education
- Dr. Cynthia Copney, Director, TRiO Student Support Services

b. Describe the activity. (250 words max)

Collaborate with the University's TRiO Student Support Services program in an effort to engage students who are identified as 'at-risk.'

c. What target populations, if applicable, does this activity address? (100 words max)

Students who participate in the TRiO program (low-income, first-time-in college, and other populations) are targeted by this activity.

d. Provide a timeline for implementation of this activity. (250 words max)

Starting Spring 2015 and throughout the compact reporting cycle, track the number of TRiO students who are retained and who participate in co-operative education activities.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources are encompassed by the normal job duties of the stakeholders listed as responsible for implementation.

Additional financial obligations are tied to the start-up costs with implementing the Beacon software, and for annual licensing fees.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Stakeholders are identified in boxes a and e.

External: Any outside consultants from Beacon.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Through the Beacon retention software system, stakeholders will reach out to identified students to encourage them to participate in cooperative education opportunities. The hope is that this targeted population of students by becoming more engaged and presented with career preparation opportunities, will be more likely to be retained and complete their degree program.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Students who are engaged are more likely to be successful in these quantitative metric areas.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

- Dr. Robert Warburton, Assistant Dean for Teaching & Learning
- Mr. Joe Jefferson, Director of Cooperative Education
- Ms. Christana Johnson, Assistant Vice President for Student Success
- Ms. Sara Maene, Director of Institutional Research

b. Describe the activity. (250 words max)

Collaborate with Institutional Research, Academic Support and Student Success offices to engage students who are on academic probation.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets undergraduate students who are on academic probation.

d. Provide a timeline for implementation of this activity. (250 words max)

Starting Spring 2015 and throughout the compact reporting cycle, track the number of students reached and their overall retention rate.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources are encompassed by the normal job duties of the stakeholders listed as responsible for implementation.

Additional financial obligations are tied to the start-up costs with implementing the Beacon software, and for annual licensing fees.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stakeholders are identified in boxes a and e.

External: Any outside consultants from Beacon.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Through the Beacon retention software system, stakeholders will reach out to identified students to encourage them to participate in cooperative education opportunities. The hope is that this targeted population of students by becoming more engaged and presented with career preparation opportunities, will be more likely to be retained and complete their degree program.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Students who are engaged are more likely to be successful in these quantitative metric areas.

Strategy C (If Applicable)

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Enhance institutional career readiness programs for students.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Robert Warburton, Assistant Dean for Teaching & Learning

Ms. Radka Ferancova, Career Services Advisor

b. Describe the activity. (250 words max)

Publicize and increase student awareness of and engagement with career advising.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets both the undergraduate and graduate student population at Shepherd.

d. Provide a timeline for implementation of this activity. (250 words max)

As part of the services provided through the Academic Advisement Center, from Fall 2014 and ongoing throughout the compact cycle, Shepherd will aim to increase awareness of events and opportunities for both internal and external stakeholders.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include: Dr. Robert Warburton, Assistant Dean for Teaching & Learning, Ms. Radka Ferancova, Career Services Advisor, academic advisors, Martinsburg Center Staff

Financial obligations include the costs for printing collateral support material or any advertising associated with these events.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stakeholders are identified in boxes a and e.

External stakeholders would include: advisory boards and Strategic Alliance Partnerships through the Martinsburg Center.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

As part of best practices in higher attainment, clear pathways to career opportunities are a major factor in retention and degree completion.

Assessment: Focus, Strong, MBTI, Workshops, CCN, Classroom visits and presentations, Information sessions with potential employers. These duties and activities are the responsibility of the Career Services Advisor, who will track attendance as a measure of awareness and engagement.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Students who are engaged are more likely to be successful in these quantitative metric areas.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Robert Warburton, Assistant Dean for Teaching & Learning
Ms. Radka Ferancova, Career Services Advisor,

b. Describe the activity. (250 words max)

Continue to work with students prior to graduation to ensure their future plans include career placement and/or graduate school. This includes increasing the number of students utilizing the College Central Network and participating in career fairs.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets both the undergraduate and graduate student population at Shepherd.Th

d. Provide a timeline for implementation of this activity. (250 words max)

As part of the services provided through the Academic Advisement Center, from Fall 2014 and ongoing throughout the compact cycle, Shepherd will aim work with all students, particularly in capstone courses, in order to provide ongoing support for career preparation.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include: Dr. Robert Warburton, Assistant Dean for Teaching & Learning, Ms. Radka Ferancova, Career Services Advisor, academic advisors, Martinsburg Center Staff

Financial obligations include the costs for printing collateral support material or any advertising associated with career preparation activities.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stakeholders are identified in boxes a and e.

External stakeholders would include: advisory boards and Strategic Alliance Partnerships through the Martinsburg Cenmter.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Assessment: The number of students utilizing these services is tracked by the Career Services Advisor and staff. The goal will be to set a benchmark for a year-to-year increase of participation.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Students who are engaged are more likely to be successful in these quantitative metric areas.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Dr. Robert Warburton, Assistant Dean for Teaching & Learning

Ms. Radka Ferancova, Career Services Advisor,

b. Describe the activity. (250 words max)

Continue to track graduating seniors and alumni in order to assess the effectiveness of career advising efforts and initiatives.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets the undergraduate population at Shepherd.

d. Provide a timeline for implementation of this activity. (250 words max)

As part of the services provided through the Academic Advisement Center, from Spring 2015 and ongoing throughout the compact cycle, Shepherd will aim work with all students, particularly in capstone courses, in order to provide ongoing support for career preparation and then track their future plans through the survey tools.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human resources include: Dr. Robert Warburton, Assistant Dean for Teaching & Learning, Ms. Radka Ferancova, Career Services Advisor, academic advisors, Martinsburg Center Staff

Financial obligations include the costs for printing collateral support material or any advertising associated with career preparation activities.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal stakeholders are identified in boxes a and e.

External stakeholders would include: advisory boards and Strategic Alliance Partnerships through the Martinsburg Center.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Assessment: Number of students participating in graduation and alumni surveys. The goal will be to set a benchmark for a year-to-year increase of participation.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity will help to support target areas in graduation rates and degree attainment. Students who are engaged are more likely to be successful in these quantitative metric areas.

Strategies for Critical Regional Issues

1. *Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)*

President Shipley

Members of Executive Staff

2. *Explanation of objective or focus of plan. (500 words max)*

Shepherd's plan for Critical Regional issues will focus on developing an effective process for bringing together internal and external stakeholders to ensure the Eastern Panhandle receives its fair share of state funding for education in both the P-12 system and higher education. By creating a collaborative process, Shepherd will aid in helping to effectively consolidate and utilize the expertise and resources of many individuals and organizations for addressing critical issues in the region.

3. *Discussion of planning process:*

a. *Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)*

In developing its comprehensive plans that support institutional targets for 2013-2018 and in support of the West Virginia Higher Education Policy Commission's master plan for higher education, Leading the Way, Shepherd has sought input and involvement from a variety of internal and external stakeholders. These include students, faculty, staff and administrators, as well as the inclusion of or consultation with community members such as mayors, visitor boards, regional planning boards, elected officials, etc.

To promote transparency and participation surrounding Shepherd's institutional compact, web pages were created and are linked to an overall institutional planning and federal compliance page for accrediting bodies to access:

Link: <http://www.shepherd.edu/compact/>

Critical Regional Issues Planning Group:

- Professor Dow Benedict, Chair Dean, School of Arts and Humanities
- Dr. Laura Clayton, Professor, Nursing Education
- Dr. Diane Melby, Vice President for Advancement
- Mr. John Reisenweber, Community Member
- Dr. Joseph Robbins, Assistant Professor of Political Science
- Ms. Ann Watson, Dean of the Library

b. *Provide a summary of the information used to identify the focus of the plan. (250 words max)*

Shepherd University has a history of utilizing advisory boards to inform its decision-making process. These range from discipline-specific advisory boards in nursing, education and social work, to those that deal with regional economic issues (Rural Financial Planning Project) and connections to potential employers (Strategic Alliance Partnerships). In forming the comprehensive plan, individuals and groups

were contacted and asked for their input on what they believed to be critical issues for our region. As an area with close geographical proximity to four states, we also took the liberty of expanding the definition of "region" by also speaking with business, education, and community leaders in Washington County Maryland, as we see that area as an extended part of Shepherd's service area.

Contacts included the following:

- All senators and representatives (state and national) from our region;
- Mayors and Town Councils in the region;
- Business Associations/Chambers of Commerce;
- Superintendents of Schools in our region;
- Shepherd University Board of Governors members;
- Tourism Offices/organizations;
- Representatives of large businesses in the region (Macy's, Hollywood Casino, Quad Graphics, Health Care).

4. What are the intended outcomes of the plan? (250 words max)

The intended outcomes of the plan are clearly outlined in the descriptions of the two strategies:

- Develop guidelines to codify advisory board policies, including a process for bringing institutional advisory boards together on an annual or semi-annual basis.
- In order to build an educated work force, strengthen collaboration between Shepherd University, the P-12 system and potential employers.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

Strategy A

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Develop guidelines to codify advisory board policies, including a process for bringing institutional advisory boards together on an annual or semi-annual basis and hold first meeting of advisory board groups to identify critical regional issues and work to develop strategies for addressing those issues.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

All advisory boards, executive staff, deans council and administrative council.

b. Describe the activity. (250 words max)

Develop institutional policies for Shepherd University advisory boards.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets both undergraduate and graduate populations, employers in the region, and potentially students in the P-12 system.

d. Provide a timeline for implementation of this activity. (250 words max)

During the spring 2015 semester, stakeholders will work on developing policies for institutional advisory boards and annual meetings. The goal is to have such policy in place for the 2015-2016 academic year, when such a meeting would take place. Survey during summer 2015 to identify the issues; hold meeting starting spring 2016 and ongoing throughout the compact cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human and financial resources would include the use of support staff for organizing such meetings and any costs associated with holding the meetings, such as collateral material, hospitality, etc.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal: executive staff, deans council and administrative council.

External: Advisory council members, who encompass employers and educators and representatives of professional organizations in the region and elected officials.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

By bringing together the diverse set of stakeholders that are represented on its various institutional and programmatic advisory boards/council, Shepherd will be better positioned to assist in meeting the workforce and educational needs of the region.

Assessment: Have policy developed and in place for the 2015-2016 Academic year, administer survey and hold first meeting of advisory councils.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Identifying clear pathways to meeting regional workforce needs, allows the institution to align its programs with those needs in higher education, as well as potentially through the P-12 system. This enhances opportunity for increased partnerships with regional businesses as outlined in Shepherd's Career Pathways Comprehensive Plan.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

The institutional board of governors, executive staff, deans council and administrative council, faculty and staff.

b. Describe the activity. (250 words max)

Use data and findings from external reports, such as the recent consultant's report for Shepherd's business programs to guide institutional strategic decision-making as it relates to the greater good of the region. One example of this report's findings is the possible restructuring of the organization of Shepherd's academics structure.

c. What target populations, if applicable, does this activity address? (100 words max)

This potential re-organization of the academic structure would affect all students at the institution.

d. Provide a timeline for implementation of this activity. (250 words max)

An academic structure committee began meeting in fall 2014 regarding possible models for restructuring Shepherd's academic organizational structure. The goal will be to have such a revised structure in place for the 2016-2017 academic year.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Ultimately the re-structuring will allow Shepherd to use its resources even more efficiently. There will be costs associated with the re-structuring, such as additional faculty lines or deans of professional schools; however, there may also be increased opportunities for targeted external funding.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal: The institutional board of governors, executive staff, deans council and administrative council, faculty and staff.

External: WV-HEPC, Advisory Board members

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The main outcome of the re-organization will be to highlight how professional programs such as business, education, and nursing are showcased in an institution with a liberal arts focus. Independent professional schools organized under "colleges" may offer a higher level of prestige than Shepherd's current academic structure.

Assessment: An academic structure committee will begin meeting in Fall 2015 with the goal of making a recommendation to the President regarding possible models for restructuring Shepherd's academic organizational structure. The goal will be to have such a structure in place for the 2016-2017 academic year.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Professional schools in business, education and nursing may help to increase enrollment in graduate programs and lead to the development of new advanced programs of study in those disciplines.

Activity 3 (If Applicable)

Strategy B

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

In order to build an educated work force, strengthen collaboration between Shepherd University, the P-12 system and potential employers.

Activity 1

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

- School system superintendents,
- County Boards of Education,
- Shepherd's Board of Governors, and
- regional legislators and political leaders.

b. Describe the activity. (250 words max)

Work with public school systems in the region to ensure adequate, appropriate, and fair levels of funding.

c. What target populations, if applicable, does this activity address? (100 words max)

This activity would target students in the P-12 system.

d. Provide a timeline for implementation of this activity. (250 words max)

Summer 2015 and ongoing throughout the compact cycle: Develop meetings and identify issues and strategies for ensuring equity.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources would include any work by Shepherd's Office of Institutional Research, in cooperation with lobbying efforts on behalf of the area school systems.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal: Executive Staff, Shepherd's Board of Governors

External: School system superintendents, County Boards of Education, and regional legislators and political leaders.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Assessment: Analyze data reports from the Appalachian Regional Commission—these reports identify per student funding for each county in the state and identify ones with excess levies. Their economic reports are extensive and include educational attainment data as well as salary, age, and demographics.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
Better funding of school systems and partnerships with the P-12 system ties in directly to similar activities in the Collaborative Access Comprehensive Plan.

Activity 2

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)
Vice President for Academic Affairs, Nursing Faculty, Graduate Dean, Division of Enrollment Management.

b. Describe the activity. (250 words max)
Strive to improve healthcare in the region, number of baccalaureate- and doctorally-prepared nurses.

c. What target populations, if applicable, does this activity address? (100 words max)
Target population includes potential nursing students, currently employed nurses and those rural populations who utilized healthcare services.

d. Provide a timeline for implementation of this activity. (250 words max)
New programs such as the RN-BSN program are in place at the Martinsburg Center, with the DNP implementation in program. Efforts are currently ongoing and would continue throughout the compact reporting cycle.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)
Human resources include the need for hiring more nursing faculty, particularly those that can also teach in the potential DNP program.

Financial resources include enrollment management and graduate studies funding for recruitment events and collateral materials related to recruiting in the nursing program.

f. What internal and external entities will collaborate to implement this activity? (250 words max)
Internal: Vice President for Academic Affairs, Nursing Faculty, Graduate Dean, Division of Enrollment Management.

External: CCNE, WVBOERN, Nursing Advisory Board

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)
By the determining the success of its current and future nursing programs, Shepherd will be able to measure its efforts in graduating qualified nursing professionals that will impact the quality of healthcare in the region.

Assessment: Track the number of graduates from Shepherd's nursing program, the RN-B.S.N. program, and the development of a future D.N.P. program.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

By identifying clear regional workforce needs, and critical regional issues such as healthcare, this enhances opportunity for increased partnerships with regional businesses as outlined in Shepherd's Career Pathways Comprehensive Plan.

Activity 3

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Stakeholders would include elected officials, Mayors and Town Councils, Business Associations/Chambers of Commerce, Superintendents of Schools, Shepherd University Board of Governors, Tourism offices/organizations, Representatives of large businesses in the region (Macy's, Hollywood Casino, Quad Graphics, Health Care) and Government organizations (EPA, USCG, IRS).

Implementation for alignment would come through the Academic Affairs structure: VPAA, School Deans, Department Chairs and Faculty.

b. Describe the activity. (250 words max)

Identify critical industries and markets that currently need workforce support, or those that will need support in the next five to ten years (United States Coast Guard, Internal Revenue Service, etc.). Shepherd will work with stakeholders to develop programs and curricula in cooperation with local school systems so there is a coherent plan from beginning to end: secondary education through the awarding of baccalaureate and graduate degrees.

c. What target populations, if applicable, does this activity address? (100 words max)

The target population would range from the typical high-school student matriculating to Shepherd, to working adults.

d. Provide a timeline for implementation of this activity. (250 words max)

Summer 2015-develop meetings with identified stakeholders. Ongoing through the compact period, strive to develop at least two programs that will follow the directive outlined in the activity.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Stakeholders are identified in box a. Additional financial resources may come from potential agreements with employers, with expenses being related to recruitment and support materials.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

External: Elected officials, Mayors and Town Councils, Business Associations/Chambers of Commerce, Superintendents of Schools, Shepherd University Board of Governors, Tourism offices/organizations,

Representatives of large businesses in the region (Macy's, Hollywood Casino, Quad Graphics, Health Care) and Government organizations (EPA, USCG, IRS).

Internal: VPAA, School Deans, Department Chairs and Faculty.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Assessment: Summer 2015-develop meetings. Ongoing through the compact period, strive to develop at least two programs that will follow the directive outlined in the activity.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Because the focus of the activity is all encompassing, from the P-12 system and into higher education, the outcomes of the plan are tied to several areas:

Enrollment

Degree Production

Graduate Studies