



June 20, 2012

President Suzanne Shipley
Shepherd University
PO Box 5000 301 North King Street
Shepherdstown, WV 25443-5000

Dear President Shipley:

This letter is formal notification of the action taken concerning Shepherd University by the Higher Learning Commission. At its meeting on June 18, 2012, the Institutional Actions Council (IAC) voted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

Action with Interim Monitoring. The IAC voted to continue the accreditation of Shepherd College with the next comprehensive evaluation to be set in 2021-22. In conjunction with this action, IAC voted to require the following interim monitoring.

- **Monitoring Report.** A Monitoring Report due by 12/15/12 on Integrity and Federal Compliance.
- **Progress Report.** A Progress Report due by 12/15/13 on assessment of Student Learning and Graduate Education.

If the current Commission action includes changes to your institution's *Statement of Affiliation Status (SAS)* or *Organizational Profile (OP)*, the changes will appear in these documents on the Commission's Web site by Friday, July 6, 2012. The *SAS* is a summary of your institution's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent Institutional Update. No other institutional information was changed.

If you have questions about these documents after viewing them, please contact Karen J. Solomon, your staff liaison. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed institutional changes that require Commission action before their initiation. You will find the Commission's change policy at ncahlc.org/information-for-institutions/institutional-change.html. If you have questions about how planned institutional changes might affect your relationship with the Commission, please write or call Karen J. Solomon.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning
President

cc: Evaluation Team Members
Board Chair

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

SHEPHERD UNIVERSITY
Shepherdstown, West Virginia

March 5-7, 2012

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Linda F. Samson, Professor of Nursing and Health Administration, Governors State University, University Park, IL 60484 (Chair)

Dr. Charles D. Dunn, Political Science Professor, Henderson State University, Arkadelphia, AR 71999

Dr. Joann E. Fredrickson, Professor of Business Administration, Bemidji State University, Bemidji, MN 56619

Dr. James B. Martin, Associate Dean of Academics and Quality Assurance, U.S. Army Command and General Staff College, Fort Leavenworth, KS 66027

Dr. David M. Sammeth, Professor of Chemistry, New Mexico Highlands University, Las Vegas, NM 87701

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit was to conduct a comprehensive evaluation of Shepherd University for continuing accreditation.

B. Organizational Context

Shepherd University (SU) is a public university that offers baccalaureate and masters' degrees. Since its founding in 1871, Shepherd University has evolved from an institution of 42 students, providing instruction "in languages, arts and sciences," to one with a student body of more than 4,449, awarding both undergraduate and graduate degrees. The college remained a normal school from 1872 until 1930, when the legislature approved the offering of the Bachelor of Arts (B.A.) degree in teacher education. The mission of SU changed in 1943 and again in 1950 with addition of a robust set of undergraduate offerings. It first began offering graduate education in 2004 at the time that the Governor of the State of West Virginia authorized a name change from Shepherd College to Shepherd University. In 2009 Shepherd was accepted into the Council of Public Liberal Arts Colleges, solidifying its role as a premier liberal arts institution. As of 2011 the University is designated as a Carnegie Master's Degree, smaller programs institution.

SU first received Higher Learning Commission accreditation in 1950. A visit for continuing accreditation was conducted in 2001-2002 with a recommendation of ten years and a next visit to be conducted in 2011-2012. In 2003 HLC granted authorization for a first master's degree and additional authority to offer some graduate courses limited to 5 courses or 20 semester hours after a February, 2003 Focus Visit. Following a March, 2005 Focus Visit and IAC action SU was allowed to offer "programs at the graduate level are limited to the Master of Arts in Curriculum and Instruction, Teaching, Master of Music-Music Education, and the MBA. Additional graduate offerings are limited to 5 courses or 20 semester hours per year. In May, 2006 the Master in College Student Development and Administration was added to the Statement of Affiliation Status.

The current visit is being conducted as a regular Comprehensive Evaluation with no Requests for Institutional Change.

C. Unique Aspects of Visit

None

D. Sites or Branch Campuses Visited

SU does not currently operate any branch campuses or sites.

E. Distance Education Reviewed

Although SU has some courses that it offers through distance education, it does not currently offer more than 50 percent of any program through distance delivery. In conversations with various campus constituents it was evident that with some limited exceptions most faculty members do not wish to offer distance education courses since most of the students are physically present on campus. Although some courses have a presence in the campus CMS this is viewed as supporting the classroom instruction.

The team did review a sample of the courses that are delivered using the campus CMS and found these to be reasonable in terms of design. None of the courses that were reviewed as a part of the Federal Compliance were part of the distance delivery review. Most of the courses were those that are considered foundational or pre-requisite to an advanced degree or some used in the RN/BSN program. This level is in keeping with the approval for distance delivery stated in the SAS.

The University does have plans to develop distance delivery using two-way interactive communication in order to move to some new locations. However, any of those plans will require a substantive change request since those sites are not yet approved.

F. Interactions with Constituencies

1. Board of Governors (including the Chair): N present =9
2. President
3. Assistant to the President
4. Vice-President for Academic Affairs
5. Dean, Arts & Humanities
6. Dean, Business & Social Sciences
7. Dean, Education & Professional Studies
8. Dean, Natural Sciences & Mathematics
9. Dean, Graduate Studies & Continuing Education
10. Dean, Libraries & Information Sciences
11. Dean, Teaching, Learning & Instructional Resources
12. Director, Athletics
13. Asst. Director Athletics & Admin Associate
14. Vice-President of Administration & Finance (interim and current)
15. Director, Facilities Management
16. Executive Vice President, Shepherd University Foundation
17. Director of IT services
18. Director of Procurement Services
19. Vice-President for Enrollment Management

20. Director, Admissions
21. Director, Financial Aid
22. Registrar
23. Retention Specialist
24. Vice-President of Student Affairs
25. Asst. VP, Student Engagement
26. Asst. VP, Student Success
27. Dean of Students
28. Director of Veterans Programming
29. Counseling Services (1 or more)
30. Director of Dining Services
31. Director, Student Center
32. Vice-President of Advancement
33. Exec Director, University Communications
34. General Counsel
35. University Police Chief
36. Criterion One Committee: n=5
37. Criterion Two Committee: n=5:
38. Criterion Three Committee: n=7
39. Criterion Four Committee: n=8
40. Criterion Five Committee: n=7
41. Department Chairs: n=13
42. Center for Teaching and Learning Staff: n= 7 including Dean of Teaching & Learning, Asst. Dean of Teaching & Learning, TRIO services director, Media Services Director, Instructional Technology Director, FYEX director, Director of Academic Support Services
43. Athletics Meeting: n=10
44. Open Faculty Meeting: n=50
45. Open Staff Meeting: n=75
46. Open Student Meeting: n=15
47. SGA Executive Board: n= 7
48. Open Graduate Student Meeting: n= 30 CSDA, MMME, MBA programs represented
49. Alumni n=8
50. Community members n=11
51. Special Assistant to the Vice President of Academic Affairs
52. Director of Teacher Education
53. Director, Institute of Environmental and Physical Sciences
54. Chair, Department of Business Administration and Family and Community Services
55. Chair, Department of Contemporary Art and Theater
56. Chair and Director, Department of Nursing Education
57. Chair, Department of Education
58. Chair, Department of English and Modern Languages

59. Chair, Department of Political Science
60. Chair, Department of Accounting
61. Chair, Department of Communication
62. Chair and Program Director, Department of Social Work
63. Representative of the Chair, Department of Biology
64. Chair, Department of Health, Physical Education, and Sports
65. Representative of the Chair, Department of Chemistry
66. Assistant Dean for the Center for Teaching and Learning
67. Director, First Year Experience and Community Readying
68. Director, TRIO Student Support Services
69. Director, Academic Support Center
70. Project Coordinator, Center for Teaching and Learning
71. Director of Audio-Visual Media Services
72. Administrative Associate – Financial Operations for Academic Affairs
73. Two Counselors
74. Director, Health Center
75. Director of Counseling
76. Veterans Programming and International Student Advisor
77. Associate Director of Residence Life for Housing and Facilities

G. Principal Documents, Materials, and Web Pages Reviewed

1. 2002: Institutional Compact Update
2. 2005 Retention Update to the State Compact
3. 2011 Art Capstone (Senior Level) Portfolios
4. 2011 Art Professional Practices I (Sophomore Level) Portfolios
5. Abbreviated Form of the MAPP Test
6. Academic Advising
7. Academic Affairs Data Set 2006-2010
8. Academic Affairs Organizational Chart
9. Academic Program Reviews: Chemistry, History, HPERS,
10. Academic Support Center
11. Accreditation Newsletter
12. Adjunct Faculty Resources
13. Administration and Finance Homepage
14. Admission Requirements
15. Admissions Homepage
16. Advanced Technology in the Classroom
17. Advisement Center Privacy Policy
18. Advisement letter regarding the new curriculum [faculty]
19. Advisement letter regarding the new curriculum [students]
20. Alumni Association Research Report

21. Alumni Association Strategic Plan
22. American Associate of University Professors [Academic Freedom Statement]
23. American Council of Education Globalization Press Release
24. Animal Use and Care Policy
25. Annual Giving Strategic Plan
26. Anthology of Appalachian Writers
27. Appalachian Heritage Writer's Award
28. Appalachian Writer in Residence Program
29. Approval of new mission by the Board of Governors
30. Articulation agreements
31. Assessment Cycles
32. Assessment of Center for Teaching and Learning (CTL)
33. Assessment of the Current Strategic Plan
34. Assessment Plans for: Academic Support Center, Auxiliary Enterprises, Counseling Services, Graduate Studies, Honors Program, Institute of Environmental and Physical Sciences, IT Services, Lifelong Learning, NASA Undergraduate Research Consortium, Nursing Education, Psychology Department, Scarborough Library, Sociology, Student Affairs, Student Center, Writing Center
35. Assessment Task Force
36. Audio-Visual Media Services
37. Authorization to use Banner
38. Auxiliary Enterprises
39. Banner Access Form
40. Bid Guidelines
41. Bidding Webpage
42. Board of Governor's Policy 26
43. Board of Governors Bylaws
44. Board of Governors Members
45. Board of Governors Policies University Constitution [Article 4, Section 7 and Article 5, Section 4], various pages Faculty Senate By-laws [see page 6]
46. Budget Package FY 2011
47. Bureau of Business and Economic Research
48. Campus Master Plan
49. Campus Progress Report
50. Campus Salary Retreat
51. Campus Security Report
52. Campus Student Conduct System
53. Capital Projects
54. Career Services Events and Workshops
55. Center for Teaching and Learning
56. Center for Teaching and Learning Grants

57. Center for Teaching and Learning: Trio Support Services Page
58. CLA scores
59. Classroom Technology
60. CLEP [exam testing]
61. Co-op Businesses and Employers
62. Committee structure
63. Common Reading Program
64. Conference Service Information
65. Confidential Communication
66. Conflict of Interest Policy
67. Contemporary American Theater Festival (CATF)
68. Continuing Education Course Offerings
69. Contractual Agreements: Office of Administration and Finance
70. Cooperative Education
71. COPLAC Mission Statement
72. Core Curriculum Framework
73. Corporation of Shepherdstown
74. Council for the Advancement and Support of Standards in Higher Education
75. Council for the Advancement of Standards
76. Counseling Center
77. Create Campaign
78. Crossroads Conversations Memo
79. CSDA 678)
80. CTL Faculty Tech Workshops
81. Dedication of the Howard Carper Learning Commons
82. Department of Business
83. Department of Contemporary Art and Theatre
84. Department of Music
85. Department of Nursing Education
86. Department of Political Science
87. Department of Psychology
88. Department of Social Work
89. Division of Student Affairs
90. Don't Be a Zebra (Freshman Level) Assault Awareness Campaign
91. Economic Impact of West Virginia Higher Education Institutions
92. Edu Tech Center
93. EDUC 580-Action Research Thesis Experience
94. Education Testing Service
95. Emergency Management Plan
96. EMS system
97. Enrollment and graduation rates of student-athletes

98. Enrollment Management Newsletter (RETAIN), Great Colleges to Work For Survey Results 2010
99. Enrollment Management Strategic Plan
100. Equal Opportunity Policy and Affirmative Action Plan
101. Executive Summary of PASS Data
102. Facilities Management Department
103. Facilities Satisfaction Survey
104. Facilities: Current and completed projects
105. Faculty Course Release Policy
106. Faculty Demographics, 2006-10
107. Faculty Development by Departments, Update to 2005 Compact:
108. Faculty Evaluation (P&T, Annual Evaluation, Merit Process, Student Course Evaluations)
109. Faculty Handbook Student Government Association
110. Faculty Research Forum
111. Fall 2011 Shepherd University Student Profile
112. Fall 2011 SU Student Profile
113. Fall Assembly Power Point
114. FASTPASS
115. Financial Planning
116. Financial Ratios and Benchmarks FY2009
117. Financial Reporting Page
118. First-Year Experience
119. Focus Groups
120. Food Sciences Lab Expansion
121. FOSL Series
122. Foundations of American Education (EDUC 200)
123. Founders Day
124. Freedom's Run
125. Friends of Music
126. FYEX Peer Educators
127. FYEX program
128. Gateway Programs
129. Gender, Age, and Status of Credit Students, 2006-10
130. General Studies Committee
131. General Studies Outcomes
132. George Tyler Moore Center for the Study of the Civil War
133. Graduate Faculty Handbook
134. Graduate Gazette Newsletter
135. Graduate Program review
136. Graduate Student Handbook [see pages 11-13]

137. Graduate Student Retention
138. Graduate Studies Awards Press Release
139. Graduate Studies mission
140. Graduate Studies Program
141. Graduates by Major
142. Great Colleges to Work For Survey Results 2011
143. HEPC Social Justice Initiatives Grant
144. History of Shepherd University
145. HLC Data Set (Institutional Snapshot)
146. Honors program
147. Human Resources Annual Report to BOG
148. Human Resources Policies
149. Indirect Cost Reallocation Policy
150. Information & Technology Services Policies
151. Institutional Compact [pages 133-135]
152. Institutional Review Board
153. Intellectual Property Policy
154. Interest Groups
155. Internationalization Press Release
156. Internationalization Strategic Plan
157. IT Services Security Policy
158. January 2011 Strategic Plan Letter
159. Late Night in the Zone History and Data
160. LEAP Outcomes
161. LEAP principles
162. Learning Communities
163. Learning Outcomes
164. Lifelong Learning Course offerings
165. Linking SEM to Academic Programs
166. List of Ethics Courses
167. List of Shepherd University accreditations
168. LOCEA Presentation of 2006 Compact Update
169. MACI Comprehensive Exam Information and Rubrics
170. MedSTEP
171. Mountaineers of Blue and Gray: A Multi-media CD of WV in the Civil War
172. Multicultural Leadership Team Scholarships
173. Multiculturalism and Diversity in the Core Curriculum
174. MUSC 501
175. MUSC 650 Thesis
176. Music Department Newsletter
177. NCATE Report on Standards for Scholarship

178. New Faculty Resources
179. New Student Convocation
180. New Student Orientation Day of Service
181. Noel-Levitz Student Satisfaction Inventory
182. Nursing Department Self Study pg. 3
183. Office of Advancement
184. Office of Career Services
185. Office of Institutional Research
186. Office of Multicultural Affairs
187. Office of Student Community Services and Service Learning
188. Office of Student Financial Aid
189. Old Strategic Plan
190. Overview of Higher Education Deferred Maintenance (WV-HEPC)
191. Partnering Agencies
192. Performing Arts Series at Shepherd (PASS)
193. PHIL 100
194. Placement Testing
195. Planning documents: School of Arts and Humanities, School of Business and Social Sciences, School of Education and Professional Studies, School of Natural Sciences and Mathematics
196. Praxis I, II [testing]
197. President's Annual Report
198. President's Report and Honor Roll of Donors 2006, 2007, 2008, 2009, 2010
199. Presidential Honor Roll 2008, 2009, 2010
200. Press release: Academic reform and time to graduation
201. Press Release: Nursing and Education Students in Jamaica
202. Press Release: Professor of the Year
203. Press Release: Relay for Life honors Dr. Suzanne Shipley
204. Press Release: Washington Gateway Academy
205. Press Release: WSHC DJ Wins AwardSkyTruth
206. Privacy of Student Records
207. Professional Connections Day
208. Professional Development Funds [from Professional Development Committee]
209. Professional Development in Education Program
210. Program Board of the Office of Student Affairs
211. Provisional Admission
212. Purchasing Card Policies and Procedures
213. Race and Ethnicity of Credit Students, 2006-10
214. RBA Today grants
215. RBA Today program
216. Readmit & Transfer Students

217. Recovery Students
218. Red Cross Blood drives
219. Regents Bachelors of Arts
220. Report on Retention
221. Research Integrity Policy
222. Residence Life
223. Residency of Students, 2006-10
224. Results of the West Virginia Survey of Graduating Seniors
225. Retention of Freshman Cohorts
226. Retiree Benefits: Staying Connected
227. Robert C. Byrd Honors Scholarship Program
228. Room Reservation instructions
229. Safety Survey and Results
230. SAKAI
231. Salary Memorandum/Campus Salary Retreat Followup
232. Scarborough Library Scarborough Society
233. Scarborough Library Strategic Plan
234. Scholars Program
235. Scholarship Opportunities
236. Scholarship: Accounting, Administrative Staff, Art, Biology, Business Administration/Family and Consumer Sciences, Chemistry, Computer Information Sciences, Economics, Education, English, Environmental Studies, History, HPERS, Library, Mass Communications, Mathematics and Engineering, Music and Theater, Nursing Education, Political Science, Psychology, Social Work, Sociology and Geography, Vice President for Academic Affairs
237. School of Business and Social Sciences Strategic Plan
238. School of Education and Professional Studies Strategic Plan
239. Senate Committee Page
240. Service Learning HEPC Report
241. Service Learning Hours Performed by SU Students
242. Services for Veterans
243. Sexual Assault Advocacy Team
244. Shep OWL
245. Shep-or-Treat event
246. ShepCONNECT Web for Alumni
247. Shepherd College Compact Data Report 2002
248. Shepherd ROBO Fest
249. Shepherd University Academic Profile
250. Shepherd University Alumni Association
251. Shepherd University becomes a member of COPLAC
252. Shepherd University Carnegie Classification

253. Shepherd University Catalog
254. Shepherd University Chronological Highlights
255. Shepherd University Compact Progress Report
256. Shepherd University Constitution
257. Shepherd University Foundation
258. Shepherd University Institutional Compact
259. Shepherd University Magazine
260. Shepherd University Mission Statement
261. Shepherd University Organizational Chart
262. Shepherd University Organizational Chart
263. Shepherd University Research Corporation (SURC)
264. Shepherd University Self-Study Website, including Self-Study, Self-Study Framework, committees, hyperlinks, and other supporting documentation
265. Shepherd's Alternative Spring Break
266. Shepherdstown Film Society
267. Shepherdstown Music and Dance Society
268. Site-Team Report 2002 Visit
269. Social Work
270. Social Work Advisory Council
271. Staff Development Policies
272. Standardized Assessment Measures used by CTL
273. State of West Virginia Single Audit
274. STEP Programs
275. Strategic Enrollment Management
276. Strategic Plan Funding
277. Strategic Plan Priorities
278. Strategic Plans: Department of Music Planning Guide, Nursing Education Strategic Plan, Social Work Strategic Plan, Political Science Strategic Plan,
279. Stretch Model Program
280. Student Affairs
281. Student Affairs Data Report 2/11
282. Student Affairs Data Report 2/11, 2/12
283. Student Bill of Rights
284. Student Clubs and Organizations
285. Student Code of Conduct
286. Student Course Evaluations
287. Student Employment Office
288. Student Experiences
289. Student Handbook [see pages 106-111; 149-160]
290. Student Handbook General Studies Philosophy
291. Student Success and Retention Plan

292. Study Abroad Courses
293. Study Abroad Office
294. SU Press release: Academic Reform
295. Summer Sports Camps
296. Supervisor's Handbook [PeopleAdmin system]
297. SURC
298. SURC Indirect Cost Policy
299. SURC Transition Plan
300. Teacher Education Program
301. Technology Oversight Committee (TOC) [see page 6]
302. Technology: FY 2012 Information Technology Budget
303. Technology: Sakai Usage
304. Test Proctoring
305. Time of Day for Courses, Fall 2010
306. Title IV-E Grant [Social Work]
307. TOC
308. TOC Funding
309. TOC RFP Proposal
310. Transfer Student Policies
311. Tuition Rate Press Release
312. Turnitin
313. Tutoring
314. University Police Department
315. Use of assessment: Psychology Department, College Student Development and Administration Program, Institutional Compact [see pages 49-61 regarding licensure pass rates], Human Sexuality Course, Multicultural Student Affairs
316. Voluntary System of Accountability
317. Washington Gateway Academy
318. Washington Jr. High Gateway Academy Research Results
319. Wellness Center
320. West Virginia 2011 Teacher of the Year
321. West Virginia Broadcasting
322. West Virginia Fiction Competition
323. West Virginia Higher Education Policy Commission
324. West Virginia Promise Scholarship
325. West Virginia State Law, Chapter 18A-3-3
326. Writing Center
327. WSHC
328. WV-HEPC Evaluation of Shepherd 2003-2004 Compact
329. WV-HEPC Master Plan for Higher Education
330. WV-HEPC Policy 32

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

According to the SU SSR, “The self-study process is an open, collaborative, evidence-based process based on a shared model of continuous self-assessment, improvement, and broad participation from across the University. The organization of the self-study process was broken down into the traditional lines of writing groups for each criterion with faculty or dean chair/co-chairs. In addition to the writing teams, there was an executive steering committee, design team, proofreaders, and an academic steering committee comprised of students, faculty, staff, and other campus and community stakeholders. The guiding principles of transparency and participation were achieved through the presentation of information several times annually at Student Government, school meetings, Deans’ Council, Board of Governors (BoG), and University Assembly meetings. An accreditation newsletter and progress reports posted on the accreditation website, along with campus e-mails, informed the campus community of the process, progress, and calls for participation.”

The process described in the SSR was verified in meetings with all campus constituents and through review of the Self Study website and supporting materials.

B. Integrity of the Self-Study Report

The Team found that Shepherd University provided a lot of information in the Self Study Report and Exhibits to explain its understanding of its own compliance with the Criteria for Accreditation. The electronic resource room and the hyperlinks within the SSR made it easy to find needed information. The Self-Study Co-Chairs provided corrected information prior to the visit when it became evident that some of the material from one core component was incorrectly formatted. There was clear and careful attention to detail and to providing any information requested by the team.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the organization to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information. The required worksheets documenting compliance are attached.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

a. Shepherd University has a clearly defined, well organized mission statement, which empowers and guides the university to meet the needs of the Shepherd community with integrity, leading to the fulfillment of its mission. The mission statement affirms the role of Shepherd University as a “public liberal arts university” and as a regional center for academic, cultural, and economic opportunity.

1. The mission statement of the university was revised, declaring its public liberal arts focus, in 2005-06. Subsequent planning documents reveal that the institution has committed a great deal of time and energy toward devising ways to achieve its mission.

2. The new mission statement along with the strategic planning document, “Crossroads Strategic Plan,” enables the university to assign responsibility and accountability for each goal. Further, the university effectively ties budget development to planning goals.

3. The University’s admission to the Council of Public Liberal Arts Colleges membership in 2009 provides substantial affirmation that the institution has made significant progress toward its goal of becoming a “premier liberal arts” university.

b. Shepherd University is deeply invested in its mission and in assuring that all stakeholders clearly understand and can articulate the mission of the institution. Mission posters were present in a number of locations on the campus and in most buildings that were visited. Participants in each of the group meetings consistently tied comments back to both the SU mission statement and the Crossroads Strategic Plan. The Team finds that Shepherd University’s mission documents are widely disseminated via print publications and electronic formats. These documents are easy to access by various audiences. They clearly articulate the purposes of the institution to the public and accurately reflect the purposes and scope of the University. Conversations with faculty and student leaders reveal that the mission of SU is well understood and endorsed. Student leaders, in particular, could articulate clearly “how” Shepherd fulfilled its role as a “public liberal arts university.”

c. SU actively works to assure its integrity in its publications and in the presentation

of materials to campus and external constituents. The institution participates in the Institutional Compact and provides data through the Voluntary System of Accountability <http://www.voluntarysystem.org/index.cfm?page=homePage>. The Director of Institutional Research works with the units to assure that accurate information is available about the institution.

d. SU hired its current President in 2007. Interviews with a variety of stakeholders including the Board of Governors, Executive Staff, Faculty, Staff, Department Chairs, Deans, and students verified that the President is responsible for the day-to-day operations of the campus and works effectively with the Board of Governors as they carry out their governance role. In numerous sessions the willingness and efforts of the President to assure campus buy-in, to listen to stakeholders, and validate to others that she uses all data in decision-making was apparent. Executive Leadership validated the matrix and collaborative relationships between members of the staff that fostered synergy and momentum. For example the VPAA and the VPEM are collaboratively looking at enrollment not just from the perspective of student head count and credit hour production but from the concern for program enrollment and program growth. Another example of strategies that promote effective leadership and support collaborative processes is found in the revision of the faculty evaluation tool. Upon hire the VPAA noted that the tool was not consistently used. After discovering that people didn't use the tool because they didn't feel it was effective he convened a task force of deans and faculty senate to revise the tool which is now being used successfully.

e. SU's primary mission as a public liberal arts university and regional center for academic, cultural, and economic opportunity appears to be met through a variety of educational programs at both the baccalaureate and graduate levels, programs which meet the needs of a very diverse student body largely through on-campus instruction. The university sponsors a number of very significant efforts to provide assistance to community organizations through its service learning, internship, and community assistance programs. A significant portion of academic offerings are offered in the evening to facilitate enrollment by nontraditional students. Over 17 percent of instruction is delivered in an on-line format. In addition, the university participates in the state's Regents Bachelor of Arts program which is designed to enable non-traditional students who have not completed an undergraduate degree to do so.

f. SU is organized to fulfill its mission through structures and processes that involve the Board of Governors, administration, faculty, staff, and students. The University is governed by a 12-member Board of Governors which includes 9 lay members appointed by the Governor and a representative each from the faculty, staff, and

students. It also is subject to the coordination efforts of the West Virginia Higher Education Policy Commission (WVHEPC), a statewide body that oversees the development of 4-year public colleges and universities in West Virginia and requires that institutions engage in planning and assessment on a periodic basis. Institutional mission and role must be approved by WVHEPC. Further, proposed academic programs must receive its approval. Conversations with members of the Shepherd University Board of Governors reveal a significant understanding of and support for the mission of the institution.

g. At the campus level, the governance structure includes the President, who is employed by the Board of Governors and is responsible to that board for the overall academic and fiscal management of the University. The institution is organized in a traditional manner, with vice presidential positions, deans of the various schools and department chairs of departments. Like many similar institutions, most policy development is tasked to standing and ad hoc committees and the Faculty Senate. The Shepherd University Assembly establishes three permanent committees that report directly to the Faculty Senate: Curriculum and Instruction; Admissions and Credits; and General Studies. The Strategic Planning Committee also is established by the University Constitution and is responsible for coordinating strategic planning efforts.

h. The development of SU's "Crossroads Strategic Plan" in 2007-2009 very impressively demonstrates the commitment of the University to fully implementing its mission. The Crossroads document identifies four pathways to achieving its vision for the future that include student learning, optimizing the potential of faculty/staff, creating a beautiful, welcoming campus environment, and stimulating the cultural and economic development of the region. The planning process has been participatory, including SWOT analysis and frequent campus conversations, and is on-going process, supervised by a subcommittee of the planning group, with frequent opportunities for assessment. The planning process includes an annual memorandum from the president directing that budget requests be tied to mission goals. The strategic planning document is scheduled to undergo a thorough revision/examination in 2013.

i. Attracting a diverse faculty and staff and recruiting a diverse student body are identified by the Self Study and by conversations with campus leaders as important University goals. Campus documents assert that Shepherd University "leads West Virginia colleges and universities in its diversity of students and faculty." An examination of campus reports demonstrate that this assertion is based on fact: over 12 percent of Shepherd students are minorities (about half are African Americans) and nearly 17 percent of full-time faculty members are members of

racial-ethnic minority groups. Self Study documents indicate that Shepherd University exceeds its goal of having diversity of faculty at 95 percent of its West Virginia peers. Further, the university has encouraged greater internationalization by recruiting additional international students and by supporting numerous discipline specific trips abroad.

j. Shepherd University has developed a very successful institutional advancement program focused on raising private funds to support university efforts. The Office of Institutional Advancement, working with the Shepherd Foundation, completed a \$20 million campaign one year earlier than expected (2011) and exceeded its fund-raising goal by \$6 million. The largest single gift in that effort was a \$1 million gift to assist in the construction of the Fine Arts facility. It is significant that the fund-raising effort was consistent with the "Create" program which focuses on raising funds to implement the Crossroads Strategic Plan. The effort, according to the Vice President for Institutional Advancement, further stimulated private giving to the institution. This bodes well for future fund-raising efforts.

2. Evidence that one or more specified Core Components need organizational attention

a. Although SU indicates that it offers very little in the way of distance education the Institutional Research report identifying time of day for courses offered in Fall 2010 indicates that 17.2% of the Fall offerings of courses that were not cancelled were either online or had no hours of instruction listed in the Banner system. If the lack of Banner data is reflective of online offerings the institution needs to address the difference in its perception of its offerings and determine whether it needs approval for distance education. If the lack of Banner data is reflective of labs and studios that are individually scheduled the institution should develop some mechanism to assure that it does not incorrectly report courses in a way that may have some potential regulatory effects.(1e)

b. During the review of the Federal Compliance information the team noted that several of the SU web pages contained incorrect information about program specialized accreditation. For example in the nursing web page, the Collegiate Commission on Nursing Education (CCNE) logo was prominently displayed but when clicking the accreditation tab on the same page information came up about National League for Nursing Accrediting Commission (NLNAC) accreditation. In fact SU had dropped its affiliation with NLNAC with the award of CCNE accreditation. Once the staff was notified of this discrepancy the VP for Enrollment Management made the corrections to the web page. Other web pages and catalog pages do not have information related to accreditation although the specialized accreditations held are identified in the catalog.(1e)

3. Evidence that one or more specified Core Components require Commission follow-up.

a. While the Faculty Handbook does not delineate the prescribed maximum load for adjunct faculty, the appointment letters in their faculty files indicate the maximum load without waiver to be 9 hours. The employment of an adjunct beyond this load requires a decision of the Department Chair, Dean, and Vice President of Academic Affairs. The form indicates overloads are to be used only when absolutely necessary, thus the approval level resting at the VPAA. Adjunct faculty who accept appointment for work beyond 9 hours are required to sign a document indicating their understanding that while they are teaching an abnormally high load, they are not employed full time and have no rights to benefits. A random sampling of 10 adjunct faculty files revealed 2 long time adjuncts who regularly teach well beyond this stricture. A Biology instructor has been hired to teach 16 hours of General Biology for the past 10 full semesters and was also paid to host office hours at a rate of 4 hours per week. Prior to this period, which stretches to Spring 2007, the adjunct in question taught at least a 12 credit hour load during each semester dating to Fall 2002. Likewise, an adjunct faculty member in History has been teaching 9 hours of History and 6 hours of English every semester dating back to at least Fall 2008. The comment from the leadership of the English Department on the form submitted to the VPAA indicated that by this adjunct teaching the writing course they had fewer adjuncts to mentor. This abuse of adjunct policies not only indicates a willingness by the senior academic administrators to dismiss standing policies at will, but also a lack of desire to identify new adjuncts who can take the individual loads below the specified levels. These issues, unlike the full time faculty load issues, are not about money. The same amount of money could have been paid to two other adjuncts and not placed faculty members in situations which could compromise their teaching quality. Both of the adjuncts spotlighted exceeded the standard workload for a full time faculty member which the Faculty Manual says should be exceeded only for specific reasons to avoid a denigration of teaching quality. (1e)

b. Review of course syllabi and program materials as a part of the newly revised Federal Compliance process related to credit hours yielded several areas of concern. SU has a required template for course syllabi. The template does not mandate that class meeting times or credit hours be included in the syllabus. Only a couple of the syllabi reviewed had class meeting times or credit hours making it difficult to verify the accuracy of the catalog or term schedule. Of more significant concern was the lack of course objectives or learning outcomes on many of the syllabi that were reviewed. The standard template requires that objectives be included so that the absence is a violation of the institution's own policy. In some cases only an overall goal for the course was listed – for example “Chem 122 is the second term of the

two-term sequence presenting an overview of organic chemistry and biochemistry” on the chemistry syllabus. In the case of the graduate business courses no learning outcomes were listed on syllabi, nor was there evidence of programmatic learning outcomes except for three found in the program review documents. The issues related to assessment are contained under the relevant criterion; however, the issue of non-compliance with the institution’s own policies and with those required by HLC raises an integrity issue. (1e)

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; Commission follow-up recommended.

Monitoring report on Federal Compliance and integrity by 12/15/2012

CRITERION TWO: PREPARING FOR THE FUTURE. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

a. Shepherd University undertook a comprehensive strategic planning process in 2007 with the arrival of its current president. The document entitled the *Crossroads Strategic Plan 2009-2013*, outlines the institution’s priorities for the period. The plan identifies four core pathways that are: Inspire Student Learning and Development; Optimize Potential of Faculty and Staff; Create a Beautiful and Welcoming Campus; and Stimulate the Cultural and Economic Development of the Region. There are also twenty university-wide priorities derived from these pathways that the active participation of stakeholders in the development of the plan. The President also addressed the use of the ASCU stakeholder survey as one of the mechanisms to get broad based participation in the development of the plan. Meetings with a variety of stakeholders verified that broad input was solicited in shaping the plan. The university constitution specifies the membership of the Strategic Planning Committee. The Strategic Planning Committee includes 28 members and represents virtually every constituency of the institution.

b. SU has effectively linked its *Crossroads Strategic Plan* to its development plan (the CREATE plan). The campaign to raise \$20 million in capital was able to conclude three years early and generated over \$26 million. The VP for Advancement clearly described the success of the campaign because of its

linkage to the overall campus plan. In a similar initiative based on the strategic plan, the Executive Director of the Foundation and the VP for Advancement described generating a \$1.8 million endowment to support faculty development. This campaign has only been in place for the last three years and the corpus is currently generating \$40,000 annual funds for the stated purposes of faculty development with the expectation that the amount will increase to \$80,000 annually within the next 3 years.

c. The SU budget process is clearly linked to the university strategic plan. A review of the President's budget memo to the campus, documents used for budget planning process, and meetings with chairs, deans, and the executive staff to the president verified that all budget allocations are tied to the priorities delineated in the strategic plan.

d. The University's Master Plan for facilities is reviewed and revised periodically to ensure that the highest priority items are near the top of the list in case funding becomes available. Students pay a "facilities fee" which generates approximately \$2 million per year for renovations and deferred maintenance. That permits the university to effectively plan to engage in at least one significant renovation each year.

e. University leaders are quite innovative in their efforts to "grow the university" financially during an era of flat state appropriations and limited increases in tuition and fee rates. "New" dollars to pursue strategic objectives have come essentially from three sources: (1) a focus on making auxiliary enterprises more profitable, so that auxiliary profits can support academic initiatives; (2) a focus on developing a mix of recruited students that is weighted more heavily toward nonresident students who will produce more tuitions graduate education program and has/fee income per student than resident students; and (3) a focus on achieving efficiencies in utility use and purchasing operations that will require, at minimum, lower growth in those budget areas. Although the institution continues to be creative in its use of resources, faculty did bring up their concerns about the lack of state support for the University and the reality that it has been perceived to be dropping for years not as a result of recession but rather a part of the state's conservative culture when it comes to monetary support for higher education.

f. SU relies on numerous sources of institutional data to measure strategic progress on enrollment, retention, and graduation statistics. At the program level, program reviews, course and faculty evaluations, annual progress reports, as well as user surveys for facilities, student affairs and residential life programs,

are used to measure effectiveness as well as to guide future improvement across program goals.

g. The university aligns resources to support strategic goals. The annual budget process includes a budget communication from the President as to which strategic priorities will guide budgeting decisions. The process includes review of progress on four pathways by a subcommittee of the Strategic Planning Committee, which then prepares recommendations to the President and executive staff. The budget process includes a committee structure with wide campus representation, and a recommendation that goes to the executive staff. Final budget recommendations go to the Board of Governors. All budget requests must reflect alignment with mission and strategic priorities.

h. SU has dedicated resources to the collection of relevant data to measure progress on institutional and unit goals, including the Office of Institutional Research, the Center for Teaching and Learning, the Assessment Taskforce, the creation of a retention specialist, and the creation of the Dean of Graduate Studies and Associate VP for Academic Affairs.

i. At the institutional level, evidence suggests long-range planning drives budget allocation and that there is a process for prioritizing goals (See 2011 letter from President on budget requests.) The institution is also successful at using committees to advance institutional priorities, as seen by actions of the Student Success Committee, the Internationalization Committee, and the Student Community Service and Service Learning Committee.

j. Efforts to improve retention is a specific example on how planning, assessment, and budgeting are connected. The institutional Compact goal on retention was not met. As a result, institutional resources were allocated for a retention specialist and a Strategic Enrollment and Retention plan. Specific programmatic activities (RETAIN, MIR, FASTPACK, SIR, etc.) have been created to address retention. The Student Success Committee has planning goals that directly support the University's mission and strategic plan. The Student Success Committee reviews the retention data and recommends strategies for improving retention and graduation. Furthermore, SU is working to assure that students do not borrow more than they need and has instituted through its Financial Aid office two initiatives LEGIT and be Financially Fit to assure responsive borrowing and a campaign to get students to submit FAFSA forms on time. This effort increased on time submission to 94% and SU has a default rate lower than state or national averages.

2. Evidence that one or more specified Core Components need organizational attention

a. The current strategic plan for SU was an institutional effort and each area of the campus was asked to develop unit-specific plans. At the time of the visit to the campus (year 4 of the current 5 year plan) not all units have developed unit-specific strategic plans that are tied to the university strategic plan. While those units that have developed plans clearly use them for making budget requests and for satisfying the requirements of specialized accreditation processes, the lack of plans for other units at this juncture should be addressed by the institution as it moves forward with its strategic planning update in the next year. (2d)

b. While the institution is committed to its graduate education program and has been working to build a graduate culture, there is little evidence that there is fiscal support for the efforts. Faculty workloads for graduate teaching are the same as the overall institutional load of four courses each term. In some cases the courses taught at the graduate level are a part of the usual workload, however in music education all courses are taught for overload pay in clear violation of SU's own policies on graduate education. In discussion with the graduate music education coordinator all graduate courses are taught as overload because there is an inadequate number of faculty members to cover undergraduate instruction. One of the two full-time graduate faculty members is a graduate program coordinator. Although he receives a one course release each term, he is assigned to administrative duties and advisement of 30 majors effectively eliminating the graduate program value of the course release. It appears that if SU wishes to pursue additional graduate education the planning processes will need to include priority funding to support the robust development of graduate education. This will be particularly important since one of the graduate programs in the planning stage is a Doctor of Nursing Practice. If the culture is inadequate to support master's level education it is unclear how the institution can make the case for doctoral education in the absence of any state mandates to move to that credential. (2a, 2b)

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

a. The modern languages department, in conjunction with Student Affairs, is in the final stages of planning for a “language house”. This would be a facility or dormitory floor where all inhabitants would agree to speak a specific foreign language (in this case Spanish) while in the house or on the floor. There would be an Resident Assistant who is a native speaker in the target language assigned to this group. This program will allow students to have a language immersion experience without leaving West Virginia, thus improving the learning in the area of foreign languages.

b. Evidence demonstrated that the change to standard 120 credit hour baccalaureate degree for all programs and the modification of the General Studies program was faculty driven. Evidence indicated that while it was a very close vote of the faculty that resulted in the modifications, it was a faculty decision which is now being supported across the campus. While some concerns about how the reduction in hours from 47 to 42 in the General Studies program impacts majors are evident, the faculty believe that overall it benefits students because of its increased academic options.

c. Meetings with members of the staff and faculty clearly indicated the belief that the President is committed to increasing the number of full time faculty and reducing the number of adjunct faculty. This is particularly apparent in the General Studies programs, where a large number of the writing courses are taught by adjunct faculty. Such a trend would provide additional time for faculty to devote to the myriad of other duties they have and provide consistent instruction in General Studies courses.

d. While the faculty indicated that their workload was significant, they also were consistent in their belief that the institution values quality teaching. While there are financial constraints evident, the institution is providing numerous developmental opportunities for faculty to attempt to enhance their ability to improve their teaching and accomplish research. This effort has been linked to

the efforts in advancement where an endowed fund for faculty development has been established. After three years the corpus of the endowment has reached \$1.8 million and currently generates \$40,000 per year for these efforts. The short-term goal is to reach a level where \$80,000 can be devoted annually to faculty development efforts.

e. Faculty members were specific and forceful in their belief that the institution is centered on student learning. Multiple faculty members indicated that it was the institution's focus on teaching that led them to come and/or stay at Shepherd. The institution's faculty, staff, and students displayed some of their work in a session on Monday evening. Materials validated the close relationship between students and faculty as it relates to the learning environment.

2. Evidence that one or more specified Core Components need organizational attention

a. The teaching loads in graduate courses are a potential issue as programs grow. The university currently requires 12 credit hours per semester for all faculty members. A minimum number of course releases are available (3 per term across the campus) and there is no differentiation of credit for undergraduate and graduate courses. In addition, the workload for faculty members with lab or studios as part of the load have significantly more than 12 contact hours to achieve the required credit hour load. While the Faculty Handbook is very specific concerning the University's discouragement of faculty teaching more than 12 hours per semester, the Department of Music regularly staffs graduate level courses by having full time faculty teach these courses as overloads. This not only violates the institution's own policy, but indicates a lack of understanding or concern of the additional requirements that accrue with graduate education. With the intent to grow more graduate level programs evident during meetings with staff and faculty, the institution needs to examine how to meet their graduate teaching loads and allow faculty the necessary time for research that comes with graduate level programming. (3b)

b. The file maintenance of adjunct faculty files is inconsistent and fails to maintain adequate records of adjunct faculty qualifications. A review of 10 randomly chosen adjunct faculty files indicated that 6 had no curriculum vitae and at least as many lacked transcripts for all degrees. As a result the Team was unable to verify that certain faculty members were qualified for the courses assigned. An example of this is an adjunct faculty member with a Ph.D, M.A., and B.A. in History who was assigned to teach Scientific and Technical Writing in the English Department in addition to assigned History courses. Without the ability to verify a

valid number of hours in English, there is question whether this adjunct has the appropriate academic credentials to teach such a course. (3b)

c. The General Studies curriculum was only introduced in the Fall of 2011. At present there are no assessment data available to reflect the adequacy of the new curriculum in meeting the general education requirements for the institution. The assessment of the old General Studies curriculum did result in the changes now being implemented so that the Team believes that the institution is in a position to meet the requirements without Commission intervention as long as they continue with the implementation of their current assessment plans and program reviews. (3a)

3. Evidence that one or more specified Core Components require Commission follow-up.

a. While evidence exists that the institution uses nationally normed assessment instruments to broadly look at student performance, a glaring lack of learning objectives and/or outcomes on syllabi bring into question the multi-level nature of the assessment program. Out of 20 undergraduate syllabi examined, half of them lacked either learning objectives and/or outcomes – both of which are distinctly defined and required elements of syllabi based on the list in the Faculty Handbook. Of the 14 graduate syllabi examined only 6 met the requirement as stated in the Faculty Handbook, with 8 others lacking either learning objectives or learning outcomes or both. Of note was the graduate level course on Effective Student Assessment which lacked both learning objectives and outcomes. If the institution is not effectively identifying course level learning outcomes there is a significant gap in their ability to gather assessment data on this initial level and this gap brings into question the data in some programmatic assessment reports which must rely on course assessment data for analysis. When asked about this issue and the syllabi requirements, members of the Dean's Council indicated that some faculty members simply refused to comply with the Faculty Handbook. (3a)

b. Since 2007, SU has requested and been approved for four masters programs, and the Graduate Council has approved an additional four programs that have moved part way through the internal and external approval processes. However, evidence from faculty and administrative interviews, graduate handbooks, curricula, and Committee minutes does not indicate that SU has developed the policies and practices necessary to sustain a more robust set of graduate offerings. Further, this evidence does not demonstrate a "graduate culture" distinct from that of an undergraduate culture, leaving the impression that these programs remain add-ons to undergraduate offerings. The actual working Graduate Council has only been operating since 2007. Prior to regular meetings

in the 2009-2010 academic year work primarily focused on asking that the restriction on offering new graduate degrees be lifted. In order to develop additional graduate programs there needs to be evidence that assessment of student learning is occurring, learning outcomes have been differentiated from undergraduate outcomes, and that the resources for faculty support of scholarship and workload reduction are in place. (3a)

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; Commission follow-up is recommended.

Progress report on assessment of student learning and graduate education by 12/15/13.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

a. Shepherd University supports professional development opportunities for members of the faculty. The vice president for academic affairs provides faculty member \$625 annually for professional development. The goal is to incrementally increase this amount to \$1,000. In addition to these funds faculty may apply for additional support through the following: i) Release Time/Reassignment, which allows a release from one-course for one term to pursue scholarly activities, ii) Mini-Grants up to \$500 each, with a total pool of \$5,500 are available to the faculty through the Professional Development Committee, iii) Sabbatical Leaves, and iv) Professional Development Stipend Grants from the Shepherd University Foundation and Academic Affairs which provide a stipends of \$3,500 to engage professional development activities.

b. To support and encourage the institutions core value of learning the institution established the Shepherd University Research Corporation (SURC). Working with faculty and administration, SURC works to identify potential funding sources

and develop proposals to secure funding. While this endeavor is to be applauded and encouraged, it is critical that grant support extend beyond the acquisition of the award. Workload, auxiliary support services and space requirements need to match the scope of the proposal.

c. Scholarly activity as evidenced by the acquisition of grants, published papers and books, and student research/scholarship is to be commended. Major grants such as TRIO, Nursing Workforce Diversity, DHHR Medicaid Transformation, Social Work, and Robotics-based STEM demonstrate the institutional capacity for fostering and supporting inquiry, creativity, and practice.

d. The successes and accomplishments of the faculty, staff, and students of Shepherd are acknowledged and celebrated using a variety of methods. Shepherd's university magazine shares the success of the University with the local community, as does the President's Annual Report. Each year one graduate and four undergraduate faculty members are chosen for an award. Undergraduate faculty members are chosen for outstanding contributions in: Teaching, Scholarship, Advisement, and Service.

e. The approval and adoption of the new core curriculum is evidence that Shepherd University is consciously integrating its general education requirements with its undergraduate degree programs. This change along with the difficult task of reducing credit hours for graduation to 120 is consistent with the stated goal of being a public liberal arts university and member of the Council of Liberal Arts Colleges (COPLAC).

f. Shepherd's Honor program provides a vibrant and inspiring academic community for students looking for an added level of challenge and reward from their college experience. Both course work and extra-curricular are meshed together so as to support inquiry, practice, and creativity. The first year experience encourages students to explore academic challenges while cultivating supports groups and activities that will promote academic success and social responsibility.

g. Shepherd University Research Integrity Policy presents the policies on practices involving intellectual property rights. This document is available to members of the campus community on the Shepherd University Research Corporation web page, along with a number of documents relevant to the acquisition, discover, and application of knowledge responsibly which include the following: Intellectual Integrity Policy; Research Integrity Policy; Indirect Cost Policy; Human Subjects Policy; Student Research Policy; Animal use and Care;

and IRB procedures.

h. The University affirms its commitment to academic freedom in the classroom and in research. The Faculty Handbook, page 34, “subscribes to the principles of academic freedom as promulgated by the American Association of University Professors.”

2. Evidence that one or more specified Core Components need organizational attention

a. The addition of four new graduate programs represents a major shift to the character of Shepherd University, and with this shift comes both new opportunities and challenges. The additional expectations placed on faculty, resources, and students are of a different nature than those of an undergraduate program. Workloads of 12 credits per term do not allow for the additional expectations placed on graduate faculty, and certainly not when a graduate course is added as an overload. The current enrollments have been addressed with both overloads and within the 12 credit load, yet the expressed goal of increased growth in graduate programs must be matched with increased institutional support. The expressed vision of growing the graduate programs at Shepherd does not appear to be in alignment with current fiscal commitment. The need and desires to offer graduate programs is articulated by both students and faculty, yet before the institution moves forward, a thoughtful long-range strategy that addresses the need for additional resources is encouraged. (4b)

b. A random review of the course syllabi shows inconsistency in addressing learning goals and outcomes. When presented, they are appropriate, relevant and useful. Those that lack this aspect create an obvious issue when attempting to assess currency and relevance of courses and programs, as well as the relationship of learning objectives to functioning in diverse local, national, and global societies. (4c)

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

a. Based on a review of the self-study document, meetings with faculty, staff, students, and community members, and evaluation of supporting documents, the University makes clear its connection to the communities it serves. Shepherd University's mission statement and Crossroads Strategic Plan make evident the University's commitment to create academic and cultural opportunities for its community. Through its continuing education offerings such as professional development in education and non-credit courses for lifelong learning, the University responds to the diverse needs of its external constituencies. The Office of Student Community Services and Service Learning meets with community organizations to create volunteer and service learning opportunities that meet the needs of the service organization and the learning needs of the student. And, offerings such as those of Shepherd University's Gateway Academy bring youth to campus each summer to improve their chance for eventual matriculation to college. Through these many programs, the University provides a clear response to the identified needs of the community while supporting its mission of educational opportunities for its constituents.

b. The self-study document, supporting evidence, and conversations with staff, faculty, students, and community members detail the University's capacity and commitment for engagement. The University's Student Community Services and Service Learning program has been named to the President's Higher Education Community Service Honor Roll on three occasions, connecting Shepherd University students to over 30,000 hours of service learning and community service annually. SU's Relay for Life is supported by volunteers from across campus and the Shepherdstown community and has received state and national recognition for its success in raising funds for cancer research. In addition, the placement of social work, nursing, and teacher education students in practicum and other internship-like settings contribute thousands of work hours to local organizations each year. In summary, SU provides multiple educational and service opportunities for students, faculty, and staff to connect with external communities.

c. The self-study document, supporting evidence, and conversations with staff, faculty, students, and community members detail a robust contribution by the University to the cultural life of the region and beyond. The University's

Performing Art Series at Shepherd sponsors outreach performances for area, public school children. The Department of Music presents public performances as well as sponsors a concert series for professional musicians. SU serves as host for the Contemporary American Theater Festival which enjoyed over 12 thousand attendees from around the state and nation in 2011, while SU hosts thousands of attendees annually to the Appalachian Heritage Writer-in-Residence program and Appalachian Heritage Festival.

d. Shepherd University effectively connects with the many communities it serves. The University's programs of distinction in Contemporary Art and Theater, Music, and Social Work exemplify the University's ability to connect its mission with its outreach and service commitments. Combined with Shepherd University's SU's mission statement and Pathways Strategic Plan, the University's ongoing programming and planning processes project continued engagement with the communities it serves.

e. Based on conversations with community members and a review of the University's website, the University provides easy access for individuals or organizations seeking support from a University volunteer. The Office of Community Service and Service Learning website provides a link for community agencies to request a Shepherd volunteer or to propose a service learning opportunity. The same site provides students with access to volunteer and service learning opportunities in the Shepherdstown community. Clearly, SU has created the structures and processes that enable effective communications with the communities it serves.

f. The Shepherd University advising website provides details on dual admission programs with West Virginia University for students wishing to eventually complete medical, dental, or pharmacy degree programs. SU has articulation agreements with other colleges and universities to facilitate transfer and support mobility of students. The University supports students participating in the Regents Bachelors of Arts (RBA) program, which is part of a collaborative, comprehensive general education program with other higher education institutions in West Virginia. The RBA facilitates the application of life experiences toward a college degree, and SU has graduated more than 1400 students through the RBA program. The University's strategic focus on meeting the needs of the nontraditional student population includes significant offerings (17.4%) that begin after 4:30 p.m. and extended hours for the student support functions such as advising, registrar, bookstore and admissions. Taken together, SU has demonstrated practices and policies that support student educational mobility and which address the unique needs of its diverse communities.

g. Through conversations with staff and community members, as well as through review of the self-study document, supporting materials, and university website, it is evident that Shepherd University makes its facilities available to numerous community groups and organizations. The University sponsors college fairs for area high school students and their families each year. The University Wellness Center offers memberships to community members. Shepherdstown Music and Dance Society and the Shepherdstown Film Society use campus facilities for their performances and showings. The University's auxiliary services provide several community-focused offerings such as Victorian Christmas and Shep-O-Treat.

h. The economic impact of Shepherd University is documented in a comprehensive report by the Bureau of Business and Economic Research at West Virginia University. The FY2008 report estimates Shepherd University's economic impact on the business volume for West Virginia at \$371.7 million and an employment impact of 1600 jobs. As an organization that attracts thousands of students, employees, and visitors to the community each year, the economic impact of SU on the region is significant. In addition, the value of services provided to community organizations by SU students is evidenced by the steady increase in number of hours (over 30,000) by SU students in community service and service learning activities.

i. Appreciation for the cultural offerings of SU is evidenced by the thousands of youth, teachers, community members, and visitors that annually take part in the Appalachian Heritage Festival, the Contemporary American Theater Festival, the Performing Arts Series at Shepherd, as well as summer seminars and conferences for teachers and others through the Center for the Study of the Civil War, and the Center for Legislative Studies. Conversations with community members and review of letters of appreciation document the gratitude of the communities the University serves.

2. Evidence that one or more specified Core Components need organizational attention

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and

require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended

V. STATEMENT OF AFFILIATION STATUS

No change

A. Affiliation Status

Rationale for recommendation: Shepherd University is in compliance with the five Criteria for Accreditation although Commission follow-up is recommended.

B. Nature of Organization

1. Legal status

No change

2. Degrees awarded

No change

C. Conditions of Affiliation

1. Stipulation on affiliation status

No change

2. Approval of degree sites

No change

3. Approval of distance education degree

No change

4. Reports required

Progress Report

Assessment of Student Learning and Graduate Education; Due 12/15/13

Rationale and Expectations

As discussed in Criterion 3 review, there is a gap in the evidence related to assessment of student learning due to issues with syllabi and the newness of the revised General Studies curriculum. It is expected that the report will include preliminary assessment of the revised General Studies curriculum and evidence that course level objectives and learning outcomes for all programs at the undergraduate and graduate levels map to the program student learning outcomes which are then reflected in the overall program review. In addition the report must provide evidence, particularly in the programs without specialized accreditation or standardized tests that are required for licensure/certification, that students are achieving the learning goals of the curriculum. In addition, there is a lack of evidence that graduate programs build on undergraduate learning outcomes. Given the newness of graduate education and the institutional desires for expansion there needs to be clear evidence that Shepherd has addressed the concerns raised in the report related to workload, support for scholarship and academic quality.

Monitoring Report

Integrity (Criterion 1e) and Federal Compliance Due 12/15/12

Rationale and Expectations**Rationale**

As described in both the Federal Compliance worksheet, Appendix A to the worksheet, and evidence in Criterion 1e, there are significant discrepancies in the required information in syllabi. While it does not appear that current policy requires inclusion of credit hours or course meeting times on the syllabi, the standard template does require that course objectives/student learning outcomes be included. In many of the syllabi reviewed the learning outcomes were not included. This is a violation of SU's written policies. In addition there are several other areas where SU violates its own policies such as in the area of workload assignment for graduate courses, use of adjuncts teaching full-time or greater loads every term without being hired as regular employees, and required syllabus information. These policy violations raise concerns about institutional integrity.

Expectation

The report should provide an evaluative document addressing the team's concerns and the following appendices:

- Summary of steps taken to address issues related to the assignment of

teaching overloads.

- Detail on faculty assignments for the Fall 2012 term including rationale for each adjunct faculty teaching an overload, appointment letters and acceptance by faculty member.

- Sample of at least one course syllabus from each degree program with the exception of MBA where three syllabi should be provided demonstrating that the course template is being followed, as outlined in institutional policy and processes.

- Evidence of class meeting times and credit hours assigned for the sample course syllabi, demonstrating compliance with Federal Regulations.

Condition Statement

If the issues are not cured by the time of the report or the evidence is inconclusive, then the Commission should call for a focused visit to occur with 12 months of the reaffirmation action date.

5. Other visits scheduled

None

6. Organization change request

None requested

D. Summary of Commission Review

Timing for next comprehensive visit academic year – 2021-2022

Rationale for recommendation: Shepherd University is in compliance with the five criteria for accreditation and should continue on the standard ten year reaffirmation cycle. None of the issues identified in the report are perceived as serious enough to warrant a change in the standard relationship with the Commission.

WORKSHEET FOR USE BY EVALUATION TEAMS

Review the “Protocol for Peer Reviewers Reviewing Credit Hours Under the Commission’s New Policies” before completing this Worksheet.

APPENDIX A: CREDITS AND PROGRAM LENGTH

A: Answer the Following Questions

Institutional Policies on Credit Hours

- Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes

No

Comments: Shepherd University’s definition of a credit hour aligns with Department of Education’s rule, 34 CFR 600.2. This regulation, cited below, can be located at the following link: <http://www.law.cornell.edu/cfr/text/34/600/2>
§ 600.2 Definitions.

* * * * *

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—
(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Evidence that credit hour definition rule is adhered to can be affirmed through Shepherd’s course schedule which designates meeting times (hours and days) for scheduled course and the credit hours awarded for successful completion of the course.

<http://www.shepherd.edu/register/schedule.html> ; further evidence can be located in the

University Catalog that provides curriculum outlines, course descriptions with credit hours awarded as noted. <http://catalog.shepherd.edu/>

Additional evidence can be found by a review of course syllabi that outline assignments by date, identify when the course meets and the credit hours awarded. All current syllabi were available in the electronic resource room via SAKAI for the teams review. However, in a review of syllabi from several programs the actual credit hour allocations for individual courses could not be found.

Support for the length of our academic semester could also be affirmed on the published university academic calendar through the Registrar's Office.

<http://www.shepherd.edu/register/calendar.html>

- Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution?

Yes

No

Comments: see above

- For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes

No

Comments: Shepherd University offers very little in the way of alternative format with the exception of a short summer term but instructional hours are the same as those during the two 15 week semesters.

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes

No

Comments:

Application of Policies

- Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that

the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments: Syllabi in two of the graduate programs and one undergraduate program reviewed do not reflect credit hour assignments to the individual courses. Although some of the syllabi reflect class meeting times which validate adherence to the University's credit hour policy and the information required in the approved course syllabus template, not all syllabi contained the information. At the present time SU policy does not required credit hour information or meeting time to be included in the syllabus.

- Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments: The team became concerned about the lack of course level objectives and learning outcomes in many of the courses selected for review. Because of these inconsistencies the team did a more extensive review of syllabi and found that many did not contain course objectives or learning objectives despite a standard syllabus policy requiring that this information be included. Because of the pervasive nature of the problem, the team chose to address recommendations for Commission Follow-up in areas 1e (Integrity) and 3 (assessment of student learning)

- If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments: Courses for summer terms of 5 weeks were reviewed for adherence to the policy.

- If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments: With the exception of the general concern identified about course objectives and learning outcomes the summer courses are within the same parameters as in all courses.

- Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments: Most courses carry the standard three credit hours and all baccalaureate degrees require 120 credits for completion including 42 hours of general education core.

B: Identify the Sample Courses and Programs Reviewed by the Team. For the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

BA in history: Courses do not list credit hour allocation, learning outcomes were included on all syllabi, class meeting times were included inconsistently across reviewed syllabi and in some cases the meeting times did not match the allocation of credit hours as identified in the catalog and online schedule.

Masters' degree in College in College Student Development and Administration: Course syllabi do not reflect credit hour allocation and/or class meeting times. Several of the syllabi lack course learning outcomes. Courses reviewed include CSDA 510, 525, 551, and 599 some with multiple sections. It does not appear that there is an institutional standard for minimum syllabus information leading to significant inconsistencies across programs

Masters' of Arts in Teaching: All courses reviewed had course meeting times and learning outcomes, credit hour allocation was not included on any syllabus reviewed.

Business courses BS and MBA: A variety of syllabi were reviewed at both degree levels. Syllabi validated the 120 credits for the baccalaureate degree. Assignments were generally consistent with the expectations of the undergraduate or graduate 3 credit hour course. Unfortunately many of the courses did not contain course level learning outcomes or course objectives.

C: Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes

No

Rationale: Although Shepherd University has a policy; review of materials does not verify that the policy is consistently adhered to; the policy while based on Federal guidelines does not require information validating policy adherence on the syllabus..

Identify the type of Commission monitoring required and the due date:

The Team has included its recommendation related to credit hour and learning outcomes in the response to the criteria for accreditation. A progress report delineating compliance and revision of syllabi to meet institutional policy and Federal requirements should be due no later than September 30, 2012.

D: Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

While SU has a reasonable policy that is in keeping with Commission policies on award of credit, the lack of relevant information on a large number of course syllabi makes it difficult to validate that the university complies with Commission policies.

WORKSHEET FOR THE EVALUATION TEAM ON FEDERAL COMPLIANCE REQUIREMENTS

This worksheet becomes an appendix to the team report.

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

- Federal Compliance Report submitted with the Self Study Report
- Shepherd University Constitution
- Shepherd University Web Site including online catalog and academic schedule
- Graduate Student Handbook
- Graduate Faculty Handbook
- Class Schedules Fall, 2011 and Spring, 2012
- Course Syllabi for courses reflected in Appendix A
- Disciplinary Procedures of the Student Conduct Board
- Student Affairs Web: Filing a Complaint, Student Conduct page
- Student Handbook
- Articulation Agreements
- Appendix A materials submitted by Shepherd University
-

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

x The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (1e).

Comments: Shepherd University has clearly documented all required policies, supporting information generally verifies compliance, tuition at the undergraduate level is just slightly above the West Virginia public university average; graduate tuition varies by program and is tied to the rates charged by program competitors.

Additional Monitoring, if any: See 1e

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 x The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Shepherd University has documented a robust set of policies and procedures. Ombudsmen statistics verify low student complaint numbers and none that proceeded to the formal complaint level in the last 4 years.

Additional Monitoring, if any:

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 x The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: SU has a comprehensive set of general transfer policies and those that are specific to its articulation programs. The policies are reflected in the admissions materials and on the SU web site.

Additional Monitoring, if any:

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Shepherd University uses a separate login user ID and password for online courses in its CMS. This is separate from the student's login credentials for registration. There is no evidence that students are charged any additional fees for verification of identity or protection of privacy. Some questions were raised about the requirements to use social security numbers and birthdate information as part of the verification process. The team did discuss alternatives with the school.

Additional Monitoring, if any:

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of*

its responsibilities in this area. (Note that the team should also be commenting under Criterion Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** *The institution has provided the Commission with information about three years of default rates. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.*
- **Contractual Relationships:** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (The institution should review the Contractual Change Application on the Commission's Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)*
- **Consortial Relationships:** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships (The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 x The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Shepherd University has provided default rate information showing that its rate is lower than both the West Virginia and National averages. Crime statistics are publicly reported in the Annual Security and Fire Safety Report.

Additional Monitoring, if any:

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: SU participates in the voluntary disclosure of information through the Voluntary System of Accountability (VSA) and publicly posts information related to enrollment, retention, and cost of programs.

Additional Monitoring, if any:

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: SU lists its relationships with specialized accreditors and regulatory agencies in its online catalog and in the web information on individual programs. The effective dates of those relationships and the next scheduled interactions were not viewed publicly

Additional Monitoring, if any:

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: No third party comments were received.

Additional Monitoring, if any:

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

SHEPHERD UNIVERSITY
Shepherdstown, West Virginia

March 5-7, 2012

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Linda F. Samson, Professor of Nursing and Health Administration, Governors State University, University Park, IL 60484 (Chair)

Dr. Charles D. Dunn, Political Science Professor, Henderson State University, Arkadelphia, AR 71999

Dr. Joann E. Fredrickson, Professor of Business Administration, Bemidji State University, Bemidji, MN 56619

Dr. James B. Martin, Associate Dean of Academics and Quality Assurance, U.S. Army Command and General Staff College, Fort Leavenworth, KS 66027

Dr. David M. Sammeth, Professor of Chemistry, New Mexico Highlands University, Las Vegas,
NM 87701

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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

Shepherd University is moving forward in its vision to be a premier liberal arts university. It has been accepted into membership in COPLAC and is growing in its efforts to meet the level of its aspirational institutions. At the same time there is a tension that exists between the expectations of an undergraduate liberal arts institution and one where science and professional studies also exist as well as the campus desire to continue development of its graduate presence. Efforts will need to be directed at the resolution of this tension as the institution moves forward.

II. CONSULTATIONS OF THE TEAM

Topic One: "One Stop Shop"

Discussions with multiple constituencies on campus reflected a desire to see the student support activities of Shepherd University, which are currently housed in different units and locations, merged into a single Student Support Hub for "one-stop shopping". The intent, as voiced across the team's various meetings with staff and students, was for faculty and other advisors to be able to direct students with issues to such a Hub where they would go through a student support triage and be directed to the necessary office. While it is recognized that fiscal and physical constraints play a major role in such decisions, it is the opinion of the team that the senior leadership should consider this when they make decisions concerning future structure or capital projects.

Topic Two: Graduate Education

As SU attempts to develop a robust culture of graduate education it should consider some of the following issues:

Graduate students from multiple programs indicated that the electives listed in the catalog were rarely offered and that they could not plan their programs because decisions on what electives would be offered were made at "the last minute". Their desire to be able to plan their program of study in order to shape their education by taking electives appropriate to their specific path appears to be reasonable. While we acknowledge that forcing faculty to teach an elective is probably untenable, leadership should attempt to create a system which would look farther out and allow for a two year graduate degree program to be planned. At least one student indicated that his/her program would be longer than necessary because the timing of required offerings did not allow completion in the normally identified time.

Graduate students expressed a desire to have an option to pay for access to the University Wellness Center. One staff member, who is also a student, indicated that previously such access was available, but the majority of graduate students indicated they had tried and failed to get such access. If this is fiscally feasible, it would go a long

way to calming student concerns about health insurance or access to medical attention when necessary.

While there is evidence that faculty engage in scholarship and research, discussions with constituents validated that this effort comes on top of both heavy teaching and other institutional obligations such as academic advising and committee work. If SU is to sustain its graduate efforts and build an effective graduate culture, the institution may need to reconsider workload or risk losing the most productive of its faculty to burnout.

Topic Three Assessment

Department Chairpersons indicated that many of them had identified someone in their department to deal with your new assessment software program, WEAVE. As this program was presented to the team, it is largely a tool for use by administrators and supervisors to gather information across programs and courses for ease of use in making curriculum decisions. If our understanding is correct, the Chairpersons are the individuals who have the most to gain from using the program themselves. We suggest that a workshop for these first-line academic supervisors on WEAVE be conducted and they be highly encouraged to begin using the software as a tool to examine their own assessment programs. Such awareness of what is happening in their departments in assessment will contribute to solving the problem of missing course learning objectives and outcomes, as these should feed into WEAVE in some manner.

Topic Four: Becoming a University

Shepherd University is in the process of transitioning from a state college to a state university, and as such is facing the expected challenges and growing pains that are associated with such a change. The addition of graduate programs in business and education, along with the recent (May 2009) acceptance to the Council of Public Liberal Arts Colleges (COPLAC) places additional stress on financial resources as well as the campus community. Striving to become a premier public liberal arts university, Shepherd's mission emphasizes research and scholarship by students, faculty, and staff through a variety of programs. "This expansion led to the implementation of new policies for research, scholarship, faculty qualifications, and the appointment of graduate faculty."

Shepherd's efforts and current accomplishments supporting these changes are to be applauded and encouraged. The creation of the Shepherd University Research Corporation (SURC) along with increased support for faculty development and scholarship are necessary and appropriate changes in the campus infrastructure. To continue a successful transition from state college to state university it may be prudent to focus on the following two issues: the creation of a distinct and separate culture for graduate programs and the need for additional resources and time to nurture and support the increased expectations of scholarship across campus. As the faculty's ability

to attract funding increases so does the need for space, support staff, and time. Once external funding has been acquired, additional funding depends in part on the results achieved. The teaching loads for graduate faculty need to reflect the increased expectations placed upon them, as well as anyone who receives external funding. While challenging, the time faculty spend outside of traditional classroom time must be included when assessing workload. Moving from a campus culture which primarily valued teaching to one that values and requires both teaching and scholarship requires substantial changes fiscally and culturally.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

Shepherd University has demonstrated some outstanding practices in its efforts to help its predominantly first generation college attendee population be responsible in the application for and acceptance of Federal financial aid and student loans. Each January and February the Office of Financial Aid holds an Orange Shirt—Legit and be Financially Fit campaign to promote on-time submissions of the FAFSA. These efforts have yielded a greater than 90 percent on time submission rate. Another campaign with green shirts is linked to responsive borrowing so that students understand their earning potential based on their program of study and do not borrow excessively so that they can be “financially fit”. Shepherd’s relatively low default rate compared to West Virginia and National averages is attributed to this campaign.

President Shipley has done a remarkable job of unifying the Shepherd University campus around the *Crossroads Strategic Plan*. The processes she helped put into place and the efforts to reach out to all stakeholders have helped the campus and all of its constituents accept the plan as theirs. There is clear linkage of budget and planning in all aspects of campus life and the document drives fund-raising efforts and achievement of institutional priorities.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: Shepherd University, WV

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS):

DATES OF REVIEW: 3/5/12 - 3/7/12

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: nc

DEGREES AWARDED: B, M

TEAM RECOMMENDATION: nc

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Offerings at the graduate level are limited to the Master of Arts in Curriculum and Instruction, Master of Arts in Teaching, Master's of Music-Music Education, the MBA, and the Master in College Student Development and Administration. Additional graduate offerings are limited to 5 courses or 20 semester hours per year.

TEAM RECOMMENDATION: nc

APPROVAL OF NEW ADDITIONAL LOCATIONS: Prior Commission approval required.

TEAM RECOMMENDATION: nc

APPROVAL OF DISTANCE EDUCATION DEGREES: The institution has not been approved to offer its degree programs or more than four of its certificate programs through distance education or correspondence education as defined in Commission policy. Commission policy does permit the institution to offer up to four certificate programs as well as a limited number of courses leading to degree programs through distance education or correspondence education without seeking prior approval.

TEAM RECOMMENDATION: nc

REPORTS REQUIRED: None

TEAM RECOMMENDATION: **Monitoring Report on Integrity and Federal Compliance** due by 12/15/12; **Progress Report on Assessment of Student Learning and Graduate Education** due by 12/15/13

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: nc

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS
Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2001 - 2002

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2011 - 2012

TEAM RECOMMENDATION: 2021-22

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Shepherd University, WV

TYPE OF REVIEW (from ESS): Continued Accreditation __x_ No change to Organization Profile

Educational Programs

		Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate	Associate	0	
	Bachelors	28	
Programs leading to Graduate	Masters	5	
	Specialist	0	
	First Professional		
	Doctoral	0	

Off-Campus Activities

In-State: Campuses: Additional Locations: Course Locations:	Present Activity: None None None	Recommended Change: (+ or -)
---------------------------------------------------------------------------------	------------------------------------------------------	-----------------------------------------

Out-of-State: Campuses: Additional Locations: Course Locations:	Present Wording: None None None	Recommended Change: (+ or -)
-------------------------------------------------------------------------------------	-----------------------------------------------------	-----------------------------------------

Out-of-USA: Campuses: Additional Locations: Course Locations:	Present Wording: None None None	Recommended Change: (+ or -)
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Distance Education Programs:

Present Offerings:

None

Recommended Change:
(+ or -)

Correspondence Education Programs:

Present Offerings:

None