Shepherd UNIVERSITY

Board of Governors

Alternative Spring Break in North Carolina and New Jersey

Meeting Agenda
April 9, 2015

Board Members

W. Mark Rudolph, Chair
Marcia Brand, Vice Chair
John Younis, Secretary

John Beatty
Jason Best, Faculty
Bridget Cohee
Holly McCall
Tia McMillan
D. Scott Roach
Chad Robinson
Diane Shewbridge, Classified Staff
Logan Sigley, Student

Suzanne Shipley, President

SHEPHERD UNIVERSITY
BOARD OF GOVERNORS MEETING
3:50 p.m.
April 9, 2015
Shepherdstown, WV

AGENDA

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

1.	Call to Order	Chair Mark Rudolph
2.	Public Comments	
3.	Adoption of the Minutes from February 26, 2015 Board Meeting	Chair Rudolph
4.	Adoption of the Minutes from March 12, 2015 Board Meeting	Chair Rudolph
5.	Recognition of Emeritus Faculty and Staff	Dr. Chris Ames, Vice President for Academic Affairs Mr. Alan Perdue, General Counsel

Presentation Agenda

1.	President's Report	President Suzanne Shipley
2.	Faculty Senate Annual Report	Dr. J.B. Tuttle, President of the Faculty Senate and Associate Professor of Education
3.	Report of the Audit and Finance Committee a. Review of FY2016 Operating Budget Process and FY2016 Capital Initiatives b. Recommendation for Approval of the Priorities for FY2017 Capital Projects c. Recommendation for Approval of Board of Governors Policy 7	Dr. Younis
4.	Report of the Enrollment Management and Advancement Committee a. Recommendation for Approval of the Renaming of the Advancement Division	Mr. Roach
5.	Report of the Academic Affairs and Student Affairs Committee a. Recommendation for Approval of 2014-2015 Academic Program Reviews b. Recommendation for Approval of Additions and Deletions of Academic Programs	Dr. Brand
6.	Human Resources Annual Report	Mr. Perdue Dr. Marie DeWalt, Director of Human Resources

Possible Executive Session

1.	Personnel	Chair Rudolph

Regular Session

1.	Possible Action Arising from Executive Session	Chair Rudolph
2.	New Business	Chair Rudolph

Adjournment

SHEPHERD UNIVERSITY
BOARD OF GOVERNORS MEETING
3:00 p.m. - 3:45 p.m.
April 9, 2015
Shepherdstown, WV

Committee Agendas

Audit and Finance Committee — Dr. John Younis, Chair
Lower Level Multipurpose Room, Robert C. Byrd Center for Legislative Studies — Mr. John Beatty, Ms. Holly McCall, Ms. Anna Barker, Staff, Mr. James Vigil, Staff

- Review of FY2016 Budget Process and FY2016 Capital Projects
- Review and Recommend Approval of the Priorities for FY2017 Capital Projects
- Review and Recommend Approval of Board of Governors Policy 7

Enrollment Management and Advancement Committee — Mr. Scott Roach, Chair
Room 164, Robert Byrd Center for Legislative Studies — Ms. Tia McMillan, Mr. Chad Robinson, Ms. Diane Shewbridge, Dr. Diane Melby, Staff, Dr. Shari Payne, Staff

- Update on the Vice President for University Advancement Search
- Review and Recommend Approval for the Renaming of the Advancement Division
- Enrollment Update

Academic Affairs and Student Affairs Committee — Dr. Marcia Brand, Chair
WV Room 309, Scarborough Library — Dr. Jason Best, Ms. Bridget Cohee, Mr. Logan Sigley, Dr. Chris Ames, Staff, Dr. Tom Segar, Staff

- Review and Recommend Approval of 2014-2015 Academic Program Reviews
- Review and Recommend Approval of Additions and Deletions of Academic Programs:
  - Addition of Minor in Modern Languages
  - Deletion of Minor in French
  - Deletion of the Fitness and Exercise Concentration in the Recreation and Leisure Studies Major
  - Deletion of the Biometrics and Information Security; Information Technology; and Web Programming and Design Concentrations in the Computer and Information Technology Major

Shepherd University
Board of Governors

Minutes of the Meeting of February 26, 2015

The Shepherd University Board of Governors met on February 26, 2015 in a regular meeting. Members participating were: Jason Best, Marcia Brand, Bridget Cohee, Holly McCall [phone], Tia McMillan [phone], D. Scott Roach, Chad Robinson [phone], W. Mark Rudolph, Diane Shewbridge, Logan Sigley and John Younis [phone]. Also present were Shepherd University President Suzanne Shipley, members of the executive staff and others. Board member John Beatty was absent from the meeting.

1. PUBLIC COMMENTS

No public comments were made.

2. MINUTES OF THE MEETING OF NOVEMBER 13, 2014

M (Best), S (Roach), PASSED, all members participating by phone were polled, that the minutes of the November 13, 2014 meeting of the Board of Governors be adopted as presented in the agenda book.

3. PRESIDENT'S REPORT: DEVELOPING NEW REVENUE STREAMS

Dr. Shipley discussed how enhancing revenues would assist in increasing resources available for investments in Shepherd's strategic initiatives. She pointed to this year's plans for increasing usage of the campus through additional summer programming and academic offerings as one example. Dr. Shipley talked about Shepherd being a part of a pilot project with the Association of Governing Boards (AGB) on how to grow revenues in ways that have not been considered previously. Part of the focus of the project will be on technology interfaces and public-private partnerships. All of these approaches will be presented and discussed at a retreat of the Board of Governors in June with AGB consultant Rick Beyer and Rick Legon, president of AGB.

4. REPORT ON THE DISCUSSIONS OF THE AUDIT AND FINANCE COMMITTEE

Dr. John Younis, Audit and Finance Committee Chair, summarized the Quarterly Financial Report as presented to the committee by Ms. Anna Barker, Vice President for Finance. The presentation included a review of the Quarterly Financial Report for the period ending December 31, 2014.

5. REPORT ON THE DISCUSSIONS OF THE ENROLLMENT MANAGEMENT AND ADVANCEMENT COMMITTEE

Mr. Scott Roach, Enrollment Management and Advancement Committee Chair, summarized the discussions of the committee as presented by Dr. Diane Melby, Vice President for Advancement. The presentation included a review of the Advancement Annual Report and the New University Website.

6. REPORT ON THE DISCUSSIONS OF THE ACADEMIC AFFAIRS AND STUDENT AFFAIRS COMMITTEE

Dr. Marcia Brand, Academic Affairs and Student Affairs Committee Chair, summarized the discussions of the committee as presented by Dr. Tom Segar, Vice President for Student Affairs. The presentation included a review of the Student Affairs Annual Report.

7. RECOMMENDATION FOR APPROVAL OF THE MINOR IN AGING STUDIES

M (Cohee), S (Best) PASSED, all members participating by phone were polled, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the Minor in Aging Studies, effective for the Fall 2015 academic semester.

8. FACULTY ATHLETICS REPRESENTATIVE (FAR) ANNUAL REPORT

Dr. Andro Barnett, FAR and Associate Professor of Health, Physical Education, and Recreation Studies, presented to the Board information regarding Shepherd's student-athletes and their engagement on the field and court, in the classroom, on campus, and in the community.

9. ADVISORY COUNCIL OF FACULTY (ACF) ANNUAL REPORT

Dr. Sylvia Shurbutt, ACF University Representative and Professor of English, presented to the Board the ACF Annual Report.

10. APPROVAL OF NOTICE OF INTENT TO AMEND BOARD OF GOVERNORS POLICY 7, ASSESSMENT, PAYMENT, AND REFUND OF FEES

M (Best), S (Shewbridge) PASSED, all members participating by phone were polled, that the following resolution be adopted by the Board:

> **RESOLVED**, That the Shepherd University Board of Governors approves the issuance of the Notice of Amendment of Policy 7, Assessment, Payment and Refund of Fees as presented in the agenda materials of February 26, 2015, and directs the President to distribute the Notice to all required recipients as provided for in Policy 4, together with a summary of Policy 4's description of the manner in which comments will be received.

11. MOTION TO EXECUTIVE SESSION

M (Roach), S (Best), PASSED, all members participating by phone were polled, that pursuant to Section 4 of Article 9A of Chapter 6 of the WV Code, it was moved that the Board enter into executive session for the purpose of discussion of matters relating to honoraria and awards and for discussion of individual personnel matters as to one or more specific employees of the University and matters that would be an invasion of privacy if publicly discussed.

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

12. APPROVAL OF HONORARY DOCTORATE

M (Sigley), S (Best) PASSED, all members participating by phone were polled, that the following resolution be adopted by the Board:

> **RESOLVED**, That the Shepherd University Board of Governors approves the awarding of the honorary Doctorate of Letters to Carolyn Malachi, and directs that this action be reflected in the Board's meeting minutes following the public announcement of this conferral of honors.

13. NEW BUSINESS

None.

_____ _____

W. Mark Rudolph, Chair

John Younis, Secretary

Shepherd University
Board of Governors

Minutes of the Meeting of March 12, 2015

The Shepherd University Board of Governors met on March 12, 2015 in Room 202, Ikenberry Hall, 301 North King Street, Shepherdstown, West Virginia. Members participating were: John Beatty [phone], Jason Best [phone], Marcia Brand, Bridget Cohee, Holly McCall [phone], Tia McMillan [phone], D. Scott Roach [phone], Chad Robinson [phone], W. Mark Rudolph [phone], Diane Shewbridge [phone], and John Younis [phone]. Also present were Shepherd University President Suzanne Shipley, members of the executive staff and others. Board member Logan Sigley was absent from the meeting.

1. PUBLIC COMMENTS

No public comments were made.

2. 2015-2016 ENROLLMENT, HOUSING, DINING AND OTHER FEES

M (Brand), S (Beatty), PASSED, all members participating by phone were individually polled, that the Shepherd University Board of Governors approves the increases in graduate tuition and fees as presented in the March 12, 2015 Agenda Book, and ratifies the tuition and fee and housing and dining increases and rates approved at the November 2014 meeting; and

FURTHER RESOLVED, that the Shepherd University Board of Governors approves the increases in the On-Line Course Fee and the Graduation Fee as presented in the March 12, 2015 Agenda Book.

3. DISCUSSION OF PRESIDENTIAL SEARCH PROCESS

M (Cohee), S (Brand), PASSED, all members participating by phone were individually polled, that pursuant to Section 4 of Article 9A of Chapter 6 of the WV Code, the Board enter into executive session for the purpose of discussion of matters relating to personnel matters as to one or more specific employees of the University and matters that would be an invasion of privacy if publicly discussed, and to discuss confidential legal matters.

At the conclusion of the executive session, the Board returned to open session. In the continuing open session, members discussed preliminary thoughts as to the search process. The Chair appointed Vice Chair Marcia Brand to serve as the Chair of a prospective Search Committee and to also lead, on behalf of the Executive Committee, a process of assessing specific possible candidates for an appointment as an interim president and possible search firms.

4. NEW BUSINESS

None.

_____ _____

W. Mark Rudolph, Chair

John Younis, Secretary

Shepherd University Board of Governors
April 9, 2015
Agenda Item No. 5

RECOGNITION OF EMERITUS FACULTY AND STAFF

Dr. Christopher Ames, Vice President for Academic Affairs, and Mr. Alan Perdue, General Counsel, will present for recognition the *Emeritus* Faculty and Staff named for 2014-2015. *Emeritus* titles may be conferred upon members of the professional staff at the time of retirement. To be eligible for appointment to *Emeritus* status, retiring faculty or staff must have completed at least a total of ten years of service at Shepherd University.

Faculty and staff being awarded *Emeritus* status:

Dr. Carl Bell, Professor of Biology, *Emeritus*

Mr. Gayle Conner, Athletic Trainer and Clinical Instructor in Physical Education, *Emeritus*

Mrs. Kathy Dilley, Associate Professor of Nursing Education, *Emeritus*

Mr. Ed Fincham, Assistant Professor of Physical Education, *Emeritus*

Ms. Geraldine Hammond, Staff, *Emeritus*

Ms. Loretta Holmes, Staff, *Emeritus*

Ms. Barbara Kemerer, Associate Professor of Nursing Education, *Emeritus*

Dr. Burt Lidgerding, Associate Professor of Biology, *Emeritus*

Shepherd University Board of Governors
April 9, 2015
Presentation Agenda Item No. 1

PRESIDENT'S REPORT

Jazzed About Shepherd!

I recently shared with members of the Board of Governors great news for Shepherd on a number of fronts:

- Christopher Sedlock's acceptance of our offer to succeed Diane Melby as Vice President for University Advancement in July;
- the receipt of a very positive review team report for the Doctor of Nursing Practice (D.N.P.), taking us one step closer to offering the University's first doctoral program;
- exciting responses to an innovative and creative idea implemented by members of the Executive Staff: free summer housing for all students enrolling in two courses; and
- the announcement of Amy Hampton in the Department of Social Work being named a Fulbright Scholar for 2015-2016 to conduct research in Nicaragua.

And there are additional accomplishments to celebrate.

The end of the Legislative Session has included several positive developments for Shepherd. A procurement procedures reform bill was adopted which provides some helpful flexibility for the University, allowing faster implementation of many new initiatives. Institutional flexibility in personnel management was significantly improved. Damaging restrictions on the designation of professional staff as non-classified, at-will employees, created by SB330 four years ago, were eased and the universities regained its previous authority to make independent faculty compensation decisions. The University also expects substantial savings in the coming years as the new prevailing wage law is implemented. If the new legislation had been in effect during the past four years, we estimate that construction costs on campus might have been reduced by more than $2 million.

Although we were again unsuccessful in our lobbying efforts to secure additional funding for the investment made in the Martinsburg Center, Shepherd's FY2016 appropriation will decrease by 1.1 percent as compared to FY2015's 1.7 percent reduction and nearly 10 percent cut in FY2014. We are grateful to our Eastern Panhandle delegation for the hard work they put into this legislative session on Shepherd's behalf.

During the meeting of the Enrollment Management and Advancement Committee, Shari Payne will report on the continuing strategies for increasing enrollments for Fall 2015, which are beginning to show great results in increased numbers of deposits, a good indicator of a student's commitment to attending Shepherd. One of those strategies has been the implementation of an Accepted Students Day, which you will read about later in my report.

A number of accomplishments realized during the past year relate to our strategic and facilities master plans. Some of the upgrades to Shepherd's facilities, which meet the goals of both plans, include:

- added Wi-Fi infrastructure to Westwoods residence halls;
- completed HVAC, lighting and floor renovations in the Dining Hall;
- upgraded wireless capabilities in six academic buildings and six residence halls;
- installed crosswalks and sidewalks to enhance accessibility to Printz and Dunlop halls, and East Campus academic buildings;

- increased visibility and energy savings with the installation of LED lighting on University Drive; and
- renovated Reynolds Hall.

From serving on the Budget Advisory Council to participating in the search for a new vice president for university advancement, from the extra efforts invested into Open House and Accepted Students' Day to the additional contributions necessary to ensure a positive report from the D.N.P. review team, from the improvements in the navigability and visual identity of Shepherd's "virtual" front door to the creation, adoption and implementation of the *Currents* Strategic Plan, the dedication and hard work of the campus community led to these recent accomplishments. Such news can cause all of us to feel jazzed about Shepherd.

Advancement

Year-To-Date Giving Summary: 7/1/14 through 2/28/15

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

- Gifts to annual programs yielded $615,096, which is $91,566 more than what had been received by the end of February 2014. The 17 percent gain is attributed to two new programs: the transition of the Alumni Association to a non-dues business model and the Women Investing in Shepherd (WISH) program; a philanthropic program that redistributes proceeds through grants in support of university and community initiatives. In addition, the Leadership Circle has experienced high retention of the charter membership while attracting several new members through the course of the year.
- Contributions to endowments during the first half totaled $413,089 as compared to $996,113 during the same period last year. The decrease is attributed to a substantial estate gift that was realized in the last fiscal year. However, due to the stewardship of the Shepherd University Foundation, the endowment reached an all-time high of $30 million.
- Giving from faculty and staff compares well with last year. Sixty-five gifts yielding $26,825 have been received from employees thus far compared to 67 gifts yielding $16,490 last year.
- Payouts from competitive grants decreased by 11 percent as compared to the same period in FY2014. Grant activity generated $527,469 during the first eight months of the year as compared to $691,138 generated in FY2014. This is attributed to the completion of major grants from HUD and HRSA in FY2014.
- Overall, 3,039 gifts from 1,732 donors were received during the first eight months of the fiscal year. This is a 47 percent increase in the number of gifts and a 43 percent increase in the number of donors supporting Shepherd this year. However, total giving has decreased from $2,227,580 last year to $1,706,682 this year. This data suggests that outreach strategies are resulting in more alumni and community participation, but that the average amount of each gift has decreased. The members of the advancement team are discussing strategies to reinvigorate the major gifts program.

Comprehensive Fundraising Report: 7/1/14 through 2/28/15

The Comprehensive Fundraising Report provides analysis of cumulative data from the start date of the fiscal year through the end of the reporting period. The report includes data from all external fundraising programs managed through the Office of Advancement and the Shepherd University Foundation, including values of deferred gifts, multi-year pledges, and funded grant proposals.

- During the first eight months of the fiscal year, $1,780,748 was pledged and/or paid in new, direct gifts.
- New gifts to endowment equal $428,984 while gifts to annual programs equal $601,221.
- Grants awards in the amount of $748,133 have been confirmed.
- No new deferred gifts were documented.
- Shepherd continues to be supported by its constituencies as detailed in the following chart:

498	Friends have paid/pledged	$208,968
1,249	Alumni have paid/pledged	$240,939
94	Corporations have paid/pledged	$197,754
6	Foundations have paid/pledged	$10,821
165	Others have paid/pledged	$371,633
15	Government	$750,633
	Total	$1,780,748

Student Affairs

Shepherd's Division of Student Affairs Recognized as a "30+ Promising Places to Work in Student Affairs"

For the second year in a row Shepherd University has been named one of the top "30+ Promising Places to Work in Student Affairs" by the magazine Diverse: Issues in Higher Education and the American College Personnel Association (ACPA). The publication teamed up with ACPA to have The Center for Inclusion, Diversity and Academic Success at Ohio State University conduct the study, which looked at things like commitment to diversity and staffing practices at higher education institutions across the country.

Shepherd received a letter grade of "A" for almost all the categories, including bias monitoring, climate toward diversity, comprehensive new staff orientation, and perception of leadership toward diversity.

Leadership Lounge

Informative sessions are held to promote discussion and critical thinking surrounding different topics. These sessions are incorporated into the Leadership Program. Recent topics include: Controversial Cartooning, Introduction to the Social Change Model, and Uncovering Congruence.

Multicultural Student Affairs (MSA)

Several programs were sponsored by the MSA Office including: Hear Me Roar with singer/songwriter Lea, preceded by the presentation of the new Storer College Faculty Award; the LGBT Gay Alliance focused on Transgender Community Awareness Presentation; My Masculinity Helps, a presentation that explored the role of African American men and boys in the prevention of sexual violence; and the always popular Soul Food Night.

Enrollment Management

Enrollment Cycle Overview

The Enrollment Management division is entering a critical point in the enrollment cycle for the upcoming academic year. While the admissions team continues to recruit new applicants and review

admissions applications, efforts have shifted to converting students from an admitted status to a deposited status for the Fall 2015 term. The financial aid team has played a significant role in this effort by sending out financial aid award letters three weeks earlier than the previous year. They also participated in the Accepted Students' Day, a key initiative designed to encourage enrollment deposits, which is discussed in more detail below.

Accepted Students' Day and Next Steps

On Saturday, March 14, the University hosted the first ever Accepted Students' Day. More than 400 people attended the by invitation only event for newly-admitted freshmen and their families. Attendees met with faculty and staff from across the University, toured many of the facilities, enjoyed a catered lunch, and left with an official Rambler card. Many of the student life sessions featured standing-room only crowds. During the lunch portion of the event, the Residence Life Office collected 21 housing contracts and 15 housing deposits. And, more than 100 students picked up their Rambler card in the bookstore after the lunch, which did in excess of $8,000 of business in just 2 ½ hours.

Over 60 families also took advantage of the opportunity to meet with a member of the Financial Aid Office to discuss their financial aid award letter. The feedback from attendees about their experience has been overwhelmingly positive. Of the student attendees, 74 percent have submitted an enrollment deposit within a week of the event.

As a follow-up to the Accepted Students' Day program, students will next be encouraged to submit their enrollment deposit so that they can receive information about Orientation Step 1: Advisement and Registration. The Advisement and Registration (A&R) sessions, where students meet their advisors and register for fall courses, have been moved from July (last year) to June (this year) to maintain engagement with the student and to facilitate earlier enrollment planning for the fall. Students may only register for an A&R session if they have submitted an enrollment deposit. A communication series has been designed to go out to non-deposited students to encourage them to deposit so they may be allowed to register for the A&R session of their choice.

Continuing Student Initiatives

The end of the Spring 2015 semester also marks an important shift in the cycle for continuing student retention and graduation, with the Registrar's Office expecting another large graduating class, possibly more than 900 students. In addition to their work on the upcoming commencement ceremony, the Registrar's Office released the Summer 2015 and Fall 2015 schedules. Registration for Summer 2015 opened March 23 and registration for Fall 2015 continuing students opened April 6.

Another key initiative developed jointly between the Enrollment Management division and the Student Affairs division is an effort to increase summer enrollment by offering free housing to currently enrolled students who register for a minimum of six credits in a summer term. More information about the free summer housing initiative can be found at: http://www.shepherd.edu/summerschool2015.

Finance

Ellucian Action Planning Process

Dr. Shari Payne, Vice President for Enrollment Management, Anna Barker, Vice President for Finance and Joseph Dagg, Director of IT Services, are serving as sponsors for the Ellucian Action Planning Process. The University has partnered with Ellucian to engage in an action planning quality

improvement review of our Enterprise Resource Planning (ERP) software, Banner. The purpose of this process is to solicit input from users and key stakeholders to evaluate the overall use of Banner staff and determine where opportunities exist to increase efficiencies and maximize return on investment. The primary objective in conducting the Action Planning evaluation process is to align the institution's goals with actionable initiatives that will result in increased productivity and resource savings over time.

Users were asked to complete a confidential survey. Results from the survey were compiled and used to facilitate an Onsite Discovery Process (ODP) which was held on February 10th and 11th. Approximately 75 faculty, staff and students participated in the ODP which included sessions covering Technology, Admissions, Student Affairs, Advising and Academic Support, Student Financial Services, Academic Administration, Registrar, Financial Services and Institutional Research. Ellucian summarized the results and developed recommendations. A presentation was then made to the Executive Staff. Next steps to begin driving results include prioritize the recommendations made by Ellucian, and develop a project plan, including the allocation of resources needed.

Athletics

You Can't Make This Stuff Up

The remarkable season of Shepherd University Women's Basketball continued into the post season. Despite only losing one senior from the 2013-2014 team, which went 4-23, the Women's Basketball team won the Mountain East Conference (MEC) Regular Season Title and was selected to the NCAA Division II Women's Basketball Tournament. With new Head Coach Jenna Eckleberry and new Assistant Coach Jamie Cluesman, the Rams went 22-10 for the season and 17-5 in the MEC. Their conference title was the third in Shepherd Women's Basketball history. Their win total is only the fourth time in program history that a team has won 20 or more games.

At the NCAA Atlantic Regional held in California, Pa., the Rams, seeded seventh, won their opening contest against second seed Indiana University of Pennsylvania (IUP). IUP was ranked 11th in the country at the time and the 68-60 win marked the highest ranked opponent the program has ever defeated. The Women's Basketball team ended its season at the NCAA Atlantic Regional with a loss to Bloomsburg, seeded third, by a score of 85-69. For landing the turnaround, Coach Eckleberry was named Mountain East Conference Coach of the Year.

The men's basketball team finished the season 15-15, and also traveled to Charleston for the MEC tournament. This season marked only the second time in the past five years that both teams advanced to Charleston as part of the final eight teams in the conference.

Lopez Gets 200th Win

The past eight years of the Shepherd Softball program all culminated on the afternoon of March 16, when Head Softball Coach Leslie Lopez garnered her 200th career victory. The Rams defeated Davis and Elkins 9-7 in the second game of the doubleheader. Coach Lopez is the all-time leader in coaching wins at Shepherd and has notched at least 20 wins every season and reached 30 wins or more in three seasons.

The Next Five Year Plan

The Athletic Department is undergoing a strategic planning process which is involving coaches and staff members from throughout the department. Nearly all of the coaching staff accepted invitations to be part of focus groups helping to shape the future of the landscape of the department. The

December focus groups helped define the new mission statement of the department:

> *"Shepherd University athletics provides an opportunity for committed student-athletes to develop both in the classroom and fields of competition. Our mission is to provide a solid foundation for our student-athletes as we guide them to become leaders of tomorrow. We will recruit and train student-athletes as pillars of communities and alumni which Shepherd University can look proudly upon. Our dedicated student-athletes will consistently progress to the best of what Shepherd University has to offer as students and teammates. Accountability and respect are core values of all Rams. We will promote a competitive spirit in the Mountain East Conference and NCAA Division II levels, be open with all policies and procedures by which we govern, and promote the mission of Shepherd University."*

Also through the focus groups and evaluation by the departmental administration, the department is focusing on other areas of opportunity to help the Rams continue to be a force in the MEC, but also compete at a higher level on the NCAA Division II national scale. The department determined the highest need for attention to go to increased scholarship funding, enhancing the weight room facility and increasing salaries to be more competitive within Shepherd's peer institutions. Other areas to be addressed include academic support for the student athletes, enhanced communications, and marketing opportunities.

Staffing

Professional Development

Dr. Jason Best, professor of astronomy and astrophysics, has been named an American Council on Education (ACE) Fellow for academic year 2015-2016. Among 47 Fellows nominated by their institutions' senior administration, Dr. Best was selected this year following a rigorous application process. As an ACE Fellow, Dr. Best will focus on undergraduate research, an issue of concern to Shepherd, while working with a college/university president and other senior officers at a host institution.

Board of Governors Meeting Date

June 4, 2015 (business meeting at 2 p.m. followed by a board retreat at 3 p.m. and culminating with a reception for outgoing board members)

Upcoming Events

Friday, April 10

Wind Ensemble and Symphonic Band Concert, "Stream of Life," Frank Center Theater

Saturday, April 11

Relay for Life, Sponsored by Student Community Service, Wellness Center.

Monday, April 13

Performing Art Series: "San Jose Taiko," Frank Center Theater

Tuesday, April 14

Friends of Music: "Time for Three," Frank Center Theater

Sunday, April 19

Leaving a Legacy: A Guide to Genealogy, sponsored by the Women for Shepherd University and Shepherd University Foundation, Robert C. Byrd Center for Legislative Studies Auditorium

Thursday, April 23

Performing Arts Series: "Fatoumata Diawara," Frank Center Theater

Friday, April 24

Finding Vivian Maier movie co-sponsored by the Shepherdstown Film Society and Shepherd University Foundation's Scarborough Society, Reynolds Hall

Saturday, April 25

Friends of Music: Masterworks Chorale, "Symphony of Psalms," Frank Center Theater

Wednesday, April 29

Shepherd Preparatory Orchestra and Chorus, Frank Center Theater

Wednesday, May 6

Career Speaker Series: "Five Steps to Build a Powerful and Profitable Network," by Beth Bridges, Sponsored by the Shepherd University Alumni Association and Talent Marks, Webinar

Thursday, May 7

59th Annual Emeritus Club Luncheon and Induction Ceremony, Ram's Den/Storer Ballroom

Saturday, May 9

Commencement, Butcher Center

For other Shepherd events, event locations and times, please check our home page calendar at http://www.shepherd.edu/calendar

Shepherd University Board of Governors
April 9, 2015
Presentation Agenda Item No. 2

FACULTY SENATE ANNUAL REPORT

Dr. J.B. Tuttle, President of the Faculty Senate and Associate Professor of Education, will present a report to the Board on the activities and concerns of the Senate. Dr. Tuttle will then be available for any questions from members of the Board.

Shepherd University Board of Governors
Report to the Audit and Finance Committee
April 9, 2015
Presentation Agenda Item No. 3-a

REVIEW OF FY2016 OPERATING BUDGET PROCESS AND FY2016 CAPITAL INITIATIVES

Ms. Anna Barker, Vice President for Finance/Chief Financial Officer, will review with the committee the process being utilized by the Budget Advisory Council in establishing the FY2016 operating budget recommendations to be brought to the Board during its June meeting for review and approval. Additionally, on behalf of Mr. James Vigil, Vice President for Administration, she will review the capital initiatives that are expected to be undertaken during FY2016.

SHEPHERD UNIVERSITY
CAPITAL INITIATIVES FY2016

Project	Budget
Strategic/Master Plan Initiatives	
Outdoor Sculpture Placement	50,000
LED Sight Lighting	80,000
Campus Grounds Outdoor Seating and Eating Areas	50,000
Tenant House (Farm House) Demolition	100,000
Exterior Directional and Building Signage	50,000
WiFi Upgrade for Residential Housing	235,000
Campus Grounds Walkways	80,000
Subtotal: Strategic/Master Plan Initiatives	**$ 645,000.00**
Renovation and Campus Enhancements	
Butcher Center Shingle Roof Replacement	241,000
Butcher Center Emergency Generator Installation	130,000
Ikenberry Hall Second Floor HVAC Replacement	150,000
Free School and McMurran Hall Exterior Door Replacement	13,000
Popodican Painting, Repairs and Minor Renovations	71,000
Thacher Hall Roof Replacement	410,000
Student Center Window Replacement	300,000
Subtotal: Renovations	**$ 1,315,000.00**
General Maintenance and Repair	
Butcher Center Fire Alarm Upgrade	180,000
CCA II Trench Drain Installation at Parking Lot Entrance	60,000
Campus Buildings: Exterior and Interior Painting	200,000
Human Resources Fire Alarm Upgrade	20,000
McMurran/Reynolds Fire Alarm Upgrade	50,000
McMurran Hall Walkway Repairs	15,000
Town Run Stone Wall Repair	50,000
Building Exteriors: Clean, Repair and Seal Exterior Masonry	230,000
Carpet Replacement	50,000
Subtotal: General Maintenance and Repairs	**$ 855,000.00**
TOTAL: Capital Initiatives	**$ 2,815,000.00**

Shepherd University Board of Governors
Report to the Audit and Finance Committee
April 9, 2015
Presentation Agenda Item No. 3-b

RECOMMENDATION FOR APPROVAL OF THE PRIORITIES FOR FY2017 CAPITAL PROJECTS

West Virginia Higher Education Policy Commission (HEPC) Series 12 requires each higher education institution to file its capital funding priorities with the Commission each year.

The purpose of the annual capital projects list is to identify to the Commission the capital projects which the University would wish to pursue during the next two years, if funding were available. The Commission may receive direct appropriations from the Legislature to fund capital priorities, or the Commission may receive authorization to issue additional capital bonds. In either event, the University's list will be integrated by the Commission with lists from all other institutions and the Commission will establish its statewide priorities for funding projects.

The following list of capital priorities reflects the projects, which would allow the University to begin to implement the objectives of the Facilities Master Plan and the University's strategic objectives.

The following resolution is recommended for adoption by the Board:

> **RESOLVED**, That the Shepherd University Board of Governors approves the FY2017 Capital Funding Priorities as presented in the agenda book, and authorizes the President to submit the Capital Funding Priorities on its behalf to the West Virginia Higher Education Policy Commission.

Shepherd University	
FY2017 Capital Funding Priorities	
Capital Project	**Budgeted**
A. Life, Health Safety	**$975,000**
1. Ikenberry Hall Fire Alarm System Upgrade	**30,000**
2. Security Cameras	**250,000**
3. Butcher Center Elevator	**175,000**
4. Interior and Exterior Door Locks (upgrade of antiquated lock system)	**250,000**
5. Pedestrian Access - Sidewalks	**120,000**
6. Vehicular Access to Student Center from EOB Parking Lot	**150,000**
B. Deferred Maintenance	**$2,340,000**
1. Roofing Replacements	**750,000**
Knutti Hall	150,000
McMurran Hall	250,000
Student Center	350,000
2. Exterior Building Envelop - Masonry Repairs	**40,000**
Knutti Hall	40,000
3. Pedestrian and Vehicle Circulation	**250,000**
Repaving streets and parking lots	250,000
4. Equipment Screen for Frank Center Roof	**200,000**
5. Butcher Center	**1,100,000**
Replace existing rooftop units; install A/C on non-equipped original units	1,100,000
C. Instructional Building Improvements	**$18,100,000**
1. Frank Center Renovation and Addition	**16,000,000**
Renovation of performance space and addition to the Frank Center to expand instructional space	
2. Snyder Annex Renovation	**500,000**
Renovation of free-standing historic building for public history programs	
3. Weight Room Building At Soccer Complex	**1,600,000**
Replaces Butcher Center weight room project	1,600,000
D. Other Facilities Construction and Improvements	**$50,693,600**
1. King Street Pedestrianization	**2,450,000**
Conversion of King Street to pedestrian walkway and upgrading of existing water lines	
2. Campus Entrances and Border definitions	**500,000**
Construction of stone columns, walls and landscaping features to define university borders	
3. New Maintenance Facility	**6,359,600**
Facilities Building, 20,160 square feet	4,533,600
Motor Pool Facility, 2,569 square feet	512,000
Storage Bins, 2,400 square feet	264,000
Demolition of existing trailers and restoration of existing site	525,000
Renovation of existing maintenance building for alternative use	525,000
4. Demolition of Sara Cree Hall and Site Restoration	**1,000,000**
5. Parking Structure	**10,000,000**
500 space parking structure	
6. New Student Center/Dining Facility	**30,184,000**
New student center, dining operations, conference rooms, bookstore and administrative offices, 109,000 square feet	
7. Field Houses and Restrooms for Softball and Baseball Fields	**200,000**
E. Technology Upgrades	**$375,000**
1. Telephony Upgrade	**375,000**
Architecture change to VoIP (Voice over Internet Protocol)	
TOTAL	**$72,483,600**

Shepherd University Board of Governors
Report to the Audit and Finance Committee
April 9, 2015
Presentation Agenda Item No. 3-c

RECOMMENDATION FOR APPROVAL OF AMENDMENT OF BOARD OF GOVERNORS POLICY 7, ASSESSMENT, PAYMENT AND REFUND OF FEES

Two modifications to Policy 7, relating to the payment and refund of tuition and fees, are proposed in this agenda item. The first would update the schedule and percentages of fees refunded, to comply with changes required by rules updates made by the Higher Education Policy Commission. The second amendment would modify language relating to installment payments by students. This is in an effort to minimize the number of students dropped for non-payment. Currently, the University offers a 60/40 payment option with 60 percent of the balance due prior to the start of the semester and the remaining 40 percent due approximately six weeks after classes begin.

A tuition payment option, administered by an outside vendor, is also available and permits students to make five payments per semester. A fee is charged to participate in this option and it is not widely utilized by students.

The updates to the policy are shown with strike-through and underline formatting, in Section 4 and Section 7. The proposed revised installment plan policy would delegate authority to the President and/or designee to establish and modify the institutional installment plan policy, within specific parameters. The applicable policy for an academic term would be published on or before the first day of advance registration, must require at least 25 percent payment prior to the first day of classes, and would require full payment prior to end of the term.

As of the date of preparation of the Agenda Book, no comments about the Policy 7 amendment have been received. If any comments are received prior to the meeting on April 9, they will be summarized at the board meeting by staff.

The following resolution is recommended for adoption by the Board:

> **RESOLVED**, That the Shepherd University Board of Governors approves the Amendment of Policy 7, Assessment, Payment and Refund of Fees as presented in the agenda materials of April 9, 2015.

SHEPHERD UNIVERSITY
BOARD OF GOVERNORS
POLICY 7

TITLE: ASSESSMENT, PAYMENT, and REFUND OF FEES

SECTION 1. GENERAL

1.1 Scope - This policy governs the assessment, payment and refund of fees.
1.2 Authority - West Virginia Code § 18B-1-6, 18B-10-8, 18B-10-1
1.3 Effective Date - ~~March 21, 2006~~April 9, 2015, Amending the ~~January 10, 2002~~March 21, 2006 Version of the Policy.

SECTION 2. GENERAL RULES

2.1 No financial credit of any type shall be extended to any individual, either student or other, except as authorized herein. The institution shall operate on a strictly cash basis with all payments and obligations being collected prior to the start of classes except as provided in this rule. Fees include all required enrollment fees and other course related fees.

2.2 Exceptions may be granted where a bona fide third-party agency has provided authorization in writing that payment will be made for the student.

2.3 Exceptions may be granted for late financial aid disbursements for situations at no fault of the student.

SECTION 3. FEE CHARGES

3.1 Undergraduate students enrolled for twelve or more credit hours and graduate students enrolled for nine or more hours pay the maximum charges in each basic fee category.

3.2 Undergraduate students taking fewer than twelve credit hours in a regular term shall have their fees reduced pro rata based upon one-twelfth of the full-time rate per credit hour, and graduate students taking fewer than nine credit hours in a regular term shall have their fees reduced pro rata based upon one-ninth of the full-time rate per credit hour.

3.3 Fees for students enrolled in summer terms or other nontraditional time periods shall be prorated based upon the number of credit hours for which the student enrolls in accordance with the provisions of Section 3.2 of this rule.

3.4 Students enrolled in undergraduate courses offered at off-campus locations shall pay an off-campus instruction fee, which shall be used solely for the support of off-campus courses offered by the institution, and shall not pay the athletic fee and the student activity fee. The student union fee for off-campus students may

be waived as determined appropriate by the President. Off-campus location is defined as any location other than the main campus.

3.5 Whenever a bonding obligation exists as to the Student Center or any other facility, the applicable fee(s) should be prorated based on the requirements of the bond covenant.

3.6 The institution shall collect certain additional special fees, as may be approved from time to time by the Board of Governors, for designated purposes separate from and above those identified in the regular fee schedule.

3.7 All regular and special fees charged by the University shall be identified separately and published so as to be readily available to all students.

3.8 All fees charged to students, both regular and special, must have approval by the Board of Governors prior to assessment and collection.

3.9 Fees shall be established and charged for all noncredit community service courses in an amount to insure that the offering is self-supporting, including an indirect cost assessment when appropriate.

SECTION 4. REFUND OF REGULAR FEES

4.1 During the Add / Drop period, the refund amount is 100%.

4.2 Students who initiate a complete withdrawal from the university may receive a reduction of tuition and fees in accordance with the schedules outlined below. Reductions are determined from the first day of the school term; the official withdrawal date is certified by the Registrar's Office.

During the first 10% of the term 90% reduction
From 11% to 25% of the term 75% reduction
From 26% to 50% of the term 50% reduction
After 50% of the term No reduction will occur

Should the percentage calculation identify a partial day, the entire day will be considered in the higher refund period.

~~Continuing Students. Except for first-time enrollees, as specified in Section 4.2 of this rule, students who officially withdraw during a semester in the academic year shall receive a refund of regular fees in accordance with the following schedule.~~

~~4.1.1 Academic Year (Semester)~~

~~During the first and second weeks – 90% refund~~
~~During the third and fourth weeks – 70% refund~~
~~During the fifth and sixth weeks – 50% refund~~
~~Beginning with the seventh week – No refund~~

~~4.1.2 Summer Terms and Nontraditional Periods~~

~~Refunds for summer sessions and nontraditional periods shall be established based upon the refund rate for the academic year and calculated using the following schedule.~~

~~During the first 13% of the term - 90% refund~~
~~From 14% to 25% of the term - 70% refund~~
~~From 26% to 38% of the term - 50% refund~~
~~After 38% of term is completed - No refund~~

~~Should the percentage calculation identify a partial day, the entire day should be included in the higher refund period.~~

~~4.2 First time enrollees. Students who officially withdraw before or during their first period of enrollment at Shepherd University shall have their refund calculated as follows, in accordance with the provisions contained in the 1992 amendments to the federal Higher Education Act.~~

~~4.2.1 Academic Year (Semester)~~

~~During the first and second weeks - 90% refund~~
~~During the third week - 80% refund~~
~~During the fourth and fifth weeks - 70% refund~~
~~During the sixth week - 60% refund~~
~~During the seventh and eighth weeks - 50% refund~~
~~During the ninth week - 40% refund~~
~~Beginning the tenth week - No refund~~

~~4.2.2 Summer Terms and Nontraditional Periods~~

~~Refunds for summer sessions and nontraditional periods shall be established based upon the refund rate for the academic year and calculated using the following schedule.~~

~~During the first 14% of the terms - 90% refund~~
~~From 15% to 20% of the term - 80% refund~~
~~From 21% to 30% of the term - 70% refund~~
~~From 31% to 40% of the term - 60% refund~~
~~From 41% to 50% of the term - 50% refund~~
~~From 51% to 60% of the term - 40% refund~~
~~After 60% of the term - No refund~~

4.3 Refunded fees must be returned in accordance with the requirements of the federal Higher Education Act whenever Title IV funds are involved.

4.4 A withdrawal fee may be charged by the institution not to exceed five percent (5%) of the total student fees charged for the term or one hundred dollars ($100.00), whichever is less.

SECTION 5. REFUND OF ROOM AND BOARD

5.1 Room: Refund generally not applicable. Any discretionary refund shall be based on the housing contract signed by the student.

5.2 Board: Refund shall be prorated based upon the date of official withdrawal. All refunds are calculated from the first day of classes.

SECTION 6. REGISTRATION PERIOD - LATE FEE

6.1 A formal registration period shall be established at the beginning of each semester or term at which time fees are due and payable in accordance with the provisions of this policy. In addition, a late registration period may be established. A late fee as established by the Board of Governors shall be imposed on all late registrants. The President or a designee shall have the authority to waive the fee in cases where evidence indicates the delay occurred through a fault of the institution.

6.2 An exception to the registration time period may be granted to an individual under rare circumstances and then only when there is evidence that the student has a reasonable opportunity to complete successfully all course work. The President or a designee must approve the exception with the evidence documented and held on file supporting the decision.

6.3 The first two class meetings shall be considered the regular registration period for nontraditional students registering for evening, Saturday, off-campus, extension and other special classes. In addition, a late registration period may be established which shall not exceed the third and fourth class meetings. A late fee as set by the Board of Governors shall be imposed on all late registrants.

SECTION 7. INSTALLMENT PAYMENT PLANS

7.1 Student fee deferred payment plans will be offered for ~~fall and spring~~each academic term~~s~~.

7.2 By not later than the first day of advance registration for each academic term, the President or a designee will publish the applicable deferred payment schedule for the academic term, consistent with this Policy.

~~7.2 All available financial aid for the term must be credited to the student's account prior to determining the amount available for deferral.~~

7.~~4~~3 ~~After all financial aid is applied to the student's account, sixty percent (60%)~~The deferral plan shall require an amount, set by the President or designee but not less than Twenty-Five Per Cent (25%) of the balance of student fees, ~~must~~ to be paid prior to the start of classes.

7.~~5~~4 The ~~remaining~~ final balance, including applicable interest, must be paid prior to the ~~end of the sixth week of classes~~final day of examinations of the respective academic term.

7.~~6~~5 Interest on the deferred amount may be charged at a rate ~~of~~ not to exceed 10%.

~~7.6 Room and board and other non-course related charges may be divided into installments.~~

SECTION 8. USE OF CREDIT CARDS

8.1 The use of credit cards for payment of student fees is authorized under the statewide contract initiated by the State Board of Investments or under any alternate program approved by the Board of Governors.

8.2 To the extent allowed by law or policy of the credit card company, the institution shall impose a surcharge on credit card payments equal to any amount that may be imposed by the credit card company as a vendor discount or service fee.

SECTION 9. ENROLLMENT IN EXCESS COURSE LOAD

9.1 Special permission shall be required for any student to register for more than nineteen (19) credit hours in one semester, but credits in Applied Music shall not count toward this limit.

SECTION 10. DEFERRAL OF FEES DURING A LEGAL WORK STOPPAGE

10.1 Any student adversely, financially affected by a legal work stoppage may be allowed, on a case-by-case basis, an additional six months to pay the fees for any academic term, in accordance with procedures established by the President.

Shepherd University Board of Governors
Report to the Enrollment Management and Advancement Committee
April 9, 2015
Presentation Agenda Item No. 4-a

RECOMMENDATION FOR APROVAL OF THE RENAMING OF THE ADVANCEMENT DIVISION

As the University progresses through our leadership transitions, we have identified a prospective adjustment in the name of the Office of Advancement to enhance understanding of those on and off campus as to the administrative structures of the University.

The proposal is to merely change the name of the office to University Advancement. This helps establish an enhanced recognition of the alignment of the Office of University Communications with its supervising executive office. The adjustment in the name of the office is also felt to be a timely transition which will help remind older alumni and community members of Shepherd's name change to university status a decade ago.

The following resolution is recommended for adoption by the Board:

> **RESOLVED**, That the Shepherd University Board of Governors approves the renaming of the Advancement Office to University Advancement, effective immediately.

Shepherd University Board of Governors
Report to the Academic Affairs and Student Affairs Committee
April 9, 2015
Presentation Agenda Item No. 5-a

RECOMMENDATION FOR APPROVAL OF 2014-2015 ACADEMIC PROGRAM REVIEWS

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

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

The Shepherd University Program Review Committee (SUPRC) completed extensive reviews of Computer Information Sciences, Mass Communications, Mathematics and Engineering, Psychology, Regents Bachelor of Arts, Master of Business Administration consistent with past requirements. Each review process included an external reviewer. Each of these programs has demonstrated its continuing value to the University.

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

The following resolution is recommended for adoption by the Board:

> **RESOLVED**, That the Shepherd University Board of Governors approves the program reviews of Computer Information Sciences, Mass Communications, Mathematics and Engineering, Psychology, Regents Bachelor of Arts, Master of Business Administration, and the Board adopts the institutional recommendations that each program be continued at the current level of activity. The Board authorizes the President to submit these reviews on its behalf to the West Virginia Higher Education Policy Commission.

MARCH | 2015

Shepherd University, 2014-2015 Undergraduate and Graduate Program Review Summaries

Table of Contents:

Shepherd University Undergraduate and Graduate Program Review Summaries, 2014-2015

Executive Summary 3

Computer and Information Sciences (CIS) 10

Communications 17

Mathematics 23

Psychology 31

Regents Bachelor of Arts (R.B.A.) 38

Master of Business Administration (M.B.A.) 44

Undergraduate Committee Form (Rubric) 52

Graduate Committee Form (Rubric) 57

SHEPHERD UNIVERSITY
2014-2015 UNDERGRADUATE AND GRADUATE PROGRAM REVIEWS
EXECUTIVE SUMMARY

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

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

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

The graduate program review committee includes Dr. Julia Sandy-Bailey, Assistant Professor, Department of History, School of Arts and Humanities; Dr. Heidi Dobish, Associate Professor, Department of Psychology, School of Business and Social Sciences; Ms. Karen Rice, Director of Continuing Education; and Dr. Georgiann Toole, Assistant Professor, Department of Education, Schools of Education and Professional Studies.

Additional assistance is provided by the following: Ms. Sara Maene, Director of Institutional Research [data sets], Dr. Laura Renninger, Dean of the Center for Teaching, Learning, and Instructional Resources [assessment], and Ms. Valerie Owens, Executive Director of University Communications, provided proofreading of reports and other documents.

Process

Utilizing a rubric and a specified timeline for the Program Review process, the evaluation process consists of two parts: (1) an internal review committee consisting of faculty members from the academic schools and the Associate Vice President for Academic Affairs who serves as the coordinator (chair), and (2) external reviewers. External reviewers with specific expertise and experience in each of the academic programs completed a thorough review, which included a campus visit. In the case of accredited programs, the review is conducted by a team of reviewers selected by the programmatic accrediting body. In addition to the findings of the accrediting organization, these accredited programs provide the committee with a brief update on the status of the program in relation to enrollment, graduation rate, curricular reform or other information seen as relevant to the performance of the program.

Computer Information Sciences (CIS): The CIS program is one major within the Department of Computer Science, Mathematics, and Engineering (CME). The Department is housed in the School of Natural Sciences and Mathematics. This Bachelor of Science degree currently offers four concentrations: Computer Science, Computer Graphics and Games, Network and Security, and Computer Programming Information Systems. The Department also offers a Computer and Information Sciences minor. Enrollments remained strong for the 2009-2014 review period, with the average number of majors at 107. While the program does not offer courses in the core curriculum, is does offer CIS 102, a course taken by many students outside the program.

Faculty members within the Department have published in peer-reviewed journals, presented at conferences, and participated in research. Additionally, faculty provide excellent guidance for their students and are committed to undergraduate teaching and research with students. Information on graduates is stronger than most programs, and a large percentage of courses are taught by full-time faculty. The Department is encouraged to update its mission statement and to closely track majors and number of majors in each concentration. The program has strong ties to the P-12 system through its outreach efforts, and opportunities exist to bring the strongest student to the Shepherd campus for special events. The Department is continuing with some curricular revision and has made great strides in its assessment of student learning since the last review. The overall recommendation is for continuation without qualification at the current level of activity.

Communication: The Mass Communication program is housed in the School of Arts and Humanities and is comprised of a technically and conceptually diverse team of dedicated teaching faculty. The Department of Mass Communications exemplifies the goals of a liberal arts education, “helping students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem

solving skills, and a demonstrated ability to apply knowledge and skills in real world settings." Seamless integration of theory with hands-on technical skills readies students to meet the challenges posed in a media rich society. The Department continues to offer support classes for the Core Curriculum as well as courses that assist other departments meet the needs of their graduates. Ample opportunities are provided for students to learn beyond the classroom and to participate in community outreach endeavors. The Department of Mass Communications has a robust assessment plan for both their majors and their core classes and Dr. Renninger commented that the Department's assessment plan is exemplary in its use of rubric measures and benchmarks.

The faculty is diverse and academically qualified and the inclusion of newer members in the past seven years has enriched the program offerings. The Department has extensively revised its curriculum and the current curriculum accentuates the role of web and social communications, with ample opportunities for student to learn beyond the classroom. Future successes are dependent upon campuswide implementation of some technologies and the ability to increase efforts to obtain external funding through grants and other opportunities. This strong undergraduate major builds a strong foundation for a future graduate degree in media studies. The overall recommendation is for continuation without qualification at the current level of activity.

Mathematics: The Mathematics and Engineering program is housed within the School of Natural Sciences and Mathematics and offers a Bachelor of Science with three concentrations. In addition to a minor, the program also offers a 2+2 program in cooperation with West Virginia University, leading to an Engineering degree. Enrollment and graduation rates remained steady over 2009-2014. The program offers a number (eight) of core curriculum courses, as well as a large number of service courses for numerous majors. During the review period, the program lost a faculty line due to resignation and was not able to replace this line due to budget constraints. This is noted in the area of concerns. The program has made good progress in its assessment efforts and has excellent outreach to the P-12 system in cooperation with other programs within the CME Department.

The faculty have a very strong record of professional development activities, particularly in grants. As the program moves forward some opportunities exist to develop a planning document, which may include an examination of core curriculum offerings, the development of online or alternative delivery classes, and developing pathways to graduate education. The overall recommendation is for continuation at the current level of activity, with minor concerns.

Psychology: Housed in the School of Business and Social Sciences, the psychology major has proven to be a vital program with an average of 175 majors during 2009-2014. During that same period, the Department has increased from four to six full-time members. The psychology faculty have been very active in professional development activities such as publications, presentations, and student research and are heavily represented on university committees. The program offers courses in the core curriculum, as well as a number of service courses to other large majors, such as nursing education.

The external reviewer noted, "The psychology curriculum is creative and innovative." The program has a strong assessment plan and excellent planning documents. As the program moves forward the need for dedicated research/laboratory space may be a deterrent to future growth. The overall recommendation is for continuation without qualification at the current level of activity.

Regents Bachelor of Arts (R.B.A.): The R.B.A. program at Shepherd University and nine other state institutions provides the adult learner a special opportunity to complete baccalaureate degree studies. The target population for this versatile program is the large number of adults who have discontinued their college careers for job and family responsibilities. It is a flexible, yet structured program that provides incentive for the mature student to return to college studies. It is intentionally flexible regarding academic discipline emphasis and does not recognize majors or minors. New emphasis areas were recently added in Business and in Social Issues, allowing for areas of concentration that can be pathways for adult learners to graduate school.

Enrollments continued to be strong during 2009-2014, and 536 students were awarded degrees, which is an increase of nearly 12 percent over the previous review period. Additionally, the university made capital investments in relation to adult learners with the opening of the Martinsburg Center. The Martinsburg Center offers instructional models that vary from those at the main campus, notably in the form of online and compressed format instructional delivery models.

As the program continues to expand and operate in two locations, opportunities exist for students in both locations to have the same access to classes, particularly online and compressed format courses. Additionally, both programs have obtained grants in recent years and the directors at both locations continue to meet regularly to ensure a smooth transition for students into the program. The overall recommendation is for continuation without qualification at the current level of activity.

Master of Business Administration (M.B.A.): Shepherd's M.B.A. program provides students in the Eastern Panhandle of West Virginia and surrounding areas with a comprehensive education that will enable them to identify careers or enhance their current careers and explore opportunities for career change or career re-entry. Of note is the increase in applicants and admissions from a variety of international locations. Students earning the M.B.A. may be able to seek promotions or pursue further academic credentials in either a Ph.D. program in business or a D.B.A.

Continued strong enrollment (approximately 120 students per semester) makes this a viable and valuable program that serves the needs of the Eastern Panhandle of West Virginia, as well as the adjacent areas of Maryland, Pennsylvania, and Virginia. Some major accomplishments of the last five years include accreditation by IACBE, development of a more formalized outcomes assessment plan, development of advisory boards, curricular revision, and the implementation of new instructional delivery models like hybrid, online, and/or compressed-format classes.

The facilities at the Martinsburg Center and its staff are great assets to the program, as is the expertise of its full-time and affiliate graduate faculty. As the program continues to expand, opportunities exist for development of new cohort models for international students, additional concentrations, and accelerated pathways for current Shepherd students to move into graduate programs like the M.B.A. The overall recommendation is for continuation at the current level of activity, with minor concerns.

Conclusions

The CIS and Mathematics programs are part of the Department of CME, housed in the School of Natural Sciences and Mathematics. The Communications program is part of the Department of Mass Communications, housed in the School of Arts and Humanities. The Department of Psychology is housed is the School of Business and Social Sciences. The R.B.A. programs falls under the jurisdiction of Academic Affairs, headed by that unit's vice president. The M.B.A graduate program is housed in the Division of Graduate Studies, with tenured faculty being housed in the Department of Business Administration/FACS and the School of Business and Social Sciences.

All programs reviewed contribute to the fulfillment of Shepherd University's mission, core values, mission, and Strategic Plan, as well as those of the school, division, and unit. The programs are supportive of liberal arts and professional education, and their mission statements reflect the nature and scope of the programs. Through the use of national standards and clearly articulated outcomes, programs will continue to enhance their curriculum based on data in support of their mission, goals, and/or objectives in the upcoming review

period. Additionally, the M.B.A. program makes a noteworthy contribution to the graduate culture of the institution to the community through the use of several advisory councils.

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

External reviewers made a number of suggestions regarding curricular revisions, assessment of outcomes, opportunities for experiences outside the classroom, and resources (both human and fiscal) needed for sustaining and growing academic programs. All these suggestions will enhance current offerings, increase flexibility and student engagement, and hopefully lead to more success in graduate school and career development.

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

Most programs have a mission statement that is well aligned with those of the academic school or the institution as a whole. Most programs also have a strategic plan or planning document that weaves programmatic goals into the unit or school strategic plan. Those that do not are encouraged in the overall recommendations to begin the development of such a document.

The Departments/programs have mixed results in tracking graduates for placement in careers or graduate school. Systematic tracking of graduates at the university level is still problematic and does not provide meaningful or scientific data for tracking graduates. While each program provided partial information of their graduates on an informal basis, all programs need additional assistance in tracking graduate and employer satisfaction. This information is crucial to the institution as it meets targets set by the WVHEPC in targets defined in the new compact process, and for the new standard pathways accreditation process with the Higher Learning Commission (HLC).

The program summaries of the Shepherd University Program Review Committee are a part of the agenda book beginning on Discussion Agenda Item page XXX. The program reviews are created in accordance with the guidelines of the WVHEPC and are forwarded to the WVHEPC in May of each academic year.

MARCH | 2015

Shepherd University
Computer Information Sciences (CIS)
Program Review Summary 2009-2014

Shepherd University
Program Review Summary
Computer and Information Sciences (CIS)
Department of Computer Science, Mathematics, and Engineering
School of Natural Sciences and Mathematics (SNSM)

Major: B.S. with concentrations in Computer Science, Computer Graphics and Games, Network and Security, and Computer Programming Information Systems.

Minor: Computer and Information Sciences

External Evaluator:

Dr. Iyad A. Ajwa, Professor of Computer Science
Ashland University

OVERVIEW

The Computer and Information Science program is one major within the Department of Computer Science, Mathematics, and Engineering. The Department is housed in the School of Natural Sciences and Mathematics. This Bachelor of Science degree currently offers four concentrations: Computer Science, Computer Graphics and Games, Network and Security, and Computer Programming Information Systems. The Department also offers a Computer and Information Sciences minor.

The average number of majors during the review period was 107.2, ranging from 96-118.
The average number of minors during the review period was 8.8, ranging from 7-12.
The average number of graduates during the review period was 18.2, ranging from 13 -27.

Service to Core Curriculum: No CIS courses are currently part of the core curriculum; however, CIS 102 is a requirement for Accounting and Business students.

Service to Other Departments: "CIS 102 [Microcomputer Applications – 3 credits] is a requirement of many non-CIS degree-seeking students."

Faculty: The program has three full-time Associate Professors and one visiting Assistant Professor. The faculty hold terminal degrees and provided the necessary backgrounds for majors. Faculty members within the department have published in peer-reviewed journals, presented at conferences, and participated in research.

I. Program Purpose and Overview

Mission:

- To enhance the education of students by instilling in them the love and excitement of the mathematical, computer, and engineering sciences and their applications.
- To prepare students for employment and productive careers.
- To promote lifelong learning and provide students with the expertise and knowledge to continue their education at the graduate level.

The program mission is well aligned with those of the academic school (SNSM) and the institution.

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

Curriculum:

Dr. Ajwa, external reviewer, stated, "Continuously evolving disciplines, such as computer science, require departments to consistently follow changes in the field and integrate these changes into their curriculum. It was evident to the reviewer that the curriculum of the CIS program at Shepherd University has gone through several revisions and updates during the past five years. It was also evident that the program is an active participant in the university's efforts on assessing student learning outcomes."

It was obvious to the reviewer that the program has become a comprehensive program that prepares its graduates to apply their knowledge professionally or pursue graduate training. The reviewer strongly believes that the existing four concentrations make the CIS program at Shepherd University unique and distinct. Dr. Ajwa noticed that the department continues to develop programs to meet the needs of both the students and the highly competitive market.

The Program Review Committee is aware that the CIS program is streamlining concentrations in the major to focus its resources and better meet student needs.

Department Actions Regarding Recommendations from Previous Review: The self-study provided a chart detailing how it addressed concerns from the previous review. As a whole, the Department has been responsive to those concerns and recommendations.

Assessment of Students' Learning:

Evidence of ongoing assessment was presented in the self-study document. The Committee believes that assessment conducted by the Department is appropriate and is in support of the student learning outcomes. The Department has met assessment goals set in 2012-2013 cycle.

Statement from Dr. Renninger:
Over the past year, the program has made significant strides in creating a robust assessment plan for their majors. Using a mix of measures, the program is assessing all different course levels with well-designed rubrics. All supporting documentation for the assessment of majors has been submitted. The core curriculum committee requires that two competencies be assessed by each department with a core course. Two measures are required per competency. The mathematics program is assessing quantitative literacy and critical thinking. Two solid measures are in place for the first competency; however, at this time no measures for critical thinking have been submitted. I can support the suggestion from the external reviewer in regard to assessing problem solving with calculus. Critical thinking could easily be assessed in the statistics course as well.

III. Students: Recruitment, Enrollment, Retention, and Graduation
Admission Standards: The entrance standards for CIS majors do not exceed the general entrance requirements of the University. High school graduates must have a minimum GPA of 2.0 and either a minimum ACT score of 19 or a minimum SAT score of 910. There are no additional requirements for CIS majors.

Enrollment, Retention, and Graduation: The number of CIS majors have ranged from 96-118 with mean of 107.2 during the self-study period. CIS minors have a mean of 8.8 students during the self-study period.

CIS Major Numbers

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
108	118	111	103	96

CIS Minor Numbers

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
9	8	8	12	7

The CIS self-study does not provide an explanation to decrease in numbers of majors and enrollment in courses; however, this may be partially tied to an overall decrease in university enrollment. The Department should develop ways to track the reasons that students change majors or transfer to other universities.

Recruitment: The program self-study notes that faculty members participate in university-sponsored open houses, summer registration, and advising. Faculty host visits by local high school classes and reach out to community colleges to recruit transfer students. The faculty worked with University officials to establish articulation agreements with community colleges, such as Montgomery College. Faculty members systematically nominate students for scholarships and engage students in research grants to help recruit and retain majors

Graduation Rate: The average number of mathematics graduates is 18.2, ranging from 13-27 per academic year.

Graduation Rates

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
13	27	19	14	19

Demand for Graduates: The self-study notes that recent graduates have secured employment in the field. "Based on our unofficial survey record, based on the last five years, of over 15 graduates, all but one graduate found…full-time jobs with three months of graduation." The faculty continue to develop relationships with local businesses including the Coast Guard for internships and possible job opportunities.

The lack of centralized tracking of graduating students by Shepherd University impedes a meaningful understanding of graduate employment and/or pursuit of graduate degrees.

IV. Resource Availability and Development

The external reviewer observed: "The CME Department seems to have adequate facilities including offices, classrooms, and computing laboratories. It was evident to the reviewer that computer equipment (hardware and software) available for teaching and for students' use was adequate. Moreover, based on the program review document, the University is providing good financial resources for regular maintenance and replacement of computing equipment." Library resources were also viewed as strong.

The external reviewer also stated "it is essential that as the CIS program evolves to meet new institutional requirements, such as increasing research productivity, that this aspect not be lost as its loss would likely diminish Shepherd's ability to attract new students."

He noted as strengths dedicated faculty committed to research with students. He also noted as an opportunity to encourage faculty to develop professional activities that stem out of their classroom teaching.

V. Conclusion

Following are the strengths, concerns, and recommendations based on the Self-Study Report; comments from the external reviewer, Dr. Ajwa; comments on assessment from the Dean of Teaching and Learning, Dr. Laura Renninger; and from the Shepherd University Program Review Committee.

Recommendation:

Continuation without qualification at current level of activity.

STRENGTHS:

- Faculty provide excellent guidance for their students and are committed to undergraduate teaching and research with students.
- Variety of computer labs, number and variety of computer software and hardware.
- Anecdotal information on graduate employment and pursuit of graduate education is good.
- A large percentage of courses are taught by full-time faculty.

CONCERNS (minor):

- Department may be offering too many CS courses, which may contribute to faculty overload and low course enrollment.
- Update mission statement to align with academic school and university mission statements more clearly.
- Track the total number of majors, along with retention and graduation rates.

Recommendations: The following is a summary of the Committee's recommendations.

- Develop a plan that will provide a direction for assessment of majors, concentrations, and evolving needs of students.
- Consider a reduction of concentrations and subsequently courses offered (note: in progress).

- Explore the possibility of more online or alternative delivery classes (hybrid, compressed format, etc.).
- Further strengthen already strong ties with the P-12 system to recruit the strongest students for our programs. This can also be accomplished with offerings that bring those students to our campus, as well as our faculty working with teachers in the public schools.
- Explore additional opportunities for student and faculty engagement outside the classroom. This could increase Shepherd exposure and result in financially successful students in the years ahead.

MARCH | 2015

Shepherd University
Communications
Program Review Summary 2009-2014

Shepherd University
Program Review
MASS COMMUNICATIONS
School of Arts and Humanities
Shepherd University

Major: B.S. Bachelor of Science (45 hrs. in subject area)
Communication and New Media
Four Concentrations: Digital Filmmaking, New Media, Media Studies, and Strategic Communication

B.A. Bachelor of Arts (39 hrs. in subject)
Communication and New Media
Four Concentrations: Digital Filmmaking, New Media, Media Studies, And Strategic Communication

External Reviewer:
Dr. Frank Tomasulo, Professor
Film Studies
City College of New York

OVERVIEW
The Mass Communication program, under the leadership of the Vice President for Academic Affairs Christopher Ames and the Dean of the School of Arts and Humanities Dow Benedict is comprised of a technically and conceptually diverse team of dedicated teaching faculty. The Department of Mass Communications exemplifies the goals of a liberal arts education, "helping students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem solving skills, and a demonstrated ability to apply knowledge and skills in real world settings." Seamless integration of theory with hands-on technical skills readies students to meet the challenges posed in a media rich society.

I. Program Purpose and Overview
Mission
The Department of Mass Communications has a clearly articulated mission statement that supports and bolsters the campus goals and objectives.

The Department continues to offer support classes for the Core Curriculum as well as courses that assist other departments meet the needs of their graduates including COMM 202 Speech, COMM 400 Media Law, COMM 406 Advertising and Imagery.

The department should continue to explore online offerings as a method of reaching a wider student audience.

The department was responsive to the previous Program Review and will continue to evaluate course offerings to best serve the Department and the campus community. Ample opportunities are provided for students to learn beyond the classroom and to participate in community outreach endeavors.

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

In its self-study document, the Department provided a great deal of evidence as to the types of assessment tools it uses, the expected student outcomes, benchmarks, and how evidence collected is used to inform the decision-making process.

Statement from Dr. Renninger: The Department of Mass Communications has a robust assessment plan for both their majors and their core classes. Their 2014-2015 plan is exemplary in its use of rubrics (both internally designed and standardized from the AACU), measures, and benchmarks. Their core plan assesses the competencies of written communication, critical thinking, and creative thinking. In areas where benchmarks have fallen short, clear improvement plans are delineated.

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

The Department follows the Shepherd University guidelines for admission and retention and has strict guidelines in place for students as they advance forward in the curriculum. A series of tests and evaluations of readiness at each stage of student development guarantees that students in the program advance toward the next level only after demonstrating the appropriate skills and readiness.

Five-year enrollment trends show the Department and its programs continue to attract students and, with the addition of Digital Media and New Media concentrations, interest will continue to thrive.

Graduation rates reflect on average 26 students per year have graduated over the seven-year span of this review. In 2009, 28 students entered the program and in 2013, 25 graduated. This

is an excellent trajectory and speaks highly of the commitment to advising and of a devoted faculty.

Enrollment numbers over the past five years indicate a healthy program. It might be wise for the Department to consider requesting data to indicate the enrollments in the various concentrations as a means of fully understanding which subject areas are the most attractive to students.

Both demand for graduates and alumni records are anecdotal or based on Department of Labor Statistics rather than those specific to the Department. Success of alumni and demonstration of that success is difficult without significant data to support the claims.

IV. Resource Availability and Development

The program has adequate facilities and technological resources to serve its students. The classrooms are equipped with sufficient instructional technology. The library subscribes to sufficient electronic databases to support department programs. There is concern that library holdings are not remaining current with the trends and expectations of an increasingly digital information age.

The Mass Communications program has an infrastructure that supports technology in instruction throughout its curriculum. The program has been able to add an impressive TV studio, with plans to continue to expand and enlarge this technology to include broadcast programming.

Faculty are engaged in scholarly activities that advance the undergraduate program. It might be useful for faculty to also expand the opportunities for their students and facilities through grants and other outside support.

Program faculty continue to engage in professional development activities that enrich their understanding of the field and assist in developing curricular changes and enhancements that will further the educational goals of the Department and students.

V. CONCLUSION

Recommendation:
Continuation without qualification at the current level of activity.

Following are the strengths, concerns, and recommendations based on the Self-Study Report, comments from the external evaluator, statements on assessment from Dr. Renninger, and from the Shepherd University Program Review Committee.

STRENGTHS:

- The faculty is diverse and academically qualified and the inclusion of newer members in the past seven years has enriched the program offerings.
- The faculty, especially the newer members, has a good record of professional development.
- The Department has extensively revised its curriculum and the current curriculum accentuates the role of web and social communications.
- There are numerous opportunities and expectations for students to learn beyond the classroom. Students have the opportunity to get involved with one or more of the following: 950 watt FM radio station for the Regents of WV, television studio and digital video and audio editing studio, strategic communication campaigns.
- The faculty is ambitious and creative. As an example, the faculty has developed a fully functional television, cable, radio, web, and new media laboratory. The Department is poised to operate a cable channel to serve the campus and the outside community.

CONCERNS:

- The future of the program will be dependent upon the success of the campus implementing Adobe Creative Cloud. Technology is essential to the success of the Department and without Adobe Creative Cloud to upgrade and maintain current software, the entire program will be in jeopardy in the very near future.
- It should be noted that campuswide, Shepherd University faculty are expected to teach a 4/4 load while their counterparts at other West Virginia universities teach a 3/3 or 3/4 load. The added course teaching responsibility places an undue burden upon excellent faculty who maintain professional development activities, respond to grant applications or pursue activities to enrich the learning opportunities of students beyond the classroom.
- There is no campus wide effort to accurately measure and document the success of graduates. The responsibility of tracking graduates is left to underfunded, overworked

faculty and as a result there is precious little data to support the successful claims of any department when discussing graduates.

RECOMMENDATIONS:

- Increase efforts to obtain external funding through grants and other opportunities.
- The department may want to explore the implementation of a fee structure on classes that utilize technology as a way of maintaining current and relevant programs and equipment.
- Consider the addition of graduate offerings as a way to expand the program and develop a wider audience. The external reviewer noted the potential for an M.S. degree in New Media Studies.

MARCH | 2015

Shepherd University
Mathematics and Engineering
Program Review Summary 2009-2014

Shepherd University
Program Review Summary
Mathematics and Engineering
School of Natural Sciences and Mathematics

Major: B.S. in Mathematics with three concentrations (Industrial Mathematics, Traditional Mathematics and Mathematics Education)

Minor: Mathematics

Other: 2 + 2 in cooperation with West Virginia University for an Engineering program

External Reviewer:

Dr. James Sellers, Ph.D.
Director of Undergraduate Mathematics and Professor
Penn State University

OVERVIEW

The Mathematics and Engineering program is housed within the School of Natural Sciences and Mathematics. The program offers a Bachelor of Science with one of three concentrations: (1) Industrial mathematics, (2) Traditional mathematics, and (3) Mathematics education. In addition, the program offers a minor in Mathematics and a 2+2 program in cooperation with West Virginia University, leading to an Engineering degree.

The average number of majors during the review period was 32, with a range from 25 to 43 students. The mean number of students minoring in mathematics for the review period was 10, ranging from 8 to 14 students. The average number of mathematics graduates during the review period is four, ranging from 2 to 8 per academic year. The program self-study notes that "on average 12 percent of majors graduate per year."

Service to Core Curriculum: The program offers 8 courses that can be used to fulfill the Shepherd Core Curriculum required three credits in quantitative literacy. These courses include: MATH 101 **(**Fundamentals of Mathematics -3 cr), MATH 105 (College Algebra -3 cr), MATH 108 (Pre-calculus - 4 cr), MATH 154 (Finite Mathematics - 3 cr), MATH 155 (Discrete Structures - 3 cr), MATH 205 (Calculus with Applications - 4 cr), MATH 207 – (Calculus I - 4 cr), and MATH 314 (Statistics - 3 cr).

Service to Other Departments: There is a large enrollment of non-majors in lower-level and several upper-level mathematics courses resulting from requirements in other degree programs such as biology, chemistry, environmental science, and secondary education. Support courses for those programs include:

- MATH 154 (Finite Mathematics - 3 cr) is required for the Accounting, Economics, Mathematics, Teaching Field Grades 5-9, and Business Administration majors.
- MATH 155 (Discrete Structures - 3 cr) is required for the CIS and CIT majors.
- MATH 105 (College Algebra - 3 cr), MATH 108 (Pre-Calculus - 4 cr), and MATH 200 (Geometry and Measurement - 3 cr) are required for the Mathematics Teaching Field Grades 5-9 majors.
- MATH 205 (Calculus with Applications - 4 cr) is required in the Biology, Biology Education, General Science Teaching Field Grades 5-Adult, Mathematics Teaching Field Grades 5-9, Environmental Studies, Economics, CIS and Chemistry Education programs.
- MATH 207 (Calculus I - 4 cr) is required for the CIS, Computer Engineering and Engineering Transfer majors.
- MATH 208 (Calculus II - 4 cr) is required for the Chemistry, Computer Engineering and Engineering Transfer majors.
- MATH 254 (Discrete Mathematics - 3 cr) is required for CIS, Computer Engineering and Mathematics Teaching Field Grades 5-9 majors.
- MATH 314 (Statistics - 3 cr) is required in the CIS, CIT majors, Biology, Biology Education, General Science Teaching Field Grades 5-Adult, Mathematics Teaching Field Grades 5-9, Environmental Studies, Nursing, Social Work, Sociology, Psychology, and Chemistry Education programs.
- MATH 307 (Introduction to Linear Algebra -3 cr), MATH 309 (Calculus III - 4 cr), MATH 310 (Differential Equations - 4 cr), and MATH 321 (Probability and Statistics - 3 cr) are required in the Computer Engineering and Engineering Transfer program.

In addition, the mathematics minor is one of the most popular minors on campus. The faculty spends much of its time teaching service courses for other programs. The self-study notes that more than 70 percent of students in mathematics courses are not mathematics majors.

Faculty: The program has five full-time tenure-track and one full-time lecturer faculty. The faculty members are academically qualified with terminal degrees and very distinct areas of specialization. Faculty members have published in peer-reviewed journals, presented at conferences, and participated in research. In addition, there are six to eight adjunct professors each semester.

I. Program Purpose and Overview

Mission: The mission of the CME Department is to enhance the education of students by instilling in them the love and excitement of the mathematical, computer, and engineering sciences and their applications, to prepare students for employment and productive careers, and to promote lifelong learning and provide students with the expertise and knowledge to continue their education at the graduate level. The mission of the CME Department meshes well with the mission of Shepherd University: "to provide a liberal arts education with a commitment to ensuring excellence in the preparation of students' professional education."

Instead of a clearly articulated mission statement with defined linkages to the university and school mission statement, the program has listed broad objectives. The department's self-study states "Part of our mission is to promote quality undergraduate research in mathematics, computer science, and engineering under the guidance of professors resulting in publications in undergraduate research journals and/or presentations in professional conferences. We believe that meaningful engagement, with ideas and with people, promotes deep learning and nurtures critical thought" (page 13). This statement clearly articulates how students learn and could be included as part of a revised mission statement.

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

Curriculum: The external reviewer, Dr. Sellers, noted "the Department's focus is clearly 'applied,' leaning heavily toward engineering and the sciences;" however, not all students are interested in engineering, physics, and related sciences. Dr. Sellers suggests that the Department "consider offering the students an opportunity to prepare themselves for a career in actuarial sciences or financial mathematics given Shepherd's close proximity to Washington, D.C., and the numerous governmental agencies which are interested in hiring students with backgrounds in mathematics and statistics."

Because of the large number of core curriculum mathematics offerings, the external reviewer suggests that the department and university engage in a dialogue to examine the number of course offerings to see if some of the courses can be streamlined or consolidated. Another possibility is to look at other instructional delivery models that incorporate online assignments "to satisfy some course homework or quiz requirements."

The documents submitted for review by the program demonstrated that the Department had taken action regarding recommendations from the previous review.

Assessment of Student Learning:
Dr. Sellers noted that the "mathematics program has made significant strides to implement an assessment plan which satisfies the institution's requirements. However, as of the date of my on-campus visit, that plan was not complete." He noted the two core measures needed to assess critical thinking had not been chosen. The external reviewer recommended that instead of focusing on critical thinking, the program could focus on problem solving, which "could easily be assessed in a pre-calculus or calculus course via two questions on the final exam from such a course."

Statement from Dr. Renninger: Over the past year, the Mathematics program has made significant strides in creating a robust assessment plan for their majors. Using a mix of measures, the program is assessing all different course levels with well-designed rubrics. All supporting documentation for the assessment of majors has been submitted. The core curriculum committee requires that two competencies be assessed by each department with a core course. Two measures are required per competency. The mathematics program is assessing quantitative literacy and critical thinking. Two solid measures are in place for the first competency; however, at this time no measures for critical thinking have been submitted. I can support the suggestion from the external reviewer in regard to assessing problem solving with calculus. Critical thinking could easily be assessed in the statistics course as well.

III. Students: Recruitment, Enrollment, Retention, and Graduation
Admission Standards: The entrance standards for math majors do not exceed the general entrance requirements of the University. High school graduates must have a minimum GPA of 2.0 and either a minimum ACT score of 19 or a minimum SAT score of 910. The program requires all students entering any major in the School of Natural Sciences and Mathematics to take an online placement test.

Enrollment, Retention, and Graduation: The average number of majors during the review period was 32, ranging from 25 to 43. The mean number of students minoring in mathematics for the review period was 10, ranging from 8 to 14 students. The average number of mathematics graduates is 4, ranging from 2 to 8 students per academic year.

Dr. Sellers noted that the "mathematics program attracts a significant number of strong students each year; however, the number of graduates with a mathematics degree is quite small." Reasons provided for the small number of graduates include: some students "migrate to the mathematics education degree" while others complete their first two years at Shepherd and transfer to West Virginia University for their 2+2 program in engineering. Additionally, numerous upper-level math courses are not offered on a routine schedule. This may prevent

students from graduating on time and may cause other students to change to other degree programs. While the course progression is in the catalog, a published course rotation would help students in the advisement process to see a clearer path toward degree completion. It is noted that the Department is already taking steps to address this issue.

Mathematics Majors

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
43	36	25	25	32

Mathematics Minors

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
9	8	14	10	9

Additionally, it would be helpful for the department to track the number of majors per concentration within the program to assist with any programmatic revisions. By tracking the reasons that students change majors or transfer to other universities, the Department can gain valuable insight regarding their program offerings.

Recruitment: The program self-study notes that faculty members participate in diversity-sponsored open houses, summer registration, and advising. Faculty host visits by local high school classes and reach out to community colleges to recruit transfer students. The faculty worked with university officials to establish articulation agreements with community colleges, such as Montgomery College. Mathematics faculty also nominate students for scholarships and engage students in research grants to help recruit and retain majors. Mathematics faculty also sponsor an annual Shepherd Mathematics Contest with winners invited to campus to participate in an awards ceremony. The faculty also participate in the regional Math Field Day and regularly hosts the event on a rotational basis with other local colleges. In addition, mathematics faculty and students visit local schools with the robotics program.

Graduation Rate: The average number of mathematics graduates is 4, ranging from 2-8 per academic year. The program self-study notes that "on average 12 percent of majors graduate per year."

Demand for Graduates: The self-study notes that "mathematics graduates have been successful in finding employment and in gaining acceptance into graduate schools." In addition, "many Shepherd mathematics and/or engineering/computer science students (some of them

are double majors with one major in mathematics and the other in computer science or engineering) find employment at federal agencies including the U.S. Coast Guard, NASA, and Department of Defense. In the private sector, CME graduates have been hired by employers such as Jefferson Security Bank, First Data, and JLG Industries, Inc." Students graduating with a double major in mathematics and another field have been successful in finding job placements and the outlook for these graduates remains strong.

Comparative Advantages of Program: The Shepherd mathematics program is highly competitive for a variety of reasons, including: (1) Shepherd offers the only industrial mathematics concentration in the state or region, (2) all mathematics majors are required to participate in research projects, which is not a requirement for many competing schools; and (3) Shepherd mathematics majors benefit from scholarship and research opportunities from grants such as NSF S-STEM Scholarship Program and WV-INBRE PUI Research Award which might not be available for mathematics majors in other competing schools.

IV. Resource Availability and Development

The program has adequate facilities with faculty offices located in Snyder Hall and Stutzman Sloanaker. The department lost a full-time applied mathematician faculty line in the summer of 2013 and was not allowed to replace the position due to budget constraints. This loss has severely impacted the department's ability to offer some required courses in applied mathematics.

Faculty in the program have an impressive array of scholarship and professional development outcomes. Mathematics faculty members published more than 20 research papers/reports, gave more than 40 presentations at professional conferences, served as a principal investigator or a co-principal investigator in multiple grants and mentored/sponsored more than 25 undergraduate conference presentations since 2009. Most of these scholarly/creative activities directly involve and benefit mathematics majors at Shepherd University."

The faculty are encouraged to attend additional instructional workshops, such as those offered by the Center for Teaching and Learning to assist with their ongoing professional development in the areas related to student learning.

V. Conclusion

Following are the strengths, concerns, and recommendations based on the Self-Study Report; comments from the external reviewer, Dr. Sellers; comments on assessment from the Dean of Teaching and Learning, Dr. Laura Renninger; and from the Shepherd University Program Review Committee.

Recommendation:
Continuation at the current level of activity with minor concerns.

STRENGTHS:

- Highly qualified faculty who have impressive record of grant activity which is used to fund research, undergraduate research, and student scholarships.
- Excellent reputation in and connections with the K-12 system through regional math competitions and the robotics program.
- Recruitment efforts are strong and show an engaged faculty.
- The program offers a wide range of activities for its majors (robotics, mathematics competitions, research).

CONCERNS:

- Low enrollments in some of our upper-division courses in mathematics and low retention rate.
- Lack of mechanical or related engineering degree results in transfers of strong students to other universities.
- Lack of peer tutors for specific courses.
- Limited access to computer labs outside of regular class time.
- Incomplete assessment plan.
- Lack of an obvious connection of mathematics to departmental strategic plan.

RECOMMENDATIONS:

- "Regularize" course schedule to help students plan ahead and graduate on time.
- Consult with graduate studies about the possible use of graduate students as potential tutors or computer lab assistants.
- Explore the possibilities of accelerated pathways to graduate education.
- Develop more online or alternative delivery classes (hybrid, compressed format, etc.) for core curriculum or service courses.
- Examine Core Curriculum offerings.
- Track the number of majors per concentration within the program.
- Examine the reasons that students change majors or transfer to other universities.
- Investigate adding a concentration in actuarial sciences or financial sciences.

MARCH | 2015

Shepherd University
Department of Psychology
Program Review Summary 2009-2014

Shepherd University
Program Review
Department of Psychology
School of Business and Social Sciences

External Reviewer
Dr. Bernard C. Beins, Professor of Psychology
Ithaca College

Majors offered: B.A., Psychology

Minors offered: Minor in Psychology

I. Program Purpose and Overview
The psychology major includes 38 credit hours in the discipline, comprised of 23 hours in required or core courses and 15 hours in electives. All students must select a minor and must meet the Shepherd University Core Curriculum requirements. During the review period, there has been an average of about 175 majors and the level has been fairly constant.

The psychology minor requires 18 credit hours of psychology courses and has averaged 54 students during the review period.

Faculty
The program has 6 full-time faculty members, 4 are tenured associate professors and the other 2 are tenure-track assistant professors. All full-time faculty members hold doctoral degrees, and each has a different area of specialization. The Department has increased from 4 to 6 full-time members since the last review in 2009.

During the review period, the members of the psychology faculty have been very active in professional development activities such as publications, presentations, and student research. The faculty members serve on many university committees.

All adjunct professors hold graduate degrees in their respective fields. Most have taught in the Department for a number of years and teach in areas outside the specialties of the full-time faculty. Adjunct faculty members teach about 30 percent of departmental offerings.

Mission and Values

Psychology Department's Mission Statement

In conjunction with the Shepherd University mission statement, the Department of Psychology facilitates student learning of core psychological knowledge, skills, and values and supports students' career aspirations and academic goals through quality teaching, mentoring, and advising. Through service and research, the Department encourages meaningful faculty and student participation in the community. The Department accepts that psychology is an objective natural science. Documents from the Department state that "we apply the university's core values in the work of the Department and abide by the American Psychological Association's Ethical Principles and Code of Conduct."

Service to the Core Curriculum

The program provides several sections of PSYC 101, Introduction to Psychology, in the social sciences section of the Shepherd University Core Curriculum.

Service to Other Departments:

- PSYC 101 is required for the Nursing major, the Social Work major, and the Social Studies Teaching Field major
- PSYC 250 is required in the Sociology major and fulfills the statistics requirement for Nursing and Social Work majors.
- PSYC 343 is required for the FACS major
- PSYC 305, 309, 320, 321, 325, 326, 340, 341, 342, 381, and 382 are each options that may be used to fulfill requirements in one or more other programs.

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

Curriculum

The psychology major has a curriculum that exposes students to the dominant content areas in psychology and conveys important skills and habits of mind. The curriculum covers a wide variety of topics in psychology and is designed to follow the American Psychological Association's Guidelines for the Undergraduate Psychology Major.

Dr. Beins, the external reviewer made the following observations:
"The psychology curriculum is creative and innovative. The structure of the program is such that students are likely to meet the goals set forth in the guidelines for the undergraduate psychology major that the American Psychological Association has developed."

"In addition, my conclusion about the psychology curriculum is that it is impressive and innovative. Its structure reflects the nature of contemporary psychological science. As such, students have the opportunity to develop not only breadth of knowledge in content areas of psychology but also critical thought about resolving issues by posing questions that have an empirical answer."

Assessment Plans and Reports

From Dr. Renninger: The Department's assessment plan for the B.A. program is very thorough. The Department uses a mix of direct and indirect measures for their outcomes and they routinely benchmark against national means. They utilize a department-designed pre- and post-test for their majors as well as the major field test. Faculty members participate regularly in "assessment retreats" and have well-constructed action plans in cases where targets are not met. Three competencies are being assessed within Psychology for the core curriculum. However, as per the Core Curriculum committee, all departments participating in the core need to use two measures per competency. In the current plan, only one measure per competency has been submitted.

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

Admission Standards:

Psychology majors are subject to Shepherd University's general admission standards. High school graduates must have a minimum GPA of 2.0 and either a minimum ACT score of 19 or a minimum SAT score of 910.

Enrollment

During the review period, the Psychology Department has offered an average of 29.2 sections per semester. Of those, an average of 19.7 (67 percent) were covered by the full-time faculty. In terms of credit hours, the Department has offered an average of 98.4 credit hours per semester. Of those, 68.7 credit hours, or 70 percent, were offered by full-time faculty.

Percentage of Courses Taught by Full-Time Faculty

Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
71%	68%	77%	70%	71%	75%	62%	63%	68%	75%	66%

During the review period, the number of majors has averaged about 175 and has been fairly constant.

Number of Majors

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Majors	167	170	187	186	167	175.4

The number of students enrolled in the minor has averaged 54 during the review period.

Graduation

Graduation rates for the Psychology program and for the university are shown below

Psychology		**Shepherd University**	
4 year	5 year	4 year	5 year
16.8%	21.8%	19.5%	36.8%

The department is concerned about the relatively low graduation rates and has focused on efforts to better engage students and improve retention.

Demand for Graduates

The health industry has been experiencing continuous growth and that trend is expected to continue for the foreseeable future, thus ensuring a strong demand for entry-level positions for those holding bachelor's degrees in psychology. According to the American Psychological Association website:

"People with bachelor's degrees in psychology often possess good research and writing skills, are good problem solvers, and have well-developed, higher level thinking abilities when it comes to analyzing, synthesizing, and evaluating information. Many find jobs in administrative support, public affairs, education, business, sales, service industries, health, the biological sciences, and computer programming. They may also work as employment counselors, correction counselor trainees, interviewers, personnel analysts, probation officers, and writers."

IV. Resource Availability and Development

Most classes are held in shared classrooms in White Hall. All classrooms have computer and audio-visual equipment, which is repaired and upgraded when needed. Several computer laboratories around campus are available for students, one of which is in White Hall. Full-time faculty members have their own offices and adequate computer systems and software.

Both the program self-study and the external reviewer (Dr. Beins) cited the lack of dedicated research or laboratory space as one of the most pressing needs for the program.

V. CONCLUSION

Following are the strengths, concerns, and recommendations based on the Self-Study report, comments from the external reviewer (Dr. Beins), comments on assessment from Dr. Laura Renninger, Dean of Teaching and Learning, and from the Shepherd University Program Review Committee.

Recommendation:

Continuation without qualification at current level of activity

STRENGTHS:

- The curriculum has been continually updated and modernized with a greater focus on student research. The external reviewer, Dr. Beins, wrote that the curriculum "is impressive and innovative."
- The psychology major is very popular. There are typically about 175 majors.
- Highly qualified faculty that are engaged as professionals, as evidenced by scholarship outcomes such as presentations and publications.
- The program provides several sections of PSYC 101 in the core curriculum and other courses to support majors in other fields.
- The syllabi are instructive and well organized.
- The program has a strong and well-developed assessment plan.
- The psychology faculty members are well represented on university committees
- The Department has written a strategic plan and has completed significant long-term planning.

CONCERNS:

- The lack of research and/or dedicated laboratory space may limit the Department's efforts to keep the curriculum current.
- The large number of service sections could impede its ability to service its own majors.
- The Department has not had much external funding.
- Graduation rates are somewhat low compared to the overall rate for the university.
- Budget cuts eliminated departmental support for professional development and travel for student research presentation.

RECOMMENDATIONS:

- Work with the administration to develop research and laboratory space.
- Identify causes for low graduation rates and strive to improve them.
- The Department might discuss whether it would be possible to increase experiential learning beyond the very important research experience.
- The Department should consider the opportunity for offering a graduate course that could be used as an elective in the MACI, CSDA, M.B.A. Health Care concentration, or possibly in the future D.N.P. program.
- The Department should increase its efforts to obtain external funding.
- The Department should consider options to address a possible increase in enrollment in psychology classes that could result from the inclusion of a psychology section in the MCAT exam.

MARCH | 2015

Shepherd University
Regents Bachelor of Arts (R.B.A.)
Program Review Summary 2009-2014

Shepherd University
Program Review Summary
Regents Bachelor of Arts (R.B.A.)

Major:

Regents Bachelor of Arts (R.B.A.) with current emphasis areas in Business and Social Issues

External Reviewer:

Dr. Kristi Woods-Turner, Director
Center for Civic Engagement
West Virginia University

OVERVIEW

The Regents Bachelor of Arts Degree Program (R.B.A.) at Shepherd University and nine other state institutions provides the adult learner a special opportunity to complete baccalaureate degree studies. The target population for this versatile program is the large number of adults who have discontinued their college careers for job and family responsibilities. It is a flexible, yet structured program that provides incentive for the mature student to return to college studies. It also meets the needs of many adults who have had no previous college work, as well as meeting the needs of younger adults who do not fit into a "traditional" degree program. It is intentionally flexible regarding academic discipline emphasis, and does not recognize majors or minors. The R.B.A. degree was implemented in 1975 as the first statewide program for adults. It differs from traditional baccalaureate degrees as follows:

- allows college credit to be awarded for non-college training courses or work experience;
- allows greater flexibility in course requirements;
- admission to students who graduated from high school a minimum of four years prior to entering the R.B.A. program.

The R.B.A. has a minimum residency requirement of 24 semester hours (12 semester hours if a minimum of 12 hours have been completed at another West Virginia state institution). Portfolio credit does not count toward residency requirements.

Experiential learning may be evaluated for the awarding of college equivalent credit. Credits earned at regionally accredited institutions can be transferred. American Council on Education (ACE) non-collegiate sponsored training programs, and educational experience in the Armed

Services are honored, as well as College Level Examination Program or CLEP. Co-ops are an additional option for R.B.A. students.

During the review period, 536 students were awarded degrees, which is an increase of nearly 12 percent over the previous review period. Additionally, the university made capital investments in relation to adult learners with the opening of the Martinsburg Center. The Martinsburg Center offers instructional models that vary from those at the main campus, notably in the form of online and compressed format instructional delivery models.

I. Program Purpose and Overview

The mission statement of the R.B.A. program builds upon and is well aligned with the mission and core values of Shepherd University. The R.B.A. program is one of the integral components of Shepherd's increased outreach to students, other than traditional full-time undergraduates. Without this program, many West Virginians would never return to college.

The program mission is also part of statewide initiatives to increase the college completion rate among West Virginians, create a more highly qualified workforce, and help students in the program attain their personal and professional goals. The R.B.A. degree is a recognized, four-year, baccalaureate degree from an accredited university. While there is no major or minor, students can choose from concentrations areas in business or social issues or can concentrate coursework in a particular field or area of interest. The degree provides students with the ability to pursue graduate studies or to apply their expertise to a post-graduate profession. The program consists of courses in the general education program, but does not necessarily offer courses carrying its own prefix. Some courses are offered for specific students, like those at the Martinsburg Center in online and/or compressed format. Where possible, the program has been responsive to issues notes in the previous review.

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

Curriculum: Because the R.B.A. program is highly individualized, the curriculum or number of courses taken by each student varies widely. These can range from lower-level and core curriculum courses to upper-division offerings. With online courses and because many of the students are currently employed, there is not a lot of opportunity for student work outside the classroom. Again, this is highly dependent upon the student and their individualized course of study.

Assessment of Student Learning: Because students in the program have varying amounts of courses to complete, assessing consistently in a particular course or point in the program can be problematic. Current assessment tools include the experience and graduate surveys to help

collect data for any revisions to the program. Online classes through *Degree Now* or *WVROCKS,* have their own state-wide or systematic assessment rubrics through Quality Matters.
In reviewing the assessment portion, the internal committee felt that the implementation of some type of culminating course or capstone would provide an excellent summative assessment measure for the program.

From Dr. Renninger: The R.B.A. program has a strong assessment plan and is current and up-to-date with all submission deadlines. The program is meeting the majority of its targets and has a solid improvement plan delineated for those targets not being met. In the last assessment cycle, 94 percent of the students responded that they felt adequately prepared for their career or graduate/professional school and 98 percent of the students responded that they were satisfied with the advisement given by the RBA staff. This is a testament to the hard work being put forth by the R.B.A. personnel. The external reviewer has suggested we look to a standardized, summative assessment of R.B.A. students and the Center for Teaching and Learning is currently piloting an ETS assessment that may aid with this.

III. Students: Recruitment, Enrollment, Retention, and Graduation
Although primarily a part-time student population, enrollments continue to grow, with graduates representing more than 15 percent of overall degrees conferred.

Admission Standards: Students applying to the program must first be accepted by the University, following normal guidelines for admission. In addition, students who have been graduated from high school for more than five years at the time of application for admission do not need the ACT or SAT. Those with no previous college work and transfer students with less than 15 semester hours of credit will have to take a placement test for English and math.

Enrollment, Recruitment, Retention, and Graduation: The average number of majors during the review period was 144, ranging from 136 to 153. The average number of graduates annually was 112, ranging from 90 to 123. The program has shown a capacity for steady growth over the last five years. Due to limited staff numbers, outreach is limited, other than the Martinsburg Center program director, who has recruitment responsibilities as part of her assigned duties.

Demand for Graduates: During the last ten years, nearly 9,600 West Virginians have received the R.B.A. degree. Due to a lack of responses to surveys, information on follow-up studies of graduates is difficult to obtain, as the R.B.A. program does not engage in any specific placement of graduates. Many graduates already have jobs or have access to other resources to find employment. Surveys from the graduate survey show a very high percentage of students (85

percent or more) expressing satisfaction that the R.B.A. program helped prepare them for graduate school or their current/future career(s).

Comparative Advantages of Program: By design, the R.B.A. program is statewide, serving employed adults as part-time, commuting students, as well as full-time students. Surveys by the WVHEPC have shown that "the R.B.A. degree program is still one of the best educational bargains in the U.S." Concentration areas, location and low cost are some comparative advantages when looking at similar programs in bordering states. This is in addition to the benefit of Shepherd's location.

IV. Resource Availability and Development

Students in the R.B.A. program have access to student life and academic support services at both campus locations. Funding and facilities for the program appear to be sufficient for continuation of and future growth. Additional support is needed in the area of recruitment and tracking of graduates.

V. Conclusion

Following are the strengths, concerns, and recommendations based on the Self-Study Report; comments from the external reviewer, Dr. Woods-Turner; comments on assessment from the Dean of Teaching and Learning, Dr. Laura Renninger; and from the Shepherd University Program Review Committee.

Recommendation:

Continuation at the current level of activity without qualification.

Program Strengths summarized from the external reviewer

- Staff are well respected and seen as helpful resources for post-traditional students.
- The current coordinator on the main campus has been a positive force in the dedication and commitment of the R.B.A. program.
- Individual advising is effective and well received by the students.
- There is a large population of adult learners on campus and enrollment has remained steady over the past five years.
- This is a cost-efficient and flexible degree program.
- The space at the Martinsburg Center is designed for student success and located with adequate parking and access for adults.
- The mission of the university and the R.B.A. degree program are aligned with outcomes that support student learning.

- The library systems are a great resource for post-traditional students and it is frequently utilized.
- With the addition of emphasis areas, the R.B.A. program provides variety and skill areas that strengthen the degree.
- Shepherd has shown support for nontraditional learners with dedicated spaces for commuters.

CONCERNS:

- There are opportunities for more online or evening course options on the main campus, which may increase the participation of adult learners in co-curricular activities.
- Grants have been written for the Martinsburg campus but are not used for the benefit of the Shepherd campus program. It would be beneficial to work together to bring grants to the general R.B.A. and share resources.
- The Martinsburg Center has an orientation for students in the R.B.A. program. This is missing from the main campus and should be considered for both areas.

RECOMMENDATIONS: (from the external reviewer)

- Work on a clear articulation from the main campus to the Martinsburg Center. For more flexibility in opportunity, students should be able to seamlessly flow from one campus location to the other. There should be advising training done together with both campuses so that the student is getting the same message about the program possibilities at both physical locations.
- Allow R.B.A. students to declare minors: In addition to the emphasis areas, this is a great way for the students to package their learning experience and highlight focus areas of study.
- Increase staff available for student advising and program development. Staffing seems to be something that plays a role in the ability to provide greater guidance and recruitment. This can be in the form of work-study, faculty liaisons, student workers, graduate assistants, or service-learning students.
- Re-imagine the R.B.A. in terms of the possibility of graduate school and advanced degrees: In order to increase enrollment and encourage higher education, it is critical to work with the adult learners on future degree planning and create a possibility for pathways to graduate or professional schools.
- The veteran and military families should be more of a focus and highlight within the R.B.A. The program has the flexibility to accept many standard awards for military. Additionally, with the GI Bill, students often complete the R.B.A. in a shorter time frame than traditional degrees. This opens up the possibility for veterans to pursue post-secondary degrees.

MARCH | 2015

Shepherd University
Master of Business Administration (M.B.A.)
Program Review Summary 2009-2014

Shepherd University Graduate Program Review
Master of Business Administration
Division of Graduate Studies
School of Business and Social Sciences

Degree Program:
Master of Business Administration (M.B.A.) 36 credit hours
Concentrations (4): Accounting, Healthcare Administration, Public Management, and Sport Management

External Reviewer:
Dr. William Anderson, Professor of Economics
M.B.A. Faculty, Frostburg State University

HISTORY & OVERVIEW
Shepherd's Master of Business Administration (M.B.A.) degree began enrolling students in 2005. Since that time, the program has grown from 43 students to nearly 120 active students each semester. To date nearly 900 students have been admitted to the program, with approximately 200 students receiving their degrees. The M.B.A. provides primarily students in the Eastern Panhandle of West Virginia and surrounding areas with a comprehensive education that will enable them to identify careers or enhance their current careers, and explore opportunities for career change or career re-entry. Of note is the increase in applicants and admissions from a variety of international locations. Students earning the M.B.A. may be able to seek promotions or pursue further academic credentials in either a Ph.D. program in business or a D.B.A. This program lays the foundation to produce graduates at the master's level who are knowledgeable, competent, accountable, and ethical.

The previous program review from 2009 found Shepherd's M.B.A. to be a viable and valuable program that serves the needs of the Eastern Panhandle of West Virginia, as well as the adjacent areas of Maryland, Pennsylvania, and Virginia. From the previous review, the program has been responsive to areas of concern and suggested recommendations, weaving evidence throughout the self-study document. Some major accomplishments include accreditation by IACBE, development of a more formalized outcomes assessment plan, development of advisory boards, curricular revision and the implementation of new instructional delivery models like hybrid, online and/or compressed-format classes.

Criterion A. Centrality

A major goal of Shepherd's M.B.A. program is to provide increased access to graduate education to a wide range of constituencies. The program enables students to build on the theoretical foundations needed to understand the complex and contemporary business environment. Students develop skills necessary for self-directed growth by utilizing the latest technology. One over-arching objective of the program is to improve individual personal satisfaction as well as to produce employable and productive students who will be more marketable, with increased income potential and personal responsibility.

Criterion B. Program Mission, Goals, and Accomplishments

The mission and vision of Shepherd's M.B.A. program build on the mission and core values of the institution, as well as that of the Division of Graduate Studies and Continuing Education.

M.B.A. Vision (developed with advisory councils in 2012)

To be a premier high-value provider of business education at the regional, state, and national level to a diverse group of individuals.

M.B.A. Mission

The M.B.A. program will provide students with tools for successful careers and personal growth through:

- The use of both on-campus/off-campus media to enhance their skills, knowledge, and abilities in business at a reasonable expense;
- Instruction of theoretical and conceptual frameworks for programmatic solutions in actual practice settings;
- Preparation for leadership in private, public, profit, or nonprofit business, and health service organizations;
- Community-based internships that add value to client's and patients'/residents' care (required or optional depending on individual experience); and
- A unique ethical and professional-based education that is focused on improving both the students' and clients' sense of community.

As demonstrated in the opening pages of the self-study report, the program was very responsive to recommendations from the 2009 report. These include accomplishments in:

- Leadership transition: Stability in coordinator position.
- Assessment: Development of outcomes assessment plan with IACBE.
- Development of a Capstone or Strategic Management Course.
- Teaching loads: This was addressed through the university's monitoring report with the Higher Learning Commission.

- Faculty engagement: M.B.A. Faculty Group.
- Development of hybrid and/or online course offerings.
- Revision of the M.B.A. mission and vision statements.
- Addressing issues of diversity of the student body and faculty.

Faculty and students are engaged in ways that make a difference to the community. Community-based internships add value to client/patient care in the health administration concentration. Assistantships and advisory council members have strong links to the community and service learning. Full- and part-time faculty are on community advisory boards and provide service to their communities. The overall program is a service to employers in the area, providing qualified employees for a variety of positions.

Criterion C. Assessment: Curriculum and Assessment of Student Learning

A major accomplishment during the review period was the achievement of accreditation from the International Assembly for Collegiate Business Education (IACBE). This has been a long-term goal of the program starting in 2009. As part of the accreditation process, the program worked with the IACBE liaison to develop and strengthen its outcomes assessment plan to satisfy both IACBE and institutional requirements. While the assessment program is relatively new, it is hoped that the M.B.A. program will continue to gather data from various points in the program to assess crucial skills such as writing at the graduate level, presentation skills, and collaborative work. These indirect measures are currently coupled with a more direct assessment tool in the form of the M.B.A. Major Field Test, which measures our students against a national standard in the business areas of marketing, management, finance, and accounting.

From Dean Laura Renninger:

The M.B.A. program has made significant strides in their assessment efforts over the past year. Their current plan uses a mix of summative and formative measures, as well as direct and indirect tools. Each of the concentrations are now being assessed separately which is a time-intensive, yet thorough process. The program has implemented the major field test and plans to benchmark against national norms, which is commendable. Supporting documents (rubrics, test questions, surveys) need to be submitted along with report data in January 2016.

Criterion D. Recruitment, Enrollment, Retention/Graduation

The M.B.A. program has maintained non-duplicated enrollment numbers of 90-109 students during the program review period. While overall graduate retention is approximately 80 percent, tracking individual program retention can be a challenge, due to the fluid nature of graduate student enrollment.

The move to the Martinsburg Center provided a much-welcomed boost in terms of support for the M.B.A. program. Advertising budgets were developed for the center, the majority of which focused on the M.B.A. program and its concentrations. The center and its staff assist with the admissions process and also with basic student services related to registration and financial aid. They also provide support for the creation of special events that not only provide services to the community (like job fairs), but also use these events to market academic programs at the center. These include contacting potential students via open houses and the development of strategic alliance partnerships with area employers.

A note of concern from the external reviewer regarding program completion: While nearly 900 students have been admitted, only a little over 200 have actually completed the program. Of those 900 students admitted, not all registered for courses. The completion rates over the program review period are much stronger, and currently, a very high percentage of those who actually start the program do finish.

Criterion E. Faculty/Staff Characteristics

M.B.A. faculty, both full-time and part-time, possess the degree qualifications to teach at the master's level, including additional certifications or credentials in specialized subject areas. Because of the large number of affiliate graduate faculty, there is good gender and racial diversity in the faculty. During the program review period several full-time faculty members were added, with 25-50 percent of their teaching load being designated as "graduate." The use of part-time can call into question issues of continuity or stability; however, since most of Shepherd's adjuncts are also employed and living in the area, this has been less of an issue. Because of heavy teaching and advisement loads of full-time faculty and HLC overload stipulations, there have been fewer opportunities for full-time faculty to participate in the M.B.A. program.

Full-time faculty who do teach in the program have the potential for increased scholarship outcomes through grant activity and publications, as well as professional development activities offered by the CTL. These outcomes are part of the operational assessment outcomes for IACBE, so faculty need to make sure they participate in these offerings.

Criterion F. Resources/Facilities/Equipment/Library Holdings

The development of the Martinsburg Center provides outstanding facilities and strong administrative support for the M.B.A. program, both in the area of admissions, student services, and ongoing administrative tasks. There is a need for increased faculty development funding and increased resources in the area of writing support for graduate students, particularly those of international backgrounds.

With few full-time faculty completely assigned to the program, the need for full-time faculty lines either partially or fully committed to teaching in the program will be vital to the program's future growth and success. As Shepherd moves forward with additional graduate programs, the assignment of 50 percent or more of a line to graduate students will ensure that full-time faculty can become more fully engaged in graduate studies and culture at Shepherd.

CONCLUSION

The M.B.A. program has proven to be a viable graduate program at Shepherd University and has benefitted from capital investments of the university in the Martinsburg Center. As the program continues to develop and expand, additional resources for faculty support and marketing will be crucial to its continued success.

RECOMMENDATION

Continuation at the current level of activity with some minor concerns.

The following are recommendations summarized from the external reviewer, graduate program review committee and Dr. Laura Renninger, Dean of Teaching, Learning and Instructional Resources.

PROGRAM STRENGTHS

- Internal Resources, Staff, and Faculty: Shepherd has a very dedicated and competent roster of faculty and staff to support the program, from the university's library to the staff at the Martinsburg Center. The external reviewer noted that the interaction between students, faculty, and staff speaks of a quality program committed to academic growth.
- Location: With its proximity to the Washington/Baltimore corridor, many of the people moving into the area are college-educated and work in careers for which an M.B.A. degree is important for advancement or, at least for some careers, an entry-level position.
- Scheduling and instructional delivery models: Classes at the Martinsburg Center are held in the evenings, which is appealing to people who are at work during the day and can only attend classes at night. The program utilizes mostly compressed format or part-of-term classes that permit students to complete the program in as little as one calendar year.
- Martinsburg Center: As an academic center, the facility provides an excellent learning environment, with classrooms that are both spacious and up-to-date in reference to classroom technology. The center is a welcoming and comfortable place for students. The student lounges provide couches and tables and chairs, and access to wireless

services.

- Curricular Offerings: Students enrolled in the Shepherd M.B.A. program can pursue a traditional M.B.A. or take concentrations in healthcare administration, public management, accounting, or sport management. Sport management has gained in popularity in many programs, and its availability at Shepherd is a branding opportunity for the institution and graduate studies.
- Excellent qualifications of full-time faculty and affiliate graduate faculty.
- Development of individual advisory councils for M.B.A. Faculty, M.B.A. Program and M.B.A. Students.
- The M.B.A. program contributes significantly to graduate culture on campus.

CONCERNS AND CHALLENGES:

- Lack of Resources and Integration of the M.B.A. Program with the University: Shepherd University primarily is an undergraduate institution, and graduate studies are secondary to the university's overall mission. While the M.B.A. program has generated a significant revenue and profit stream for the institution, this program and graduate studies in general have not benefitted from the steady increases in enrollment witnessed over the program review period. In order to the program to grow steadily, more resources are required to market the program, provide release time and stipends for concentration and program coordinators, and to develop faculty lines fully committed to instruction in the program. It is imperative that the university be willing to direct more resources toward graduate programs if the M.B.A. program is to have adequate support and aid in the continued development of graduate culture.
- More engagement of full-time faculty: While there are a number of highly qualified affiliate graduate faculty, availability of more tenure-track faculty to teach in the program would help to integrate this program further into the culture of the institution.
- Advisement and teaching load of the program coordinator: For an accredited program of this size, there should most likely be a reduction in teaching load, coupled with (additional) release time. The program coordinator currently has a large number of undergraduate advisees and two undergraduate courses that he teaches on a regular basis.

RECOMMENDATIONS:

- Continue to collect assessment data for development of patterned evidence, leading to data-driven decision making. Assess particular skills and outcomes identified by IACBE at various points throughout the curriculum.
- Collect employment data on current and former students wherever possible.
- Develop more online courses for increased flexibility.

- Develop a cohort of students for an “Executive” M.B.A. program.
- Work more closely with the undergraduate program to develop an accelerated pathway from undergraduate studies into Shepherd’s M.B.A. program.
- Work closely with all program faculty to ensure academic quality, rigor, and currency.
- Through advisory councils, seek to develop increased community partnerships that lead to funding for special projects or endowed scholarships.
- Work through advisory councils and university advancement to help develop scholarship or other targeted funding.
- Work through the university academic affairs and budget process to support proposals for additional faculty lines that will aid in growing the program.

Shepherd University

Committee Form – Program Review
Undergraduate Programs

Program:

Program Purpose and Overview

A. Centrality

Criterion	Patterns of Evidence		
	No/Limited Evidence	**Some/Partial Evidence**	**Sufficient Evidence**
a. The program contributes to the fulfillment of Shepherd University's mission, core values, and Strategic Plan.			
b. The program supports general education, proficiency, and/or other undergraduate programs offered at Shepherd University.			
c. The program has been responsible to actions recommended from the previous Program Review.			

Comments:

B. Program Mission, Goals and Accomplishments

Criterion	Patterns of Evidence		
	No/Limited Evidence	**Some/Partial Evidence**	**Sufficient Evidence**
a. The program's mission statement reflects the nature and scope of the program.			
b. Goals and objectives were undertaken during the review period to improve or advance the program.			
c. The program will be considering revisions supported by data to its missions, goals, and/or objectives in the upcoming review period.			
d. Faculty and students involved in the program are engaged with the region in ways that benefit both the community and the program.			
e. The program achieved or maintained accreditation (if applicable) and/or earned recognition or awards.			

Comments:

I. Assessment: Curriculum and the Assessment of Students' Learning

A. Curriculum

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
a. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program.			
b. Expectations of graduate students differ from undergraduate students in dual-listed courses.			
c. The program provides opportunities for students to learn in ways that extend beyond the classroom.			
d. Assessments of students' literacy in technology and in writing are integrated into the curriculum.			
e. Online courses are evaluated in ways that ensure effective delivery and continuous improvement (if applicable).			

Comments:

B. Assessment of Student Learning

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
a. The program has clearly articulated learning performance outcomes for students.			
b. The program's curriculum aligns with the student learning performance outcomes.			
c. The program collected assessment data during the review period allowing judgments about the extent to which students are achieving learning performance outcomes.			
d. The program has made changes/improvements during the review period that clearly align with the assessment data collected during the period under review.			
e. Results of assessment efforts have been shared with internal and external constituencies.			

Comments:

II. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
a. Five-year enrollments trends reflect program vitality and sustainability.			
b. Graduation rates indicate that student complete the program in a timely manner.			
c. Level of support for the program relative to enrollments reflects the status of the program as oversubscribed, undersubscribed or optimal.			

Comments:

B. Demand for Graduates

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
a. Program Graduates find employment or continue their education.			
b. Data suggests that employment opportunities for graduates of this program will remain strong.			
c. The program systematically recruits prospective students and tracks graduates of the program.			

Comments:

C. Comparative Advantage(s)

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
The program has unique features that distinguish it from competing programs – giving it a competitive edge.			

Comments:

IV. Resource Availability and Development

A. Faculty Characteristics

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
a. Context is clear for understanding the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rant, etc.).			
b. The program has identified staffing needs and pending changes that will affect the delivery of the program.			

Comments:

B. Teaching and Learning Enhancement

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
a. Faculty & instructional academic staff engage in activities to improve their teaching, advising, involvement in course or curricular revision, new course development, etc.			

Comments:

C. Research and Other Scholarly/Creative Activities

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
a. Faculty engages in scholarly/creative activity in ways that support or advance the undergraduate program(s).			

Comments: Ditto

D. External Funding

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
Faculty pursues funding through grants, contracts, and/or gifts.			

Comments:

E. Professional and Public Service

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
Faculty engages in professional and public service in ways that benefit internal and external constituencies.			

Comments:

F. Resources for Student in the Program

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
The program has adequate personnel, student help, and service and supplies to serve its undergraduate student population.			

Comments:

G. Facilities, Equipment, and Library Holdings

Criterion	Patterns of Evidence		
	No/Limited Evidence	**Some/Partial Evidence**	**Sufficient Evidence**
The program has adequate facilities, equipment, and technological resources to effectively serve its students.			

Comments:

Recommended Actions:

Recommended Result:

_____ Insufficient information in the self-study to make a determination; revise self-study and resubmit.

_____ Continuation without qualification at current level of activity.

_____ Continuation with minor concerns.

_____ Continuation with major concerns in one or more of the four areas, and minor concerns in one or more of the other areas; submit annual progress reports to the College Dean & Associate Vice Chancellor for Academic Affairs on progress in addressing the major concerns.

_____ Withhold recommendation for continuation, place on probation, and require another complete Program Review self-study within 1-3 years, at the Committee's discretion.

_____ Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete Program Review self-study within 1-3 years at the Committee's discretion.

_____ Non-continuation of the program.

Shepherd University
Division of Graduate Studies
Program Review Form (Including External Reviewers)

Program Review for

Part 1: Higher Education Policy Commission Requirements
Ensure the following are provided in document form:

Program Mission:	Yes _____	No _____	Notes:
Faculty Vitae:	Yes _____	No _____	Notes:
Curriculum:	Yes _____	No _____	Notes:
Resources:	Yes _____	No _____	Notes: Assessment
Reports:	Yes _____	No _____	Notes:
Other Learning/Service Activities:	Yes _____	No _____	Notes:
Viability (Budget and Enrollment):	Yes _____	No _____	Notes: Program
Improvement Suggestions:	Yes _____	No _____	Notes:

Part 2: Program Criteria
Degree of Evidence to Support the following: While the source is important, it is also important to determine the quality of the source. A source may be a document or individual who provides the information.

(Mark the Criterion Outcome Score with an X)

A. Centrality

Criterion **Quality of Criterion Met/Patterns of Evidence**

	None/Limited 1	**Sufficient 2**	**Strong 3**	**Benchmark 4**
1. The program contributes to the fulfillment of Shepherd University's and Graduate Studies' missions, core values, and Strategic Plans.				
2. The program builds on the proficiency of other programs offered at Shepherd University.				
3. The program responded to previous reviews. (Do not mark if initial review)				

Comments:

B. Program Mission, Goals and Accomplishments

Criterion **Quality of Criterion Met/Patterns of Evidence**

	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. The program's mission/philosophy reflects the nature and scope of the program.				
2. Program goals and objectives are assessed regularly.				
3. Faculty and students involved in the program are engaged in ways that benefit both the community and the program.				
4. The program achieved or maintained accreditation (if applicable) and/or earned recognition or awards.				

Comments:

C. Assessment: Curriculum/Student Learning

Criterion **Quality of Criterion Met/Patterns of Evidence**

	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. The program has a clearly articulated, efficient and purposeful curriculum/a, including options or emphases within the program.				
2. Expectations of graduate student differ from undergraduate students in dual-listed courses.				
3. Learning goes beyond the classroom.				
4. Assessment of students' literacy in technology is integrated into the curriculum.				
5. Assessment of students' writing is integrated into the curriculum.				
6. Online courses are evaluated in ways that ensure effective delivery and continuous improvement.				
7. The program has clearly articulated learning performance outcomes for students.				
8. The programs curriculum aligns with the student learning performance outcomes.				
9. The assessment data provide valid and reliable sources for achieving learning performance outcomes.				

10. Results of assessment efforts have been shared with internal and external constituencies.				

Comments:

D. Recruitment, Enrollment, Retention/Graduation

Criterion **Quality of Criterion Met/Patterns of Evidence**

	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. Five-year enrollment trends reflect program vitality and sustainability.				
2. Graduation rates indicate that students complete the program in a timely manner.				
3. Level of support for the program relative to enrollments reflects the status of the program as over-subscribed, undersubscribed or optimal.				
4. Program graduates find employment or continue their education.				
5. Data suggest that employment opportunities for graduates will remain strong.				
6. The program systematically recruits prospective students and tracks graduates of the program.				
7. Diversity exists within the student population of the program.				
8. The program has unique features that distinguish it from competing programs – giving it a competitive edge.				

Comments:

E. Faculty/Staff Characteristics

Criterion **Quality of Criterion Met/Patterns of Evidence**

	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. Diversity exists in program faculty and support staff.				
2. The program has identified faculty needs and is seeking appropriate support.				

3. Faculty engage in scholarship (publications and presentations) that is appropriate for the institution.				
4. Faculty engage with graduate students to increase scholarship.				
5. Faculty engage in activities to improve their teaching and advising				
6. Faculty support includes professional development from internal sources.				
7. Faculty pursue funding through grants, contracts and/or other sources.				
8. Faculty engage in professional and/or public service.				

Comments:

F. Resources/Facilities/Equipment/Library Holdings

Criterion **Quality of Criterion Met/Patterns of Evidence**

	None/Limited 1	**Sufficient 2**	**Strong 3**	**Benchmark 4**
1. The program has adequate resources to serve the enrollment numbers (budget based).				
2. The program has adequate staff beyond faculty to support the enrollment numbers.				
3. The program has adequate supplies/computers and software to support enrollment & student learning.				
4. The program has adequate facilities to support the enrollment & student learning.				
5. The program has adequate library holdings to support the enrollment & student learning.				

Comments:

Comments are expected in narrative form in a separate document. Each overall criterion, A through F should receive comments with special attention paid to areas that score 1. Recommended Actions: Please provide prioritized recommended actions for each criterion, where applicable.

Recommended Result: (Total Criteria=37; minimum overall score 74)

TOTAL SCORE:

_____ Continue without qualifications.

_____ Continue with minor concerns

_____ Continue with major concerns in one or more of the 6 areas. Annual progress report submitted to Dean of Graduate Studies and VPAA.

_____ Place on probation and require an additional program review in 2 years.

_____ Place on probation and receivership in the Division of Graduate Studies.

_____ Non-Continuation of the program.

_____ Insufficient information to make a determination: revise self-study and resubmit

RECOMMENDATIONS:

Shepherd University Board of Governors
Report to the Academic Affairs and Student Affairs Committee
April 9, 2015
Presentation Agenda Item No. 5-b

RECOMMENDATION FOR APPROVAL OF ADDITIONS AND DELETIONS OF ACADEMIC PROGRAMS

ADDITION OF MINOR IN MODERN LANGUAGES

The mission of the Modern Languages Minor proposed by the Department of English and Modern Languages is to create an appreciation of a variety of languages and cultures, past and present, and to apply that knowledge to the world today. The Modern Languages Minor encourages students to develop conversational and reading ability in more than one foreign language.

Modern Languages Minor

Total hours required: 18 hours
Required courses: 15 hours

FREN 203 and 204 Intermediate French I and II.....6
and/or
SPAN 203 and 204 Intermediate Spanish I and II.....6
and/or
GERM 203 and 204 Intermediate German I and II.....6
plus
FREN/SPAN/GERM 301 Advanced Conversation and Composition I.....3

Electives: 3 hours

SPAN 302 Advanced Conversation and Composition II.....3
SPAN 303 The Contemporary Hispanic World.....3
SPAN 304 Introduction to Spanish and Latin American Literature.....3
SPAN 305 Spanish for Business.....3
FREN 306 Introduction to France and the Francophone World.....3
SPAN 306 Peninsular Culture and Civilization.....3
FREN 307 Introduction to French and Francophone Literature.....3
SPAN 307 Latin American Culture and Civilization.....3
FREN 308 French Culture and Civilization.....3
FREN 309 Francophone Culture and Civilization.....3
SPAN 310 Survey of Spanish Literature I.....3
FREN 311 Survey of French Literature.....3
SPAN 311 Survey of Spanish Literature II.....3
SPAN 312 Survey of Latin American Literature I.....3
FREN 313 Survey of Francophone Literature.....3

SPAN 313 Survey of Latin American Literature II 3
FREN 367 Francophone Film Studies 3
SPAN 367 Spanish and Latin American Film Studies.....3
GERM 367 Germanophone Film Studies. 3
SPAN 400 Survey in Spanish I: Hispanic Short Story 3
SPAN 401 Survey in Spanish II: Hispanic Drama.....3
SPAN 402 Survey in Spanish III: Hispanic Novel 3
SPAN 403 Survey in Spanish IV: Hispanic Poetry 3
SPAN 404 Spanish Linguistics.....3
SPAN 405 Seminar in Literature I.....3
SPAN 406 Seminar in Literature II.....3
SPAN 407 Seminar in Literature III 3
FREN/SPAN/GERM 410 Practicum in French/Spanish/German 3
FREN/SPAN/GERM 411 Study Abroad.....3
FREN 412 French-language Short Story 3
FREN 414 French-language Novel.....3
FREN 416 Seminar in French Literature 3
FREN/SPAN/GERM 419 Independent Study 3

Notes:

- If a student has previous experience in French, German, or Spanish and places at the 200- or 300-level, he or she must continue taking courses as listed above until fulfilling the 18-credit requirement.
- If a student is a Spanish major, he/she must select French *and* German for his/her Modern Languages minor.
- A student wishing to complete a practicum, study abroad, or an independent study must first get permission from his modern languages advisor and the instructor.

DELETION OF MINOR IN FRENCH

We recommend the discontinuation of the minor in French because the number of students pursuing that minor does not allow for maintaining healthy enrollments in upper-level courses. The number of minors in French has ranged from a high of 15 in 2011 to a total of 7 in the last two censuses. The Department of English and Modern Languages has proposed a minor in Modern Languages as an alternative that better fits our course offerings.

DELETION OF THE FITNESS AND EXERCISE CONCENTRATION IN THE RECREATION AND LEISURE STUDIES MAJOR

The Fitness and Exercise Science concentration is being deleted from the Recreation and Sport Studies Academic Program and being replaced with the new major in Health Promotion and Exercise Science. Students pursuing this area of study will now earn their B.S. Degree specifically in Health Promotion and Exercise Science as opposed to a concentration in Recreation and Sport Studies.

Students currently pursuing a B.S. degree in Recreation and Sport Studies with a concentration in Fitness and Exercise Science will complete the current academic program. The estimated time for current students to complete this program is three academic years. There is opportunity for current freshmen and possibly sophomores in this program to switch to the new major.

DELETION OF THE BIOMETRICS AND INFORMATION SECURITY; INFORMATION TECHNOLOGY; AND WEB PROGRAMMING AND DESIGN CONCENTRATIONS IN THE COMPUTER AND INFORMATION TECHNOLGOY MAJOR

The following concentrations are deleted from Computer Information Technology (CIT):

- Biometrics and information security concentration
- Information technology concentration
- Web programming and design concentration

The key classes in each concentration will continue to be offered for current students already in these programs and will serve as technical electives for all students in the CIT program as well. We are not eliminating any CIT courses from the program, just reorganizing the rotations of the course offerings, and replacing the particular concentrations with the straight major in Computer Information Technology. This programmatic streamlining will make it easier for the Department to provide the appropriate courses for all their majors on a regular rotation.

The following resolutions are recommended for adoption by the Board of Governors:

> **RESOLVED**, That the Shepherd University Board of Governors approves the addition of the Minor in Modern Languages; the deletion of the Minor in French; and the deletions of the concentration in Fitness and Exercise Science, Biometrics and Information Security, Information Technology, and Web Programming and Design effective for the Fall 2015 semester.

HUMAN RESOURCES ANNUAL REPORT

The human resources report reviews a variety of demographic, salary and structural information about faculty and staff. Trends over several years are reflected in the below charts, including comparisons with COPLAC members, where available.

Highlights of this data are:

- Shepherd University faculty salaries have become less competitive with COPLAC peers. (Chart 1)
- Shepherd University salary increases have been fairly similar to inflation trends over the past seven years. (Chart 1)
- The University continues to have a healthy diversification of faculty who are tenured, tenure-track, and non-tenure-track. (Chart 5)
- The University's faculty turnover rate reflects significant inconsistency from year to year. (Chart 7)
- Shepherd University continues to maintain a diverse faculty and staff with regard to race and gender. (Chart 8)

The Office of Human Resources has implemented important staffing adjustments which will help the office to be of greater assistance to the entire university community. From two vacancies arising from retirements, we have established a single Senior Human Resources Representative whose duties are principally focused upon benefits administration and employee training. Dr. Marie DeWalt, Director of Human Resources, will provide a brief summary of the work in these two areas. Dr. DeWalt and General Counsel Alan Perdue will then be available for any questions or concerns arising from the data report.

Chart 1

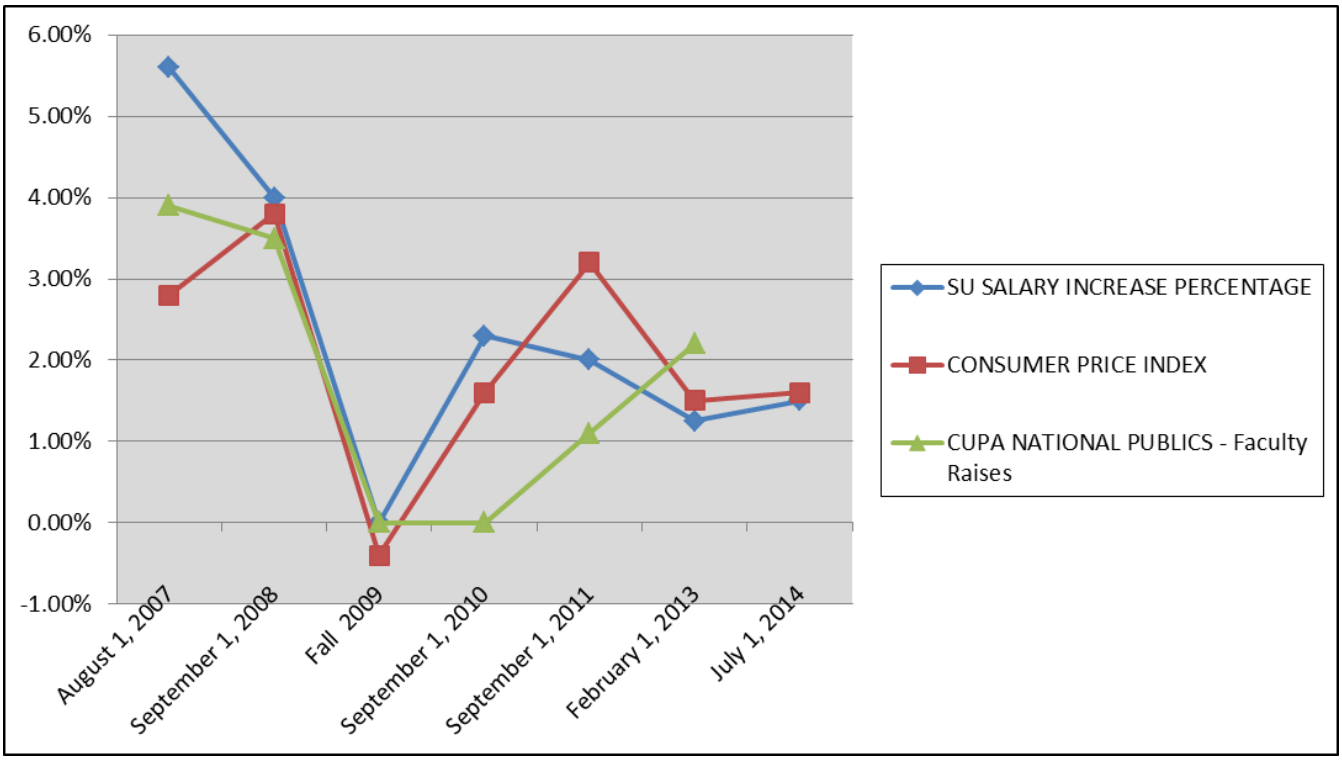


Chart 2

COPLAC Peers: Average Salaries of FT Instructional Faculty by Rank	2013				2011				2009			
	All Ranks	Professor	Associate Professor	Assistant Professor	All Ranks	Professor	Associate Professor	Assistant Professor	All Ranks	Professor	Associate Professor	Assistant Professor
Eastern Connecticut State University	72,819	86,139	69,408	56,151	78,729	94,328	73,393	59,717	73,817	91,444	70,920	57,325
Fort Lewis College (CO)	63,252	82,854	66,465	55,332	56,611	72,860	59,737	49,586	52,841	68,099	56,045	47,216
Georgia College and State University	57,186	70,686	61,290	51,255	57,888	73,218	63,645	50,871	57,665	70,512	59,731	52,633
Henderson State University (AR)	50,454	59,697	51,966	45,558	54,928	63,745	54,776	51,063	52,005	63,984	53,232	48,373
Keene State College (NH)	78,750	95,058	77,229	62,982	74,643	90,027	73,392	59,569	70,963	86,146	72,355	58,078
Mansfield University of Pennsylvania	81,576	106,686	84,510	65,673	82,660	103,543	82,159	63,333	77,741	99,801	78,387	63,259
Massachusetts College of Liberal Arts	73,017	89,532	65,592	55,107	69,524	85,086	63,888	52,045	66,299	77,961	60,530	50,993
Midwestern State University (TX)	64,062	85,176	67,770	57,195	63,027	76,003	67,007	57,163	60,933	78,483	63,317	56,690
New College of Florida	71,568	87,012	69,534	56,511	67,786	81,942	66,578	54,480	68,590	85,990	67,331	54,735
Ramapo College of New Jersey	85,689	106,308	83,646	68,220	93,230	116,578	92,228	73,247	85,089	108,907	85,691	67,028
Sonoma State University (CA)	76,032	87,363	70,272	63,918	77,119	89,991	70,813	62,644	76,932	91,482	69,750	62,673
Southern Oregon University	63,864	80,487	65,241	55,197	59,237	73,121	59,777	50,358	56,455	68,830	55,465	46,703
Southern Utah University	58,734	77,562	61,983	51,948	58,631	79,409	62,526	51,915	57,043	74,726	60,166	49,820
St Mary's College of Maryland	62,829	79,083	60,264	50,895	70,521	91,892	64,214	56,772	68,494	91,843	64,195	53,477
SUNY College at Geneseo	64,593	81,432	63,603	51,039	73,538	89,622	70,968	60,852	70,181	86,435	69,753	57,659
The Evergreen State College (WA)	69,111				64,354				64,048			
The University of Virginia's College at Wise	62,352	79,173	66,753	57,114	58,183	76,540	61,338	56,807	56,791	77,478	58,292	53,792
Truman State University (MO)	63,342	72,072	59,454	50,589	61,780	70,332	56,613	49,098	60,262	73,508	56,517	48,154
University of Illinois at Springfield	67,176	106,578	68,265	60,561	63,032	90,584	67,816	55,858	61,411	87,763	65,609	54,935
University of Maine at Farmington	58,023	70,101	56,700	49,941	57,121	72,795	55,748	48,951	57,129	72,859	55,811	48,022
University of Mary Washington (VA)	69,318	82,710	65,232	62,136	66,740	82,130	62,601	55,373	66,761	83,831	64,069	53,512
University of Minnesota-Morris	59,373	77,724	63,279	53,460	58,736	75,575	58,903	50,700	59,425	74,312	60,530	49,522
University of Montevallo (AL)	63,315	75,465	64,530	53,046	60,897	77,687	59,897	51,220	59,155	77,151	60,266	50,026
University of North Carolina at Asheville	66,339	83,151	67,626	61,110	67,812	84,646	67,510	61,743	68,299	87,909	68,283	59,779
University of Science and Arts of Oklahoma	48,411	59,625	50,841	44,712	49,800	60,495	50,658	44,579	52,632	62,490	52,092	46,076
University of South Carolina-Aiken	56,187	77,202	56,610	55,116	55,120	73,872	58,548	52,034	55,116	72,845	58,538	51,863
University of Wisconsin-Superior	56,763	67,545	56,493	54,351	55,179	68,125	55,063	50,564	56,953	68,221	54,386	51,219
Average without Shepherd	65,338	81,785	65,175	55,735	65,068	81,313	64,608	55,021	63,446	80,116	63,125	53,599
Shepherd University	**59,049**	**71,361**	**61,281**	**54,189**	**61,620**	**74,123**	**63,192**	**55,507**	**58,223**	**70,999**	**59,843**	**52,122**
Shepherd Percent of Average	90.37	87.25	94.02	97.23	94.70	91.16	97.81	100.88	91.77	88.62	94.80	97.25

Chart 3

COPLAC Peers: FT Instructional Faculty by Race and Gender	All Ranks			Professor			Associate Professor			Assistant Professor		
	All	% Minority	% Female	All	% Minority	% Female	All	% Minority	% Female	All	% Minority	% Female
Eastern Connecticut State University	201	26.37	46.77	90	48.89	46.67	52	28.85	44.23	54	27.78	46.30
Fort Lewis College (CO)	161	9.94	50.93	43	9.30	30.23	49	12.24	55.10	28	10.71	50.00
Georgia College and State University	310	20.65	55.48	83	16.87	32.53	66	25.76	63.64	116	18.97	62.07
Henderson State University (AR)	173	16.76	43.35	61	18.03	21.31	28	28.57	42.86	48	14.58	66.67
Keene State College (NH)	217	10.14	47.93	85	5.88	41.18	60	13.33	48.33	54	14.81	53.70
Mansfield University of Pennsylvania	146	13.01	48.63	39	15.38	41.03	50	14.00	44.00	43	6.98	53.49
Massachusetts College of Liberal Arts	87	9.20	47.13	40	7.50	45.00	20	5.00	45.00	23	17.39	52.17
Midwestern State University (TX)	226	16.37	49.56	45	17.78	22.22	62	17.74	35.48	95	15.79	66.32
New College of Florida	75	17.33	50.67	30	6.67	36.67	23	21.74	65.22	18	22.22	50.00
Ramapo College of New Jersey	216	28.24	49.54	67	19.40	44.78	78	29.49	55.13	68	36.76	45.59
Sonoma State University (CA)	246	18.70	48.37	125	18.40	46.40	57	22.81	45.61	30	26.67	60.00
Southern Oregon University	209	11.96	41.63	77	12.99	27.27	48	16.67	45.83	21	14.29	42.86
Southern Utah University	247	8.50	36.44	47	2.13	14.89	79	7.59	26.58	90	12.22	52.22
St Mary's College of Maryland	153	17.65	47.06	47	12.77	38.30	55	16.36	47.27	50	24.00	56.00
SUNY College at Geneseo	253	17.39	43.87	85	10.59	32.94	79	16.46	36.71	56	33.93	66.07
The Evergreen State College (WA)	166	25.90	54.82									
The University of Virginia's College at Wise	92	16.30	43.48	17	11.76	23.53	32	12.50	43.75	22	22.73	31.82
Truman State University (MO)	312	10.90	39.10	179	9.50	33.52	44	6.82	40.91	59	18.64	42.37
University of Illinois at Springfield	209	24.40	44.02	21	14.29	14.29	93	23.66	43.01	61	27.87	50.82
University of Maine at Farmington	119	6.72	56.30	40	7.50	47.50	40	2.50	52.50	23	17.39	56.52
University of Mary Washington (VA)	245	15.10	47.76	78	5.13	50.00	84	16.67	40.48	57	29.82	50.88
University of Minnesota-Morris	128	14.84	43.75	20	15.00	25.00	47	4.26	53.19	24	12.50	33.33
University of Montevallo (AL)	136	8.82	50.74	42	4.76	45.24	41	12.20	39.02	49	10.20	63.27
University of North Carolina at Asheville	219	15.98	44.75	58	8.62	29.31	67	20.90	49.25	39	23.08	51.28
University of Science and Arts of Oklahoma	57	14.04	47.37	18	22.22	50.00	11	0.00	72.73	15	6.67	20.00
University of South Carolina-Aiken	136	20.59	53.68	23	13.04	30.43	34	29.41	41.18	39	17.95	69.23
University of Wisconsin-Superior	132	15.91	48.18	35	11.43	34.29	26	15.38	42.31	49	26.53	61.22
Average without Shepherd		15.99	47.46		13.30	34.79		16.19	46.90		19.63	52.08
Shepherd University	**143**	**14.69**	**46.85**	**25**	**12.00**	**32.00**	**51**	**19.61**	**47.06**	**57**	**12.28**	**54.39**
Shepherd Percent of Average		91.84	98.72		90.22	91.98		121.12	100.35		62.55	104.43

Chart 4

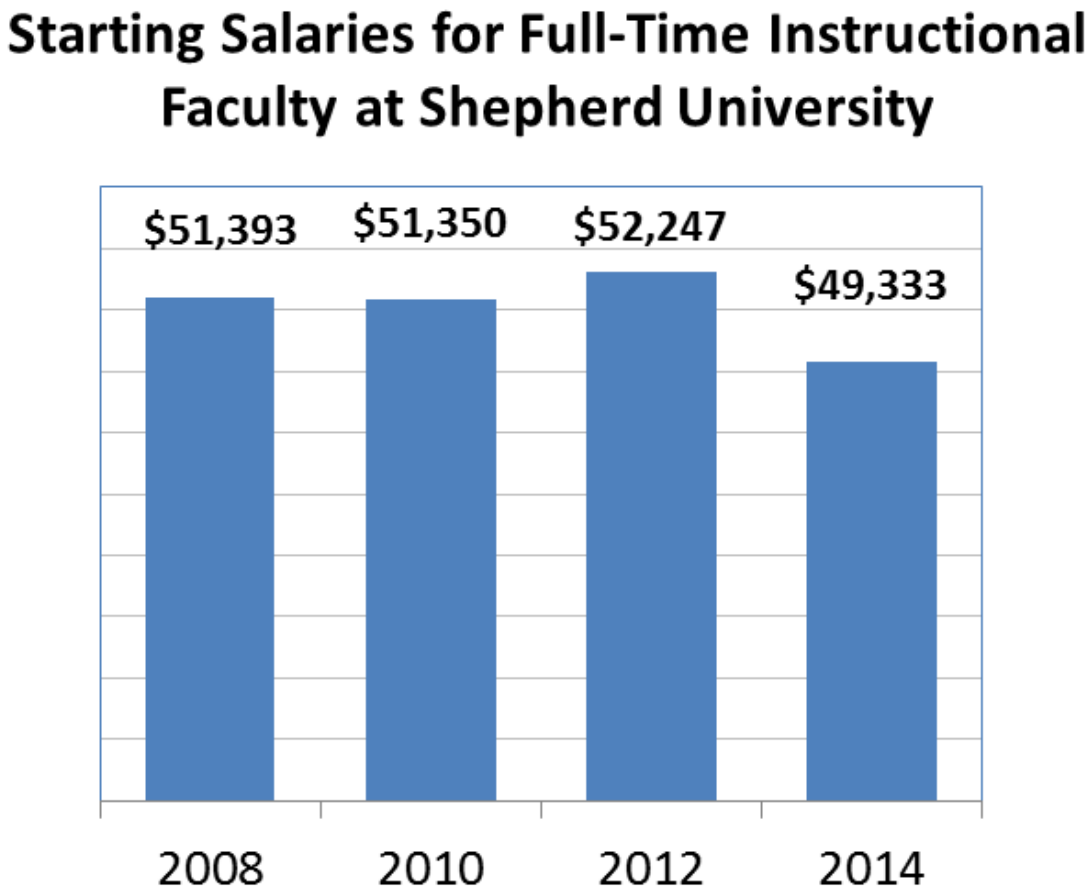


Chart 5

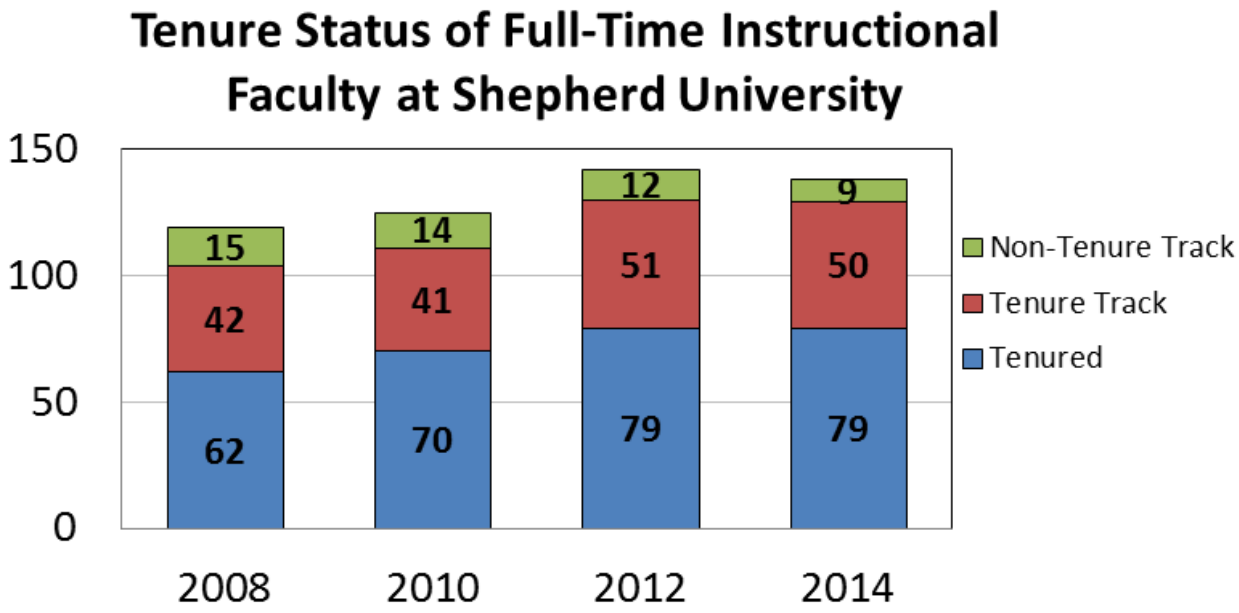


Chart 6

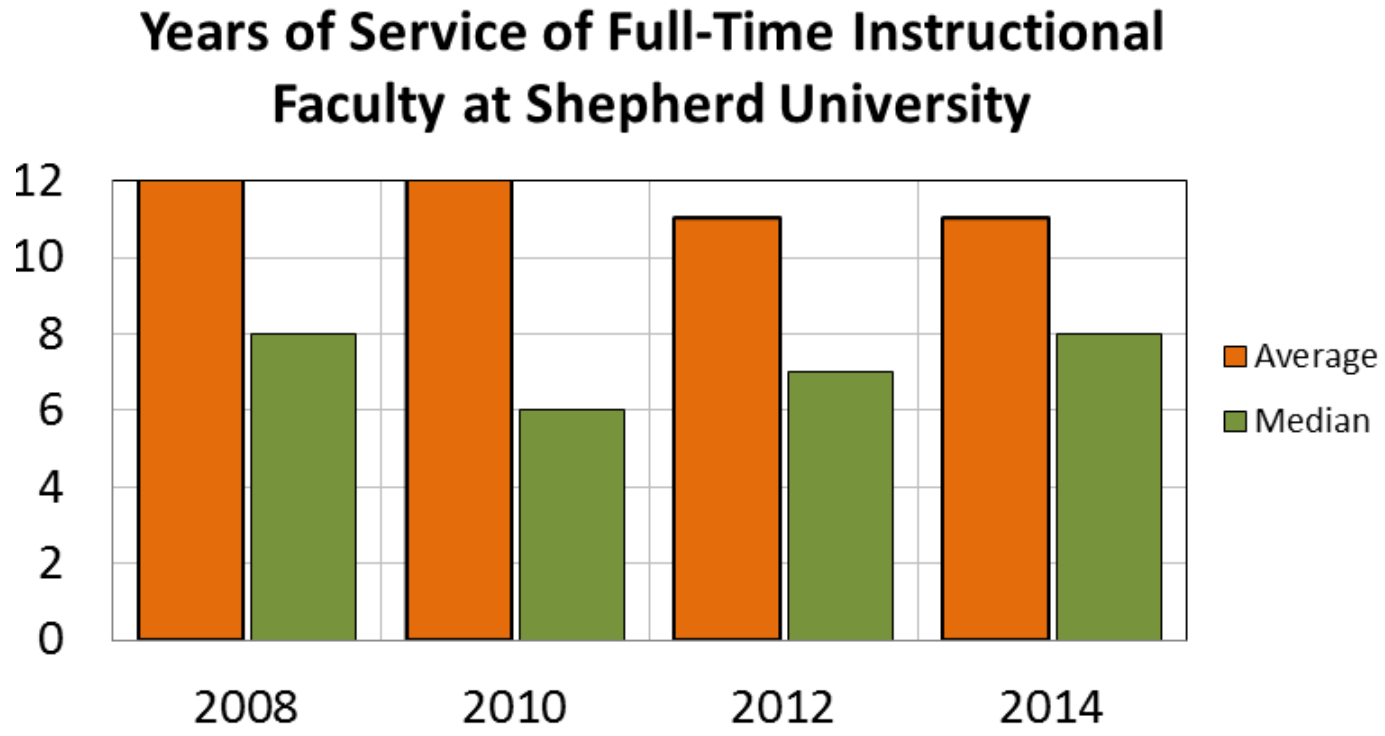


Chart 7

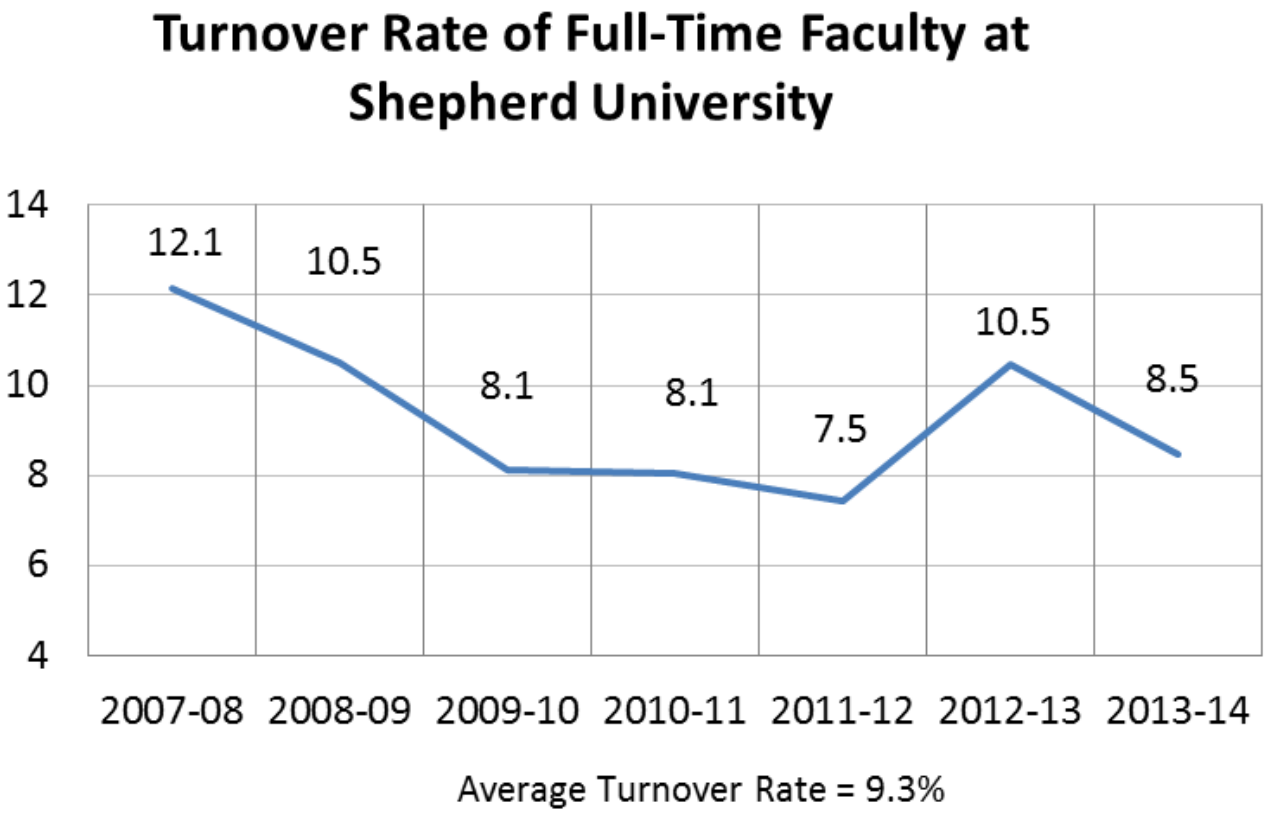


Chart 8

COPLAC Peers: Staff by Occupational Categories, Race and Gender	All Categories			Management			Business & Financial Operations		
	Total	% Female	% Minority	Total	% Female	% Minority	Total	% Female	% Minority
Eastern Connecticut State University	602	53.65	26.08	30	36.67	23.33	26	57.69	23.08
Fort Lewis College (CO)	442	50.90	15.38	39	48.72	15.38	25	64.00	12.00
Georgia College and State University	847	55.96	25.97	101	43.56	12.87	37	70.27	24.32
Henderson State University (AR)	465	54.84	22.15	41	53.66	26.83	11	100.00	27.27
Keene State College (NH)	538	54.83	7.81	78	67.95	5.13	25	68.00	0.00
Mansfield University of Pennsylvania	386	51.55	8.29	18	33.33	11.11	67	62.69	7.46
Massachusetts College of Liberal Arts	286	52.45	8.04	38	63.16	7.89	14	78.57	0.00
Midwestern State University (TX)	617	54.62	20.75	42	50.00	14.29	9	55.56	33.33
New College of Florida	251	48.21	18.33	40	47.50	15.00	3	33.33	33.33
Ramapo College of New Jersey	666	50.15	27.48	37	48.65	18.92			
Sonoma State University (CA)	889	54.44	21.37	58	39.66	15.52	158	77.85	15.82
Southern Oregon University	554	50.00	9.39	21	47.62	0.00	168	60.71	10.12
Southern Utah University	626	41.21	7.03	55	14.55	1.82	55	52.73	0.00
St Mary's College of Maryland	411	52.80	21.90	38	57.89	13.16	32	62.50	15.63
SUNY College at Geneseo	734	51.50	11.44	64	50.00	17.19	24	83.33	16.67
The Evergreen State College (WA)	628	55.57	25.80	64	45.31	26.56	48	75.00	16.67
The Univ of Virginia's College at Wise	310	57.74	7.10	58	60.34	1.72	13	92.31	0.00
Truman State University (MO)	725	51.45	6.76	29	48.28	3.45	16	87.50	0.00
University of Illinois at Springfield	701	53.21	14.69	96	60.42	12.50	54	83.33	16.67
University of Maine at Farmington	310	57.74	2.58	10	50.00	0.00	9	100.00	0.00
University of Mary Washington (VA)	714	54.76	16.39	72	58.33	19.44	59	79.66	13.56
University of Minnesota-Morris	355	52.68	8.45	31	48.39	6.45	30	83.33	13.33
University of Montevallo (AL)	430	58.14	10.93	43	55.81	9.30	17	88.24	11.76
University of North Carolina at Asheville	675	52.89	13.33	46	54.35	2.17	39	64.10	17.95
Univ of Science and Arts of Oklahoma	142	54.23	13.38	13	46.15	15.38	7	100.00	0.00
University of South Carolina-Aiken	334	55.99	19.46	45	33.33	17.78	10	80.00	0.00
University of Wisconsin-Superior	375	52.80	9.07	35	60.00	2.86	23	60.87	0.00
Average without Shepherd		53.12	14.79		49.02	11.71		73.91	11.88
Shepherd University	**461**	59.00	16.27	**59**	66.10	16.95	22	72.73	9.09
Shepherd Percent of Average		111.07	110.00		134.84	144.79		98.40	76.50

Chart 9

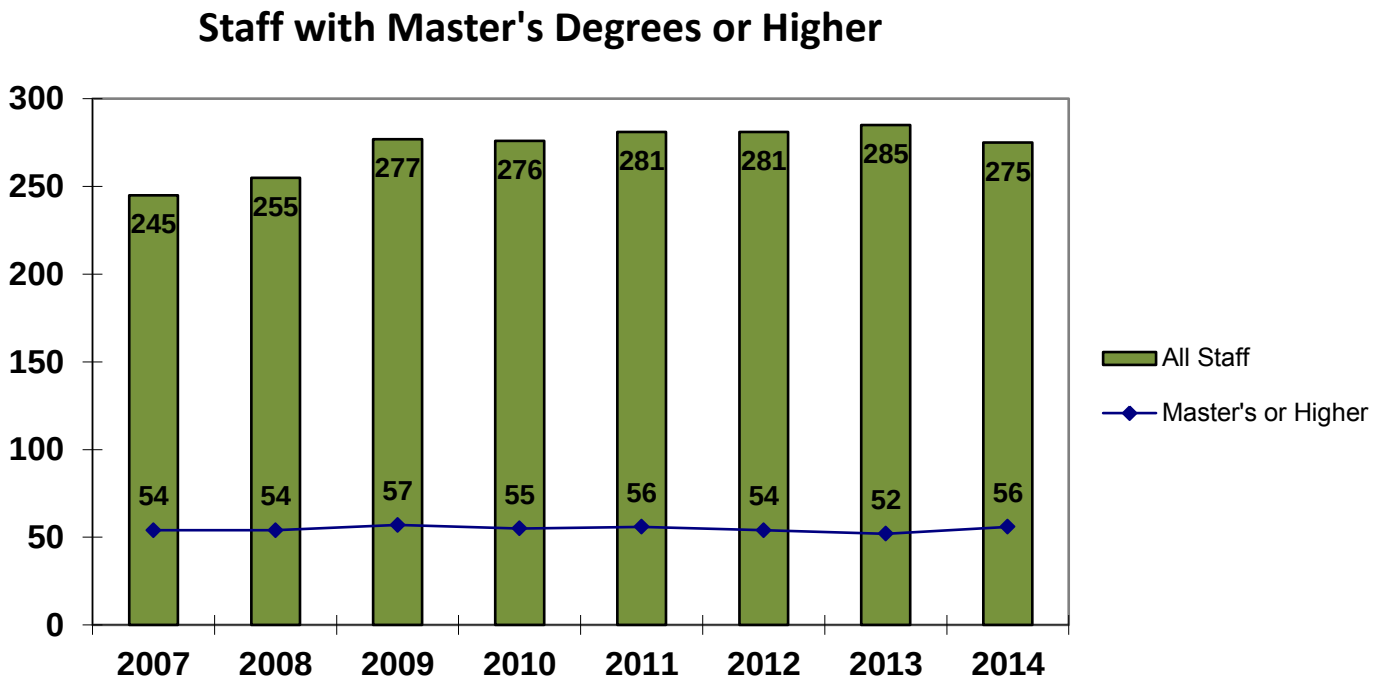


Chart 10

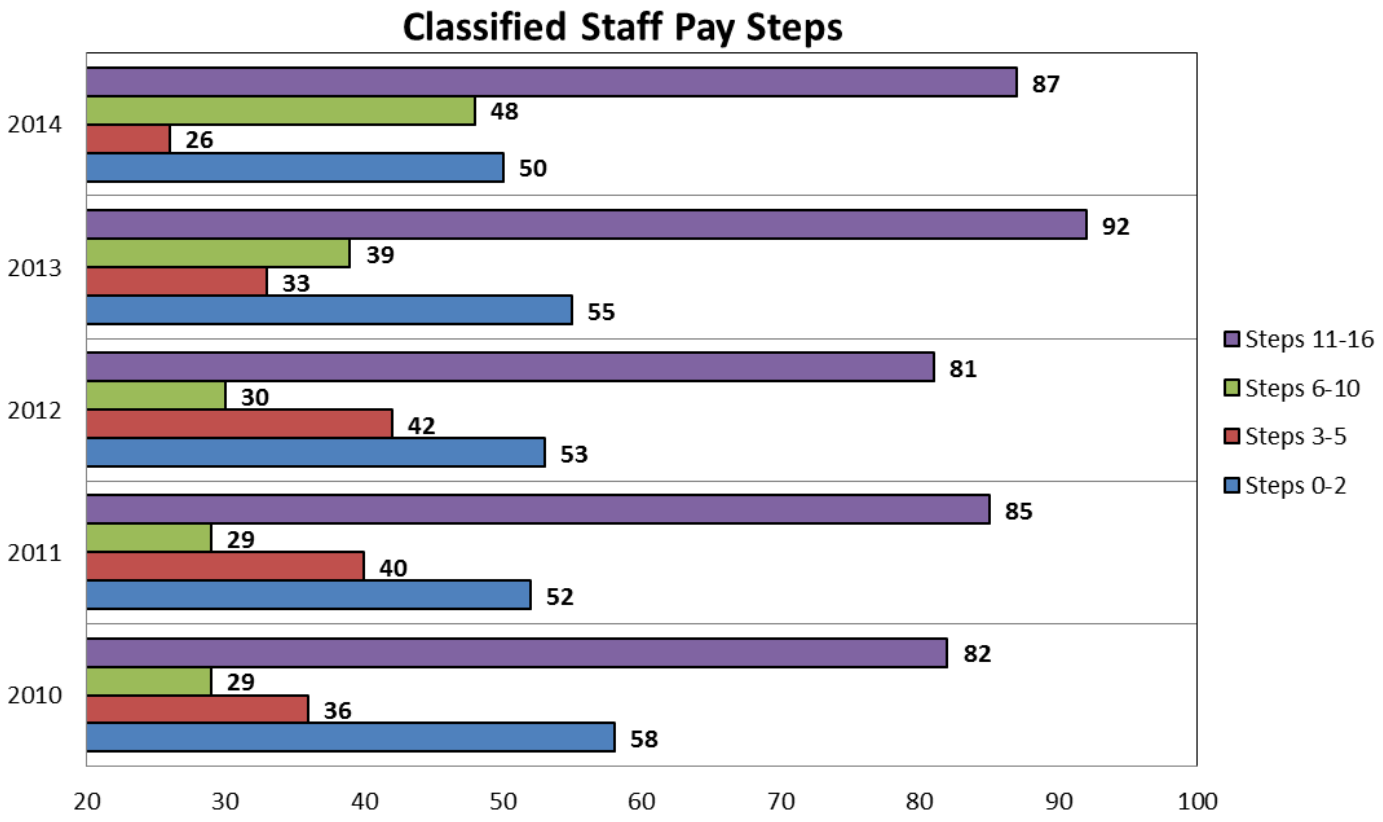
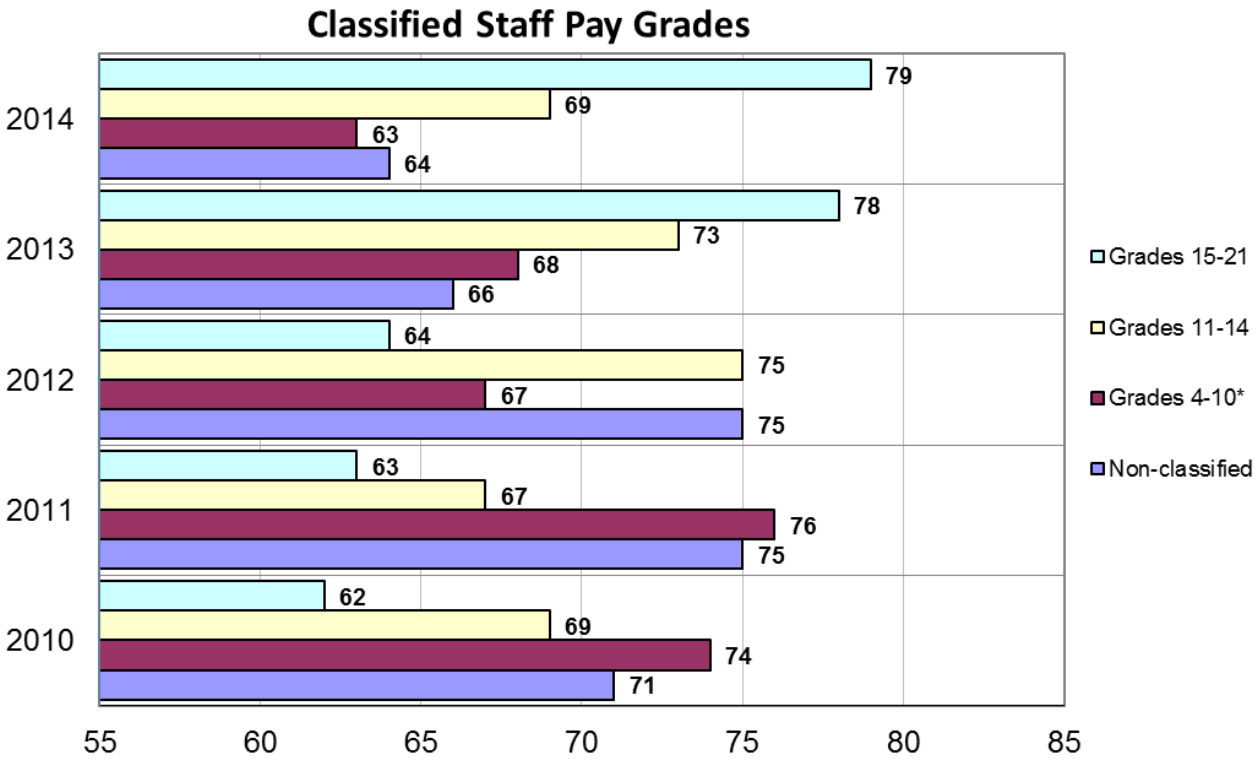


Chart 11


Classified Staff Pay Grades
2014
2013
2012
2011
2010
79
69
63
64
78
73
68
66
64
75
67
75
63
67
76
75
62
69
74
71
55
60
65
70
75
80
85
Grades 15-21
Grades 11-14
Grades 4-10*
Non-classified