

Shepherd

UNIVERSITY

Board of Governors



Meeting Agenda

April 18, 2013

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 Shipley, President

SHEPHERD UNIVERSITY
BOARD OF GOVERNORS MEETING
Shepherdstown, WV

April 18, 2013

1:30 p.m.

Ribbon Cutting for the Center for Contemporary Arts II

2:00 p.m.

Center for Contemporary Arts II Room G03

AGENDA

Regular Session

- | | | | |
|----|-----------------|--|----------------|
| 1. | Call to Order | | Chair Caperton |
| 2. | Public Comments | | |

Consent Agenda

- | | | | |
|----|--|--|--|
| 1. | Adoption of the Minutes from February 21, 2013 Board Meeting | | Chair Caperton |
| 2. | Adoption of the Minutes from March 14, 2013 Board Meeting | | Chair Caperton |
| 3. | President's Report | | President Suzanne Shipley |
| 4. | Review and Approval of Fee Consolidation | | Dr. Thomas Segar, Vice President for Student Affairs |

Presentation Agenda

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|----|--|--|--|
| 1. | Recognition of Emeritus Faculty and Staff | | Dr. Christopher Ames, Vice President for Academic Affairs |
| 2. | Faculty Senate Annual Report | | Dr. J.B. Tuttle, President of the Faculty Senate and Associate Professor of Education |
| 3. | Classified Employees Council (CEC) Annual Report | | Mr. Brian Hammond, Chair of the CEC and Manager of User Support Services |
| 4. | Approval of New Concentrations for the Master of Business Administration in Public Management and in Sport | | Dr. Ames
Dr. Scott Beard, Associate Vice President for Academic Affairs and Dean of Graduate Studies and Continuing Education |
| 5. | Review and Approval of Soccer Field Improvements | | Ms. Deborah Judd, Vice President for Administration and Finance |

Discussion Agenda

- | | |
|---------------------------------------|----------------|
| 1. 2012-2013 Academic Program Reviews | Dr. Ames |
| | Dr. Beard |
| 2. New Business | Chair Caperton |

BREAK

Presentation and Discussion Agenda

- | | |
|---------------------------------------|---|
| 1. Shepherd University Master Plan | Mr. John Sherwood, Chair of the Master Planning Committee |
| | Members of Robert A.M. Stern Architects |
| 2. Shepherd University Strategic Plan | Dr. Diane Melby, Chair of the Strategic Planning Committee and Vice President for Advancement |

Executive Session

- | | |
|-------------------------|-------------------|
| 1. Awards and Honoraria | President Shipley |
| 2. Personnel | Chair Caperton |

Regular Session

- | | |
|--|----------------|
| 1. Action Arising Out of Executive Session | Chair Caperton |
|--|----------------|

Adjournment

Shepherd University Board of Governors

Minutes of the Meeting of February 21, 2013

The Shepherd University Board of Governors met on February 21, 2013 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 [phone], Diane Shewbridge and John Younis. Also present were Shepherd University President Suzanne Shipley, members of the executive staff and others. Board members Lacy I. Rice III and Veronique N. Walker were absent from the meeting.

1. **PUBLIC COMMENTS**

No public comments were made.

2. **MINUTES OF THE MEETING OF NOVEMBER 15, 2012**

M (Best), S (McCall), PASSED, that the minutes of the November 15, 2012 meeting of the Board of Governors be adopted as presented at the meeting.

3. **PRESIDENT'S REPORT**

Dr. Shipley introduced Shepherd's new Vice President for Academic Affairs, Dr. Christopher Ames, along with Jim Klein, Director of the Martinsburg Center. Both joined the University within the past two months.

Dr. Shipley presented remarks related to the State's proposed adoption of an outcomes-based funding model, and referred to the charts included in the President's Report. Dr. Shipley highlighted the fact that Shepherd would stand to benefit from the change to this type of funding model, and that the University is currently underfunded significantly as compared to other West Virginia public institutions.

4. **FACILITIES MASTER PLAN UPDATE**

Mr. John Sherwood, Chair of the Facilities Master Plan Committee, presented to the Board an update as to the progress during the past months. As a part of his remarks, Mr. Sherwood discussed a draft statement of the governing board development strategy. Members of the Board recommended changing wording in line six to "and" instead of "and/or", as well as changing to "environmentally wise" instead of "environmentally sound" in line seven.

5. **ADVISORY COUNCIL OF FACULTY (ACF) ANNUAL REPORT**

Dr. Sylvia Shurbutt, ACF University Representative and Professor of English, presented to the Board the ACF Annual Report.

6. **APPROVAL OF NEW CONCENTRATION IN THE MASTER OF ARTS, CURRICULUM AND INSTRUCTION**

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

RESOLVED, That the Shepherd University Board of Governors approves the additional concentration in special education strand in the Master of Arts in Curriculum and Instruction, effective for the Fall 2013 academic semester.

7. **APPROVAL OF INTENT TO PLAN FOR BACHELOR OF SCIENCE DEGREE IN HEALTH PROMOTION AND EXERCISE SCIENCE**

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

RESOLVED, That the Shepherd University Board of Governors approves the Intent to Plan for a Bachelor of Science Degree in Health Promotion and Exercise Science, and directs the President to file the Intent to Plan with the Chancellor of the Higher Education Policy Commission for approval.

8. STUDENT-ATHLETES

Dr. Andro Barnett, Associate Professor of Health, Physical Education, and Recreation Studies, serves as the University's Faculty Athletics Representative (FAR). In this role, he presented to the Board information regarding Shepherd's student-athletes and their engagement on the field and court, in the classroom, on campus, and in the community.

9. STUDENT AFFAIRS ANNUAL REPORT

Holly Morgan Frye, Assistant Vice President for Student Affairs-Student Engagement, along with director of dining services, Jack Shaw, presented the Student Affairs Annual Report on behalf of Dr. Thomas Segar, Vice President for Student Affairs. The report highlighted the activities of the offices and functions within the Division of Student Affairs.

10. 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.

11. REVIEW AND APPROVAL OF IKENBERRY HALL IMPROVEMENTS

M (Brand), S (Roach), 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 2013 building systems renovations in Ikenberry Hall as presented in the agenda book, and directs the President to proceed with the project.

12. QUARTERLY FINANCIAL REPORT AND ENROLLMENT MANAGEMENT UPDATE

Ms. Deborah Judd, Vice President for Administration and Finance, presented to the Board the Quarterly Financial Management Report for the period ending December 31, 2012. Ms. Kimberly Scranage, Vice President for Enrollment Management, joined Ms. Judd and presented to the Board an enrollment update.

13. PROPOSED 2013-2014 ENROLLMENT, HOUSING, DINING AND POSSIBLE FEE CONSOLIDATIONS

President Shipley and Ms. Judd presented to the Board the Proposed 2013-2014 Enrollment, Housing, Dining and Possible Fee Consolidations.

14. MOTION TO EXECUTIVE SESSION

M (Roach), S (Beatty), PASSED, That pursuant to Section 4 of Article 9A of Chapter 6 of the WV Code, it was moved that the Board enter into executive session for the purpose of discussion of matters relating to honoraria and awards.

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

15. NEW BUSINESS

None.

Gat Caperton
Chair

Marcia Brand
Secretary

Shepherd University Board of Governors

Minutes of the Meeting of March 14, 2013

The Shepherd University Board of Governors met on March 14, 2013 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], D. Scott Roach [phone], Diane Shewbridge, and Veronique N. Walker [phone]. Also present were Shepherd University President Suzanne Shipley, members of the executive staff and others. Board members Elizabeth Greer, Lacy I. Rice III, W. Mark Rudolph, and John Younis were absent from the meeting.

1. **PUBLIC COMMENTS**

No public comments were made.

2. **REVIEW AND APPROVAL OF PROPOSED 2013-2014 ENROLLMENT, HOUSING, DINING AND OTHER FEES**

M (McCall), S (Brand), PASSED 7-1, all members participating by phone were polled that the following resolution be adopted by the Board:

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

RESOLVED FURTHER, That the President is authorized to make such adjustments in the components of the total tuition and required enrollment fees applicable to Martinsburg satellite campus enrollments as may be deemed prudent, and to report the same to the Audit Committee as may be appropriate from time to time.

RESOLVED FURTHER, That the President is authorized to enter into agreements with businesses and higher education institutions in Berkeley, Jefferson and or Morgan counties, as well as any adjacent county in Maryland or Virginia, to provide for discounts in the tuition and other required enrollment fees for students covered by such agreements.

3. **NEW BUSINESS**

None.

Gat Caperton
Chair

Marcia Brand
Secretary

PRESIDENT'S REPORT

2012-2013 Academic Year in Review

*Education is the ability to listen to almost anything
without losing your temper or your self-confidence. –Robert Frost*

The opening of the pedestrian underpass and the Center for Contemporary Arts II. The creation of a new master plan. The updating of the University's strategic plan. State budget reductions. The President's Triennial Review.

Quite a lot has occurred during the 2012-2013 academic year, and a great deal of progress was made, especially in the areas of strategic and master planning, and institutional budgeting. This has happened in spite of some great obstacles. As a community, the Shepherd University faculty and staff have realized these accomplishments due to our core values as an institution of higher education. We have listened to one another, and have done so without losing our composure. We have taken on difficult challenges. We have listened to individual positions that may have made us uncomfortable along the way. But our successes during this past year only show how our self-confidence as a premier public liberal arts institution continues to be intact.

I am immensely proud of the work that has been accomplished by our Shepherd community during the 2012-2013 academic year. I thank the members of the various committees, including the Budget Advisory Council, for their thoughtful deliberations and resulting recommendations. The April Board of Governors meeting will showcase some of these efforts with the presentation of the proposed strategic and master plans that will set the course for Shepherd in the years to come.

Capital Projects

Center for Contemporary Arts II

Substantial completion was achieved on March 20, 2013. Commissioning of the building and mechanical systems continues, and the contractor and subcontractors have nearly completed punch list items. Theater risers and seating have been assembled in the new theater, and various fixtures, furniture and equipment items are being placed.

Route 480 Pedestrian Underpass

The project at this point is approximately 99 percent complete. Stone masons have finished the walls bordering Shepherd Grade Road, and the entrances to west campus and the Bavarian Inn. Grassed areas are being seeded and trees and shrubs have been planted.

HVAC Work in Miller Hall

As previously reported, total replacement of the HVAC systems throughout Miller Hall had been scheduled for the coming summer. However, bids were recently received and were substantially higher than budget expectations, causing the project to be placed on hold for the immediate future.

Byrd Science Hall Stair Tower

Bids for the removal and replacement of water damaged glazing and wood frame components in the Byrd Science Hall stair tower came in slightly higher than the budget estimate. After review by the architect and engineering group, it was determined the bid was valid and in keeping with the scope of work. Investigative demolition work to verify field conditions has occurred, and shop drawings are underway. Mobilization and construction activity will begin May 6, with completion scheduled for July 19.

Athletics

Mountain East Conference Approved by NCAA

On February 15, The Mountain East Conference (MEC) announced that its application for membership had been approved by the NCAA Division II Membership Committee. The MEC will officially become the 25th NCAA Division II conference on September 1, 2013, and immediately assumes active status.

The 12 charter members of the nation's newest NCAA Division II regional all-sports league include nine West Virginia institutions – Concord University, Fairmont State University, Glenville State College, Shepherd University, The University of Charleston, West Liberty University, West Virginia State University, Wheeling Jesuit University, and West Virginia Wesleyan College – along with Notre Dame College and Urbana University from Ohio and the University of Virginia's College at Wise.

From Athlete to Author

Former Shepherd University women's basketball player Hannah Safren '12 hosted a book signing on April 9 from noon until 2 p.m., and from 6 p.m. until 8 p.m. at the Shepherd University Wellness Center. Safren was on hand to promote her book, *Dive: the Life and Fight of Reba Tutt*.

Senior Scholar Athletes

Senior men's basketball team member Justin Bryan and senior volleyball team member Kasey Mercier were named WVIAC College Foundation of West Virginia (CFWV) Senior Scholar-Athlete award winners for their proficiency in the classroom and as an athlete. All award winners must compile at least a 3.3 cumulative grade point averages during their playing careers. The pair was recognized on the Friday of the WVIAC Basketball Tournament.

Advancement

Year-To-Date Giving Summary: 7/1/12 through 2/28/13

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 28, 2013, \$2,709,325 had been received. This is \$413,740 more than what had been received by the same date in 2012. The increase is attributed to a single gift totaling almost \$1 million given through a trust by a friend of the CATF and University. Giving to annual programs has decreased by \$26,075 during the first eight months of the fiscal year. This represents a decrease of four percent in the amount of funds raised. The number of donors to annual giving programs has also decreased by four percent. At the time of the last report, the number of donors was down by 11 percent. This indicates that efforts to reach out to donors at the lower end of the giving pool were successful. Staff will work throughout the final quarter to implement strategies to fill the gap in giving.

- Sixty-five faculty and staff have contributed thus far this year as compared to 69 during the same period last year. Employees have increased their total contributions, giving \$40,269 this year as opposed to \$25,202 last year.
- Giving to endowments has increased by \$517,202 when compared to February 2012. This is attributed to the nearly million dollar gift noted in the first bullet.
- Payouts from competitive grants have decreased by nine percent over last year. Grant activity generated \$750,593 during the first eight months as compared to \$827,380 generated during the same period in FY2012.

Overall, the number of donors is now down by about seven percent or 183 donors thus far this year. The Advancement staff will implement strategies throughout the final quarter to encourage giving at all levels.

Comprehensive Fundraising Report: 7/1/12 through 2/28/13

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.

- Since the beginning of the fiscal year, \$2,285,444 has been pledged and/or paid.
- New gifts to endowment equal \$1,332,856, while gifts to annual programs equal \$468,961.
- Deferred gifts valued at \$150,000 were documented.
- Grants totaling \$333,627 have been accepted. It is noted that nine proposals totaling \$3,933,965 have been submitted; it appears that these grants are being held while issues related to the federal sequestration are resolved. Shepherd’s external funding profile will be significantly impacted if sequestration results in cuts to competitive grant programs.
- We continue to be supported by our constituencies as detailed in the following chart:

370	Friends	\$137,546
658	Alumni	\$307,422
79	Corporations	\$67,332
9	Foundations	\$33,321
14	Others	\$1,406,196
11	Grants	\$333,627
	Total	\$2,285,444

Staffing

Professional Development and Honors

- Kimberly Scranage, Vice President for Enrollment Management, Katie Whitmire, Associate Director of Admissions, and Shepherd board member Veronique N. Walker, Director of Diversity and Student Support Services for Berkeley County Schools, were selected to present “Unpacking the College Experience” at the 2013 Student Success Summit. Their proposal was selected out of 100 submissions.
- Registrar Tracy Seffers recently graduated from the 2012-2013 Higher Education Resource Services (HERS) Institute-Wellesley, in a class of nearly 70 women from across the country, from every type and size of institution, and from all areas of academe: faculty, administrators, and student services professionals. HERS is an educational non-profit providing leadership and management development for women in higher education administration. Since 1972, HERS has served the higher education community, preparing more than 4,300 women faculty and administrators for leadership roles.

Team River Runner (TRR)

Shepherd University is now serving as the host site for a start-up chapter of Team River Runner (TRR), a Wounded Warrior project that began at Walter Reed Army Medical Center in 2004. TRR is a primarily volunteer organization run by kayakers and overseen by a Board of Directors. Working in partnership with The Wounded Warrior Project and Disabled Sports USA, TRR gives active duty service members, veterans and their family members an opportunity to find health, healing, and new challenges through kayaking and other paddling sports. The benefits of TRR have as much to do with social support, finding emotional strength and re-creating personal identity as they do with athletics.

TRR was initially established in 2004 to help active duty military personnel wounded in Iraq and Afghanistan who were recovering at Walter Reed Army Medical Center. TRR expanded to other Department of Defense (DoD) and Department of Veterans Affairs (VA) sites in 2007. Establishing this new chapter, called TRR-Shepherd, has been a year-long effort by the Shepherd University registrar Tracy Seffers, in partnership with academic departments, student affairs, the Wellness Center, enrollment management, and the therapy team at the VA Center in Martinsburg.

Upcoming Events

Friday, April 19

McMurrin Scholars Convocation, Frank Center Theater

Saturday, April 20

Eighth Annual Fun Run, Wellness Center

Wednesday, April 24

Shepherd Preparatory Orchestra and Preparatory Chorus, Frank Center Theater

Saturday, April 27

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

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

Thursday, May 2

57th Annual Emeritus Club Luncheon and Induction Ceremony, Ram's Den/Storer Ballroom

Saturday, May 4

Commencement, Butcher Center

Friday, May 17

Tuxedo Junction "The Big Easy," Bavarian Inn

For other Shepherd events, event locations and times, please check our home page calendar

<http://www.shepherd.edu/university/calendars/>

REVIEW AND APPROVAL OF FEE CONSOLIDATION

Shepherd University is proposing to rename and consolidate the Orientation Fee and all related fees required for that program for FY2014. The fee covers labor and expenses associated with summer Advisement and Registration, which occurs in July, Orientation, which occurs in August, and student conduct, which occurs throughout the year.

Changing the name of the fee from “Orientation Fee” to “Student Services Fee” will provide a more accurate description of how this fee is used. Additionally, the fee currently appears on the student bill as multiple charges totaling \$140, which included administrative costs, housing, and lodging costs. The proposal is to consolidate this to one fee for simplicity. A list of frequently asked questions about this change is included on the following page.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves renaming and consolidating the Orientation Fee and related fees to the Student Services Fee as presented in the Agenda Book.

Proposal for Changes to the Orientation Fee
A Collaborative Effort from Administration and Finance,
Enrollment Management, and Student Affairs

What is Not Changing?

1. The total amount of the fee: \$140.
2. The purpose of the fee: To cover labor and expenses associated with Advisement and Registration, which occurs in July, and Orientation, which occurs in August, and student conduct, which occurs throughout the year.

What are the Proposed Changes?

1. The name of the fee: Changing from “Orientation Fee” to “Student Services Fee” to provide a more accurate description of how this fee is used and to eliminate past confusion and phone calls to the Business Office from parents.
2. Consolidation of the fee: The fee used to appear on the student bill as multiple charges totaling \$140. The proposal is to consolidate this to one fee for simplicity.
3. Assess the fee for Readmitted students: This fee was not assessed to readmitted students in the past. There is no substantiated reason for not charging these students for services received.
4. When the fee is assessed: The fee was assessed after students attended Advisement and Registration and had registered for classes. The proposal is to assess this fee prior to the session for which a student has confirmed their attendance.

If these students do not cancel their reservation 24 hours prior to the Advisement and Registration session they reserved and subsequently do not enroll in Shepherd, they will still be billed \$140 to cover the costs associated with planning for their attendance.

The invitation to participate in the Advisement and Registration Program and the confirmation of attendance to the Advisement and Registration Program will highlight the above referenced fee and cancellation policy.

A Compelling Rationale for Fee Assessment Timing Change

1. The University needs to recover the lost revenue associated with the expense of preparing for the number of students who have confirmed their attendance yet do not attend. This has been an on-going challenge that the proposed changes will address.
2. Once students have committed to attending -- similar to reserving a room in a hotel -- a place will be held for them and costs will be incurred on their behalf in order to be prepared for their arrival. Students will only be charged if they do not take action in a timely manner by cancelling their reservation.
3. Students have the opportunity to select several Advisement and Registration session dates, and will be given the opportunity to cancel or reschedule up to 24 hours prior to their selected session. The names of all students on the final list for each session -- 24 hours prior to the date of the session -- will be sent to the Business Office and assessed \$140 whether they attend Advisement and Registration or not; whether they ultimately enroll at Shepherd University or not.

RECOGNITION OF EMERITUS FACULTY AND STAFF

Dr. Christopher Ames, Vice President for Academic Affairs, will present for recognition the *Emeritus* Faculty and Staff named for 2012-2013. *Emeritus* titles may be conferred upon members of the professional staff at the time of retirement. To be eligible for appointment to *Emeritus* status, retiring faculty or staff must have completed at least a total of ten years of service at Shepherd University.

Faculty and staff being awarded *Emeritus* status:

Dr. John Adams, Assistant Vice President for Student Affairs and Dean of Students, *Emeritus*

Mr. Karl Wolf, Staff, *Emeritus*

Mr. J.W. Thatcher, Associate Professor, *Emeritus*

Dr. Mark Stern, University Professor, *Emeritus*

Dr. Rick Gibson, Professor, *Emeritus*

Shepherd University Board of Governors
April 18, 2013
Presentation Agenda Item No. 2

FACULTY SENATE ANNUAL REPORT

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

Shepherd University Board of Governors
April 18, 2013
Presentation Agenda Item No. 3

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.

APPROVAL OF NEW CONCENTRATIONS FOR THE MASTER OF BUSINESS ADMINISTRATION

Program Overview

The Master of Business Administration (M.B.A.) is a 36-credit-hour graduate program for those who have completed a bachelor's degree and are interested in pursuing or advancing a career in business. The M.B.A. curriculum creates a stimulating environment that is diverse, challenging, and focused on global connections, while at the same time providing real-world experiences.

All students take a 21-credit core that includes courses in leadership and ethics, marketing, management theory, economics, and accounting. Students in the general track complete their coursework with a flexible set of electives, while concentrations in Accounting, and Health Administration have more specific requirements.

The M.B.A. program finishes with a culminating project or capstone in MBA 590 Applied Research Project and Capstone or MBA 591 M.B.A. Internship and Capstone. Here, students work in a collaborative environment with faculty mentors in an open exchange of ideas and information. In the internship experience, students are exposed to new ideas and put theory into practice through contact with influential leaders from a variety of companies and industries. Through these experiences, students heighten their cultural awareness, develop a global perspective, and learn to communicate effectively with individuals from diverse cultural, academic and professional backgrounds.

Description and Justification the Addition of the Public Management and Sport Management Concentrations

An academic team, the Martinsburg Committee, and the Extended Learning Integrity Committee led the decision regarding which programs would ultimately be served by the professional and graduate center, located in Martinsburg. Both programs will use current as well as new faculty members to teach concentration courses.

With 10 percent growth since 2000 in the Eastern Panhandle coupled with similar growth in the tri-state region, offering the M.B.A. program in Martinsburg will make this program more accessible to many not only in the Panhandle, but also along the I-81 corridor. According to research, the 25-49 year-old cohort in Berkeley County alone was 37,391 and is expected to increase by more than 15 percent by 2020. This growth is similar to the expected growth in Jefferson and Morgan counties. Due to the Center's location, it is also easily accessible to the surrounding counties in Maryland, Virginia and Pennsylvania.

With more than 13,000 federal employees in the Winchester, Hagerstown and Eastern Panhandle market area, the M.B.A., Public Management concentration is situated to meet market demand. According to numerous government agencies, this M.B.A. concentration will assist agencies and their employees in achieving identified management-level goals. Government agencies within the region with the ability to partner with the M.B.A. in Public Management at Shepherd University include: the Internal Revenue Service, United States Coast Guard Vessel Documentation Center, West Virginia National Guard,

Veterans Administration Center, U.S. Coast Guard National Maritime Center, U.S. Coast Guard Operations System Center, Homeland Security, and the National Conservation Training Center.

The growing interest in sport management and administration in the region affords a newly developed M.B.A. in Sport Management an opportunity to fill the need for graduate education for hundreds of secondary school coaches and physical education teachers. With the development of this program, coaches from the tri-state area will be attracted to this degree program. It is reasonable to assume that up to five new students would join this program in Martinsburg each academic year.

Currently, a tentative internship program with the Hagerstown Suns baseball team is established. This, coupled with the growth in non-school sports entities (fitness clubs, racetracks, professional teams, etc.), provides an opportunity for the establishment and growth of this concentration. Currently, none of Shepherd's immediate competitors offers this concentration within the M.B.A. program, but instead typically offers it as a stand-alone Master's program. The Sport Management concentration can build on the success of the current M.B.A. program, while the dual listing of courses will offer content area courses within the current Master of Arts, Curriculum and Instruction program.

Following are the requirements for the Curriculum for a M.B.A., Public Management concentration degree:

CURRICULUM FOR A MASTER OF BUSINESS ADMINISTRATION, PUBLIC MANAGEMENT CONCENTRATION

Total credit hours: 36

Core courses: 21 Hours

CORE

- MBA 500 - Challenges to Modern Business (3 cr)
- MBA 510 - Advanced Management Theory (3 cr)
- MBA 520 - Leadership and Ethics (3 cr)
- MBA 540 - Advanced Marketing Theory (3 cr)
- MBA 560 - Managerial Economics (3 cr)
- MBA 570 - Managerial Accounting (3 cr)

Culminating Experience: As a culminating experience, students should select either MBA 590 or MBA 591. Specific concentrations may require a particular culminating or capstone experience.

- MBA 590 - Applied Research Project and Capstone (3 cr)
- MBA 591 - Internship and Capstone (3 cr)

Public Management Concentration (15 credit hours)

- MBA 517 - Human Resources (3 cr)
- MBA 531 - Organizational Development (3 cr)
- MBA 532 - Project Management (3 cr)
- MBA 533 - Public Policy Analysis (3 cr)
- MBA 534 - Public Budgeting and Financial Management (3 cr)

Elective Courses: M.B.A. students with no concentration should select nine hours of electives. Students in a particular concentration have a variable number of elective credits.

- MBA 501 - Entrepreneurship (3 cr)
- MBA 502 - Business Law (3 cr)
- MBA 503 - Fundraising and Grant Writing (3 cr)
- MBA 504 - Non-profit and Service Marketing (3 cr)
- MBA 505 - Business in West Virginia (3 cr)
- MBA 508 - International Business (3 cr)
- MBA 509 - Statistical Analysis (3 cr)
- MBA 517 - Human Resources (3 cr)
- MBA 545 - Professional Selling and Sales Management (3 cr)
- MBA 548 - Select Topics Applied Business I (3 cr)
- MBA 549 - Select Topics Applied Business II (3 cr)
- MBA 572 - Personal Financial Planning (3 cr)
- MBA 580 - Introduction to Networking (3 cr)
- MBA 581 - Web Programming (3 cr)
- MBA 582 - Management Information Systems (3 cr)
- MBA 588 - Database Management Systems (3 cr)
- MBA 590 - Applied Research Project (3-6 cr)
- MBA 591 - MBA Internship (3 cr)
- MBA 600 - Study Abroad (3 cr)
- MBA 599 - Special Topics: M.B.A. Seminar (3 cr)
- MBA 699 - Special Topics: M.B.A. Seminar (3 cr)

Following are the requirements for the Curriculum for a M.B.A., Sport Management concentration degree:

CURRICULUM FOR A MASTER OF BUSINESS ADMINISTRATION, SPORT MANAGEMENT CONCENTRATION

Total credit hours: 36

Core courses: 21 Hours

CORE

- MBA 500 - Challenges to Modern Business (3 cr)
- MBA 510 - Advanced Management Theory (3 cr)
- MBA 520 - Leadership and Ethics (3 cr)
- MBA 540 - Advanced Marketing Theory (3 cr)
- MBA 560 - Managerial Economics (3 cr)
- MBA 570 - Managerial Accounting (3 cr)

Culminating Experience: As a culminating experience, students should select either MBA 590 or MBA 591. Specific concentrations may require a particular culminating or capstone experience.

- MBA 590 - Applied Research Project and Capstone (3 cr)
- MBA 591 - Internship and Capstone (3 cr)

Sport Management Concentration* (15 credit hours)

- MBA 521/RECR 521 - Sports Management (3 cr)
- MBA 522/RECR 522 - Sports Marketing and Sales (3 cr)
- MBA 523/RECR 523 - Sports Law and NCAA Compliance (3 cr)

- MBA 521/RECR 521 - Sports Administration (3 cr)
- Elective (3 cr)

*Courses in the sport management concentration have a dual listing to satisfy requirements in the MBA and EDUC programs, according to the needs of the student.

Elective Courses: M.B.A. students with no concentration should select nine hours of electives. Students in a particular concentration have a variable number of elective credits.

- MBA 501 - Entrepreneurship (3 cr)
- MBA 502 - Business Law (3 cr)
- MBA 503 - Fundraising and Grant Writing (3 cr)
- MBA 504 - Non-profit and Service Marketing (3 cr)
- MBA 505 - Business in West Virginia (3 cr)
- MBA 508 - International Business (3 cr)
- MBA 509 - Statistical Analysis (3 cr)
- MBA 517 - Human Resources (3 cr)
- MBA 545 - Professional Selling and Sales Management (3 cr)
- MBA 548 - Select Topics Applied Business I (3 cr)
- MBA 549 - Select Topics Applied Business II (3 cr)
- MBA 572 - Personal Financial Planning (3 cr)
- MBA 580 - Introduction to Networking (3 cr)
- MBA 581 - Web Programming (3 cr)
- MBA 582 - Management Information Systems (3 cr)
- MBA 588 - Database Management Systems (3 cr)
- MBA 590 - Applied Research Project (3-6 cr)
- MBA 591 - MBA Internship (3 cr)
- MBA 600 - Study Abroad (3 cr)
- MBA 599 - Special Topics: M.B.A. Seminar (3 cr)
- MBA 699 - Special Topics: M.B.A. Seminar (3 cr)

The Sport Management concentration in the Master of Business Administration (M.B.A.) degree program does not require approval by the WV Higher Education Policy Commission (HEPC) or the Higher Learning Commission (HLC). A notification letter will be sent to both organizations to inform them of the Fall 2013 start date.

Neither the Public Management concentration nor the Sport Management concentration in the M.B.A. degree program are required to gain approval by the WV Higher Education Policy Commission (HEPC) or the Higher Learning Commission (HLC). A notification letter will be sent to both organizations to inform them of the Fall 2013 start date.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the additional concentrations of Public Management and Sport Management in the Master of Business Administration, effective for the Fall 2013 academic semester.

REVIEW AND APPROVAL OF SOCCER FIELD IMPROVEMENTS

Shepherd University's soccer complex is located on West Campus and hosts the women's and men's soccer teams. The complex currently has two grass fields, a small storage facility, bleacher seating, and a scoreboard. The north field is used for competitions while the south field is a practice area. Both fields are difficult to maintain for competitions due to inadequate storm water drainage systems and the heavy use year-round by the men's and women's soccer teams.

During the last three years, home conference play-off matches have been forced off-campus because the competition field was unplayable due to weather. Additionally, only three of the eight Mountain East Conference schools with soccer teams will be playing on a natural grass surface. Currently, a significant portion of the south field is unusable by the soccer teams due to excess fill material stored there from three recent campus construction projects. The intent of storing the fill material on the soccer facility site was to realize a potential project cost savings of \$350,000 by avoiding the importation of fill material for development of a new soccer complex, a project included on Shepherd's Board of Governors and West Virginia Higher Education Policy Commission (HEPC) approved list of capital projects. The new complex includes an all-weather, safe, year-round synthetic playing surface on the north field.

The scope of work for the new soccer complex includes installation of a storm water drainage system, retaining wall, two gravel parking lots, below grade utilities, conduit for future site development, grading for two regulation sized soccer fields, erosion and sediment control, and installation of a competition-grade synthetic playing surface on the north field. The synthetic field will be installed by Field Turf and will be of the same manufacturer and type as the synthetic surface at Ram Stadium. All of the stored fill material will either be used for the soccer complex or removed in this project.

This project has been designed and engineered by Bushey Feight Morin Architects of Hagerstown, Maryland. Because the project architect believed that the work could not be reliably estimated by their staff, and the cost of completing bid specifications would be limited, this project has been put to bid. The apparent low bid is \$2,055,260. The project would begin in early May and is expected to be completed in early August.

The Project Budget would be:

Architectural and Engineering	\$ 70,000
Construction	\$ 2,100,000
Financing (Interest Expense)	\$ 54,100
TOTAL BUDGET	\$ 2,224,100

The project would be financed by a combination of institutional reserves and a \$1 million lease-purchase from the State's Department of Administration, administered by Suntrust Equipment Finance Corporation. The lease-purchase would be for a seven-year period at a rate of not more than 1.5 percent.

Operating and capital reserves generated from athletics operations have been accumulated for the express purpose of this project. These funds would contribute \$600,000 to the project expense and the annual financing payments of approximately \$150,000 from annual athletics revenues. The remainder will be drawn from institutional reserves, which were earmarked initially for the Underpass Project and not required due to federal and state supplements.

The following resolution is recommended for adoption by the board:

RESOLVED, That the Shepherd University Board of Governors approves the prospectus and project budget for the soccer complex project and authorizes the University President to proceed with the project.

2012-2013 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 Biology, Economics and Finance, Political Science, as well as the Master of Arts, College Student Development and Administration (CSDA), 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 Biology, Economics and Finance, Political Science, as well as the CSDA, 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 AND GRADUATE PROGRAM REVIEWS
2012-2013
EXECUTIVE SUMMARY

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

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

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

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

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

Process

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

Biology: The biology program is housed within the School of Natural Sciences and Mathematics. The biology program includes Bachelor of Science (B.S.) degrees with three different concentrations: Biology, Ecological Science, and Biology Education for grades 9 – Adult.

The average number of biology majors during the review period was 184, which reflects a 30 percent growth. Since the inception of the ecological sciences concentration in 2006, the concentration has

steadily grown from two (in 2009) to 18 students in 2011. The average yearly number of minors was six and the average number of graduates was 20. The department includes eight full-time faculty members, one of whom is the Dean, with a partial teaching assignment.

The Department of Biology supports the core curriculum by offering two fall-spring semester sequences of laboratory biological science. All students have a choice from four fields of science that offer a two-semester course sequence. This sequence also services several concentrations in the education program, as well as service courses in several comprehensive majors, the largest being nursing.

Assessment reports for all cycles have been filed for both major and core curriculum courses. Plans and reports adhere to Shepherd's format and are consistently provided and indicate that the department will continue to monitor trends/observations from data collected and use them accordingly to make improvements where needed. The department is to be commended for its meticulous course-level and program-level assessments.

The number of majors enrolled in biology has increased from 2007 to 2010 and for the review period has leveled off at more than 200 majors a year, a 30 percent growth over the review period. Biology graduates have been successful in finding employment and in gaining acceptance into graduate and professional schools. Of those graduates reporting, 74 percent are employed or furthering their education.

Some concerns include the large service component of the department that at times may jeopardize its ability to service its own majors. It is also clear that adequate laboratory space is a primary challenge for the department in relation to classroom demands and faculty research.

Recommendations include following curricular recommendations of the American Association for the Advancement of Science, strengthening assessment outcomes, and developing strategies to support faculty research and professional development.

Economics and Finance: The Department of Economics and Finance is housed within the School of Business and Social Sciences. The average number of majors during the review period was 32 and the average number of graduates was 11. The number of minors has been consistent at an average of 29 students annually during the review period. Renaming of the department during the review period and the addition of a concentration in financial economics are likely to attract additional majors to the discipline in the future.

The Department of Economics and Finance offers a B.S. degree in economics and a B.S. degree with a concentration area in financial economics. The department is an important contributor to the core curriculum of the University, and also provides a number of required and elective courses for the campus that are essential to eight other degree programs. It is clear the department provides much needed curricular support to a wide range of programs at Shepherd University.

The department has five full-time faculty members who are academically qualified with terminal degrees and represent diversity in terms of gender, race, ethnicity, and age. Since the program review, the economics and finance faculty have made progress on the level of professional development within the department. As noted on annual reports, faculty have published in referred journals, participated in webinars, attended conferences, and made presentations, as well as participated in field research to stay current in the discipline. Because of the heavy service component to other majors, faculty have had little opportunity to perform outreach and volunteer services that would aid in recruitment of new majors.

All assessment reports were received for both major and core curriculum courses. The plans and reports adhere to Shepherd's format and consistently outline ways in which the department uses data collected to improve its program. Demonstrating a clear history of assessment, the department is to be commended for its excellent commitment to assessing student learning at Shepherd University.

While the department has made progress on professional development since the last program review, the heavy service component to the core curriculum and teaching loads in other disciplines, as noted earlier in the summary, makes a sustained record in professional development and scholarly activities challenging for members of the department

Recommendations include developing strategies for supporting faculty professional development, examining key learning goals, pursuing accreditation through International Assembly for Collegiate Business Education (IACBE), continuous curricular review, and developing more opportunities for student learning outside the classroom.

Political Science: Housed in the School of Business and Social Sciences, political science is a popular major at Shepherd as evidenced by overall consistency in the number of political science majors during the review period (average 102). Enrollment data also reflect growing interest and enrollment in the department's international concentration, first offered in 2006.

The Department of Political Science delivers many sections of service courses that are required for other majors or that meet the Shepherd University Core Curriculum requirements.

The department currently has six full-time tenured or tenure-track members. One is a full professor, two are associate professors, and three are assistant professors. The full professor, Dr. Mark Stern, will retire in spring of 2013. The addition of Dr. Holtslag and his expertise in international law greatly expanded course offerings in the international area and reduced the department's reliance on adjunct faculty.

The Department of Political Science, as part of a liberal arts education, endeavors to teach students practical and valuable skills related to clarifying perspective; developing a critical disposition; sharpening analytical, written, and verbal skills; improving logic and their ability to make inferences and draw conclusions; and honing students' ability to gather, organize, and evaluate information. The Department of Political Science actively evaluates and assesses student learning formally and informally. Faculty-student and student-student interaction are the priority, and all faculty members employ technology in the classroom to enhance teaching and keep students connected and interacting outside of the classroom setting.

Political science has a clear history of continuous assessment. Assessment plans were received for both major and core curriculum courses and adhere to Shepherd's format with a good balance of direct and indirect measures. Action plans consistently outline ways in which the department uses data collected to improve its program. Plans and reports are consistently timely and thorough with rubrics and supporting documents included. The department is to be commended for its excellent commitment to assessing student learning at Shepherd University.

Concerns for the program include replacement of retiring faculty, more work with assessment in classes with alternative delivery models, and more currency in library resources.

Recommendations include replacement of faculty lines, development of a global studies major or minor, pursuit of external funding, and, where appropriate, implementation of curricular suggestions by the external reviewer.

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

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

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

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

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

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

Conclusions

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

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

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

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

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

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

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

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

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

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

**Shepherd University
Program Review Summary
Department of Biology
School of Natural Sciences and Mathematics**

B.S. Biology with Three Concentrations

1. Biology
2. Ecological Science
3. Biology Education, Grades 9-Adult

Minors: Biology

External Reviewer:

Dr. Carol A. Hurney, Ph.D.
Associate Professor of Biology
Executive Director, Center for Faculty Innovation
James Madison University
Harrisonburg, VA

OVERVIEW

The biology program is housed within the School of Natural Sciences and Mathematics. The biology program includes B.S. degrees with three different concentrations: Biology, Ecological Science, and Biology Education for grades 9–Adult.

The average number of biology majors during the review period was 184, which reflects a 30 percent growth. Since the inception of the ecological sciences concentration in 2006, the concentration has steadily grown from two (in 2009) to 18 students in 2011. The average yearly number of minors was six and the average number of graduates was 20. The department includes eight full-time faculty members, one of whom is the Dean, with a partial teaching assignment.

Service to Core Curriculum: The Department of Biology supports the core curriculum by offering two fall-spring semester sequences of laboratory biological science. All students have a choice from four fields of science that offer a two-semester course sequence. The biology department offers:

1. Biology 101/101L and 102/102L. General Biological Sciences and laboratory
2. Biology 208/208L and 209/209L. Plants as Organisms and laboratory, Animals as Organisms and laboratory

These two sequences in whole or in parts also support the Elementary Education Major; Secondary Education Comprehensive Major, Biology Teaching Field Grades 9-Adult; Comprehensive Major in Chemistry-Biochemistry Concentration; Comprehensive Major in Environmental Studies (Environmental Science Concentration, Resource Management Concentration, and Aquatic Science Concentration); and the Regents Bachelor of Arts.

Service to Other Departments: The department supports the comprehensive major in Chemistry-Biochemistry (BIOL 302, 305, 344, 394, 404, 416, 418), Chemistry-Bio-pharmacy (BIOL 302, 305, 344), Secondary Education Major for Biology Teaching Field (BIOL 225, 226, 302, 305, 344, 394, 420), Environmental Science Concentration (BIOL 302, 305, 315, 324, 325, 332, 344, 412, 416), Environmental Science Resource Management Concentration (313, 315, 324, 325, 332), Environmental Science Aquatic Science Concentration (302, 305, 313, 315, 324, 325, 332, 344, 406, 412, 416), and a Comprehensive Major in Nursing (BIOL 225/227, 226/228, 302) with a number of advanced courses in biology. All courses have an associated laboratory except BIOL 394, Principles of Research.

I. Program Purpose and Overview

Mission

The Shepherd University Biology Department is a premier regional program in the life sciences. The department offers a curriculum, which allows students to be prepared for professional programs, graduate schools or employment. The faculty is a dedicated group of scientists focused on effective teaching, undergraduate research, professional development, service to the University, and establishing creative initiatives with the community. Our program fosters a strong global diversity of students engaged in critical thinking and research, in support of the core values of the University. The use of hands-on exercises in laboratories and a capstone internship form the base of an exceptional experiential education.

The primary goals of the Department of Biology include the following:

1. Strive for Excellence in Education
2. Enhance Scholarly Activity
3. Increase Diversity of Faculty, Students, and Graduates
4. Strive for Excellence in Outreach and Service
5. Enhance the Quality of the Work Environment within the Department.

The Department of Biology embraces the core values of Shepherd University, as demonstrated by the primary goals listed above. These efforts all support the mission and strategic planning documents of the institution.

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

Dr. Laura Renninger, Dean of the CTL, noted that the Assessment Committee received assessments from the Department of Biology for 2008-09 and 2010-11 and that there is a clear history of continuous assessment. The Department of Biology's 2012-13 assessment plans have been received for both major and core curriculum courses. Plans and reports adhere to Shepherd's format. Action plans are consistently provided and indicate that the department will continue to monitor trends/observations from data collected and use them accordingly to make improvements where needed. Plans and reports are consistently timely and thorough. The department is to be commended for its meticulous course-level and program-level assessments.

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

The standards for entrance for the biology program are the same as for the Shepherd baccalaureate program; there are no additional requirements. 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 biology majors generally score higher on both the ACT and SAT than the average Shepherd student. Biology majors also have a higher average GPA than the average Shepherd student. The biology program loses most of its majors between the freshman and sophomore year. A contributing factor in that loss may be the preparedness of the entering student.

The number of majors enrolled in biology has increased from 2007 to 2010 and for the review period has leveled off at about 200 majors a year. When comparing current major enrollment to that of 2007, the Department of Biology has experienced about a 30 percent growth. Among the majors, there has been a growing enrollment in the ecological sciences concentration that was first offered in 2006. The number of minors enrolled has remained at a constant level. The average number of graduates over the last five years is 20. The average number of majors is 184.

Enrollment Numbers for Department of Biology

	2007	2008	2009	2010	2011
Majors	149	158	192	211	212
Ecological Science Concentration	3	4	2	7	18
Minors	7	6	7	4	7

Biology graduates have been successful in finding employment and in gaining acceptance into graduate and professional schools. While not all graduates are accounted for, at least 74 percent are employed or furthering their education.

IV. Resource Availability and Development

Sufficient laboratory space is a major concern within the department, in terms of addressing growth in the program and its ability to service non-majors. There is a documented lack of space for faculty research based on classroom demands and the research necessary for the capstone course. To service the growth of students in other programs, as well as its own majors, most of the biology faculty have been required to teach overloads in 2010, 2011, and 2012. The addition of a one-credit First Year Experience (FYEX) course within the major adds to faculty overloads, with adjuncts teaching over half of the core curriculum courses.

V. CONCLUSION

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

Following are the strengths, concerns, and recommendations based on the self-study report, comments from the external reviewer (Dr. Carol Hurney), comments on assessment from Dr. Laura Renninger, Dean of CTL, and from the Shepherd University Program Review Committee.

A. STRENGTHS

- Diverse and well-qualified, highly-motivated and skilled faculty who have dedicated themselves to their students and their research. It is clear that the faculty is

committed to student learning and engagement, which continues to move this program forward.

- Consistent growth pattern in the number of number of majors and the addition of the ecological and the molecular biology concentrations.
- The department's strategic plan lays out clear goals for the program.
- Faculty and students are involved in a wide variety of activities including: WV Academy of Science, Undergraduate Research Day, and participation in local and regional science fairs.
- There is a strong emphasis on learning outside the classroom including laboratory learning, faculty mentoring, and research. Students have been awarded NASA fellowships.
- Strong collaborative relationships with chemistry and math.
- Strong partnerships with local and national research institutions, including WVU and Marshall University.
- Biology graduates have been highly successful in attaining entrance into graduate and professional schools and/or in finding employment in the field.
- Faculty members have written and received numerous external grants resulting in the acquisition of modern research instruments.
- A safety officer was hired through funding provided by the School of Natural Sciences and Mathematics, allowing for compliance with state safety regulations and monitoring of labs. Additionally, a laboratory technician, funded through laboratory fees, was hired to assist in the maintenance of the teaching labs.

B. CONCERNS

- The department teaches a large number of core curriculum and service courses for other departments that at times may jeopardize its ability to service its own majors.
- It is clear that adequate laboratory space is a primary concern for the department. There is a documented lack of space for faculty research based on the classroom demands and the research necessary for students enrolled in capstone courses. While the department has managed skillfully to utilize and combine labs for maximum effect, it is also clear that additional lab space would alleviate scheduling issues.
- Due to increased enrollment in the major, faculty have taught overloads in 2010, 2011, and 2012. The introduction of a one-credit FYEX course within the major also moves faculty members into overload status. The increased enrollment has also increased the number of students enrolled in capstone courses. In this course, as many as 20 students per semester require a mentor and lab space for their research projects.

C. RECOMMENDATIONS

1. Review structure of the curriculum by exploring recommendations regarding pedagogical shifts provided by the American Association for the Advancement of Science (AAAS) in the Vision and Change report. The report examines the structure of the biology curricula and pedagogies employed in both lecture and laboratory portions of courses (AAAS, 2011).
2. Enhance assessment of student learning outcomes.
 - a. Move toward learning outcomes, rather than broad goals, that address higher orders of learning on taxonomies such as Bloom's.
 - b. Articulate learning outcomes for the laboratory portion of the curriculum to augment conversations about offering laboratory components with almost all courses.
 - c. Drill down into courses to develop learning outcomes that reflect the values of the biology faculty for lectures, laboratories, student research, and internships.
 - d. Continue developing assessment strategies, instruments, and measures that more directly measure student knowledge, skill development, and experiences in the biology program.
 - e. Formulate a regular process to address ways that the results from the assessment process can be used to improve student learning, the biology experience, and alumni success.
3. Develop long-term strategies to support faculty.
 - a. Foster development of teaching assignments and schedules to optimize faculty time and talents.
 - b. Work with faculty, especially early career faculty, to plan for reassigned time.
 - c. Create collaborative research spaces to enhance faculty productivity and student interaction, where possible.
4. Review resources and access to service courses and core curriculum.
 - a. Engage in dialogue with stakeholders in key service courses, such as nursing, to determine the best entry pathway for students into required biology courses.
 - b. Discussion of staffing service courses, and number of sections and seats should take place well in advance of changes to curriculum in current or proposed majors outside of the biology program. Conversations should be driven by the needs of *both* departments.
5. Increase integration of library resources into curriculum, assessment, and research endeavors.
 - a. Seek more direct support from library liaisons to facilitate faculty and student access to research journals and other resources.
 - b. Explore opportunities to work with the library staff to customize course assignments that reflect library resources, support information literacy skills in students, and direct students to relevant research databases.

**Shepherd University
Program Review Summary
Economics and Finance
School of Business and Social Sciences**

B.S. Economics with One Concentration
Financial Economics

Minor: Economics

External Reviewer:

Robert Rycroft, Ph.D.
Chair, Department of Economics,
University of Mary Washington
Fredericksburg, VA

OVERVIEW

The Department of Economics and Finance is housed within the School of Business and Social Sciences. The average number of majors during the review period was 32 and the average number of graduates was 11. The number of minors has been consistent at an average of 29 students annually during the review period.

The Department of Economics and Finance offers a B.S. degree in economics, and a B.S. degree with a concentration area in financial economics. The department is an important contributor to the core curriculum of the University, and also provides a number of required and elective courses for the campus that are essential to other degree programs. Two courses are offered by the department in the Second Tier (Expressions of Knowledge) of the core curriculum, ECON 123 Contemporary Economics and ECON 205 Principles of Macroeconomics. Enrollments in these courses often approach 30 students. Eight different degree programs at Shepherd University require courses provided by the department. In addition, the department provides seven courses that are included in the required curriculum of four other degree programs. Several departments also encourage students to take elective courses from the ECON curriculum. It is clear that the economics department provides much needed curricular support to a wide range of programs at Shepherd University.

The economics and finance Programs are not currently accredited; however, the department might benefit from attempting accreditation through the IACBE.

The economics major requires a total of 30 credit hours, six credits of specified university core courses, 15 hours of required courses selected within the major, and 15 hours of elective courses. The department currently lists 39 elective credits (13, three credit hour courses). The elective offerings are not currently scheduled in a predictable rotation that would allow students to explore the range of options.

The concentration in financial economics involves 45 credit hours and represents an astute decision, as this concentration is likely to attract additional majors to the discipline in the future.

The department has five full-time 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. Since the program review, the economics and finance faculty have made progress on the level of professional development within the department. As noted on annual reports, faculty have published in referred journals, participated in webinars, attended conferences, and made presentations, as well as participated in field research to stay current in the discipline. Because of its heavy service component to other majors, faculty have had little opportunity to perform outreach and volunteer services that would aid in recruitment of new majors.

I. Program Purpose and Overview

Mission

A comparison of the University mission statement with the department mission statement with its emphasis on achieving “excellence in economic education, service, and professional activities” leads to the conclusion that they are consistent with each other.

Objectives and Outcomes

The recent name change of the department to the Department of Economics and Finance and the addition of a concentration in financial economics has been a positive step for the program and reflects a more contemporary outlook. The Department Strategic Plan for 2010-2015 provides a clearly articulated set of strategies and goals, which should help the department focus attention toward an invigorated curriculum with a focus on student learning.

According to the external reviewer, the curriculum for the concentration is essentially consistent with similar academic programs offered at other accredited institutions. The department has set three goals for itself: enhance the undergraduate programs in economics and finance, become more involved with other departments, alumni, and the community, and support the faculty’s professional development in teaching and research.

New majors and concentrations are being considered (econometrics and/or mathematical economics and a possible major in finance), making the offerings in the department more unique.

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

Comments provided from the Dean of CTL:

Based on 08-09 and 10-11 assessment reports received – there is a clear history of continuous assessment.

The 2012-13 assessment plans were also received for both major and core curriculum courses. Plans and reports adhere to Shepherd’s format. Action plans consistently outline ways in which the department uses data collected to improve its program. Plans and reports are consistently timely and meticulous with supporting documents included. The department is to be commended for their excellent commitment to assessing student learning at Shepherd University.

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

The department follows the Shepherd University guidelines for admissions. Shepherd University has not established a consistent and effective means of tracking enrollments (double majors) and

graduates. The department lacks the resources and personnel to effectively manage the collection and organization of data associated with enrollment, retention, and graduation. The campus is currently investigating through the Offices of CTL, Enrollment Management, and Retention methods that will eventually produce accurate and reliable data. A number of students, mostly double majors, do not declare economics as a major until they complete their senior evaluation for graduation in the semester prior to graduation.

Graduates in Economics and Finance

Fall 2007/08	Fall 2008/09	Fall 2009/10	Fall 2010/11	Fall 2011/12
8	10	19	7	13

Student Majors in Economics and Finance

Fall 2007/08	Fall 2008/09	Fall 2009/10	Fall 2010/11	Fall 2011/12
33	39	36	25	27

Student Minors in Economics and Finance

Fall 2007/08	Fall 2008/09	Fall 2009/10	Fall 2010/11	Fall 2011/12
30	31	29	28	31

It would be prudent for the department to increase recruitment efforts both on and off campus and to strive to create community connections through current student activities. Increased participation in cooperative education and internships will also enhance education and community awareness. Faculty could increase their opportunities to act as consultants. Volunteer work, such as serving on advisory boards, might also be a method of increasing community awareness and potential student recruitment.

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. Faculty can take more advantage of interactive tools like SmartBoard technology and economic simulations to engage students. *“While recognizing that technology is not a panacea, my observation is that today’s students expect its use, and may be a subtle factor influencing students to choose majors in certain disciplines.”* Dr. Robert Rycroft, External Reviewer

V. CONCLUSION

It will be recommended to the Board of Governors that the programs in Economics and Finance 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 Rycroft; Comments on Assessments from Dr. Laura Renninger, Dean of CTL; and from the Shepherd University Program Review Committee.

A. STRENGTHS

- The faculty is diverse and academically qualified.
- The newest faculty member has been actively engaging students to compete in National Financial Planning events.
- In 2010, 2011, and 2012, the Professional Connection Day brought speakers and career opportunities to campus for students and this activity continues.
- Recent hires have provided an infusion of energy and ideas that are helping the department advance.
- There is willingness to revise and review curricular offerings in favor of advancing the programs and courses that prepare students for the 21st century.
- “*Shepherd University is a leader in community service. Several upper-level economics classes have service components.*” Robert Rycroft, External Reviewer

B. CONCERNS

- Because of heavy faculty teaching loads both within the department and in the business and M.B.A. programs, release time for maintaining currency is difficult. While faculty utilize some of the technological tools in the classroom, there is room for more utilization of interactive technology and delivery models (simulations) to attract students to the major and increase student learning.
- The heavy service component to the core curriculum and teaching loads in other disciplines was noted earlier in the summary. This situation makes a sustained record on professional development and scholarly activities difficult for all members of the department.

C. RECOMMENDATIONS

- Develop strategies within the department for pursuing professional development opportunities more consistently with all faculty. From the vitae provided, there is great potential within the department to present at conferences, share research in other scholarly forums, or to publish articles or book chapters showcasing the work of the faculty. With more outcomes using Boyer’s model for scholarship, senior faculty may also have the opportunity for promotion to full professor. Work to develop data and ISOs demonstrating how *professional development* promotes student learning and success in the program.

- Opportunities exist in continuing education for faculty to share their knowledge with the surrounding community. In addition to participation in Professional Connections Day, a continuing education course on teaching economics for public school teachers, or an AP workshop would be good examples of community outreach. This would also help provide supplemental funds for faculty and the department.
- Examination of the key learning goals and outcomes for programs and courses may establish that other options could be provided by other departments to diminish some if not all of the burden economics and finance currently experiences due to its role as provider to a variety of majors, minors, and the core curriculum. This may also decrease the need for some adjuncts.
- Pursue accreditation under the umbrella of the business program through IACBE.
- Work within the department or with other departments to provide increased opportunities for involvement in co-ops and internships.
- Continue to review and revise curriculum to focus on current and future needs of the student. Consider that students often are practical in their degree choices. Optimize the job opportunity model in revisions or creation of programs and courses. This activity may assist in developing a strategy for encouraging students to declare their major earlier and foster increased enrollment in the programs because students are more easily drawn to programs that speak to the moment and are fluid enough to change with the times.

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

M.A. CSDA

External Reviewers:

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

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

OVERVIEW

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

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

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

Criterion A. Centrality

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

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

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

Criterion B. Program Mission, Goals, and Accomplishments

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

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

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

Criterion C. Assessment: Curriculum and Assessment of Student Learning

Curriculum: The CSDA program curriculum meets CAS standards as prescribed by professional associations in the field of student affairs. The faculty worked during the self-study period to maintain standards for these courses. The CSDA curriculum is successful in realizing its goals of emphasizing theory to practice, multicultural education, and collaborative practices, -all essential for an applied field like student affairs. Particularly impressive are the multiple and varied ways the curriculum engages students, including two 150-hour practica, annual field trips to the ACPA international office, interviews with practitioners, an assessment project with a Shepherd student affairs department, a capstone project based on the ACPA/NASPA core competencies model, and available graduate assistantships. *See recommendations section for suggestions regarding the curriculum.*

Technology: There appears to be limited use of technology in the curriculum based on lack of student interest or need, limited resources, and limited expertise among the faculty; however, students in their practicum experience(s) do work with specific programs in systems and software

used in higher education. This is an area where the program can further utilize technology to strengthen the program.

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

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

Criterion D. Recruitment, Enrollment, Retention/Graduation

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

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

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

Criterion E. Faculty/Staff Characteristics

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

field of student affairs.

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

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

Criterion F. Resources/Facilities/Equipment/Library Holdings

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

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

CONCLUSION

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

PROGRAM STRENGTHS

- The CSDA program contributes significantly to graduate culture on campus.
- Graduate assistants provide important services that ensure student success for our undergraduate population.
- Students are fully engaged in campus life and the community.
- Excellent job placement rate and tracking of graduates.

- Faculty engage in service opportunities in the community and for professional organizations.
- The CSDA program is unique in the state of West Virginia and immediate vicinity.

PROGRAM WEAKNESSES

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

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

Criterion A. Centrality

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

Criterion B. Program Mission, Goals, and Accomplishments

- Regularly review the CSDA mission statement and balance fitting the university and division mission with ways in which you would like to “stand out” as a student affairs graduate preparation program locally in West Virginia and regionally in the Mid-Atlantic states; keep focused on when you might want to move to a nationally-recognized leader in the field.
- Continue to highlight the mission, goals, and accomplishments of Shepherd University faculty and students.

- Consider the use of the term of enrollment management in the mission statement and seek ways to make it as prominent in the curriculum as in the mission statement.
- Expand the Intended Student Outcomes into more detailed program objectives that focus on learning, professional, and personal outcomes of the program. These outcomes can be useful in marketing the program and in assessment of current students in the CSDA program.

Criterion C. Assessment: Curriculum and Assessment of Student Learning

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

Criterion D. Recruitment, Enrollment, Retention/Graduation

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

Criterion E. Faculty/Staff Characteristics

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

Criterion F. Resources/Facilities/Equipment/Library Holdings

- Some opportunities here might include space for labs (research/interviews) and a dedicated space for students or graduate students in general.
- An additional faculty member is needed to sustain this program and/or to move it forward on the trajectory that it has established, whether full-time or part-time (i.e., shared with another department) allocation. The CSDA program at Shepherd University, like many student affairs preparation programs, has the benefit of unit funded graduate assistantships (from the Division of Student Affairs) to complement its curriculum and also to bring in tuition revenue to academic affairs. Hopefully,

this can be viewed as source of funding to increase the number of full-time program faculty, which can in turn assist in and justify increasing enrollment in the program.

- Administrative support in the form of a graduate assistant (ideally from within the program) would help ease some of the administrative pressures. This would also benefit a student who is interested in institutional activities like admissions, other areas of enrollment management, and program coordination.

Shepherd University
Program Review Summary
Department of Political Science
School of Business and Social Sciences

B.S in Political Science with One Concentration
International

Minors: Political Science

External Reviewer:

John M. Kramer
Distinguished Professor and Chair
Department of Political Science and International Affairs
University of Mary Washington
Fredericksburg, Virginia

OVERVIEW

Political Science is a popular major at Shepherd as evidenced by overall consistency in the number of Political Science majors during the review period. Enrollment data also reflect growing interest and enrollment in the department's international concentration, first offered in 2006. This enrollment growth in the international concentration fits nicely with the internationalization process that is occurring on campus, in West Virginia, and across the nation.

Housed in the School of Business and Social Sciences, all political science curricula require 120 or fewer credit hours, and the political science minor requires the targeted 18 credits suggested by the University for minors. Both the traditional major and the international concentration require a minor, and both require one introductory course in the discipline as well as a year-long, two-semester sequence in research methods that is centered on a long-term research project. In addition, students in both the major and the concentration complete their degree with a writing-intensive capstone course that requires a substantial written report and oral presentation.

The Department of Political Science delivers many sections of service courses that are required for other majors or that meet the Shepherd University Core Curriculum requirements.

The department currently has six full-time tenured or tenure-track members. One is a full professor, two are associate professors, and three are assistant professors. The full professor, Dr. Mark Stern, will retire in spring of 2013. The addition of Dr. Holtslag and his expertise in international law greatly expanded course offerings in the international area and reduced the department's reliance on adjunct faculty.

Service to Core Curriculum:

The Department of Political Science supports general education at Shepherd University by offering multiple sections of two core curriculum courses. PSCI 100 (Politics and Government) and PSCI 101 (American Federal Government) are both Tier II Social Science courses in the core

curriculum for Shepherd students, meeting competencies in Global Understanding/Respect and Civic Knowledge/Engagement, respectively.

Service to Other Departments:

PSCI 300 (State and Local Government) is a required course for Social Studies Secondary Education majors. These courses foster lifelong learning, and, with the information provided, prepare students for life experiences beyond the University.

The Department of Political Science, as part of a liberal arts education, endeavors to teach students practical and valuable skills related to clarifying perspective; developing a critical disposition; sharpening analytical, written and verbal skills; improving logic and their ability to make inferences and draw conclusions; as well as honing students' ability to gather, organize, and evaluate information. Becoming proficient at these various skills, which are increasingly relevant in a postindustrial economy, supports and links with other programs in the natural and social sciences, humanities, business, and the arts.

I. Program Purpose and Overview

Mission and Values

The Department of Political Science actively supports and engages in activities that positively contribute to Shepherd University's mission, core values, and strategic plan. Shepherd University's core values of learning, engagement, integrity, accessibility, and community are embraced by the Department of Political Science in many ways. Faculty members are actively engaged in scholarship, grant, and outreach activities that inform their classroom teaching. Practical and experiential opportunities at the campus, local, state, national, and global levels of political and governmental life are critical components of the program of study in the Department of Political Science.

The Department of Political Science actively evaluates and assesses student learning formally and informally. Faculty-student and student-student interaction are the priority, and all faculty members employ technology in the classroom to enhance teaching and keep students connected and interacting outside of the classroom setting. Engagement outside the classroom that links students and faculty with the local community and state, region, nation, and globe is a priority of the department, including, but not limited to, internships and public talks and engagements given by faculty members. In its self-study, the Department of Political Science specifically expresses a commitment to integrity, honesty, and fairness in all dealings and describes an appropriate level of accessibility to students as well as community members.

Goals and Accomplishments

In response to actions recommended from the previous Program Review, the department has carefully considered the options and made revisions to its program as appropriate. This included creating a capstone course (PSCI 495) that will first be taught in the fall 2013 semester, creating a section of PSCI 101 designated "for majors only" in fall 2011, and hiring additional faculty to help expand the department's focus on international relations, as well as many other changes.

During the review period, the political science department undertook a number of goals and objectives to improve and advance its program. It developed a formal adjunct mentoring plan and a departmental strategic plan, and also developed a mission statement. The political science major, the international concentration, and the minor were all modified to streamline requirements and to meet the demands of the new core curriculum. Most faculty members also adopted the use of the learning management system, SAKAI. The departmental website has been updated and significantly enhanced, brochures were updated, and advising worksheets for majors were developed. Curricular changes included enhancement of the international concentration through the addition of new course offerings and the hiring of two new faculty members specializing in international relations. The curriculum has been further enhanced by an update of course prerequisites. Additional experiential learning possibilities have been added through study abroad, travel components to courses, and the creation of internships.

For the upcoming review period, the department is considering creating new tracks within the political science curriculum to give students more options and opportunities to prepare themselves for the job market. Tracks that have been suggested include security studies, legal studies, public administration, and/or public policy. The department is considering adding an alternative plan of study for students to obtain a Bachelor of Arts degree rather than the current Bachelor of Science degree.

II. Assessment: Curriculum and the Assessment of Students’ Learning (Based on information from Dean Laura Renninger)

Political Science has a clear history of continuous assessment. Assessment plans were received for both major and core curriculum courses. Plans and reports adhere to Shepherd’s format with a good balance of direct and indirect measures.

Action plans consistently outline ways in which the department uses data collected to improve its program. Plans and reports are consistently timely and thorough with rubrics and supporting documents included. The department is to be commended for its excellent commitment to assessing student learning at Shepherd University.

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

The standards for entrance for the political science program are the same as for the Shepherd baccalaureate program; there are no additional requirements. 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 political science program is a popular major at Shepherd and has averaged 102 majors per year during the review period.

Political Science Majors, Minors, and International Concentration Students, 2007-2011

	2007	2008	2009	2010	2011	Total	Mean
<i>Majors</i>	106	99	109	97	99	510	102
<i>Minors</i>	31	20	14	13	17	95	19
<i>International Concentration</i>	5	12	24	29	31	101	20.2

The international concentration, a relatively new six-year old program, has grown consistently over the review period. This trend has generally coincided with a decline in Political Science minors.

The number of graduates has also been consistent over the past five years. During the period under review, there have been a total of 85 Political Science graduates, an average of 17 students per year.

Political Science Graduates, 2008-2012

	2008	2009	2010	2011	2012	Total	Mean
<i>Graduates</i>	19	16	17	19	14	85	17.0

The program averaged 23.8 seniors over the five-year span. During this same period, the department averaged 17 graduates per year, which yields a graduation rate of 71.4 percent. This rate is quite high in comparison with other programs on campus.

Political Science Majors by Class-Level, 2007-2011

The numbers and percentages of freshmen, sophomore, juniors, and seniors have been consistent over the review period.

Political science is often viewed as a precursor to legal careers, and many students are in the program for this reason. The legal field remains an attractive career for many political science majors, and this should continue well into the future. The geographical location is a key asset, as many students are interested in working in Washington, D.C., Baltimore, Philadelphia, as well as other cities in the Mid-Atlantic region.

Like many programs on campus, political science does not have an effective method for tracking graduates. This is an area where both the department and the University need improvement.

IV. Resource Availability and Development

At the present time, the department feels that the program has a near-optimal ratio between students and faculty; however, if Dr. Stern’s position is not filled after his retirement, there is no obvious replacement instructor for the courses he teaches.

V. CONCLUSION

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

The following are the strengths, concerns, and recommendations based on the self-study report, comments from the external reviewer (Dr. Kramer), comments on assessments from Dr. Laura Renninger, Dean of CTL, and from the Shepherd University Program Review Committee.

A. STRENGTHS

- The political science faculty members have made significant improvements to the program based on the previous review.

- The faculty has an excellent record of professional development.
- The faculty has been very active in public service.
- The program is able to deliver its courses with the use of few adjuncts.
- Two new faculty were hired with international experience, thus broadening course offerings.
- The program has an excellent 71 percent graduation rate.
- The program has some unique features for the geographic area and represents a quality education at a reasonable price.
- The program provides two important courses in the core curriculum.
- The program has a well-developed strategic plan.

B. CONCERNS

- Lack of evidence in evaluation of online courses.
- Work with the Career Development Center to track graduates more closely – this information can enhance recruitment and is important for institutional accreditation.
- During the program review period, most grants were internal. Work to diversify proposal submissions.
- Assessment data were based on a relatively small sample of students.
- Materials in library are insufficient and/or outdated for: international law, international organizations, international political economy, political geography, legal theory, and Middle East and African politics.
- Dr. Stern's retirement creates something of a vacuum in the area of American politics and related areas. This limits the department's ability to serve its majors and minors, as well as education majors.
- The number of co-ops and independent study projects was small compared to the number of majors.
- No data provided to show the likelihood that employment opportunities for graduates would remain strong.

C. RECOMMENDATIONS:

- Given the increase in enrollment, service to the core curriculum, and development of new concentrations, it is recommended that the University address the replacement of Dr. Stern's faculty position.
- In conjunction with the university's internationalization plan, consider the implementation of a multi-disciplinary major or minor in global studies.
- The department should continue to explore opportunities for external funding.
- Work with the Office of Advancement to help develop donors for student scholarships.
- Consider opportunities to offer other current courses as core curriculum options to alleviate some of the burden on the department in terms of 100 and 101 sections.
- It is suggested that like most programs, the department work closely with the Career Development Center to track the success of its graduates. This information could support recruitment efforts of the program.
- With support from the university, strive to create more opportunities for students to participate in independent research projects and opportunities for experiential learning.
- Consider the practical implementation of curricular suggestions by the external reviewer.
- An assessment program for courses with alternative delivery models such as online or hybrid courses should be established.

Shepherd University Board of Governors
April 18, 2013
Presentation and Discussion Agenda Item No. 1

SHEPHERD UNIVERSITY MASTER PLAN

Mr. John Sherwood, Chair of the Facilities Master Plan Committee, and members of Robert A.M. Stern Architects (RAMSA), will present the final draft of the University's facility master plan. This presentation is a culmination of a two-day schedule of meetings in which the proposed plan has been presented to Shepherd faculty and staff, as well as the larger Shepherd community.

Following the presentation, RAMSA and members of the Facilities Master Plan Committee's core team will be available to answer questions and participate in a broader conversation with members of the Board about the proposed plan. All feedback received during the two days of meetings will be utilized to finalize the plan which is to be presented to the Board for its approval during the June meeting, and finally submission to the West Virginia Higher Education Policy Commission in order to meet a June 30 submission date.

SHEPHERD UNIVERSITY STRATEGIC PLAN

The Strategic Planning Committee

The Strategic Planning Committee is comprised of 51 members of the Shepherd University community, including administration, faculty, staff, alumni and community members. The planning process for 2012-2013 was facilitated by Dr. Diane Melby, Vice President for Advancement. President Suzanne Shipley was an active participant throughout the year, providing the committee with a vision and a charge. The overriding assignment for the 2012-2013 academic year was to assess progress toward meeting the goals and objectives of the Crossroads Strategic Plan and to plan mid-course adjustments to the strategic priorities.

Planning Process

In order to assess progress toward meeting the goals and objectives of the Crossroads Strategic Plan, the committee conducted a gap analysis. Assessment data from the first three years was used to determine the status of progress made on the strategic initiatives. The committee utilized the results of the gap analysis, which are provided in the following pages, as well as documents of discussions held by the Faculty Senate, Classified Employees Council, Executive Staff and the President to make recommendations back to the University community regarding the emerging strategic initiatives for the next three to five years. These recommendations were vetted by each of the University's governance groups and then sent to all full-time employees for prioritization. Results of this activity are being tabulated and will be reported at the April meeting of the Board of Governors. The Strategic Planning Committee will further refine the results by developing implementation and financial resource plans for presentation to the Board of Governors in Fall 2013.

Emerging Strategic Initiatives

The most fundamental recommendation made for the Strategic Planning Committee was that the campus has clearly identified with the Crossroads plan and the imagery of the four pathways. The committee recommended that the University continue using this imagery for the next few years as it still resonates. Specific discussion was held in relation to Pathway III: Create a beautiful and welcoming campus. While the Master Planning Committee has been charged with developing the plan to guide the physical development of the campus, the Strategic Planning Committee felt that the campus environment remained relevant to the Crossroads plan. Therefore, this pathway remains but has been substantially redefined to look at ways that technology, safety and preservation will shape the identity of the campus. The four pathways and 20 strategic initiatives identified through the strategic planning process follow:

Updated Planning Pathways, Initiatives, and Goals

Pathway 1: Inspire Student Learning and Development

The liberal arts are the building blocks upon which learning takes place at Shepherd University. To best prepare our students for their professional and personal lives, student learning must take place through engagement in the liberal arts both inside and outside the classroom. Inside the classroom, engagement

opportunities may include capstone projects, seminars, learning communities, group presentations, or debates. Outside the classroom, engagement opportunities may include internships or practica, study abroad programs, global experiences, service learning, community service, faculty-student collaborative research efforts, or involvement in student leadership initiatives.

In order to achieve our goal of inspiring student learning and development, we must improve the quality of learning through the integration of items such as technology in teaching, critical thinking, and wellness throughout the curriculum. We will improve academic standards while maintaining access for West Virginia citizens. We must develop a value-added approach to student advising, ensure a high degree of professional preparation for students, and improve Shepherd's diversity and commitment to social justice. Finally, we must enhance graduate and continuing education programs for the lifelong learner.

Strategic Initiative: Improve the quality of learning across the curriculum. Goals include:

- utilize assessment results toward continuous quality improvement of student learning;
- encourage innovative pedagogies for interactive learning in traditional face-to-face classrooms;
- implement alternative course delivery systems such as fully online, hybrid, flipped and condensed course timelines;
- utilize interdisciplinary approaches; and
- create a premier residential experience for our students.

Strategic Initiative: Inspire student learning and development through the incorporation of technology in teaching. Goals include:

- leverage more cost-efficient and flexible technologies;
- establish permanent funding sources for maintaining classroom technology; and
- implement the Shepherd University Technology Strategic Plan developed by the Technology Oversight Committee (TOC).

Strategic Initiative: Implement the strategic plan developed by the International Committee and strengthen existing programs that foster diversity and intercultural literacy. Goals include:

- increase the number of international students who enroll and are retained;
- strengthen existing programs and develop new programs that support intercultural literacy and diversity both within and outside the region and the country; and
- increase the number of 'visiting scholars' coming to Shepherd's campus and going abroad.

Strategic Initiative: Ensure a high degree of professional preparation for students. Goals include:

- increase and expand experiential learning for students through internships, cooperative learning, field experiences, civic engagement, undergraduate and graduate research, attendance and presentations at professional conferences, and any other form of professional development outside of the classroom; and
- improve advising in support of student transitions to and from the University, especially in terms of career coaching and tracking, transfer student articulation processes, and campus acclimation.

Strategic Initiative: Improve our commitment to students with disabilities. Goals include:

- provide direct services to students to enhance success at the University and enhance support, training, education and assistance for faculty and staff regarding ADA issues.

Pathway 2: Optimize Potential of Faculty and Staff

A premier liberal arts learning environment requires an outstanding faculty and staff. In order to attract, retain, and reward excellent employees, Shepherd University commits to competitive salaries and professional development opportunities. We must increase the number of instructional and support staff, particularly

addressing the ratio of full-time faculty to part-time faculty. We are committed to developing a diverse work force and to promoting a welcoming community reflective of our pluralistic society. The availability of support systems for faculty and staff should be ensured, including such items as effective work space, technological tools with accessible on-campus training, professional development, and wellness activities. Mechanisms for recognizing outstanding employee performance will be implemented. We will provide incentives for retirees to maintain a connection to the University through established and continuing education programs. In order to foster a liberal arts relationship between faculty and students, the development of innovative curricular initiatives, faculty scholarship and student research will be encouraged.

Strategic Initiative: Continue to add full-time faculty and staff lines. Goals include:

- ensure that full-time faculty members teach an increasing share of the University's total credit hours of instruction; and
- add staff lines to decrease stress and increase efficiency.

Strategic Initiative: Ensure competitive salaries for faculty and staff. Goals include:

- salaries should continue to be at a leadership level among West Virginia institutions, increasing by five percent the level at which we compare to our peers;
- develop clear benchmarks for salaries (including benchmarks by rank for faculty) and create a plan to significantly reduce salary compression in measurable ways;
- create a new compensation model for adjunct faculty that includes benefitted positions for those teaching full-time loads;
- achieve and maintain a leadership position for classified salaries among all West Virginia public institutions and regional organizations; and
- keep non-classified employees at the average of like institutions in accordance with College and University Personnel Association data.

Strategic Initiative: Continue to strengthen the campus through diversity and inclusion. Goal includes:

- diversity of staff and faculty bodies will continue to increase.

Strategic Initiative: Enhance professional development programs for faculty and staff. Goals include:

- restore and strengthen funds for professional development, including travel; and
- increase funding for tuition waivers for dependents of employees.

Pathway 3: Create a Beautiful and Welcoming Campus

Shepherd University must meet the needs and expectations of students, faculty, staff and community attracted to a dynamic liberal arts environment. First and foremost, the University and campus must provide welcoming entrances to our community. Given that the first exposure to the campus is through the University's website, this resource must be upgraded and maintained. Likewise, the buildings and grounds will be well maintained and aesthetically pleasing. Focal points will be created to communicate the identity of the University. The physical characteristics of the buildings and grounds must enhance the learning experience.

The campus will evolve from an environment where driving is the norm, to one where walking to and from campus buildings is not only the standard, but a welcome activity. The facilities must be accessible to all users. Safety and sustainability of the environment will be a priority as the University campus is developed. Grant funds will be sought for the preservation of historic structures which are an asset to the community. Adequate resources will be expended to maintain the University's physical assets. Buildings will be renovated as needed to meet current standards.

Strategic Initiative: Enhance the University's virtual front door. Goals include:

- improve usability, currency, consistency and layout of the Shepherd University website;

- improve/increase the reliability of internet connectivity/access to the Shepherd University website at both on-and off-campus locations; and
- implement related strategies defined in the Shepherd University Technology Strategic Plan developed by TOC.

Strategic Initiative: Enhance appearance and access to buildings and grounds. Goals include:

- increase operating hours at heavily used/key/crucial campus facilities during critical times in the semester and on weekends;
- enhance indoor furnishings in public spaces that support student engagement; and
- ensure uniformity in appearance and amenities of all current and future campus locations to ensure consistency in student and faculty experiences.

Strategic Initiative: Take full advantage of campus historical structures. Goals include:

- complete a historical documentation study of all historic structures on campus; and
- increase awareness of the campus's history and historic structures.

Strategic Initiative: Develop a more environmentally sustainable campus. Goals include:

- increase campus commitment to environmental sustainability; and
- create specific action plans around environmental sustainability to include but not be limited to: climate action plan; sustainability plan; greenhouse gas assessment; and plan for eventual participation in the American College and University's Presidents' Climate Commitment (ACUPCC).

Strategic Initiative: Strengthen commitment to providing a safe campus environment for all. Goals include:

- improve safety and health of campus by providing more designated smoking and smoke-free environments;
- develop a pedestrian- and bicycle-friendly campus;
- enhance the emergency notification plan to provide increased communication with all members of the University community;
- exceed the minimum requirements identified by the Americans with Disabilities Act to provide greater access to campus buildings and areas, especially those buildings of historic nature, while preserving the historical character of these structures;
- review locations and enhance existing campus lighting and call boxes as necessary to provide a welcoming and safe campus environment; and
- improve safety related campus communication throughout the year.

Strategic Initiative: Enhance campus green spaces. Goals include:

- improve the visual appearance of all campus areas by creating green barriers/walls and adding appropriate flowering plants, shrubs and/or trees; and
- create outdoor spaces for formal and informal classroom discussions and/or meetings to maximize the student experience.

Pathway 4: Stimulate the Cultural and Economic Development of the Region

As a premier educational resource, Shepherd University will provide economic and cultural development opportunities for the region. Our programs contribute to the community's quality of life through excellent performances, exhibits, competitive athletics, and educational and recreational activities. We will seek resources and fresh opportunities to develop innovative partnerships. We are committed to open dialogue and on-going communication with the greater community. Shepherd University will provide an academic structure that stimulates economic and cultural development. We educate students who will become cultural, economic, and civic leaders. Symbols and ceremonies are vital to the creation, maintenance, and promulgation of our

organizational culture. Shepherd University defines itself in terms that reflect our educational heritage. We will celebrate our teaching, learning, and academic successes.

Strategic Initiative: Strengthen degree completion and graduate programs to support employer needs and professional development. Goals include:

- increase the participation of adult learners in graduate programs, certification for licensed professionals (teachers, social work, nursing), and in the Regents Bachelor of Arts (RBA) program;
- define and build the graduate culture, including adapting faculty workloads and providing appropriate student services; and
- meet enrollment projections established in the Pro Forma for the Martinsburg Center.

Strategic Initiative: Fund athletic programs to the level of regional parity. Goals include:

- achieve a 60 percent annual retention rate for students and coaches;
- 50 percent of teams win Mountain East conference championships by 2020;
- 50 percent of teams participate in postseason play; and
- raise funds to support athletic scholarships, enhanced salaries and improved facilities.

Strategic Initiative: Develop an integrated marketing program. Goals include:

- increase functionality of www.shepherd.edu as measured by comments received from prospective and current students, faculty and staff;
- create a unified culture of customer service and university promotion; and
- increase community outreach to provide information about university/community partnerships (ex: social work programs in Martinsburg, common reading, film series, music recitals and concerts, lectures, Contemporary American Theater Festival (CATF), WSHC-FM, internships and service learning).

Strategic Initiative: Celebrate the history of Shepherd University in ways that acknowledge its past, recognize the present and plan for future success. Goals include:

- celebrate the accomplishments of faculty and students in academic schools and departments and also those in administrative units that support student success and learning, such as the Center for Teaching and Learning, Student Affairs, Athletics, etc.; and
- increase media coverage and on-campus celebration of faculty/student accomplishments.

Strategic Initiative: Secure grants in excess of \$1 million annually to support pathway initiatives.

Goals include:

- increase the number of proposals generated from each school and the administrative offices; and
- continue to build a culture on campus of seeking grants.

Dr. Melby invites reactions and comments from board members to share with the Strategic Planning Committee as the plan is finalized in the fall.

**Crossroads Strategic Plan
Gap Analysis for Mid-Cycle Review**

Priority	Pathways and Goals	Goal Assessment				Assessment Evidence		
	Pathway 1: To Inspire Student Learning and Development	Exceeded	Met	In Progress	Tabled	09-10	10-11	11-12
1	Improve the quality of learning across the curriculum.							
	Goal: Re-design General Studies into a Core Curriculum and re-design majors into degree programs not to exceed 120 credits.		X					
	Note: Re-design accomplished; still waiting on assessment data.							
2	Inspire student learning and development through the incorporation of technology in teaching.							
	Goal: Update and increase the number of classrooms equipped with a common set of contemporary technologies and develop a cadre of student employees to serve as the classroom support staff.			X	X	X		
	Note: All classrooms were updated; however, there is no permanent funding in place to maintain the technology. Strategy should be revised to address expanding network infrastructure and integrating strategic plan under development by the TOC. Maintenance fund of \$20,000 needs to be established.							
4	Renovate and expand the Student Center into a Center for Civic Engagement and Student Leadership.							
	Goal: Plan for, renovate, and expand the Student Center.			X	X			
	Note: Renovation of student center tabled; progress being made on Civic Engagement and Student Leadership; Sub-Committee has revised the wording of the priority and goal and would like to present this when appropriate. Recommend that this item be included in Master Plan.							
8	Ensure a high degree of professional preparation for students.							
	Goal: Increase internships, co-ops, employment opportunities, incorporate technologies in professional preparation.			X				
	Note: Sub-Committee has revised the wording of the priority and goal and would like to present this when appropriate. Should also address capstones.							
12	Improve our commitment to students with disabilities.							
	Goal: Provide direct services to students to enhance success at the University and enhance support, training, education and assistance for faculty and staff regarding ADA issues.		X					X
	Note: New Disabilities Director, TRiO, syllabi statement, increased faculty training; Sub-Committee has revised the wording of the priority and goal and would like to present this when appropriate.							

Pathway 2: To Optimize the Potential of Faculty and Staff		Exceeded	Met	In Progress	Tabled	09-10	10-11	11-12
3	Increase full-time faculty to 75 percent of instruction.							
	Goal: Obtain 75 percent of credit hours taught by full-time faculty to the total instructional hours taught by faculty.			X				
	Note: Added 14 faculty positions. Percentage increased to 61.1 percent. Number of vacant positions, smaller class sizes, reassigned time increased, enrollment increase factor into smaller increase. Largest class sizes has dropped. Should this goal be reshaped to 65 percent?							
6	Ensure competitive salaries for faculty and staff.							
	Goal: Salaries should be established at a leadership level among West Virginia institutions, increasing by five percent the level at which we compare to our peers.			X				
	Note: Top among state peers. Gap of \$5,242 with COPLAC. Salary compression with senior faculty/staff. Outside consultant state-wide survey classified staff. 13.1 percent higher cost-of-living. What is proper comparison? West Virginia peers? COPLAC? Regional peers? National peers?							
11	Enhance professional development programs for faculty and staff.							
	Goal: Supplement professional travel, bank overload hours toward release time.			X				
	Note: Have increased on-campus training but travel funds are stationary. No progress on banking hours.							
15	Strengthen the diversity of faculty and staff.							
	Goal: Diversity at Shepherd will compare at 95 percent of West Virginia peers.		X					
	Note: Lead state in diversity percentage, fifth among 21 reporting COPLAC schools. Low salaried minority in classified staff (custodial, dining services). \$25,000 dedicated to staff/dependent tuition. Should we have a goal to establish priorities? Recommend that this be on-going.							
16	Develop and expand faculty office space.							
	Goal: Convert space to faculty offices that are accessible to all users.		X					
	Note: Recommend that this strategy be considered within the Master Planning process.							
20	Enhance retirees' connection to the University.							
	Goal: Increase retirees' connection to the University.			X				
	Note: Have made progress. HR works with potential retirees. Inviting retirees to events. Added shared space with computers and storage in library. Employee recognition events have been improved/implemented.							

Pathway 3: To Create a Beautiful and Welcoming Campus		Exceeded	Met	In Progress	Tabled	09-10	10-11	11-12
5	Enhance campus border definition and focal points.		X			X	X	X
	Goal: Completion of associated projects.		X			X	X	X
	Note: All approved and funded capital projects associated with this strategic initiative have been completed. The planting of trees, flowers and developed landscape features are coming to fruition. The evaluating group believes this priority should continue. The development of additional landscaped environmental elements is desirable to the extent that funding allows and staff is able to maintain.							
7	Enhance buildings and grounds by increasing maintenance staff.	X				X	X	X
	Goal: Increase Facilities Management survey scores.	X				X	X	X
	Note: Additional grounds staff were hired in 2009-2010 and additional custodial staff in 2010-2011. The grounds look great and a third shift, covering the weekends, have allowed for seven-day-a-week cleaning coverage for events and weekend activities. Survey scores have generally improved by five percent to nine percent with respect to overall satisfaction with buildings and grounds conditions. The evaluating group believes that maintaining the current staffing levels will continue to meet constituency expectations. This objective has been met and could be deleted or modified in the future to address more specific criteria. Staffing will need to be considered within the Master Planning Process.							
9	Develop a pedestrian-centric campus.			X		X	X	X
	Goal: Completion of associated projects.			X		X	X	X
	Note: The creation of new sidewalks, ADA access routes, numerous bicycle racks, benches and related landscape features. The pedestrianization of King Street progressed to design development and was tabled awaiting funding. While all projects identified and funded were completed, there is still a long way to go. The evaluating group feels this should continue to be a priority and additional areas of the campus could be made more pedestrian friendly.							
18	Bring HVAC across all buildings up to standard.		X			X	X	X
	Goal: Completion of associated projects.		X			X	X	X
	Note: Over the reporting years White Hall, Snyder Science, Knutti Hall, Stutzman-Slonaker Hall, and the Frank Center Have all received total HVAC renovation and are compliant with indoor air quality standards. The evaluating group believes that this should continue as there is at least one more building that needs to be upgraded, Ikenberry Hall.							
	NOTE: A lot of discussion around Pathway 3: pathway should integrate with the Master Plan. Also perhaps look at technology to welcome such as web page, etc.							

Pathway 4: To Stimulate the Cultural and Economic Development of the Region		Exceeded	Met	In Progress	Tabled	09-10	10-11	11-12
10	Develop partnerships to stimulate economic development.		X					
<p>Note: Increase in non-duplicated graduate enrollment from 190 to 209 (increase of ten percent); growth from 304 to 307 students in EDPD courses (one percent) growth, but exceeds the overall goal of growth by 56 percent when compared to HEPC compact goals set at the start of the strategic plan (Compact goal is 227 vs. 307 actual enrollment). Additionally, partnerships were developed through development of the MBA Advisory Council, Rural Financial Planning Board, Nursing Advisory Board, and through special events such as Professional Connections Day, offerings by the Career Development Office, and the MBA Meet and Greet.</p>								
13	Fund athletic programs to the level of regional parity.			X				X
<p>Goal: 60 percent annual retention rate for students and coaches; 50 percent of teams win WVIAC conference championships by 2014; 50 percent of teams participate in postseason play.</p> <p>Note: 59 percent annual retention rate for student-athletes for last 6 years; 9.1 percent of teams won WVIAC Championships(1/11 WVIAC does not have a conference lacrosse championship); 16.6 percent of teams participated in post-season play (2/12 teams eligible); 83.3 percent of head coaches retained (10/12); no progress was made in raising coaches salaries to regional parity due to lack of funds; athletic financial aid funded at the 40 percent level of NCAA Division II allowable funding.</p>								
14	Develop an integrated marketing program.			X				
<p>Goal: 100 percent satisfaction with presented information; 50 percent web pages managed in content management system; 70 percent internally oriented resources are contained within a portal.</p> <p>Note: Overall goals are not met and are in progress due to funding restraints. A content management system, which would provide more efficient updates to webpages was not funded for FY2012. Approximately 500 webpages (conservative estimate) were updated for accreditation visit in March 2012. A number of special websites were created in relation to this visit.</p>								
17	Secure grants in excess of \$1 million annually to support pathway initiatives.	X				X		
<p>Goal: Hire Director of Corporate, Foundation, and Government Relations to secure grants in excess of \$1 million annually to support pathway initiatives.</p> <p>Note: The amount of grant funding obtained for FY2012 is \$1,631,086, which exceeds the goal of \$1, 450,000 by 12.53 percent and the \$1,000,000 goal of the strategic plan by 63.8 percent. All grants can be tied directly to strategic priorities and the four pathways.</p>								
19	Create Founders Day to symbolize our academic stance.		X	X		X	X	X
<p>Goal: 75 percent of faculty and 75 percent of undergraduate, degree-seeking students participate in Founders Day.</p> <p>Note: Founders Day was held on October 25, 2011. Attendance goal of 75 percent was tabled as inconsistent with the purpose of the event.</p> <p>Note: Martinsburg initiative needs to factor in.</p>								