

# Shepherd

UNIVERSITY

## Board of Governors

### Retention Interventions Team



### Meeting Agenda December 3, 2015

#### Board Members

Marcia Brand, Chair  
John Younis, Vice Chair  
D. Scott Roach, Secretary

John Beatty	Ramona Kissel
Jason Best, Faculty	Tia McMillan
Bridget Cohee	Chad Robinson
Hunter Cutlip, Student	W. Mark Rudolph

Sylvia Manning, Interim President

**SHEPHERD UNIVERSITY  
BOARD OF GOVERNORS MEETING**

**3:45 p.m.  
December 3, 2015  
Shepherdstown, WV**

**AGENDA**

Regular Session

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

- |  |                                  |
|--|----------------------------------|
| 1. Call to Order   | Chair Marcia Brand               |
| 2. Public Comment  |                                  |
| 3. Adoption of the Minutes from September 24, 2015 Board Meeting   | Chair Brand                      |
| 4. Adoption of the Minutes from November 6, 2015 Board Meeting   | Chair Brand                      |
| 5. President's Report  | Interim President Sylvia Manning |
| 6. Presentation and Preliminary Approval: Residence Hall Project   | Dr. John Younis; VP James Vigil  |
| 7. Report of the Audit and Finance Committee   | Dr. Younis                       |
| a. Quarterly Financial Report  |                                  |
| b. Preliminary Audit Discussion  |                                  |
| 8. Report of the Enrollment Management and University Advancement Committee  | Mr. Scott Roach                  |
| a. Annual Enrollment Report  |                                  |
| b. Annual University Advancement Report  |                                  |
| 9. Report of the Academic Affairs and Student Affairs Committee  | Ms. Bridget Cohee                |
| a. Acceptance of 2014-2015 Compact Report  |                                  |
| b. Update on Retention   |                                  |
| 10. P-Card Audit: Revised Procedures   | VP Vigil; VP Anna Barker         |
| 11. Budget Discussion  | Interim President Manning        |
| 12. Compensation of Faculty and Staff  | Interim President Manning        |
| 13. Approval of Notice of Intent to Amend Board of Governors Policy 29, Employment and Evaluation of the President | Mr. Alan Perdue                  |
| 14. Approval of Notice of Intent to Amend Board of Governors Policy 18, Social Justice                             | Mr. Perdue                       |
| 15. New Business   | Chair Brand                      |

Adjournment

**SHEPHERD UNIVERSITY  
BOARD OF GOVERNORS MEETING**

**3:00 p.m. – 3:40 p.m.  
December 3, 2015  
Shepherdstown, WV**

Committee Agendas

Audit and Finance Committee

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

- Quarterly Financial Report
- Preliminary Audit Discussion

Dr. John Younis, Chair

Mr. John Beatty

Mr. Chad Robinson

Mr. Mark Rudolph

VP Anna Barker, Staff

VP James Vigil, Staff

Enrollment Management and University Advancement Committee

**Room 164, Robert C. Byrd Center for Legislative Studies**

- Annual Enrollment Report
- Annual University Advancement Report

Mr. Scott Roach, Chair

Dr. Jason Best

Mr. Hunter Cutlip

VP Chris Sedlock, Staff

VP Tom Segar, Staff

Academic Affairs and Student Affairs Committee

**WV Room 309, Scarborough Library**

- Acceptance of 2014-2015 Compact Report
- Update on Retention

Ms. Bridget Cohee, Chair

Ms. Mona Kissel

Ms. Tia McMillan

VP Chris Ames, Staff

Acting VP Holly Frye, Staff

# Shepherd University Board of Governors

## Minutes of the Meeting of September 24, 2015

The Shepherd University Board of Governors met on September 24, 2015 in a regular meeting. Members participating were: Governors John Beatty, Jason Best [phone], Marcia Brand, Bridget Cohee, Hunter Cutlip, Ramona Kissel, Tia McMillan, D. Scott Roach, Chad Robinson, W. Mark Rudolph [phone] and John Younis. Also present were Shepherd University Interim President Sylvia Manning, members of the executive staff and others.

1. **ADMINISTRATION OF OATH OF OFFICE FOR NEW BOARD MEMBERS**

The oaths of office were administered by Chair Marcia Brand to Hunter Cutlip and Ramona Kissel, new members to the Board.

2. **PUBLIC COMMENTS**

No public comments were offered.

3. **MINUTES OF THE MEETING OF JUNE 4, 2015**

**M (Best), S (Roach), PASSED** (members participating by phone were polled), that the minutes of the June 4, 2015, meeting of the Board of Governors be adopted as presented in the agenda book.

4. **MINUTES OF THE MEETING OF JUNE 23, 2015**

**M (Best), S (Younis), PASSED** (members participating by phone were polled), that the minutes of the June 23, 2015, meeting of the Board of Governors be adopted as presented in the agenda book.

5. **PRESIDENT'S REPORT**

Interim President Sylvia Manning introduced Chris Sedlock, Shepherd's new Vice President for University Advancement. The President discussed Shepherd's need to improve student enrollment through three initiatives: 1) the new residence hall project; 2) a HEPC-sponsored pathway in West Virginia which will bring international students into the State with Shepherd as its gateway; 3) enhancement of the Martinsburg Center's potential. Dr. Manning also noted that Shepherd has already received three times the grant funding for FY2016 that we received by this time last year.

6. **PRESENTATION: FACULTY EVALUATION, DEVELOPMENT AND ACCOUNTABILITY**

Dr. Chris Ames, Vice President for Academic Affairs, presented to the Board an overview of the processes and standards that govern the evaluation of tenure-track and tenured faculty. The discussion focused on the three standards of faculty evaluation: teaching, professional development, and service.

7. **REPORT ON THE DISCUSSIONS OF THE AUDIT AND FINANCE COMMITTEE**

Dr. John Younis, Audit and Finance Committee Chair, summarized the Quarterly Financial Report for the period ending June 30, 2015, as presented to the committee by Mr. James Vigil, Vice President for Administration, and Ms. Bea Stottlemeyer, Director of Finance. The Committee also discussed the Residence Hall Project.

8. **REPORT ON THE DISCUSSIONS OF THE ENROLLMENT MANAGEMENT AND UNIVERSITY ADVANCEMENT COMMITTEE**

Mr. Scott Roach, Enrollment Management and University Advancement Committee Chair, introduced Dr. Shari Payne, Vice President for Enrollment, to summarize the FY2015 Tuition and Fee Waiver Report and provide the Board with an update on fall enrollment. Mr. Chris Sedlock, Vice President for University Advancement, provided the Committee with an overview of his department's priorities and current projects.

9. **PRESENTATION: RETENTION STRATEGIES**

Vice Presidents Ames, Payne and Segar presented a report to the Board on Shepherd's multi-faceted approach to improving student retention and degree completion: the formation of the Retention Interventions Team (RIT); the plan to cure the "Shepherd Shuffle" (excessive bureaucratic requirements placed upon students); and the Community Engagement Outreach project for commuter students.

10. **APPROVAL OF THE MINOR IN HISTORIC PRESERVATION AND PUBLIC HISTORY**  
**M (McMillan), S (Roach), PASSED** (members participating by phone were polled), that the following resolution be adopted by the Board:

**RESOLVED**, That the Shepherd University Board of Governors approve the Minor in Historic Preservation and Public History, effective for the fall 2016 academic semester.

11. **APPROVAL OF BACHELOR OF ARTS IN GLOBAL STUDIES**

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

**RESOLVED**, That the Shepherd University Board of Governors approve the development of a Bachelor of Arts in Global Studies and authorize the President to file an Intent to Plan with the Chancellor of the Higher Education Policy Commission for approval.

12. **APPROVAL OF BACHELOR OF SCIENCE IN DATA ANALYTICS**

**M (Kissel), S (Younis), PASSED** (members participating by phone were polled), that the following resolution be adopted by the Board:

**RESOLVED**, That the Shepherd University Board of Governors approve the development of a Bachelor of Science in Data Analytics and authorize the President to file an Intent to Plan with the Chancellor of the Higher Education Policy Commission for approval.

13. **APPROVAL OF THE REVISED INSTITUTIONAL COMPACT TARGETS**

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

**RESOLVED**, That the Shepherd University Board of Governors, approve the revised Institutional Compact Targets as presented and authorize the President to submit the Institutional Compact Targets on its behalf to the West Virginia Higher Education Policy Commission.

**14. REPORT ON THE DISCUSSIONS OF THE ACADEMIC AFFAIRS AND STUDENT AFFAIRS COMMITTEE**

Ms. Bridget Cohee, Academic Affairs and Student Affairs Committee Chair, summarized the discussions of the committee as presented by Dr. Chris Ames, Vice President for Academic Affairs. The presentation included a review of the academic affairs annual report, an update on institutional accreditations for the past year and discussion of Shepherd's upcoming accreditation site visits.

**15. UPDATE ON ASSOCIATION OF GOVERNING BOARDS (AGB) STUDY**

Interim President Manning updated the Board on actions arising from last spring's AGB contracted study on revenue enhancements.

**16. ELECTION OF AUDIT AND FINANCE COMMITTEE**

Chair Brand nominated Dr. John Younis as chair of the Audit and Finance Committee, and Mr. John Beatty and Mr. Mark Rudolph for its membership. There were no other nominations.

The Audit and Finance Committee members for 2015-2016 were accepted by acclamation.

**17. NEW BUSINESS**

None.

**18. MOTION TO EXECUTIVE SESSION**

**M (McMillan), S (Younis), PASSED** (members participating by phone were polled), that pursuant to Section 4 of Article 9A of Chapter 6 of the WV Code, the Board enter into executive session for the purpose of: discussion of matters relating to personnel matters which, if publicly discussed, would be an invasion of privacy.

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

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Marcia Brand  
Chair

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D. Scott Roach  
Secretary

# Shepherd University Board of Governors

## Minutes of the Meeting of November 6, 2015

The Shepherd University Board of Governors met on November 6, 2015 in a special meeting. The meeting convened in the Lower Level Conference Room, Robert C. Byrd Center for Legislative Studies, 213 North King Street, Shepherdstown, West Virginia. Members participating were: Governors John Beatty [phone], Jason Best [phone], Marcia Brand, Bridget Cohee, Hunter Cutlip, Ramona Kissel, Tia McMillan, D. Scott Roach, Chad Robinson and John Younis. Also present was Shepherd University General Counsel Alan Perdue. Board member W. Mark Rudolph was absent from the meeting.

### 1. MOTION TO EXECUTIVE SESSION

**M (Roach), S (Kissel), PASSED** (members participating by phone were polled), that pursuant to Section 4 of Article 9A of Chapter 6 of the WV Code, it was moved that the Board enter into executive session for the purpose of: discussion of matters relating to personnel matters which, if publicly discussed, would be an invasion of privacy.

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

### 2. ACTIONS ARISING OUT OF EXECUTIVE SESSION

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

**RESOLVED**, That the Shepherd University Board of Governors authorizes Chair Marcia Brand to make an offer of employment on its behalf and to execute a contingent letter of offer of appointment to a candidate for the position of President, consistent with the will of the Board members as established in the executive session of November 6, 2015.

### 3. NEW BUSINESS

None.

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Marcia Brand  
Chair

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D. Scott Roach  
Secretary

## PRESIDENT'S REPORT

### *Tough News and Good News*

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I opened the President's Report for the Board of Governors September 24 meeting by saying that my service as interim president is a privilege and a joy. That is still true. The second paragraph began, "The challenges are primarily in resources." Unfortunately, that is also still true, and our circumstances have become worse.

The enrollment projections on which the FY2016 budget was based were not realized. As we began working on what that would mean for the budget, we were informed of a 4% state appropriation cut for all state agencies, including higher education. The revenue situation of the State of West Virginia suggests that this cut will be permanent and may be followed by further cuts, if not in the current fiscal year, in the next.

On the positive side, we are still positioned for considerable improvement in enrollment even in the short term, increasing our revenue in tuition and fees and in housing and dining as well. Two years out we should start to see significant new revenue from the international student pathway project, and the new residence hall along with renovation of the east-campus halls should boost both residence-hall occupancy and enrollment itself. As you will see below, our three retention initiatives are off to a promising start.

You will recall that our Vice President for Enrollment Management, Shari Payne, left on October 2. We began and came close to completing the process of appointing an external person to fill the position on an interim basis. But when the State budget rescission was announced, we reversed course: it seemed prudent to save where we could and perhaps important to start our cuts from the top, so to speak. We cancelled the interim arrangement; VP for Student Affairs Tom Segar stepped up as Acting VP for Enrollment Management and Holly Frye became Acting VP for Student Affairs. They are both doing a terrific job, even as Student Affairs is short-handed.

The rescission and enrollment shortfall led to additional cuts in areas ranging from cell phones to contracts to travel and hospitality. But in this process it also became apparent how the way in which we display our budget hides our actual operating performance. By looking only at a consolidated budget, we have masked the fact that our operations, general and auxiliary, are well balanced. At this Board meeting we will review these issues with you thoroughly, and we will propose that we not "fund" depreciation in the current year.

And now for the good news. There is much to be proud of at Shepherd, with new accomplishments every week. Here is a sampling from the past two months:

- The Department of Contemporary Art and Theater was approved for membership in the National Association of Schools of Art and Design. This accreditation is a great achievement for such a small department.
- Shepherd's Model United Nations team competed at the University of Pennsylvania's Model U. N. Conference in Philadelphia. In only its second competition, the team held its own, negotiating and forming coalitions with students from the top-ranked Model U. N. teams in the country.



- We completed renovation of the Free School and refurnished it as a gathering place for student veterans and their dependents. The furnishings and equipment for three rooms and a kitchenette were made possible through gifts from the President's Leadership Circle.
- We received the CPA exam results for 2014. While the West Virginia state average pass rate was 39.6%, and most states averaged in the 40%-60% range, Shepherd students passed at 75%.
- Shepherd's Debate and Forensics team competed in the University of Maryland CFA Tournament, placing third in overall Team Sweeps while several team members won recognition in various events.
- As I write, the football team is 10-0, ranked #1 in the Super Region and #5 in the country, and preparing for the first playoff game on November 28.

In the second week of November I completed my round of 19 academic department visits, confirming my sense that one of Shepherd's great assets is its people. In the University Advancement section below you will see that in the first quarter of FY2016 donations from faculty and staff increased 12% over last year, and the number of faculty and staff donors increased 10%. In light of how demanding their jobs are and how modest their compensation and perks, I was amazed at those numbers. But I shouldn't have been: that sort of dedication is there because Shepherd is a very special place, and Shepherd is a very special place because that dedication is there.

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## *Retention Initiatives*

### **Retention Interventions Team**

The Retention Interventions Team (RIT) mobilized quickly to address student needs and support increased fall-to-spring retention. Early in the fall semester, a group of 16 Shepherd staff members from three divisions on campus began an extensive five-week training course on topics including registration, financial aid/finance, communication, and how to use technology effectively to support student retention. The RIT advocates care deeply about student success and were excited to be empowered with the training and access to technological resources that will dramatically change their ability to identify and resolve issues.

RIT advocates have been communicating with students since mid-term week to introduce themselves and provide support. Many of the issues RIT advocates are addressing have been identified by faculty members using the Beacon advising system. Every undergraduate student on campus is assigned to an RIT advocate, and that RIT advocate is included in the student's Beacon network. RIT advocates have been reaching out to students with issues such as poor class attendance, poor mid-term grades, and other issues identified by faculty in the classroom.

RIT advocates sent a series of emails to their students before, during, and after the priority registration period for Spring 2016 to remind students to meet with their academic advisors and register for classes as soon as possible. Over 600 students who were eligible to register during priority registration did not do so, so the RIT advocates began a focused campaign to contact these students to offer support and encouragement.

Each RIT advocate is collecting data about the issues students present in an effort to continue to improve our processes. Some of the issues that have already been addressed are the temporary removal of Business Office registration holds, expedited connection between students and advisors, intervention for students with registration errors, and assistance with financial aid issues. Students are responding positively to these interventions. We are receiving messages of gratitude from students via email and phone calls that encourage us to continue.

The next major intervention by the RIT will be an outreach to students who are on the “Drop-List” for the Spring 2016 semester, meaning their classes are due to be dropped for insufficient payment on the Spring bill. RIT advocates will reach out to these students and will work with the Vice Presidents to identify students whose class registrations should be retained due to extenuating circumstances.

### **Shepherd Shuffle**

The faculty are finalizing a new, highly simplified approach to addressing student requests for exemptions to academic regulations. In place of the formerly cumbersome petition and hearing process, the new approach focuses on advising and problem-solving and allows for most issues to be resolved in the student’s initial meeting with campus officials.

### **Commuter Engagement Outreach**

Student Affairs and University Advancement created Commuter Engagement Outreach (CEO) events to engage students who come to campus only to attend class and who otherwise are not engaged in campus activities. This population experiences a higher risk of attrition. The events were strategically scheduled to coincide with mid-term week and academic advisement and intentionally located in the middle of commuter student parking. They were designed to meet student needs: information about campus services, conversation with other students, faculty, and staff, a place to sit, music, and food. Planners anticipated 50 participants at the first CEO event; 225 students attended.

Following the second CEO event, 21 students responded to a survey yielding the following results: 95 % liked the food; 90% liked the opportunity to relax and enjoy the day; 48% enjoyed receiving information about programs and services; 76% requested additional information about student events and activities; 43% requested information about career development; 24% requested information on study abroad and student employment; and 19% requested information on residence housing.

Data from the first three CEO events indicate a total of 762 attendees; 521 unique or individual students attended one, two, or three CEO events; 404 attendees were commuter students; 328 were full-time students; and 271 were transfer students. Staff distributed passes for a free meal at the Shepherd University Dining Hall to each student, resulting in more than 150 students using the pass to explore this campus dining venue.

## ***Academic Affairs***

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### **Teaching Workshops**

The Center for Teaching and Learning (CTL) has been hosting innovative teaching workshops this semester. In October, Shannon Holliday presented information on student resiliency. In mid-November, Yildiz Nuredinoski discussed gaming in the classroom as a technique to foster student engagement and assessment. As a component of our continuing new faculty orientation programs, the second year faculty members have been reading and discussing the book *Facilitating Seven Ways of Learning: A Resource for More Purposeful, Effective, and Enjoyable College Teaching*, by James R. Davis and Bridget D. Arend.

### **Workshop on Multiculturalism**

In October more than 145 people from Shepherd and the surrounding community participated in a workshop, “From Diversity to Multiculturalism,” run by Professor Chiquita Howard-Bostic and sponsored by the Department of Sociology and Geography.

## **Seeding Your Future**

Shepherd University sponsored the second annual “Seeding Your Future” on October 3. The daylong event brought 90 middle-school girls to campus where hands-on workshops by Shepherd faculty stimulated interest in science, technology, engineering, and math careers. Dr. Sytil Murphy, assistant professor of physics, and Dr. Jordan Mader, assistant professor of chemistry, received a \$3,750 grant from the NASA West Virginia Space Grant Consortium to plan and conduct the event. The conference will be supplemented by on-going monthly workshops thanks to a \$26,250 grant from Women Investing in Shepherd (WISH), a women’s giving circle created in 2014 by the Shepherd University Foundation to provide grant funding for Shepherd student-faculty projects and for community nonprofit programs in the surrounding nine-county, three-state area.

## **Meeting of Business Educators**

Shepherd hosted the Regional Assembly Meeting of the International Assembly for Collegiate Business Education (IACBE). Shepherd Professor Nicolas Pologeorgis, Regional Vice President of IACBE, coordinated the event.

## **Teach-In**

The Political Science Department sponsored a panel discussion and teach-in on the timely topic of international migration. These teach-ins are a regular service from the Department and work to provide the community with informed perspectives that elevate our discussions of controversial issues in the news.

## **New Accreditation**

The Department of Art was accredited by the National Association of Schools of Art and Design (NASAD).

## ***Student Affairs***

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### **Title IX Coordinator**

Anne Lewin has joined the staff as our new Title IX Coordinator. In this role she will lead the University’s education and prevention efforts relating to sexual violence. The Title IX Coordinator also leads administrative investigations of sexual violence allegations on campus or otherwise affecting the University community. Although the University always encourages victims to work with law enforcement to pursue prosecutions, we also provide full administrative response to help ensure a safe and comfortable campus experience for each student.

### **Appalachian Writer-in-Residence**

The Appalachian Writer in Residence Program, featuring Nikki Giovanni, offered sessions focused on “Civil Rights, Human Rights,” “A Celebration of Appalachian Storytellers,” “The Writing Life, with Nikki Giovanni,” and the Scarborough Society Library and Awards Ceremony. The Writer in Residence Series was followed by the 20<sup>th</sup> Annual Appalachian Heritage Festival which included many renowned artists.

### **Shep-or-Treat**

Due to inclement weather this annual family event was relegated to the Student Center. This did not significantly lower the number of attendees: the Student Center was packed with trick-or-treaters who enjoyed games, music, and bags of candy.

## **Service Events**

The Office of Student Community Services and Service Learning coordinated Blood Drives with the American Red Cross, designed Service-on-the Go events, led food drives in collaboration with the Student Nurses Association, and provided volunteers for the Shepherdstown-based Caring Cupboard. Additionally, Education students continue to tutor at-risk students at the Harpers Ferry Job Corps as a required course component. Students in the Adolescent Psychology course hosted over 150 middle-schoolers during a day-long visit to Shepherd's campus.

## **Program Board**

This student board coordinated multiple events including the ever popular PB&J Day, Henna Tattoos, and Waffle Day. Trips included a Haunted Asylum, Hershey Park in the Dark, Washington Capitals Game, and the Baltimore Inner Harbor. The Program Board also supports students academically by providing grab-and-go events during Mid-term Madness and Finals Fast Break.

## ***Enrollment Management***

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### **Admissions**

Admissions hosted an Open House on Saturday, November 14. With over 480 guests, this was the highest attendance at an open house in the past three years. Attendees received tickets to cheer for the Shepherd Rams as our undefeated football team won its 10<sup>th</sup> victory this season, earning the conference title.

### **Financial Aid**

Independent auditors completed their review of the Office of Financial Aid for the 2014 – 2015 academic year and reported no findings.

Over 40 WV high school counselors attended a Financial Aid workshop hosted at the Martinsburg Center and coordinated by the Office of Financial Aid. The WV Association of Student Financial Aid Administrators (WVASFAA) sponsored the full-day event. Presenters provided an overview of the financial aid process and upcoming changes to the submission deadline for the Free Application for Federal Student Aid (FAFSA).

### **Registrar**

The University established early course registration for veterans and their dependents as part of the Five Star Challenge.

Team River Runner (TRR) celebrated the close of another successful outdoor season at the end of September. TRR has started its winter schedule, and will practice indoors using the Wellness Center pool.

## ***University Advancement***

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### **Comprehensive Fundraising Report: 7/1/15 through 9/30/15 – New Gifts and Pledges**

The Comprehensive Fundraising Report provides analysis of cumulative data from the start date of the fiscal year through the end of the reporting period. The report includes data from all external fundraising programs managed through the Office of University Advancement and the Shepherd University Foundation.

- During the first quarter of the fiscal year, \$334,393 was pledged and/or paid in new, direct gifts.

- New gifts to endowment equal \$36,349, gifts to annual programs total \$177,033, and gifts from government sources yielded \$121,011.
- No new deferred gifts or grants were documented.
- We continue to be supported by our constituencies as detailed in the following chart:

202	Friends have paid/pledged	\$64,964
623	Alumni have paid/pledged	\$72,758
45	Corporations have paid/pledged	\$34,165
4	Foundations have paid/pledged	\$9,818
98	Others have paid/pledged	\$31,677
9	Government	\$121,011
	Total	\$334,393

### **Year-To-Date Giving Summary: 7/1/15 through 9/30/15 – Total Funds Received**

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

- Gifts to annual programs yielded \$188,783 which is \$75,101, or 66 percent more than what had been received from July through September last year.
- Giving to endowments in the first quarter of FY2016 decreased from \$51,756 last year to \$36,699 this year. While the number of endowment gifts remained steady, 192 received from July to September 2014 to 193 in same period of 2015, the amount reflects a variance because of one significant bequest received last July.
- First quarter FY2016 giving from faculty and staff increased 12 percent from \$9,258 in 2014 to \$10,372 this year, and the number of faculty/staff donors increased 10 percent year-over-year.
- Payouts from competitive grants increased by 41 percent as compared to the same period in FY2015. Grant activity generated \$300,325 during the first quarter of this year as compared to \$212,810 generated during the same period in 2014.
- In total, \$526,221 was received during the first quarter of this fiscal year. That amount is \$147,973 or 39 percent more than was received in the first quarter of 2014.
- Overall, 1,413 gifts from 887 donors were received from July to September 2015. The number of gifts increase by 39 percent, the number of donors decreased slightly, and the average gift amount was significantly higher year-over-year.

## *Athletics*

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### **Perfecta? You Betcha!**

The football team won the Mountain East Conference (MEC) Title with a perfect 10-0 mark. With an overall record of 10-0, the Rams have completed their fifth undefeated regular season in Shepherd's history, joining the 1955, 2005, 2006 and 2013 teams. The MEC Championship is the 20<sup>th</sup> league title in Shepherd's history. With the perfect season the Rams earned the #1 seed for the NCAA Division II playoffs for Super Region 1. The Rams are hopeful that they will be selected to host the National Semifinals. The NCAA Division II Football Championship game will be held on Saturday, December 19, at Sporting Park, Kansas City, Kansas, home of the Major League Soccer team, Sporting Kansas City.

## **A Reign of Excellence**

Head Coach Monte Cater, in his 29<sup>th</sup> year at the helm, has led the football team to its 15<sup>th</sup> conference title. The team will make their ninth trip to the NCAA playoffs under his direction and their 11<sup>th</sup> overall trip to the National Post Season. Coach Cater is tied for fourth on the list of Winningest Active NCAA Football Coaches. He has 250 career wins as a head coach. The team has shown a proficient passing attack this year and led the NCAA Division II in Team Passing Efficiency. Junior quarterback Jeff Ziemba broke the school record for touchdown passes in a season with 25 and tied the single game mark for touchdown passes with five in the regular season finale versus Urbana University.

## **Rollin' with Dolan**

In his third season as Head Men's Golf Coach, Ed Dolan has taken the program to a level it has never reached. The Rams won the 2015 MEC Men's Golf Championship, the first ever in the team's history. The team's triumph at the MEC Tournament gives them an automatic berth in the NCAA Championships Atlantic/East Super Regional this spring at Timber Banks Country Club in Baldwinsville, NY.

## **Consistency on the Women's Pitch**

The Shepherd Women's Soccer team qualified for the MEC Tournament for the third consecutive year and fifth consecutive tournament appearance overall. The Rams lasted through 90 minutes of regulation and 20 minutes of overtime before falling to 11<sup>th</sup> ranked WV Wesleyan in the MEC Semi-Finals.

## **Thursday Night Lights**

The MEC partnered with WV Metro News to provide extensive coverage for the weekly Thursday night football "Game of the Week" with 16 radio affiliates across the region and streaming online. The Rams' 41-14 win at Fairmont State on November 5 was their only "Game of the Week" appearance and their first night game since 2009.

## *Facilities*

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### **New Director of Facilities**

Mr. Eric Shuler assumed his post in November. Mr. Shuler comes to Shepherd from the University of California Riverside, where he held the position of Assistant Director, Operations and Maintenance for six years. In this facilities leadership position, Mr. Shuler oversaw 2.8 million square feet of facilities space and 280 acres of university property. Spanning his 30-year career he has held several Facilities related positions in the public and private sectors. Mr. Shuler is credentialed as a Certified Facilities Manager by the International Facility Management Association and as a Leadership in Energy and Environmental Design (LEED) Green Associate by the Green Building Certification Institute.

### **Shepherd District Free School**

The Free School is a historic structure on the southeast corner of South Princess Street and New Street in downtown Shepherdstown. The building, owned by the University, housed three of Shepherd's offices until being taken offline this summer following the discovery of significant water infiltration throughout the building. The Free School has undergone major repairs and renovations including a new roof, exterior wall repointing and repair, and a new flooring system. The work was completed in October. Through a generous gift received from the Shepherd University Leadership Circle, the Free School has been equipped with new furnishings and computer technology. With three rooms and a small kitchen area, the renovated and newly furnished building will be a dedicated study and leisure space for Shepherd's student veterans.

## **Butcher Center**

The fire alarm system original to the Butcher Center was replaced with a new addressable, voice evacuation fire alarm system designed by Edwards Systems Technologies.

## **Ikenberry Hall**

The 2<sup>nd</sup> floor HVAC unit servicing the Academic Affairs, Finance and Procurement Services Offices was replaced. The new unit replaced an undersized 20 year-old unit. Work included setting and installing the new unit, replacement of the existing curb structure, reinforcement of existing steel joists and system balancing.

## **Center for Contemporary Arts (CCA) I**

The HVAC system conditioning the Information Technology (IT) Server Room in CCA I was replaced with a new system providing adequate and redundant cooling to the space, protecting IT equipment.

## *Upcoming Events*

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### **Saturday, December 5**

Civil War Christmas, Panel Discussion, “West Virginia in War and Peace,” Nick Redding, executive director, Preservation Maryland, and Kevin Pawlak, education specialist, Mosby Heritage Area Association, Robert C. Byrd Center for Legislative Studies Auditorium. Sponsored by the George Tyler Moore Center for the Study of the Civil War.

### **Saturday, December 5 – Sunday, December 6**

Friends of Music: Holiday Gala, “Big Band Holiday Concert,” Frank Center Theater

### **Wednesday, December 9**

Preparatory Ensembles Concert, Frank Center Theater

### **Saturday, December 12**

Preparatory Division Recital, W.H. Shipley Recital Hall

### **Thursday, December 24 – Friday, January 1**

University Closed for Winter Break

### **Monday, January 18**

University Closed for Martin Luther King’s Birthday

Honor Band Concert, Frank Center Theater

### **Thursday, January 28**

Shepherd Music Salon Series: “Three’s Company,” W.H. Shipley Recital Hall

### **Saturday, February 13 – Sunday, February 14**

Shepherd Department of Music Spring Production, Frank Center Theater

### **Friday, February 19**

Symphonic Band and Wind Ensemble Concert, Frank Center Theater with a Pre-Concert Lecture

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

## **PRESENTATION AND PRELIMINARY APPROVAL RESIDENCE HALL PROJECT**

### **Introduction**

In 2014 Shepherd University updated its Campus Master Plan in response to the State of West Virginia's requirement that all State supported universities produce such a plan as a prerequisite for State capital funding. The plan also serves as a road map for the University to achieve its vision of becoming a premier public liberal arts university.

The 2014 Campus Master plan will be used as a guide for the University as it moves forward with the design and construction of new facilities and renovates existing facilities on campus for the next 10 years. With broad university constituency input, the Campus Master Plan Committee identified multiple goals, including increasing the campus residential population. The higher resident population would move Shepherd toward the average among its COPLAC peers, which house on average 46% of their undergraduate population.

Campus auxiliaries are increasingly important in driving revenue for the University, recruiting prospective students and retaining current students. Shepherd's auxiliaries produce revenue equal to the University's total tuition and fee revenue and almost double the University's State appropriation. As State support continues to decrease and the competition for new students increases, the University's investment in auxiliaries in order to increase revenue will be a key component of Shepherd's plans to increase the on-campus resident population, increase the size of its new student classes, retain more students and decrease its reliance on State support.

A new residence hall and renovations to existing halls are central to our needed investments. Shepherd's student housing stock has a capacity for 1,301 beds in 14 buildings. The average residence hall structure is 41 years old, and while they are well maintained they are beginning to show their age and are increasingly unattractive to students. The existing housing stock faces many challenges:

- 425 beds are in halls without air-conditioning;
- unit type mix is not attractive to maturing students who desire privacy;
- housing assets are dated and have deteriorating infrastructure;
- deferred maintenance is \$10 million over the next 10 years.

In addition, occupancy has fallen from a high of 96% in fall 2012 to 82% in fall 2015. While some of the decline in residence hall occupancy is attributable to the University's decline in undergraduate enrollment over the last three years, it is also evident that the lack of attractive housing options with modern amenities is impacting the University's ability to attract new students, retain current students and increase our on-campus resident population.

Shepherd University recognized that a Student Housing Market Study was needed in order to develop a comprehensive housing development plan to address the University's challenges. In March of 2015 Shepherd retained Brailsford and Dunlavey to conduct analyses of the current housing stock and demand



for new student housing, including types of beds, amenities and price points for the project. In addition, Brailsford and Dunlavey is assisting the University in the analysis of various project financing models, including public-private partnerships.

## Work Plan

The Brailsford and Dunlavey work plan included the following tasks:

- A **campus tour** to understand the physical condition of existing residential facilities.
- A **Strategic Asset Value (SAV) Visioning Process** to define the University's expectations and aspirations for the project, identifying the University's targeted constituencies.
- **Administrator interviews** to discuss policies and objectives relating to tuition, room and board, enrollment management, and academic priorities.
- **Focus groups and intercept interviews** with students and Residence Life staff to gain qualitative information regarding on- and off-campus housing options.
- An **on-campus housing analysis** to provide qualitative and quantitative information about existing residential facilities.
- A **student demographic analysis** to determine population size and characteristics, including patterns of growth and change, within the University.
- An **off-campus market analysis** to understand local housing market options for students, including the size of the market, rental rates, amenities, and upcoming projects.
- A **demand analysis** to determine quantitative demand and qualitative recommendations for the new project.
- A **financial model and business case analysis** that incorporates capital cost projections, revenue and expenses based on the Student Housing Market Study.
- **Sensitivity analyses and research** to confirm optimal financial structure for the project.
- **Evaluation of various public-private partnership options** for the University and Foundation to consider.

## Findings

- Declining enrollment is impacting on-campus housing occupancy.
- Most residence halls are well maintained but dated.
  - Average age of 41 years
  - Freshman housing lacks air-conditioning
  - Unit type is predominantly freshman oriented
  - Too many double rooms and limited availability of semi-private bathrooms
- Limited diversity in room occupancy type is impacting on-campus housing retention and student satisfaction
- Limited supply of rental housing in the immediate community
- Perceived value of on-campus housing is pushing students off-campus
  - Living off-campus can be more cost effective when seeking private bedrooms, in-unit bathrooms, kitchens and air-conditioning
- Housing stock in its current condition and configuration does not support the University's residential campus goals nor align with student demand for affordable on-campus housing with modern amenities.
- Creating more private rooms in upperclassmen residence halls, taking Turner Hall offline and offering affordable housing accommodations with modern amenities will increase demand for new beds.

## Recommendation

Based upon the market study and financial analysis the project team recommends a comprehensive campus housing development plan that meets the University's projected future demand for housing and student expectations. The plan includes the following elements:

- A new 81,000 square foot residence hall on the west side of campus, to include:
  - 290+ beds
  - 60 single occupancy rooms with semi-private bathrooms
  - 112 double occupancy rooms with semi-private bathrooms
  - 9 resident assistant and resident director rooms
  - Study space
  - Air-conditioning
  - Dining venue
  - Social lounge
  - Laundry
- De-densifying the West Woods Suites, and Dunlop and Printz Apartments, to include:
  - Converting 87 double occupancy rooms to single rooms
- Renovating Kenamond Hall and Gardiner Hall, to include:
  - Air-conditioning and upgraded finishes
  - Group social and study spaces
- Taking Turner Hall offline

These recommendations create a valuable housing asset that offers the amenities students desire. The recommended semi-suite project offers private bedrooms, in-unit bathrooms, air conditioning, communal spaces, a supportive student community and a new building. These amenities would substantially differentiate the project from other on-campus offerings.

The new residential hall facility is expected to be self-sufficient, relying on housing rents to cover operating expenses and debt service. The rents are projected at \$3,300 per semester for double occupancy and \$4,800 per semester for single occupancy, with a projected opening in August 2017. The estimated project budget is \$22,700,000.

The attached 10-year pro forma reflects projected operating revenues and expenses for the new residence hall following construction.

## Project Development Scenarios

The University is exploring the use of various public-private partnership (P3) models for the project. Utilizing a P3 for the project allows the University to take advantage of private sector expertise, increase the speed to project completion, decrease risk and entertain multiple project deal and financing structures.

The University issued a Request for Proposal (RFP) on October 14, soliciting proposals to enter into a P3 partnership agreement to design, build and finance a new residence hall on-campus. Encouraging creative solutions to comprehensively address the University's housing inventory challenges, the RFP is providing developers the opportunity to submit multiple approaches to building the new on-campus residential facility and renovating/replacing East Campus residence halls:

Base Proposal – Build new student housing consistent with university objectives assuming a 501(c)3 ownership structure and tax-exempt bond financing utilizing the United States Department of Agriculture's financing program.

Alternative Scenario: A – In addition to the Base Proposal, the developer can propose a structure for renovating and/or replacing existing East Campus residence halls.

Alternative Scenario: B – Under this scenario, developers may present financing, investment and development approaches not contemplated in the Base Proposal or Alternative Scenario A.

The attached project development budget reflects the anticipated development cost for the new residential facility utilizing a public-private partnership.

## Conclusion

The vision for a new residence hall and the upgrading and modernizing of existing East Campus residence halls is a positive step in moving the Campus Master Plan forward as well as achieving Shepherd's following objectives:

- House 50% of the full-time undergraduates on-campus, in line with its COPLAC peers.
- Attract and retain both in-region and out-of-region students.
- Create a residential campus environment that will help support the University's enrollment initiatives.
- Expand housing offerings along student housing maturity continuum.

## Next Steps

The next steps for implementing the project would include the following:

- Select project developer and optimum deal structure
- Seek final project approval from governance bodies
- Begin building design and transaction process

The following charts reflect estimated financial projections for the project. When a project developer is selected and an agreement is negotiated, the financial model and the precise parameters of the project would be finalized. These negotiations will proceed during the holiday period and into early January. Time will be of the essence in moving the project forward through the additional approvals that are required at the State, including the HEPC. It is therefore recommended that the Board provide a preliminary approval of the project at this time and delegate to the Executive Committee the final approval of the final project parameters, project budget and related financials.

The following resolution is recommended for adoption by the Board:

**RESOLVED**, That the Shepherd University Board of Governors conditionally approve the prospectus for Student Housing 2017 and direct the President to proceed with developer selection and negotiations. **RESOLVED FURTHER**, that the Board of Governors direct the President to consult with and gain final approval of the final project parameters, budget and related financials by the Executive Committee; and

**FURTHER RESOLVED**, that the Board delegate to the Executive Committee the authority to act on behalf of the Board in all respects in the further review and final approval of Student Housing 2017.

## New Residence Hall Facility

<b>Project Development Budget</b>	<b>Public Private Partnership</b>
<b>Hard Costs</b>	<b>\$14,793,441</b>
<b>Soft Costs</b>	
A&E Fees	\$739,672
Other Fees	\$1,479,344
FF&E	\$1,029,000
Developer Construction Manager Fee	\$147,934
Developer Fee	\$739,672
Project Contingency	\$1,479,344
<b>Total Soft Costs</b>	<b>\$5,614,966</b>
<b>Financing Costs</b>	
Debt Service Reserve	\$1,251,913
Capitalized Interest	\$604,623
Cost of Issuance	\$408,168
<b>Total Financing Costs</b>	<b>\$2,264,704</b>
<b>Total Project Cost</b>	<b>\$22,673,111</b>
<b>Total Project Cost/GSF</b>	<b>\$280</b>
<b>Total Project Cost/Bed</b>	<b>\$77,120</b>

<b>Projected Project Pro Forma: New Residence Hall</b>												
Fiscal Year (ending)	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Housing Revenues	\$0	\$0	\$2,070,537	\$2,132,653	\$2,196,633	\$2,262,532	\$2,330,408	\$2,400,320	\$2,472,330	\$2,546,500	\$2,622,895	\$2,701,582
Other Revenues	\$0	\$0	\$10,353	\$10,663	\$10,983	\$11,313	\$11,652	\$12,002	\$12,632	\$12,732	\$13,114	\$13,508
Summer Conference Revenue	\$0	\$0	\$103,527	\$106,633	\$109,832	\$113,127	\$116,520	\$120,016	\$123,616	\$127,325	\$131,145	\$135,079
Total Revenues	\$0	\$0	\$2,184,417	\$2,249,949	\$2,317,448	\$2,386,972	\$2,458,580	\$2,532,338	\$2,608,578	\$2,686,557	\$2,767,154	\$2,850,169
Total Operating Expenses			\$861,425	\$887,268	\$913,886	\$941,302	\$969,541	\$998,627	\$1,028,586	\$1,059,444	\$1,091,227	\$1,123,964
Net Operating Income			\$1,322,992	\$1,362,681	\$1,403,562	\$1,445,670	\$1,489,039	\$1,533,711	\$1,579,992	\$1,627,113	\$1,675,927	\$1,726,205
Debt Service(P3)			\$1,251,913	\$1,250,163	\$1,251,913	\$1,251,913	\$1,250,163	\$1,251,913	\$1,250,163	\$1,251,913	\$1,251,913	\$1,250,163
Net Cash Flow			\$71,079	\$112,518	\$151,649	\$193,757	\$238,876	\$281,798	\$329,829	\$375,200	\$424,014	\$476,042
Cumulative Net Cash Flow			\$71,079	\$183,597	\$335,246	\$529,003	\$767,879	\$1,049,677	\$1,379,506	\$1,754,706	\$2,178,720	\$2,654,762

## QUARTERLY FINANCIAL REPORT

Ms. Anna Barker, Vice President for Finance and Chief Financial Officer, will present the quarterly financial report.

Included are three reports for the first quarter of FY2016: 1) Statement of Net Assets, 2) Budget to Actual Report, and 3) Statement of Revenues, Expenses and Other Changes, which shows a year-to-year comparison with FY2015.

### STATEMENT OF NET ASSETS

#### Assets

Total Assets decreased approximately 3% to \$161 million. Significant changes in assets from the prior year include a decrease in Cash, an increase in Grants and Contracts Receivable, a decrease in Capital Assets net of Accumulated Depreciation and an increase in Other Non-Current Assets.

*Cash and Cash Equivalents* – At the end of the first quarter, the University had sufficient cash on hand to meet operating and capital obligations. Cash balances have decreased from FY2015 to FY2016 by 12.04% to \$22.3 million. The decrease in Cash is consistent with the decrease in both Operating and Non-Operating Revenues as well as an increase in Receivables.

*Grants and Contracts Receivable* – Grants and Contracts Receivable increased from \$3 million to \$5.5 million. This variance was created by a timing difference in the receipt of scholarship funds and direct loans to students.

*Capital Assets* – The University's annual investment in capital projects and equipment can significantly impact the value of Capital Assets from year to year. Capital Assets are presented net of Accumulated Depreciation and decreased by \$4.9 million to \$130.2 million. The decrease is a result of Accumulated Depreciation of approximately \$7 million during FY2015 and a \$1.8 Depreciation Expense for the first quarter of this fiscal year. Capital projects and/or equipment purchases were not significant enough in 2015 or the first quarter of this fiscal year to offset depreciation.

*Other Noncurrent Assets* – This reflects a State-mandated no-hardship arrears conversion. In FY2015, employees who were still being paid under the "current" classification were converted to arrears pay; however, this transaction was not made until later in the year and, therefore, not reflected as an Accrued Liability as of September 30, 2014. These employees did not miss a payment and a corresponding receivable was recorded. Employees will now be due an additional payment at the time of their separation from service, at which time a deduction will be made against this receivable.

#### Liabilities

Total Liabilities decreased by 2.7% to \$58.9 million. Significant changes include a decrease in Accounts Payable, a decrease in Deferred Revenue and a decrease in Leases and Bonds Payable.

*Accounts Payable* – Accounts Payable decreased from approximately \$1.7 million to \$1.3 million. This corresponds to the decrease in overall Operating Expenses as reflected on the Statement of Revenues, Expenses and Other Changes.

*Deferred Revenue* – Deferred Revenue decreased from \$93,000 to \$2,000. In FY2015, Restricted Lottery Funds were deferred. Those funds have since been spent and are no longer reflected as deferred.

*Leases and Bonds Payable* – Leases and Bonds Payable decreased \$1.5 million resulting from lease and bond premium payments. Payments were made for the Soccer Field Turf Lease and Bonds issued for infrastructure improvements and the Housing and Wellness Center Projects.

## STATEMENT OF REVENUES, EXPENSES AND OTHER CHANGES

### Operating Revenues

The University generated 45.1%, \$19.9 million, of the projected Operating Revenue for the fiscal year.

Tuition and Fees are at 47.5% of projections, totaling \$9.3 million. FY2016 is approximately \$875,000 less than FY2015. While fall tuition and fee revenue is less than projected, the University is currently seeing some positive trends for spring; total applicants are up 18%, total admits have increased by 34%, and students making spring deposits have increased 53%.

The year-over-year comparison of Federal Grants and Contracts shows a positive variance when compared to FY2015. New Federal Grants for FY2016 include the Nursing HRSA Grant, the renewal of the TRiO Student Support Services Grant and a grant through the National Science Foundation to support academic research on the gravitational wave and Appalachian Freshwater.

Revenue generated from State and local grants are \$1.7 million, which is slightly less than last fiscal year. Currently State-provided Scholarships awarded from FY2015 to FY2016 account for this variance.

Auxiliary Enterprises reflects revenue of \$8.5 million which is 4% less than FY2015 and 45.1% of Budget Projections. This corresponds directly to the fall semester enrollment shortfall.

### Operating Expenses

Overall, the University has expended 21.9% of budgeted Operating Expenses. FY2016 Operating Expenses are currently 6.5% or \$560,000 less than the first quarter of the prior fiscal year.

Primary Mission Costs for Instruction, Academic Support, Student Services and Scholarships and Fellowships were within budget for the first quarter. These expenses are currently 5.3%, (\$300,000) less than last fiscal year.

Other Core Operating Expenses reflect 24.9% of the budgeted expended during the first quarter. These expenses are also lower than the previous year by 9% or \$260,000.

### Non-Operating Revenues and Expenses

Year-to-date actuals for Total Non-Operating Revenues and Expenses are \$5 million, which is 34.5% of the budget. This represents a 1.8% increase over FY2015 and is primarily the result of increased support by the Foundation combined with a decrease in Interest on Capital asset related debt.

Table 1

**Shepherd University**  
**Statement of Net Assets**  
**FY16 - For the Quarter Ending September 30, 2015**  
(Dollars in Thousands)

	YTD Actual 9/30/15	YTD Actual 9/30/14	% Change
<b>ASSETS</b>			
<b>Current assets:</b>			
Cash and cash equivalents	22,301	25,352	-12.04%
Accounts receivable net	1,715	1,559	10.04%
Grants and contracts receivable, net	5,484	3,056	79.44%
Inventories	588	533	10.36%
Loans Receivable	100	100	0.00%
Other assets	2	4	-55.5%
<b>Total Current assets</b>	<b>30,190</b>	<b>30,603</b>	<b>-1.35%</b>
<b>Noncurrent assets:</b>			
Loans receivable, net	402	329	22.05%
Capital assets net	130,161	135,070	-3.63%
Other Noncurrent assets	307	-	n/a
<b>Total Noncurrent assets</b>	<b>130,869</b>	<b>135,399</b>	<b>-3.35%</b>
<b>TOTAL ASSETS</b>	<b>\$161,059</b>	<b>\$166,003</b>	<b>-2.98%</b>
<b>LIABILITIES</b>			
<b>Current liabilities:</b>			
Accounts payable	1,315	1,711	-23.10%
Accrued liabilities	2,253	2,334	-3.47%
Deferred revenue	2	93	-97.61%
Long-term liabilities - current portion	2,262	2,295	-1.44%
<b>Total Current liabilities</b>	<b>5,832</b>	<b>6,432</b>	<b>-9.33%</b>
<b>Noncurrent liabilities:</b>			
Advances from federal sponsors	512	527	-2.83%
Deposits	207	223	-7.20%
Other post employment benefits	10,391	9,812	5.90%
Compensated absences	366	399	-8.24%
Leases Payable	575	693	-17.06%
Bonds Payable	41,025	42,448	-3.35%
<b>Total Noncurrent liabilities</b>	<b>53,075</b>	<b>54,101</b>	<b>-1.90%</b>
<b>TOTAL LIABILITIES</b>	<b>\$58,907</b>	<b>\$60,534</b>	<b>-2.69%</b>
<b>NET ASSETS</b>	<b>102,152</b>	<b>105,470</b>	<b>-3.15%</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$161,059</b>	<b>\$166,003</b>	<b>-2.98%</b>



Table 2

**Shepherd University**  
**Budget to Actual Report**  
**FY16 - For the Quarter Ending September 30, 2015**  
(Dollars in Thousands)

	Annual Budget	YTD Actual	\$ Variance	% Budget
<b>OPERATING REVENUES</b>				
Tuition and Fees	\$19,660	\$9,345	\$10,316	47.5%
Federal Grants and Contracts	553	26	527	4.8%
State and Local Grants and Contracts	4,511	1,732	2,779	38.4%
Private Grants and Contracts	30	-	30	0.0%
Sales and Services of Educational Activities	10	5	4	55.4%
Auxiliary Enterprises	18,906	8,529	10,376	45.1%
Other Operating Revenues	442	236	205	53.5%
<b>TOTAL OPERATING REVENUES</b>	<b>44,112</b>	<b>19,874</b>	<b>24,238</b>	<b>45.1%</b>
<b>OPERATING EXPENSES</b>				
<b>Core Operating Expenses</b>				
<b>Primary Mission Costs</b>				
Instruction	17,599	2,866	14,733	16.3%
Academic Support	3,571	866	2,705	24.3%
Student Services	3,706	956	2,750	25.8%
Scholarships & Fellowships	2,967	679	2,288	22.9%
<b>Subtotal Primary Mission Costs</b>	<b>27,843</b>	<b>5,367</b>	<b>22,476</b>	<b>19.3%</b>
<b>Other Core Operating Expenses</b>				
Operations and Maintenance	4,454	956	3,498	21.5%
Institutional Support	5,711	1,545	4,166	27.0%
Research	156	72	84	46.1%
Public Service	291	69	222	23.6%
<b>Subtotal Other Core Operating Expenses</b>	<b>10,611</b>	<b>2,641</b>	<b>7,970</b>	<b>24.9%</b>
<b>Total Core Operating Expenses</b>	<b>38,455</b>	<b>8,008</b>	<b>30,446</b>	<b>20.8%</b>
<b>Auxiliary Expenses</b>	<b>13,378</b>	<b>3,110</b>	<b>10,268</b>	<b>23.2%</b>
<b>Depreciation Expense</b>	<b>7,391</b>	<b>1,839</b>	<b>5,552</b>	<b>24.9%</b>
<b>Transfers and Other (Additions) Subtractions</b>	<b>293</b>	<b>69</b>	<b>224</b>	<b>23.5%</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>59,516</b>	<b>13,026</b>	<b>46,491</b>	<b>21.9%</b>
<b>NONOPERATING REVENUES AND EXPENSES</b>				
State Appropriations	9,831	2,458	7,373	25.0%
Nonoperating federal revenue	5,650	2,575	3,075	45.6%
Investment Income	17	5	11	32.8%
Interest on capital asset related debt	(1,941)	(485)	(1,455)	25.0%
Loss on disposal of equipment	-	-	-	n/a
Gifts	1,004	482	522	48.0%
Payments on behalf of Shepherd University	-	-	-	n/a
Fees assessed by the Commission for interest and reserves	(38)	(19)	(19)	50.0%
<b>TOTAL NONOPERATING REVENUES AND EXPENSES</b>	<b>14,523</b>	<b>5,016</b>	<b>9,507</b>	<b>34.5%</b>
<b>Income (Loss) Before Other Revenues, Expenses, Gains or Losses</b>	<b>(881)</b>	<b>11,864</b>	<b>(12,745)</b>	<b>-1346.4%</b>
<b>OTHER REVENUES, EXPENSES, GAINS OR LOSSES</b>				
Capital Grants and Gifts	-	0	(0)	n/a
CTC Net Assets Transfer	-	(2)	2	n/a
Other Post Employment Benefits (OPEB) expense	(801)	(160)	(641)	19.9%
<b>Increase (Decrease) in Net Assets</b>	<b>(1,682)</b>	<b>11,702</b>	<b>(13,385)</b>	<b>-695.6%</b>

Table 3

**Shepherd University**  
**Statement of Revenues, Expenses and Other Changes**  
**FY16 - For the Quarter Ending September 30, 2015**  
(Dollars in Thousands)

	YTD Actual 9/30/15	YTD Actual 9/30/14	% Change	\$ Change
<b>OPERATING REVENUES</b>				
Tuition and Fees	\$9,345	\$10,219	-8.6%	(\$875)
Federal Grants and Contracts	26	8	230.2%	18
State and Local Grants and Contracts	1,732	1,888	-8.3%	(156)
Private Grants and Contracts	-	-	n/a	-
Sales and Services of Educational Activities	5	6	-9.5%	(1)
Auxiliary Enterprises	8,529	8,903	-4.2%	(373)
Other Operating Revenues	236	283	-16.6%	(47)
<b>TOTAL OPERATING REVENUES</b>	<b>19,874</b>	<b>21,307</b>	<b>-6.7%</b>	<b>(1,433)</b>
<b>OPERATING EXPENSES</b>				
<b>Core Operating Expenses</b>				
<b>Primary Mission Costs</b>				
Instruction	2,866	3,117	-8.1%	(252)
Academic Support	866	907	-4.4%	(40)
Student Services	956	890	7.4%	66
Scholarships & Fellowships	679	753	-9.9%	(74)
<b>Subtotal Primary Mission Costs</b>	<b>5,367</b>	<b>5,667</b>	<b>-5.3%</b>	<b>(300)</b>
<b>Other Core Operating Expenses</b>				
Operations and Maintenance	956	1,004	-4.8%	(48)
Institutional Support	1,545	1,719	-10.1%	(174)
Research	72	96	-24.9%	(24)
Public Service	69	82	-16.6%	(14)
<b>Subtotal Other Core Operating Expenses</b>	<b>2,641</b>	<b>2,901</b>	<b>-9.0%</b>	<b>(260)</b>
<b>Total Core Operating Expenses</b>	<b>8,008</b>	<b>8,568</b>	<b>-6.5%</b>	<b>(560)</b>
<b>Auxiliary Expenses</b>	<b>3,110</b>	<b>3,307</b>	<b>-5.9%</b>	<b>(197)</b>
<b>Depreciation Expense</b>	<b>1,839</b>	<b>1,761</b>	<b>4.4%</b>	<b>78</b>
<b>Transfers and Other (Additions) Subtractions</b>	<b>69</b>	<b>73</b>	<b>-5.9%</b>	<b>(4)</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>13,026</b>	<b>13,709</b>	<b>-5.0%</b>	<b>(683)</b>
<b>NONOPERATING REVENUES AND EXPENSES</b>				
State Appropriations	2,458	2,485	-1.1%	(27)
Nonoperating federal revenue	2,575	2,513	2.5%	62
Investment Income	5	2	124.5%	3
Interest on capital asset related debt	(485)	(503)	-3.5%	18
Loss on disposal of equipment	-	-	n/a	-
Gifts	482	447	7.8%	35
Payments on behalf of Shepherd University	-	-	n/a	-
Fees assessed by the Commission for interest and reserves	(19)	(19)	0.0%	-
<b>TOTAL NONOPERATING REVENUES AND EXPENSES</b>	<b>5,016</b>	<b>4,926</b>	<b>1.8%</b>	<b>90</b>
<b>Income (Loss) Before Other Revenues, Expenses, Gains or Losses</b>	<b>11,864</b>	<b>12,524</b>	<b>-5.3%</b>	<b>(660)</b>
<b>OTHER REVENUES, EXPENSES, GAINS OR LOSSES</b>				
Capital Grants and Gifts	0	-	n/a	0
CTC Net Assets Transfer	(2)	(2)	24.0%	(0)
Other Post Employment Benefits (OPEB) expense	(160)	(152)	5.0%	(8)
<b>Increase (Decrease) in Net Assets</b>	<b>11,702</b>	<b>\$12,370</b>	<b>23.8%</b>	<b>(\$668)</b>

## **PRELIMINARY AUDIT DISCUSSION**

### **Audit Report FY2015**

The letter below from CliftonLarsonAllen LLP explains the delay in preparation of the audit report for FY2015. Because we do not have a final report, the Board of Governors will not be able to review and accept the report at its December 3, 2015, meeting. Vice President Anna Barker will review with the Audit and Finance Committee the preliminary findings she has received.

This delay has affected all West Virginia higher education institutions.

Please note that the final section of the letter, “Interim communication,” appears to indicate that “significant findings or issues” have been identified and that there is “urgency for taking appropriate timely remedial action to minimize the effects of such matters.” That is not the case: the letter does not have and was not intended to have any listing of findings.



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Board of Governors  
Shepherd University  
Shepherdstown, West Virginia

This letter is to inform you that we will be unable to issue our audit report by October 31, 2015, the date established at the onset of our engagement, due to difficulties encountered in performing the audit. We consider this a serious matter because certain bonds include specific reporting requirements, and noncompliance with those requirements may have negative ramifications for the Shepherd University (the University).

This letter documents the matters we discussed with Anna Barker, Vice President for Finance/Chief Financial Officer, during a telephone conversation on October 23, 2015. We are available to meet with the Board to further discuss these matters and answer your questions since two-way communication between those charged with governance and our firm can provide valuable information to the audit process.

#### **Difficulties encountered in performing the audit**

The Completion of our audit is delayed because of the implementation of Government Accounting Standards Board (GASB) Statement No. 68, Accounting and Financial Reporting for Pensions, and Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date, for the year ended June 30, 2015. The implementation of GASB Statement Nos. 68 and 71 requires the University to report their share of the defined benefit pension liabilities and expense, as well as related deferred outflows and inflows of resources, allocated to it by the West Virginia Teachers Retirement System (TRS). TRS has had delays in providing the required audited information needed for the University to properly record and disclose the amounts needed to adopt these new accounting standards. The TRS is a separate legal entity outside the control of the University.

#### **Interim communication**

This interim communication is provided pursuant to auditing standards generally accepted in the United States of America (U.S. GAAS), which requires auditors to communicate on a timely basis significant findings or issues identified during the audit. Accordingly, this communication is based on our audit procedures performed through October 24, 2015, an interim period. Because we have not completed our audit, additional findings may be identified and communicated in a written communication at the conclusion of our engagement. We are providing this early communication to those charged with governance because of the significance of the matters identified and the urgency for taking appropriate timely remedial action to minimize the effects of such matters. The above matters are significant and relevant to your responsibility to oversee the financial reporting process.

\* \* \*

This interim communication is intended solely for the information and use of the Board of Governors and management of Shepherd University and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads 'CliftonLarsonAllen LLP'.

CliftonLarsonAllen LLP

Baltimore, Maryland  
November 11, 2015



An independent member of Nexia International

## ANNUAL ENROLLMENT REPORT

The Enrollment Management Report for 2015-2016 will be presented by Dr. Tom Segar, Acting Vice President for Enrollment Management. The report provides an overview of student enrollment at the University for the Fall 2015 semester and a description of 2015 and 2016 enrollment strategies.

### Fall 2015 Enrollment Overview

On October 15, 2015, census data were submitted to the West Virginia Higher Education Policy Commission (HEPC) for the 2015 Fall semester. The data reflect challenging enrollment conditions confronted by most West Virginia institutions over the past several years. This year we experienced a 4.7% decrease in overall head count (HC) enrollment and a 5.4% decrease in full-time equivalency (FTE) enrollment. Nonetheless, this is less than the decline from Fall 2013 to Fall 2014 and we have reason to believe that we have turned the tide. New student enrollment increased by 4.5% with most of this growth attributed to new transfer students. This increase in new students mitigated the decline in returning students, which is a compounded effect of smaller incoming classes of students for the past three years and increasing numbers of graduating students.

Key indicators in the census data reveal areas of *both* challenge and strength (see Appendix A for complete Student Profile). They include the following:

#### Degrees Awarded

The total number of degrees awarded increased 1.7% from the previous year, from 832 to 846. This continues to be an area of strength and an area of challenge with regard to enrollment. Although this aligns well with the mission to improve graduation rates, the University must continue to attract additional incoming students and increase retention rates of first-year and continuing students to maintain current enrollment levels.

#### Retention Rates

The retention rate for first-time, full-time freshmen (66.1%) dropped 2% over last year's rate (68.2%). The retention rate measures how many first-time, full-time freshmen in a given term (cohort) enroll at the University in the following Fall semester. However, retention for all undergraduate students has increased by two percentage points compared to last year (75% to 77%).

Graduate student retention declined this year from 81% in the previous year to 66% this year. Part of the decline is a result of 12 students completing the Special Education Endorsement (five courses, 15 credits), but not completing the Special Education graduate degree program. The departure of these students had an adverse effect on retention rates: if we remove these 12 students from the retention calculations, the graduate student retention rate increases to 76%.

### Graduate and Non-Degree Enrollment

Graduate student enrollment declined 15% or 24 students compared to the previous year. However, non-degree enrollment increased by 3.52% or 13 students over the previous year. The Doctor of Nursing Practice (DNP) program enrolled its first cohort of 15 students in Fall 2015, offsetting enrollment declines in other graduate programs.

### Incoming Class Size

The incoming undergraduate class size increased 4.5% from the previous year, going from 1,007 to 1,052 students, reflecting substantial growth after the previous year's 8.2% decline. This increase is largely attributed to a 14.9% increase in transfer students and successful recruitment strategies. The yield rate increased from 36% in the previous year to 43% this year, and the admit rate decreased from 98% to 90% with an 8% increase in the denied rate. These conversion measures reflect successful recruitment efforts for the Fall 2015 class.

### **Staffing**

The Office of Admissions has experienced a year of stability with little staff turnover during the recruitment year compared to previous years. Four of the five admissions counselor staff have been in their position one year or longer. The fifth counselor is a University alumnus and has been in his position for over six months. Under the leadership of a new Director of Admissions and a new Vice President for Enrollment Management, the University expanded its media presence in specific markets, enhanced recruitment practices, and developed more efficient application business processes.

### **Recruitment Strategies**

#### Fall 2015

Initiated in Fall 2014, considerable outreach to the surrounding community colleges was made a priority to ensure a viable transfer market. Efforts included participating in college fairs on community college campuses. Discounting strategies with area community colleges have proven successful. Increased Fall 2015 enrollment within this segment may be attributed to these strategies which were implanted beginning in Fall 2014.

Refining the admission application business process resulted in reduced turnaround times from application to acceptance. Admissions rendered decisions and communicated acceptances via telephone and in writing within two to three days instead of two to three weeks or more. Admissions applications that meet certain standards undergo an automated decision making process using the University's student information system (Banner). Only applications that do not clearly meet the standards go through a counselor review process. This has given Admissions Counselors additional time to develop relationships with prospective students and their families through more personal communication.

The University hosted the first Admitted Student Day event in March 2015, for all undergraduate students admitted for the Fall 2015 semester. The event was held after financial aid award letters were mailed to students and before the tuition deposit deadline. It was designed to encourage students to submit their tuition deposit and remain engaged with the University. All students who deposited prior to the event received their Rambler Card (student ID) during the event. Over 80% of the admitted students who attended this event enrolled at Shepherd in the Fall 2015 semester.



### Competitive Tuition

Research on the Fall 2014 semester enrollment revealed telling signs that price point is an important enrollment consideration, particularly for out-of-state, undergraduate students. Undergraduate students are typically charged one of the following rates: in-state tuition, out-of-state tuition, and discounted out-of-state tuition (i.e., negotiated rates, such as those specified in transfer agreements or in the Academic Common Market programs). The following table illustrates the enrollment change from Fall 2013 to Fall 2014, and from Fall 2014 to Fall 2015, according to each of the tuition rates.

Category	Change From Fall 2013 to Fall 2014	Revenue Impact	Change From Fall 2014 to Fall 2015	Revenue Impact
In-State Undergraduate	-5.3%	-\$348,210	-4.10%	-\$307,928
Out-of-State Undergraduate	-10.6%	-\$848,028	-7.24%	-\$579,219
Discounted Out-of-State Undergraduate	+3.2% *	+\$29,900	4.35%	+\$50,741

The data in the table show the number of students enrolled at the in-state tuition rate declined 4.10% from the previous year, a 1.2% improvement over the previous year. The decline is consistent with the overall FTE decline. However, the number of students enrolled at the out-of-state tuition rate declined 7.24%, a 3.36% improvement over the previous year. This decline remains a higher rate of decline than is reflected in the overall FTE decline. Finally, the number of students enrolled at the discounted out-of-state tuition rate increased 4.35% over the previous year. This category experienced an increase for the second year in a row. The out-of-state market demand for Shepherd programs continues to provide opportunities for increasing enrollment.

### Spring 2016

Promoting continuous enrollment with enrolled students serves as a vital strategy for sustaining healthy enrollment. The Retention Intervention Team (RIT) with assistance from Enrollment Management directed a series of email communications to continuing students reminding them to register for Spring 2016 classes. The outcome of this strategy can be assessed in the Spring 2016 semester.

The Office of Admissions sent postcards marketing the Regents Bachelors of Arts (RBA) Program to 792 previously enrolled Shepherd students who were last enrolled between Fall 2012 and Spring 2015, but were not enrolled for the Fall 2015 semester. The Registrar's Office identified students whose enrollment data suggests they would be strong candidates for this degree option.

Students who withdrew from the Fall 2015 semester and were eligible to return for Spring 2016 were contacted and encouraged to enroll for the Spring 2016 semester. Similar communications were dispersed to students enrolled in Spring 2015 but who did not enroll in Fall 2015. Providing guidance and support on course registration processes is among effective practices used nationally to support student retention.

### Fall 2016

Enrollment Management implemented several new recruitment initiatives to increase new student enrollment for Fall 2016. Starting in Fall 2014 the Office of Admissions utilized mailing campaigns to reach junior students sooner in the admissions cycle than in previous years, focusing heavily on the local West Virginia market and the Maryland/Virginia markets contiguous to Shepherd. Television

commercials promoting the University aired for the first time in the University's history beginning in Fall 2015 focused in Northern Virginia, markets neighboring Shepherd, the Northern Panhandle of West Virginia, and the Morgantown area.

The Offices of Admissions and Alumni Affairs established a new Council on Alumni Recruitment and Engagement (CARE). A pilot group of alumni living in the Delaware area were invited to be members of CARE. The group successfully hosted two recruitment events in Delaware during the Fall 2015 semester, and plans to host future events.



## (APPENDIX A)

### STUDENT PROFILE 2015-2016

#### All Students

##### Housing

On-Campus	27.5%	1,061
Off-Campus	72.5%	2,800

##### Retention

	2014	2015
FTIC	68%	66%
Undergraduate	75%	77%
Graduate	81%	66%
Total	75%	77%

##### Gender

Female	58.6%	2,263
Male	41.4%	1,598

##### Ethnicity

Unknown	1.4%	54
Hispanic	2.8%	107
Ame Ind/Al Native	0.5%	21
Asian	2.4%	94
Black/AA	8.9%	342
Nat HI/Other Pac Isl	0.1%	3
White	82.3%	3,177
Two or More	1.6%	63

##### Age

<18	1%	54
18-22	63%	2,428
23-24	9%	329
25-44	22%	836
45-64	5%	208
65+	0%	6

##### Top 5 Degrees Awarded

RBA	14%
Rec and Leisure Studies	10%
Nursing	9%
Business Admin	8%
Elementary Education	7%

##### Degrees Awarded

(Aug. '14, Dec. '14, May '15)

Baccalaureates	775
Masters	71
Total	846

##### Status

Full-Time	78%	3,001
Part-Time	22%	860

##### International

Enrolled	14
Countries	12

##### Veterans and Dependents Receiving Benefits

Year	New	Total
2014	61	225
2015	67	182

## New Students

Mean Scores	2014	2015
Freshmen ACT Comp	21.42	21.76
Freshmen SAT Comp	994	990
HS GPA	3.33	3.31
Transfer GPA	3.05	3.11

Geographic Distribution		
WV	62%	648
MD	24%	250
PA	2%	23
VA	9%	96
Other	3%	35

Enrollment	
Freshmen	638
Transfers	370
Readmits	44
<b>Total New</b>	<b>1,052</b>

Conversion	2014	2015
Admit Rate	98%	90%
Yield Rate	36%	43%
Denied Rate	2%	10%

## ENROLLMENT SNAPSHOT 2015-2016

Note: Columns labeled “% Change” reflect the relative differences between the 2014-2015 and the 2015-2016 academic years.

### Current Head Count by Class Year

Freshmen	876
Sophomore	623
Junior	790
Senior	1,030

### Credit HC FTE

Baccalaureate	3,320	3,107.90
Master	144	84.33
DNP	15	12.17
NDUG	324	60.27
NDPG	58	17.42
Total	3,861	3,282.09

### FTE by Student Type

	FTE	% Distribution	% Change
Undergraduate	3,107.90	95%	-5%
Graduate	96.50	3%	-16%
NDUG	55.53	2%	9%
NDPG	17.42	1%	-14%
High School	4.73	0%	58%

### FTE by Class Level

	FTE	% Distribution	% Change
Freshmen	863.63	27%	-3%
Sophomore	601.43	19%	-9%
Junior	748.93	23%	4%
Senior	890.30	28%	-10%
Graduate	96.50	3%	-16%

### Paid FTE FTE Percent Change % Change

Resident	2,273.25	70.94%	-70.12	-3.10%
Non-Resident	931.15	29.06%	-109.32	-11.7%
University Total	3,204.0	100%	-179.23	-5.59%

### FTE by Residency

	FTE	% Distribution	% Change
In-State	2,004.48	63%	-4.10%
Out-of-State	1,199.92	37%	-7.24%

## FINANCIAL AID 2015-2016

### Promise Scholarship: 472 Recipients Currently at Shepherd University

Year	Freshmen Promise Recipients	Percentage Retained Scholarship
03-04	135	41%
04-05	146	46%
05-06	130	66%
06-07	111	73%
07-08	124	67%
08-09	109	70%
09-10	158	63%
10-11	169	67%
11-12	151	66%
12-13	167	82%
13-14	150	77%
14-15	149	74%
15-16	140	(as of 10/30/15)

### First Generation College Students

Year	FAFSAs Received	FAFSAs Enrolled	FAFSAs Enrolled with Aid
05-06	2,252	1,200	1,096
06-07	1,979	1,243	1,150
07-08	1,967	1,270	1,188
08-09	2,161	1,324	1,235
09-10	2,434	1,426	1,363
10-11	2,466	1,375	1,309
11-12	2,733	1,451	1,370
12-13	2,782	1,425	1,344
13-14	2,751	1,362	1,294
14-15	2,507	1,195	1,143
15-16	2,157	1,164	1,106

### Household Income of (2014-2015) FAFSA Enrolled Students

12%	Dependent students <=\$25,000
88%	Dependent students >\$25,000
67%	Independent students <=\$25,000
33%	Independent students >\$25,000

### New FT UG as % of Total Enrollment, Fall 2015

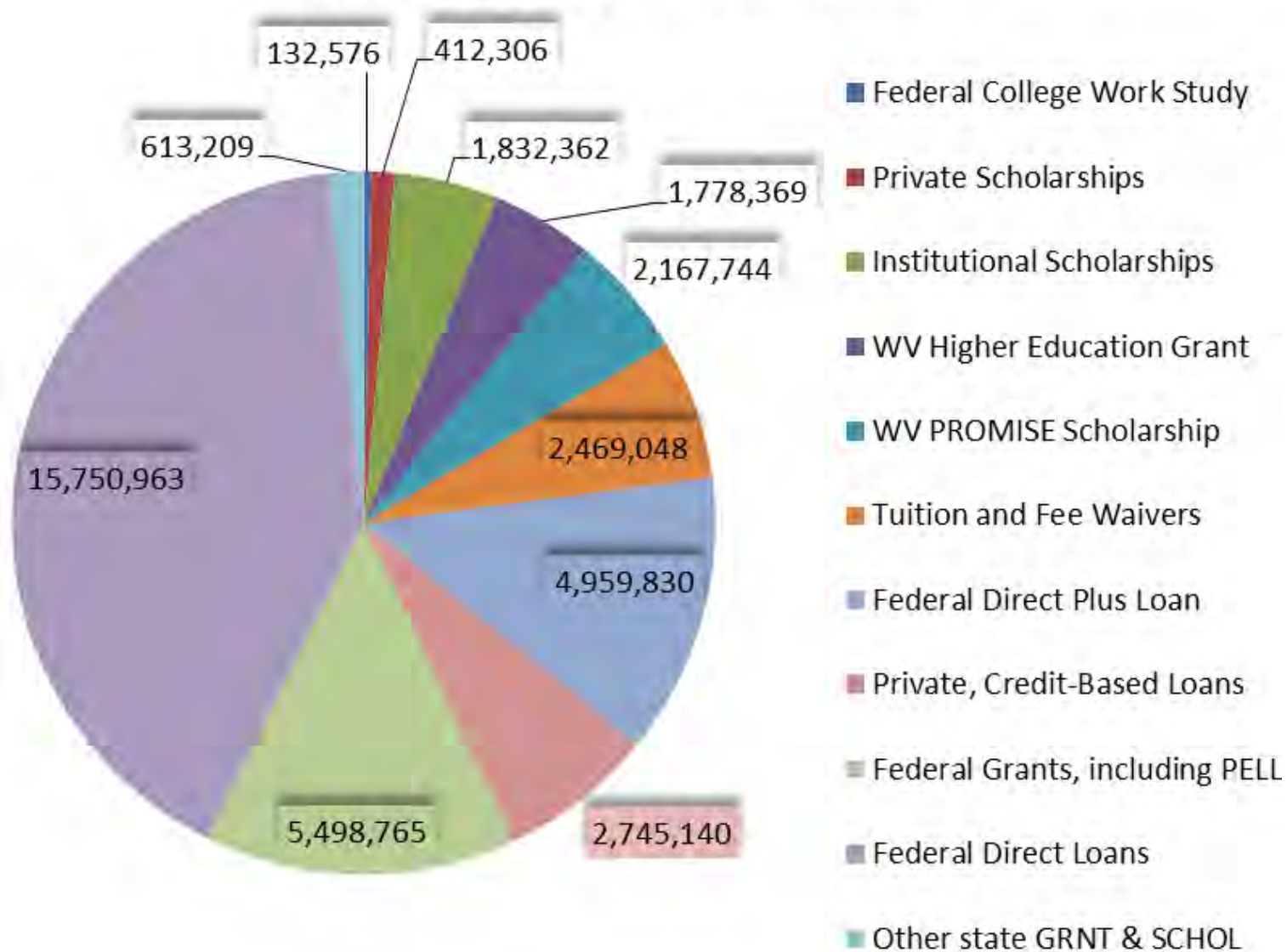
	New	Returning	Total	% New
Unclassified	4	0	4	100%
Freshman	699	177	876	80%
Sophomore	117	500	617	19%
Junior	170	623	793	21%
Senior	62	969	1,031	6%
Total	1,052	2,269	3,321	32%

### Degree Seeking, Enrolled, Financial Aid Application Filers (2014-2015)

84%	Enrolled, degree seeking students who applied for financial aid
95%	Applicants who received aid

(Note: Students are not required to submit a FAFSA when applying for private, credit-based loans and private scholarships.)

## 2014-2015 Financial Aid



**Overall Fall 2015 Institutional Enrollment**  
**Fall 2008 - Fall 2015 Census Housing Report**

	2008	Female	Male	2009	Female	Male	2010	Female	Male	2011	Female	Male
Freshmen	458	261	197	459	252	207	441	249	192	470	255	215
Returning Students	642	367	275	630	354	276	634	346	288	691	369	322
Transfer	81	34	47	73	37	36	87	42	45	106	51	55
Readmit	1		1	9	3	6	2	2	0	5	1	4
Graduate	0		0	1	1	0	1	1	0	3	2	1
<b>Total</b>	<b>1,182</b>	<b>662</b>	<b>520</b>	<b>1,172</b>	<b>647</b>	<b>525</b>	<b>1,165</b>	<b>640</b>	<b>525</b>	<b>1,275</b>	<b>678</b>	<b>597</b>
% of capacity	90.37%			89.60%			89.55%			98.61%		
% Composition Female/Male		56.01%	43.99%		55.20%	44.80%		54.94%	45.06%		53.18%	46.82%
% Change from year prior	0.46	1.07%	-1.07%	-0.76%	-0.80%	0.80%	-0.06%	-0.27%	0.27%	9.06%	-1.76%	1.76%

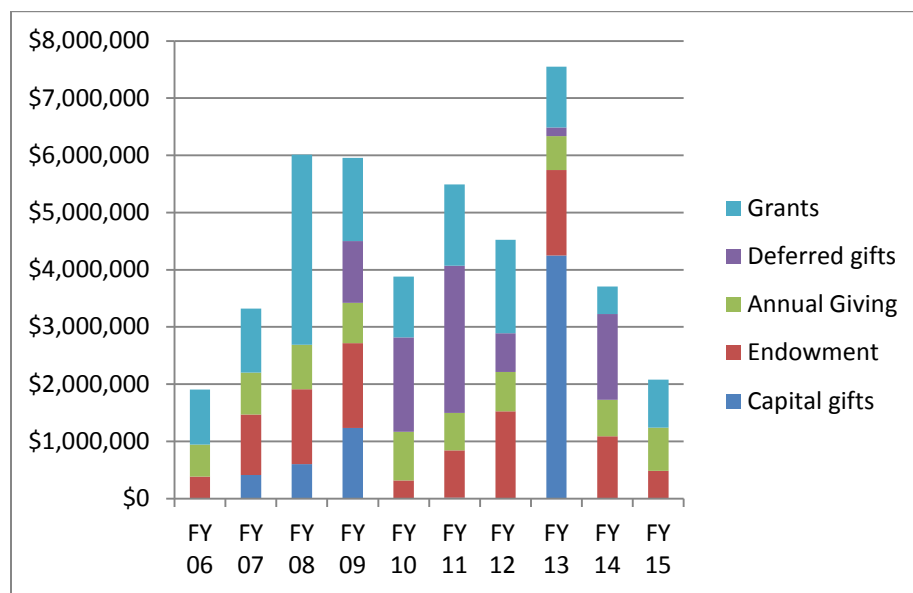
	2012	Female	Male	2013	Female	Male	2014	Female	Male	2015	Female	Male
Freshmen	425	233	192	378	212	166	388	225	163	390	211	179
Returning Students	703	383	320	706	409	297	666	394	272	590	352	238
Transfer	92	52	40	81	44	37	29	1	28	77	39	38
Readmit	2	1	1	3	1	2	44	40	4	2	1	1
Graduate	4	1	3	1	0	1	3	0	3	2	0	2
<b>Total</b>	<b>1,226</b>	<b>670</b>	<b>556</b>	<b>1,169</b>	<b>666</b>	<b>503</b>	<b>1,130</b>	<b>660</b>	<b>470</b>	<b>1,061</b>	<b>603</b>	<b>458</b>
% of capacity	94.82%			90.41%			87.39%			81.55%		
% Composition Female/Male		54.65%	45.35%		56.97%	43.03%		58.41%	41.59%		56.83%	43.17%
% Change from year prior	-3.79%	1.47%	-1.47%	-4.65%	-0.60%	-9.53%	-3.34%	-0.90%	-6.56%	-6.11%	-0.03%	0.04%

## ANNUAL UNIVERSITY ADVANCEMENT REPORT

This report reflects the FY2015 results and FY2016 priorities of Shepherd University's advancement program. The Office of University Advancement includes University Communications, Alumni Affairs, and Development. Shepherd's advancement program includes partnership between the Office of University Advancement and the Shepherd University Foundation.

### FY2015 At-a-Glance

The following chart illustrates long-term giving trends in terms of total amount secured in new gifts, grants, and pledges. For the first time since 2011, fundraising results fell short of \$3 million. In FY2015, the total raised was \$2,077,184, a decrease of 44% over the previous fiscal year.

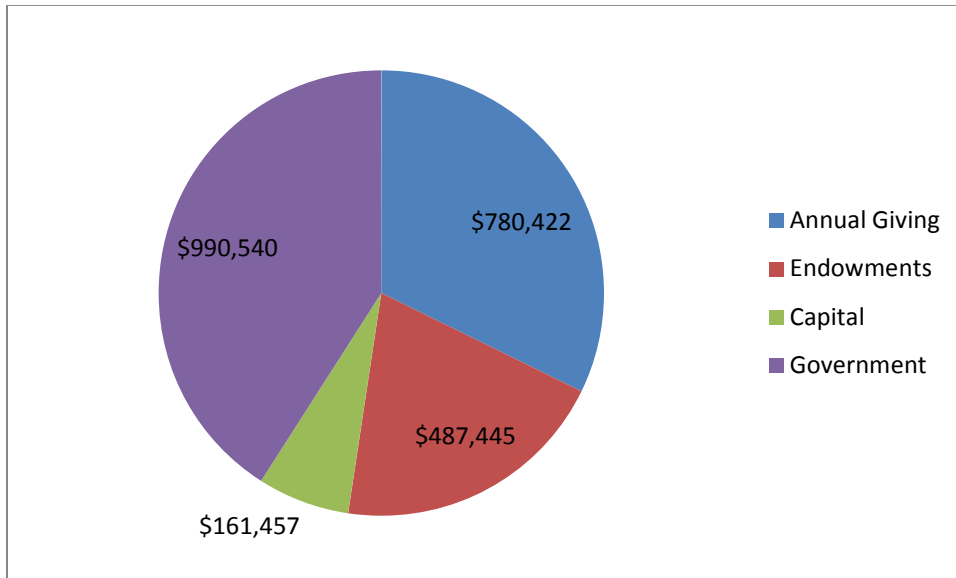


### Year-Over-Year Notes:

- Grant funding increased almost 80% from \$481,406 in FY2014 to \$838,521 in FY2015.
- A unique \$1.5 million deferred gift commitment in FY2014 was not repeated in FY2015, negatively impacting both deferred and endowment results.
- Annual giving increased nearly 20% from \$635,269 to \$754,747.
- Capital giving associated with the Create the Future Campaign has concluded.

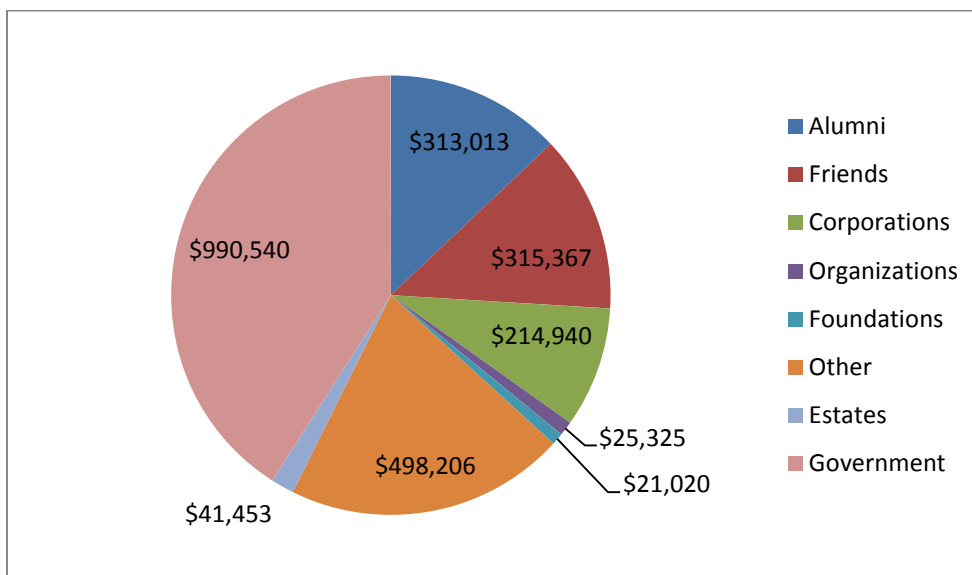
### Annual Collections

In total, \$2,419,864 in revenue was generated from all advancement programs during FY2015. The pie chart below illustrates the proceeds generated by each of the four major fundraising programs.



### Giving By Constituency

The pie chart below illustrates total giving by each of Shepherd's primary constituency groups. The competitive grants program remains a primary source of funds that are used for student success initiatives, faculty research and development, equipment and other core needs. In addition, proceeds from planned giving are accounted for in the Estates and Other categories and together present a powerful vehicle for giving. Gifts accounted for in these categories are usually made by alumni or friends, and it is noted that these amounts are in addition to the amounts registered to those two constituency groups.





## **FY2016 Advancement Priorities**

University Advancement Vice President Christopher Sedlock has identified three focus areas for the department in FY2016: increasing the University's engagement with its alumni, developing a network of external supporters through the formation of Advisory Councils, and funding of targeted, impactful projects.

### Alumni Affairs

Shepherd is blessed with a dense concentration of alumni in close geographic proximity to the University. About 14,000 of our 22,000 graduates live within 50 miles of campus. Historically, Shepherd's alumni organization has not engaged large numbers of alumni on a regular basis to support key initiatives at the University.

In recent years, the Shepherd University Alumni Association (SUAA) has diversified its board membership, revised its by-laws, broadened its focus, and adopted an inclusive policy with a sustaining membership structure. Following initial discussions with SUAA leadership this summer, its Board committed to undertake a strategic planning exercise this year.

SUAA's Strategic Planning Task Force includes representatives from University Advancement, the SUAA Board, and the University's Enrollment Management, Student Affairs and Facilities departments. The Task Force has met three times this semester, with vigorous discussions based on best-practices research, Shepherd University's Strategic Priorities, and strengths, weaknesses, opportunities and threats (SWOT) analysis.

The goal of the Task Force is to create a five-year plan that will lead SUAA into 2021 to be a flourishing organization that is integrated with the University, highly engaged with key external and internal stakeholders (faculty, staff and prospective and current students), with 1,500 sustaining members that enable it to be financially viable and able to make a positive annual impact on Shepherd's priorities.

In addition to the Strategic Planning process by SUAA, we have initiated another key alumni effort: creation of a Student-Alumni Council. This new student organization would be supported by, and work closely with, SUAA to stimulate student involvement with Shepherd and its alumni, and to encourage active alumni leadership after graduation.

Shepherd's Student-Alumni Council will support University Advancement efforts through events and programs that promote school spirit, networking and philanthropy. Shepherd's Student Government Association and representatives from leading student organizations were recently briefed on creation of this new organization and were very supportive. Next steps include identification of key student leaders representing a diverse cross-section of the University to be inducted this Spring as charter members of this exciting new student organization.

### Advisory Councils

In addition to increasing engagement and support from alumni, Shepherd will benefit in multiple ways through a diverse external network of affiliated business, industry and community leaders that are regularly engaged with the University's leaders in an advisory and resource-building capacity. Advisory Councils, alternatively known at other institutions as Visiting Committees or Leadership Boards, are invaluable forums for feedback, discussion and ideas. They can serve as important bridges between

faculty and staff leaders and prominent, influential and affluent volunteers, experts and alumni. Advisory Councils enable the University to expand its pool of donor prospects that are informed and engaged stakeholders.

Vice President Sedlock has shared the concept of affiliated external Advisory Councils with the Vice President for Academic Affairs, Graduate Dean and Associate Vice President, Dean's Council, Department Chairs and the School of Business and Social Science (BASS) Chairs' Council. After additional internal discussion, next steps involve formation of select Advisory Councils with dual reporting relationships to University Advancement and Academic Affairs.

Although individuals may be affiliated with a specific academic program or department, all Advisory Council members will share a common set of responsibilities:

- Become a knowledgeable and informed advocate
- Offer constructive feedback and ideas
- Be a resource to faculty, staff and students
- Participate actively in Advisory Council meetings
- Act as an ambassador throughout the year, locally, regionally and nationally
- Identify possible donors and funding sources
- Host networking or fundraising events to support the Department or program
- Communicate strengths and opportunities to outside parties
- Promote growth by referring supporters and students
- Bring information and ideas from outside sources
- Benchmark the unit against similar organizations to promote improved performance
- Give financial support and seek it from others

The long-term vision for a network of Shepherd Advisory Councils includes convening members for an annual Advisory Council summit and State-of-the-University address by the President.

### Strategic Funding Initiatives

In Spring of 2015, Shepherd University engaged in an exercise to identify a comprehensive list of projects in need of funding. In July, Vice President Sedlock began an extensive series of meetings with campus, community and faculty leaders to learn more about what makes Shepherd a special place and the resources needed to continue our mission. Those meetings helped to identify a small flight of funding projects that can have a strategic impact on the University.

University Advancement's newly created Strategic Funding Task Force includes professionals in research, annual fund, corporate and foundation relations, and alumni affairs. This team is collaborating to develop a customized funding campaign for the five projects described in the following documents.

All five of these Strategic Funding Initiatives have an impact on the University's revenue potential in multiple ways. They all directly benefit Shepherd's current students and also include components that positively affect the University's downstream revenue potential by attracting future Shepherd students.

Strategic Funding Initiatives were first announced at a leadership donor event in late October, and University Advancement is now in the active solicitation phase for all five projects.

## Looking Forward

Shepherd is fortunate to be part of a community that cares about learning, cares about each other, and cares about quality of life. Caring communities are fertile grounds for successful University Advancement programs.

Shepherd is now 144 years old, but has conducted just one comprehensive fundraising campaign. That is rare among nonprofit and educational institutions and indicates there is great opportunity for University Advancement growth at Shepherd. Our University's Sesquicentennial is 2021, and milestone anniversaries are particularly important to University Advancement. They offer opportunities to amplify and reach institutional goals in University Communications, Alumni Affairs and Development.

Our greatest University Advancement opportunity is engaging our past to secure our future. It is strategically advantageous that more than 14,000 Shepherd alumni live within 50 miles of campus. However, on average, only 9% of our alumni have made a gift to Shepherd in the past three years. Our alumni must become better connected, informed and enthusiastic supporters of their alma mater. Their time, talent and treasure must become a strategic asset for Shepherd.

While traditions take time to root, University Advancement's goal must be to develop a widespread culture, and honored tradition, of private support for Shepherd. Increasing private support is imperative because State support for Shepherd has decreased 16% in the past three years, and is likely to erode further. West Virginia now accounts for just 16% of our total university budget.

In this transitional period, University Advancement will build the infrastructure, direction and momentum necessary to launch Shepherd's second fundraising campaign.

## Community Engagement Outreach

### Case for Support

Student retention is the most pressing issue facing Shepherd University today. While recent recruitment efforts have yielded slight increases in initial enrollment, retention losses have completely negated those gains. Our student population is declining, and student retention is the top university priority for Interim President Sylvia Manning and Shepherd's administration. President Manning recently announced a multifaceted approach to improving student retention and degree completion through a number of initiatives, including the greater social integration of commuter students into the Shepherd University community.

While we have continued to attract adequate levels of new incoming students, more than 30 percent of Shepherd University freshmen do not matriculate to their sophomore year. The problem is widespread, affecting sophomores, juniors, and even seniors.

Commuting students nationally are particularly at-risk in the area of retention. At Shepherd, they are more likely than resident students to depart before completing their college degree. In many cases, Shepherd's commuter students arrive on campus early in order to locate a parking space, and then use their cars as their "go to" place before and between classes. This lack of engagement causes a disconnect between commuter students and the campus community and leads to even greater retention issues.

In general, social integration for commuter students is much more difficult to achieve than for residential students. However, designating a specific space for commuter students—and creating programming within that space—will increase opportunities for social integration.

### Mission

Shepherd University strives to interact and engage with commuter students, end the culture of students staying in their vehicles, and encourage them to engage with others across campus. Shepherd's mission is to increase student retention across campus, with a special emphasis on commuter students.

### Vision

**Creation of CEO: Community Engagement Outreach (minimum eight events in 2015-16)**

**Fall 2015** – Four CEO events that create a temporary "student lounge" close to the parking areas most utilized by commuter students. This temporary and informal lounge space will be a place for students to connect with each other, the community, and Shepherd University staff. Students will be welcomed by food, drinks, chairs, music, helpful information, promotional items, and staff.

**Spring 2016** – Assessment will take place after the fall 2015 events, and the results of that assessment will guide the decisions regarding location and times for the four events in spring 2016.

### Need

There is a tremendous need to increase student retention across the country and specifically at Shepherd University. Commuting students at Shepherd University have a lower first-year retention rate and degree completion rate. When students leave Shepherd without obtaining a degree, they often leave with student debt and a reduced earning capacity. This can set them up for long-term financial problems. Funding is greatly needed to support Shepherd University's retention efforts. The short-term fundraising goal for this initiative is \$4,000 in sponsorships to support eight events this year. The long-term fundraising goal is \$25,000 for the creation of a more permanent gathering area for commuting students. This long-term goal will offer additional recognition opportunities for sponsors and donors.

Each CEO event is publicized to more than 4,000 Shepherd University students and 600 Shepherd University employees. There are widespread branding and impression opportunities available for corporate sponsors and donors. Preference is for one \$500 sponsor per event.



The Community Engagement Outreach program is designed to engage commuter students by bringing a student lounge space to the commuter parking lot where all students can socialize, grab a bite to eat, and learn more about what Shepherd offers beyond the classes they are taking. The program is designed to help students stay at Shepherd by engaging them in the life of the university.

"We know from the literature that students who are academically and socially integrated are more likely to be retained. We see this as a key step in the process of helping students become socially integrated into the institution."

**Dr. Thomas C. Segar**  
Interim Vice President for  
Enrollment Management

University Advancement

P.O. Box 5000  
Shepherdstown, WV 25443  
304-876-5378



## Ways to Give

Shepherd University is looking for corporate sponsors and individual donors to support these efforts. Please contact Charles Blachford in the Office of University Advancement at 304-261-9207 or by email to [cblachfo@shepherd.edu](mailto:cblachfo@shepherd.edu) for sponsorship or giving details. You may also make a gift online at [shepconnect.shepherd.edu/strategic-funding](http://shepconnect.shepherd.edu/strategic-funding)



Nearly two thirds of Shepherd undergraduate students commute, so the university is bringing a retention and engagement program to the commuter parking lot. The Community Engagement Outreach program is open to all students, allowing them to mingle socially, enjoy free food, and find out about student services and programming offered by Shepherd University.



Above: Students enjoyed the camaraderie provided during Shepherd's first Community Engagement Outreach program held in October 2015.

Below: Dr. Tom Segar, interim vice president for enrollment management, joined Julia Flocco, new student program coordinator, at the student hospitality tent in the commuter parking lot on East Campus. Segar said that the outreach events are "a key step in the process of helping students become socially integrated into the institution."





## Model United Nations

### Case for Support

The Model U.N. project at Shepherd University seeks to introduce college and high school students to global problem solving and international diplomacy through participation in Model U.N. conferences. In these conferences, students represent a United Nations country and through role play negotiate a resolution for problems posed to them. Participation in Model U.N. conferences provides students an international experience that mimics real-life situations requiring the application of research, critical thinking, public speaking, negotiation, writing, and social skills. Students are exposed to cultural diversity and differing points of view, often having to defend an opinion they may not personally share. The Shepherd University Model U.N. initiative, composed of collegiate coursework and club experience, allows members to travel around the United States to compete against peer Model U.N. teams. The initiative also envisions a high school tournament hosted on campus and managed by the members of the Shepherd University Model U.N. organization.

### Mission

Participation in Model U.N. conferences exposes college and high school students to cultural diversity, international negotiation, diplomacy, and global problem solving through a simulation of the United Nations. Specifically, students participate in mock international negotiations of global problems in which the student takes on the role of a diplomat representing a United Nations member country. Through this simulation, Shepherd students are exposed to the skills and qualities needed to participate in the global society in which we live. The extension of the campus Model U.N. activities into a regionally competitive Model U.N. team provides an opportunity for our students to reinforce their own Model U.N. skills while observing the management and execution of a regional event. This experience will be further enhanced through the mentoring relationship they develop while working on campus with high school conference participants.

### Achievements

The first year of the Model U.N. team (2014-15) at Shepherd University provided an opportunity for in-depth study and application of knowledge of the United Nations. Current enrollment and/or completion of Dr. Aart Holtslag's Model United Nations class is a prerequisite for competition travel and participation. In Shepherd's inaugural Model U.N. year, 13 students studied and trained for the opportunity to attend and compete in the Regional Model U.N. Conference held in North Carolina in the spring of 2015. This group of individuals achieved high marks at the conference and receiving an individual award for Best Diplomat and a group award for Honorable Delegation.

### Vision

The vision of the Model U.N. program at Shepherd is to introduce college and high school students to cultural understanding through role playing and negotiation, and to introduce high school students with an interest in global issues to Shepherd University as the place to pursue that interest.

### Need

Funds raised for this project will support the travel and participation of Shepherd University Model U.N. undergraduate and graduate students and faculty advisors in regional Model U.N. conferences each semester. This participation is essential to the successful hosting of a high school Model U.N. conference at Shepherd University in the spring of 2017 and 2018. Model U.N. attendance is required for Shepherd students to work as staff with the high school students participating in a conference held on campus. The ultimate goal is to raise \$30,000 over three years: \$5,000 in 2015 and \$12,500 in 2016, and \$12,500 in 2017 to support Model U.N. travel to conferences each semester, and the organization of an annual high school Model U.N. conference held on campus.

### Ways to Give

Contact Niccole Rolls in the Office of University Advancement at 304-876-5787 or by email to [nrolls@shepherd.edu](mailto:nrolls@shepherd.edu). You may also make a gift online at [shepconnect.shepherd.edu/strategic-funding](http://shepconnect.shepherd.edu/strategic-funding)



Thirteen students in Shepherd University's Model United Nations class attended the Southern Regional Model United Nations competition in Charlotte, North Carolina April 9-11, 2015.

"It was tough because I was basically the target of everything that was going on. It was difficult to hold my ground but I believe I did that successfully. It was interesting to step out of my ordinary life and to play the role of somebody who's a key figure in international politics. I loved it."

**Dillon Enright, winner of a Best Diplomat award representing the Syrian Arab Republic in the League of Arab States Heads of State Council playing the role of President Bashar al-Assad**

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## Department of Music

### Case for Support

Throughout the past decade the Shepherd University Department of Music has emerged as a program of distinction. The National Association of Schools of Music has accredited Shepherd's music programs since 1993. The faculty and staff have dedicated their lives to creating a transformative educational experience that takes young people, passionate about music, and leads them to make their livelihood as artists and artist-educators.

The Department of Music offers three degrees: a bachelor of music in performance, a bachelor of music education, and a bachelor of arts in music with concentrations in composition, general music, or piano pedagogy.

Music students are guided by a faculty of artist-educators in high demand across the country for their talents. On this extraordinary journey, our students exercise their skills in solo and ensemble settings in tunable practice rooms and acoustically tunable rehearsal halls. All of this takes place in a beautifully historic setting, just a five-minute walk from the Potomac River, surrounded by lush trees and rolling hills, in the culturally diverse, active, and embracing community of Shepherdstown.

### Our Mission

The Department of Music strives to inspire student growth creatively, artistically, and professionally by providing a climate conducive to the development of the comprehensive musician. This is achieved through a highly personalized and student-centered approach for the development of a unified core of musical experiences. Toward this end, the program is designed:

- To develop performance and/or compositional skills exhibiting artistic integrity and competence;
- To foster music ensembles which demonstrate the highest standards in artistic excellence;
- To foster student inquiry, interaction, and self-discovery;
- To provide a strong foundation for future graduate music study;
- To train students seeking public school music careers according to approved standards of teacher education;
- To develop student capacity to communicate music and its role in society to others;
- To develop artistic sense of the general student in terms of musical understanding, appreciation, and perception;
- To provide avocational opportunities for interested students through participation in various music ensembles and other music activities; and
- To enhance the image of the School of the Arts and Humanities, the Department of Music, and the university by serving as a hub of artistic activity for the community.

### Achievements

Shepherd music graduates have starred on Broadway and world tours, become recording artists, and have joined nationally known ensembles, including the United States Navy Band, Marine Band, and Sea Chanters. Shepherd music grads hold esteemed teaching positions in institutions of learning all over the country, including elementary, secondary, and post-secondary schools. Many Shepherd music graduates have continued their studies at prestigious graduate schools of music, including Peabody Conservatory, Northwestern, Ithaca, Eastman, Arizona State, and Manhattan School of Music.

The music education program has had an astounding 100 percent placement rate since its inception in 1950, and music education students learn to conduct by directing Shepherd ensembles in live concerts, not lab ensembles in student recitals. Shepherd's music students have enjoyed performing in the Ram Band, Jazz and Wind Ensembles, and Concert and Chamber Choirs throughout the United States and Europe. These experiences included numerous regional tours and invitations to Germany, Austria, Czech Republic, England, Ireland, Switzerland, Spain, Italy, France, and Carnegie Hall in New York City.

### Our Future and Our Needs

Shepherd University's Department of Music aspires to continue to offer the highest-quality educational experiences for our students, while serving as a resource of cultural enrichment to our community. We embrace our tradition of molding young people—many of whom are first-generation college stu-

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The Shepherd University music program provides students many performance opportunities on campus and on international concert tours.

"We embrace our tradition of molding young people—many of whom are first-generation college students—into competent, inspiring leaders, performers, and teachers who carry their experience regionally, nationally, and internationally."

**Dr. Rob Tudor**  
Chair, Department of Music

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dents—into competent, inspiring leaders who carry their experience beyond our region across the nation.

Every educational and cultural program of significance relies heavily on support from the community. Specifically, this can take the form of direct financial support, attendance at our concerts, referring potential students to our programs, and learning more about serving as responsible citizens to our community as advocates for music in legislative and social arenas.

### 2015-16 Music Department Needs

Student Scholarships: \$8,000-10,000

Guitar Festival: \$5,000

Shepherd Music Showcase: \$10,000

### Scholarships

Most students who come to Shepherd University to study music arrive with significant financial needs to realize their aspirations. At least one third of our music majors receive some form of scholarship from the Department of Music. The Department of Music has experienced growth in the last 10 years, and our enrollment has stabilized at around 120 music majors. While our department has maintained its high accreditation standards, West Virginia's state appropriation to Shepherd has declined precipitously.

To maintain our enrollment, the Department of Music has leveraged all current scholarship resources, which are insufficient to meet the students' needs.

In February of each academic year, music faculty members decide where to allocate scholarships for the next year, and we lose talented prospective students to our competitors. We want those talented and needy students to have the Shepherd experience. For example, in the 2015-16 academic year, there is a critical need for low brass and double reed instrumentalists and low voiced male singers, but there are no scholarships available to recruit them.

Ideally, we would have the resources to field all our ensembles with the appropriate distribution of players. Through additional scholarship support, we are focused on increasing our enrollment to 145 music majors, which would include a collegiate-level orchestra.

### Guitar Festival

The Music Department welcomes local and international artists and students to the premier three day Shepherd International Guitar Festival shortly after Shepherd University's commencement. The centerpiece of the festival includes a series of concerts, lessons, workshops, and master classes presented free to the public featuring international artists as well as festival participants who have taken lessons, workshops, and master classes with the guest artist. Tuition from festival participants covers only a fraction of the expenses associated with having an artist travel to this region to provide daily workshops, lessons, and concerts free to the public. The Department of Music would like to continue offering this festival and is actively seeking individual and corporate sponsorships at various levels.

### Music Showcase

Shepherd music students are accompanied by faculty and community members will embark on a regional tour in March 2016, visiting local schools, churches, and community centers to showcase the department's talented students and to promote Shepherd University. A special showcase trip is also planned for the summer of 2017 and will feature student performances as Shepherd musicians travel more extensively. The department is seeking corporate and individual sponsorships at varying levels to provide these opportunities for students.

### Ways to Give

Contact Alexis Reed in the Office of University Advancement at 304-876-5157 or by email to [apalladi@shepherd.edu](mailto:apalladi@shepherd.edu). You may also make a gift online at [shepconnect.shepherd.edu/strategicfunding](http://shepconnect.shepherd.edu/strategicfunding)





## Student-Athlete Performance Center

### Case for Support

Shepherd University student-athletes currently train in a facility that was built to house teams with much different roster sizes than today. While this facility has served the Rams adequately, it can no longer effectively meet the needs of our 346 student-athletes. Therefore, it is essential we provide a modern and enhanced facility to train the next generation of Ram varsity athletes.

The Student-Athlete Performance Center, much like the campus Wellness Center, will be a signature facility that demonstrates Shepherd University's commitment to the health and wellness of our student-athletes. This facility will send a powerful message—to student-athletes, to prospective student-athletes and their families, to coaches, to the surrounding community, and to alumni—about the commitment of Shepherd University athletics to transforming the overall student-athlete experience. As an institution that is considered an elite school in the region, all of Shepherd's facilities should match that reputation. Across the Mountain East Conference, Shepherd's facilities are among the best—with the exception of where our student-athletes train. In order to remain an elite program, a transformational investment is required from our 1,500 proud alumni athletes and countless friends who believe in Shepherd University athletics.

### Our Mission

Our current weight room housed in the Butcher Center was built more than 25 years ago and was not originally designed to be a weight training facility—it is actually a locker room (and in fact has drains in the floor for where the showers were to be placed). The average squad size for the 12 varsity sports is 28.8 student-athletes per team. In the current weight room with only 3,683 square foot of space to train, teams must train in shifts. Many teams use multiple lifting groups to accommodate squad size, which reduces available time for other teams. The strength and conditioning program at Shepherd is committed to developing our student-athletes both on and off the field in a positive and safe training environment that allows coaches and athletes to work together to develop an athlete's full physical and mental potential. The end result is to improve athletic performance, decrease the likelihood of injuries, and increase mental and physical toughness. With a new Student-Athlete Performance Center we can accomplish the mission of our strength and conditioning programs.

Wins and losses are a team effort. That effort begins in the weight room. A team that can't train together is missing that essential bonding experience of success, failure, and milestones achieved when athletes train as one unit with one goal in mind.

The athletics program believes that strength and conditioning lead to successful athletic careers at Shepherd. Living as a team is part of the philosophy of Shepherd University athletics. The ability to train together as a team is a core of that philosophy.

### Our Achievements

Shepherd University athletics has a tradition of success and is one of the university's many assets. Our athletic program offers 12 varsity sports and membership in the NCAA Division II Mountain East Conference, and our student-athletes, coaches, and teams are often considered among the elite in the East.

Shepherd's history of on-field success is matched by few of our competitors. From the 1955 undefeated football team to the Shepherd Rams baseball program, which won 20 consecutive games in 2014, student-athlete success is a hallmark of our programs. Ram Nation is also proud of alumni such as James L. Taylor '59, our first African-American football player, and Cheryl Roberts '80, a 2015 Athletic Hall of Fame inductee and a pioneer as the first woman to be hired as a full-time assistant for a men's collegiate basketball team. Since 2010 our athletic achievements have included:

- Six conference championship teams
- Three coach of the year awards
- Nine Academic All-American distinctions



Architect's conceptual design for the Student-Athlete Performance Center to be built on West Campus.

This facility will send a powerful message—to student-athletes, to prospective student-athletes and their families, to coaches, to the surrounding community, and to alumni—about the commitment of Shepherd University athletics to transforming the overall student-athlete experience.

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- Women's basketball won the WVIAC Sportsmanship Award
- Women's lacrosse won NCAA statistical award for goals per game
- Men's tennis appeared in NCAA Regional tournament
- Football finishing the regular season undefeated for the 4th time in school history
- Baseball won its first NCAA tournament game since 2004
- Women's soccer received team ethics and sportsmanship award
- Three teams won MEC conference titles, with women's basketball appearing in the NCAA DII Atlantic Region semifinals
- All 12 teams were represented by all Mountain East Conference selections
- Forty-six student-athletes achieved Dean's List honors for fall semester 2014
- Overall student-athlete GPA was 2.96 during fall semester 2014

Student-athletes, such as these student-athlete scholarship winners pictured above, will benefit from the proposed Student-Athlete Performance Center.



The architect's rendering shows the interior of the Student-Athlete Performance Center. The center will have numerous naming opportunities available for donors who support this worthy project.

### Our Needs

The proposed new Student-Athlete Performance Center will be located on West Campus near the soccer facility. With more than 11,000 square feet, Shepherd will have a facility equal to the talents, dedication, and success of all athletic programs. The facility will include an indoor track for speed conditioning, three designated areas for plyometric work, and machine and free weights. The new space will allow us to double the number of racks to 12, while consuming one-third the area. Shepherd University is committed to maintaining and enhancing our standing as one of the finest intercollegiate athletics programs in NCAA DII athletics. Total cost for the project is \$1.4 million, and multiple naming opportunities are available.

### Ways to Give

Contact Aaron Ryan in the Office of University Advancement at 304-876-5527 or by email to [aryan@shepherd.edu](mailto:aryan@shepherd.edu). You may also make a gift online at [shepconnect.shepherd.edu/strategicfunding](http://shepconnect.shepherd.edu/strategicfunding)



A state-of-the-art training facility will help Shepherd athletic teams continue their record of success. Pictured above is the lacrosse team who earned the MEC title in 2015



## Washington Gateway Program

### Case for Support

Shepherd University not only recognizes but enthusiastically accepts the opportunity to directly and aggressively take advantage of its proximity to Washington, D.C., and Baltimore, Maryland. Serving as a natural portal, the Washington Gateway Program at Shepherd University creates access to academic, cultural, and career experiences in the nation's capital through four key programs, which include:

1. The Washington Gateway Academy, a weeklong, intensive, residential, pre-college program for rising 8th grade students from throughout West Virginia.
2. Gateway courses at Shepherd University that allow professors to develop a curriculum and incorporate field trips to the Washington, D.C.-Baltimore metro area into the learning experience.
3. The Washington Semester, an internship program that allows students to spend a semester working in the Washington-Baltimore metro area.
4. Gateway bus trips that are offered throughout the academic year and provide members of the campus and local community a day trip to the Washington-Baltimore metropolitan area.



It is a common belief at Shepherd University, as a public liberal arts university, that a college education consists of more than just those courses and experiences carrying credit. Through the Washington Gateway Program, Shepherd has provided significant experiences in the contemporary world of the arts and humanities, as well as the sciences and professional studies, to thousands of students since the program began in 1990. Through the Washington Gateway Program, the Washington-Baltimore metro region is a meaningful extension of the Shepherd experience.

### Program Scope and Impact

The Washington Gateway Academy has called Shepherd University home for the past 25 years. The program is held annually in June and is designed for students who are performing between the average and high academic range. Since 1990 the Academy has prepared more than 2,150 rising 8th graders from around the state of West Virginia to experience, plan, and prepare for college. Through activities and mini-classes, participants receive instruction and information on the benefits of a college education. Courses in mathematics, science, social studies, social justice, college preparation, and study skills are offered through a mix of classroom and field experience that includes trips to the National Air and Space Museum, Natural History Museum, the United States Holocaust Memorial Museum in Washington, D.C., and to historic Harpers Ferry. The program has succeeded in changing learning habits, improving grades in school, and increasing the possibility for college attendance.

The Academy has been extremely successful as measured by the college-going rate of past participants. About 80 percent of the students who attend pursue post-secondary education, most at a West Virginia college or a community college. One of the most gratifying outcomes of the Academy is the growth experienced by individual participants in the span of just a week. To see students motivated to succeed after attending the Academy is just one of the successes most often referenced by counselors, faculty members and administrators of the Washington Gateway Academy. The unique and life changing experience that the Washington Gateway Academy offers is a point of pride for Shepherd University.

Each semester, unique and exciting Washington Gateway courses are sponsored by Shepherd University academic departments. These specialized courses utilize approximately 20 to 50 percent of class time in the metropolitan area. In these courses, students may visit Washington and Baltimore with faculty to observe Congress and government at work, attend concerts and cultural events, study government policy, and more. Recent Gateway course topics have included Shakespeare; Opera; Literature and the Sexes; Therapeutic Recreation in the Metro Area; and Graphic Design.

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Dr. Ed Snyder, professor of environmental and physical sciences, assists a middle school student with an experiment during the Washington Gateway Academy, a one-week residential pre-college program held at Shepherd University for 25 years.

"Being from the first group to ever attend the Junior High Washington Gateway Academy [at Shepherd University], I know first-hand the impact this program can have on a student's life."

**Bret Floyd, teacher at Collins Middle School, Oak Hill, West Virginia**

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Above: Gateway students visit Harpers Ferry National Historic Park. About 80 percent of the students who attend Shepherd's Gateway Academy pursue post-secondary education, most at a West Virginia college or a community college.

Below: Astrophysics professor Dr. Jason Best donned a chef's hat for a lively scientific demonstration for Gateway Academy campers. Since 1990 the Academy has prepared more than 2,150 rising 8th graders from around the state of West Virginia to think about, plan, and prepare for college



The Washington Semester is a Gateway program component that allows Shepherd University students to spend an entire semester working in Washington four days a week. The intern gets the opportunity to experience the world of work, face questions of real importance in business and national or international life, and give serious consideration to the choice of a career. The Washington Semester enables students to enter the job market as an applicant with demonstrated experience and references from work supervisors as well as academic advisors.

Shepherd's mission is to serve as a gateway to the world of opportunities and ideas. Another way this is realized is through the Washington Gateway Program's bus trips. Held multiple times throughout the fall and spring semesters, bus trips to Washington, D.C., and Baltimore, Maryland, are offered to current students and the community.

### Funding Rationale

The Washington Gateway Program has been a cornerstone of the Shepherd experience for more than a quarter century and has been funded through the state of West Virginia. With state funding for this program now exhausted, ensuring that the Gateway Program continues at Shepherd University has been identified as a strategic funding priority in 2015-16.

On average, the cost per student to participate in the weeklong Gateway Academy is \$1,000 and covers food, lodging, transportation, and fees associated with instruction and supervision. To ensure that an Academy can be held in June 2016, a total of \$70,000 will need to be secured by February 1, 2016. Financial support for the Washington Gateway Academy at Shepherd University will ensure that young West Virginians are prepared to take the next step in their education.

Additionally, \$30,000 is needed to support Shepherd University's ability to offer academic programs to current students through Washington Gateway courses and the Washington Semester, as well as provide bus trips to the Washington-Baltimore metropolitan areas for the campus and local community at large.

To best prepare Shepherd University students, as well as students across the state of West Virginia, for their professional and personal lives, learning must take place both inside and outside of the classroom. Full support for the Washington Gateway Program in the amount of \$100,000 will ensure that the experiential learning that Shepherd University is known for can continue for the benefit of current and future Shepherd students.

### 2015-16 Funding Needs

Gateway Academic Programs and Courses: \$30,000  
Weeklong Summer Washington Gateway Academy: \$70,000

### Ways to Give

Contact Julia Krall in the Office of University Advancement at 304-876-5526, or by email to [jkrall@shepherd.edu](mailto:jkrall@shepherd.edu). You may also make a gift online at [shepconnect.shepherd.edu/strategicfunding](http://shepconnect.shepherd.edu/strategicfunding)

## Shepherd University 2015-16 Strategic Funding Opportunities

*Yes! I want to support Shepherd University's students today with a gift for these priority projects.*

### Strategic Funding Opportunities:

Community Engagement Outreach	\$ _____
Model United Nations	\$ _____
Music Department	\$ _____
Student-Athlete Performance Center	\$ _____
Washington Gateway	\$ _____
Total Gift	\$ _____

### Donor Information:

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

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

### How to Give

☐ Full Amount Enclosed

*(make checks payable to Shepherd University Foundation)*

☐ Initial Payment of \$ \_\_\_\_\_ enclosed. Remaining payments to be made:

☐ Semiannually ☐ Quarterly ☐ Monthly

☐ Please charge my credit card: ☐ American Express ☐ Visa ☐ MasterCard ☐ Discover

Credit card number: \_\_\_\_\_

Expiration date: \_\_\_\_\_ Security code: \_\_\_\_\_

Name on card: \_\_\_\_\_

Signature: \_\_\_\_\_

Contributions by credit card can also be made through our secure website at  
[shepconnect.shepherd.edu/strategicfunding](http://shepconnect.shepherd.edu/strategicfunding)

*All contributions are tax deductible to the fullest extent allowed by law.*

☐ I would like more information on making my contribution through a gift of securities and/or increasing my impact through a matching gift. Please contact me.

Do you have a friend, family member, business associate, or colleague who would be interested in supporting these initiatives? If so, please contact Christopher Sedlock, Vice President for University Advancement, at 304-876-5378 or [csedlock@shepherd.edu](mailto:csedlock@shepherd.edu).

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### Funding Priorities:

Community  
Engagement Outreach  
Program Funding:  
\$29,000

Model United Nations  
Travel and Program  
Development:  
\$30,000

Music Department  
Student Scholarships:  
\$8,000-\$10,000  
Guitar Festival:  
\$5,000  
Music Showcase:  
\$10,000

Student-Athlete  
Performance Center  
Program Funding:  
\$1,400,000

Washington Gateway  
Program Funding:  
\$100,000

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## **ACCEPTANCE OF 2014-2015 COMPACT REPORT**

Under this tab please find the 2014-2015 outcomes from Shepherd University's comprehensive plans, strategies and activities in support of its metric targets for the West Virginia Higher Education Policy Commission (HEPC) compact. This information and any changes therein will be sent to the HEPC immediately following Board review at this meeting.

Shepherd has done an impressive job of involving internal and external stakeholders in the planning process: the involvement of numerous academic and administrative units reporting data for the 2014-2015 cycle is obvious. Some highlights include:

- Development of new retention strategies (Beacon, Retention Interventions Team)
- Usage data for Academic Support and Career Services
- Curricular developments in the RBA programs and graduate studies
- Increased financial literacy and counseling efforts, resulting in a five percent drop in our cohort default rate
- Targeted efforts for international and transfer students in the admissions process
- Assessment results and gap analyses from the program review process
- Increased numbers of grant applications and funding, as well as number of peer-reviewed publications.

Shepherd has been cited as a model for its HEPC peers with regard to process and use of the compact as a tool for meeting the criteria for Higher Learning Commission (HLC) accreditation. Our compact liaison is Dr. Scott Beard.



## Shepherd University

### Leading the Way: Compact Update 2014-2015

Submitted to: Shepherd University Board of Governors  
December 3, 2015 Meeting

West Virginia Higher Education Policy  
Commission

Document Details: Shepherd University Comprehensive Compact  
Strategy Plan, Metric Strategy and Metric  
Update Forms.

Charts detailing Shepherd's outcomes in  
Access, Success and Impact

## Introduction

The following pages represent an update of 2014-2015 activities and assessments in support of strategies contained in Shepherd University's Comprehensive Plans developed for the 2013-2018 Institutional Compact.

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

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

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

To promote transparency and participation surrounding Shepherd's institutional compact, web pages were created for Shepherd's Compact process and updates: <http://www.shepherd.edu/compact/>

Team leaders for the planning groups, as well as stakeholders in academic and administrative units such as the Center for Teaching and Learning (CTL), Office of Financial Aid, Office of Admissions, Division of Student Affairs, Division of Graduate Studies, various academic departments and the Office of Institutional Research contributed greatly to gathering the data for the 2014-2015 update.



## Shepherd University

Metric Update Form: Strategic Metrics that feed  
into overarching HEPC State Goals



# Leading the Way Access. Success. Impact.

## Compact Metric Update Instructions

1. For each metric grouping below, provide a brief overview of current data trends. Why might the data be trending this way? Is there a relevant connection between implementation of a Compact strategy or activity to the trends observed in these metrics? It is not necessary to address each metric within a metric grouping individually. Instead, provide a broad summary that encompasses general trends within the metrics collectively and, where appropriate, highlight significant accomplishments related to specific metrics.
2. Updated data submissions are required for some metrics. Fields are provided for those submissions.
3. Instructions for saving the completed form are provided at the end of the document.
4. The institutional Compact coordinator should submit the completed form as an email attachment to:

## Access.

### Enrollment

Fall Headcount | Annualized FTE | Fall First-Time Freshmen Headcount  
Fall Low-Income Student Headcount | Fall Underrepresented Racial/Ethnic Group Total | Fall Adult (25+

#### Summary of Enrollment Trends:

The decrease in overall headcount Shepherd experienced in 2014-2015 is also reflected in the segmented or specialized reporting areas of enrollment. An exception is the underrepresented racial/ethnic group headcount, which has increased by 3.53%, despite an overall decrease in enrollment of approximately 4% (4,256 to 4,092). Another notable increase is in the number of out-of-state students who are first-time freshmen, with an increase of 4.58%.

Targeted recruitment in areas that may attract more diverse populations of students, especially attending national fairs the National Association for College Admission Counseling (NACAC) in Washington, DC, and Prince Georges County, MD, along with realigning the high school visit schedule to ensure admissions counselors travel to high schools with diverse populations have led to increased enrollments in the racial/ethnic group headcount. Because of its location, Shepherd has historically had a higher percentage of out-of-state students when compared to other institutions in the State. Additionally, enrollment management has looked to diversifying the new hires in admission, seeking out staff of different ethnic backgrounds. The most recent hires have been Asian American, African American and International in background.

With over 90% of our students receiving some type of financial aid, Shepherd's low-income student population consists of those students receiving Pell Grants. For 2014-2015, there were 1,246 of these students. There were 1,331 students in 2013-2014, representing a drop of 6.38%, which is slightly higher than our overall drop in fall headcount of 3.62% (4,256 to 4,092).

Fall Low-Income Student Headcount

1246



# Success.

## Developmental Education

Students Passing Developmental Mathematics | Students Passing Developmental English  
Developmental Students Passing College Mathematics | Developmental Students Passing College English

### Summary of Developmental Education Trends:

While Shepherd does not offer developmental education, it does track the success rate of students in its stretch-model English and math courses. The outcomes for those classes are the following:

For the 2014-2015 Academic Year, pass rates for the English and Math 101A and 101B courses are listed below. There is also a comparison to results over the past eight years.

Math 101A Fall 2014: Initial enrollment: 326 students.

About 64% of those who completed the course passed. Although this rate is higher than the previous couple of semesters, it is lower than the 71% average for pass rate for fall Math 101A (eight-year average). During this period, pass rates for fall 101A have fluctuated from 59% to 74%.

Math 101B Spring 2015: Initial enrollment: 236 students.

67% of those who completed the course passed. Although the course has had lower success rates, 67% is lower than the 75% average pass rate for spring Math 101B (8-year average). During this period, pass rates for spring 101A have fluctuated from 64% to 88%.

English 101A Fall 2014: Initial enrollment: 119 students.

81% of those who completed the course passed. This rate is approximately the same as the previous fall.

English 101A Spring 2015: Initial enrollment: 103 students.

93% of those who completed the course passed. This rate is higher than the average 80% passing in previous two springs.

## Retention

Full-Time, First Time Freshmen | Part-time Freshmen | Low-Income First-Time Freshmen  
Returning Adults | Transfer Students | Underrepresented Racial/Ethnic Group Total

### Summary of Retention Trends:

In the area of retention, trend data indicates that there has been an overall drop in Shepherd's retention rate of approximately 1.4-1.5%. This drop is similarly reflected in each of the target areas, with the exception of transfer students, which showed a slight increase in retention.

Shepherd's interim president, Dr. Sylvia Manning, has recognized this as an area in which the institution can make improvements. A newly formed Retention Interventions Team (RIT) (formerly the Student Success Committee) has been developed to include stakeholders from student affairs, faculty, students and enrollment management. A shift in focus is the assignment of accountability for every student to an intervention team member. Another new initiative has been to give brief presentations to all the academic schools about Beacon and RamPulse. This software program is currently the means by which faculty identify students at risk. As part of the package from CampusLabs, it also contains RamPulse, an events software and application (app). This program was rolled out to students last year, who are the main target audience. RamPulse will allow Shepherd to track student engagement over an extended period of time.

Beacon is a retention-software tool that enables the institution to assess student survey responses (SSI) in a number of cognitive areas, in addition to the "normal" demographic areas that might cause a student to be at risk. This allows Shepherd to gauge its data based on a national norm. Shepherd has recognized the need to increase its retention rates across all student populations and has invested in a system that allows it to obtain different data to ascertain why students are not returning. As an institution, we are hopeful the implementation of this software will ensure an increased rate of retention not only with first-year freshman, but throughout all segments of Shepherd's student population at the undergraduate and graduate levels. Use of this software for the same price as RETAIN, allows Shepherd much more functionality in relation to tracking at-risk students and student engagement.

# Success.

## Progress Toward Degree

### First-Time Freshmen Earning 30 Hours

#### Summary of Progress Toward Degree Trends:

Data demonstrated a small increase in progress towards degree completion for first-time freshmen earning at least 30 hours. New leadership in enrollment management and in the Office of Admissions has led to increased training and professional development for staff members. This includes additional Banner training, as well as participation in the Statewide "15 to Finish" workshops led by the HEPC. Shepherd has emphasized the importance of 15 credits per semester and uses this guideline in its progression plans for each major in its catalog.

There have also been new initiatives celebrating admitted students, and increased access to faculty advisors early in the admissions process that have helped establish stronger ties for this population of students, not only to the institution, but also to individual programs and academic departments. There has also been increased usage of the Academic Advisement Center, allowing more contact with students needing assistance in navigating their freshmen year at Shepherd.

## Graduation Rates

Four- and Six-Year Graduation Rates for:  
First-Time Freshmen | Low-Income First-Time Freshmen | Returning Adults | Transfer Students  
Underrepresented Racial/Ethnic Groups

#### Summary of Graduation Rates Trends:

While four-year graduation rates indicate a slight drop in some areas, overall there are small increases in the four-year rates for returning adults and transfer students. Segmented data in under-represented racial/ethnic groups is a relatively small population, so 1-2 students make a significant change in the percentages reported.

As Shepherd's degree production indicates, there has been a significant increase in the number of students obtaining degrees. This is reflected in the overall increase in six-year graduation rates, as well as those for segmented populations. Efforts in this area include increased usage of academic support services through the Center for Teaching and Learning (CTL), as well as the impact of increased retention of students through Shepherd's TRiO Student Support Services program. This federal student success initiative was recently re-funded for \$1.1M for a period of five years. Staff members of the TRiO program include a director, academic retention specialists (2), graduate assistant academic advisors (2), and an administrative assistant.

Shepherd also continues to reap the benefits of the academic reform process completed in 2012. Shepherd was the first institution in the State to standardize 120 credits across all majors for the undergraduate degree, in conjunction with a major revision of its general education or core curriculum program. This increased curricular flexibility is a major factor in facilitating degree attainment. This number is also reflected in enrollment figures for the Regents Bachelor of Arts (RBA) programs both on the Shepherdstown campus and through the Martinsburg Center. Additionally, some graduate programs make significant use of part-of-term or compressed format, hybrid and online courses, allowing students to complete programs like the MBA in a calendar year.



# Impact.

## Degrees Awarded

Associate's | Bachelor's | Master's | Doctorate | STEM | STEM Education | Health Summary of

### Degrees Awarded Trends:

The total number of degrees awarded continues to climb, based on higher enrollment figures from the overall headcount in 2011-2013. With a fall headcount drop of 7.96% in 2013-2015, we will expect the overall number of degrees awarded to decline, but to stay on pace with our metric target for 2018. The degree production in the graduate area continues to grow, although the students in the new Doctor of Nursing Practice program will not graduate until the end of the compact period in 2018. This could cause a temporary "bump" in degree production in the graduate area at the end of the compact reporting period.

**HEALTH:** Nursing continues to be one of the largest undergraduate programs, and currently with the ability to admit 60 students for each cohort (fall and spring); we expect the number health degrees to continue to climb, especially given increased numbers in Shepherd's RN-BSN cohort, both on the main campus and at the Martinsburg Center.

**STEM:** New leadership in Shepherd's STEM education area (education specialization coordinators) and overall increased enrollment in the Master of Arts in Teaching (MAT) program (initial licensure) has led to increased degree production in this area, mostly in the math field. Grant initiatives by faculty in this area have also increased the visibility of Shepherd's STEM offerings. The Seeding Your Future conference, funded by the NASA-WV Space Grant Consortium, offers middle-school girls an exciting opportunity to hone their math and science skills, thus building an early relationship with the University. Secondly, a grant submitted to the Noyce Foundation helps to provide scholarship for students completing both their undergraduate STEM degree, while at the same time pursuing their licensure through the MAT program. This initiative will help us in the future with these two specific metric areas of the compact.

Number of STEM Education Degrees Awarded

13

## Student Loan Default Rate

### Federal Student Loan Cohort Default Rate

#### Summary of Student Loan Default Rate Trends:

Through the outreach and financial literacy efforts of Shepherd's Office of Financial Aid, the three-year Cohort Default Rate (CDR) for 2012 is significantly lower than in previous years. Shepherd has maintained CDR rates over the last several years that have remained well below the rates for West Virginia (18.2% for the 2011 cohort) and the national average for four-year+ institutions of 12.9%.

The drop from the previous reporting year of 11.4% to 7.6% represents an overall decrease of 32%. This can be attributed to the comprehensive information found on the web pages for this unit:

<http://www.shepherd.edu/financialaid> and information found on Shepherd's Consumer Information page:  
<http://www.shepherd.edu/consumer-information/>

Students are made aware of policies surrounding Satisfactory Academic Progress, Financial Literacy, required forms, and resources for making sound financial decisions such as CashCourse: <http://www.cashcourse.org>

Additional information surrounding financial literacy and loan counseling will be found in the Financial Aid Strategy and Financial Aid Comprehensive Plan.

# Impact.

## Research and Development

Research Grants and Contracts | Licensure Income | Peer-Reviewed Publications | Start-Up Companies |

### Summary of Research and Development Trends:

At Shepherd, peer-reviewed publications such as articles, book chapters and books are considered in a variety of disciplines and professions. Additionally faculty are also quite productive in other peer-reviewed endeavors:

- Peer-reviewed abstracts
- Peer-reviewed conference presentations where the abstract is published.
- Journal articles
- Book chapters or complete books
- Juried or peer-reviewed art exhibits or performances.

With faculty being eligible to also pursue graduate faculty status, the importance of a flexible view of faculty scholarship is outlined in those qualifications using the Boyer Model for Scholarship. Given this trend, we have seen an increased emphasis on scholarly outcomes by our faculty, particularly amongst junior faculty who have come to Shepherd with already active and strong research agendas. Rewards for faculty provided by the CTL, through Academic Affairs and through the Division of Graduate Studies, also provide incentive and recognition for outstanding work at the undergraduate and graduate levels.

Over the past year, Shepherd University faculty and staff have secured over \$150,000 in research grants and contracts. More than \$700,000 in additional funding has been secured to support student research, outreach and professional development activities. Ongoing efforts to support faculty and staff and continue the development of the nascent grant culture at Shepherd University are detailed in the Research and Development Strategy update.

Total dollar value of licensure income in FY14. (Round to whole dollars).	0
Total number of peer-reviewed publications generated by the institution in FY14.	71
Total number of start-up companies created in FY14.	0
Total number of patents issued in FY14.	0

### Additional Information / Comments

Use the space provided below for comments or additional information.

1. Highlight and copy the file name below.
2. Click the SAVE button.
3. Paste the copied file name into the file name box in the SAVE AS dialog box.

Shepherd\_MetricUpdateForm.pdf

Shepherd

Save As

METRIC UPDATE FORM

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Shepherd University

Metric Strategy Forms





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1. Provide a **brief summary** of the strategy.

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

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

Implement DegreeWorks software program.

2014-2015 Updates and assessments include the following:

Currently, plans are underway for full implementation of this program during the 2015-2016 Academic year. Staff members in the registrars office, and academic advisement are working in conjunction with Information Technology Services (ITS) on the campus wide roll-out of this system. During the 2014-2015 academic year, these stakeholders also participated in professional development as related to the DegreeWorks program.



### Activity 2:

Shepherd has developed a culture of assessment over the last fifteen years that includes both academic and administrative units. As Shepherd seeks to evaluate and optimize operational efficiencies, the core support and non-core services are defined as the following:

- Core support services include institutional supports (such as HR, IT, and finance), student services (such as financial aid, counseling, and enrollment), academic support services (including libraries, and audio/visual services), academic policies and plant operations. High-performing institutions also carefully assess the non-core services and other operations they offer to fulfill their mission, and to ensure they are run efficiently. These non-services and other operations included research (SURC at Shepherd), public services, and auxiliary enterprises. Most non-core services at Shepherd, such as dining services, the bookstore and wellness center generate revenues and are self-supporting, and also provide additional overall budget support for the university.

2014-2015 Updates and assessments include the following.:

The current institutional assessment process operates on a 1.5 year cycle, with auxiliary enterprises reporting on an annual basis to the Board of Governors. Mr. James Vigil, Vice President for Administration and Dr. Shari Payne, Vice President for Enrollment management bring a fresh perspective to operational processes from their experience in other units and from other institutions of higher education. Changes have already begun in the area of Enrollment Management that encourage registration and payment. A good example in this area is the reduced number of "drop for non-payment" dates and more flexible tuition payment options.

Interim President Sylvia Manning has outlined three retention initiatives to help increase fall to spring retention for this year:

1. The Retention Intervention Team (RIT), which includes the benefit of each student having an RIT member advocate, and a calendar of interventions that includes reminders for advisement, registration, payment of bill and follow-up after mid-term grades are issued.
2. Revision of academic policies that present roadblocks to student persistence and completion (degree attainment). This will assist in removing administrative bureaucracy from the student experience. This initiative is led by the VPAA.
3. Programming initiatives for commuter students who we know are at higher risk of dropping out. These actions include developing a designated campus gathering space for commuters, as well as special programming and outreach for this student population. These efforts are led by the Vice President for Student Affairs.

### Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human Resources: Registrar's Office, Academic Advisement Staff, departmental academic advisors, IT staff (Activity #1), Offices of Administration & Finance, Enrollment Management, Classified Staff, Human Resources, members of Executive Staff (Activity #2).

Physical Resources: none noted at this time.

Financial Resources: Software and licensing costs, staff training. Other financial resources are within the job descriptions of those listed under Human Resources.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

**ACTIVITY 1:**

Internal collaborations: Registrar's Office, Academic Advisement Staff, departmental academic advisors, IT staff.

External collaborations:

**ACTIVITY 2:**

Internal collaborations: Offices of Administration & Finance, Enrollment Management, Classified Staff, Human Resources, members of Executive Staff.

External collaborations: Outside consultants who would examine the operating efficiency of particular units like auxiliary enterprises.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach students in all of the target populations listed in box 3.





## *Leading the Way* Access. Success. Impact.

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#### 1. Provide a *brief summary* of the strategy.

Shepherd University did not submit a strategy as it does not offer developmental education, but rather a selection of stretch-model courses in English and mathematics that allow students to continue to progress towards degree completion. The retention and attainment rates of this student population will factor into activities reported elsewhere in the institutional compact. Please see activity 1 for information on pass rates for these stretch-model courses.

As a note, stretch-model courses have a smaller class size, spread the material for a one-semester course over two semesters, and provide additional academic support for this student population.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

For the 2014-2015 Academic Year, pass rates for the English and Math 101 A and 101 B courses are listed below. There is also a comparison to results over the past eight years.

Math 101A Fall 2014: Initial enrollment: 326 students.

About 64% of those who completed the course passed. Although this rate is higher than the previous couple of semesters, it is lower than the 71% average for pass rate for fall Math 101A (8-year average). During this period, pass rates for Fall 101A have fluctuated from 59% to 74%.

Math 101B Spring 2015: Initial enrollment: 236 students.

67% of those who completed the course passed. Although the course has had lower success rates, 67% is lower than the 75% average pass rate for spring Math 101B (8-year average). During this period, pass rates for Spring 101A have fluctuated from 64% to 88%.

English 101A Fall 2014: Initial enrollment: 119 students.

81% of those who completed the course passed. This rate is approximately the same as the previous fall.

English 101A Spring 2015: Initial enrollment: 103 students.

93% of those who completed the course passed. This rate is higher than the average 80% passing in previous two springs.

In looking at files for 629 students, the 6-year graduation rate for students who successfully completed stretch math at Shepherd (years 2006-2009) is 67%. This is significantly higher than the institutional 6-year graduation rate, demonstrating that additional support services are a gateway to degree attainment.

Activity 2:

Activity 3 (If applicable):

Shepherd

DevEd

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources include support staff in the Academic Support Center, TRiO student support services, and faculty who teach the stretch-model courses.

Physical resources are the normal classroom instructional spaces located throughout the campus, and physical space for Academic and TRiO support services, located in the Howard N. Carper Learning Commons.

Financial resources are within the current budgets and staffing needs for the units outlined above.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborations are listed in Box #4.

External collaborations: Training for staff, including the "15 to Finish" workshop presented by WV-HEPC.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach students in all of the target populations listed in box 3.





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#### 1. Provide a **brief summary** of the strategy.

Shepherd University's general focus for its strategy on enrollment is to develop and implement seamless admissions and transfer processes for two targeted populations: transfer students and adult learners. The institution will increase community and regional awareness of the programs and services offered for adult learners. Efforts include promotion of programs, such as the R.B.A. program, courses with W.V. Rocks and new curricular offerings in Shepherd's R.B.A. degree completion program. These efforts will include the establishment of support material in print and on the web for transfer student populations.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

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

2014-2015 Updates and assessments include the following:

SU-Martinsburg has offered the WVROCKS classes for three semesters starting in Fall 2014. We have offered four classes total each semester. These classes are offered as 8-week part-of-term classes. Enrollment has been steady at approximately 15-20 students a semester, unduplicated headcount. There will be three of these online classes per session in the Spring 2016, for a total of six classes.

All three emphases in Shepherd's R.B.A. program (Business, Social Issues, and Health) have been approved and students from both campuses have graduated with these emphases in the past two semesters.

Efforts to increase enrollment include the following:

1. SU-Martinsburg started offering an out-of-state waiver for students who enroll through the Martinsburg Center to make pursuing the R.B.A. more affordable for out-of-state students.
2. There has been increased outreach to veterans by interacting with the education and job placement representatives from the Martinsburg VA by attending conferences, career, and college fairs at the VA to promote the RBA and other degree programs.
3. A new hire (Enrollment Specialist) for the Martinsburg Center to recruit for all programs offered by the Center.

Enrollment at the Shepherdstown campus, continues to expand, with 213 students enrolled for 2014-2015. The areas of emphasis have been an attractive feature for students who need to complete their degree program, but do not necessarily need to stay in school longer for a particular major. The number of graduates from the program on an annual basis (over 130), is a large component of Shepherd's annual degree production.

### **Activity 2:**

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

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

2014-2015 Updates and assessments include the following:

Shepherd has established a set of transfer student web resources located in "future" students and admissions section of Shepherd's website. These pages include relevant information on transfer student admission, transfer of credit and links to specific 2+2 and other community college transfer articulations.

Currently admissions counselors assigned to community colleges act as institutional liaisons for transfer students wishing to attend Shepherd. As part of the matriculation process, transfer students meet with specified departmental representatives during orientation and academic advisement prior to the start of classes. There are three specific transfer sessions during the summer (June, July and August), as well as one in January prior to the start of the spring semester.

Currently Shepherd has articulation agreements with over 25 two-year institutions, and links found on the articulation agreements web page allows students drill down to analyze specific course equivalencies from the two-year institution to Shepherd University. (Web reference: [http://www.shepherd.edu/register/articulation\\_agreements.html](http://www.shepherd.edu/register/articulation_agreements.html))

Lastly, Shepherd also has transfer admissions agreements that allow for direct admission as long as student meet minimum academic requirements at the community college. The programs which are called dual admissions /TOPS programs and are also found on the transfer students web page(s). (<http://www.shepherd.edu/admissions/transfer-students>)

### **Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income ☒ Adult Learner ☐ Underrepresented Minority  
☒ Transfer Students ☒ Part-Time Students

**Degree Areas:**

☐ Health ☐ STEM ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

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

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

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

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborators are listed in Box 4.

External collaborations include working with the Veterans Administration in Martinsburg, Martinsburg Center Strategic Alliance Partners and through promotional events at the Martinsburg Center and community colleges listed in the articulation agreements.

6. Use the space below to provide **additional information or comments** related to this strategy.





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#### 1. Provide a **brief summary** of the strategy.

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

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

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

2014-2015 Updates and assessments include the following:

Graduate faculty (full-time) and affiliate graduate faculty (part-time) have a limited time of appointment and must stay current in their field to maintain their status as graduate faculty members. In 2014, there was a major effort to have current Graduate Faculty re-apply for status, as well as encourage junior faculty to also apply. Additionally, nearly all of the affiliate or part-time graduate faculty also re-applied for status. For the 2015-2016 catalog there are 61 graduate faculty and 25 affiliate graduate faculty members. It should be noted that all faculty who carry this status do not necessarily teach in the graduate program on a regular basis. Qualifications may be found in Appendix J of Shepherd's faculty handbook located here: <http://www.shepherd.edu/employees/senate/documents/handbook.pdf>

Professional development funding has remained stable at the University, with possible additional professional development funds available through the Professional Development Committee. These include mini-grants for special projects, summer stipend and sabbatical awards. Typically the complete pool of funding is awarded. In some cases, academic school professional development funds are pooled and divided amongst those faculty members pursuing these external opportunities. Annual reports demonstrate that scholarly outcomes have continued to be prevalent amongst our faculty. There are initiatives underway that would help provide additional funding for those faculty members presenting at professional conferences.

**Activity 2:**

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

2014-2015 Updates and assessments include the following:

During the 2014-2015 academic year, discussions have taken place with stakeholder groups such as the faculty senate and department chairs surrounding scholarship requirements for promotion to full professor. Much of the discussion centered around what constitutes a publication, peer-reviewed vs. non peer-reviewed, book chapters vs. complete books, etc. journal articles and the like. In disciplines, where it is appropriate, juried gallery exhibits, concerts, etc. are considered as part of the outcomes for publication.

As Shepherd is primarily a teaching institution, a more flexible model of scholarship, such as the Boyer model, might be considered in the future for possible use in determining scholarship outcomes for promotion and tenure.

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income ☒ Adult Learner ☐ Underrepresented Minority  
☐ Transfer Students ☐ Part-Time Students

**Degree Areas:**

☐ Health ☐ STEM ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources encompass the regular duties of faculty and staff.

Financial resources needed for the future would be increased funding to support professional development activities.

No additional physical resources needed at this time.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborators include the VPAA, Associate VPAA/Graduate Dean, Faculty Senate, and Department Chairs.

No external collaborators at this time.

6. Use the space below to provide **additional information or comments** related to this strategy.

While placing emphasis on an increased level of faculty scholarship institutionally, these additional qualifications help Shepherd meet HLC standards for qualified faculty, particularly in our graduate programs.





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1. Provide a **brief summary** of the strategy.

In its efforts to increase retention of first-year students, Shepherd will focus on three distinct areas of student success: 1) utilization of student support services; 2) access to quality advising; and 3) implementation and utilization of Beacon software to track and document at-risk students.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

In working to support general and at-risk student populations to ensure retention and academic success, the following items will be addressed: Utilize and evaluate the Academic Support Center (ASC) and TRIO services; Utilize and evaluate Disability Support Services and Student Success.

2014-2015 Updates and assessments include the following:

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

- ASC: In fall 2014, there were 2,561 tutoring appointments in the ASC. In spring 2015, there were 2,467 tutoring appointments in the ASC. While we do not track retention rates for clients of tutoring, we know from our Fall 2015 ASC survey data that 86% of survey respondents (n=177) felt that their tutoring experience was a strong factor in their academic success.

- TRIO Student Support Services served 162 students in the 2014-2015 year. Our student retention rate is 80% for the 2014-2015 year. We had 37 TRIO students graduate in 2014-2015, and have added 42 students for 2015-2016. We are funded to serve 160 students each year, and our goal is to serve 165 to 170 students during the 2015-2016 year.

These efforts are also aided by the implementation of the BEACON and RAMPULSE programs through Campus Lab, which allow Shepherd increased functionality in tracking at-risk students and student engagement. This initiative is detailed in other areas of the compact and the updated metric form.

**Activity 2:**

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

2014-2015 Updates and assessments include the following:

Beacon is replacing a less effective retention software called Retain, formerly used by Shepherd. With Beacon, students will have the opportunity to login, complete, and then see the results of their Student Strength Inventory or Continuing Student Assessment, recommendations specific to them, view and communicate with their Success Network, and track their involvement on campus. Faculty will be able to place alerts or updates on students' progress. Alerts will allow success network members to assist the student through a team approach.

Presentations and training sessions will be given to each of the five schools, followed by sessions with departments upon request. At the end of the fall 2015 semester, an assessment will be completed to determine how many and which departments/schools have utilized the software. 30% of our faculty using the software by this timeline will be considered a success.

**Activity 3 (If applicable):**



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- ☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

- ☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

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

Resources to complete the implementation will be required not only to present and train, but more importantly to follow up on the alerts for our at-risk students.

Financial resources would include potential increased budgeting for the CTL and other services due to increased usage. For activity #2, there is an ongoing cost associated with the license and implementation of the various aspects of this software package. An additional expense would be the funding of graduate assistants in these offices.

The former software Retain was \$25,800/year; Beacon: \$16,224 and its accompanying module RamPulse: \$9,464 for a total of \$25,688.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborators are listed in Box #4 under human resources.

External collaborators includes training consultants from Campus Lab and Beacon Software.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach students in all of the target populations listed in box 3.



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1. Provide a **brief summary** of the strategy.

The activities associated with the Graduate Student Success Strategy focus on enhancing the Shepherd experience through the creation of clear pathways to advanced degree programs (accelerated programs such as 4+1), and through the creation of additional offerings such as graduate certificate programs or other credentials for professionals that lead to the creation of a more qualified workforce that serves the needs of our community, locally, and throughout the state and region.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

Activity 1 deals with the creating of accelerated pathways to graduate degrees. Currently one pathway has been created with the MBA program and the undergraduate business program, leading to a 4+1 degree that meets the HLC requirements for such offerings. Working through the graduate program coordinator, school deans and department chairs, along with the registrar, the internal stakeholders were able to come together to have this program approved and added to the 2015-2016 catalog.

We will begin making students and faculty more aware of this program during the 2015-2016 academic year and hope to enroll qualified students, as well as provide a recruitment opportunity for potential students looking at Shepherd for their undergraduate experience.

Challenges have included determining where credits would rest (undergraduate vs. graduate transcript), status in regard to the federal financial aid process, and the number of courses that would "double dip" in terms of credits. Consultations with peer institutions both in the state and outside, led to a cohesive process that will provide benefits to Shepherd students in the future. Information on the program may be found in the Shepherd catalog: <http://catalog.shepherd.edu>

You can also type 4+1 Bachelors/MBA Option (Fifth-Year MBA) into the search dialog box.

For the next compact reporting cycle, the institution will report on the number of students enrolled in this program.

Currently, discussions are underway in relation to the teacher certification program where students would obtain their bachelor's degree within their discipline, and through a careful articulation agreement between the undergraduate and graduate programs, also work on their content area courses and education courses leading to licensure in our Master of Arts in Teaching (MAT) program. We are hoping to have several content area agreements developed over the coming year. This may require approval by the state Department of Education, which could delay the process.

**Activity 2:**

Activity 2 deals with recruitment efforts with the international student population.

Over the past academic year (2014-2015), there have been a steady number of inquiries, applicants and matriculation of international students into our MBA program. This has been particularly true of students from the Francophone countries in Africa. Much of this effort has been due to word-of-mouth experiences of students who have had positive outcomes with Shepherd and the graduate program, and in turn have encouraged their professional and personal acquaintances to consider Shepherd.

Shepherd's Director of International Initiatives, Dr. Charles Nieman, has also conducted talks and negotiations with institutions in China, Japan, Turkey and elsewhere in regard to developing agreements for study in the US by their students. Additionally, both the Graduate Dean and Dr. Nieman have met with recruiter/agents to further understand the viability of developing these relationships, as well as the challenges they create for institutions that develop significant populations of international students.

Using our Content Management System (CMS) for Shepherd's web pages, new information has been developed for international students, both for future and for current students. The web pages may be accessed here:  
<http://www.shepherd.edu/international-student-affairs>

There is also a specific page for international graduate student admissions:  
<http://www.shepherd.edu/international-graduate-admissions/>

These web pages create a centralized location for the admissions process, cost of attendance, financial aid, academic support, VISA information, and more. Additionally, there have been recruitment materials developed specifically for international students wishing to move into graduate programs.

Additional developments through Navitas, may lead to increased international student populations, coupled with support services such as ESL, providing additional benefits to both undergraduate and graduate students.

**Activity 3 (If applicable):**



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income ☒ Adult Learner ☐ Underrepresented Minority  
☐ Transfer Students ☒ Part-Time Students

**Degree Areas:**

☐ Health ☐ STEM ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources include: VPAA, Graduate Dean, Director of International Activities, VP for Enrollment Management, Martinsburg Center Director and Staff, Office of University Communications (recruitment materials), department chairs and other faculty.

Because most of the materials involved digital resources, there was relatively little physical cost.

Financial resources include the time involved with the staff mentioned above to create electronic documents, attend meetings both internally and externally, and to meet with students.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborations include academic departments and the Division of Graduate Studies, Office of Enrollment Management (Admissions, Financial Aid, Registrar), and International Initiatives.

External collaborations include the University of Zaim, Navitas, HEPC, Wahung Institute of Technology, Osaka University, and Vesta Recruiting Services to name a few.

6. Use the space below to provide **additional information or comments** related to this strategy.





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#### 1. Provide a **brief summary** of the strategy.

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

- A reduction in the minimum number of credit hours required for graduation from 128 to 120 credit hours.
- A new, more flexible Core Curriculum (previously General Studies curriculum).

Inclusion into the degree:

- a First-Year Experience course
- a writing-intensive course within the major, and
- a senior capstone that acts as a common thread throughout the whole degree program.

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

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

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

After collecting assessment data and reporting the results, faculty and staff assessment facilitators are also asked to report what they will do with their assessment results. In other words, they are asked, "How will you use the results of this assessment to improve student learning?"

In many cases the departments have met the criteria for success selected for each intended student outcome. These departments usually report that they will continue to provide students with their specific curriculum and services. Some departments state that they will make some changes to increase their success in the future. Departments that have not met their criteria for success report what, specifically, they will do to improve their rate of success and in turn improve student learning.

Some brief examples of recent improvements include the following:

- The Education Department saw the need to create a tutorial to better assist their students with the lesson planning process and to help standardize expectations before students begin student teaching.
- The Music Department saw the need to revisit and revise their major competency exam, thereby creating a clearer pathway to graduation for their students.
- The Chemistry Department adopted a standardized assessment tool so that they could better compare their majors to national benchmarks.
- Both the Psychology and History Departments created pre- and post-tests to better assess their curricula and courses.

**Activity 2:**

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

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

Currently online and compressed format classes follow the same procedure for assessment as all other courses at Shepherd. The process is detailed in the Shepherd University Faculty Handbook (<http://www.shepherd.edu/employees/senate/documents/handbook.pdf>), page 41: Online Teaching Policy.

Future endeavors include the evaluation of these courses using a type of credit-hour calculator tool (APUS has provided Shepherd with an excellent model) to assess content as related to credit hours and contact time. Discussions have occurred at the Deans council with the note to revisit this action.

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- ☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

- ☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources include staff in the CTL, graduate assistants who perform clerical work and the faculty and staff in the departments themselves.

Fiscal resources include graduate assistantships (approximately \$10,000 annually) and portions of the annual licensing fee for the WEAVE software.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborations include the faculty and academic school dean related to the programs up for review each cycle, as well as for areas that offer online or hybrid course formats.

External collaborations include external site reviewers in the program review process, as well as credit-hour models utilized by other institutions.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach students in all of the target populations listed in box 3, as these activities reach all programs on a cyclical basis.

In general, assessment of academic programs and administrative units is an ongoing process at Shepherd University. An overarching goal is to analyze progress on assessment results as part of the 1.5 year assessment cycle. The compact timeline also encompasses programs up for review as part of the five-year program review cycle mandated by the WV-HEPC and state code.

Typical outcomes of the program review process often include curricular revision, updating course content or catalog descriptions for currency, and the development or elimination of concentrations within the degree program. Further examples are contained in the Academic Quality Plan, Strategy A, Activity 2.





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#### 1. Provide a **brief summary** of the strategy.

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

Shepherd will assess the effectiveness of its student support services in the retention and perseverance of students enrolled in stretch-model classes. Often students in these courses may be identified as "at risk," and require additional support to progress towards degree completion. The institution will also encourage collaboration between Institutional Research, Academic Support and Student Success offices to engage students who are on academic probation.

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

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

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

The "second suspension recovery contract for readmitted students" was an Admissions and Credits (A&C) Committee plan that was adopted starting Fall 2014. The primary conditions of the contract require that students returning from a second suspension maintain a minimum semester gpa of a 2.3 or higher and complete all courses that they are registered for. The course plan is determined by the Director of the Academic Support Center as well as the student's primary academic advisor. The statistics during the initiation of this program demonstrate significant gpa improvements and retention rates. The success of this program and these findings have been reported back to the A&C committee.

In the Fall of 2014, 85% (6/7) of students succeeded in meeting the terms of the contract. All six students were retained into the Spring 2015 term, and by May 2015 moved up to "good standing" with Shepherd and cumulative gas of 2.00 or greater.

The Spring of 2015 cohort had 100% success. After one term on the contract, two students (66%) moved from second suspension to "good standing" with cumulative gas between 2.04-2.85. Only one student remained on probation. It is important to note that this student raised his cumulative gpa from a 1.2 to a 1.79 by the end of the contracted term. All three students from this cohort have been retained into the Fall 2015 term and have a full load of classes (12-16 credits).



**Activity 2:**

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

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

Programs initiate curricular changes through internal examination, as well as recommendations that come from programmatic accreditors and external reviewers used in the program review process. The curricular changes are vetted at the departmental level before moving to approval by the academic school and finally the university Curriculum & Instruction Committee. As part of any curricular revision, departments must simultaneously update their four-year progression charts that are contained in the online catalog. These charts, along with degree evaluation tools on RAIL and eventually through DegreeWorks will enable students to have multiple tools to assess their progress towards degree completion, as well as the curricular steps taken each semester to reach those goals.

These progression charts may be accessed through the Shepherd catalog: <http://catalog.shepherd.edu>  
Any of the undergraduate programs of study contain four-year progression charts as you scroll down the page after the curricular listing for that program.

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources include the CTL and academic advisement staff, registrar's office Office of Student Success, department chairs as well as academic advisors. Ongoing financial costs are related to retention software and the aalog system.

Fiscal resources include funding for graduate assistants (4) at \$22,000 annually and the cost of the retention software programs at a start-up cost of \$25,800 annually.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborators are listed in Box 4.

External collaborations occur with consultants from the respective software companies.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach across the entire student population, with Activity 1 specifically addressing those students who are at risk academically.



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1. Provide a **brief summary** of the strategy.

Shepherd University's optional reporting of research and development funding is based on information obtained from the Shepherd University Research Corporation (SURC). Ongoing support for the development of a culture of grantsmanship on campus is a component of Shepherd's latest strategic plan. Expected outcomes include an increase in grant revenue linked to research, professional development opportunities in the area of grantsmanship, and an increase in the number of proposals submitted.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

Over the past academic year (2014-2015), Shepherd University faculty and staff have secured over \$150,000 in research grants and contracts. More than \$700,000 in additional funding has been secured to support student research, outreach and professional development activities. Ongoing efforts to support faculty and staff and continue the development of the nascent grant culture at Shepherd University include the following:

1. Begin the process of updating the SURC website.
2. Begin the review of associated policies and procedures.
3. Reviewing and revising the process of proposal submission and approval.
4. Working with more than 15 faculty members who had never submitted proposals for external funding since arriving at Shepherd to submit proposals for funding.
5. Specifically meeting with academic schools and departments to discuss funding opportunities and to gauge relative interest in pursuing funding.
6. Shepherd University continues to provide travel funds, matching funds, space for events at no cost to the grant and ensures that reassigned time can be used by faculty for sponsored activities.

These efforts have resulted in the following outcomes over the past year:

1. Submission of almost 40% more proposals for funding (51 proposals submitted).
2. Increasing the number of awards won by almost 70% (29 were successfully funded).
3. Grant submissions were accepted from each of the four academic schools, the Scarborough Library and from Student Affairs.

Web pages: <http://www.shepherd.edu/surc>

**Activity 2:**

**Activity 3 (If applicable):**

Shepherd

ResearchDevelopment



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

☒ Health   ☐ STEM   ☒ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Resources include the following:

Human: SURC Co-Directors, members of executive staff, faculty members, department chairs and academic school deans in each of the four academic schools at Shepherd.

Financial resources would include any matching funds or other resources that are required of the institution in the particular grant application criteria. These vary widely in the 51 grants submitted.

Physical resources would include the use of institutional office space or meeting rooms.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The SURC co-directors collaborated with all academic schools to discuss funding opportunities and assess relative interest in pursuing these external funding opportunities.

Of particular interest are grants that were submitted or funded in the area of STEM Education and also creating a pipeline of potential STEM students. This includes a submitted proposal to the NOYCE foundation, as well as a grant for "Seeding the Future," from the NASA West Virginia Space Grant Consortium to conduct the event. Shepherd is also contributing \$9,125 to the effort that will offer hands-on workshops and other activities designed to increase middle school-age girls' interest in STEM-related activities.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities, which include participation from faculty in all four academic programs, as well as graduate faculty, lead to a more informed classroom experience for all Shepherd students.



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1. Provide a **brief summary** of the strategy.

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

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

The institution will conduct financial literacy courses as part of the First-Year Experience Program. Financial Literacy topics will also be presented in already existing, program-specific freshmen seminars, such as BIOL 150, EDUC 150, MUSC 100, etc., and will also be a component of the required class for provisionally admitted students. Students will be assessed on their competencies by completing pre- and post-tests for each course or session.

2014-2015 Updates and assessments include the following:

Financial Aid staff presented information in ten FYEX courses during the 2014-2015 academic year, reaching upwards of 120 students across a broad range of majors and interests. Students seemed genuinely interested in presentations and engaged with well thought-out questions. Feedback from FYEX professors has been positive and resulted in repeat invitations to speak to subsequent classes.

One FYEX section each semester is dedicated to Financial Literacy and is taught by a Financial Aid staff member. This class covers a variety of topics concerning Financial Literacy including, but not limited to Financial Aid, Credit Scores, Loan Repayment, Identity Theft Precautions, and Personal Budgeting. All first-year students, including those who have been provisionally accepted, are able to take this class.

**Activity 2:**

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

**2014-2015 Update and assessment:**

Currently there is one FYEX section dedicated to Financial Literacy as outlined in Activity 1. Future plans include the inclusion of more sections.

**Activity 3 (If applicable):**

Financial aid counseling is also a key component of Shepherd's strategy. It will conduct loan counseling for graduating seniors and graduate students with student loan debt each spring semester, and will encourage students to complete financial awareness counseling at [www.studentloans.gov](http://www.studentloans.gov).

**2014-2015 Updates & assessments include the following:**

Financial Aid Exit Counseling can now be completed 100% on-line. In the past, the Office of Financial Aid has conducted in-person workshops to give students the opportunity to complete their Exit Counseling. This has occurred with a member of the Financial Aid team present, allowing them to answer any student questions that may come up during the counseling. These workshops had a very poor attendance rate, so they were not continued. In its place, e-mail and letter communication was increased, and staff were available during regular business hours, and limited extended hours, for students who wanted or needed assistance to walk in and complete their Exit Counseling with a Financial Aid staff member. Students received up to four pieces of communication, including e-mail and letters, and as of September of 2015, 72% of 2014-2015 graduates have completed Exit Counseling.



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☒ Low Income ☒ Adult Learner ☒ Underrepresented Minority  
☒ Transfer Students ☒ Part-Time Students

**Degree Areas:**

☐ Health ☐ STEM ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

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

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Ms. Joyce Cabral, Director of Financial Aid  
Dr. Shari Payne, Vice President for Enrollment Management Academic Support Center Staff  
Financial Aid Staff Instructors of FYEX courses

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

External: [www.studentloans.gov](http://www.studentloans.gov)  
External speakers related to financial aid or literacy

6. Use the space below to provide **additional information or comments** related to this strategy.

Going forward, the Office of Financial Aid plans to build and implement a formal communication plan for Financial Aid Awareness. A goal for this communication plan will be to lower Shepherd University's default rate by .5% for the next cohort. Included in this plan will be communication about Exit Counseling, Financial Literacy, FAFSA filing, and responsible borrowing. We plan to engage federal loan servicers in our attempt to reach out to students and recent graduates regarding their loan repayment options, as well as to provide resources to our current students. In addition, a communication plan will also target delinquent borrowers to offer assistance with repayment questions and concerns.

Financial Aid plans to continue to pick up momentum where Financial Literacy is concerned. We hope that the positive feed back from students and professors who have attended our presentations spreads and garners more interest within the campus community to not only learn about financial literacy but to put the concepts learned into place to achieve results such as less indebtedness among students and a lower default rate for Shepherd University. In addition to giving presentations to freshman-level classes, the Office of Financial Aid plans to host financial literacy workshops, as we have in the past, open to the university community.

Shepherd

StudLoanDefaultRate



Shepherd University

Comprehensive Plan Strategy Forms



## *Leading the Way* Access. Success. Impact.

### Compact Update Instructions

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1. Provide a **brief summary** of the strategy.

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

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

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

2014-2015 Updates and assessments include the following:

All first-year full-time faculty are trained to advise in our New Faculty Learning Community (NFLC 101) over a period of three sessions during the spring semester. Once they complete the training, they are "certified" to advise by the Center for Teaching and Learning.

Clinical faculty in the Advising Assistance Center regularly attend regional and state advising conferences, including NACADA.

All Shepherd faculty are invited to attend multiple advising "refresher" workshops throughout the academic year. The Assistant Dean of Teaching and Learning routinely organizes and facilitates workshops on current topics impacting advisors such as "Satisfactory Academic Progress," "CLEP testing," "Understanding Degree Evaluations and Transcripts," and "Course Substitutions."

The Center for Teaching and Learning issues an annual "Advisor Assessment Instrument" (or student survey) to all students regarding their advising experience. The overall average for advisors on last year's survey was a 5.3/6 for 96 advisors. Overall, students feel they need more time with their advisors. This is difficult, given that most advisors have at least a 4/4 teaching load. We continue to promote our full-time advisors in our Advising Assistance Center. These faculty are present full-time for students to come and seek guidance, especially if they are not able to find time with their faculty advisor.

### Activity 2:

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

2014-2015 Updates and assessments include the following:

After collecting data and reporting the results, faculty and staff assessment facilitators are also asked to report what they will do with their assessment results. In other words, they are asked, "How will you use the results of this assessment to improve student learning?"

In many cases the departments have met the criteria for success selected for each intended student outcome. These departments usually report that they will continue to provide students with their specific curriculum and services. Some departments state that they will make some changes to increase their success in the future. Departments that have not met their criteria for success report what, specifically, they will do to improve their rate of success and in turn improve student learning.

Some brief examples of recent improvements include the following:

Based on their assessment findings, the Education Department saw the need to create a tutorial to better assist their students with the lesson planning process and to help standardize expectations before students begin student teaching. Based on their assessment findings, the Music Department saw the need to revisit and revise their major competency exam, thereby creating a clearer pathway to graduation for their students.

Based on their assessment findings, the Chemistry Department adopted a standardized assessment tool so that they could better compare their majors to national benchmarks.

Based on their assessment findings, both the Psychology and History Departments created pre- and post-tests to better assess their curricula and courses.

Assessment plan and report statuses (including the identification of gaps as well as action plans) for Shepherd departments and units are transparent and can be viewed easily via WEAVE [<http://app.weaveonline.com/login.aspx?ReturnUrl=%2f>], our assessment database.

### Activity 3 (If applicable):

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

2014-2015 Updates and assessments include the following:

Service Learning projects are coordinated in conjunction with faculty by the Office of Student Community Services and Service Learning. Projects are chosen based on community need and intended student learning outcomes of the course. Service learning opportunities requiring time sensitive scheduling, e.g. specific shifts, utilize the volunteer software Volgistics. All service learning courses are evaluated through an assessment of student learning at the end of the semester. Community serve/volunteer opportunities are posted and marketed to students via RamPulse, Facebook, websites and presentations to classes, organizations, and clubs. Baseline, the assessment module of the newly initiated Campus Labs platform, is being utilized for service projects.



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- ☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

- ☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

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

For activity 2 and activity 3, also include student affairs staff.

Fiscal resources include the implementation of RAMPULSE through campus labs: \$9,464

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

See Section 4 for internal collaborations.

External entities would include organizations that provide these professional development opportunities, external program review consultants.

For activity 3, this would also include employers and organizations involved with service learning components.

6. Use the space below to provide **additional information or comments** related to this strategy.





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1. Provide a **brief summary** of the strategy.  
Support general and at-risk student populations to ensure retention and academic success.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

Utilize and evaluate the Academic Support Center and TRIO services. The Center for Teaching and Learning documents usage of its support services and regularly runs reports analyzing the retention of these student populations.

2014-2015 Updates and assessments include the following:

In fall 2014, there were 2,561 tutoring appointments in the Academic Support Center (ASC). In spring 2015, there were 2,467 tutoring appointments in the Academic Support Center. While we do not track retention rates for clients of tutoring, we know from our Fall 2015 ASC survey data that 86% of survey respondents (n=177) felt that their tutoring experience was a strong factor in their academic success. Our Spring 2015 ASC survey data show that 91% of survey respondents (n=123) felt that their tutoring experience was a strong factor in their academic success.

TRIO Student Support Services served 162 students in the 2014-2015 year. We had a retention rate of 80% for the 2014-2015 year. We had 37 TRIO students graduate in 2014-2015, and have added 42 students into the program for the 2015-2016 year. We are funded to serve 160 students each year, and our goal is to serve 165 to 170 students during the 2015-2016 year.

**Activity 2:**

Utilize and evaluate Disability Support Services and Student Success: With the implementation of the Beacon software in Spring 2015, assessment results will be able to measure the effectiveness of this retention and student success software. Measurements will continue throughout the compact reporting cycle.

2014-2015 Updates and assessments include the following:

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

The Office of Disability Support Services currently has 323 registered students; 75 students have a residential accommodation; 248 have a residential and academic accommodation. On average six students a day are provided proctoring services for their exams.

The Beacon retention software was piloted in spring 2015. Currently, as part of its overall retention strategies, Shepherd is in the process of implementing faculty usage of Beacon for fall 2015 and beyond. As stated in the metric update form, Beacon will allow Shepherd to have a national norm for data related to cognitive and demographic areas that may cause students to be at risk. Additionally, Beacon provides the platform for all students to have a network of individuals from the University to provide support as they continue their education. This network can include faculty, advisors, coaches, residence life staff, Student Affairs professionals, and peer mentors.

**Activity 3 (If applicable):**

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

2014-2015 Updates and assessments include the following:

Part of this activity is described in Activity 2. Shepherd has developed a new Retention Intervention Team (RIT) that is charged with the implementation of retention strategies, one of which is the implementation of the Beacon software. While there are not currently results from the initial implementation of Beacon, it is hoped that the data at the end of 2015-2016 will show demonstrable results of using this software, along with other campuswide initiatives.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human Resources: Office of Student Success staff and academic advisors, Enrollment Management Staff, and members of the Retention Intervention Team

Financial: Ongoing financial responsibilities include annual licensing fees for the software and costs associated with training staff and providing support materials to academic advisors and students. Beacon actually represented a small savings over the previous software, RETAIN.

Retain: \$25,800 per year

Beacon: \$16,224 per year

RamPulse: \$9,464 per year

For the same cost, Beacon and RamPulse provide much more functionality.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal consults: Retention is a campus wide initiative, involving stakeholders in all units.

External: Training consultants from Banner and Beacon.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach across all the target student populations listed in box 3.





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1. Provide a **brief summary** of the strategy.  
Enhance institutional career readiness programs for students.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

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

As part of the services provided through the Academic Advisement Center, from Fall 2014 and ongoing throughout the compact cycle, Shepherd will aim to increase awareness of events and opportunities for both internal and external stakeholders.

2014-2015 updates and assessments include the following:

- Focus 2 (career assessment tool) was utilized by more than 100 students in the academic year 2014-2015.
- College Central Network number of registered users increased by 207.
- 219 students attended career fairs in 2014-2015.
- Advertising of career services and College Central Network was accomplished via campus-wide use of fliers, faculty and student emails, as well as classroom presentations, workshops and information sessions.
- The biggest challenge seems to be getting students to recognize the value of participation in workshops and events that would motivate them to attend in larger numbers.
- As of Fall 2015, we have started offering Strong Interest Inventory in place of Focus 2 as we concluded it would better fit the needs of our students.
- 300 students were educated via workshops, classroom presentations, and information sessions.



**Activity 2:**

Continue to work with students prior to graduation to ensure their future plans include career placement and/or graduate school. This includes increasing the number of students utilizing the College Central Network and participating in career fairs. As part of the services provided through the Academic Advisement Center, from Fall 2014 and ongoing throughout the compact cycle, Shepherd will aim work with all students, particularly in capstone courses, in order to provide ongoing support for career preparation.

2014-2015 updates and assessments include the following:

- College Central Network- 207 new student accounts and 241 new employer accounts were created.
- Students were provided with information sessions on Federal application process, Office of Personnel Management, Teach for America, New York Life Insurance Company, and the U.S. Department of State.
- 219 students participated in the career fairs.
- Career Services critiqued 146 resumes in 2014-2015.
- 300 students were educated via workshops, classroom presentations, and information sessions.
- More than 80 students participated in mock interview practice with Career Services staff.

**Activity 3 (If applicable):**

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

As part of the services provided through the Academic Advisement Center, from Spring 2015 and ongoing throughout the compact cycle, Shepherd will aim work with all students, particularly in capstone courses, in order to provide ongoing support for career preparation and then track their future plans through the survey tools.

2014-2015 updates and assessments include the following:

- Presentations and workshops were provided in capstone courses in English, Social Work, Music, Recreation and Leisure Studies, Political Science, and Family and Consumer Science.
- 2014 Post-Graduation Survey yielded 64 responses, which we aim to increase in 2015.
- The Post-Graduation Survey has been revised to better fit the needs of Career Services assessment efforts.
- Future Destination Survey has been administered at the Commencement in May 2015, yielding 372 responses. 75% of graduates indicated that their most likely activity upon graduation will be full-time employment, while 18% indicated their most likely activity will be full-time graduate studies.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- ☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

- ☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

**Human:**

Dr. Robert Warburton (Assistant Dean for Teaching & Learning), Ms. Radka Ferancova (Career Advisor), Melissa Hilleary (Career Service Graduate Assistant), Advising Assistance Center staff

**Physical:**

Facilities utilized for workshops and events.

**Financial:**

College Central Network - \$2169.68/year  
Cost of career fairs - \$3,089.50  
Focus 2 - \$1,014.00/year  
Conference cost- \$275  
Printing costs

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

**Internal entities include:**

Dr. Robert Warburton (Assistant Dean for Teaching & Learning), Ms. Radka Ferancova (Career Advisor), Advising Assistance Center staff, Academic Support Center staff, academic school deans and department chairs, student affairs professional staff, faculty who invites Career Services to speak in their classes or aid in notifying students

**External:**

**Employers who:**

- offered employment opportunities for Shepherd students
- participated in the career fair
- presented to students during information sessions

6. Use the space below to provide **additional information or comments** related to this strategy.

The activities in this plan reach across all target student populations at both the undergraduate and graduate levels.



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1. Provide a **brief summary** of the strategy.

In the P-122 system, enhance awareness and prepare prospective students on how to navigate the pathways to higher education at Shepherd University.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

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

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

#### 2014-2015 Update and assessment:

While the grant to fund this program ended, Shepherd continues to bring middle school-aged students to campus while providing campus tours and educational presentations. The number of groups and students hosted is addressed in activity #2. We will not report on this activity for 2015-2016 due to it being discontinued.



**Activity 2:**

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

**2014-2015 Update and assessment:**

Shepherd University hosted eight middle-school groups during the 2014-2015 academic year. Over 1500 students ranging from 5th-8th grade visited campus to receive a tour and presentation about college ("Unpacking the College Experience"). Most of the groups stay on campus to mix with college-age students during lunch in the dining hall.

Shepherd also implemented its RAM Scholars program, which included four summer camps in 2014, of which two were enrolled: Robotics and Film Making. Plans are underway for six camps this summer to target this middle-school population.

**Activity 3 (If applicable):**

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

This activity has been delayed until the 16-17 academic year.



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity #1: Human and financial resources are currently covered through position responsibilities for stakeholders listed in section a and through the operating recruitment budget(s) of the Division of Enrollment Management.

Activity #2: Human and Physical resources were employed to coordinate and provide tours to a record number of middle-school students. Staff members from the Office of Admissions scheduled and coordinated group visits. Student Ambassadors provided campus tours and Admissions Counselors provided group presentations.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal stakeholders are listed in Box #4.

Additionally, Dining Services assisted in providing ample space for students to sit and eat lunch during visits. Some schools worked with the Director of Auxiliary Enterprises to coordinate and purchase student lunches.

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

6. Use the space below to provide **additional information or comments** related to this strategy.



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1. Provide a **brief summary** of the strategy.

Non-Traditional and working Adults: Increase community and regional awareness of the programs and services offered for adult learners at Shepherd University

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

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

2014-2015 Update and assessment:

A memorandum of understanding was signed in 2013-2014, and up to 4-6 courses have been offered in both semesters of the 2014-2015 academic year.

SU-Martinsburg has offered the WVROCKS classes for three semesters, starting in Fall 2014. We have offered four classes total each semester; two-1st 8 week classes and two-2nd 8 week classes. Enrollment has been steady at approximately 15-20 students per semester, unduplicated headcount. Shepherd University will offer three classes per term (8-week session) in Spring 2016.

All three emphases areas for the RBS, Business, Social Issues, and Health have been approved. Students from both campus locations have graduated with these emphases in the past two semesters.

SU-Martinsburg started offering an out-of-state waiver for students who enroll through the Martinsburg center to make pursuing the R.B.A. more affordable for out-of-state students.

Staff at both locations have been initiating more outreach to veterans by interacting with the education and job placement representatives from the Martinsburg VA by attending conferences, career, and college fairs at the VA to promote the R.B.A. and other degree programs.

**Activity 2:**

Increase the areas of concentration, with a minimum of two areas of emphasis in the Regents of Bachelor of Arts (R.B.A.)

For the 2014-2015 academic year, there are now three emphasis areas for students in the R.B.A. program: Business, Social Issues and Health.

Ongoing challenges continue to be course offerings in alternative instructional delivery models (online), the ability of this adult-learner population to use such models, and the availability of instructors and courses at times that are convenient for this segmented population.

The RBA program directors will continue to work with academic affairs, and in cooperation with faculty to assess the need for other areas of concentration.

**Activity 3 (If applicable):**

Participate in business partnerships by identifying opportunities to network and support local education initiatives.

Currently there are 21 Strategic Alliance Business partners through the Martinsburg Center that allow for tuition discounts and promotional opportunities. Included in the 21 partners are two Boards of Education (Jefferson County and Berkeley County, West Virginia). This program targets the working adult learner population for both the undergraduate and graduate populations, as well as professionals for continued education or re-certification offerings.

During the 2014-2015 academic year, the number of strategic alliance partnerships has continued to grow. These partnerships are developed through the attendance of the Martinsburg Center Director at outreach events, such as Chamber of Commerce meeting and other external events, as well as events sponsored by the Martinsburg Center. These include Open House recruitment events, Job Fairs, and use of the facilities by many of our Strategic Alliance Partners. The number of alliance partners has grown to 32 organizations. Information on the partnerships, with cross links to the partner organizations can be found on the Martinsburg Center web pages: <http://www.shepherd.edu/martinsburg-center/strategic-alliance-partnerships-and-affiliates>

Response has been very positive to the center and the events. Ongoing challenges include over-saturating a small geographic area and working to address the needs are employers and employees

The SAP has generated the following enrollment:

Overall: 67  
Graduated: 14  
15/SP: 32  
15/SU: 14  
15/FA: 24

In addition during the 2014-15 year the Martinsburg Center hosted community events. Students, alumni and members of the community were invited to participate in activities designed to provide a service as well as educate the area about learning opportunities in the center. These activities included a resume writing workshop, a Job Fair in October 2014 (in which over 100 visitors attended) and Open Houses throughout the year.



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income ☒ Adult Learner ☐ Underrepresented Minority  
☒ Transfer Students ☒ Part-Time Students

**Degree Areas:**

☐ Health ☐ STEM ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human: Martinsburg Center Director and Staff, RBA program directors

Physical: Physical space in the learning commons for the RBA program on the Shepherd campus and the physical space at the Martinsburg Center.

Financial: During 2014-2015, Shepherd paid \$18,304 to WVNET for enrollments in the WVROCKS program.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal stakeholders are listed in Box #4.

External entities include WVROCKS staff and faculty members, Boards of Education, as well as other Strategic Alliance Partners.

6. Use the space below to provide **additional information or comments** related to this strategy.





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1. Provide a **brief summary** of the strategy.  
Develop a seamless transition process for transfer and international student populations to Shepherd.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

Establish a International and Transfer Student Website and web pages for more of a "one-stop" shopping approach.

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

#### 2014-2015 Update and assessment:

During the past year, the implementation of our Content Management System, there have been major revisions to all websites. The following represent multiple web pages for international and transfer students:

•International Student Admissions: <http://www.shepherd.edu/admissions/international-students>

This covers admissions information for undergraduate and graduate students.

•International Student Affairs: <http://www.shepherd.edu/international-student-affairs>

Links to additional information on areas of study, academic support services, visas, health insurance, etc.

•Transfer Student Admissions: <http://www.shepherd.edu/admissions/transfer-students>

Includes dual admission programs with two-year colleges, academic policies, articulation agreements and articulation into specific programs of study at the undergraduate and graduate levels.

**Activity 2:**

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

Currently Shepherd is working to develop its internal infrastructure of support services needed by a potential influx of undergraduate and graduate international students. Although there are not specific partnerships for international students, there have been additional articulation agreements developed during the past year in relation to all transfer students.

2014-2015 Updates and assessments include the following:

Shepherd University established one designated Admissions Counselor and one secondary Admissions Counselor to assist with international student recruitment and application processing.

Shepherd University has developed two new transfer agreements; the Blue Ridge Community and Technical College Elementary Education transfer agreement and Montgomery College Computer Information Sciences transfer agreements. Along with these seamless transfer agreements, Shepherd University has continued to work with local community colleges to review and assign articulations for newly developed courses at the community college level.

Shepherd has established an inter-office partnership with Montgomery College's International Student Services to promote international transfers.

**Activity 3 (If applicable):**

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

**TRANSFER STUDENTS**

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

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

Developments during 2014-2015 include the following:

- a) Each counselor is responsible for their assigned two-year college. That counselor is familiar with the curriculum at their respective college and familiar with transferable courses and/or special transfer policies.
- b) Each counselor has arranged a minimum of two advising and recruitment visits at their assigned two-year college.
- c) Yee Lea Cho: Hagerstown Community College, Jennifer Hnatuck: Frederick Community College, Julia Keough: Lord Fairfax Community College: Middletown and Warrenton Campuses

**INTERNATIONAL STUDENTS**

Designated admissions representatives are the primary counselors for prospective international students. This includes transfers.

Developments during 2014-2015 include the following:

- a) The Directors of Admission and International Initiatives will jointly create a strategic recruitment plan that includes high schools with international students, regional ESL programs, and two-year colleges. School and campus visits by other admissions team members will be prepared to address international prospects.
- b) Designated admissions representatives will develop and implement a personalized plan to maintain communication with prospective international students from initial contact to deposit and preparation for arrival.
- c) The Vice President for Student Affairs and the Director of International Initiatives will develop and implement a welcome and orientation program that will result in connecting all new international students to the University and its campus life.



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- ☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☒ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

- ☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

**Human:** Designated Admissions Counselors to assist international students with the transfer process. Shepherd's Admissions Counselors have also increased visits to local community colleges within our bordering states to improve awareness and accessibility of Shepherd University's programs and transfer agreements. In addition, the Director of International Initiatives is deeply involved in supporting international student recruitment and admissions.

**Financial:** Modest seed money has been provided to the Director of International Initiatives for developing and implementing comprehensive recruitment and welcome and orientation programming for new and transfer international students.

The implementation of the CMS system for Shepherd's web pages came at a total cost of \$38,000, with approximately \$20,000 utilized in FY 15.

**Community:** A newly organized group of community volunteers ("Global Connectors") is providing welcome baskets for new international students in the residence halls and is hosting a welcome reception for new international students during orientation.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

**Internal collaborations:**

- a) The Department of Education and the Department of Natural Sciences and Mathematics have worked with local community colleges to improve transferability between programs. The Admissions Office has undergone training about each program to improve knowledge of transferability thus improving messaging to prospective transfer students.
- b) International student recruitment, welcome, orientation, academic advising, and cultural adaptation are a campus-wide effort.

**External collaborations:**

- a) Several campus departments including the Registrar's Office, Office of Admissions, Department of Natural Sciences and Technology and Department of Education have collaborated with various local community college departments to ensure course articulation.

6. Use the space below to provide **additional information or comments** related to this strategy.



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1. Provide a **brief summary** of the strategy.

Develop guidelines to codify advisory board policies, including a process for bringing institutional advisory boards together on an annual or semi-annual basis and hold first meeting of advisory board groups to identify critical regional issues and work to develop strategies for addressing those issues.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

With a number of advisory boards and councils on campus, there has been some movement to codify policies, board membership and a meeting of all groups on campus. Developments during 2014-2015 are listed below:

In 2014-2015, the MBA program began bringing together three of its advisory groups for joint meetings once a semester: MBA Advisory Council, MBA Faculty Group and the MBA Student Advisory Council. This has allowed internal and external stakeholders to efficiently use resources, discuss new projects and address program content.

The Graduate Council is also hosting a social event to bring together members of Deans Council, some members of the Board of Governors, the Graduate Council and the MBA advisory groups. It is hoped these initiatives in the graduate area might serve as a model for a university wide initiative.

Vice President for Advancement, Chris Sedlock has drafted a proposal regarding advisory council purpose, structure and responsibilities. Advisory Councils serve as bridges between the department or program and its many constituencies—professional, public and private. Advisory Council members share their time, talent and treasure as valued ambassadors, informed advocates, strategic advisors and resources for the organization. A good example of new developments in this area include an advisory board for the music program and for the George Tyler Moore Civil War Center. The overall purpose of advisory councils is to provide leadership and guidance through strategic, seasoned advice and expertise, advocating for key initiatives in local, regional and national forums, and by advancing revenue generation, visibility and reputation. With regard to structure, Advisory Councils should consist of 12-24 prominent and influential external volunteers that represent a diverse cross-section of university stakeholders. They should meet regularly with department or program leadership for an overview of current activities, priorities and strategic plans.



**Activity 2:**

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

Data from these external consultants have been utilized to begin conversations surrounding academic restructuring. Initial conversations indicate that faculty are satisfied with the current division of academic programs across the four schools; however, the institution may be poised to move forward with separate professional schools in programs such as nursing, education and business. These professional programs also represent some of the largest-enrolled majors. With continued growth in graduate programs there also may be the opportunity to develop a separate graduate and/or professional school.

With a presidential transition taking place, there may be opportunities in the future to move forward with this activity.

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- ☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

- ☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human Resources: Academic program faculty/chairs, University Advancement Staff, President, VPAA

Financial: none at this time beyond the normal responsibilities of those listed under human resources.

Physical: No specialized resources dedicated at this time.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal: The institutional board of governors, executive staff, deans council and administrative council, faculty and staff

External: WV-HEPC, Advisory Board members, elected officials, consultants with accredited programs.

6. Use the space below to provide **additional information or comments** related to this strategy.

With the eventual development of advisory groups for all programs/departments, the connection with external stakeholders such as government officials and employers in the regions will reach students in all programs. In addition to his work with individual departments and programs, VP Sedlock also presented information of the proposed advisory council structure to Executive Staff and Deans Council, and also distributed an excerpt from the text Development for Academic Leaders for consideration.



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1. Provide a **brief summary** of the strategy.

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

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

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

2014-2015 Updates and assessments include the following:

Through the President's office and the Chief of Staff, internal stakeholders met with Mr. Robert Mahaffey, Director, of the Rural School and Community Trust. Mr. Mahaffey met with the Vice President for Academic Affairs, Dean of the School of Education and Professional Studies, Dean of Graduate Studies/Associate Vice President for Academic Affairs, and the Director of Teacher Education. Those that attended discussed initiatives related to networks that support rural educators, recruitment and retention, funding models and partnerships. One aspect of the partnerships is examining how four-year institutions might work more closely with students in community college programs and facilitate their matriculation into four-year institutions, leading to licensure.

Shepherd has agreements with Blue Ridge Community and Technical College, as well as Eastern West Virginia Community and Technical College, that facilitate transfer from those institutions into Shepherd's four-year teacher education programs. Shepherd faculty worked with stakeholders at Blue Ridge and Eastern WV to align curriculum to allow for a smoother transition that allows students to continue to progress towards degree completion. Currently there are 11 students at Eastern WV in this program and there are around 80 students in the education program at Blue Ridge. Actual numbers at the time of transfer (2016 and 2017) will most likely be lower.

The chair of Shepherd's Board of Governors, is also developing plans for bringing together stakeholders associated with the Appalachian Regional commission to address issues of appropriate levels of funding in West Virginia and specifically the Eastern Panhandle region.

**Activity 2:**

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

2014-2015 Updates and assessments include the following:

Shepherd received approval for its DNP program from the Higher Learning Commission in 2014-2015, and has a 15-student cohort in place for the current fall semester, with the next cohort to enter in Fall 2016.

The RN-BSN program is centered on both the main campus in Shepherdstown, and also in Martinsburg. Work in this area has yielded increased interest in the RN-BSN program, growing from 7 to 20 students currently enrolled. Cohorts have been developed with Valley College, with future cohorts of students coming out-of-state from Frederick, MD and Winchester, VA areas. The organizations include: Berkeley Medical Center, Jefferson Medical Center, VA Medical Center, and Chambersburg Hospital which is known as Summit Health.

**Activity 3 (If applicable):**



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

☒ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human: A new nursing faculty member was hired specifically for the DNP program, and two program specialists, who are targeted with recruiting are on board at the Martinsburg Center. One of these positions is specially focused on the RN-BSN program, while the other position has responsibilities to recruit for all programs offered through the Martinsburg Center.

Physical: Office space is specifically dedicated to these programs in the Martinsburg Center, outside of the normal classroom facilities required both on the Shepherdstown campus and the location in Martinsburg.

Financial: There have been start-up costs associated with the DNP program (approximate \$18,000) to cover accreditation visit, office equipment and software costs. Other personnel costs were absorbed through re-allocation of duties and salary funding from other positions.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal consults: Department of Nursing Faculty, VPAA, Graduate Dean, Enrollment Management

External: Strategic Alliance Partners through the Martinsburg Center, including a number of health-related organizations.

6. Use the space below to provide **additional information or comments** related to this strategy.



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1. Provide a **brief summary** of the strategy.

In looking at the current CDR, Shepherd examined best practices in the field, including current efforts at promoting financial literacy. The institution assess the effectiveness of its efforts to promote financial literacy and ultimately lower the student loan default rate.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

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

2014-2015 Updates and assessments include the following:

Financial Aid staff presented information in ten FYEX courses during the 2014-2015 academic year, reaching upwards of 120 students across a broad range of majors and interests. Students seemed genuinely interested in presentations and engaged with well thought out questions. Feedback from FYEX professors has been positive and has resulted in repeat invitations to speak to subsequent classes.

One FYEX section each semester is dedicated to Financial Literacy taught by a Financial Aid staff member. This class covers a variety of topics concerning Financial Literacy including, but not limited to Financial Aid, Credit Scores, Loan Repayment, Identity Theft Precautions, and Personal Budgeting. All first year students, including those who have been provisionally accepted, are able to take this class.

**Activity 2:**

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

2014-2015 Updates and assessments include the following:

Financial Aid staff presented information in one PHIL 100 course during the 2014-2015 academic year, reaching 12 students. Students seemed genuinely interested in presentations and engaged with well thought out questions. For the next reporting cycle, the goal is to reach more high-risk students in PHIL 100 classes.

**Activity 3 (If applicable):**

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

2014-2015 Updates and assessments include the following:

Financial Aid staff presented in several FYEX courses during the 2014-2015 academic year, reaching upwards of 120 students across a broad range of majors and interests. Students seemed genuinely interested in presentations and engaged with well thought out questions. Feedback from FYEX professors has been positive and has resulted in repeat invitations to speak to subsequent classes.

One FYEX section each semester is dedicated to Financial Literacy taught by a Financial Aid staff member. This class covers a variety of topics concerning Financial Literacy including, but not limited to Financial Aid, Credit Scores, Loan Repayment, Identity Theft Precautions, and Personal Budgeting. All first year students, including those who have been provisionally accepted, are able to take this class.

In all instances where Financial Aid has given a pre-test and a post-test, students have indicated that they learned at least one new piece of information that they did not know before attending the presentation. The total number of pre- and post-test responses is approximately 120.



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

☒ Low Income   ☒ Adult Learner   ☒ Underrepresented Minority  
☒ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

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

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

In general, this is the responsibility of the following:

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

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

External: Guest speakers about financial literacy

6. Use the space below to provide **additional information or comments** related to this strategy.

While the Compact, and this strategy specifically, went into place in 2014-2015, the Office of Financial Aid has been making Financial Literacy a priority for much longer. Having the opportunity to engage with students in small groups within the FYEX classes and other freshmen seminars has been key to success. Being able to stress the importance of financial literacy along with Financial Aid and how one impacts the other during a student's freshman year can have a large impact on their personal finances, and as a result, improve default rates over time.

Financial Aid plans to continue to pick up momentum where Financial Literacy is concerned. We hope that the positive feed back from students and professors who have attended our presentations spreads and garners more interest within the campus community to not only learn about financial literacy but to put the concepts learned into place to achieve results such as less indebtedness among students and a lower default rate for Shepherd University.

In addition to giving presentations to freshman-level classes, the Office of Financial Aid plans to host financial literacy workshops, as we have in the past, open to the university community. These workshops feature external guest speakers who expand upon topics introduced in Financial Aid presentations.





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1. Provide a *brief summary* of the strategy.

Promote Financial Awareness through Financial Aid Counseling.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

#### Activity 1:

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

2014-2015 Updates and assessments include the following:

Exit Counseling can now be completed 100% on-line. In the past, the Office of Financial Aid has conducted in-person workshops to give students the opportunity to complete their Exit Counseling. This has occurred with a member of the Financial Aid team present, allowing them to answer any student questions that may come up during the counseling. These workshops had a very poor attendance rate so they were not continued.

In its place, e-mail and letter communication was increased, and staff were available during regular business hours, and limited extended hours, for students who wanted or needed assistance to walk-in and complete their Exit Counseling with a Financial Aid staff member. Students received up to four pieces of communication, including e-mail and letters, and as of September of 2015, 72% of 2014-2015 graduates have completed Exit Counseling.

**Activity 2:**

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

2014-2015 Updates and assessments include the following:

During the spring 2015 semester, the Office of Financial Aid encouraged students to complete optional Financial Awareness Counseling on [www.studentloans.gov](http://www.studentloans.gov). To encourage students to complete the optional counseling, scholarships were offered. To advertise this opportunity, emails were sent to all enrolled students. Approximately 100 students completed the Financial Awareness Counseling and two scholarships were awarded, one in the amount of \$500 and one for \$250.

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- ☐ Low Income   ☐ Adult Learner   ☐ Underrepresented Minority  
☐ Transfer Students   ☐ Part-Time Students

**Degree Areas:**

- ☐ Health   ☐ STEM   ☐ STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

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

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

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

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

6. Use the space below to provide **additional information or comments** related to this strategy.

Going forward, the Office of Financial Aid plans to build and implement a formal communication plan for Financial Aid Awareness. A goal for this communication plan will be to lower Shepherd University's default rate by .5% for the next cohort. Included in this plan will be communication about Exit Counseling, Financial Literacy, FAFSA filing, and responsible borrowing. We plan to engage federal loan servicers in our attempt to reach out to students and recent graduates regarding their loan repayment options, as well as to provide resources to our current students.

In addition, a communication plan will also target delinquent borrowers to offer assistance with repayment questions and concerns.

Shepherd University

Leading the Way: Compact Segmented Data

ACCESS, IMPACT, SUCCESS



Shepherd University

Student Access						
	2010-11	2011-12	2012-13	2013-14	2014-15	Formal 2018 Target (2017-18 Data)
Enrollment						
Fall Headcount	4,336	4,434	4,446	4,256	4,092	4,696
In-State	2,613	2,652	2,664	2,547	2,476	NA
Out-of-State	1,723	1,782	1,782	1,709	1,616	NA
Annualized FTE	3,818	3,864	3,810	3,685	3,486	3,847
In-State	2,365	2,381	2,346	2,270	2,173	NA
Out-of-State	1,453	1,483	1,464	1,415	1,313	NA
Fall First-Time Freshmen Headcount	770	796	756	684	643	798
In-State	462	466	467	444	392	NA
Out-of-State	308	330	289	240	251	NA
Fall Low-Income Student Headcount*	1,335	1,422	1,373	1,331	1,246	1,503
Fall Underrepresented Racial/Ethnic Group Total	404	465	463	481	498	487
American Indian	21	35	28	23	26	NA
Black	247	289	302	333	323	NA
Hispanic	114	123	118	109	111	NA
Multi Racial	19	15	9	10	35	NA
Native Hawaiian/Pacific Islander	3	3	6	6	3	NA
Fall Adult (25+) Headcount	1,155	1,167	1,126	1,030	955	1,188

\* Data to be provided by institution.

Shepherd University

Impact						
	2010-11	2011-12	2012-13	2013-14	2014-15	Formal 2018 Target (2017-18 Data)
Degrees Awarded	682	738	770	832	861	792
Associate's						
Bachelor's	648	675	714	762	790	716
Master's	34	63	56	70	71	63
Doctorate						
STEM	100	120	122	140	118	132
Associate's						NA
Bachelor's	100	120	122	140	118	NA
Master's						NA
Doctorate						NA
STEM Education*	10	3		2	13	10
Health	43	51	63	71	75	65
Associate's						NA
Bachelor's	43	51	63	71	75	NA
Master's						NA
Doctorate						NA
Federal Student Loan Cohort Default Rate						
Cohort Years:	2008	2009	2010	2011	2012	2015 Cohort
Three-Year Rate	6.9%	6.8%	10.7%	11.4%	7.6%	12.0%
Research and Development	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2018 Data
Research Grants and Contracts*	\$ 30,642	\$45,743	\$45,697	\$148,001	\$150,224	46,955
Licensure Income*						N/A
Peer-Reviewed Publications*					71	10
						Total FY2014 to FY 2018
Start-up Companies*						N/A
Patents Issued*						N/A

\* Data to be provided by institution.

Shepherd University

Student Success						
	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	Formal 2018 Target 2016 Cohort
Developmental Education Outcomes						
Students Passing Developmental Courses						
Math						NA
English						NA
Developmental Students Passing College-Level Course						
Math						NA
English						NA
Retention						
Full-Time, First-Time Freshmen	75.6%	72.6%	67.6%	74.3%	72.9%	77.0%
In-State	80.1%	76.7%	70.6%	78.4%	76.9%	NA
Out-of-State	68.5%	66.7%	63.6%	67.8%	65.7%	NA
Part-time, First-Time Freshmen	60.0%	70.0%	54.6%	22.2%	62.5%	65.6%
Low-Income First-Time Freshmen	75.4%	74.0%	62.8%	66.4%	63.3%	70.0%
Returning Adults	63.6%	75.6%	62.9%	59.3%	55.8%	72.0%
Transfer Students	71.0%	71.7%	72.5%	71.4%	72.6%	74.0%
Underrepresented Racial/Ethnic Group Total	82.5%	67.0%	49.0%	64.5%	63.7%	67.0%
American Indian	50.0%	100.0%	57.1%	0.0%	75.0%	NA
Black	87.9%	69.4%	46.5%	66.2%	60.5%	NA
Hispanic	77.3%	50.0%	55.6%	59.1%	78.9%	NA
Multi Racial				66.7%	50.0%	NA
Native Hawaiian/Pacific Islander		100.0%		100.0%	0.0%	NA
Progress Toward Degree						
First-Time Freshmen Earning 30 Hours	44.2%	41.8%	35.8%	40.2%	42.0%	44.0%
In-State	47.1%	44.4%	38.6%	44.8%	46.8%	NA
Out-of-State	39.6%	38.0%	31.8%	32.9%	32.9%	NA
Four-Year Graduation Rate	Cohort Years:					
	2007	2008	2009	2010	2011	2014 Cohort
First-Time Freshmen	16.9%	17.9%	20.2%	23.9%	23.4%	26.7%
In-State	18.4%	20.3%	21.8%	25.1%	24.0%	NA
Out-of-State	14.7%	14.6%	17.5%	22.1%	22.4%	NA
Low-Income First-Time Freshmen	10.8%	14.5%	15.5%	18.7%	18.0%	20.0%
Returning Adults	47.8%	51.1%	36.4%	34.2%	34.3%	43.0%
Transfer Students	46.4%	47.3%	47.1%	47.6%	50.1%	50.0%
Underrepresented Racial/Ethnic Group Total	6.8%	8.8%	15.8%	9.8%	8.3%	24.0%
American Indian	33.3%	11.1%	0.0%	0.0%	0.0%	NA
Black	5.5%	4.7%	15.2%	11.3%	7.0%	NA
Hispanic	0.0%	18.8%	18.2%	6.3%	16.7%	NA
Multi Racial						NA
Native Hawaiian/Pacific Islander				0.0%		NA

Shepherd University

Student Success						
	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	Formal 2018 Target 2016 Cohort
Six-Year Graduation Rate Cohort Years:	2005	2006	2007	2008	2009	2012 Cohort
First-Time Freshmen	46.7%	45.2%	39.8%	42.6%	50.2%	45.0%
In-State	48.5%	44.0%	46.4%	47.3%	52.5%	NA
Out-of-State	43.8%	46.5%	30.5%	35.9%	46.4%	NA
Low-Income First-Time Freshmen	44.1%	35.5%	36.1%	34.9%	44.0%	40.0%
Returning Adults	53.7%	52.8%	54.4%	55.6%	47.3%	65.0%
Transfer Students	54.7%	53.8%	56.5%	55.4%	56.9%	55.8%
Underrepresented Racial/Ethnic Group Total	27.1%	23.5%	33.8%	26.5%	45.6%	33.0%
American Indian	33.3%	0.0%	66.7%	33.3%	0.0%	NA
Black	30.3%	22.2%	29.1%	23.3%	45.5%	NA
Hispanic	16.7%	30.0%	38.5%	31.3%	50.0%	NA
Multi Racial						NA
Native Hawaiian/Pacific Islander						NA



## **P-CARD AUDIT: REVISED PROCEDURES**

### ***Procedural Changes***

- Detailed description and justification for shuttle/car service, expedited shipping, materials purchased for theater/music productions and large and unusual purchases.
- Timely notification to Procurement Services when an employee is leaving the institution.
  - Ensure P-Card is deactivated in a timely manner and that the final reconciliation is completed and approved by the supervisor.
- All cardholder infractions reported to the supervisor.
- Athletic schedules and travel roster attached to P-Card documentation for:
  - Team meal receipts
  - Bus receipts
- Supervisor to appoint an alternate signatory who holds a position lateral to or higher than the P-Card holder.
- Verification procedure to ensure purchaser's documentation is reviewed in a timely fashion by the supervisor and P-Card Coordinator.
- New P-Card holder documentation forms developed or updated as needed. (Hospitality, Student Activities, Disciplinary Action Forms, etc.)

### ***Training***

- Updated training provided at the cardholder and supervisor level.
  - Documentation and transaction coding
  - Supervisor's authority to reject a purchase if the validity is questionable
- P-Card training manual updated timely to reflect changes related to OASIS, internal practices, and/or State regulations.
- Card activation to take place in P-Card office to ensure new cardholder has completed training. Reconciliation training will coincide with the reconciliation of the first statement.

### ***Record Keeping***

- Up-to-date listing of P-Card holders to include training received and infraction history.
- Redundancy for P-Card transaction documentation (P-Card documentation to be stored on campus network drive.)
- Credits for returned merchandise or cancelled events linked to the original documentation.
- Cardholder to provide written documentation/packing slip that merchandise was received and that the purchase was approved.

### ***P-Card Organizational Improvements***

- Improve documentation and increase redundancy in day-to-day operations (issuing new P-Cards, cash advances, etc.).
  - Increase oversight of P-Card Coordinator to ensure work is completed in a timely manner and internal controls are followed.
  - Review P-Card program workload to ensure that adequate and knowledgeable staff is in place to ensure compliance with P-Card program policies.

## **BUDGET DISCUSSION**

Interim President Sylvia Manning will review with the Board the current state of the FY2016 budget and the cuts enacted in consequence of the enrollment shortfall and the State appropriation rescission. She will propose that for discussion and study purposes the staff present to the Board a budget divided into major fund types, as indicated in the second and third spreadsheets below.

## FY2016 Revised Budget Summary

	(1)	(2)	(3)	
	Approved FY16 Budget (June 2015)	Proposed Revised Budget	Variance	Comments
<b>OPERATING REVENUES</b>				
Tuition and Fees	\$ 19,660,257	\$ 19,303,541	\$ (356,716)	Anticipated Enrollment Shortfall
Federal Grants and Contracts	\$ 553,308	\$ 1,283,705	\$ 730,397	Adjustment to realign grant carryover and newly awarded grants-HRSA Nursing Grant, Aging Workshop, Elementary Writing, National Science Foundation. TRiO Student Support Services Grant
State and Local Grants and Contracts	\$ 4,511,269	\$ 4,663,207	\$ 151,938	Adjustment to realign grant carryover and newly awarded grants- Civil War Grant, SOARS, WV INBRE, NASA
Private Grants and Contracts	\$ 30,354	\$ 22,451	\$ (7,904)	Adjustment to realign grant carryover and newly awarded grants
Sales and Services of Educational Activities	\$ 9,619	\$ 32,140	\$ 22,520	Realignment of revenue generated from the Nursery School Operation
Auxiliary Enterprises	\$ 18,897,111	\$ 18,301,707	\$ (595,404)	Anticipated reductions resulting from Enrollment Shortfall
Other Operating Revenues	\$ 450,134	\$ 499,692	\$ 49,558	Reclassification of Indirect Cost Reimbursement from revenue to an expense offset
<b>TOTAL OPERATING REVENUES</b>	<b>\$44,112,052</b>	<b>\$44,106,442</b>	<b>\$ (5,610)</b>	
<b>OPERATING EXPENSES</b>				
<b>Core Operating Expenses</b>				
<b>Primary Mission Costs</b>				
Instruction	\$ 17,599,000	\$ 17,843,512	\$ 244,512	Award of new grants including the HRSA Nursing Grant netted against expense reductions in consulting, miscellaneous equipment, travel, vehicle rental, cellular contracts, computer and research supplies and research equipment
Academic Support	\$ 3,571,118	\$ 3,322,312	\$ (248,806)	Correction to BOG Budget for capital expenses netted against expense reductions including office expenses, contractual and professional services, travel and supplies
Student Services	\$ 3,706,386	\$ 3,832,278	\$ 125,892	Correction to Bog Budget (duplicate reduction on cancelled contract)
Scholarships & Fellowships	\$ 2,966,639	\$ 3,447,751	\$ 481,112	Change in Auxiliary Services practice for compensated Student Labor. Now provided in the form of a waiver vs. a stipend
<b>Subtotal Primary Mission Costs</b>	<b>\$27,843,143</b>	<b>\$28,445,853</b>	<b>\$ 602,710</b>	
<b>Other Core Operating Expenses</b>				
Operations and Maintenance	\$ 4,453,850	\$ 4,764,948	\$ 311,098	Correction of funding for the routine maintenance of buildings netted against expense reductions for consulting services, training and development, travel, vehicle rental, and cellular contracts
Institutional Support	\$ 5,710,782	\$ 6,089,710	\$ 378,928	Adjusted for state-mandated minimum wage increase, Banner Consulting, carryforward of President's Contingency, anticipated salary increases for key positions
Research	\$ 156,038	\$ 289,877	\$ 133,839	Additional or increased grant funding including SOARS, WV INBRE NSF, NASA
Public Service	\$ 290,736	\$ 228,894	\$ (61,841)	Reduced funding for the Washington Gateway Program, hospitality and routine maintenance contracts
<b>Subtotal Other Core Operating Expenses</b>	<b>\$10,611,406</b>	<b>\$11,373,431</b>	<b>\$ 762,024</b>	
<b>Total Core Operating Expenses</b>	<b>\$38,454,549</b>	<b>\$39,819,284</b>	<b>\$ 1,364,735</b>	
Auxiliary Expenses	\$ 13,377,954	\$ 13,114,433	\$ (263,521)	Expenses reduced based on anticipated enrollment shortfall
Depreciation Expense	\$ 7,390,708	\$ 7,362,000	\$ (28,708)	Adjustment made based on prior year actual expense and anticipated FY 16 additions
Transfers and Other (Additions) Subtractions	\$ 293,248	\$ 293,248	\$ -	
<b>TOTAL OPERATING EXPENSES</b>	<b>\$59,516,459</b>	<b>\$60,588,965</b>	<b>\$ 1,072,506</b>	
<b>NONOPERATING REVENUES AND EXPENSES</b>				
State Appropriations	\$ 9,831,330	\$ 9,438,077	\$ (393,253)	4% State Reduction effective 3rd Quarter of FY16
Nonoperating federal revenue	\$ 5,650,000	\$ 5,650,000	\$ -	
Investment Income	\$ 16,619	\$ 31,248	\$ 14,629	Adjustment based on FY15 YTD actuals and increases anticipated from Students Loans (Perkins)
Interest on capital asset related debt	\$ (1,940,711)	\$ (1,940,711)	\$ (1)	
Loss on disposal of equipment	\$ -	\$ -	\$ -	
Gifts	\$ 1,003,819	\$ 1,069,993	\$ 66,174	Additional gifts from the Foundation to support operating activities, events & capital improvements
Payments of behalf of Shepherd University	\$ -	\$ -	\$ -	
Fees assessed by the Commission for interest and reserves	\$ (37,820)	\$ (37,820)	\$ -	
<b>TOTAL NONOPERATING REVENUES AND EXPENSES</b>	<b>\$14,523,237</b>	<b>\$14,210,787</b>	<b>\$ (312,451)</b>	
<b>Income (Loss) Before Other Revenues, Expenses, Gains or Losses</b>	<b>\$ (881,169)</b>	<b>\$ (2,271,736)</b>	<b>\$ (1,390,567)</b>	
Estimated Vacancy Savings	\$ 750,000	\$ 750,000		
Salary Savings from VPEN Vacancy	\$ 76,000	\$ 76,000		
<b>Adjusted Net Increase / (Decrease) to Net Assets</b>	<b>\$ (55,169)</b>	<b>\$ (1,445,736)</b>		

\*\*Excludes OPEB

## FY2016 Board of Governors Budget by Fund and Functional Area

	Current Unrestricted		Restricted	Plant Fund		
	General Operations	Auxiliaries	Grants, Contracts & Scholarships	Capital Projects	Debt Service	Investment in Plant
<b>Revenue:</b>						
Tuition and Fees (net of Scholarship Allowance)	\$ 16,733,247			\$ 2,927,010		
Federal Grants and Contracts			\$ 553,308			
State and Local Grants and Contracts	\$ 15,000		\$ 4,496,269			
Private Grants and Contracts		\$ 3,000	\$ 27,354			
Sales and Services of Educational Activities	\$ 9,619					
Auxiliary Enterprises		\$ 18,897,111				
Other Operating Revenues	\$ 434,236	\$ 6,472	\$ 9,426			
State Appropriation	\$ 9,831,330					
Nonoperating Federal Revenue			\$ 5,650,000			
Investment Income	\$ 13,000	\$ 3,619				
Gifts	\$ 171,669	\$ 1,750	\$ 830,400			
Transfer from Operations to cover HEPC Assessment for System Bond Debt		\$ (37,820)			\$ 37,820	
Transfer from Housing to Cover Bond Interest Payment		\$ (950,500)			\$ 950,500	
Transfer from Operations to Cover Interest Payment	\$ (208,313)				\$ 208,313	
Transfer from Wellness Center to Cover Bond Interest Payment		\$ (770,300)			\$ 770,300	
Transfer from Athletics to Cover Capital Lease Interest Payment		\$ (11,598)			\$ 11,598	
Investment in Capital Assets						\$ 3,652,161
<b>TOTAL REVENUE</b>	<b>\$ 26,999,789</b>	<b>\$ 17,141,734</b>	<b>\$ 11,566,757</b>	<b>\$ 2,927,010</b>	<b>\$ 1,978,531</b>	<b>\$ 3,652,161</b>
<b>Operating Expenses:</b>						
Instruction	\$ 16,846,275		\$ 752,725			
Academic Support	\$ 3,005,425		\$ 565,693			
Student Services	\$ 3,540,388		\$ 18,862			
Scholarships and Fellowships	\$ (8,146,650)	\$ 277,920	\$ 10,671,209	\$ 164,160		
Operations and Maintenance	\$ 4,451,400		\$ 2,450			
Institutional Support	\$ 5,724,029		\$ (13,247)			
Research			\$ 156,038			
Public Service	\$ 283,808		\$ 6,928			
Auxiliary Enterprises		\$ 13,480,666	\$ 44,422			
Depreciation Expense						\$ 7,390,708
Transfers and Other (Additions) Subtractions	\$ 293,249					
Interest on Capital Asset Related Debt					\$ 1,940,711	
Fees assessed by the Commission for interest and reserves					\$ 37,820	
<b>TOTAL OPERATING EXPENSES</b>	<b>\$ 25,997,925</b>	<b>\$ 13,758,586</b>	<b>\$ 12,205,081</b>	<b>\$ 164,160</b>	<b>\$ 1,978,531</b>	<b>\$ 7,390,708</b>
<b>Capital Expenses</b>	<b>\$ 630,380</b>	<b>\$ 230,716</b>	<b>\$ 28,215</b>	<b>\$ 2,762,850</b>		
	\$ 371,484	\$ 3,152,432	\$ (666,539)	\$ -	\$ -	\$ (3,738,547)
Budgeted Net Increase / (Decrease) to Net Assets	\$3,523,916		\$ (666,539)	\$ -	\$ -	\$ (3,738,547) \$ (881,170)
Estimated Vacancy Savings	\$750,000					
Salary Savings from VPED Vacancy	\$76,000					
Adjusted Budgeted Net Increase / (Decrease) to Net Assets	\$4,349,916		\$ (666,539)	\$ -	\$ -	\$ (3,738,547) \$ (55,170)
** Excludes OPEB						

Note - Bond/Lease Principal Payments = \$1,529,920



## FY2016 Revised Budget by Fund and Functional Area

	Current Unrestricted		Restricted	Plant Fund		
	General Operations	Auxiliaries	Grants, Contracts & Scholarships	Capital Projects	Debt Service	Investment in Plant
<b>Revenue:</b>						
Tuition and Fees (net of Scholarship Allowance)	\$ 16,448,775			\$ 2,854,766		
Federal Grants and Contracts	\$ -		\$ 1,283,705			
State and Local Grants and Contracts	\$ -		\$ 4,663,207			
Private Grants and Contracts	\$ -		\$ 22,451			
Sales and Services of Educational Activities	\$ 32,140					
Auxiliary Enterprises		\$ 18,301,707				
Other Operating Revenues	\$ 455,389	\$ 13,809	\$ 30,494			
State Appropriation	\$ 9,438,077					
Nonoperating Federal Revenue			\$ 5,650,000			
Investment Income	\$ 9,000	\$ 11,248	\$ 11,000			
Gifts	\$ 57,388	\$ 41,200	\$ 945,405	\$ 26,000		
Transfer from Operations to cover HEPC Assessment for System Bond Debt		\$ (37,820)			\$ 37,820	
Transfer from Housing to Cover Bond Interest Payment		\$ (950,500)			\$ 950,500	
Transfer from Operations to Cover Interest Payment	\$ (208,313)				\$ 208,313	
Transfer from Wellness Center to Cover Bond Interest Payment		\$ (770,300)			\$ 770,300	
Transfer from Athletics to Cover Capital Lease Interest Payment		\$ (11,598)			\$ 11,598	
Investment in Capital Assets						\$ 3,247,812
<b>TOTAL REVENUE</b>	\$ 26,232,455	\$ 16,597,746	\$ 12,606,262	\$ 2,880,766	\$ 1,978,531	\$ 3,247,812
<b>Operating Expenses:</b>						
Instruction	\$ 16,768,020		\$ 1,075,492			
Academic Support	\$ 2,900,198		\$ 422,114			
Student Services	\$ 3,710,773		\$ 19,295			
Scholarships and Fellowships	\$ (8,035,917)	\$ 653,999	\$ 10,733,884	\$ 95,785		
Operations and Maintenance	\$ 4,466,498		\$ 2,450	\$ 296,000		
Institutional Support	\$ 6,103,020		\$ (24,310)			
Research			\$ 289,877			
Public Service	\$ 221,966		\$ 6,928			
Auxiliary Enterprises	\$ 280,088	\$ 12,903,133	\$ 44,422			
Depreciation Expense						\$ 7,362,000
Transfers and Other (Additions) Subtractions	\$ 293,248					
Interest on Capital Asset Related Debt					\$ 1,940,711	
Fees assessed by the Commission for interest and reserves					\$ 37,820	
<b>TOTAL OPERATING EXPENSES</b>	\$ 26,707,896	\$ 13,557,132	\$ 12,570,152	\$ 391,785	\$ 1,978,531	\$ 7,362,000
<b>Capital Expenses</b>	\$ 509,635	\$ 224,616	\$ 24,580	\$ 2,488,981		
	\$ (985,075)	\$ 2,815,998	\$ 11,530	\$ (0)	\$ -	\$ (4,114,188)
<b>Budgeted Net Increase / (Decrease) to Net Assets</b>	<b>\$1,830,923</b>		<b>\$ 11,530</b>	<b>\$ (0)</b>	<b>\$ -</b>	<b>\$ (4,114,188)</b>
						<b>\$ (2,271,736)</b>
Estimated Vacancy Savings	\$750,000					
Salary Savings from VPEM Vacancy	\$76,000					
<b>Adjusted Budgeted Net Increase / (Decrease) to Net Assets</b>	<b>\$2,656,923</b>		<b>\$ 11,530</b>	<b>\$ (0)</b>	<b>\$ -</b>	<b>\$ (4,114,188)</b>
<b>** Excludes OPEB</b>						<b>\$ (1,445,736)</b>

Note - Bond/Lease Principal Payments = \$1,529,920

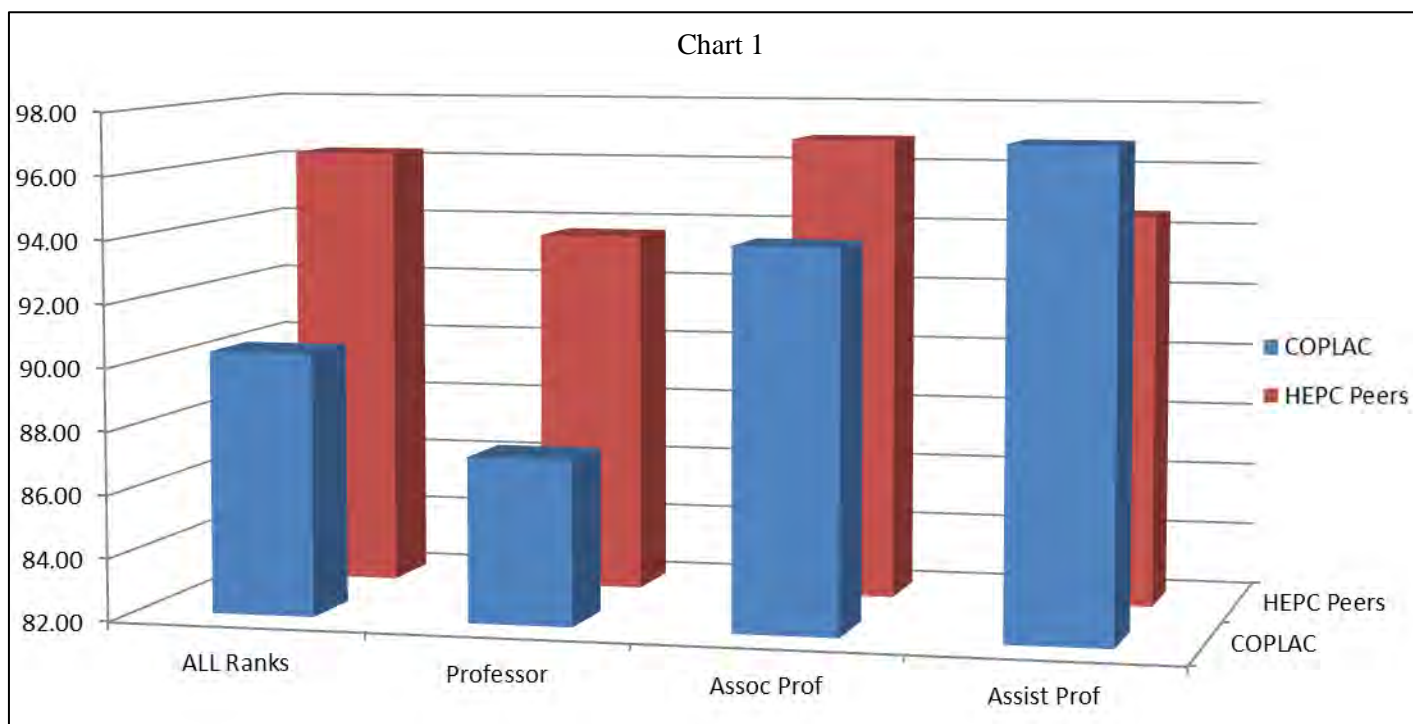
## COMPENSATION OF FACULTY AND STAFF

The Strategic Plan has recognized that enhancing compensation of faculty and staff is of the utmost priority for the University, both as a matter of fair practice and as a matter of maintaining and recruiting a high quality workforce that will be capable of providing the levels of service that we are committed to providing to our students.

The University has been tracking and providing compensation data to the Board of Governors for many years in the annual Human Resources report. The following pages reflect an update of information as to compensation levels:

### Faculty

Chart 1: The ratio of faculty salaries, by rank, to the average salaries of the same faculty ranks at the COPLAC institutions and at the 20 institutions in our WV Higher Education Policy Commission (HEPC)-assigned peer group, all as of fall 2013 [IPEDS data].



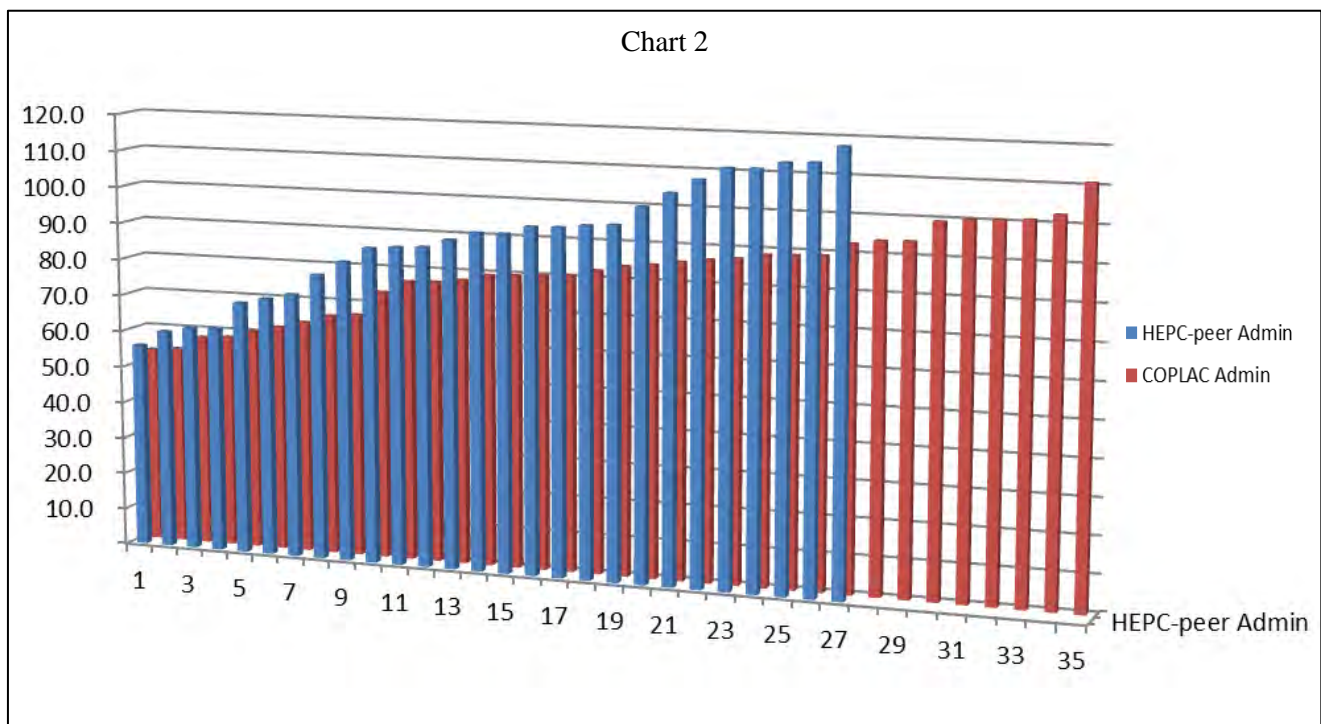
Comparison data for part-time faculty are hard to come by, but available indicators suggest that Shepherd salaries are very low. Shepherd pays part-time faculty with the terminal degree \$2,337 for a standard semester three-credit course, and those with only a master's degree \$1,869 per course. The best estimate of a national average is \$2,987 per course, \$650 more than our highest pay of \$2337. \$3,000 per course is often cited as a norm in undergraduate institutions.

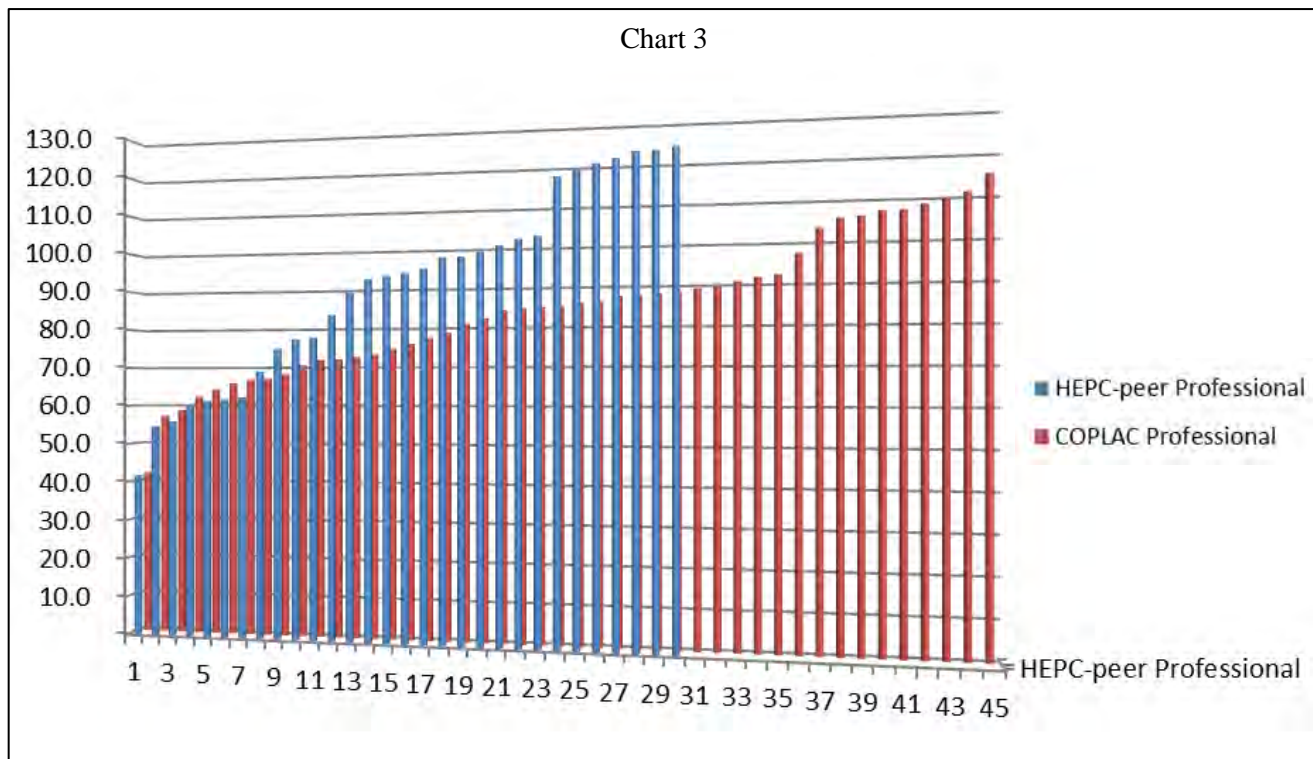
Recent changes in WV payroll and in IRS guidelines for the Affordable Care Act have also meant we have had to restrict adjuncts to no more than nine credits a semester, including any work they may be doing elsewhere in the WV State system. That means that some of our part-time faculty have had their number of courses reduced.

### Administrators and Professional Staff

Chart 2: The ratio of specific Shepherd administrators' salaries to the average salaries of the same positions at the COPLAC institutions and at the 20 institutions in our HEPC-assigned peer group, all as of fall 2014.

Chart 3: The ratio of specific Shepherd professional staff [exempt employees] salaries to the average salaries of the same positions at the COPLAC institutions and at the 20 institutions in our HEPC-assigned peer group, all as of fall 2014.

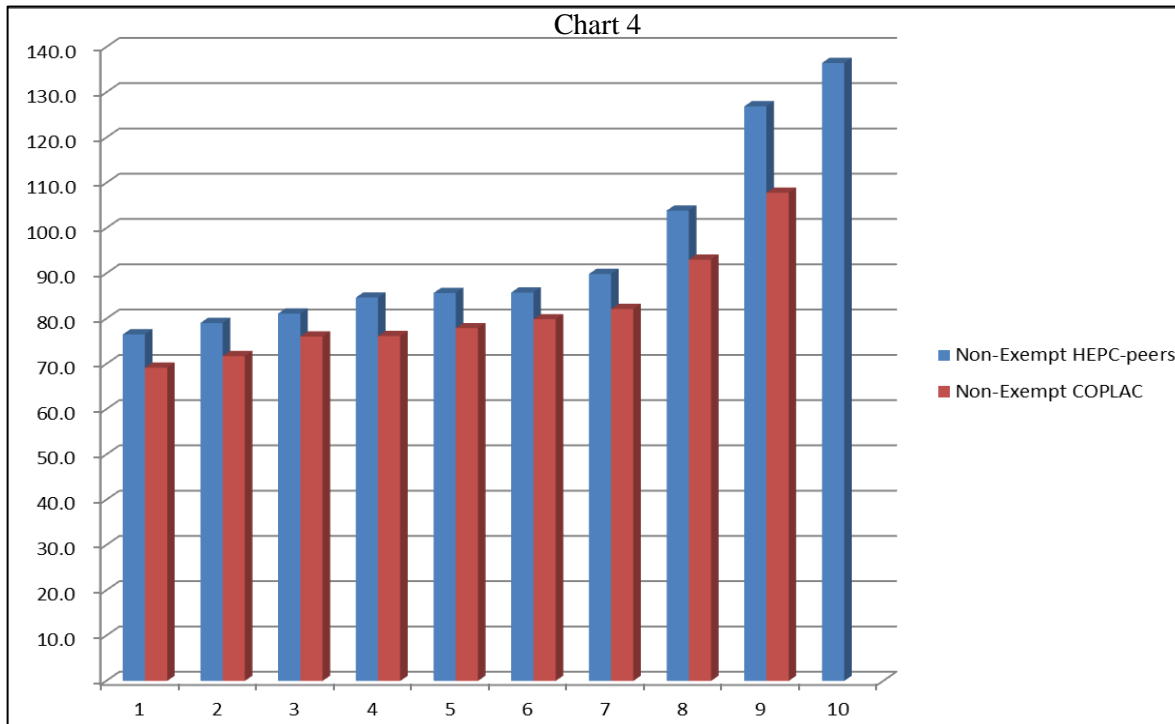




### Non-Exempt Staff

Chart 4: The ratio of specific Shepherd non-exempt staff salaries to the average salaries of the same positions at the COPLAC institutions and at the 20 institutions in our HEPC-assigned peer group, all as of fall 2014. [Note: In this chart, Shepherd reported on salaries of 130 employees in 21 position categories, but neither the COPLAC schools nor the HEPC-peers had a high participation rate in reporting their non-exempt staff data. As a result, we can only draw proportional comparisons from fewer than a dozen position titles.]





Shepherd has 217 classified employees, of whom 130 are now compensated at less than the levels indicated in the 15-year-old State salary chart. The salary chart provides what should be a fixed compensation rate for each classified employee, based upon the factoring of the pay grade assignment and each employee's years of experience. In 2008 Shepherd achieved and exceeded full funding. Since 2013 the University has been losing ground because of the limited funds available for pay raises.

The University would need to dedicate \$100,570 to increase all full-time staff to the levels in the chart. As of fall 2014, Shepherd had more classified employees paid below the State chart levels than any other State institution.

### Health Care Benefit

Employee health insurance premiums have risen 27% or more, depending on income and plan components, since 2011, but Shepherd salary increases have only been in 3 increments of 2%, 0%, 1.25% and 1.5%. There was not an increase in premiums in FY2016 and no increase in premiums is planned by PEIA for FY2017, but PEIA does plan to implement large increases in deductibles, co-pays, and the insured-stop-loss amount per year. The exact magnitude of these reductions in benefits in the health plan will not be known until mid-spring, but they will exacerbate the trend of the past six years in which Shepherd employees are losing more ground in the value of the health plan than they are gaining in wage increases.

## **APPROVAL OF NOTICE OF INTENT TO AMEND BOARD OF GOVERNORS POLICY 29, EMPLOYMENT AND EVALUATION OF THE PRESIDENT**

Board of Governors Policy 29 has not been updated since 2005. This update would provide a variety of technical changes designed to be in better synchrony with the current operational customs of the Board and the Executive Committee. This update would also address the change in Code which shifts the periodic formal evaluation cycle from four years to three years.

All of the changes are reflected with strike-throughs and underlining. Approval of this notice would permit a formal comment period to proceed, and then the Board could complete finalization of its revisions at the February meeting.

The following resolution is recommended for adoption by the Board:

**RESOLVED**, That the Shepherd University Board of Governors approve the issuance of the Notice of Amendment of Policy 29, Employment and Evaluation of the President, as presented in the agenda materials of December 3, 2015, and direct the President to distribute the Notice to all required recipients as provided for in Policy 4, together with a summary of Policy 4's description of the manner in which comments will be received.

# **SHEPHERD UNIVERSITY BOARD OF GOVERNORS POLICY 29**

## **TITLE: EMPLOYMENT AND EVALUATION OF THE PRESIDENT**

### *SECTION 1. GENERAL*

- 1.1 Scope - This policy establishes rules relating to the terms and conditions of the employment of a president and the procedures relating to presidential evaluation.
- 1.2 Authority - West Virginia Code §18B-1-6, §18B-1B-6
- 1.3 Effective Date – \_\_\_\_\_, Replacing the March 10, 2005 version

### *SECTION 2. EMPLOYMENT OF PRESIDENT*

- 2.1 The Board shall employ, at its will and pleasure, a President pursuant to WV Code §18B-1B-6.
- 2.2 The Board may review and approve the terms and conditions of the President's appointment or, by formal resolution, may delegate to either the Chair or the Executive Committee the authority to establish terms and conditions which will be included in an annual Letter of Appointment.
- 2.3 Upon initial appointment, the terms and conditions of appointment may include award of academic rank and tenure by the Board.
- 2.4 The Board will issue a Letter of Appointment for the President for each fiscal year of service, regardless of the length of employment offered by the Board.

### *SECTION 3. DUTIES AND RESPONSIBILITIES*

- 3.1 The President is responsible to and reports to the Board. Within the policies and regulations of the Board and of other state and federal authorities, the President, as chief executive officer, has general authority and responsibility for the institution and for keeping the Board and its Executive Committee informed regarding the institution in a timely and appropriate manner.
- 3.2 The President is expected to demonstrate those leadership skills necessary for the vibrant, dynamic pursuit of the goals and objectives embodied in the mission of the institution. The President is also expected to understand the higher education needs of the institution's service region, work with the Board to develop proposals for meeting those needs, and provide leadership to foster cooperation between campus and community in fulfilling the institution's teaching, research, and public service responsibilities.

- 3.3 The President is expected to consult appropriately with faculty, students, classified staff and administrators in discharging the responsibilities of the office. The President is also expected to ensure that the policies, procedures and actions of the Board are communicated to appropriate constituencies of the institution in a timely manner.
- 3.4 As the chief executive of the institution, the President is charged with the following specific responsibilities:
  - 3.4.1 Exercising effective leadership in a joint effort to implement the mission of the institution, as delineated in the Mission Statement, planning documents of the institution, and any other role and scope statements approved by the Board.
  - 3.4.2 Providing effective leadership and support for an academic program that is consistent with the institutional mission, the needs of those being served, sound standards of quality, and available resources.
  - 3.4.3 Providing effective leadership and support for a program of student life that complements the academic program and recognizes as an institutional priority the diverse interests and needs of the student body.
  - 3.4.4 Developing a competent administrative organization and staff to ensure effective and efficient management of the institution.
  - 3.4.5 Maintaining lawful, equitable and efficient personnel programs, including appointment of qualified persons to the faculty and staff and promotion, retention or dismissal for cause of the same, with due regard for the best interests of the university.
  - 3.4.6 Direct and cause the annual operating and capital budgets and other plans, financial and otherwise, for realizing the institutional mission to be prepared, and providing sound management of the approved budgets and plans.
  - 3.4.7 In coordination with the Board, communicating the needs of the university to the governor, legislators, other state and local officials, and citizens of the state.
  - 3.4.8 Interacting with appropriate external bodies to achieve the mission of the institution in a manner consistent with Board policy, statutory and regulatory provisions, and sound academic principles.
  - 3.4.9 Implementing assignments requested by the Board.
- 3.5 With regard to 3.4.5 above, the President has final institutional-level authority and responsibility for every personnel action at the institution, and the Board hereby delegates all authority for such decision-making, with the exception of decisions relating to his or her own employment and compensation.



- 3.6 The President is expected to consult, when appropriate, within the campus community on personnel decisions, but shall retain ultimate authority for such decisions.

*SECTION 4. PRESIDENTIAL REVIEW*

- 4.1 It is the responsibility of the Executive Committee, under the leadership of the Chair, to continually monitor and evaluate the performance of the President. Throughout the year, the Chair is responsible for informing the Executive Committee, or the entire Board when appropriate, of any concerns regarding the performance of the President.

4.2 ANNUAL REVIEW

The annual review may include one or more of the following components, as the Committee may choose: campus visits, discussions with the President, assessment of the quality of written information submitted by the President, assessment of the accomplishment of institutional and system goals, and/or discussions with members of the Board, as well as with students, faculty, staff, other administrators, legislators, and business and civic leaders associated with the institution. The annual review will specifically include direct and private conversations between the ~~Executive Committee~~Chair and the elected constituent representatives who are members of the Board. In addition, the President shall provide to the Chair near the end of each fiscal year, as an Annual Report, the President's goals and objectives for the ensuing twelve months and the progress made on accomplishing the goals and objectives of the previous twelve months.

The Chair shall complete the annual review of the President, following one or more of the above referenced consultation and processes and by adding any additional processes that the Executive Committee finds appropriate. At the conclusion, the President shall receive the annual evaluation in writing from the Chair.

4.3 ~~QUADRENNIAL TRI-ENIAL~~ EVALUATION

4.3.1 Consistent with the requirements of West Virginia Code 18B-1B- 6, the process described below is designed to evaluate presidential performance in relation to criteria established by the Board. It seeks to identify both areas of strength and those in which improvement would appear to be appropriate in order to assist the President in improving his or her effectiveness. All of the actions to be taken by the Executive Committee or the Board in this process shall be in Executive Session.

4.3.2 The basis for assessing presidential performance shall be the "Duties and Responsibilities" listed in Section 3 of this document. This performance evaluation shall be conducted every ~~third~~~~fourth~~ year, or within any shorter time span as directed by the Executive Committee and shall be structured as follows:

4.3.2.1 The Chair, after consultation with the President, shall establish a schedule for the performance evaluation activities. ~~In no case shall t~~The

process should not exceed four (4) months. The on-site schedule shall be developed for a period during the regular academic year when the institution is in operation. However, preparatory or concluding activities may be completed during the summer months.

- 4.3.2.2 The President shall prepare and submit to the Chair at least four (4) weeks prior to the on-site visit a "Statement of Presidential Assessment" consisting of his/her assessment of his/her performance as President in relation to each of the "Duties and Responsibilities of the President". The statement should generally be no longer than fifteen (15) pages. The President may append necessary and appropriate materials, including such documents as the President's annual report and the current institutional North Central Association self-study report to the University's institutional accrediting body.
- 4.3.2.3 The Chair shall form an Evaluation Team of three (3) individuals. One shall be a college or university president/chancellor, or comparably experienced peers selected by the Chair from a list of four~~three~~ nominees submitted by the President to the entire Executive Committee. Such persons shall be from outside West Virginia, shall be free from conflict of interest, ~~and~~and the Chair's selection shall chair the Evaluation Team. One shall be the immediate past Chair of the Board of Governors, and the third shall be the Board Chair. If either the Chair or the immediate past Chair of the Board shall be unable to serve on the Evaluation Team, the ~~Board shall elect a replacement from among the lay members.~~Vice Chair shall serve in their stead.
- 4.3.2.4 The Evaluation Team shall be given the "Statement of Presidential Assessment" and such other documents deemed to be appropriate by the Evaluation Team.
- 4.3.2.5 The Chair of the Evaluation Team shall be responsible for arranging a schedule for the Evaluation Team, including interviews and meetings with campus personnel, that will assure a careful assessment of leadership and condition of the campus.
- 4.3.2.6 To obtain an accurate and objective impression of the performance of the President, the Evaluation Team shall visit the campus for up to two (2) days to talk with and receive the views of the President, members of the Board, and a representative number of administrators, faculty members, classified employees, students, alumni, and community leaders, including the elected leaders of each campus constituent group. For any session with such constituencies that is established by invitation rather than as an open session, the staff support for the Evaluation Team shall ensure that representatives are selected on a random basis. Evaluative information thus obtained, either in oral or written form, if included in the report, must be attributable. Confidentiality, beyond the Evaluation Team and the Executive Committee, of individual assessments of presidential performance shall be assured.

- 4.3.2.7 There shall be an oral report by the Evaluation Team to the President and the Executive Committee at the end of the on-site visit. The team chairperson shall have lead responsibility for drafting a written team report promptly after the on-site visit concludes and for coordinating such discussion among the team members as may be necessary to conclude the report. The team chair ~~should~~ submit the completed team report to the Chair within thirty (30) days of the on-site visit. The general approach and format for the report shall be similar to, but not identical with, an ~~accreditation-North-Central~~ team visit and report, including commentary on the performance of the President in relation to each of the "Duties and Responsibilities of the President" in Section 3 herein.
- 4.3.2.8 The Chair shall forward a copy of the report to the members of the Executive Committee of the Board and to the President, inviting the latter to offer comments within two (2) weeks.
- 4.3.2.9 A copy of comments received from the President shall be promptly forwarded to the members of the Executive Committee of the Board.
- 4.3.2.10 The President shall be invited to discuss the process and results of the evaluation with the Executive Committee of the Board, in which areas of strength and those appearing to need improvement (if any) shall be identified for particular attention by the President prior to the next evaluation.
- 4.3.2.11 Following its review of the evaluation with the President, the Executive Committee shall report its conclusions to the Board. At all stages of the evaluation process, the President shall be involved and informed and be afforded an opportunity to respond as he/she deems appropriate. Confidentiality consistent with state laws shall be maintained throughout the evaluation process.
- 4.3.2.12 The Executive Committee shall thereafter submit the final ~~Quadrennial~~ Triennial Evaluation Report to the President and ~~to the Chair of the~~ Higher Education Policy Commission, consistent with its requirements.

## **SECTION 5. RESIGNATION AND TERMINATION**

- 5.1 A president may resign appointment as President at any time, by written notice to the Chair of the Board.
- 5.2 The Board may terminate a presidential appointment at any time when, in the Board's judgment, such action is in the best interests of Shepherd University.
- 5.2.1 If the Board terminates a presidential appointment of a President, who has academic tenure, for reasons other than "For Cause" relating to faculty or instructional duties, as defined in Section 12 of Policy 19 of the Board, that individual shall be eligible to assume a tenured faculty

position at the University at such salary as is indicated by the original notice of tenure.

- 5.2.2 If the board terminates a presidential appointment of a President for reasons other than “For Cause” as defined in Section 5.2.3 hereafter, that individual shall be eligible for such post-appointment compensation and/or benefits as may be provided for in the annual appointment(s). Academic tenure, if any, may only be exercised as a mutually exclusive alternative to continuing administrative employment, if any.
- 5.2.3 “Cause” for the termination of a presidential appointment is defined as acts of malfeasance or misfeasance, through acts of commission or omission, and any action in violation of federal or state law, acts in contravention of the policies of or a directive (expressed through an adopted resolution) of the Board, or any act which would be “cause” under ~~Section 12~~ the “Dismissal for Faculty” provisions of Policy 19 of the Board.



## **APPROVAL OF NOTICE OF INTENT TO AMEND BOARD OF GOVERNORS POLICY 18, SOCIAL JUSTICE**

The establishment of the new Title IX Coordinator for the University and the re-configuration of roles in responding to complaints of discrimination require an update to the Social Justice Policy. In addition to the adjustments appropriate to the staffing re-alignments of the University, the provisions relating to formal investigations of complaints are revised to be in compliance with procedural expectations of the US Department of Education.

All of the changes are reflected with strike-throughs and underlining. Approval of this notice would permit a formal comment period to proceed, and then the Board could complete finalization of its revisions at the February meeting.

The following resolution is recommended for adoption by the Board:

**RESOLVED**, That the Shepherd University Board of Governors approve the issuance of the Notice of Amendment of Policy 18, Social Justice, as presented in the agenda materials of December 3, 2015, and directs the President to distribute the Notice to all required recipients as provided for in Policy 4, together with a summary of Policy 4's description of the manner in which comments will be received.

# **SHEPHERD UNIVERSITY BOARD OF GOVERNORS POLICY 18**

## **TITLE: SOCIAL JUSTICE**

### *SECTION 1. GENERAL*

- 1.1 Scope - This policy defines social justice, what and how it is to be accomplished, and provides guidelines for filing complaints.
- 1.2 Authority - West Virginia Code § 18B-1-6; West Virginia Human Rights Act of 1967; Title IX of the Civil Rights Act of 1972; Equal Employment Opportunity Commission interpretative guidelines issued in March, 1980; Titles VI and VII of the Civil Rights Act of 1964; Vietnam Era Veterans Readjustment Act; Sections 503 and 504 of the Rehabilitation Act; Executive Order 11246; Immigration Reform and Control Act of 1986; Equal Pay Act; Age Discrimination Act; Americans with Disabilities Act; and Disabled Veterans Act.
- 1.3 Effective Date – ~~the March 21, 2006~~ , amending the September 11, 2008, Amending Version of the Policy.

### *SECTION 2. SOCIAL JUSTICE POLICY*

- 2.1 The Board is committed to bringing about mutual understanding and respect among all individuals and groups at the institution, and to eliminating all forms of discrimination as provided by West Virginia and federal law.
- 2.2 Consistent with its comprehensive mission, and recognizing that the development of human potential is a fundamental goal in a democratic society, the Board of Governors promotes an educational system that values cultural and ethnic diversity and understanding; that provides for the preparation of students for full and meaningful participation in a changing world; and that promotes equitable and fair treatment in every aspect of campus life and employment for all persons, regardless of race, color, national origin, gender, sexual orientation, age, religion, veteran status, or disability.

### *SECTION 3. IMPLEMENTATION*

- 3.1 The institution's program for social justice consists of the following elements:
  - 3.1.1 Activities, including education, which have a goal of eliminating prejudice or discrimination based upon race, color, national origin, gender, sexual orientation, age, religion, veteran status, or disability from student life and working conditions in the institution.
  - 3.1.2 An appraisal of the institution's educational environment, job structure, and employment practices as they relate to social justice.
  - 3.1.3 Provision for counseling and responding to employees, applicants, and students who charge that they have been discriminated against, and for the informal resolution of such matters before the filing of a formal complaint.

- 3.2 Responsibility for carrying out the social justice program is assigned as follows:
  - 3.2.1 The President shall assign to such persons as appropriate the responsibility of overseeing the campus commitment to social justice.
  - 3.2.2 Each dean, director, unit head and supervisor has the immediate day- to-day responsibility for implementing the social justice policy within their respective units.
  - 3.2.3 All employees are expected to set the tone and help create an environment for positive change and results within the social justice area.

#### SECTION 4. FILING OF COMPLAINTS

##### 4.1 Official Process: Informal Resolution of Harassment Complaints

Informal resolution of complaints, when possible, can be an effective way of correcting misconduct. The process is as follows:

(1) A victim or third party submits a complaint to the campus Ombudsperson, the Title IX Coordinator, or Affirmative Action Officer [the AAO], who shall coordinate the response to the complaint. An initial meeting between the Ombudsperson/Title IX Coordinator/ ~~or~~ AAO and complainant takes place. All options are explained by the Ombudsperson/Title IX Corrdinator/~~or~~ AAO.

(2) If the Informal Resolution option is chosen, the complainant may engage in the following actions:

a. Opt for a meeting with the alleged harasser and the Ombudsperson/Title IX Coordinator/ AAO. All parties are permitted to bring support persons (friend, family member, colleague, etc.). The ~~facilitator~~~~Ombudsperson~~ can limit the number of support persons present to a reasonable number and, ~~The Ombudsperson~~ will serve as mediator, listening to all views and establishing a resolution document or mediation agreement as appropriate.

b. Opt for the Ombudsperson/Title IX Coordiantor/ AAO to meet with all parties separately. The ~~administrator~~~~Ombudsperson~~ listens to all views, presents views of opposing parties to each other, and establishes a resolution document or mediation agreement as appropriate.

(3) The resolution document or mediation agreement may include a "no-contact arrangement" and/or other provisions. The outcome of the informal resolution should meet the satisfaction of all parties to the fullest extent possible. If the complainant is not satisfied, the Ombudsperson/Title IX Coordinator/ AAO will review other options available.

(4) ~~The AAO may act on behalf of the Ombudsperson in this process.~~ Records, including the resolution document, are submitted to the office of AAO for filing.

(5) The Ombudsperson/ Title IX Coordiantor/AAO will follow-up with parties within two weeks of the resolution if one was reached. Additional follow-up contacts will be made as needed.

(6) Proceedings and records will be confidential to the fullest extent possible. If additional complaints arise subsequently as to the same employee, the earlier records may be evidence of a continuing practice of misconduct.

(7) Complainants should act in a timely fashion. The ~~Ombudsperson-administrators~~ will, in all cases, attempt to resolve informal complaints within ~~threetwo~~ weeks of notification of the complaint.

#### 4.2 Official Process: Formal Resolution of Harassment Complaints

Any student who feels that informal resolution of a complaint will not be or has not been satisfactory, and all victims of any form of interpersonal violence, should file a formal written complaint with the AAO or alternatively the Title IX Coordinator in cases of gender harassment/discrimination.

(1) Since the passage of time makes the resolution of complaints more difficult, it is recommended that the written complaint be filed as soon as possible from the date of the incident(s).

(2) A complaint filed against a professor by a student currently enrolled in the professor's class should be made as soon as possible. The student may choose to have the complaint held confidentially until the end of the semester, at which time the complaint will be resolved. But some situations may require immediate action on the part of the University.

(3) A complaint by a student, employee, or a third party against ~~another~~ student will be referred to the Assistant Dean of Students for management as a student disciplinary matter.

(4) A complaint by a student, employee or a third party against an employee or a third party will be administered according to the provisions of this section of the Social Justice Policy.

(54) The President shall annually designate a ten-member body made up of five faculty and five staff. The AAO will randomly select two panelists from the same group as the person accused and one panelist from the other group to investigate each formal complaint. Immediate supervisors of the accused or the accuser, or any person with a specific, known bias, will be excluded from serving on the three member panel. If the accused is a third party, three panelists will be randomly selected without reference to their employment status. The formation of the panel will be completed within two weeks of the submission of the written complaint, except where extenuating circumstances require additional time.

(65) When a formal written complaint against an employee is received by the AAO, a three-member panel will be selected (as noted in number 54) and copies of the complaint will be given to panel members. Panel members will conduct ~~such investigation into the facts and circumstances of the complaints as may be deemed appropriate by any of the panel members; an~~ adequate, reliable, and impartial investigation into the facts and circumstances of the complaint as in their reasonable judgment is appropriate to conclude a reliable and complete investigation.

(76) The panel may meet with the accuser and will meet with the accused. Each will be asked and encouraged to fully identify all relevant evidence and witnesses relevant to the investigation and to explain the relevance of each witness, and the panel shall meet with with such witnesses or otherwise receive evidence from them, provided however that the panel may omit a witness if the panel determines that there is no basis to believe that a witness designated by either complainant or accused has any relevant information to contribute ; and any witnesses relevant to its investigation, but The panel shall at all times act collectively as a group and not individually.



The investigation will be completed within four weeks of the formation of the panel, except where extenuating circumstances require additional time.

(87) The panel shall prepare a written report of its factual findings and conclusions regarding the merits of the complaint. The report will include a listing of all witnesses identified by complainant and/or accused and a statement of evidence obtained therefrom. The report will include the original of all documents or other exhibits provided by complainant, accused or any witness. This report may, if applicable, include dissenting conclusions. If the report finds any part of the complaint to be meritorious, then the report will designate appropriate action with respect to the perpetrator. The panel will complete the written report within one week of the close of the investigation, except where extenuating circumstances require additional time.

(98) The panel shall direct its written report to the AAO and to the executive officer who supervises the accused. The AAO shall then provide a copy of the report to the accused and the accuser and notice of whether the executive officer implemented some form of adverse action as to the employee-perpetrator.

(10) Under the direction of the responsible executive officer, the University will take steps to address any prohibited conduct. The University will take steps, as necessary, to prevent the recurrence of unlawful harassment/ discrimination and to correct any adverse impact on the complainant or others. The University may act at any time to prevent or redress retaliation against a person who initiates a complaint.

(119) Appeals on the part of the accuser may be directed to the President. The accused may appeal any adverse action by following the established grievance procedures of the University.