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Shepherd University Institutional Compact Comprehensive Plans

Submitted to:
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301-2800



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Introduction

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

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

- Shepherd University Strategic Plan (see updates and assessments for 2014-2017)
<http://www.shepherd.edu/university/strategic-plan/>
- Shepherd University Master Plan
Volume one: <http://www.shepherd.edu/university/masterplan-volume1.pdf>
Volume two: <http://www.shepherd.edu/university/masterplan-volume2.pdf>
- Shepherd University Graduate Studies and Continuing Education Strategic Plan:
<http://www.shepherd.edu/graduate-studies/GSCE.pdf>
- Strategic Plan for Shepherd University Campus Internationalization

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

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

The planning groups worked through Shepherd's learning management system SAKAI to upload documents and to inform other groups of the progress and direction of plans as they were developed, link: <https://courses.shepherd.edu/portal/>.

Institutional Compact Comprehensive Planning Groups

Institutional Unit and Board of Governors Liaison: Dr. Chris Ames, Vice President for Academic Affairs

HEPC Compact Liaison: Dr. Scott Beard, Associate Vice President for Academic Affairs and Dean of Graduate Studies and Continuing Education

Director of Institutional Research: Ms. Sara Maene

Academic Quality Planning Group

Dr. Ann Marie Legreid, Chair • Dean, School of Business and Social Sciences

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

Ms. Amanda Frazier, Student

Dr. Dot Hively, Associate Professor of Education, and at the time, Director of Disability Student Support Services

Dr. Sharon Mailey, Chair, Department of Nursing Education

Dr. Kathleen Reid, Chair, Department of Economics and Finance

Career Pathways Planning Group

Dr. Laura Renninger, Chair • Dean for the Center of Teaching, Learning and Instructional Resources

Mr. David Donohue, Student

Ms. Holly Frye, Assistant Vice President for Student Affairs for Student Engagement

Mr. Joe Jefferson, Director of Cooperative Education

Dr. Stacey Kendig, Chair and Assistant Professor, Department of Health, Physical Education and Recreational Studies

Ms. Alexis Reed, Graduate Student and Director of Alumni Relations

Dr. Kevin Williams, Professor of Communications

Collaborative Access Effort Planning Group

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

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

Mr. James Klein, Director, Martinsburg Center

Dr. Shari Payne, Vice President for Enrollment Management

Dr. Laura Porter, Chair, Department of Education

Dr. Tom Segar, Vice President for Student Affairs

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

*Two additional members, Mike Konopski (Interim Vice President for Enrollment Management) and Kristan Price (Admissions), are no longer with the institution.

Critical Regional Issues

Mr. Dow Benedict, Chair • Dean, School of Arts and Humanities
Dr. Laura Clayton, Professor, Nursing Education
Dr. Diane Melby, Vice President for Advancement
Mr. John Reisenweber, Community Member
Dr. Joseph Robbins, Assistant Professor of Political Science
Ms. Ann Watson, Dean of the Library

Financial Aid Planning Group

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

Graduate Studies Planning Group

Dr. Scott Beard, Chair • Dean of Graduate Studies and Continuing Education
Dr. Sharon Mailey, Chair, Department of Nursing Education
Dr. Richard Stevens, Graduate Program Coordinator, College Student Development
and Administration
Dr. Georgiann Toole, Graduate Program Coordinator, Master of Art in Teaching and
Master of Curriculum and Instruction Programs
Dr. William Zimmer, Graduate Program Coordinator, Master of Business
Administration Program
*Additional input provided by the Graduate Dean's Student Advisory Council

Academic Quality Comprehensive Plan

From HEPC

This plan will provide how the institution will assure that all graduates are knowledgeable and competent in their content discipline and proficient in the use of quantitative literacy, critical thinking, problem solving, and communication skills relative to their fields. The plan should articulate goals, which align with the institution's mission and this master plan, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies to progress toward its goals.

Focus

Assurance of continuous academic quality improvement based on LEAP (Liberal Education America's Promise) goals and outcomes that have been systematically integrated into the curriculum.

Strategy 1: Campus-wide assurance that student learning outcomes (SLOs) are identified, evaluated, and the findings utilized toward program improvement.

Activity 1.1. Ensure that academic advisors and advisement staff participate in professional development activities in support of quality advising.

Timeline: Academic year (AY) 2014-2015 and throughout the compact cycle.

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

Stakeholders and Resources: Dean Laura Renninger oversees the Center for Teaching and Learning (CTL) and is responsible for reporting on campus-wide advising. Assistant Dean, Dr. Robert Warburton, is primarily responsible for campus advising and works closely with the faculty in the Advising Assistance Center. The CTL has financial, online, and hard copy resources available to support professional development of both staff and faculty. It also provides campus-wide workshops and informational sessions on advising for all faculty as well as for the First and Second-Year New Faculty Learning communities. The Vice President for Academic Affairs (VPAA), deans, and department chairs provide support

in the form of funding, information, and faculty-to-faculty mentorship programs.

- Activity 1.2. Ensure that academic departments complete gap analyses and create action plans toward program improvements based on assessment results.

Timeline: AY 2014 (part of the current assessment process) and throughout the compact cycle.

Assessment: As part of the 1.5 year assessment cycle, analyze progress on assessment results.

Stakeholders and Resources: Assessment plans and reports are prepared by academic departments and filed with Dean Renninger in the CTL. Department chairs and/or departmental assessment facilitators arrange work sessions and retreats to discuss assessment issues, complete gap analyses, and create action plans toward continuous program improvement; discussions are guided by departmental planning documents.

- Activity 1.3. Ensure that all instructional delivery formats meet course and core outcomes.

Timeline: AY 2014-2015 and ongoing throughout the compact cycle.

Assessment: As part of compliance with the Higher Learning Commission (HLC) credit-hour worksheet and federal compliance elements, courses that utilize online, hybrid, compressed formats or other timelines for instruction will be assessed for meeting stated outcomes.

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

offered and the ORC works to assure that online courses brought to Shepherd University meet course and core outcomes.

Activity 1.4. Ensure student civic engagement activities are promoted, evaluated, and aligned with student learning outcomes.

Timeline: AY 2014-2015 and throughout the compact cycle.

Assessment: Civic engagement and service learning activities are documented by Student Affairs (see stakeholders).

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

- Must be tied to the learning outcomes of the course;
- The beneficiary of the student's work must be a non-profit entity;
- All involved parties must benefit from the service;
- A structured reflection component must take place;
- Student is not financially compensated for the service;
- Must address a social, cultural, or economic issue.

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

Strategy 2: Support general and at-risk student populations to ensure retention and academic success.

Activity 2.1. Utilize and evaluate the Academic Support Center and TRiO services.

Timeline: Fall 2014 and ongoing throughout the compact timeline.

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

Stakeholders and Resources: Dr. Laura Renninger, Dean of the CTL, oversees the Academic Support Center and the TRiO program. She and her staff will be responsible for planning, implementing, maintaining, and evaluating these services.

Activity 2.2. Utilize and evaluate Disability Support Services and Student Success.

Timeline: Fall 2014 and ongoing throughout the compact cycle.

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

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

Activity 2.3. Effectively utilize newly acquired retention software and student success outreach efforts.

Timeline: Spring 2015 and ongoing throughout the compact cycle.

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

Stakeholders and Resources: Christana Johnson in Student Affairs is responsible for overseeing the use of this software and for outreach. She and her staff make periodic reports to the Student Success Committee and gather input. The staff analyzes student data and makes recommendations to the campus community on matters pertaining to student success and retention.

Strategy 3: Increase intercultural and global knowledge and opportunities/experiences through curricular and co-curricular initiatives.

Activity 3.1. Evaluate intercultural and global learning through the use of the Global Learning Inventory (GLI) and/or with other standardized instruments.

Timeline: Fall 2015 and ongoing throughout the compact cycle.

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

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

Activity 3.2. Form partnerships between academic and non-academic/student affairs in support of increased intercultural and global awareness and knowledge.

Timeline: Spring 2015 and ongoing throughout the compact cycle.

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

Stakeholders and Resources: The offices of Academic Affairs and Student Affairs will collaborate in the planning and sponsorship of events and activities. The Director of International Initiatives will work with the campus Internationalization Committee, Study Abroad Board and Director, Program Board, and the Office of Community

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

Activity 3.3. Develop and implement an institutional support structure to increase intercultural and global awareness and knowledge.

Timeline: Fall 2014 and ongoing throughout the compact cycle.

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

Stakeholders and Resources: The Director of International Initiatives has primary responsibility for the development of an institutional support structure to increase intercultural and global awareness and knowledge. Given the breadth of that charge, he will be guided and supported by the VPAA, Dr. Chris Ames; the Vice President for Enrollment Management (VPEM), Dr. Shari Payne; the Vice President for Student Affairs (VPSA), Dr. Tom Segar; and the Internationalization Committee. Immediate objectives focus on recruitment and retention of international students and the respective supporting campus systems. Alongside these are the continued development of study abroad opportunities and participation, the establishment of carefully selected institutional agreements that support multi-disciplinary and multi-level exchange, and the re-connection to international alumni. Long-term objectives include the establishment of an umbrella Office of International Studies and Programs consistent with the Internationalization Strategic Plan and the application for external funding to support operations, student scholarships, faculty projects, and faculty and staff professional development. Internally, the VPAA and the deans will work with the Director to develop Operational policies, and the Director of Grants, Charles Blachford, and the (Vice President for Advancement (VPA), Diane Melby, will assist with applications and solicitations for external funding. Best practices will be actively researched and incorporated, as

appropriate, and the institution will continue to seek guidance from the American Council on Education (ACE) Internationalization Collaborative.

Career Pathways Comprehensive Plan

From HEPC and Shepherd University Comprehensive Plan focus

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

Strategy 1: Increase the number of experiential education opportunities offered in areas typically underrepresented in terms of cooperative education enrollment.

Activity 1.1. Identify the number of experiential education opportunities offered in each academic school.

Timeline: Fall 2014 and ongoing throughout the compact cycle.

Assessment: Identified in activity description. Director of Cooperative Education uses information from RAIL and co-op agreements to assess the number of students and sections.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Director of Cooperative Education.

Activity 1.2. Work collaboratively with deans and department chairs to create new sections of cooperative education classes in areas that have not offered these classes in the past.

Timeline: Spring 2015 and ongoing throughout the compact cycle.

Assessment: Identify the number of new sections and subject areas created year-to-year, seeking to have opportunities in all areas that can offer these courses.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Director of Cooperative Education. Stakeholders will work with deans and department chairs to encourage and assist with the establishment of these classes.

Activity 1.3. Work collaboratively with deans and department chairs to consistently offer sections of cooperative education classes every academic term (Fall, Spring, and Summer Session III).

Timeline: Fall 2014 and ongoing throughout the compact cycle.

Assessment: Identified in activity description. Classes will be monitored for frequency of offerings, number of sections, and academic term of availability.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Director of Cooperative Education.

Strategy 2: Increase the enrollment numbers of underrepresented members of our student community in cooperative education opportunities.

Activity 2.1. Collaborate with the Multicultural Affairs and R.B.A. Offices to engage students who identify as non-traditional and/or ethnic minorities.

Timeline: Fall 2014 and ongoing throughout the compact cycle.

Assessment: Measure retention/graduation rates of these segmented student populations.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Director of Student Success, R.B.A. Program Director, Director of Cooperative Education. Stakeholders will reach out to identified students to encourage them to participate in cooperative education opportunities

Activity 2.2. Collaborate with the University's TRiO Student Support Services program in an effort to engage students who are identified as "at-risk."

Timeline: Fall 2014 and ongoing throughout the compact cycle.

Assessment: Track the number of students who use these services.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Director of Cooperative Education, Director of TRiO Student Support Services. Through the Beacon retention software system, stakeholders will reach out to identified students to encourage them to participate in cooperative education opportunities.

Activity 2.3. Collaborate with Institutional Research, Academic Support and Student Success offices to engage students who are on academic probation.

Timeline: Fall 2014 and ongoing throughout the compact cycle.

Assessment: Measure the number of students reached and the retention rate of this segmented population.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Director of Cooperative Education, Director of Institutional Research, Office of Student Success. Through the retention software system, stakeholders will reach out to identified students to encourage them to participate in cooperative education opportunities.

Strategy 3: Maintain and enhance formal partnerships with businesses, non-profit organizations, and other employers.

Activity 3.1. Strengthen existing partnerships with businesses, non-profit organizations, and other employers.

Timeline: Fall 2014 and ongoing throughout the compact cycle.

Assessment: College Central Network (CCN), National Association of Colleges and Employers (NACE), Cumberland Valley Consortium, Career Fairs, Strategic Alliance Partnerships through the Martinsburg Center, individual on-campus meetings.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Career Services Advisor, Martinsburg Center Director and Staff. Shepherd has a new Career Advisor on staff who will reach out to these stakeholders and work on ways to strengthen these partnerships.

Activity 3.2. Identify potential employers and establish new partnerships.

Timeline: Fall 2014 and ongoing throughout the compact cycle.

Assessment: CCN, NACE, and Cumberland Valley Consortium, Career Fairs, Alumni Relations and Strategic Alliance Partnerships through the Martinsburg Center.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Career Services Advisor, Martinsburg Center Director and Staff. Our new Career Advisor will identify and reach out to businesses, non-profit organizations and other

employers who have not yet worked with Shepherd in order to foster new partnerships.

Activity 3.3. Increase the number of employers attending career fairs and workshops. This will be accomplished by way of the activities listed above [3.1 and 3.2].

Timeline: Fall 2014 and ongoing throughout the compact cycle.

Assessment: CCN, NACE, College Fairs, phone/email communication, Martinsburg Center events, and individual on-campus meetings.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Career Services Advisor, Martinsburg Center Director and Staff.

Strategy 4: Enhance institutional career readiness programs for students.

Activity 4.1. Publicize and increase student awareness of and engagement with career advising.

Timeline: Fall 2014 and ongoing throughout the compact cycle.

Assessment: Focus, Strong, MBTI, Workshops, CCN, Classroom visits and presentations, Information sessions with potential employers. These duties and activities are the responsibility of the Career Services Advisor, who will track attendance as a measure of awareness and engagement.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Career Services Advisor.

Activity 4.2. Continue to work with students prior to graduation to ensure their future plans include career placement and/or graduate school. This includes increasing the number of students utilizing the CCN and participating in career fairs.

Timeline: Fall 2014 and ongoing throughout the compact cycle.

Assessment: The number of students utilizing these services is tracked by the Career Services Advisor and staff. The goal will be to set a benchmark for a year-to-year increase of participation.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Career Services Advisor.

Activity 4.3. Continue to track graduating seniors and alumni in order to assess the effectiveness of career advising efforts and initiatives.

Timeline: Spring 2015 and ongoing throughout the compact cycle.

Assessment: Number of students participating in graduation and alumni surveys. The goal will be to set a benchmark for a year-to-year increase of participation.

Stakeholders and Resources: Assistant Dean for Teaching and Learning, Career Services Advisor.

Collaborative Access Comprehensive Plan

From HEPC

This plan should incorporate best practices such as: early intervention, family involvement, education in the benefits of attending college, provision of information about college going, financial aid assistance and literacy, academic preparation and promotion of college readiness, and application assistance. This plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies to progress toward its goals.

Focus

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

Strategy 1: In the P-12 system, enhance awareness and prepare prospective students on how to navigate the pathways to higher education at Shepherd University.

Activity 1.1. Enhance the existing "Unpacking the College Experience" program to include faculty participation. This would require a faculty member to visit the schools with an Admissions Counselor.

Timeline: Beginning fall 2015 and ongoing through the compact timeline.

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

Stakeholders and Resources: Senior Admissions Counselors, Department Chairs, and Faculty.

Activity 1.2. Host additional "College in Six" (6th graders) groups on campus with the help of Student Affairs and faculty members. Because of limited staffing, the Office of Admissions currently hosts only two groups of 6th graders each year. If we can involve more offices and groups on campus, Shepherd can host additional schools, allowing us to reach a larger population.

Timeline: Beginning spring 2015 and ongoing through the compact timeline.

Assessment: Increase the number of events each year by one annually to reach a target of five events each AY by 2018.

Stakeholders and Resources: Office of Admissions, Division of Student Affairs, Department Chairs, and Faculty.

Activity 1.3. Attend local middle and high school career and college events. This requires faculty and staff to contact local middle and high schools to inform them of Shepherd University's interest to participate in their career and college fair events.

Timeline: Beginning spring 2015 and ongoing through the compact timeline.

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

Stakeholders and Resources: Office of Admissions, Department Chairs, and Faculty.

Activity 1.4. Create web pages for P-12/Shepherd University Collaborative Events. With Shepherd's new web Content Management System (CMS), create web pages that catalog and display the activities and events Shepherd University hosts for youth and adolescents in the nearby areas.

Timeline: Beginning summer 2015 and ongoing through the compact timeline.

Assessment: Have the web pages implemented by summer 2015 to increase visibility of events. Measure the number of page hits for assessment.

Stakeholders and Resources: Office of University Communications, Department of Education, and other departments as needed in relation to events.

Strategy 2: Non-Traditional Working Adult – Increase community and regional awareness of the programs and services offered for adult learners at Shepherd University

Activity 2.1. Implement WV Rocks with a signed Memorandum of Understanding (MOU) and offer minimum of three to four courses per term (fall, spring and summer).

Timeline: Fall 2014 and ongoing throughout the compact cycle.

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

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

Activity 2.2. Identify innovative awareness techniques, with a low-cost alternative to promote adult education opportunities. An example may be the Degree Now grant through the College Foundation of West Virginia.

Timeline: Spring 2015 and ongoing throughout the compact cycle.

Assessment: Development of grant proposals related to adult learners.

Stakeholders and Resources: Director of Grants, R.B.A. Program Coordinators, Martinsburg Center Director.

Activity 2.3. Increase the areas of concentration, with a minimum of two areas of emphasis in the Regents of Bachelor of Arts.

Timeline: Fall 2014 and ongoing throughout the compact cycle.

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

Stakeholders and Resources: R.B.A. Program Coordinators, VPAA, Department Chairs and faculty.

Activity 2.4. Participate in business partnerships by identifying opportunities to network and support local education initiatives. Currently we have 21 Strategic Alliance Business partners through the Martinsburg Center that allow for tuition discounts and promotional opportunities. Included in the 21 partners are two Boards of Education (Jefferson County and Berkeley County, West Virginia).

Timeline: Spring 2015 and ongoing throughout the compact cycle.

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

Stakeholders and Resources: Martinsburg Center Director, Department of Education and other stakeholders as needed.

Strategy 3: Transfer Students – Develop a seamless transition process for the transfer student population to Shepherd University.

Activity 3.1. Establish a Transfer Student Website /Webpage for a “one-stop” shopping approach.

- a. Add FAQ page
- b. Prominently list information about transfer specific events
- c. List all articulation/dual admission agreements and course equivalencies

Timeline: Beginning fall 2015 and ongoing throughout the compact cycle.

Assessment: Have the web page implemented by fall 2015 to help increase visibility of events. Measure the number of page hits for assessment.

Stakeholders and Resources: Enrollment Management, Office of University Communications, Department Chairs.

Activity 3.2. Enhance connections between academic advisors and offices that work frequently with transfer students.

- a. Identify transfer specific representatives from admissions and the Registrar’s office to work directly with transfer specific advisors.
- b. Training workshops are offered for advisors to review common transfer concerns, policies, and new procedures.
- c. Appoint one “super advisor” per school to answer questions specific to each major within that school. While these advisors would be familiar with common transfer student issues, this resource would ultimately benefit all students.

Timeline: Beginning fall 2015 and ongoing through the compact timeline.

Assessment: Measure attendance at workshops and the implementation of parts (a) and (c).

Stakeholders and Resources: Assistant Dean of Teaching and Learning, Office of Admissions, Academic School deans, department chairs and faculty.

Activity 3.3. Establish a clear catalog of course equivalencies for each two-year college/Shepherd agreement and increase efforts to streamline the admissions process for transfer students.

- a. Develop equivalencies that will help to ensure maximum

credit transfer.

b. Incorporate into dual admission agreements along with simultaneous acceptance to both schools and guarantee of advisement by Shepherd and two-year college representatives.

c. Invite two-year colleges to campus for a “counterparts” meeting to reinforce partnerships, discuss further agreements, and foster clear and smooth transfer relationships.

Timeline: Beginning spring 2015 and ongoing through the compact timeline.

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

Stakeholders and Resources: Office of Admissions, Department Chairs, members of Executive Staff.

Activity 3.4. Designate an admissions representative to be the primary counselor for transfer students.

a. Identify a chief representative to two-year colleges.

b. Conduct visits to two-year colleges for recruitment and advisement.

c. Identify primary contact for transfer applicants to Shepherd.

Timeline: Beginning fall 2014 and throughout the compact cycle.

Assessment: Identify admissions counselor as the primary representative. Measure number of visits by the counselors and the transfer matriculation numbers.

Stakeholders and Resources: Office of Admissions, other stakeholders as required.

Strategy 4: International Students – Develop a seamless admissions and transition process and ongoing support for Shepherd University.

Activity 4.1. Ensure all international students are assigned a professional staff mentor to support their transition and acclimation to Shepherd.

Timeline: Beginning fall 2015 and ongoing through the compact cycle.

Assessment: The goal is to have all international students paired with a specific contact in relation to the activity.

Stakeholders and Resources: Director of International Initiatives, International Student Advisor (Student Affairs), Division of Enrollment Management.

Activity 4.2. Ensure the admissions application process for international students is streamlined and clarified.

Timeline: Beginning fall 2015 and ongoing through the compact cycle.

Assessment: Develop and implement a separate admissions page and application for undergraduate and graduate international students.

Stakeholders and Resources: Director of International Initiatives, Division of Enrollment Management, Dean of Graduate Studies.

Activity 4.3. Ensure that English as a Second Language (ESL) support is made available to international students.

Timeline: Beginning fall 2015 and ongoing through the compact cycle.

Assessment: Develop and implement an ESL instructor or agreement for services by fall 2015.

Stakeholders and Resources: Director of International Initiatives, Division of Enrollment Management, Martinsburg Center Staff.

Activity 4.4. Establish partnerships with community colleges in West Virginia and the surrounding states specifically in Northern Virginia and Maryland to foster interest in Shepherd University among prospective international transfer students.

Timeline: Beginning summer 2015 and ongoing through the compact timeline.

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

Stakeholders and Resources: Director of International Initiatives, Division of Enrollment Management.

Critical Regional Issues Comprehensive Plan

From HEPC

This plan will focus on how the institution and its students are engaging with external organizations (government, business, non-profit) to identify and solve critical regional civic and/or social issues. The plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies.

Background

Shepherd University has a history of utilizing advisory boards to inform its decision-making process. These range from discipline-specific advisory boards in nursing, education and social work, to those that deal with regional economic issues (Rural Financial Planning Project) and connections to potential employers (Strategic Alliance Partnerships). In forming the comprehensive plan, individuals and groups were contacted and asked for their input on what they believed to be critical issues for our region. As an area with close geographical proximity to four states, we also took the liberty of expanding the definition of "region" by also speaking with business, education, and community leaders in Washington County Maryland, as we see that area as an extended part of Shepherd's service area.

Contacts included the following:

- All senators and representatives (state and national) from our region;
- Mayors and town councils in the region;
- Business associations/Chambers of Commerce;
- Superintendents of schools in our region;
- Shepherd University Board of Governors members;
- Tourism offices/organizations;
- Representatives of large businesses in the region (Macy's, Hollywood Casino, Quad Graphics, Health Care).

Focus

Shepherd's plan for Critical Regional issues will focus on developing an effective process for bringing together internal and external stakeholders to ensure the Eastern Panhandle receives its fair share of state funding for education in both the P-12 system and higher education. By creating a collaborative process, Shepherd will aid in helping to effectively consolidate and utilize the expertise and resources of many individuals and organizations for addressing critical issues in the region.

Strategy 1: Develop guidelines to codify advisory board policies, including a process for bringing institutional advisory boards together on an annual or semi-annual basis.

Activity 1.1. Develop institutional policies for Shepherd University advisory boards.

Timeline: Beginning spring 2015 and ongoing throughout the compact period.

Assessment: Have policy developed and in place for the 2015-2016 AY.

Stakeholders and Resources: All advisory boards, executive staff, Deans' Council and Administrative Council.

Activity 1.2. Hold first meeting of advisory board groups, identify critical regional issues and work to develop strategies for addressing those issues.

Timeline: Survey during summer 2015 to identify the issues; hold meeting starting spring 2016 and ongoing throughout the compact cycle.

Assessment: Items addressed in timeline and activities are implemented.

Stakeholders and Resources: All advisory boards, including the institutional board of governors, executive staff, Deans' Council and Administrative Council.

Activity 1.3. Use data and findings from external reports, such as the recent consultant's report for Shepherd's business programs, to guide institutional strategic decision-making as it relates to the greater good of the region. One example of this report's findings is the possible restructuring of the organization of Shepherd's academics structure.

Timeline: AY 2014-2015 and ongoing throughout the compact period.

Assessment: An academic structure committee will begin meeting in fall 2015 with the goal of making a recommendation to the President regarding possible models for restructuring Shepherd's academic organizational structure. The goal will be to have such a structure in place for the 2016-2017 AY.

Stakeholders and Resources: The institutional board of governors, executive staff, deans' council and administrative council, faculty and staff.

Strategy 2: In order to build an educated work force, strengthen collaboration between Shepherd University, the P-12 system and potential employers.

Activity 2.1. Work with public school systems in the region to ensure adequate, appropriate, and fair levels of funding.

Timeline: Summer 2015 and ongoing throughout the compact cycle.

Assessment: Analyze data reports from the Appalachian Regional Commission—these reports identify per student funding for each county in the state and identify ones with excess levies. Their economic reports are extensive and include educational attainment data as well as salary, age, and demographics.

Stakeholders and Resources: School system superintendents, County Boards of Education, Shepherd University BoG, and regional legislators and political leaders.

Activity 2.2. Strive to improve healthcare in the region, through increasing the number of baccalaureate- and doctorally-prepared nurses.

Timeline: AY 2014-2015 and ongoing throughout the compact cycle.

Assessment: Track the number of graduates from Shepherd's nursing program, the RN-B.S.N. program, and the development of a future D.N.P. program.

Stakeholders and Resources: Vice President for Academic Affairs, Nursing Faculty, Graduate Dean, Division of Enrollment Management.

Activity 2.3. Identify the types of programs that lead to the development of year-round opportunities to attract tourists to the region. In formulating the plan, three major companies cited the desirability for cultural programming to attract businesses similar to them.

Timeline: Summer 2015 and ongoing throughout the compact cycle.

Assessment: Tools for assessment would include surveys to determine needs, the availability of spaces required, and

follow-up surveys from attendees. This would also include service learning and co-op enrollments/measurements. Stakeholders and Resources: Stakeholders would be several of Shepherd's academic departments (Art, Music, Theater, CATF, English, and History), regional tourism councils, community leaders and organizations, hotels and restaurant operators. Also to be included are the Office of Student Engagement and the Office of Cooperative Education.

Activity 2.4. Identify critical industries and markets that currently need workforce support, or those that will need support in the next five to ten years (United States Coast Guard, Internal Revenue Service, etc.). Shepherd will work with stakeholders to develop programs and curricula in cooperation with local school systems so there is a coherent plan from beginning to end: secondary education through the awarding of baccalaureate and graduate degrees.

Timeline: Summer 2015 and ongoing throughout the compact cycle.

Assessment: Summer 2015-develop meetings. Ongoing through the compact period, strive to develop at least two programs that will follow the directive outlined in the activity.

Stakeholders and Resources: Stakeholders would include elected officials, mayors and town councils, business associations/chambers of commerce, superintendents of schools, Shepherd University BoG, tourism offices/organizations, representatives of large businesses in the region (Macy's, Hollywood Casino, Quad Graphics, Health Care) and government organizations (EPA, USCG, IRS).

Financial Aid Comprehensive Plan

From HEPC

This plan should incorporate best practices such as: early intervention, family involvement, education in the benefits of attending college, provision of information about college going, financial aid assistance and literacy, academic preparation and promotion of college readiness, and application assistance. This plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies to progress toward its goals.

Focus

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

Strategy 1: Promote Financial Literacy.

- Activity 1.1. Conduct financial literacy courses as part of the First-Year Experience Program. The financial literacy courses will be focused on our undergraduate population to, 1) improve their understanding of financial concepts and services, 2) empower them to make informed financial choices, and 3) take action to improve their present and long-term financial well-being.

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

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

Stakeholders and Resources: Office of Financial Aid, FYEX instructors, Academic Advisement Center.

- Activity 1.2. Financial Literacy would be presented as a class topic in already existing, program-specific freshmen seminars, such as BIOL 150, EDUC 150, MUSC 100, etc.

Timeline: Beginning fall 2015 and ongoing through the compact timeline.

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

Stakeholders and Resources: Office of Financial Aid, Academic Department Chairs, and Faculty.

- Activity 1.3. Financial Literacy would be a component of the required class for provisionally admitted students. Students will be assessed on their competencies by completing pre- and post-tests for each course or session.

Timeline: Beginning fall 2015 and ongoing through the compact timeline.

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

Stakeholders and Resources: Office of Financial Aid, Academic Advisors, Department Chairs, and Faculty.

Strategy 2: Promote Financial Awareness through Financial Aid Counseling.

- Activity 2.1. Conduct loan counseling for graduating seniors and graduate students with student loan debt each spring semester. Students schedule an appointment to complete the federally required Exit Loan Counseling at www.studentloans.gov in a university computer lab with financial aid staff present. Exit loan counseling educates students on their rights and responsibilities in repaying their federal student loans. Multiple sessions will be scheduled during the months of March and April to allow as many students as possible to participate.

Timeline: Beginning spring/fall 2015 and ongoing through the compact timeline.

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

Stakeholders and Resources: Office of Financial Aid, Academic Advisors.

Activity 2.2. During the spring semester, all students will be encouraged to complete Financial Awareness Counseling at www.studentloans.gov. Financial Awareness Counseling educates students on their student loan debt, budget management, and loan repayment. Shepherd will be notified when a student successfully completes the counseling session. As an enticement, those who complete the counseling will be entered into a drawing for a tablet.

Timeline: Beginning spring/fall 2015 and ongoing through the compact cycle.

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

Stakeholders and Resources: Office of Financial Aid, Academic Advisors.

Graduate Studies Comprehensive Plan

From HEPC

There will continue to be need for students of all age groups to enter into graduate programs of study. Although the Commission's primary access focus is on the undergraduate population, current and future demands from both the public and private sectors for individuals with advanced degrees necessitates institutions enhancing promotion of their graduate programs. These efforts could be dovetailed with existing or new outreach efforts, particularly those involving the adult population, and with efforts to strengthen regional partnerships, discussed later in the Impact section.

Institutions with graduate programs will provide a summary of institutional efforts to improve the outcomes of students enrolled in these programs along with how the success of these efforts will be assessed. Initiatives may include efforts to improve licensure pass rates, strategies for supporting students in the timely completion of their degrees, initiatives to decrease student loads or other institutional efforts to improve student success.

Focus

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

Strategy 1: Increase the participation of adult learners in graduate programs and certificate programs for licensed professionals.

Activity 1.1. Work internally to recruit Shepherd's current students into its graduate programs through presentations in upper-level and capstone courses.

Timeline: Beginning fall 2014 and ongoing throughout the compact cycle.

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

Stakeholders and Resources: Division of Graduate Studies, Department Chairs and Faculty.

Activity 1.2. Work with targeted academic programs to develop accelerated pathways to graduate degrees, i.e. those leading to teaching certification or other professional degrees such as the Master of Business Administration (M.B.A.)

Timeline: Beginning fall 2014 and ongoing through the compact cycle.

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

Stakeholders and Resources: Division of Graduate Studies, Enrollment Management, Department Chairs and Faculty.

Activity 1.3. The HLC allows Shepherd to offer up to four certificate programs without prior permission. The goal is to add additional certificate programs in business areas or in specialized educational endorsements such as autism or reading.

Timeline: Beginning fall 2014 and ongoing through the compact cycle.

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

Stakeholders and Resources: Division of Graduate Studies, Enrollment Management, Department Chairs and Faculty.

Strategy 2: Increase recruitment efforts around international students.

Activity 2.1. Review and revise materials for international students to have a centralized location on web pages for admissions information, specialized requirements, and support services.

Timeline: Beginning fall 2014 and ongoing through the compact timeline.

Assessment: The first-year goal will be five students as a benchmark for success, with a goal of ten students annually by the end of the compact cycle.

Stakeholders and Resources: Division of Graduate Studies, Director of International Initiatives, Department Chairs and Faculty.

Activity 2.2. Develop a mixed international cohort of students for the MBA program.

Timeline: Beginning fall 2014 and ongoing through the compact timeline.

Assessment: The goal will be to have a cohort of 20-25 students in place for fall 2016.

Stakeholders and Resources: Division of Graduate Studies, Division of Enrollment Management, Director of International Initiatives, Department Chairs and Faculty.

Strategy 3: Expand graduate degree program offerings.

There are currently five graduate programs at Shepherd that support the mission of the University. The goals for the expansion of graduate education include:

Activity 3.1. Develop a graduate degree in nursing, the Doctor of Nursing Practice (D.N.P.)

Timeline: Beginning fall 2015 and ongoing through the compact timeline.

Assessment: The goal is to have an initial cohort of 15 students in place for starting the program in fall 2015 or spring 2016. Enrollment goals are included in the revenue and budget information sent to HEPC for the D.N.P. implementation plan.

Stakeholders and Resources: Division of Graduate Studies, Office of Enrollment Management, Department of Nursing Education, external stakeholders.

Activity 3.2. Current programs are housed in two academic schools: Business and Social Sciences, and Education and Professional Studies. In developing future programs, expand degrees to include other academic schools, such as the School of Natural Science and Mathematics and the School of Arts and Humanities.

Timeline: Beginning fall 2014 and ongoing through the compact timeline.

Assessment: The goal is to have a new program in place for admitting students by fall 2017.

Stakeholders and Resources: Division of Graduate Studies, Division of Enrollment Management, Academic Deans, Department Chairs, and faculty.