

Shepherd

UNIVERSITY

Board of Governors

Alternative Spring Break



Meeting Agenda

April 27, 2017

Board Members

Marcia Brand, Chair

D. Scott Roach, Vice Chair

Tia McMillan, Secretary

Ray Alvarez

Henry Kayes, Jr.

John Beatty

Ramona Kissel

Jason Best, Faculty

Eric Lewis

Gat Caperton

Caitlin O'Connor, Student

Chad Robinson

Mary J.C. Hendrix, President

**SHEPHERD UNIVERSITY
BOARD OF GOVERNORS MEETING**

4:15 p.m.
April 27, 2017
Shepherdstown, WV

AGENDA

Regular Session

Lower Level Multipurpose Room
Robert C. Byrd Center for Congressional History and Education

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| 1. Call to Order | Chair Marcia Brand |
| 2. Public Comments | |
| 3. Adoption of the Minutes from February 23, 2017 Board Meeting | Chair Brand |
| 4. Recognition of Emeritus Faculty and Staff | Dr. Chris Ames, Provost
Mr. Alan Perdue, General Counsel |
| 5. President's Report | President Hendrix |
| 6. Report of the Academic Programs and Development Committee | Ms. Tia McMillan |
| a. Minor in Geographic Information Systems | |
| b. Concentration in Environmental Geomatics | |
| c. Renaming of the Women's Studies Program and Minor | |
| d. Renaming of the Political Science Department | |
| e. Adjustment of Academic Organizational Structure | |
| f. 2016-2017 Academic Program Reviews | |
| g. Advisory Council of Faculty (ACF) Annual Report | |
| 7. Classified Employees Council (CEC) Annual Report | Mr. Brian Hammond, Chair of the
CEC and IT Administrative
Analyst/Budget Officer |
| 8. Faculty Senate Annual Report | Dr. Christopher Lovelace,
President of the Faculty Senate
and Associate Professor of
Psychology |
| 9. Report of the Enrollment, Student and Community Affairs Committee | Mr. Chad Robinson |
| a. Enrollment Management Update | |
| 10. Report of the Finance and Facilities Committee | Mr. Scott Roach |
| a. Human Resources Annual Data Report | |
| 11. New Business | Chair Brand |

Executive Session

- | | |
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| 12. Issues Relating to Personnel Matters | Chair Brand |
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Adjournment

SHEPHERD UNIVERSITY
BOARD OF GOVERNORS MEETING

3:00 p.m. – 4:00 p.m.

April 27, 2017

Shepherdstown, WV

Committee Agendas

Academic Programs and Development Committee

Lower Level Multipurpose Room, Robert C. Byrd Center for Congressional History and Education

- Minor in Geographic Information Systems
- Concentration in Environmental Geomatics
- Renaming of the Women’s Studies Program and Minor
- Renaming of the Political Science Department
- Adjustment of Academic Organizational Structure
- 2016-2017 Academic Program Reviews
- Advisory Council of Faculty (ACF) Annual Report

Ms. Tia McMillan, Chair

Mr. Ray Alvarez

Ms. Mona Kissel

Mr. Henry Kayes, Jr.

Dr. Chris Ames, Staff

Ms. Monica Lingenfelter, Staff

Enrollment, Student and Community Affairs Committee

Room 164, Robert Byrd Center Congressional History and Education

- Enrollment Management Update
- Student Affairs Update
- Community Affairs Update

Mr. Chad Robinson, Chair

Dr. Jason Best

Mr. Gat Caperton

Ms. Caitlin O’Connor

Ms. Holly Morgan-Frye, Staff

Mr. Bill Sommers, Staff

Dr. Tom Segar, Staff

Finance and Facilities Committee

WV Room 309, Scarborough Library

- Human Resources Annual Data Report
- Program Financial Performance Review

Mr. Scott Roach, Chair

Mr. John Beatty

Mr. Eric Lewis

Mr. Tony Major, Staff

Mr. James Vigil, Staff

Shepherd University Board of Governors

Minutes of the Meeting of February 23, 2017

The Shepherd University Board of Governors met on February 23, 2017 in a regular meeting. Members participating were: Ray Alvarez [phone], John Beatty, Jason Best, Marcia Brand, Gat Caperton, Henry Kayes, Jr., Ramona Kissel, Eric Lewis, Tia McMillan [phone], Caitlin O'Connor and Chad Robinson [phone]. Also present were Shepherd University President Mary J.C. Hendrix, members of the executive staff and others. Board member D. Scott Roach was absent from the meeting.

1. **PUBLIC COMMENTS**

No public comments were made.

2. **ADMINISTRATION OF OATH OF OFFICE FOR NEW BOARD MEMBER**

The oath of office was administered by Chair Marcia Brand to Henry Kayes, Jr., new member to the Board.

3. **MINUTES OF THE MEETING OF NOVEMBER 16, 2016**

M (Best), S (Kissel), PASSED, all members participating by phone were polled (McMillan absent), that the minutes of the November 16, 2016 meeting of the Board of Governors be adopted as presented in the agenda book.

4. **ANNUAL AUDIT REPORT**

Mr. Tony Major, Vice President for Finance, and Mr. Keith Novak and Mr. Chris Kessler of CliftonLarsonAllen summarized the annual Audit Report. The presentation included a review of the Financial Statements as of and for the Years Ended June 30, 2016 and 2015, and the Independent Auditors Reports. Mr. Novak emphasized that the delays in completing the audit were due to state-wide issues arising from the capitol-complex, not the fault or error of any University staff. Mr. Kessler reported that the University received an unqualified, clean, opinion letter. He noted that there were no material weaknesses and discussed areas of recommendations relating to accounts receivable (A/R) and the allowance for doubtful accounts. Mr. Kessler noted that the A/R finding this year is no longer listed as material, since management has worked in the sub ledger to reduce the imbalance to a minimal level.

5. **PRESIDENT'S REPORT**

President Hendrix reviewed highlights of the ongoing initiatives for advancing Shepherd from among the comprehensive list provided in the President's report and emphasized the growing relationships with regional businesses, agencies, and community groups. The President expressed appreciation for all assistance being provided as to the Legislative Session and the special contributions of member Chad Robinson, and she noted the inclusion of FY2017 pending grant proposals as well as the FY2017 awarded grant proposals to date.

6. **AMENDMENT OF POLICY 19, ACADEMIC FREEDOM, PROFESSIONAL RESPONSIBILITY, PROMOTION AND TENURE, APPENDIX A**

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

RESOLVED, That the Shepherd University Board of Governors approves the amendments of Policy 19, *Academic Freedom, Professional Responsibility, Promotion, and Tenure*, as presented in the agenda book of February 23, 2017.

7. **REPORT OF THE ACADEMIC PROGRAMS AND DEVELOPMENT COMMITTEE**
On behalf of the Academic Programs and Development Committee, Mr. Alvarez introduced Ms. Monica Lingenfelter, Executive Vice President of the Shepherd University Foundation, to summarize the University Development Annual Report.
8. **INTENT TO PLAN FOR BACHELOR OF ARTS, APPALACHIAN STUDIES**
M (Alvarez), S (Kayes), PASSED, all members participating by phone were polled (McMillan absent), that the following resolution be adopted by the Board:
- RESOLVED**, That the Shepherd University Board of Governors approves the development of a Bachelor of Arts in Appalachian Studies, and authorizes the President to file an Intent to Plan with the Chancellor of the Higher Education Policy Commission for approval.
9. **INTENT TO PLAN FOR BACHELOR OF ARTS, CONTEMPORARY THEATER**
M (Kissel), S (Best), PASSED, all members participating by phone were polled (McMillan was absent), that the following resolution be adopted by the Board:
- RESOLVED**, That the Shepherd University Board of Governors approves the development of a Bachelor of Arts, Contemporary Theater Studies and authorizes the President to file an Intent to Plan with the Chancellor of the Higher Education Policy Commission for approval.
10. **REPORT OF THE ENROLLMENT, STUDENT AND COMMUNITY AFFAIRS COMMITTEE**
On behalf of the Enrollment, Student and Community Affairs Committee, Mr. Robinson introduced Dr. Tom Segar, Vice President for Student Affairs, to summarize the Student Affairs Annual Report. Mr. Bill Sommers, Vice President for Enrollment Management, provided a summary of his report to the Committee relating to spring 2017 enrollment and the early stages of the enrollment build for Fall 2017.
11. **REPORT OF THE FINANCE AND FACILITIES COMMITTEE**
On behalf of the Finance and Facilities Committee, Mr. Tony Major, Vice President for Finance, summarized the Quarterly Financial Report for the period ending December 31, 2016.
12. **UTILITIES RIGHT OF WAY AT TABLER FARM**
M (Best), S (O'Connor), PASSED, all members participating by phone were polled, that the following resolution be adopted by the Board:
- RESOLVED**, That the Shepherd University Board of Governors approves the conveyance of the Right of Way to Potomac Edison Company as provided for in the Agenda Item 9-b materials of February 23, 2017, and authorizes the President to execute the Right of Way on its behalf.
13. **POTOMAC PLACE RIGHT OF WAY AGREEMENT**
M (Lewis), S (Best), PASSED, all members participating by phone were polled, that the following resolution be adopted by the Board:
- RESOLVED**, That the Shepherd University Board of Governors approves the conveyance of the Right of Way to Potomac Edison Company as provided for in the Agenda Item 9-c materials of February 23, 2017, and authorizes the President to execute the Right of Way on its behalf.

14. **PROPOSED 2017-2018 ENROLLMENT, HOUSING, DINING AND OTHER FEES**
M (Caperton), S (O'Connor), PASSED, [nine in favor – two opposed], all members participating by phone were polled, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors adopts the enrollment, housing, dining and others fees schedules for FY2018, effective August 2017, as presented in the Agenda materials of February 23, 2017.

15. **NOMINATION AND ELECTION FOR NEW AUDIT COMMITTEE**
Chair Brand nominated Ray Alvarez as chair of the Audit and Finance Committee, and Scott Roach and Eric Lewis for its membership, pursuant to the Bylaws. The Audit and Finance Committee members for 2016-2017 were accepted by acclamation.

16. **MOTION TO EXECUTIVE SESSION**
M (Lewis), S (Best), PASSED, all members participating by phone were polled, that pursuant to Section 4 of Article 9A of Chapter 6 of the WV Code, it was moved that the Board enter into executive session for the purpose of discussion of matters relating to honoraria and awards.

At the conclusion of the executive session, the Board adjourned.

17. **APPROVAL OF HONORARY DEGREE TO MR. FRED T. WHITE**
M (O'Connor), S (Kissel) PASSED, all members participating by phone were polled, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the awarding of the Honorary Doctor of Business to Fred T. White, and directs that this action be reflected in the Board's meeting minutes following the public announcement of this conferral of honors.

18. **APPROVAL OF HONORARY DEGREE TO DR. JOHN ADAMS**
M (Best), S (Kissel) PASSED, all members participating by phone were polled, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the awarding of the Honorary Doctor of Pedagogy to Dr. John Adams, and directs that this action be reflected in the Board's meeting minutes following the public announcement of this conferral of honors.

19. **NEW BUSINESS**
None.

Marcia Brand
Chair

Tia McMillan
Secretary

Shepherd University Board of Governors
April 27, 2017
Agenda Item No. 4

RECOGNITION OF EMERITUS FACULTY AND STAFF

Dr. Christopher Ames, Provost, and Mr. Alan Perdue, General Counsel, will present for recognition the *Emeritus* Faculty and Staff named for 2016-2017. *Emeritus* titles may be conferred upon members of the professional staff at the time of retirement. To be eligible for appointment to *Emeritus* status, retiring faculty or staff must have completed at least a total of ten years of service at Shepherd University.

Faculty and staff being awarded *Emeritus* status:

Dr. Meg Galligan, Professor of Business Management, *Emeritus*

Dr. John Schultz, Professor of Economics, *Emeritus*

Mr. Dave Cole, Staff, *Emeritus*

Ms. Nan Snyder, Staff, *Emeritus*

PRESIDENT'S REPORT

Advancing Shepherd University

Shepherd Embraces Energy Conservation to Save Money and Help the Environment: Earlier in the school year, President Hendrix declared this year to be The year for Maximizing Efficiencies. As part of this initiative the Shepherd University Facilities Department asked the campus community to join them in implementing energy conservation strategies campus wide. The Facilities Department analyzed our \$2.5 million annual expenditure for energy and developed an energy conservation plan to save the University money. The plan was shared with employees and includes reducing the number of active light fixtures in spaces where appropriate, retrofitting lighting to low wattage LED's in high energy consumption buildings, setting ranges for heating and cooling temperatures, and encouraging employees to turn off lights, shut down computers and equipment in the evenings as well as over the weekend, and limit the use of space heaters. These changes will result in immediate and significant savings to the University. Facilities is collaborating with local solar power providers to study the feasibility for renewable energy installations on campus.

Graduate Degree Recipients to be Honored with Separate Commencement Ceremony: In an effort to honor graduate degree recipients and give them a special commencement experience, a separate ceremony for graduate degree candidates will be held Saturday, May 6, at 11 a.m. in the Frank Center Theater. The baccalaureate ceremony will continue at its traditional time the same day at 1:50 p.m. in the Butcher Center. Both ceremonies are by ticket only.

Bachelor of Science in Engineering Science to Begin Fall Semester 2017: Starting in Fall 2017, Shepherd will begin offering a Bachelor of Science degree in engineering science with concentrations in environmental engineering and systems engineering. "I'm thrilled about being able to offer a program in engineering science," said Dr. Colleen Nolan, Dean of the School of Natural Sciences and Mathematics. "It's a program that addresses a real need in West Virginia and our surrounding region."

Aviation Group Meets with Shepherd University Leaders: On March 2, members of the Eastern West Virginia Regional Airport and Aero-Smith met with President Hendrix, Associate Provost Scott Beard, and Dean Ben Martz to discuss the changing aviation industry and evolving educational requirements. Areas of mutual interest in marketing and business were discussed. A follow-up meeting was planned.

Contemporary American Theater Festival Announces 2017 Season, Adds a Sixth Play to the Lineup: The Contemporary American Theater Festival (CATF) has added a sixth play to its 2017 season which runs July 7-30. The season will include four world premieres—*Welcome to Fear City* by Kara Lee Corthron, *Wild Horses* by Allison Gregory, *Everything Is Wonderful* by Chelsea Marcantel, and *We Will Not Be Silent* by David Meyers— in addition to *The Niceties* by Eleanor Burgess and *Byhalia, Mississippi* by Evan Linder.

Students Participate in a Skype Interview with Senator Manchin: A group of students had the opportunity to ask Senator Joe Manchin questions during a Skype session at the Robert C. Byrd Center for Congressional History and Education auditorium on March 1. Students asked Manchin about student loan interest rates, balancing coal production with the environmental impact, defunding state colleges and universities, and his vulnerability in his reelection efforts in 2018. Attendees included student leaders and students from Dr. Stephanie Slocum-Schaffer's political science class.

Working Group Formed to Examine Advancing Shepherd’s Position in U.S. News College Rankings:

President Mary Hendrix has convened a working group to discuss ways in which Shepherd University can advance its ranking in the *U.S. News Report’s* Best National Liberal Arts Colleges category. The first meeting will occur after commencement. Faculty members serving on the committee are Dr. Robert Anthony, sociology; Dr. Christopher Lovelace, psychology; Dr. Sylvia Shurbutt, English; Dr. Robert Tudor, music; Dr. J.B. Tuttle, education; Bill Sommers, enrollment management; James Broomall, Civil War Center; and Valerie Owens, university communications.

Music Scholarship Concert Raises \$45K; All-Steinway Campus Initiative Announced: The Musical Showcase for Scholarships on March 3 featured performances by Dr. Scott Beard and music alumni Jeff Martin and Jason Solounias, raised \$45,000 for music scholarships. President Hendrix and Dr. Rob Tudor announced a new initiative for Shepherd to work toward becoming an All-Steinway School.

Football Team Members Visit Maryland Middle School: As part of a community outreach effort, members of the Shepherd football team recently visited Clear Spring Middle School in Maryland for a Mix-It-Up Day, a national movement designed to encourage students to identify, question, and cross social boundaries. The visit was covered by WHAG-TV in Hagerstown.

Video Tells WV Legislators How State Budget Cuts Hurt Students, Impact the Regional Economy: President Mary Hendrix enlisted the assistance of students Caitlin O’Connor, a senior nursing major; Amaris Jalil, a sophomore premed biology major; and Kahlen Browning, a senior business administration major, to help tell the Eastern Panhandle legislative delegation how State budget cuts impact them, their studies, and Shepherd University. President Hendrix provided the video’s introductory remarks, and Board of Governors member and alumnus Eric Lewis ’95 closed the video by stressing the importance of Shepherd’s economic impact to the region as a center for innovation in spite of ranking at the bottom of the list among all State colleges and universities in per-student State appropriations.

Employee Training Session on the Multigenerational Workplace: A training session entitled “Planning for Success in a Multigenerational Workplace” was held on April 4, from 2:30-4 p.m. in the Robert C. Byrd Center for Congressional History and Education auditorium.

Art Department to Host Pulitzer Prize-Winning Photographer: The Department of Contemporary Art and Theater presented a lecture by Pulitzer Prize-winning photojournalist Scott Strazzante on Monday, April 10, at 7 p.m., in the Marinoff Theater. Strazzante, a master of many photographic disciplines, shared stories and images of sports and disasters, culture and crisis, from his celebrated 30-year career.

Nursing Students Visit Capitol Hill to Lobby on Healthcare Issues: Forty-six nursing education students, accompanied by Dr. Michael Groves, assistant professor of nursing, traveled to Washington, D.C., on March 1 to lobby members of Congress on issues of importance to the nursing profession.

Economic Development is Topic of Meeting Between Senator Capito’s Staff and Shepherd Leadership: Senator Shelley Moore Capito’s staff met with Shepherd’s senior leadership on March 8, to discuss Shepherd’s economic development initiatives. Representing the senator were Aaron Sporck, director of economic development, and Chris Strovel ’93, Eastern Panhandle field representative.

Shepherd is Now an SAT Test Center: Shepherd is now a SAT Test Center. Starting with the June 3, test date, students who wish to apply to college can register online (<https://collegereadiness.collegeboard.org/sat/register/find-test-centers>) to take the SAT at Shepherd. Up to 75 students can be tested per testing session.

Students Place 1st and 2nd in National Debate Event: Sam Brown, Harpers Ferry, was named number one parliamentary speaker in the country and Casey Feezle, Augusta, came in second at the National Novice Tournament in Pensacola, Florida, March 10-12. Feezle placed 6th in extemporaneous speaking, and the team--made up of Brown, Feezle, Lauren Duckworth, Kingwood, and Katie Zakrzewski, placed 15th.

Dr. Broomall Gave Keynote Lecture During April 2 Jefferson County Historical Society Meeting: Dr. James Broomall, director of the George Tyler Moore (GTM) Center for the Study of the Civil War, presented the keynote lecture about the GTM Center at the spring meeting of the Jefferson County Historical Society on Sunday, April 2, at 2 p.m. at the Charles Town Opera House.

Scarborough Society Hosted Panel Discussion on Farm-to-Fork Lifestyle: The Scarborough Society sponsored a panel discussion on the farm-to-fork lifestyle featuring leaders in the local farming and restaurant community on Tuesday, April 6, at 6 p.m. in the Scarborough Library Reading Room.

Shepherd Hosted Literacy Conference: The Fifth Annual Literacy Leaders Conference sponsored by Shepherd University and the Jefferson County Reading Council took place Saturday, April 8, from 9 a.m.-5 p.m. in Erma Ora Byrd Hall. Dr. Elvira Sanatullova-Allison, chair of the Department of Education, delivered the keynote address, "Welcoming the World in Your Classroom, School, and Community: English Language Learners."

Music Department Information Session Planned for 2018 Spain/Portugal Tour: The Department of Music is planning a trip to Spain and Portugal May 5-15, 2018 that is open to students, alumni, parents, community members, and music supporters.

Cater, Brown, and 2016 Football Team Honored at Eastern College Football Awards Banquet: Senior wide receiver Billy Brown, head coach Monte Cater, and the 2016 Shepherd football team were recognized February 23, at the Eastern College Football Awards Banquet at MetLife Stadium. Brown was selected as the American Football Networks DII Player of the Year; Cater was named the Vince Lombardi Foundation Coach of the Year; and the 2016 football team received the 2016 Division II Lambert Award from the Eastern College Athletic Conference.

Dr. Heidi Hanrahan Received the Storer College Faculty Award: Dr. Heidi Hanrahan, associate professor of English, was awarded the Storer College Faculty Award February 15, during a ceremony in the Student Center Storer Ballroom. The Storer College Award recognizes a member of the faculty each year that incorporates diversity and social justice into the classroom, research, scholarship, and interaction with students. The winner is selected by a committee and receives a \$1,000 stipend to be used toward professional development.

Photobiomodulation Thought Leaders Meet at Shepherd: On February 24, leaders in the field of photobiomodulation instrumentation and applications in dentistry, veterinary medicine, pain management, wound healing, depression therapy, and plant growth met at Shepherd University to discuss areas of mutual interest in training, clinical trials, and advancing the field to a broader audience, using the Center for Regional Innovation as a platform for networking.

M.B.A. Summit Results Summarized in White Paper: A very successful economic summit, sponsored by Shepherd's M.B.A. program, examined ways to improve the State's economy. A white paper, written by M.B.A. students Olivia Staubs, Barbara Sherman, David Kump, Jennifer Hnatuck, Kristen Lorenz and faculty members Dr. Chip Zimmer, Dr. Gordon DeMeritt, and Dr. Ben Martz summarized the findings from the day's four sessions on energy, education and technology, tourism, and marketing and branding.

NFL Scouts on Campus March 28 for Pro Day: Shepherd hosted NFL scouts from Tampa Bay, Oakland, Los Angeles, Arizona, Buffalo, Kansas City, Baltimore, San Diego, and San Francisco who were on campus for Pro Day to see eight Shepherd Rams: Billy Brown, Tre Sullivan, Octavius Thomas, Jamie Deason, Marshall-Lee Mundin, Jeff Ziemba, CJ Davis, and Lue Sokoya.

Research!America's Annual Meeting Featured WV Congressman McKinley: President Hendrix introduced Congressman David McKinley on March 15 at the Research!America 28th Annual Meeting in Washington, D.C. The event proved to be a wonderful opportunity to highlight and promote the State of WV as well as Shepherd University to a national audience.

Ambassador of Mali Visited Campus: Shepherd hosted the Malian Ambassador to the United States, H.E. Tiena Coulibaly, who visited campus on March 20. Ambassador Coulibaly and President Hendrix signed an agreement formalizing mutual intentions to seek areas of potential exchange, collaboration and partnership between Shepherd University and the Ministry, acting primarily on behalf of University of Bamako.

CareerFest Attracts 103 Companies Seeking to Hire Shepherd Students and Alumni: Shepherd is proud that our talented faculty members educate and train the type of student that employers find highly desirable to fill jobs in their respective companies. In March, 103 companies and school districts came to campus to talk with students about careers in their firms and agencies in an event organized by Shepherd's Career Services office.

West Virginia Teachers of English to Speakers of Other Languages, Inc. (TESOL) 2018 Conference: In March 2018 Shepherd University will host the TESOL conference. The conference will bring approximately 100 English as a Second Language (ESL) teachers from PA, MD, and VA to our campus.

Legislative Update

The 2017 Regular Session of the Legislature ended at midnight on April 8. A great deal of public discourse has occurred relating to the State's budget for FY2018, and the Session closed with a Budget Bill being passed by both houses, concluded in the extended hours of early Sunday morning. As of the writing of this report, uncertainty remained as to the prospects of gubernatorial veto or acceptance of that Budget. An update will be provided at the April 27, Board of Governors meeting.

A major reform of statutory personnel rules was adopted in HB2542, mostly relating to staff. The University gains enhanced flexibility in the assignment of non-classified status to employees, and the individual boards are authorized to adopt rules with great flexibility to manage hiring and reductions in force processes previously strictly regulated by Code. The Higher Education Policy Commission (HEPC) cycle of hiring national consultants to conduct compensation studies is modified to direct the use of more readily available and virtually free data. The Bill becomes effective in mid-June. Shepherd's Board of Governor's annual meeting in late June may include preliminary discussions about one or more Board policies which would flow from these changes.

On the final day of the regular session the Legislature also enacted HB2815, which implements a series of structural changes in the relationships between and respective roles of the HEPC and the individual governing boards. West Virginia University, Marshall University, and the School of Osteopathic Medicine are exempted from most HEPC oversight. Shepherd was approved for this exemption status by the House version of the Bill, but President Hendrix accommodated the request of the Governor's Office to not pursue that status this year due to issues that arose from other regional colleges and universities. While Dr. Hendrix hopes to revisit that issue in the future, Shepherd and others benefit from a number of additional changes.

Shifting from a prior “approval” role for the HEPC, which has sometimes resulted in a complete *de novo* review by their staff of the institutional decision, the HEPCs role is now limited to “confirmation.” This means “substantial deference is allocated to the governing authority of a governing board under its jurisdiction, and the action of the Commission is to review whether the proposed institutional action is consistent with law and established policy” in the following areas:

- Compacts
- Compact Updates (which also now become biennial)
- Selection of Presidents
- Issuance of Revenue Bonds
- Capital Development Plans
- Campus Development Master Plan and Updates
- Sale/Lease-back Contracts

Other important changes include:

- HEPC staff review and comment on, but no longer approve, BoG Policies.
- Three of the seven gubernatorial appointments to the HEPC are to be nominations provided by colleges and universities.
- Presidents may automatically receive institution-wide salary increases.
- The mandatory annual Higher Education Resource Assessment by HEPC to all schools [about \$250,000 from Shepherd] terminates July 1, 2018.
- The statutory framework for HEPC peer assignments for data comparisons is eliminated.
- Academic Program approval of new programs continues, with specific rules:
 - If a change in mission, mission change must be approved first.
 - If new program adds significant expense, an effective budget plan for the expense is required.
 - If significant duplication within the geographic service area is implicated, a compelling need must be demonstrated (exempt schools are not included in this analysis of duplication).
 - Timeline is dramatically improved. When a new program is submitted in accordance with the content requirements of the HEPC’s Intent to Plan model, the Chancellor must certify that procedural conformity within two weeks and the HEPC must act on the new program within thirty days thereafter.
- The previously existing plenary statutory authority of the HEPC now contains a caveat that “...the provisions of this subsection shall not be construed to shift management authority from the governing boards to the commission.”
- Governing boards expressly authorized to add innovative employee benefit programs (probably not an authorization to displace PEIA).
- Broader flexibility in procurement and in disposal of obsolete equipment.
- Revised oversight standard as to in-state tuition increases:
 - Increases subject to review only if a) more than 10% in one year, or b) averaging more than 7% per year over any three-year period.
- Flexibility in managing outstanding student accounts.
- All revenues from sales of obsolete equipment or from out-lease/sale of buildings/land are held in university funds.
- Role of HEPC staff in facilities information is streamlined.
- HEPC is directed to complete a study during the remainder of 2017 regarding relative funding equity among institutions.

FY2017 Pending Grant Proposals to Date: April 2017

Submitted and awaiting decision on award.

Total current pending proposals to date: \$3,192,501

Department of Education (DOE), \$1,287,500 for Five Years: September 1, 2017 – August 31, 2022 ***Shepherd University Application for the 2017 TRiO Upward Bound Program***

Proposal seeks funding to expand efforts by the existing federally-funded TRiO Student Support Services staff to create a pipeline to Shepherd University for high school students in the region through a summer residential program on campus and weekend programs throughout the academic year. Nationally, Upward Bound programs demonstrate success in creating a path to college attendance for first-generation college students, and typically more than half of Upward Bound participants wind up enrolling at their host campus after graduating from high school. Year after year, Shepherd's TRiO staff have worked with the Shepherd student population most likely to drop out, fail courses and/or delay graduation and made them one of the most successful cohorts of Shepherd University students through intensive engagement, mentoring, academic counseling and support. TRiO students succeed in "gateway" courses, STEM courses, achieve 3.0 and above GPAs and persist to graduation in five years or less well above Shepherd averages. This proposed program extends the purview of TRiO staff from just retention efforts to outreach and recruitment of future Shepherd students.

Health Resources and Services Administration, \$1,353,228 for Two Years: July 1, 2017 – June 30, 2019

Rural Education of Advanced Practice Nursing Students (REAPS) Program

Proposal seeks salary support, resources and scholarship/stipend support for Doctor of Nursing Practice (DNP) students who will complete clinical training at partner clinical sites serving rural patient populations. Recognizing that clinical practitioners are more likely to practice where they received their clinical training, Shepherd's Nursing Program seeks to increase the number of highly-competent practitioners in the areas of WV that are most severely underserved in terms of access to healthcare and health outcomes.

Proposal to WV Legislators for Center for Regional Innovation (CRI) and College of Business (COB) Planning Funds: \$390,000 Total Requested for FY'17-18

Proposal seeks resources to conduct architectural and engineering studies of Turner Hall, which are necessary to inform the next stages in campus planning and fundraising to establish the CRI [first floor] and dedicated classroom and faculty office space for the COB [second and third floors]. Also included in the total \$390,000 request are funds to develop a minor in Innovation and funding to support further development of the COB. The proposal responds to expressions of interest from lawmakers eager to learn more about developing initiatives at Shepherd, especially the CRI and the COB.

National Endowment for the Humanities (NEH): \$151,773 for One Year: October 1, 2017 – December 31, 2018

2018 NEH Summer Institute for School Teachers: Voices from the Misty Mountains

Requested funds would support another annual NEH-sponsored Institute providing lectures, workshops, events and regional travel for 25 teachers selected from a pool of applicants from across the nation. The three-week program, hosted at Shepherd University, delves into the diversity and richness of Appalachian literature and culture. In a March 9, 2017 *New York Times* article discussing the value of the NEH in the context of its proposed elimination in the federal budget, the author cites the summer seminars for teachers, specifically calling out the program focused on Appalachian studies. This is a reference to our program, as it is the only one of its kind.

Eastern WV Community Foundation Frada Fine Grant Program, \$1,500: October 2017
Seeding Your Future Conference, STEM Event for 5th to 8th Grade Girls

Proposal requests funding to support the purchase of supplies for the third annual Seeding Your Future Conference hosted at Shepherd University which is designed and run by faculty in the School of Natural Sciences and Mathematics. The conference aims to inspire and engage 5th to 8th grade girls through hands-on STEM activities and mentorship/role-model experiences with some of Shepherd's female STEM faculty and students. Since its inception in 2014, the conference has served more than 300 middle-school girls in our region.

NASA WV Space Grant Consortium Extension and Public Outreach Program, \$1,500: June 2017 – June 2018
Seeding Your Future Conference and Workshop Series

Proposal requests funding to support both the Seeding your Future Conference for middle-school girls (in October 2017) and the Seeding Your Future Workshop series (taking place throughout the year) for male and female students from grades 8-12. The Seeding Your Future Initiative aims to engage and inspire students to pursue degrees and careers in STEM fields.

NASA WV Space Grant Consortium Research Initiation Grant, \$7,000: June 2017 – June 2018
Magnetic Cooling for Aerospace Applications

Proposal requests funds for research supplies, a student research assistant and partial summer salary support for a faculty member to pursue research into magnetic properties of nanoparticles and how they may be synthesized in a way that enables their use in magnetic refrigeration applications.

National Science Foundation (NSF), Preliminary Proposal Submitted (Funding Amount and Duration TBD)
Exploring the Underpinnings of Niche Breadth: Adaptive Differentiation and Phenotypic Plasticity in Eastern North American Trees

Proposed project seeks salary support and resources to study what determines species' niche breadth (evolutionary result of adaptations to its surroundings) and how mechanisms of genetic differentiation versus phenotypic plasticity play a role in shaping a species' niche. Project seeks to produce novel and powerful insights into the ecological and evolutionary determinants of niche breadth and provide crucial information needed to predict species' responses to climate change.

NSF, Research at Undergraduate Institutions (RUI) Preliminary Proposal Submitted (Funding Amount and Duration TBD)
Population Dynamics Through Time: Influences of Disturbance and Long-Distance Dispersal on Structure and Diversity of Table Mountain Pine Populations

Requests salary support and resources to study the underlying dynamics of population development and growth over multiple generations of long-lived tree species. This project specifically studies the effects of fire suppression on Table Mountain Pine populations of Southern Appalachia, a species of conservational concern that is reliant on fire disturbance for successful regeneration.

FY 2017 Awarded Grant Proposals to Date: April 2017

Total awarded proposals to date for FY2017-2018: \$563,423

National Institute of Standards and Technology (NIST), \$9,500 Fellowship: May 22– August 4, 2017
NIST Summer Undergraduate Research Fellowship (SURF)

Christian Burns, a junior dual majoring in Computer Engineering and Computer Science, was selected

for a summer fellowship at the NIST. The SURF program offers an 11-week intensive research experience working with a mentor in a NIST laboratory. Christian will be working on a project focused on cybersecurity for robotic assembly in NIST's engineering laboratory in Gaithersburg, Maryland. The program offers Shepherd students an invaluable opportunity for mentorship and high-level research experience. Universities throughout the U.S. nominate students for these fellowships each year, and Christian was selected from the largest and most competitive applicant pool yet. Selected students receive a \$5,500 stipend (\$500 per week for 11 weeks) and up to \$4,000 in travel and housing reimbursements that will be issued to Shepherd University from NIST in the form of a grant.

WV Humanities Council, \$4,705: Supports October 2017 Event (Submitted by Shepherd University Foundation, Assisted by Office of Sponsored Programs)

Humanities and the Environment, 2017 Collaborative Symposium

Funds will support a collaborative symposium to be hosted by the National Conservation Training Center (NCTC) and coordinated by faculty, staff and supporters of Shepherd University. The symposium brings prominent scholars, authors and filmmakers together in October 2017 for two and a half days to discuss ways the humanities contribute to a greater environmental awareness and activism. Shepherd anticipates that the timeliness of the topic and prominence of the speakers will generate national attention and interest, making this a headline event for the year. The symposium will be free and open to the public.

**WV INBRE Equipment Program, \$30,095 Awarded in March, 2017
Shepherd University Equipment Request for Biology Department**

The Department of Biology was awarded a West Virginia INBRE Instrumentation grant to purchase a Bio-Rad CFX384 Touch Real-Time Polymerase Chain Reaction (PCR) Detection System that allows for quantification of gene expressions and real-time analysis to support molecular biology research and teaching. The instrument detects PCR, a common and essential laboratory technique used to make copies of a particular region of DNA for gene expression analysis and many other biomedical applications. The instrument will be used in several upper-division courses, experiential learning research projects and research capstones. The instrument will also support faculty research involving gene expression analysis, genomics, microbiology and genetics.

NEH, \$5,995 for One Year: January 1, 2017 – December 31, 2017

Awarded funds support contracted services to conduct a specialized needs assessment project for the Shepherd University Archives and Special Collections.

NEH, \$152,310 for One Year: October 1, 2016 – December 31, 2017

2017 NEH Summer Institute for School Teachers: Voices from the Misty Mountains

Awarded funds support lectures, workshops, events and regional travel for 25 teachers to attend a three-week seminar hosted at Shepherd University that delves into the diversity and richness of Appalachian literature and culture. This event brings national recognition to Shepherd as a hub of Appalachian studies, and was upgraded from "seminar" to "institute" by the NEH (with an associated increase in funding) due to exemplary project performance and quality.

**U.S. Department of Agriculture (USDA), \$213,710 One Year: October 1, 2016 – September 30, 2017
*Supplemental Nutrition Assistance Program – Education (SNAP-Ed) at Shepherd University***

Awarded funds support outreach activities in designated regional schools to teach students about nutrition and healthy food choices.

WV EPSCoR Semester/Summer Undergraduate Research Experience (SURE), \$147,108 for Three Years: January 1, 2017 – December 31, 2019
Shepherd Opportunity to Attract Research Students III (SOARS III)

Awarded proposal renews funding for an existing research mentoring program at Shepherd University that engages students in an eight-week summer research experience. Over the course of the three-year funding period, between 25-35 Shepherd students will complete faculty-mentored independent research projects, giving them a competitive edge for success in employment and/or graduate studies.

Recently Declined Proposals we Intend to Revise and Resubmit

Proposals below are particularly strong and received favorable reviews, but were ultimately not selected for funding. While we are disappointed, each round of revising and resubmitting a proposal significantly improves chances of receiving funding.

NSF, \$942,212 for 5 Years: Will Revise and Resubmit in August 2017
Scholarships for Teachers in Appalachian Regions in STEM Fields (STARS-WV)

Provides conditional scholarships, programmatic support and mentoring to Shepherd STEM majors to complete a bachelor's degree, MAT and obtain their teaching certifications. Scholarship recipients commit to either teach STEM subjects in high-need WV K-12 school districts or surrounding Appalachian regions for a minimum of six years after graduation or repay scholarship funds through a repayment plan.

NSF, \$800,000 to 1,500,000 for 3 to 5 years: Will Revise and Submit a Similar Proposal for this Research to the NSF CAREER program July 2017 and Possibly a Major Grant Program Offered by the Department of Defense July 2017
Magnetic and Magnetocaloric Properties of Nanomaterials

Requests salary support and resources to conduct research investigating how the magnetic properties of nanoparticles can be “tuned” to make them highly functional for specific applications. This proposal seeks to conduct analysis and experimentation to develop and synthesize magnetic nanoparticles that could make environmentally-friendly (CFC-free) magnetic refrigeration feasible for large-scale production.

Academic Affairs

Notable Honors - Faculty

Ed Herendeen, Producing Director of CATF, will be featured in “On Creativity” in the Summer Edition of Ohio Today: The Ohio University Alumni Magazine.

Rob Tudor, Chair of Music, just returned from his tenth year as guest artist in the Montana Early Music Festival.

The CATF's 2016 World Premiere of 20TH CENTURY BLUES by Susan Miller, directed by Ed Herendeen, will be produced Off-Broadway at the prestigious Signature Theater on 42nd Street in New York City from November 7 - January 28, 2018. The award winning director Emily Mann will direct the production.

Christian Benefiel, Assistant Professor of Art, received the Award of Excellence in Sculpture from the Maryland State Arts Council. The award includes an individual artist grant. Benefiel also conducted an iron casting demonstration at the Mariners Museum, Norfolk, VA, for the 150th Anniversary of the Battle of Hampton Roads.

Rhonda Smith, Professor of Art, was selected “Best in Show” by juror Helen Frederick in the National Juried Print Competition at the BlackRock Arts Center, Germantown, MD. In addition to the award, Smith was also presented with a one-person exhibit in 2018.

Notable Honors - Students

Sarah Burke, a sophomore Communication student, is one of this semester’s winners in the Ketchum Mindfire Challenge. Sponsored by the global communications company Ketchum, Mindfire is Ketchum’s award-winning, global, crowd sourcing community of university students that provides creative ideas to the agency to help solve client challenges. The winning students receive a \$100 prize as well as career coaching with Ketchum partners, jobs and internships, exclusive content, and prizes.

Acadia Kandora, Art student, was selected for inclusion in a nationally juried print competition at the BlackRock Arts Center, Germantown, MD. Kandora was the only student selected for this professional exhibit.

Claudia McCarron, a sophomore Honors student majoring in English, was awarded “Best Essay” from all submissions statewide at the West Virginia Undergraduate Literary Symposium.

The Model UN Team, sponsored by Aart Holtslag, Assistant Professor of Political Science, recently returned from a competition in North Carolina. Thirteen Shepherd students participated in the Southern Regional Model United Nations Conference where they competed against over 500 students from 43 colleges and universities. The team brought home two individual awards and a delegation award, while the representative on the International Court of Justice won a unanimous verdict in her favor.

Annual Shepherd Arbor Day

For the celebration of the annual Shepherd Arbor Day, 35 student volunteers and seven faculty and staff from Biology, Environmental Studies, Health Physical Education Recreation and Sport and the Student Center planted 24 trees: 18 conifers between the soccer parking lot and Maddex Farm subdivision and six magnolias on the lawn at Popodicon. The trees and planting materials (mulch, cages, stakes, etc.) were received through a grant to the Cacapon Institute’s WV Project CommuniTree written by Brady Burker (President of Shepherd Environmental Organization). The Shepherd Grounds Crew dug the holes and Food Lion donated some refreshments.

Annual ShepRobo Fest

The annual ShepRobo Fest had about 200 participants on April 1 for the robotics competition. Participants included area middle school and 4-H teams as well as college and university teams from Shepherd, Harvard, Penn State, SUNY Stony Brook and The College of New Jersey.

West Virginia Academy of Sciences Meeting

Nineteen students and eight faculty presented research posters or talks at the WV Academy of Sciences meeting at Glenville State University during the month of April.

Social Science Day

Ninety-two 8th grade students from Jefferson, Morgan, and Berkeley counties visited Shepherd on April 5 for Social Science Day. Students visited with Shepherd students, attended classes, and ate with faculty and students in the dining hall.

Enrollment Management

Office of the Registrar

Associate Registrar for Records Shannon Zimmerman attended the 2017 NCAA Regional Rules seminar in Harrisonburg, VA, and learned about the upcoming changes in compliance regulations for student-athletes. She also attended a day-long virtual training offered to Veteran Administration Certifying Officials in WV. Both trainings are critical for compliance, new regulations and best practices.

The Team River Runner (TRR) program is hosted by Shepherd University and the Shepherd University Foundation which are partnering to offer a new scholarship for Veterans. The Storm-Kersey Memorial Scholarship will help bridge the gap between VA educational benefits and the cost of attendance for these deserving students.

Office of Financial Aid

Students have been able to file a 2017-2018 FAFSA since October 1, 2016, rather than on January 1, 2017. The earlier submission date is a permanent change made by the Department of Education to this process. This year we received a record number of on-time FAFSAs by the March 1 priority deadline. As of March 1 a total of 4,283 students filed a FAFSA compared to 3,450 last year. New students began receiving award notifications in mid-January, more than two months earlier than the previous year.

The process for selecting and offering academic department scholarship (waivers) was revised to help Shepherd be more competitive in recruiting talented new students. The streamlined process enabled departments to start making scholarship offers the first week of March, approximately 30-45 days earlier than in past years.

Shepherd University's three year draft cohort default rate continues to improve and is down from 9.6% to 8.9%. It is not uncommon for our peer regional, public universities to have default rates in the 12%-15% range.

Office of Admissions

On March 4, Shepherd hosted future students at the 3rd annual Accepted Student Day. Dr. Hendrix, faculty, current students, and staff welcomed future students who will be attending Shepherd in the Fall 2017 semester. Highlights of the day were personalized financial aid appointments, academic session with faculty, and a special "sneak peek" tour of the new residence hall, Potomac Place. Admission and housing staff were accepting enrollment housing deposits throughout the day.

Thirty-three high school counselors from MD, VA, and WV attended the counselor workshop hosted by the Office of Admissions on March 24. The day included admissions, financial aid, student success workshops, a student discussion panel, and a campus tour. Counselor's appreciation and positive survey responses validated the need to make this an annual event.

The Office of Admissions has been working with Dr. Virginia Hicks and the Jefferson County Board of Education to build our new High School Dual Enrollment Program. Local high school juniors and seniors are eligible to enroll in courses at Shepherd to earn both college and high school credits at the same time. We currently have 51 students who have applied for the Fall semester. Jefferson County home school students are also eligible to participate. Berkeley County Schools indicated they would like to offer Dual Enrollment beginning in the Fall 2018.

Student Affairs

They Call Me Q

The Performing Arts Series at Shepherd and Multicultural Student Affairs presented the award-winning play *They Call Me Q* on Wednesday, March 1, in the Marinoff Theater. Developed by actress and playwright Qurrat Ann Kadwani, the play speaks to the universal search for identity experienced by immigrants of all nationalities. *They Call Me Q* is the story of a girl from Bombay growing up in the Bronx who seeks balance between cultural pressures and wanting acceptance into American culture. Along the journey, Qurrat Ann Kadwani transforms into 13 characters that have shaped her life including her parents, her teachers, Puerto Rican classmates, and Indian and African American friends.

Alternative Spring Break

In March, students traveled to southern WV for the annual Alternative Spring Break Trip. The group included 15 undergraduate students, one graduate student, one AmeriCorps VISTA, and two staff. The trip served as the beginnings of Appalachia Advancing, a focus on the Building Resilient Opportunities in Culturally Aware, Diverse Environments (BROCADE) initiative. Several students earned three academic credits through the new Appalachian Studies Minor. Students receiving credit were required to keep reflective journals and submit a paper at the end of the week. The group worked with the Coalfield Development Corp., a not-for-profit founded by Shepherd alumnus Brandon Dennison.

Phenomenal Woman Award Ceremony

The Office of Multicultural Student Affairs hosted the second Annual Phenomenal Woman Award Ceremony on March 22 in recognition of March being National Women's History Month and to honor women at Shepherd. This award is given to two women (faculty, staff, or student) in recognition of all the great things women contribute to our society and for empowering our students who identify as women to be active and inspirational members of society. The award ceremony also included a reading of Maya Angelou's poem "Phenomenal Woman" by student Rachel Sweeney and a student musical performance by Emily Del Vecchio. This year's student recipient was Alyson Hehr. Alyson is involved in a number of on-campus activities including Catholic Campus Ministries and Model UN. She created her own non-profit organization named Alyson's Angels which benefits infants in the NICU and was recently accepted into law school. This year's faculty/staff recipient was Tracy Seffers, Registrar. Tracy supports veterans at Shepherd as the TRR Chapter Coordinator and by facilitating therapeutic drumming sessions throughout the four-state area. She also volunteers extensively in the community.

Interfaith Dialogue

The Interfaith Dialogue was held on Thursday, March 23. This event was created to engage the campus community in learning about the three major Abrahamic faiths: Judaism, Christianity, and Islam. Similarities and differences were shared by a panel of experts and myths and stereotypes were explored. The goal was to brainstorm ways in which we could build stronger partnerships and communities.

13th Annual Drag Show

Shepherd's Program Board and Allies hosted the 13th Annual Drag Show on Friday, March 24 in Storer Ballroom. Attendees enjoyed entertainment from professional and semi-professional entertainers, light refreshments, and the comedy of guest MCs. The event was free and open to the community, however, money was raised by collecting tips for the performers. All proceeds were donated to Fairness WV, the statewide civil rights advocacy organization dedicated to fair treatment and civil rights for lesbian, gay, bisexual, and transgender West Virginians.

Cancer Lecture with Dr. Mary Hendrix

President Hendrix discussed her work in a lecture titled "Targeting Aggressive Tumor Cells Using Stem Cell Technology" on Thursday, March 30, in the Erma Ora Byrd auditorium. The event marked the official beginning of Shepherd's Relay For Life. Dr. Hendrix's work focuses on identifying genes that contribute to cancer metastasis with a goal of discovering new therapeutic strategies. She holds seven patents in the field. Her research over the past two decades looks at how highly aggressive tumors metastasize, or spread, throughout the body was featured in the June 16, 2016, issue of the journal *Science*. The research holds promise as a way to curb the spread of metastatic melanoma and breast cancer that are resistant to current therapies, based on knowledge gained from stem cell technology.

Relay For Life at Shepherd University

Relay For Life kicked off on Friday, April 7 on German Street with the Annual Torch Run. The event made its way to the Wellness Center with cancer survivors leading the way as students, faculty, staff and community members followed. The campus and community were all encouraged to participate in this year's event which had a Dr. Seuss theme of "Cancer Not Here, Not There, Not Anywhere." As an added feature this year the Bodice Project was able to showcase several of their sculptures during the event. All proceeds were donated to the American Cancer Society.

Veteran Center Ribbon Cutting Ceremony and Lecture Series Honoring Brigadier General Wayne "Speedy" Lloyd

A Ribbon Cutting Ceremony and tour of the new Veterans Center was held Tuesday, April 11. This was followed by the Inaugural Lecture in the Brigadier General Wayne "Speedy" Lloyd Lecture Series, featuring Major General Eric Vollmecke, Deputy Director for Strategic Initiatives for Strategic Plans and Policy, Joint Staff at the Pentagon.

3D Thursday

The 3rd Annual 3D Dash, Stand Up, Don't Stand By 5k was held Saturday, April 22 to raise money and awareness for the Shenandoah Women's Center.

Produce Drop

The Annual Produce Drop, held on Saturday, April 22, is an event that brings together nearly a hundred volunteers from the campus and community to unload 40,000 pounds of produce. The produce is bagged and re-loaded on vehicles for local shelters, food pantries, and hunger relief agencies. Working in collaboration with the Shepherdstown Rotary Club, the Shepherd University Rotaract Club coordinates this initiative with the Office of Student Community Services and Service Learning.

Midnight Breakfast

The Division of Student Affairs hosted the 35th Midnight Breakfast on Sunday, April 23 in the Shepherd University Dining Hall. This long-standing Shepherd tradition brings together faculty, staff, and students for a lively meal the night before Final Exam Week. Students enjoyed a free deluxe breakfast, prizes, and music.

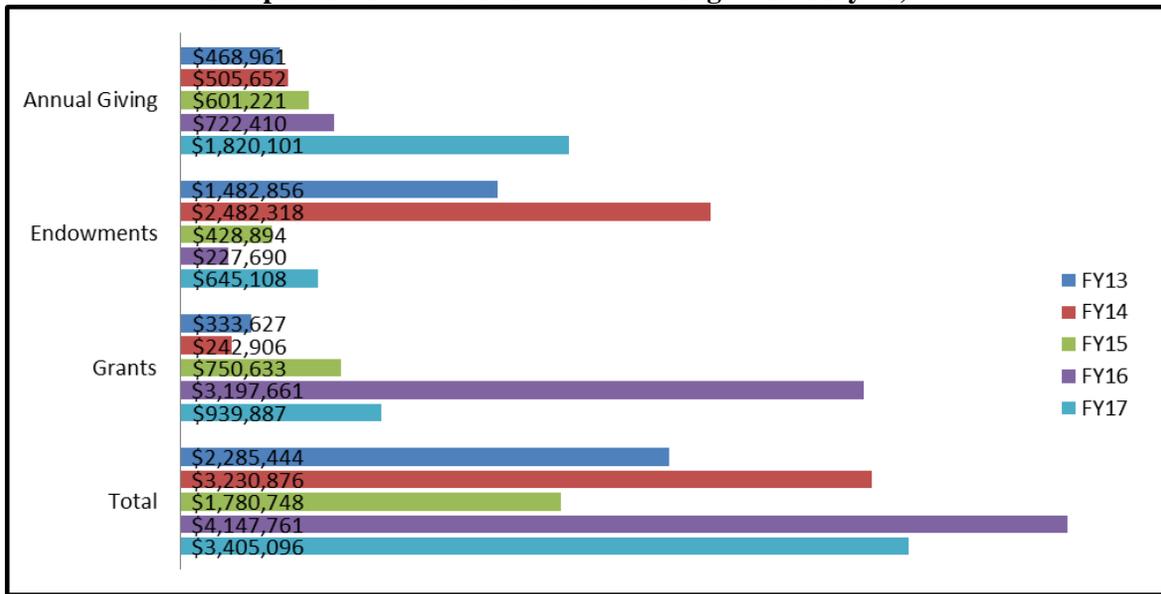
University Development

Comprehensive Fundraising Report: 7/1/16 through 2/28/17– New Gifts and Pledges

The comprehensive fundraising report provides analysis of cumulative data from the beginning of the fiscal year through the end of the reporting period. The report includes data from external fundraising programs managed through the Shepherd University Foundation, Shepherd Athletics and the Office of Grant Support, and Corporate and Foundation Relations.

- During the first eight months of the fiscal year, a total of \$3,405,096 was pledged and/or paid in new, direct gifts.
 - Private gifts designated to named endowments equaled \$645,108.
 - Gifts and pledges for annual giving programs yielded \$1,802,101.
 - New competitive grants in amount of \$939,887 were awarded to Shepherd programs.

**New Gifts and Pledges
Comparison of FY2013 to FY2017 through February 28, 2017**



Year-To-Date Giving Summary: 7/1/16 through 2/28/17 – Total Funds Received

The giving summary provides annual data for year-to-date comparisons with the previous fiscal year. Data provided includes outright gifts and payments actually received during the reporting period.

- Gifts to annual programs totaled \$973,161, representing a 32% increase over July 2015 - February 2016.
- Contributions to endowments showed an increase of 178% over the previous year with \$650,143 received.

- Capital gifts received totaled \$470,833, an 87% increase over the same period last year, with most of the dollars representing the receipt of a pledged gift designated for the CCA III.
- Payouts from competitive grants increased by 87% over the same period last fiscal year with \$1,122,873 received.
- Number of gifts received totaled \$3,345 with 219 more gifts than the same FY2016 period, representing a 7% increase.
- Total number of donors increased by 121 to 1,818, a 7% increase over the same FY2016 period.
- The dollar value of gifts received totaled \$3,217,101 compared to \$1,819,342 received during the same FY2016 period, a 76% increase.
- In summary, cash-in funding of \$3,217,101 was received during the first eight months of FY2017 with 3,345 gifts from 1,818 individual donors.

Alumni Giving Rates

University Development and Alumni Staff have completed an initial review of alumni giving rates for our peer institutions and have begun developing plans to increase Shepherd’s rate of alumni giving. While there is clearly a need to increase the number of alumni who make charitable gifts to the University, the information garnered from the *US News* and *World Reports* for 2014, 2015, and 2016 present an encouraging platform from which to launch increased efforts.

In 2014, among our peer group in the Regional Universities South, only one other school ranked higher for percentage of alumni giving. In 2015, using the same peer group, three schools ranked higher.

With Shepherd’s change to a new peer group in 2016, Top National Liberal Arts Colleges, our ranking fell in comparison with the 37 schools who reported giving rates. Of these schools, the highest reported rate was an impressive 48%. This group of 37 included 28 private schools.

The nine public schools reported rates from 0.02% - 10%. With Shepherd’s 7% rate, only two other schools rated higher, both at 10%.

Alumni Giving Rates US News and World Report

2014	2015	2016
Regional Universities South	Regional Universities South	National Liberal Arts Colleges
Shepherd - 7%	Shepherd - 6%	Shepherd - 7%
Total # reporting - 20	Total # reporting - 18	Total # reporting - 37
		Range 0.2% - 48% *
Range 1% - 12%	Range 1% - 12%	Range for public 0.2% - 10%
17 out of 20 were 6% or less	14 out of 18 were 5% or less	6 out of 9 reported 5% or less
**2 reported 7%	**1 reported 6%	**1 reported 7%
1 reported 12%	2 reported 8%	2 reported 10%
	1 reported 12%	

*Private range 5% - 48%

**Shepherd University

Athletics

Spring Sports

The Baseball (Mountain East Conference [MEC] 14-2) and Softball (MEC 9-6) teams are having a tremendous amount of success in the conference, as they both are leading their respective divisions. The

men's and women's tennis programs are also having a lot of success this spring. It is the Men's Tennis Championship season, and the team is currently (MEC 3-1) in conference play. Lastly, the men's golf team is currently ranked 8th in the region with hopes of gaining a regional playoff berth.

Taste of Shepherd Football

The Shepherd University athletic department hosted the first annual "Taste of Shepherd Football" event on Saturday, April 15 at the Smallwood and Small Pavilion surrounding the spring football game. The event was supported with donations from local caterers, hotels and distribution companies.

RAMp Up Your Career

The athletic department partnered with the Career Center to support a "RAMp up Your Career" event on Monday, April 17. The event highlighted five former Shepherd athletes who discussed their post-graduation journeys. Student athletes also had an opportunity to break into small groups to ask questions and obtain counseling on their resumes.

Field Trip

Forty-seven students and two coaches from Middletown High School spent the day at Shepherd on Wednesday, April 12. The students spent time with Shepherd coaches leaning game strategies, teaching skills, and team-building techniques. The students were also given a tour of the Butcher Center, Wellness Center and Ram Stadium. The field trip concluded with a great lunch at the Shepherd dining hall.

SNAP-Ed

The athletic department partnered with the local SNAP-Ed program to promote healthy eating to local elementary schools. Kayla Tibbs, from the women's basketball team, visited Mountain Ridge Intermediate School on Wednesday, April 12 to discuss healthy eating with the students. The students enjoyed interacting with Kayla and helped her put up a SNAP-Ed poster in the school's cafeteria that featured her image.

Capital Projects

Potomac Place

February and March appeared to be slow months for construction as work on the outside of Potomac Place moved slowly, but the critical path work inside the building advanced well ahead of schedule.

Drywall of the interior is nearly complete while installation of door frames and HVAC units in the vestibule ceilings has begun. Model units are nearly complete with flooring and finishes remaining. On the exterior, masonry work on the brick façade is progressing for the entire building envelope as nice weather begins to set-in. The project remains on budget and on schedule.

With 297 signed resident agreements and a capacity of 288, Potomac Place is full for Fall 2017.

Sara Cree Demolition and Parking Lot

Abatement of hazardous materials is complete including the removal of a buried and unused fuel storage tank. Relocation of underground utilities and rock breaking for parking lot entrance from the Erma Ora Byrd parking area has begun. Demolition is scheduled to begin in May following commencement.

Human Resources Building

Exterior brick repointing to correct moisture infiltration issues has been completed.

Upcoming Events

Friday, April 28

Rural Health Forum, “Training a New Generation to Ensure Affordable, Quality Rural Healthcare,” Robert C. Byrd Center for Congressional History and Education Auditorium. Free and Open to the Public.

Friday, April 28 – Monday, May 1

3rd Annual Shepherd International Guitar Festival, Grammy Award Winner David Russell will headline, Frank Center. Sponsored by Doc’s Tea.

Sunday, April 30

Shepherd International Guitar Festival Concert, by David Russell, Center for Contemporary Arts II

Wednesday, May 3

Women for Shepherd Wine Tour and Tasting, Big Cork Vineyards, Rohrsersville, Maryland. \$30 per ticket, RSVP to mpeterso@shepherd.edu by April 26. Sponsored by the Shepherd University Foundation.

“From Unspeakable Horror to Simple Murder: Write What You Know,” presented by Alan Gibson, Robert C. Byrd Center for Congressional History and Education (CHE), Multipurpose Room. Sponsored by Lifelong Learning Program.

Saturday, May 6

144th Commencement Ceremonies - Graduate, Frank Center Theater and Undergraduate, Butcher Center

Wednesday, May 17

Screening of “Command and Control,” Robert C. Byrd Center for CHE, Auditorium. Cosponsored by Robert C. Byrd Center for CHE and Lifelong Learning Program.

Monday, May 29

University Closed for Memorial Day

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

Shepherd University Board of Governors
Report to the Academic Programs and Development Committee
April 27, 2017
Agenda Item No. 6-a

MINOR IN GEOGRAPHIC INFORMATION SYSTEMS

The minor in Geographic Information Systems (GIS) provides students familiarity with current GIS software, map production, environmental sensing technologies and spatial analytics. GIS is used globally in a wide array of scientific, social and economic applications and can be applied to virtually every discipline as a synergistic tool within the student's major. This minor can be implemented with no requirement to increase the existing full-time faculty and is expected to be very efficient in producing net revenue.

Minor in GIS, 16 Hours:

GIS Core Courses (12 cr):

ENVS 390 - Geographic Information Systems (4 cr)
ENVS 391 - Remote Sensing (4 cr)
ENVS 395 - Advanced GIS (4 cr)

GIS Elective (4 cr):

Choose one:

ENVS 396 - Photogrammetry (4 cr)
ENVS 393 - Geospatial Statistics (4 cr)
ENVS 394 - GIS Instrumentation (4 cr)

The following resolution is recommended for adoption by the Board of Governors:

RESOLVED, That the Shepherd University Board of Governors approves the Minor in Geographic Information Systems, effective for the Fall 2017 semester.

CONCENTRATION IN ENVIRONMENTAL GEOMATICS

Concentration in Environmental Geomatics (74-79 Hours):

The Environmental Geomatics concentration in Environmental Studies provides students in-depth understanding of geographic information systems, remote sensing and other data collection technologies and the fundamental skills needed to study geospatial environmental issues that integrate social, economic, physical and biological systems. Students graduating with a specialization in Environmental Geomatics are prepared to conduct resource monitoring and management, to study complex environmental problems at local and global scales and to inform environmental policy. This concentration equips students for immediate employment in either the private or public sector. This minor can be implemented with no requirement to increase the existing full-time faculty and is expected to be very efficient in producing net revenue.

Environmental Core Requirements, 12 Hours:

ENVS 201 - Foundations in Environmental Science I (3 cr)
ENVS 201L - Foundations in Environmental Science I Lab (1 cr)
ENVS 202 - Foundations in Environmental Science II (3 cr)
ENVS 202L - Foundations in Environmental Science II Lab (1 cr)
ENVS 462 - Environmental Capstone (4 cr)

In addition to the Environmental Core and Portfolio Requirements, above, students will complete the following:

Additional Required Courses, 20-25 Hours:

ENVS 390 - Geographic Information Systems (4 cr)
ENVS 391 - Remote Sensing (4 cr)
ENVS 395 - Advanced GIS (4 cr)
ENVS 461 - Environmental Research (1-6 cr)
MATH 314 - Statistics (3 cr)
PHYS 302 - Physical Computing (4 cr)

Elective Courses, 42 Hours:

Foundational Sciences, 12 Hours (choose three):

BIOL 211 - Fundamentals of Biology I: Molecular and Cellular Function (4 cr)
BIOL 212 - Fundamentals of Biology II: Diversity of Life (4 cr)
CHEM 207 - General Chemistry I (3 cr) and CHEM 207L - General Chemistry I Laboratory (1 cr)
CHEM 209 - General Chemistry II (3 cr) and CHEM 209L - General Chemistry II Laboratory (1 cr)
MATH 207 - Calculus I (4 cr)
MATH 208 - Calculus II (4 cr)
PHYS 201 - College Physics I (3 cr) and PHYS 201L - College Physics I Laboratory (1 cr)

PHYS 202 - College Physics II (3 cr) and PHYS 202L - College Physics II Laboratory (1 cr)
PHYS 221 - General Physics I (3 cr) and PHYS 221L - General Physics I Laboratory (1 cr)
PHYS 222 - General Physics II (3 cr) AND PHYS 222L - General Physics II Laboratory (1 cr)

Geomatics Electives, 8 Hours:

ENVS 393 - Geospatial Statistics (4 cr)
ENVS 394 - GIS Instrumentation (4 cr)
ENVS 396 - Photogrammetry (4 cr)

Physical Science Electives, 8 Hours:

CHEM 333 - Environmental Chemistry (3 cr) and CHEM 333L - Environmental Chemistry Lab (1 cr)
ENVS 341 - Sustainable Energy and Lab (4 cr)
ENVS 441 - Hydrology and Lab (4 cr)
GSCI 301 - Physical Geology (4 cr)
GSCI 303 - Meteorology (4 cr)
GSCI 306 - Introduction to Oceanography and Lab (4 cr)
PHYS 301 - Energy (4 cr)

Biological Science Electives, 8 Hours:

BIOL 303 - General Ecology (4 cr)
BIOL 363 - Mycology (4 cr)
BIOL 383 - Ornithology (4 cr)
ENVS 300 - Integrated Pest Management and Lab (4 cr)
ENVS 301 - Wildlife Management and Lab (4 cr)
ENVS 302 - Forestry Management and Laboratory (4 cr)
ENVS 362 - Soil Science (4 cr)
ENVS 401 - Conservation Ecology (4 cr)
ENVS 422 - Stream Ecology (4 cr)

Social and Economic Electives, 6 Hours:

BADM 338 - Business Information Systems (3 cr)
BADM 340 - Principles of Marketing (3 cr)
DATA 118 - Data Analytics Introduction (3 cr)
GEOG 105 - World Cultural Geography (3 cr)
GEOG 301 - World Economic Geography (3 cr)
SOC 307 - Population and Development (3 cr)

The following resolution is recommended for adoption by the Board of Governors:

RESOLVED, That the Shepherd University Board of Governors approves the Concentration in Environmental Geomatics, effective for the Fall 2017 semester.

Shepherd University Board of Governors
Report to the Academic Programs and Development Committee
April 27, 2017
Agenda Item No. 6-c

RENAMING OF THE WOMEN'S STUDIES PROGRAM AND MINOR

Women's Studies is an interdisciplinary program that offers a minor in Women's Studies. Recognizing changes in the field that highlight the study of gender as well as the study of women and feminism, the University recommends a change in program and minor names to Gender and Women's Studies.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the renaming of the Women's Studies program to the Gender and Women's Studies program and the renaming of the minor in Women's Studies to the minor in Gender and Women's Studies, effective July 1, 2017.

Shepherd University Board of Governors
Report to the Academic Programs and Development Committee
April 27, 2017
Agenda Item No. 6-d

RENAMING OF THE POLITICAL SCIENCE DEPARTMENT

The Department of Political Science is now home to the interdisciplinary major in Global Studies. The University recommends a change in department name to Political Science and Global Studies.

RESOLVED, That the Shepherd University Board of Governors approves the renaming of the Department of Political Science to the Department of Political Science and Global Studies, effective July 1, 2017.

ADJUSTMENT OF ACADEMIC ORGANIZATIONAL STRUCTURE

The University has been engaged in initiatives to enhance the business programs of the University for most of the past two years. Our community of alumni and other supportive donors have generously helped to make Business 2020 a resounding success and to complete the foundation from which the development of a thriving college of business (COB) can be established. Working from the early successes of this fundraising initiative, the University administration notified faculty in February 2016 of the prospect of hiring a new Department Chair whose charge would include development of the necessary planning for establishing a COB.

Since joining Shepherd in August 2016, Dr. Martz has done excellent work developing and leading the planning for the future of the Business program. We have exceeded the fundraising goals, which allow the increased costs associated with this restructuring to be fully funded, for at least five years, by the private contributions. Throughout the year, the Provost has led a dialogue with faculty and academic administrators across the campus about potential changes in academic structure. A follow-up notification to the campus constituency groups was issued on March 27, 2017, to specifically propose that the School of Business and Social Sciences be divided into two new units: the COB (including the Departments of Business Administration, Accounting, and Economics and Finance) and the College of Social and Behavioral Sciences (including the Departments of Family and Consumer Sciences, Political Science, Social Work, Psychology, and Sociology and Geography), and that each of the other schools be re-designated as colleges. On campus, there was a general consensus to limit academic structure changes to only this degree, at this time, and no additional feedback was received after the March 27 Notice.

The establishment of the new COB is an essential component to advancing the Business programs, their attractiveness in student recruitment and the academic profile for our Business faculty and graduates. It will establish a concentrated focus on the business related disciplines and enhance the business curriculum with innovative and entrepreneurial partnerships. At the same time, the College of Social and Behavioral Sciences brings together related disciplines integral to key elements of Shepherd's mission, including internationalization, service learning, and community outreach.

For all of these reasons, it is recommended that the academic organizational structure be modified as described above. The Appendix to Policy Two of the Board, relating to Administrative Organization, would be modified as depicted in the following page.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the change in the academic administrative organization to establish the College of Business (including the Departments of Business Administration, Accounting, and Economics and Finance) and the College of Social and Behavioral Sciences (including the Departments of Family and Consumer Sciences, Political Science, Social Work, Psychology, and Sociology and Geography), and that each of the other schools be redesignated as colleges, effective June 1, 2017.

APPENDIX A

BOG

PRESIDENT

Academic Affairs (Provost) [1]

~~School~~College of Arts and Humanities (Dean of) [1]

Department of Contemporary Art and Theater [1]

Department of English and Modern Languages [1]

Department of History [1]

Department of Mass Communications [1]

Department of Music [1]

~~School~~College of Business ~~and Social Sciences~~ (Dean of) [1]

Department of Accounting [1]

Department of Business Administration ~~and FACS~~ [1]

Department of Economics and Finance [1]

College of Social and Behavioral Sciences

Department of Family and Consumer Sciences

Department of Political Science and Global Studies [1]

Department of Psychology [1]

Department of Social Work [1]

Department of Sociology and Geography [1]

~~School~~College of Education and Professional Studies (Dean of) [1]

Department of Education [1]

Department of Health, Physical Education and Recreational Studies [1]

Department of Nursing Education [1]

~~School~~College of Natural Sciences and Mathematics (Dean of) [1]

Department of Biology [1]

Department of Chemistry [1]

Department of Computer and Information Sciences, Mathematics and Engineering [1]

Institute of Environmental and Physical Sciences [1]

Academic Advisement [2]

Graduate Education (Dean of) [1]

Honors Program (Director of) [1]

Libraries and Information Sciences (Dean of) [1]

RBA Program [1]

Teaching and Learning (Dean of) [1]

Academic Support [1]

Finance (Vice President of) [1]

Director of Finance [2]

Procurement (Executive Director of) [2]

Administration (Vice President of) [1]

Auxiliaries (Director of) [2]

Facilities (Director of) [2]

Information Technology (Director of) [2]

University Police (Chief) [2]

Enrollment Management (Vice President of) [1]

Admissions (Director of) [2]

Financial Aid (Director of) [2]

Registrar [2]

General Counsel [1]

Human Resources (Director of) [2]

Student Affairs (Vice President of) [1]

Assistant VP Student Engagement [2]

Dean of Students [2]

Athletics (Vice President of) [1]

University Communications (Executive Director of) [1]

2016-2017 ACADEMIC PROGRAM REVIEWS

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

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

The Shepherd University Program Review Committee (SUPRC) completed extensive reviews of The Departments of Accounting, Business Administration, Chemistry, Environmental Science (ENVS), History, Health, Physical Education, Recreation and Sport Studies (HPERS), and Master of Arts, Curriculum and Instruction (M.A.C.I.), consistent with past requirements. Each review process included an external reviewer. In the case of accredited programs, the site team review from the accrediting body is used. Each of these programs has demonstrated its continuing value to the University.

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

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the program reviews of The Departments of Accounting, Business Administration, Chemistry, Environmental Science (ENVS), History, Health, Physical Education, Recreation and Sport Studies (HPERS), and Master of Arts, Curriculum and Instruction (M.A.C.I.), and the Board adopts the institutional recommendations that each program be continued at the current level of activity. The Board authorizes the President to submit these reviews on its behalf to the West Virginia Higher Education Policy Commission.

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Shepherd University, 2016-2017
Undergraduate and Graduate
Program Review Summaries

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SHEPHERD UNIVERSITY
2016-2017 UNDERGRADUATE AND GRADUATE PROGRAM REVIEWS
EXECUTIVE SUMMARY

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

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

Dr. Scott Beard, Associate Provost and Dean of Graduate Studies, serves as the coordinator (chair) of the committee for both the undergraduate and graduate program reviews. The committee includes: Dr. Laura Clayton, Professor, Department of Nursing Education, School of Education and Professional Studies; Dr. Dan DiLella, Professor and Chair, Department of Chemistry, School of Natural Sciences and Mathematics; Dr. Heidi Dobish, Associate Professor, Department of Psychology, School of Business and Social Sciences; Dr. Ann Murtagh, Associate Professor, Department of Psychology, School of Business and Social Sciences; Ms. Karen Rice, Director of Continuing Education, Division of Graduate Studies; Ms. Rhonda Smith, Professor and Chair, Department of Contemporary Art and Theater, School of Arts and Humanities; Dr. Richard Stevens, Associate Professor, Department of Psychology, School of Business and Social Sciences; and Dr. Georgiann Toole, Associate Professor, Department of Education, School of Education and Professional Studies.

Additional assistance is provided by the following: Ms. Sara Maene, Director of Institutional Research [data sets], Dr. Laura Renninger, Dean of the Center for Teaching, Learning, and Instructional Resources [assessment], and administrative support from Ms. Amy Speck, Office of Graduate Studies and Ms. Sonya Sholley, from the Office of the President.

Process

Utilizing a rubric and a specified timeline for the Program Review process, the evaluation process consists of two parts: (1) an internal review committee consisting of faculty members from the academic schools and the Associate Provost who serves as the coordinator (chair), and

(2) external reviewers. External reviewers with specific expertise and experience in each of the academic programs completed a thorough review, which included a campus visit. In the case of accredited programs, the review is conducted by a team of peers selected by the programmatic accrediting body. In addition to the findings of the accrediting organization, these accredited programs provide the committee with an update on the status of the program in relation to enrollment, graduation rates, curricular reform or other information seen as relevant to the performance of the program. A major addition for 2016-2017 to the evaluation rubric is the linkage to accreditation criteria from Shepherd's regional accreditor, the Higher Learning Commission (HLC).

Accounting: The Department of Accounting is housed in the School of Business and Social Sciences. A Bachelor of Science (B.S.) degree in Accounting is offered, along with a minor. The accounting program at Shepherd University is designed to provide the graduate with the requisite skills for an entry-level position in the accounting profession.

The program currently has three full-time faculty members and the average number of accounting majors during the review period ranged from 85 to 89, indicating a high demand, in spite of enrollment declines overall at the institution. The accounting program offers the Principles of Accounting courses (ACCT 201 and 202) for BADM majors. All Business Administration majors are required to take the two introductory accounting courses and some concentrations require an upper level accounting course.

The program has opportunities to offer a course in the core curriculum as well as opportunities for other instructional delivery models. SU's accounting program has one of the highest CPA pass rates in the state; however, the level of professional development by the faculty is relatively modest. The overall recommendation is for continuation at the current level of activity with minor concerns.

Business Administration: The Bachelor of Science (B.S.) in Business Administration (BADM) is part of the Department of Business Administration, and is housed within the School of Business and Social Sciences (SOEPS). This is a non-comprehensive major, meaning that it requires a minor. This B.S. degree offers five concentration areas and three minors in a variety of fields. Despite some enrollment declines over the program review period, there was an average of 304 students enrolled in the program, and an average of approximately 76 graduates annually.

A major achievement during the review period was the re-accreditation through the International Assembly on Collegiate Education (IACBE). As a result of this process and a subsequent follow-up report, BADM developed and revised its program goals, curricula,

assessment plan and tools, and also worked to develop a unit strategic plan. With the Business 2020 initiative (<http://shepherduniversityfoundation.org/giving-opportunities/business-2020-initiative/>), the department will in the future be housed within a College of Business that will also include the Department of Accounting and the Department of Economics and Finance. A dean will be the supervisor for the unit.

BADM faculty are academically qualified with terminal degrees and very distinct areas of specialization. These credentials were extensively reviewed and verified through the accreditation process with IACBE. The roster of adjunct faculty, with academic and professional qualifications is listed on the BADM web pages. The program is fortunate to have a pool of highly qualified instructors at their disposal. Historically, the Dean, Associate Provost, and past BADM chair (from FACS) have over the last several years stepped in to complete external reports and accreditation documents for IACBE, as well as assessment plans and information for the Center for Teaching and Learning. It is hoped moving forward that the department as a whole will participate fully in these important processes.

Opportunities include adding an existing business or finance course to the core curriculum, and increased professional development outcomes by full-time faculty. The program as a whole has not made progress in the area of professional development and faculty scholarship. The SUPRC recommends that the program submit a follow-up report in two years documenting steps taken to address the lack of demonstrable outcomes. This can also include internal workshops to improve teaching and advising through the Center for Teaching and Learning. This report will be due in January 2019.

Chemistry: The chemistry program is housed within the Department of Chemistry and the School of Natural Sciences and Mathematics. The Bachelor of Science in chemistry program offers four concentrations: (1) Traditional chemistry, (2) Biochemistry, (3) Biopharmaceutical Chemistry, and (4) Environmental Chemistry. The Department also offers a minor in Chemistry. The average number of majors during the review period was 59, ranging from 50-70; the mean is higher than the number of majors for the past two academic years at 52 and 50 respectively. The mean number of students minoring in Chemistry for the review period was 55.6. The average number of Chemistry graduates is 9.6, ranging from 7-12 per academic year.

The chemistry program is a major contributor to the Shepherd University Core Curriculum and to the curricula of many other degree programs at Shepherd. The self-study notes that “in a typical semester, more than 85 to 90% of the students in chemistry classes are non-majors.” The program also provides service courses to other majors on campus.

The program has six full time tenure-track faculty, of which three are tenured, two are in tenure-track positions, and one is a non-tenure track lecturer. The faculty members are academically qualified with terminal degrees and very distinct areas of specialization. Faculty members have published in peer-reviewed journals, presented at conferences, and participated in research.

Recommendations include pursuing ABET and ASBMB accreditation (biochemistry), along with exploring ways to dedicate laboratory space specifically for research. The overall recommendation is for continuation without qualification at the current level of activity.

Environmental Science (ENVS): Environmental Studies is part of the Institute of Environmental and Physical Sciences in the School of Natural Sciences and Mathematics. A Bachelor of Science (B.S.) degree in Environmental Studies is offered, along with two concentrations: Aquatic Sciences and Sustainable Resource Management. The program also includes a minor in Environmental Science with 18 credits required. The program has maintained a relatively high enrollment even in the face of decreased university enrollment overall--a demonstration of the continued student interest in the environment and interest in working to preserve and protect these resources for future generations.

The program offers courses in the core curriculum, specifically ENVS 201 and 202, and also provides service courses to the Teacher Education Program, the new Engineering Science degree program, Global Studies curriculum, and in the Environmental Chemistry and the Environmental Engineering concentrations.

“The interdisciplinary nature of the program is a major strength of Environmental Studies at Shepherd and is directly related to the unique mix of expertise and diversity of our faculty (both full-time and adjunct).” Three faculty hold the rank of professor, two associate professors, and one assistant professor, each with specializations that contribute to the range of curriculum options. There are six full-time faculty who serve the Institute of Environmental and Physical Sciences and an elite pool of adjuncts that offer specialized courses.

Recommendations include the pursuit of external funding, increased recruitment efforts and develop a plan for laboratory spaced dedicated to research. The overall recommendation is for continuation without qualification at the current level of activity.

History: The Department of History is housed in the School of Arts and Humanities. A Bachelor of Arts (B.A.) degree in General History is offered, along with two concentrations: Civil War and 19th Century America, and Historic Preservation and Public History. The program also includes a

minor in History with 18 credits required and a 15-hour minor in Historic Preservation and Public History. The History program also provides supporting coursework required for the B.A. Secondary Education—Social Studies, for which 21 hours of history courses are required. The number of History majors during the review period ranged from about 84 to 114, with an average of 100.6.

The History Program is heavily involved in the Core Curriculum of Shepherd University. The Department of History offers Tier 1 core curriculum 100-level history courses; one of these is required for all undergraduate students:

The program has six full-time professors and a lecturer who is temporarily filling a vacancy created by a Spring 2016 retirement. The faculty represent a wide range of backgrounds, geographical areas, specialty areas, research approaches, and academic experiences. Faculty scholarship is a strength of this program, in spite of the expectation to teach four courses each semester and fulfill numerous service requirements. All full-time history faculty have published major articles, essays, and/or collections, and several have books published or under publishing contract.

Recommendations include increased efforts on obtaining external funding, tracking graduate success, and the exploration of accelerated pathways to graduate degree programs. The overall recommendation is for continuation without qualification at the current level of activity.

HPERS: The Recreation and Sport Studies program is part of the Department of Health, Physical Education, Recreation and Sport Studies (HPERS) program, and is housed within the School of Education and Professional Studies (SOEPS). The Bachelor of Science in Recreation and Sport Studies, a comprehensive major, offers six concentrations and three minors in a variety of fields listed above. Core requirements for the major range from 41-44 credits, 30-31 credits for the concentration, and 18 credits for each of the minors.

The program maintained consistent enrollment over the review period, with an average of 312 students enrolled in the program, and an average of approximately 56 graduates annually. HPERS is one of the larger majors on campus and makes contributions to the core curriculum as well as content area courses in the teacher certification areas of Secondary Education for Physical Education and Health.

A major achievement during the review period was the ability of the program to become accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related

Professions (COAPRT). As result of this process, HPERS further refined and developed its mission, program goals, curricula, assessment plan, and unit strategic plan.

The program has seven full-time tenure-track faculty, of which three are tenured, and four are currently assistant professors, with one currently up for tenure and promotion. The faculty members are academically qualified with terminal degrees and very distinct areas of specialization. Faculty members have published in peer-reviewed journals, presented at conferences, pursued external funding, and participated in research.

Recommendations include compliance with COAPRT accreditation standards (ongoing), curricular revision to address faculty load issues, instructional and lab space, and alternative instructional delivery methods. The overall recommendation is for continuation at the current level of activity with minor concerns.

Master of Arts, Curriculum & Instruction (MACI): Housed collaboratively in the Division of Graduate Studies and the School of Education and Professional Studies, the Master of Arts in Curriculum and Instruction (MACI) is a 33-credit hour program of study. Students complete 15 credits in educational pedagogy, and 15 credits in a discipline-specific content area. After successfully completing all core and content area courses, students are eligible to take the Comprehensive Exam. Successful completion of the Comprehensive Exam is a prerequisite for the 3-credit hour capstone course, EDUC 580 – Action Research Thesis Experience.

The Master of Arts in Curriculum and Instruction is designed to help teachers and professional educators enhance their professionalism, improve their quality of instruction, and better prepare them for leadership roles within their school districts. The MACI program builds on the outcome of the undergraduate teacher education program by allowing certified students and other education professionals the opportunity for advanced graduate study.

This is the first separate program review for the Master of Arts, Curriculum and Instruction (MACI) program. During the last five years, in conjunction with the Dean of Graduate Studies, the Department of Education and the Professional Education Unit Council (PEUC), the program has been responsive to trends in enrollment, feedback from students, and changes in requirements at the state and federal level regarding teacher education programs. Most changes have related to curricular revisions to allow students to progress in a timely manner towards degree completion, and to be prepared for the thesis portion of their graduate program.

Some of the features that are distinguishing features of the program include the following:

- Individualized strand and flexible course offerings;
- Time and location of courses (evening/Shepherd and Martinsburg locations);
- Multiple courses that prepare students for completing research at the graduate level;
- Reasonable costs for tuition and the availability of financial assistance.

Faculty for the MACI program also teach across the curriculum at the undergraduate level. Faculty members since 2011 have taught their graduate courses as part of their regular 4/4 teaching workload. Affiliate or adjunct graduate faculty are hired on an as needed basis to teach specialized courses in education or other special topics or elective courses. Full and affiliate graduate faculty have been particularly active in research and publishing endeavors, as well as encouraging students to conduct and present student research.

Recommendations include moving the graduate education program coordinator to full-time graduate faculty, ongoing recruitment through partnerships with local school districts, accelerated pathways to the MACI programs, and development of additional endorsements areas such as ESL, Math or Reading. The overall recommendation is for continuation at the current level of activity with minor concerns.

Conclusions

The Accounting and Business Administration programs are housed in the School of Business and Social Sciences. The Chemistry and Environmental Studies programs are housed in the School of Natural Sciences and Mathematics. The History program is housed in the School of Arts and Humanities. The HPERS program is housed in the School of Education and Professional Studies. The MACI graduate program is housed in the Division of Graduate Studies, with full-time and tenure-track faculty being housed in the Department of Education and the School of Education and Professional Studies.

All programs reviewed contribute to the fulfillment of Shepherd University's mission, core values, mission, and institutional strategic plan, as well as those of the school, division, and unit. The programs are supportive of liberal arts and professional education, and their mission statements reflect the nature and scope of the programs. Through the use of national standards and clearly articulated outcomes, programs continue to enhance their curriculum based on data in support of their mission, goals, and/or objectives during the review period. Additionally, the MACI program makes a noteworthy contribution to the graduate culture of the institution, and to the community through its graduates.



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

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

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

Most programs have a mission statement that is well aligned with those of the academic school and/or the institution as a whole. Most programs also have a strategic plan or planning document that weaves programmatic goals with those outlined in the unit or school strategic plan.

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

Notably, staff in the University Foundation and Advancement have met with a partner through the Center for Regional Innovation to pilot test a multi-person social media platform for both mentoring, career placement, and alumni engagement. These opportunities will greatly aid



programs in preparing graduates for crucial next steps, as well as tracking that success over an extended period of time. Additionally, new facets of Raiser's Edge have been implemented and should help to provide more reliable data in this area.

Lastly, program review is now a standard and important part of the HLC accreditation core components in the Pathways accreditation process. The review demonstrates how institutions allocate resources and determine program viability, sustainability, and effectiveness.

The program summaries of the Shepherd University Program Review Committee are a part of the agenda book for the April 2017 meeting of Shepherd's Board of Governors. The program reviews are created in accordance with the guidelines of the WVHEPC and are forwarded to the Commission in May of each academic year.

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Accounting Program Review 2011-2016

Shepherd University
Program Review Summary
Accounting
School of Business and Social Science

Major:

- B. S. Accounting - Comprehensive

Minor:

- Accounting

External Evaluator:

Dr. David Henderson, Assistant Professor of Accounting, University of Mary Washington

OVERVIEW

The Department of Accounting is housed in the School of Business and Social Sciences. A Bachelor of Science (BS) degree in Accounting is offered. The program also includes a minor in Accounting, which requires 15 credits.

Accounting majors complete the forty-two hours of the Shepherd University Core Curriculum, a thirty-credit hour business core, and forty-eight credit hours in accounting courses. The B.S. in accounting is a comprehensive major and does not require a minor.

The accounting program at Shepherd University is designed to provide the graduate with the requisite skills for an entry level position in the accounting profession. This is accomplished through the study and application of (1) pronouncements issued by the Financial Accounting Standards Board, and the International Financial Reporting Standards Board; (2) guidelines issued by the American Institute of Certified Public Accountants; and (3) regulations issued by the Internal Revenue Service as well as other governmental agencies. West Virginia, Virginia, and Maryland require 150 college credit hours to become a licensed as a Certified Public Accountant; however, West Virginia and Virginia will allow a candidate to take the CPA Exam with only a baccalaureate degree. Maryland still requires the 150 credit hours. Although Shepherd's undergraduate program now requires 120 credit hours during the reporting period, recent graduates have elected to take additional coursework at the undergraduate or graduate level to meet the new requirements for licensure.

The program currently has three full-time faculty members and the average number of accounting majors during the review period ranged from 85 to 89.

Service to Core Curriculum:

The Accounting Program does not offer any courses in the core curriculum beyond the links to the major with the capstone and writing intensive course within the major.

Service to Other Programs:

The program offers the Principles of Accounting courses (ACCT 201 and 202) for BADM majors. All Business Administration majors are required to take the two introductory accounting courses and some concentrations require an upper level accounting course.

Faculty:

The program has three full-time faculty members and all have master's degrees and are CPA's. Each of them has worked outside academia prior to joining the faculty at Shepherd University. Two hold the rank of Associate Professor and one is an Assistant Professor. One is expecting to complete a Ph.D. program in fall 2016. In 2013, one full-time faculty member retired and was not replaced. Another faculty member is planning to retire soon. As with most programs at Shepherd there is a need for another full-time faculty member.

As Certified Public Accountants, the faculty members are required to secure the requisite number of hours of continuing professional education credits to maintain their licensure. Annually, the entire staff attends the West Virginia Accounting Educators Conference where current issues are discussed in the teaching of accounting courses.

I. Program Purpose and Overview

Mission and Goals:

The mission of the Accounting Program is to provide the student with the knowledge and skills necessary to be successful in the field of accounting after graduation. The graduate will develop an understanding for the need of lifelong learning in an ever-changing environment. The mission ties to the University's mission and core values as follows:

- 1) Students will successfully complete the college core exposing them to artistic, social, and cultural courses as part of the traditional liberal arts experience.
- 2) Applied learning occurs in every course to sharpen their analytical, verbal, and written communication skills.

- 3) Opportunities are made available to provide service to the community through the cooperative education office.
- 4) Faculty will use of the most recent course materials keep students abreast of the latest changes in the field.
- 5) As they are being developed, students will be exposed to the new International Accounting Standards.
- 6) The faculty, all Certified Public Accountants, engage in professional development through the State Society of Certified Public Accountants and other organizations on an annual basis.

The Accounting Department has developed the following program outcomes:

Leap Outcome: Intellectual & Practical Skills

- 1) To communicate, both orally and in written form, reports for clients/management.
- 2) Apply new accounting standards as well as changes in tax law to the current period.

Leap Outcome: Personal & Social Responsibility

- 1) Understand the importance of the need for reliable accounting data in our global economy.
- 2) Realize accounting is an ever changing profession and the need for lifelong learning skills necessary to meet the needs of society.

Leap Outcome: Integrative Learning

- 1) Analyze different problems encountered by the client and/or company.
- 2) Offer alternative courses of action for these problems encountered.
- 3) Understand accounting is the language for business and governmental organizations.

The external reviewer had very positive views of the Accounting Program. "After reading the self-assessment and the corresponding appendices as well as meeting with faculty, administrators, and students, I believe that the Accounting department fulfills these program objectives."

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

Curriculum: In the fall of 2011, the program was changed to a comprehensive major incorporating an additional quantitative class (once and elective) and adding an international component to the major.

“The curriculum is strong, as evidenced by the assessment scores as well as the high CPA pass rate of Shepherd University Accounting majors” (external reviewer).

“Overall, I commend the faculty on a rigorous curriculum that addresses important Accounting topics” (external reviewer).

Assessment of Students' Learning:

The Accounting department assesses three student outcomes for the Accounting major:

- 1) Students will determine appropriate, relevant, and reliable measures. The students will present their ideas in writing and orally in an effective manner to a professional audience;
- 2) Students will link data, knowledge, and insights together in the decision making process while accepting suggestions and guidance from other team members. During this process students will consider the impact of alternative solutions in an ethical dilemma;
- 3) Students will articulate assumptions and reasoning associated with the application of existing rules, such as the Internal Revenue Code or GAAP, to a given problem while considering the pros and cons of alternative contents and formats in preparing Accounting reports and forms.

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

Admission Standards: The standards for entrance for the Accounting program follow those of Shepherd University. High school graduates must have a minimum GPA of 2.0 and either a minimum ACT score of 19 or a minimum SAT score of 910.

Enrollment, Retention, and Graduation:

The number of accounting majors has been very consistent of the past five years as shown in the table below. This is noteworthy since the University experienced decreasing enrollments during the same time period.

<u>Year</u>	<u>Declared Majors</u>	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
2011	85	21	21	19	24
2012	89	19	17	18	35
2013	87	23	13	27	24
2014	85	20	21	21	23
2015	85	21	19	26	19

Sixteen percent of all accounting majors graduate per year. This is a typical rate for Shepherd University.

<u>Year</u>	<u>Number of Graduates</u>	<u>Year</u>	<u>Incoming Freshmen Declaring Accounting Major</u>
2011/2012	10	2006	25
2012/2013	12	2007	26
2013/2014	14	2008	16
2014/2015	19	2009	11
2015/2016	13	2010	18

Demand for Graduates: With the continued growth in the Eastern Panhandle and surrounding states, the demand for qualified accounting graduates is expected to increase. The external reviewer commented that “The plethora of networking events associated with the department have resulted in solid employment opportunities for the students.”

IV. Resource Availability and Development

The classroom resources are sufficient for the program. During the review period, White Hall was equipped with Internet access in the rooms used by the accounting faculty. The modernized equipment allows for expanded application/demonstration of software used in the accounting profession. The major upgrade occurred in 2010, with ongoing maintenance through the program review period.

The external reviewer notes that the library does not have the resources to obtain access to business databases such as Compustat or Audit Analytics.

Program costs for accounting were mostly below the average cost of other baccalaureate programs, ranging from \$80-\$92 SCH, with an average of \$88 SCH. The average cost for baccalaureate programs during the program review period was \$95.25 SCH.

V. Conclusion

Following are the strengths, concerns, and recommendations based on the Self-study Report and from the Shepherd University Program Review Committee.

Recommendation: The Shepherd University Program Review Committee recommends: Continuation at the current level of activity with minor concerns.

Strengths:

- The graduates of the Accounting Program have the best CPA pass rate among West Virginia's universities.
- The curriculum is strong as noted by the external reviewer. "Overall, I commend the faculty on a rigorous curriculum that addresses important Accounting topics."
- The program supports the Accounting Club, a valuable student resource.
- Accounting students are given the opportunity to attend the West Virginia Tax Institute Annual Meeting during the fall semester.
- The faculty members help to secure cooperative educational opportunities for qualified students.
- The program has been able to maintain a consistent level of majors at a time when the University's enrollments have been decreasing.

Concerns:

- The level of professional development for the faculty members is low.
- The self-study document did not address how the program responded to the recommendations in the last program review.
- Some syllabi could use more specific student outcomes so that the student or a reviewer can better understand the course content.

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

- The faculty members should increase their efforts to obtain both internal and external funding.
- Faculty should strategize ways to increase their professional development activities.
- Continue to publicize the students' success rate on the CPA exams.
- Work to improve tracking of graduates.

- Explore the development of other instructional delivery models, such as hybrid and 100% online courses. These are found in programs across the country. With potential revenue sharing with future online course fees, this could be a small revenue stream for the department (external reviewer).
- The program should seek to enhance outreach to high school counselors and firms in the area (external reviewer).
- Work with the Assistant Provost of Community Outreach to target qualified high school students.
- Continue efforts to promote internships with local firms.
- The program should develop a standard way of disseminating information about department news and or events (external reviewer).
- Consider the curricular changes proposed by the external reviewer.
- Incorporate enhanced IT skills into the current curriculum. There is only one AIS course in the curriculum at the present time (external reviewer).
- Make sure that all syllabi list specific student outcomes.

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Business Administration Program Review 2011-2016

Shepherd University
Program Review Summary
Business Administration
School of Business and Social Sciences

Major:

- Bachelor of Science, Business Administration
 - General Business
 - Entrepreneurship
 - Financial Planning
 - Management
 - Marketing

Minor:

- Business Administration
- Entrepreneurship
- Marketing

External Evaluator:

Site team from the International Assembly on Collegiate Education (IACBE).

OVERVIEW

The Bachelor of Science (B.S.) in Business Administration (BADM) is part of the Department of Business Administration, and is housed within the School of Business and Social Sciences (SOEPS). This is a non-comprehensive major, meaning that it requires a minor. This B.S. degree offers five concentration areas and three minors in a variety of fields listed above. The BADM core requirements consists of 33 credits, with a range of 15-21 credits for the concentration areas and 15 credits for each of the minors.

Despite some enrollment declines over the program review period, there was an average of 304 students enrolled in the program, and an average of approximately 76 graduates annually.

A major achievement during the review period was the re-accreditation through the International Assembly on Collegiate Education (IACBE). As a result of this process and a subsequent follow-up report, BADM developed and revised its program goals, curricula, assessment plan and tools, and also worked to develop a unit strategic plan.

With the Business 2020 initiative (<http://shepherduniversityfoundation.org/giving-opportunities/business-2020-initiative/>), the department will in the future be housed within a

College of Business that will also include the Department of Accounting and the Department of Economics and Finance. A dean will be the supervisor for the unit.

Service to Core Curriculum:

The Business Administration program is linked to the core curriculum through its first-year experience, writing in the major, and capstone courses that are required of all majors. It does not currently offer a “service” course in the core. This could be an opportunity for the program to add a quantitative or social sciences offering within the core curriculum of the university. This will provide much needed business, financial, and career preparation skills to BADM majors and the general student population.

Service to Other Departments: In addition to building a solid foundation in business skills for those students wishing to pursue the M.B.A. program, BADM also provides supporting coursework in both the B.S. in Accounting and B.S. in Economics program with the following courses:

- BADM 312 Business Law
- BADM 224 Business Statistics
- BADM 310 Principles of Management
- BADM 340 Principles of Marketing

Faculty and Staff: The program has five full-time, tenure-track faculty, of which four are tenured. There is also a vacant full-time line, which is currently vacant. There is also one faculty member who withdrew from the tenure application submission and is working on a terminal contract. With the development of the College of Business, the vacant line is expected to be filled. BADM faculty are academically qualified with terminal degrees and very distinct areas of specialization. These credentials were extensively reviewed and verified through the accreditation process with IACBE.

The roster of adjunct faculty, with academic and professional qualifications is listed on the BADM web pages. The program is fortunate to have a pool of highly qualified instructors at their disposal.

Historically, administrative support has been provided by support staff in the office of the BASS dean. Additionally, the Dean, Associate Provost, and past BADM chair (from FACS) have over the last several years stepped in to complete external reports and accreditation documents for IACBE, as well as assessment plans and information for the Center for Teaching and Learning. It

is hoped moving forward that the department as a whole will participate fully in these important processes.

I. Program Purpose and Overview

The mission of the BADM program is well aligned with those of the academic school (BASS), the institution, and IACBE standards.

“We are teachers. Our mission is to guide students into the next level of their personal journeys, preparing them to perform in the world of business organizations and/or the world of graduate education. Our mission requires that we equip our students with theoretical grounding, business language fluency, and awareness of the self-presentation skills that serve successful people. Our mission succeeds because we are a collegial faculty intent on mutual support and professional development.”

This statement is congruent with Shepherd’s focus on teaching and learning, within a liberal arts setting.

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

Curriculum: As part of the re-accreditation process the program worked to streamline the curriculum following the IACBE visit. This resulted in the elimination of the Hospitality and the Human Resource Management concentrations.

Additionally, instructors were able to utilize the assessment plan to track overarching program goals and IACBE standards throughout the curriculum, through specific writing assignments and through the implementation of new assessment rubrics. The program states that the BADM curriculum is “designed to give students a fundamental understanding of the substance and context of business in a world that is competitive and dynamic. Students are exposed to a diversified background in the disciplines necessary for achieving success.”

From the program review update: “The new school also provides an opportune time to continue the review of the BADM curriculum. While the Shepherd ETS score rankings match well with the National Scores, the results do point to a possible target for improvement – quantitative and analytical skills. This is a national issue and not limited to Shepherd; however, a curriculum review with an emphasis on analytical and quantitative skills may present an opportunity to improve the marketability of our students and programs. “

Assessment:

As part of the IACBE accreditation process, the BADM program, with significant assistance noted on page 3, developed an extensive document where student learning outcomes are matched to courses throughout the program, along with details provided on performance measures, benchmarks for performance, assessment results, and, finally, evidence of programmatic decisions. Additionally, the program linked its programmatic goals with those in each concentration, as well as broad-based student learning and operational goals required by IACBE. The program submitted a follow-up assessment report to IACBE in 2014 to finalize their re-accreditation and has subsequently submitted the required annual reporting elements to IACBE. Also note the process and participation of the unit on page 3.

III. Students Recruitment, Enrollment, Retention, and Graduation

Admission Standards:

The standards for entrance to the BADM program follow that of Shepherd University. High school graduates must have a minimum GPA of 2.0 and either a minimum ACT score of 19 or a minimum SAT score of 910. GPA indicators demonstrate that entering BADM majors are at or slightly higher than the median GPA of all SU entering freshman.

Enrollment, Retention, and Graduation:

Like the significant enrollment challenges experienced by the institution as a whole, the BADM program has also experienced some declines in recent years. It has, however, had fairly consistent enrollment over the past five years. Enrollment in the program has ranged from 288-330, with an average of 304 students enrolled as BADM majors. Class sizes indicate that the program maintains a level of retention at a higher rate than the overall institutional retention rate.

Recruitment:

The program regularly participates in institutional open houses and also encourages students to continue their education in Shepherd's MBA program. The program may also have an opportunity to recruit potential students through the many sports camps that occur throughout the summer. The recommendations at the end of this document represent some initiatives that may assist the program in connecting with potential business students in the P-12 system.

Demand for Graduates:

Because of the practica and internship experiences in the program, graduates have a pathway both to employment and future success in graduate school. The IACBE self-study document details placements for students in those valuable career-training experiences. Those that go on

to SU graduate programs are sometimes awarded graduate assistantships to work with the program, thereby providing valuable hands-on experience for students at multiple levels. As with most Shepherd programs, there are not human or fiscal resources, or a centralized system for tracking success of graduates by program.

IV. Resource Availability and Development

With the formation of the new School of Business, resources from the MBA and BADM may be able to be combined for more efficient use. The Shepherd University Foundation has launched the Business 2020 campaign with a target of \$600,000 to help defray the first five years of incremental costs of the new Shepherd Business School. This goal has been reached and surpassed. With a successful Business 2020 campaign, the new school will be allocated at least one new faculty position, with the potential for more depending on the success of program growth. There has also been a proforma developed to detail how those resources can be allocated to support enhanced salaries to attract the best candidates to the SU business programs.

In summary, the Business Administration Department finds itself in an environment of reinvigorated interest. There has been substantial support created from the Business 2020 initiative and the university administration that will enable the program to thrive and move forward into the future.

V. Conclusion

Following are the strengths, concerns, and recommendations based on the Self-study Report, comments from the IACVE site visit report, and from the Shepherd University Program Review Committee.

Recommendation: The Shepherd University Program Review Committee recommends:

- X Continuation with major concerns in one or more of the four areas, and minor concerns in one or more of the other areas; submit follow-up reports to the SUPRC Chair, Dean, and Provost on progress in addressing the major concerns.

Follow-up report: The program as a whole has not made progress in the area of professional development and faculty scholarship. Two faculty members who did have a large number of scholarship outcomes are no longer employed at Shepherd. The committee recommends that the program submit a follow-up report in two years documenting steps taken to address the lack of demonstrable outcomes. This can also include internal workshops to improve teaching

and advising through the Center for Teaching and Learning. This report will be due in January 2019.

Strengths: These strengths are outlined very clearly on the BADM web pages.

- Opportunities to participate in the WV Collegiate Business Plan Competition (above).
- Excellent employment opportunities upon graduation.
- Acceptance at leading graduate schools.
- Workplace experience through internships, co-ops, and service projects.
- Study abroad tours tailored to your professional preparation.
- Co-curricular activities through clubs and organizations, such as Delta Sigma Pi.
- Faculty are committed to student success and career development.
- Opportunities to network with alums and members of the community through special events such as Professional Connections Day.
- Assessment and Strategic plans are detailed and well aligned with institutional, program and IACBE documents, standards and goals.

Concerns:

- Lack of connection to the core curriculum.
- Engagement of faculty as a whole in professional development activities such as grant proposals, conference attendance, conference presentations, and scholarly publications.
- Use of technology in the curriculum.
- Lack of alternative instructional delivery models such as hybrid or online courses.
- Faculty have not been actively involved as a whole in the assessment and accreditation process, placing heavy burdens on the dean's and associate provost's office to complete required documents.

Recommendations:

- Work with advisory council to determine and publicize/emphasize the unique and important features of the program;
- Improve tracking and connection with graduates to measure their success and create a continued connection with the institution.
- Work with the Business 2020 Initiative and the Center for Regional Innovation, and the Office of Sponsored Projects to determine the best venue for pursuing external funding opportunities, internships, and community connections on a larger scale.
- Create a plan for each faculty member tied to the annual report and evaluation for enhancing programmatic professional development and tangible scholarship outcomes. With the endowed funds the program possesses, there should be more activity in this



area. Explore opportunities for faculty load flexibility so that these opportunities can be pursued.

- Identify and publicize a faculty member that is the head or coordinator of each concentration so that students have a clear path to advisement and other connections with faculty members.
- Partner with enrollment management to visit high schools and the student business organizations therein to create interest in the undergraduate BADM program. Invite those groups to campus for important presentations, such as the business plan or “pitch” competitions, professional connections day, etc. The connection from high school to college to career is extremely important in recruiting potential students.
- Work closely with IACBE to maintain compliance and accreditation through the annual reporting process. Appoint a faculty representative to oversee this project.
- Link the efforts in the University assessment process with those of IACBE in order to maximize the impact of benchmarks and outcomes related to student learning.

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Chemistry

Program Review 2011-2016

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

Major:

- Bachelor of Science in Chemistry with four concentrations in
 - Traditional
 - Biochemistry
 - Biopharmaceutical
 - Environmental

Minor:

- Chemistry

External Evaluator:

Dr. Ryan E. Casey, Professor and Chair
Department of Chemistry
Towson University
Towson, MD 21252

OVERVIEW

The chemistry program is housed within the Department of Chemistry and the School of Natural Sciences and Mathematics. The Bachelor of Science in chemistry program offers four concentrations: (1) Traditional chemistry, (2) Biochemistry, (3) Biopharmaceutical Chemistry, and (4) Environmental Chemistry. The Department also offers a minor in Chemistry.

The average number of majors during the review period was 59, ranging from 50-70; the mean is higher than the number of majors for the past two academic years at 52 and 50 respectively. The mean number of students minoring in Chemistry for the review period was 55.6. The average number of Chemistry graduates is 9.6, ranging from 7-12 per academic year.

The chemistry program is a major contributor to the Shepherd University Core Curriculum and to the curricula of many other degree programs at Shepherd. The self-study notes that “in a typical semester, more than 85 to 90% of the students in chemistry classes are non-majors.”

Service to Core Curriculum:

The Chemistry program offers three different chemistry sequences, which can be used to fulfill the Shepherd University Core Curriculum requirements for eight credits in the Natural Sciences. These courses include: (1) CHEM 101, 101L, 102, and 102L (Chemistry and Society); (2) CHEM

120, 120L, 122 and 122L (College Chemistry) and (3) CHEM 207, 207L, 209, and 209L (General Chemistry).

Service to Other Departments: The chemistry program provides several courses that are required for other programs. It teaches several sections each semester that are specifically dedicated to nursing (CHEM 120, 120L, 122 and 122L) or elementary education majors (CHEM 100 and 100L). Chemistry majors, biology majors, all secondary education majors in the sciences, and most environmental studies majors are required to take CHEM 207, 207L, 209, and 209L. Computer engineering students are required to take CHEM 207 and 207L.

There is a large enrollment of non-majors in the upper-level chemistry courses resulting from requirements in other programs such as biology, environmental science, and secondary education. In order to meet their curriculum requirements or the prerequisites for professional schools, a large number of biology majors take CHEM 315, 315L, 316, 316L (Organic Chemistry I and II) and CHEM 329, 329L, 330, 330L (Biochemistry I and II). Secondary education majors specializing in chemistry are required to take CHEM 315, 315L, 316, 316L, 321, 321L, 329, 330, 340, 340L and at least one other upper-level chemistry class.

Faculty: The program has six full time tenure-track faculty, of which three are tenured, two are in tenure-track positions, and one is a non-tenure track lecturer. The faculty members are academically qualified with terminal degrees and very distinct areas of specialization. Faculty members have published in peer-reviewed journals, presented at conferences, and participated in research.

I. Program Purpose and Overview

Mission: *The mission of the Chemistry Department is to provide modern and rigorous instruction in chemistry that will prepare students for success in the next phases of their careers. The department strives to improve general scientific literacy through its courses for non-majors and through its service activities. We mainly serve students from West Virginia and neighboring states, and our main strengths are our commitments to excellence in teaching and to undergraduate research. The mission of the Chemistry Department meshes well with the mission of Shepherd University: "to provide a liberal arts education with a commitment to ensuring excellence in the preparation of students' professional education."*

The program mission is aligned with Shepherd University and the School of Natural Sciences and Mathematics.

Goals: The Chemistry program strategic plan has five broad goals and clearly identified objectives for each goal as listed in the self-study. The goals are as follows:

- Goal 1. Excellence: Strive for excellence in all aspects of the mission of the Department of Chemistry
- Goal 2. Access: Recruit, retain, and graduate a larger number of students with greater diversity.
- Goal 3. Engagement: Provide programs and services that enhance the quality of life at the university, local community, state, and nation.
- Goal 4. Partnership: Collaborate in strategic alliances with other academic, government, community, corporate, and private entities.
- Goal 5. Human Resources: Maintain and enhance the quality of the faculty and staff in the Department of Chemistry and enhance the quality of the work environment within the Department.

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

Curriculum: Dr. Casey noted that “the Department has been active in keeping the curriculum current” and successfully meets the needs of students. Dr. Casey wrote that the “Chair is able to maintain reliable offerings of required upper-level courses, even with relatively low enrollments, through a successful schedule of course rotations and good departmental advising.” The external reviewer noted that the “curriculum could be enhanced by a little more flexibility at the upper level with some elective opportunities, potentially including some applied courses, from which students could choose” and that is not essential but could assist “with attracting and retaining majors.”

The external reviewer recommended that the Department of Chemistry move forward with its efforts to achieve compliance with ACA accreditation criteria and resubmit a pre-application. In order to do so, the Department will need to work with University administration “to address the requirement that faculty not exceed a teaching load of 15 contact hours per semester.” Dr. Casey also recommended that the Chemistry Department “should maintain its efforts to achieve ASBMB accreditation of the Biochemistry track.”

Assessment:

In meeting with Dr. Laura Renninger, Dean of Teaching, Learning and Instructional Resources, the external reviewer and program review committee summarized the program’s assessment efforts below:

Assessment of Student Learning:

The Chemistry program has made undertaken curricular changes based on their assessment of student learning. For example, changes were made to CHEM 450 (Research in Chemistry) to improve the student's formal oral and written presentation of their research. Strategies implemented include:

1. Students will complete their research and the course over three semesters, which may include summer;
2. Students cannot complete more than one credit of the course in their first semester;
3. Students will be required to start CHEM 450 either in the semester in which they will pass seventy-five total credit hours or earlier; and
4. The prerequisite will be CHEM 315 and 315L or permission from the chemistry department. Additionally, the program examines results of standardized ACS tests to identify subject matter that have been a problematic for students.

III. Students Recruitment, Enrollment, Retention, and Graduation

Admission Standards:

The standards for entrance to the Chemistry program follow that of Shepherd University. High school graduates must have a minimum GPA of 2.0 and either a minimum ACT score of 19 or a minimum SAT score of 910.

The Department of Chemistry self-study notes "the entrance abilities of Shepherd chemistry majors are generally higher than the average Shepherd student in terms of both standardized test scores and high school GPA." Additionally, students entering Shepherd University as a Chemistry major are approximately three years younger than the average student.

Enrollment, Retention, and Graduation:

The average number of majors during the review period was 59, ranging from 50-70; the mean is higher than the number of majors for the past two academic years of 52 and 50 respectively. The mean number of students minoring in Chemistry for the review period was 55.6. The average number of Chemistry graduates is 9.6, ranging from 7-12 per academic year. The decline in enrollment mirrors those experienced by the institution as a whole.

Number of	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Mean
Majors	59	70	64	52	50	59.0
Majors by Concentration						
Biochemistry	23	27	30	24	31	27.0
Biopharmaceutical	6	11	9	10	5	8.2
Environmental	3	3	2	1	1	2.0
Traditional	27	26	19	4	11	19.4
Minors	59	68	55	46	50	61.3
Graduates	7	8	12	9	12	9.6

Recruitment:

The Chemistry program self-study notes that faculty members participate in Open Houses for prospective students and nominate students for scholarships. Since the Fall 2014, the department has offered an outreach program entitled “Seeding Your Future.” Part one of the program focuses on exposing pre-high schools girls to the sciences. Part two provides hands-on workshops for high school students. Students and faculty assist with the program and provide workshops. The program can assist in recruiting students into the Chemistry program.

Demand for Graduates:

The programs self-study describes potentials jobs as: “laboratory technicians, quality control chemists, technical sales representatives, methods and process development chemists, and environmental chemists.” Additionally, “B.S.-level chemists are hired by chemical and biochemical laboratories, quality control laboratories, government labs (state, local, and federal), forensic and police laboratories, pharmaceutical/biotechnology industries, mineral and metal industries, hospital research laboratories, industrial laboratories, food and beverage companies, hazardous waste management companies, environmental testing /analysis companies, and colleges and universities.”

The Chemistry Department closely tracks graduates through recommendations for employment or graduate school, annual Chemistry banquet and Facebook. Recent graduates have been accepted into graduate study at Baylor University, Marshall University, West Virginia University, Shenandoah University, Air Force Officer Training School, Ross Medical School, Syracuse University, University of Texas at Austin, and West Virginia School of Osteopathic Medicine to study medicine or pharmacy. Other students have sought PhD degrees in chemistry, forensic toxicology or pursued degrees in nursing or physician assistant. Several students are employed in research labs, or academics as lab technicians or research associates.

IV. Resource Availability and Development

The Chemistry Department has several labs on the third floor of the Byrd Science and Technology Center; however, these labs are used both for teaching, student and faculty research. The self-study noted that “most of the chemistry labs are used for more than one course and this can cause problems because of the time needed to transition from one course to another. There are no labs that are primarily for research. A major impediment to teaching off-semester courses is the lack of sufficient space.”

Since 2011, the Chemistry faculty members have obtained over \$187,000 of external funding in which chemistry faculty members served as the principal investigator. The self-study notes that “Dr. Warburton has been a co-investigator on other proposals that have brought in more than a half million dollars.” Dr. Casey noted that the Department has acquired modern laboratory instrumentation through “EPSCoR proposals, internal funds and donations from regional institutions such as the Drug Enforcement Agency. The acquisition of an NMR was also a critical step in achieving compliance with ACS accreditation requirements.” Students verbalize appreciation for hands-on instrumental experience and noted that it was a “deciding factor in attending Shepherd over research-focused institutions such as WVU and Marshall.”

Program costs for Chemistry were mostly below the average cost of other baccalaureate programs at Shepherd University, ranging from \$76 to \$94 per SCH, with an average of \$86.25 SCH. The average cost for baccalaureate programs during the program review period was \$95.25 SCH.

Dr. Casey noted that maintaining the equipment, providing student support, and setting up labs is time consuming and hiring a new support staff member would help reduce faculty workload. Additionally, the external reviewer recommended that (1) undergraduate course-based research is a potential opportunity to increase faculty publication efforts given the limited time available in their workload for scholarship, and (2) the Department should develop staffing alternatives (adjuncts, lecturers, or tenure-track positions) that allow faculty to utilize available scholarly resources such as sabbatical leave and scholarly reassigned time.

V. Conclusion

Following are the strengths, concerns, and recommendations based on the Self-study Report; Comments from: the External Reviewer, Dr. Casey, and from the Shepherd University Program Review Committee.

Recommendation: The Shepherd University Program Review Committee recommends continuation without qualification at the current level of activity.

Strengths:

- Graduates are very successful in continuing their education at graduate or professional schools or find employment in their field. The chemistry department does an outstanding job tracking its graduates.
- Students have hands-on laboratory experiential learning opportunities with Ph.D. faculty.
- All chemistry majors complete research-based capstone projects, which lead to verbal and written presentations.
- The program faculty have been successful in obtaining grants for modern instrumentation.
- The biopharmaceutical concentration is not available in any other school in the state or region.
- The Chemistry program provides a large number of core curriculum and support courses for other programs on campus.

Concerns:

- Dedicated laboratory space for research;
- Support staff;
- Faculty to cover all disciplines (see recommendations).

Recommendations:

- Explore opportunities for the development of additional laboratory space, which can be dedicated only to research.
- Seek creative ways to employ a full-time support staff member assigned solely to Chemistry.
- Work with University Administration to hire an additional full-time faculty member to meet the needs for either an inorganic and environmental chemist or a forensic chemist. If a forensic chemist is hired, develop a forensic chemist concentration.
- Develop staffing alternatives (adjuncts, lecturers, or tenure-track positions) that allow faculty to meet the ACS criteria standards.
- Utilize available scholarly resources, such as sabbatical leave and scholarly reassigned time for research, publication, and presentation.
- Engage in discussions with University Administration in an effort to move forward with efforts to achieve compliance with ACS accreditation criteria, and then resubmit a pre-application to ACS.
- Maintain efforts to achieve ASBMB accreditation of the Biochemistry track.

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Environmental Studies Program Review 2012-2017

Shepherd University
Program Review Summary
Environmental Studies
School of Natural Sciences and Mathematics

Major:

- B. S. Environmental Studies with concentrations in
 - Aquatic Sciences
 - Sustainable Resource Management

Minor: Environmental Studies

External Evaluator:

Dr. Christopher J. Salice, Director of the Environmental Science and Studies Program at Towson University, MD

OVERVIEW

The Department of Environmental Studies is part of the Institute of Environmental and Physical Sciences in the School of Natural Sciences and Mathematics. A Bachelor of Science (B.S.) degree in Environmental Studies is offered, along with two concentrations: Aquatic Sciences and Sustainable Resource Management. The program also includes a minor in Environmental Science with 18 credits required.

Environmental Studies majors must complete the core curriculum requirements, as well as 68-79 credit hours within this comprehensive degree. This *“interdisciplinary program investigates interactions between humans and their environment. This includes physical and biological aspects in addition to the highly modified human-made environments such as urban and agricultural systems. The comprehensive Environmental Studies major provides students in integrative foundation in biology, physical sciences, technologies, earth systems and humanities and social sciences needed to understand interactions between humans and their environment. Students also have the option of selecting a concentration in Aquatic Sciences or Sustainable Resource Management. The Aquatic Science concentration includes 75-82 hours and provides training in the practical skills required to directly enter employment in industry, consulting firms, or government in positions where practitioners monitor or restore aquatic habitats. In addition, the aquatic science concentration would prepare students who plan to pursue graduate studies in a diverse range of disciplines such as aquaculture, fisheries management, and ecology. The sustainable resource management concentration includes 74 hours and provides the student with a strong, interdisciplinary background in the environmental arena and explores ways of meeting humanity’s current and future needs for energy, food and shelter that are scientifically,*

socially, and economically viable and that do not compromise earth's resources and ecological systems. Upon completing this option, students will be able to investigate and implement policies relating to the environment and natural resource conservation. This concentration prepares students to work in state and national parks, undertake environmental advocacy, develop programs for cultural and physical resource management and education, and continue study at the graduate level." As indicated in the 2016/17 Shepherd University Catalog

The program has maintained a relatively high enrollment even in the face of decreased university enrollment overall--a demonstration of the continued student interest in the environment and interest in working to preserve and protect these resources for future generations.

Service to Core Curriculum:

The program offers courses in the core curriculum, specifically ENVS 201, 202, and also provides service courses to the Teacher Education Program, the new Engineering Science degree program, Global Studies curriculum, and in the Environmental Chemistry and the Environmental Engineering concentrations.

Faculty:

"The interdisciplinary nature of the program is a major strength of Environmental Studies at Shepherd and is directly related to the unique mix of expertise and diversity of our faculty (both full-time and adjunct)."

Three faculty hold the rank of professor, two associate professors, and one assistant professor, each with specializations that contribute to the range of curriculum options. There are six full-time faculty who serve the Institute of Environmental and Physical Sciences and an elite pool of adjuncts that offer specialized courses.

External Reviewer, Christopher J. Salice, Director of the Environmental Science and Studies Program at Towson University, MD commented in his summary of program strengths that the faculty are dedicated to their students, program, and to the university.

I. Program Purpose and Overview

The Institute of Environmental and Physical Sciences departmental mission statement:

The Institute of Environmental and Physical Sciences provides students with the advanced interdisciplinary education necessary for understanding the interactions between humans and our environment and for solving complex physical and environmental problems. We serve the Environmental Studies program, other major

programs and the university community by offering a variety of Core Curriculum and specialized upper-level courses in the physical and environmental sciences, mentor students in research and engaging in institutional and community service and outreach.

The mission and objectives are well aligned with the mission and core values of the institution, as well as the overall goals of the School of Natural Sciences and Mathematics.

Environmental Studies links cutting-edge academics in the areas of sustainability, environmental awareness, environmental studies, and alternative approaches to environmental challenges to practical applications of industry with direct links to local and national economic trends. The goals of the Environmental Studies Program at Shepherd University are:

- To assist students in developing the knowledge and skills required to effectively analyze, manage, and protect the integrity of the Earth's natural resources.
- To provide students with the interdisciplinary background needed today to be an effective and highly skilled employee in a variety of environmental careers or graduate study.

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

Curriculum:

Since the last review, the Environmental Studies curriculum has undergone major revision. External Reviewer, Christopher J. Salice commented, "The program underwent an overhaul of the curriculum during the five-year review period and as a result, the curriculum is more streamlined, focused and appears to better serve the needs of the students (and the profession) eliminating three concentrations that were not well enrolled/supported."

The purpose of the curriculum change was to:

- Enhance flexibility and increase student retention within the program.
- Align course offerings to more fully utilize extant departmental expertise and to reduce reliance on adjunct instructors.
- Eliminate redundancies within the program.
- Retain only those concentrations that consistently attract, retain and graduate Environmental Studies majors
- Establish a feasible four-year course rotation that would allow Environmental Studies majors to graduate in four years.

The program reviewed all pre-requisite requirements and updated as appropriate; courses were deleted if they had not been taught in five or more years; three concentrations were eliminated; Resource Management and Environmental Sustainability concentrations were merged; and, a comprehensive degree in Environmental Studies with no requirement of a concentration area was established.

The program addressed each of the concerns expressed in the previous review and have successfully created a more viable, sustainable, and timely curriculum that meets the needs of its' majors, teacher education, and the core curriculum.

Assessment of Students' Learning:

Assessment of Student learning includes:

- Assessment of students' literacy in technology and all classes require use of computers and exercises that develop students' skill in manipulating numerical and/or spatial data. The curriculum requires students to gain skills in manipulating spreadsheets and storing data using Excel, and to summarize, manipulate, and graph data using either Excel or Sigmaplot.
- Students complete statistical exercises ranging from t-tests to ANOVAs and conduct statistical analyses for their Capstone theses. Students also must produce and present a slideshow disseminating their Capstone research using PowerPoint.

Assessment of Student Writing is integrated into the curriculum:

- Students write a research paper on their individual thesis. The paper adheres to standards of peer-reviewed scientific journals and goes through multiple drafts before the final product is produced.

Learning Outcomes are clearly articulated to students through syllabi and student portfolios.

The programs learning outcomes are:

- Students completing the Environmental Studies Program at Shepherd University should have a positive record of success in employment in environmental careers and graduate schools.
- Students completing the environmental internship will be able to successfully apply learned skills to real world situations.
- Over the course of their period of study in the Environmental Studies Program, students will have improved their analytical and data processing skills.

Assessment reports are shared and discussed within the department and in this way the faculty determine the effectiveness of our curricular modifications and align specific learning outcomes to specific courses, assuring an even coverage of skills throughout the menu selections.

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

Admission Standards: The standards for entrance for the Environmental Studies program follow those of Shepherd University. High school graduates must have a minimum GPA of 2.0 and either a minimum ACT score of 19 or a minimum SAT score of 910.

Enrollment, Retention, and Graduation:

Table II. Number of students enrolled in Environmental Studies Major by Concentration (2011-2015)

Concentration	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Aquatic Science	28	23	24	23	29
Environmental Engineering	17	14	13	20	17
Environmental Science	18	20	17	14	11
Environmental Sustainability	39	39	32	22	17
Resource Management	25	29	20	25	24
Totals	127	125	106	104	98

(Data provided by Ms. Sara Maene, Shepherd University Office of Institutional Research)

The changes in curriculum should foster sustained growth in students interested in this major in the coming years.

Graduation rates:

Table III. Number of graduates from the Environmental Studies major over the past five years.

August 2011 – May 2012	August 2012 – May 2013	August 2013 – May 2014	August 2014 – May 2015	August 2015 – May 2016
17	23	32	13	24

(Data provided by Ms. Sara Maene, Shepherd University Office of Institutional Research)

Graduation rates and number of graduates, despite overall institutional declines, have increased from 2011 – 2015.

Demand for Graduates:

The majority of ENV5 graduates find full-time employment as a result of their internship or experience successful applications into graduate programs thanks to their capstone research.

- Geographic Information Systems and Computer Lab Manager, National Conservation Training Center, Shepherdstown, WV
- Operations Manager & Renewable Energy Engineer, RER Energy Group, Reading, PA
- Centennial Volunteer Ambassador, Harpers Ferry National Historical Park, National Park Service, Harpers Ferry, WV
- Urban Forestry Coordinator, Cacapon Institute, High View, WV
- LEED AP ID+C Project Administrator, Above Green, LLC, Middleburg, VA

- Park Intern, Catoctin Mountain Park, Thurmont, MD
- Environmental Project Manager, ECS Mid-Atlantic, LLC Environmental Engineering and Monitoring, Chantilly, VA
- Nutrient Management/Tracking and Reporting Specialist, WV Department of Agriculture, Inwood, WV
- Environmental Resource Specialist, Reston Association, Reston, VA
- Assistant Curator, National Conservation Training Center, Shepherdstown, WV Environmental Studies
- Conservation Coordinator, the Land Trust of the Eastern Panhandle
- GIS Planner, Berkeley County Commissioner, Martinsburg, WV
- Biological Science Assistant, USDA Appalachian Fruit Research Laboratory, Kearneysville, WV
- Environmental Scientist, Apex Companies, LLC, Manassas, VA
- The US Coast Guard, Martinsburg, WV
- The West Virginia Department of Environmental Protection and Department of Natural Resources
- Antietam National Battlefield Park, Sharpsburg, Maryland
- Appalachian Trail National Park, Harpers Ferry, Maryland
- The Conservation Fund (Freshwater Institute), Shepherdstown, WV
- USGS Aquatic Division facility at Leetown, WV
- USDA Cool and Cold Water Fish Research Laboratory, Leetown, WV

There is continuous demand for individuals skilled in sustainable agriculture, aquatic science, aquaculture, environmental education and stewardship, conservation and sustainable resource management. Required environmental monitoring by state and federal agencies of environmental protection provides long-term stability in the job market for graduates of Environmental Studies. There is growing demand for students with skills in GIS and geomatics, both used increasingly in planning, development, and environmental monitoring. The U.S. Department of Labor, Bureau of Labor Statistics (2012-24 Jobs Outlook) predicts 7% growth for Conservation Scientists and Foresters, 10% for Geoscientists (faster than average), 11% growth for Environmental Scientists and Specialists (faster than average), 7% for Hydrologists, and a striking 29% growth for Cartographers and Photogrammetrists (much faster than average). The demand for students with training in renewable energy technologies also is increasing rapidly, both regionally and nationally, due to the dramatic domestic growth in the wind and solar photovoltaic energy sectors. Environmental Studies graduates of our program are particularly sought-out because they have specific technical skills (e.g. GIS) and have real-world experience gained via internships.

IV. Resource Availability and Development

Library and classroom resources are sufficient for the program. As with most programs at Shepherd, there is a need for more full-time faculty members. Faculty resources appear to be similar to those in institutions with programs of a similar size. Over the last several years, the budget climate has not been able to address requests for new faculty lines. The self-study report also noted the need for improved IT equipment and wireless access.

Program costs for the Environmental Studies were mostly below the average cost of other baccalaureate programs at Shepherd University, ranging from \$83 to \$93 per SCH, with an average of \$85 SCH. The average cost for baccalaureate programs during the program review period was \$95.25 SCH.

V. Conclusion (excerpted from the self-study document).

The innovative and truly interdisciplinary nature of the ENVS program is a component that advantages Environmental Studies over traditional Environmental programs that are typically extensions of Biology, Geography, Chemistry, or Geology. The Shepherd University Environmental Studies program features ENVS courses that are, by design, Interdisciplinary and tailored to the major, providing the student an experience that is distinctive and producing a graduate who is more competitive.

Following are the strengths, concerns, and recommendations based on the Self-study Report; the external reviewer, and from the Shepherd University Program Review Committee.

Recommendation: The Shepherd University Program Review Committee recommends: Continuation at the current level of activity without qualification.

Strengths:

- High quality program;
- Faculty are dedicated to their students, program and university;
- Shared vision for the future among faculty, program leadership, and administration;
- The recent revision of the curriculum has resulted in a more streamlined, focused and created a program which better prepares the student for the professional goals;
- Faculty have done an outstanding job of creating and fostering experiential learning opportunities;
- The Campus Sustainability Site is an excellent example of faculty and program leadership success. This is a unique site created through external funding and provides

students with hands-on learning about solar energy, integrated pest management, aquaculture/hydroponics and sustainability;

- The program has managed to improve and maintain relatively high enrollment, in a climate of enrollment declines overall at Shepherd.
- The idea to create a concentration in Environmental Geomatics is timely and likely to further boost enrollment.

Concerns: Taken from the external reviewer's report.

- The overarching challenge is one of resources.
- Physical space: "The current lack of space limits faculty scholarship, limits the student experience and diminishes the potential for future growth."
- Faculty resources – "Faculty resources are currently insufficient to support new curriculum initiatives and, in some cases, to maintain the current curriculum".
- "The program and upper administration should commit to a plan for improving the work experience and environment for faculty. "

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

- The faculty members should continue their efforts to obtain external funding.
- The program should work with the University's structure and utilize those resources to increase its efforts to track the success of its graduates.
- Work with Enrollment Management to increase student recruitment efforts.
- Work with the Assistant Provost for Community Outreach to target qualified high school students.
- As with other programs in the sciences, the program work with stakeholders to determine creative ways to address and plan for laboratory space dedicated to research.

History

Program Review 2011-2016

Shepherd University
Program Review Summary
History
School of Arts and Humanities

Major:

- B A. History with concentrations in
 - General History
 - Civil War and 19th Century America
 - Historic Preservation and Public History

Minor:

- History
- Historic Preservation and Public History

External Evaluator:

Dr. Jeffrey W. McClurken, Professor of History and American Studies, University of Mary Washington

OVERVIEW

The Department of History is housed in the School of Arts and Humanities. A Bachelor of Arts (B.A.) degree in General History is offered, along with two concentrations: Civil War and 19th Century America, and Historic Preservation and Public History. The program also includes a minor in History with 18 credits required and a 15-hour minor in Historic Preservation and Public History.

History majors must complete the core curriculum requirements, as well as thirty-nine credit hours in History courses. Twelve of these hours make up the required core, and the remaining courses are specific to the chosen concentration. History majors must also complete a minor and must satisfy the B.A. Foreign Language Requirement. The History program also provides supporting coursework required for the B.A. Secondary Education—Social Studies, for which 21 hours of history courses are required.

The number of History majors during the review period ranged from about 84 to 114, with an average of 100.6.

Service to Core Curriculum:

The History Program is heavily involved in the Core Curriculum of Shepherd University. The Department of History offers Tier 1 core curriculum 100-level history courses; one of these is required for all undergraduate students:

- HIST 100 - History of Civilization: Asian Traditions
- HIST 101 - History of Civilization: Ancient Worlds
- HIST 102 - History of Civilization: Change and Global Connections in the Early Modern World
- HIST 103 - History of Civilization: the Modern World
- HIST 110 - The Western Tradition to 1400
- HIST 120 - Medieval World Civilizations
- HIST 124 - The Atlantic World, 1450-1850
- HIST 128 - The Age of Revolution, 1750-1950
- HIST 130 - World History in the 20th Century
- HNRS 102 – Honors First Year History

In addition, the following history courses may be applied to the Tier 2 Humanities requirement for students in many programs:

- HIST 201 - History of the United States to 1865
- HIST 202 - History of the United States, 1865 to Present
- HIST 203 - United States and the World
- HIST 315 - United States Women to 1869
- HIST 316 - United States Women since 1869
- HIST 340 - Modern Asian History Through Literature
- HIST 351 - African American History to 1865
- HIST 352 - African American History since 1865

Faculty:

The program has six full-time professors and a lecturer who is temporarily filling a vacancy created by a Spring 2016 retirement. The department is undergoing an internal review of course scheduling to examine methods for reducing use of adjuncts; currently, six adjunct faculty are used. The faculty represent a wide range of backgrounds, geographical areas, specialty areas, research approaches, and academic experiences. The external reviewer commented that the turnover of three faculty members during the review period has gone smoothly, and, current faculty members contribute in essential ways to the campus community and its students.

Faculty scholarship is a strength of this program, in spite of the expectation to teach four courses each semester and fulfill numerous service requirements. All full-time history faculty have published major articles, essays, and/or collections, and several have books published or under publishing contract. The external reviewer stated: “Another strength of the department lies with the remarkable scholarly productivity of its faculty. I won’t belabor the point by noting each of the pieces of scholarship that they’ve laid out in their report. But I will say that in my

years as chair of one the most productive departments at UMW, I would have been deeply proud if my department had produced as much scholarship (and as much important scholarship) over any similar period of time.”

I. Program Purpose and Overview

Mission and Goals:

The Shepherd University History program is a broadly-based liberal arts program that contributes to the fulfillment of Shepherd University’s mission, core values, and strategic plan, as stated, “Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility and community.” The History Department supports this mission by offering a major that meets the high standards of a liberal arts education and provides students an opportunity to prepare for a life of informed citizenship and critical thinking. The curriculum is based upon the belief that the study of history prepares graduates to appreciate the past as a key to understanding the human condition, to understand their own and other civilizations, and to confront the present and future with intelligence, perspective, and tolerance.

The mission and objectives are well aligned with the mission and core values of the institutions, as well as the overall goals of the School of Arts and Humanities.

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

Curriculum: The History Department addressed suggested goals and objectives during the review period to improve and advance the program. Curriculum and program changes reflect the expertise of new faculty hires, the application of assessment results, and an effort to embrace changes in the discipline as a whole through innovative programs such as Historic Preservation and Public History and increased attention to Digital Humanities approaches which include faculty-led research projects and database publications. Major curricular changes include the introduction of new concentrations within the major (Historic Preservation and Public History) and the addition of courses addressing women’s history and African-American history.

Assessment:

Program Assessment: The History Department participates in the program assessment process directed by the Center for Teaching and Learning. The external reviewer offered the

following regarding the history program's assessment approach: "I want to comment on the History Department's assessment. It strikes me as quite strong (and I say that not just because of the positive review I received from Dr. Laura Renninger about the department's "robust assessment plan" but also because I've done assessment for many years as a department chair, I've published on it, and I've been to many different history departments around the country). It also strikes me as a significant burden that should be recognized by the institution as a critical part of the faculty's contributions."

Student Assessment: The department has created an assessment tool that is used to assess student learning in HIST 250, HIST 100, HIST 130, HIST 201 and HIST 495, covering the following objectives.

For the history major:

1. Understanding of historiographical issues: assessment of this work is completed by a three-member panel using a Likert scale to evaluate understanding of historiography.
2. Production of cogent, well-written, well-documented historical research papers: assessment of this work is completed by a three-member panel using a Likert scale to evaluate understanding of source use, writing skill, and interpretive skill.

For the core curriculum:

1. Critical thinking: assessment of this work is completed by a three-member panel using a Likert scale to evaluate student analyses of primary source documents.
2. Civic knowledge and engagement; assessment of this work is completed by a three-member panel using a Likert scale to assess student analyses of historic development of civil society and the relationship between government and society.

The History department provides graduate-level courses for students in the Master of Arts in Teaching, the Master of Arts in Curriculum and Instruction, and the Certificate in Appalachian Studies. These courses are most often cross-listed with upper-division undergraduate courses, and are taught by faculty who have met the graduate faculty qualifications at Shepherd University.

The History Department also provides multiple opportunities for students to learn beyond the classroom. The department mission includes extensive community outreach, as well as 400-hour internship offerings.

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

Admission Standards

The standards for entrance for the History programs follow those of Shepherd University. High school graduates must have a minimum GPA of 2.0 and either a minimum ACT score of 19 or a minimum SAT score of 910. The profile of History majors, as defined by SAT scores, is higher than the overall Shepherd first year cohorts' scores. History students have not seen the general slippage that has been observed in the University overall.

Recruitment

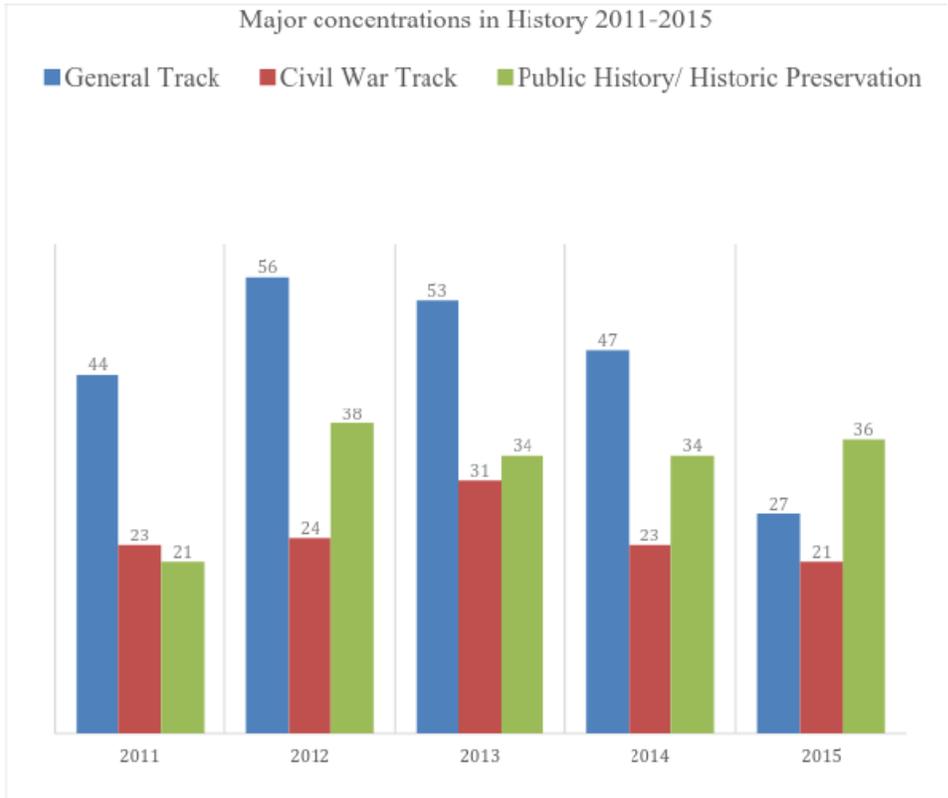
The department is committed to encouraging recruitment and retention. Faculty participate in Admissions Open Houses and summer Advising and Registration Sessions. In addition, faculty have met with the new Vice President for Enrollment Management to discuss increased opportunities for faculty to recruit students.

On December 2, 2016 the History Department held a recruitment event designed to target regional high school seniors interested in becoming college history majors. This event included a luncheon, a campus tour, and a presentation by History Department faculty and students.

Enrollment

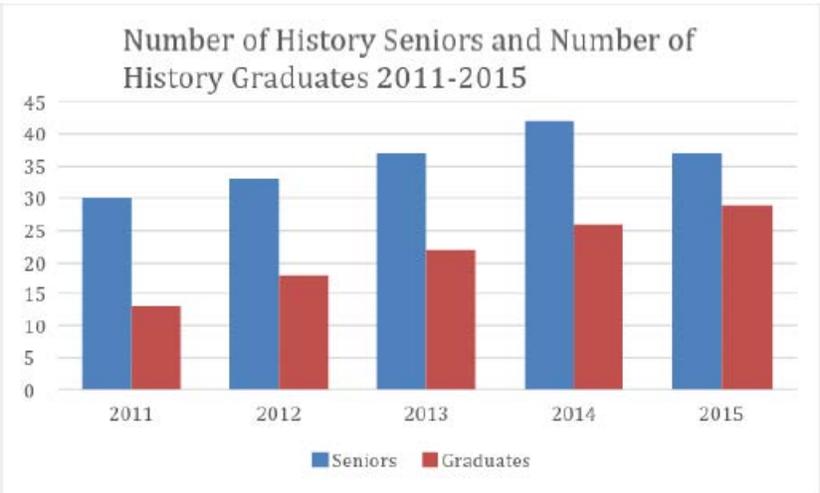
Five-year review data results are mixed for History. While the overall number of undergraduates at the University declined over the review period by 13-14%, History enrollment declined by 9%. The decline over the past two years reflects a sharp decline in first year admissions in 2014 and 2015. Note: These numbers do not reflect the numerous students who enrolled in the B.A. Secondary Education-Social Studies program, who are heavily served by the History Department.

As shown in the following chart, the decline is primarily in General History, as the Civil War concentration and Public History and Historic Preservation tracks have not shown a decline. In general, recent additions to the department, with the appointment of Dr. Broomall to the Civil War track, Dr. Bankhurst in the U.S. History field, and the reorganization of the HPPH program, point to a continuing upward trend.



Graduation

The number of graduates as a percentage of seniors has increased over the review period. The faculty attribute this to the restructuring of the curriculum.



Demand for Graduates: The department has begun to accumulate information on alumni using personal contact and social media. One of the department's main goals is to utilize alumni contacts to provide information and serve as inspiration for current students.

A History degree from Shepherd University affords a wide range of employment and graduate educational opportunities. The following is a sampling of institutions who currently employ recent Shepherd University History alumni: Antietam National Battlefield, Byrd Center for Congressional History & Education, Shepherd University, Shepherdstown Visitors Center, Warren Co. Department of Social Services, Mosby Heritage Area Association, Americorps, Historic Shepherdstown Commission, Preservation Maryland, Eisenhower National Historic Site, and the Omohundro Institute of Early American History and Culture.

IV. Resource Availability and Development

Especially given the program's increasing emphasis on Digital Humanities and distance learning, technology resources are insufficient for the program. As the external reviewer stated:

"The department needs a workable IT Strategic Plan to measure up to the needs, let alone the ambitions, of the faculty for a cutting-edge program in history (which this has the potential to be)."

Faculty indicated that their own innovation in teaching and research is limited by a low level of institutional support; in particular related to the lack of sufficient funding for professional development. The external reviewer mentioned that "Having no separate departmental budget that they control and having limited professional development stipends doesn't leave many options for innovation. I'll advocate for the department getting increased development funds here and elsewhere. It's worth recognizing the wide array of small- and medium-size grants that members of the department have been able to achieve (more than those at other COPLAC schools I've visited), while still acknowledging that such fundraising takes time away from other responsibilities."

Both the program self-study and the external reviewer indicated that the library resources are a strength of the program. Comprehensive traditional and electronic database resources are available and used extensively by faculty and students.

The self-study mentioned possible correlations between the department's goal of increasing enrollment and obtaining a designated campus space for history students and faculty. Development of a physical 'home' for this department, which is currently divided between several campus buildings, may help to build connections between students, faculty, and the university in general, therefore enhancing enrollment and retention.

V. Conclusion

Following are the strengths, concerns, and recommendations based on the Self-study Report, the external reviewer, and the Shepherd University Program Review Committee.

Recommendation: The Shepherd University Program Review Committee recommends: Continuation at the current level of activity without qualification.

Strengths:

- The History Program plays a major role in the Core Curriculum of Shepherd University, with courses offered to history majors, education majors, the honors program, and for the Core Curriculum.
- The program faculty members are highly active in scholarship and professional development and are highly active in professional service to the University and the community.
- Graduates have obtained employment in a wide range of professional positions, and have also moved on to graduate study.
- The program offers students many opportunities to learn outside the classroom, including a high number of professional internships.
- Course objectives and student assessments are well aligned.

Concerns:

- Decreasing enrollment, although these declines mirror trends seen university wide and across higher education generally.
- Current IT equipment and resources are inadequate.
- Physical space for this program is divided between several campus facilities, inhibiting establishment of a feeling of community among students and faculty.

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

- Faculty should continue their efforts to obtain external funding.
- The program should continue its efforts to track graduate success.
- Continue to work with Enrollment Management to increase and strengthen student recruitment efforts.
- Include the strengths and unique aspects of the program (historic preservation, internships, digital humanities) on the department website and in all recruitment materials.
- The program should continue to work through the institutional structure for obtaining improved IT equipment and services.

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- Faculty should work with Graduate Studies to explore the possibility of a 4+1 degree approach for Public History and for Social Studies education

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HPERS (Health, Physical Education, Recreation and Sport Studies)

B.S., Recreation and Sport Studies
Program Review 2011-2016

Shepherd University
Program Review Summary
Health, Physical Education, Recreation and Sport Studies
School of Education and Professional Studies

Major:

- Bachelor of Science, Recreation and Sport Studies
 - Athletic Coaching and Officiating
 - Public Recreation and Park Administration (formerly Commercial Recreation/Tourism),
 - Sport Communication
 - Sport and Event Management
 - Sports Marketing
 - Therapeutic Recreation

Minor:

- Coaching
- Health and Fitness
- Recreation and Sports Studies

External Evaluator:

Site team from the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)

OVERVIEW

The Recreation and Sport Studies program is part of the Department of Health, Physical Education, Recreation and Sport Studies (HPERS) program, and is housed within the School of Education and Professional Studies (SOEPS). The Bachelor of Science in Recreation and Sport Studies, a comprehensive major, offers six concentrations and three minors in a variety of fields listed above. Core requirements for the major range from 41-44 credits, 30-31 credits for the concentration, and 18 credits for each of the minors.

The program maintained consistent enrollment over the review period, with an average of 312 students enrolled in the program, and an average of approximately 56 graduates annually.

HPERS is one of the larger majors on campus and makes contributions to the core curriculum as well as content area courses in the teacher certification areas of Secondary Education for Physical Education and Health.

A major achievement during the review period was the ability of the program to become accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related

Professions (COAPRT). As result of this process, HPERS further refined and developed its mission, program goals, curricula, assessment plan, and unit strategic plan.

Service to Core Curriculum:

The HPERS program offers GSPE 210 as one of three options for the wellness competency within the core curriculum. This course fosters one of the major goals within the core curriculum to integrate the skills for lifelong learning and wellness. This highly enrolled course places a heavy service burden on the faculty. The opportunity to add other courses within its curriculum could present an opportunity for the faculty in regard to staffing upper-division courses such as internships and capstones.

Service to Other Departments: The HPERS program teaches all of the content area courses required for both its majors and for students pursuing the teaching content area requirements in the Secondary Education Physical Education and Health Programs. This includes the following courses:

- PHED 301 Elem School Phys. Ed. I
- HLTH 103 Personal Health
- HLTH 225 First Aid/CPR
- HLTH 300 Substance Use and Abuse
- HLTH 320 Human Sexuality
- HLTH 360 School Health Problems
- HLTH 370 Community Health Education FACS 318 Nutrition
- PHED 301 Elem School Phys. Ed. I
- PHED 315 Teaching Tumbling & Gym
- PHED 325 Team Sport Activities
- PHED 326 Individual Sport Activities
- PHED 370 Applied Anat. & Phys.
- PHED 380 Perceptual Motor Learning
- PHED 400 Current Issues & Trends
- PHED 401 Teaching Adaptive PE
- PHED 405 Applied Kinesiology
- PHED 406 Curriculum & Admin.
- PHED 410 Tests & Measurements

Faculty and Staff: The program has seven full time tenure-track faculty, of which three are tenured, and four are currently assistant professors, with one currently up for tenure and promotion. The faculty members are academically qualified with terminal degrees and very

distinct areas of specialization. Faculty members have published in peer-reviewed journals, presented at conferences, pursued external funding and participated in research. The program also has a director of the Human Performance Lab, an administrative associate (who serves multiple areas), and a number of adjunct faculty.

I. Program Purpose and Overview

The mission and core values of the HPERS program are well aligned with those of the academic school (SOEPS), the institution, and COAPRT standards.

<p>Shepherd University Mission Statement</p>

<p>(Values: Learning, Engagement, Integrity, Accessibility, & Community)</p>
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<p>Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.</p>

<p>School of Education and Professional Studies (SOEPS)</p>
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<p>(Values: Integrity, Teaching/Learning, Inclusiveness, Professionalism, Community)</p>
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<p>The School of Education and Professional Studies embraces a strong liberal arts foundation while preparing students to be leaders in their respective professions.</p>

<p>Recreation and Sport Studies Program Mission Statement</p>
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<p>(Values: Integrity, Teaching/Learning, Inclusiveness, Professionalism, Community)</p>
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<p>To enhance the intellectual and personal growth of the individual by offering academic and professional programs related to health, physical education, recreation and sport studies. These programs are designed with the curricular intent to broaden perspectives, enrich awareness, enhance understanding and prepare individuals for meaningful careers within their chosen discipline.</p>

<p>Recreation & Sports Studies Program Goals & Objectives:</p>

<p>GOAL #1: Develop highly qualified pre-professionals prepared to enter the workforce as difference makers.</p>
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<p>GOAL #2: Enhance collaborative partnerships with local educational agencies, sport and recreation associations; both local and national, and community based agencies</p>
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II. Assessment: Curriculum and the Assessment of Students' Learning

Curriculum: While no major revisions occurred to the HPERS curricula, pursuit of the COAPRT accreditation led to the development of the new degree program in Health, Promotion and Exercise Science, thereby eliminating a previous concentration in exercise science within the

HPERS major. This new program will also attract a number of majors and has a different programmatic accrediting body. Recommendations regarding the heavy service component of GSPE 210 in the core curriculum are noted later in this document.

The curriculum provides ample opportunities for engagement outside the classroom, a strength noted in the COAPRT accreditation letter. COAPRT also noted the excellent involvement of students and faculty in professional organizations.

Assessment:

As part of the COAPRT accreditation process, the HPERS program developed an extensive assessment plan found here: <http://www.shepherd.edu/hpersweb/accreditation/Recreation%20and%20Leisure%20Assessment%20Plan%202014.pdf>.

In the document student learning outcomes are matched to curriculum at all levels of the program, with details provided on performance measures, benchmarks for performance, assessment results, and finally evidence of programmatic decisions. The COAPRT goals are the following: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

III. Students Recruitment, Enrollment, Retention, and Graduation

Admission Standards:

The standards for entrance to the HPERS program follow that of Shepherd University. High school graduates must have a minimum GPA of 2.0 and either a minimum ACT score of 19 or a minimum SAT score of 910. GPA indicators demonstrate that entering HPERS major are at or slightly below the median GPA of all SU entering freshman.

Enrollment, Retention, and Graduation:

Despite some significant enrollment challenges experienced by the institution as a whole, the HPERS program has maintained a strong and consistent enrollment over the past five years. Enrollment in the program has ranged from 304-323, with an average of 312.4 students enrolled in the department's programs. It should be noted that a new major in Health, Promotion and Exercise Science (HPEX) began enrolling students in fall 2015, so there was a drop in HPERS majors to 272. It should be noted that the same faculty teach the common

courses between the two majors, as well as the specialty courses, so in factoring the 42 HPERX majors for fall 2015, enrollment is really maintaining the historical trends of the last five years.

Recruitment:

The HPERX program participates regularly in institutional Open Houses, and has priorities in its strategic plan to “develop a marketing plan to enhance recruitment efforts.” The HPERX advisory council also meets once each semester to advise on issues related to curriculum, recruitment, and resources.

The program may also have an opportunity to recruit potential students through the many sports camps that occur throughout the summer.

Demand for Graduates:

Because of the practica and internship experiences in the program, graduates have a pathway both to employment and future success in graduate school. Those that go on to SU graduate programs are sometimes awarded graduate assistantships to work with the program, thereby providing valuable hands-on experience for students at multiple levels. As with most Shepherd programs, there are not human or fiscal resources, or a centralized system for tracking success of graduates by program.

IV. Resource Availability and Development

One of the main areas of concern covered in the COAPRT accreditation process and approval was the availability of resources. This was noted in the accreditation letter of April 2014:

- Library resources, appropriate classroom space, technology, and access to computer labs are quite limited. Faculty resources are minimal, yet students are very pleased with the availability and openness of faculty. Internship sites appear to be sufficient and of high quality for student learning.
- The visitors had serious concerns about the instructional space available to the program, with current instructional space having a variety of issues.
- The computer lab available in the primary classroom building (for HPERX student use) was insufficient for student needs.
- For a large department the program has access to only ¼ time for an administrative assistant.
- As the program has grown, additional full-time faculty resources have not been available.

Although complete data was not available for the program review period (2011-2016), trends indicate that HPERS is a high-impact major in terms of enrollment, with relatively low cost (under \$60 per SCH). This compares quite favorably to the average cost of other baccalaureate programs at Shepherd University, ranging from \$76 to \$94 per SCH, with an average of \$86.25 SCH. The average cost for baccalaureate programs during the program review period was \$95.25 SCH. This would indicate that more resources should be dedicated to this highly enrolled program.

V. Conclusion

Following are the strengths, concerns, and recommendations based on the Self-study Report, comments from the COAPRT site visit report, and from the Shepherd University Program Review Committee.

Recommendation: The Shepherd University Program Review Committee recommends: Continuation at the current level of activity with minor concerns.

Strengths:

- Students have hands-on practical experience through internships and capstone experiences.
- The program faculty have been successful in obtaining grants for research that benefit both the internal and external community.
- Faculty have been productive in terms of scholarship outcomes.
- The program has maintained consistent enrollment and developed new programs.
- HPERS became accredited by COAPRT during the review period.
- Students and faculty have outstanding participation in professional organizations.
- Assessment and Strategic plans are detailed and well aligned with institutional, program and COAPRT documents, standards and goals.

Concerns:

- Library resources;
- Faculty teaching loads and resources (consistent overloads in many FT faculty);
- Instructional space in the Butcher Center;
- Support staff;
- Supervision and maintenance of computer labs.

Recommendations:

- Continue to address issues related to COAPRT accreditation, ensuring the program is in compliance for the next visit.
- Update unit strategic plan to align with institutional and school revisions.
- Examine curriculum for ways that may alleviate some faculty load issues within the department.
- Work with University administration to seek solutions regarding instructional space and management of computer labs.
- Pursue other instructional delivery models as possible solutions to faculty load issues.
- Continue to address library resources as noted in the COAPRT report. Consider program fees to develop resources in this area.
- While resources may be limited for hiring a full-time staff person, work with graduate studies to possibly fund a graduate assistant in this area to help with clerical and administrative tasks.
- Work closely with graduate studies to align majors with potential accelerated pathways to certification in the MAT program, or other concentrations into the MBA program.

APRIL | 2017

Master of Arts, Curriculum & Instruction Program Review 2011-2016

Shepherd University
Program Review Summary
Master of Arts, Curriculum and Instruction
Division of Graduate Studies
School of Education and Professional Studies

Major:

- Master of Arts, Curriculum and Instruction (33-36 credits)
 - Individualized Strand
 - Multi-Categorical Special Education concentration/endorsement

External Evaluator:

Evaluated in 2010-2011 as part of the NCATE accreditation site visit. The program provided a program update as required by accredited programs.

A. OVERVIEW & Centrality

Housed collaboratively in the Division of Graduate Studies and the School of Education and Professional Studies, the Master of Arts in Curriculum and Instruction (MACI) is a 33-credit hour program of study. Students complete 15 credits in educational pedagogy, and 15 credits in a discipline-specific content area. After successfully completing all core and content area courses, students are eligible to take the Comprehensive Exam. Successful completion of the Comprehensive Exam is a prerequisite for the 3-credit hour capstone course, EDUC 580 – Action Research Thesis Experience.

The Master of Arts in Curriculum and Instruction is designed to help teachers and professional educators enhance their professionalism, improve their quality of instruction, and better prepare them for leadership roles within their school districts. By integrating theory, practice, and research, the Master of Arts in Curriculum and Instruction provides teachers and professional educators with opportunities to enhance their levels of professional knowledge, discover innovative and effective approaches to teaching and learning, and at the same time gain greater competency within their disciplines. The primary purpose of the MACI program is to advance knowledge and increase skills for education professionals in instructional or leadership contexts.

Building on Program Outcomes

The MACI program builds on the outcome of the undergraduate teacher education program by allowing certified students and other education professionals the opportunity for advanced graduate study.

B. Program Mission, Goals and Accomplishments

The MACI program aligns its mission and goals with the councils, departments, and divisions listed above, all of which are well aligned with institutional and unit strategic plans and goals. The program is a great avenue for Shepherd education majors and certified teachers in the area to obtain a graduate degree.

Previous Reviews: This is the first separate program review for the Master of Arts, Curriculum and Instruction (MACI) program. During the last five years, in conjunction with the Dean of Graduate Studies, the Department of Education and the Professional Education Unit Council (PEUC), the program has been responsive to trends in enrollment, feedback from students, and changes in requirements at the state and federal level regarding teacher education programs. Most changes have related to curricular revisions to allow students to progress in a timely manner towards degree completion, and to be prepared for the thesis portion of their graduate program.

Faculty & Student Engagement: Both full-time and part-time education faculty teach in the MACI program, for core and for elective courses. Faculty have encouraged student research and have had students present at internal and external professional conferences for the last three years at the Wilson College Humanities Conference. Two faculty in the program, Dr. Dawne Burke and Dr. Belinda Mitchell were awarded the Distinguished Graduate Faculty award (2013 and 2015), and Dr. Georgiann Toole was the winner of the University Outstanding Teaching Award in 2013.

Accreditation: The program has maintained its accredited standing with NCATE, and will in the future be a part of all CAEP (Council for the Accreditation of Educator Preparation) reviews.

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

Curriculum

The MACI program has two areas of concentration: individualized strand and the multi-categorical special education endorsement. Courses in general are not cross-listed, thus ensuring that outcomes are differentiated between undergraduate and graduate courses and programs. Students in the program are in general certified teachers, employed in the field, and have the opportunity to engage in their communities. Multi-categorical special education teachers also have field hours associated with their courses prior to taking the PRAXIS II licensure exam for certification in special education.

As noted, there have been a number of curricular changes over the five-year program review period that include: eliminating individual content area strands for more efficiency and

flexibility, development of the special education endorsement, and the action research thesis block.

Technology and Writing in the Curriculum: Technology is specifically addressed in EDUC 500, Advancing Technology in the Classroom, as well as a significant technology component in the area of statistical analysis in EDUC 501 Methods of Educational Research. Additionally, students are expected to utilize APA style and utilize research standards and guidelines in the IRB process. These items are covered in great detail in EDUC 501 Methods of Educational Research, and in the Action Thesis Research courses, EDUC 579 and 580.

Instructional Delivery Methods: While most courses in the program are in a traditional face-to-face format, there have been occasional online courses offered in the special education endorsement and through a third-party provider, Virtual Education Software (VESI). Elective courses offer students the opportunity to explore topics that are of particular professional interest.

Student Learning Outcomes: Learning outcomes for each core course are designed to provide students with the opportunity to develop and demonstrate increased understanding and application of best educational practice, including curriculum design, instructional design, assessment administration and analysis, educational ethics, and educational research. Details are outlined in the matrices found on course syllabi.

From Dean Renninger: The MACI assessment plan has 16 learning outcomes. For the most recent assessment cycle, the vast majority of the targets or criteria for success were met by the department.

D. Program Viability: Recruitment, Enrollment, Retention and Graduation Rates.

The MACI program recruits students both through the Office of Graduate Studies, as well as through specialized recruitment staff at the Martinsburg Center. Potential students in the multi-categorical special education endorsement may also have tuition discounts through strategic alliance partnerships

Enrollment: Enrollment has ranged from 18 to 26 FTE during the program review period, with an average of 22 students enrolled on an annual basis. There were up to 11 students in the multi-categorical special education cohort; however, after passing state policy requiring that special education students should be “specially” qualified through continued, advanced education, the state changed the parameters, allowing potential special education teachers to

just take the PRAXIS II test as a credential for certification/licensure. This move by the State essentially decimated enrollment in the special education concentration.

Graduates: The MACI program has had a mean average of 7.5 graduates during the program review period, ranging from 3 in 2014-2015 to 11 in 2012-2013. Currently there are 11 students graduating in May 2017. Future sustainability concerns about the program are real, considering the large number of graduates and the need to enroll courses. There are several courses that enroll both MACI and MAT students, thus ensuring classes will be offered. Additionally, the program coordinator, along with the graduate dean is looking at ways to develop an accelerated pathway from licensure into the MACI program. Students may be able to “bank” courses for future study, while at the same time fulfilling undergraduate degree requirements.

Additionally nearly all students/graduates are employed as teachers in the field, and the MACI degree allows them to pursue specialized credentials, maintain employment in states that require a graduate degree, or pursue specialized credentials in special education.

Distinguishing Features: Some of the features that are distinguishing features of the program include the following:

- Individualized strand and flexible course offerings;
- Time and location of courses (evening/Shepherd and Martinsburg locations);
- Multiple courses that prepare students for completing research at the graduate level;
- Reasonable costs for tuition and the availability of financial assistance.

E. Faculty and Staff Characteristics

Faculty for the MACI program also teach across the curriculum at the undergraduate level. Faculty members since 2011 have taught their graduate courses as part of their regular 4/4 teaching workload. Affiliate or adjunct graduate faculty are hired on an as needed basis to teach specialized courses in education or other special topics or elective courses.

The graduate programs at Shepherd University provide compensation and release time to graduate program coordinators, along with a list of responsibilities and deliverables. The release time is equivalent to 25% (3 credits/1 course) of the faculty member’s teaching load and is awarded in the fall and spring semesters.

Graduate faculty, full- and part-time, undergo a separate approval process, which is detailed in Appendix J of the faculty handbook. Based on the *Boyer Model for Faculty Scholarship*, this

more flexible set of criteria, in addition to research, emphasizes faculty innovation and creativity as they relate to the student experience.

Full and affiliate graduate faculty have been particularly active in research and publishing endeavors, as well as encouraging students to conduct and present student research.

F. Resources: Equipment/Facilities/Library Holdings

Facilities resources, both on the Shepherd campus and at the Martinsburg Center, are adequate to support the program. This includes both instructional space, technology support, computer labs, and library holdings. Databases and advanced statistical packages such as SPSS were noted as accessible and adequate for advanced research both by faculty and graduate students.

Continued support of the MACI and other graduate programs through financial assistance such as scholarships, waivers, or assistantship opportunities would enhance enrollment opportunities for potential students.

Conclusion/summary: The physical resources are sufficient for the operation of the program and assist faculty and students to meet the expected student outcomes for the undergraduate and graduate programs.

V. Conclusion

Following are the strengths, concerns, and recommendations based on the Self-study Report and comments from the Shepherd University Program Review Committee.

Recommendation: The Shepherd University Program Review Committee recommends Continuation at the current level of activity with minor concerns.

Strengths:

- Curricular flexibility;
- Engaged faculty who are active researchers with notable scholarship outcomes;
- Low-cost of the program;
- Excellent research options within the curriculum (501, 579, 580) that both address and assess students' use of technology and writing across the curriculum.

Concerns:

- Program sustainability related to enrollment;
- Lack of variety in instructional delivery models;

- Resources for student assistance and professional development.

Recommendations:

- Move the graduate education program coordinator to full-time graduate faculty designation that is more closely aligned to the model of the CSDA program coordinator.
- Continue to work closely with area school systems to share information regarding the MACI program.
- Work to develop other endorsement areas that may draw teachers to complete the full degree program.
- Consider developing a planning document that focuses specifically on the MACI and/or the graduate education programs.
- Work to address the viability of a potential accelerated pathway to the MACI program.
- Identify other potential populations for possible recruitment—coaches, counselors, etc.
- Continue to develop marketing plans as part of a possible strategic planning document to align efforts and resources with enrolling students.
- Develop more online or hybrid model courses that can increase potential outreach of the program, along with training and professional development for faculty in these instructional delivery models.
- Work with university stakeholders in advancement to more formally track graduate alumni.
- Work collaboratively with other programs and within the EPP to develop research grant opportunities.

**Shepherd University
Program Review Committee Evaluation Form**

Degree Program:

Number of Credits:

Concentrations/Tracks:

Part 1: Higher Education Policy Commission Requirements: Ensure the following are addressed in the self-study report and/or appendices:

Program Mission

Faculty Vitae/Qualifications

Curriculum

Resources

Assessment Reports (available on WEAVE)

Other Learning/Service Activities:

Viability (Budget and Enrollment)

Program Improvement Suggestions

Part 2: Program Criteria: Degree of evidence to support the following: While the source is important, it is also important to determine the quality of the source. A source may be a document or individual who provides the information. The program review process in general supports HLC criterion 4.A.1.

A. Centrality

Criterion	Quality of Criterion Met/Patterns of Evidence			
	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. The program contributes to the fulfillment of Shepherd University's mission, core values, and Strategic Plan. The program also has a planning document. [HLC 1.A.2.]				
2. The program supports general education, proficiency, and/or other undergraduate programs offered at Shepherd University. Graduate programs build on the outcomes undergraduate programs [HLC 3.B.1]				
3. The program has been responsible to actions recommended from the previous Program Review. (Do not mark if initial review) [HLC 4.A.1.]				

Comments:

SCORE: X/12 possible

B. Program Mission, Goals and Accomplishments

Criterion	Quality of Criterion Met/Patterns of Evidence			
	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. The program's mission/philosophy reflects the nature and scope of the program. [HLC 1.A.2.]				
2. Goals and objectives were undertaken during the review period to improve or advance the program. [HLC 5.D.]				
3. Faculty and students involved in the program are engaged in ways that benefit both the community and the program. [HLC 3.B.5.]				
4. The program achieved or maintained accreditation (if applicable) and/or earned recognition or awards. [HLC 4.A.5.]				

Comments:

SCORE: x/16 possible

C. Assessment: Curriculum/Student Learning

Criterion	Quality of Criterion Met/Patterns of Evidence			
	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. The program has a clearly articulated, efficient and purposeful curriculum, including options or emphases within the program. [HLC 1.A.1., 3.A.]				
2. Expectations of graduate students differ from undergraduate students in dual-listed or other courses. [HLC 3.A.2.]				
3. The program provides opportunities for students to learn in ways that extend beyond the classroom. [HLC 3.A.]				
4. Assessment of students' literacy in technology is integrated into the curriculum. [HLC 3.A.]				
5. Assessment of students' writing is integrated into the curriculum. [HLC 3.A.]				

6. Online courses are evaluated in ways that ensure effective delivery and continuous improvement. [HLC 3.A.3.]				
7. The program has clearly articulated learning performance outcomes for students. [HLC 4.B.1.]				
8. The program's curriculum aligns with the student learning performance outcomes. [HLC 3.A.]				
9. The program collected assessment data during the review period allowing judgments about the extent to which students are achieving learning performance. [HLC 4.B.3.]				
10. Results of assessment efforts have been shared with internal and external constituencies.				

Comments:

SCORE: X/40 points possible

D. Recruitment, Enrollment, Retention/Graduation

Criterion	Quality of Criterion Met/Patterns of Evidence			
	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. Five-year enrollment trends reflect program vitality and sustainability.				
2. Graduation rates indicate that students complete the program in a timely manner.				
3. Level of support for the program relative to enrollments reflects the status of the program as over-subscribed, undersubscribed or optimal.				
4. Program graduates find employment or continue their education. [HLC 4.A.6.]				
5. Data suggest that employment opportunities for graduates will remain strong. [HLC 4.A.6.]				
6. The program systematically recruits prospective students and tracks graduates of the program. [HLC 4.A.6.]				
7. Diversity exists within the student population of the program. [HLC				

1.C.1/2]				
8. The program has unique features that distinguish it from competing programs – giving it a competitive edge. [HLC 1.A.2.]				

Comments:

SCORE: x/32 points possible

E. Faculty/Staff Characteristics

Criterion	Quality of Criterion Met/Patterns of Evidence			
	None/Limited 1	Sufficient 2	Strong 3	Benchmark 4
1. Context is clear for understanding the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic, etc.). [HLC 1.C.1/2]				
2. The program has identified staffing needs and pending changes that will affect the delivery of the program. [HLC 5.A.]				
3. Faculty engage in scholarship (publications and presentations). [HLC 3.C.3.]				
4. Faculty engage with students to contribute to scholarship and creative work. [HLC 3.B.5.]				
5. Faculty engage in activities to improve their teaching and advising. [HLC 3.D.4.]				
6. Faculty support includes professional development from internal sources. [HLC 3.C.4.]				
7. Faculty pursue funding through grants, contracts and/or other sources. [HLC 3.C.3.]				
8. Faculty engages in professional and public service in ways that benefit internal and external constituencies. [HLC 3.C.3.]				

Comments:

SCORE: X/32 points possible

F. Resources/Facilities/Equipment/Library Holdings

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

Comments:

SCORE: X/20 points possible

Each overall criterion, A through F should receive comments with special attention paid to areas that score 1 or 2. Recommended Actions: Please provide prioritized recommended actions for each criterion, where applicable.

Recommended Result: Total Criteria=38; maximum score=154; Programs that score 70 or below, will require a follow up report in one or more areas. The timeframe for the report will be determined by the SUPRC committee and the Provost.

TOTAL SCORE:

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

- _____ Continuation without qualification at current level of activity.
- _____ Continuation with minor concerns.
- _____ Continuation with major concerns in one or more of the four areas, and minor concerns in one or more of the other areas; submit follow-up reports to the SUPRC Chair, Dean, and Provost on progress in addressing the major concerns.
- _____ Withhold recommendation for continuation, place on probation, and require another complete program review self-study within 1-3 years, at the committee's discretion.
- _____ Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete program review self-study within 1-3 years at the Committee's discretion.
- _____ Non-continuation of the program.

RECOMMENDATIONS:

Shepherd University Board of Governors
Report to the Academic Programs and Development Committee
April 27, 2017
Agenda Item No. 6-g

ADVISORY COUNCIL OF FACULTY (ACF) ANNUAL REPORT

The Academic Programs and Development Committee representative will lead a discussion with the Board on the ACF Annual Report, as presented by Dr. Sylvia Shurbutt, ACF University Representative and Professor of English. The presentation will include an overview of ACF activities and concerns of the Council. The Advisory Council of Faculty (ACF) was established by West Virginia Code §18B-6-2 as an advisory body of higher education faculty. Dr. Shurbutt's reports to the campus about the activities of the ACF may be viewed at <http://www.shepherd.edu/senate/west-virginia-advisory-council-of-faculty>.

Shepherd University Board of Governors
April 27, 2017
Agenda Item No. 7

CLASSIFIED EMPLOYEES COUNCIL (CEC) ANNUAL REPORT

Mr. Brian Hammond, Chair of the CEC and IT Administrative Analyst/Budget Officer, will present a report to the Board on the activities and concerns of the Council. Mr. Hammond and other members of the Council will then be available for any questions from members of the Board.

Shepherd University Board of Governors
April 27, 2017
Agenda Item No. 8

FACULTY SENATE ANNUAL REPORT

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

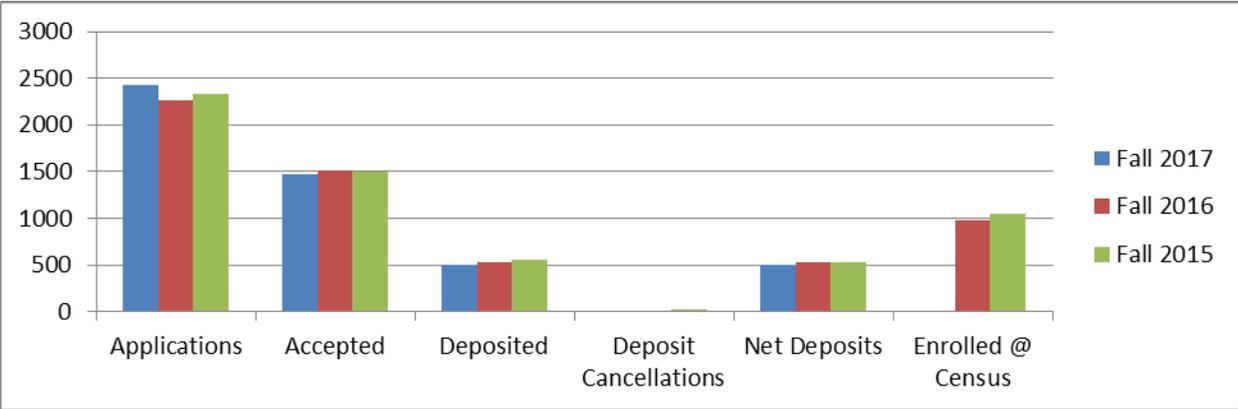
ENROLLMENT MANAGEMENT UPDATE

Fall 2017 Admission Build

February through June is the period of time in the recruiting cycle that focuses on motivating accepted students to choose Shepherd and pay their enrollment deposit. Below are a few key recruitment events and activities focused on enrollment yield.

- Accepted Student Day, March 4th
 - Shepherd University hosted future students at the 3rd annual Accepted Student Day. Dr. Hendrix, Faculty, current students, and staff welcomed 230 accepted and deposited students to campus. Over 100 students had individual financial aid appointments, 120 students registered for summer orientation, 25 students completed housing contracts, and roughly 150 people took a “sneak peek” tour of Potomac place.
- Spring Open House, April 1st
 - One-hundred prospective high school juniors, seniors, and transfer students attend the spring open house program.
- Scholarships and Financial Aid Awards
 - This year, the Office of Financial Aid received a record number of on-time FAFSAs by the March 1st priority deadline. As of March 1st 4,283 students had filed a FAFSA compared to 3,450 last year. New students started receiving award notifications in mid-January, more than two months earlier than the previous year.
 - Six-hundred meritorious scholarships have been offered to newly accepted students. One-hundred and nine students have accepted the scholarship offer and paid their enrollment deposit. Follow-up with students is on-going.
 - Shepherd University has lowered its three year cohort default rate down from 9.6% to 8.9%. It is not uncommon for regional, public universities to have cohort default rates in the 12%-15% range.

New Undergraduate (Freshmen, Transfer, Readmits) 4/10/17



- High School Counselor Workshop (*New 2017*)
 - Thirty-three high school counselors from Maryland, Virginia, and West Virginia attended the counselor workshop hosted by the Office of Admissions on March 24, 2017. The day included admissions, financial aid, student success workshops, a student discussion panel, and a campus tour. The counselor's appreciation and positive survey responses validated our intention to make this an annual event.
- High School Dual Admission Program (*New Fall 2017*)
 - The Office of Admissions has been working with Dr. Virginia Hicks and the Jefferson County Board of Education to build our High School Dual Enrollment Program. Close to one hundred Jefferson County high school students and families attended an information session on February 28th. A separate session was held for home school students and families on March 7th. There are currently forty-seven high school students who have applied to take classes this Fall.

Fall 2017 Enrollment Build

- Registration for Fall classes started on April 3rd for currently enrolled graduate and undergraduate students. Faculty advisors, Retention Intervention Team (RIT) members, and affinity group leaders had been preparing their students for registration throughout the month of March. A targeted communication campaign launched at the end of March and encouraged students to take advantage of their priority registration window. Communication vehicles included emails, postcard direct mailer, and yard signs around campus. The Office of the Registrar plays a key role in preparing the system for registration and monitoring the enrollment build until the enrollment census is taken by Institutional Research (IR) in October.
- Retention Intervention Team (RIT)
 - RIT members have been communicating and meeting with their assigned students in preparation for fall registration. Follow-up with students who have not registered started the week of April 10th. The goal is to help students overcome challenges related to registering for the upcoming semester.

Student Success Initiatives

- FTIC Student Success Initiative (*New Fall 2017*)
 - Implementation of the Shepherd Success Academy continues to progress. Over one hundred students have been identified as candidates for the Success Academy and will receive an invitation to participate at the end of April. Students participating in the Academy will be pre-assigned to their Success Coach. Students and Coaches will meet for the first time when the Academy formally begins at the June orientation.

HUMAN RESOURCES ANNUAL DATA REPORT

The Finance and Facilities representative will lead a discussion with the Board on the Human Resources Annual Report, as presented by Dr. Marie DeWalt, Director of Human Resources, and Mr. Alan Perdue, General Counsel.

The Classified staff classification and compensation system has been a continuing issue of high concern in West Virginia higher education for many years. After several failed attempts with other national consultants, the West Virginia Higher Education Policy Commission (HEPC) engaged Mercer, the creator of Higher Ed's classification system in the early '90's, in 2015 to help refine the classification system and provide an updated compensation "market study" and salary system recommendations.

The statistical results of the Mercer market study and comparisons to existing statewide compensation were presented to the HEPC at their April 2016 meeting. Since that time, however, the HEPC has not taken any clear steps to implement any form of statewide compensation rules as to the classified staff.

The 2017 Legislative Session has produced two especially important pieces of legislation for higher education. The background of HB2815, which was still pending Governor's approval as of the closing of this Agenda Book, is detailed in the President's Report. HB2542 makes extensive changes in higher education personnel matters. The Bill goes into effect on June 12 (90 days from passage on March 14).

HB2542 establishes several changes which directly affect the Board and its authority.

- The previous Code language providing for rigid seniority-based governance of all layoff and recall of classified staff is eliminated. The governing boards are authorized to develop board rules which will provide for the processes applicable to any layoff conditions, with broad flexibility. This is an important issue, especially during very challenging financial conditions, but it is also important to appropriately engage the campus in addressing this issue. In light of the effective date of the bill, it is anticipated that we would begin the procedural steps of this at the June meeting and engage the campus as appropriate during the summer and continuing into the beginning of the Fall semester, with the hope of presenting a new Board Policy on Reduction in Force at some stage of the Fall semester.
- A significant component of some of the technical aspects of the University's faculty personnel policies are regulated by the HEPC Series 9. Series 9 generally only addresses promotion and tenure in very general ways. As an example, the University's commitment to academic tenure/tenure candidacy for almost the entire instructional faculty is an institutional value, not a policy forced upon us by the HEPC rule. The Bill authorizes our Board to adopt faculty policies by rule which, if desired, would contravene the current HEPC Series 9 provisions, but those remain as a default unless the Board adopts an alternative rule. We would expect to engage the faculty during the Fall semester in a discussion of what, if any, adjustments we might recommend to the Board. Areas of potential adjustment might include:

- a) Modifying our current rules relating to the titles assigned to non-tenure track faculty; the HEPC requirement to use terms such as “clinical” has sometimes been troublesome or awkward; and
 - b) Modifying our current rules relating to length of “term” [multi-year] non-tenure track appointments; and
 - c) Modifying our current rules relating to maximum length of employment for non-tenure track instructional faculty.
- The new Article 9B of Chapter 18B of the Code authorizes a governing board to pursue the development of a completely independent classification and compensation system, unique to that institution; it is anticipated that West Virginia University will promptly implement that. While this authority might prove to be a useful option for Shepherd to pursue in the future, we believe the changes made in HB2815 may allow Shepherd to function effectively in the existing statewide system, so this issue will be assessed further, in the future.

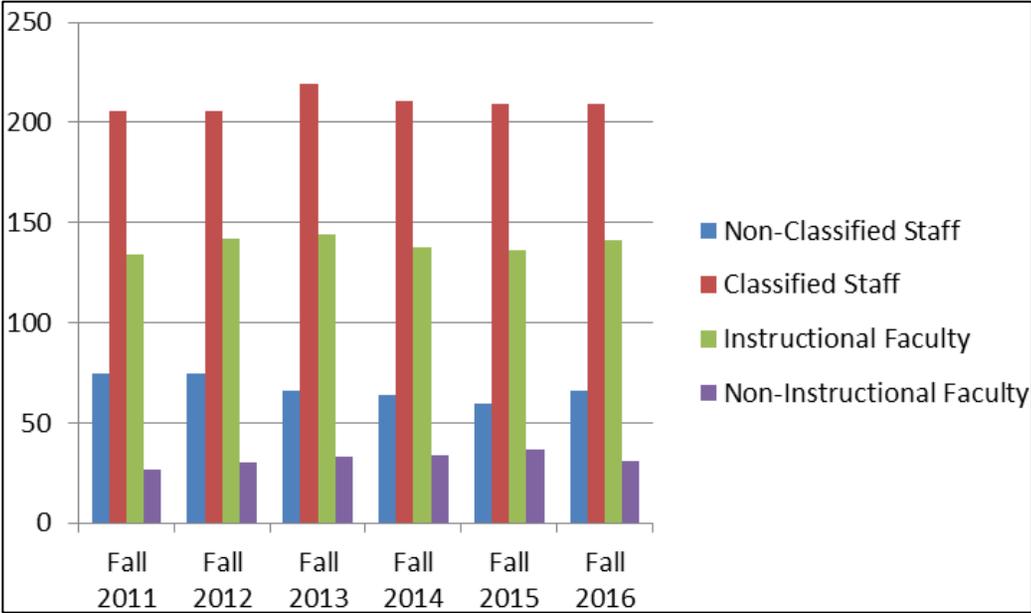
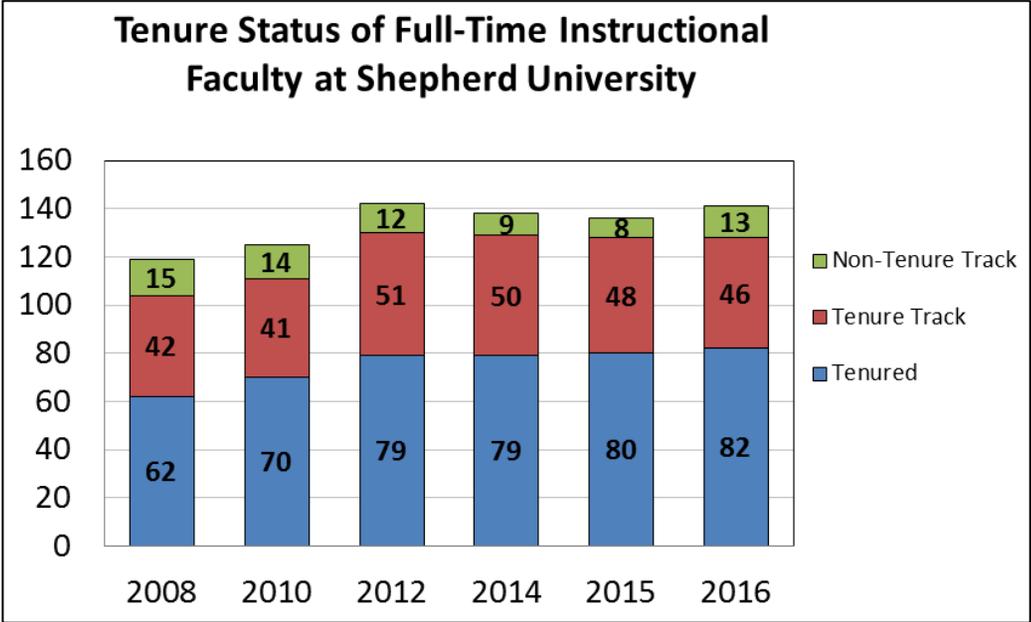
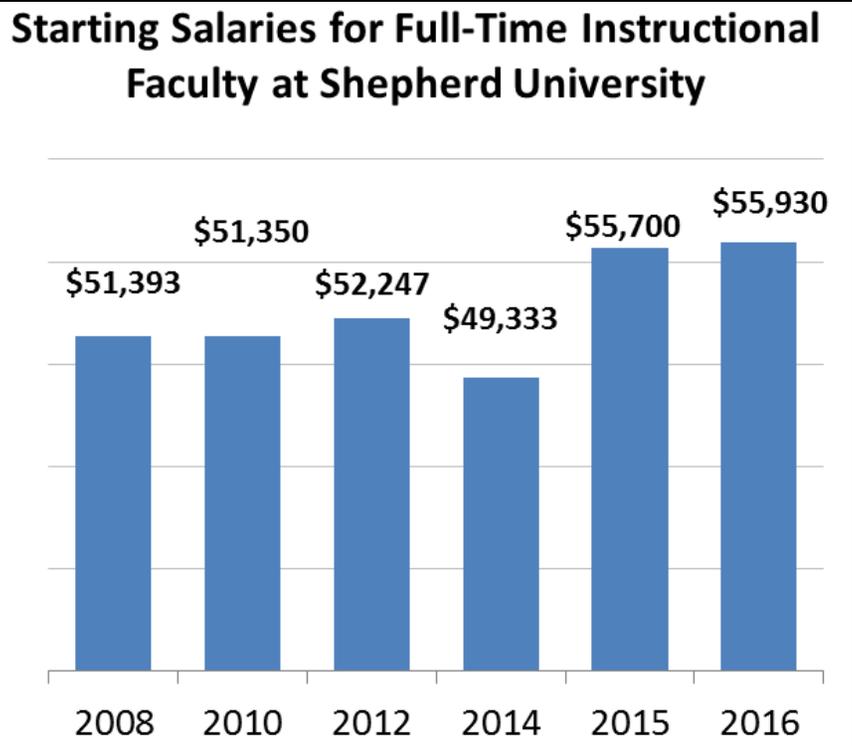
Other noteworthy changes in the personnel bill include:

- Broader flexibility to hire *new* management-level staff as non-classified rather than classified staff; and
- All “IT related positions” are converted to non-classified status; and
- No statistical restriction on the number of non-classified staff; and
- The annual “HR Report Card”, a collection of extensive statistical data from each institution, becomes more streamlined and converted to a five year cycle.
- The HEPC is directed to base future compensation analysis of classified staff on West Virginia Workforce data or other readily available higher ed data sources (see our Data Report). This should end the expenditures of hundreds of thousands of dollars on compensation study consultants, which to-date have produced no tangible benefit to any classified employee.
- A general and recurring emphasis that the role of the HEPC as to personnel is to help institutions as needed, rather than to establish requirements and impose statewide mandates.

COPLAC Peers: Average Salaries of FT Instructional Faculty by Academic Rank	2015-16				2010-11				2005-06			
	All Ranks	Professor	Associate Professor	Assistant Professor	All Ranks	Professor	Associate Professor	Assistant Professor	All Ranks	Professor	Associate Professor	Assistant Professor
Eastern Connecticut State University	78,705	92,394	75,312	60,993	77,339	94,555	73,145	59,952	66,557	85,137	64,473	53,586
Fort Lewis College (CO)	63,702	85,581	67,464	58,329	54,417	69,725	59,283	46,990	46,850	56,330	48,615	42,832
Georgia College and State University	59,184	74,970	61,209	52,002	57,258	70,249	59,780	52,117	55,257	66,860	56,089	49,048
Henderson State University (AR)	57,843	68,841	57,447	54,414	52,890	63,036	53,123	49,197	50,973	61,552	54,468	42,155
Keene State College (NH)	82,953	98,640	79,389	65,961	74,191	90,415	74,193	60,176	64,094	77,685	63,598	52,201
Mansfield University of Pennsylvania	83,160	108,648	85,941	67,221	81,654	104,333	82,299	64,633	69,162	88,118	69,836	54,556
Massachusetts College of Liberal Arts	77,688	98,523	70,308	57,276	67,835	82,076	62,193	50,664	55,967	64,492	55,778	44,918
Midwestern State University (TX)	68,400	90,612	75,492	61,371	63,301	81,936	67,109	58,236	56,616	72,735	59,834	51,625
New College of Florida	74,007	88,029	70,047	60,444	68,052	82,860	66,812	55,079	60,736	77,727	61,396	48,018
Ramapo College of New Jersey	98,406	119,862	93,510	80,982	92,997	115,022	90,129	76,091	75,322	94,985	76,207	55,825
Sonoma State University (CA)	79,335	91,035	74,466	68,760	76,795	90,881	70,388	62,356	68,343	83,027	64,841	54,652
Southern Oregon University	66,744	80,973	64,728	55,764	58,000	71,168	56,841	47,318	48,448	58,898	47,919	41,180
Southern Utah University	55,647	79,758	65,403	53,172	57,651	76,875	60,957	51,114	49,669	63,708	51,888	44,046
St Mary's College of Maryland	64,323	81,333	63,549	48,600	67,413	88,734	64,696	52,941	58,610	79,555	58,940	47,611
SUNY College at Geneseo	66,735	83,673	66,636	53,154	74,147	89,322	72,384	60,891	56,778	68,197	58,164	50,198
The Evergreen State College (WA)	71,343				65,327				56,805			
The University of Virginia's College at Wise	48,573	61,074	54,180	43,893	57,971	74,989	60,041	55,810	52,251	71,600	59,182	50,283
Truman State University (MO)	62,766	73,431	60,615	52,848	60,350	69,843	55,130	48,872	54,061	66,665	50,934	42,560
University of Illinois at Springfield	67,095	105,426	69,300	63,873	62,864	89,774	67,668	55,065	59,477	82,942	65,705	53,236
University of Maine at Farmington	61,173	73,827	60,651	51,876	57,050	71,957	55,876	47,685	48,512	60,547	45,925	39,276
University of Mary Washington (VA)	69,147	81,432	66,240	62,091	66,161	82,215	62,768	53,877	57,278	77,298	59,531	45,496
University of Minnesota-Morris	63,027	80,721	67,104	54,324	61,347	77,676	61,683	51,882	53,858	72,536	56,847	44,727
University of Montevallo (AL)	67,464	79,344	69,201	58,860	59,799	75,971	61,072	49,171	49,199	62,699	52,131	41,627
University of North Carolina at Asheville	70,245	85,581	73,755	64,926	67,939	86,905	67,703	61,218	56,342	75,196	55,684	48,551
University of Science and Arts of Oklahoma	49,635	59,382	51,246	46,089	50,796	61,138	51,115	45,562	43,132	49,873	43,113	37,492
University of South Carolina-Aiken	59,697	76,284	61,650	57,555	55,364	73,528	59,966	51,434	55,219	68,828	59,159	47,885
University of Wisconsin-Superior	56,439	67,266	53,748	55,890	56,901	68,937	54,895	51,686	52,653	63,089	52,429	48,749
Average without Shepherd	67,535	84,102	67,638	58,103	64,660	80,928	64,279	54,616	56,377	71,165	57,411	47,397
Shepherd University	59,859	71,802	61,344	55,746	59,240	72,365	61,282	52,865	52,303	62,874	54,461	45,766
Shepherd Percent of Average	88.63	85.38	90.69	95.94	91.62	89.42	95.34	96.79	92.77	88.35	94.86	96.56

HEPC Peers: Average Salaries of FT Instructional Faculty by Academic Rank	2015-16				2010-11				2005-06			
	All	Professor	Associate Professor	Assistant Professor	All	Professor	Associate Professor	Assistant Professor	All	Professor	Associate Professor	Assistant Professor
California State University-Monterey Bay	71,478	94,131	77,994	72,972	69,641	91,033	72,941	61,821	63,089	83,833	66,563	55,784
Eastern Oregon University	57,078	66,051	61,533	53,685	54,997	67,151	56,830	48,936	47,082	57,173	50,261	44,222
Fort Lewis College	63,702	85,581	67,464	58,329	54,417	69,725	59,283	46,990	46,850	56,330	48,615	42,832
Indiana University-East	54,783	76,311	62,703	54,585	54,274	70,668	58,421	54,318	52,326	71,927	63,140	46,315
Langston University	53,073	85,626	56,664	50,112	56,500	74,115	63,432	55,312	52,272	57,388	57,163	52,789
Lewis-Clark State College	51,678	59,247	51,984	46,665	47,860	56,931	47,755	42,287	44,150	53,078	44,096	38,567
Longwood University	65,322	80,793	68,499	62,622	60,402	77,287	62,978	53,778	52,199	66,745	59,696	48,039
Mississippi Valley State University	52,416	65,259	57,168	51,102	50,885	63,915	57,454	48,332	46,667	55,501	52,108	44,099
Shawnee State University	59,598	75,771	63,594	53,829	56,555	70,168	59,307	52,511	51,155	67,554	55,639	42,459
Southeastern Oklahoma State University	63,225	75,330	61,767	55,800	59,302	71,495	61,344	52,044	50,240	61,076	54,493	47,604
SUNY College at Old Westbury	75,186	91,314	76,365	71,523	79,893	99,309	79,443	75,558	63,025	81,714	60,878	59,885
SUNY College of Ag and Tech at Cobleski	59,103	71,595	59,625	50,202	67,761	78,093	64,052	55,953	52,726	60,665	52,623	45,531
University of Arkansas at Monticello	49,581	66,771	57,834	49,293	47,700	66,335	57,272	46,970	44,853	58,544	50,130	44,274
University of Hawaii at Hilo	83,493	98,739	85,068	73,341	70,745	86,303	72,449	65,940	57,004	70,667	58,897	50,406
University of Maine at Farmington	61,173	73,827	60,651	51,876	57,050	71,957	55,876	47,685	48,512	60,547	45,925	39,276
University of Mary Washington	69,147	81,432	66,240	62,091	66,161	82,215	62,768	53,877	57,278	77,298	59,531	45,496
University of Maryland Eastern Shore	70,704	88,038	76,374	67,419	64,853	81,785	70,311	65,047	56,443	75,043	62,149	56,279
University of North Carolina at Asheville	70,245	85,581	73,755	64,926	67,939	86,905	67,703	61,218	56,342	75,196	55,684	48,551
University of South Carolina-Aiken	59,697	76,284	61,650	57,555	55,364	73,528	59,966	51,434	55,219	68,828	59,159	47,885
Western State Colorado University	57,636	72,072	54,189	57,618	54,295	66,568	56,500	49,368	48,820	54,376	55,275	41,849
Average without Shepherd	62,416	78,488	65,056	58,277	59,830	75,274	62,304	54,469	52,313	65,674	55,601	47,107
Shepherd University	59,859	71,802	61,344	55,746	59,240	72,365	61,282	52,865	52,303	62,874	54,461	45,766
Shepherd Percent of Average	95.90	91.48	94.29	95.66	99.01	96.14	98.36	97.06	99.98	95.74	97.95	97.15

WV Peers: Average Salaries of FT Instructional Faculty by Academic Rank	2015-16				2010-11				2005-06			
	All Ranks	Professor	Associate Professor	Assistant Professor	All Ranks	Professor	Associate Professor	Assistant Professor	All Ranks	Professor	Associate Professor	Assistant Professor
Bluefield State College	54,378	66,141	56,088	52,173	54,594	63,564	53,801	49,396	46,353	58,141	45,319	37,941
Concord University	56,457	69,741	58,842	51,075	54,038	67,163	56,922	48,326	48,210	59,157	50,729	43,673
Fairmont State University	56,952	70,767	60,444	51,498	57,219	71,407	58,198	48,406	50,923	59,891	53,020	45,578
Glenville State College	53,541	68,256	60,246	48,105	47,755	65,093	53,170	45,566	46,114	61,345	52,558	42,518
Marshall University	63,108	76,761	65,313	59,886	60,700	73,093	59,639	51,331	53,535	63,479	53,866	42,499
West Liberty University	57,519	65,502	63,792	54,846	49,037	61,206	51,827	48,398	46,658	59,371	47,686	41,132
West Virginia State University	54,504	63,711	59,202	44,532	52,501	62,118	58,039	48,184	48,618	58,647	51,754	42,893
West Virginia University	84,501	116,370	79,767	67,140	75,515	102,388	75,376	60,841	63,307	79,773	61,749	51,456
Average without Shepherd	60,120	74,656	62,962	53,657	56,420	70,754	58,372	50,056	50,465	62,476	52,085	43,461
Shepherd University	59,859	71,802	61,344	55,746	59,240	72,365	61,282	52,865	52,303	62,874	54,461	45,766
Shepherd Percent of Average	99.57	96.18	97.43	103.89	105.00	102.28	104.99	105.61	103.64	100.64	104.56	105.30
Average w/o MU / WWU	55,559	67,353	59,769	50,372	52,524	65,092	55,326	48,046	47,813	59,425	50,178	42,289
SU percent of average w/o MU/WWU	107.74	106.61	102.64	110.67	112.79	111.17	110.76	110.03	109.39	105.80	108.54	108.22



CUPA STAFF SALARY COMPARISONS

The University has been expanding its analysis of CUPA data for assessing the internal equity and the broader market comparisons as to compensation of staff. This data comes from the College and University Professional Association for Human Resources (CUPA). Beginning as survey research on administrators' salaries many years ago, the data has expanded over time to include faculty, professional staff, and now also to comprehensively assess non-exempt staff compensation at all levels. Almost 1,100 colleges and universities participated in the surveys in 2015-16, yielding salary data as to 53,900 administrators, 209,000 professionals, and 187,000 non-exempt staff from across the country.

The survey results are sorted and categorized as median salaries among cohorts of institutions. Shepherd's analysis compares our staff salaries to appropriate comparative characteristics. For Administrators, this consists of: Public Institutions; Master's level Institutions; Operating Expenses \$43.2 to 94.9 million; Enrollment of 1,710 to 3,580; Public Institutions Enrollment 3,245 to 8,011; Public Institutions Total Expenses of Below \$61 million; Masters Institutions Total Expenses of Below \$61 million; and Southern Region Institutions. For Professional and Non-Exempt Staff, the comparable enrollment and expense quartiles are utilized. An average of the median salary data from each of the eight cohort-categories is calculated and compared to the Shepherd incumbent's salary. To adapt the positions at Shepherd to the summary job descriptions used by CUPA for each listed position title, many Shepherd positions are analyzed by averaging two or three CUPA positions, to try to maximize the effectiveness of the comparisons.

Additional refinement of compensation comparisons will be made from other wage-data resources, moving forward. But the CUPA data gives us a helpful beginning point of reference in assessing our compensation levels at the University. Highlights of the data are:

- 40 Senior-level administrators average, in the aggregate, 84.9% of the CUPA average compensation levels.
- 101 Professional staff and non-instructional faculty average, in the aggregate, 79.9% of the CUPA average compensation levels.
- 161 Non-Exempt staff average, in the aggregate, 79.1% of the CUPA average compensation levels.
- 17 staff, almost evenly divided between non-classified and classified, are analyzed with job title comparisons from more than one category, and they average, in the aggregate, 85.2% of the average compensation levels.
- Only 10 of the 40 senior administrators, 22 of the 101 professionals/non-instructional faculty [22%], and 39 of the 161 non-exempt staff [24%] are compensated above 95% of the CUPA average compensation level. Four of the 17 mixed cohort Shepherd positions are compensated at least at 95% of the CUPA average compensation level.

Shepherd University Full Time Staff and Faculty Annual Turnover Rate From 2006 to 2016 - Minority/NonMinority

STAFF	Total FT Staff Minority at Start	FT Staff Minority Left	FT Staff Minority New	FT Staff Minority Turn Over Rate	Total FT Staff Non-Minority at Start	FT Staff Non-Minority Left	FT Staff Non-Minority New	FT Staff Non-Minority Turn Over	Total FT Staff at Start	Total FT Staff Left	Total FT Staff New	Total FT Staff Turn Over Rate
Fall 2006 - Fall 2007	48	8	6	16.7%	185	20	34	10.8%	233	28	40	12.0%
Fall 2007 - Fall 2008	46	2	8	4.3%	199	32	36	16.1%	245	34	44	13.9%
Fall 2008 - Fall 2009	52	0	4	0.0%	203	13	31	6.4%	255	13	35	5.1%
Fall 2009 - Fall 2010	56	7	6	12.5%	221	20	20	9.0%	277	27	26	9.7%
Fall 2010 - Fall 2011	55	7	6	12.7%	221	23	29	10.4%	276	30	35	10.9%
Fall 2011 - Fall 2012	54	9	1	16.7%	227	27	35	11.9%	281	36	36	12.8%
Fall 2012 - Fall 2013	46	3	4	6.5%	235	29	31	12.3%	281	32	35	11.4%
Fall 2013 - Fall 2014	47	5	3	10.6%	237	32	25	13.5%	284	37	28	13.0%
Fall 2014 - Fall 2015	45	8	4	17.8%	230	25	23	10.9%	275	33	27	12.0%
Fall 2015 - Fall 2016	41	10	8	24.4%	228	30	39	13.2%	269	40	48	14.9%
Average Annual Turnover Rate				12.2%				11.5%				11.6%

FACULTY	Total FT Faculty Minority at Start	FT Faculty Minority Left	FT Faculty Minority New	FT Faculty Minority Turn Over Rate	Total FT Faculty Non-Minority at Start	FT Faculty Non-Minority Left	FT Faculty Non-Minority New	FT Faculty Non-Minority Turn Over Rate	Total FT Faculty at Start	Total FT Faculty Left	Total FT Faculty New	Total FT Faculty Turn Over Rate
Fall 2006 - Fall 2007	12	0	3	0.0%	122	8	11	6.6%	134	8	14	6.0%
Fall 2007 - Fall 2008	15	4	5	26.7%	125	13	15	10.4%	140	17	20	12.1%
Fall 2008 - Fall 2009	16	1	3	6.3%	127	14	17	11.0%	143	15	20	10.5%
Fall 2009 - Fall 2010*	21	2	2	9.5%	127	10	11	7.9%	148	12	13	8.1%
Fall 2010 - Fall 2011	21	2	5	9.5%	128	10	19	7.8%	149	12	24	8.1%
Fall 2011 - Fall 2012	24	1	3	4.2%	137	11	20	8.0%	161	12	23	7.5%
Fall 2012 - Fall 2013	26	4	2	15.4%	146	14	21	9.6%	172	18	23	10.5%
Fall 2013 - Fall 2014	24	2	1	8.3%	153	13	9	8.5%	177	15	10	8.5%
Fall 2014 - Fall 2015	23	1	2	4.3%	149	18	18	12.1%	172	19	20	11.0%
Fall 2015 - Fall 2016	24	2	2	8.3%	149	15	14	10.1%	173	17	16	9.8%
Average Annual Turnover Rate				9.3%				9.2%				9.2%

* 3 existing faculty members self-identified as minorities for the first time.

COPLAC Peers: FT Instructional Faculty by Academic Rank, Race and Gender - Fall 2015	All Ranks			Professor			Associate Professor			Assistant Professor		
	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority
Eastern Connecticut State University	198	46.46	29.29	93	45.16	29.03	41	46.34	24.39	64	48.44	32.81
Fort Lewis College (CO)	172	51.16	11.05	45	31.11	13.33	47	51.06	14.89	36	61.11	5.56
Georgia College and State University	334	55.09	21.26	103	33.98	19.42	76	65.79	19.74	85	63.53	23.53
Henderson State University (AR)	182	45.60	18.13	54	18.52	22.22	38	52.63	18.42	59	61.02	20.34
Keene State College (NH)	215	49.77	10.23	85	43.53	10.59	75	48.00	10.67	42	61.90	9.52
Mansfield University of Pennsylvania	117	49.57	11.97	31	45.16	19.35	42	40.48	9.52	31	58.06	9.68
Massachusetts College of Liberal Arts	90	50.00	11.11	38	47.37	10.53	22	45.45	4.55	27	55.56	18.52
Midwestern State University (TX)	236	51.69	20.34	40	25.00	17.50	69	42.03	21.74	100	62.00	24.00
New College of Florida	79	50.63	17.72	33	39.39	3.03	22	68.18	22.73	22	45.45	31.82
Ramapo College of New Jersey	215	51.16	29.77	70	47.14	24.29	92	53.26	28.26	49	48.98	42.86
Sonoma State University (CA)	246	50.81	17.48	121	49.59	14.88	54	44.44	20.37	36	52.78	30.56
Southern Oregon University	163	42.94	11.66	67	32.84	14.93	40	50.00	10.00	16	31.25	31.25
Southern Utah University	308	33.12	7.47	49	10.20	2.04	71	30.99	9.86	105	55.24	8.57
St Mary's College of Maryland	146	47.26	19.18	49	42.86	14.29	48	45.83	18.75	47	55.32	25.53
SUNY College at Geneseo	252	43.25	17.46	83	33.73	10.84	81	40.74	17.28	56	60.71	32.14
The Evergreen State College (WA)	157	54.78	24.84									
The University of Virginia's College at Wise	102	43.14	22.55	23	39.13	13.04	24	37.50	12.50	31	38.71	41.94
Truman State University (MO)	333	40.24	12.01	167	32.93	10.78	39	38.46	12.82	94	44.68	14.89
University of Illinois at Springfield	210	45.24	24.76	18	11.11	11.11	90	45.56	23.33	67	52.24	31.34
University of Maine at Farmington	113	58.41	7.08	36	44.44	8.33	37	59.46	5.41	25	56.00	12.00
University of Mary Washington (VA)	245	46.53	17.55	73	45.21	8.22	90	45.56	18.89	54	50.00	29.63
University of Minnesota-Morris	102	43.14	11.76	29	31.03	10.34	44	56.82	4.55	27	37.04	22.22
University of Montevallo (AL)	142	49.30	11.27	43	39.53	9.30	42	40.48	9.52	49	59.18	14.29
University of North Carolina at Asheville	214	45.33	19.63	61	32.79	9.84	56	53.57	30.36	50	48.00	28.00
University of Science and Arts of Oklahoma	58	51.72	10.34	15	53.33	20.00	14	71.43	0.00	17	29.41	5.88
University of South Carolina-Aiken	123	53.66	21.95	28	28.57	21.43	33	54.55	27.27	28	71.43	17.86
University of Wisconsin-Superior	125	52.00	12.00	34	38.24	8.82	30	53.33	16.67	39	56.41	17.95
Average without Shepherd		48.22	16.66		36.23	13.75		49.31	15.86		52.48	22.41
Shepherd University	141	46.81	13.48	29	37.93	10.34	53	41.51	20.75	45	55.56	8.89
Shepherd Percent of Average		97.07	80.88		104.70	75.24		84.19	130.82		105.86	39.66

HEPC Peers: FT Instructional Faculty by Academic Rank, Race and Gender - Fall 2015	All Ranks			Professor			Associate Professor			Assistant Professor		
	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority
California State University-Monterey Bay	226	56.19	37.61	50	38.00	52.00	40	60.00	45.00	56	55.36	39.29
Eastern Oregon University	96	40.63	9.38	20	30.00	0.00	32	37.50	6.25	30	43.33	16.67
Fort Lewis College	174	50.57	10.92	45	31.11	13.33	47	51.06	14.89	36	61.11	5.56
Indiana University-East	101	65.35	19.80	8	37.50	37.50	16	50.00	31.25	46	71.74	23.91
Langston University	133	44.36	67.67	5	40.00	60.00	33	24.24	72.73	51	45.10	62.75
Lewis-Clark State College	171	57.31	5.26	57	38.60	3.51	39	66.67	0.00	54	62.96	9.26
Longwood University	253	51.78	7.91	51	49.02	1.96	71	43.66	4.23	84	53.57	11.90
Mississippi Valley State University	118	48.31	83.05	14	28.57	78.57	31	41.94	77.42	46	54.35	82.61
Shawnee State University	151	44.37	10.60	36	33.33	8.33	38	28.95	7.89	52	51.92	13.46
Southeastern Oklahoma State University	131	41.22	15.27	55	30.91	10.91	28	46.43	21.43	22	18.18	22.73
SUNY College at Old Westbury	160	54.38	41.25	28	42.86	50.00	63	55.56	38.10	55	60.00	41.82
SUNY College of Ag and Tech at Cobleskill	103	38.83	7.77	37	35.14	5.41	25	28.00	16.00	31	48.39	6.45
University of Arkansas at Monticello	167	50.30	10.18	25	16.00	0.00	43	41.86	20.93	29	58.62	10.34
University of Hawaii at Hilo	212	47.17	39.15	63	34.92	33.33	85	48.24	49.41	33	45.45	39.39
University of Maine at Farmington	113	58.41	7.08	36	44.44	8.33	37	59.46	5.41	25	56.00	12.00
University of Mary Washington	245	46.53	17.55	73	45.21	8.22	90	45.56	18.89	54	50.00	29.63
University of Maryland Eastern Shore	230	43.91	63.48	37	32.43	64.86	69	36.23	60.87	70	44.29	70.00
University of North Carolina at Asheville	216	45.37	19.44	61	32.79	9.84	56	53.57	30.36	50	48.00	28.00
University of South Carolina-Aiken	123	53.66	21.95	28	28.57	21.43	33	54.55	27.27	28	71.43	17.86
Western State Colorado University	117	40.17	5.13	41	34.15	4.88	13	38.46	0.00	27	37.04	3.70
Average without Shepherd		48.94	25.02		35.18	23.62		45.60	27.42		51.84	27.37
Shepherd University	141	46.81	13.48	29	37.93	10.34	53	41.51	20.75	45	55.56	8.89
Shepherd Percent of Average		95.64	53.85		107.83	43.80		91.04	75.70		107.16	32.48

Regional Competitors: FT Instructional Faculty by Academic Rank, Race and Gender - Fall 2015	All Ranks			Professor			Associate Professor			Assistant Professor		
	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority
Bloomsburg University of Pennsylvania	417	43.88	15.83	123	28.46	15.45	98	40.82	14.29	126	54.76	18.25
California University of Pennsylvania	262	50.38	15.27	88	43.18	10.23	78	50.00	14.10	72	54.17	23.61
Frostburg State University	248	41.13	16.53	78	30.77	16.67	59	38.98	16.95	74	48.65	17.57
Hood College	100	58.00	18.00	30	66.67	13.33	37	51.35	18.92	32	59.38	21.88
Indiana University of Pennsylvania	579	48.01	16.75	192	35.94	18.23	168	52.98	19.05	165	48.48	15.15
Mount St Mary's University	128	41.41	10.94	19	26.32	10.53	44	40.91	11.36	50	44.00	12.00
Shenandoah University	250	58.80	12.80	53	47.17	3.77	86	58.14	9.30	104	67.31	18.27
Shippensburg University of Pennsylvania	294	42.18	16.67	107	37.38	12.15	113	40.71	20.35	61	45.90	21.31
Slippery Rock University of Pennsylvania	336	51.19	18.45	86	41.86	19.77	102	53.92	25.49	107	54.21	16.82
Average without Shepherd		48.33	15.69		39.75	13.35		47.53	16.65		52.98	18.32
Shepherd University	141	46.81	13.48	29	37.93	10.34	53	41.51	20.75	45	55.56	8.89
Shepherd Percent of Average		96.85	85.87		95.43	77.51		87.33	124.68		104.85	48.53

COPLAC Peers: FT Staff by Occupational Category, Race and Gender - Fall 2015	All Occupational Categories			Management			Business & Financial Operations			Service			Administrative Support		
	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority
	Eastern Connecticut State University	594	52.86	27.27	29	48.28	20.69	29	58.62	24.14	102	45.10	46.08	59	94.92
Fort Lewis College (CO)	490	50.82	18.16	31	45.16	19.35	41	70.73	14.63	61	37.70	37.70	31	80.65	19.35
Georgia College and State University	909	56.77	25.96	127	49.61	15.75	34	64.71	20.59	106	35.85	54.72	116	95.69	27.59
Henderson State University (AR)	428	57.94	19.39	50	58.00	20.00	11	100.00	9.09	18	38.89	38.89	76	96.05	19.74
Keene State College (NH)	557	54.58	7.90	74	63.51	4.05	37	62.16	2.70	10	30.00	30.00	86	81.40	6.98
Mansfield University of Pennsylvania	349	52.15	7.74	18	50.00	16.67	64	59.38	6.25	39	33.33	0.00	43	86.05	9.30
Massachusetts College of Liberal Arts	294	53.74	7.82	32	68.75	6.25	14	71.43	7.14	44	27.27	2.27	36	91.67	2.78
Midwestern State University (TX)	640	56.56	22.50	50	52.00	18.00	10	60.00	30.00	65	35.38	52.31	151	88.74	17.22
New College of Florida	277	49.46	20.94	46	60.87	17.39	5	20.00	20.00	35	25.71	48.57	55	78.18	12.73
Ramapo College of New Jersey	672	53.13	29.17	36	44.44	16.67				70	27.14	54.29	171	70.18	22.81
Sonoma State University (CA)	945	55.24	23.70	69	40.58	20.29	161	77.02	18.63	89	37.08	40.45	76	86.84	25.00
Southern Oregon University	508	48.43	10.83	18	55.56	11.11	156	54.49	12.18	37	18.92	5.41	48	81.25	12.50
Southern Utah University	698	38.25	7.74	60	13.33	3.33	51	56.86	3.92	27	18.52	0.00	35	88.57	5.71
St Mary's College of Maryland	394	51.27	22.34	36	55.56	16.67	31	58.06	16.13	44	40.91	50.00	36	97.22	25.00
SUNY College at Geneseo	739	51.42	11.37	69	55.07	15.94	27	59.26	18.52	129	48.84	10.08	106	90.57	0.00
The Evergreen State College (WA)	613	56.61	23.33	65	47.69	21.54	46	71.74	8.70	62	38.71	37.10	81	86.42	18.52
The University of Virginia's College at Wise	360	55.00	9.44	48	68.75	4.17	16	87.50	0.00	32	40.63	0.00	49	97.96	6.12
Truman State University (MO)	746	50.27	7.37	28	53.57	3.57	15	80.00	0.00	51	66.67	1.96	86	91.86	2.33
University of Illinois at Springfield	716	53.07	16.62	91	58.24	13.19	62	83.87	19.35	71	19.72	15.49	115	81.74	8.70
University of Maine at Farmington	295	57.63	3.73	9	55.56	0.00	6	100.00	0.00	38	13.16	2.63	39	97.44	0.00
University of Mary Washington (VA)	710	55.07	16.76	69	57.97	18.84	60	83.33	10.00	62	40.32	25.81	82	89.02	26.83
University of Minnesota-Morris	351	52.14	10.83	22	45.45	9.09	31	67.74	12.90	44	52.27	2.27	47	91.49	4.26
University of Montevallo (AL)	455	57.80	12.75	48	54.17	4.17	17	82.35	11.76	56	46.43	17.86	70	94.29	20.00
University of North Carolina at Asheville	674	51.93	15.28	45	57.78	4.44	43	58.14	18.60	79	40.51	20.25	114	85.09	13.16
University of Science and Arts of Oklahoma	142	56.34	16.90	13	61.54	15.38	7	100.00	0.00	18	55.56	38.89	12	100.00	16.67
University of South Carolina-Aiken	337	55.79	19.58	47	36.17	17.02	7	85.71	0.00	21	19.05	14.29	49	91.84	14.29
University of Wisconsin-Superior	327	54.13	8.56	32	46.88	6.25	23	60.87	0.00	8	0.00	25.00	38	94.74	2.63
Average without Shepherd		53.27	15.70		52.02	12.59		70.54	10.97		34.58	24.90		89.25	13.42
Shepherd University	443	57.11	15.12	53	60.38	15.09	22	77.27	9.09	74	50.00	27.03	63	90.48	11.11
Shepherd Percent of Average		107.20	96.31		116.07	119.93		109.55	82.86		144.59	108.54		101.37	82.82

HEPC Peers: Full-Time Staff by Occupational Category, Race/Ethnicity and Gender - Fall 2015	All Occupational Categories			Management			Business & Financial Operations			Service			Administrative Support		
		%	%		%	%		%	%		%	%		%	%
	All	Women	Minority	All	Women	Minority	All	Women	Minority	All	Women	Minority	All	Women	Minority
California State University-Monterey Bay	715	58.74	45.17	54	55.56	22.22	112	74.11	36.61	13	38.46	38.46	96	81.25	52.08
Eastern Oregon University	311	53.70	8.04	36	58.33	13.89	65	72.31	7.69	23	39.13	4.35	35	88.57	11.43
Fort Lewis College	490	50.82	24.69	31	45.16	19.35	41	70.73	14.63	61	37.70	37.70	31	80.65	19.35
Indiana University-East	264	67.05	13.26	46	71.74	13.04				18	44.44	5.56	42	90.48	4.76
Langston University	321	52.34	76.01	42	61.90	71.43	3	66.67	66.67	12	0.00	58.33	62	85.48	72.58
Lewis-Clark State College	406	59.36	7.39	15	53.33	20.00	14	85.71	21.43	32	28.13	6.25	68	95.59	2.94
Longwood University	765	56.86	12.03	102	62.75	12.75	49	67.35	10.20	31	35.48	29.03	113	90.27	9.73
Mississippi Valley State University	473	56.45	95.14	47	55.32	95.74	22	90.91	100.00	79	31.65	98.73	73	89.04	98.63
Shawnee State University	358	50.84	6.15	53	43.40	3.77	8	75.00	0.00	32	18.75	3.13	51	96.08	1.96
Southeastern Oklahoma State University	405	53.58	18.27	27	40.74	22.22	26	76.92	7.69	39	48.72	20.51	46	97.83	15.22
SUNY College at Old Westbury	465	52.47	40.00	58	50.00	27.59	17	76.47	29.41	53	28.30	58.49	56	89.29	28.57
SUNY College of Ag and Tech at Cobleskill	387	45.22	6.98	36	47.22	5.56	18	55.56	5.56	64	53.13	9.38	40	92.50	0.00
University of Arkansas at Monticello	401	57.86	17.96	28	46.43	3.57	23	86.96	13.04	33	66.67	51.52	66	95.45	16.67
University of Hawaii at Hilo	549	54.28	60.84	27	55.56	70.37	34	70.59	88.24	50	24.00	82.00	58	98.28	87.93
University of Maine at Farmington	295	57.63	3.73	9	55.56	0.00	6	100.00	0.00	38	13.16	2.63	39	97.44	0.00
University of Mary Washington	710	55.07	16.76	69	57.97	18.84	60	83.33	10.00	62	40.32	25.81	82	89.02	26.83
University of Maryland Eastern Shore	769	49.67	75.55	106	50.94	80.19	74	60.81	74.32	93	41.94	93.55	101	93.07	83.17
University of North Carolina at Asheville	674	51.93	16.02	45	57.78	4.44	43	58.14	18.60	79	40.51	20.25	114	85.09	13.16
University of South Carolina-Aiken	337	55.79	40.06	47	36.17	17.02	7	85.71	0.00	21	19.05	14.29	49	91.84	14.29
Western State Colorado University	290	45.52	12.41	30	53.33	16.67	13	84.62	0.00	35	28.57	20.00	9	100.00	0.00
Average without Shepherd		54.26	29.82		52.96	26.93		75.89	26.53		33.90	34.00		91.36	27.97
Shepherd University	443	57.11	15.12	53	60.38	15.09	22	77.27	9.09	74	50.00	27.03	63	90.48	11.11
Shepherd Percent of Average		105.26	50.71		114.01	56.04		101.82	34.26		147.47	79.50		99.03	39.73

Regional Competitors: FT Staff by Occupational Category, Race and Gender - Fall	All Occupational Categories			Management			Business & Financial Operations			Service			Administrative Support		
	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority	All	% Women	% Minority
Bloomsburg University of Pennsylvania	992	51.92	11.19	36	33.33	13.89	133	61.65	11.28	130	53.08	7.69	140	91.43	5.00
California University of Pennsylvania	702	54.27	10.97	41	39.02	9.76	121	65.29	6.61	73	36.99	12.33	100	95.00	11.00
Frostburg State University	743	50.74	8.61	78	51.28	11.54	63	79.37	1.59	90	45.56	2.22	114	81.58	7.89
Hood College	246	62.20	12.20	29	65.52	6.90	14	85.71	7.14	14	21.43	0.00	37	86.49	10.81
Indiana University of Pennsylvania	1364	50.73	10.04	78	41.03	11.54	191	51.83	6.81	125	36.80	1.60	202	90.59	1.98
Mount St Mary's University	367	52.86	9.26	66	42.42	6.06	17	70.59	5.88	17	35.29	17.65	63	93.65	4.76
Shenandoah University	638	62.85	9.56	63	60.32	6.35	20	70.00	5.00	59	57.63	13.56	93	94.62	5.38
Shippensburg University of Pennsylvan	739	48.17	11.64	44	34.09	11.36	105	55.24	15.24	74	45.95	5.41	96	88.54	8.33
Slippery Rock University of Pennsylvan	826	52.78	12.71	44	43.18	9.09	103	52.43	6.80	82	42.68	13.41	118	94.07	6.78
Average without Shepherd		54.06	10.69	53.22	45.58	9.61	85.22	65.79	7.37	73.78	41.71	8.21		90.66	6.88
Shepherd University	443	57.11	15.12	53	60.38	15.09	22	77.27	9.09	74	50.00	27.03	63	90.48	11.11
Shepherd Percent of Average		105.65	141.52		132.47	157.08	25.81	117.45	123.33		119.87	329.29		99.79	161.45