



230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411  
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | [ncahlc.org](http://ncahlc.org)

February 3, 2014

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

Dear President Shipley:

The progress report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Commission, staff accepts the report on assessment of Student Learning and Graduate Education. No further reports are required. The Standard Pathway comprehensive evaluation is scheduled for 2015 - 2016. The institution's next reaffirmation of accreditation is scheduled for 2021 – 2022.

Also enclosed is a copy of the institution's Statement of Affiliation Status, which reflects the actions taken by the Commission. For more information on the interim report process contact Lil Nakutis, Process Administrator, Accreditation Services, at [lnakutis@hlcommission.org](mailto:lnakutis@hlcommission.org). Your HLC staff liaison is Steph Brzuzy ([sbrzuzy@hlcommission.org](mailto:sbrzuzy@hlcommission.org)) (800) 621-7440 x 106.

Thank you.

HIGHER LEARNING COMMISSION

**STAFF ANALYSIS OF INSTITUTIONAL REPORT**

DATE: February 3, 2014

STAFF: Steph Brzuzy

REVIEWED BY: Katherine C. Delaney

INSTITUTION: Shepherd University, Shepherdstown, WV

EXECUTIVE OFFICER: Suzanne Shipley, President

PREVIOUS COMMISSION ACTION RE: REPORT: A progress report due 12/15/2013 focused on assessment of Student Learning and Graduate Education.

ITEMS ADDRESSED IN REPORT: The office of the Commission received Shepherd University's report on the above topic on 12/13/2013.

STAFF ANALYSIS: Shepherd University hosted a comprehensive visit in March 2012. The visiting team recommended this progress report on assessment of student learning and graduate education based on the following rationale:

*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.*

Graduate Education

Graduate education at Shepherd has established a pattern of reasonable and strong enrollment growth, as indicated in the table below:

Graduate Studies Enrollment and FTE

Semester/Year	Enrollment	% Change	FTE	% Change
Fall 2011	153		77.92	
Spring 2012	164	+7.18%	80.08	+2.77%
Fall 2012	156	-4.8%	87.08	+8.74%
Spring 2013	166	+6.4%	92.67	+6.4%
Fall 2013	174	+4.8%	106.92	+15.37%
% Increase Fall 2011-Fall 2013		+13.72%		+37.21%

The progress report provided detailed information concerning the development of the graduate program over the 2010-2013 period of time. Some of the major accomplishments during that time are the following:

- A full-time Dean of Graduate Studies and Continuing Education was established.
- A Strategic Plan for Graduate Education was developed in summer 2012.
- A Dean's Student Advisory Council and an MBA Student Advisory Council were formed in fall 2012.
- An MBA Advisory Council was developed and includes broad representation from the institution and the community.
- The mission and vision of Graduate Studies were updated and aligned with core values of the institution.
- 89% of graduate courses are taught in load, with load reductions for all program coordinators.
- Graduate program review committee conducts program reviews every five years according to state policies and uses 2 external reviewers in programs where it is required.
- Admissions standards have been revised and streamlined for several programs.
- Graduate student policies and graduate faculty qualifications, scholarship definitions, teaching load, etc. have all been incorporated into appropriate handbooks.

All of these accomplishments have been detailed in the progress report.

The progress report also treated extensive policies regarding admissions, financial aid, and communication in the graduate programs. As well, changes in curricula in the graduate programs were detailed.

With respect to the team's concerns regarding the building of graduate programs on undergraduate learning outcomes, the progress report addressed the strong focus of the University on liberal arts, as evidenced by its membership in the Council of Public Liberal Arts Colleges.

Every academic program at Shepherd University is reviewed every five years. A Program Review Committee has established evaluation procedures and criteria. Results of program reviews are reported to the Board every year at the April meeting of the Board.

All graduate programs are accredited where required by the state licensure board. Such accreditation is required of all the Shepherd University graduate programs except the MA in College Student Development Administration and there is no organization dedicated to accreditation in that area. The other programs are all accredited, which requires yearly updates and a regular cycle for site team visits.

### Assessment

Each program at Shepherd University must submit an assessment report every 1.5 years. For outcomes selected for assessment, two means of assessment (direct and indirect) must be utilized. Following completion of these assessments and data analysis, faculty must indicate how the assessment data are used to improve student outcomes and success. Each department and administrative unit at the University has an assessment facilitator who produces assessment plans and reports on an annual basis.

Details of the assessment process and program were provided in the appendix of the progress report. These reports presented convincing evidence of the soundness and substance of the assessment program at Shepherd University. Particularly impressive was the WEAVE report on the assessment of learning outcomes.

In order to further demonstrate the connection between undergraduate and graduate learning outcomes at Shepherd University, the progress report detailed the learning outcomes at each level for the programs in elementary and secondary education, music and music education and business administration. It is clear from this articulation of learning outcomes that there is a vital connection between both levels of programming, undergraduate and graduate.

As well, the appendix includes program outcomes maps demonstrating how program level outcomes are assessed specifically at the course level in a variety of classes throughout the University.

## Appendices

The progress report included substantial appendices that support the narrative of the report. With respect to graduate education, the appendices include the Graduate Strategic Plan, program review memo, MA-CSDA program review, graduate faculty application materials, graduate studies Student Advisory Council minutes and survey tools.

With respect to assessment, the appendices include the core curriculum of competencies assessment, mapping of course and program level outcomes in 21 programs, undergraduate and graduate business programs assessment plan, and the WEAVE core curriculum assessment report

Staff comment: Shepherd University submitted a very complete report of graduate education, including the structure for representation, policies and procedures, governance, increased enrollment, etc. With respect to assessment of student learning, particularly in the revised general studies curriculum, the progress report very effectively addressed the concerns articulated by the comprehensive visit team, including the mapping of all course level objectives and learning outcomes to program student learning outcomes, which are then reflected in the overall program review.

Staff comment: Shepherd University is commended for a well organized and convincing progress report that effectively addressed the concerns of the comprehensive visit team.

**STAFF ACTION:** Accept the report on assessment of Student Learning and Graduate Education. No further reports are required. The Standard Pathway comprehensive evaluation is scheduled for 2015 - 2016. The institution's next reaffirmation of accreditation is scheduled for 2021 – 2022.

## STATEMENT OF AFFILIATION STATUS

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

***Affiliation Status:***

Candidate: N/A  
Accreditation: 03/24/1950

**Nature of Organization**

***Control:***

Public

***Degrees Awarded:***

Bachelors, Masters

**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.

***Approval of New Additional Locations:***

Prior Commission approval required.

***Approval of Distance and Correspondence Courses and Programs:***

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.

***Accreditation Activities:***

Indicator Review, Financial Indicator Review:09/24/2013

Multi-Location Visits, Additional Location Confirmation:  
02/25/2014

A visit to the Martinsburg Center, 261 Aiken Center, Suites 100, 101, 200, 201, 302. Martinsburg, WV 25401 location within six months of matriculation of students and

## STATEMENT OF AFFILIATION STATUS

initiation of instruction.

Standard Pathway, Comprehensive Evaluation: 2015 - 2016

### Summary of Commission Review

***Year of Last Reaffirmation of Accreditation:*** 2011 - 2012

***Year for Next Reaffirmation of Accreditation:*** 2021 - 2022

***Last Date of Information Change:*** 02/03/2014

***Accreditation Note:***

None.

***Name Change:***

Shepherd College to Shepherd University (3/13/04)

December | 2013



## Shepherd University

P. O. Box 5000 • Shepherdstown, WV 25443-5000

Progress Report: Assessment of Student Learning in the Core Curriculum  
and Update on Graduate Education

### Submitted to:

Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604-1411

312-263-0456 | Fax: 312-263-7462

# Shepherd University, December 2013 HLC Progress Report

## Table of Contents

Introduction.....	5
Process and Summary of Steps Taken .....	6
<b>I. Graduate Education.....</b>	<b>8-30</b>
History of Graduate Programs at Shepherd University.....	8
<i>Table 1: Summary of Accomplishments: Organizational and Structural Developments.....</i>	11
<i>Table 2: Summary of Accomplishments: Policies, Expectations and Protocols Initiated.....</i>	12
Development of Policies and Procedures to Enhance Graduate Culture.....	13
Distribution of Financial Aid.....	19
<i>Table 3: Graduate Financial Aid 2012-2013.....</i>	20
Development of Curricula .....	21
Communication.....	23
<i>Table 4: Graduate Studies Facebook Page Statistics .....</i>	24
Faculty Workload .....	24
Participation in Organizational Structure and Special Events .....	24
<b>Assurance of Quality Programs</b>	
Program Review .....	26
Accreditation.....	26
Assessment .....	27
Growth in Enrollment, FTE, and Degree Production.....	28
<i>Table 5: Graduate Studies Enrollment, FTE and Degree Production.....</i>	28
Martinsburg Center.....	29
<b>Graduate Education Summary.....</b>	<b>30</b>
<b>II. Assessment at Shepherd University.....</b>	<b>31-39</b>
Brief History and Introduction of Assessment at Shepherd University.....	31
Core Curriculum .....	32
Process and Results .....	33
Building on Undergraduate Learning Outcomes in Graduate Programs.....	33
<b>Assessment Summary .....</b>	<b>38</b>
<b>Progress Report Summary &amp; Conclusions.....</b>	<b>39</b>
<b>APPENDIX A: Graduate Education Supporting Documents.....</b>	<b>40-104</b>
Graduate Studies and Continuing Education (GSCE) Strategic Plan.....	41



## Table of Contents, Continued

GSCE 2013 Summer Retreat Agenda.....	57
GSCE Strategic Plan Assessment, 2012-2013 .....	63
Program Review Memo.....	67
Graduate Program Review Committee Form and Rubric.....	71
MA-CSDA Program Review 2012-2013 .....	76
Graduate Faculty Application Materials.....	87
GSCE Deans Student Advisory Council Minutes, October 2012 and 2013 .....	96
Survey Tools (MBA and Graduation Surveys).....	101

## **APPENDIX B: Assessment Supporting Documents..... 104-221**

Core Curriculum of Competencies Assessed (2012-2013) .....	105
Mapping of Course and Program Level Outcomes.....	107-124
Accounting.....	107
Art Education .....	108
Art .....	109
Biology .....	110
Chemistry.....	112
College Student Development and Administration (graduate) .....	113
Communication .....	113
Computer Science, Mathematics and Engineering.....	114
Economics.....	115
Education.....	115
English.....	116
Environmental Science .....	117
Family and Consumer Science .....	118
Health, Physical Education and Recreation and Sports .....	119
History .....	120
Modern Languages .....	121
Music .....	121
Nursing Education.....	122
Political Science .....	122
Psychology .....	123
Sociology.....	124

## Table of Contents, Continued

IACBE Outcomes Assessment Plan (Undergraduate & Graduate Business Programs) .....	125-184
Section I: Strategic Assessment: Mission and Broad-based Goals .....	127
Section II: Student Learning Assessment .....	
Bachelor’s Level Programs .....	128
Master’s Level Programs .....	137
Mapping of Broad-Based Goals: Bachelor’s Level Programs .....	147
Mapping of Broad-Based Goals: Master’s Level Programs .....	154
Mapping Assessments to ISOs: Bachelor’s Level Programs .....	164
Mapping Assessments to ISOs: Master’s Level Programs .....	171
Mapping Direct Assessment to Key Learning Outcomes: Bachelor’s Level Programs.....	176
Mapping Direct Assessment to Key Learning Outcomes: Master’s Level Programs.....	181
Section III: Operational Assessment Plan .....	184-189
Core Curriculum Assessment Report (generated by WEAVE) .....	190-220

## INTRODUCTION

Shepherd University underwent a site visit for continuing accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools on March 5-7, 2012. At the June 18, 2012 meeting of the HLC Institutional Actions Council (IAC), the IAC voted to continue the accreditation of Shepherd University for the maximum time period of ten years, with the next comprehensive evaluation set for the 2021-22 academic year. In conjunction with the action of the board, Shepherd University is submitting this progress report by the December 15, 2013 deadline as it relates to the issues of assessment of student learning and graduate education.

In submitting this report, Shepherd University will demonstrate its progress in reporting on the preliminary assessment of the General Studies (now “Core”) curriculum and evidence of purposeful policies and procedures to address graduate education in the areas of culture, faculty workload, support for scholarship, and the quality of its programs.

Below is the information from the final HLC site team report:

### 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.*

## Process

As outlined in its monitoring report of December 2012, Shepherd University received the final site team report in May 2012, addressed the report for corrections, and immediately began to take steps to inform the university community and to address the information required for the follow-up reports. The HLC self-study coordinators (Dr. Scott Beard and Dr. Dorothy Hively) met with President Suzanne Shipley and Vice President for Academic Affairs (at the time) Dr. Richard Helldobler to address items that required the attention of the institution. Additionally, a plan of action for completing the follow-up reports, December 2012 and 2013 respectively, was developed.

Information relating to assessment, learning outcomes and the process for approving faculty workloads as they relate to graduate faculty, may be found in the institution's December 2012 monitoring report located here:

<http://www.shepherd.edu/accreditation/monitoring-report.pdf>

The report was well received, with no additional follow-up action required.

Staff comment: "The monitoring report submitted by Shepherd University fulfills the expectations and requirements stated by the comprehensive visit team. The University is commended for its excellent follow-up to the concerns noted by the team."

## Summary of Steps taken

- The President communicated with the campus community on May 3, 2012, informing them of the findings in the report and the subsequent follow-up reports to the commission due in December 2012 and 2013. Additionally, President Shipley communicated findings with the campus community on June 28, 2012, following the results of the IAC meeting (see evidence file, pages 20-22 of the December 2012 Monitoring Report).
- The Center for Teaching and Learning (CTL) has an extensive orientation process for new full-time faculty members at Shepherd University. This includes sessions on developing course syllabi, assessment, learning outcomes, and definitions of competencies for core curriculum courses. These teaching resources are available for new faculty, as well as current faculty, and may be

accessed via the following webpage:

<http://www.shepherd.edu/ctl/teachingtools.html>.

- The CTL also provides orientation and information sessions for all faculty which cover information on assessment, intended student outcomes, and other teaching tools through their web pages:

[http://www.shepherd.edu/ctl/assess\\_learning.html](http://www.shepherd.edu/ctl/assess_learning.html)

- Issues surrounding graduate culture were discussed consistently with the appropriate internal and external stakeholders:

- Executive Staff

- Deans' Council

- Graduate Council

- Faculty Senate

- Advisory councils (Graduate Dean's Student Advisory Council, MBA Student Advisory Council, MBA Faculty, Professional Education Unit Council).

- In compiling the evidence file for the 2012 and 2013 reports, the HLC liaison, Dr. Beard, also reviewed syllabi and other documents for compliance with federal, state, and institutional guidelines.

## I. GRADUATE EDUCATION

### Introduction

Shepherd University has engaged in focused and decisive activity to enhance the graduate culture and education at the institution. Through the university governance structure consisting of the Board of Governors, Executive Staff, Academic Deans (including the Dean of Graduate Studies), Graduate Program Coordinators, Graduate Council, and student and program-specific advisory councils, stakeholders have worked in cooperation with academic and administrative units to strengthen and further develop graduate education and culture at Shepherd University. A summary of accomplishments is presented in Tables 1 and 2: Summary of Graduate Education Accomplishments 2010-2013.

### History of Graduate Programs at Shepherd University

Over the last decade, the Division of Graduate Studies at Shepherd University has made available five graduate programs, with the first program enrolling students in 2003-2004, and the newest program enrolling students in 2007-2008. The addition of graduate studies at a university with a long history of undergraduate programs requires commitment and perseverance in creating a graduate culture fostered by faculty, staff, and students.

The ability to award graduate degrees at Shepherd University was granted because of:

1. The need for graduate education in the Eastern West Virginia Panhandle that was based on a liberal arts education at a public university price,
2. The need for current professionals in education and business to improve their skills sets,
3. To help improve the economic development in the region with advanced degrees for those in specific professions, and
4. To provide a graduate-level education for those seeking lifelong learning and recertification.

The emphasis of graduate studies at Shepherd has remained focused on those four


primary guiding principles, with the development of specific master's degrees in education and business, and graduate-level continuing education for licensed professionals who require recertification.

As part of its undergraduate mission, Shepherd University remains focused on the liberal arts, characterized by its acceptance into the Council of Public Liberal Arts Colleges (COPLAC), where traditionally less than 10% of all students at each of the member institutions are graduate students. At Shepherd, graduate students remain less than 5% of the total student population. Creating a graduate culture at Shepherd has and will continue to be a significant transformational process in the structure of an organization that is predominately undergraduate oriented. New policies and procedures that help guide graduate studies are continuously in development to ensure graduate studies operations run effectively and efficiently within the undergraduate culture.

The leadership for all graduate studies at Shepherd has grown from a part-time Graduate Director to a full-time Dean of Graduate Studies and Continuing Education (GSCE). Through a revision of the organizational structure, the position Dean of Graduate Studies and Associate Vice President of Academic Affairs was implemented in November 2011. This new position addresses the special requirements of graduate and accredited programs and oversees reporting elements and degree-program proposals

Current graduate programs are the following:

1. The Master of Arts in Curriculum and Instruction (MACI) started enrolling students in 2003-2004. Current research requirements include research papers, comprehensive exam and fieldwork with a required thesis.
2. The Master of Business Administration (MBA) started in 2005-2006 with research requirements that include research papers and group presentation projects, and the Major Field Test (MFT) for the MBA.
3. The Master of Arts in Teaching (MAT) was originally a collaborative program with Marshall University until 2005-2006. In 2006-2007, Shepherd started a separate MAT with research requirements in the field, a culminating portfolio project, and required national examinations for teacher certification.

- 
4. The Master of Music in Music Education (MMME) began enrolling students in the summer of 2007. Current research requirements include research papers, final musical production project, and an oral comprehensive exam.
  5. The Master of Arts in College Student Development Administration (MA-CSDA) began enrolling students in the summer of 2007 and requires research in the field, as well as a comprehensive examination.



**Table One: Summary of Graduate Education Accomplishments 2010-2013**

<p><b>Overall Organizational and Structural Developments</b></p>	<ul style="list-style-type: none"> <li>•The Graduate Council (created in 2008) consists of representatives from all four academic schools, graduate program coordinators, and members from other academic and administrative units who work with graduate education. Some of these include representation from the registrar’s office, enrollment management, and Deans’ Council. Starting in Fall 2013, there is also graduate student representation. The council meets once per month, with subcommittees meeting on an <i>ad hoc</i> basis to address policy and protocol issues.</li>   <li>•The Dean of Graduate Studies assumed the title of Associate Vice President for Academic Affairs, thereby further enhancing the status of scholarly work, graduate faculty qualifications, and the status of graduate programs (November 2011).</li>   <li>•Beginning with a sub-committee in Fall 2011, a strategic plan for Graduate Studies was developed in summer 2012 through a retreat with graduate program coordinators. Updates and assessment of strategic initiatives are reported annually, a parallel to the institutional strategic plan updates.</li>   <li>•As a result of the strategic plan, a Dean’s Student Advisory Council was formed in Fall 2012, as well as an MBA Student Advisory Council.</li>   <li>•An MBA Faculty group was developed in 2011 and meets several times a semester.</li>   <li>•An MBA Advisory Council was developed in the 2011-2012 academic year to include, faculty, student, alumni, and regional employer representation.</li>   <li>•Through an amendment to the bylaws, graduate student representation was added to the Student Life Council. This measure passed overwhelmingly through a campus-wide vote in October 2013.</li>   <li>•The Graduate Council voted to add a student representative to the graduate council at its October 2013 meeting.</li>   <li>•A Facebook page for Graduate Studies was implemented in August 2010, along with online video and PDF orientation materials (2010/11). Subsequent pages were also developed for the MBA program and Martinsburg Center in 2013.</li> </ul>
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**Table Two: Summary of Graduate Education Accomplishments 2010-2013**

<p><b>Policies/Expectations/Protocols Initiated</b></p>	<ul style="list-style-type: none"> <li>•During the 2011-2012 academic year, a subcommittee of the graduate council worked to update the mission and vision of Graduate Studies and Continuing Education, as well as identifying how graduate studies aligned with the core values of the institution.</li>   <li>•Following the 2012 HLC site visit, on average, 89% of graduate courses are taught in load, with all program coordinators teaching a 9-credit vs. 12-credit load. See December 2012 monitoring report, page 12:  <a href="http://www.shepherd.edu/accreditation/monitoring-report.pdf">http://www.shepherd.edu/accreditation/monitoring-report.pdf</a></li>   <li>•Policies regarding program review, as mandated by the state, include graduate programs in this review process (started in 2009). These policies are included in the appendices and may also be found in the faculty handbook. The graduate program review committee uses two external reviewers and has a rubric for evaluating the viability of the program.  <a href="http://www.shepherd.edu/employees/senate/documents/handbook.pdf">http://www.shepherd.edu/employees/senate/documents/handbook.pdf</a></li>   <li>•Graduate courses and information are listed in the overall electronic Acalog system utilized by Shepherd. Type “graduate studies” into the search box located at: <a href="http://catalog.shepherd.edu">http://catalog.shepherd.edu</a></li>   <li>•Admissions standards were revised and streamlined for several programs in 2012.</li>   <li>•Curricular revisions occurred in all graduate programs during this time period (2010-2013).</li>   <li>•Graduate student policies were incorporated into the overall electronic handbook beginning in fall 2012. This helped to promote policies common to all students and special requirements for graduate students.</li>   <li>•Graduate faculty qualifications, scholarship definitions, teaching load, and promotion/tenure information were codified and included in the overall faculty handbook (2012-2013)</li>   <li>•Transfer policies were examined and revised in 2012.</li>   <li>•TOEFL policy and other requirements for international applicants were reviewed and refined and included in admissions information and the student handbook.</li> </ul>
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## Development of Policy & Procedures

With new leadership in place in the position of the GSCE Dean, in graduate program coordinator positions, and in the graduate council, during 2010-2013 stakeholders in graduate studies worked in cooperation with academic and administrative units and advisory councils to develop policies and procedures that further codified graduate culture at Shepherd University:


1. *Updated Mission and Vision Statement:* A subcommittee of the Graduate Council developed updated mission and vision statements during 2011-2012 that forged a separate identity for graduate programs at the university. The committee also identified the alignment of graduate studies goals with the core values of the institution. These revisions were reviewed during the summer 2012 Graduate Studies retreat, and subsequently approved by Graduate Council and vetted by Executive Staff. These items are found on the Graduate Studies web pages, as well as in printed materials.

*MISSION:* Shepherd University Graduate Studies is a diverse community of educators, scholars and learners committed to promoting accessibility and excellence in higher education, leading to advanced mastery of disciplinary knowledge and skills [<http://www.shepherd.edu/graduate-studies/mission.html>].

*VISION:* Shepherd University Graduate Studies aspires to be a responsive and accessible provider of quality educational programs. We are committed to continually broadening the scope of learning, academic discourse, discovery, and innovations, while increasing global connections for scholars, researchers, and practitioners [<http://www.shepherd.edu/graduate-studies/vision.html>].

*GRADUATE STUDIES CORE VALUES:* Committed to excellence, Shepherd University and Graduate Studies and Continuing Education (GSCE) embrace the following five core values:

**Learning:** Shepherd University creates a community of learners who integrate teaching, scholarship, and learning into their lives. In order to create challenging, relevant experiences, inside and outside of the classroom, the University continually evaluates and assesses student learning. We recognize and accommodate diverse learning styles and perspectives necessary for global understanding.



GSCE cultivates in students a lifelong desire to learn, with respect and understanding at an ever-increasing level for knowledge about cultures of the past, civic engagement, professional and personal ethics, and their place in today's global society.

**Engagement:** Shepherd University fosters environments in which students, faculty, staff, and members of the community engage with each other to form mutually beneficial relationships. We believe that meaningful engagement, with ideas and with people, promotes deep learning and nurtures critical thought.

GSCE is committed to engaging students in creative and scholarly endeavors both inside and outside the classroom. This is exemplified by faculty in the integration of new ideas and alternative approaches in their teaching, innovative learning activities, and continued professional development.

**Integrity:** Shepherd University strives for an environment of honesty and fairness in its actions. University officials seek input from students, faculty, and staff and make informed and objective decisions. We expect all members of the community to act in accordance with this value.

GSCE fosters a strong commitment to provide programs that allow students to achieve the best education for each individual's particular talents, interests, and goals in an environment that emphasizes service to students.

**Accessibility:** Shepherd University provides services to all qualified students. Our staff and faculty are available to students and are committed to respecting and meeting individual needs. University governance and budgeting structures reflect our commitment to transparent processes and public access to information.

GSCE will identify and develop opportunities for the financial support of student learning and opportunities that meet the needs of adult learners, certified professionals, and community members.

**Community:** Shepherd University comprises a community that includes students, faculty, staff, alumni, and involved citizens. We meet the needs of this community through assessment, development, and implementation of innovative programs and initiatives. We strive to create a safe environment based on mutual respect and acceptance

of differences.

GSCE will identify and develop opportunities for creating community partnerships to enhance the educational experience of our students [<http://www.shepherd.edu/graduate-studies/values.html>].

2. *Progression:* All graduate students are expected to complete their degrees in an appropriate time and manner. Policies were developed and approved by the Graduate Council for Fall 2012 implementation:
  - a. *Plan of Study Form:* All graduate students must complete the Plan of Study Form [<http://www.shepherd.edu/graduate-studies/study-plan.pdf>] in consultation with their academic advisor by no later than registration for the 12<sup>th</sup> credit hour. The purpose of the form is to detail the student's program requirements, including culminating experiences such as student teaching and comprehensive exams. Students also have the opportunity to use the degree evaluation tool on our student record and registration system, RAIL [<http://www.shepherd.edu/rail/>]. See the Shepherd University Student Handbook, page 152 [<http://www.shepherd.edu/students/studenthandbook.pdf>].
  - b. *Sunset Clause:* Students enrolled in graduate studies at Shepherd University must complete the program within seven years, based on the date of admission to the degree program. Students may apply for renewal by submitting a letter to the graduate council with justification for continued studies in the program. See the Shepherd University Student Handbook, page 152 [<http://www.shepherd.edu/students/studenthandbook.pdf>].
  - c. *Course Rotations:* As suggested by feedback from the HLC site visit in 2012, course rotations are available to assist students in developing their plan of study in Shepherd's graduate programs. Examples are provided below:

Master of Music, Music Education:

<http://www.shepherd.edu/graduate-studies/MMME/course-rotation.pdf>

Master of Business Administration:

<http://www.shepherd.edu/graduate-studies/MBA/rotation.pdf>

College Student Development and Administration:

<http://www.shepherd.edu/graduate-studies/MACSDA/course-rotation.pdf>

Teacher Education degree programs:

<http://www.shepherd.edu/graduate-studies/MACI/course-rotation.pdf>

3. *Admissions policies:* During 2011-12 and 2012-13 academic years, program coordinators, in consultation with the Graduate Dean and staff in Enrollment Management, examined admissions standards utilized by WVHEPC (West Virginia Higher Education Policy Commission) and COPLAC peer institutions to make informed decisions about appropriate revisions to policy. Policies were vetted by Executive Staff where appropriate and approved by the Graduate Council and included on Graduate Studies web pages and published materials. The web page links are listed in previously described areas.
  - a. As a result, admissions criteria were revised in the Master of Arts-College Student and Administration program to include a writing example (essay), revised content percentage requirements and PRAXIS test options in the Master of Arts-Teaching program, the inclusion of additional supporting documents (letter of intent, résumé, and recommendation letters) in the Master of Business Administration program, and the deletion of the employment requirement for the Master of Music, Music Education degree program. See Graduate Studies Application: [\[http://www.shepherd.edu/graduate-studies/images/Application.pdf\]](http://www.shepherd.edu/graduate-studies/images/Application.pdf) and <http://www.shepherd.edu/graduate-studies/application.html>. Information on admissions requirements is also located on each of the graduate degree pages accessed through the graduate studies home page: <http://www.shepherd.edu/graduate-studies/>

- b. *TOFEL policy:* This policy was revised to reflect criteria at the graduate level by requiring a test of Language Proficiency for *international graduate students* except in the case of a diploma or degree from an accredited college or university in which the primary language of instruction is in English. See the Shepherd University Student Handbook, page 150  
[\[http://www.shepherd.edu/students/studenthandbook.pdf\]](http://www.shepherd.edu/students/studenthandbook.pdf).
  - c. *Online Application:* To streamline the application process for potential graduate students, an online application was developed to correspond to the undergraduate application process. The link is listed above in letter "a."
4. *Transfer policies:* Graduate courses from other institutions or other Shepherd University graduate programs are evaluated at the time of admission by the Dean and/or coordinator of the program to which the applicant is applying, or the department chair in which the course is offered.
- a. Transfer policies were revised to reflect practices of HEPC and COPLAC peers by allowing up to nine credit hours to be transferred into a Shepherd graduate program. Policies regarding the minimum grade and current knowledge were also developed: Courses transferred to a Shepherd graduate program must have a minimum grade of "B," and must have been taken within 7 years based on the date of admission to the degree program (*sunset clause*). See the Shepherd University Student Handbook, page 152  
[\[http://www.shepherd.edu/students/studenthandbook.pdf\]](http://www.shepherd.edu/students/studenthandbook.pdf).
5. *Graduate Faculty Qualifications:* Through the organizational structure at Shepherd University and beginning with a subcommittee of the graduate council, further definition of graduate faculty qualifications, scholarship requirements, workload and promotion/tenure policies were developed during the course of the 2012-2013 academic year. The graduate council, faculty senate and executive staff vetted recommendations from the subcommittee. The new graduate faculty application and policies are included in the overall faculty handbook, Appendix J

[<http://www.shepherd.edu/employees/senate/documents/handbook.pdf>], the Graduate Studies web pages under the faculty drop-down menu [[http://www.shepherd.edu/graduate-studies/grad\\_faculty\\_appl.pdf](http://www.shepherd.edu/graduate-studies/grad_faculty_appl.pdf)] and in Appendix A of this document [see pages 88-96]

6. *Student Handbook*: In order for graduate students to have access to not only specialized information in the form of graduate student policies and procedures, but also policies that affect all students at Shepherd University, beginning in Fall 2012, graduate student policies are now included in the overall university student handbook. Specific policies relating to graduate students are located on pages 149-156 of the Shepherd University Student Handbook located here: <http://www.shepherd.edu/students/studenthandbook.pdf>



## Distribution of Financial Aid

Shepherd University has demonstrated the ability to attract and retain students through the distribution of financial aid in the form of assistantships, faculty/staff waivers, student waivers, and institutional scholarship through positions in student affairs and a named scholarship specifically for graduate students.

### » *McMurrin Scholars Society Scholarship*

The McMurrin Scholars Association Scholarship is funded through private donations made through the Shepherd University Foundation. The award was established in 2011 by the McMurrin Scholars Association as part of the celebration of the 50th class of McMurrin Scholars. Each recipient must be a McMurrin Scholar and be attending Shepherd University as a graduate student (full- or part-time).

McMurrin Association webpage:

<http://www.shepherd.edu/aaweb/mcmurrin/association.html>

Press Release: <http://www.shepherd.edu/university/releases/2012/laspina-carriger.html>

### » *Student Affairs Positions*

Scholarships that involve tuition waivers and employment opportunities are available through the Office of Student Affairs in affiliation with the Master of Arts in College Student Development and Administration. The program actively recruits students both internally and externally, and holds preview days for prospective students, allowing them the opportunity to find out about these positions. Students gain significant experience and provide assistance in support areas throughout campus, such as in community and service learning, residence life, student center, career development center, multicultural student affairs, student disability services, and program board. The application may be accessed here:

<http://www.shepherd.edu/graduate-studies/scholarship-waiver.pdf>

### » *Academic Affairs Positions*

Graduate students may apply for positions in academic affairs that include graduate student assistants in the TRIO student support program housed in the Carper Learning Commons and in two graduate assistant positions available in the Academic Advisement Center, also housed in the Carper Learning Commons.

» *Faculty/Staff Waivers*

Shepherd faculty and staff, as well as those at Blue Ridge Community and Technical College, who are enrolled in a graduate degree program, may receive a tuition waiver for up to six credit hours per semester, including summer sessions [<http://www.shepherd.edu/graduate-studies/employee-waiver.pdf>].

» *Student Waivers*

Graduate students may fill out an application and include a letter of explanation for partial waiver of tuition [<http://www.shepherd.edu/graduate-studies/student-waiver.pdf>].

» *Graduate Research Assistant Waivers*

Graduate students, at the request of faculty members working on research projects or grants may request tuition assistance related such work [<http://www.shepherd.edu/graduate-studies/employee-waiver.pdf>].

**Table 3: Graduate Financial Aid 2012-2013**

<b>Waivers</b>	\$87,784		
<b>Institutional Scholarships (includes student affairs positions)</b>	\$106,628		
<b>Total Awarded</b>	\$196,412		
<b>Waiver Breakdown</b>			
	Hours Waived	No. Of Students	Total Awarded
Shepherd Faculty/Staff	123.95	12	\$47,079 (53.6% of total)
Student Waivers	59.59	18	\$23,488 (26.8% of total)
Assistantship Waivers (non-student affairs)	39.0	4	\$17,217 (19.6% of total)

## Development of Curricula

As Shepherd's graduate programs continue to increase in size, we receive feedback from students and advisory councils and respond to changes in disciplines and employer needs. This has resulted in curricular changes in nearly all of Shepherd's graduate programs. The change process begins with the graduate program coordinator consulting with graduate faculty, academic school deans and department chairs, and the GSCE dean. Recommendations are approved at the unit and school level, with final approval occurring at the graduate council. Degree programs that initiate new concentrations must also receive approval from the institutional Board of Governors, and in the case of teacher education programs, the West Virginia Higher Education Policy Commission and the West Virginia Department of Education. In response to student requests, faculty may follow the approval process to create special topics courses (599 or 699) using the course creation form. All curricular forms for use by program coordinators, faculty, and deans are located at the top of the following web page: <http://www.shepherd.edu/graduate-studies/forms-faculty.html>

Some examples of recent changes include the following:

» Master of Arts, Curriculum and Instruction (MACI)

*Individualized Concentration:* By allowing teachers and professional educators such as principals, coaches, guidance counselors, and other educational leaders the flexibility to craft their own program of study, the MACI program can be assured that students graduate with an enhanced level of professional knowledge, leading to greater competency in the discipline. A unique feature of this new concentration is the selection by the student of an individualized strand. Students may take an approved set of courses in other graduate degree programs such as Master of Business Administration, Master of Arts in College Student Development and Administration, and Master of Music, Music Education. By utilizing courses and faculty in other degree programs, students can be assured of the availability of classes in a timely manner, leading to decreased time to degree completion and greater student satisfaction.

*Multi-Categorical Special Education:* The West Virginia Department of Education and West Virginia Policy 2419 and 5202 mandates initial teacher certification for the delivery of special education courses and that teachers must be "highly qualified" to work with these students. One way educators can accomplish this in West Virginia is through an endorsement in Special Education. The five courses in Shepherd's Multi-

Categorical Special Education program will fulfill this requirement. The completion of the endorsement may also lead to a Masters of Art in Curriculum and Instruction with a specialization (concentration) in Multi-Categorical Special Education.

<http://www.shepherd.edu/graduate-studies/maci/>

» Master of Business Administration (MBA)

Working with its advisory councils, and examining the curricula at programs in the geographic area, the MBA degree program revised its core from 27 to 21 credits (making it similar in content to Shepherd's other graduate degree programs), and added a capstone experience and the opportunity for more coursework in the concentration. In development with the opening of the additional location in Martinsburg, two new concentrations were added in the area of Public Management and Sport Management.

<http://www.shepherd.edu/graduate-studies/mba/>. The capstone course adds the opportunity for summative assessment, while the change in the number of credits in the core allows for more flexibility in the general MBA in terms of electives, while allowing students in the concentration the opportunity for specialized knowledge. Additionally, students completing the program will also complete the MBA Major Field Test administered by ETS.

» Master of Music, Music Education (MMME)

Similarly, the MMME program increased the number of credits in its core to be more consistent with Shepherd's other graduate programs and, due to the smaller enrollment of this degree program, eliminated the concentration areas. This allows for more flexibility in terms of available coursework, allowing students to consistently progress toward degree completion.

» Other programs have updated course descriptions and content, and have moved special content courses (599 and 699) to permanent course numbers as needed. Consistent oversight of graduate curricula allows for currency and relevance.

» *Cross-listed courses*: Since 2011, less than 10% of graduate courses each semester have been cross-listed with undergraduate courses. While this was common practice in the initial years of graduate studies, for example in Fall 2013, only 3 courses out of 49 course sections (6.12%) offered were cross-listed. The cross-listed sections only had 7 students or 4% of the total headcount of 174 enrolled. It is significant that currently no cross-listed courses occur in the CSDA or MBA programs, and also due to enrollment growth, no core education course courses in

the MAT program. Content area courses in the teacher education degrees (MACI and MAT) are the most frequent area where these courses occur, and are offered to ensure students graduate in a timely manner. Typically these courses, which have a separate syllabus and intended student outcomes for graduate students, are offered for one or two students needing a content area or strand course.

### Communication

To better serve our students, faculty, and community, there is communication at multiple levels in the area of graduate studies. Some of these ongoing activities include:

- » Twice monthly meetings between the GSCE Dean and the VPAA and Vice President for Enrollment Management.
- » Monthly meetings with graduate program coordinators.
- » Monthly meetings with the graduate council.
- » Attendance by the GSCE dean at the Faculty Senate, MBA Advisory Council, PEUC Council, and student advisory council meetings.
- » Communication of news, participation, policies and procedures in the graduate newsletter: <http://www.shepherd.edu/graduate-studies/fall13.pdf>  
Link to past newsletters: <http://www.shepherd.edu/graduate-studies/newsletter/>
- » E-mail listserv functions are used regularly to inform students of coming events, deadlines, or forms that must be turned in. As a result, there are fewer petitions coming forward in relation to late registration or application for graduation.
- » Lastly, the use of social media such as Facebook has enabled our students to stay informed of advisement and registration sessions, be informed about upcoming events, and witness the participation of graduate students in events at Shepherd. Through the dashboard reporting, we are also able to track the reach of such postings. Some sample pages and a screenshot of data from the last several months is below:

Graduate Studies: <https://www.facebook.com/SUgradstudies>

Martinsburg Center: <https://www.facebook.com/MartinsburgCenter?fref=ts>  
MBA Program: <https://www.facebook.com/pages/Shepherd-University-MBA-Program/129546247194193?fref=ts>  
Shepherd University: <https://www.facebook.com/ShepherdUniversity?fref=ts>

**Table 4: Graduate Studies Facebook Data**

### Total Reach

The number of people who saw any activity from your Page including posts, posts by other people, Page like adverts, mentions and check-ins.



### Faculty Workload

As previously demonstrated in Shepherd's monitoring report of December 2012 and the development of graduate faculty workload policies located in the faculty handbook, Shepherd has addressed the issue of faculty overloads, particularly as they relate to graduate education. For Fall 2013, there were no adjunct faculty in the graduate area teaching beyond the nine credit-hour limit, and only five full-time faculty members were issued overload contracts for graduate courses. Through the process outlined in the December 2012 monitoring report, justifications were entered in Shepherd's HR system. The department chair, GSCE and School dean screen the justifications for the overload, with final approval by the Vice President for Academic Affairs. In most cases, the overloads were for cross-listed and/or content area courses required for timely progress for degree completion. It is significant that no full-time faculty in the CSDA, MMME or MBA programs were issued overload contracts at the graduate level.

### Participation in Organizational Culture and Special Events

Shepherd University has a history of involving faculty, students, and staff in its committee structures and in other important initiatives such as search committees for executive staff positions and the budget committee. Graduate student representatives

were a part of the university budget committee in 2012-2013 and there was also a graduate student representative during the spring 2013 search for a new Vice President for Academic Affairs. Lastly, an important organizational change came in Fall 2013, with a change to the constitution. The Student Life Council is a committee of the Shepherd Assembly, which includes all faculty and staff, and is responsible for recommending campus wide student life policies to the Vice President for Student Affairs, the President's Executive Staff, and other groups that establish policies. It also establishes committees to review policies and maintains permanent subcommittees.

Working with the Vice President for Student Affairs, the Graduate Dean, in consultation with the Graduate Council and Deans Student Advisory Council, proposed an amendment to the constitution that would add graduate student and faculty representation to this advisory council. The proposed language to the amendment was presented at the September 2013 Assembly meeting and a ballot vote was administered via campus mail. The amendment received overwhelming approval, and the campus was notified via e-mail that the vote was 103 yes and 3 no. The new members took their place on the council starting in November.

In addition to attendance at professional conferences, graduate students also participate in special events on campus. A great example of their leadership is demonstrated in the MBA Senatorial Debate held at Shepherd in October 2012. This event was partially organized by the MBA students and featured several of the students in prominent roles throughout the program. This was the only debate in which U.S. Senator Joe Manchin participated during the campaign season. The debate was broadcast by West Virginia Public Radio and was picked up by wire services and ran in the *Los Angeles Times*. Below are some web links:

**Graduate Newsletter:** <http://www.shepherd.edu/graduate-studies/spring13.pdf>

(See page 4)

**Press Release:** <http://www.shepherd.edu/university/releases/2012/debate.html>

**Google Search:**

<http://www.google.com/search?client=safari&rls=en&q=Senatorial+Debate+Shepherd+University&ie=UTF-8&oe=UTF-8>

(See bottom of page 1 of the search for link to LA Times)

## ASSURANCE OF QUALITY PROGRAMS

### Program Review

Shepherd University ensures the quality of its academic programs, its faculty, and curricula through regular assessment. The WVHEPC, in its “Policy Regarding Program Review,” requires university programs to undergo a comprehensive assessment every five years as described in the faculty handbook, Appendix G-1 [<http://www.shepherd.edu/employees/senate/documents/handbook.pdf>]. The Shepherd University Program Review Committee (SUPRC) at the graduate levels is responsible for reviewing all graduate degree programs, leading to the incorporation of continuous assessment and quality improvement within graduate programs. The SUPRC has implemented an evaluation procedure and established criteria for on-campus program reviews consistent with policy. The review of academic programs is listed as a power and duty of the Board of Governors by legislative policy, and is reported to the Board during its April meeting. A sample committee form and program review of the most recent graduate program is found in Appendix A, pages 71-86. The documents may also be accessed in the BoG agenda from April 2013: <http://www.shepherd.edu/bogweb/agenda/april13.pdf>, see discussion item #1-17 through 1-24.

### Accreditation

Shepherd’s graduate programs have received accreditation for all programs that are in areas where such accreditation is required by state licensure boards, and where it is expected of graduates in specific professional areas. As such, these programs provide yearly updates on items such as enrollment and assessment, and are on a regular cycle for site team visits. All of Shepherd’s graduate programs are accredited or in process, with the exception of the CSDA program, which does not have a national accrediting body. Shepherd’s CSDA program does follow the guidelines set by the Council for the Advancement of Standards (CAS) and other professional organizations such as American College Personnel Association (ACPA) and Student Affairs Administrators in Higher Education (NASPA). All programs are in good standing with their accrediting bodies.

- » **MMME:** The Shepherd music program is accredited by the National Association of Schools of Music (NASM). The next site visit is scheduled for 2015.



» **MBA:** The business program is accredited by the International Assembly for Collegiate Business Education (IACBE). A site visit occurred in January 2013, with the next site visit scheduled for 2020.

» **MAT/MACI:** All education programs are accredited as a unit (undergraduate and graduate) by the National Council for the Accreditation of Teacher Education (NCATE). This organization has undergone a name change to CAEP (Council for the Accreditation of Educator Preparation). The next site visit is scheduled for 2017.

### Assessment

For more than a decade Shepherd has cultivated a culture of assessment. Assessment occurs at multiple levels throughout the institution, not only in academic programs, but also in administrative and other support units. Graduate programs follow the same process for assessment outlined later in this document. Because many of the programs are accredited, there are often very specific ways to measure and report such assessments. Some examples include the following:

For a summary of the process for education programs, which include the graduate teacher education programs, please go to the following link:

<http://www.shepherd.edu/ncate/standard2.html>

In consultation with its liaison at the International Assembly for Collegiate Business Education (IACBE), the MBA program revised its assessment plan, including specific outcomes for each concentration. Examples of this plan are included in Appendix B under IACBE Outcomes Assessment Plan. Please see the page numbers designated in the table of contents for masters level programs.

Additionally, some examples of indirect tools for measuring student satisfaction and the quality of the program include a survey that is made available to all students at the time of graduation, and also the MBA programmatic survey. A summary of the questions on this electronic survey is included in Appendix A, pages 102-104.

### Growth in Enrollment, FTE, and Degree Production

The intentional strategies related to the development of policy, student engagement and participation, financial support, and effective communication have resulted in sustained growth in enrollment and FTE. The significant increase in FTE demonstrates that our students are taking more credit hours and completing their degree programs, resulting in increased degree production. A continuing challenge in enrollment each year is to not only replace those students who have graduated, but also to continue to achieve growth in enrollment. The census figures in Table 5 reported to IPEDS and to the West Virginia Higher Education Policy Commission demonstrate the steady and continuous growth of Shepherd's graduate programs.

**Table 5: Graduate Studies Enrollment, FTE, and Degree Production**

Semester/Year	Enrollment	% Change	FTE	% Change
Fall 2011	153		77.92	
Spring 2012	164	+7.18%	80.08	+2.77%
Fall 2012	156	-4.8%	87.08	+8.74%
Spring 2013	166	+6.4%	92.67	+6.4%
Fall 2013	174	+4.8%	106.92	+15.37%
<b>% Increase Fall 2011-Fall 2013</b>		<b>+13.72%</b>		<b>37.21%</b>
<b>Degree Production</b>	<b>Degrees Awarded</b>			
<b>2009-2010</b>	51			
<b>2010-2011</b>	34			
<b>2011-2012</b>	63*	*Increase Of 85%		
<b>2012-2013</b>	56			
<b>2013-2014</b>	71** applicants	**With a typical drop rate of 10%, 64-65 degrees awarded are projected.		
<b>Average number of degrees awarded 2010-2013.</b>	51			

### **Martinsburg Center (additional location as defined by HLC)**

To effectively serve the adult learner market in the areas of degree completion and professional programs such as education, nursing, and business at the undergraduate and graduate levels, Shepherd University opened an additional location in Martinsburg, West Virginia in July 2013. This center delivers various programs to non-traditional students using a range of cutting-edge delivery methods at a highly visible and accessible location, further positioning Shepherd as a premier institution of higher learning in the region.

Shepherd's substantive change application and HLC approval are located on the following web pages:


<http://www.shepherd.edu/accreditation/change-app.pdf>

<http://www.shepherd.edu/accreditation/martinsburg.pdf>

Strong population growth combined with the state's lack of baccalaureate and graduate degrees and the business community's need for employees with such degrees has increased the demand for high quality, low cost, and convenient educational opportunities in the Eastern Panhandle. The Martinsburg Center allows the university to effectively serve the adult learner market and grow enrollment without affecting the COPLAC mission of the Shepherdstown campus. In short, the center is oriented toward adult learners and addresses the long-term higher education and economic development needs of the Eastern Panhandle.

Shepherd is committed to the ongoing success of the center, as demonstrated by the actions of its Board of Governors (BoG). The BoG approved the prospectus for the center's initiative, including a capital project renovations budget of \$2.5 million and \$2 million in funding to cover the projected revenue shortfall in the first three years of operation for a total investment from reserves not to exceed \$4.5 million.

The Martinsburg Center operations include enrollment, student, academic, and other support services are structured to facilitate a supportive and convenient learning environment for adult learners. As part of this convenient support system, students will be able to access all enrollment processes through a streamlined one-stop service model that includes online communication with an admissions counselor, submitting an admission application, filing FAFSA forms, registering for classes, and paying tuition bills. Students who prefer a face-to-face interaction will be able to come to the center and receive assistance in the enrollment process from the cross-trained staff.



Currently, the MBA program represents the largest number of students in this location, with selected courses in the MACI program being offered in Martinsburg.

### **Graduate Education Summary**

On the whole, Shepherd University has, in the last several years, acknowledged and developed its governance structure to provide input from faculty, students, staff, and community in each of its graduate programs. Universal policies and procedures have been solidified across all programs. The Graduate Council has become a robust governance body that works well as it administers and provides oversight for Shepherd's five graduate programs. Graduate faculty members, both tenure-track and part-time, understand the scholarly expectations and the credential requirements for teaching at the graduate level. Working with school deans, department chairs, graduate program coordinators, and administrative units, the implementation of policies and procedures has been consistent and effective, as evidenced by increased enrollment, FTE, degree production, and involvement of our graduate students in the workings of the institution.

## II. ASSESSMENT

### Introduction and Brief History of Assessment at Shepherd University

Every 1.5 years, each program must submit an assessment report to the Center for Teaching and Learning (CTL). Shepherd University has developed a culture of assessment, leading to improvements in programmatic practice. The CTL requests that assessment facilitators from all departments and administrative units identify at least two to three intended student-learning outcomes when assessing student learning. Within these outcomes, faculty and assessment facilitators provide two means of assessment (direct and indirect – academic departments are encouraged to provide as many direct measures as possible). Each assessment strategy must include criteria or benchmarks for success. Following the completion of these assessments and data analysis, faculty and assessment facilitators indicate how the assessment data are used to improve student outcomes and success.

A major strength of the University assessment program is that all departments and administrative units across campus have assessment facilitators and produce assessment plans and reports on an annual basis. Academic departments and administrative units develop their departmental mission statements and connections to the institutional mission. All departments and units establish two to three learning goals, direct and indirect means of measuring these goals, benchmarks for success, and a detailed plan for improvement. After each plan and report are reviewed by the Assessment Task Force, department and unit assessment facilitators receive a letter from the dean of teaching, learning, and instructional resources recognizing accomplishments and offering suggestions for areas of improvement. Assessment plan and report statuses are transparent and posted on the CTL website [[http://www.shepherd.edu/ctl/assess\\_learning.html](http://www.shepherd.edu/ctl/assess_learning.html)]. Programs modify coursework and resource needs based on the data results. Reports are uploaded into the WEAVE assessment program to generate departmental, programmatic, and/or unit reports. Such reports are generated as evidence for institutional and programmatic accreditation site visits.

All plan and report data for our previous two assessment cycles can be viewed easily via WEAVE at: <https://app.weaveonline.com/login.aspx>. Reviewers may log in using the username “shepherd” and the password “shepherd.” The drop-down menu at the top allows you to choose any department or unit and view their assessment plans and reports.

Additionally, each semester the CTL hosts assessment, advisement, and Focus on Student Learning (FOSL) workshops. Faculty members may attend these workshops in support of operational assessment results.

Through the strategic planning, budget, and assessment process, the University and academic units demonstrate the ability to connect assessment outcomes to strategic planning on multiple levels.

### **Core Curriculum at Shepherd University**

At Shepherd, the undergraduate major aligns with the core curriculum and requires a set of expectations for demonstration of breadth of knowledge and skills. The undergraduate curriculum provides multiple opportunities for traditional residential, non-traditional, and commuter students. Students from diverse backgrounds bring special talents, abilities, and interests to the campus. Undergraduate courses range in rigor from Stretch-Model courses with extra assistance to enrichment courses in the Honors Program. Curricular and co-curricular opportunities enable students to become successful citizens in a global community. The University capitalizes on its proximity to Washington, D.C., and Baltimore to offer an array of academic, cultural, and social programs. This wide range of opportunities enables students to experience intellectual inquiry, research, and multicultural exposure in varied settings.

The General Studies Committee is a standing committee of the Faculty Senate, whose membership includes students, faculty, and staff. After the approval of the core curriculum in December 2010, the committee developed competencies, adopted from the American Association of Colleges and Universities LEAP curricular plan, including critical thinking; oral communication; written communication; quantitative literacy; information literacy; collaboration/teamwork; problem solving; lifelong learning; civic knowledge and engagement; global understanding and respect; multiculturalism and diversity; ethical practice and ethical reasoning; experiential learning; and wellness. (See Core Curriculum Framework: <http://www.shepherd.edu/gscweb/framework.pdf> and forms page: <http://www.shepherd.edu/gscweb/forms.html>)

Competencies are defined and standards are used to assess student learning. These competencies align with three tiers: Tier I (initial inquiry), Tier II (expressions of knowledge), and Tier III (integrative learning). The first-year experience, an intensive writing in the major course, and a capstone requirement are new additions to the core curriculum. The flexibility of the curriculum allows for greater opportunities to explore interests in the arts, humanities, and social sciences that are required components of the second tier.

To aid in advisement, the core curriculum is described in Shepherd's electronic catalog (see link listed below), and there is also a checklist for use by advisors and students:

Acatalog Link:

[http://catalog.shepherd.edu/preview\\_program.php?catoid=7&moid=452&hl=%22Core+Curriculum%22&returnto=search](http://catalog.shepherd.edu/preview_program.php?catoid=7&moid=452&hl=%22Core+Curriculum%22&returnto=search)

Core Curriculum Checklist: [http://www.shepherd.edu/advisement/core%20checklist%202013-2014%20\(11-8-13\).pdf](http://www.shepherd.edu/advisement/core%20checklist%202013-2014%20(11-8-13).pdf)

### **Process and Results**

The General Studies Committee decided that for the first assessment cycle of the new core curriculum, each department with a course, or courses, in the core would choose two competencies to formally assess via two different assessment measures. As shown from our summary chart in Appendix B (page 106), competencies are being assessed in a variety of ways across departments. Data continue to be collected and the detailed assessment report in Appendix B shows many of the latest results along with improvement plans where necessary.

With the first cycle of assessment results, Shepherd will continue to adhere to its institutional process for using data-driven decision making in meeting student learning outcomes. With examination by the Assessment Task Force, a larger discussion takes place to inform departments and programs of recommended changes, which may include: the revision of benchmark goals, competencies to be measured, the type of assessment (direct/indirect) or tool(s) employed, and possible courses to add or remove from the core curriculum. This process ensures Shepherd's core curriculum meets learning outcomes tied to our mission and vision as a liberal arts institution.

### **Building on Undergraduate Learning Outcomes in Graduate Programs**

On page 35 of the HLC Comprehensive Evaluation Report for Shepherd University, it states, "...there is a lack of evidence that graduate programs build on undergraduate learning outcomes."

Below, please find evidence pulled from WEAVE that clearly demonstrates learning outcomes at the undergraduate levels in music, education, and business are very much aligned, with further enhancement, refinement, and progression of those outcomes at the graduate level.

Outcomes for programs and courses are included on course syllabi, and samples of course syllabi are included at the undergraduate and graduate levels in Shepherd University's December 2012 monitoring report on pages 63-378 located here:

<http://www.shepherd.edu/accreditation/monitoring-report.pdf>

### **Elementary Education (comprehensive), B.A. Learning Outcomes:**

1. Students completing the program in elementary education will demonstrate knowledge of learners and pedagogical knowledge of their specialization (Knowledge Goals).
2. Students completing the program in elementary education will demonstrate content knowledge of their specialization (Knowledge Goals).
3. Students completing the program in elementary education will exhibit competent teaching performance (Performance Goals).
4. Students completing the program in elementary education will exhibit qualities of TARPS (Teacher As Reflective Problem Solver) (Disposition Goals).

### **Secondary Education (comprehensive), B.A. Learning Outcomes:**

1. Students completing the program in secondary education will demonstrate knowledge of learners and pedagogical knowledge of their specialization (Knowledge Goals).
2. Students completing the program in secondary education will demonstrate content knowledge of their specialization (Knowledge Goals).
3. Students completing the program in secondary education will exhibit competent teaching performance (Performance Goals).
4. Students completing the program in secondary education will exhibit qualities of TARPS (Teacher As Reflective Problem Solver) (Disposition Goals).

### **Teaching, M.A. Learning Outcomes:**

1. Students completing the master's degree program in elementary education will demonstrate knowledge of learners and pedagogical knowledge of their specialization (Knowledge Goals).
2. Students completing the master's degree program in elementary education will demonstrate content knowledge of their specialization (Knowledge Goals).
3. Students completing the master's degree program in elementary education will exhibit competent teaching performance (Performance Goals).
4. Students completing the master's degree program in elementary education will exhibit qualities of TARPS (Teacher As Reflective Problem Solver) (Disposition Goals).
5. Students completing the master's degree program in secondary education will demonstrate knowledge of learners and pedagogical knowledge of their specialization (Knowledge Goals).
6. Students completing the master's degree program in secondary education will demonstrate content knowledge of their specialization (Knowledge Goals).
7. Students completing the master's degree program in secondary education will exhibit competent teaching performance (Performance Goals).
8. Students completing the master's degree program in secondary education will exhibit qualities of TARPS (Teacher As Reflective Problem Solver) (Disposition Goals).



**Curriculum and Instruction, M.A. Learning Outcomes:**

1. Students completing the master's program in curriculum and instruction will demonstrate knowledge of learners, of pedagogy and of their content specialization.
2. Students completing the master's program in curriculum and instruction will exhibit qualities of reflective teachers who believe that all students can learn.
3. Students completing the master's program in curriculum and instruction will exhibit leadership skills and will demonstrate the skills to successfully collaborate with other professionals to meet the needs of all students.

**B.A. Music (comprehensive) Learning Outcomes:**

1. Students will learn fundamental skills in music.
2. Students will develop performance skills that exhibit artistic integrity and competence

**Music Education, M.M. Learning Outcomes:**

1. MMME students will demonstrate the advanced musical and pedagogical knowledge and research/writing skills necessary to enhance their teaching abilities in a vocal and/or instrumental teaching position.
2. MMME students will demonstrate advanced conducting and rehearsal techniques, demonstrating competence beyond that required at the baccalaureate level.
3. MMME students will develop and demonstrate specific analytical techniques as it relates to score study and rehearsal preparation techniques. (Instrumental strand students only).
4. MMME students will demonstrate knowledge of past and current trends in learning theories, approaches and pedagogies.

**Business Administration, B.S. Learning Outcomes (combined from all concentrations):**

1. Students will demonstrate knowledge in the entrepreneurship concentration, which aligns with the overall programmatic learning outcomes of business administration.
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods, and procedures necessary to successfully assess a business idea for feasibility.
3. Students will develop an understanding of social business and the double bottom line.
4. Students will demonstrate knowledge in the financial planning concentration, which aligns with the overall programmatic learning outcomes of business administration.
5. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess a comprehensive financial plan.

6. Students will develop an understanding of the financial planning process. Students will demonstrate knowledge in the general business concentration, which aligns with the overall programmatic learning outcomes of business administration.
7. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess business viability and sustainability.
8. Students will develop an understanding of diversity and global enterprise.
9. Students will demonstrate knowledge in the hospitality management concentration, which aligns with the overall programmatic learning outcomes of business administration.
10. Students will develop and apply analytical and critical thinking skills to evaluate roles, skills, and functions of the hospitality industry.
11. Students will develop an understanding of legal environment of the hospitality industry.
12. Students will demonstrate knowledge in the human resources concentration, which aligns with the overall programmatic learning outcomes of business administration.
13. Students will develop and apply analytical and critical thinking skills to evaluate roles, skills, and functions of human resource management.
14. Students will develop an understanding of legal environment of human resources.
15. Students will demonstrate knowledge in the management concentration, which aligns with the overall programmatic learning outcomes of business administration.
16. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess business viability and sustainability.
17. Students will develop an understanding of diversity and global enterprise.
18. Students will demonstrate knowledge in the marketing concentration, which aligns with the overall programmatic learning outcomes of business administration.
19. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods, and procedures necessary to successfully assess a marketing strategy.
20. Students will develop an understanding of marketing research methods and applications.

**Business Administration, M.B.A. Learning Outcomes (combined from all concentrations):**

1. MBA graduates will demonstrate mastery of subject areas utilizing various tools, concepts, definitions and theories in accounting, economics, management, marketing, ethics, and leadership.
2. MBA graduates will demonstrate the ability to apply ethical criteria, leadership skills, problem solving, critical and creative thinking, and analytical and quantitative skills to resolve a variety of business situations and problems.
3. MBA graduates will demonstrate the ability to communicate professionally and effectively.

4. MBA graduates will demonstrate an understanding of the role of teams, groups and individual behavior in relations to organizational success.
5. MBA graduates will demonstrate an understanding of the economic, political, legal, and social forces that influence both domestic and international organizations.
6. MBA graduates will demonstrate the ability to transcend functional boundaries, synthesizing and integrating information as well as conduct the research, competitive/situation analysis, and environmental scanning necessary for strategic decisions.
7. Students will demonstrate well-developed problem-solving skills from a multidisciplinary perspective that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions, as well as develop alternative solutions.
8. Students will demonstrate a depth of knowledge and well-developed analytical skills in the area of financial statements, leading to data-driven decision making.
9. Students will be able to recognize ethical problems and apply standards of ethical behavior in all aspects of accounting.
10. Students will demonstrate well-developed oral and written communication skills and professional presentation skills through the use of research projects and case-study analyses.
11. Students will be able to use current technology for problem solving and other tasks related to accounting.
12. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of policy, finance, management, and research as it applies to the healthcare industry.
13. Students will be able to recognize and analyze ethical problems and apply standards of ethical behavior that occur within the healthcare industry.
14. Students will demonstrate well-developed oral and written communication skills and professional presentation skills.
15. Students will demonstrate refined analytical, verbal and quantitative skills for resolving complex healthcare issues.
16. Students demonstrate well-developed problem-solving skills from a multidisciplinary perspective that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions, as well as develop alternative solutions.
17. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of policy, finance, management, and research.
18. Students will recognize ethical problems and apply standards of ethical behavior in the public sector to management decision making.
19. Students will be able to demonstrate well-developed oral and written communication skills and professional presentation skills.
20. Students will be able to integrate theory and practical application across public sector functional areas for the purpose of strategic planning, implementation, and control.

21. Students will demonstrate well-developed problem-solving skills from a multi-disciplinary perspective, that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions in the area of sport management.
22. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of sport management policy, finance, law, and governance.
23. Students will be able to recognize ethical problems and apply standards of ethical behavior in sport management decision making.
24. Students will demonstrate well-developed oral and written communication skills and professional presentation skills.

**\*Additional mapping of undergraduate and graduate business program outcomes may be found in Appendix B of the IACBE outcomes assessment plan submitted to the IACBE in Fall 2013.**

### **Assessment Summary**

On page 35 of the HLC evaluation report for Shepherd University, we are asked to show evidence that program outcomes map to the course level. Appendix B (pages 105-125) provides document maps demonstrating how program level outcomes are assessed specifically at the course level in a variety of classes throughout the University. Please note that many of our departments also use major field [standardized] tests, and/or department designed barrier exams. These measures of assessment are not always tied specifically to one specific course, but often include material derived from several courses throughout the students' particular curriculum. Program-level learning outcomes, including the LEAP outcomes, are imbedded in all course syllabi.

The assessment process at Shepherd University ensures accountability at multiple levels for continuous improvement in meeting intended student learning outcomes.

For additional information, please log in to our WEAVE website as described on the previous pages.

### III. CONCLUSIONS

Shepherd has shown continual commitment to improvement since our re-affirmation of accreditation visit in 2012. We remain committed to our mission, vision, and core values so that we may continue to be West Virginia's premier public liberal arts institution, as defined by our membership in COPLAC. While these are challenging times in higher education both nationally and in our state, we continue to provide access to high-quality educational opportunities at an affordable cost.

As evidenced in this document, Shepherd University is dedicated to continuous assessment of not only its core curriculum, but also as a tool for sustained improvement at the institutional level. Our core curriculum is outcomes based, with multiple tools for assessment, and the institution has made significant progress in its development of graduate culture, governance, policy, and procedures.



## Appendix A: Graduate Education Supporting Documents



# Shepherd University

Divisions of Graduate Studies & Continuing Education

## STRATEGIC PLAN 2012 – 2017

## STRATEGIC PLAN OVERVIEW

I.	Introduction: Graduate School Strategic Planning	Pages 3-5
	a. History	
	b. Transformation	
	c. Process	
II.	Graduate Studies	Pages 5-7
	a. Mission and Vision	
	b. Core Values	
III.	Objective 1: Inspire Student Learning & Advancing Excellence in Graduate Education	Pages 7-8
	a. Ensure Excellence in Graduate & Continuing Education Programs	
	b. Provide Incentives and Ensure Accountability	
	c. Develop Student Academic Support	
IV.	Objective 2: Enhancing the Graduate Student Experience	Pages 9-10
	a. Promote a Student-Centered approach to education and services	
	b. Continued Development of Funding and Policies for Graduate Assistantships and Stipends	
	c. Form Dean's Student Advisory Group	
	d. Develop Graduate Student Organizations	
V.	Objective 3: Funding the Graduate Enterprise	Page 10
	a. Oversee Campus Financial Support for Graduate Students	
	b. Develop Corporate Partnership for Funding Graduate Students	
	c. Leverage Fellowship Tuition Remission Pool	
	d. Protect Graduate Waiver and Stipend Pools	
VI.	Objective 4: Building Community	Pages 11-12
	a. Support Student Research, Scholarship, and Creative Activities	
	b. Support Faculty Research, Scholarship, and Creative Activities	
	c. Celebrate Student and Faculty Fellowship/Award Recipients	
VII.	APPENDIX/TIMELINE	Pages 13-15
VIII.	Summary	Page 16



## I. INTRODUCTION: GRADUATE SCHOOL STRATEGIC PLANNING

### A. History

Shepherd University was founded in 1871 as a normal school and has become a university with graduate studies at the master's level. Since 2003, the Division of Graduate Studies at Shepherd University has provided five graduate programs with the first program enrolling students in the 2003-2004 year, and the newest program enrolling students in the 2007-2008 year. The addition of graduate studies at a university with a long history of undergraduate programs requires a dedication toward creating a graduate culture that is fostered by faculty, staff, and students.

Graduate Studies was granted at Shepherd University because of:

1. The need for graduate education in the Eastern West Virginia Panhandle that was based on a liberal arts education and at a public university price,
2. The need for current professionals in education and business to improve their skills sets,
3. To help improve the economic development in the region with advanced degrees for those in specific professions, and,
4. Provide a graduate level education for those seeking life-long learning and re-certification.

The emphasis of graduate studies at Shepherd has remained focused on those four primary reasons with the development of specific master's degrees in education and business, and graduate level continuing education for those who require re-certification. Planning for three graduate programs in the future also remain focused on those primary reasons.

The emphasis at Shepherd University remains focused on a liberal arts undergraduate mission as indicated in its recent acceptance into the Council of Public Liberal Arts Colleges (COPLAC), where traditionally less than 10% of all students at each of the member institutions are graduate students. At Shepherd, graduate students remain less than 5% of the total student population. Therefore, creating a graduate culture throughout the university has and will continue to be a significant transformational process in the structure of the organization that is still predominately undergraduate oriented. New policies and procedures that help guide graduate studies are continuously in development to ensure graduate studies operations run effectively and efficiently within the undergraduate culture.

Graduate Studies were originally administered from what is now the School of Education and Professional Studies since the Master of Arts in Curriculum and Instruction was the original graduate program. From that first graduate program housed in a specific school, the configuration of graduate degrees and graduate courses for re-certification has grown to include all four schools of the university and supported by 15

disciplines. The new configuration for graduate studies includes the Division of Graduate Studies for graduate degree programs, and the Division of Continuing Education that includes graduate courses for re-certification. . Through the re-organization of an associate vice-president's position, the position Dean of Graduate Studies and Associate Vice-President of Academic Affairs will be implemented in fall 2012. This new position addresses the special requirements of graduate and accredited programs, and oversees articulation agreements with community colleges regarding cooperative degree programs. The leadership for all graduate studies at Shepherd has also grown from a part-time Graduate Director to a full-time Dean of Graduate Studies and Continuing Education.

Current graduate programs at Shepherd University are the following in their order of student enrollment and current graduate degree research requirements:

6. The Master of Arts in Curriculum and Instruction (MA-CI) started enrolling students in 2003-2004. Current research requirements include research papers and fieldwork with a required thesis and written comprehensive exam.
7. The Master of Business Administration (MBA) started in 2005-2006 with research requirements that include research papers and group research projects. A research project or thesis is optional and a capstone course is under consideration by the MBA faculty.
8. The Master of Arts in Teaching (MAT) was originally a collaborative program with Marshall University until 2005-2006. In 2006-2007, Shepherd started a separate MAT with research requirements in the field, a culminating portfolio project, and required national examinations for teacher certification.
9. The Master of Music in Music Education (MMME) started enrolling students in the summer of 2007. Current research requirements include research papers and major music productions. Students complete a thesis or final project and an oral examination before a faculty committee.
10. The Master of Arts in College Student Development Administration (MA-CSDA) started enrolling students in the summer of 2006 and requires research in the field as well as major comprehensive examinations.

## **B. Transforming Graduate Studies**

During the last five years, the university has developed a solid strategic planning process that seeks to move the university forward in the coming years. Graduate Studies and Continuing Education needs to take a leadership role in helping realize the ambitions of the campus, and adjust and refocus its mission, responsibilities, and

organization accordingly. We must develop programs that are appropriate and effective models for collaboration with our undergraduate offerings and with external partners.

The Divisions of GS & CE at Shepherd University are engaged in the national graduate conversation through the Council of Graduate Schools (CGS). This organization is currently focused on broad policy initiatives such as “advancing graduate education as the backbone of American competitiveness and innovation and elaborating the value of graduate education to the U. S. economy and quality of life.”

In response to follow up communications from the Higher Learning Commission (HLC) regarding Graduate Studies at Shepherd University, this strategic plan strives to address concerns regarding enrollment, program development and viability, long-range planning and marketing.

### **C. The Strategic Planning Process**

GSCE strategic plan represents these divisions as independent academic and administrative units that define their goals in relation to the Shepherd University Strategic Plan. Because the current strategic plan is strongly tied to the institutional mission and core values, by providing an emphasis on learning, accessibility, engagement, integrity and community, GSCE will focus on advancing these core values within the context of graduate and continuing education.

The GSCE strategic plan proffers a vision for graduate education followed by broad objectives for realizing the plan. The timeline enumerates specific action steps, stakeholder and proposed time line. The plan was developed through meetings and retreats with graduate program coordinators, the strategic planning group and administrative units on campus such as enrollment management, admissions, financial aid and academic affairs.

## **II. GRADUATE SCHOOL MISSION, VISION and CORE VALUES**

### **A. Mission & Vision**

The current mission and vision statement of GSCE was developed through work with the program coordinators, mission committee, graduate council and executive staff (Fall 2011).

#### *Mission*

Shepherd University Graduate Studies is a diverse community of educators, scholars and learners committed to promoting accessibility and excellence in higher education, leading to advanced mastery of disciplinary knowledge and skills.

## *Vision*

Shepherd University Graduate Studies aspires to be a responsive and accessible provider of quality educational programs. We are committed to continually broadening the scope of learning, academic discourse, discovery and innovations, while increasing global connections for scholars, researchers and practitioners.

## **B. Core Values**

Committed to excellence, Shepherd University and GSCE embrace the following five core values:

### **Learning**

Shepherd University creates a community of learners who integrate teaching, scholarship, and learning into their lives. In order to create challenging, relevant experiences, inside and outside of the classroom, the University continually evaluates and assesses student learning. We recognize and accommodate diverse learning styles and perspectives necessary for global understanding.

*GSCE cultivates in students a lifelong desire to learn, with respect and understanding at an ever-increasing level for knowledge and cultures of the past, civic engagement, professional and personal ethics, and place in today's global society.*

### **Engagement**

Shepherd University fosters environments in which students, faculty, staff, and members of the community engage with each other to form mutually beneficial relationships. We believe that meaningful engagement, with ideas and with people, promotes deep learning and nurtures critical thought.

*GSCE is committed to engaging students in creative and scholarly endeavors both inside and outside the classroom. This is exemplified by faculty in the integration of new ideas and alternative approaches in their teaching, innovative learning activities, and continued professional development.*

### **Integrity**

Shepherd University strives for an environment of honesty and fairness in its actions. University officials seek input from students, faculty, and staff and make informed and objective decisions. We expect all members of the community to act in accordance with this value.

*GSCE fosters a strong commitment to provide programs that allow students to achieve the best education for each individual's particular talents, interests, and goals in an environment that emphasizes service to students.*

### **Accessibility**

Shepherd University provides services to all qualified students. Our staff and faculty are available to students and are committed to respecting and meeting individual needs. University governance and budgeting structures reflect our commitment to transparent processes and public access to information.

*GSCE will identify and develop opportunities for the financial support of student learning and opportunities that meet the needs of adult learners, certified professionals, and community members.*

### **Community**

Shepherd University comprises a community that includes students, faculty, staff, alumni, and involved citizens. We meet the needs of this community through assessment, development, and implementation of innovative programs and initiatives. We strive to create a safe environment based on mutual respect and acceptance of differences.

*GSCE will identify and develop opportunities for creating community partnerships to enhance the educational experience of our students.*

## **III. OBJECTIVE 1: INSPIRE STUDENT LEARNING & ADVANCING EXCELLENCE IN GRADUATE EDUCATION**

### **A. Ensure Excellence in Graduate & Continuing Education Programs**

1. Review Policies (admissions, curricula)
2. Rigor (determine if our curricula, outcomes and standards are similar to those of HEPC and COPLAC peer groups).
3. Research (faculty/student) [emphasize and reward]
4. Accessibility (course rotation, availability of classes)
5. Engagement (Are our students involved in our/their communities?)

*Action plan: Graduate Coordinators focus on items 1, 2, & 3. The Dean of GSCE will focus on items 4 & 5. Enrollment/Admissions 1 & 2.*

*University Strategic Plan: Pathway 1; Strategic priorities 8, 11*

*Core values: integrity, learning, accessibility, and engagement*

### **B. Provide Incentives and Ensure Accountability**

## 1. Provide Incentives for Strategic Excellence

- *Activity 1:* GSCE will identify and disseminate local and national best practices toward the end of improving recruitment/enrollment, graduation rates, and placement, and will develop a incentive mechanism for funding of new initiatives.

*Action Plan:* Dean and appropriate program coordinators attend CGS, COPLAC, AAC&U, and HLC conferences for latest information on market trends, regulations, and best practices.

- *Activity 2:* GSCE will explore the practice of partnering and cost sharing with academic units to attract major federal awards and external fellowships.

*Action Plan:* Dean and appropriate program coordinators will work with other academic deans and unit heads to develop opportunities for students and faculty.

## 2. Ensure Accountability

- *Activity 1:* GSCE will work with schools and programs to ensure that appropriate benchmarks for student progress toward degree completion are established and enforced.

*Action plan:* Coordinators will update course rotations and progression sheets for students and use plan-of-study form for advisees.

- *Activity 2:* GSCE will engage the Graduate Council to create, review, and revise academic policies as needed; according programs flexibility while monitoring practices to ensure compliance with university and accrediting body policies and guidelines.

*Action plan:* Program coordinators will review policies and procedures and work with the dean to make recommendations. **HLC issue.**

- *Activity 3:* GSCE will take a leadership role in the continued development of Learning Outcomes & Assessment in graduate programs.

*Action plan:* Dean of GSCE and Program coordinators will work in cooperation with graduate faculty. **HLC issue.**

*University Strategic Plan: Pathway 1, 2; Strategic priority 8*

*Core values: integrity, learning, accessibility, and engagement*

**C. Develop Student Academic Support Programs**

- *Activity 1:* Work with units on campus to develop academic support for graduate students requiring remedial work or additional academic assistance.
- *Activity 2:* Assume a leadership role in activities directed specifically toward improving the writing of graduate students. A Task Force will be formed and charged with providing a brief on best practices for improving writing at the graduate level.

*University Strategic Plan: Pathway 1*

*Core values: integrity, learning, accessibility, and engagement*

**II. OBJECTIVE 2: ENHANCING THE GRADUATE STUDENT EXPERIENCE**

**A. Promote and provide a student-centered experience that will uphold a personalized approach to education and campus services**

- *Activity 1:* Incorporate graduate student information and policies into the overall student handbook, thereby making graduate students part of the campus culture.
- *Activity 2:* Ensure that campus activities like the Wellness Center and other campus offices provide access to graduate students who are working adults.

***HLC issue.***

*University Strategic Plan: Pathway 1, 3*

*Core values: integrity, accessibility, and engagement*

**B. Continued Development of Funding and Policies for Graduate Assistantships and Stipends**

- GSCE will work with other units on campus, specifically Admissions, Enrollment Management and Financial Aid to further develop the culture of graduate assistantships and stipends, thereby providing not only financial assistance, but also practical professional experience in the student's field of choice. ***HLC issue***

*University Strategic Plan: Pathway 1*

*Core values: integrity, accessibility, and engagement*

*Action plan: Dean of GSCE, Program Coordinators, Students Affairs, VPAA, and other units on campus work on the process for this initiative.*

### **C. Form Dean's Student Advisory Group**

A Graduate Dean's Student Advisory Group will be formed with an appointed graduate student representatives from each program. It will meet twice each semester at mutually convenient times in person or electronically. **HLC issue**

*University Strategic Plan: Pathway 1*

*Core values: integrity, engagement*

*Action plan: Dean of GSCE, Program Coordinators, and Graduate Faculty work to identify student representatives. Meetings in person or via Skype.*

### **D. Develop Graduate Student Organizations**

By working with student affairs, graduate faculty, students, and program coordinators, GSCE will provide mentoring and financial support for the development of Graduate Student Organizations that provide representation or governance [Graduate Student Organization] or relevant graduate professional or honorary organizations. **HLC issue**

*University Strategic Plan: Pathway 1*

*Core values: integrity, engagement*

*Action: Work with SGA, President, VPAA, and BOG regarding representation of graduate students.*

## **III. OBJECTIVE 3: FUNDING THE GRADUATE ENTERPRISE**

### **A. Oversee Campus Financial Support for Graduate Students**

Working with financial aid and enrollment management, GSCE will conduct an ongoing tabulation and analysis of overall campus financial support for graduate students to identify funding trends, best practices, and areas of concern, and will monitor correlations between student support as well as student progress and success.

*Action Plan: Review policies and forms for revision. Stricter deadlines, prioritize funds based on enrollment, letter of need.*

### **B. Develop Corporate Partnership for Funding Graduate Students**

GSCE will work with the Vice-President for Development and the University Foundation to create a development plan for graduate



education, identifying potential donors and donor opportunities for fellowships or programs.

*University Strategic Plan: Pathway 1, 4*

*Core values: engagement, community*

### **C. Develop Tuition Remission Pool**

GSCE will work with College Counsel and other appropriate bodies to seek tuition remission for graduate studies in the same forms available for undergraduate education at Shepherd University.

### **D. Graduate Waiver and Stipend Pools**

GSCE will continue to monitor funding pools for graduate student support and advocate for their protection and enhancement.

*Action Plan: Dean of GSCE, Financial Aid, Enrollment Management, Admissions, Program Coordinators.*

## **IV. OBJECTIVE 4: BUILDING COMMUNITY**

### **A. Support Student Research, Scholarship, and Creative Activities**

*Activity 1: Graduate Fellows:* The Dean of GSCE and Program Coordinators will work to develop a Fellowship program that emphasizes co-curricular learning and research.

*Activity 2: Travel Awards:* The Dean of GSCE, Program Coordinators, Faculty, and other units will work to develop travel awards to help defray the expenses incurred by graduate students traveling to scholarly, scientific, or professional conferences to present papers, posters, or other scholarly material.

*Activity 3: Examination and Development of Graduate Research:* Work to develop writing and presentation skills for graduate students and create opportunities on campus such as a Regional Graduate Research Exchange to foster the development of presentation skills.

#### ***HLC issue***

*University Strategic Plan: Pathway 1*

*Core values: learning, integrity, engagement*

*Action plan: Dean of GSCE, Program Coordinators, and Graduate Faculty.*

## **B. Support Faculty Research, Scholarship, and Creative Activities**

*Faculty Graduate Research & Scholarship Award: GSCE will work to develop funding for this award rewarding graduate faculty research. **HLC issue***

*Activity 1: Examine teaching load and qualifications for graduate faculty.*

*Activity 2: Address P & T considerations for graduate faculty.*

*Activity 3: Faculty Graduate Research & Scholarship Award: GSCE will work to develop funding for this award rewarding graduate faculty research.*

### **HLC issues**

*University Strategic Plan: Pathway 1, 2*

*Core values: learning, integrity, engagement*

## **C. Celebrate Student and Faculty Fellowship/Award Recipients**

*Activity 1: Graduate Banquet: GSCE will continue its annual campus-wide Graduate Banquet to acknowledge the achievements of students and faculty. It will be a major event and will feature student and faculty speakers.*

*Activity 2: Exhibition of Research/Scholarly/Creative Materials: GSCE will work with other units on campus developing research presentations to also feature the scholarly and creative work of graduate students. **HLC issue***

*University Strategic Plan: Pathway 1, 2*

*Core values: learning, community, integrity, engagement*

*Action plan: Dean of GSCE, Program Coordinators, and Graduate Faculty.*

**APPENDIX: TIMELINE, STAKE HOLDERS AND BENCHMARKS**

<b>OBJECTIVE 1: INSPIRE STUDENT LEARNING &amp; ADVANCING EXCELLENCE IN GRADUATE EDUCATION</b>			
	<b>Stakeholders</b>	<b>Benchmarks for Success</b>	<b>Timeline</b>
<p><b>Ensure Excellence in Graduate &amp; Continuing Education Programs</b></p> <p>1. Review Policies (admissions, curricula)</p> <p>2. Rigor (determine if our curricula, outcomes and standards are similar to those of HEPC and COPLAC peer groups).</p> <p>3. Research (faculty/student) [emphasize and reward]</p> <p>4. Accessibility (course rotation, availability of classes)</p> <p>5. Engagement (Are our students involved in our/their communities?)</p>	<p>GSCE Dean</p> <p>Program Coordinators</p> <p>Academic Affairs</p> <p>Enrollment</p> <p>Student Affairs</p>	<p>Increased enrollment (1.5 % growth annually)</p> <p>Increased Retention (75% to 80% over 5 years)</p> <p>Sustained graduation rates (data is not consistent from year-to-year).</p> <p>Publicity/recognition (more press releases and information in local/regional publications)</p>	<p>Ongoing</p>
<p><b>Provide Incentives and Ensure Accountability</b></p> <p>Best Practices</p> <p>Partnering/Cost Sharing</p> <p>Degree Completion</p> <p>Policies</p> <p>Assessment</p>	<p>GSCE Dean</p> <p>Program Coordinators</p> <p>Academic Affairs</p> <p>CTL</p> <p>Student Affairs</p>	<p>Students and Faculty Satisfaction (use national survey tool for students; internal survey for faculty).</p>	<p>Ongoing.</p> <p>Close loop on assessment during the 2012-13 year.</p>
<p><b>Develop Student Academic Support Programs</b></p> <p>• <i>Activity 1:</i> Work with units on campus to develop academic support for graduate students requiring remedial work or additional academic assistance.</p> <p>• <i>Activity 2:</i> Assume a leadership role in activities directed specifically toward improving the writing of graduate students. A Task Force will be formed and charged with providing a brief on best practices for improving writing</p>	<p>GSCE Dean</p> <p>Program Coordinators</p> <p>Academic Affairs</p> <p>CTL</p> <p>Student Affairs</p>	<p>Lower rates of students on probation. (determine national %)</p> <p>Rigor in student assignments for HLC pathways. See national best practices.</p> <p>Retention goals met. (See 1.1)</p>	<p>In place by Fall 2013.</p>

<b>OBJECTIVE 2: ENHANCING THE GRADUATE STUDENT EXPERIENCE</b>			
	<b>Stakeholders</b>	<b>Benchmarks for Success</b>	<b>Timeline</b>
<p><b>Promote and provide a student-centered experience that will uphold a personalized approach to education and campus services</b></p> <ul style="list-style-type: none"> <li>•<i>Activity 1:</i> Incorporate graduate student information and policies into the overall student handbook.</li> <li>•<i>Activity 2:</i> Ensure that campus activities like the Wellness Center, and that campus offices provide access to graduate student who are working adults.</li> </ul>	GSCE Dean Graduate Council Student Affairs Auxiliary Services Finance	Increased enrollment and retention. (See 1.1) Student satisfaction. Assessment Tool: national survey	Ongoing. In place for Fall 2012 and beyond.
<p><b>Continued Development of Funding and Policies for Graduate Assistantships and Stipends</b></p>	GSCE Dean Financial Aid Enrollment Academic Affairs Academic units	Increased scholarship and employment opportunities for graduate students. Track through the Office of Career Services.	Fall 2013.
<p><b>Form Dean's Student Advisory Group</b></p>	GSCE Dean Program Coordinators	Increased incorporation of graduate students into the culture of SU. Student satisfaction.	In place by Spring 2013.
<p><b>Develop Graduate Student Organizations and representation on bodies such as SGA and BOG.</b></p>	GSCE Dean Program Coordinators Faculty	See 2.3	Fall 2013 and ongoing.

<b>OBJECTIVE 3: FUNDING THE GRADUATE ENTERPRISE</b>			
	<b>Stakeholders</b>	<b>Benchmarks for Success</b>	<b>Timeline</b>
<b>Oversee Campus Financial Support for Graduate Students</b>	GSCE Dean Financial Aid Enrollment	Increased enrollment and retention. See 1.1.	Ongoing.
<b>Develop Corporate Partnership for Funding Graduate Students</b>	GSCE Dean Advancement Financial Aid	Increased scholarship and employment opportunities for graduate students. (Advisory Councils)	Fall 2013.
<b>Develop Tuition Remission Pool</b>	GSCE Dean Financial Aid College Counsel Academic Affairs	Opportunities for spouses of staff.	2014.

<b>OBJECTIVE 4: BUILDING COMMUNITY</b>			
	<b>Stakeholders</b>	<b>Benchmarks for Success</b>	<b>Timeline</b>
<b>Support Student Research, Scholarship, and Creative Activities</b> Graduate Fellows Travel Awards Graduate Research exchange	GSCE Dean Graduate Council Program Coordinators Advisory Councils	Increased engagement of graduate students through research endeavors  Recognition of programs.  Corporate support.	Fellows: 2014.  Travel Awards: 2012-13.  Research Exchange: Spring 2013.
<b>Support Faculty Research, Scholarship, and Creative Activities</b> Graduate teaching loads and qualifications P & T for graduate faculty Graduate Faculty Award for Research & Scholarship	GSCE Dean Advancement Financial Aid	Increased scholarship and employment opportunities for graduate students. (advisory councils)	Fall 2013.
<b>Celebrate Student and Faculty Fellowship/Award Recipients</b> Graduate Banquet Graduate Research Showcase	GSCE Dean Graduate Council Graduate Faculty Program Coordinators	Promotion of graduate research and culture.	Spring 2013 and ongoing.



# Shepherd University

## Divisions of Graduate Studies & Continuing Education

### STRATEGIC PLAN SUMMARY 2012 – 2017

Meeting the strategic objectives outlined in the GSCE Strategic Plan will be transformative, changing and further developing Graduate Studies and Continuing Education at Shepherd University.

- Realize the *goals* of the mission, vision, and strategic plan of SU
- Advance, encourage, and ensure excellence in graduate education throughout the campus.
- Enhance the graduate student experience by collaborating with other units on campus and developing graduate student organizations.
- Increase resources for graduate education and students.
- Promote intellectual community through innovative campus initiatives.
- Build a strong culture of graduate education now and into the future.

# Graduate Studies & Continuing Education Retreat

Martinsburg Center, Room 104  
Tuesday, August 22, 2013 • 1:00-4:00 p.m.

## Preparation for Meeting

*Please Read: Tentative agenda and attachments*

*Please Bring: Note taking material (electronic or other)*

## AGENDA ITEMS

OPENING & WELCOME 1:00-1:15

DEAN'S REPORT 1:15-1:30

Budgets

Web pages

Brochures

HLC report (Due December 2013)

PROGRAM COORDINATOR UPDATES 1:30-1:45

ISSUES FOR FALL 2013 2:00-2:45

Admissions & Enrollment Update

Registering New Students

Graduate Faculty Qualifications

Graduate Open Houses/Info Session (8/)

Fall Schedule & Faculty Loads

Spring 2013 Schedule

BREAK 2:45-3:00

STRATEGIC PLAN ASSESSMENT 3:00-4:00

NEW PROJECTS for 2013-14 based on the strategic plan

## ACTION ITEMS

Admitting & registering Students for the fall semester.

Graduate Faculty Qualifications/Status-use new application procedure.

Review of web pages for corrections.

Timeline for new strategic initiatives: Curricular proposals; Research Day

GRAD COUNCIL MEETINGS: 8/29, 9/26, 10/24, 11/21

CE COUNCIL MEETINGS: 8/30, 9/27, 10/25, 11/22

## Updates to provide HLC

### Development of Policy & Procedures

With new leadership in place in the position of the GSCE Dean, in graduate program coordinator positions, and in the graduate council, stakeholders in graduate studies worked in cooperation with academic and administrative units to develop policies that further codify graduate culture at Shepherd University:

7. *Updated Mission and Vision Statement:* Graduate studies developed updated mission and vision statements that forged a separate identity for graduate programs at the university:
8. *Progression:* All graduate students are expected to complete their degrees in an appropriate time and manner (see sunset clause and plan of study form below). Beginning in Fall 2012:
  - a. *Plan of Study Form:*
  - b. *Sunset Clause:*
9. *Admissions policies:*
  - a. *Admissions criteria* for Master of Arts, Teaching (M.A.T.) were revised for more flexibility, making them more in line with admission policies with HEPC and COPLAC peer institutions. Students now have more options in re: to Praxis tests and % of content courses to complete prior to beginning the program. Admissions policies were also revised in the CSDA program (writing sample) and the MBA program (letters of recommendation, letter of intent, CV, required standardized test for those below 2.75 GPA).
  - b. *TOFEL policy*
  - c. *Interactive and Online Application*
10. *Transfer policies:* Graduate courses from other institutions or other Shepherd University graduate programs are evaluated, at the time of admission, by the Dean and/or the coordinator of the program to which the applicant is applying, or the department chair in which the course is offered.

The policies were revised to reflect practices of HEPC and COPLAC peers by allowing up to nine credit hours to be transferred into a Shepherd graduate program. Policies regarding the minimum grade and current knowledge were also developed: Courses transferred to a Shepherd graduate program must have a minimum grade of "B," and must have been taken within 7 years based on the date of admission to the degree program (see *sunset clause*).
11. *Graduate Student Handbook:* Starting with Fall 2012, policies affecting graduate students appear in the overall student handbook.



12. *Graduate Faculty Qualifications:* Working group revised the graduate faculty application and policies regarding scholarship (see website). This information is now included in the overall faculty handbook under graduate policies.
13. *Increased emphasis on communication:* Through using technology and social media, graduate culture at Shepherd was enhanced by the following:
  - a. Shepherd University Graduate Studies Facebook page
  - b. Graduate Gazette: Graduate Studies newsletter
  - c. Online orientation videos through the graduate studies website

### **Graduate Culture (Student)**

1. *Deans Student Advisory Council:* Formed in Fall 2013 and met to discuss issues affecting graduate culture. MBA faculty and student advisory council have also been meeting throughout the previous years (2012-13).
2. *Services:* All graduate students may join the Wellness Center at the regular student rate.
3. *MBA Senatorial Debate:* This event was publicized throughout the state and picked up nationally through AP. MBA students helped to organize this event, and also participated significantly in the program.
4. Graduate students participated in the IACBE site visit, served on the VPAA search committee, and also previously participated in the HLC site visit.
5. *Professional development:* CSDA students participated in the ACPA conference. MAT students presented posters sessions, and members of the MBA auditing and marketing classes gave group project presentations throughout the academic year.
6. *Recognition:* over 80 faculty and students attended the Graduate Studies Award Banquet—a record number.

**GOAL: GRADUATE RESEARCH DAY**

## Enrollment, Degree Production & Retention

During the 2011-2012 year, the Division of Graduate Studies focused not only on enrollment in its programs, but also worked to ensure that its students were able to complete their degree program in a timely manner. The Dean of Graduate studies worked with graduate program coordinators, Admissions and Enrollment Management to increase communication and awareness of deadlines, policies and procedures in the graduate area. While non-duplicated enrollment moved from 209 to 206 (-1.5%), FTE during the same period moved from 77.92 to 87.08, a gain of 11.76%!

### Enrollments in and graduates of graduate programs, 2003-04 through 2012-13

Program	Nonduplicated total program enrollment, Summer-Fall-Spring (degree-seeking)										
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Total
MA C&I	37	77	79	66	53	42	38	32	31	30	485
MA CSDA				17	19	26	31	31	37	36	197
MAT Teaching		26	19	14	22	20	21	16	22	29	189
MM Music Ed					9	23	21	17	16	10	96
MBA Business Administration			43	71	95	85	93	94	103	101	685
Nondegree							1				1
Total of all programs	37	103	141	168	198	196	205	190	209	206	1653
Total nonduplicated enrollment	37	102	140	165	197	196	204	190	208	206	1645

Years include the previous summer. That is, 2004-05 includes Summer 2004, Fall 2004, and Spring 2005.

EDPD	Nonduplicated total program enrollment, Summer-Fall-Spring (EDPD)										
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Total
Total nonduplicated enrollment					72	196	344	304	307	406	1629

Years include the previous summer. That is, 2004-05 includes Summer 2004, Fall 2004, and Spring 2005.

Program	Graduates										
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Total	Mean
MA C&I	5	12	5	13	10	8	4	9	11	77	8.6
MA CSDA				6	10	10	7	18	10	61	10.2
MAT Teaching				3	5	4	2	11	4	29	4.8
MM Music Ed					3	4	0	6	2	15	3.0
MBA Business Administration			14	26	26	25	21	19	29	160	22.9
Total graduates	5	12	19	48	54	51	34	63	56	342	38.0

## Section 1, Enrollment: Headcount and FTE

	Fall 2005 actual	Fall 2006 actual	Fall 2007 (base year)	Fall 2008 actual	Fall 2009 actual	Fall 2010 actual	Fall 2011 actual	Fall 2012 actual
Undergraduate credit headcount	3809	3970	3965	4044	4102	4080	4240	4170
Undergraduate FTE	3287.83	3405.87	3439.93	3497.84	3642.63	3668.80	3758.63	3686.47
Graduate credit headcount	92	121	154	141	154	154	153	156
Graduate FTE	42.42	61.00	71.96	70.75	78.50	79.25	77.92	87.08
Credit headcount, all levels	3901	4091	4119	4185	4256	4234	4393	4326
FTE, all levels	3330.25	3466.87	3511.89	3568.59	3721.13	3748.05	3836.55	3773.55
Annualized FTE	3351	3479	3520	3612	3705	3814	3809	N/A

### Future Plans: Degree Development

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

- *Development of accelerated graduate degrees:* Graduate studies will work with the Business Department to develop a 3+2 program, leading to an MBA degree at the end of 5 years. (**IN PROGRESS**)
- *Develop additional concentrations within existing degree programs:* In cooperation with graduate program coordinators and department chairs, develop additional strands in the MBA program (marketing, sports marketing), and MACI (multi-categorical special education, reading, individualized strand). (**SOME IN PROGRESS; OTHERS COMPLETED:** MBA-Sport Management; Public Management; MACI-Individualized Strand;
- *Examine current degree inventory:* Graduate studies will explore the possibility of other offerings, pending a positive outcome from the HLC report.
- *Develop cohort enrollments:* Through the newly formed (2011) MBA Advisory Board, work to develop cohort enrollments through local businesses in the healthcare industry, government agencies or banks. This may also be possible with the MACI-SPED and other future endorsement programs, as well as in the MMME program.
- *Develop joint degree programs:* Work with other institutions such as Marshall and WVU to develop a joint degree program in Osteopathic Medicine and the MBA program, and/or Ed. D. with the CSDA program.
- *Develop a doctoral program:* As part of the strategic planning process, one of the steps Shepherd could explore is the implementation of a practicing doctoral degree such as the Doctor of Nursing Practice. The DNP is now the expected degree of the industry, as the MSN is being phased out on a national level. This could put Shepherd at the forefront of nursing education in the immediate geographic area (100-mile radius). (**IN PROGRESS**-Intent to Plan document presented to BoG in September 2013).

## **Progress Report**

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

### **ADVANCEMENT SECTION-HLC Site Team Report**

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.

## STRATEGIC PLAN BENCHMARKS AND ASSESSMENT: 2012-2013

<b>OBJECTIVE 1: INSPIRE STUDENT LEARNING &amp; ADVANCING EXCELLENCE IN GRADUATE EDUCATION</b>			
	<b>Stakeholders</b>	<b>Benchmarks for Success</b>	<b>Timeline/Assessment</b>
<p><b>Ensure Excellence in Graduate &amp; Continuing Education Programs</b></p> <p>1. Review Policies (admissions, curricula)</p> <p>2. Rigor (determine if our curricula, outcomes and standards are similar to those of HEPC and COPLAC peer groups).</p> <p>3. Research (faculty/student) [emphasize and reward]</p> <p>4. Accessibility (course rotation, availability of classes)</p> <p>5. Engagement (Are our students involved in our/their communities?)</p>	<p>GSCE Dean</p> <p>Program Coordinators</p> <p>Academic Affairs</p> <p>Enrollment</p> <p>Student Affairs</p>	<p>Increased enrollment (1.5 % growth annually)</p> <p>Increased retention (75% to 80% over 5 years)</p> <p>Sustained graduation rates (data is not consistent from year-to-year).</p> <p>Publicity/recognition (more press releases and information in local/regional publications)</p>	<p><u>2012-2013</u></p> <p>1. Policies reviewed and revised; continue.</p> <p>2. Monitored through accrediting bodies and CTL assessment reports; continue.</p> <p>3. Progress made; develop research day; highlight achievements.</p> <p>4. Posted for all programs.</p> <p>5. Participation at events &amp; on committees and advisory councils is up.</p>
<p><b>Provide Incentives and Ensure Accountability</b></p> <p>Best Practices</p> <p>Partnering/Cost Sharing</p> <p>Degree Completion</p> <p>Policies</p> <p>Assessment</p>	<p>GSCE Dean</p> <p>Program Coordinators</p> <p>Academic Affairs</p> <p>CTL</p> <p>Student Affairs</p>	<p>Students and Faculty Satisfaction (use national survey tool for students; internal survey for faculty).</p>	<p><u>2012-2013</u></p> <p>Budgets revised; work with CTL in re: to NSSE survey.</p>
<p><b>Develop Student Academic Support Programs</b></p> <p>•<i>Activity 1:</i> Work with units on campus to develop academic support for graduate students requiring remedial work or additional academic assistance.</p> <p>•<i>Activity 2:</i> Assume a leadership role in activities directed specifically toward improving the writing of graduate students. A Task Force will be formed and charged with providing a brief on best practices for improving writing</p>	<p>GSCE Dean</p> <p>Program Coordinators</p> <p>Academic Affairs</p> <p>CTL</p> <p>Student Affairs</p>	<p>Lower rates of students on probation. (determine national %)</p> <p>Rigor in student assignments for HLC pathways. See national best practices.</p> <p>Retention goals met. (See 1.1)</p>	<p><u>2012-2013</u></p> <p>1. Progress made; institution system needs to be in place; continue.</p> <p>2. Rubrics developed for comps. Assessment needed for written assignments.</p>

<b>OBJECTIVE 2: ENHANCING THE GRADUATE STUDENT EXPERIENCE</b>			
	<b>Stakeholders</b>	<b>Benchmarks for Success</b>	<b>Timeline/Assessment</b>
<p><b>Promote and provide a student-centered experience that will uphold a personalized approach to education and campus services</b></p> <p>•<i>Activity 1:</i> Incorporate graduate student information and policies into the overall student handbook.</p> <p>•<i>Activity 2:</i> Ensure that campus activities like the Wellness Center, and that campus offices provide access to graduate student who are working adults.</p>	<p>GSCE Dean</p> <p>Graduate Council</p> <p>Student Affairs</p> <p>Auxiliary Services</p> <p>Finance</p>	<p>Increased enrollment and retention. (See 1.1)</p> <p>Student satisfaction.</p> <p>Assessment Tool: national survey</p>	<p><u>2012-2013</u> Activities 1 &amp; 2 completed. Work with advisory council to examine other services needed.</p> <p>*NSSE survey</p>
<p><b>Continued Development of Funding and Policies for Graduate Assistantships and Stipends</b></p>	<p>GSCE Dean</p> <p>Financial Aid</p> <p>Enrollment</p> <p>Academic Affairs</p> <p>Academic units</p>	<p>Increased scholarship and employment opportunities for graduate students.</p> <p>Track through the Office of Career Services.</p>	<p><u>2012-2013</u> <u>Over 100%</u> budget of financial assistance given out. Operational funds used for assistantships. Work to include increased assistantship \$ in the budget process.</p>
<p><b>Form Dean's Student Advisory Group</b></p>	<p>GSCE Dean</p> <p>Program Coordinators</p>	<p>Increased incorporation of graduate students into the culture of SU.</p> <p>Student satisfaction.</p>	<p><u>Completed and ongoing.</u></p>
<p><b>Develop Graduate Student Organizations and representation on bodies such as SGA and BOG.</b></p>	<p>GSCE Dean</p> <p>Program Coordinators</p> <p>Faculty</p>	<p>See 2.3</p>	<p><u>2012-2013</u> In progress-working with Student affairs to amend by-laws for student life council.</p>

<b>OBJECTIVE 3: FUNDING THE GRADUATE ENTERPRISE</b>			
	<b>Stakeholders</b>	<b>Benchmarks for Success</b>	<b>Timeline</b>
<b>Oversee Campus Financial Support for Graduate Students</b>	GSCE Dean Financial Aid Enrollment	Increased enrollment and retention. (See 1.1.)	<u>2012-2013</u> Goals Met. Develop ongoing benchmarks.
<b>Develop Corporate Partnership for Funding Graduate Students</b>	GSCE Dean Advancement Financial Aid	Increased scholarship and employment opportunities for graduate students. (Advisory Councils)	<u>2012-2013</u> In progress. Work with advisory council and strategic alliance partners to develop funding.
<b>Develop Tuition Remission Pool</b>	GSCE Dean Financial Aid College Counsel Academic Affairs	Opportunities for spouses of staff and PT faculty.	Ongoing. Work with the President, VPAA and executive staff on this initiative. (Reason Great Places to Work for Survey.)



<b>OBJECTIVE 4: BUILDING COMMUNITY</b>			
	<b>Stakeholders</b>	<b>Benchmarks for Success</b>	<b>Timeline</b>
<b>Support Student Research, Scholarship, and Creative Activities</b> Graduate Fellows Travel Awards Graduate Research exchange	GSCE Dean Graduate Council Program Coordinators Advisory Councils	Increased engagement of graduate students through research endeavors  Recognition of programs.  Corporate support.	<u>2012-2013</u> Travel money awarded in 12-13 (CSDA).  Ongoing: Endowed fund for fellows?  Corporate Partners.
<b>Support Faculty Research, Scholarship, and Creative Activities</b> Graduate teaching loads and qualifications P & T for graduate faculty Graduate Faculty Award for Research & Scholarship	GSCE Dean Advancement Financial Aid	Increased scholarship and employment opportunities for graduate students. (advisory councils)	<u>2012-2013</u> -Qualifications and application redefined in faculty handbook. Also language surrounding P & T. -Faculty award renamed. Develop other awards?
<b>Celebrate Student and Faculty Fellowship/Award Recipients</b> Graduate Banquet Graduate Research Showcase	GSCE Dean Graduate Council Graduate Faculty Program Coordinators	Promotion of graduate research and culture.	<u>2012-2013</u> -Graduate Banquet-record attendance. -Develop showcase for spring in relation to student awards. Hold here or in Martinsburg? Committee Chair?



## Program Review Memorandum

In accordance with the Faculty Handbook, the following programs are subject to program reviews during the 2013-2014 academic year:

*Education\**  
*Family and Consumer Sciences*  
*Nursing Education\**  
*Social Work\**  
*Sociology*  
*Honors Program*

*Graduate: Master of Music, Music Education\**

*\* Indicates a nationally accredited program.*

The program review process at Shepherd University operates on a five-year cycle with each academic degree program evaluated once every five years. The process begins with a self-study report from each program that provides information for internal and external reviewers. The report follows the guidelines established by the West Virginia Higher Education Policy Commission (WV-HEPC) and by the Shepherd University Program Review Committee (SUPRC). Please refer to the schedule in this memo and the attached rubric to help you, your faculty and staff complete the program review process.

While accredited programs may use their most recent self-study to substitute for the program review, essential current data such as enrollment, retention, graduation and career placement rates should be provided and summarized for the program review committee at both the undergraduate and graduate levels. A good model to follow would be the 5-7 summaries provided for the BoG [see link below].

You are encouraged to look at sample program reviews from departments that have recently gone through the process. Several examples are available under Criterion 4-c in the virtual resource room of our recent self-study report for the Higher Learning Commission (<http://www.shepherd.edu/accreditation/self-study/criterion-four/>). There is also an executive summary of last year's program reviews, as well as the committee findings in the April 2013 BoG agenda packet: (<http://www.shepherd.edu/bogweb/agenda/april13.pdf>). Throughout the program review process, the Coordinator of the SUPRC is available to answer questions, to coordinate the campus site visit, and to assist with developing the report to the BOG and WV-HEPC.

### **Process:**

The evaluation process, using the unit's self-study report, consists of two parts. The first is an internal review committee consisting of senior faculty members from the academic schools and an academic dean who serves as the coordinator (chair). The second part involves external reviewers with specific expertise and experience who will complete a review during a one-day campus site visit. We will print fewer copies this year and load the self-study documents onto SAKAI for the committee to review. Please be aware that reviewers *may* request additional information.

### **Campus Visit:**

The external reviewer meets with the Coordinator (Chair) of the Shepherd University Program Review Committee (SUPRC), School Dean, Department Chair of the program being reviewed, faculty of the department, students in the program, Vice President for Academic Affairs, and others as requested. This has in the past also included the Dean of Libraries, the Dean of Teaching, Learning & Instructional Resources, as well as faculty from outside the department, and community members.

Following the campus visit, the external reviewer submits a final report to the Coordinator of the SUPRC. The report of the external reviewer is attached to the department's self-study report, as is the final report of the SUPRC. Copies of the complete review are provided to the respective department chairs and the School Dean to share with faculty members. Copies are also provided to the President and the VPAA for presentation to Executive Staff and to the Board of Governors. In their evaluation, the Shepherd University Program Review Committee and the external evaluator report the strengths, concerns (if any) and recommendations for enhancing the program.

Please refer to Appendix G of the faculty handbook for additional information regarding the Program Review Process: <http://www.shepherd.edu/employees/senate/documents/handbook.pdf>

### **Board of Governor's Information:**

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

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

Should you have any questions about the process or procedures, please contact me at your earliest convenience. Thank you.


Sincerely,



Dr. Scott Beard, SUPRC Coordinator  
Associate VPAA  
[sbeard@shepherd.edu](mailto:sbeard@shepherd.edu)  
Direct Line: 304-876-5651

**ANNUAL SCHEDULE FOR PROGRAM REVIEW  
AY 2013-2014**

- September 13** Each department submits a minimum of 3-4 qualified names for consideration as an external peer reviewer. Please include contact information and institutional or organizational affiliation. The Shepherd University Program Review Coordinator (SUPRC) will contact the recommended external evaluators and will invite one person to campus for the visit.
- November 1** Departments scheduled for program reviews will submit the self-study report to the Shepherd University Program Review Coordinator (SUPRC).
- Prior to handing in the reviews to the SUPRC, all departments must have their self-study report proof read by the Executive Director of University Communications. The Executive Director needs at least two weeks lead time to read all of the program reviews.
  - Each department is responsible for submitting two bound copies and one unbound copy to the SUPRC.
  - Additionally, a copy is to be submitted via email in PDF format to the SUPRC coordinator.
- November 4** The SUPRC coordinator will distribute reviews to The Shepherd University Program Review Committee Members and send the program reviews to the External Evaluators. University Committee Members will read all of the reviews and provide a written evaluation to the SUPRC. The external evaluator will also read the specific program review sent to them. Each external evaluator will submit a written report after the one-day visit on campus.
- Nov. 21-Dec. 5** Campus site visit by the external reviewers takes place during this time period.
- January 25** Evaluation reports are due from Committee Members and from the External Reviewer. All reports are turned into the Shepherd University Program Review Coordinator.
- February (TBD)** A meeting will be set up with committee members and the SUPRC coordinator to discuss the committee reports. The SUPRC will summarize the findings from the committee members and from the external reviewer and prepare a report for the VPAA.
- March 10-14** A draft report is examined in a meeting with the VPAA, SUPRC program coordinator, school dean and program/department chair.
- March 17-21** Final Report turned into the VPAA from the SUPRC Committee and shared with the Executive Staff. A summary report will be provided to the Department Chair of the department being reviewed, along with the School Dean. This schedule moves up the



delivery of the completed program reviews to the VPAA to March 20th instead of the April 30th deadline that is currently in the Faculty Handbook.

**April 17** SUPRC and VPAA present to the Board of Governors: Deans and Chairs of the departments being reviewed are asked to attend the BOG meeting to answer questions.

**May 30** Program reviews are sent to the West Virginia Higher Education Policy Commission (WV-HEPC).

**Shepherd University**  
**Divisions of Graduate Studies & Continuing Education**  
**Program Review Form (Including External Reviewers)**

Final Outcomes

Part 1: Higher Education Policy Commission Requirements

Ensure the following are provided in document form:

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

Part 2: Program Criteria

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

(Mark the Criterion Outcome Score with an X)

**A. Centrality**

Criterion	Quality of Criterion Met/Patterns of Evidence			
	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. The program contributes to the fulfillment of Shepherd University's and Graduate Studies' missions, core values, and Strategic Plans.				
2. The program builds on the proficiency of other programs offered at Shepherd University.				
3. The program responded to previous reviews. (Do				



not mark if initial review)				
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Comments:

**B. Program Mission, Goals & Accomplishments**

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

Comments:

**C. Assessment: Curriculum/Student Learning**

Criterion	Quality of Criterion Met/Patterns of Evidence			
	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. The program has a clearly articulated, efficient and purposeful curriculum/a, including options or emphases within the program.				
2. Expectations of graduate student differ from undergraduate students in dual-listed courses.				
3. Learning goes beyond the classroom.				

4. Assessment of students' literacy in technology is integrated into the curriculum.				
5. Assessment of students' writing is integrated into the curriculum.				
6. Online courses are evaluated in ways that ensure effective delivery and continuous improvement.				
7. The program has clearly articulated learning performance outcomes for students.				
8. The programs curriculum aligns with the student learning performance outcomes.				
9. The assessment data provide valid and reliable sources for achieving learning performance outcomes.				
10. Results of assessment efforts have been shared with internal and external constituencies.				

Comments:

**D. Recruitment, Enrollment, Retention/Graduation**

Criterion	Quality of Criterion Met/Patterns of Evidence			
	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. Five-year enrollment trends reflect program vitality and sustainability.				
2. Graduation rates indicate that students complete the program in a timely manner.				
3. Level of support for the program relative to enrollments reflects the status of the program as over-subscribed, undersubscribed or optimal.				
4. Program graduates find employment or continue their education.				
5. Data suggest that employment opportunities for graduates will remain strong.				



6. The program systematically recruits prospective students and tracks graduates of the program.				
7. Diversity exists within the student population of the program.				
8. The program has unique features that distinguish it from competing programs – giving it a competitive edge.				

Comments:

**E. Faculty/Staff Characteristics**

Criterion	Quality of Criterion Met/Patterns of Evidence			
	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. Diversity exists in program faculty and support staff.				
2. The program has identified faculty needs and is seeking appropriate support.				
3. Faculty engage in scholarship (publications and presentations) that is appropriate for the institution.				
4. Faculty engage with graduate students to increase scholarship.				
5. Faculty engage in activities to improve their teaching and advising				
6. Faculty support includes professional development from internal sources.				
7. Faculty pursue funding through grants, contracts and/or other sources.				
8. Faculty engage in professional and/or public service.				

Comments:



**F. Resources/Facilities/Equipment/Library Holdings**

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

Comments:

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

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

- \_\_\_\_\_ Continue without qualifications.
- \_\_\_\_\_ Continue with minor concerns.
- \_\_\_\_\_ Continue with major concerns in one or more of the 6 areas. Annual progress report submitted to Dean of Graduate Studies and VPAA.
- \_\_\_\_\_ Place on probation and require an additional program review in 2 years.
- \_\_\_\_\_ Place on probation and receivership in the Division of Graduate Studies.
- \_\_\_\_\_ Non-Continuation of the program.
- \_\_\_\_\_ Insufficient information to make a determination: revise self-study and resubmit.

**SHEPHERD UNIVERSITY**  
**UNDERGRADUATE AND GRADUATE PROGRAM REVIEWS**  
**2012-2013**  
**EXECUTIVE SUMMARY**  
**Presented to the Shepherd University Board of Governors**  
**APRIL 2013**

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

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

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

The graduate program review committee includes Dr. Julia Sandy-Bailey, Assistant Professor, Department of History, School of Arts and Humanities; Dr. Heidi Dobish, Associate Professor, Department of Psychology, School of Business and Social Sciences; Dr. Dorothy Hively, Associate Professor of Education and Director of Student Disability Support Services, Department of Education, School of Education and Professional Studies; and Dr. Georgiann Toole, Assistant Professor, Department of Education, Schools of Education and Professional Studies.

Additionally, Dr. Laura Renninger, Dean of the Center for Teaching, Learning, and Instructional Resources (CTL), provided assistance to the process through university assessment reports, while Ms. Valerie Owens, Executive Director of University Communications, provided proofreading of all self-assessments and SUPRC reports.

### **Process**

Utilizing a rubric and a specified timeline for the Program Review process, the evaluation process consists of two parts: (1) an internal review committee consisting of faculty members from the academic schools and the Associate Vice President for Academic Affairs who serves as the coordinator (chair), and (2) external reviewers. Five external reviewers (one for each undergraduate program and two for each graduate program) with specific expertise and experience in each of the four academic programs completed a thorough review, which included a campus visit.

***(Excerpt from the Executive Summary of all Programs Reviewed)***

**Master of Arts, College Student Development and Administration (CSDA):** CSDA is housed in the Division of Graduate Studies and the faculty member's tenure home is in the School of Business and Social Sciences. The program began accepting students and offering courses in 2006. During the self-study period, 2007-2012, the average enrollment was 23.2, with a high of 33 students in the fall of 2011. A total of 51 students have graduated from the program, with an impressive number of 18 graduates in 2012. There is one full-time faculty member who receives a one-course release for administrative purposes. The faculty member's teaching load is in the graduate program (nine credits). There are additional supporting faculty from the student affairs staff who teach core and elective courses.

The CSDA is a 36-credit-hour program for those who have completed a baccalaureate degree and are interested in pursuing or advancing a career in student affairs or enrollment management. The program combines courses in student development theory, assessment, and research methodologies with required practicum experiences at both two- and four-year institutions. Web pages indicate that since the first graduating class of 2008, more than 30 alumni have obtained gainful employment in positions at institutions of higher learning. The faculty and students of the CSDA program are highly engaged and make a significant contribution to the campus, professional organizations, and the profession as a whole.

This is the first review for the CSDA program, and there are no recommendations to respond to from previous reviews. The program did conduct an internal self-study in 2010 that yielded a number of recommendations. To its credit, the program has made steady progress on each of these recommendations.

Assessment reports for all reporting periods were received and approved, demonstrating a clear history of continuous assessment. The department is to be commended for its excellent follow-through with the Assessment Task Force and for its strong commitment to assessing student learning at Shepherd University.

Concerns include only one full-time faculty member dedicated to the growing program, small percentage of electives in the program, and lack of administrative support.

It is recommended that more full-time faculty be added to the program, that there is review of the curriculum, and that opportunities are explored both internally and externally for internships, practica, and assistantships in units other than student affairs.

**Conclusions**

The MA-CSDA graduate program is housed in the Division of Graduate Studies, with the faculty member's tenure home in the School of Business and Social Sciences. All programs reviewed contribute to the fulfillment of Shepherd University's mission, core values, mission, and Strategic Plan, as well as those of the school, division, and unit. The programs are supportive of liberal arts and professional education, and, their mission statements reflect the nature and scope of the programs. The programs will continue to enhance their curriculum based upon outcomes data in support of their mission, goals, and/or objectives in the upcoming review period. Additionally, the CSDA program makes a significant contribution to the graduate culture of the institution.

All four programs have dedicated, creative, qualified and experienced faculty and staff who create meaningful educational opportunities for their students both inside and outside the classroom. None of the programs are accredited; however, economics and finance is encouraged to pursue accreditation under the umbrella of the business program's accrediting body, the IACBE.

The majority of the full-time faculty members in the reviewed programs have terminal degrees and most are actively engaged in scholarly/creative professional development. They provide excellent service to the University and surrounding community, as well as to professional organizations within the discipline.

External reviewers made a number of suggestions regarding curricular revisions, possible new degree programs or concentrations, and opportunities for experiences outside the classroom. All these suggestions will enhance current offerings, increase flexibility and student engagement, and most likely lead to more success in graduate school and career development.

Across the institution, faculty members are faced with the challenges of a heavy workload of teaching, advising, and service; however, most still find time to pursue research, grant opportunities, and publications. Faculty members are qualified and well versed in their discipline and dedicated to helping their students reach success.

All programs followed the format for submission of program reviews and did so in a timely manner. The committee extends our thanks and commendation on the well-written self-study reports and the collegial discussions of the summaries. All the programs have solid assessment plans and continue to revise and enhance their curriculum based on assessment data. Most programs received excellent marks from the CTL regarding their clear history of assessment and commitment to data-driven curricular decisions.

Additionally, each program has a strategic plan, or weaves programmatic goals into the unit or school strategic plan (e.g., graduate studies). The departments/programs have mixed results in tracking graduates for placement in careers or graduate school. Systematic tracking of graduates at the university level still appears to be problematic. While each program provided partial information of their graduates on an informal basis, all programs need additional assistance in tracking graduate and employer satisfaction.

With the increased scrutiny of the regional accreditors and the federal government on faculty workload and the use of adjuncts, the institution is encouraged to examine the parameters defining faculty workload. The University should also consider the role of service to the core curriculum, and service courses to majors outside the department when making faculty hires. Workload should balance the ability of programs or departments to serve its own majors as well as the broader community. The University should also address retirement of faculty within departments as it relates to the replacement of faculty lines in the budget process.

Each program has the opportunity to request funds for library support by indicating how the new resources are tied to a solid assessment plan.

The program reports of the Shepherd University Program Review Committee are a part of the agenda book beginning on Discussion Agenda Item page 1-7. The program reviews are created in accordance with the guidelines of the WVHEPC.

# College Student Development and Administration - Program Review

April  
2013

**Shepherd University  
Graduate Program Review Summary  
College Student Development and Administration  
Division of Graduate Studies  
School of School of Business and Social Sciences**

## **M.A. CSDA**

### **External Reviewers:**

Dr. Kate Boyle, Associate Professor  
Program Director, Student Leadership in Student Affairs  
University of St. Thomas (MN)

Dr. John A. Mueller, Professor  
Department of Student Affairs in Higher Education  
Indiana University of Pennsylvania

## **OVERVIEW**

The Master of Arts in College Student Development and Administration (CSDA) began accepting students and offering courses in 2006. During the self-study period, 2007-2012, the average enrollment was 23.2, with a high of 33 students in the fall of 2011. A total of 51 students have graduated from the program, with an impressive number of 18 graduates in 2012. There is one full-time faculty member, who receives a one-course release for administrative purposes. The faculty member's teaching load is in the graduate program (nine credits). There are additional supporting faculty from the student affairs staff who teach core and elective courses.

The CSDA is a 36-credit-hour program for those who have completed a bachelor's degree and are interested in pursuing or advancing a career in student affairs or enrollment management. The program combines courses in student development theory, assessment, and research methodologies with required practicum experiences at both two- and four-year institutions. Web pages indicate that since the first graduating class of 2008, more than 30 alumni have obtained gainful employment in positions at institutions of higher learning.

*Philosophy:* The Shepherd University CSDA prepares individuals who demonstrate interest in and commitment to college students and their development through higher education. Graduates of the program will be prepared specifically for professional administrative positions in student affairs and enrollment management within postsecondary education. Graduates of the program will demonstrate depth and breadth of knowledge of the profession through integrated coursework and supervised practice.

### **Criterion A. Centrality**

The CSDA program successfully contributes to the mission and strategic plan of both the university and the Division of Graduate Studies. Since the program was initially offered in 2006, the CSDA graduate degree has very quickly made a significant impact on the graduate culture of the university. With its emphasis of putting theory into professional practice, programs students in assistantships where they contribute to a variety of offices and departments at the university that focus on student success.

With respect to building on the proficiency of other programs, any student who meets the admissions requirements in regard to GPA and the writing sample may apply to the program. There are logical majors that feed into the program, such as social work, education, and psychology, as well as other degree programs.

This is the first review for the CSDA program, and there are no recommendations to respond to from previous reviews. The program did conduct an internal self-study in 2010 that yielded a number of recommendations. To its credit, the program has made steady progress on each of these recommendations.

### **Criterion B. Program Mission, Goals, and Accomplishments**

The mission or philosophy of the CSDA program clearly articulates its purpose, and target audience (potential and current students and employers) and is visible in printed material and on the program web pages. Clear use of assessment and intended student outcomes demonstrate data for realization of the mission. Additionally, the mission or “philosophy” meets standards and goals set by Council for the Advancement of Standards (CAS) and other professional organizations such as American College Personnel Association (ACPA) and Student Affairs Administrators in Higher Education (NASPA).

The faculty and students of the CSDA are highly engaged and make a significant contribution to the campus, professional organizations, and the profession as a whole. The program director, Dr. Richard Stevens, has a full-time position, teaching nine credits as a graduate faculty member, with three credits of reassigned time for program administration. He is a leader in the field of student affairs and has presented at regional and local conferences/conventions. Adjunct faculty serve on campus as student affairs educators/practitioners and also within regional and national associations.

The CSDA students not only take great pride in the prominence and reputation of the CSDA faculty, but also model their behavior through their assistantships and practica as well as their own professional association, community, and co-curricular involvement.

### **Criterion C. Assessment: Curriculum and Assessment of Student Learning**

*Curriculum:* The CSDA program curriculum meets CAS standards as prescribed by professional associations in the field of student affairs. The faculty worked during the self-study period to maintain standards for these courses. The CSDA curriculum is successful in realizing its goals of emphasizing theory to practice, multicultural education, and collaborative practices, -all essential for an applied field like student affairs. Particularly impressive are the multiple and varied ways the curriculum engages students, including two 150-hour practica, annual field trips to the ACPA international

office, interviews with practitioners, an assessment project with a Shepherd student affairs department, a capstone project based on the ACPA/NASPA core competencies model, and available graduate assistantships. *See recommendations section for suggestions regarding the curriculum.*

*Technology:* There appears to be limited use of technology in the curriculum based on lack of student interest or need, limited resources, and limited expertise among the faculty; however, students in their practicum experience(s) do work with specific programs in systems and software used in higher education. This is an area where the program can further utilize technology to strengthen the program.

*Assessment:* Student learning outcomes are based primarily on course assignments and grades, a comprehensive exam, and practicum evaluations. The three Intended Student Outcomes that frame these assessments are writing abilities, critical thinking, and applying theory to professional practice.

From the CTL, Dean Laura Renninger reports that the 08-09 and 10-11 assessment reports were received and approved, demonstrating a clear history of continuous assessment. The 2012-13 assessment plan was also received. Plans and reports adhere to Shepherd's format with a good balance of direct and indirect measures. Action plans are consistently outlined with each finding. Plans and reports are consistently timely and thorough with rubrics and supporting documents included. The department is to be commended for its excellent follow-through with the Assessment Task Force and for its strong commitment to assessing student learning at Shepherd University.

#### **Criterion D. Recruitment, Enrollment, Retention/Graduation**

The program has demonstrated steady growth from its initial year in 2006-2007, and has met or exceeded projected growth plans. The racial/ethnic diversity has grown from 9.5 percent to 21.2 percent, and is at a higher percentage than the undergraduate population. The program is to be commended on its results in this area.

Graduation and retention rates are on target with institutional benchmarks. Since the first entering class of CSDA in 2006, 51 students have graduated from the program starting in 2008. A report from the program coordinator indicates that 82 percent of these graduates have found employment in the profession. These numbers are consistent with other graduate programs in the profession and are quite strong given the challenging economic times. Students generally complete the program in two years, or three if employed full-time. This is in line with the standard rate of progress for degree accomplishment in the field of student affairs.

The CSDA program has unique qualities that contribute to its ability to attract and retain quality students seeking graduate-level preparation in student affairs. First, it is the only program of its kind in the state. Its closest in-state competition does not provide the same focused and solid curriculum (i.e., that meets CAS standards). The CSDA program should continue to build on these strengths and unique qualities as the program not only sustains its enrollment, but also fosters future growth in other areas of higher education administrative units.



## **Criterion E. Faculty/Staff Characteristics**

Currently there is only one tenure-track faculty member dedicated to this growing graduate program. Dr. Richard Stevens has done a remarkable job overseeing the CSDA program. His dedication, commitment, and abilities cannot be emphasized enough – this was the most apparent in the remarks of the external reviewers. Site supervisors and student affairs professional colleagues, adjunct faculty, deans, and the vice-president alike noted their appreciation and acknowledged the efforts and accomplishments of Dr. Stevens. His expertise reaches beyond the university with his leadership positions in ACPA and his dedication to providing service to the field of student affairs.

The number of faculty minimally meets CAS standards. While many practicum site supervisors are female, the core faculty of three men, while lacking in gender diversity, does provide diversity in terms of race and sexual orientations. The program has been without a female instructor for only a short time, and the program is encouraged to continue to seek out gender diversity in its faculty. Notably, there is no clerical support for the program, professional or graduate assistant. While the program does minimally meet CAS standards in terms of at least one-full time faculty, it is seeking to increase that to 1.5, sharing a position with the psychology department.

Scholarship outcomes for the full- and part-time faculty are impressive. All are actively engaged in scholarly activity, largely through presentations at national and regional professional conferences. A review of their vitae indicates they have made more than 50 presentations/speeches and contributed to five print publications. In addition, they are active on conference program review committees and journal editorial boards. Additional faculty members would allow the program coordinator to pursue print publications in the form of refereed articles, book chapters or a book.

## **Criterion F. Resources/Facilities/Equipment/Library Holdings**

As noted in this report, as it was throughout the onsite visit with faculty, students, and student affairs site supervisors; the CSDA program is one of the key programs within the Division of Graduate Studies. This outstanding program prepares professionals for the field of student affairs and higher education. The program has strong connections within the student affairs community at Shepherd University and nearby institutions of higher education. As stated in the self-study report, the library holdings and facilities meet the needs of the current student population and program needs.

The CSDA program has proven to be a viable graduate program at Shepherd University and has benefitted from the financial support provided by the university's Division of Student Affairs. It appears that the program is also at (or nearing) a point of transition, as it continues to grow, develops the program, and works to refine the curriculum to address student needs.

## **CONCLUSION**

**It will be recommended to the Board of Governors that the CSDA program be continued at the current level of activity with some minor concerns.**



## PROGRAM STRENGTHS

- The CSDA program contributes significantly to graduate culture on campus.
- Graduate assistants provide important services that ensure student success for our undergraduate population.
- Students are fully engaged in campus life and the community.
- Excellent job placement rate and tracking of graduates.
- Faculty engage in service opportunities in the community and for professional organizations.
- The CSDA program is unique in the state of West Virginia and immediate vicinity.

## PROGRAM WEAKNESSES

- Only one full-time faculty member, making the program strongly tied to the faculty member identity. This raises issues on continuity of the program should the faculty member leave the university.
- Although historically there has been more gender diversity in course instruction and supervision, there is a current lack of gender diversity in faculty, both full-time and adjunct.
- There is only one elective course in the 36-credit hour program.
- Overlap of content in some coursework.
- Lack of administrative or other support to assist in recruitment, retention, and administrative efforts.

**RECOMMENDATIONS:** These recommendations are formulated from the external reviewer's reports, the internal graduate program review committee, and the CTL.

### Criterion A. Centrality

- Do not become complacent. The CSDA program is obviously a leader within the Divisions of Graduate Studies and Continuing Education – continue to offer a program that inherently taps into and builds upon the strong foundation established. This program clearly has the opportunity to provide a model and leadership within the university community.
- Given the unique curriculum and the courses provided, the program may wish to consider ways it can market its courses to other graduate programs at the university. This will help to further integrate the program at the institution, making it that much more indispensable.
-

## **Criterion B. Program Mission, Goals, and Accomplishments**

- Regularly review the CSDA mission statement and balance fitting the university and division mission with ways in which you would like to “stand out” as a student affairs graduate preparation program locally in West Virginia and regionally in the Mid-Atlantic states; keep focused on when you might want to move to a nationally-recognized leader in the field.
- Continue to highlight the mission, goals, and accomplishments of Shepherd University faculty and students.
- Consider the use of the term of enrollment management in the mission statement and seek ways to make it as prominent in the curriculum as in the mission statement.
- Expand the Intended Student Outcomes into more detailed program objectives that focus on learning, professional, and personal outcomes of the program. These outcomes can be useful in marketing the program and in assessment of current students in the CSDA program.

## **Criterion C. Assessment: Curriculum and Assessment of Student Learning**

- Keep the program “living” through active review and implementation of new knowledge in syllabi and supervision of graduate students in program. Student learning will improve with more full-time faculty dedicated to the program.
- Consult amongst faculty to determine content of courses and assignments to prevent overlap of material.
- Continue to develop assistantships or other student experiences off campus.
- Pursue course work or electives that prepare students in the area of development and enrollment management such as the registrar’s office, financial aid, and admissions.
- There could be opportunities here to relieve faculty workload by offering some hybrid or online content or courses in compressed format. This would allow Dr. Stevens more time (perhaps) to pursue scholarly outcomes.
- Pursue applied internships for students.
- Positive assessment, employment, and enrollment information can be used as a recruitment tool.
- Review the curriculum to see if there are ways to provide more elective options and to include an individual and group interventions (i.e., helping skills) course. Two possibilities might be to increase the curriculum to 42 credits (a standard proposed by CAS) and/or reconfigure core courses in such a way that allows for more elective options.

- Continue to develop comprehensive exam questions that draw on conceptual and content knowledge across the curriculum and that encourage students to synthesize that knowledge in response to broad, comprehensive questions.
- Market courses to other graduate programs and provide opportunities in the electives for students to take courses in their area of interest in other degree programs. This may help ease some faculty workload in the CSDA program.

#### **Criterion D. Recruitment, Enrollment, Retention/Graduation**

- More attention to accurate information on the website as a marketing and recruitment tool.
- Emphasize the strengths and unique qualities of the program in marketing and admissions materials, as well as the web pages.
- CSDA has done a good job of tracking graduates. Collect data in relation to how long graduates were employed in a particular position.
- An additional faculty member would help to adequately meet the needs of all students and further enhance the program.

#### **Criterion E. Faculty/Staff Characteristics**

- Most of the items in this area would be enhanced through flexibility in the curriculum, allowing for more electives, varied course delivery models, use of adjuncts from outside the campus or in other administrative units on campus, and the hiring of an additional faculty line. Additional research opportunities could exist through the addition of a thesis or applied research project.
- While many of the practicum site supervisors bring gender diversity to the program, an additional faculty member could increase the diversity of the faculty to match that of the students in the program. The field of student affairs has been and continues to be a highly feminized field – the students currently have role models in some site supervisors; however, the program would be strengthened by having a female faculty member.
- Maintain, increase, or tie professional development dollars directly to the budget, specifically in the case of graduate faculty.
- An increase in faculty may allow the program coordinator to engage in more scholarship and future student thesis research direction, contributing to the graduate culture at the university and making the Shepherd University name (and program) even more visible in the student affairs and higher education communities.

#### **Criterion F. Resources/Facilities/Equipment/Library Holdings**

- Some opportunities here might include space for labs (research/interviews) and a dedicated space for students or graduate students in general.

- An additional faculty member is needed to sustain this program and/or to move it forward on the trajectory that it has established, whether full-time or part-time (i.e., shared with another department) allocation. The CSDA program at Shepherd University, like many student affairs preparation programs, has the benefit of unit funded graduate assistantships (from the Division of Student Affairs) to complement its curriculum and also to bring in tuition revenue to academic affairs. Hopefully, this can be viewed as source of funding to increase the number of full-time program faculty, which can in turn assist in and justify increasing enrollment in the program.
- Administrative support in the form of a graduate assistant (ideally from within the program) would help ease some of the administrative pressures. This would also benefit a student who is interested in institutional activities like admissions, other areas of enrollment management, and program coordination



## Shepherd University, Division of Graduate Studies Application for Graduate Faculty Status

Applicant's Name: \_\_\_\_\_ Shepherd ID \_\_\_\_\_

Highest Degree: \_\_\_\_\_ Date/Institution: \_\_\_\_\_

Faculty Rank: \_\_\_\_\_ Department: \_\_\_\_\_ School: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Status: Tenure-track \_\_\_\_\_ Clinical \_\_\_\_\_ Other \_\_\_\_\_

*External applicants:* Please list institutional or company affiliation:

Name: \_\_\_\_\_

Address:

\_\_\_\_\_

Membership categories: \_\_\_\_\_ Graduate Faculty \_\_\_\_\_ Affiliate Graduate Faculty

### Explanation of Scholarship Qualifications

To remain current and adept in the discipline, graduate faculty must demonstrate evidence of currency (defined as within the last *five* years), in the area of scholarship and creative activities. While criteria for promotion and tenure for full-time tenure-track faculty are outlined in the faculty handbook (<http://www.shepherd.edu/employees/senate/documents/handbook.pdf>), the expanded definition of scholarship as outlined by Boyer in the 1997 text *Profile of a Quality Faculty Member* covers outcomes in four basic areas: discovery, integration, application, and teaching. This flexible framework allows for all forms of scholarship to be recognized, evaluated and rewarded for graduate and affiliate graduate faculty. This flexibility allows for a more personal approach to each faculty member's individualized professional development.

In addition to the traditional research in the area of *discovery*, there is the possibility to make connections across disciplines with *integration*, societal and professional connections in *application*, and finally *teaching* as being at the heart of scholarship.

**Table 1: Boyer Model of Scholarship**

Type of Scholarship	Purpose	Performance outcomes
<b>DISCOVERY</b>	Build new knowledge through traditional research.	<ul style="list-style-type: none"> <li>•Publishing in peer-reviewed forums.</li> <li>•Producing and/or performing creative work within established field.</li> <li>•Creating infrastructure for future studies.</li> </ul>
<b>INTEGRATION</b>	Interpret the use of knowledge across disciplines.	<ul style="list-style-type: none"> <li>•Preparing a comprehensive literature review.</li> <li>•Writing a textbook for use in multiple disciplines.</li> <li>•Collaborating with colleagues to design and deliver a core course.</li> </ul>
<b>APPLICATION</b>	Aid society and professions in addressing problems.	<ul style="list-style-type: none"> <li>•Serving industry or government as an external consultant.</li> <li>•Assuming leadership roles in professional organizations.</li> <li>•Advising student leaders, thereby fostering their professional growth.</li> </ul>
<b>TEACHING</b>	Study teaching models and practices to achieve optimal learning.	<ul style="list-style-type: none"> <li>•Advancing learning theory through classroom research.</li> <li>•Developing and testing instructional materials</li> <li>Mentoring graduate students.</li> <li>•Designing and implementing a program level assessment system.</li> </ul>

**Table 2: Graduate Faculty Membership Categories**

Membership	Qualifications	Duties & Privileges*	Review and Renewal
<p>Graduate Faculty</p> <p><i>*Graduate Faculty may participate in any or all duties and privileges.</i></p>	<ul style="list-style-type: none"> <li>• Hold a terminal or earned doctoral degree.</li> <li>• Hold a regular tenured or tenure-track continuing faculty appointment at Shepherd University.</li> <li>• Be actively engaged in graduate education and continuing scholarly activity as defined by Boyer’s Model for scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Propose, design and teach graduate-level courses, including thesis research, scholarly research projects, and supervision of other graduate projects and internships.</li> <li>• May serve on or chair thesis committees and comprehensive examination committees.</li> <li>• May serve as a graduate student advisor.</li> <li>• May serve on the Graduate Council, and may vote in elections pertaining to Graduate Council and graduate education.</li> </ul>	<p>Membership as a graduate faculty member is to be reviewed for renewal every <i>five</i> years. The result of this review may be:</p> <ul style="list-style-type: none"> <li>• Continued status as Graduate faculty.</li> <li>• Revocation of Graduate Faculty Status.</li> </ul>
<p>Affiliate Graduate Faculty</p> <p><i>*Affiliate Graduate Faculty may participate in any or all duties and privileges.</i></p>	<ul style="list-style-type: none"> <li>• Hold an earned masters, doctoral or terminal degree and/or specialized certifications.</li> <li>• Hold an adjunct appointment at Shepherd University, or is a professional in the field with specialized knowledge or experience.</li> <li>• Be actively engaged in graduate education and continuing scholarly activity as defined by Boyer’s Model for scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• May teach graduate-level courses, excluding thesis research.</li> <li>• May in consultation with the appropriate Graduate Program Coordinator, Graduate Dean and Graduate Council, participate in curricular proposals.</li> <li>• May serve on, but not chair thesis committees and comprehensive examination committees.</li> <li>• May direct internships.</li> <li>• May not serve on Graduate Council or its committees, but may serve on programmatic faculty groups and advisory councils.</li> </ul>	<p>Membership as an affiliate graduate faculty member is to be reviewed for renewal every <i>two</i> years. The result of this review may be:</p> <ul style="list-style-type: none"> <li>• Continued status as Affiliate Graduate faculty.</li> <li>• Revocation of Affiliate Graduate Faculty Status.</li> </ul>

**CANDIDATE QUALIFICATIONS**

**I. DISCOVERY & INTEGRATION:** List scholarship outcomes in the area of research, publications and grants during the last *five* years, as well as cross disciplinary or collaborative efforts in your course development, assignments or other presentations. You may also attach these as a separate document.

**II. APPLICATION & TEACHING:** List service to professional and/or community organizations, committee membership, advisement or mentoring of students, and assessment or efforts that have led to innovative teaching practices during the last *five* years. Please attach these as a separate document.



**III. Summary and appraisal of recommendation by Department Chair person:**

\_\_\_\_\_

Signature Date

**IV. Summary and appraisal of recommendation by School Dean:**

\_\_\_\_\_

Signature Date

Shepherd University HLC Progress Report, December 2013 91

**V. Summary and appraisal of recommendation by Graduate Dean:**

_____ Signature	_____ Date

\_\_\_\_\_  
Applicant Name (print)

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Vice-President of Academic Affairs

\_\_\_\_\_  
Date approved

## Graduate Faculty Status and Qualifications

Graduate faculty play an essential role in graduate education. They are responsible for program content, serve on graduate student committees, and, they assure the quality of preparation of Shepherd University's graduates. Service as a graduate faculty member, member of the graduate council or other graduate faculty committee should be recognized in the faculty member's annual report, as well as any applications for pre-tenure, tenure, and promotion.

Schools and graduate program coordinators should develop an appropriate timeline for recommending graduate faculty. Faculty applications are reviewed by the department chair for recommendation, and upon approval are submitted to the school dean, dean of graduate studies and finally approval by the Vice President for Academic Affairs.

### Graduate Faculty Qualifications

- a.) Hold a terminal or earned doctoral degree.
- b.) Hold a regular tenured or tenure-track continuing faculty appointment at Shepherd University.
- c.) Be actively engaged in graduate education and continuing scholarly activity as defined by Boyer's Model for Scholarship and/or demonstrated competencies and achievements of related work or professional experience.

This information is found in the graduate faculty application. These criteria are to be applied for the appointment to, as well as continuation of, graduate faculty status. *These initial criteria and any subsequent amendments or changes are subject to approval of the Graduate Council.*

- d.) Duties & privileges: *(Graduate faculty may participate in any or all of these privileges.)*
  - Propose, design and teach graduate-level courses, including thesis research, scholarly research projects, as well as supervision of other graduate projects and internships.
  - Serve on or chair thesis committees and comprehensive examination committees.
  - May serve on the Graduate Council, and may vote in elections pertaining to Graduate Council and graduate education.
- e.) Review & Continuance: Membership as a graduate faculty member is to be reviewed for renewal every *five* years. The result of this review may be: Continued status as graduate faculty or revocation of graduate faculty status.
- f.) Appeal Process: In the case of removal from the Graduate Faculty list, or drop in rank, a faculty member may appeal the decision in the following manner:
  - Submit their explanation in writing no later than ten business days after receiving the decision from the Dean of Graduate Studies and Continuing Education to both the Graduate Dean and the Vice-President for Academic Affairs.
  - A final decision will be made by the Dean of Graduate Studies and Continuing Education and the VPAA. All decisions are final.

## Affiliate Graduate Faculty Qualifications

Schools and graduate program coordinators should develop an appropriate timeline for recommending affiliate graduate faculty. Faculty applications are reviewed by the department chair for recommendation, and upon approval are submitted to the school dean, dean of graduate studies and finally approval by the Vice President for Academic Affairs.

a.) Hold a masters, terminal or earned doctoral degree.

These may include the following individuals who hold the necessary degree qualifications:

- Faculty or staff holding non tenure-track appointments.
- Emeritus faculty members may remain as affiliate graduate faculty, subject to review.
- Off-campus professionals willing to participate in graduate education may be affiliate graduate faculty, but may not chair student committees (exceptions require approval of the graduate program coordinator and graduate dean).

b.) Do not hold a regular tenured or tenure-track continuing faculty appointment at Shepherd University.

c.) Be actively engaged in graduate education and continuing scholarly activity as defined by Boyer's Model for scholarship and/or demonstrated competencies and achievements of related work or professional experience.

This information is found in the graduate faculty application. These criteria are to be applied for the appointment to, as well as continuation of, affiliate graduate faculty status. *These initial criteria and any subsequent amendments or changes are subject to approval of the Graduate Council.*

d.) Duties & privileges: (*Affiliate graduate faculty may participate in any or all of these privileges.*)

- May teach graduate-level courses, excluding thesis research.
- May in consultation with the appropriate Graduate Program Coordinator, Graduate Dean and Graduate Council, participate in curricular proposals.
- May serve on, but not chair thesis committees and comprehensive examination committees.
- May direct internships.
- May not serve on Graduate Council or its committees, but may serve on programmatic faculty groups and advisory councils.

e.) Review & Continuance: Membership as an affiliate graduate faculty member is to be reviewed for renewal every *two* years. The result of this review may be: continued status as Affiliate Graduate faculty or revocation of Affiliate Graduate Faculty Status.

f.) Appeal Process: In the case of removal from the Affiliate Graduate Faculty list, a faculty member may appeal the decision in the following manner:

- Submit their explanation in writing no later than ten business days after receiving the decision from the Dean of Graduate Studies and Continuing Education to both that Dean and the Vice-President for Academic Affairs.

- A final decision will be made by the Dean of Graduate Studies and Continuing Education and the VPAA.

- All decisions are final.

g.) Degree Candidates: Normally, no candidate for a degree at Shepherd University may be a member of the graduate faculty. Individuals seeking exceptions to this policy must submit a graduate faculty application and petition to the graduate dean.

h.) Exceptions: The dean of school will justify qualifications for related field and post- doctorate experience for each teaching assignment through supporting documentation of related field experience specifically related to the course(s) the faculty member will teach, as well as supporting documentation of high-level professional or noncredit academic experience.

### **Promotion & Tenure for Graduate Faculty**

A candidate for pre-tenure review, promotion or tenure will submit an application by the established deadline to the department chair, who will forward it to School PT committee. If the candidate holds graduate faculty status, the department will notify the graduate dean of the application, giving him or her an opportunity to provide any information that he or she may have bearing upon tenure.

### **DISTRIBUTION OF WORKLOAD: Graduate Faculty Workload**

- Graduate courses wherever possible should be taught in load as part of the full-time faculty member's teaching load for the fall or spring semesters.

- Exceptions or justifications for graduate courses taught as an overload may be granted under the following circumstances:

- The overload is an independent study or low-enrolled course. For the graduate program, this is defined as a course with less than 4 students.

- The course is part of the core curriculum for a graduate program and will ensure students' progression towards degree completion in a timely manner.

- The course is an internship, study-abroad or other course where the role of the faculty member is administrative.

- In determining the workload for the semester, the faculty member should work with the department chair to determine reassigned time for curricular development, assessment models, and research initiatives. Upon approval by the graduate dean, a recommendation for reassigned time will be forwarded to the Vice President of Academic Affairs for approval.

- Graduate faculty members may supervise up to six theses projects in a semester. The graduate dean and Vice President for Academic Affairs must approve exceptions to this policy.

**Shepherd University • Division of Graduate Studies**

Dean's Student Advisory Council MINUTES

October 23, 2012 • 4:00 p.m.

Scarborough Library, 309

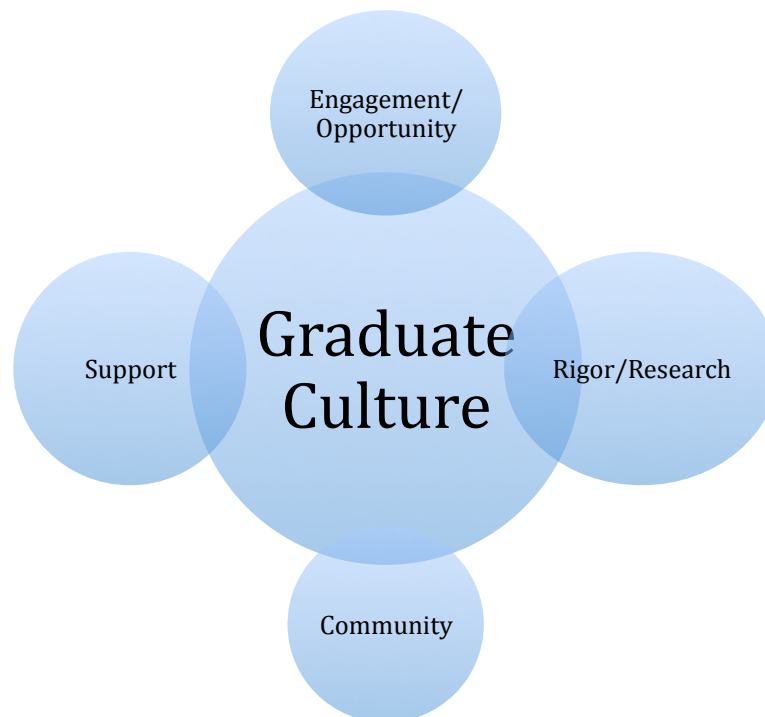
- I. **Introductions:** Dr. Beard introduced the members of the advisory council. Contact information is included below for all members. √=present

PROGRAM	NAME	Email address
MAT	Hannah Carter √	<a href="mailto:Hcarte01@rams.shepherd.edu">Hcarte01@rams.shepherd.edu</a>
MACI	Laura Bohrer	<a href="mailto:laura.bohrer@detaileddestinations.com">laura.bohrer@detaileddestinations.com</a>
CSDA	Becky Boyer √	<a href="mailto:rboyer@shepherd.edu">rboyer@shepherd.edu</a>
CSDA	Jose Moreno √	<a href="mailto:jmoreno@shepherd.edu">jmoreno@shepherd.edu</a>
MBA	Amanda Vance	<a href="mailto:Avance02@rams.shepherd.edu">Avance02@rams.shepherd.edu</a>
MBA-Hlth.	Frank Stottlemeyer	<a href="mailto:jstott02@rams.shepherd.edu">jstott02@rams.shepherd.edu</a>
MBA-Acct.	Jeffrey Baker √	<a href="mailto:Jbaker03@rams.shepherd.edu">Jbaker03@rams.shepherd.edu</a>
MMME	Angela Holsinger √	<a href="mailto:Aholsi01@rams.shepherd.edu">Aholsi01@rams.shepherd.edu</a>
Grad Assist.	Lorena Nathan √	<a href="mailto:lorenanathan@hotmail.com">lorenanathan@hotmail.com</a> <a href="mailto:lnatha01@ram.shepherd.edu">lnatha01@ram.shepherd.edu</a>

The members represent a good mix of students at different points in their graduate programs, a variety of background experiences, Shepherd alumni, and others from the East Coast and beyond.

- II. **Question: What does “graduate culture” mean to you?**<sup>1</sup>
- Fitting in.
  - Feeling like a part of the community; not just intruding on undergraduate space.
  - Classes that require more in-depth research, knowledge and development of specialized skills.
- III. **What do you like/enjoy about the programs at Shepherd?**
- Price
  - Location
  - Program/degree/curriculum
  - Clear path to career goals (i.e. teaching certification).
  - Campus and faculty are familiar
- IV. **I would feel more valued as a graduate student if:**  
(Highlighted in red text are the offices or people that can assist with this)

- a. Could use all campus services; i.e. Wellness (Dr. Beard informed students that graduate students CAN use the wellness center for the same student fee. Information in the student handbook and graduate newsletter 😊) (Segar- Student Affairs)
  - b. Some type of a la carte students services fees: Greatest needs are around health insurance/services, modified meal plan. This is especially important for full-time and residential graduate students. Recognition that one size does not fit all.😊) (Segar; Student Affairs)
  - c. Space for graduate students to gather and study. Undergrads often taking up space in rooms and computer labs, but aren't really doing work (facebook). 😊) (Segar-Student Affairs; Renninger-CTL)
  - d. Sense of community and identity (study spaces, meeting groups, etc.) (all)
  - e. Access to computer labs in Knutti and White Hall. Custodial staff appear to be locking doors at 4:00 p.m. Is it possible to leave them open? (Dean Hicks; Dean Legreid)
  - f. Better advising for informed decisions. (Grad Studies; program coordinators)
  - g. Career Development Services (Buchbauer-Career Dev.)
  - h. Representation on SGA? Separate GSA? Will student fees be required? (Segar; Student Affairs)
  - i. Overall, a sense that graduate students are *welcomed, belong and are **included** as a part of the university community.* (all)
- V. Overview of Strategic Plan: The strategic plan was distributed electronically before the meeting and many of the issues touched on address the issue of graduate culture, specifically related to inclusion of graduate students in the processes and services available to all students. Due to lack of time, a more detailed discussion will take place at the next meeting in December.



## **PROJECTS & CONSIDERATIONS**

- An opportunity to preview the programs, as in a visitation day. Currently the CSDA program does this and it is an excellent recruiting tool. (Grad Studies; program coordinators)
- Professional Connections opportunities for all students.☺ (Buchbauer-Career Dev.)
- Graduate Student representation on committees? SGA? BoG? (This may require graduate students to pay student activities fee).☺ (Segar-Student Affairs)
- Support services for graduate students in the area of writing and possibly tutoring in other subjects? ☺ (Renninger-CTL)
- Opportunities to present research and other special projects, i.e. Graduate Research Day.
- Increased financial support for scholarships, student travel to present at conferences, and for assistantships.☺ (Bennett-FAO; Melby-Academic Affairs)
- Special events or social opportunities for graduate students.
- Create a survey to see what graduate students want and/or need ☺ (Beard-Grad Studies)
- Better assessment throughout all graduate programs and opportunities for capstone experiences that present real-world knowledge and the opportunity for further research. ☺ (Grad Studies; program coordinators)



**Shepherd University • Division of Graduate Studies**

Dean’s Student Advisory Council AGENDA

October 14, 2013 • 4:00 p.m.

Scarborough Library, Room 243

**I. Introductions:  
ROSTER**

<b>PROGRAM</b>		<b>NAME</b>	<b>Email address</b>
CSDA	Present	Lee Ambrose	<a href="mailto:lambrose@shepherd.edu">lambrose@shepherd.edu</a>
CSDA	Present	Jane Thompson	<a href="mailto:JTHOMP14@rams.shepherd.edu">JTHOMP14@rams.shepherd.edu</a> > <a href="mailto:shepherd.edu">shepherd.edu</a>
MBA	Feedback via email	Amanda Vance	<a href="mailto:Avance02@rams.shepherd.edu">Avance02@rams.shepherd.edu</a>
MBA-PM	X	Kristen DeSantis	<a href="mailto:kdesanti@shepherd.edu">kdesanti@shepherd.edu</a>
MBA-SM	X	Meghan Keelan	<a href="mailto:mkeelan@shepherd.edu">mkeelan@shepherd.edu</a>
MAT	X	Rachel Cadden	<a href="mailto:rcadde01@rams.shepherd.edu">rcadde01@rams.shepherd.edu</a>
MACI	Feedback via email	Derek Gallagher	<a href="mailto:dgallagher@access.k12.wv.us">dgallagher@access.k12.wv.us</a>
MMME	Present	Angela Holsinger Weaver	<a href="mailto:Aholsi01@rams.shepherd.edu">Aholsi01@rams.shepherd.edu</a>
Graduate Assistants	X	Stephen Schramm	<a href="mailto:stephen.schramm.89@gmail.com">stephen.schramm.89@gmail.com</a>
	X	Fadela Belhaj Soulami	<a href="mailto:FBELHA01@rams.shepherd.edu">FBELHA01@rams.shepherd.edu</a>

**II. Question: What does “graduate culture” mean to you?**

- Supportive, collaborative, demanding ( in a good way!)
- Networking opportunities
- Career driven
- peer communication
- collaborative learning
- real-world scenarios
- experiential

**III. What do you like/enjoy about the programs at Shepherd?**

- They hold the students accountable for the knowledge that they are expected to gain from the course... objectives are met.
- Diversity of coursework (some overlap in programs or vs. undergraduate content)
- research emphasis
- The quality of the faculty.
- Low faculty-student ratio
- Putting theory into practice.
- Networking

**IV. I would feel more valued as a graduate student or my experience in the graduate programs would be better if:**

- more flexibility in course offerings/rotation; availability of classes
- diversity of instruction in some programs.
- process: students experience the Shepherd “shuffle,” and/or are given wrong information or no option of where to get answers.

V. **A look at the strategic plan and web resources (postponed to next meeting).**

VI. **Initiatives and projects for the coming year**

- How can we make sure students are informed? Should we look at the possibility of Twitter?
- Social event: Possibly rent out The Opera House in town, using the upstairs for a social event and then see a film.
- Continue to pursue presentation possibilities.
- How to consider future or additional representation? Graduate Student organization? Student representative to the graduate council?

Thoughts for the MMME program:

- #1 issue: only 1 class offered at a time. Need 6 credits for financial aid.
- Look at other options like a Saturday program? Meet 1X a month for longer periods of time.
- Is there the possibility of EDUC courses that could serve as electives?
- Summers are UNDER utilized.
- Out-of-state tuition is a barrier.
- Play up tuition remission possibilities in particular school systems.

## SUMMARY

### MBA Programmatic Evaluation

#### Administered by the Corporate Research Center

Table 1: Name

Table 2: First, how important would you say it is to have an advanced degree (Masters, Ph.D., etc.) in order to succeed in today's job market?

Table 3: You chose to get an MBA. Was the MBA degree your first choice of degrees or were there others that you would have preferred to get?

Table 4: What degree(s) would you have preferred to get rather than the MBA?

Table 5: Feedback from respondents on previous question.

Table 6: Why didn't you pursue that degree? (Check all that apply)

Table 7: Feedback from respondents on previous question.

Table 8: Why did you select Shepherd University as the place to get your MBA?

Table 9: Feedback from respondents on previous question (personal information)

Table 10: Since you received your MBA from Shepherd University, have you earned any other degrees or certifications?

Table 11: Overall, how would you rate the MBA degree offered by Shepherd University?

Table 12: How much would you say the MBA degree you received from Shepherd University has affected your value as an employee, either where you work now or in the future?

Table 13: Are there any suggestions you would like to offer regarding various elements of the degree program such as course lengths, times classes offered, time required to complete course assignments, etc?

Table 14: Are there any other areas for improvement or issues that you would like to have been addressed while working toward your MBA?

Table 15: What are the areas of improvement that you would like to have seen addressed while you were working toward your MBA?

Table 16: To what extent do you believe Shepherd University could have helped you manage those problems?

Table 17: What was your major area or specialization in your MBA?

Table 18: Thinking back over your course of study in your area of specialization, which two or three courses do you think were or will be the ones most useful to you?

Table 19: Which two or three do you feel were or will be of least use to you?

Table 20: Why were these courses of the least use to you?

Table 21: Please rate your instruction in your course of study.  
Overall, would you say your instructors/professors were Excellent, Very Good, Good, Fair, or Poor?

Table 22: What was your [undergraduate](#) major?

Table 23: At what school did you get your Bachelor's Degree. If you have more than one Bachelor's degree, would you please list them in the order you received them.

Table 24: What is your gender?

Table 25: How old are you?

Table 26: At what company are you employed? [Optional](#)

Table 27: What state do you live in? [Optional](#)

Table 28: What city do you live in? [Optional](#)

Table 29: Are there any comments that you think might be useful about yourself or the MBA program at Shepherd University?

**Shepherd University Post: Graduate Survey**  
**Administered by the Advancement Office, Alumni Affairs Division**

**Hyperlink:** [HTTPS://DOCS.GOOGLE.COM/FORMS/D/1LH-M7NOHIZIKEYGHUQDLHD2ZKT1FYMTPG-7V8WKHVQU/FormResponse](https://docs.google.com/forms/d/1LH-M7NOHIZIKEYGHUQDLHD2ZKT1FYMTPG-7V8WKHVQU/FormResponse)

The first page contains personal information, and the survey proceeds in the following manner:

- Degree information
- Graduation Month
- Graduation Year
- Indication of major, possible second major
- Indication of minor, possible second minor

2. What was your major?

Responses for questions 3-8 use the following responses:

Extremely effective

Very effective

Moderately effective

Slightly effective

Not at all effective

3. How effective was the teaching within your major at this university?

4. How effective was the teaching outside your major at this university?

5. Will you be employed full-time upon graduation?

6. Will you be attending graduate or professional school in the academic year immediately following graduation?

7. How useful was the on-campus career center in helping you with your post-graduation plans?

8. Overall, were you satisfied with your experience at this university, neither satisfied nor dissatisfied with it, or dissatisfied with it?

9. What were your most favorite experiences at this university?

10. What were your least favorite experiences at this university?

11. How could the student experience at this university be improved



## Appendix B: Assessment Supporting Documents

## Core Curriculum Mapping of Competencies Assessed for 2012-2013

	<b>Critical Thinking</b>	<b>Creative Thinking</b>	<b>Oral Comm.</b>	<b>Written Comm.</b>	<b>Quant. Literacy</b>	<b>Inform. Literacy</b>	<b>Collab. Team Work</b>	<b>Problem Solving</b>	<b>Lifelong Learning</b>	<b>Civic Know. and Engag.</b>	<b>Global Under. and Respect</b>	<b>Multi-cult. and Diversity</b>	<b>Ethical Practice and Ethical Reasoning</b>	<b>Exper. Learning</b>	<b>Wellness</b>
Accounting	2012-2013			2012-2013		2012-2013							2012-2013		
Art/Theater				2012-2013							2012-2013				
Biology	2012-2013	2012-2013	2012-2013	2012-2013	2012-2013	2012-2013									
Business/FACS				2012-2013					2012-2013					2012-2013	2012-2013
Chemistry	2012-2013				2012-2013		2012-2013								
Computer/Math/Eng					2012-2013										
Communication			2012-2013	2012-2013							2012-2013	2012-2013			
Economics					2012-2013			2012-2013							
Education		2012-2013												2012-2013	
English				2012-2013								2012-2013			
Environmental Studies					2012-2013			2012-2013							
First Year Exp						2012-2013			2012-2013						
History	2012-2013									2012-2013					



Health/Phys Ed									2012-2013					2012-2013
Music		2012-2013												2012-2013
Modern Language			2012-2013											2012-2013
Nursing Education				2012-2013			2012-2013							2012-2013
Political Science										2012-2013	2012-2013			
Psychology			2012-2013										2012-2013	
Sociology				2012-2013										2012-2013
Social Work			2012-2013	2012-2013										
<b>2012-2013 Assessed?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>



## MAPPING OF COURSE AND PROGRAM LEVEL OUTCOMES

### Accounting

Course Level Measure of Program Outcome	Program Level Outcome 1: Students will determine appropriate, relevant, and reliable measures	Program Level Outcome 2: Students will link data, knowledge, and insights together in the decision making process while accepting suggestions & guidance	Program Level Outcome 3: Students will articulate assumptions and reasoning associated with the application of existing rules & consider alternate formats	Written Communication (Core Curriculum Competency)	Ethical Practice and Reasoning (Core Curriculum Competency)	Critical Thinking (Core Curriculum Competency)	Information Literacy (Core Curriculum Competency)
Cost Accounting (ACCT1-336)	Project	Project					
Computer-Based Accounting (ACCT2-401)							
Auditing (ACCT3-402)		Project		Written Assignment	Written Assignment	Written Assignment	Written Assignment
Advanced Accounting (ACCT4-406)	Capstone assignment						
Income Tax II (ACCT5-435)			Project				
Ethics in Accounting (ACCT6-450)				Written Assignment			

## Art Education

Course Level Measure of Program Outcome	Program Level Outcome 1: Students will demonstrate a Commitment to Professional Development	Program Level Outcome 2: Students will demonstrate the Integration of Teaching, Scholarship and Learning
Seminar in Education (EDUC1-150) Inc Approaches to Art Ed (ARED1-180)	Portfolio	Licensure exam
Foundations of American Education (EDUC-200) Soc/Psy Cond Learning (EDUC-320)		Licensure exam
Aesthetic Inquiry (ARED2-325)	Portfolio	Licensure exam
Curr & Instr in Art Educ (ARED3-345)	Portfolio	
Creative Learnng Environments (EDUC-370)		Licensure exam
Tech in 21stC Tchng & Lrng (EDUC-380)		Licensure exam
Inclusion/Reg Classrm (EDUC-400)		Licensure exam
Sp Meth/Teach Art (EDUC-427)		Licensure exam
Reading in Content Areas (EDUC-443)		Licensure exam
Stdnt Tch PreK-Adult (EDUC-455)		Licensure exam

## Art

Course Level Measure of Program Outcome	Program Level Outcome 1: Development of Graphic Design Technical Skills	Program Level Outcome 2: Graphic Design Portfolio Review	Program Level Outcome 3: Studio Technique Skill Development	Program Level Outcome 4: Studio Exhibit Skill Development	Program Level Outcome 5: Photo/Comp. Imagery Technique Development	Program Level Outcome 6: Photo/Comp. Imagery Exhibit Skill Development	Written Communication (Core Curriculum Competency)	Global Understanding and Respect (Core Curriculum Competency)
Prof Practicum (ART2-208)	Academic direct		Academic direct	Academic direct	Academic direct	Academic direct		
Typography I (GRDS-310)	Project	Performance						
Design Applications I (GRDS-312)	Project	Performance						
Senior Capstone (ART-490)		Performance Portfolio	Performance Portfolio	Performance Portfolio	Performance Portfolio	Performance Portfolio		
Introduction to Visual Art (ART-103)							Written assignment	
Contemporary Art (ART1-204)								Writing exam

## Biology

Course Level Measure of Program Outcome	Program Level Outcome 1: Demonstrate an understanding of scientific method as an approach to problem solving	Program Level Outcome 2: Develop an attitude of inquiry and research	Program Level Outcome 3: Demonstrate an understanding of the fundamental life processes	Critical Thinking (Core Curriculum Competency)	Quantitative Literacy (Core Curriculum Competency)	Creative Thinking (Core Curriculum Competency)	Information Literacy (Core Curriculum Competency)	Written Communication (Core Curriculum Competency)	Oral Communication (Core Curriculum Competency)
BIOL First yr Experience (BIOL3-150)			Pre/post test						
Prin of Biological Research (BIOL6-394)			Pre/post test						
Biological Research (BIOL7-415)	Presentation	Presentation	Pre/post test						
Intern in Biology (BIOL8-425)	Supervisor Evaluation		Pre/post test						
General Biological Science 1 (BIOL1-101)				Imbedded Exam Questions	Imbedded Exam Questions Imbedded Exam Questions				
General Biological Science 2 (BIOL2-102)				Imbedded Exam Questions	Questions; Lab Report Questions				
BIOL First yr Experience (BIOL3-150)						Learning Survey	Research Project		



Plants as  
Organisms  
(BIOL4-208)  
Animals as  
Organisms  
(BIOL5-209)  
Biological  
Research  
(BIOL7-415)  
Intern in  
Biology  
(BIOL8-425)

Imbedded  
Exam  
Questions

Imbedded  
Exam  
Questions

Written  
assignment

Presentation

## Chemistry

Course Level Measure of Program Outcome	Program Level Outcome 1: Graduates Exhibit Solid Fundamental Chemical Knowledge	Program Level Outcome 2: Graduates Exhibit Productive Laboratory Skills	Experiential Learning (Core Curriculum Competency)	Written Communication (Core Curriculum Competency)	Information Literacy (Core Curriculum Competency)
Organic Chemistry II (CHEM-316)	Licensure exam				
Analytical Chemistry (CHEM-321)	Licensure exam				
Research in Chemistry (CHEM-450)		Presentation Written assign			
Biochemistry II (CHEM 330)	Licensure exam				
Chem in Society I (CHEM1-101)			Writing exam	Writing exam	Writing exam
Chem in Society II (CHEM2-102)			Writing exam	Writing exam	Writing exam
College Chemistry I (CHEM3-120)			Writing exam	Writing exam	Writing exam
College Chemistry II (CHEM4-122)			Writing exam	Writing exam	Writing exam
General Chemistry I (CHEM5-207)			Writing exam	Writing exam	Writing exam
General Chemistry II (CHEM6-209)			Writing exam	Writing exam	Writing exam

**College Student Development and Administration (graduate program)**

<b>Course Level Measure of Program Outcome</b>	<b>Program Level Outcome 1: Students will strengthen writing abilities</b>	<b>Program Level Outcome 2: Students will demonstrate critical thinking</b>	<b>Program Level Outcome 3: Students will apply theoretical knowledge to course content</b>
Intr College Stdnt Personnel (CSDA1-501)	Written assignment		
History of Higher Educ (CSDA2-510)	Written assignment		
Stdnt Dvlpmnt Theory (CSDA3-550)	Written assignment		
Multicultural Issues (CSDA4-551)		Written assignment	
			Comprehensive Exams
Practicum (CSDA5-598)			Internship evaluation

**Communication**

<b>Course Level Measure of Program Outcome</b>	<b>Oral Communication (Core Curriculum Competency)</b>	<b>Multiculturalism and Diversity (Core Curriculum Competency)</b>	<b>Global Understanding and Respect (Core Curriculum Competency)</b>	<b>Written Communication (Core Curriculum Competency)</b>
Fundamentals of Speech (COMM-202)	Pre/post test Presentation	Pre/post test	Pre/post test	Written assign



**Computer, Mathematics and Engineering**

Course Level Measure of Program Outcome	Quantitative Literacy (Core Curriculum Competency)	Program Level Outcome 1: Students demonstrate logic and communication (verbal and written) skills which are crucial in the ever changing world of computers.	Program Level Outcome 2: Graduates demonstrate knowledge of mathematical problem solving.	Program Level Outcome 3: Graduates demonstrate research skills	Program Level Outcome 4: Graduates demonstrate presentation skills
Fundamentals of Mathematics (MATH-101) Freshman Seminar (CIS-100) (CIS-485) Dir Res in Computer & Info Sc Math Capstone Proj II (MATH-490) Mathematical Modeling (MATH-329) Math Capstone I (MATH-489)	Written exam	Written assignment	Internship evaluation	Project	Project
				Project	
					Presentation



## Economics

Course Level Measure of Program Outcome	Program Level Outcome 1: Develop the ability to access existing knowledge	Program Level Outcome 2: Develop the ability to interpret and manipulate economic data	Program Level Outcome 3: Develop the ability to apply existing knowledge	Quantitative Literacy (Core Curriculum Competency)	Problem Solving (Core Curriculum Competency)
Public Finance (ECON1-310)			Exam Questions		
Econ Develop Countries (ECON2-330)	Paper	Paper			
Quantitative Methods (BADM-413)		Project			
Senior Seminar in ECON (ECON3-450)	Research Paper		Thesis/Project		
Contemporary Economics (ECON4-123)				Writing exam	Writing exam
Prin of Macroeconomics (ECON5-205)				Writing exam	Writing exam

## Education

Course Level Measure of Program Outcome	Experiential Learning (Core Curriculum Competency)	Creative Thinking (Core Curriculum Competency)
Seminar in Education (EDUC1-150)	Internship evaluation	
Inclusion/Reg Classrm (EDUC2-400)	Portfolio	
Stdnt Tch 5-9 (EDUC3-453)		Licensure exam
Stdnt Tch PreK-Adult (EDUC4-455)		Licensure exam
Stdnt Tch 5-Adult (EDUC5-456)		Licensure exam
Stdnt Tch 9-Adult (EDUC6-457)		Licensure exam

## English

Course Level Measure of Program Outcome	Program Level Outcome 1: Students will effectively communicate their thoughts in written, as well as spoken, English	Program Level Outcome 2: Students will gain a familiarity with a broad, diverse range of literatures and cultures	Program Level Outcome 3: Students will demonstrate the ability to conduct sophisticated research, amassing and vetting information from a variety of sources	Multiculturalism and Diversity (Core Curriculum Competency)	Written Communication (Core Curriculum Competency)
Intr Literary Study (ENGL1-301)			Written assignment		
Sr Capstone Presentation/Engl (ENGL2-485)	Portfolio Presentation Project				
Sur of American Lit (ENGL5-204)		Standard. test	Portfolio	Written assignment	
The Art of Literature (ENGL6-215)				Written assignment	
Literature in Context (ENGL7-216)				Written assignment	
Writing and Rhetoric I (ENGL 101)					Portfolio
Writing and Rhetoric II (ENGL 102)					Portfolio

## Environmental Studies

Course Level Measure of Program Outcome	Program Level Outcome 1: ENVS graduates show a positive record of success in employment in environmental careers and graduate schools	Program Level Outcome 2: Students completing the required environmental internship will be able to successfully apply learned skills to real world situations	Program Level Outcome 3: Over the course of study, students will have improved their analytical and data processing skills	Problem Solving (Core Curriculum Competency)	Quantitative Literacy (Core Curriculum Competency)
First Year Experience Environmental Studies (ENVS-100)			Portfolio		
Environmental Studies Research Capstone (ENVS-460)	Portfolio				
Environmental Science Intern Capstone (ENVS-462)	Portfolio	Internship evaluation			
Astronomy I (GSCI1-101)		Presentation	Portfolio	Writing exam	Writing exam
Gen Phys Science (GSCI2-103)				Writing exam	Writing exam
College Physics (PHYS1-201)				Writing exam	Writing exam
General Physics (PHYS2-221)				Writing exam	Writing exam



**Family and Consumer Science (FACS)**

<b>Course Level Measure of Program Outcome</b>	<b>Written Communication (Core Curriculum Competency)</b>	<b>Oral Communication (Core Curriculum Competency)</b>	<b>Wellness Competency (Core Curriculum Competency)</b>	<b>Lifelong Learning (Core Curriculum Competency)</b>
Food for Wellness (FACS-120) Consumer Economics (FACS-403) Seminar (FACS-430)	Written assignment	Presentation	Pre/post test Writing exam	Reflection Papers

**Health, Physical Education, Recreation and Sports (HPERS)**

<b>Course Level Measure of Program Outcome</b>	<b>Program Level Outcome 1: Understanding of Current Issues and Trends</b>	<b>Program Level Outcome 2: Understanding of inclusion and diversity</b>	<b>Program Level Outcome 3: Ability to design, plan, implement, and evaluate material</b>	<b>Program Level Outcome 4: Demonstrate an understanding of programmatic information</b>	<b>Program Level Outcome 5: Effectively identify and demonstrate leadership skills</b>	<b>Program Level Outcome 6: Successfully complete an intensive internship</b>	<b>Wellness (Core Curriculum Competency)</b>	<b>Lifelong Learning (Core Curriculum Competency)</b>
Introduction Leisure Studies (RECR1-140)	Pre/Post test							
Leisure Activities (RECR-210)		Reflection Survey	Reflection Survey					
Leadership Leisure Studies (RECR6-211)					Presentation			
Programming (RECR4-316)			Portfolio					
Inclusive Recreation (RECR3-336)		Project						
Internship (RECR5-450)				Internship evaluation		Internship Evaluation		
Fitness for Life (GSPE-210)							Written assignment	Written assignment



## History

Course Level Measure of Program Outcome	Program Level Outcome 1: Students will gain an understanding of historiographical issues	Program Level Outcome 2: Students will produce cogent,well-written, well documented papers	Critical Thinking (Core Curriculum Competency)	Civic Knowledge and Engagement (Core Curriculum Competency)
Intro Historical Studies (HIST1-250)	Pre/post test	Written assignment		
Capstone Seminar in History (HIST-495)	Written assignment	Written assignment		
Hist Civ: Ancient/Medieval (HIST-101)			Written exam	
Hist Civ: Early Modern (HIST-102)			Written exam	
Hist Civ: Modern World (HIST-103)			Written exam	
US from 1865 to Present (HIST-202)			Pre/Post Test	

## Modern Languages

Course Level Measure of Program Outcome	Program Level Outcome 1: Communicative Competence	Program Level Outcome 2: Intercultural Competence	Program Level Outcome 3: Development of Self-Awareness
Adv Conv/Comp. II (SPAN2-302) Capstone Presentation (SPAN3-404)			Written assignment Written assignment
Capstone Presentation (SPAN1-485)	Capstone assignment Licensure exam	Portfolio	

## Music

Course Level Measure of Program Outcome	Program Level Outcome 1: Students will develop performance skills that exhibit artistic integrity and competence	Program Level Outcome 2: Students will learn fundamental skills in music	Creative Thinking (Core Curriculum Competency)	Global Understanding and Respect (Core Curriculum Competency)
Music Theory I (MUSC1-103) Introduction to Music (MUSC2-111)		Written exam	Writing exam Writing exam	Project Writing exam Project Writing exam
Music History I (MUSC-310) Music History II (MUSC-311)		Written exam Written exam		

## Nursing Education

Course Level Measure of Program Outcome	Experiential Learning (Core Curriculum Competency)	Written Communication (Core Curriculum Competency)	Information Literacy (Core Curriculum Competency)
First Year Experience Nursing (NUPR-100)	Academic direct Project		
Nursing Research (NURSEDUC2-437)	Written assignment	Written assignment	
Capstone Immersion Experience (NURSEDUC1-444)			Written assignment

## Political Science

Course Level Measure of Program Outcome	Program Level Outcome 1: Graduating majors will be knowledgeable about all major areas of the field	Program Level Outcome 2: Students at all levels will demonstrate enhanced global awareness and understanding	Civic Knowledge and Engagement (Core Curriculum Competency)	Global Understanding and Respect (Core Curriculum Competency)
Politics & Government (PSCI1-100)		Written Assignment	Written assignment	Written assignment
American Federal Government (PSCI2-101)		Written Assignment	Written assignment	Written assignment
Capstone in Political Science (PSCI-495)	Standardized Test	Standardized Test		



## Psychology

Course Level Measure of Program Outcome	Program Level Outcome 1: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology	Program Level Outcome 2: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	Program Level Outcome 3: Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline	Program Level Outcome 4: Students will be able to communicate effectively in a variety of formats	Oral Communication (Core Curriculum Competency)	Ethical Practice and Ethical Reasoning (Core Curriculum Competency)
Introduction to Psychology (PSYC1-101)	Pre/post test					
Social Psychology (PSYC-305)			Written assignment			
Abnormal Psychology (PSYC-309)			Written assignment			
Psychology of Personality (PSYC-310)			Written assignment			
Sensation and Perception (PSYC-370)			Written assignment			
Memory and Cognition (PSYC-371)			Written assignment			
Psychology of Learning (PSYC-372)			Written assignment			
Directed Readings (PSYC3-484)		Project	Written assignment	Project		
Senior Thesis (PSYC2-485)	Pre/post test Standard. test Written assignment				Presentation	Written assignment



**Sociology**

**Program Level Outcome 1: Sociology Graduates will Demonstrate Critical Thinking Skills**

**Program Level Outcome 2: Students completing a minor in Anthropology/Geography will demonstrate critical thinking skills**

**Written Communication (Core Curriculum Competency)**

**Experiential Learning (Core Curriculum Competency)**

Thesis/project  
Written Assignment

Thesis/project  
Capstone assignment

Writing exam  
Comprehensives

Intern Evaluation



International Assembly for Collegiate Business Education

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Outcomes  
Assessment  
Plan

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**Institution:** Shepherd University

**Academic Business Unit:** Department of Business Administration

**Date:** October 2013

International Assembly for Collegiate Business Education  
11374 Strang Line Road  
Lenexa, Kansas 66215  
USA

**OUTCOMES ASSESSMENT PLAN**  
*Department of Business Administration*  
**Shepherd University**

**Section I: Strategic Assessment – Mission and Broad-Based Goals**

*Mission Statement*

**Mission of the Department of Business Administration:**

**The mission of Business Administration is** to guide students into the next level of their personal journeys, preparing them to perform in the world of business organizations and/or the world of graduate business education.

**The Business Administration mission requires** that students and graduates are equipped with the theoretical foundations of business, a fluency in the language of business, and an awareness of the skills necessary to succeed in a business environment especially in a global economy.

**The Business Administration faculty** believes in collegiality and mutual respect, which fosters an encouraging learning environment, student engagement, integrity, ethical practices, accessibility, and a connection with and experience in the local, state, and international environment.

*Broad-Based Goals*

**Broad-Based Student Learning Goals:**

1. Prepare students to perform in the world of business organizations and/or the world of graduate education.
2. Equip students with theoretical grounding and business language fluency.
3. Equip students with awareness of the self-presentation skills that serve successful people.

**Broad-Based Operational Goals:**

1. Contribute to the economic growth of the region through service learning.



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|--|
| 2. Provide students with excellent experiential and international opportunities. |
| 3. Hire and maintain a diverse, highly qualified and student-centered faculty.   |

## Section II: Student Learning Assessment:

### BACHELOR'S-LEVEL PROGRAMS

#### Student Learning Assessment for the *General Business Concentration*

<b>Intended Student Learning Outcomes for General Business Concentration:</b>	
1. Students will demonstrate knowledge in the General Business concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess business viability and sustainability.	
3. Students will develop an understanding of diversity and global enterprise.	
<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Completion of Culminating Project in BADM 415 (Operations Management)	All students completing the concentration have achieved a satisfactory level of attainment (70% or greater) according to the assessment rubric for the written components of this concentration's culminating project.
2. ETS Major Field Test (MFT) in Business	The Shepherd University mean score on the ETS Major Field Test (MFT) in Business will equal or exceed the national mean score, and the Business component scores in the nine sub-categories evaluated in the MFT-- Accounting, Economics, Management, Quantitative Analysis, Finance, Marketing, Law, IS, and International—will meet or exceed the national average or 50%, whichever is the lesser of the two.
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. Students' end-of-course evaluation for the Capstone Course (Composite score for the questions contained in the Student	The minimum mean composite score of all business administration students will be a 4.0 on a 5.0 scale and at least 80% of all students will



Learning Section of the BADM Program Evaluation Survey wherein students express that a significantly high level of learning was attained in the class.)	report a composite score of 4.0 or better.
2. Peer reviews of presentations in BADM 415 (Operations Management)	Using the peer evaluation rubric, 80% of students in the Operations Management course receive satisfactory (70% or greater) ratings from their classmates on their oral presentations.

## BACHELOR'S-LEVEL PROGRAMS

### Student Learning Assessment for the *Entrepreneurship Concentration*

<b>Intended Student Learning Outcomes for the Entrepreneurship Concentration:</b>	
1. Students will demonstrate knowledge in the Entrepreneurship concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess a business idea for feasibility.	
3. Students will develop an understanding of social business and the double bottom line.	
<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Completion of a culminating Business Plan project in BADM 411 (Entrepreneurship and New Venture Creation)	All students completing the concentration have achieved a satisfactory level of attainment (70% or greater) according to the assessment rubric for the written components of culminating project for this concentration.
2. ETS Major Field Test (MFT) in Business	70% of students in the Entrepreneurship Concentration will score at the 75 <sup>th</sup> percentile or higher in the marketing portion of the ETS Major Field Test in Business.
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. Students' end-of-course evaluation for the program capstone course (Composite score for the questions contained in the Student Learning Section of the BADM Program Evaluation Survey wherein students express that a significantly high level of learning was attained in the class).	The minimum mean composite score of all business administration students will be a 4.0 on a 5.0 scale and at least 80% of all students will report a composite score of 4.0 or better.
2. Peer reviews of Social Business Challenge presentations in BADM 311 Small Business Management	Using the peer evaluation rubric, 80% of students in appropriate course receive satisfactory (70% or greater) ratings from their classmates on their Social Business Challenge presentations.



## BACHELOR'S-LEVEL PROGRAMS

### Student Learning Assessment for the Financial Planning Concentration

<b>Intended Student Learning Outcomes for Financial Planning Concentration:</b>	
1. Students will demonstrate knowledge in the Financial Planning concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess a comprehensive financial plan.	
3. Students will develop an understanding of the financial planning process.	
<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Completion of culminating Project in BADM 431 (Financial Plan Development)	All students completing the concentration have achieved a satisfactory level of attainment (70% or greater) according to the assessment rubric for the written components of this concentration's culminating project.
2. ETS Major Field Test (MFT) in Business	70% of students in the Financial Planning Concentration will score at the 75 <sup>th</sup> percentile or higher in the finance portion of the ETS Major Field Test in Business.
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. Students' end-of-course evaluation for the Capstone Course (Composite score for the questions contained in the Student Learning Section of the BADM Program Evaluation Survey wherein students express that a significantly high level of learning was attained in the class.)	The minimum mean composite score of all business administration students will be a 4.0 on a 5.0 scale and at least 80% of all students will report a composite score of 4.0 or better.
2. Peer reviews of a comprehensive financial planning project	Using the peer evaluation rubric, 80% of students in course receive satisfactory (70% or greater) ratings from their classmates on their financial planning capstone project

## **BACHELOR'S-LEVEL PROGRAMS**

### Student Learning Assessment for the *Hospitality Management Concentration*

<b>Intended Student Learning Outcomes for the Hospitality Management Concentration:</b>	
1. Students will demonstrate knowledge in the Hospitality Management concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	
2. Students will develop and apply analytical and critical thinking skills to evaluate roles, skills, and functions of the hospitality industry.	
3. Students will develop an understanding of the legal environment of the hospitality industry.	
<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Completion of culminating project in BADM 320 (Employment Law)	All students completing the concentration have achieved a satisfactory level of attainment (70% or greater) according to the assessment rubric for the written components of this concentration's "capstone" project.
2. ETS Major Field Test (MFT) in Business	70% of students in the Hospitality Management Concentration will score at the 75 <sup>th</sup> percentile or higher in the management portion of the ETS Major Field Test in Business.
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. Students' end-of-course evaluation for the Capstone Course (Composite score for the questions contained in the Student Learning Section of the BADM Program Evaluation Survey wherein students express that a significantly high level of learning was attained in the class).	The minimum mean composite score of all business administration students will be a 4.0 on a 5.0 scale and at least 80% of all students will report a composite score of 4.0 or better.
2. Peer reviews of Legal Research presentations.	Using the peer evaluation rubric, 80% of students in the appropriate course receive satisfactory (70% or greater) ratings from their classmates on their legal research presentations.

## BACHELOR'S-LEVEL PROGRAMS

### Student Learning Assessment for the *Human Resource Management Concentration*

<b>Intended Student Learning Outcomes for the Human Resource Management Concentration:</b>	
1. Students will demonstrate knowledge in the Human Resource Management concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	
2. Students will develop and apply analytical and critical thinking skills to evaluate roles, skills, and functions of human resource management.	
3. Students will develop an understanding of legal environment of human resources.	
<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Completion of a culminating project in BADM 320 (Employment Law)	All students completing the concentration have achieved a satisfactory level of attainment (70% or greater) according to the assessment rubric for the written components of the culminating project for this concentration.
2. ETS Major Field Test (MFT) in Business	70% of students in the Human Resource Management Concentration will score at the 75 <sup>th</sup> percentile or higher in the management portion of the ETS Major Field Test in Business.
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. Students' end-of-course evaluation for the Capstone Course (Composite score for the questions contained in the Student Learning Section of the BADM Program Evaluation Survey wherein students express that a significantly high level of learning was attained in the class.)	The minimum mean composite score of all business administration students will be a 4.0 on a 5.0 scale and at least 80% of all students will report a composite score of 4.0 or better.
2. Peer reviews of Legal Research presentations	Using the peer evaluation rubric, 80% of students in the appropriate course receive satisfactory (70% or greater) ratings from their classmates on their legal research presentations.

## BACHELOR'S-LEVEL PROGRAMS

### Student Learning Assessment for the *Management Concentration*

<b>Intended Student Learning Outcomes for the Management Concentration:</b>	
1. Students will demonstrate knowledge in the Management concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess business viability and sustainability.	
3. Students will develop an understanding of diversity and global enterprise.	
<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Completion of Culminating Project in BADM 415 (Operations Management)	All students completing the concentration have achieved a satisfactory level of attainment (70% or greater) according to the assessment rubric for the written components of this concentration's culminating project.
2. ETS Major Field Test (MFT) in Business	70% of students in the Management Concentration will score at the 75 <sup>th</sup> percentile or higher in the management portion of the ETS Major Field Test in Business.
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. Students' end-of-course evaluation for the Capstone Course (Composite score for the questions contained in the Student Learning Section of the BADM Program Evaluation Survey wherein students express that a significantly high level of learning was attained in the class).	The minimum mean composite score of all business administration students will be a 4.0 on a 5.0 scale and at least 80% of all students will report a composite score of 4.0 or better.
2. Peer reviews of presentations in BADM 415 (Operations Management).	80% of students in the appropriate course receive satisfactory (70% or greater) ratings from their classmates on their presentations.

## BACHELOR'S-LEVEL PROGRAMS

### Student Learning Assessment for the Marketing Concentration

Intended Student Learning Outcomes for Marketing Concentration:	
1. Students will demonstrate knowledge in the Marketing concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess a marketing strategy.	
3. Students will develop an understanding of marketing research methods and applications.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Completion of the culminating project in BADM 405 (Marketing Research)	All students completing the concentration have achieved a satisfactory level of attainment (70% or greater) according to the assessment rubric for the written components of a culminating project in this concentration.
2. ETS Major Field Test (MFT) in Business	70% of students in the Marketing concentration will score at the 75th percentile or higher in the marketing portion of the ETS Major Field Test in Business.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Students' end-of-course evaluation for the Capstone Course (Composite score for the questions contained in the Student Learning Section of the BADM Program Evaluation Survey wherein	The minimum mean composite score of all business administration students will be a 4.0 on a 5.0 scale and at least 80% of all students will report a composite score of 4.0 or better.



students express that a significantly high level of learning was attained in the class.)	
2. Peer reviews of marketing research presentations BADM 405 (Marketing Research).	Using the peer evaluation rubric, 80% of students in the appropriate course receive satisfactory (70% or greater) ratings from their classmates on their marketing research presentations.

**MASTER'S-LEVEL PROGRAMS**  
Student Learning Assessment for the  
Shepherd University Master of Business Administration: Programmatic Goals

<b>Intended Student Learning Outcomes for the Master in Business Administration program: Students will be able to:</b>	
1.	MBA graduates will demonstrate mastery of subject areas utilizing various tools, concepts, definitions and theories in accounting, economics, management, marketing, ethics and leadership.
2.	MBA graduates will demonstrate the ability to apply ethical criteria, leadership skills, problem solving, critical and creative thinking and analytical and quantitative skills to resolve a variety of business situations and problems.
3.	MBA graduates will demonstrate the ability to communicate professionally and effectively.
4.	MBA graduates will demonstrate an understanding of the role of teams, groups and individual behavior in relation to organizational success.
5.	MBA graduates will demonstrate an understanding of the economic, political, legal and social forces that influence both domestic and international organizations.
6.	MBA graduates will demonstrate the ability to transcend functional boundaries, synthesizing and integrating information as well as conduct the research, competitive/situation analysis and environmental scanning necessary for strategic decisions.

<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Exam scores on the MBA Major Field Test (summative measure).	75% of graduating MBA students will achieve the median score nationally in each of the five major areas of the MFT-MBA: accounting, marketing, management, finance and strategic integration. The first test group will be used as a starting point of reference to measure progress in achieving a higher benchmark in the future.

2. Capstone course assignments measuring mastery of effective graduate-level written communication skills (summative measure).	In either MBA 590 or 591 [students have a choice of capstone experiences], students complete a paper demonstrating graduate-level mastery in written communication. 90% of students will score at the level of “meets standards” or higher according to standards on the MBA Written Communication rubric
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. Survey measuring students’ satisfaction with the MBA program.	Survey results from Tables 11 & 12 of the MBA survey conducted by the Corporate Research Center will indicate a confidence level of 80% or higher in the students’ satisfaction with the overall program and perceived value as an employee.
2. Post-graduation survey by the Advancement Office (Alumni Affairs Division).	Using the online survey, 80% of students will indicate employment in the field and/or plans for continued advanced education.
3. Growth in enrollment.	With the addition of new concentrations, the MBA program will monitor enrollment, starting with an initial benchmark of 100 students, and setting a target goal of 4% growth over the next five years, yielding an annual non-duplicated enrollment of 116 in 2017-18.



**MASTER’S-LEVEL PROGRAMS**

**Student Learning Assessment • Master of Business Administration**

**Accounting Concentration**

<b>Intended Student Learning Outcomes for the Accounting Concentration:</b>	
1.	Students will demonstrate well-developed problem-solving skills from a multi-disciplinary perspective, that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions, as well as develop alternative solutions.
2.	Students will demonstrate a depth of knowledge and well-developed analytical skills in the area of financial statements, leading to data-driven decision making.
3.	Students will be able to recognize ethical problems and apply standards of ethical behavior in all aspects of accounting.
4.	Students will demonstrate well-developed oral and written communication skills and professional presentation skills through the use of research projects and case-study analyses.
5.	Students will be able to use current technology for problem solving and other tasks related to accounting.

<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Exam scores on the ETS Major Field Test-(MBA).	80% of students in the Accounting concentration will score at the 75 <sup>th</sup> percentile or higher in the Finance and Accounting sections (Sections III & IV) of the ETS Major Field Test-MBA
2. Capstone course assignments measuring mastery of effective graduate-level written communication skills related to research and/or internship placement (summative measure).	In either MBA 590 or 591 [students in this concentration have a choice of capstone experiences], students complete a paper demonstrating graduate-level mastery of written communication skills. 90% of students will score at the level of “meets standards” or higher according to standards on the MBA Written Communication rubric.
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. MBA survey measuring student perception of their own learning (participant observation).	The MBA Survey results will indicate that 80% of survey respondents will score the quality of their instruction in their course of study as “Good” or better [See question #21 on MBA survey].




2. Post-graduation survey by the Advancement Office (Alumni Affairs Division).	Using an online survey, 80% of survey respondents will indicate employment in the field and/or plans for continued advanced education.
3. Peer evaluation of case-study projects in MBA 575 Advanced Auditing.	80% of students will score at the “meets” or “exceeds” standards range using peer evaluation with the team-member effectiveness rubric.

**MASTER'S- LEVEL PROGRAMS**  
Student Learning Assessment • Master of Business Administration  
**Health Administration Concentration**

<b>Intended Student Learning Outcomes for the Health Administration Concentration:</b>
1. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of policy, finance, management, and research as it applies to the healthcare industry.
2. Students will be able to recognize and analyze ethical problems and apply standards of ethical behavior that occur within the healthcare industry.
3. Students will demonstrate well-developed oral and written communication skills and professional presentation skills.
4. Students will demonstrate refined analytical, verbal and quantitative skills for resolving complex healthcare issues.

<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Exam scores on the ETS Major Field Test-(MBA).	80% of students in the Health Administration concentration will score at the 75 <sup>th</sup> percentile or higher in the Management section (Section II) of the ETS Major Field Test-MBA
2. Capstone course assignments measuring mastery of effective graduate-level written communication skills related to research and/or internship placement (summative measure).	Students in MBA 591 will complete a paper demonstrating graduate-level mastery of written communication. 90% of students will score at the level of “meets standards” or higher according to standards on the MBA written communication rubric.
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. MBA survey measuring student perception of their own learning (participant observation).	The MBA Survey results will indicate that 80% of survey respondents will score the quality of their instruction in their course of study as “Good” or better [See question #21 on MBA survey].
2. Internship site supervisor [employer] feed back through the Learning Agreement for MBA 591 (Internship and Capstone).	In completing the MBA 591 Internship and Capstone course, employers will report that 90% of students will have satisfactorily achieved the learning objectives of the internship.



3. Post graduation survey by Advancement Office (Alumni Affairs Division).

Using an online survey, 80% of survey respondents will indicate employment in the field and/or plans for continued advanced education.

**MASTER'S-LEVEL PROGRAMS**  
Student Learning Assessment • Master of Business Administration  
**Public Management Concentration**

<b>Intended Student Learning Outcomes for the Public Management Concentration:</b>
1. Students will demonstrate well-developed problem-solving skills from a multi-disciplinary perspective, that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions, as well as develop alternative solutions.
2. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of policy, finance, management, and research.
3. Students will recognize ethical problems and apply standards of ethical behavior in the public sector to management decision making.
4. Students will be able to demonstrate well-developed oral and written communication skills and professional presentation skills.
5. Students will be able to integrate theory and practical application across public sector functional areas for the purpose of strategic planning, implementation, and control.

<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Exam scores on the ETS Major Field Test-(MBA).	80% of students in the Public Management concentration will score at the 75 <sup>th</sup> percentile or higher in the Management section (Section II) of the ETS Major Field Test-MBA
2. Capstone course assignments measuring mastery of effective graduate-level written communication skills related to research and/or internship placement (summative measure).	In either MBA 590 or 591 [students in this concentration have a choice of capstone experiences], students complete a paper demonstrating graduate-level mastery of written communication skills. 90% of students will score at the level of “meets standards” or higher according to standards on the MBA Written Communication rubric
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. MBA survey measuring student perception of their own learning (participant observation).	The MBA Survey results will indicate that 80% of survey respondents will score the quality of their instruction in their course of study as “Good” or better. [See question #21 on MBA survey]

2. Post-graduation survey by Advancement Office (Alumni Affairs Division).	Using the online survey, 80% of survey respondents will indicate employment in the field and/or plans for continued advanced education.
3. Peer evaluation of case-study projects in MBA 533 Public Policy Analysis.	80% of students will score at the “meets” or “exceeds” standards range using peer evaluation with the team-member effectiveness rubric.

**MASTER'S-LEVEL PROGRAMS**  
Student Learning Assessment • Master of Business Administration  
**Sport Management Concentration**

<b>Intended Student Learning Outcomes for the Sport Management Concentration:</b>	
1.	Students will demonstrate well-developed problem-solving skills from a multi-disciplinary perspective, that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions in the area of sport management.
2.	Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of sport management policy, finance, law and governance.
3.	Students will be able to recognize ethical problems and apply standards of ethical behavior in sport management decision making.
4.	Students will demonstrate well-developed oral and written communication skills and professional presentation skills.

<b>Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. Exam scores on the ETS Major Field Test-MBA.	80% of students in the Sport Management concentration will score at the 75 <sup>th</sup> percentile or higher in the Management section (Section II) of the ETS Major Field Test-MBA
2. Capstone course assignments measuring mastery of effective graduate-level written communication skills related to research and/or internship placement (summative measure).	In either MBA 590 or 591 [students in this concentration have a choice of capstone experiences], students complete a paper demonstrating graduate-level mastery of written communication. 90% of students will score at the level of “meets standards” or higher according to standards on the MBA written communication rubric
<b>Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Targets/Criteria for Indirect Measures:</b>
1. MBA survey measuring student perception of their own learning (participant observation).	The MBA Survey results will indicate that 80% of survey respondents will score the quality of their instruction in their course of study as “Good” or better. [See question #21 on MBA survey]

2. Post-graduation survey by Advancement Office (Alumni Affairs Division).	Using the online survey, 80% of survey respondents will indicate employment in the field and/or plans for continued advanced education.
3. Peer evaluation of case-study projects in MBA 521 Sport Management.	80% of students will score at the “meets” or “exceeds” standards range using peer evaluation with the team-member effectiveness rubric.



Mapping of Intended Student Learning Outcomes to Broad-Based Student Learning Goals

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: Put an “x” in a given cell of the table if the intended learning outcome in that row is associated with the learning goal in that column.**):

Broad-Based Student Learning Goals Intended Student Learning Outcomes	1. Prepare students to perform in the world of business organizations and/or the world of graduate education.	2. Equip students with theoretical grounding and business language fluency.	3. Equip students with awareness of the self-presentation skills that serve successful people.
<b>BACHELOR’S -LEVEL PROGRAMS</b>			
<i>Bachelor of Science in Business Administration-General Concentration</i>			
1. Students will demonstrate knowledge in the General Business concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess business viability and sustainability.	X	X	X
3. Students will develop an understanding of diversity and global enterprise.	X	X	



<b>Broad-Based Student Learning Goals</b> <b>Intended Student Learning Outcomes</b>	<b>1. Prepare students to perform in the world of business organizations and/or the world of graduate education.</b>	<b>2. Equip students with theoretical grounding and business language fluency.</b>	<b>3. Equip students with awareness of the self-presentation skills that serve successful people.</b>
<b>BACHELOR'S -LEVEL PROGRAMS</b>			
<i>Bachelor of Science in Business Administration-Entrepreneurship Concentration</i>			
1. Students will demonstrate knowledge in the Entrepreneurship concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess a business idea for feasibility.	X	X	X
3. Students will develop an understanding of social business and the double bottom line.	X	X	



<b>Broad-Based Student Learning Goals</b> <b>Intended Student Learning Outcomes</b>	<b>1. Prepare students to perform in the world of business organizations and/or the world of graduate education.</b>	<b>2. Equip students with theoretical grounding and business language fluency.</b>	<b>3. Equip students with awareness of the self-presentation skills that serve successful people.</b>
<b>BACHELOR'S -LEVEL PROGRAMS</b>			
<i>Bachelor of Science in Business Administration-Financial Planning Concentration</i>			
1. Students will demonstrate knowledge in the Financial Planning concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess a comprehensive financial plan.	X	X	X
3. Students will develop an understanding of the financial planning process.	X	X	



<b>Broad-Based Student Learning Goals</b> <b>Intended Student Learning Outcomes</b>	<b>1. Prepare students to perform in the world of business organizations and/or the world of graduate education.</b>	<b>2. Equip students with theoretical grounding and business language fluency.</b>	<b>3. Equip students with awareness of the self-presentation skills that serve successful people.</b>
<b>BACHELOR'S -LEVEL PROGRAMS</b>			
<i>Bachelor of Science in Business Administration-Hospitality Management Concentration</i>			
1. Students will demonstrate knowledge in the Hospitality Management concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate roles, skills, and functions of the hospitality industry.	X	X	X
3. Students will develop an understanding of the legal environment of the hospitality industry.	X	X	



<b>Broad-Based Student Learning Goals</b> <b>Intended Student Learning Outcomes</b>	<b>1. Prepare students to perform in the world of business organizations and/or the world of graduate education.</b>	<b>2. Equip students with theoretical grounding and business language fluency.</b>	<b>3. Equip students with awareness of the self-presentation skills that serve successful people.</b>
<b>BACHELOR'S -LEVEL PROGRAMS</b>			
<i>Bachelor of Science in Business Administration-Human Resource Management Concentration</i>			
1. Students will demonstrate knowledge in the Human Resource Management concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate roles, skills, and functions of human resource management.	X	X	X
3. Students will develop an understanding of the legal environment of human resources.	X	X	



<b>Broad-Based Student Learning Goals</b> <b>Intended Student Learning Outcomes</b>	<b>1. Prepare students to perform in the world of business organizations and/or the world of graduate education.</b>	<b>2. Equip students with theoretical grounding and business language fluency.</b>	<b>3. Equip students with awareness of the self-presentation skills that serve successful people.</b>
<b>BACHELOR'S -LEVEL PROGRAMS</b>			
<i>Bachelor of Science in Business Administration-Management Concentration</i>			
1. Students will demonstrate knowledge in the Management concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess business viability and sustainability.	X	X	X
3. Students will develop an understanding of diversity and global enterprise.	X	X	



<b>Broad-Based Student Learning Goals</b> <b>Intended Student Learning Outcomes</b>	<b>1. Prepare students to perform in the world of business organizations and/or the world of graduate education.</b>	<b>2. Equip students with theoretical grounding and business language fluency.</b>	<b>3. Equip students with awareness of the self-presentation skills that serve successful people.</b>
<b>BACHELOR'S -LEVEL PROGRAMS</b>			
<i>Bachelor of Science in Business Administration-Marketing Concentration</i>			
1. Students will demonstrate knowledge in the Marketing concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess a marketing strategy.	X	X	X
3. Students will develop an understanding of marketing research methods and applications	X	X	X



<b>Broad-Based Student Learning Goals</b>  <b>Intended</b>  <b>Student Learning Outcomes</b>	1. Students will demonstrate knowledge and competencies in core business knowledge and in specialized subject (concentration) areas.	2. Students will acquire the skills to perform in a variety of settings in the world of business organizations.	3. Students will demonstrate theoretical grounding and business language fluency.	4. Students will demonstrate awareness of the self-presentation and professional skills that serve successful people.
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**MASTER'S -LEVEL PROGRAMS**

***Master of Business Administration***

1. MBA graduates will demonstrate mastery of subject areas utilizing various tools, concepts, definitions and theories in accounting, economics, management, marketing, ethics and leadership.	X		X	X
2. MBA graduates will demonstrate the ability to apply ethical criteria, leadership skills, problem solving, critical and creative thinking and analytical and quantitative skills to resolve a variety of business situations and problems.	X	X	X	X
3. MBA graduates will demonstrate the ability to communicate professionally and effectively.		X		X





4. MBA graduates will demonstrate an understanding of the role of teams, groups and individual behavior in relation to organizational success.		X	X	X
5. MBA graduates will demonstrate an understanding of the economic, political, legal and social forces that influence both domestic and international organizations.	X	X		X
6. MBA graduates will demonstrate the ability to transcend functional boundaries, synthesizing and integrating information as well as conduct the research, competitive/situation analysis and environmental scanning necessary for strategic decisions.	X	X	X	X



<b>Broad-Based Student Learning Goals</b> <b>Intended Student Learning Outcomes</b>	1. Students will demonstrate knowledge and competencies in core business knowledge and in specialized subject (concentration) areas.	2. Students will acquire the skills to perform in a variety of settings in the world of business organizations.	3. Students will demonstrate theoretical grounding and business language fluency.	4. Students will demonstrate awareness of the self-presentation and professional skills that serve successful people.
<b>MASTER'S -LEVEL PROGRAMS</b>				
<b><i>Master of Business Administration-Accounting Concentration</i></b>				
1. Students will demonstrate well-developed problem-solving skills from a multi-disciplinary perspective, that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions, as well as develop alternative solutions.	X		X	X
2. Students will demonstrate a depth of knowledge and well-developed analytical skills in the area of financial statements, leading to data-driven decision making.	X		X	X
3. Students will be able to recognize ethical problems and apply standards of ethical behavior in all aspects of accounting.	X	X		X



4. Students will demonstrate well-developed oral and written communication skills and professional presentation skills through the use of research projects and case-study analyses.	X	X	X	X
5. Students will be able to use current technology for problem solving and other tasks related to accounting.	X		X	X



<b>Broad-Based Student Learning Goals</b>  <b>Intended Student Learning Outcomes</b>	1. Students will demonstrate knowledge and competencies in core business knowledge and in specialized subject (concentration) areas.	2. Students will acquire the skills to perform in a variety of settings in the world of business organizations.	3. Students will demonstrate theoretical grounding and business language fluency.	4. Students will demonstrate awareness of the self-presentation and professional skills that serve successful people.
<b>MASTER'S -LEVEL PROGRAMS</b>				
<b><i>Master of Business Administration-Health Administration Concentration</i></b>				
1. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of policy, finance, management, and research as it applies to the healthcare industry.	X		X	X
2. Students will be able to recognize and analyze ethical problems and apply standards of ethical behavior that occur within the healthcare industry.	X	X	X	X
3. Students will demonstrate well-developed oral and written communication skills and professional presentation skills.	X	X		X
4. Students will demonstrate refined analytical, verbal and quantitative skills for	X	X	X	



resolving complex healthcare issues, oral and written communication skills and professional presentation skills through the use of research projects and case-study analyses.				X
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<b>Broad-Based Student Learning Goals</b>  <b>Intended Student Learning Outcomes</b>	1. Students will demonstrate knowledge and competencies in core business knowledge and in specialized subject (concentration) areas.	2. Students will acquire the skills to perform in a variety of settings in the world of business organizations.	3. Students will demonstrate theoretical grounding and business language fluency.	4. Students will demonstrate awareness of the self-presentation and professional skills that serve successful people.
<b>MASTER'S -LEVEL PROGRAMS</b>				
<b><i>Master of Business Administration-Public Management Concentration</i></b>				
1. Students will demonstrate well-developed problem-solving skills from a multi-disciplinary perspective, that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions, as well as develop alternative solutions.	X	X	X	X
2. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of policy, finance, management, and research.	X		X	X
3. Students will be able to recognize ethical problems and apply standards of ethical behavior in the public sector to management decision making.	X	X		X



4. Students will be able to demonstrate well-developed oral and written communication skills and professional presentation skills.	X	X		X
5. Students will be able to integrate theory and practical application across public sector functional areas for the purpose of strategic planning, implementation, and control.	X	X	X	X



<b>Broad-Based Student Learning Goals</b>  <b>Intended Student Learning Outcomes</b>	1. Students will demonstrate knowledge and competencies in core business knowledge and in specialized subject (concentration) areas.	2. Students will acquire the skills to perform in a variety of settings in the world of business organizations.	3. Students will demonstrate theoretical grounding and business language fluency.	4. Students will demonstrate awareness of the self-presentation and professional skills that serve successful people.
<b>MASTER'S -LEVEL PROGRAMS</b>				
<b><i>Master of Business Administration-Sport Management Concentration</i></b>				
1. Students will demonstrate well-developed problem-solving skills from a multi-disciplinary perspective, that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions in the area of sport management.	X	X	X	X
2. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of sport management policy, finance, law and governance.	X		X	X
3. Students will be able to recognize ethical problems and apply standards of ethical behavior in the public sector to management decision making.	X	X		X





4. Students will be able to recognize ethical problems and apply standards of ethical behavior in sport management decision making.	X	X		X
5. Students will demonstrate well-developed oral and written communication skills and professional presentation skills.	X	X	X	X

Mapping of Assessment Measures to Intended Student Learning Outcomes

For each program at each level identified above, the direct and indirect measures of student learning provide for the assessment of all of the program's intended student learning outcomes. These relationships are summarized in the measures-to-outcomes mappings below (**Note: Put an "x" in a given cell of the tables if the assessment instrument in that column measures the intended learning outcome in that row.**):

BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Bachelor of Science in Business Administration-General Business Concentration</i>	ETS Major Field Test (MFT) in Business (direct)	Written Assessment Rubric (direct)	BADM Program Evaluation Survey (indirect)	Peer Evaluation Rubric (indirect)
1. Students will demonstrate knowledge in the General Business concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess business viability and sustainability.	X	X		X
3. Students will develop an understanding of diversity and global enterprise.	X	X	X	



BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Bachelor of Science in Business Administration-Entrepreneurship Concentration</i>	ETS Major Field Test (MFT) in Business (direct)	Written Assessment Rubric (direct)	BADM Program Evaluation Survey (indirect)	Peer Evaluation Rubric (indirect)
1. Students will demonstrate knowledge in the Entrepreneurship concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess a business idea for feasibility.	X	X		X
3. Students will develop an understanding of social business and the double bottom line.	X	X	X	



BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Bachelor of Science in Business Administration-Financial Planning Concentration</i>	ETS Major Field Test (MFT) in Business (direct)	Written Assessment Rubric (direct)	BADM Program Evaluation Survey (indirect)	Peer Evaluation Rubric (indirect)
1. Students will demonstrate knowledge in the Financial Planning concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess a comprehensive financial plan.		X	X	X
3. Students will develop an understanding of the financial planning process.	X	X		X



BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Bachelor of Science in Business Administration-Hospitality Management Concentration</i>	ETS Major Field Test (MFT) in Business (direct)	Written Assessment Rubric (direct)	BADM Program Evaluation Survey (indirect)	Peer Evaluation Rubric (indirect)
1. Students will demonstrate knowledge in the Hospitality Management concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X		X
2. Students will develop and apply analytical and critical thinking skills to evaluate roles, skills, and functions of the hospitality industry.		X	X	X
3. Students will develop an understanding of the legal environment of the hospitality industry.	X			X



BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Bachelor of Science in Business Administration-Human Resource Management Concentration</i>	ETS Major Field Test (MFT) in Business (direct)	Written Assessment Rubric (direct)	BADM Program Evaluation Survey (indirect)	Peer Evaluation Rubric (indirect)
1. Students will demonstrate knowledge in the Human Resource Management concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X		X
2. Students will develop and apply analytical and critical thinking skills to evaluate roles, skills, and functions of human resource management.	X	X	X	X
3. Students will develop an understanding of the legal environment of human resources.	X			X



BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Bachelor of Science in Business Administration-Management Concentration</i>	ETS Major Field Test (MFT) in Business (direct)	Written Assessment Rubric (direct)	BADM Program Evaluation Survey (indirect)	Peer Evaluation Rubric (indirect)
1. Students will demonstrate knowledge in the Management concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess business viability and sustainability.	X	X	X	X
3. Students will develop an understanding of diversity and global enterprise.	X		X	X



BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes	Assessment Measures			
<i>Bachelor of Science in Business Administration-Marketing Concentration</i>	ETS Major Field Test (MFT) in Business	Written Assessment Rubric	BADM Program Evaluation Survey	Peer Evaluation Rubric
1. Students will demonstrate knowledge in the Marketing concentration, which aligns with the overall programmatic learning outcomes of Business Administration.	X	X	X	X
2. Students will develop and apply analytical and critical thinking skills to evaluate decision choices, challenges, ethical issues, technical capabilities, methods and procedures necessary to successfully assess a marketing strategy.	X	X		X
3. Students will develop an understanding of marketing research methods and applications.		X	X	X



**Mapping of Assessment Measures to Intended Student Learning Outcomes: Master's-level Programs**

MASTER'S-LEVEL PROGRAMS	
Intended Student Learning Outcomes	Assessment Measures

<b><i>Master of Business Administration-CORE COURSES</i></b>	<b>ETS-Major Field Test-MBA</b>	<b>Capstone course paper</b>	<b>MBA Survey</b>	<b>Post-grad. survey</b>	<b>Enroll. Growth</b>
1. MBA graduates will demonstrate mastery of subject areas utilizing various tools, concepts, definitions and theories in accounting, economics, management, marketing, ethics and leadership.	X	X	X		X
2. MBA graduates will demonstrate the ability to apply ethical criteria, leadership skills, problem solving, critical and creative thinking and analytical and quantitative skills to resolve a variety of business situations and problems.	X	X			X
3. MBA graduates will demonstrate the ability to communicate professionally and effectively.		X	X	X	X
4. MBA graduates will demonstrate an understanding of the role of teams, groups and individual behavior in relation to organizational success.		X	X	X	X
5. MBA graduates will demonstrate an understanding of the economic, political, legal and social forces that influence both domestic and international organizations.	X	X	X	X	X
6. MBA graduates will demonstrate the ability to transcend functional boundaries, synthesizing and integrating information as well as conduct the research, competitive/situation analysis and environmental scanning necessary for strategic decisions.	X	X	X		X



<b><i>Master of Business Administration- Accounting Concentration</i></b>	<b>ETS-Major Field Test- MBA</b>	<b>Capstone course paper</b>	<b>MBA Survey</b>	<b>Post –grad. Survey</b>	<b>Peer Evaluation Rubric</b>
1. Students will demonstrate well-developed problem-solving skills from a multi-disciplinary perspective, that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions, as well as develop alternative solutions.	X	X	X		X
2. Students will demonstrate a depth of knowledge and well-developed analytical skills in the area of financial statements, leading to data-driven decision making.	X	X	X		X
3. Students will be able to recognize ethical problems and apply standards of ethical behavior in all aspects of accounting.		X	X	X	X
4. Students will demonstrate well-developed oral and written communication skills and professional presentation skills through the use of research projects and case-study analyses		X	X	X	X
5. Students will be able to use current technology for problem solving and other tasks related to accounting.	X	X	X	X	X



MASTER'S-LEVEL PROGRAMS	
Intended Student Learning Outcomes	Assessment Measures

<i>Master of Business Administration- Health Administration Concentration</i>	ETS-Major Field Test- MBA	Capstone course paper	MBA Survey	Post – grad. Survey	Employer Feedback (Internship)
1. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of policy, finance, management, and research as it applies to the healthcare industry.	X	X	X	X	X
2. Students will be able to recognize and analyze ethical problems and apply standards of ethical behavior that occur within the healthcare industry.		X	X		X
3. Students will demonstrate well-developed oral and written communication skills and professional presentation skills.		X	X	X	X
4. Students will demonstrate refined analytical, verbal and quantitative skills for resolving complex healthcare issues.	X	X	X		X

**MASTER'S-LEVEL PROGRAMS**

Intended Student Learning Outcomes

Assessment Measures

<i>Master's of Business Administration- Public Management Concentration</i>	ETS-Major Field Test- MBA	Capstone course paper	MBA Survey	Post –grad. Survey	Peer Evaluation Rubric
1. Students will demonstrate well-developed problem-solving skills from a multi-disciplinary perspective, that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions, as well as develop alternative solutions.	X	X	X		X
2. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of policy, finance, management, and research.	X	X	X	X	X
3. Students will recognize ethical problems and apply standards of ethical behavior in the public sector to management decision making.		X	X	X	X
4. Students will be able to demonstrate well-developed oral and written communication skills and professional presentation skills.		X	X	X	X
5. Students will be able to integrate theory and practical application across public sector functional areas for the purpose of strategic planning, implementation, and control.		X	X	X	X

**MASTER'S-LEVEL PROGRAMS**

Intended Student Learning Outcomes

Assessment Measures

<i>Master's of Business Administration-Sport Management Concentration</i>	ETS-Major Field Test-MBA	Capstone course paper	MBA Survey	Post –grad. Survey	Peer Evaluation Rubric
1. Students will demonstrate well-developed problem-solving skills from a multi-disciplinary perspective, that include the ability to recognize and manage organizational problems, make data-driven conclusions and decisions in the area of sport management.	X	X	X		X
2. Students will demonstrate a depth of knowledge and well-developed analytical skills in the areas of sport management policy, finance, law and governance.	X	X	X	X	X
3. Students will be able to recognize ethical problems and apply standards of ethical behavior in sport management decision making.		X	X	X	X
4. Students will demonstrate well-developed oral and written communication skills and professional presentation skills.		X	X	X	X

Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Bachelor's-Level Programs

For each bachelor's-level program identified above, the direct measures of student learning provide for the assessment of the "Key Learning Outcomes for Business Programs" as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below (**Note: Put an "x" in a given cell of the table if the assessment instrument in that column measures the key learning outcome in that row.**):

BACHELOR'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>B.S. in Business Administration-General Business Concentration</i>	ETS Major Field Test (MFT) in Business	Written communication Rubric-capstone project
1. Knowledge of the functional areas of accounting, marketing, finance, and management	X	
2. Knowledge of the legal, social, and economic environments of business	X	
3. Knowledge of the global environment of business	X	
4. Knowledge of the ethical obligations and responsibilities of business	X	
5. The ability to use decision-support tools	X	
6. The ability to communicate effectively		X
7. The ability to apply knowledge of business concepts and functions in an integrated manner		X



BACHELOR'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>B.S. in Business Administration-Entrepreneurship Concentration</i>	ETS Major Field Test (MFT) in Business	Written communication Rubric-culminating project
1. Knowledge of the functional areas of accounting, marketing, finance, and management	X	
2. Knowledge of the legal, social, and economic environments of business	X	
3. Knowledge of the global environment of business	X	
4. Knowledge of the ethical obligations and responsibilities of business	X	
5. The ability to use decision-support tools	X	
6. The ability to communicate effectively		X
7. The ability to apply knowledge of business concepts and functions in an integrated manner		X

BACHELOR'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>B.S. in Business Administration-Financial Planning Concentration</i>	ETS Major Field Test (MFT) in Business	Written communication Rubric-capstone project
1. Knowledge of the functional areas of accounting, marketing, finance, and management	X	
2. Knowledge of the legal, social, and economic environments of business	X	
3. Knowledge of the global environment of business	X	
4. Knowledge of the ethical obligations and responsibilities of business	X	

5. The ability to use decision-support tools	X	
6. The ability to communicate effectively		X
7. The ability to apply knowledge of business concepts and functions in an integrated manner		X
<b>BACHELOR'S-LEVEL PROGRAMS</b>		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>B.S. in Business Administration-Hospitality Management Concentration</i>	ETS Major Field Test (MFT) in Business	Written communication Rubric-capstone project
1. Knowledge of the functional areas of accounting, marketing, finance, and management	X	
2. Knowledge of the legal, social, and economic environments of business	X	
3. Knowledge of the global environment of business	X	
4. Knowledge of the ethical obligations and responsibilities of business	X	
5. The ability to use decision-support tools	X	
6. The ability to communicate effectively		X
7. The ability to apply knowledge of business concepts and functions in an integrated manner		X





BACHELOR'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>B.S. in Business Administration-Human Resource Management Concentration</i>	ETS Major Field Test (MFT) in Business	Written communication Rubric-capstone project
1. Knowledge of the functional areas of accounting, marketing, finance, and management	X	
2. Knowledge of the legal, social, and economic environments of business	X	
3. Knowledge of the global environment of business	X	
4. Knowledge of the ethical obligations and responsibilities of business	X	
5. The ability to use decision-support tools	X	
6. The ability to communicate effectively		X
7. The ability to apply knowledge of business concepts and functions in an integrated manner		X
BACHELOR'S-LEVEL PROGRAMS		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>B.S. in Business Administration-Marketing Concentration</i>	ETS Major Field Test (MFT) in Business	Written communication Rubric-capstone project
1. Knowledge of the functional areas of accounting, marketing, finance, and management	X	
2. Knowledge of the legal, social, and economic environments of business	X	
3. Knowledge of the global environment of business	X	
4. Knowledge of the ethical obligations and responsibilities of business	X	

5. The ability to use decision-support tools	X	
6. The ability to communicate effectively		X
7. The ability to apply knowledge of business concepts and functions in an integrated manner		X
<b>BACHELOR'S-LEVEL PROGRAMS</b>		
Key Learning Outcomes	Direct Measures of Student Learning	
<i>B.S. in Business Administration-Management Concentration</i>	ETS Major Field Test (MFT) in Business	Written communication Rubric-capstone project
1. Knowledge of the functional areas of accounting, marketing, finance, and management	X	
2. Knowledge of the legal, social, and economic environments of business	X	
3. Knowledge of the global environment of business	X	
4. Knowledge of the ethical obligations and responsibilities of business	X	
5. The ability to use decision-support tools	X	
6. The ability to communicate effectively		X
7. The ability to apply knowledge of business concepts and functions in an integrated manner		X

***Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Master's-Level Programs***

<b>Master of Business Administration: Core Courses</b>	<b>ETS Major Field Test - MBA</b>	<b>Capstone project</b>
1. Skills in problem recognition	X	X
2. Skills in strategic analysis and integration	X	X
3. The ability to apply quantitative methods to real-world business situations		X
4. The ability to communicate to relevant publics:		
a. Effective written communication skills		X
b. Effective oral communication and business presentation skills		X
5. Teamwork skills: The ability to work with a team of colleagues on projects		X
6. In-depth knowledge of the ethical obligations and responsibilities of business	X	X
<b>Master of Business Administration: Accounting Concentration</b>	<b>ETS Major Field Test - MBA</b>	<b>Capstone project</b>
1. Skills in problem recognition	X	X
2. Skills in strategic analysis and integration	X	X
3. The ability to apply quantitative methods to real-world business situations		X
4. The ability to communicate to relevant publics:		
a. Effective written communication skills		X
b. Effective oral communication and business presentation skills		X
5. Teamwork skills: The ability to work with a team of colleagues on projects		X
6. In-depth knowledge of the ethical obligations and responsibilities of business		X

	X	
<b>Master of Business Administration: Health Administration Concentration</b>	<b>ETS Major Field Test - MBA</b>	<b>Capstone project</b>
1. Skills in problem recognition	X	X
2. Skills in strategic analysis and integration	X	X
3. The ability to apply quantitative methods to real-world business situations		X
4. The ability to communicate to relevant publics:		
a. Effective written communication skills		X
b. Effective oral communication and business presentation skills		X
5. Teamwork skills: The ability to work with a team of colleagues on projects		X
6. In-depth knowledge of the ethical obligations and responsibilities of business	X	X
<b>Master of Business Administration: Public Management Concentration</b>	<b>ETS Major Field Test - MBA</b>	<b>Capstone project</b>
1. Skills in problem recognition	X	X
2. Skills in strategic analysis and integration	X	X
3. The ability to apply quantitative methods to real-world business situations		X
4. The ability to communicate to relevant publics:		
a. Effective written communication skills		X
b. Effective oral communication and business presentation skills		X
5. Teamwork skills: The ability to work with a team of colleagues on projects		X
6. In-depth knowledge of the ethical obligations and responsibilities of business	X	X

Master of Business Administration: Sport Management Concentration	ETS Major Field Test - MBA	Capstone project
1. Skills in problem recognition	X	X
2. Skills in strategic analysis and integration	X	X
3. The ability to apply quantitative methods to real-world business situations		X
4. The ability to communicate to relevant publics:		
a. Effective written communication skills		X
b. Effective oral communication and business presentation skills		X
5. Teamwork skills: The ability to work with a team of colleagues on projects		X
6. In-depth knowledge of the ethical obligations and responsibilities of business	X	X

### Section III: Operational Assessment

<b>Intended Operational Outcomes for the Department of Business Administration</b>	
1. The department will be successful in placing its students in career-related, entry-level positions or in graduate programs on an annual basis.	
2. The department will be successful in contributing to the professional advancement of its MBA program and graduates.	
3. Faculty members at the undergraduate and graduate levels will be highly-qualified in their teaching disciplines.	
4. Faculty members will be engaged in the discipline, with appropriate scholarly and professional development activities on an annual basis.	
5. Students will participate in relevant service learning projects on an annual basis.	
6. Faculty members will provide effective academic advising to students at the undergraduate and graduate levels.	
7. The academic programs (curricula) offered by the department at the undergraduate and graduate levels will maintain currency and meet the needs of students and of the business community.	
8. Faculty members will utilize best practices and technology in the classroom.	
<b>Assessment Measures for Intended Operational Outcomes:</b>	<b>Performance Targets/Criteria for Operational Assessment Measures:</b>
1. Post-graduate and alumni surveys.	The program goal matches that of the institution in that 80% of survey respondents will be employed in the field or pursuing graduate or other advanced education.
2. MBA Survey, Post-graduate survey	On the survey instruments, 80% of survey respondents will indicated that their degree program prepared them for their current career or made them more valuable as an employee.
3. Faculty Credential Files	90% of the program's full-time and adjunct faculty will be doctorally or professionally-qualified to teach in their respective discipline/concentration area(s). In the MBA program, 100% of full-time faculty will be doctorally qualified in their discipline area(s).
4. Faculty Annual Report; Graduate Faculty Application	Through the annual report, at least 80% of full-time BADM faculty will report attendance at a FOSL or other professional development opportunity. 70% of full-time faculty will have at least one scholarship outcome on an annual basis (grant, workshop presentation, publication,



	etc.). Applicants for graduate-faculty status undergo another level of approval with feedback from the department chair, school dean and Vice President for Academic Affairs.
5. Annual Report: Office of Student Community Services and Student Learning.	100% of the program's undergraduate students through participation in the capstone course, BADM 407, will participate in community service/service learning.
6. Advisor evaluation form	Through the survey tool administered by the Academic Advisement Center, 80% of survey respondents will rate the quality/satisfaction of their advisement at 4 or higher. The survey uses a rating scale of 1 to 6.
7. Program Review Process	West Virginia mandates that academic programs be reviewed on a 5-year rotational cycle. Departments have the opportunity to act upon suggestions of the prior review, which may include the programs or minors offered. Included in the data provided for the program review committee are the results of surveys indicating student satisfaction and career preparation.
8. Annual report; SAKAI usage statistics	90% of BADM faculty members will utilize SAKAI, the Learning Management System for class resources, quizzes, and classroom learning. Faculty members complete an annual report, which provides the opportunity to list classroom innovations, as well as teaching duties, development of new courses and pedagogical approaches used by the instructor.

Mapping of Intended Operational Outcomes to Broad-Based Operational Goals

The broad-based operational goals identified in Section I above encompass the intended operational outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: Put an “x” in a given cell of the table if the intended operational outcome in that row is associated with the operational goal in that column.**):

Broad-Based Operational Goals  Intended Operational Outcomes	Contribute to the economic growth of the region through service learning.	Provide students with excellent experiential and international opportunities.	Hire and maintain a diverse, highly-qualified and student- centered faculty.
1. The department will be successful in placing its student in career-related, entry-level positions or in graduate programs on an annual basis.	X	X	
2. The department will be successful in contributing to the professional advancement of its MBA program and graduates.	X	X	X
3. Faculty members at the undergraduate and graduate levels will be highly-qualified in their teaching disciplines.		X	X
4. Faculty members will be engaged in the discipline with appropriate scholarly and professional development activities on an annual basis.			X
5. Students will participate in relevant service learning projects on an annual	X	X	





basis.			
6. Faculty members will provide effective academic advising to students at the undergraduate and graduate levels.			X
7. The academic programs (curriculum) offered by the department at the undergraduate and graduate levels will maintain currency and meet the needs of students and of the business community.	X	X	X
8. Faculty members will utilize best practices and technology in the classroom.	X		X

Mapping of Operational Assessment Measures to Intended Operational Outcomes

The operational assessment measures identified above provide for the assessment of all of the intended operational outcomes. These relationships are summarized in the measures-to-outcomes mapping below (**Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the intended operational outcome in that row.**):

Operational Assessment Measure Intended Operational Outcomes	Survey Instruments	Faculty Credentials, Annual report	Annual report of Admin. Units (i.e., Service Learning)	Program Review	FOSL or Workshop Attendance	SAKAI Usage	Graduate Faculty Application
1. The department will be successful in placing its students in career-related, entry-level positions or in graduate programs on an annual basis.	X			X			
2. The department will be successful in contributing to the professional advancement of its MBA program and graduates.	X		X	X		X	X
3. Faculty members at the undergraduate and graduate levels will be highly-qualified in their teaching disciplines.		X		X			X
4. Faculty members will be engaged in the discipline, with appropriate scholarly and professional development activities on an annual basis.		X		X	X		X
5. Students will participate in relevant service learning projects on an annual basis.	X	X	X	X			
6. Faculty members will provide effective academic advising to its students at the		X		X	X		X

undergraduate and graduate levels.							
7. The academic programs (curriculum) offered by the department at the undergraduate and graduate levels will maintain currency and meet the needs of students and of the business community.	X			X		X	X
8. Faculty members will utilize best practices and technology in the classroom.		X		X	X	X	X

## 2012-2013 General Education/Core Curriculum by Association

As of: 12/05/2013 03:31 PM EST

### General Education/Core Curriculum Associations included in this report:

- 10 Critical Thinking Competency: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- 11 Creative Thinking Competency: Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
- 12 Oral Communication Competency: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- 13 Written Communication Competency: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.
- 14 Quantitative Literacy Competency: A "habit of mind," competency, and comfort in working with numerical data. Individuals with strong Quantitative Literacy skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs,
- 15 Information Literacy Competency: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- 16 Collaboration/Teamwork Competency: Collaboration and teamwork are behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)
- 17 Problem Solving Competency: Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
- 18 Lifelong Learning Competency: Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence". An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school.
- 19 Civic Knowledge and Engagement Competency: Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and
- 20 Global Understanding and Respect Competency: Global understanding and respect is the ability to understand the interconnectedness of peoples and systems, to have a general knowledge of history, world events, to accept and cope with the existence of different cultural values and attitudes, and to celebrate the richness and benefits of this diversity.
- 21 Multiculturalism and Diversity Competency: Multiculturalism and diversity refers to the acquisition of a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
- 22 Ethical Practice and Ethical Reasoning Competency: Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skill
- 23 Experiential Learning Competency: Incorporating active, participatory experiences to enhance learning, specifically the development of critical thinking and reflective judgment skills, and to teach students to be advocates and change agents.
- 24 Wellness Competency: Wellness is a way of living that emphasizes such preventive measures as eating a healthy diet, making exercise an enjoyable part of your life, and making self-care decisions that will improve the quality of your life. The premise of wellness is that you can live a long, healthy (physically and mentally) and active life.

### **10 Critical Thinking Competency: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. (4 associations)**

#### **Accounting: Core Curriculum (1)**

##### **O 3: Critical Thinking**

Students will demonstrate abilities in critical thinking.

##### Related Measures

##### **M 1: Measure 1**

Case Study Assignments: 100% of students who complete the assignment will receive an average of a B or better on the assignments. As per rubrics in the document repository, please note that every assignment is graded on each of the competencies.

Source of Evidence: Academic direct measure of learning - other

##### **Target:**

100% of students who complete the assignment will receive an average of a B or better on the assignments.

##### Findings (2012-2013) - Target: Not Met

There were 8 case studies assigned during the Fall 2012 semester. Five out of the eight (63%) case studies met the target with 100% of the students who completed the assignment receiving an average of a B or better. Two of the eight case studies resulted in 80% of the students receiving an average of a B or better.

One case study resulted in only 67% of the students receiving an average of a B or better due to one student receiving a 77% and one student receiving a 60%. The detailed results are found in the document management section.

**Related Action Plans (by Established cycle, then alpha):**

**Change in Measurement**

*Established in Cycle:* 2012-2013

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students r...

**M 2: Measure 2**

Term Paper: 100% of students who complete the assignment will receive an average of a B or better on the assignment. As per rubrics in the document repository, please note that every assignment is graded on each of the competencies.

Source of Evidence: Academic direct measure of learning - other

**Target:**

100% of students who complete the assignment will receive an average of a B or better on the assignment.

This can only be achieved if they successfully address and achieve each of the competencies in the paper.

**Findings (2012-2013) - Target: Not Met**

Four of the five (80%) students who completed a term paper met the target of receiving an average of a B or better on the term paper. One student did not complete a term paper so this student was not included in the percentage calculation. The detailed results are found in the document management section.

**Related Action Plans (by Established cycle, then alpha):**

**Change in Measurement**

*Established in Cycle:* 2012-2013

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students r...

**Related Action Plans (by Established cycle, then alpha)**

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**Change in Measurement**

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students receiving an average of B or higher. This appears to be a more realistic measurement of assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Critical Thinking

**Change in Measurement**

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students receiving an average of B or higher. This appears to be a more realistic measurement of assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Critical Thinking

**Biology: Core Curriculum (1)**

**O 1: Critical Thinking**

Students will engage in critical thinking by develop approaches for analyzing scientific problems using scientific principles and using these same principles to critically evaluate the validity of the views they hold regarding the natural world. This will involve interpretation of evidence, critiquing the trustworthiness of evidence and critical reflection on the information provided.

**Related Measures**

**M 1: Measure 1 101\_102**

Material presented to students in the form of graphical representations will be used to challenge the students' ability to use critical thinking in an attempt to understand the complex inter-relationship between two or more variables. Every semester final exam, students are asked to read a short text, use their knowledge of biology and identify three correct cause and effect relationships. The scores for those questions are gathered and totaled. If the student body scores a 60%, we consider the student body to understand cause and effect relationships.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

If the student body scores a 60%, we consider the student body to understand cause and effect relationships.

**Findings (2012-2013) - Target: Met**

In General Biology 101, the three year average of percentage of correct responses in understanding Cause & Effect relationships was 65.6%. In General Biology 102, the three year average for this measure was 66.9%. See "General Biology Assessment" in the document repository for data results.

**M 2: Measure 2 101\_102**

Open-ended problems will be presented that require students to use multiple reference sources: the popular media, scientific literature and on-line reference sources. Every semester final exam, students are asked to read a short text, use their knowledge of biology and analyze a scientific experiment. Three questions probe their ability to think critically and employ the scientific method. The scores for those questions are gathered and totaled. If the student body scores a 60%, we consider the student body to understand scientific concepts and the scientific

method.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

If the student body scores a 60%, we consider the student body to understand scientific concepts and the scientific method.

**Findings (2012-2013) - Target: Met**

In General Biology 101, the three year average of percentage of correct responses in understanding scientific concepts and method was Scientific method 65.7%. In General Biology 102, the three year average was 80.1%. See "General Biology Assessment" in the document repository for data results.

**M 3: Measure 3 208\_209**

Material presented to students in the form of graphical representations will be used to challenge the students' ability to use critical thinking in an attempt to understand the complex inter-relationship between two or more variables. Every semester final exam, students are asked to read a short text, use their knowledge of botany and zoology acquired in the laboratory and in the field and identify three correct cause and effect relationships. The scores for those questions are gathered and totaled. If the student body scores a 60%, we consider the student body to understand cause and effect relationships.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

If the student body scores a 60%, we consider the student body to understand cause and effect relationships.

**Findings (2012-2013) - Target: Partially Met**

In BIOL 209 for the 2012-2013 academic year, 61% of students correctly understood cause and effect relationships and interpretation of charts from primary literature. See "BIOL 209 results" in document repository for data results. No data was collected for BIOL 208

**M 4: Measure 4 208\_209**

Open-ended problems will be presented that require students to use multiple reference sources: the popular media, scientific literature and on-line reference sources. Every semester final exam, students are asked to read a short text, use their knowledge of botany acquired in the laboratory and in the field and analyze a scientific experiment. Three questions probe their ability to think critically and employ the scientific method. The scores for those questions are gathered and totaled. If the student body scores a 60%, we consider the student body to understand scientific concepts and the scientific method.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

If the student body scores a 60%, we consider the student body to understand scientific concepts and the scientific method.

**Findings (2012-2013) - Target: Partially Met**

In BIOL 209 for the 2012-2013 academic year, 70% of students correctly interpreted data and graphs on the final examination. See "BIOL 209 results" in document repository for data results. No data was collected for BIOL 208.

**Chemistry: Core Curriculum (1)**

**O 1: Critical Thinking**

Students will engage in critical thinking by synthesizing strategies for analyzing scientific problems using a toolbox of general scientific principles and using these same principles to critically evaluate the validity of the views they hold regarding the natural world. This will, therefore, involve interpretation of evidence, critiquing the trustworthiness of evidence and critical reflection on the information provided.

**Related Measures**

**M 1: Measure 1**

Material presented to students in the form of graphical representations will be used as a vehicle to challenge the students' ability to use critical thinking in an attempt to understand the complex inter-relationship between two or more variables. Questions included in tests or quizzes are used for assessment purposes. For example: the link between the changes in global temperatures and changes in the content of certain gases in the atmosphere.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Success for this criterion is that 60% of the students will be able to correctly discern relationships presented in a lecture and laboratory and be able to discuss the proposed relationship in scientific terminology leading to answers that are correct.

**Findings (2012-2013) - Target: Met**

Answering questions related to the relationship between scientific terminology and concepts introduced in lecture and lab, preliminary data provided on 11/25 shows that students in CHEM 101, 102, 207, & 209 discerned the correct response more than 65% of the time for all questions. See data in document management for specific response calculations and questions.

**M 2: Measure 2**

Open-ended problems will be presented that require students to use multiple reference sources: the popular media, scientific literature and on-line reference sources, e.g. EPA website to determine potential success or failure of global strategies. Some of the questions to be used in this section will involve multiple parts that address both "cause and effect relationships and interpretation of charts from primary literature.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

Success for this measure is defined as having 60% of the students able to present a coherent argument using general scientific principles as their foundation.

**Findings (2012-2013) - Target: Met**

Regarding the ability to present a coherent argument using general scientific principles, preliminary data provided on 11/25 shows that students in CHEM 101, 102, 207, & 209 discerned the correct response more

than 65% of the time for all questions. See data in document management for specific response calculations and questions.

## History: Core Curriculum (1)

### O 1: Critical Thinking

The History Department will assess the Critical Thinking competency in the Tier One History component using questions which demand the comprehensive exploration of issues, ideas, and events; and how effectively they address ideas in their historical context.

#### Related Measures

##### **M 1: Measure 1**

A 3 member panel of department faculty will employ a likert scale to assess student essays submitted on examinations and/or other written assignments in answer to questions which demand the comprehensive exploration of issues, ideas, and events. On a scale of 1 to 5, 70% will score 3 or higher.

Source of Evidence: Writing exam to assure certain proficiency level

##### **Target:**

On a scale of 1 to 5, 70% will score 3 or higher.

##### **Findings (2012-2013) - Target: Partially Met**

The results were as follow: "The student clearly understands the question.." 74.1% of responses were 3 or better. "The student offers cogent analysis of the issues raised in the question," 74.1% of responses were 3 or better. "The student reaches a conclusion which is appropriate to the question." 75.9% of responses were 3 or better. "The student exhibits an awareness of alternate possible outcomes." 66.7% of responses were 3 or better.

##### **Related Action Plans (by Established cycle, then alpha):**

###### **Action Plan M1O1**

*Established in Cycle:* 2012-2013

We achieved our goal on four of the five questions. This is encouraging, but we need data from more assessment cycles before tak...

##### **M 2: Measure 2**

A 3 member panel of department faculty will employ a likert scale to assess written student analyses of primary source documents. Student answers will be evaluated on how effectively they address ideas in their historical context. On a scale of 1 to 5, 70% will score 3 or higher.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Target:**

On a scale of 1 to 5, 70% will score 3 or higher.

##### **Findings (2012-2013) - Target: Partially Met**

The results were as follow: "The student understands the viewpoint of the author" 73.7% of responses were 3 or better. "The student understands the historical context of the document." 71.9% of responses were 3 or better. "The student presents his/her analysis in a cogent manner." 70.2% of responses were 3 or better. "The student exhibits an awareness of varied perspectives." 64.9% of responses were 3 or better.

##### **Related Action Plans (by Established cycle, then alpha):**

###### **Action Plan M2O1**

*Established in Cycle:* 2012-2013

We achieved our goal on four of the five questions. This is encouraging, but we need data from more assessment cycles before tak...

#### Related Action Plans (by Established cycle, then alpha)

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##### **Action Plan M1O1**

We achieved our goal on four of the five questions. This is encouraging, but we need data from more assessment cycles before taking any action.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Critical Thinking

##### **Action Plan M2O1**

We achieved our goal on four of the five questions. This is encouraging, but we need data from more assessment cycles before taking any action.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Critical Thinking

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**11 Creative Thinking Competency: Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. (3 associations)**

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**Biology: Core Curriculum (1)**

**O 3: Creative Thinking**



Students will be challenged to work in groups with their fellow students and to think outside their comfort zone. Students will be introduced to areas in Biology with which they may be unfamiliar, and career options they may never have considered. The interdisciplinary nature of science will also be emphasized in order to stimulate creative thinking.

#### Related Measures

##### **M 10: Measure 1 150**

A departmentally developed rubric will include the course instructor's assessment of task completion, confirmation of contact and interview from subject Professor, and a survey of the class as to whether novel information was imparted.

Source of Evidence: Academic direct measure of learning - other

#### **Education: Core Curriculum (1)**

##### **O 2: Creative Thinking**

Creative Thinking: Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

#### Related Measures

##### **M 3: Measure 1**

Students in each section of the Student Teaching Practicum (EDUC 450, 453, 455, 456, 457) are observed at least five times by a University or Education Supervisor. During observations, the University or Education Supervisor records evidence of the teacher candidate's performance in relation to the West Virginia Professional Teaching Standards (WVPTS). The observational data from each of the visits completed by the University or Education Supervisor is recorded on an ST-11 Observation form and after all observations have been completed, the data is tallied using the ST-11-US Summative form. The ST-11-US Observation form and the ST-11 Summative form have been approved by the Shepherd University Professional Education Unit. The ST-11-US Observation form and the ST-11 Summative form list each West Virginia Professional Teaching Standard (WVPTS) and corresponding functions. When the University or Education Supervisor complete the forms based on observational data for each teacher candidate, information about the WVPTS Standard IV-C: Reflection on Practice is provided.

Source of Evidence: Professional standards

##### **Connected Document:**

[ST 11 Observation rubric](#)

##### **Target:**

At least 80 percent of the students will receive a rating of Meets Standard on the following function on the ST-11-US Summative form: STANDARDiv: PROFESSIONAL RESPONSIBILITY FOR SELF-RENEWAL, C. REFLECTION ON PRACTICE. Students show evidence of engagement in self-evaluation of their own teaching practice and articulate adjustments needed for improvement. In addition, students demonstrate a willingness to learn from experiences.

##### **Findings (2012-2013) - Target: Met**

100% of student teachers met or exceeded the target for this measure. See Document Management for data.

##### **M 4: Measure 2**

Students in each section of the Student Teaching Practicum (EDUC 450, 453, 455, 456, 457) are evaluated by the Cooperating Teacher at their field experience site. Cooperating Teachers are site-based Teacher Educators charged with providing guidance and mentoring to support the Student Teacher's professional development in conjunction with the University Supervisor(s). The Cooperating Teacher records evidence of the teacher candidate's performance in relation to the West Virginia Professional Teaching Standards (WVPTS). The Cooperating Teacher records observational data about the student teacher on the ST-11 CT Summative form. The ST-11-CT Summative form has been approved by the Shepherd University Professional Education Unit. It lists each West Virginia Professional Teaching Standard (WVPTS) and corresponding functions. When the Cooperating Teacher completes the form based on observational data for the teacher candidate, information about the WVPTS Standard IV-C: Reflection on Practice is provided.

Source of Evidence: Field work, internship, or teaching evaluation

##### **Connected Document:**

[ST 11 Summative rubric](#)

##### **Target:**

At least 80 percent of the students will receive a rating of Meets Standard on the following function on the ST-11-US Summative form: STANDARDiv: PROFESSIONAL RESPONSIBILITY FOR SELF-RENEWAL, C. REFLECTION ON PRACTICE. Students show evidence of engagement in self-evaluation of their own teaching practice and articulate adjustments needed for improvement. In addition, students demonstrate a willingness to learn from experiences.

##### **Findings (2012-2013) - Target: Met**

100% of student teachers met or exceeded the target for this measure. See Document Management for Data.

#### **Music: Core Curriculum (1)**

##### **O 1: Creative Thinking**

Students will demonstrate an enhanced understanding of artistic theory.

#### Related Measures

##### **M 1: Measure 1**

Through a series of exam questions, students in Music 111 will demonstrate a solid understanding of music theory fundamentals.

Source of Evidence: Academic direct measure of learning - other



**Target:**

70% of students will demonstrate a solid understanding of the fundamentals of music theory.

**M 2: Measure 2**

Students will demonstrate a solid understanding of music theory fundamentals.

Source of Evidence: Academic direct measure of learning - other

**Target:**

80% of students will achieve an 80% or higher on the Music 103 final examination, thus demonstrating a solid understanding of music theory fundamentals.

## **12 Oral Communication Competency: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. (5 associations)**

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**Biology: Core Curriculum (1)****O 6: Oral Communication**

The Biol 415 and Biol 425 courses are intended to be the culmination of student learning in their lecture and laboratory courses during their time as an undergraduate and a time to put that learning into practice. Students must undertake active bench, field, or library research and generate some novel work or conclusions of their own. The student makes an oral presentation of their work to the Biology faculty and the presentation is assessed by the Biology faculty and the mentor using a departmental developed rubric.

**Related Measures****M 14: Measure 1 415\_425**

The student will make an oral presentation open to all faculty and the presentation will be assessed in terms of a rubric developed by the Biology faculty designed to assess that the presentation meets contemporary standards for scientific presentation. Elements of the rubric will include the ability to use technical language common to the biological sciences, the ability to present data in graphs and data, the effectiveness in organizing information and effectiveness in conveying information in an oral presentation. For research projects, Biol 415 and 425, the average assessment by biology faculty will count for 15% of the course grade and for Biol 415 involving library research the average assessment by biology faculty will count for 25% of the course grade. If the student scores 75% or greater, the student is deemed to have presented a scientific paper meeting contemporary standards.

Source of Evidence: Presentation, either individual or group

**Target:**

If the student scores 75% or greater, the student is deemed to have presented a scientific paper meeting contemporary standards.

**M 15: Measure 2 415\_425**

The student's oral presentation will be assessed by a rubric designed to assess a student's understanding of the scientific process. Elements of the rubric include dependence of science on empirically gathered data, the concept of hypothesis formation from data and the testability of hypotheses. For research projects, Biol 415 and 425, the average assessment by biology faculty will count for 15% of the course grade and for Biol 415 involving library research the average assessment by biology faculty will count for 25% of the course grade. If the student scores 75% or greater, the student is deemed to have presented a scientific paper meeting contemporary standards.

Source of Evidence: Presentation, either individual or group

**Target:**

If the student scores 75% or greater, the student is deemed to have presented a scientific paper meeting contemporary standards.

**Communications: Core Curriculum (1)****O 1: Oral Communication**

Obtain audience attention in an oral address, build a persuasive argument (using Monroe's motivated sequence) in an oral address, develop an effective conclusion in an oral address, and learn to manage fear of public speaking.

**Related Measures****M 1: Measure 1**

The program will be assessed using the evaluation instrument for the persuasive speech (representing the culmination of the semester's work). "Attention" is measured by the criteria for "Introduction" on the department's persuasive speech instrument (four separate items were used to establish the criteria for "attention getting." 60% of students scoring 80% or above will be considered the criterion for success. Note: We used four criteria for the first means of assessment. These could be posted separately, as a second, third, and fourth means of assessment, but it is more efficient to group them together.

Source of Evidence: Presentation, either individual or group

**Target:**

60% of students scoring 80% or above will be considered the criterion for success.

**M 2: Measure 2**

The program will be assessed using the evaluation instrument for the persuasive speech (representing the culmination of the semester's work). "Persuasion" is operationalized using Monroe's Motivated Sequence (a well-known and respected standard), and measured by criteria for "body" on the department's persuasive speech evaluation instrument. 60% of students scoring 80% or above will be considered the criterion for success.

Source of Evidence: Presentation, either individual or group

**Target:**

60% of students scoring 80% or above will be considered the criterion for success.

### **M 3: Measure 3**

Conclusion is more than a matter of ending a speech, it is constituted by establishing the intended phenomenon of persuasion, and creating a memorable experience. While a subjective variable, we also consider the persuasion of the instructor; speech is a matter of subjectivity (kairos) perhaps even more than ethos, pathos or logos. •Reinforced central idea? •Ending memorable to audience? •Was the instructor persuaded by the speech? 60% of students scoring 80% or above will be considered the criterion for success.

Source of Evidence: Presentation, either individual or group

#### **Target:**

60% of students scoring 80% or above will be considered the criterion for success.

### **M 4: Measure 4**

Students will be issued the PRCA college-level instrument for measuring apprehension of public speaking at the beginning and end of the semester. If the difference in scores is positive (i.e., less apprehensive) we will consider the program successful.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

#### **Target:**

If the difference in scores is positive (i.e., less apprehensive) we will consider the program successful.

## **Family and Consumer Sciences (FACS): Core Curriculum (1)**

### **O 2: Oral Communication**

Oral Communication Competency

#### **Related Measures**

### **M 3: Measure 1**

Oral presentation of a position paper in FACS 430.

Source of Evidence: Presentation, either individual or group

#### **Target:**

All students completing the course will have attained a satisfactory level on the presentation (70% or better) according to the scoring rubric for the capstone course.

### **M 4: Measure 2**

Peer review of position paper presentations.

Source of Evidence: Student course evaluations on learning gains made

#### **Target:**

80% of students in FACS 430 receive satisfactory (70% or greater) ratings from classmates on the position paper presentation.

## **Psychology: Core Curriculum (1)**

### **O 2: Oral Communication**

Students will be able to communicate effectively in a variety of formats.

#### **Related Measures**

### **M 2: Measure 1**

Students in PSYC 484 Directed Readings present their projects as posters at the end of the semester. Department faculty attend the poster session and rate the posters using the form included as Appendix B. Two of the items on the form (items 6 and 7) request ratings of the quality of the communication. Criterion for success: the median rating for each student on the two communication items will be accomplished or exemplary.

Source of Evidence: Presentation, either individual or group

#### **Target:**

Criterion for success: the median rating for each student on the two communication items will be accomplished or exemplary.

#### **Findings (2012-2013) - Target: Partially Met**

Ratings were obtained on all 34 of the PSYC 485 senior capstone presentations in the fall of 2012, the spring of 2013, and the fall of 2013. On item 6 ("organization"), median ratings of 26 out of 34 students (76%) met the criterion of very good (accomplished) or exceptional (exemplary). On item 7 ("audience"), median ratings of 27 out of 34 students (79%) met the criterion of very good (accomplished) or exceptional (exemplary). On item 8 ("overall quality"), median ratings of 24 out of 34 students (71%) met the criterion of very good (accomplished) or exceptional (exemplary). Although many of our students did very well in these presentations, we did not meet our criterion for success in this area.

### **M 3: Measure 2**

Students in PSYC 485 Senior Thesis prepare a paper describing their research projects. Department faculty will rate these papers using the rubric in Appendix D. Criterion for success: the median overall rating for each student will be accomplished or exemplary.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### **Target:**

Criterion for success: the median overall rating for each student will be accomplished or exemplary.

### **M 4: Measure 3**

Students in PSYC 485 Senior Thesis present their projects in formal 10-minute talks at the end of the semester. Department faculty attend the presentations and rate them using the form included as Appendix C. Three of the items on the form (items 6, 7, and 8) request ratings of the quality of the communication. Criterion for success: the median rating for each student on the three communication items will be very good or exceptional.

Source of Evidence: Presentation, either individual or group

#### **Target:**

Criterion for success: the median rating for each student on the three communication items will be very good or

exceptional.

### **Social Work: Core Curriculum (1)**

#### **O 1: Oral Communication**

Demonstrate effective oral communication on the Comprehensive Examination.

#### Related Measures

##### **M 1: Measure 1**

Comprehensive Exam- Oral Review-- all students will complete the oral review with an minimum assessment of the faculty team of "Acceptable" on a scale of "Excellent", "Acceptable", "Not Acceptable"

Source of Evidence: Comprehensive/end-of-program subject matter exam

##### **Target:**

Comprehensive Exam- Oral Review-- all students will complete the oral review with an minimum assessment of the faculty team of "Acceptable" on a scale of "Excellent", "Acceptable", "Not Acceptable"

##### Findings (2012-2013) - Target: Met

For the 19 graduating seniors of the class of 2013 concerning the oral component of the comprehensive exam, 17 were rated as "excellent" and two were rated as "acceptable".

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**13 Written Communication Competency: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. (10 associations)**

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### **Accounting: Core Curriculum (1)**

#### **O 1: Written Communication**

Students will effectively communicate, in both oral and written English.

#### Related Measures

##### **M 1: Measure 1**

Case Study Assignments: 100% of students who complete the assignment will receive an average of a B or better on the assignments. As per rubrics in the document repository, please note that every assignment is graded on each of the competencies.

Source of Evidence: Academic direct measure of learning - other

##### **Target:**

100% of students who complete the assignment will receive an average of a B or better on the assignments.

##### Findings (2012-2013) - Target: Not Met

There were 8 case studies assigned during the Fall 2012 semester. Five out of the eight (63%) case studies met the target with 100% of the students who completed the assignment receiving an average of a B or better. Two of the eight case studies resulted in 80% of the students receiving an average of a B or better. One case study resulted in only 67% of the students receiving an average of a B or better due to one student receiving a 77% and one student receiving a 60%. The detailed results are found in the document management section.

##### Related Action Plans (by Established cycle, then alpha):

###### **Change in Measurement**

*Established in Cycle: 2012-2013*

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students r...

##### **M 2: Measure 2**

Term Paper: 100% of students who complete the assignment will receive an average of a B or better on the assignment. As per rubrics in the document repository, please note that every assignment is graded on each of the competencies.

Source of Evidence: Academic direct measure of learning - other

##### **Target:**

100% of students who complete the assignment will receive an average of a B or better on the assignment. This can only be achieved if they successfully address and achieve each of the competencies in the paper.

##### Findings (2012-2013) - Target: Not Met

Four of the five (80%) students who completed a term paper met the target of receiving an average of a B or better on the term paper. One student did not complete a term paper so this student was not included in the percentage calculation. The detailed results are found in the document management section.

##### Related Action Plans (by Established cycle, then alpha):

###### **Change in Measurement**

*Established in Cycle: 2012-2013*

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students r...

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#### Related Action Plans (by Established cycle, then alpha)

##### **Change in Measurement**

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students receiving an average of B or higher. This appears to be a more realistic measurement of assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Written Communication

### **Change in Measurement**

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students receiving an average of B or higher. This appears to be a more realistic measurement of assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Written Communication

## **Art: Core Curriculum (1)**

### **O 1: Written Communication**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

#### Related Measures

##### **M 1: Written Communication 1:1**

During the course of the semester, students will complete a term paper based on the analysis of three related works of art from different time periods. A grading rubric will be employed so that the student progress can be gauged in various categories. This first form of assessment will be based on the quality of both the writing and the organization of the paper. Success for this measure is having 80% of the students score above 80% in these two categories.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Target:**

Success for this measure is having 80% of the students score above 80% in these two categories. [Preview Formatting]

##### Findings (2012-2013) - Target: Met

- 16 students succeeded at this task, 4 students failed. • 80% of the students scored above 80% on this measure, meeting the goal.

##### **M 2: Written Communication 1:2**

During the course of the semester, students will complete a term paper based on the analysis of three related works of art from different time periods. A grading rubric will be employed so that the student progress can be gauged in various categories. This second form of assessment will be based on the quality of the formal and conceptual analysis evidenced in their paper. Success for this measure is having 80% of the students score above 80% in these two categories.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Target:**

Success for this measure is having 80% of the students score above 80% in these two categories.

##### Findings (2012-2013) - Target: Not Met

- 15 students succeeded at this task, 5 students failed. • 75% of the students scored above 80% on this measure, falling short of the goal by 5%

## **Biology: Core Curriculum (1)**

### **O 5: Written Communication**

The Biol 415 and Biol 425 courses are intended to be the culmination of student learning in their lecture and laboratory courses during their time as an undergraduate and a time to put that learning into practice. Students must undertake active bench, field, or library research and generate some novel work or conclusions of their own. Students write a research paper detailing their research experiences or library review. The paper goes through several drafts and revisions with the guidance of their research or library mentor. The final draft is assessed by the Biology faculty and the mentor using a departmental developed rubric.

#### Related Measures

##### **M 12: Measure 1 415\_425**

A student's paper will be assessed by a departmental developed rubric in terms of its meeting contemporary standards for scientific publication. Elements of the rubric related to publication, such as composition, clarity, thoroughness and knowledge of biology will be assessed. Assessment by the mentor of the experimental research will count for 40% of the course grade and the average of the assessment by the Biology Department faculty will count for 45% of the course grade. For Biol 415 library projects, the average assessment from the biology faculty will count for 75% of the course grade. If the student scores 75% or greater, the student is deemed to have written a scientific paper meeting contemporary standards.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Target:**

A student's paper will be assessed by a departmental developed rubric in terms of its meeting contemporary standards for scientific publication. Elements of the rubric related to publication, such as composition, clarity, thoroughness and knowledge of biology will be assessed. Assessment by the mentor of the experimental research will count for 40% of the course grade and the average of the assessment by the Biology Department faculty will count for 45% of the course grade. For Biol 415 library projects, the average assessment from the biology faculty will count for 75% of the course grade. If the student scores 75% or greater, the student is deemed to have written a scientific paper meeting contemporary standards.

**M 13: Measure 2 415\_425**

A student's paper will be assessed by a departmental developed rubric in terms of its meeting contemporary standards related to analysis of results. Elements of the rubric include a student's understanding of the scientific method, the quality of conclusions and discussion, and their analytical abilities, reasoning and mathematical skills. Assessment by the mentor of the experimental research will count for 40% of the course grade and the average of the assessment by the Biology Department faculty will count for 45% of the course grade. For Biol 415 library projects, the average assessment from the biology faculty will count for 75% of the course grade. If the student scores 75% or greater, the student is deemed to have written a scientific paper meeting contemporary standards.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

If the student scores 75% or greater, the student is deemed to have written a scientific paper meeting contemporary standards.

**Business Administration: Core Curriculum (1)****O 1: Written Communication**

Written Communication Assessment Students will demonstrate... The ability to write without typos or spelling errors The ability to write without grammatical errors The ability to write without sentence structure error The ability to create a topic sentence and topic paragraph The ability to present factual information understandably The ability to use appropriate (APA) citation and reference structure

Related Measures**M 1: Measure 1**

(Direct): 80% of students are expected to achieve at least an 80% average grade on five two-page case study papers as scored against the BADM 407 writing rubric. (Rubric 1 attached)

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document:**

[Rubric 1](#)

**Target:**

80% of students are expected to achieve at least an 80% average grade on five two-page case study papers as scored against the BADM 407 writing rubric. (Rubric 1 in Doc. Repository)

**Connected Document:**

[Rubric 1](#)

**M 2: Measure 2**

(Indirect): Peer evaluations of written assignments will indicate that the paper is largely error free, that the theme of the paper is comprehensible and that structure is understandable. Peer evaluations will be shared with the student-author and reported to the supervising professor.

Source of Evidence: Capstone course assignments measuring mastery

**Communications: Core Curriculum (1)****O 4: Written Communication**

Students will write a successful news release about a hypothetical situation that will be assessed using the "AACU Written Communication VALUE Rubric."

Related Measures**M 9: Measure 1**

Students will score at least a 3 on the "Sources and Evidence" part of the AACU rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

75% of students will score at least a "3" on the "sources and Evidence" part of the AACU VALUE writing rubric.

**M 10: Measure 2**

Students will score at least a "3" on the "syntax and mechanics" part of the AACU rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

75% of students will score at least a "3" on the AACU "Syntax and Mechanics" part of the AACU VALUE rubric.

**English: Core Curriculum (1)****O 1: Written Communication**

Written Communication Competency: Students will effectively communicate in written English their thoughts in dialog with outside, secondary perspectives.

Related Measures**M 1: Measure 1**

All sections of ENGL101 will include a writing portfolio assignment. At a minimum, the portfolio will include two substantially revised essays and a final, reflective letter detailing the student's revision process as well as a self-assessment of learning. With the assistance of the Office of Institutional Research, a random, representative sample of student portfolios will be evaluated to determine whether they reflect competency in eight (8) essential skills. (See items A – H under "Mission/Purpose- additional information" for specific details on the eight skills.) 60% of sampled composition student portfolios will demonstrate competency in written English.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

60% of sampled composition student portfolios will demonstrate competency in written English.

## **M 2: Measure 2**

All sections of ENGL101 will include a writing portfolio assignment. At a minimum, the portfolio will include two substantially revised essays and a final, reflective letter detailing the student's revision process as well as a self-assessment of learning. With the assistance of the Office of Institutional Research, a random, representative sample of student portfolios will be evaluated to determine whether the reflective letters highlight development and maturation in the students' writing. 60% of students' reflective letters will demonstrate metacognitive awareness of an evolution in their ability to communicate in written English.

Source of Evidence: Portfolio, showing skill development or best work

### **Target:**

60% of students' reflective letters will demonstrate metacognitive awareness of an evolution in their ability to communicate in written English.

## **Family and Consumer Sciences (FACS): Core Curriculum (1)**

### **O 1: Written Communication**

Written Communication Competency

#### Related Measures

### **M 1: Measure 1**

Written Completion of a term paper in FACS 403.

Source of Evidence: Written assignment(s), usually scored by a rubric

### **Target:**

80% of students successfully complete the term paper project with 70% or better according to the scoring rubric for this assignment.

### **M 2: Measure 2**

Student reports of lessons learned and expectations about how the consumer sector operates as a part of the overall US economy.

Source of Evidence: Focus groups on teaching, learning, program value

### **Target:**

100% of students will report at least two lessons learned about consumer activity and/or redress issues in FACS 403.

## **Nursing Education: Core Curriculum (1)**

### **O 2: Written Communication**

The BSN graduate will demonstrate effective written communication skills.

#### Related Measures

### **M 3: Measure 1**

Students enrolled in NURS-437 (Nursing Research) will earn a C or better on the final draft of EBP Project.

Source of Evidence: Written assignment(s), usually scored by a rubric

### **Target:**

80% of students enrolled in NURS-437 (Nursing Research) will earn a C or better on the final draft of EBP Project. This is an institutional required measure for core curriculum writing in the major.

#### Findings (2012-2013) - Target: Met

Fall 2012: 30/30 students in NURS 437 earned a C or better on the final draft of the EBP Project. Spring 2013: 35/35 students in NURS 437 earned a C or better on the final draft of the EBP Project.

#### Related Action Plans (by Established cycle, then alpha):

##### **Action Plan M1 O2**

*Established in Cycle:* 2012-2013

Will continue to monitor but will propose a new measure to be assessed in the next plan.

### **M 4: Measure 2**

Students enrolled in NURS-437 (Nursing Research) will conduct a research critique of an EBP /Research article. This is an institutional required measure for core curriculum writing in the major.

Source of Evidence: Academic direct measure of learning - other

### **Target:**

80% of students enrolled in NURS-437 (Nursing Research) will conduct a research critique of an EBP /Research article. This is an institutional required measure for core curriculum writing in the major.

#### Findings (2012-2013) - Target: Met

Fall 2012: 30/30 students in NURS 437 conducted a research critique of an EBP/Research article. Spring 2013: 35/35 students in NURS 437 conducted a research critique of an EBP/Research article.

#### Related Action Plans (by Established cycle, then alpha):

##### **Action Plan M2 O2**

*Established in Cycle:* 2012-2013

Will continue to monitor but will propose a new measure to be assessed in the next plan.

#### Related Action Plans (by Established cycle, then alpha)

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##### **Action Plan M1 O2**

Will continue to monitor but will propose a new measure to be assessed in the next plan.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**



**Measure:** Measure 1 | **Outcome/Objective:** Written Communication

**Action Plan M2 O2**

Will continue to monitor but will propose a new measure to be assessed in the next plan.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Written Communication

**Social Work: Core Curriculum (1)**

**O 2: Written Communication**

Demonstrate effective written communication on the Comprehensive Examination.

**Related Measures**

**M 2: Measure 1**

Entire Comprehensive Exam-Written Analysis-- Students will complete the exam with a minimum score of 210 of 300 points.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

Students will complete the exam with a minimum score of 210 of 300 points.

**Findings (2012-2013) - Target: Partially Met**

For the 19 graduating seniors of the class of 2013 concerning the written comprehensive exam, 18 students met or exceeded the target. One student did not meet the target score.

**Sociology: Core Curriculum (1)**

**O 1: Written Communication**

Written Communication

**Related Measures**

**M 1: Measure 1**

Students in both concentrations are required to complete a Research Methods course (SOCI 405). "Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images." The formal research paper required of the methods course involves multiple writing techniques: 1. Completion of a literature review (i.e. evidence of information literacy): summarizing completed research within the field (100 points) 2. Presenting research findings (i.e. evidence of quantitative literacy): using technical writing to explain results of hypothesis testing (50/100 points) 3. Drawing conclusions (i.e. evidence of critical thinking): explaining what the findings mean, if the hypothesis was supported, what further research is needed, and the study's limitations. (50/100 points)

Source of Evidence: Senior thesis or culminating major project

**Target:**

Benchmark: The paper in its entirety is worth a total of 400 points. Seventy (70) percent of students will receive a minimum of 75% (i.e. 300) of the points for the paper.

**Findings (2012-2013) - Target: Partially Met**

Results: SOCI 405: Research Methods is only taught in the spring semester. Thirty five sociology majors enrolled in the spring of 2013. Of those students, 24 (68.6%) earned 75% or more of the possible points for the paper assignment. Thus, we were just shy of our target.

**Related Action Plans (by Established cycle, then alpha):**

**Action Plan O1,M1**

*Established in Cycle:* 2012-2013

We will likely maintain our target of 70%, and evaluate areas of weakness to provide greater support in the future. [NOTE: This ...

**M 2: Measure 2**

Students in both concentrations are required to complete a capstone course, SOCI 419: Internship. This course requires a thesis paper, part of which is macro- and micro-theoretical applications evaluating the experience (i.e. theory-to-practice). Additionally, they are asked to evaluate their organization's functions within broader society. Since all internships require working with people of diverse backgrounds, they are also asked to explore concepts including social stratification, social inequality, and deviance. Rubrics will be used to grade these papers based on critical thinking, content, and style.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

Benchmark: 90% of students will receive an 80% or higher on this thesis paper.

**Findings (2012-2013) - Target: Met**

Results: Forty (40) students completed SOCI 419: Internship over the fall of 2012 (n=13), spring of 2013 (n=16), and summer of 2013 (n=11). Of those 40 students, only 2 received lower than an 80%; therefore, 95% received higher than an 80% and our target was reached.

**Related Action Plans (by Established cycle, then alpha)**

**Action Plan O1,M1**

We will likely maintain our target of 70%, and evaluate areas of weakness to provide greater support in the future. [NOTE: This course is also required of Social Work majors. Of the 18 Social Work majors, 15 (83%) received 75% or higher. Since they performed better, we may also examine what skills/experience they may have that our students may be lacking]

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Written Communication

**14 Quantitative Literacy Competency: A "habit of mind," competency, and comfort in working with numerical data. Individuals with strong Quantitative Literacy skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, (6 associations))**

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**Biology: Core Curriculum (1)**

**O 2: Quantitative Literacy**

Students will acquire quantitative skills that will allow them to reason and solve quantitative problems from a wide array of contexts and situations. Students will conduct laboratory exercises that collect and analyze data. They will be able to understand and can create cogent arguments supported by quantitative evidence and clearly communicate those arguments using words, tables, graphs, and mathematical equations.

**Related Measures**

**M 5: Measure 1 101\_102**

Every semester final exam, students are asked to interpret a graph and determine functional relationships between variables. Three questions probe their ability to interpret the graph and extrapolate a relationship between variables. The scores to these questions are gathered and totaled. If the student body scores a 60%, we consider the student body to understand scientific concepts and the scientific method.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

If the student body scores a 60%, we consider the student body to understand scientific concepts and the scientific method.

**Findings (2012-2013) - Target: Met**

In General Biology 101, the three year average of percentage of correct responses in reading graphs was 73.6%. In General Biology 102, the three year average for this measure was 63.9%. See "General Biology Assessment" in the document repository for data results.

**M 6: Measure 2 101\_102**

In the laboratory, students are usually required to tabulate data, make charts and do computations based on the data that they have collected. These activities allow student to make quantitative evaluations for their own data which they use to answer questions addressed in the lab. Questions included in tests or quizzes are used for assessment purposes and selected charts, questions, or computations from lab reports will be used to assess students' quantitative literacy. The criterion for success is that students are successful at least 60% of the time in producing a correct chart, computation or conclusion.

Source of Evidence: Academic direct measure of learning - other

**Target:**

The criterion for success is that students are successful at least 60% of the time in producing a correct chart, computation or conclusion.

**M 7: Measure 3 208\_209**

Every semester final exam, students are asked to interpret a graph and determine functional relationships between variables. Three questions probe their ability to interpret the graph and extrapolate a relationship between variables. The scores to these questions are gathered and totaled. If the student body scores a 60%, we consider the student body to understand scientific concepts and the scientific method.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**

If the student body scores a 60%, we consider the student body to understand scientific concepts and the scientific method.

**Findings (2012-2013) - Target: Met**

In BIOL 209 for the 2012-2013 academic year, 79.4% of students correctly interpreted data and graphs on the final examination. See "BIOL 209 results" in document repository for data results. No data was collected for BIOL 208.

**M 8: Measure 4 208\_209**

In the laboratory, students are usually required to tabulate data, make charts and do computations based on the data that they have collected. These activities allow student to make quantitative evaluations for their own data which they use to answer questions addressed in the lab. Questions included in tests or quizzes are used for assessment purposes and selected charts, questions, or computations from lab reports will be used to assess students' quantitative literacy. The criterion for success is that students are successful at least 60% of the time in producing a correct chart, computation or conclusion.

Source of Evidence: Academic direct measure of learning - other

**Target:**

The criterion for success is that students are successful at least 60% of the time in producing a correct chart, computation or conclusion.

**Findings (2012-2013) - Target: Partially Met**

In BIOL 209 for the 2012-2013 academic year, 73.1% of students correctly produced a chart, computation, or conclusion. See "BIOL 209 results" in document repository for data results. No data was collected for BIOL 208.



## Chemistry: Core Curriculum (1)

### O 2: Quantitative Literacy

Students will acquire quantitative skills that will allow them to reason and solve quantitative problems from a wide array of contexts and situations. Students will conduct laboratory exercises that collect and analyze data. They will be able to understand and can create cogent arguments supported by quantitative evidence and clearly communicate those arguments using words, tables, graphs, and mathematical equations.

#### Related Measures

##### **M 3: Measure 1**

The students' ability to interpret graphs, data tables, three-dimensional models or equations will be assessed based on questions embedded in tests and quizzes.

Source of Evidence: Academic direct measure of learning - other

##### **Target:**

The criterion for success is that students correctly answer at least 60% of the questions.

##### **Findings (2012-2013) - Target: Partially Met**

Based on preliminary data using 8 questions on tests and quizzes in CHEM 101, 102, 207, & 209, at least 60% of students provided the correct response 5/7 times. For the two questions in which the target of 60% was not met, 44% & 58% of students provided correct response. See document management for more data and sample questions.

##### **M 4: Measure 2**

In the laboratory, students are usually required to tabulate data, make charts and do computations based on the data that they have collected. These activities allow student to make quantitative evaluations for their own data which they use to answer questions addressed in the lab. Selected charts, questions, or computations from lab reports will be used to assess students' quantitative literacy.

Source of Evidence: Project, either individual or group

##### **Target:**

The criterion for success is that students are successful at least 60% of the time in producing a correct chart, computation or conclusion.

##### **Findings (2012-2013) - Target: Partially Met**

Based on preliminary data using 8 questions on tests and quizzes in CHEM 101, 102, 207, & 209, at least 60% of students provided the correct response 5/7 times. For the two questions in which the target of 60% was not met, 44% & 58% of students provided correct response. See document management for more data and sample questions.

## Computer Sciences, Mathematics, and Engineering (CME): Core Curriculum (1)

### O 1: Outcome 1

Students will solve problems systematically and demonstrate mathematical skills by manipulating, graphing and extracting information from a linear equation.

#### Related Measures

##### **M 1: Measure 1**

A common multiple choice question (with 4 parts) will be given in all Math 101 core courses along with the final examination. Our goal is that 80% of respondents answer each part correctly.

Source of Evidence: Academic direct measure of learning - other

##### **Target:**

Our goal is that 80% of respondents answer each part correctly.

## Economics: Core Curriculum (1)

### O 1: Quantitative Literacy

Utilize tools such as charts, graphs, and equations to describe the relationship between economic variables to demonstrate Quantitative Literacy.

#### Related Measures

##### **M 1: Measure 1**

Fall Semester 2012 or Spring Semester 2013 at least 4 sections of ECON 123 and ECON 205, with a minimum of 100 students, will include a common supply and demand analysis question on the first exam. The student will be asked to draw the supply and demand curves for a product to describe the relationship between price and quantity demanded and the relationship between price and quantity supplied. A three person panel of faculty from the Economics Department will assess the student's ability to use graphs to describe the relationship between economic variables using primary trait analysis. At least 70 percent of the students will have a satisfactory or better median assessment score for each of the traits assessed.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Target:**

At least 70 percent of the students will have a satisfactory or better median assessment score for each of the traits assessed.

##### **Findings (2012-2013) - Target: Met**

Spring Semester 2013 four sections of ECON 205 with a total of 97 students were used for Core Curriculum assessment. The four sections included a common supply and demand question on the first exam. Using supply and demand graphs students were asked to define equilibrium, determine the equilibrium price and quantity graphically, show and explain which curve shifts in response to a change in a nonprice determinant of demand and then determine the new equilibrium price and quantity. The responses were assessed by all five members of the Department. Data is charted in the Document Repository and shows the number of students who obtained a median assessment score of unsatisfactory, satisfactory and excellent for each part of the problem. Our data shows that more than 70% of the students had a median assessment score of

satisfactory or excellent on all five parts of the problem. These results indicate success with respect to both quantitative literacy and problem solving using graphs.

**Related Action Plans (by Established cycle, then alpha):**

**M1O1 Action Plan**

*Established in Cycle:* 2012-2013

It can easily be seen that the proportion of students with a satisfactory or excellent assessment score decreases as the student...

**M 2: Measure 2**

The first means of assessment focuses on the student's ability to use graphs to describe the relationship between economic variables. The second means of assessment focuses on the student's ability to use charts to describe the relationship between economic variables. Fall Semester 2012 or Spring Semester 2013 at least 4 sections of ECON 123 and ECON 205, with a minimum of 100 students, will include a common set of multiple choice questions utilizing supply and demand charts. The questions will be designed to assess the student's ability to describe the relationship between price and quantity demanded and price and quantity supplied using these charts. At least 70 percent of the students will correctly answer at least 70 percent of the questions correctly.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

The questions will be designed to assess the student's ability to describe the relationship between price and quantity demanded and price and quantity supplied using charts. At least 70 percent of the students will correctly answer at least 70 percent of the questions correctly.

**Related Action Plans (by Established cycle, then alpha):**

**M2O1**

*Established in Cycle:* 2012-2013

Next assessment cycle both types of questions will be included and assessed.

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**Related Action Plans (by Established cycle, then alpha)**

**M1O1 Action Plan**

It can easily be seen that the proportion of students with a satisfactory or excellent assessment score decreases as the students move through the problem. 98% of the students were successful at identifying the initial equilibrium while only 75% of the students could successfully identify the new equilibrium. More attention needs to be paid to solving the complete problem. Students start the problem correctly but sometimes get lost in the details while moving through problem.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Quantitative Literacy

**M2O1**

Next assessment cycle both types of questions will be included and assessed.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Quantitative Literacy

**Environmental Studies: Core Curriculum (2)**

**O 1: Problem Solving**

The student will design a strategy to answer an open-ended question.

**Related Measures**

**M 1: Measure 1**

Final exam questions are used in the following physical science courses to evaluate problem solving skills: GSCI 103 GSCI 101, PHYS 221, PHYS 201, 60% of respondents provide the correct answer. See document repository for exam questions and response rate per question.

Source of Evidence: Academic direct measure of learning - other

**Target:**

60% of respondents provide the correct answer on final exam questions in several courses to questions regarding quantitative literacy and problem solving.

**Findings (2012-2013) - Target: Met**

In measuring the competency of quantitative literacy, 63.9% of overall respondents (answering 10 questions in 5 courses) provided the correct answer. In measuring the competency of problem solving, 68.2% of overall respondents (answering 10 questions in 5 courses) provided the correct answer.

**M 2: Measure 2**

Additional final exam questions are used in the following physical science courses to evaluate problem solving skills: GSCI 103 GSCI 101, PHYS 221, PHYS 201

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**

60% of respondents provide the correct answer on final exam questions in several courses to questions regarding problem solving.

**O 2: Quantitative Literacy**

Final exam questions are used in the following physical science courses to evaluate quantitative literacy skills: GSCI 103 GSCI 101, PHYS 221, PHYS 201

### Related Measures

#### **M 3: Measure 1**

60% of respondents provide the correct answer on final exam questions in several courses to questions regarding quantitative literacy.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### **Target:**

60% of respondents provide the correct answer on final exam questions in several courses to questions regarding quantitative literacy and problem solving.

#### **M 4: Measure 2**

60% of respondents provide the correct answer on additional final exam questions in several courses to questions regarding quantitative literacy.

Source of Evidence: Writing exam to assure certain proficiency level

#### **Target:**

60% of respondents provide the correct answer on final exam questions in several courses to questions regarding quantitative literacy.

## **15 Information Literacy Competency: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. (4 associations)**

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### **Accounting: Core Curriculum (1)**

#### **O 4: Information Literacy**

Students will acquire satisfactory information literacy skills.

### Related Measures

#### **M 2: Measure 2**

Term Paper: 100% of students who complete the assignment will receive an average of a B or better on the assignment. As per rubrics in the document repository, please note that every assignment is graded on each of the competencies.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

100% of students who complete the assignment will receive an average of a B or better on the assignment. This can only be achieved if they successfully address and achieve each of the competencies in the paper.

#### **Findings (2012-2013) - Target: Not Met**

Four of the five (80%) students who completed a term paper met the target of receiving an average of a B or better on the term paper. One student did not complete a term paper so this student was not included in the percentage calculation. The detailed results are found in the document management section.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Change in Measurement**

*Established in Cycle:* 2012-2013

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students r...

### Related Action Plans (by Established cycle, then alpha)

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#### **Change in Measurement**

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students receiving an average of B or higher. This appears to be a more realistic measurement of assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Information Literacy

### **Biology: Core Curriculum (1)**

#### **O 4: Information Literacy**

Scientific research depends upon information access in many ways, and these will be covered in detail. The importance of the ability to competently gather information from the literature and to make full use of the resources available will be stressed. Library resources will feature in to this course prominently

### Related Measures

#### **M 11: Measure 1 150**

Students must locate articles on chosen scientific topics from among the popular literature and the scientific (peer-reviewed) literature, clearly distinguishing between the two, and demonstrate the ability to obtain full-text scientific journal articles.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

Articles will be assessed by the instructor as meeting the assigned criteria. 80% of the class will be able to produce the requested literature items.

### **First Year Experience: Core Curriculum (1)**

## O 2: Information Literacy

Students will demonstrate information literacy skills.

### Related Measures

#### M 3: Measure 1

FYEX students will participate in an information literacy tutorial (SearchPath) with assessments developed by the library faculty.

Source of Evidence: Academic direct measure of learning - other

#### Target:

90% of students who take the tutorial will complete the assessments satisfactorily.

#### M 4: Measure 2

On their final course surveys, developed by the FYEX office, students will indicate satisfaction with what they have learned in the area of information literacy.

Source of Evidence: Student course evaluations on learning gains made

#### Target:

95% of students will indicate satisfaction with their learning in the area of information literacy.

#### Findings (2012-2013) - Target: Not Met

Satisfaction was ranked on a likert scale of 1 - 5 with 1 being low and 5 being high. For the purpose of this assessment, responses given a 4 or 5 are considered to indicate "satisfaction". Fall 2012: In FYEX 101, 80 students responded with 50 rating their satisfaction a 4 or 5 = 63%. In FYEX 102, 140 students responded with 101 rating their satisfaction at 4 or 5 = 72%. Spring 2013: In FYEX 101, 25 students responded with 19 rating their satisfaction at 4 or 5 = 79%. In FYEX 102, 3 students responded with all 3 rating their satisfaction at 4 or 5 = 100%. We met the target of this measure in one instance with a small cohort of students, but student responses were generally more varied and typically did not match our target benchmark.

#### Related Action Plans (by Established cycle, then alpha):

##### M2O2

*Established in Cycle:* 2012-2013

We will work with FYEX instructors to more explicitly communicate the tenets of information literacy to students and try to d...

### Related Action Plans (by Established cycle, then alpha)

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#### M2O2

We will work with FYEX instructors to more explicitly communicate the tenets of information literacy to students and try to develop resources to assist them in teaching this competency. We hope to meet our target of 95% satisfaction with this outcome next assessment cycle. We have recently stopped using the SearchPath tutorial and are working with Laura Neal to structure information literacy projects in FYEX courses that are specific to each class.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Information Literacy

### Nursing Education: Core Curriculum (1)

## O 3: Information Literacy

The ability to find and locate information and use it as needed to solve a problem.

### Related Measures

#### M 5: Measure 1

80% of students enrolled in NUPR 100 will access their RAIL degree evaluation. Students are required to print a copy of their completed degree evaluation and present it to their advisor. Assignment is given in the NUPR course.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### Target:

80% of students will complete this assignment.

#### Findings (2012-2013) - Target: Met

Fall 2012: 6 sections of NUPR 100 for a total of 91 students: 100% accessed their degree evaluation and submitted it to their advisor. Spring 2013: 1 section of NUPR 100 for a total of 11 students: 1 withdrew; 10/10 then accessed their degree evaluation and submitted it to their advisor. 100%

#### Related Action Plans (by Established cycle, then alpha):

##### Action Plan M1 O3

*Established in Cycle:* 2012-2013

This is an important measure for our beginning students. We will continue to monitor and introduce students to the new degree e...

#### M 6: Measure 2

80% of students in enrolled in NUPR 100 will participate in an online SAKAI discussion of a patient-centered care, health promotion, or health topic.

Source of Evidence: Project, either individual or group

#### Target:

80% of students will complete discussion board assignment.

#### Findings (2012-2013) - Target: Partially Met

Fall 2012: 6 sections for a total of 91 students - 0% completed assignment. Spring 2013: 1 section for a total

of 11 students - 1 withdrew - 10/10 completed assignment for 100% completion.

**Related Action Plans (by Established cycle, then alpha):**

**NUPR 100 Sakai Discussion board activity**

*Established in Cycle:* 2012-2013

Better orient faculty to require this assignment. Communicated this better to faculty in the spring and subsequent semesters.

**Related Action Plans (by Established cycle, then alpha)**

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**Action Plan M1 O3**

This is an important measure for our beginning students. We will continue to monitor and introduce students to the new degree evaluation program, DegreeWorks.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Information Literacy

**NUPR 100 Sakai Discussion board activity**

Better orient faculty to require this assignment. Communicated this better to faculty in the spring and subsequent semesters.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Information Literacy

**16 Collaboration/Teamwork Competency: Collaboration and teamwork are behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.) (1 association)**

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**Chemistry: Core Curriculum (1)**

**O 3: Teamwork**

Students will interpret evidence and draw conclusions, critiquing the trustworthiness of evidence and reflecting critically on information included and/or omitted from reports on scientific matters; understand the link between science and technology, including the use of technology for learning, research, and communicating findings; and demonstrate an understanding of the personal and social impacts of science and develop decision-making skills.

**Related Measures**

**M 5: Measure 1**

Research Project scored by a rubric.

Source of Evidence: Project, either individual or group

**Target:**

Students will score 70% on the research project.

**17 Problem Solving Competency: Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal. (2 associations)**

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**Economics: Core Curriculum (1)**

**O 2: Problem Solving**

Utilize tools such as charts, graphs and equations to examine and solve economic problems to demonstrate a competency in Problem Solving.

**Related Measures**

**M 3: Measure 1**

Fall Semester 2012 or Spring Semester 2013 at least 4 sections of ECON 123 and ECON 205, with a minimum of 100 students, will include a common supply and demand analysis question on the first exam. The student will be asked to draw and use the supply and demand curves for a product and to determine graphically the equilibrium price and quantity of the product. The student will then be asked to demonstrate and explain the effect (either a shift in the demand or supply curve) of a change in a non-price determinant of demand or supply. Finally, the student will be asked to determine and explain the change in the equilibrium price and quantity of the product. A three person panel of faculty from the Economics Department will use primary trait analysis to assess the student's ability to use graphs in problem solving. At least 70 percent of the students will have a satisfactory or better median assessment score for each of the traits assessed.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

A three person panel of faculty from the Economics Department will use primary trait analysis to assess the student's ability to use graphs in problem solving. At least 70 percent of the students will have a satisfactory or better median assessment score for each of the traits assessed.

**Findings (2012-2013) - Target: Met**

Spring Semester 2013 four sections of ECON 205 with a total of 97 students were used for Core Curriculum

assessment. The four sections included a common supply and demand question on the first exam. Using supply and demand graphs students were asked to define equilibrium, determine the equilibrium price and quantity graphically, show and explain which curve shifts in response to a change in a nonprice determinant of demand and then determine the new equilibrium price and quantity. The responses were assessed by all five members of the Department. Data collected and available in the Document Repository shows the number of students who obtained a median assessment score of unsatisfactory, satisfactory and excellent for each part of the problem. Our data shows that more than 70% of the students had a median assessment score of satisfactory or excellent on all five parts of the problem. These results indicate success with respect to both quantitative literacy and problem solving using graphs.

**Related Action Plans (by Established cycle, then alpha):**

**M1O2**

*Established in Cycle: 2012-2013*

It can easily be seen that the proportion of students with a satisfactory or excellent assessment score decreases as the student...

**M 4: Measure 2**

The first means of assessment focuses on the student's ability to use graphs in problem solving. The second means of assessment focuses on the student's ability to use charts in problem solving. Fall Semester 2012 or Spring Semester 2013 at least 4 sections of ECON 123 and ECON 205, with a minimum of 100 students, will include a common set of multiple choice questions utilizing a supply and demand chart to determine the equilibrium price and quantity and determine the change in the equilibrium price and quantity due to a change in either supply or demand. At least 70 percent of the students will correctly answer at least 70 percent of the questions related to problem solving using charts.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

At least 70 percent of the students will correctly answer at least 70 percent of the questions related to problem solving using charts.

**Related Action Plans (by Established cycle, then alpha):**

**M2O2**

*Established in Cycle: 2012-2013*

Next assessment cycle both types of questions will be included and assessed.

**Related Action Plans (by Established cycle, then alpha)**

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**M1O2**

It can easily be seen that the proportion of students with a satisfactory or excellent assessment score decreases as the students move through the problem. 98% of the students were successful at identifying the initial equilibrium while only 75% of the students could successfully identify the new equilibrium. More attention needs to be paid to solving the complete problem. Students start the problem correctly but sometimes get lost in the details while moving through problem.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Problem Solving

**M2O2**

Next assessment cycle both types of questions will be included and assessed.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Problem Solving

**Environmental Studies: Core Curriculum (1)**

**O 1: Problem Solving**

The student will design a strategy to answer an open-ended question.

**Related Measures**

**M 1: Measure 1**

Final exam questions are used in the following physical science courses to evaluate problem solving skills: GSCI 103 GSCI 101, PHYS 221, PHYS 201, 60% of respondents provide the correct answer. See document repository for exam questions and response rate per question.

Source of Evidence: Academic direct measure of learning - other

**Target:**

60% of respondents provide the correct answer on final exam questions in several courses to questions regarding quantitative literacy and problem solving.

**Findings (2012-2013) - Target: Met**

In measuring the competency of quantitative literacy, 63.9% of overall respondents (answering 10 questions in 5 courses) provided the correct answer. In measuring the competency of problem solving, 68.2% of overall respondents (answering 10 questions in 5 courses) provided the correct answer.

**M 2: Measure 2**

Additional final exam questions are used in the following physical science courses to evaluate problem solving skills: GSCI 103 GSCI 101, PHYS 221, PHYS 201

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**



60% of respondents provide the correct answer on final exam questions in several courses to questions regarding problem solving.

**18 Lifelong Learning Competency: Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (4 associations)**

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**Family and Consumer Sciences (FACS): Core Curriculum (1)**

**O 4: Lifelong Learning Competency**

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence." The course will prepare students to be this type of learner, especially as it pertains to wellness.

Related Measures

**M 7: Measure 1**

Students will write reflections about their food choices based on course readings.

Source of Evidence: Student course evaluations on learning gains made

**Target:**

100% of students will report on their current eating habits, the changes necessary to improve them, and their goals to sustain healthy eating habits throughout their lifetime.

**M 8: Measure 2**

Students will write reflections about their exercise choices based on course readings.

Source of Evidence: Student course evaluations on learning gains made

**Target:**

100% of students will report on their current exercise habits, the changes necessary to improve them, and their goals to sustain healthy exercise habits throughout their lifetime.

**First Year Experience: Core Curriculum (1)**

**O 1: Lifelong Learning**

Students will demonstrate lifelong learning skills.

Related Measures

**M 1: Measure 1**

On their final course surveys, developed by the FYEX office, students will indicate satisfaction with what they have learned in the area of lifelong learning.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

95% of students will indicate satisfaction with what they have learned in the area of "lifelong learning."

Findings (2012-2013) - Target: Not Met

Satisfaction was ranked on a likert scale of 1 - 5 with 1 being low and 5 being high. For the purpose of this assessment, responses given a 4 or 5 are considered to indicate "satisfaction". Fall 2012: In FYEX 101, 100 students responded with 63 rating their satisfaction a 4 or 5 = 63%. In FYEX 102, 133 students responded with 105 rating their satisfaction at 4 or 5 = 79%. Spring 2013: In FYEX 101, 25 students responded with 20 rating their satisfaction at 4 or 5 = 80%. In FYEX 102, 3 students responded with all 3 rating their satisfaction at 4 or 5 = 100%. We met the target of this measure in one instance with a small cohort of students, but student responses were generally more varied and typically did not match our target benchmark.

Related Action Plans (by Established cycle, then alpha):

**Action Plan M101**

*Established in Cycle:* 2012-2013

We will work with FYEX instructors to more explicitly communicate the tenets of lifelong learning to students and try to deve...

**M 2: Measure 2**

FYEX students will participate in a Career Goal Presentation, followed by a written in-class assessment based upon the presentation.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

95% of FYEX students participating will complete the written exercise satisfactorily.

Related Action Plans (by Established cycle, then alpha)

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**Action Plan M101**

We will work with FYEX instructors to more explicitly communicate the tenets of lifelong learning to students and try to develop resources to assist them in teaching this competency. We hope to meet our target of 95% satisfaction with this outcome next assessment cycle.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Lifelong Learning

**HPERS: Core Curriculum (1)**

## **O 2: Lifelong Learning**

Students will demonstrate a life-long commitment to wellness.

### Related Measures

#### **M 3: Measure 1**

An "End-of-Course" survey will be given to students. Questions on the survey pertain to learning about nutrition and weight management, stress and stress management and physical fitness (i.e. CV, Flex, Muscle Fitness).

Source of Evidence: Academic indirect indicator of learning - other

#### **Target:**

90% of students will select "4" or "5" (strongly agree or agree) to these questions on the survey.

#### **M 4: Measure 2**

A wellness essay will be written by each student during the last week of the the GSPE 210 course. Students will respond to the following prompt regarding lifelong learning: How do you plan to maintain a wellness lifestyle in the future?

Source of Evidence: Written assignment(s), usually scored by a rubric

#### **Target:**

80% of students will respond to the "prompt two" essay question at an acceptable level or higher. This means students will score at least a 4 in each of the categories and/or a total of 20/25 points on the Prompt Two rubric.

### **Library (1)**

#### **O 3: ISO 2**

To enhance lifelong learning in our community.

### Related Measures

#### **M 5: Measure 1**

Attendees at the Scarborough Lecture Series will be asked to complete a survey with the question, "This lecture has enhanced my learning." Attendees will respond to a 5-point Likert scale (5 - strongly agree... and 1 - strongly disagree).

Source of Evidence: Academic indirect indicator of learning - other

#### **Target:**

90% of completed surveys will show an average of 4 or above.

#### Findings (2012-2013) - Target: Partially Met

The library surveyed three Scarborough Society Lectures on November 28, 2012, April 4, 2013, and October 16, 2013 with the collected surveys being 20, 30, and 16 respectively. On the Likert scale 95% of the November 2012 surveys, 90% of the April 2013 surveys, and of the October 2013 surveys 87.5% showed an average of 4 or above for Measure 1.

#### **M 6: Measure 2**

Attendees at the Scarborough Lecture Series will be asked to complete a survey with the question, "Would you attend another Scarborough Lecture?" Yes or No.

Source of Evidence: Academic indirect indicator of learning - other

#### **Target:**

90% of completed surveys will show "yes".

#### Findings (2012-2013) - Target: Partially Met

100 % of the November 2012 survey results, 95% of the April 2013 survey results, and 81.25% of the October 2013 survey results indicated a "yes" to attending another Scarborough Lecture.

**19 Civic Knowledge and Engagement Competency: Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and (2 associations)**

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### **History: Core Curriculum (1)**

#### **O 2: Civic Knowledge and Engagement**

Using History 202, we will assess the Civic Knowledge and Engagement competency by measuring knowledge of government and the historical development of civil society; and the relationship between government and society in the United States.

### Related Measures

#### **M 3: Measure 1**

At the beginning of a semester we will administer to a section of History 202 a diagnostic true/false quiz designed to measure knowledge of government and the historical development of civil society. We will then re-administer the instrument at the end of the semester in an effort to measure the extent of student learning. 70% of students will score 70% or better on the second quiz.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

#### **Target:**

70% of students will score 70% or better on the second quiz.

#### Findings (2012-2013) - Target: Met

The test included the following statements, which the students were asked to identify as true or false: 1. The



principal cause of the American Civil War was the issue of states' rights. 2. The American Revolution was deeply influenced by the European Enlightenment. 3. The Emancipation Proclamation gave women the right to vote. 4. The American colonies were established to protect religious freedom. 5. The first ten amendments to the US Constitution are known as the Bill of Rights. 6. One of the causes of the War of 1812 was the issue of "freedom of the seas." 7. Abraham Lincoln was a member of the newly founded Democratic Party. 8. Jamestown, Virginia was the first permanent European settlement in North America. 9. The Abolitionist movement advocated prohibition of alcoholic beverages. 10. The US Constitution did not guarantee equal citizenship to men and women. The results were as follow: On the initial round of the test 30% of the sample scored 70% or higher. On the second round of the test 80% of the sample scored 70% or higher.

**Related Action Plans (by Established cycle, then alpha):**

**Action Plan M1O2**

*Established in Cycle:* 2012-2013

The scores on the first round were disturbingly low. The results of the assessment were very encouraging, but we will need to me...

**M 4: Measure 2**

A 3 member panel of department faculty will employ a likert scale to assess written student analyses of primary source documents related to the historical development of civil society and the relationship between government and society in the United States. On a scale of 1 to 5, 70% will score 3 or higher.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

A 3 member panel of department faculty will employ a likert scale to assess written student analyses of primary source documents related to the historical development of civil society and the relationship between government and society in the United States. On a scale of 1 to 5, 70% will score 3 or higher.

**Findings (2012-2013) - Target: Met**

The results were as follow: 1. "The student understands the document in the context of United States history." 80.6% scored 3 or better. 2. The student's answer illustrates an awareness of the relationship between government and society in the United States." 72.3% scored 3 or higher. 3. The student understands the variety of perspective which informs American political discourse." 76.2% scored 3 or higher. 4. "The student displays an understanding of American political culture." 72.3% scored 3 or higher.

**Related Action Plans (by Established cycle, then alpha):**

**Action Plan M2O2**

*Established in Cycle:* 2012-2013

The results are encouraging, but more cycles of assessment are needed before we can draw any useful conclusions.

**Related Action Plans (by Established cycle, then alpha)**

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**Action Plan M1O2**

The scores on the first round were disturbingly low. The results of the assessment were very encouraging, but we will need to measure this through more cycles of assessment before drawing any conclusions.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Civic Knowledge and Engagement

**Action Plan M2O2**

The results are encouraging, but more cycles of assessment are needed before we can draw any useful conclusions.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Civic Knowledge and Engagement

**Political Science: Core Curriculum (1)**

**O 1: Civic Knowledge and Engagement**

Students will develop civic knowledge and civic engagement.

**Related Measures**

**M 1: Measure 1**

Syllabi from all sections of PSCI 101 (American Federal Government) will be reviewed. At least one assignment required in each section of PSCI 101 will be evaluated based on the "Analysis of Knowledge" criteria of the AAC&U's Civic Engagement Value Rubric.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

Criteria for Success: All sections of PSCI 101 will require at least one assignment that earns a score of at least a 1 (Benchmark) for the "Analysis of Knowledge" criteria of the AAC&U's Civic Engagement Value Rubric: "Begins to identify knowledge from one's own academic discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government." In addition, at least 50% of the sections of PSCI 101 will require one assignment that earns a score of at least a 2 (Milestone): "Begins to connect knowledge from one's own academic discipline to civic engagement and to one's own participation in civic life, politics, and government."

**Findings (2012-2013) - Target: Partially Met**

Seven sections of PSCI 101 were evaluated during the spring 2013 semester. The assignments for each section were rated on the AAC&U's Civic Engagement Value Rubric for "Analysis of Knowledge." The scores

were as follows: Rubric Score 1 -- Benchmark: 2 sections Rubric Score 2 -- Milestone: 4 sections Rubric Score 3 -- Milestone: 1 section Rubric Score 4 -- Capstone: 0 sections Unfortunately, two of the seven sections did not meet the criteria for success, meeting only the benchmark level ("Begins to identify knowledge from one's own academic discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government"). Action Plan: Although most sections did meet the criteria for success, it is a concern that two sections out of seven did not meet the minimum. The faculty member teaching those two sections is an adjunct, who will not be hired by the department again. However, to ensure that all students taking PSCI 101 are indeed exposed to assignments meeting the requirement, all faculty will be asked to assign work that explicitly requires student to connect knowledge in political science to their own participation in civic life, politics, and government. In particular, successful assignments will be promoted as a model for adjunct instructors.

### **M 2: Measure 2**

The Department will randomly select 50 students enrolled in PSCI 101 and review their performance on one written assignment for the course, to be evaluated under the "Civic Identity and Commitment" criteria of the AAC&U's Civic Engagement Value Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### **Target:**

Criteria for Success: All students will score at least a 1 (Benchmark) on the selected assignment: "Provides little evidence of her/his experience in civic engagement activities and does not connect experiences to civic identity." In addition, at least 50% of students will score at least a 2 (Milestone) on the selected assignment: "Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity."

#### **Findings (2012-2013) - Target: Met**

During the spring semester of 2013, fifty-four students from two different sections of PSCI 101 were randomly selected to participate in the assignment. After viewing a video that presented evidence of corruption in the American political process (one video on the Jack Abramoff corruption scandal, the other on the 2000 presidential election voting scandal), students were asked to reflect on and respond to the material presented in the video using the following questionnaires: Questionnaire #1 Jack Abramoff Corruption Scandal 1. If you were an elected official with investigative and legislative powers, what would your three-point response be to this lobbying scandal? 2. What would a citizen with a sense of civic duty do in response to this lobbying scandal? 3. Do you feel that the scandal has affected you in any way as a citizen? 4. Are there other issues that you care deeply about that you would like to act on? As a concerned citizen, how would you go about making change happen? Questionnaire #2 The 2000 Presidential Election Voting Scandal Q. 1. If you were an elected official what actions, investigative, legislative, etc. would you take in response to the voting scandal issues raised in the "Unprecedented" DVD? Q. 2. What would a citizen with a sense of civic duty do in response to this voting scandal? Q. 3. Do you feel that his voting scandal, or other voting irregularities that you are aware of, effect you as a citizen? If so, how? Q. 4. Are there other political issues that you care deeply about that you would like to act on? As a concerned citizen how would you go about making change happen? Student responses were then scored using the AAC&U's Civic Engagement Value Rubric for "Civic Identity and Commitment." The 54 students that were assessed scored as follows: Rubric Score 1 -- Benchmark: 23 Rubric Score 2 -- Milestone: 26 Rubric Score 3 -- Milestone: 5 Rubric Score 4 -- Capstone: 0

#### **Findings (2012-2013) - Target: Met**

During the spring semester of 2013, fifty-four students from two different sections of PSCI 101 were randomly selected to participate in the assignment. After viewing a video that presented evidence of corruption in the American political process (one video on the Jack Abramoff corruption scandal, the other on the 2000 presidential election voting scandal), students were asked to reflect on and respond to the material presented in the video using the following questionnaires: Questionnaire #1 Jack Abramoff Corruption Scandal 1. If you were an elected official with investigative and legislative powers, what would your three-point response be to this lobbying scandal? 2. What would a citizen with a sense of civic duty do in response to this lobbying scandal? 3. Do you feel that the scandal has affected you in any way as a citizen? 4. Are there other issues that you care deeply about that you would like to act on? As a concerned citizen, how would you go about making change happen? Questionnaire #2 The 2000 Presidential Election Voting Scandal Q. 1. If you were an elected official what actions, investigative, legislative, etc. would you take in response to the voting scandal issues raised in the "Unprecedented" DVD? Q. 2. What would a citizen with a sense of civic duty do in response to this voting scandal? Q. 3. Do you feel that his voting scandal, or other voting irregularities that you are aware of, effect you as a citizen? If so, how? Q. 4. Are there other political issues that you care deeply about that you would like to act on? As a concerned citizen how would you go about making change happen? Student responses were then scored using the AAC&U's Civic Engagement Value Rubric for "Civic Identity and Commitment." The 54 students that were assessed scored as follows: Rubric Score 1 -- Benchmark: 23 Rubric Score 2 -- Milestone: 26 Rubric Score 3 -- Milestone: 5 Rubric Score 4 -- Capstone: 0

**20 Global Understanding and Respect Competency: Global understanding and respect is the ability to understand the interconnectedness of peoples and systems, to have a general knowledge of history, world events, to accept and cope with the existence of different cultural values and attitudes, and to celebrate the richness and benefits of this diversity. (4 associations)**

#### **Art: Core Curriculum (1)**

##### **O 2: Global Understanding and Respect**

Global understanding and respect is the ability to understand the interconnectedness of peoples and systems, to have a general knowledge of history, world events, to accept and cope with the existence of different cultural values and attitudes, and to celebrate the richness and benefits of this diversity.

#### **Related Measures**

##### **M 3: Global Understanding and Respect 1:1**

Art 204 students will spend time during the semester committing to memory 90 different artists from the twentieth century, as recognized by their most notable works of art. This list includes artists from countries such as England,

France, Italy, Japan, China, and Pakistan. On the final quiz of the semester, at which point all of these artists should have been committed to memory, it will be expected that 80% of the class should score 80% or higher.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

On the final quiz of the semester, at which point all of these artists should have been committed to memory, it will be expected that 80% of the class should score 80% or higher.

**Findings (2012-2013) - Target: Met**

• 16 students succeeded at this task, 4 students failed. • 80% of the students scored above 80% on this measure, meeting the goal

**M 4: Global Understanding and Respect 1:2**

In the final exam for the class, students will be expected to write an essay that deals with the works of contemporary artists from a variety of cultural backgrounds. Success in this measure will be determined by the percentage of students who effectively integrate the works of a contemporary artist from a non-western country into their essay. It is expected that 90% of students should be able to complete this task.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**

It is expected that 90% of students should be able to complete this task.

**Findings (2012-2013) - Target: Not Met**

• 15 students succeeded at this task, 5 students failed. • 75% of the students succeeded at this task, falling short of the goal by 15%

**Communications: Core Curriculum (1)**

**O 3: Global Understanding and Respect**

Students will explain and connect two or more cultures historically or in contemporary contexts with some acknowledgement of power structures and demonstrating respectful interaction with varied cultures and worldviews.

**Related Measures**

**M 7: Measure 1**

Global understanding will be measured through the study of current events, and the viewing of great speeches, which reflect different societal views. Culture-specific pre and post-tests with 10 questions each will be administered at the beginning and end of each class to assess learning gains in this area.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

75% of students will improve their scores on the culture-specific post-test when compared with the pre-test. Value-added will have increased.

**M 8: Measure 2**

Global understanding will be measured through the study of current events, and the viewing of great speeches, which reflect different societal views. A second culturally specific pre and post-test will be administered in order to measure learning gains in this area.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

75% of students will improve their scores on the culture-specific post-test when compared with the pre-test. Value-added will have increased.

**Music: Core Curriculum (1)**

**O 2: Global Understanding and Respect**

Students will demonstrate an understanding of a diverse range of human musical activities.

**Related Measures**

**M 3: Measure 1**

On the final exam in Music 111, students will be given a listening example they never heard in class. Based upon what they hear, they will be asked to identify the genre, time period, world region (and other details added by professor) associated with the example.

Source of Evidence: Academic direct measure of learning - other

**Target:**

80% of students will answer all questions about the blind listening example correctly.

**Findings (2012-2013) - Target: Partially Met**

No. 1 Gregorian Chant Blind Listening Example: 85% of students correctly answered all questions. No. 2 19th C. piano (Chopin Nocturne) Blind Listening Example: 75% of students correctly answered all questions. No. 3 20th C. symphony/orchestral work Blind Listening Example: 40% of students correctly answered all questions. No. 4 19th C Opera aria Blind Listening Example: 90% of students correctly answered all questions.

**Related Action Plans (by Established cycle, then alpha):**

**Action Plan**

*Established in Cycle:* 2012-2013

Students scored low on the 20th century example. More emphasis will be placed in class on listening for 20th-century general tr...

**M 4: Measure 2**

On the final exam in Music 103, students will be given a listening example they never heard in class. Based upon what they hear, they will be asked to identify the genre, time period, and world region associated with the example.

Source of Evidence: Academic direct measure of learning - other

**Target:**

90% of students will answer all questions about the blind listening example correctly.

### Related Action Plans (by Established cycle, then alpha)

#### **Action Plan**

Students scored low on the 20th century example. More emphasis will be placed in class on listening for 20th-century general traits.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Global Understanding and Respect

#### **Political Science: Core Curriculum (1)**

##### **O 2: Global Understanding and Respect**

Students will develop global understanding and respect for cultures and societies outside of the United States.

#### Related Measures

##### **M 3: Measure 1**

The definition of the "Global Understanding and Respect" competency indicates that students should have "general knowledge of history and world events..." Thus, the Department will review syllabi from all section of PSCI 100 -- Politics and Government -- for the presence of assignments that require students to access or gather information that will enhance their general knowledge of world events.

Source of Evidence: Academic indirect indicator of learning - other

##### **Target:**

Criteria for Success: all sections of PSCI 100 will evaluate students on at least one assignment that requires them to access or gather information that will enhance their knowledge of world events.

##### Findings (2012-2013) - Target: Met

Five sections of PSCI 100 were evaluated from the spring 2013 semester for the presence of assignments that require students to access or gather information that enhances their knowledge of world events. One hundred percent of the sections require students to gather information about world events, from "In-The-News Portfolio" assignments to research papers on the political, social, and economic characteristics of countries around the globe.

##### **M 4: Measure 2**

The Department will randomly select 50 students enrolled in PSCI 100 and review their performance on one written assignment for the course, using the AAC&U Rubric for "Diversity of Communities and Cultures" under the Civic Engagement Value.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### **Target:**

Criteria for Success: All students will earn a rubric score of at least a 2 (milestone): "Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures." In addition, at least 50% of students will earn a rubric score of at least a 3 (milestone): "Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures."

##### Findings (2012-2013) - Target: Partially Met

During the spring semester of 2013, forty-nine students from four different sections of PSCI 100 were randomly selected to participate in the assignment. Three sections of PSCI 100 were given the following assignment: "You will write three short papers (2-3 pages) which will be based on a country assigned to you and a particular topic related to politics. The countries will be assigned to you in the third week of class. The country assignment papers are intended to be analytical rather than descriptive. The analysis is to be based on the factual circumstances of the countries in question. You therefore will have to research your countries and specifically its politics. Your paper will analyze the political institutions of your country and how the political infrastructure of your country influences its politics." One section of PSCI 100 was given the following assignment: "Write a short essay (1-2 pages) that compares and contrasts your hometown and another similarly sized town in another country." Student responses were then scored using the AAC&U's Civic Engagement Value Rubric for "Diversity of Communities and Cultures." The 49 students that were assessed scored as follows: Rubric Score 1 -- Benchmark: 8 Rubric Score 2 -- Milestone: 12 Rubric Score 3 -- Milestone: 28 Rubric Score 4 -- Capstone: 1 Although eight of the 49 students did not meet the minimum criteria of success, earning a score of just 1 -- Benchmark, the vast majority of students selected for assessment did meet the requirement. In addition, the second criteria for success was easily met as over 50% of students earned a rubric score of 3 or better. Action plan: Although most students did meet the minimum requirement, it is a concern that eight of 49 students scored below the minimum milestone score (instead scoring at benchmark level: "Expresses attitudes and beliefs as an individual, from a one-sided view; is indifferent or resistant to what can be learned from diversity of communities and cultures"). Given this concern, faculty teaching in PSCI 100 will be asked to either adjust current course assignments or add new assignments that encourage students to view political issues from multiple perspectives and/or actively reflect upon what can be learned from a diversity of communities and cultures.

### **21 Multiculturalism and Diversity Competency: Multiculturalism and diversity refers to the acquisition of a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. (2 associations)**

#### **Communications: Core Curriculum (1)**

##### **O 2: Multiculturalism and Diversity**

Students will identify some cultural differences in verbal and nonverbal communication and demonstrate awareness that

misunderstandings can occur based on those differences. Students are able to negotiate shared understandings.

### Related Measures

#### **M 5: Measure 1**

Questions 1-5 on a multicultural test will be given to each class at the beginning and end of each semester to determine the effect of the class on knowledge of multiculturalism and diversity (see test in document repository).

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

#### **Target:**

75% of students will improve their scores on questions 1-5 of the post-test when compared with the pre-test scores. Value-added will have increased.

#### **M 6: Measure 2**

Questions 6-10 on a multi-cultural test will be given to each class at the beginning and end of each semester to determine the effect of class on the class on the knowledge of multiculturalism and diversity.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

### **English: Core Curriculum (1)**

#### **O 2: Multiculturalism and Diversity**

Multiculturalism and Diversity Competency: Students will gain a familiarity with a broad, diverse range of literatures and cultures.

### Related Measures

#### **M 3: Measure 1**

Students in all sections of ENGL204, 215, and 216 (Survey of American Literature, The Art of Literature, and Literature in Context, respectively) will be asked to complete a very brief survey, soliciting their own reactions to the instruction they have received. 65% or more of ENGL204, 215, and 216 students will claim to have gained an increased appreciation for the experiences and cultures of other races, ethnicities, and genders.

Source of Evidence: Student course evaluations on learning gains made

#### **Target:**

65% or more of ENGL204, 215, and 216 students will claim to have gained an increased appreciation for the experiences and cultures of other races, ethnicities, and genders.

#### **Findings (2012-2013) - Target: Met**

During the assessment period, 83.6% of ENGL204, 215, and 216 claimed to have gained an increased appreciation for the experiences and cultures of other races, ethnicities, and genders.

#### **M 4: Measure 2**

Students in all sections of ENGL204, 215, and 216 (Survey of American Literature, The Art of Literature, and Literature in Context, respectively) will be prompted, late in the semester, to write either an essay for an exam or a stand-alone composition on diversity-specific issues (e.g., race, class, ethnicity, gender). The prompt will come late in the semester so that the students will have the benefit of the class discussions and investigations to prepare them to address such matters. 65% or more of ENGL204, 215, and 216 students responding to this prompt about an increased appreciation for the experiences and cultures of other races, ethnicities, and genders will submit written work that is deemed competent (i.e., a grade of C) by the instructor.

Source of Evidence: Writing exam to assure certain proficiency level

#### **Target:**

65% or more of ENGL204, 215, and 216 students responding to this prompt about an increased appreciation for the experiences and cultures of other races, ethnicities, and genders will submit written work that is deemed competent (i.e., a grade of C) by the instructor.

#### **Findings (2012-2013) - Target: Met**

85.4% of ENGL204, 215, and 216 students (i.e. 88 of 103) responding to the prompt about an increased appreciation for the experiences and cultures of other races, ethnicities, and genders submitted written work that is deemed competent (i.e., a grade of C) by the instructor.

**22 Ethical Practice and Ethical Reasoning Competency: Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skill (2 associations)**

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### **Accounting: Core Curriculum (1)**

#### **O 2: Ethical Practice and Reasoning**

Students will demonstrate an understanding of the ethical obligations in decision making.

### Related Measures

#### **M 1: Measure 1**

Case Study Assignments: 100% of students who complete the assignment will receive an average of a B or better on the assignments. As per rubrics in the document repository, please note that every assignment is graded on each of the competencies.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

100% of students who complete the assignment will receive an average of a B or better on the assignments.

#### **Findings (2012-2013) - Target: Not Met**



There were 8 case studies assigned during the Fall 2012 semester. Five out of the eight (63%) case studies met the target with 100% of the students who completed the assignment receiving an average of a B or better. Two of the eight case studies resulted in 80% of the students receiving an average of a B or better. One case study resulted in only 67% of the students receiving an average of a B or better due to one student receiving a 77% and one student receiving a 60%. The detailed results are found in the document management section.

**Related Action Plans (by Established cycle, then alpha):**

**Change in Measurement**

*Established in Cycle:* 2012-2013

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students r...

**M 2: Measure 2**

Term Paper: 100% of students who complete the assignment will receive an average of a B or better on the assignment. As per rubrics in the document repository, please note that every assignment is graded on each of the competencies.

Source of Evidence: Academic direct measure of learning - other

**Target:**

100% of students who complete the assignment will receive an average of a B or better on the assignment. This can only be achieved if they successfully address and achieve each of the competencies in the paper.

**Findings (2012-2013) - Target: Not Met**

Four of the five (80%) students who completed a term paper met the target of receiving an average of a B or better on the term paper. One student did not complete a term paper so this student was not included in the percentage calculation. The detailed results are found in the document management section.

**Related Action Plans (by Established cycle, then alpha):**

**Change in Measurement**

*Established in Cycle:* 2012-2013

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students r...

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**Related Action Plans (by Established cycle, then alpha)**

**Change in Measurement**

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students receiving an average of B or higher. This appears to be a more realistic measurement of assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Ethical Practice and Reasoning

**Change in Measurement**

Recommend that the measurement be changed from 100% of the students receiving an average of B or higher to 80% of the students receiving an average of B or higher. This appears to be a more realistic measurement of assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Ethical Practice and Reasoning

**Psychology: Core Curriculum (1)**

**O 1: Ethical Reasoning**

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

**Related Measures**

**M 1: Measure 1**

Students in PSYC 484 Directed Readings conduct an in-depth review of the literature on a topic of their choosing. They describe this review in the introduction section of their research proposals. These introductions will be scored by department faculty using the rubric in Appendix A. Criterion for success: The median score for all students in each area on the rubric will be 3 or better.

Source of Evidence: Academic direct measure of learning - other

**Target:**

All Senior Thesis students will earn the full 15 points for Ethical Behavior as they conduct their research projects.

**Findings (2012-2013) - Target: Partially Met**

The total number of seniors enrolled in PSYC 485 in the fall of 2012, the spring of 2013, and the fall of 2013 was 34. Thirty-two out of 34 (94%) of these Senior Thesis students earned the full 15 points for Ethical Behavior as they conducted their research projects. Although most of our students met this standard for Ethical Behavior, we did not meet the criterion for success, which was 100%.

## students to be advocates and change agents. (4 associations)

### **Business Administration: Core Curriculum (1)**

#### **O 2: Experiential Learning**

Experiential Learning Assessment: (Not-for-profit strategic analysis) Students will demonstrate that they have mastered the core elements of business administration by conducting a thorough strategic analysis of a local nonprofit organization. The analysis requires an understanding of marketing, management, finance, business law, and accounting functions of the organization.

#### Related Measures

##### **M 3: Measure 1**

(Direct, technical): An acceptable in-class presentation demonstrating a well-constructed analysis of a nonprofit organization as evaluated against the BADM 407 presentation rubric (Rubric 2 Attached)

Source of Evidence: Presentation, either individual or group

##### **Connected Document:**

[Rubric 2](#)

##### **M 4: Measure 2**

(Indirect, Team-basis) Students are expected to conduct the strategic analysis of the nonprofit organization as an analytical team, demonstrating cooperativeness and the effective use of complementary skill sets. Peer evaluation of team performance indicates that a cooperative effort was made and that every member of the team contributed in a complementary fashion. The evaluation will be done by written evaluations of the team experience to be shared only with the supervising professor, not the student's teammates. (Rubric 2 attached)

Source of Evidence: Project, either individual or group

##### **Connected Document:**

[Rubric 2](#)

### **Education: Core Curriculum (1)**

#### **O 1: Experiential Learning**

Demonstrate synthesis and advanced accomplishment across general and specialized studies through a capstone experience in the chosen discipline. Coursework in the Education Major commences with EDUC 150: Seminar in Education, and continues through the final capstone student teaching experience (EDUC 450, 453, 455, 456, 457) with a concurrent seminar class, EDUC 400: Inclusion in the Regular Classroom. While completing the program of study for Education Majors, students attend and participate in field experiences at a variety of school settings. The progression of field-based coursework provides opportunities for students to engage the Teacher as Reflective Problem Solver (TARPS) philosophy as they refine their own knowledge, disposition, and performance in actual classrooms. In addition, the West Virginia Professional Teaching Standards (WVPTS) provide outcome-based indicators to measure the student's ability to critically reflect on their teaching practices and to make adjustments based on data. EDUC 150 and EDUC 400/ with the related Student Teaching Practicum, EDUC 450, 453, 455, 456, 457 assess the student's progress with the WVPTS standard IV-C, Reflection on Practice.

#### Related Measures

##### **M 1: Measure 1**

Students in all sections of EDUC 150: Education Seminar, complete a job shadow field experience. Students accompany an individual teacher in the field for one day. The student takes observation notes and interviews the teacher. Using this data, the student writes a reflection on their experience and then shares their thoughts and insights about the experience with their peers. Instructors of each section of EDUC 150 will score the students submissions on the corresponding rubric.

Source of Evidence: Field work, internship, or teaching evaluation

##### **Connected Document:**

[EDUC 150 rubric](#)

##### **Target:**

1) At least 80 percent of the students will receive a rating of Meets Standard on the following criterion on the Job Shadow Reflection Rubric: Attention to Components of the Experience. Students are asked to identify, describe, and analyze different aspects inside the classroom and details outside the classroom. Students draw conclusions and/or explore the interrelationship among aspects of the teacher's job from observations and information from the interview. 2) At least 80 percent of the students will receive a rating of Meets Standard on the following criterion on the Job Shadow Reflection Rubric: Analysis of Experience. Students are asked to develop topics and/or themes related to the teacher's day with supporting information from the teacher interview and/or observations.

##### Findings (2012-2013) - Target: Met

1) Regarding "Attention to Components of the Experience": 85.45% of EDUC 150 students met or exceeded the target for the first criterion of this measure. 2) Regarding "Analysis of Experience": 88.49% of EDUC 150 students met or exceeded the target for the first criterion of this measure. See Document Management for Data.

##### **M 2: Measure 2**

Students in all sections of EDUC 400: Inclusion in the Regular Classroom Seminar, create a Teacher Work Sample and present the findings in class. The Teacher Work Sample is based on the assessment of student work, the development and delivery of an instructional unit of lessons, and the determination of student learning. Instructors of each section of EDUC 400 will score the students submissions on the corresponding rubric.

Source of Evidence: Portfolio, showing skill development or best work

##### **Connected Document:**

[EDUC 400 rubric](#)

##### **Target:**

At least 80 percent of the students will receive a rating of Meets Standard on the following criterion on the Teacher Work Sample Rubric: Part V – Reflective Analysis. Students are asked to reflect on the impact of

contextual factors on learning, including their strengths and weaknesses as a teacher candidate on the teaching practice and/or indicate the interplay and interdependence among instructional factors. In addition, the reflection includes the student's recognition of these factors on student learning.

**Findings (2012-2013) - Target: Met**

89.76% of student teachers met or exceeded the target for this measure. See Document Management for Data

**Nursing Education: Core Curriculum (1)**

**O 1: Experiential Learning**

Experiential Learning

**Related Measures**

**M 1: Measure 1**

Students enrolled in Nurs-444 (Capstone Immersion Experience) will complete 120 direct patient care hours with a registered nurse.

Source of Evidence: Academic direct measure of learning - other

**Target:**

80% of students enrolled in Nurs-444 (Capstone Immersion Experience) will complete 120 direct patient care hours with a registered nurse.

**Findings (2012-2013) - Target: Met**

Fall 2012: 30/30 students completed 120 direct patient care hours with a RN; Spring 2013: 32/32 students completed 120 direct patient care hours with a RN.

**Related Action Plans (by Established cycle, then alpha):**

**Action Plan M1 O1**

*Established in Cycle:* 2012-2013

Capstone course has been offered for three consecutive semesters. DNE is becoming known in the healthcare community and our list...

**M 2: Measure 2**

Students enrolled in Nurs444 (Capstone Immersion Experience) will receive a rating of satisfactory or higher from their preceptor.

Source of Evidence: Academic direct measure of learning - other

**Target:**

80% of students enrolled in Nurs444 (Capstone Immersion Experience) will receive a rating of satisfactory or higher from their preceptor.

**Findings (2012-2013) - Target: Met**

Fall 2012: 30/30 students received satisfactory or higher rating from preceptor; Spring 2013: 32/32 students received satisfactory or higher rating from preceptor.

**Related Action Plans (by Established cycle, then alpha):**

**Action Plan M2 O1**

*Established in Cycle:* 2012-2013

Capstone course has been offered for three consecutive semesters. DNE is becoming known in the healthcare community and our l...

**Related Action Plans (by Established cycle, then alpha)**

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**Action Plan M1 O1**

Capstone course has been offered for three consecutive semesters. DNE is becoming known in the healthcare community and our list of partners and preceptors is growing. Will continue to monitor but will propose a new measure to be assessed in the next plan.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Experiential Learning

**Action Plan M2 O1**

Capstone course has been offered for three consecutive semesters. DNE is becoming known in the healthcare community and our list of partners and preceptors is growing. Will continue to monitor but will propose a new measure to be assessed in the next plan.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 2 | **Outcome/Objective:** Experiential Learning

**Sociology: Core Curriculum (1)**

**O 2: Experiential Learning**

Experiential Learning

**Related Measures**

**M 3: Measure 1**

Students in both concentrations are required to complete a Field Experience/Capstone. The Experiential Learning Competency is defined as "incorporating active, participatory, experiences to enhance learning." Thus, completion of a field experience will be measured by: 1. Evidence of the completion of 120 hours of experience in a faculty-



approved internship program (100 points) 2. Completion of a daily journal of activities, events, and responsibilities. (50 points) 3. A Site Supervisor's evaluation. (100 points)

Source of Evidence: Capstone course assignments measuring mastery

**Target:**

Benchmarks: 1. Of the 150 points available for completing the 120 hours and submitting a journal, 90% of students will receive at least 80% (i.e. 120) of the points. 2. The site supervisor is asked to not only offer qualitative feedback in his/her evaluation (e.g. strengths of the intern, areas for improvement, and what the student gained from the experience), but to also offer a letter grade. It is expected that 95% of students will receive a "B" or higher from their site supervisor.

**Findings (2012-2013) - Target: Met**

Results: Forty (40) students completed SOCI 419: Internship over the fall of 2012 (n=13), spring of 2013 (n=16), and summer of 2013 (n=11). 1. All of the 40 students received a minimum of 120 points (80%) for the completion of the hours and journal. Two were very close, receiving 120 and 125 respectively.

Reassessing a more appropriate target may be necessary. 2. All of the 40 students impressed their site supervisors and received a "B" or higher. In fact, only 3 (7.5%) students received Bs and all others received As. It appears we can be proud of the quality of student we are sending into the workplace to represent Shepherd.

**Related Action Plans (by Established cycle, then alpha):**

**Action Plan**

*Established in Cycle:* 2012-2013

Reassessing a more appropriate target may be necessary.

**M 4: Measure 2**

Students in both concentrations are required to complete a Field Experience/Capstone. The Experiential Learning Competency is further defined as involving "the development of critical thinking and reflective judgment skills."

Thus, Critical thinking within the field experience will be measured by: 1. Completion of a final paper that requires both serious reflection (# 2, 3, 4, 6, 7, 8) and also critical thinking that involves theoretical application (# 5). See the paper description in the document repository. (100 points)

Source of Evidence: Capstone course assignments measuring mastery

**Target:**

Benchmark: To meet our target, 90% of students will receive at least an 80% on the paper.

**Findings (2012-2013) - Target: Met**

Results: Forty (40) students completed SOCI 419: Internship over the fall of 2012 (n=13), spring of 2013 (n=16), and summer of 2013 (n=11). Only 2 of those students received less than an 80% on the final paper. Therefore, 95% received an 80% or higher, and the target was met.

**M 5: Measure 3**

Students in both concentrations are required to complete a Research Methods course (SOCI 405). The Experiential Learning Competency is defined as "active, participatory experiences" involving "the development of critical thinking and reflective judgment skills." The Methods course requires students to design their own research study, collect and analyze data, and report on findings. The paper is worth a total of 400 points (see document repository). The research design is the "active, participatory experience," and reporting findings and discussing and drawing conclusions requires in depth critical thought.

Source of Evidence: Senior thesis or culminating major project

**Target:**

Benchmark: To show that students were engaged in the process of research, the target here will assess completion of steps, not the earned grade for each step (the latter is assessed in Outcome 1, Measure 1). Thus, 80% of students will complete all five steps in the research process (i.e. outlining, introducing the problem/topic, crafting a literature review, collecting data, and presenting results).

**Findings (2012-2013) - Target: Met**

Results: SOCI 405: Research Methods is only taught in the spring semester. Thirty five sociology majors enrolled in the spring of 2013. All of those students (100%) submitted all parts, though three of these students (8.6%) did not submit first drafts and were seriously penalized. [NOTE: This course is also required of Social Work majors. Of the 18 Social Work majors, all turned in papers, but two (11%) did not submit first drafts.]

**Related Action Plans (by Established cycle, then alpha)**

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**Action Plan**

Reassessing a more appropriate target may be necessary.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Measure 1 | **Outcome/Objective:** Experiential Learning

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**24 Wellness Competency: Wellness is a way of living that emphasizes such preventive measures as eating a healthy diet, making exercise an enjoyable part of your life, and making self-care decisions that will improve the quality of your life. The premise of wellness is that you can live a long, healthy (physically and mentally) and active life. (2 associations)**

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**Family and Consumer Sciences (FACS): Core Curriculum (1)**

**O 3: Wellness Competency**

Students will understand that wellness is a way of living that emphasizes such preventive measures as eating a healthy diet, making exercise an enjoyable part of your life, and making self-care decisions that will improve the quality of your life. The

premise of wellness is that you can live a long, healthy (physically and mentally) and active life.

### Related Measures

#### **M 5: Measure 1**

Students will be given a pre- and post-assessment about their knowledge regarding healthy diet, exercise and self-care decisions.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

#### **Target:**

All students will demonstrate an increase in their knowledge about food and wellness by 70% based on a pre- and post-assessment given at the beginning of the semester and at the end of the course.

#### **M 6: Measure 2**

Via exam questions, students will demonstrate a clear understanding of environmental, food, and safety hazards that may impact food quality and influence food choice throughout their life.

Source of Evidence: Writing exam to assure certain proficiency level

#### **Target:**

80% of all students will achieve the maximum amount of points on each of the specific exam questions pertaining to these areas.

### **HPERS: Core Curriculum (1)**

#### **O 1: Wellness**

Students will analyze and interpret the results of their Personal Wellness Assessment.

### Related Measures

#### **M 1: Measure 1**

At the end of GSPE 210 students will report completion of a Human Performance Lab assessment tool.

Source of Evidence: Academic indirect indicator of learning - other

#### **Target:**

80% of students will complete ten or more of the tests on the HPL tool.

#### **M 2: Measure 2**

A wellness essay will be written by each student during the last week of the the GSPE 210 course. Students will respond to the following question: What have you learned about your current level of wellness?

Source of Evidence: Written assignment(s), usually scored by a rubric

#### **Target:**

80% of students will respond to the "prompt one" essay question at an acceptable level or higher. This means student will score at least a 4 in each of the categories or a total of 20/25 points on the Prompt One rubric.