

Shepherd

UNIVERSITY

Board of Governors



Meeting Agenda

April 19, 2012

Board Members

Gat Caperton, Chair

W. Mark Rudolph, Vice Chair

Marcia Brand, Secretary

John Beatty

Lacy I. Rice III

Jason Best, Faculty

D. Scott Roach

Elizabeth Greer, Student

Diane Shewbridge, Classified Staff

Holly McCall

Veronique N. Walker

John Younis

Suzanne Shiple, President

**SHEPHERD UNIVERSITY
BOARD OF GOVERNORS MEETING**

3:30 p.m.

April 19, 2012

Lower Conference Room

**Robert Byrd Center for Legislative Studies
Shepherdstown, WV**

AGENDA

Regular Session

1. Call to Order Chair Gat Caperton
2. Public Comments

Consent Agenda

1. Adoption of the Minutes from February 23, 2012 Chair Caperton
Board Meeting
2. Adoption of the Minutes from March 13, 2012 Chair Caperton
Board Meeting
3. President's Report President Suzanne Shipley
4. Recognition of Emeritus Faculty Dr. Richard Helldobler, Vice President for
Academic Affairs

Presentation Agenda

1. Classified Employees Council (CEC) Annual Report Mr. Brian Hammond, Manager of User
Support Services and Chair of the CEC
2. Student-Athletes Dr. Andro Barnett, Faculty Athletics
Representative and Associate Professor of
Health, Physical Education, and Recreation
Studies and Faculty Athletic Representative

Discussion Agenda

1. Proposed 2012-2013 Enrollment, Housing, Dining and Mr. Rick Staisloff, Executive Officer for
Other Fees Strategic Initiatives
2. 2011-2012 Academic Program Reviews Dr. Helldobler
Dr. Dorothy Hively, Special Assistant to the
Vice President for Academic Affairs and
Assistant Professor of Education

Regular Session

1. New Business Chair Caperton

Adjournment

Shepherd University Board of Governors

Minutes of the Meeting of February 23, 2012

The Shepherd University Board of Governors met on February 23, 2012 in a regular meeting. Members participating were: John Beatty, Jason Best, Marcia Brand, Gat Caperton, Elizabeth Greer, Holly McCall, D. Scott Roach, W. Mark Rudolph, Diane Shewbridge, Veronique N. Walker and John Younis. Also present were Shepherd University President Suzanne Shipley, members of the executive staff and others. Board member Lacy I. Rice III was absent from the meeting.

1. **PUBLIC COMMENTS**

No public comments were made.

2. **MINUTES OF THE MEETING OF NOVEMBER 17, 2011**

M (Best), S (Younis), PASSED, that the minutes of the November 17, 2011 meeting of the Board of Governors be adopted as presented at the meeting.

3. **PRESIDENT'S REPORT**

President Shipley discussed the issue of compliance within the University, given that a number of examples of non-compliance have been in the media recently. She reports that Shepherd has controls in place to ensure compliance, through the Office of Financial Aid, the General Counsel, Institutional Research, and University Police Department. Student behavioral compliance is handled through the office of the Dean of Students who spearheads a committee that meets weekly. President Shipley emphasized that we are dedicated to transparency and honesty. Reporting of compliance concerns is encouraged on the campus.

4. **APPROVAL OF STUTZMAN-SLONAKER HALL RENOVATIONS**

M (Shewbridge), S (Best), PASSED, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the prospectus and project budget for the 2012 Building Systems Renovations at Stutzman-Slonaker Hall and authorizes the University President to proceed with the project.

Rick Staisloff provided a brief update on the pedestrian underpass moving between East and West campuses underneath WV Route 480. There has been some escalation of the project's costs due to enhancements required by the State Department of Highways (DOH). He reported, though, that the University has been successful in securing additional funding from the DOH, which will exceed the increases in the project. Bids are on the street and will be opened March 6, 2012, and awarded soon afterward.

5. **COMMON READING PROGRAM**

Lisa and Paul Welch were recognized for their contributions and dedication to the Common Reading Program. "I Believe in Black Friday," by Rebecca McCoy; "I Believe in Government," by Dr. Raymond Smock, Director of the Byrd Center for Legislative Studies; and "I Am a Child of Old People," Adam Booth, adjunct faculty member in music and philosophy.

6. **ADVISORY COUNCIL OF FACULTY (ACF) ANNUAL REPORT**
Dr. Sylvia Shurbutt, Professor of English and ACF University Representative, reviewed the Council's brochure that was distributed. She highlighted legislative areas of activity specifically of interest to members of the faculty.
7. **QUARTERLY FINANCIAL MANAGEMENT REPORT**
Mr. Rick Staisloff, Executive Officer for Strategic Initiatives, presented to the Board the Quarterly Financial Report for the period ending December 31, 2011.
8. **STUDENT AFFAIRS ANNUAL REPORT**
Dr. Thomas Segar, Vice President for Student Affairs, presented to the Board the activities of the offices and functions within the Division of Student Affairs.
9. **HUMAN RESOURCES ANNUAL REPORT**
Dr. Marie DeWalt, Director of Human Resources, and Mr. Alan Perdue, General Counsel, presented to the Board the Human Resources Annual Report and data report.
10. **INSTITUTIONAL ACCREDITATION REPORT**
The co-coordinators of the Higher Learning Commission (HLC) accreditation visit, Dr. Scott Beard, Dean of Graduate Studies and Continuing Education and Professor of Music, and Dr. Dorothy Hively, Special Assistant to the Vice President for Academic Affairs and Assistant Professor of Education, discussed the upcoming visit, the role of members of the Board of Governors in the visit, and answered questions of board members.
11. **NEW BUSINESS**
None.

Gat Caperton
Chair

Marcia Brand
Secretary

Shepherd University Board of Governors

Minutes of the Meeting of March 13, 2012

The Shepherd University Board of Governors met on March 13, 2012 in Room 202, Ikenberry Hall, 301 North King Street, Shepherdstown, West Virginia. Members participating were: John Beatty [phone], Jason Best [phone], Marcia Brand [phone], Gat Caperton [phone], Holly McCall [phone], Lacy I. Rice III [phone], D. Scott Roach [phone] and Diane Shewbridge. Also present were Shepherd University President Suzanne Shipley, members of the executive staff and others. Board members Elizabeth Greer, W. Mark Rudolph, Veronique N. Walker and John Younis were absent from the meeting.

1. **PUBLIC COMMENTS**

No public comments were made.

2. **WV ROUTE 480 PEDESTRIAN UNDERPASS**

Mr. Rick Staisloff, Executive Officer for Strategic Initiatives, discussed the results of the bid opening for the underpass project. Because the apparent low bid was significantly higher than what had been provided for in the original project prospectus, the Board was asked to approve a revised Project Budget. The availability of previously unanticipated State funding assistance will result in a reduced net expense for the University.

M (Shewbridge), S (Best), PASSED, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the revised WV Route 480 Underpass Project Budget as presented in the Agenda Book.

3. **NEW BUSINESS**

None.

Gat Caperton
Chair

Marcia Brand
Secretary

PRESIDENT'S REPORT

Educational Outreach Opportunity

During the recent Spring Assembly, I shared with members of the campus community my vision for expanding the offering of a Shepherd education beyond the confines of our current Shepherdstown facilities. Shepherd is reaching, in some respects, some limits in our capacity to serve an ever-growing student population on our existing Shepherdstown campus. We are committed to our focus on Shepherd's traditional, highly residential, high quality students. While maintaining that commitment, we should look for creative opportunities to better serve non-traditional students.

As we had identified in our Crossroads Strategic Plan, many new opportunities lie in increasing the graduate and non-traditional student populations. These types of students are not looking for the traditional college experience, but rather are seeking convenience in scheduling and location, and relevant degrees for advancement.

I have prepared a white paper that was distributed at the Spring Assembly and is also included as part of this President's Report. In it, I have outlined how Shepherd could capitalize on the premier education we have become known for through an outreach location in Martinsburg. I look forward to discussing the vision for "The Martinsburg Project" during my remarks at the April meeting.

Capital Projects

CCA Phase II

Construction is progressing well due in large part to the favorable winter weather conditions. The project is tracking on or ahead of schedule. Foundation components are complete, underground utilities are in place, lower level steel members have been set, walls are out of the ground, back filling is underway, and some floors on the first floor have been poured.

Pedestrian Underpass

All State Department of Highways and State Historic Preservation Office obligations have been met. Construction contracts are in place and the contractor, C. William Hetzer, Inc., has mobilized and is beginning work, first with the dismantling of the stone wall adjacent to WV Route 480 on West Campus. Utility relocation by First Energy, Comcast and Frontier are expected to be completed in the coming days, and has included the replacement of poles and the repositioning of primary electrical lines. Important additional updates will be discussed at the April meeting.

Advancement

Year-To-Date Giving Summary: 7/1/11 through 2/29/12

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

- As of February 29, 2012, \$2,293,148 had been received. This is \$259,375 less than what had been received by the same date in 2011. The decrease is attributed to fulfillment of pledges to capital projects in FY11.
- Giving to annual programs has increased by \$120,856 (24 percent) over the previous year. In addition, the number of gifts has increased by 13 percent.
- Giving to endowments has increased by \$210,807 (33 percent) when compared to February 2011.
- Payouts from competitive grants have increased by 19 percent over last year. This reflects increased grants activity, especially in the TRIO and HRSA grants. These projects are now staffed, and funded activities that nurture our at-risk students are being implemented.
- Overall, the number of donors is now up by about 14 percent thus far this year. Giving by alumni, friends, corporations and government sources is now tracking well with last year's performance.

Comprehensive Fundraising Report: 7/1/11 through 2/29/12

The Comprehensive Fundraising Report provides analysis of cumulative data from the start date of the fiscal year through the end of the reporting period. The report includes data from all external fundraising programs managed through the Office of Advancement and the Shepherd University Foundation. Please note: this report cannot be directly compared with the former Comprehensive Campaign Report because the new report does not include contributions to the CATF.

- Since the beginning of the fiscal year, \$3,491,863 has been pledged and/or paid.
- Gifts to endowment equal \$840,235 while gifts to annual programs equal \$576,756.
- \$1,399,792 has been awarded through the competitive grants process.
- \$675,000 in deferred gifts has been documented.

In addition, the following gifts were pledged or paid:

469	Friends	\$178,038
636	Alumni	\$858,543
80	Corporations	\$83,025
5	Foundations	\$25,807
167	Others	\$946,658
5	Grant making organizations	\$1,399,762

Included in the above totals, we thank the 52 members of the faculty and staff who have contributed \$22,250 thus far this year.

Staffing

Professional Development

Shepherd University administrators continue to be active in professional development and leadership efforts outside of the institution.

- Director of Admissions, Randall Friend, presented at the NASPA-Student Affairs in Higher Education annual conference in Phoenix, Arizona on March 12. Mr. Friend presented on the "Leveraging DegreeNow to Support Adult Learners in West Virginia" program.

DegreeNow is an initiative lead by the WV Higher Education Policy Commission (HEPC) and the Community and Technical College System of West Virginia (CTCS) with funding support from the Lumina Foundation. The goal of the program is to increase the number of adult learners in colleges and develop support services to assist this population in completing their degrees.

Mr. Friend presented along with Dr. Maggie Culp (consultant), Dr. Tammy Johnson (Executive Director of Admissions, Marshall University), Dr. Sarah Beasley (Policy and Planning, WVHEPC) and Ms. Nancy Parks (Program Coordinator, Pierpont Community and Technical College).

- Drs. Scott Beard, Larry Daily, Richard Helldobler, and Sylvia Shurbutt presented a panel entitled, "Mission Accomplished: Closing the Loop on Curricular Reform," at the Higher Learning Commission's annual meeting in Chicago, Illinois.

Upcoming Events

Friday, April 20

McMurrin Scholars Convocation, Frank Center Theater

Sunday, April 22

Beethoven's "Symphony No. 9," Masterworks Choral, Frank Center Theater

Wednesday, April 25

Shepherd Chorus, Frank Center Theater

Saturday, April 28

Joseph P. McMurrin Society Dinner Reception, Erma Ora Byrd Atrium

Shepherd Preparatory Division Recital, W.H. Shipley Recital Hall

Wednesday, May 2

Shepherd Preparatory Orchestra and Preparatory Chorus, Frank Center Theater

Thursday, May 3

56th Annual Emeritus Club Luncheon and Induction Ceremony, Ram's Den/Storer Ballroom

Saturday, May 5

Commencement, Butcher Center

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



Shepherd University Spring Assembly
April 9, 2012

Educational Outreach Opportunities

President Suzanne Shipley

There are a number of challenges coinciding at Shepherd that require our attention in a timely, proactive manner. The first is capacity – the Shepherd campus has been built for the capacity we find ourselves at now. We are experiencing crowding in areas like parking and office space, sometimes classroom and lab space. We are at capacity in our residence halls. Yet we continue to be competitive for students; we provide a great education and learning experience at an affordable cost, so it is likely our modest growth of two to three percent per year will continue. If our retention efforts are sustained, we may have less capacity than ever as students stay at Shepherd to complete their degrees rather than transferring in and out.

What this means is that any growth we experience after a certain point will require significant investments in our Shepherdstown infrastructure. We will want to expand our ability to attract residential, high quality students who commit to Shepherd and fully take advantage of all we have to offer. These students expect the facilities we offer now like great athletic areas, good dining options, and attractive residential and classroom spaces to be ever more appealing. Those facilities are expensive to build and to maintain, adding to the rising costs of tuition and fees.

These and other demands on our resources come at a time when higher education faces a diminishing likelihood of state and federal support. We are more and more on our own to provide funds for raises, for classroom enhancements in technology, for faculty and staff development, for exciting new programming in areas like undergraduate research or international studies. And yet we have a fairly flat revenue growth each year of one to two percent to support new initiatives. While our established costs are well controlled, it is currently the case that in order to fund new initiatives we could have to look toward reducing existing programs or making other potentially painful sacrifices.

We also, however, host a population of students who are not attracted by or make use of these facilities. They are our working adult students who are largely part-time students and our graduate students in selected programs. Many of these students come to us from nearby towns that are larger than Shepherdstown: Charles Town, Martinsburg, Hagerstown, or Winchester. These students are drawn to our academic reputation and quality of instruction, but do not take as much advantage of our student services aimed at the traditional undergraduate student. They may be completing an RBA, an MBA, a teaching Master's degree, or another professional degree. They seek quality with a different type of convenience: spacious, professional classrooms located close to an interstate exchange for easy travel, parking, and dining. We are appealing to this population because of the type of experience they find here, but they are not necessarily experiencing it in the environment they would prefer.

In light of the shrinking capacity of our campus and the continually limited resources to meet the goals we have set for investing in ourselves, I would like to put forward the following option for the consideration of the campus. How might we differentiate Shepherd's learning environment slightly without detracting

from mission or quality in a way that could open up new resources? I suggest that we begin discussion of and planning for an adult and graduate outreach location outside Shepherdstown. Because Martinsburg is well positioned to capture commuters from both Maryland and Virginia, while easily serving our West Virginia populations, we could examine the possibility of offering a few limited degrees from a site in Martinsburg. Examples of degrees that might flourish in a Martinsburg location would be the MAT, the MBA, the RN to BSN in nursing, and the last two years of the RBA in conjunction with Blue Ridge Community and Technical College.

We would decide upon those or other programs based upon the willingness of current faculty to engage in this new episode in Shepherd's history. The programs should be envisioned and taught by those full-time faculty interested in doing so, with additional instruction by adjunct faculty in similar percentages as on the Shepherdstown campus. The demanding nature of our degrees would not change, but the locations where they are offered would be extended. We are already embarking upon something of this nature at Eastern West Virginia Community College upon the request of the HEPC for us to offer off-site education degrees, and our nursing program has been invited to multiple off site locations.

I invite you to think through this opportunity with me. I will be assembling a team of faculty and staff willing to do so, starting this coming fall 2012. In the meantime, I have asked James Vigil to work with a small group of staff to create a business plan to help us understand the extent of this investment and its possibility for financial success. Staff in academic areas will explore accreditation requirements with our team that will be assembled in the fall, and I am working through a legislative action plan for requesting additional operational funding for the venture.

What can you do?

- Consider current programming.
- Discuss the Martinsburg project in your department.
- Submit your sign of interest to your Dean.
- Serve on a working group. (Summer 2012 business plan, fall 2012 academic programs)

What is the timeline?

April 2012	Opportunity researched and information shared at Spring Assembly.
April-August 2012	Information gathered.
May-September 2012	Business plan created.
August-November 2012	Academic programs selected.
December 2012	Academic and Financial plans finalized.
January 2013	Campus conversations held.
February 2013	Final recommendations made.
March 2013	Board decision made.
Summer 2013	Program launched in Martinsburg.

Thank you for your openness to this idea – it is one with promise, but not one without impact on how we see Shepherd today. It is a plan that would extend our services to groups of students we cannot currently reach, but must be implemented without weakening our mission and vision for Shepherd as a premier public arts university. This measured expansion could create another much-needed pathway to reaching our shared goals.

GOAL:

To offer three to five degree completion and graduate programs in Martinsburg by fall 2013 in a manner that complements our mission as a public liberal arts university.

RECOGNITION OF EMERITUS FACULTY

Dr. Richard Helldobler, Vice President for Academic Affairs, will present for recognition the *Emeritus* Faculty named for 2011-2012. *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 being awarded *Emeritus* status:

Dr. Eugene (Gene) J. Volker

Shepherd University Board of Governors
April 19, 2012
Presentation Agenda Item No. 1

CLASSIFIED EMPLOYEES COUNCIL (CEC) ANNUAL REPORT

Mr. Brian Hammond, Chair of the CEC and Manager of User Support Services, 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.

STUDENT-ATHLETES

For many students, participation in intercollegiate athletics is a significant part of their educational experience. As is outlined in the NCAA Division II program, “Life in the Balance,” Shepherd is committed to a blend of academic achievement, high level athletics competition, and engagement with the community surrounding the University. Key attributes gained through athletics include learning, sportsmanship, resourcefulness, service, passion, and balance. The integration of these attributes provides Shepherd student-athletes with a path to graduation while cultivating a variety of skills and knowledge for life ahead.

Dr. Andro Barnett is Associate Professor of Health, Physical Education, and Recreation Studies. In his additional role as Faculty Athletic Representative, he will present information regarding Shepherd’s student-athletes and their engagement on the field and court, in the classroom, on campus, and in the community.

PROPOSED 2012-2013 ENROLLMENT, HOUSING, DINING AND OTHER FEES

Shepherd University is proposing the following total fee increases per semester for FY 2013:

Fees

Undergraduate In-State	\$119
Undergraduate Out-of-State	\$338
Graduate In-State (per credit hour)	\$ 16
Graduate Out-of-State (per credit hour)	\$ 23

Course Fees

Art	\$5 increase to support instructional supplies and equipment needs.
Nursing	\$400 fee to support a preparatory course for the National Council Licensure Examination (NCLEX). This fee would be paid by nursing students in the last semester of their senior year.

In FY 2012, the University increased in-state fees six percent (6%) and out-of-state fees three percent (3%), producing an average annual increase over the two year period of three percent (3%) for both in-state and out-of-state fees. The proposal for FY 2013 increases fees by slightly less than five percent (5%).

The University has also proposed eliminating the metro rate discount for out-of-state graduate students. This discount provided a reduction of \$15 per credit hour below the current out-of-state rate. This discount has not proven to be an effective tool for attracting out-of-state graduate enrollment.

Table 1

**Shepherd University
Summary of Proposed Fees
Fiscal Year 2012-2013**

Baccalaureate Fees Per Semester

	In-State			Out-of-State		
	Current	Proposed	Requested Increase	Current	Proposed	Requested Increase
Operations Fee	\$1,673	\$1,792	\$119	\$5,630	\$5,968	\$338
Tuition and Registration Capital Fee	175	175		650	650	
Capital Infrastructure Fee	48	48		48	48	
Athletics Equity Fee	61	68	7	61	68	7
Athletics Fee	192	197	5	192	197	5
Student Activity Fee	86	95	9	86	95	9
Wellness Center Operating Fee	74	74		74	74	
Medical Fee	26	26		26	26	
Student Union Fee	106	106		106	106	
Technology Fee	66	66		66	66	
Capital Fee	69	69		69	69	
Wellness Center Capital Fee	201	201		201	201	
Total Fees	\$2,777	\$2,917	\$140	\$7,209	\$7,568	\$359
Percentage Increase			4.8%			4.9%

Note: Percentage increase excludes the Athletics Equity Fee increase

Graduate Fees Per Credit Hour

	In-State			Out-of-State		
	Current	Proposed	Requested Increase	Current	Proposed	Requested Increase
Operations and Capital Fees per Credit Hour	\$335	\$351	\$16	\$475	\$498	\$23
Percent Increase			4.8%			4.8%

Graduate Metro Rate:

	In-State			Out-of-State		
	Current	Proposed	Requested Increase	Current	Proposed	Requested Increase
Operations and Capital Fees per Credit Hour	\$0	\$0	\$0	\$460	\$0	-\$460
Percent Increase			0%			-100.0%

Note: The Graduate Metro Rate will be eliminated starting in FY 2013

Special Fees:

	Current	Proposed	Requested Increase
Art Course Fee	40	45	5
Nursing Course Fee (Senior Nursing Only)	0	400	400

Residence Life and Dining Services Increases

Room Fee Increases

Residence Life proposes a five percent (5%) increase for all traditional, suite, and apartment classifications of residence rooms. These increases will allow housing costs to be competitive within the state and around the region while meeting anticipated operational costs and planned capital projects.

The proposed per semester costs for housing for FY 2013 are:

Room Type	FY 2012 Fees	FY 2013 Fees	\$ Increase
Traditional Room	\$ 2,216	\$ 2,327	\$111
Suite	2,551	2,679	128
Apartment	2,786	2,925	139

Meal Plan Fee Increases

Dining Services proposes rate increases averaging two percent (2%) across all current traditional meal plans offered to students at Shepherd University. This will include a \$36 dollar increase to the Basic 19 plan, Flex 15, and Upper Class 12 as well as a \$41 increase to the Block 300. This is an increase below the Shepherd Dining Services average of four percent (4%) over the past six years.

These meal plans will continue to place the dining services in the best competitive position within the region with respect to student services while meeting economic objectives. With these plans, Shepherd University Dining Services will continue to be a strong supporter of the university's mission and particularly the university's efforts toward recruitment and retention.

This change will increase the per semester rate of the three traditional meal plans as follows for FY 2013:

Plan	Meals	FY 2011 Fees	FY 2012 Fees	\$ Increase
The Basic	19 per week	\$ 1,849	\$1,885	\$36
The Flex	15 per week and \$115 in Dining Dollars	1,819	1,855	36
The Upper Class	12 per week and \$225 in Dining Dollars	1,779	1,815	36
Block 300	300 meals total and \$200 Dining Dollars	2,059	2,100	41

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the increases of Enrollment, Miscellaneous, Housing and Dining fees as presented in the Agenda Book.

2011-2012 ACADEMIC PROGRAM REVIEWS

Pursuant to the Board's statutory responsibilities and under West Virginia Higher Education Policy Commission (WVHEPC) 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 Accounting, Business Administration, Chemistry, and Health, Physical Education, Recreation, and Sport, as well as the Institute of Environmental and Physical Sciences, consistent with past requirements. Each review process included an external reviewer. 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 Accounting, Business Administration, Chemistry, and Health, Physical Education, Recreation, and Sport, as well as the Institute of Environmental and Physical Sciences programs, 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.

SHEPHERD UNIVERSITY
UNDERGRADUATE PROGRAM REVIEWS
2011-2012
EXECUTIVE SUMMARY

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

The reviews allow us to determine the level at which we are reaching our stated goals. The use of external evaluators having expertise in each subject area provides us with an objective observer who is able to evaluate departments against a national model and informs us of areas of strength as well as areas in need of improvement.

Dr. Dorothy Hively, Special Assistant to the Vice President for Academic Affairs, serves as the Coordinator (Chair) of the committee, which also includes Dr. Dan DiLella, Professor and Chair, Department of Chemistry, School of Natural Sciences and Mathematics; Dr. Philip Kavanaugh, Assistant Professor of Sociology and Geography, School of Business and Social Sciences; Dr. Laura Clayton, Professor, Department of Nursing Education, School of Education and Professional Studies; and Ms. Rhonda Smith, Professor and Chair, Department of Contemporary Art and Theater, School of Arts and Humanities. Additionally, Dr. Laura Renninger, Dean of the Center for Teaching, Learning, and Instructional Resources, provided assistance to the process through university assessment reports while Ms. Valerie Owens, Executive Director of University Communications, provided proofreading of all self-assessments and SUPRC reports.

Process

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

Accounting: The Department of Accounting is housed within the School of Business and Social Sciences. The program is accredited by International Assembly of Collegiate Business Education (IACBE). The department has three full-time faculty and one part-time faculty member shared with Business Administration. All full-time faculty members are associate professors and Certified Public Accountants (CPAs) with expertise in financial accounting, taxation, auditing, and non-profit and managerial accounting. The accounting program was revised in 2011 to shift from a program that required a minor to a comprehensive major. Students use current technologies in Accounting for tax accounting and on-line assignments. Students and employers are satisfied with the preparation of accounting graduates. The external reviewer also stated that the measurement of student learning outcomes and actions could improve. Students participate in internships with certified accountants; however, the internship and co-ops are not programmatic requirements. According to the Dean of Teaching, Learning, and Instructional Resources there were assessments plans on file for the Department of Accounting; however, it was not clear how the department planned to use the data to improve the accounting program.

There are 86 majors (fall 2010) in accounting; this is the midpoint during the past five years (fall 2006-

fall 2010). Based on the last five graduations, an average of 13 students graduated with a Bachelor of Science in Accounting. Student enrollment remains consistent. The department should address assessments, written and oral proficiencies of students, scope of internships, and consider the exploration of adding forensic auditing as a concentration based on Shepherd's proximity to Washington D. C.; however, this would require an additional faculty member with expertise in that area.

Business Administration: The Department of Business Administration is housed within the School of Business and Social Sciences. The program is accredited by International Assembly of Collegiate Business Education (IACBE). The department offers seven different concentrations for majors and three minors. Since the last review the department modernized the curriculum and added two new concentrations, Hospitality Management, and Financial Planning, which replaced the finance concentration. The department has eight full-time and one part-time faculty shared with Accounting. The curriculum for all concentrations is consistent with similar institutions; however, it is important that each concentration be reviewed periodically to ensure currency. The program includes a capstone course that requires majors to participate in a strategic analysis of a not-for-profit organization.

The department's assessment program included action plans for the last two cycles. The department will review data to determine programmatic needs and revisions when further data are collected and analyzed.

There are 397 majors (fall 2010) in business administration; this is a decline since fall 2009 in which there were 437 majors, and the department faculty are working to assess reasons for that. Based on the last five graduations, an average of 83 students graduated with a Bachelor of Science in Business Administration. Students who elect Business Administration as a minor are increasing in number, with 103 students in the fall of 2010.

The department is advised to continue to maintain accreditation. Specific goals and learning outcomes for each concentration should be added to syllabi and in descriptions of each concentration. The department should also develop a mission and vision statement, strategic plan, and an advisory board for improved relations with the business community and sources of external funding.

Chemistry: The Department of Chemistry is housed within the School of Natural Sciences and Mathematics. The mission of the program is to improve the scientific literacy of non-majors through coursework and activities. Graduates in chemistry are prepared for success in the world of work in chemistry or for success in their next chosen path within the sciences. Instruction in chemistry is current, innovative, and rigorous. The faculty members are diverse, well qualified, and active in professional development, including presentations and publications. Students are treated professionally by their professors who mentor and challenge them to perform to their academic potential. The department is collaborative in nature and provides excellent service to the students and University.

There are 58 chemistry majors (fall 2010). The number of chemistry majors has gradually increased to that total from 41 in 2000. About seven majors graduate annually, and some transition to professional schools prior to finishing their degrees at Shepherd.

The department has a strong assessment program that uses data to improve instruction and student outcomes. Data results indicated a need for changes in curriculum and faculty; both were accomplished since the last review. There is concern that growing class sizes and disproportionate workloads due to labs may affect the level of current faculty/student interaction. There is no lab space dedicated for research. The department needs some additional equipment and service contracts to maintain expensive equipment. The faculty are continuing to pursue American Chemical Society (ACS) accreditation.

Health, Physical Education, Recreation, and Sport: The Department of Health, Physical Education, Recreation, and Sport (HPERS) is housed within the School of Education and Professional Studies. The Physical Education program and the Health Education endorsement are approved by the West Virginia Department of Education. The department implemented skills and fitness testing for physical education majors as required by the West Virginia Department of Education and the National Association of Physical Education. Coursework was modified for the health education endorsement to improve outcomes on the Praxis content knowledge exam. The department provides GSPE 210: Fitness for Life to the core curriculum.

The program makes excellent use of technology, community and external resources, and is positioned to make continued progress. The Department of HPERS offers a variety of concentrations in the major, which allows students a unique degree of flexibility in tailoring their degree program. However, in preparation for accreditation with the National Recreation and Parks Association (NRPA), the external reviewer recommends the reorganization of the department to separate recreation and leisure studies from health, physical education, wellness, and exercise science. The department could consider reducing the number of concentrations as they move through the accreditation process. This major change would require review of faculty qualifications and current concentrations to eliminate overlap, and to ensure the achievement of accreditation. In addition it was noted that coursework could be more current and there was little evidence of professional development by faculty. It was suggested that syllabi should reflect current readings and literature to ensure best practices in recreation and leisure studies.

Among the largest programs on campus, there are 267 recreation and leisure studies majors, 140 physical education majors, and 41 minors (33 in recreation and leisure, five in coaching, three in health and fitness (fall 2010).

This department has multiple members overseeing various branches of assessment. The Center for Teaching and Learning received assessment reports for 2010-2011 for health education, physical education, recreation and leisure, and the core curriculum course, GSPE 210: Fitness for Life. Improvement plans, based upon collected data, were provided in many areas.

Institute of Environmental and Physical Sciences: The Institute of Environmental and Physical Sciences (IEPS) is housed within the School of Natural Sciences and Mathematics. The IEPS provides ten courses to the core curriculum and service courses to education and science, mathematics, and engineering majors. Majors are required to complete 10 core courses (32 hours), electives, and one of six concentrations. The six concentration areas include: aquatic science (36 hours), environmental engineering (38-39 hours), environmental science (36 hours), environmental sustainability (36 hours), historic preservation (36-37 hours), and resource management (35-39 hours). There are four minors in IEPS: environmental studies (18 hours), general science (20 hours), historic preservation (18 hours), and physics (20 hours). Some of the program concentrations are eligible for the Academic Common Market, thus allowing students from Maryland to pay in-state tuition.

The six full-time and the one-shared full-time faculty members have doctorate degrees in their area of expertise. The IEPS faculty members are engaged with their students, the University, and the external community. There are currently 2.5 FTE serving the environmental studies program and three faculty members that teach physics and physical science.

The external evaluator noted that the rapid increase in environmental studies majors is positive; however, the number of faculty is low considering the number of concentrations offered to students and the substantial laboratory and field components of the program. The addition of a new faculty line should alleviate this concern. The search for the new faculty member will commence in the fall 2012 semester.

Faculty members in the IEPS have obtained more than \$611,000 in extramural support for their courses and research projects over the past five years.

The IEPS “links cutting-edge academics in the areas of sustainability, environmental awareness, and alternative approaches to environmental challenges to practical applications of industry with direct links to local and national economic trends” (IEPS: Program Review Fall 2011, p. 31). The program supports the Shepherd University mission, core values, and the Shepherd University Strategic Plan. The IEPS makes exemplary contributions to the University and community. Internships and field experiences at the local and global scale are critical to enhance the students’ environmental awareness. The external reviewer noted that the program takes advantage of the large number of governmental agencies and NGOs located in the Shepherdstown area.

The number of majors in the IEPS has shown consistent growth from 98 majors in fall 2006 to 146 majors in fall 2011, an increase of almost 50 percent. Resource management and environmental sustainability are the two most popular concentrations. The program has averaged 17 minors over the same period. The mean graduation rate is 16.8 students per year. The Institute described the library holdings for the program are inadequate. The library currently subscribes to three Annual Review series.

The external reviewer recommended prerequisite courses for upper-division courses and revision and inclusion of a course in economics for sustainability students. The IEPS also needs to develop and implement a strategic plan with objectives, student learning outcomes, and assessment tools.

Conclusions

Accounting and Business Administration are housed within the School of Business and Social Sciences. Chemistry and the Institute of Environmental and Physical Sciences are housed in the School of Natural Sciences and Mathematics. Health, Physical Education, Recreation, and Sport is housed in the School of Education and Professional Studies. All programs reviewed contribute to the fulfillment of Shepherd University’s mission, core values, and Strategic Plan. They are supportive of liberal arts and professional education. The programs’ mission statements reflect the nature and scope of the programs. The programs will continue to enhance their curriculum based upon outcomes data in support of their mission, goals, and/or objectives in the upcoming review period.

All five programs have dedicated, creative, and experienced faculty and staff create meaningful educational opportunities for their students. Accounting and Business Administration are nationally accredited, Health and Physical Education are approved by the West Virginia Department of Education, and Recreation and Leisure Studies is working toward national accreditation. The majority of the full-time faculty members in all five programs have terminal degrees and most are actively engaged in scholarly/creative professional development. They provide excellent service to the University community. Many of the adjuncts with unique strengths also have terminal degrees. There has been a gradual decrease of the number of adjuncts as new tenure-track faculty members are hired in compliance with the Shepherd University Strategic Plan. The external reviewer recommended that the Department of Health, Physical Education, Recreation and Sport be reconfigured to support the accreditation requirements for Recreation and Leisure Studies Program.

Faculty members are faced with the challenges of a heavy workload of teaching, advising, and service, but still find time for meaningful research and publications. The faculty members are qualified and well versed in their discipline and dedicated to helping their students reach success. They provide numerous educational opportunities and expectations for students to learn beyond the classroom. There are foreign study and travel opportunities provided on a yearly basis outside of the classroom in the majority of the programs under review.

Many of the programs have solid assessment plans and continue to revise and enhance their curriculum based on assessments. It is recommended that all of the programs consider developing advisory boards for their academic programs and developing or revising their five-year strategic plan. The five departments are making some efforts to track graduates, but systematic tracking of graduates at the University still appears to be problematic. While each program provided some information on some of their graduates on an informal basis, all programs need additional help to track graduate and employer satisfaction.

Each of the programs went through curriculum reform last semester as a result of the reduction from 128 to 120 credit hours required for graduating. All five of the programs continue to analyze their offerings to determine the best curriculum and continue to work with improving retention. Each program has the opportunity to request funds for library support by indicating how the new resources are tied to a solid assessment plan.

The program reports of the Shepherd University Program Review Committee are a part of the agenda book beginning on Discussion Agenda Item page 2-7. The program reviews are created in accordance with the guidelines of the WVHEPC.

**Shepherd University
Program Review
Accounting
School of Business and Social Sciences**

Bachelor of Science

Accounting

Minor:

Accounting

Service to the Core Curriculum: None

External Reviewer:

Loren A. Wenzel, Ph.D.
Dean of Gary West School of Business
West Liberty University

OVERVIEW

The Department of Accounting is housed within the School of Business and Social Sciences. The average number of accounting majors during the review period was 86 and the average number of graduates was 13. Accounting majors elected a minor during the program review reporting period; however, the accounting major is now a comprehensive major. The department offers a minor in accounting. The accounting major requires a total of 54 hours of accounting beyond the 47 hours of university core curriculum courses. Twenty-seven hours can be used for a double major in economics or business or a minor.

The department has three full-time faculty and one faculty member shared between the Department of Accounting, the Department of Business Administration, and the Master of Business Administration program. All full-time faculty members are associate professors and Certified Public Accountants (CPAs) having expertise in financial accounting, income tax, non-profit and managerial accounting, and auditing. The self-report does not indicate faculty demographic information. Although the faculty members complete continuing education for maintaining CPA licensure, the department has not been very active in professional development activities and in pursuing grants.

The external reviewer, Dr. Loren Wenzel, stated that, *“While faculty members participate in enough CPE sessions to retain their CPA license, the professional CPE has limited value for academe. Practical problems such as changes in the tax law and reporting requirements and audit procedures, etc. are normally the subjects of professional meetings. Educators need to attend meetings that address curriculum development, teaching improvement and innovation, and academic or professional research. The only*

academic meeting that Shepherd's accounting faculty regularly attends is the West Virginia Council of Accounting Educators. This meeting is an annual event designed to help improve accounting education in West Virginia and the programs reflect that mission; however, it is one day only and, therefore, is limited in scope." Department faculty are involved in community service activities and could consider developing opportunities for students to volunteer accounting services in the community or on campus.

I. Program Purpose and Overview

Mission

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 external reviewer and the SUPRC believe that the program's mission aligns with the University's mission and core values. The department supports the business major, but no other programs.

Objectives and Outcomes

Prior to the fall semester of 2011, the Department of Accounting required students to complete general studies courses, a major in accounting, and a minor in the approved area selected by the student. The department met with an advisory board in 2009 and revised the accounting program to a comprehensive major of 120 hours in the fall semester of 2011. The external reviewer stated that, "While the comprehensive major curriculum does provide the knowledge and skills to be successful in *public accounting*, the curricula are too restrictive to accommodate other fields of the profession such as internal auditing or fraud examination. These options, as well as online degrees, may be desirable if Shepherd decides to grow enrollment in its accounting program." However, this would require an additional faculty member with expertise in those areas. Student learning outcomes should include strategies to improve students' oral and written expression.

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

Comments provided from the Dean of Teaching and Learning:

The Center for Teaching and Learning received assessments from the Department of Accounting for 2008-09 and 2010-11. The department provided action plans; however, it was not clear to the Assessment Task Force how the department plans to use data to improve the accounting program. The Assessment Task Force requested revisions by the department. Assessments of student performance in co-ops and internships are needed. The external reviewer felt that the description of the measurement of student learning outcomes and the actions taken could be improved.

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

The department follows the Shepherd University guidelines for admission and participates in Admission open houses. The department lacks the resources and personnel to manage effectively the collection and organization of data associated with enrollment, retention, and graduation. Student enrollment data are consistent with little fluctuation over the reporting period. The self-study did not list the number of student who elected accounting as a minor. Graduation rates are listed below:

Graduates in Accounting

2006	2007	2008	2009	2010
13	9	20	7	19

Student Majors in Accounting

2006	2007	2008	2009	2010
87	97	83	76	86

IV. Resource Availability and Development

The accounting program has adequate facilities and resources to serve its students. Recently renovated, White Hall houses the faculty offices and classrooms. The classrooms are equipped with sufficient instructional technology; however, there was no discussion of the use of current accounting software to prepare students for careers in accounting. The computer-based accounting class utilizes live tax software, QuickBooks, and Excel. The introductory classes use online assignments to reinforce content. The students rejected the use of e-textbooks.

V. CONCLUSION

It will be recommended to the Board of Governors that the Accounting program be continued with major concerns in one or more of the four areas, and minor concerns in one or more of the other areas.

5.1.1. Continuation of the program at the current level of activity, with specific action;

Following are the strengths, concerns, and recommendations based on the self-study report, comments from the external reviewer (Dr. Loren Wenzel), comments on assessments from Dr. Laura Renninger, Dean of Teaching and Learning, and from the Shepherd University Program Review Committee.

A. STRENGTHS

- The International Assembly of Collegiate Business Education (IACBE) accredited the accounting program.
- The mission and programmatic goals are well articulated.

- Student enrollment remains consistent.
- Students report satisfaction with their preparation.
- The curriculum was revised to a comprehensive major.
- Employers are satisfied with accounting students' performance during internships.
- Although the sample was limited in size, employers consistently reported satisfaction with accounting graduates.

B. CONCERNS

- Fifty percent of the full-time faculty will retire in the near future necessitating an increase in budget for faculty replacements that are qualified to teach undergraduate and graduate courses.
- There is limited evidence of professional development by full-time faculty.
- Assessment rubrics should be more specific in terms of hours and expected outcomes that lead to programmatic improvement.
- There is limited evidence of addressing written and oral proficiencies.
- The curriculum description was vague making it challenging to discern learning outcomes.

C. RECOMMENDATIONS

- Explore the external reviewer suggested specialties such as internal auditing at the undergraduate level and forensic accounting at the M.B.A. level as possible additions. Shepherd's proximity to Washington, D.C., would afford students many employment opportunities; however, this recommendation would necessitate an additional faculty member with expertise in this area.
- Integrate classroom presentations, written reports, and exam essay questions to improve oral and written expression.
- Develop assessment tools to evaluate student performance in co-ops and internships.
- The chairperson needs one course release time per semester.
- Work with Office of Advancement to monitor employment success of graduates.
- Expand faculty involvement in scholarship, professional development, and grants acquisition.

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

B.S. Business Administration with Seven Concentrations:

General Business Concentration
Entrepreneurship and Small Business Management Concentration
Financial Planning Concentration
Hospitality Management Concentration
Human Resources Management Concentration
Management Concentration
Marketing Concentration

Minors

Business Administration
Entrepreneurship
Marketing

Service to the Core Curriculum: None

External Reviewer:

Robert Scully, Ph.D.
Professor of Organizational Behavior
Barry University

OVERVIEW

The business program is housed within the School of Business and Social Sciences. The average number of business majors during the review period was 433 and the average number of graduates was 83. The number of minors has been increasing and is now near 100.

The business administration program includes the Bachelor of Science degree with seven different concentrations: entrepreneurship, financial planning, general business, general management, hospitality management, human resource management, and marketing. Three minors are offered including business administration, entrepreneurship, and marketing. Since the last program review, a new concentration, hospitality management, was added. Financial planning replaced the finance concentration. The business administration program does not offer any courses in the core curriculum.

The financial planning concentration was certified by the Financial Planning Association.

The International Assembly of Collegiate Business Education (IACBE) accredits the business administration program.

The business administration major requires a total of 51 credit hours beyond the 42 hours of university core courses. Of the 51 credits, 24 are core courses and 12 or 15 credit hours are determined by concentration plus six credits in economics, six credits in accounting, and three credits in CIS. All business administration majors are required to complete a minor.

The department has eight full-time and one visiting faculty members and is diverse in terms of gender, race, ethnicity, and age. The faculty members are academically qualified with terminal degrees in their areas. Recently, the department's entrepreneurship program was enhanced by the hiring of one of the co-authors of a leading text in the field of undergraduate entrepreneurial education. The business administration faculty members are active in professional development activities such as presentations, seminars, and publication. The department has not been very active in pursuing external funding and this is an area where the department should increase its efforts.

I. Program Purpose and Overview

Mission

The mission of the business administration program states, "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 the theoretical grounding, business language fluency, and awareness of self-presentation skills that serve successful people. Our mission succeeds because we are a collegial faculty intent on mutual support and professional development."

Objectives and Outcomes

Although the mission statement lists goals, the specific objectives and learning outcomes of the business administration curriculum were not articulated clearly in the program's self-study document. The Program Review Committee and the external reviewer believe that the department should compile a list of specific objectives and learning outcomes for the degree program and for the individual concentrations. Objectives and learning outcomes should be listed on course syllabi. The external reviewer recommended creating a list of objectives and learning outcomes for each specific area of study and adding courses that focus on Business Communication and Negotiation as core program courses. The external reviewer recommended creating an advisory board specifically for the undergraduate business program to enhance connections with the business community.

According to the external reviewer, the curriculum for each of the concentrations is generally consistent with similar academic programs offered at other accredited institutions. The external reviewer noted that it is important that each concentration is reviewed periodically to ensure that currency is maintained in terms of content, textbooks, and assignments. He recommended that a specific full-time faculty member be assigned responsibility for the oversight and coordination of each concentration. The external reviewer recommended that the coordinator for the financial planning concentration should be a Certified Financial Planner (CFP).

The department sponsors a study-abroad program that allows students to gain experience in international aspects of business. The study-abroad program focuses on Brazil, Russia, India, and China. The external reviewer suggested that an expansion of international offerings for students may be appropriate for the department, especially given the international nature of the accrediting body.

The business administration program has a capstone course that requires candidates for graduation to participate in a strategic analysis of a not-for-profit organization. This capstone requirement provides students with the opportunity to learn outside of the classroom and is an excellent form of community outreach.

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

Comments provided from the Dean of Teaching and Learning:

The Center for Teaching and Learning received assessments for 2008-2009 and 2010-2011 from the Department of Business Administration. Action plans were provided for most measures. According to the BADM department, in some cases “data are still insufficient to justify programmatic changes,” while in others, “several semesters of data will be needed [evaluating new writing intensive format] before an effective outcomes evaluation will be able to be made.”

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

The department follows the Shepherd University guidelines for admission. The department lacks the resources and personnel to manage effectively the collection and organization of data associated with enrollment, retention, and graduation. The campus is currently investigating through the Office of Teaching and Learning, Enrollment Management, and Retention methods that will eventually produce accurate and reliable data. Until that time, the current data provided do not clearly articulate entry enrollment numbers and therefore retention of graduates within this program is difficult to determine. The department does not actively recruit students; however, the department participates in University Admissions Open Houses.

Graduates in Business Administration

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
81	75	69	101	89

Student Majors in Business Administration

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
449	444	437	437	397

Student Minors in Business

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
51	65	69	91	103

Compared to five years ago, the number of business majors has decreased by more than 10 percent while in the same time period the university wide enrollment has increased by about seven percent. The reasons for this decline, and whether similar declines are occurring in other business programs, are unknown. The department should consider contacting other business programs to determine if the trends at Shepherd are common nationally. On the positive side, the number of business minors has been increasing significantly. This appears to be largely attributable to the growth in the marketing minor and the entrepreneurship minor.

IV. Resource Availability and Development

The program has adequate facilities and technological resources to serve its students. White Hall, which houses the faculty offices and classrooms, has been recently renovated. The classrooms are equipped with sufficient instructional technology.

The library subscribes to sufficient electronic databases to support business department programs. The majority of hardbound business-related publications have been replaced by online versions. The library also has a research librarian who is dedicated to business research and the support of the department’s faculty and students.

V. CONCLUSION

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

5.1.1. Continuation of the program at the current level of activity, with or without specific action;

Following are the strengths, concerns, and recommendations based on the self-study report, comments from the external reviewer (Robert Scully), comments on assessments from Dr. Laura Renninger, Dean of Teaching and Learning, and from the Shepherd University Program Review Committee.

A. STRENGTHS

- The International Assembly of Collegiate Business Education (IACBE) accredits the business administration program.
- The faculty is diverse and academically qualified.
- The business administration faculty members have a good record for professional development including participation in seminars, making presentations, and in publication.
- The program has a capstone course that requires candidates for graduation to participate in a strategic analysis of a not-for-profit organization.
- The department has made recent curricular changes to modernize some concentrations and to add a new one.
- The business program provides many opportunities for learning outside of the classroom including co-ops, externships, and international travel.
- The number of students selecting the business minor has been increasing.
- Several faculty members serve on community boards.

B. CONCERNS

- The self-study document did not include a vision statement or a strategic plan with assessment tools.
- The department needs to better articulate the distinguishing features of its program.
- Specific goals, objectives, and learning outcomes of each concentration need to be articulated.
- The department needs to improve tracking of graduates. Available data are limited.
- Although the program has a large number of majors, the numbers have declined over the last several years.
- The department needs to increase efforts to obtain external funding through grant writing.

C. RECOMMENDATIONS

- Develop a vision statement and strategic plan with specific assessment tools.
- Create an advisory board for the undergraduate program in order to provide more feedback and better connections with the business community.
- More frequent department meetings, workshops, and/or retreats are required.
- Maintain current accreditations and seek others where possible.
- Add specific learning objectives and outcomes for the program and each area of study and include related objectives on syllabi.
- Try to determine causes for the recent decline in the numbers of business majors.
- Develop faculty facility of SAKAI, the instructional support platform.
- Increase efforts to obtain external funding.
- Increase professional development activities.
- The department should consider increasing the use of online courses.
- There should be improved tracking of graduates.
- There should be specific faculty oversight for each concentration.
- The external reviewer feels that marketing, hospitality, and entrepreneurship programs should have a greater focus.
- Create a separate School of Business and Entrepreneurship with an independent budget.

Shepherd University
Program Review
Chemistry
School of Natural Sciences and Mathematics

B.S. Degree with Four Concentrations:

Traditional Chemistry
Biochemistry
Environmental Chemistry
Biopharmaceutical Chemistry

Minor:

Chemistry

Service to Core Curriculum: CHEM 101, CHEM 101L, CHEM 102, CHEM 102L, CHEM120, CHEM 120L, CHEM 122, CHEM 122L, CHEM 207, CHEM 207L, CHEM 209, CHEM 209L serve as options in the Core Curriculum.

External Reviewer:

Peggy Biser, Ph.D.
Associate Professor of Chemistry
Frostburg State University
Frostburg, MD

OVERVIEW

The Department of Chemistry is housed within the School of Natural Sciences and Mathematics. There are typically 50+ majors and 60-70 minors in the department. Each of the chemistry concentrations requires 120 credit hours to graduate. Chemistry majors take the chemistry core, two semesters of physics, and two of mathematics. Each track requires a minor; however, all concentrations are comprehensive. Curricula prepare graduates for successful entry into the field of chemistry. Through the Research in Chemistry capstone course, students have the opportunity to design experiments, to analyze and present results, and to use scientific literature. The chemistry program delivers service courses for several other majors and provides three sequences that meet the Shepherd University Core Curriculum requirements.

I. Program Purpose and OverviewMission

The mission of the Department of Chemistry is to provide modern and rigorous instruction in chemistry that will prepare students for success in their chosen 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 Department of Chemistry 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 primary objectives of the chemistry curriculum include the following:

1. Instruction in chemistry should be current, innovative, and rigorous.
2. A society that understands chemistry is better able to make informed decisions about health, economic, and environmental issues.
3. It is important to provide high quality instruction for a broad range of students.
4. All students deserve the opportunity to reach their full potential.

The chemistry department values:

1. Excellence in teaching, research, and service.
2. Rigorous teaching standards.
3. Research as part of the undergraduate curriculum.
4. A curriculum that promotes oral and written communication skills.
5. Effective and innovative teaching practices.
6. A safe working environment for students, faculty, and staff.
7. An environment in which each person is able to reach his or her full potential.
8. Mutual respect among individuals having different points of view, cultural backgrounds, and interests.
9. Integrity in all aspects of the department’s activities.
10. Science education and general scientific literacy.

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

The Center for Teaching and Learning received assessments from the Department of Chemistry for 2008-09 and 2010-11. Action plans consistently outlined ways in which the department uses collected data to improve the program. Following the review of the

most recent assessment cycle report, the department was encouraged to consider increasing its benchmarks in future assessment planning since most current measures of success (targets) have either been met or exceeded.

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

The department follows the Shepherd University guidelines for admission. 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 data provided by the department indicate that chemistry majors are generally scoring higher on both the ACT and the SAT than the average Shepherd University student.

Shepherd University has established a consistent and effective means of tracking enrollments. The number of chemistry majors has gradually increased from 41 in 2000 to a high of 67 in 2009. The last enrollment data entered for this report was 2010 when the enrollment for the chemistry major was 58 students. An average of 7.5 students graduates each year within the four-year cycle. Several students from Shepherd have been accepted into professional schools without finishing their degrees at Shepherd.

The department lacks the resources and personnel to manage effectively the collection and organization of data associated with enrollment, retention, and graduation. The campus is currently investigating through the Office of Teaching and Learning, Enrollment Management, and Retention methods that will eventually produce accurate and reliable data for reporting on success of graduates following graduation.

Enrollment Numbers in Chemistry Major

2000	2002	2003	2004	2005	2006	2007	2008	2009	2010
41	40	32	40	50	46	46	50	67	58

IV. Resource Availability and Development

The program has inadequate laboratories including equipment and technological resources to serve its students. Enrollment has outpaced facility and equipment availability. A staff member responsible for maintenance and upkeep of the equipment is highly desirable. The chemistry labs on the third floor of the Byrd Science and Technology Center serve as teaching labs as well as faculty and student research labs.

V. CONCLUSION

It will be recommended to the Board of Governors that Chemistry be continued at the current level of activity without qualification.

5.1.1. Continuation of the program at the current level of activity, with or without specific action;

Following are the strengths, concerns, and recommendations based on the self-study report, comments from the external reviewer (Dr. Peggy Biser), comments on assessments from Dr. Laura Renninger, Dean of Teaching and Learning, and from the Shepherd University Program Review Committee.

A. STRENGTHS

- The faculty is diverse and well qualified. They are active professionally in terms of both presentations and publications. The external reviewer, Dr. Biser, noted, *“The faculty is a dedicated group of professionals who are devoted to their students, the department, the university, and their craft. Students hold them in high esteem, viewing them as happy, helpful, and supportive mentors who demand their respect. Students are treated like adults and challenged within an environment designed for success. They see themselves as ‘standing on the shoulders of giants.’ The collegial environment extends beyond the department and facilitates the interaction with other departments within the university as well as other schools. This has led to collaborative grant writing efforts. It has increased opportunities for students within the university and at distant sites, with increased access to Research Experience for Undergraduates (REUs) as an example.”*
- The collaborative nature of the department and interdisciplinary approach of the faculty provide excellent service to students within their department and other programs within the university.
- Graduates of chemistry have been highly successful in attaining entrance into graduate or professional schools or in finding employment in their field.
- Chemistry majors often present results of their research to scientific meetings, and many have won awards for their presentations.
- Highly productive faculty members continue to produce impressive research despite heavy course loads.
- Department has written and received a number of impressive external grants since 2006 totaling more than \$300,000.

B. CONCERNS

- Disproportionate workload of time spent on teaching due to labs makes a 12 credit hour workload equal to 18 contact hours in the classroom. A one credit hour lab requires 2-3 contact hours per week. American Chemical Society (ACS) accreditation requires 15 or fewer contact hours.

- The growing class sizes combined with the workload makes it more difficult for the faculty to maintain the level of student-faculty interaction that has made their program strong and successful.
- A full-time visiting professor position could greatly ease the adjunct burden and improve the workload while providing more service and mentoring for students than an adjunct could typically provide.
- There is no dedicated laboratory space available for research, which makes conducting experiments and doing research difficult. It also limits the ability of faculty to conduct research required for promotion and tenure.
- Full-time faculty must accomplish maintenance of equipment. The addition of a staff position for this purpose would greatly assist and free faculty for other duties and responsibilities. Currently many faculty hours are spent maintaining equipment in order to keep the labs running.

C. RECOMMENDATIONS: From external reviewer, Dr. Biser

Curricular Development Recommendations:

- Develop a stand-alone preparatory chemistry course that concentrates on the mathematical and conceptual aspects of general chemistry that are particularly challenging to underprepared students. Consider both a classically delivered and online course.
- Develop a hybrid General, Organic, and Biological Chemistry (GOB) course that would enhance accessibility for non-traditional students.
- Incorporate each of the five major areas of chemistry (analytical, biochemical, inorganic, organic, and physical) into all of the tracks for which ACS accreditation is sought.

Faculty and Staff Recommendations:

- Hire a full-time technician whose primary function is to maintain equipment in the department. The person could help in the set-up and tear down of upper-level labs or generally serve the department where most needed.
- Hire a tenure-track environmental chemist who would increase the chemistry department contribution to the environmental concentration by developing upper-level courses for the department in his/her specialty. This individual would assume responsibility for a portion of the service courses and labs currently taught by a diminishing pool of adjuncts. In addition, this individual would bring

sustainable, green chemistry to the forefront in the department and in the university.

- Make sabbaticals a practical option by providing coverage by visiting assistant professorships. At present, coverage is assumed by remaining faculty and the aforementioned diminishing pool of adjuncts. This makes an already heavy workload even heavier and makes taking a sabbatical an imposition on one's colleagues as opposed to an opportunity for professional growth that will benefit the individual, the department, and the university.
- Minimize the use of adjuncts overall. Replace them where possible with full-time faculty, either tenure-track or contractual that have a long-term stake in the department and the institution.
- Continue efforts to achieve ACS accreditation for the chemistry degree.

Facilities Recommendations:

- The most pressing needs are for research and storage space.
- Document cameras should be provided in classrooms where faculty members request them.
- Remotes should be readily available for classrooms with audiovisual equipment.

Equipment Recommendations:

- A new Nuclear Magnetic Resonance (NMR) should be purchased for the department.
- Service contracts should be maintained on newer more expensive equipment.

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

Degrees:

B.S. in Recreation and Leisure Studies
B.A. in Secondary Education, Physical Education, P - Adult

Minors:

Coaching
Health and Fitness
Recreation and Leisure Studies

Endorsement:

Health Education Teaching Endorsement, Grades 5 - Adult

Service to Core Curriculum:

GSPE 210: Fitness for Life

External Reviewer:

Edward Udd, Ph.D.
Professor and Chair
Radford University
Radford, VA

OVERVIEW

The Department of Health, Physical Education, Recreation and Sport (HPERS) is housed within the School of Education and Professional Studies. The department has two separate degree programs, three minors, one endorsement, and one core curriculum course, GSPE 210: Fitness for Life. Among the largest programs on campus, as of 2010, there were 267 recreation and leisure studies majors, 140 physical education majors, and 41 minors (33 in recreation and leisure, five in coaching, three in health and fitness). The department is in the process of preparing for accreditation with the National Recreation and Parks Association (NRPA). The West Virginia Department of Education approved the physical education program and the health education endorsement.

I. Program Purpose and Overview

Mission

The mission of the HPERs department reflects the mission and vision of the university. As stated, the mission of the Department of Health, Physical Education, Recreation and Sport is “*to enhance the intellectual and personal growth of the individual by offering academic and professional programs related to health, physical education, recreation, and sports studies. These programs are designed with curricular intent to broaden perspectives, enrich awareness, enhance understanding, and prepare individuals for meaningful careers within their chosen discipline.*” The mission of the department reflects the mission of Shepherd University by fostering a diverse community of learners by providing a gateway to the world of opportunities and ideas.

The external reviewer stated that care should be taken that all classes are current. Textbooks should typically be no more than five years old, lecture notes should reflect current literature, and current supplemental readings should support student readings from the textbook. Current readings reflect best practices in the profession and could occur more often in syllabi. The program is in the process of updating student-learning outcomes to comply with the 2013 standards of NRPA. Assessment tools will need to be updated to meet the NRPA standards.

II. Assessment: Curriculum and the Assessment of Student Learning

Comments provided from the Dean of Teaching and Learning:

This department has multiple members overseeing various branches of assessment. The Center for Teaching and Learning received assessment reports for 2010-11 for health education, physical education, recreation and leisure, and the core curriculum course, GSPE 210: Fitness for Life. Improvement plans, based upon collected data, were provided in many areas. The department implemented skills and fitness testing for physical education majors as required by the West Virginia Department of Education and the National Association of Physical Education. Coursework was modified for the health education endorsement to improve outcomes on the Praxis content knowledge exam. As the department strives for NRPA Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) accreditation, it is currently working to align departmental assessments to the standards specified by this organization.

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

In addition to faculty participation in Admissions Open House sessions, “*the program’s most effect[ive] recruitment tools are... the indirect methods. [The] faculty and students are involved in organizing and hosting many events on campus, such as health fairs and hoops fest, that help to showcase [the] program and attract students.*” This indicates that

the department's primary recruitment strategy is appropriating Shepherd students currently enrolled in other majors. The department should consider alternative strategies for recruitment.

Data indicate consistent enrollment over the five-year review period. In 2010, the program enrolled 267 students. There was a high of 268 in 2006 and a low of 237 in 2009. The average graduation rate for the program for the years 2006-2010 was 18.9 percent, with an *“average program enrollment of 254 students each year during this period...”*

The department is graduating students at a higher rate than the Shepherd University average between 2006-2010 (19.1 percent versus 16.8 percent respectively). *“The graduation rate for the recreation and leisure program was approximately 11 percent higher than the overall graduation rate for the school and approximately 1 percent lower than the graduation rate for degree-seeking students. These data indicate that the graduation rate for the recreation and leisure program is similar to the rate for degree-seeking students throughout all programs on campus.”*

IV. Resource Availability and Development

The program has adequate resources and facilities. The department has eight full-time faculty members who are diverse and representative of the various disciplines found within the department; however, it was not clear from the programmatic self-study which faculty members were assigned to which concentration, which faculty members were qualified to teach in each concentration, and which members were adjuncts. In addition, there was limited evidence of scholarship and grant activity by current full-time faculty. There is a heavy reliance on adjunct faculty; however, there is an expressed goal to move toward hiring more full-time faculty.

There is a stated concern regarding the facilities currently used by the program: *“As the program offerings grow, the current facility [Butcher Center] does not meet the needs of faculty and students. Faculty members have to be creative and flexible toward sharing activity space within the gymnasium.”*

V. CONCLUSION

It will be recommended to the Board of Governors that the Health, Physical Education, Recreation, and Sport program be continued with major concerns in one or more of the four areas, and minor concerns in one or more of the other areas.

5.1.1. Continuation of the program at the current level of activity, with or without specific action;

Following are the strengths, concerns, and recommendations based on the self-study report, the report from the external reviewer (Dr. Udd), comments from Dr. Renninger

regarding assessment, and those from the Shepherd University Program Review Committee.

A. STRENGTHS

- As Dr. Udd noted, *“the program has well-defined emphasis areas.”* The Department of HPERS offers a variety of concentrations in the major, which allows students a unique degree of flexibility in tailoring their degree program.
- The program makes excellent use of technology. As Dr. Udd noted *“the program presented numerous examples of use of technology and the use of this technology is extensive and certainly on par or better than other institutions I have reviewed, large and small.”*
- The program makes excellent use of community and external resources in providing learning opportunities for students, including partnerships with the Hagerstown Suns, the Claude and Moore Recreation Center, the Shepherd Wellness Center, the Washington Redskins, and local non-profits.
- The program is poised to achieve substantial growth and to continue to place graduates. As the self-study noted, the Bureau of Labor Statistics projects a 15 percent growth in recreation workers; however, employment of graduates should be monitored.

B. CONCERNS

- The department, as currently constituted, is fragmented and lacks a clear and unified focus. *“The department will need to organize itself so that the recreation program, which can achieve accreditation, is not mixed with programs which do not or cannot share the extensive core that is required to fulfill NRPA accreditation requirements. This may mean that other programs within the department, such as exercise science/fitness, [should] become free standing or ally themselves with other similar programs... There is currently room for accreditation standards for recreation, sports, parks, tourism, and all related fields. But the umbrella does not extend to all programs presently within the department,”* according to Dr. Udd.
- At various points in the self-study (teaching and learning enhancement; external funding; resources for students in the program; mission statement), claims made in the document were not substantiated with documented evidence. There are concerns as to whether the department would be able to meet the challenge of accreditation.

- The department should consider reducing the number of concentrations within recreation and leisure studies to ensure depth of course offerings and sufficient appropriately qualified faculty.

C. RECOMMENDATIONS

- Based on the suggestions of the external reviewer, the most pressing recommendation is to separate the substantive areas currently housed within the department according to those that are able to achieve NRPA accreditation versus those programs that cannot. This means that the recreation and leisure studies program needs to realign to include a focused core that is separate and apart from health education, physical education, wellness, and exercise science.
- To achieve the NRPA accreditation of recreation and leisure studies over time, sustained effort over the typical three-year period is required. In addition, the program may need to decrease the number of concentrations in order to provide the rigor within coursework required by the NRPA.
- A certified therapeutic recreation specialist (CTRS) must be the academic supervisor for the recreation therapy interns in order for the therapeutic recreation students to sit for the CTRS exam upon graduation.
- Syllabi should reflect current readings and literature to ensure best practices in recreation and leisure studies.

**Shepherd University
Program Review
Institute of Environmental and Physical Sciences
School of Natural Sciences and Mathematics**

Bachelor of Science degree with Six Concentrations:

Aquatic Science
Environmental Engineering
Environmental Science
Environmental Sustainability
Historic Preservation
Resource Management

Minors:

Environmental Studies
General Science
Historic Preservation
Physics

Service to Core Curriculum:

The Institute of Environmental and Physical Sciences (IEPS) offers core curriculum courses in: GSCI 101/102 (Astronomy I and II), GSCI 103/104 (General Physical Science), PHYS 201/201L/202/202L (College Physics I and Lab and College Physics II and Lab), and PHYS 221/221L/222/222L (General Physics I and Lab and General Physics II and Lab). The IEPS provides service courses for sciences, education, mathematics, and engineering majors. The Institute plans to seek approval of adding ENVS 201 and ENVS 202 (Dimensions of Environmental Sciences I and II) to the University Core Curriculum.

External Reviewer:

James J. Van Gundy, Ph.D.
Professor Emeritus
Davis and Elkins College
Elkins, WV 26241

OVERVIEW

The IEPS is housed within the School of Natural Sciences and Mathematics. As reported from the Shepherd Institutional Research Office (2011), there are 146 majors and 19 minors. In addition to Shepherd's Core Curriculum, majors are required to complete 10 core courses (32 hours), electives, and one of six concentrations. The six concentration areas include: aquatic science (36 hours), environmental engineering (38-39 hours),

environmental science (36 hours), environmental sustainability (36 hours), historic preservation (36-37 hours), and resource management (35-39 hours). There are four minors in the Institute of Environmental and Physical Science: environmental studies (18 hours), general science (20 hours), historic preservation (18 hours), and physics (20 hours).

The Institute offers 10 general studies offerings: GSCI 101/102 (Astronomy I and II), GSCI 103/104 (General Physical Science), PHYS 201/201L/202/202L (College Physics I and Lab and College Physics II and Lab), and PHYS 221/221L/222/222L (General Physics I and Lab and General Physics II and Lab).

I. Program Purpose and Overview

The IEPS “links cutting-edge academics in the areas of sustainability, environmental awareness, and alternative approaches to environmental challenges to practical applications of industry with direct links to local and national economic trends” (IEPS: Program Review Fall 2011, p. 31). The program supports the Shepherd University mission, core values, and the Shepherd University Strategic Plan. The program has three required and one optional learning outcome. The required learning outcomes include:

1. **Core Knowledge:** Students will demonstrate knowledge and ability to conceptualize the complex interdisciplinary issues commonly encountered in environmental studies.
2. **Analytical Techniques:** Students will demonstrate the ability to propose hypotheses, carry out experimental studies, and analyze data.
3. **Written and Oral Presentations:** Students will demonstrate the ability to research from a variety of sources, evaluate, and synthesize in a written format the information.

The optional, but highly recommended learning outcome includes the following:

4. **Outreach and Service:** Students will demonstrate the ability to apply technical and organizational skills to educate and provide a service to the community.

The IEPS makes exemplary contributions to the University and community. The Institute works, on an annual basis, with the National Conservation Film Festival and the National Conservation Training Center to increase conservation awareness in the region. In conjunction with the West Virginia Division of Energy, the Institute sponsors an annual Alternative Energy Conference at the University. The IEPS serves as a Renewable Energy Demonstration Site, which provides students with hands-on experience with photovoltaic wind turbines, biofuels, and solar thermal systems. The faculty and students are currently building the site. Service learning initiatives link Shepherd faculty and students with community focused projects, such as the West Virginia Make-It-Shine initiative, outreach with the Audubon Society at Yankauer clearing trails and invasive

species, stream and river clean-up initiatives, and restoration of the Entler-Weltzheimer house. Internships and field experiences at the local and global scale are critical to enhance the students' environmental awareness. Students have the opportunity to visit sustainable communities in Germany and Denmark and compare these with local sustainable initiatives; visit national parks within the United States to study geology; visit Greenbank Radiotelescope Observatories as part of their astronomy courses; take aquatic trips to the Chesapeake Bay to undertake analysis of aquatic water; and visit mountaintop coal removal sites. Students are required to complete a 400-hour research internship culminating in preparation of a paper and oral and poster presentations of their work. Many of the courses require students to complete a field component, which draws upon the rich environmental resources of the region. The external reviewer noted that the program takes advantage of the large number of governmental agencies and NGOs located in the Shepherdstown area.

Faculty members are involved in business and environmental initiatives within the community. Faculty members serve on numerous local committees, such as the Shepherdstown Environmental Sustainability Committee, Jefferson County Historical Society, American Conservation Film Festival Board, Audubon Yankauer Steering Committee, National Conservation Training Center Children's Treehouse Board of Directors, National Brown Marmorated Stink Bug Working Group, Jefferson County Watershed Coalition, and the West Virginia Environmental Quality Board. Faculty in physical science and physics are currently serving or have served on the West Virginia Geologic Survey Mapping Panel, WV EPSCoR Conference planning groups, West Virginia Academy of Science, and the national advisory committees for major PRAXIS field tests in earth and space science. The relationships formed with these groups enhance the image of Shepherd University on the local, state, and national level.

The external reviewer noted that the proposed changes in governance and direction of the historic preservation concentration, making it a shared effort of both the IEPS and the Department of History, would strengthen the program. Additionally, the external reviewer noted that housing the physics minor in the IEPS makes sense administratively; however, it could lead to friction between faculty members because of competition for faculty lines and resources. The external reviewer noted that a Bachelor of Science program in physics would alleviate this problem. A major in physics would also strengthen the newly approved majors in applied mathematics, computer engineering, and computer information technology and would provide an overall balance in the natural sciences. There are currently three well-prepared faculty members teaching physics.

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

Comments provided from the Dean of Teaching, Learning, and Instructional Resources:

The Center for Teaching and Learning received assessments from the IEPS for 2008-09 and 2010-11. Action plans are provided and indicate that the department will continue to monitor trends/observations from collected data.

The IEPS offers a Bachelor of Science degree with six concentration options. All majors take 10 core courses that lay the foundation for the discipline of environmental studies. Each respective concentration has specific goals and courses to prepare students for employment or pursuit of advanced degrees.

The external reviewer noted that approximately 70 percent of the upper-level (300 and 400) courses lack prerequisites, which could limit the depth of course content. He offered several suggestions for prerequisite courses, which included:

- A two-semester introductory biology sequence as prerequisite courses for Limnology, Stream Ecology, Aquatic Entomology, and Ichthyology;
- A year of General Chemistry as prerequisite courses for Hydrology and Limnology; and
- Physical Geology as a course prerequisite for Regional Geology and Geomorphology (ENVS 309) and Geology of National Parks (ENVS 368).

The external reviewer offered suggestions to enhance the design of the curriculum. General Ecology (BIOL 420) was viewed as more appropriate than Comparative Anatomy for students pursuing the resource management, aquatic science, or environmental science concentrations. A minimum of one course in economics was recommended for students pursuing a concentration in resource management due to issues of sustainability and resource management; however, when considering the addition of a course, the University requirement of 120 credit hours for degree completion must be maintained.

It was noted that many of the courses used to satisfy the chemical sciences elective requirements in the environmental science concentration have prerequisites, such as Biochemistry (prerequisite Organic Chemistry) and Instrumental Analysis (prerequisite Analytical Chemistry), thus increasing the requirements from four to eight hours for students' choosing either of these courses.

The external reviewer noted that one of the curriculum goals for the IEPS is to "expand the offerings within the program to meet the ever changing nature of environmental studies and physical science/physics." Expansion of program offerings runs the risk of serving too many interests, without serving them well given the small size of the environmental science faculty. Currently, the existing faculty has heavy teaching loads and many upper-division courses are offered on a two-year rotation. Offering courses on a two-year rotation could make it difficult for students, especially transfers, to complete the program in four years. When speaking with a transfer student, the external reviewer

noted that a student indicated that it was difficult to get the upper-level courses needed to graduate because of the two-year rotation. The self-study noted that an increasing number of transfer students are entering the program. Despite having completed the majority of their core curriculum requirements, students can expect to spend two and a half years at Shepherd in order to graduate. Expansion of program offerings would require an increased number of students and additional faculty lines and space.

The IEPS provides exceptional opportunities for students to learn beyond the classroom. Most courses contain a strong field component, while some courses are essentially field based. Students also participate in a wide array of service learning opportunities, such as Adopt-a-Highway, Calendar Project, Earth Daytona, community projects such as Yankauer Nature Preserve, stream and river clean-ups, and partnerships with local organizations such as Jefferson County Watershed Coalition and Potomac Valley Audubon Society. Students are required to complete a 400-hour research internship during their senior year in governmental organizations (e.g., NPS, USGS, USDA), industries (such as environmental technology firms), or environmental organizations (such as the Freshwater Institute/The Conservation Fund or the Audubon Society). At the completion of the internship, students have developed papers for presentation, completed an oral defense of their research, and developed a poster presentation of their research findings.

Students are exposed to technology appropriate to environmental science majors, such as the Geographical Information System (GIS), which provides students with experience in manipulating spatial data. Almost all courses require the use of computers and the analysis and plotting of data. Students are expected to demonstrate proficiency with word processing, spreadsheet, and presentation software (Microsoft Word, Excel, and Power Point), use statistical programs (EXCEL and SPSS), graph data (EXCEL and Sigmaplot), browse and download encrypted files from the World Wide Web, manage files in GIS, and use e-mail and Sakai for class assignments and laboratory exercises.

The IEPS has three program learning outcomes, which are introduced to students in the first two courses taken in the program, Dimensions of Environmental Science, ENVS 201 and 202. As part of ENVS 201, students begin development of their portfolio by completing a résumé and determining their career goals. Advisors use this information to assist students in choosing the appropriate program concentration, courses, and internships to achieve their career goals. Students continue to add to their portfolio each semester with the completed portfolio addressing each of the three program learning outcomes. Satisfactory completion of the portfolio is required for graduation. In addition to the three program outcomes, the IEPS encourages students to participate in outreach and service activities within the community. The portfolios are an integral part of the IEPS Assessment Plan. Data obtained from review of the portfolio result in changes and improvements to the curriculum. Each course syllabus contains the three program learning outcomes in addition to specific field outcomes. The Institute does not offer any online classes. The IEPS does not offer graduate classes.

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

Data provided by Sara Maene, Director of the Office of Institutional Research, indicates that the number of majors in the Institute of Environmental and Physical Sciences has shown consistent growth from 98 majors in fall 2006 to 146 majors in fall 2011, an increase of almost 50 percent. Resource management and environmental sustainability are the two most popular concentrations. The program has averaged 17 minors over the same time frame. The mean graduation rate is 16.8 students per year.

Number of Majors and Minors

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Mean
Majors	98	97	101	124	128	146	115.7
Concentration							
Aquatics	10	17	18	18	23	28	19.0
Environmental Engineering	10	8	12	10	16	17	12.2
Historic Preservation	13	10	13	16	15	19	14.3
Environmental Science	16	16	15	15	14	18	15.7
Environmental Sustainability				17	26	39	27.3
Resource Management	47	44	42	48	35	25	40.2
Minors	19	24	19	11	12	19	17.3

Students within the program have ACT or SAT scores slightly higher than the average for all Shepherd students. Freshman students are required to take a First-Year Experience in Environmental Studies course during their first semester. This course introduces students to the program, faculty, and the University community. Numerous activities are designed to enhance student retention such as barbecues, field trips, advising, mentoring by upperclassmen, and a student organization, the Shepherd Environmental Organization. The department chair plans to implement an assessment of advisors by students in the fall 2012 semester. One of the department's goals is to increase selectivity of students entering environmental studies to increase retention and student success. As part of the process, the department plans to expand recruitment and admission initiatives.

The reviewer noted that students are frustrated with the portfolio requirement and request increased guidance from faculty on how to design and maintain their portfolios. Students requested additional guidance from faculty on setting up internships. Students also desired more time with advisors to plan their schedules. One transfer student noted difficulty getting the upper-level courses needed to graduate, because these courses are taught on a two-year rotation.

The self-study did not provide a description of class evaluations, peer evaluations, or student surveys. The IEPS attempted to obtain alumni data using an online survey with minimal success. The Institute is currently investigating use of e-mail or an open area to foster contact with alumni. The IEPS does not have the resources to track graduates on a formal basis. Most data gathered are anecdotal. The external reviewer recommended that the IEPS work with the University Office of Advancement to identify individuals, businesses, or professional groups to establish scholarships for students in their name.

IV. Resources Availability and Development

All full-time faculty members have doctorate degrees in their area of expertise. The Institute of Environmental and Physical Science faculty are engaged with their students, the University, and the external community. There are currently 2.5 FTE serving the environmental studies program and three faculty members that teach physics and physical science.

The external evaluator noted that the rapid increase in environmental studies majors is positive; however, the number of faculty is low considering the number of concentrations offered to students and the substantial laboratory and field components of the program. The addition of a new faculty line will assist to alleviate this concern. The search for the new faculty line will commence in the fall 2012 semester. The external reviewer noted that one hour of lab time is frequently more demanding than one hour of classroom time due to designing, assembling, and disassembling laboratory and field experiences, grading lab notebooks, ordering supplies, and other numerous small tasks. Employment of a full-time lab assistant would assist in reducing this burden on faculty.

The classrooms and laboratories are heavily used with little space and equipment available for faculty to conduct research. Equipment and supply needs are supported in part by the University through the Higher Education Resource Fund, which has remained relatively unchanged. Students pay a \$40 laboratory fee for all courses with a laboratory component. Money from the laboratory fees is used to purchase equipment and supplies. Money from the technology fee paid by all Shepherd students has been used to replace computers and upgrade software critical to the IEPS. All classrooms have digital projectors and faculty have access to digital tables for use in the classroom. Faculty members in the IEPS have obtained more than \$611,000 in extramural support for their courses and research projects over the past five years.

All faculty members participate in the assessment of student learning through the evaluation of student portfolios at the time of graduation and the students' presentation of their research conducted during their 400-hour senior internship. Full-time faculty, adjuncts, and representatives from internship sites discuss and review assessment findings and identify opportunities to enhance the program. Results from these assessment activities are utilized to revise and strengthen the program.

Faculty members are encouraged to participate in training offered by the Office of Teaching and Learning. Full-time faculty have attended and presented at state, regional, or national meetings and conferences during the past five years.

The Institute noted that the library holdings for the program are inadequate. The library currently subscribes to three Annual Review series. Students and faculty needing additional resources can order manuscripts through interlibrary loan or travel to the Library of Congress in Washington, D.C.

V. CONCLUSION

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

5.1.1 Continuation of the program at the current level of activity, with or without specific action;

Following are the strengths, concerns, and recommendation based on the Self-study report, comments from the external reviewer (Dr. James Van Gundy), and comments from the Shepherd University Program Review Committee.

A. STRENGTHS

- The faculty members are dedicated to their profession and all of the full-time faculty members have terminal degrees within their discipline. They engage in scholarly and creative activities to support and enhance the undergraduate programs. They have been involved in research, peer-reviewed publications, and presentations at the regional, state, and national level. Faculty members are actively engaged in research. Faculty members and students provide support for campus and community events that increases the positive impression of the IEPS within the campus community and region.
- The IEPS mission, vision, and core values are congruent with the University and strategic plan.
- The IEPS offers a unique program, which continues to evolve and change to meet the current and projected needs of the region and nation. The program offers six degree concentrations including: aquatic science, environmental engineering, environmental science, environmental sustainability, historic preservation, and resource management. Some of the program concentrations are eligible for the Academic Common Market, thus allowing students from Maryland to pay in-state tuition.
- The IEPS has a strong relationship with off-campus professional groups and organizations. This relationship provides students with excellent field placements

and research internships in private, corporate, and governmental agencies. The majority of the courses contain a strong field component, which provides students with learning opportunities and expectations beyond the classroom. Students complete a 400-hour research internship during their senior year.

- The IEPS has established a renewable energy demonstration site on the Shepherd campus.
- The IEPS received permission to recruit a new faculty member to begin teaching in fall 2013 semester. A new physics professor line was added beginning in fall 2012 semester.
- The IEPS faculty obtained grants in excess of \$611,000 during the past five years.
- There has been a continual increase in enrollment over the past five years, reflecting an increase of approximately 50 percent.
- The proposed changes in the governance and direction of the historic preservation concentration, making it a shared effort between the IEPS and the Department of History, would strengthen the program.

B. CONCERNS

- The IEPS needs to review the chemical science elective courses and their corresponding prerequisite courses to enable students in the environmental science concentration to complete their Bachelor of Science degree in 120 credits.
- The IEPS needs to add prerequisite courses for upper-division courses (300 and 400 level). The external reviewer provided suggestions for consideration.
- The IEPS needs to enhance its curriculum design. The external reviewer suggested that General Ecology (BIOL 420) was more appropriate than Comparative Anatomy for students pursuing the resource management, aquatic science, or environmental science concentrations. At least one course in economics was recommended for students pursuing a concentration in resource management due to issues of sustainability and resource management.
- The IEPS program should assess the effect of offering upper-division courses on a two-year cycle has on retention and graduation rates.
- The IEPS is encouraged to continue to obtain data on alumni. The department needs to articulate the employment opportunities for graduates.
- The IEPS should seek additional faculty lines based on student enrollment growth. As growth continues, the IEPS will need to seek additional space,

classroom, and field placements for students. The Institute plans to develop a plan to increase selectivity of students, and to expand recruitment and admission initiatives.

- The IEPS needs to work with administration to recognize the heavy teaching load of faculty and seek creative solutions to hours spent in preparing, assembling, and disassembling laboratory and field experiences, grading lab notebooks, ordering supplies, and other numerous small tasks. Employment of a full-time lab assistant would assist in reducing this burden.
- The IEPS needs to work with the Scarborough Library to seek creative solutions on how to expand current holdings.
- The IEPS faculty needs to submit an updated assessment plan that includes an assessment of the students' use of technology.
- The external reviewer noted that the inclusion of physics with environmental science could lead to friction between faculty members, as both programs would be competing for the same resources.
- The IEPS's next self-study needs to be presented in a linear fashion. The self-study should provide clear and concise answers to all questions and should avoid referring evaluators to numerous appendices in search of the answers.
- The IEPS plans to expand the range of course offering within this program. Prior to expanding programs, the Institute needs to make sure they an adequate number of students, faculty, and space.
- The IEPS needs to develop and implement a strategic plan.

C. RECOMMENDATIONS

- The IEPS needs to review the chemical science elective courses and their corresponding prerequisite courses to enable students in the environmental science concentration to complete their Bachelor of Science degree in 120 credits.
- The IEPS should add prerequisite courses to upper-division classes; revise electives requirements for the aquatic science, resource management, and environmental science concentrations.
- The IEPS program should assess the impact that offering upper-division courses on an every two-year cycle has on retention and graduation rates, which may require offering upper-division courses on a more frequent basis.

- The IEPS should move forward with the proposed changes in the governance and direction of the historic preservation concentration, making it a shared effort between the IEPS and the Department of History.
- The IEPS should work with the administration to seek creative solutions to the heavy teaching load of faculty, such as employing a full-time lab assistant and/or field placement coordinator.
- The IEPS should work with the Scarborough Library to seek creative solutions aimed at expanding the current holdings.
- The IEPS is encouraged to obtain data from graduates. The Institute needs to articulate the employment opportunities for graduates.
- The IEPS needs to develop and implement a strategic plan with objectives, student learning outcomes, and assessment tools.