

Shepherd University Federal Compliance Filing



Submitted to:
The Higher Learning Commission
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Introduction

This portion of Shepherd University's materials prepared for the 2016 midterm continuing accreditation visit is prepared following the format of the Higher Learning Commission's guidelines for Federal Compliance filing by institutions, effective September 1, 2014-August 31, 2016. In its operational indicators for federal compliance, Shepherd University is committed to integrity through its fulfillment of federal and state regulations and guidelines. Throughout the document hyperlinks leading to evidence of compliance are indicated words in [blue, underlined text](#). The table of contents follows on the next page.

In addition to filing this information through the HLC Assurance System, Shepherd University's 2016 Federal Compliance filing is also available on its website at the following URL: <http://www.shepherd.edu/2016-site-visit-information/>.

Dr. Scott Beard, HLC Accreditation Liaison

Associate Vice President for Academic Affairs

Shepherd University Federal Compliance Filing	1
Introduction	2
Assignment of Credits, Program Length and Tuition	7
Calendar	7
Federal Credit Hour Definition	8
Program Length	12
Programs of Study	15
Undergraduate Programs of Study	15
Graduate Programs of Study*	20
Tuition and Fees	21
Accessing Tuition and Fees Information	22
Table 1: Tuition and Fees Comparison: West Virginia Public Institutions	24
Table 2*: Tuition and Fees Comparisons-Surrounding Area	25
Table 3: Shepherd University 2015-2016 Undergraduate Tuition and Fees	26
Table 4: Shepherd University 2015-2016 Graduate Tuition and Fees	26
Student Complaints	27
Table 5: Ombudsperson Statistics	29
Additional Student Appeals and Grievance Procedures	30
Table 6: Campus Conduct System Cases	31
Admissions and Credits Process	31
Table 7: Petitions Filed with the Admissions and Credits Committee	33
Academic Appeals Procedures	34
Student Grade Appeals	34

Academic Integrity Procedures	35
Table 9: Academic Integrity Proceedings, Office of Judicial Affairs	36
Transfer Policies	36
Verification of Student Identity	38
TITLE IV Program and Related Responsibilities	41
Section 1. General Program Responsibilities	41
Section 2. Financial Responsibility Requirements	41
Table 10: Revenue, FY 2012-2015	43
Table 11: Expenses, FY 2012-2015 (Natural)	44
Table 12: Expenses, FY 2012-2015 (Functional)	45
Table 13: Percentage of Budget Dedicated to the Educational Enterprise	46
Financial Ratios	46
Table 14: Primary Reserve Ratio Calculation	47
Table 14: Primary Reserve Ratio Calculation, continued	48
Table 15: Net Operating Reserve Ration Calculation	49
Table 16: Return on Net Assets Ratio Calculation	50
Table 17: Viability Ratio Calculation	51
Table 18: Total Composite Financial Scores	52
Section 3. Three-year Student Loan Cohort Default Rates	52
Student Financial Assistance	54
Table 19: Shepherd University Three-Year Cohort Default Rates (CDR)	54
Section 4. Campus Crime Reporting	55
Section 5. Student Right to Know Information	57

Table 20: Six-year Graduation Rates	61
Table 21: One-year Retention Rates	62
Table 22: Six-year Graduation Rates for Targeted Student Populations	63
Section 6. Satisfactory Academic Progress and Attendance Policies	64
Attendance Policies	65
Additional Information Regarding Financial Assistance for Students	66
Table 23: First Generation College Students Receiving Aid	66
Table 24: Promise Scholarship Recipients Currently at the University	67
Section 7. Contractual Relationships	69
Section 8. Consortial Relationships	69
Required Information for Students and the Public	71
Advertising and Recruitment Materials and Other Public Information	72
Review of Student Outcome Data	74
Licensure Pass Rates	75
Standing with State and Other Accrediting Agencies	76
Public Notification of Opportunity to Comment	78
APPENDIX A: Public Notices of Third-Party Comment	79
APPENDIX B	88
Age Range of Undergraduate Students	89
Enrollments by Class Level(freshman-senior)	89
Residency Status of Students Who Come to a Campus/Site for Instruction	90
Undergraduate Students by Status (degree and non-degree)	91
Graduate Students by Status (degree and non-degree)	92

Student Headcount by Category (IPEDS, IR)	93
Total Entering Undergraduate Headcount (IPEDS)	96
Applications/acceptances/matriculations	97
Test scores for admissions (mean scores of accepted students)	97
Student Headcount by Category (IPEDS)	98
One -year retention by race/ethnicity	99
Graduate degrees awarded by race/ethnicity, 2014-2015	99
Graduates in 2014-2015 by level and CIP Category	100
Headcount of Full- and Part-Time Faculty by Degree Earned	101
Full-and Part-Time Faculty by race/ethnicity, gender and rank	102
Number of Faculty by Program and CIP	103
Institutional Faculty and Staff Headcount (IPEDS, WV-HEPC)	104
Faculty Headcount by Status (IPEDS & WV-HEPC)	106
Dual Enrollment	107
Online Course Offerings	108
APPENDIX C: Program Review Information	109
APPENDIX D: FISAP Information	139

Assignment of Credits, Program Length and Tuition

An institution shall be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions shall notify the Commission of any significant changes in the relationships among credits, program length, and tuition.

Calendar

The academic calendar of Shepherd University includes a fall term, spring term, and three summer sessions. According to the Shepherd University [Constitution](#), Article 5, Section 4d, (see page 5), the calendar committee, established by the Administrative Council, “prepares academic calendars for review and reactions by the Administrative Council, the Faculty Senate, and the University President.”

The Registrar chairs the calendar committee. Fall and spring courses are offered during a 15-week semester on a credit-hour basis. The three summer terms are in a compressed format offering credit hours based on the same number of instructional hours as in the fall or a spring term.

The [academic calendar](#) is published on the schedule page of the Registrar's [web pages](#), and is also available in the calendar found in the [online catalog](#), which is found under each sub menu of future students, current students and faculty/staff. The calendar is also accessible through the Shepherd [home page](#), directly at the top.

*Note: In using the online catalog found at <http://catalog.shepherd.edu>, and to access the academic calendar, type “calendar” into the search box at the top of the page in the left-hand column.

Federal Credit Hour Definition

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010).

Shepherd University's definition of a credit hour aligns with the Department of Education's rule, 34 CFR 600.2. This regulation, cited below, can be located at <http://www.law.cornell.edu/cfr/text/34/600/2>. Credit-hour information is formally presented in the online catalog under [academic policies](#), as well as the [consumer information](#) page:

A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than

1. One hour* of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Evidence that the credit hour definition rule is adhered to is demonstrated through Shepherd's [course schedule](#), affirming meeting times (hours and days) for a scheduled course and the credit hours awarded for successful completion of the course. The course schedule link is also available through each of the sub-

menus located on the Shepherd [home page](#) under future students, current students and faculty/staff and on the menu of links on the [Office of the Registrar's](#) web pages.

*Note: Shepherd University follows the Department of Education's definition of a clock hour for its classes, which is defined below:

Clock hour: A period of time consisting of:

- A 50- to 60-minute class, lecture, or recitation in a 60-minute period;
- A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or
- Sixty minutes of preparation in a correspondence course.

Credit-hour allocation is determined at the time of course development and reviewed periodically to ensure proper alignment with degree requirements.

Within the undergraduate [core curriculum](#) and across all disciplinary majors, courses are differentiated by numbers (100-400) that represent the expected level of performance. The core curriculum is divided into three tiers, the first of which is comprised of the mostly 100-level courses recommended for first- and second-year students, and the second is comprised of mostly 200-level courses for sophomores and juniors. For the third tier, upper-division courses are concentrated within the majors as exemplified by the writing-intensive course within the major and the capstone. Students are provided a [checklist](#) to assist in course selection and during the advisement process. Graduate courses are also differentiated by numbers (500-600) that represent the expected level of

performance. Contact hours for laboratory, clinical, or field placement courses often exceed the number of credit hours due to the increased time associated with providing instruction and supervision in these formats.

Credit hours assigned to courses, as well as course timelines (progression of learning) are evidenced in course syllabi. Shepherd University's Center for Teaching and Learning provides a web page of [teaching resource tools](#) that contains a course syllabus template containing required federal, state, institutional and accreditation requirements. Shepherd demonstrated its compliance in this area with a [monitoring report](#) submitted to the Commission in December of 2012.

*Note: For using the [online catalog](#), you may access the credit hour information by typing those words into the search box located at the top of the the page in the left-hand column.

Program Length

For undergraduate degrees, the following criteria are outlined in the [online catalog](#) under [general requirements](#) for graduation:

Baccalaureate Degrees

A traditional degree program includes one major and one minor field; however, the Office of the Registrar will evaluate up to two minor fields, as long as the extra minor falls within the 120-hour graduation limitation. A comprehensive degree program consists of one major field and no minor field; however, under rare circumstances the Office of the Registrar will evaluate one minor field with a comprehensive degree program, if requested by the advisor in collaboration with the program coordinator or department chair. A student may elect to complete requirements for a double major in one degree or may elect to complete requirements for two majors in separate degrees.

In addition to the [Core Curriculum](#) and the requirements for the major and any selected minor(s), students pursuing the Bachelor of Arts degree (except education) must satisfy the Foreign Language [requirement](#) for the Bachelor of Arts degree.

Minimum Credit Hours

The minimum number of credit hours for a baccalaureate degree includes 120 credit hours of courses numbered 100 and above. (This may include transfer credits that have been evaluated by Shepherd University as courses numbered 100 and above.) Of the necessary hours for graduation, 42 hours must consist of courses numbered 300 and above. (This may include transfer credits that have been evaluated by Shepherd University as courses numbered 300 and above.)

Minimum Grade Point Average

For each of the following areas, a grade point average of 2.0 or better (or a C average) is required: 1) all collegiate level coursework attempted (overall GPA), 2) all Shepherd University coursework attempted (institutional GPA), 3) all coursework presented to satisfy major field requirements, and 4) all coursework presented to satisfy minor field requirements. Higher minimums are established for some fields. Students should carefully consult major and minor field requirements.

Minimum Shepherd University Credit Hours Requirement

To earn a baccalaureate degree from Shepherd University, a student must complete at least 30 credit hours of coursework at Shepherd University. The last 12 credit hours of coursework for a baccalaureate degree must be completed at Shepherd University. Credit hours earned at the Community and Technical College of Shepherd prior to summer 2005 are considered Shepherd University credit hours. Non-teaching degree candidates must earn a minimum of 15 major field credit hours at Shepherd University.

Specific requirements for the length of graduate programs may be accessed through the graduate studies webpage and through the graduate studies pages of the online catalog under programs of study. Master's degree programs range in length from 30 credit hours for the Master of Music, Music Education degree to 39 credit hours for the Master Arts in Teaching degree. At the doctoral level, the Doctor of Nursing Practice degree program ranges from 75-84 credits. The [online catalog](#) and the [student handbook](#) (see pages 149-155) outline GPA requirements and other academic policies for graduate programs. Minimum GPA requirements for both baccalaureate and master's degrees are also available in the Shepherd University Board of Governor's [Policy 6](#) which adheres to West Virginia Code 18B-1-6, 18B-2A-4.

Programs of Study

A listing of the programs of study available at Shepherd University is located in the online catalog under “[programs of study](#).”

Information on individual programs may also be accessed through this link available through the drop-down menu on the Shepherd University home page under “[schools and departments](#).”

Undergraduate Programs of Study

*Note: Each degree program, minor, endorsement or other credential is linked to its corresponding page in the online catalog detailing concentrations (areas of study), courses and other programmatic requirements. Links within those pages also drill down to course descriptions.

Non-Degree

- [Honors Program](#)

Bachelor of Arts

- [English, B.A.](#)
- [History, B.A.](#)
- [Music, B.A.](#)
- [Psychology, B.A.](#)
- [Spanish, B.A.](#)
- [Early Education Comprehensive, B.A.](#)
- [Elementary Education Comprehensive, B.A.](#)
- [Secondary Education Comprehensive, B.A.](#)

Bachelor of Fine Arts

- [Art Comprehensive, B.F.A.](#)

Regents Bachelor of Arts

- [Regents, R.B.A.](#)

Bachelor of Arts or Bachelor of Science

- [Communication and New Media, B.A. or B.S.](#)

Bachelor of Music in Performance

- [Music in Performance Comprehensive, B.M.P.](#)

Bachelor of Science

- [Accounting Comprehensive, B.S.](#)
- [Biology, B.S.](#)
- [Business Administration, B.S.](#)
- [Chemistry, B.S.](#)
- [Computer and Information Sciences Comprehensive, B.S.](#)
- [Computer and Information Technology Comprehensive, B.S.](#)
- [Computer Engineering Comprehensive, B.S.](#)
- [Economics, B.S.](#)
- [Environmental Studies Comprehensive, B.S.](#)
- [Family and Consumer Sciences, B.S.](#)
- [Health Promotion and Exercise Science Major, B.S.](#)
- [Mathematics Comprehensive, B.S.](#)
- [Political Science, B.S.](#)
- [Recreation and Sport Studies Comprehensive, B.S.](#)
- [Sociology, B.S.](#)

Bachelor of Science in Nursing

- [Nursing Comprehensive, B.S.N.](#)

Bachelor of Social Work

- [Social Work Comprehensive, B.S.W.](#)

Undergraduate Minors

- [Accounting Minor](#)
- [Aging Studies Minor](#)
- [Anthropology/Geography Minor](#)
- [Appalachian Studies Minor](#)
- [Art Minor](#)
- [Biology Minor](#)
- [Business Administration Minor](#)
- [Chemistry, Physical Analytical Track Minor](#)
- [Chemistry, Traditional Track Minor](#)
- [Coaching Minor](#)
- [Computer and Information Sciences Minor](#)
- [Computer and Information Technology Minor](#)
- [Communication and New Media Minor](#)
- [Economics Minor](#)
- [Education Minor](#)
- [Engineering Minor](#)
- [English Minor](#)
- [Entrepreneurship Minor](#)
- [Environmental Studies Minor](#)
- [Family and Consumer Sciences Minor with a Child Development Emphasis](#)
- [Family and Consumer Sciences Minor with a Consumer Economics Emphasis](#)
- [Family and Consumer Sciences Minor with a Fashion Emphasis](#)

- [Family and Consumer Sciences Minor with a Hospitality and Food Management Emphasis](#)
- [General Family and Consumer Sciences Minor](#)
- [General Science Minor](#)
- [Graphic Design Minor](#)
- [Health and Fitness Minor](#)
- [Historic Preservation Minor](#)
- [History Minor](#)
- [Hospitality Management Minor](#)
- [Journalism Minor](#)
- [Marketing Minor](#)
- [Mathematics Minor](#)
- [Modern Languages Minor](#)
- [Music Minor](#)
- [Nutrition Minor](#)
- [Organizational and Business Communications Minor](#)
- [Photography/Computer Imagery Minor](#)
- [Physics Minor](#)
- [Political Science Minor](#)
- [Psychology Minor](#)
- [Recreation and Sport Studies Minor](#)
- [Sociology Minor](#)
- [Spanish Minor](#)
- [Theater Minor](#)
- [Women's Studies Minor](#)

Teaching Fields

- [Art Teaching Field, PreK-Adult, B.A.](#)
- [Biology Teaching Field Grades 9-Adult, B.A.](#)
- [Chemistry Education Teaching Field Grades 9-Adult, B.A.](#)

- [English Education Teaching Field Grades 5-Adult, B.A.](#)
- [Family and Consumer Sciences Education Teaching Field Grades 5-Adult, B.A.](#)
- [General Science Teaching Field Grades 5-Adult, B.A.](#)
- [Mathematics Teaching Field Grades 5-Adult, B.A.](#)
- [Music Teaching Field, PreK-Adult, B.M.E.](#)
- [Physical Education Teaching Field, PreK-Adult, B.A.](#)
- [Social Studies Teaching Field Grades 5-Adult, B.A.](#)
- [Spanish Education Teaching Field, B.A.](#)

Endorsements

- [Driver Education 9-12 Endorsement](#)
- [Early Education PreK-K Teaching Endorsement](#)
- [Health Education Teaching Endorsement Grades 5-Adult](#)
- [Mathematics Teaching Field Endorsement Grades 5-9 General Math through Algebra I](#)
- [Social Studies Teaching Field Endorsement Grades 5-9](#)
- [Multi-Categorical Special Education \(Graduate\)](#)

Certification

- [Appalachian Studies Certificate \(Graduate\)](#)

Pre-Professional Studies

- [Pre-Dentistry, Pre-Medicine, Pre-Veterinary Medicine](#)
- [Pre-Law](#)

Graduate Programs of Study*

Master of Arts, College Student Development and Administration

- [College Student Development and Administration, M.A.](#)

Master of Arts, Curriculum and Instruction

- [Curriculum and Instruction, M.A.](#)

Master of Arts in Teaching

- [Teaching—Elementary Strand, M.A.T.](#)
- [Teaching—Secondary Strand, M.A.T.](#)

***The Master of Arts in Teaching has the same teaching fields available for candidate licensure**

Master of Business Administration

- [Business Administration, M.B.A.](#)

Doctor of Nursing Practice

- [Doctor of Nursing Practice](#)

***NOTE:** The institution also offers a Master of Music, Music Education (M.M.M.E.) degree; however, the program is being closed and stopped accepting students in fall 2014. Information regarding the closure is available from the Commission, and public notice regarding the closure is available here:

Graduate Studies Degree Programs: <https://www.shepherd.edu/graduate-studies/degree-programs>

M.M.M.E. web page: <http://www.shepherd.edu/mmme/>

Tuition and Fees

Along with the institutional Board of Governors (BoG), the University's budget advisory committee considers proposed increases in tuition and fees. The budget advisory committee is able to solicit university-wide input. This input includes representation from students (both undergraduate and graduate), classified and non-classified employees, faculty senate representatives, representative executive staff, and school deans. The budget committee structure and budget process ensure an inclusive, collaborative, and representative process. The committee first considers the historic trend in tuition and fee rates, and then analyzes the projected increase in the rate of inflation. Finally, the committee compares the current rates to various benchmark groups, including COPLAC and WV-HEPC peer institutions. The data sets and comparisons are available here:

- [Consideration of Tuition and Fees by the BoG](#), see page 12.
- [Strategic Indicators](#), see page 58.
- [Voluntary System of Accountability Comparison](#)
- [IPEDS 2014 Data Feedback](#)
- West Virginia Higher Education Policy Commission [Report Card](#) on Higher Education, see pages .

The budget committee's tuition and fee rate recommendation is then presented to the president and the Executive Staff for their consideration. Ultimately, proposed tuition and fee rates are presented to the Board of Governors for its review and approval. As it engages in the governance of the institution, the Shepherd University BoG considers a variety of items, including tuition and fees. Most of the board's agenda items come from the

President, who receives them from administrative divisions represented on Executive Staff, as well as other internal constituents such as the Faculty Senate, Graduate Council or Student Government Association. The Audit and Finance Committee of the BoG is responsible for reviewing tuition and fee recommendations for the coming year.

Historically, all tuition and fee rates require approval of the West Virginia Higher Education Policy Commission (WVHEPC). Effective July 1, 2011, increases are at the discretion of the governing board, except increases for in-state students in amounts exceeding 5% that also require WVHEPC approval. Tuition and fee rates are largely differentiated by undergraduate and graduate, and in-state vs. out-of-state. The Doctor of Nursing Practice program has a set program fee of \$649 per credit hour, with additional fees for courses with a clinical component. In general, Shepherd University does not have programmatic differential tuition rates, although certain courses carry additional fees. Shepherd University tuition and fees are consistently comparable to the other West Virginia institutions and those of other public institutions in the surrounding states. To remain competitive, Shepherd compares its undergraduate out-of-state tuition to in-state tuition in surrounding states (See Tables 1 & 2).

Accessing Tuition and Fees Information

Information on undergraduate and graduate in-state and out-of-state tuition and fees is available in the following locations:

- [Tuition and Fees page](#)

- [Office of Finance](#) web pages: These pages also have links for payment options and plans for students.
- [Consumer Information](#) page
- [Online Catalog](#): [Undergraduate tuition and fees](#); [Graduate tuition and fees](#). These pages also list payment options, special fees, and refund policies.
- [University Profile](#)

This information is also available in each of the sub menus for “future students” and “current students: through the Shepherd University [home page](#).

The fees are also explained as follows:

- **Tuition and Required Education and General Fees:** Unrestricted to support education and general program services including, but not limited to, instruction, research, academic support, student services, institutional support, and operation and maintenance of plant.
- **Capital Fee:** Divided into two categories: Education and General Capital Fee and Auxiliary Capital Fee. Restricted to support debt service, capital projects and facilities maintenance for both general instruction and services provided to students, faculty, and staff, such as residence halls, dining services, and other service centers.
- **Intercollegiate Athletic Equity Fee:** Restricted to defray expenses associated with the institution's compliance with Title IX regulations.
- **Auxiliary Fees:** Restricted to support auxiliary enterprises used to service students such as residence halls, dining services, intercollegiate athletics, student unions, bookstores, parking, and other service centers.

All divisions at the University work closely with the Office of Communications to ensure clarity and consistency in websites, publications, and other marketing materials.

In summary, Shepherd’s established tuition and fee rates provide a maximum value for a student’s educational investment.

Table 1: Tuition and Fees Comparison: West Virginia Public Institutions

**The table notes a comparison on in-state tuition at the West Virginia public institutions of higher education.

Institution	2014-2015 Tuition	Difference
Bluefield State College	\$5,832	\$738
Fairmont State University	\$6,306	\$264
Concord University	\$6,422	\$148
Marshall University*	\$6,526	\$44
Shepherd University	\$6,570	N/A
Glenville State College	\$6,696	-\$126
West Virginia University	\$6,960	-\$390

*Median

Table 2*: Tuition and Fees Comparisons-Surrounding Area

Institution	2014-2015 Tuition	Difference
Frostburg State University (MD)	\$7,982	\$8,646
Salisbury State University (MD)	\$8,560	\$8,068
Towson University (MD)	\$8,590	\$8,038
Radford University (VA)	\$9,424	\$7,203
James Madison University (VA)	\$9,662	\$6,966
George Mason University	\$10,182	\$6,966
Shepherd University	\$16,628	N/A

*The table notes Shepherd University's out-of-state tuition compared to in-state tuition at peer institutions in surrounding states.

Table 3: Shepherd University 2015-2016 Undergraduate Tuition and Fees

Hours Enrolled	West Virginia Resident	Non-Resident
12 Hours or more (full-time)	\$3,415.00	\$8,314.00
9 Hours	\$2,502.00	\$6,183.00
6 Hours	\$1,668.00	\$4,122.00
3 hours	\$834.00	\$2,061.00
1 Hour	\$278.00	\$687.00

Table 4: Shepherd University 2015-2016 Graduate Tuition and Fees

Hours Enrolled	West Virginia Resident	Non-Resident
9 Hours or more (full-time)	\$3,735.00	\$5,328.00
6 Hours	\$2,490.00	\$3,552.00
3 Hours	\$1,245.00	\$1,776.00
1 Hours	\$415.00	\$592.00

***2015-2016 Graduate Tuition and Fees (*Doctor of Nursing Practice*)**

\$649 per credit hour, plus \$200 fee for each course containing clinical hours.

Student Complaints

Any member of the University community may file and is responsible for filing a complaint against an individual who allegedly violates the rights of another person or a Shepherd University regulation or policy. Please see [Social Justice Policy](#) and Disciplinary Procedures of the [Campus Student Conduct Board](#) for more detailed information.

Shepherd University strongly supports the vigorous prosecution in the state courts of any person who commits a crime against another person within the jurisdiction of the University. The University urges all students and requires all employees with knowledge of a crime to report the crime promptly to the University Police Department. Only employees designated as a "counselor" are exempt from this requirement (See [Annual Campus Crime Report](#) for more detailed information). Shepherd University police officers have full law enforcement powers and duties within the jurisdiction of the University.

Students who are victims of crimes are strongly encouraged to file such complaints with the University Police; however, they are alternatively entitled to file their complaint with the Shepherdstown Police Department, the Jefferson County Sheriff's Department, or the West Virginia State Police, depending only on which agencies have jurisdiction of the criminal complaint. Shepherd University police officers have traditionally maintained an excellent working relationship with all regional law enforcement agencies in the joint investigation of offenses within the jurisdiction of the University, and inter-departmental agreements provide for mutual assistance with the municipal and Sheriff's departments. The University police chief meets regularly with the leadership of the other local law enforcement

agencies and with staff of the county Prosecutor's Office. Institutional discipline for any criminal offense is not dependent on prosecution or conviction in the state or federal courts (See [Annual Campus Crime Report](#) for more detailed information).

Students who wish to report a violation of a campus policy or wish to file a complaint against another student should contact the Dean of Students, the Title IX Coordinator or any administrator in the Student Affairs Office or Residence Life. (Source: Student Affairs Web/Campus Student Conduct: [Filing a Complaint](#))

Students who may feel that they have been harassed by another student, faculty or staff member may access the process for filing a complaint through the Student Affairs [Campus Student Conduct](#) web pages and may access information on the student [bill of rights](#), [SU Interpersonal Violence Center](#), and [Consumer Information](#) web pages. This same information on the process and timeline is also found in the [SU Student Handbook](#), pages 69-95. These policies apply both to undergraduate and graduate students.

Finally, the campus Ombudsperson is trained to listen and to advise students of the Informal and Formal Resolution Processes at Shepherd University. If the student does not choose to engage either in the informal or formal resolution process, a copy of the complaint will be maintained in the Office of the Ombudsperson (see Table 5).

Table 5: Ombudsperson Statistics

Category	2012-2013	2013-2014	2015-2015
Student concern with faculty member	11	7	5
Student concern with staff	3	2	1
Student concern with fellow student	1	2	1
Sub-total	15	11	7
Faculty concern with fellow faculty	4	1	4
Faculty concern with staff	0	0	1
Faculty concern with student	1	0	0
Sub-total	5	1	5
Staff concern with fellow staff member	0	0	2
Staff concern with faculty	3	3	4
Staff concern with student	1	1	0
Sub-total	4	4	6
TOTAL	24	16	18

Since FY 13 through the present, there have been seven formal complaints that have had to be coordinated by Human Resources and the Office of the President.

The actions and outcomes are summarized below:

- One complaint is pending for FY16.
- In FY 16, one complaint was addressed by disciplinary counseling of the employee perpetrator.
- In FY 15, two complaints were resolved through mutual agreements between the student and the University.
- In FY 15, a claim was filed with the Office for Civil Rights (OCR) and determined to be unfounded.
- In FY 14, one complaint was resolved through the Residence Life appeal process.
- In FY 13, one claim was filed with the State Human Rights Commission and was determined to be unfounded.

Additional Student Appeals and Grievance Procedures

The Dean of Students Office (DOS) is responsible for carrying out procedures and maintaining data related to the University Campus Conduct System. The data below refers to cases that either required an Option Memo (used until 2012-2013), or the new Administrative Conduct procedures. In an Option Memo, the student is presented with options to resolve a violation of the student conduct system. For cases addressed after mid-year 2013-2014, students were presented with an Administrative Hearing or the case was resolved by the Student Conduct Board. A new sanction was added in 2013-2014 for “Deferred Suspension”, where a student could continue enrollment as part of their sanction; however, any subsequent violation of the Code of Conduct

would activate the full disciplinary suspension. For cases resolved by a Student Conduct Board there were zero expulsions, seven suspensions and six deferred suspensions. For cases resolved by the Dean of Students Office, there were zero expulsions, zero suspensions and 15 deferred suspensions.

Table 6: Campus Conduct System Cases

	2012-2013	2013-2014	2014-2015
Total Number of Option Memos	42	12	0
Residence Hall Withdrawal	1	4	2
Disciplinary Suspension	2	4	3
Deferred Suspension	0	8	13
Voluntary Withdrawal	22	4	1
Expulsion	8	13	0

NOTE: There was an error in the initial submission of this document. There were ZERO expulsions during the period 2012-2015.

Admissions and Credits Process

Both undergraduate and graduate students wishing to challenge or seek an exception to a University policy may [petition](#) the Admissions and Credits committee for granting such exceptions. The Admissions and Credits committee is a standing committee of the [Faculty Senate](#) and consists of a Faculty Senate representative who

acts as the chair, two representatives from each of the four academic schools, and ex-officio members that include the Vice-President for Academic Affairs (VPAA), Registrar, Associate Registrar and academic affairs directors. Meeting twice per month, the committee examines typical areas of appeal including the following: permission to add/drop/withdraw from classes, exceptions to the admissions process, credit overloads related to GPA requirements, missed deadlines, academic probation/suspension, and transfer credits. To file a petition the students must follow these steps:

- Meet with the advisor.
- Submit in writing a brief explanation for the petition.
- All forms must contain the signature of the instructor, advisor, and department chair.
- Students submit the form to the Office of the Registrar and are notified of the committee's decision via email on the morning following the meeting.

Decisions of the Admissions and Credits Committee may be appealed to the University President whose decision is considered final. Table 7 on the following page details the number of petitions and the category of requests submitted to the committee.

Table 7: Petitions Filed with the Admissions and Credits Committee

	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
Late Registration	38	29	73	37	41	27	32	54	25
Add/Drop a class	16	68	78	16	86	67	19	80	65
Withdraw from a course	12	30	26	3	30	29	8	8	20
Withdraw for the semester	3	0	2	3	4	4	2	7	2
Late application to graduate	9	12	54	19	36	30	17	50	38
Extension of Incomplete	3	4	11	2	10	8	0	4	11
Permission to take a course at another institution	15	24	14	13	11	24	17	9	18
Credit Overload Request	8	11	11	2	10	7	4	5	9
TOTALS	104	178	269	95	228	196	99	217	188

Academic Appeals Procedures

Shepherd University's policies and procedures regarding grade and academic appeals, as well as academic integrity issues are clearly outlined in the area entitled "Academic Freedom," in the Campus [Conduct System](#). These policies are also outlined in the [Student Handbook](#) (see page 113).

Academic appeals are eventually sent to the Academic Appeals Committee. The Student Conduct policies outline the makeup of the Academic Appeal Committee, terms of service, and the types of cases it will hear, involving grade appeals, academic dishonesty, and program dismissals. The three areas for academic appeals are summarized below:

Student Grade Appeals

When supported by sufficient evidence, the student may appeal the assigned grade for a course. The policies outline the criteria for a grade appeal, and the student must first write an appeal and follow these procedures:

- The student must schedule a Faculty-Student Conference within 10 days of the end of the semester in which the disputed grade was assigned. If there is no resolution, then the student moves to the next step of the process.
- The student appeals to the department chair within five days of the instructor conference and within 15 class days of the semester that the grade is eligible for appeal. If the student fails to contact the department chair within 15 class days of the beginning of the appropriate semester, the instructor's grade award shall be considered final. Within ten class days of receiving the student's appeal, the department chair shall provide both the student and the instructor with a written notice of the chair's decision.

- In the next level of the appeal process, the student may appeal to the dean within five class days of being notified of the department chair's decision. The dean shall communicate the decision and the justification to the student, the instructor, and department chair within ten class days of receiving the student's appeal directly or by certified mail. Both the student and the instructor have the right to appeal the decision of the dean to the Academic Appeal Committee.
- The student or instructor may appeal the dean's decision to the Academic Appeal Committee, by filing a written statement with the Academic Affairs Office within five class days of receiving the dean's report. The student is notified of the appeal and is presented a roster of seven committee members, with the option to strike two. The same process is also provided for the faculty member. The Academic Appeal Committee may consider all materials in the appeal file constructed by the dean (i.e., the student's original appeal, the instructor's written justification, the department chair's written report, the dean's written report, the student's written work for the course, and all other documents the dean may have used in reaching a decision). A decision of the Academic Appeal Committee may be appealed to the President of the University, whose decision is regarded as final.

The policies also contain a section addressing any unusual circumstances that may present obstacles in pursuing the procedures as summarized above.

Academic Integrity Procedures

Academic dishonesty is defined in the student conduct guidelines and in [academic policies](#) outlined in the online catalog, as well as in the [Student Handbook](#) (see page 117). Once the instructor has determined that academic dishonesty has taken place, there may be instructor-imposed sanctions (resubmission of work, reduction of grade, assigning a failing grade for the course, etc.) and may include a conference with the student and department chair. The instructor may also submit a statement, in writing, to the assistant dean of student affairs/student conduct administrator requesting a hearing to consider suspension or expulsion. The instructor should inform the student, orally or in writing, of the sanctions to be imposed, the reasons for those sanctions, the availability of the appeals

process, and the need to file an appeal within five days. Following much the same pattern as grade appeals, the student meets with the department chair in conference, and, any academic dishonesty disputes that are not resolved by the conference with the department chair should be referred to the Vice President for Academic Affairs (VPAA). The VPAA convenes the Academic Appeals committee and follows the process as outlined in the above grade appeal section. Either the student or the instructor may appeal the decision of the Committee to the President of the University, whose decision shall be final.

Table 9: Academic Integrity Proceedings, Office of Judicial Affairs

	2012-2013	2013-2014	2014-2015
Number of Cases	25	37	17

Transfer Policies

Transfer admissions, academic, and articulation policies at Shepherd University are explained and articulated in a number of areas:

- [Admissions web pages](#) available under the future and current student sub menus on the Shepherd [home page](#). These pages outlines the admissions process for transfer students and also list articulation agreements with two-year institutions (community colleges).
- [Transfer Students](#) web pages.
- Information in the online catalog detailing general transfer [admissions requirements](#) and [academic policies](#) related to transfer students.
- Dual admissions programs with particular community colleges are also available through the [transfer student](#) web pages. An example is provided with [Frederick Community College](#).

- Frequently asked questions on the [Academic Advisement FAQ page](#). This is a link associated with the Academic Advisement Center.
- [Consumer Information](#) web page.

These policies address credit hour and GPA qualifications for admissions, as well as how transcripts are evaluated according to articulation agreements and course descriptions. A list of [articulation agreements](#) may be accessed through the Registrar's office webpage listing those institutions. Students are then directed to a College Source webpage that directs a student to courses for that institution and their Shepherd University Equivalent. An example provided would be the articulation agreement with [Hagerstown Community College](#), showing the course articulations.

In general, students who transfer from a regionally accredited junior or community college are allowed a maximum of 72 semester hours toward the 120 credit hour minimum for graduation from Shepherd University. In compliance with the West Virginia Higher Education Policy Commission, students who have completed more than 72 hours of coursework may select the courses they wish to have evaluated as part of their semester hours of credit counted toward graduation. The total number of credit hours earned will be calculated in the student's overall grade point average. Credits from universities that do not have regional accreditation are assigned on the basis used by the state university in the state where the non-accredited university is located.

Verification of Student Identity

Shepherd verifies student identity for distance, online, and/or correspondence courses in a variety of ways:

- Student ID/User ID and password or passphrase
- Writing style software for anti-plagiarism ([Turnitin](#)) through [Sakai](#).

Students enrolled in online courses complete coursework through an electronic course/learning management system (LMS) called [Sakai](#). They must access the LMS using institution-supplied authentication credentials separate from the institution-supplied authentication credentials that are needed to [register](#) for their courses. Thus, the required use of two independent sets of institution-supplied credentials establishes the identity of the student and ensures that the same person registers for classes and completes course requirements. The following screen-shot examples are provided to document the process for logging in:

EXAMPLE 1: SAKAI (LMS) LOG-IN SCREEN.



The screenshot displays the login interface for the Sakai LMS at Shepherd University. At the top, a dark blue header bar features the 'Shepherd UNIVERSITY' logo on the left. On the right side of this bar, there are input fields for 'user id:' and 'password:' (masked with dots), followed by a yellow 'Login' button. Below the header, a light gray sidebar on the left contains a vertical menu with links: 'Start Here' (highlighted in orange), 'Login Help', 'Training Workshops', 'FAQ', 'Sakai Policies', and 'Help'. The main content area to the right of the sidebar has a 'Start Here' link with a small icon, followed by a horizontal line and a help icon in the top right corner.

EXAMPLE 2: TURNITIN INFORMATION, ACCESS THROUGH SAKAI.

How to Access Turnitin

Your professor must turn on the “Turnitin” feature for assignments on Sakai in order for you to access it. Talk to your professor about this feature if you don’t see it on Sakai.


If it is turned on, all you have to do is submit your assignment on Sakai, like you normally would, and you should see a Turnitin icon pop up within a few hours.

The screenshot shows the Sakai interface for an assignment titled "Out of class essay #4 - Submissions". The left sidebar contains navigation links: Home, Announcements, Messages, Assignments (highlighted), Calendar, Gradebook, Resources, Roster, Syllabus, Statistics, Site Editor, and Help. The main content area has tabs for "Add", "Assignment List", "Grade Report", "Student View", "Reorder", "Permissions", and "Options". Below the tabs, a red box contains the text: "Click on 'Assignments' and click on the specific assignment you're working on." Below this, a message states "Found 12 participant(s). Assign this grade to participants without a grade:" with an "Apply" button. A section titled "Select User(s) and Allow Resubmission" is visible. The main part of the page is a table of submissions with columns: Student, Submitted, Status, Grade, and Turnitn. The table contains six rows of data. A red box on the left side of the table contains the text: "Once your turnitin report is ready, you should see a blue, green or red icon. Click on it to view your report." Two red arrows point from this box to the Turnitn icons in the first and last rows of the table.

Student	Submitted	Status	Grade	Turnitn
[icon]	Apr 15, 2015 7:29 am	Returned	83.0	[blue icon]
[icon]	Apr 14, 2015 7:02 pm	Returned	90.0	[blue icon]
[icon]	Apr 14, 2015 11:27 pm	Returned	84.0	[blue icon]
[icon]	Apr 22, 2015 11:30 am - late	Returned	70.0	[blue icon]
[icon]	Apr 14, 2015 10:31 am	Returned	86.0	[blue icon]
[icon]	Apr 14, 2015 7:38 pm	Returned	92.0	[green icon]

EXAMPLE 3: RAIL LOG-IN SCREEN FOR THE STUDENT RECORDS SYSTEM THROUGH BANNER.


User Login

 In the User ID box below, please enter your Shepherd ID (SID). Your SID is the nine digit number printed on the back of your Rambler Card. If you do not have your Rambler Card handy, or if you are new to Shepherd and have yet to receive a Rambler Card, you can [look up your SID here](#).

Please enter your SID and Personal Identification Number (PIN). When finished, click Login.

When you are finished, please Exit and close your browser to protect your privacy.

User ID:

PIN: 

TITLE IV Program and Related Responsibilities

Section 1. General Program Responsibilities

Shepherd University has not had any limitation, suspension, or termination actions from the Department of Education regarding its Title IV program.

The institution has not had fines, letters of credit, or heightened monitoring arising from the Department of Education. As seen from the audits on the [Financial Reporting](#) page (maintained by the [Office of Finance](#)), Shepherd University audits are conducted with standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Please see Appendix D for the Fiscal Operations and Application to Participate (FISAP).

Section 2. Financial Responsibility Requirements

There have been many changes in the economic climate of the state, region, and country since the last accreditation visit in 2012. Shepherd University and the state of West Virginia continue to operate from a position of sound financial practices.

The financial factors required by the Higher Learning Commission to analyze financial data are included in the institutional snapshot, section 7. Follow-up financial ratio reports were accepted by the commission, and are part of the institution's HLC evidence file in the Assurance System. The annual audit found on the [Financial Reporting](#) web pages, and conducted by an external accounting firm, is reported to the [Board of Governors](#), along with quarterly financial reports. The

budget process, strategic planning initiatives, and the continued monitoring and reporting of the financial state of Shepherd University have allowed it to review and respond to the challenges of today's economic climate.

The University has monitored expenses carefully since the last HLC visit in 2012. Annual updates to the Commission and additional financial reports show institutional ratios that have been "in the zone." The University's ratios have been significantly affected by increasing liabilities for Other Post Retirement Benefits or OPEB. Since 2012, like many public institutions, the amount of support from the state has been on the decline, with the annual allocation representing an increasingly smaller percentage of SU's operating budget (see Tables 10, 11 and 12). This decrease in funding has also been coupled with enrollment declines in the traditional-age student population. In order to maintain its focus on student learning and the academic enterprise, Shepherd has reduced expenditures in non-academic areas and through vacancy savings to continue to fund activities related to student learning. In reporting data and budget planning, the institution uses peers from the Council for Public Liberal Arts Colleges and Universities (COPLAC) and the WV-HEPC to ensure funding levels are appropriate.

Table 10: Revenue, FY 2012-2015

	FY12		FY13		FY14		FY15 (Preliminary)					
Student Tuition & Fees (net of scholarship allowance)	\$	16,673,403	27.85%	\$	17,822,290	29.42%	\$	19,047,020	31.43%	\$	19,524,283	32.63%
Federal Grants & Contracts	\$	1,310,665	2.19%	\$	1,054,868	1.74%	\$	923,554	1.52%	\$	490,107	0.82%
State Grants & Contracts	\$	4,299,326	7.18%	\$	4,743,946	7.83%	\$	4,585,850	7.57%	\$	4,601,090	7.69%
Private Grants & Contracts	\$	111,536	0.19%	\$	84,413	0.14%	\$	78,752	0.13%	\$	13,829	0.02%
Interest on Student Loans Receivable	\$	11,104	0.02%	\$	14,366	0.02%	\$	8,138	0.01%	\$	13,829	0.02%
Sales & Services of Educational Activities	\$	56,974	0.10%	\$	41,764	0.07%	\$	41,545	0.07%	\$	37,113	0.06%
Auxiliary Enterprises	\$	18,386,995	30.71%	\$	18,301,023	30.21%	\$	18,493,472	30.51%	\$	17,905,103	29.92%
Other Operating Revenues	\$	880,684	1.47%	\$	758,448	1.25%	\$	684,960	1.13%	\$	567,069	0.95%
State Appropriation	\$	11,202,798	18.71%	\$	11,228,474	18.54%	\$	10,112,854	16.69%	\$	9,941,104	16.61%
Federal Nonoperating Revenue	\$	5,957,223	9.95%	\$	5,678,573	9.37%	\$	5,583,097	9.21%	\$	5,398,671	9.02%
Investment Income	\$	48,089	0.08%	\$	50,556	0.08%	\$	23,588	0.04%	\$	21,459	0.04%
Gifts	\$	932,693	1.56%	\$	795,052	1.31%	\$	1,022,050	1.69%	\$	1,319,646	2.21%
Other Nonoperating Revenues	\$	1,238	0.00%	\$	-	0.00%	\$	-	0.00%	\$	-	0.00%
TOTAL	\$	59,872,728	100%	\$	60,573,773	100%	\$	60,604,880	100%	\$	59,833,303	100%

Capital Revenue:

Private Capital Grants	\$	161,491	3.08%	\$	1,964,329	49.21%	\$	-	0.00%	\$	-	0.00%
Capital Bond Proceeds from the State	\$	394,384	7.53%	\$	2,027,162	50.79%	\$	1,091,933	100.00%	\$	600	100.00%
Capital Bond Proceeds from the Commission	\$	4,679,184	89.38%	\$	-	0.00%	\$	-	0.00%	\$	-	0.00%
	\$	5,235,059	100.00%	\$	3,991,491	100.00%	\$	1,091,933	100.00%	\$	600	100.00%

\$ 65,107,787

\$ 64,565,264

\$ 61,696,813

\$ 59,833,903

Table 11: Expenses, FY 2012-2015 (Natural)

Operating Expenses:	FY12		FY13		FY14		FY15 (Preliminary)	
Salaries and Wages	\$ 26,079,673	43.50%	\$ 26,729,917	45.61%	\$ 26,828,924	45.21%	\$ 26,211,670	44.11%
Benefits	\$ 8,279,396	13.81%	\$ 6,192,755	10.57%	\$ 5,776,277	9.73%	\$ 6,502,491	10.94%
Supplies and Other Services	\$ 13,747,408	22.93%	\$ 13,827,263	23.59%	\$ 13,431,445	22.63%	\$ 13,206,772	22.23%
Utilities	\$ 3,070,084	5.12%	\$ 3,146,187	5.37%	\$ 3,213,654	5.42%	\$ 3,372,230	5.68%
Student Financial Aid-Scholarships and Fellowships	\$ 2,691,849	4.49%	\$ 2,341,116	3.99%	\$ 2,884,914	4.86%	\$ 2,812,150	4.73%
Depreciation	\$ 5,787,432	9.65%	\$ 6,061,969	10.34%	\$ 6,898,337	11.63%	\$ 7,022,709	11.82%
Fees Assessed by the Commission for Operations	\$ 302,984	0.51%	\$ 309,521	0.53%	\$ 306,012	0.52%	\$ 293,248	0.49%
TOTAL	\$ 59,958,826	100%	\$ 58,608,728	100.00%	\$ 59,339,563	100.00%	\$ 59,421,270	100.00%
Nonoperating Expenses:								
Interest on Indebtedness	\$ 2,293,446	95.28%	\$ 2,115,135	96.16%	\$ 2,129,539	95.50%	\$ 1,993,067	96.89%
Fees Assessed by the Commission for Debt Service	\$ 72,010	2.99%	\$ 37,820	1.72%	\$ 37,820	1.70%	\$ 37,820	1.84%
Loss on Disposal of Equipment	\$ 41,674	1.73%	\$ 46,616	2.12%	\$ 62,393	2.80%	\$ 25,488	1.24%
Other Nonoperating Expenses	\$ -	0.00%	\$ -	0.00%	\$ 126	0.01%	\$ 636	0.03%
TOTAL	\$ 2,407,130	100%	\$ 2,199,571	100%	\$ 2,229,878	100%	\$ 2,057,011	100%
	\$ 62,365,956		\$ 60,808,299		\$ 61,569,441		\$ 61,478,281	

Table 12: Expenses, FY 2012-2015 (Functional)

Operating Expenses:	FY12		FY13		FY14		FY15 (Preliminary)		FY16 (Budgeted))			
Instruction	\$	16,995,968	28.35%	\$	16,875,778	28.79%	\$	16,725,171	28.15%	\$	17,843,512.0	29.45%
Research	\$	1,931	0.00%	\$	6,099	0.01%	\$	19,785	0.03%	\$	289,877.0	0.48%
Public Service	\$	318,019	0.53%	\$	310,778	0.53%	\$	302,961	0.51%	\$	228,894.0	0.38%
Academic Support	\$	3,774,893	6.30%	\$	3,556,330	6.07%	\$	3,343,926	5.64%	\$	3,322,312.0	5.48%
Student Services	\$	4,181,343	6.97%	\$	4,185,763	7.14%	\$	3,882,747	6.54%	\$	3,832,278.0	6.33%
Institutional Support	\$	6,169,867	10.29%	\$	5,765,057	9.84%	\$	6,022,228	10.15%	\$	6,089,710.0	10.05%
Operations and Maintenance	\$	5,412,970	9.03%	\$	5,168,484	8.82%	\$	5,397,367	9.10%	\$	4,764,948.0	7.86%
Student Financial Aid	\$	2,691,849	4.49%	\$	2,341,116	3.99%	\$	2,884,914	4.86%	\$	3,447,751.0	5.69%
Auxiliary Enterprises	\$	14,321,570	23.89%	\$	14,027,833	23.93%	\$	13,658,531	23.02%	\$	13,114,433.0	21.64%
Depreciation	\$	5,787,432	9.65%	\$	6,061,969	10.34%	\$	6,898,337	11.63%	\$	7,362,000.0	12.15%
Other	\$	302,984	0.51%	\$	309,521	0.53%	\$	306,012	0.52%	\$	293,248.0	0.48%
TOTAL	\$	59,958,826	100%	\$	58,608,728	100.00%	\$	59,339,566	100.00%	\$	60,588,963.0	100%

As the tables demonstrate, increased revenue during 2012-2015 has come from increases in tuition and fees and growth in revenue from auxiliary services (room and board, bookstore and the wellness center). Shepherd's tuition and fees remain competitive when compared to other institutions in the state, as well as within our quad-state region. When examining expenses, instruction and academic support services remain a fiscal priority at over 45% of the FY 15 operating budget. When other expenses related to auxiliary services are included, the percentage rises to well above 60%. For the current fiscal year, the following percentages and dollar amounts represent budgeting aligned with operation of the educational enterprise:

Table 13: Percentage of Budget Dedicated to the Educational Enterprise

Operating Expenses	FY 2015 (Preliminary)	Percentage
Instruction	16,725,171	28.15%
Academic Support	3,232,390	5.44%
Student Services	3,872,761	6.52%
Student Financial Aid	2,812,150	4.73%

Financial Ratios

Historically, West Virginia’s Higher Education Policy Commission (WV-HEPC) has assessed each of the state’s public institutions using the four financial ratios that ultimately produce the Consolidated Financial Index or CFI. These four indicators are Primary Reserve, Net Operating Revenues, Return on Net Assets, and Viability. The Composite Financial Index or CFI was developed by KPMG and Prager, Sealy, and Co., LLC for use in higher education. The index provides a composite assessment of financial health. The CFI is calculated from four ratios:

- 1. Primary Reserve Ratio – The primary reserve ratio seeks to answer the question “How long could the university operate using its existing expendable net assets?” The ratio is calculated by dividing expendable net assets by total expenses. A university with a ratio of 0.50 could operate for half of the year or six months.

2. Net Income Ratio – This ratio is calculated by dividing the annual change in unrestricted assets by total unrestricted revenues. The ratio measures in part whether the institution is living within its available resources.
3. Return on Net Assets Ratio – The return on net assets ratio assesses whether the institution’s total assets are increasing or decreasing. It is calculated by dividing the change in net assets by the total net assets at the beginning of the fiscal year.
4. Viability Ratio – This ratio measures an institutions ability to pay off its total debt using available expendable assets. The calculation takes expendable net assets and divides them by total long-term debt.

Table 14: Primary Reserve Ratio Calculation

	FY 2014	FY 2013	FY 2012
Institution unrestricted net assets	1517888.00	-480422.00	3983098.00
Institution expendable restricted net assets	198535.00	577376.00	406465.00
Component Unit (C.U.) unrestricted net assets	-2388213.00	-3016065.00	-3033429.00
C.U. temporarily restricted net assets	6364814.00	3001964.00	3004599.00
C.U. net investment in plant	0.00	0.00	0.00
Numerator Total	5693024.00	82853.00	4360733.00

Table 14: Primary Reserve Ratio Calculation, continued

Institution operating expenses	59339563.00	58608728.00	59958826.00
Institution non-operating expenses	2229878.00	2199571.00	2407130.00
C.U. total expenses	1990437.00	1956456.00	3178075.00
Denominator Total	63559878.00	62764755.00	64611338.00
Primary reserve ratio	0.09	0.00	0.06
Primary reserve strength	0.67	0.01	0.50
Primary reserve weight	0.35	0.35	0.35
Primary reserve CFI	0.24	0.00	0.18

Table 15: Net Operating Reserve Ration Calculation

	FY 2014	FY 2013	FY 2012
Institution operating income (loss)	-15476272.00	-15787610.00	-18228139.00
Institution net non-operating revenues	14511711.00	15554758.00	15734911.00
C.U. change in unrestricted net assets	627852.00	17363.00	-1467065.00
Numerator Total	-336709.00	-215489.00	-3960293.00
Institution operating revenues	43863291.00	42821118.00	41730687.00
Institution non-operating revenues	16741589.00	17754329.00	18142041.00
C.U. total unrestricted revenues	2618289.00	1973819.00	1711010.00
Denominator Total	63223169.00	62549266.00	60651045.00
Net operating revenue ratio	-0.01	0.00	-0.06
Net operating revenue strength	-0.41	-0.27	-4.00
Net operating revenue weight	0.10	0.10	0.10
Net operating revenue CFI	-0.04	-0.03	-0.40

Table 16: Return on Net Assets Ratio Calculation

	FY 2014	FY 2013	FY 2012
Change in net assets plus C.U. change in net assets	4987309.00	11081654.00	1852416.00
Total net assets + C.U. total net assets (beginning of year)	115215592.00	104133938.00	103101256.00
Return on net assets ratio	0.04	0.11	0.01
Return on net assets strength	2.16	5.32	0.90
Return on net assets weight	0.20	0.20	0.20
Return on net assets CFI	0.43	1.06	0.18

Table 17: Viability Ratio Calculation

	FY 2014	FY 2013	FY 2012
Expendable net assets (from Primary Reserve Numerator)	5693024.00	82853.00	4360733.00
Institution long-term debt (total project-related debt)	44727938.00	45270422.00	46644285.00
C.U. long-term debt (total project-related debt)	0.00	0.00	0.00
Total long-term + C.U. debt (total project-related debt)	44727938.00	45270422.00	46644285.00
Viability ratio	0.13	0.00	0.09
Viability strength	0.31	0.00	0.22
Viability weight	0.35	0.35	0.35
Viability CFI	0.11	0.00	0.08

Table 18: Total Composite Financial Scores

	FY 2014	FY 2013	FY 2012
Total Composite Financial Indicator Score	0.74	1.00	0.00
Comment			

Section 3. Three-year Student Loan Cohort Default Rates

Shepherd University has had exemplary cohort default rates, indicating our graduates are successful in using their degrees to obtain careers, thus enabling them to repay their student loans. Recognizing the national downward trend in the economy in 2008 and its potential negative impact on students and future cohort default rates, Shepherd University began a default management communication plan focusing on our monthly U.S. Department of Education Borrower Delinquency Report.

Shepherd monitors three separate groups each month, focusing on students who are 31-60, 151-180, and 271-360 days delinquent. Each communication offers unique guidance and suggestions for avoiding default. This plan, along with enhanced exit counseling communication, formed the foundation for our financial literacy campaign. The goal of the campaign, "Be Legit and Financially Fit," is to provide current students with the tools necessary to formulate solid, basic money

management skills, promoting a life of financial wellness after graduation. In its [institutional compact](#), a state-mandated planning document, Shepherd University has also developed activities related to state-wide goals of lowering the three-year CDR (See pages 29-32 and 46-53). The overall goals include:

- Improve students' understanding of financial concepts and services;
- Empower them to make financial choices; and
- Take actions to improve their present and long-term financial being.

Targeted activities include:

- Conduct financial literacy stand-alone courses as part of the First-Year Experience program;
- Include financial literacy as a component of existing program-specific freshman seminars;
- Require financial literacy for provisionally-admitted students;
- Conduct student loan counseling for graduating seniors and graduate students;
- Have students complete Financial Awareness counseling;

As we move toward the report out for the three-year default rate calculation for the 2013 cohort, we are confident these strategies and activities will continue to better position our students to repay their debt, thus maintaining the institution's low default rates (See Table 6). Shepherd's [Office of Financial Aid](#) web pages and the [Consumer Information](#) page provide the following information to assist students with issues regarding financial aid:

Student Financial Assistance

- [Assistance Available from Federal, State, Local and Institutional Programs](#)
- [Be Legit and Financially Fit](#): Tools necessary to formulate solid, basic money management skills promoting a life of financial wellness.
- [Exit Counseling for Student Borrowers](#)
- [Federal Student Financial Aid Penalties for Drug Law Violations](#)
- [Financial Aid Disbursement](#): See General Overview of Loans
- [Initial Loan Counseling for Student Borrowers](#)
- [Institutional Code of Conduct for Education Loans](#)
- [Student Loan Information](#)
- [Refund Policy](#)
- [Return of Federal Aid after withdrawal](#)
- [Satisfactory Academic Progress : \(SAP\)](#)
- [Withdrawal from a course](#)
- [Withdrawal from the University](#)

Table 19: Shepherd University Three-Year Cohort Default Rates (CDR)

	FY10	FY11	FY12
Shepherd University	10.7%	11.4%	7.6%
West Virginia Institutions	16.2%	18.2%	18.2%
National Average	14.7%	13.7%	11.8%

Section 4. Campus Crime Reporting

The [Shepherd University Police Department](#), which houses the Office of Public Safety, publishes the [Annual Campus Security and Fire Safety Report](#). This report is made available to the campus, reported to the Shepherd University Board of Governors, and is posted online as a PDF document on the [SU-Police Department](#) web pages. This report, which contains information on the Clery Act is also available on the [Consumer Information](#) web page.

Shepherd University is committed to maintaining a safe campus environment and to the swift prosecution of criminal offenders. The full benefit of academic freedom is experienced by faculty and students when the University community is free of violence or other criminal activity. The University makes information regarding crime reporting available to students and employees in compliance with federal and state policies. The links on the [SU-Police Department](#) web pages provide the following:

- [Annual Campus Security and Fire Safety Report](#) and [Daily Crime Log](#)
- [Emergency Phone Numbers](#)
- [FAQs](#)
- Police department [location](#) and [staff](#)
- [Rave Alert System](#)
- [Resources and Related Links](#)

Shepherd University also has a committee who gather the crime statistics throughout the year and help produce the Annual Security and Fire Safety Report. When notified of a crime, the committee members document the crime and report it. The crimes are then classified within the guidelines set forth in the most updated version of the published Clery Act.

The Clery Compliance Committee members include:

- Chief of Police, John P. McAvoy, Chair
- Athletic Director, B.J. Pumroy
- Director of Counseling, Barbara Byers
- Dean of Students, Dave Cole
- Director of Residence Life, Elizabeth Sechler
- Associate Director of Residence life, Ellisa Woodbrey
- Assistant Vice President of Student Affairs, Holly Frye

In addition to providing information on how to report a crime and providing statistics on an annual basis, the [Annual Campus Security and Fire Safety Report](#) provides information concerning the prevention of crimes, as well as University policies on sexual assaults and offenses, alcohol, firearms, and narcotics.

Section 5. Student Right to Know Information

Title IV responsibilities require that institutions provide graduation/completion for the student body by gender, ethnicity, receipt of Pell grants, and other data as well as information about the process for withdrawing as a student, cost of attendance, refund and return of Title IV policies, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate.

The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008, requires institutions to provide easy access to information for students. This page contains links to information resources for prospective and enrolled students. Shepherd University has accomplished this through its [Consumer Information](#) page, which contains a wealth of information in compliance with this federal regulation. The information is available through the drop-down menus under current student, future student and faculty/staff on the Shepherd [homepage](#).

The following links are provided, with updates occurring on a regular basis through the webmaster and the Accreditation Liaison Office (ALO):

Institutional Information

- [Academic Dishonesty](#)
- [Academic Programs](#)
- [Career and Job Placement Services](#)
- [Complaint Process](#)
- [Co-operative Education Services](#)
- [Credit Hour Definition](#)
- [U.S. Copyright Law](#)
- [Emergency Information](#)
- [Faculty](#)
- [Graduate Faculty](#)

- [Financial Reporting Home Page](#)
- [Instructional Facilities](#)
- [Refund Policy and Requirements for Withdrawal and Return of Federal Financial Aid](#)
- [Net Price Calculator](#)
- [Price of Attendance](#)
- [Privacy of Student Records-Family Education Rights and Privacy Act \(FERPA\)](#)
- [Student Activities and Information](#)
- [Student Diversity](#)
- [Support Services and Facilities for Students with Disabilities](#)
- [Technology Acceptable Use and Security Policies](#)
- [Textbook Information](#)
- [Transfer Admissions and Credit Policies](#)
- [Transfer Articulation Agreements](#)
- [Veterans and Students with Military Service](#)

Shepherd University Profile: [2015 Factbook](#)

Shepherd University Voluntary System of Accountability (VSA): [College Portrait](#)

Accreditations & Affiliations

[Higher Learning Commission \(HLC\)](#)

[National Council for Accreditation of Teacher Education \(NCATE\)](#)

[Commission on Collegiate Nursing \(CCNE\)](#)

[Council of Public Liberal Arts Colleges \(COPLAC\)](#)

[Council on Social Work Education \(CSWE\)](#)

[National Association of Schools of Music \(NASM\)](#)

[West Virginia Board of Examiners for Registered Professional Nurses \(WVBOERN\)](#)

[International Assembly for Collegiate Business Education \(IACBE\)](#)

[National Recreation and Park Association \(NRPA\) Council on Accreditation of Parks, Recreation, Tourism and Related Professions \(COAPRT\)](#)

[National Association of Schools of Art and Design \(NASAD\)](#)

Student Financial Assistance

- Assistance Available from Federal, State, Local and Institutional Programs

- [Be Legit and Financially Fit](#): Tools necessary to formulate solid, basic money management skills promoting a life of financial wellness.
- [Exit Counseling for Student Borrowers](#)
- [Federal Student Financial Aid Penalties for Drug Law Violations](#)
- [Financial Aid Disbursement](#): See General Overview of Loans
- [Initial Loan Counseling for Student Borrowers](#)
- [Institutional Code of Conduct for Education Loans](#)
- [Student Loan Information](#)
- [Refund Policy](#)
- [Return of Federal Aid after withdrawal](#)
- [Satisfactory Academic Progress](#) : (SAP)
- [Withdrawal from a course](#)
- [Withdrawal from the University](#)

Education Programs

Teacher Preparation Program: [Shepherd-Title II Report](#)

Athletics

The most current information may also be found by clicking [here](#) and using the search tool for Shepherd University, Mountain East Conference.

- [Intercollegiate Athletic Program Participation Rates](#)
- Academic Success Rates (ASR) and Graduation Success Rates (GSR) of Student Athletes: [2005-2008 ASR Report](#); [0809 Institution Report – GSR](#)
- [Financial Support Data](#) (Equity In Athletics Disclosure Act)

Health And Safety

- [Drug and Alcohol Policies](#)
- [Drug and Alcohol Abuse Prevention Program](#)
- [AOD Prevention Program](#)
- [Shepherd University Interpersonal Violence Resource Center](#): This includes information on sexual harassment, reporting options, resources, victim rights and advocacy, and Title IX information.
- [Suicide Prevention \(Jamie's Law\)](#)
- [Vaccination/Immunization Policies](#)
- [Campus Safety Policies](#)
- [Clery Act Information and Annual Crime Statistics Report](#)
- [Crime Log](#)

- [Fire Safety Policies](#)
- [Annual Security and Fire Safety Report](#)

Student Outcomes

- [Retention Rate](#)
- [Graduation Rates \(Student Right-to-Know Act\)](#)
- [Transfer-out Rates \(Student Right-to-Know Act\)](#)
- [Graduation Rates for Students Receiving Athletically Related Student Aid: 2005-2008 ASR Report \(Student Right-to-Know Act\)](#)
- [Transfer-out Rates for Students Receiving Athletically Related Student Aid \(Student Right-to-Know Act\)](#)
- [Job Placement and Satisfaction of Graduates](#)
- [Licensure Pass Rates](#)
- [VSA-College Portrait Future Plans Survey of Bachelor's Degree Recipients](#)

Voter Registration

Picking The Right College Is A Big Decision: The first step is getting information to help you make the right choice. The [College Portrait](#) is a source of basic, comparable information about public colleges and institutions presented in a user-friendly format.

NOTE: This page covers a broad range of topics provide essential understandings and tools to encourage a successful academic experience, as mandated by federal requirements set forth in the Higher Education Act of 1965 (amended in 1988 and 2008).

Shepherd University's retention and graduation rates are published in the [Shepherd University Profile](#), and this information is available on web pages, such as in the [data section](#) (see [student demographics](#)) of the Office of Institutional Research and in the [institutional compact](#). The [Office of Institutional Research](#) (OIR) maintains data on student identity, completion, graduation, and retention rates. Tables 7, 8, and 9 directly demonstrate the evidence that is available to students and to the public. Appendix B contains additional student, faculty and staff demographic information that was also provided in Shepherd's 2012 Institutional Snapshot.

Table 20: Six-year Graduation Rates

Only baccalaureate-seeking students receiving baccalaureate degrees are included here.

	N in cohort	Graduated in six years		Enrolled in seventh fall		Total grad / still enrolled	
		N	%	N	%	N	%
Fall 1999	565	227	40.2%	23	4.1%	250	44.2%
Fall 2000	557	237	42.5%	28	5.0%	265	47.6%
Fall 2001	526	183	34.8%	29	5.5%	212	40.3%
Fall 2002	614	238	38.8%	38	6.2%	276	45.0%
Fall 2003	629	279	44.4%	35	5.6%	314	49.9%
Fall 2004	642	275	42.8%	39	6.1%	314	48.9%
Fall 2005	657	304	46.3%	28	4.3%	332	50.5%
Fall 2006	688	299	43.5%	30	4.4%	329	47.8%
Fall 2007	691	262	37.9%	26	3.8%	288	41.7%
Fall 2008	698	278	39.8%	27	3.9%	305	43.7%
Total	6267	2582	41.2%	303	4.8%	2885	46.0%

Data from Office of Institutional Research.

N in cohort is the number of first-time, full-time freshmen (FTIC) entering in the listed fall. This is the standard IPEDS graduation cohort.

Graduated in six years: Those students out of the initial cohort who graduated within six years of entry (that is, before the seventh fall semester).

For example, a student entering in Fall 2003 would have to have graduated by the end of Summer 2009 to be listed here.

Enrolled in seventh fall: Those students out of the initial cohort who did not graduate within six years, but were still enrolled at Shepherd in the seventh fall after admission (inclusive).

For example, a student entering in Fall 2003 who had not graduated but was still enrolled as of Fall 2009 would be listed here.

Total grad / still enrolled is the total of students who have either graduated within six years or are still enrolled.

Note: Cohorts have **not** been modified to remove students who were transferred to the CTC as part of the split in Fall 2005. These are the data as submitted to IPEDS.

Table 21: One-year Retention Rates

Only baccalaureate-seeking students receiving baccalaureate degrees are included here.

	N in cohort	Enrolled in second fall	
		N	%
Fall 2001	521	343	65.8%
Fall 2002	601	412	68.6%
Fall 2003	621	444	71.5%
Fall 2004	642	443	69.0%
Fall 2005	657	457	69.6%
Fall 2006	688	458	66.6%
Fall 2007	691	452	65.4%
Fall 2008	698	463	66.3%
Fall 2009	786	554	70.5%
Fall 2010	759	513	67.6%
Fall 2011	783	496	63.3%
Fall 2012	747	511	68.4%
Fall 2013	676	461	68.2%
Total	8870	6007	67.7%

Data from Office of Institutional Research.

N in cohort is the number of first-time, full-time freshmen (FTIC) entering in the listed fall. This is the standard IPEDS graduation cohort.

Enrolled in second fall: Those students out of the initial cohort who returned for their second fall semester the next year, as of the WV-HEPC Fall census freeze date (Oct. 1 or so).

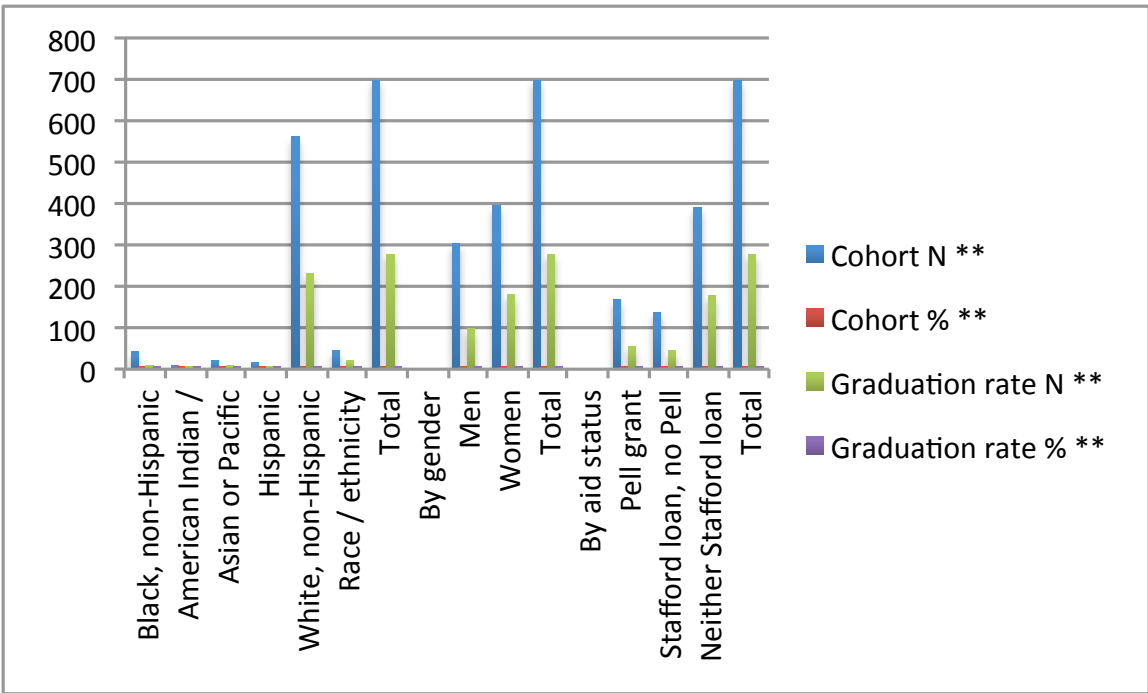
For example, a student entering in Fall 2009 who returned for Fall 2010 would be listed here.

Note: Cohorts have been modified to remove students who were transferred to the CTC as part of the split in Fall 2005. This affects cohorts entering between Fall 2001 and Fall 2004 inclusive.

Table 22: Six-year Graduation Rates for Targeted Student Populations

Rates for full-time, first-time-in-college freshmen entering in Fall 2008, by race/ethnicity and gender

Fall 2008	Cohort		Graduation rate	
	N	%	N	%
By race / ethnicity				
Nonresident alien	**	**	**	**
Black, non-Hispanic	43	6.2%	10	23.3%
American Indian / Alaska Native	9	1.3%	3	33.3%
Asian or Pacific Islander	21	3.0%	8	38.1%
Hispanic	16	2.3%	5	31.3%
White, non-Hispanic	562	80.5%	231	41.1%
Race / ethnicity unknown	46	6.6%	21	45.7%
Total	698	100.0%	278	39.8%
By gender				
Men	303	43.4%	98	32.3%
Women	395	56.6%	180	45.6%
Total	698	100.0%	278	39.8%
By aid status				
Pell grant	169	24%	55	32.5%
Stafford loan, no Pell grant	138	19.8%	45	32.6%
Neither Stafford loan nor Pell grant	391	56.0%	178	45.5%
Total	698	100.0%	278	39.8%



The graduation rate includes those baccalaureate-seeking, full-time, first-time-in-college students entering in Fall 2008 and completing degrees within 150% of the usual time to completion (six years for the baccalaureate degree). ** within the data indicates a category with three or fewer students. This information is suppressed due to student privacy issues.

Please note: The race / ethnicity categories used here were those in use at the time of admission of this group of students. New categories have been defined by the federal OMB since that time, and are in place for current reporting. However, as it is not possible to gather sufficiently comprehensive information to reclassify this group of students into the new categories, the older categories are used here.

Section 6. Satisfactory Academic Progress and Attendance Policies

The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program. Document that these policies are readily available to students, satisfy state or federal requirements, and are being appropriately applied by the institution in individual student situations

Shepherd University articulates the expectations for students to maintain Satisfactory Academic Progress (SAP) through the following online policies and resources:

- [Office of Financial Aid](#) web pages;
 - [SAP Policy](#);
 - [FAQs](#);
 - [SAP Appeal form](#); [Level 2 form](#);
 - [Standards of SAP](#) and how to appeal;
 - [Extenuating circumstances](#);
 - Undergraduate scholarship [application](#), noting the SAP requirement;
- Academic Advisement Center advisement [pre-planning worksheet](#);
- Financial Aid and Scholarship Information through the [online catalog](#); Graduate information is available [here](#);
- [Consumer Information](#) web page;

Attendance Policies

To comply with federal regulations regarding disbursement of financial aid funds and to minimize the possibility of disbursing financial aid funds to students who have pre-registered, but then decide not to attend, Shepherd University asks students to confirm their intent to begin each semester for which they have pre-registered. This is normally accomplished during the billing process, where pre-registered students (even those who do not have a tuition balance because of financial aid) must return a confirmation stub to the University. With that confirmation in hand, financial aid can disburse funds to the student for tuition payment.

Some financial aid recipients fail to pre-register and must be confirmed by some other means. Prior to and during the first week of class, regular e-mails from the Business Office urge these students to confirm directly to the Business Office. On or before the second week of classes, faculty receive an e-mail from the Office of the Registrar, asking them to confirm the attendance of any remaining non-confirmed students on their class rosters. Where the student fails to confirm, and the faculty member(s) indicate that the student has not attended, these students are dropped entirely from the roll for that that semester.

Additionally, the Office of Financial Aid has a posted [attendance policy](#) for all students, both undergraduate and graduate, receiving financial aid. The policy outlines the expectation for attendance and the ramifications of not attending classes. Midterm grades, along with last date of attendance reported by

faculty, are used as the basis for determining a student’s attendance and financial aid eligibility. The online catalog also defines expectations and exceptions for [student attendance](#).

Additional Information Regarding Financial Assistance for Students

In addition to federal and state reporting cycles for financial aid, Shepherd University also provides an annual update to the institutional Board of Governors regarding distribution of financial assistance to students. The following information is excerpted from the report provided at the [December 3, 2015](#) meeting.

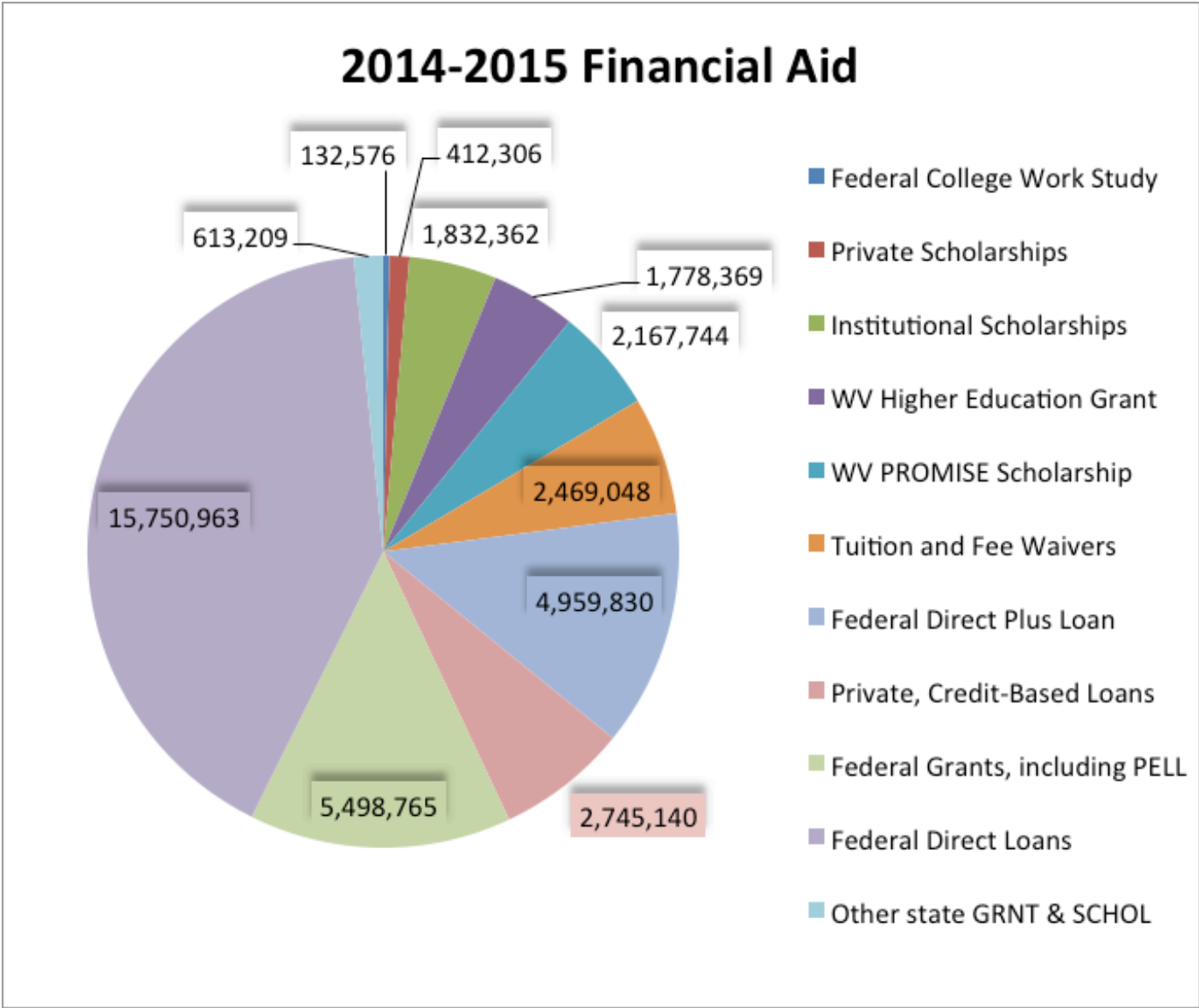
Table 23: First Generation College Students Receiving Aid

Year	FAFAs Received	FAFSAs Enrolled	FAFSAs Enrolled With Aid
2015-2016	2157	1164	1106
2014-2015	2507	1195	1143
2013-2014	2751	1362	1294
2012-2013	2782	1425	1344

Table 24: [Promise](#) Scholarship Recipients Currently at the University

Year	Freshman Promise Reipients	Percentage Who Kept the Scholarship
2015-2016	140	Ongoing for next year’s repot
2014-2015	149	74%
2013-2014	150	77%
2012-2013	167	82%

EXAMPLE 4: 2014-2015 FINANCIAL AID



Section 7. Contractual Relationships

Disclose contracts with third-party entities not accredited by a federally recognized accrediting agency.

Shepherd University does not currently have contractual relationships with any third-party entities that are not accredited by a federally recognized accrediting agency.

Section 8. Consortial Relationships

Disclose consortial relationships with other entities accredited by a federally recognized accrediting agency.

Through the [WVROCKS](#) initiative launched by the West Virginia Higher Education Policy Commission, adult students at Shepherd University have found greater success in completing a four-year degree. WVROCKS is an acronym for West Virginia's Remote Online Collaborative Knowledge System, which offers Regents Bachelor of Arts (R.B.A.) courses online from different institutions throughout the state. The mission of [WVROCKS](#) is to provide a high quality, student-focused, engaging, eLearning higher education collaborative.

Each campus admits and registers students, handles financial aid, collects tuition, lists all courses in their schedule of classes and administers grades and degrees.

The eight-week, online courses include a wide variety of topics and focus area. WVROCKS provides a standard syllabus and course template for each class, offers faculty development, coordinates the development of peer-reviewed compressed courses and equips students with a single sign-on to access classes through a web portal.

“According to the College Foundation of West Virginia, nearly a third of the college students in West Virginia are older than 25. Adults are returning to the classroom to earn a degree or to finish one they started earlier in life to secure the higher paying jobs that typically come with a college diploma,” said Dr. Roxann Humbert, Statewide Director of Higher Education eLearning.

According to a 2012 Lumina Foundation for Education report, in 2010, more than 199,000 West Virginia working-age adults (ages 25-64) or almost 20 percent of the state’s adult population had some college credits but no degree. Of these adults, more than 30 percent earned more than 60 hours of college credit.

Required Information for Students and the Public

The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program. Document that these policies are readily available to students, satisfy state or federal requirements, and are being appropriately applied by the institution

The following information regarding required information for the student and the public is available online through Shepherd University's [home page](#):

[Online Catalog](#)

[Student Handbook](#)

[Faculty Handbook](#)

[Staff Handbook](#)

[Supervisor's Handbook](#)

[Class Schedules](#)

[Faculty Roster](#)

[Graduate Faculty](#)

Disclosure information is conveniently contained in one location, the [Consumer Information](#) page. Additional data points and information are located on the web pages of the [Office of Institutional Research](#) (see [data](#) pages).

Advertising and Recruitment Materials and Other Public Information

1. Demonstrate that advertisements and recruiting materials provides accurate, timely, and appropriately detailed information to current and prospective students and that information about the institution's accreditation status with the Commission and other accrediting agencies is clear and accurate.

Through its [website](#), Shepherd University offers an extensive set of resources available to students (future and current), parents and families, alumni, staff, faculty, visitors and community members. Drop-down menus under each targeted population contain website links to academics, admissions, arts, athletics, library, email, and student/staff directory. A customized search engine through Google is provided. The [Consumer Information](#) page provides links to the campus profile (fact book), facts and figures, and links to information about student life, academic life, administration, history and tradition, and life in Shepherdstown. Through the home page there are also links to institutional and programmatic [accreditations](#), as well as institutional planning documents.

The Consumer Information page demonstrates Shepherd's compliance with the Higher Education Act, and contains important institutional information, accreditations and affiliations, financial aid information, Title II report for Teacher Education, athletic program participation and graduation rates, health and safety information, and student outcomes such as retention, graduation and licensure pass rates.

The University [home page](#) provides clear pathways to important admissions, class schedules, financial aid, and bursar/cashier's office sites. The site is also dynamic, with a news spotlight that promotes student, staff, and faculty accomplishments, as well as headlines in university news. The university and specific programs also maintain a presence through social media outlets such as FaceBook, Instagram, Flickr, Twitter and Linkedin. Each of these social media outlets can be reached from our home page (lower r.h. corner) and connects Shepherd University with its internal and external stakeholders, sharing information on the institution and its programs with students, families, and alumni around the world

2. Demonstrate that the institution provides such information to current and prospective students about its programs, locations, and policies.

See information provided in #1.

3. Provide the team with a link to the Mark of Affiliation on the institution's web site.

The University [home page](#), there is a links for [accreditations](#) and institutional planning. The HLC Mark of Affiliation is found on this [page](#).

Review of Student Outcome Data

1. Demonstrate that the institution collects information about student outcomes.
2. Provide evidence that information collected about student outcomes informs planning, program review, assessment, etc.

The [Consumer Information](#) page provides information on student outcomes data as it relates to future plans, employment and licensure pass rates.

Additional data points and information are located on the web pages of the [Office of Institutional Research](#) (see [data](#) pages). Outcome data is a regular component of the program review process at Shepherd University.

The WV-HEPC Series 10 Policy Regarding Program Reviews states, “Additionally, each governing board as part of the review is to require the institution(s) under its jurisdiction to conduct periodic studies of graduates and their employers to determine placement practices and the effectiveness of the education experience.”

Shepherd's program review process contains a section dedicated to the success of graduates. Programs faculty members regularly stay in touch with graduates via social media, provide advisement and guidance for potential graduate programs and write recommendation letters for those students wishing to pursue advanced

study. The institution has recognized the challenges with a system that is decentralized and one that provides anecdotal evidence vs. a centralized system overseen by alumni affairs. Currently this unit is in the process of addressing the challenges involved in maintaining contact with our alumni.

Licensure Pass Rates

Licensure pass rates provide further evidence demonstrating the ability of our graduates to meet national and professional standards. When benchmarks are not reached, programs have modified and aligned curriculum with these standards, hired staff, and held test preparation workshops, to ensure increased success rates on licensure exams. These [pass rates](#) for teacher education, nursing and social work are documented on Shepherd's [consumer information](#) page.

Standing with State and Other Accrediting Agencies

Institutions are required to disclose information about any relationship with a specialized, professional, or institutional accreditor and with all governing or coordinating bodies in states in which the institution has a presence.

Shepherd University is currently in good standing with its regional accreditor, the Higher Learning Commissions, as well as other state agencies and accrediting bodies.

Shepherd's accreditations and affiliations are listed in the following places on its webpages:

- The [Accreditation](#) web page, also accessible from the bottom of the Shepherd [homepage](#). This page also contains the HLC "Mark of Affiliation" that takes you to the [verification](#) of Shepherd's status on the HLC website.
- [Consumer Information](#) web page.
- [Academic Affairs](#) web pages
- Through the online catalog, where the following statement is provided:

Shepherd University is accredited by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, 800-621-7440 www.ncahigherlearningcommission.org. Individual programs are accredited by the Council on Social Work Education, the National Association of Schools of Music, West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN), Commission on Collegiate Nursing Education (CCNE), the National Council for the Accreditation of Teacher Education, and the International Assembly for Collegiate Business Education. [The National Recreation and Park Association (NRPA) Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) and National Association of Schools of Art and Design (NASAD) action letters came after the deadline for the 2015-2016 catalog, but are included on the accreditations web page.

The accreditations and affiliations include the following*:

[Higher Learning Commission](#)

[National Council for Accreditation of Teacher Education \(NCATE\)](#)

[Commission on Collegiate Nursing \(CCNE\)](#)

[Council of Public Liberal Arts Colleges \(COPLAC\)](#)

[Council on Social Work Education \(CSWE\)](#)

[National Association of Schools of Music \(NASM\)](#)

[West Virginia Board of Examiners for Registered Professional Nurses \(WVBOERN\)](#)

[International Assembly for Collegiate Business Education \(IACBE\)](#)

[National Recreation and Park Association \(NRPA\) Council on Accreditation of Parks, Recreation, Tourism and Related Professions \(COAPRT\)](#)

[National Association of Schools of Art and Design](#)

*Each hyperlink leads to an action letter from the accrediting or affiliated body, or to their website demonstrating Shepherd University's current status with the organization. The NASAD notice of initial accreditation was received in October 2015, and the 2016-2017 update of the catalog will reflect the addition of this accreditation.

Public Notification of Opportunity to Comment

In compliance with the Commissions' goals and expectations regarding public notice and solicitation of third-party comments as part of the accreditation visit, internal and external stakeholders were notified using a variety of methods. Supporting documents are found in Appendix A.

Shepherd University published announcements for its comprehensive evaluation visit and third party comment in early January 2016. University Communications created a [press release](#) and a display ad for local publications in Shepherd University's service area. Newspapers include *Martinsburg Journal*, *Shepherdstown Chronicle*, *The Spirit of Jefferson*, *Hagerstown Herald Mail* and the *Morgan Messenger*. An announcement was published on the University's website and featured in the Shepherd "Spotlight" found at the bottom of the [homepage](#). Information was also sent to the student newspaper, *The Picket*. All announcements directed readers to the HLC website for detailed information about the third-party comment process.

APPENDIX A: Public Notices of Third-Party Comment

Public Notification of Opportunity to Comment

Press Release, News Clippings and Web Presence

Comments sought before HLC accreditation visit March 7 and 8

ISSUED: 6 January 2016 • MEDIA CONTACT: Valerie Owens

SHEPHERDSTOWN, WV — The Higher Learning Commission and Shepherd University seek comments from the public about the university in preparation for Shepherd’s periodic evaluation by its regional accrediting agency. The university will host a visit with a team representing the Higher Learning Commission March 7 and 8.

Shepherd University has been accredited by the Higher Learning Commission since 1950. The team will review the institution’s ongoing ability to meet the commission’s Criteria for Accreditation.

The public is invited to submit comments in writing regarding Shepherd University to: Third-Party Comment on Shepherd University, The Higher Learning Commission, 230 South LaSalle Street, Suite 7500, Chicago, IL 60604-1411. Comments must address substantive matters related to the quality of the institution or its academic programs.

The public also may submit written comments on the commission’s website: www.hlcommission.org/HLC-Institutions/third-party-comment.html.

All comments must be received by February 7.

Shepherd’s accreditation documents may be viewed at www.shepherd.edu/accreditation.

*NOTE: Screen shot from the Shepherd home page, under “spotlight:” <http://www.shepherd.edu>



The information on the following pages represents press clips complied by University Communications. The links are found here: <http://www.shepherd.edu/weekly-news-clips/>. Please reference the press clips for the month of January.

Call for Comments Notice

The Higher Learning Commission and Shepherd University seek comments from the public about the university in preparation for its periodic evaluation by its regional accrediting agency. Shepherd University will host a visit March 7-8, 2016, with a team representing the Higher Learning Commission.

Shepherd University has been accredited by the Higher Learning Commission since 1950. The team will review the institution's ongoing ability to meet the commission's Criteria for Accreditation.

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Third-Party Comment on Shepherd University
The Higher Learning Commission
230 South LaSalle Street, Suite 7500
Chicago, IL 60604-1411

The public may also submit comments on the commission's website: www.hlcommission.org/HLC-Institutions/third-party-comment.html

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing.

All comments must be received by February 7, 2016.

Shepherd's accreditation documents may be viewed at: www.shepherd.edu/accreditation/

UNIVERSITY COMMUNICATIONS

Committed to
Excellence.

HLC Accreditation Visit
March 7-8, 2016

**Comments
sought before
HLC accreditation
visit March 7 and
8**

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Shepherd University Clips

Martinsburg Journal, January 8, 2016

Commission seeks public comments

SHEPHERDSTOWN - The Higher Learning Commission and Shepherd University seek comments from the public about the university in preparation for Shepherd's periodic evaluation by its regional accrediting agency. The university will host a visit with a team representing the Higher Learning Commission March 7 and 8.

Shepherd University has been accredited by the Higher Learning Commission since 1950. The team will review the institution's ongoing ability to meet the commission's Criteria for Accreditation.

The public is invited to submit comments in writing regarding Shepherd University to: Third-Party Comment on Shepherd University, The Higher Learning Commission, 230 South LaSalle Street, Suite 7500, Chicago, IL 60604-1411. Comments must address substantive matters related to the quality of the institution or its academic programs.

The public also may submit written comments on the commission's website: www.hlcommission.org.

www.hlcommission.org/HLC-Institutions/third-party-comment.html.

All comments must be received by Feb. 7.

Shepherd's accreditation documents may be viewed at www.shepherd.edu/accreditation.




Shepherd University Clips



Hagerstown Herald-Mail, January 7, 2016


Public comment sought as Shepherd seeks accreditation



Story



Comments

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Posted: Wednesday, January 6, 2016 7:00 pm | Updated: 7:05 pm, Wed Jan 6, 2016.

SHEPHERDSTOWN, W.Va. — The Higher Learning Commission and Shepherd University are seeking public comments about the college in preparation for the school's periodic evaluation by its regional accrediting agency.

The university will host a visit with a team representing the commission on March 7 and 8. The team will review the institution's ongoing efforts to meet the panel's accreditation criteria.

Comments must address substantive matters related to the quality of the institution or its academic programs.

The public is invited to submit comments in writing to Third-Party Comment on Shepherd University, Higher Learning Commission, 230 S. LaSalle St., Suite 7500, Chicago, IL 60604-1411.

The public also may submit written comments on the commission's website at www.hlcommission.org/hlc-institutions/third-party-comment.html.

All comments must be received by Feb. 7.

Shepherd has been accredited by the commission since 1950.

The university's accreditation documents may be viewed at www.shepherd.edu/accreditation.

Shepherd University Clips

Morgan Messenger, January 13, 2016

Shepherd seeks public comments

The Higher Learning Commission and [Shepherd University](#) seek comments from the public about the university in preparation for Shepherd's periodic evaluation by its regional accrediting agency.

The university will host a visit with a team representing the Higher Learning Commission March 7 and 8.

[Shepherd University](#) has been accredited by the Higher Learning Commission since 1950. The team will review the institution's ongoing ability to meet the commission's Criteria for Accreditation.

The public is welcome to submit in writing regarding [Shepherd University](#) to Third- Party Comment on Shepherd University, The Higher Learning Commission, 230 South LaSalle Street, Suite 7500, Chicago, IL 60404- 1411.

Comments must address substantive matters related to the quality of the institution or its academic programs. All comments must be received by February 7.

Shepherd University Clips

Shepherdstown Chronicle, January 15, 2016

Shepherd seeks public comments before HLC accreditation visit

January 15, 2016

Shepherdstown Chronicle

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The Higher Learning Commission and Shepherd University seek comments from the public about the university in preparation for Shepherd's periodic evaluation by its regional accrediting agency. The university will host a visit with a team representing the Higher Learning Commission March 7 and 8.

Shepherd University has been accredited by the Higher Learning Commission since 1950. The team will review the institution's ongoing ability to meet the commission's Criteria for Accreditation.

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All comments must be received by Feb. 7.

Shepherd's accreditation documents may be viewed at www.shepherd.edu/accreditation.

APPENDIX B

*Student Demographics Information
supplied by the Shepherd University
(see [data](#) pages)*

Age Range of Undergraduate Students

Data derive from WV-HEPC census-date file submissions.

	Fall 2012			Fall 2013			Fall 2014		
	Credit	Non-credit	Total	Credit	Non-credit	Total	Credit	Non-credit	Total
	N	N	N	N	N	N	N	N	N
24 and under	3173	1	3174	3051	1	3052	2902	3	2905
25 and older	977	61	1038	939	53	992	874	74	948
Total	4150	62	4212	3990	54	4044	3776	77	3853

Enrollments by Class Level(freshman-senior)

	Fall 2012			Fall 2013			Fall 2014		
	Credit	Non-credit	Total	Credit	Non-credit	Total	Credit	Non-credit	Total
	N	N	N	N	N	N	N	N	N
Freshman	1099	0	1099	1001	0	1001	917	0	917
Sophomore	757	0	757	702	0	702	677	0	677
Junior	849	0	849	816	0	816	759	0	759
Senior	1145	0	1145	1172	0	1172	1135	0	1135
Total	3850	0	3850	3691	0	3691	3488	0	3488

Residency Status of Students Who Come to a Campus/Site for Instruction

	Fall 2012			Fall 2013			Fall 2014		
	Credit	Non-credit	Total	Credit	Non-credit	Total	Credit	Non-credit	Total
	N	N	N	N	N	N	N	N	N
In-state resident	2452	56	2508	2361	50	2411	2226	69	2295
Out-of-state resident	1674	6	1680	1608	4	1612	1512	8	1520
Non-US resident	16	0	16	13	0	13	16	0	16
Total	4142	62	4204	3982	54	4036	3754	77	3831

Only students receiving instruction on campus (that is, students not receiving all instruction online) are included.

Note: "Non-US resident" corresponds to non-citizen. Since the criteria for this table include only students who come to campus for instruction, and Shepherd's campus is not within easy commuting distance of any other country, no non-US residents are listed here.

Undergraduate Students by Status (degree and non-degree)

Note: From Fall 2013 onward, the IPEDS data separate non-degree students by level. So, these numbers may not agree with the IPEDS / AIDU data before Fall 2013.

		Fall 2013						Fall 2014						Five- year totals					
		Credit students			Non-credit students			Credit students			Non-credit students			Credit students			Non-credit students		
		Undergra d DS	Undergra d non-DS	Total	Undergra d DS	Undergra d non-DS	Total	Undergra d DS	Undergra d non-DS	Total	Undergra d DS	Undergra d non-DS	Total	Undergra d DS	Undergra d non-DS	Total	Undergra d DS	Undergra d non-DS	Total
		N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Male	Nonresident alien	7	0	7	0	0	0	8	1	9	0	0	1	34	1	35	0	0	1
	Other / Unknown	62	5	67	0	1	1	33	5	38	0	1	1	449	25	474	0	4	4
	Hispanic Latino	41	6	47	0	0	0	39	3	42	0	0	0	222	24	246	0	0	0
	American Indian Alaska Native	8	4	12	0	0	0	6	8	14	0	0	0	51	14	65	0	0	0
	Asian	28	5	33	0	0	0	27	2	29	0	0	0	132	15	147	0	0	0
	Black or African American	169	5	174	0	0	0	169	6	175	0	0	0	778	18	796	0	1	1
	Native Hawaiian OPI	2	0	2	0	0	0	1	0	1	0	0	0	9	0	9	0	0	0
	White	1204	153	1357	0	20	20	1109	129	1238	0	24	24	6032	676	6708	0	99	99
	Two or more races	2	2	4	0	0	0	8	1	9	0	0	0	31	4	35	0	0	0
	Total	1523	180	1703	0	21	21	1400	155	1555	0	25	25	7738	777	8515	0	104	104
Female	Nonresident alien	6	0	6	0	0	0	7	0	7	0	0	0	28	0	28	0	0	0
	Other / Unknown	54	4	58	0	1	1	27	3	30	0	0	0	454	28	482	0	5	5
	Hispanic Latino	56	2	58	0	0	0	59	3	62	0	0	0	281	20	301	0	0	0
	American Indian Alaska Native	9	1	10	0	0	0	9	2	11	0	0	0	54	9	63	0	0	0
	Asian	44	2	46	0	0	0	38	1	39	0	0	0	203	12	215	0	0	0
	Black or African American	142	1	143	0	1	1	132	5	137	0	1	1	626	15	641	1	2	3
	Native Hawaiian OPI	3	1	4	0	0	0	2	0	2	0	1	1	9	2	11	0	2	2
	White	1853	103	1956	0	31	31	1792	117	1909	0	50	50	9136	635	9771	2	179	181
	Two or more races	5	1	6	0	0	0	23	1	24	0	0	0	47	2	49	0	0	0
	Total	2172	115	2287	0	33	33	2089	132	2221	0	52	52	10838	723	11561	3	188	191
Total	Nonresident alien	13	0	13	0	0	0	15	1	16	0	0	0	62	1	63	0	0	0
	Other / Unknown	116	9	125	0	2	2	60	8	68	0	1	1	903	53	956	0	9	9
	Hispanic Latino	97	8	105	0	0	0	98	6	104	0	0	0	503	44	547	0	0	0
	American Indian Alaska Native	17	5	22	0	0	0	15	10	25	0	0	0	105	23	128	0	0	0
	Asian	72	7	79	0	0	0	65	3	68	0	0	0	335	27	362	0	0	0
	Black or African American	311	6	317	0	1	1	301	11	312	0	1	1	1404	33	1437	1	3	4
	Native Hawaiian OPI	5	1	6	0	0	0	3	0	3	0	1	1	18	2	20	0	2	2
	White	3057	256	3313	0	51	51	2901	246	3147	0	74	74	15168	1311	16479	2	278	280
	Two or more races	7	3	10	0	0	0	31	2	33	0	0	0	78	6	84	0	0	0
	Total	3695	295	3990	0	54	54	3489	287	3776	0	77	77	18576	1500	20076	3	292	295

Graduate Students by Status (degree and non-degree)

Note: From Fall 2013 onward, the IPEDS data separate non-degree students by level. So, these numbers may not agree with the IPEDS / AIDU data before Fall 2013.

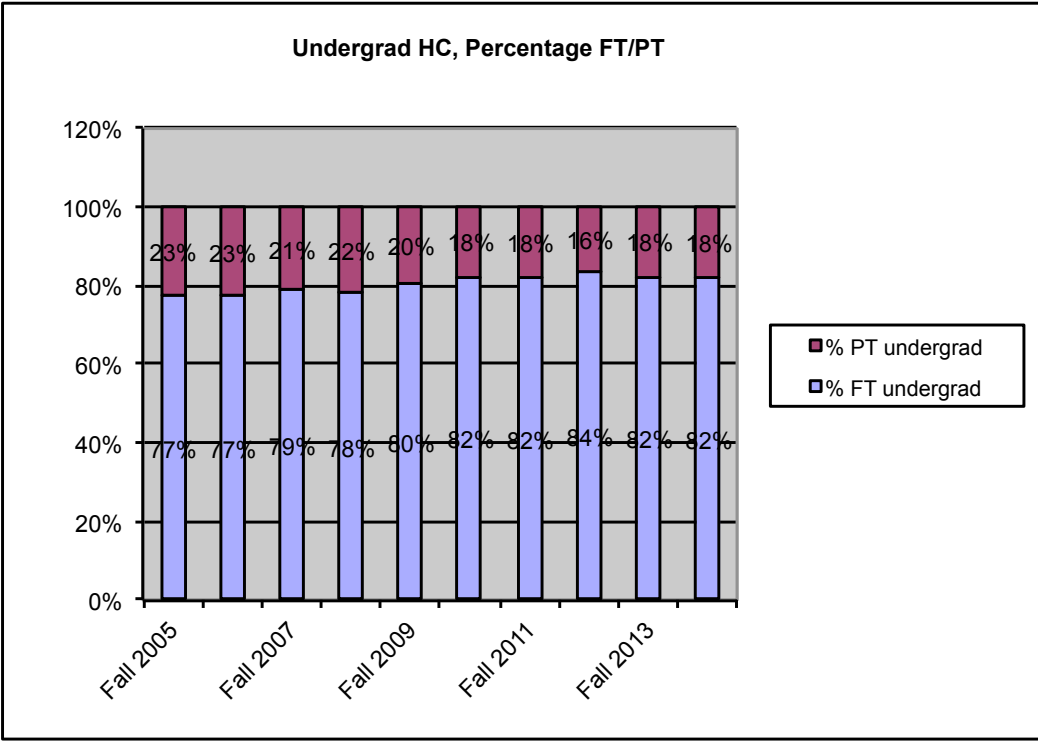
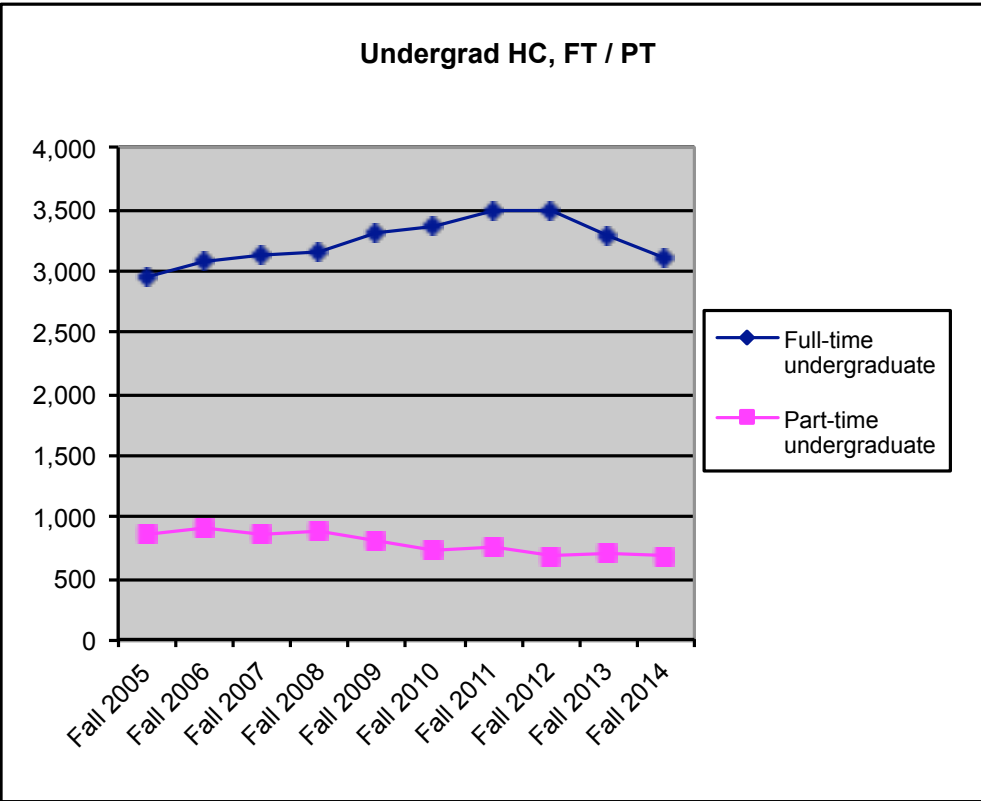
		Fall 2013						Fall 2014						Five- year totals					
		Credit students			Non-credit students			Credit students			Non-credit students			Credit students			Non-credit students		
		Graduate DS	Graduate non-DS	Total	Graduate DS	Graduate non-DS	Total	Graduate DS	Graduate non-DS	Total	Graduate DS	Graduate non-DS	Total	Graduate DS	Graduate non-DS	Total	Graduate DS	Graduate non-DS	Total
		N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Male	Nonresident alien	1	0	1	0	0	0	2	0	2	0	0	0	7	0	7	0	0	0
	Other / Unknown	1	1	2	0	0	0	0	0	0	0	0	0	11	4	15	0	0	0
	Hispanic Latino	1	0	1	0	0	0	1	0	1	0	0	0	4	1	5	0	0	0
	American Indian Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Asian	2	0	2	0	0	0	1	0	1	0	0	0	7	0	7	0	0	0
	Black or African American	6	0	6	0	0	0	6	0	6	0	0	0	20	0	20	0	0	0
	Native Hawaiian OPI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	White	51	14	65	0	0	0	54	19	73	0	0	0	256	68	324	0	0	0
	Two or more races	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0
	Total	62	15	77	0	0	0	65	19	84	0	0	0	306	73	379	0	0	0
Female	Nonresident alien	1	0	1	0	0	0	2	0	2	0	0	0	3	1	4	1	0	1
	Other / Unknown	2	0	2	0	0	0	1	0	1	0	0	0	4	1	5	0	0	0
	Hispanic Latino	2	0	2	0	0	0	5	1	6	0	0	0	16	1	17	0	0	0
	American Indian Alaska Native	1	0	1	0	0	0	1	0	1	0	0	0	2	0	2	0	0	0
	Asian	3	0	3	0	0	0	3	2	5	0	0	0	11	3	14	0	0	0
	Black or African American	5	3	8	0	0	0	3	0	3	0	0	0	19	7	26	0	0	0
	Native Hawaiian OPI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	White	98	39	137	0	0	0	103	59	162	1	0	1	459	232	691	3	0	3
	Two or more races	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0
	Total	112	42	154	0	0	0	118	63	181	1	0	1	514	246	760	4	0	4
Total	Nonresident alien	2	0	2	0	0	0	4	0	4	0	0	0	10	1	11	1	0	1
	Other / Unknown	3	1	4	0	0	0	1	0	1	0	0	0	15	5	20	0	0	0
	Hispanic Latino	3	0	3	0	0	0	6	1	7	0	0	0	20	2	22	0	0	0
	American Indian Alaska Native	1	0	1	0	0	0	1	0	1	0	0	0	2	0	2	0	0	0
	Asian	5	0	5	0	0	0	4	2	6	0	0	0	18	3	21	0	0	0
	Black or African American	11	3	14	0	0	0	9	0	9	0	0	0	39	7	46	0	0	0
	Native Hawaiian OPI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	White	149	53	202	0	0	0	157	78	235	1	0	1	715	300	1015	3	0	3
	Two or more races	0	0	0	0	0	0	1	1	2	0	0	0	1	1	2	0	0	0
	Total	174	57	231	0	0	0	183	82	265	1	0	1	820	319	1139	4	0	4

Student Headcount by Category (IPEDS, IR)

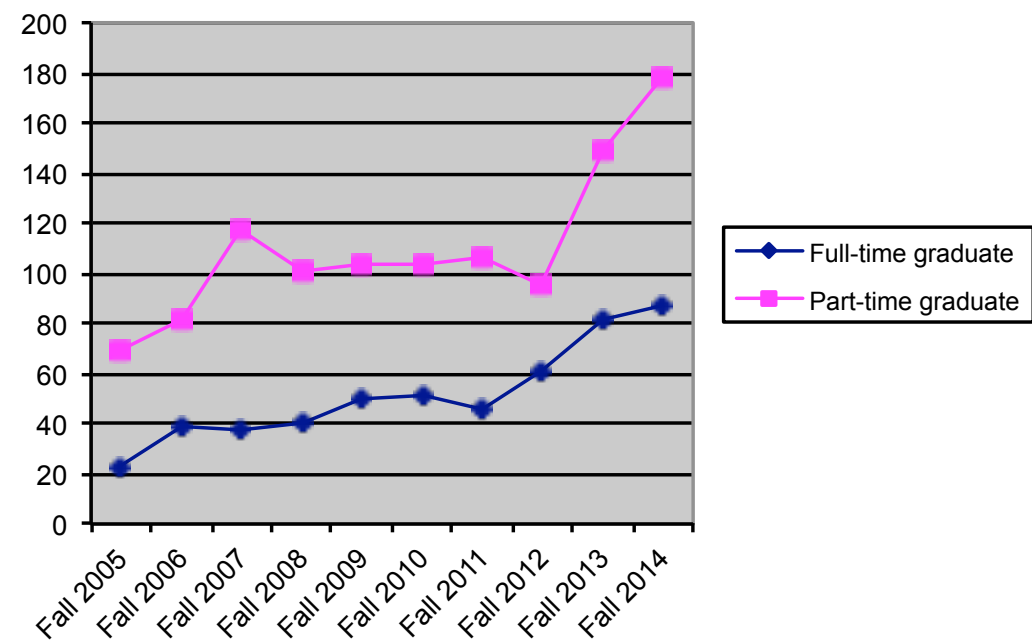
Data derive from the IPEDS Fall Enrollment surveys for each year.

Non-credit counts derive from IR data, as IPEDS does not collect data on non-credit enrollments.

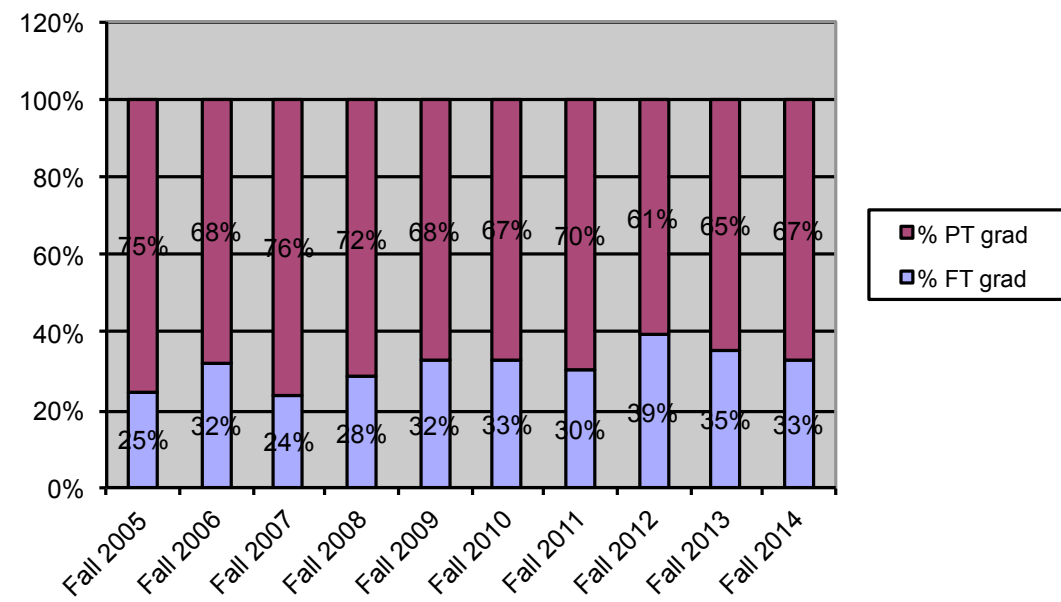
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Full-time undergraduate	2,949	3,065	3,123	3,159	3,301	3,363	3,477	3,484	3,289	3,093
Part-time undergraduate	860	905	842	885	801	717	763	686	701	683
<i>Total undergrad</i>	3,809	3,970	3,965	4,044	4,102	4,080	4,240	4,170	3,990	3,776
<i>% FT undergrad</i>	77%	77%	79%	78%	80%	82%	82%	84%	82%	82%
<i>% PT undergrad</i>	23%	23%	21%	22%	20%	18%	18%	16%	18%	18%
Full-time graduate	23	39	37	40	50	51	46	61	82	87
Part-time graduate	69	82	117	101	104	103	107	95	149	178
<i>Total grad</i>	92	121	154	141	154	154	153	156	231	265
<i>% FT grad</i>	25%	32%	24%	28%	32%	33%	30%	39%	35%	33%
<i>% PT grad</i>	75%	68%	76%	72%	68%	67%	70%	61%	65%	67%
Non-credit, all levels	34	49	51	62	65	49	56	62	54	78
Total	3,935	4,140	4,170	4,247	4,321	4,283	4,449	4,388	4,275	4,119



Graduate HC, FT / PT



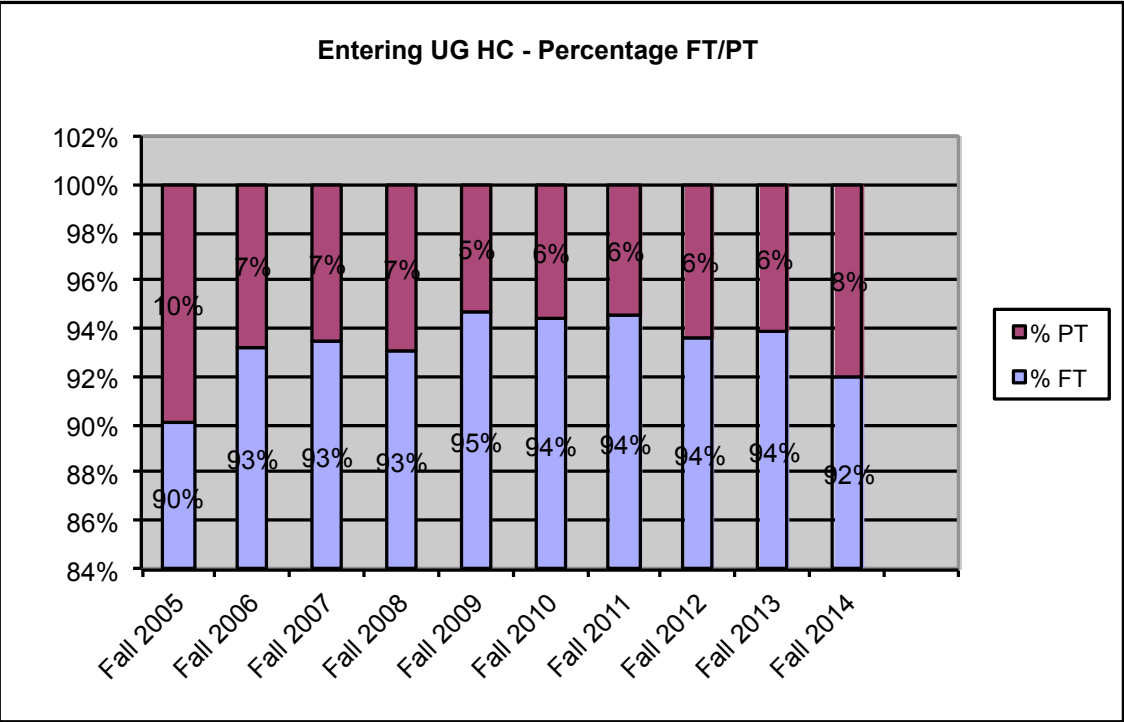
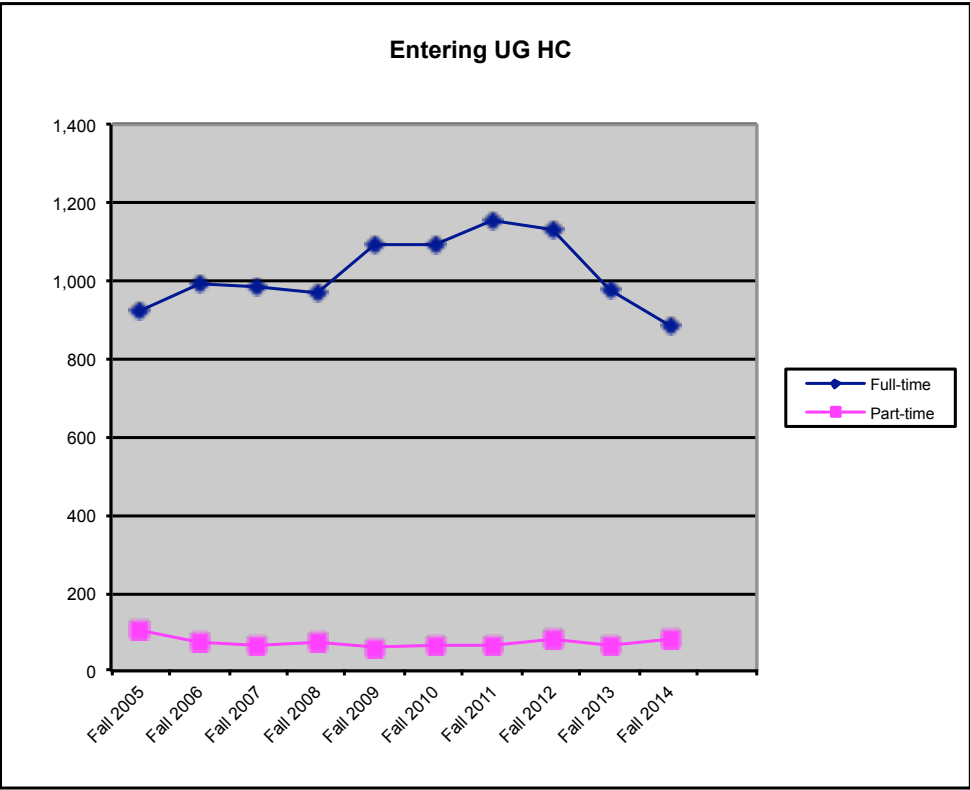
Graduate HC, Percentage FT/PT



Total Entering Undergraduate Headcount (IPEDS)

Includes freshmen and new transfer students.
Data derive from the IPEDS Fall Enrollment surveys for each year.

	Fall 2010			Fall 2011			Fall 2012			Fall 2013			Fall 2014			Five-year total		
Level	App	Acc	Mat	App	Acc	Mat	App	Acc	Mat	App	Acc	Mat	App	Acc	Mat	App	Acc	Mat
Freshman	2024	1776	769	2056	1798	794	2023	1639	754	1746	1647	684	1817	1786	642	9666	8646	3643
UG transfer	600	579	386	712	681	426	796	699	446	603	593	354	564	550	321	3275	3102	1933
Graduate	75	73	51	89	87	46	100	97	61	81	81	67	84	81	63	429	419	288
Total	2699	2428	1206	2857	2566	1266	2919	2435	1261	2430	2321	1105	2465	2417	1026	13370	12167	5864



Applications/acceptances/matriculations

Includes freshmen, UG transfers and graduate students.
Data derive from WV-HEPC Fall census-date data files.

	Fall 2010			Fall 2011			Fall 2012			Fall 2013			Fall 2014			Five-year total		
Level	App	Acc	Mat	App	Acc	Mat	App	Acc	Mat	App	Acc	Mat	App	Acc	Mat	App	Acc	Mat
Freshman	2024	1776	769	2056	1798	794	2023	1639	754	1746	1647	684	1817	1786	642	9666	8646	3643
UG transfer	600	579	386	712	681	426	796	699	446	603	593	354	564	550	321	3275	3102	1933
Graduate	75	73	51	89	87	46	100	97	61	81	81	67	84	81	63	429	419	288
Total	2699	2428	1206	2857	2566	1266	2919	2435	1261	2430	2321	1105	2465	2417	1026	13370	12167	5864

Test scores for admissions (mean scores of accepted students)

Data derive from WV-HEPC Fall census-date data files.

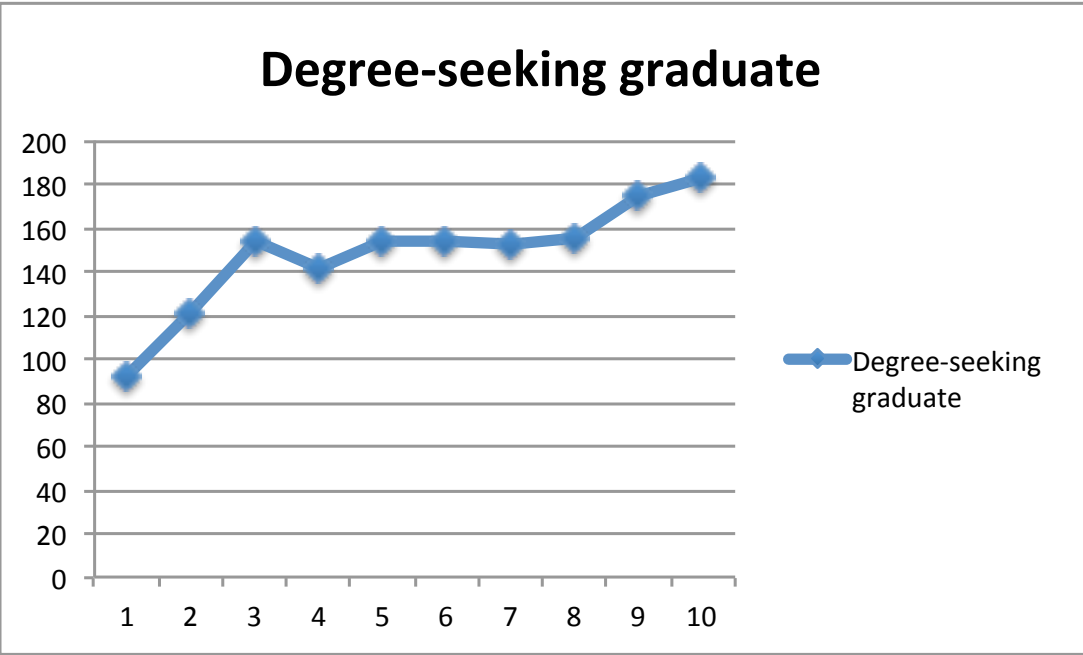
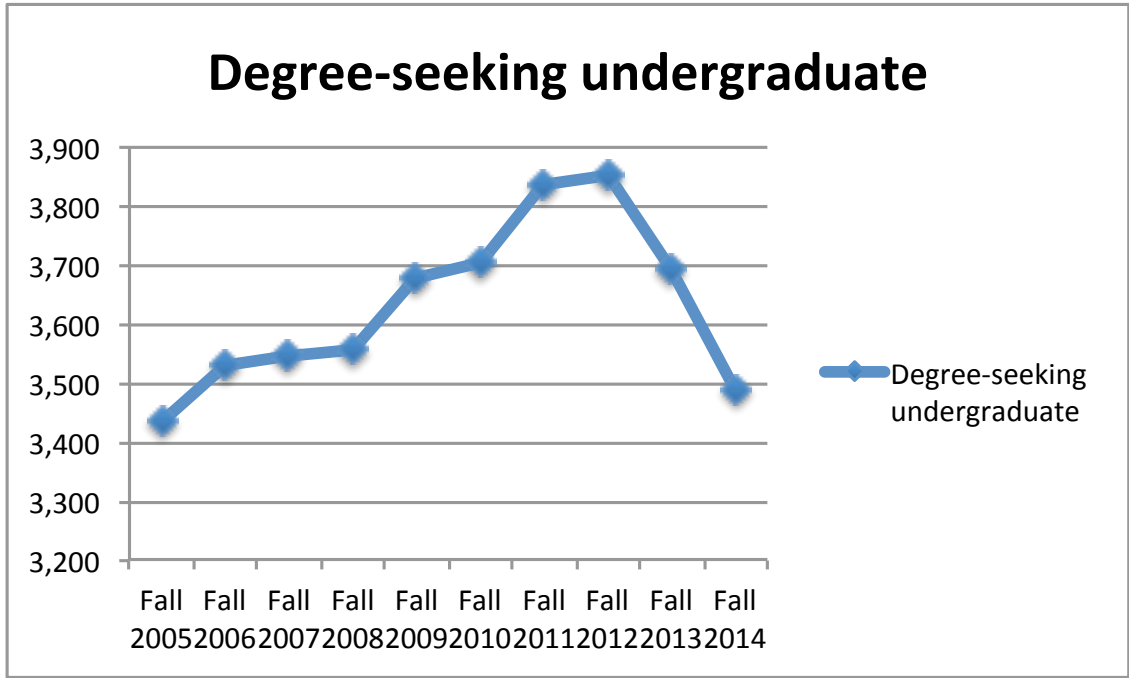
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Five-year total
ACT Composite	21.94	21.84	21.83	21.80	21.35	21.75
SAT Composite	1029.47	1012.06	1009.53	1006.60	971.58	1005.17

Note: For 2.b., only students accepted for the baccalaureate are considered here. The graduate programs have varying test requirements (GRE, Miller's Analogy Test, Praxis, etc.), and scores for these are not recorded in the WV-HEPC data files, or otherwise accessible to Institutional Research.

Student Headcount by Category (IPEDS)

Data derive from the IPEDS Fall Enrollment surveys for each year.
Non-credit counts derive from IR data, as IPEDS does not collect data on non-credit enrollments.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Degree-seeking undergraduate	3,436	3,527	3,548	3,554	3,676	3,703	3,836	3,852	3,695	3,489
Degree-seeking graduate	92	121	154	141	154	154	153	156	174	183
Non-degree, all levels	373	443	417	490	426	377	404	318	352	369
Non-credit, all levels	34	49	51	62	65	49	56	62	54	78
Total	3,935	4,140	4,170	4,247	4,321	4,283	4,449	4,388	4,275	4,119



One -year retention by race/ethnicity

Fall 2013, FTIC Cohort

	Number entering	Number returning	Number entering / number returning
Nonresident alien	1	0	0.0%
Unknown	5	4	80.0%
Hispanic	19	15	78.9%
AI or Alaskan Native	3	2	66.7%
Asian	15	10	66.7%
Black or AA	75	45	60.0%
Native Hawaiian or OPI	1	0	0.0%
White	555	384	69.2%
Two or more races	2	1	50.0%
Total	676	461	68.2%

Graduate degrees awarded by race/ethnicity, 2014-2015

	N degrees
Nonresident alien	5
Unknown	2
Hispanic	2
AI or Alaskan Native	1
Asian	2
Black or AA	4
Native Hawaiian or OPI	0
White	55
Two or more races	0
Total	71

Graduates in 2014-2015 by level and CIP Category

Data derive from WV-HEPC-submitted data files.

CIP category	Baccalaureate
Agriculture/Natural Resources (1, 3)	13
Architecture/Engineering/Engineering Technology (4, 14, 15)	11
Biological & Physical Science (26, 40, 41)	45
Business (52)	89
Communications/Communication Technology/Fine Arts (9, 10, 50)	78
Education/Library Science (13, 21, 25)	99
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	162
Health (51)	75
Law (22)	(no programs)
Mathematics/Computer Science (11, 27)	25
Military Technology/Protective Services (29, 43)	(no programs)
Personal Services/Consumer Services/Fitness (12, 19, 31)	80
Psychology/Social Sciences & Services (42, 44, 45)	113
Trades/Production/Transportation Health (46, 47, 48, 49)	(no programs)
Total	790

Graduates included are those students graduating in August 2014, December 2014, and May 2015 (per IPEDS guidelines).

Headcount of Full- and Part-Time Faculty by Degree Earned

	Fall 2012				Fall 2013				Fall 2014			
	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total
Doctorate	114	5	41	160	115	4	36	155	113	5	31	149
First Prof Deg	1	0	4	5	1	0	4	5	1	0	3	4
Adv Certificate	0	0	1	1	0	0	1	1	0	0	1	1
Master's	55	11	118	184	58	11	124	193	54	12	117	183
Baccalaureate	2	9	15	26	3	7	21	31	4	7	18	29
Associate	0	0	0	0	0	0	0	0	0	0	0	0
No Degree	0	0	2	2	0	0	0	0	0	0	1	1
Not Reported	0	2	0	2	0	1	0	1	0	1	0	1
Total	172	27	181	380	177	23	186	386	172	25	171	368

Data derive from WV-HEPC fall census data files.

Teaching and other faculty personnel are presented as follows:

Full-time faculty include all full-time employees with faculty status. This includes both instructional faculty and non-instructional faculty (coaches, librarians, etc.)

Staff teaching part-time includes those employees who do not hold faculty status, but teach one or more classes on a part-time basis.

Adjunct faculty includes those employees who hold faculty status but are not full-time employees. Their primary responsibility is teaching, and they hold no other position at Shepherd.

Full-and Part-Time Faculty by race/ethnicity, gender and rank

	Fall 2012				Fall 2013				Fall 2014			
	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0
Other / Unknown	0	0	51	51	0	0	49	49	0	0	43	43
Hispanic Latino	4	1	1	6	4	1	1	6	4	2	0	6
American Indian Alaska Native	0	0	1	1	0	0	1	1	0	0	1	1
Asian	9	0	0	9	9	0	0	9	9	0	1	10
Black or African American	11	2	5	18	9	1	3	13	8	2	3	13
Native Hawaiian OPI	1	1	0	2	1	1	0	2	1	1	0	2
White	146	23	123	292	153	20	131	304	149	20	122	291
Two or more races	1	0	0	1	1	0	1	2	1	0	1	2
Total	172	27	181	380	177	23	186	386	172	25	171	368
Male	93	11	89	193	89	8	98	195	85	8	84	177
Female	79	16	92	187	88	15	88	191	87	17	87	191
Total	172	27	181	380	177	23	186	386	172	25	171	368
Professor	0	21	0	21	26	5	0	31	25	5	0	30
Associate Professor	29	6	0	35	51	0	0	51	52	0	0	52
Assistant Professor	48	0	0	48	57	0	0	57	52	0	0	52
Instructor / Lecturer	53	0	0	53	43	0	186	229	43	0	171	214
Other / No rank	42	0	181	223	0	18	0	18	0	20	0	20
Total	172	27	181	380	177	23	186	386	172	25	171	368

Data derive from WV-HEPC fall census-date file submissions and Banner data (see below).

Teaching and other faculty personnel are presented as follows:

Full-time faculty include all full-time employees with faculty status. This includes both instructional faculty and non-instructional faculty (coaches, librarians, etc.)

Staff teaching part-time includes those employees who do not hold faculty status, but teach one or more classes on a part-time basis.

Adjunct faculty includes those employees who hold faculty status but are not full-time employees. Their primary responsibility is teaching, and they hold no other position at Shepherd.

Note: "Staff teaching part-time" with faculty rank are deans, who have faculty rank, yet are technically non-classified executive/ administrative/managerial staff (EEOC category 1).

Number of Faculty by Program and CIP

	Fall 2010				Fall 2011				Fall 2012				Fall 2013				Fall 2014			
	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total	Full-time faculty	Staff teaching part-time	Adjunct faculty	Total
Nonresident alien	10	0	2	12	10	0	2	12	0	0	0	0	0	0	0	0	0	0	0	0
Other / Unknown	0	0	32	32	0	0	43	43	0	0	51	51	0	0	49	49	0	0	43	43
Hispanic Latino	4	0	0	4	4	0	1	5	4	1	1	6	4	1	1	6	4	2	0	6
American Indian Alaska Native	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1
Asian	3	0	1	4	3	0	0	3	9	0	0	9	9	0	0	9	9	0	1	10
Black or African American	6	1	3	10	8	3	3	14	11	2	5	18	9	1	3	13	8	2	3	13
Native Hawaiian OPI	0	1	0	1	1	1	0	2	1	1	0	2	1	1	0	2	1	1	0	2
White	124	21	134	279	134	23	117	274	146	23	123	292	153	20	131	304	149	20	122	291
Two or more races	2	0	0	2	1	0	0	1	1	0	0	1	1	0	1	2	1	0	1	2
Total	149	23	173	345	161	27	167	355	172	27	181	380	177	23	186	386	172	25	171	368
Male	85	8	85	178	91	8	87	186	93	11	89	193	89	8	98	195	85	8	84	177
Female	64	15	88	167	70	19	80	169	79	16	92	187	88	15	88	191	87	17	87	191
Total	149	23	173	345	161	27	167	355	172	27	181	380	177	23	186	386	172	25	171	368
Professor	29	6	0	35	30	5	0	35	0	21	0	21	26	5	0	31	25	5	0	30
Associate Professor	38	0	0	38	40	0	0	40	29	6	0	35	51	0	0	51	52	0	0	52
Assistant Professor	45	0	0	45	52	0	0	52	48	0	0	48	57	0	0	57	52	0	0	52
Instructor / Lecturer	37	1	173	211	39	0	167	206	53	0	0	53	43	0	186	229	43	0	171	214
Other / No rank	0	16	0	16	0	22	0	22	42	0	181	223	0	18	0	18	0	20	0	20
Total	149	23	173	345	161	27	167	355	172	27	181	380	177	23	186	386	172	25	171	368

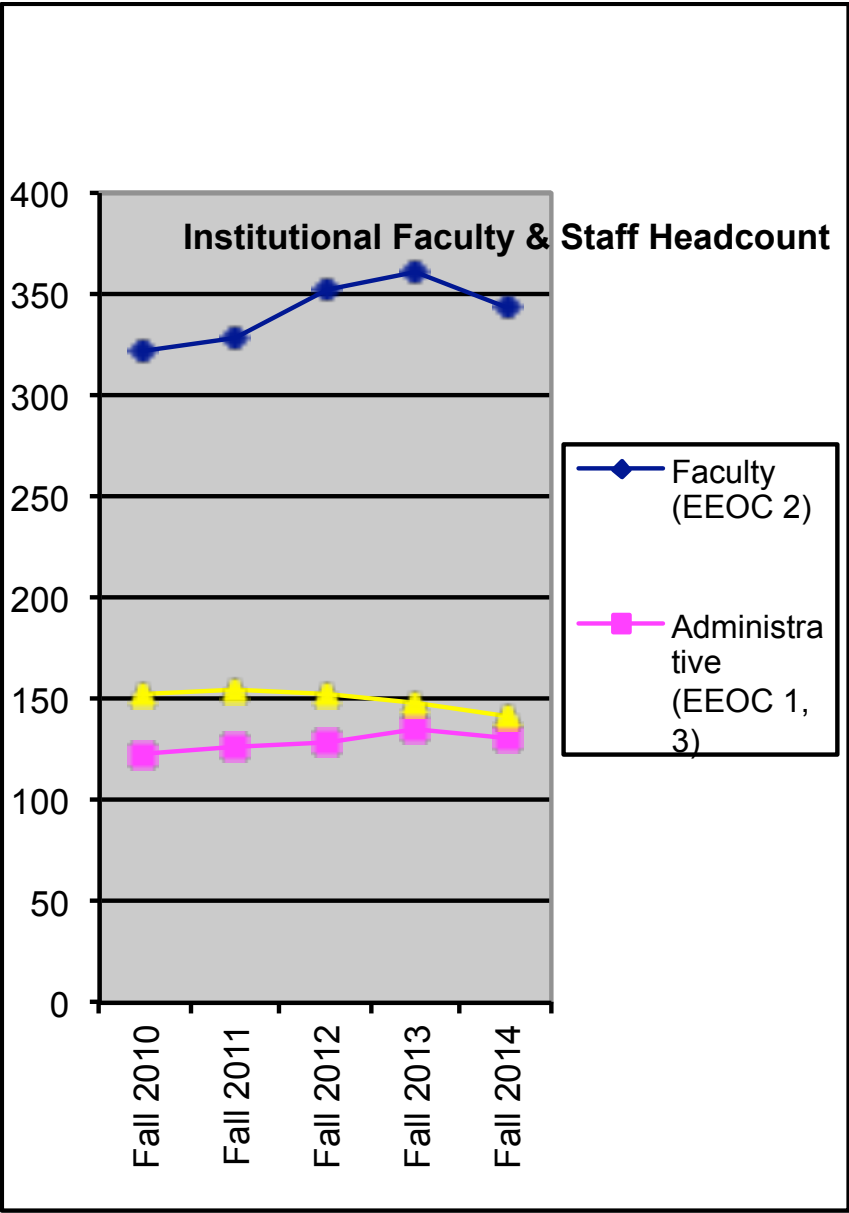
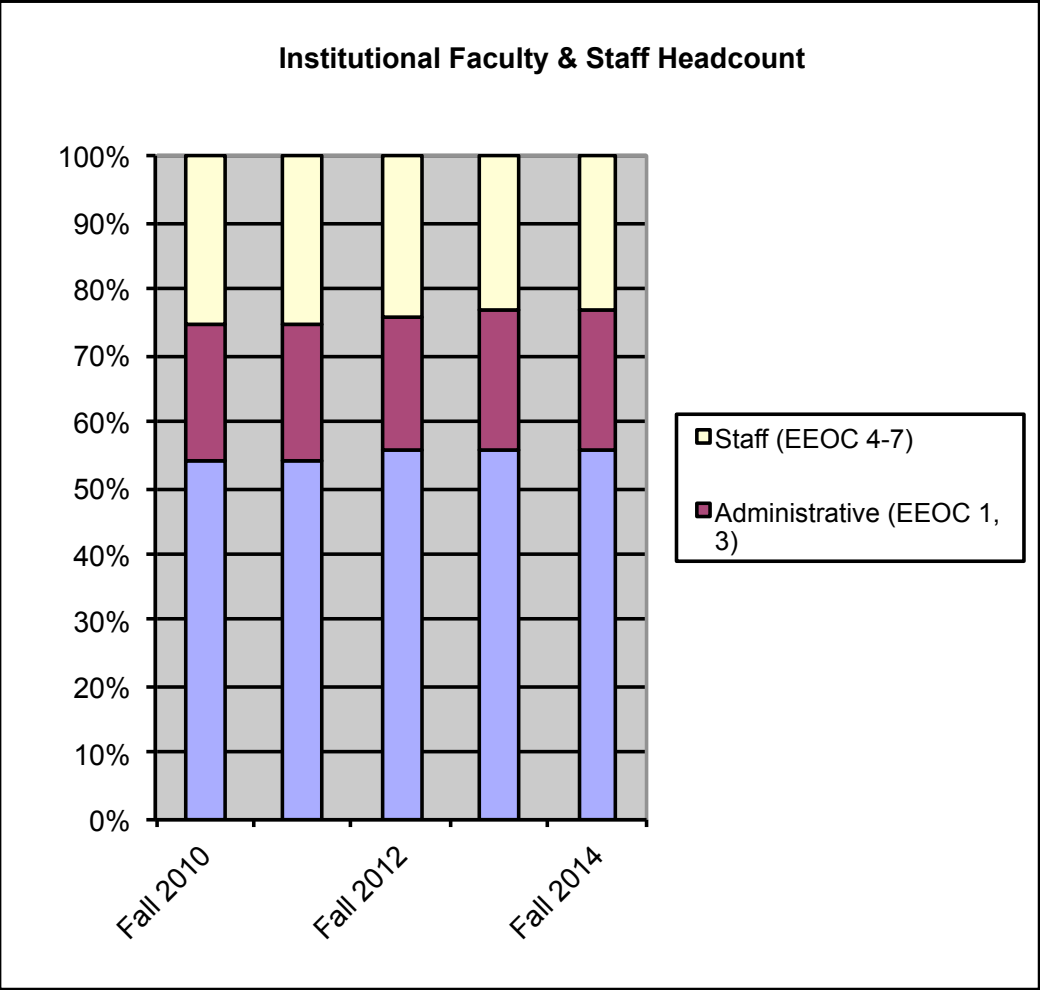
Data derive from WV-HEPC-submitted data files.

Note: The categories described in the Institutional Snapshot specifications do not include all CIP categories used by our faculty. So, the totals may be lower than the total faculty numbers in previous tables. Data derive from the IPEDS Human Resources surveys for each year through Fall 2011, as based on EEOC categories. For Fall 2012 and later, IPEDS reports used categories based on the 2010 Standard Occupational Categories (SOC) system; however, counts for Fall 2012 through Fall 2014 presented here are computed in the same way as for previous years.

Institutional Faculty and Staff Headcount (IPEDS, WV-HEPC)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Exec / admin / managerial (EEOC 1)	77	77	66	69	64
Faculty (EEOC 2)	322	328	353	362	343
Other professionals (EEOC 3)	46	50	62	67	66
Tech / para (EEOC 4)	36	36	38	33	33
Clerical / secretarial (EEOC 5)	32	30	32	31	28
Skilled crafts (EEOC 6)	8	8	8	12	12
Service / maintenance (EEOC 7)	77	80	75	73	68
Total	598	609	634	647	614
Faculty (EEOC 2)	322	328	353	362	343
Administrative (EEOC 1, 3)	123	127	128	136	130
Staff (EEOC 4-7)	153	154	153	149	141

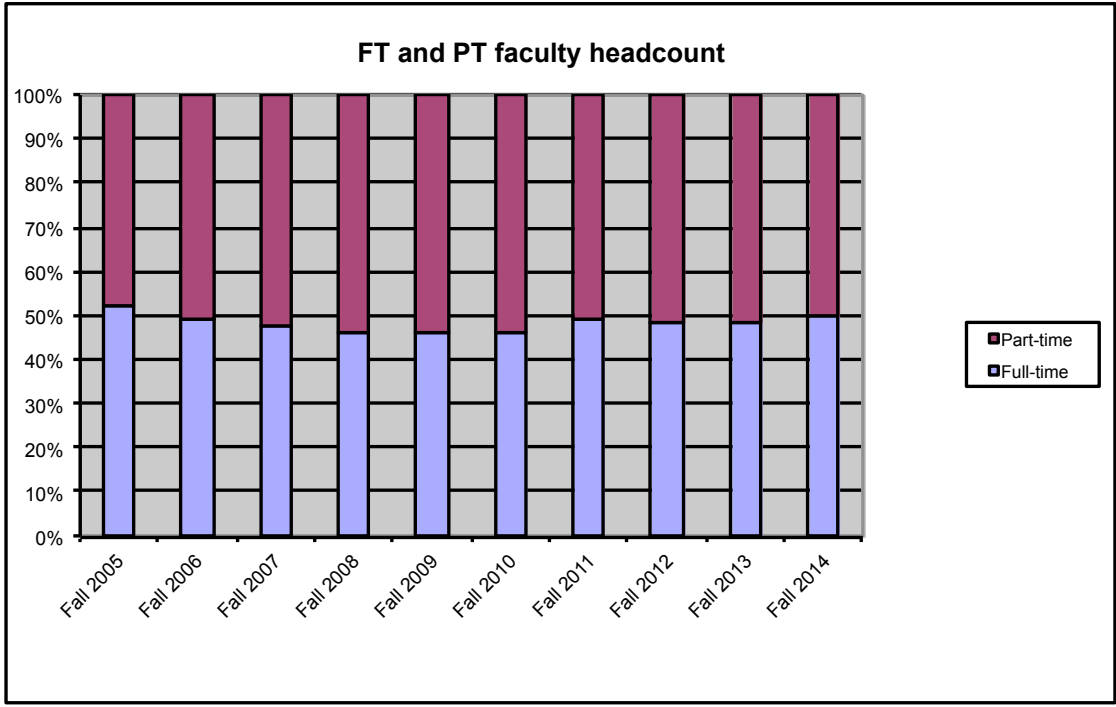
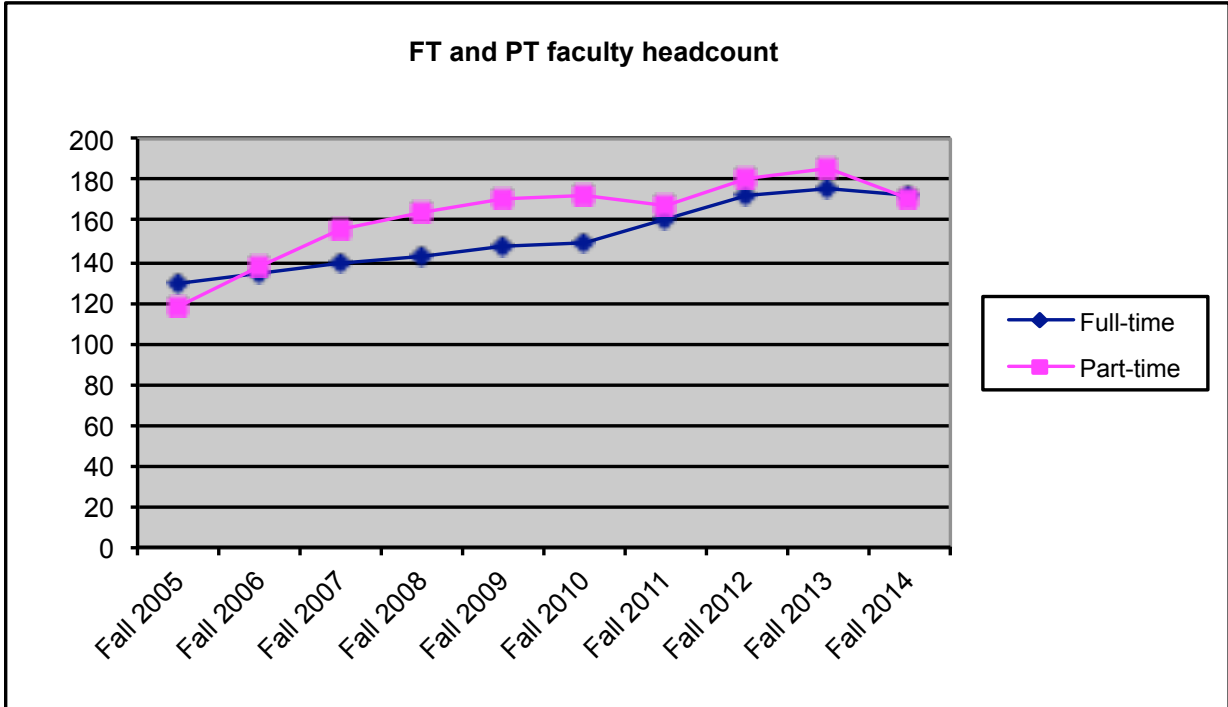
Data derive from the IPEDS Human Resources surveys for each year through Fall 2011, as based on EEOC categories. For Fall 2012 and later, IPEDS reports used categories based on the 2010 Standard Occupational Categories (SOC) system; however, counts for Fall 2012 through Fall 2014 presented here are computed in the same way as for previous years.



Faculty Headcount by Status (IPEDS & WV-HEPC)

Data derive from the IPEDS Human Resources surveys for each year through Fall 2011, as based on EEOC categories. For Fall 2012 and later, IPEDS reports used categories based on the 2010 Standard Occupational Categories (SOC) system; however, counts for Fall 2012 through Fall 2014 presented here are computed in the same way as for previous years.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Full-time	129	134	140	142	147	149	161	172	176	172
Part-time	118	138	156	164	171	173	167	181	186	171
Total	247	272	296	306	318	322	328	353	362	343



Dual Enrollment

Data derive from WV-HEPC data files.

The total number of enrollments is often larger than the total number of students, as some students enrolled in more than one course.

Note: Clarification of the definition of "dual enrollment" as enrollment in classes taught in high schools caused the reported numbers to be zero for Fall 2013 and following years. Shepherd has not taught any students meeting the clarified definition in this time period. Numbers prior to Fall 2013 are high-school students taught in regular undergraduate classes on the Shepherd campus, and are as reported in the AIDU.

	N classes	N students	N enrollments
Fall 2005	9	7	10
Fall 2006	15	16	20
Fall 2007	9	8	9
Fall 2008	14	14	18
Fall 2009	25	16	27
Fall 2010	6	6	6
Fall 2011	10	11	12
Fall 2012	26	22	28
Fall 2013	0	0	0
Fall 2014	0	0	0
Total	114	100	130
Average	11.40	10.00	13.00

Online Course Offerings

Courses are those listed as 50% or more nontraditional delivery in WV-HEPC Fall census data.

	Classes	Enrollments	Students
Fall 2005	6	108	108
Fall 2006	8	180	170
Fall 2007	9	183	163
Fall 2008	12	230	211
Fall 2009	14	227	199
Fall 2010	18	289	253
Fall 2011	19	284	239
Fall 2012	13	185	166
Fall 2013	19	304	273
Fall 2014	34	453	379
Total	152	2443	2161
Average	15.2	244.3	216.1

APPENDIX C: Program Review Information

Executive Summary

Sample Reviews

Committee Review Form

SHEPHERD UNIVERSITY
2014-2015 UNDERGRADUATE AND GRADUATE PROGRAM REVIEWS
EXECUTIVE SUMMARY

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

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

Dr. Scott Beard, Associate 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. Richard Stevens, Associate 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; Ms. Karen Rice, Director of Continuing Education; and Dr. Georgiann Toole, Assistant Professor, Department of Education, Schools of Education and Professional Studies.

Additional assistance is provided by the following: Ms. Sara Maene, Director of Institutional Research [data sets], Dr. Laura Renninger, Dean of the Center for Teaching, Learning, and Instructional Resources [assessment], and Ms. Valerie Owens, Executive Director of University Communications, provided proofreading of reports and other documents.

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. External reviewers with specific expertise and experience in each of the academic programs completed a thorough review, which included a campus visit. In the case of accredited programs, the review is conducted by a team of reviewers selected by the programmatic accrediting body. In addition to the findings of the accrediting organization, these accredited programs provide the committee with a brief update on the status of the program in relation to enrollment, graduation rate, curricular reform or other information seen as relevant to the performance of the program.

Computer Information Sciences (CIS): The CIS program is one major within the Department of Computer Science, Mathematics, and Engineering (CME). The Department is housed in the School of Natural Sciences and Mathematics. This Bachelor of Science degree currently offers four concentrations: Computer Science, Computer Graphics and Games, Network and Security, and Computer Programming Information Systems. The Department also offers a Computer and Information Sciences minor. Enrollments remained strong for the 2009-2014 review period, with the average number of majors at 107. While the program does not offer courses in the core curriculum, it does offer CIS 102, a course taken by many students outside the program.

Faculty members within the Department have published in peer-reviewed journals, presented at conferences, and participated in research. Additionally, faculty provide excellent guidance for their students and are committed to undergraduate teaching and research with students. Information on graduates is stronger than most programs, and a large percentage of courses are taught by full-time faculty. The Department is encouraged to update its mission statement and to closely track majors and number of majors in each concentration. The program has strong ties to the P-12 system through its outreach efforts, and opportunities exist to bring the strongest student to the Shepherd campus for special events. The Department is continuing with some curricular revision and has made great strides in its assessment of student learning since the last review. The overall recommendation is for continuation without qualification at the current level of activity.

Communication: The Mass Communication program is housed in the School of Arts and Humanities and is comprised of a technically and conceptually diverse team of dedicated teaching faculty. The Department of Mass Communications exemplifies the goals of a liberal arts education, “helping students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem solving skills, and a demonstrated ability to apply knowledge and skills in real world settings.” Seamless integration of theory with hands-on technical skills readies students to meet the challenges posed in a media rich society. The Department continues to offer support classes for the Core Curriculum as well as courses that assist other departments meet the needs of their graduates. Ample opportunities are provided for students to learn beyond the classroom and to participate in community outreach endeavors. The Department of Mass Communications has a robust assessment plan for both their majors and their core classes and Dr. Renninger commented that the Department’s assessment plan is exemplary in its use of rubric measures and benchmarks.

The faculty is diverse and academically qualified and the inclusion of newer members in the past seven years has enriched the program offerings. The Department has extensively revised its curriculum and the current curriculum accentuates the role of web and social communications, with ample opportunities for student to learn beyond the classroom. Future successes are dependent upon campuswide implementation of some technologies and the ability to increase efforts to obtain external funding through grants and other opportunities. This strong undergraduate major builds a strong foundation for a future graduate degree in media studies. The overall recommendation is for continuation without qualification at the current level of activity.

Mathematics: The Mathematics and Engineering program is housed within the School of Natural Sciences and Mathematics and offers a Bachelor of Science with three concentrations. In addition to a minor, the program also offers a 2+2 program in cooperation with West Virginia University, leading to an Engineering degree. Enrollment and graduation rates remained steady over 2009-2014. The program offers a number (eight) of core curriculum courses, as well as a large number of service courses for numerous majors. During the review period, the program lost a faculty line due to resignation and was not able to replace this line due to budget constraints. This is noted in the area of concerns. The program has made good progress in its assessment efforts and has excellent outreach to the P-12 system in cooperation with other programs within the CME Department.

The faculty have a very strong record of professional development activities, particularly in grants. As the program moves forward some opportunities exist to develop a planning document, which may include an examination of core curriculum offerings, the development of online or alternative delivery classes, and developing pathways to graduate education. The overall recommendation is for continuation at the current level of activity, with minor concerns.

Psychology: Housed in the School of Business and Social Sciences, the psychology major has proven to be a vital program with an average of 175 majors during 2009-2014. During that same period, the Department has increased from four to six full-time members. The psychology faculty have been very active in professional development activities such as publications, presentations, and student research and are heavily represented on university committees. The program offers courses in the core curriculum, as well as a number of service courses to other large majors, such as nursing education.

The external reviewer noted, “The psychology curriculum is creative and innovative.” The program has a strong assessment plan and excellent planning documents. As the program moves forward the need for dedicated research/laboratory space may be a deterrent to future growth. The overall recommendation is for continuation without qualification at the current level of activity.

Regents Bachelor of Arts (R.B.A.): The R.B.A. program at Shepherd University and nine other state institutions provides the adult learner a special opportunity to complete baccalaureate degree studies. The target population for this versatile program is the large number of adults who have discontinued their college careers for job

and family responsibilities. It is a flexible, yet structured program that provides incentive for the mature student to return to college studies. It is intentionally flexible regarding academic discipline emphasis and does not recognize majors or minors. New emphasis areas were recently added in Business and in Social Issues, allowing for areas of concentration that can be pathways for adult learners to graduate school.

Enrollments continued to be strong during 2009-2014, and 536 students were awarded degrees, which is an increase of nearly 12 percent over the previous review period. Additionally, the university made capital investments in relation to adult learners with the opening of the Martinsburg Center. The Martinsburg Center offers instructional models that vary from those at the main campus, notably in the form of online and compressed format instructional delivery models.

As the program continues to expand and operate in two locations, opportunities exist for students in both locations to have the same access to classes, particularly online and compressed format courses. Additionally, both programs have obtained grants in recent years and the directors at both locations continue to meet regularly to ensure a smooth transition for students into the program. The overall recommendation is for continuation without qualification at the current level of activity.

Master of Business Administration (M.B.A.): Shepherd's M.B.A. program provides students in the Eastern Panhandle of West Virginia and surrounding areas with a comprehensive education that will enable them to identify careers or enhance their current careers and explore opportunities for career change or career re-entry. Of note is the increase in applicants and admissions from a variety of international locations. Students earning the M.B.A. may be able to seek promotions or pursue further academic credentials in either a Ph.D. program in business or a D.B.A.

Continued strong enrollment (approximately 120 students per semester) makes this a viable and valuable program that serves the needs of the Eastern Panhandle of West Virginia, as well as the adjacent areas of Maryland, Pennsylvania, and Virginia. Some major accomplishments of the last five years include accreditation by IACBE, development of a more formalized outcomes assessment plan, development of advisory boards, curricular revision, and the implementation of new instructional delivery models like hybrid, online, and/or compressed-format classes.

The facilities at the Martinsburg Center and its staff are great assets to the program, as is the expertise of its full-time and affiliate graduate faculty. As the program continues to expand, opportunities exist for development of new cohort models for international students, additional concentrations, and accelerated pathways for current Shepherd students to move into graduate programs like the M.B.A. The overall recommendation is for continuation at the current level of activity, with minor concerns.

Conclusions

The CIS and Mathematics programs are part of the Department of CME, housed in the School of Natural Sciences and Mathematics. The Communications program is part of the Department of Mass Communications, housed in the School of Arts and Humanities. The Department of Psychology is housed in the School of Business and Social Sciences. The R.B.A. programs fall under the jurisdiction of Academic Affairs, headed by that unit's vice president. The M.B.A. graduate program is housed in the Division of Graduate Studies, with tenured faculty being housed in the Department of Business Administration/FACS and 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. Through the use of national standards and clearly articulated outcomes, programs will continue to enhance their curriculum based on data in support of their mission, goals, and/or objectives in the upcoming review period. Additionally, the M.B.A. program makes a noteworthy contribution to the graduate culture of the institution to the community through the use of several advisory councils.

The programs reviewed have dedicated, creative, qualified, and experienced faculty and staff who create meaningful educational opportunities for their students both inside and outside the classroom. Nearly all of the full-time faculty members in the reviewed programs have terminal degrees and most are actively engaged in scholarly/creative professional development. 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, assessment of outcomes, opportunities for experiences outside the classroom, and resources (both human and fiscal) needed for sustaining and growing academic programs. All these suggestions will enhance current offerings, increase flexibility and student engagement, and hopefully lead to more success in graduate school and career development.

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

Most programs have a mission statement that is well aligned with those of the academic school or the institution as a whole. Most programs also have a strategic plan or planning document that weaves programmatic goals into the unit or school strategic plan. Those that do not are encouraged in the overall recommendations to begin the development of such a document.

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

The following pages represent samples from the program reviews that took place during the 2014-2015 academic year.

Shepherd University
Program Review
MASS COMMUNICATIONS
School of Arts and Humanities
Shepherd University

Major: B.S. Bachelor of Science (45 hrs. in subject area)
Communication and New Media
Four Concentrations: Digital Filmmaking, New Media, Media Studies,
and Strategic Communication

B.A. Bachelor of Arts (39 hrs. in subject)
Communication and New Media
Four Concentrations: Digital Filmmaking, New Media, Media Studies, And Strategic Communication

External Reviewer:

Dr. Frank Tomasulo, Professor
Film Studies
City College of New York

OVERVIEW

The Mass Communication program, under the leadership of the Vice President for Academic Affairs Christopher Ames and the Dean of the School of Arts and Humanities Dow Benedict is comprised of a technically and conceptually diverse team of dedicated teaching faculty. The Department of Mass Communications exemplifies the goals of a liberal arts education, “helping students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem solving skills, and a demonstrated ability to apply knowledge and skills in real world settings.” Seamless integration of theory with hands-on technical skills readies students to meet the challenges posed in a media rich society.

I. Program Purpose and Overview

Mission

The Department of Mass Communications has a clearly articulated mission statement that supports and bolsters the campus goals and objectives.

The Department continues to offer support classes for the Core Curriculum as well as courses that assist other departments meet the needs of their graduates including COMM 202 Speech, COMM 400 Media Law, COMM 406 Advertising and Imagery.

The department should continue to explore online offerings as a method of reaching a wider student audience.

The department was responsive to the previous Program Review and will continue to evaluate course offerings to best serve the Department and the campus community. Ample opportunities are provided for students to learn beyond the classroom and to participate in community outreach endeavors.

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

In its self-study document, the Department provided a great deal of evidence as to the types of assessment tools it uses, the expected student outcomes, benchmarks, and how evidence collected is used to inform the decision-making process.

Statement from Dr. Renninger: The Department of Mass Communications has a robust assessment plan for both their majors and their core classes. Their 2014-2015 plan is exemplary in its use of rubrics (both internally designed and standardized from the AACU), measures, and benchmarks. Their core plan assesses the competencies of written communication, critical thinking, and creative thinking. In areas where benchmarks have fallen short, clear improvement plans are delineated.

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

The Department follows the Shepherd University guidelines for admission and retention and has strict guidelines in place for students as they advance forward in the curriculum. A series of tests and evaluations of readiness at each stage of student development guarantees that students in the program advance toward the next level only after demonstrating the appropriate skills and readiness.

Five-year enrollment trends show the Department and its programs continue to attract students and, with the addition of Digital Media and New Media concentrations, interest will continue to thrive.

Graduation rates reflect on average 26 students per year have graduated over the seven-year span of this review. In 2009, 28 students entered the program and in 2013, 25 graduated. This is an excellent trajectory and speaks highly of the commitment to advising and of a devoted faculty.

Enrollment numbers over the past five years indicate a healthy program. It might be wise for the Department to consider requesting data to indicate the enrollments in the various concentrations as a means of fully understanding which subject areas are the most attractive to students.

Both demand for graduates and alumni records are anecdotal or based on Department of Labor Statistics rather than those specific to the Department. Success of alumni and demonstration of that success is difficult without significant data to support the claims.

IV. Resource Availability and Development

The program has adequate facilities and technological resources to serve its students. The classrooms are equipped with sufficient instructional technology. The library subscribes to sufficient electronic databases to support department programs. There is concern that library holdings are not remaining current with the trends and expectations of an increasingly digital information age.

The Mass Communications program has an infrastructure that supports technology in instruction throughout its curriculum. The program has been able to add an impressive TV studio, with plans to continue to expand and enlarge this technology to include broadcast programming.

Faculty are engaged in scholarly activities that advance the undergraduate program. It might be useful for faculty to also expand the opportunities for their students and facilities through grants and other outside support.

Program faculty continue to engage in professional development activities that enrich their understanding of the field and assist in developing curricular changes and enhancements that will further the educational goals of the Department and students.

V. CONCLUSION

Recommendation:

Continuation without qualification at the current level of activity.

Following are the strengths, concerns, and recommendations based on the Self-Study Report, comments from the external evaluator, statements on assessment from Dr. Renninger, and from the Shepherd University Program Review Committee.

STRENGTHS:

- The faculty is diverse and academically qualified and the inclusion of newer members in the past seven years has enriched the program offerings.
- The faculty, especially the newer members, has a good record of professional development.
- The Department has extensively revised its curriculum and the current curriculum accentuates the role of web and social communications.
- There are numerous opportunities and expectations for students to learn beyond the classroom. Students have the opportunity to get involved with one or more of the following:
950 watt FM radio station for the Regents of WV, television studio and digital video and audio editing studio, strategic communication campaigns.
- The faculty is ambitious and creative. As an example, the faculty has developed a fully functional television, cable, radio, web, and new media laboratory. The Department is poised to operate a cable channel to serve the campus and the outside community.

CONCERNS:

- The future of the program will be dependent upon the success of the campus implementing Adobe Creative Cloud. Technology is essential to the success of the Department and without Adobe Creative Cloud to upgrade and maintain current software, the entire program will be in jeopardy in the very near future.
- It should be noted that campuswide, Shepherd University faculty are expected to teach a 4/4 load while their counterparts at other West Virginia universities teach a 3/3 or 3/4 load. The added course teaching responsibility places an undue burden upon excellent faculty who maintain professional development activities, respond to grant applications or pursue activities to enrich the learning opportunities of students beyond the classroom.
- There is no campus wide effort to accurately measure and document the success of graduates. The responsibility of tracking graduates is left to underfunded, overworked faculty and as a result there is precious little data to support the successful claims of any department when discussing graduates.

RECOMMENDATIONS:

- Increase efforts to obtain external funding through grants and other opportunities.
- The department may want to explore the implementation of a fee structure on classes that utilize technology as a way of maintaining current and relevant programs and equipment.
- Consider the addition of graduate offerings as a way to expand the program and develop a wider audience. The external reviewer noted the potential for an M.S. degree in New Media Studies.

**Shepherd University
Program Review Summary
Regents Bachelor of Arts (R.B.A.)**

Major:

Regents Bachelor of Arts (R.B.A.) with current emphasis areas in Business and Social Issues

External Reviewer:

Dr. Kristi Woods-Turner, Director
Center for Civic Engagement
West Virginia University

OVERVIEW

The Regents Bachelor of Arts Degree Program (R.B.A.) at Shepherd University and nine other state institutions provides the adult learner a special opportunity to complete baccalaureate degree studies. The target population for this versatile program is the large number of adults who have discontinued their college careers for job and family responsibilities. It is a flexible, yet structured program that provides incentive for the mature student to return to college studies. It also meets the needs of many adults who have had no previous college work, as well as meeting the needs of younger adults who do not fit into a “traditional” degree program. It is intentionally flexible regarding academic discipline emphasis, and does not recognize majors or minors. The R.B.A. degree was implemented in 1975 as the first statewide program for adults. It differs from traditional baccalaureate degrees as follows:

- allows college credit to be awarded for non-college training courses or work experience;
- allows greater flexibility in course requirements;
- admission to students who graduated from high school a minimum of four years prior to entering the R.B.A. program.

The R.B.A. has a minimum residency requirement of 24 semester hours (12 semester hours if a minimum of 12 hours have been completed at another West Virginia state institution). Portfolio credit does not count toward residency requirements.

Experiential learning may be evaluated for the awarding of college equivalent credit. Credits earned at regionally accredited institutions can be transferred. American Council on Education (ACE) non-collegiate sponsored training programs, and educational experience in the Armed Services are honored, as well as College Level Examination Program or CLEP. Co-ops are an additional option for R.B.A. students.

During the review period, 536 students were awarded degrees, which is an increase of nearly 12 percent over the previous review period. Additionally, the university made capital investments in relation to adult learners with the opening of the Martinsburg Center. The Martinsburg Center offers instructional models that vary from those at the main campus, notably in the form of online and compressed format instructional delivery models.

I. Program Purpose and Overview

The mission statement of the R.B.A. program builds upon and is well aligned with the mission and core values of Shepherd University. The R.B.A. program is one of the integral components of Shepherd's increased outreach to students, other than traditional full-time undergraduates. Without this program, many West Virginians would never return to college.

The program mission is also part of statewide initiatives to increase the college completion rate among West Virginians, create a more highly qualified workforce, and help students in the program attain their personal and professional goals. The R.B.A. degree is a recognized, four-year, baccalaureate degree from an accredited university. While there is no major or minor, students can choose from concentrations areas in business or social issues or can concentrate coursework in a particular field or area of interest. The degree provides students with the ability to pursue graduate studies or to apply their expertise to a post-graduate profession. The program consists of courses in the general education program, but does not necessarily offer courses carrying its own prefix. Some courses are offered for specific students, like those at the Martinsburg Center in online and/or compressed format. Where possible, the program has been responsive to issues noted in the previous review.

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

Curriculum: Because the R.B.A. program is highly individualized, the curriculum or number of courses taken by each student varies widely. These can range from lower-level and core curriculum courses to upper-division offerings. With online courses and because many of the students are currently employed, there is not a lot of opportunity for student work outside the classroom. Again, this is highly dependent upon the student and their individualized course of study.

Assessment of Student Learning: Because students in the program have varying amounts of courses to complete, assessing consistently in a particular course or point in the program can be problematic. Current assessment tools include the experience and graduate surveys to help collect data for any revisions to the program. Online classes through *Degree Now* or *WVROCKS*, have their own state-wide or systematic assessment rubrics through Quality Matters.

In reviewing the assessment portion, the internal committee felt that the implementation of some type of culminating course or capstone would provide an excellent summative assessment measure for the program.

From Dr. Renninger: The R.B.A. program has a strong assessment plan and is current and up-to-date with all submission deadlines. The program is meeting the majority of its targets and has a solid improvement plan delineated for those targets not being met. In the last assessment cycle, 94 percent of the students responded that they felt adequately prepared for their career or graduate/professional school and 98 percent of the students responded that they were satisfied with the advisement given by the RBA staff. This is a testament to the hard work being put forth by the R.B.A. personnel. The external reviewer has suggested we look to a standardized, summative assessment of R.B.A. students and the Center for Teaching and Learning is currently piloting an ETS assessment that may aid with this.

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

Although primarily a part-time student population, enrollments continue to grow, with graduates representing more than 15 percent of overall degrees conferred.

Admission Standards: Students applying to the program must first be accepted by the University, following normal guidelines for admission. In addition, students who have been graduated from high school for more than five years at the time of application for admission do not need the ACT or SAT. Those with no previous college work and transfer students with less than 15 semester hours of credit will have to take a placement test for English and math.

Enrollment, Recruitment, Retention, and Graduation: The average number of majors during the review period was 144, ranging from 136 to 153. The average number of graduates annually was 112, ranging from 90 to 123. The program has shown a capacity for steady growth over the last five years. Due to limited staff numbers, outreach is limited, other than the Martinsburg Center program director, who has recruitment responsibilities as part of her assigned duties.

Demand for Graduates: During the last ten years, nearly 9,600 West Virginians have received the R.B.A. degree. Due to a lack of responses to surveys, information on follow-up studies of graduates is difficult to obtain, as the R.B.A. program does not engage in any specific placement of graduates. Many graduates already have jobs or have access to other resources to find employment. Surveys from the graduate survey show a very high percentage of students (85 percent or more) expressing satisfaction that the R.B.A. program helped prepare them for graduate school or their current/future career(s).

Comparative Advantages of Program: By design, the R.B.A. program is statewide, serving employed adults as part-time, commuting students, as well as full-time students. Surveys by the WVHEPC have shown that “the R.B.A. degree program is still one of the best educational bargains in the U.S.” Concentration areas, location and low cost are some comparative advantages when looking at similar programs in bordering states. This is in addition to the benefit of Shepherd’s location.

IV. Resource Availability and Development

Students in the R.B.A. program have access to student life and academic support services at both campus locations. Funding and facilities for the program appear to be sufficient for continuation of and future growth. Additional support is needed in the area of recruitment and tracking of graduates.

V. Conclusion

Following are the strengths, concerns, and recommendations based on the Self-Study Report; comments from the external reviewer, Dr. Woods-Turner; comments on assessment from the Dean of Teaching and Learning, Dr. Laura Renninger; and from the Shepherd University Program Review Committee.

Recommendation:

Continuation at the current level of activity without qualification.

Program Strengths summarized from the external reviewer

- Staff are well respected and seen as helpful resources for post-traditional students.
- The current coordinator on the main campus has been a positive force in the dedication and commitment of the R.B.A. program.
- Individual advising is effective and well received by the students.
- There is a large population of adult learners on campus and enrollment has remained steady over the past five years.
- This is a cost-efficient and flexible degree program.
- The space at the Martinsburg Center is designed for student success and located with adequate parking and access for adults.
- The mission of the university and the R.B.A. degree program are aligned with outcomes that support student learning.
- The library systems are a great resource for post-traditional students and it is frequently utilized.
- With the addition of emphasis areas, the R.B.A. program provides variety and skill areas that strengthen the degree.
- Shepherd has shown support for nontraditional learners with dedicated spaces for commuters.

CONCERNS:

- There are opportunities for more online or evening course options on the main campus, which may increase the participation of adult learners in co-curricular activities.
- Grants have been written for the Martinsburg campus but are not used for the benefit of the Shepherd campus program. It would be beneficial to work together to bring grants to the general R.B.A. and share resources.

- The Martinsburg Center has an orientation for students in the R.B.A. program. This is missing from the main campus and should be considered for both areas.

RECOMMENDATIONS: (from the external reviewer)

- Work on a clear articulation from the main campus to the Martinsburg Center. For more flexibility in opportunity, students should be able to seamlessly flow from one campus location to the other. There should be advising training done together with both campuses so that the student is getting the same message about the program possibilities at both physical locations.
- Allow R.B.A. students to declare minors: In addition to the emphasis areas, this is a great way for the students to package their learning experience and highlight focus areas of study.
- Increase staff available for student advising and program development. Staffing seems to be something that plays a role in the ability to provide greater guidance and recruitment. This can be in the form of work-study, faculty liaisons, student workers, graduate assistants, or service-learning students.
- Re-imagine the R.B.A. in terms of the possibility of graduate school and advanced degrees: In order to increase enrollment and encourage higher education, it is critical to work with the adult learners on future degree planning and create a possibility for pathways to graduate or professional schools.
- The veteran and military families should be more of a focus and highlight within the R.B.A. The program has the flexibility to accept many standard awards for military. Additionally, with the GI Bill, students often complete the R.B.A. in a shorter time frame than traditional degrees. This opens up the possibility for veterans to pursue post-secondary degrees.

Shepherd University Graduate Program Review
Master of Business Administration
Division of Graduate Studies
School of Business and Social Sciences

Degree Program:

Master of Business Administration (M.B.A.) 36 credit hours

Concentrations (4): Accounting, Healthcare Administration, Public Management, and Sport Management

External Reviewer:

Dr. William Anderson, Professor of Economics

M.B.A. Faculty, Frostburg State University

HISTORY & OVERVIEW

Shepherd's Master of Business Administration (M.B.A.) degree began enrolling students in 2005. Since that time, the program has grown from 43 students to nearly 120 active students each semester. To date nearly 900 students have been admitted to the program, with approximately 200 students receiving their degrees. The M.B.A. provides primarily students in the Eastern Panhandle of West Virginia and surrounding areas with a comprehensive education that will enable them to identify careers or enhance their current careers, and explore opportunities for career change or career re-entry. Of note is the increase in applicants and admissions from a variety of international locations. Students earning the M.B.A. may be able to seek promotions or pursue further academic credentials in either a Ph.D. program in business or a D.B.A. This program lays the foundation to produce graduates at the master's level who are knowledgeable, competent, accountable, and ethical.

The previous program review from 2009 found Shepherd's M.B.A. to be a viable and valuable program that serves the needs of the Eastern Panhandle of West Virginia, as well as the adjacent areas of Maryland, Pennsylvania, and Virginia. From the previous review, the program has been responsive to areas of concern and suggested recommendations, weaving evidence throughout the self-study document. Some major accomplishments include accreditation by IACBE, development of a more formalized outcomes assessment plan, development of advisory boards, curricular revision and the implementation of new instructional delivery models like hybrid, online and/or compressed-format classes.

Criterion A. Centrality

A major goal of Shepherd's M.B.A. program is to provide increased access to graduate education to a wide range of constituencies. The program enables students to build on the theoretical foundations needed to understand the complex and contemporary business environment. Students develop skills necessary for self-directed growth by utilizing the latest technology. One over-arching objective of the program is to improve individual personal satisfaction as well as to produce employable and productive students who will be more marketable, with increased income potential and personal responsibility.

Criterion B. Program Mission, Goals, and Accomplishments

The mission and vision of Shepherd's M.B.A. program build on the mission and core values of the institution, as well as that of the Division of Graduate Studies and Continuing Education.

M.B.A. Vision (developed with advisory councils in 2012)

To be a premier high-value provider of business education at the regional, state, and national level to a diverse group of individuals.

M.B.A. Mission

The M.B.A. program will provide students with tools for successful careers and personal growth through:

- The use of both on-campus/off-campus media to enhance their skills, knowledge, and abilities in business at a reasonable expense;
- Instruction of theoretical and conceptual frameworks for programmatic solutions in actual practice settings;
- Preparation for leadership in private, public, profit, or nonprofit business, and health service organizations;
- Community-based internships that add value to client's and patients'/residents' care (required or optional depending on individual experience); and
- A unique ethical and professional-based education that is focused on improving both the students' and clients' sense of community.

As demonstrated in the opening pages of the self-study report, the program was very responsive to recommendations from the 2009 report. These include accomplishments in:

- Leadership transition: Stability in coordinator position.
- Assessment: Development of outcomes assessment plan with IACBE.
- Development of a Capstone or Strategic Management Course.
- Teaching loads: This was addressed through the university's monitoring report with the Higher Learning Commission.
- Faculty engagement: M.B.A. Faculty Group.

- Development of hybrid and/or online course offerings.
- Revision of the M.B.A. mission and vision statements.
- Addressing issues of diversity of the student body and faculty.

Faculty and students are engaged in ways that make a difference to the community. Community-based internships add value to client/patient care in the health administration concentration. Assistantships and advisory council members have strong links to the community and service learning. Full- and part-time faculty are on community advisory boards and provide service to their communities. The overall program is a service to employers in the area, providing qualified employees for a variety of positions.

Criterion C. Assessment: Curriculum and Assessment of Student Learning

A major accomplishment during the review period was the achievement of accreditation from the International Assembly for Collegiate Business Education (IACBE). This has been a long-term goal of the program starting in 2009. As part of the accreditation process, the program worked with the IACBE liaison to develop and strengthen its outcomes assessment plan to satisfy both IACBE and institutional requirements. While the assessment program is relatively new, it is hoped that the M.B.A. program will continue to gather data from various points in the program to assess crucial skills such as writing at the graduate level, presentation skills, and collaborative work. These indirect measures are currently coupled with a more direct assessment tool in the form of the M.B.A. Major Field Test, which measures our students against a national standard in the business areas of marketing, management, finance, and accounting.

From Dean Laura Renninger:

The M.B.A. program has made significant strides in their assessment efforts over the past year. Their current plan uses a mix of summative and formative measures, as well as direct and indirect tools. Each of the concentrations are now being assessed separately which is a time-intensive, yet thorough process. The program has implemented the major field test and plans to benchmark against national norms, which is commendable. Supporting documents (rubrics, test questions, surveys) need to be submitted along with report data in January 2016.

Criterion D. Recruitment, Enrollment, Retention/Graduation

The M.B.A. program has maintained non-duplicated enrollment numbers of 90-109 students during the program review period. While overall graduate retention is approximately 80 percent, tracking individual program retention can be a challenge, due to the fluid nature of graduate student enrollment.

The move to the Martinsburg Center provided a much-welcomed boost in terms of support for the M.B.A. program. Advertising budgets were developed for the center, the majority of which focused on the M.B.A. program and its concentrations. The center and its staff assist with the admissions process and also with basic student

services related to registration and financial aid. They also provide support for the creation of special events that not only provide services to the community (like job fairs), but also use these events to market academic programs at the center. These include contacting potential students via open houses and the development of strategic alliance partnerships with area employers.

A note of concern from the external reviewer regarding program completion: While nearly 900 students have been admitted, only a little over 200 have actually completed the program. Of those 900 students admitted, not all registered for courses. The completion rates over the program review period are much stronger, and currently, a very high percentage of those who actually start the program do finish.

Criterion E. Faculty/Staff Characteristics

M.B.A. faculty, both full-time and part-time, possess the degree qualifications to teach at the master's level, including additional certifications or credentials in specialized subject areas. Because of the large number of affiliate graduate faculty, there is good gender and racial diversity in the faculty. During the program review period several full-time faculty members were added, with 25-50 percent of their teaching load being designated as "graduate." The use of part-time can call into question issues of continuity or stability; however, since most of Shepherd's adjuncts are also employed and living in the area, this has been less of an issue. Because of heavy teaching and advisement loads of full-time faculty and HLC overload stipulations, there have been fewer opportunities for full-time faculty to participate in the M.B.A. program.

Full-time faculty who do teach in the program have the potential for increased scholarship outcomes through grant activity and publications, as well as professional development activities offered by the CTL. These outcomes are part of the operational assessment outcomes for IACBE, so faculty need to make sure they participate in these offerings.

Criterion F. Resources/Facilities/Equipment/Library Holdings

The development of the Martinsburg Center provides outstanding facilities and strong administrative support for the M.B.A. program, both in the area of admissions, student services, and ongoing administrative tasks. There is a need for increased faculty development funding and increased resources in the area of writing support for graduate students, particularly those of international backgrounds.

With few full-time faculty completely assigned to the program, the need for full-time faculty lines either partially or fully committed to teaching in the program will be vital to the program's future growth and success. As Shepherd moves forward with additional graduate programs, the assignment of 50 percent or more of a line to graduate students will ensure that full-time faculty can become more fully engaged in graduate studies and culture at Shepherd.

CONCLUSION

The M.B.A. program has proven to be a viable graduate program at Shepherd University and has benefitted from capital investments of the university in the Martinsburg Center. As the program continues to develop and expand, additional resources for faculty support and marketing will be crucial to its continued success.

RECOMMENDATION

Continuation at the current level of activity with some minor concerns.

The following are recommendations summarized from the external reviewer, graduate program review committee and Dr. Laura Renninger, Dean of Teaching, Learning and Instructional Resources.

PROGRAM STRENGTHS

- Internal Resources, Staff, and Faculty: Shepherd has a very dedicated and competent roster of faculty and staff to support the program, from the university's library to the staff at the Martinsburg Center. The external reviewer noted that the interaction between students, faculty, and staff speaks of a quality program committed to academic growth.
- Location: With its proximity to the Washington/Baltimore corridor, many of the people moving into the area are college-educated and work in careers for which an M.B.A. degree is important for advancement or, at least for some careers, an entry-level position.
- Scheduling and instructional delivery models: Classes at the Martinsburg Center are held in the evenings, which is appealing to people who are at work during the day and can only attend classes at night. The program utilizes mostly compressed format or part-of-term classes that permit students to complete the program in as little as one calendar year.
- Martinsburg Center: As an academic center, the facility provides an excellent learning environment, with classrooms that are both spacious and up-to-date in reference to classroom technology. The center is a welcoming and comfortable place for students. The student lounges provide couches and tables and chairs, and access to wireless services.
- Curricular Offerings: Students enrolled in the Shepherd M.B.A. program can pursue a traditional M.B.A. or take concentrations in healthcare administration, public management, accounting, or sport management. Sport management has gained in popularity in many programs, and its availability at Shepherd is a branding opportunity for the institution and graduate studies.
- Excellent qualifications of full-time faculty and affiliate graduate faculty.
- Development of individual advisory councils for M.B.A. Faculty, M.B.A. Program and M.B.A. Students.
- The M.B.A. program contributes significantly to graduate culture on campus.

CONCERNS AND CHALLENGES:

- Lack of Resources and Integration of the M.B.A. Program with the University: Shepherd University primarily is an undergraduate institution, and graduate studies are secondary to the university's overall mission. While the M.B.A. program has generated a significant revenue and profit stream for the institution, this program and graduate studies in general have not benefitted from the steady increases in enrollment witnessed over the program review period. In order to the program to grow steadily, more resources are required to market the program, provide release time and stipends for concentration and program coordinators, and to develop faculty lines fully committed to instruction in the program. It is imperative that the university be willing to direct more resources toward graduate programs if the M.B.A. program is to have adequate support and aid in the continued development of graduate culture.
- More engagement of full-time faculty: While there are a number of highly qualified affiliate graduate faculty, availability of more tenure-track faculty to teach in the program would help to integrate this program further into the culture of the institution.
- Advisement and teaching load of the program coordinator: For an accredited program of this size, there should most likely be a reduction in teaching load, coupled with (additional) release time. The program coordinator currently has a large number of undergraduate advisees and two undergraduate courses that he teaches on a regular basis.

RECOMMENDATIONS:

- Continue to collect assessment data for development of patterned evidence, leading to data-driven decision making. Assess particular skills and outcomes identified by IACBE at various points throughout the curriculum.
- Collect employment data on current and former students wherever possible.
- Develop more online courses for increased flexibility.
- Develop a cohort of students for an "Executive" M.B.A. program.
- Work more closely with the undergraduate program to develop an accelerated pathway from undergraduate studies into Shepherd's M.B.A. program.
- Work closely with all program faculty to ensure academic quality, rigor, and currency.
- Through advisory councils, seek to develop increased community partnerships that lead to funding for special projects or endowed scholarships.
- Work through advisory councils and university advancement to help develop scholarship or other targeted funding.
- Work through the university academic affairs and budget process to support proposals for additional faculty lines that will aid in growing the program.

Shepherd University

Committee Form – Program Review

Undergraduate Programs

Program: Students major and minor in other disciplines

I. Program Purpose & Overview

A. Centrality

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
a. The program contributes to the fulfillment of Shepherd University’s mission, core values, and Strategic Plan.			
b. The program supports general education, proficiency, and/or other undergraduate programs offered at Shepherd University.			
c. The program has been responsible to actions recommended from the previous Program Review.			

Comments:

B. Program Mission, Goals & Accomplishments

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
a. The program’s mission statement reflects the nature and scope of the program.			
b. Goals and objectives were undertaken during the review period to improve or advance the program.			
c. The program will be considering revisions supported by data to its missions, goals, and/or objectives in the upcoming review period.			
d. Faculty and students involved in the program are engaged with the region in ways that benefit both the community and the program.			
e. The program achieved or maintained accreditation (if applicable) and/or earned recognition or awards.			

Comments:

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

A. Curriculum

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
a. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program.			
b. Expectations of graduate students differ from undergraduate students in dual-listed courses.			
c. The program provides opportunities for students to learn in ways that extend beyond the classroom.			
d. Assessments of students' literacy in technology and in writing are integrated into the curriculum.			
e. Online courses are evaluated in ways that ensure effective delivery and continuous improvement (if applicable).			

Comments:

B. Assessment of Student Learning

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
a. The program has clearly articulated learning performance outcomes for students.			
b. The program's curriculum aligns with the student learning performance outcomes.			
c. The program collected assessment data during the review period allowing judgments about the extent to which students are achieving learning performance outcomes.			
d. The program has made changes/improvements during the review period that clearly align with the assessment data collected during the period under review.			
e. Results of assessment efforts have been shared with internal and external constituencies.			

Comments:

III. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
a. Five-year enrollments trends reflect program vitality and sustainability.			
b. Graduation rates indicate that student complete the program in a timely manner.			
c. Level of support for the program relative to enrollments reflects the status of the program as oversubscribed, undersubscribed or optimal.			

Comments:

B. Demand for Graduates

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
a. Program Graduates find employment or continue their education.			
b. Data suggests that employment opportunities for graduates of this program will remain strong.			
c. The program systematically recruits prospective students and tracks graduates of the program.			

Comments:

C. Comparative Advantage(s)

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
The program has unique features that distinguish it from competing programs – giving it a competitive edge.			

Comments:

IV. Resource Availability & Development

A. Faculty Characteristics

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
a. Context is clear for understanding the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rant, etc.).			
b. The program has identified staffing needs and pending changes that will affect the delivery of the program.			

Comments:

B. Teaching and Learning Enhancement

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
a. Faculty & instructional academic staff engage in activities to improve their teaching, advising, involvement in course or curricular revision, new course development, etc.			

Comments:

C. Research & Other Scholarly/Creative Activities

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
a. Faculty engages in scholarly/creative activity in ways that support or advance the undergraduate program(s).			

Comments: Ditto

D. External Funding

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
Faculty pursues funding through grants, contracts, and/or gifts.			

Comments:

E. Professional & Public Service

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
Faculty engages in professional and public service in ways that benefit internal and external constituencies.			

Comments:

F. Resources for Student in the Program

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
The program has adequate personnel, student help, and service and supplies to serve its undergraduate student population.			

Comments:

G. Facilities, Equipment, & Library Holdings

Criterion	Patterns of Evidence		
	No/Limited Evidence-1	Sufficient Evidence-2	Benchmark-3
The program has adequate facilities, equipment, and technological resources to effectively serve its students.			

Comments:

Recommended Actions:

Recommended Result:

Maximum score: 99 ; Scores of 66 or below require a follow-up report.

- _____ Insufficient information in the self-study to make a determination; revise self-study & resubmit.
- _____ Continuation without qualification at current level of activity.
- _____ Continuation with minor concerns.
- _____ Continuation with major concerns in one or more of the four areas, and minor concerns in one or more of the other areas; submit annual progress reports to the College Dean & Associate Vice Chancellor for Academic Affairs on progress in addressing the major concerns.
- _____ Withhold recommendation for continuation, place on probation, and require another complete Program Review self-study within 1-3 years, at the Committee’s discretion.
- _____ Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete Program Review self-study within 1-3 years at the Committee’s discretion.
- _____ Non-continuation of the program.

APPENDIX D: FISAP Information

*Fiscal Operations Report and Application
to Participate (FISAP), December 2015*

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1845-0030. Public reporting burden for this collection of information is estimated to average 21 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory in accordance with 34 CFR 674.19 (Federal Perkins Loan), 34 CFR 675.19 (Federal Work-Study), and 34 CFR 676.19 and 20 U.S.C. 1094 (Federal Supplemental Educational Opportunity Grant). If you have comments or concerns regarding the status of your individual submission of this form, please contact the Grants & Campus-Based Division Call Center directly at 877/801-7168 or email CBFOB@ed.gov.

Fiscal Operations Report and Application to Participate (FISAP)

Report: Award Year July 1, 2014 through June 30, 2015; Application: Award Year July 1, 2016 through June 30, 2017

Part I. Identifying Information, Certification and Warning

Section A. Identifying Information

1(a) Name and address of school

Shepherd University
301 North King Street

Shepherdstown WV 25443-5000

1(b) Mailing address (if different from 1(a))

Shepherd University
PO Box 5000

Shepherdstown

2. OPEID Number 00382200

3. Type of school (select one)

- ☒ 3.1 public
☐ 3.2 private/non-profit
☐ 3.3 proprietary

(Select one if proprietary)

- ☐ (a) art
☐ (b) business
☐ (c) cosmetology
☐ (d) trade and technical
☐ (e) other

4. Length/type of longest program (select one)

- ☐ 4.1 less than 1 year
☐ 4.2 1 year but less than 2 years
☐ 4.3 2 years but less than 3 years
☐ 4.4 3 years but less than 4 years
☐ 4.5 4 years (no higher than a baccalaureate degree)
☐ 4.6 5 years or more
☒ 4.7 post-baccalaureate only

5. Additional Institutions

If the data reported on this form applies to more than one eligible institution (unique 8-digit Institution OPEID not an OPEID that identifies an additional location), you must identify all institutions for which this form is applicable. **See instructions**

This FISAP includes data for additional institutions.

☐ yes ☒ no

6. Financial Aid Administrator

Name Joyce A. Cabral
E-mail address jcabral@shepherd.edu

Telephone No. (304) 876-5484
Fax No. (304) 876-5238

7. Name and address of private financial aid consultant firm, if any

Name
Address 1
Address 2
City State Zip

Section B. Certification and Warning

Name of School Shepherd University

OPEID Number 00382200 State WV

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification. I further certify that the information contained in this electronic FISAP is in compliance with governing legislation and regulations and is true and accurate. I understand that all information associated with this FISAP is subject to audit and program review by representatives of the Secretary of Education.

WARNING: If you purposely give false or misleading information, you may be fined up to \$20,000, sent to prison, or both.

8. Chief Executive Officer (includes President, Chancellor, and Director)

Signature 

Name Sylvia Manning

Title CEO

E-mail address smanning@shepherd.edu

Date signed 12-10-15

Telephone No. (304) 876-5107

Fax No. (304) 876-6007

Options for Signing the FISAP:

- **eSignature (Recommended)** – The CEO may sign the FISAP electronically through the eSignature Tab within the eCampus-Based (eCB) system. Instructions are available through the Help Tab.
- **Manual Signature** - The CEO may provide an original signature on the printed form that must be mailed or hand delivered by the October 1, 2015 deadline date.

Mail signed form to:

**FISAP Administrator
8405 Greensboro Drive
Suite 1020
McLean, VA 22102**

Application to Participate, Part II

Name of School Shepherd University
OPEID Number 00382200 State WV

Part II. Application to Participate for Award Year July 1, 2016 through June 30, 2017

Section A. Request for Funds for the 2016-2017 Award Year

- | | |
|--|------------------|
| 1. Federal Perkins Loan Level of Expenditures | \$ <u>250000</u> |
| 2. Federal Perkins Loan Federal Capital Contribution | \$ <u>0</u> |
| 3. FSEOG federal funds | \$ <u>500000</u> |
| 4. FWS federal funds | \$ <u>500000</u> |

Section B. Federal Perkins Loan Program Liquidation Request

(Applies only to certain schools; see instructions)

5. My school wishes to discontinue participation in the Federal Perkins Loan Program. ☐ yes ☒ no

Section C. Waiver Request for the Underuse of Funds

My school has returned more than 10 percent of its Federal Perkins Loan, FSEOG, or FWS allocation for the 2014-2015 award year.

6. My school wishes to apply for a waiver of the penalty for the underuse of funds and will provide, on the Additional Information screen, a written explanation of the circumstances. ☐ yes ☒ no

Application to Participate, Part II (continued)

Name of School Shepherd University
OPEID Number 00382200 State WV

Part II. Application to Participate for Award Year July 1, 2016 through June 30, 2017

Section D. Information on Enrollment

My school's calendar is ☒ Traditional ☐ Non-Traditional

Schools with a traditional calendar that had 2014-2015 enrollment, fill in Field 7.

7. Total number students, 2014-2015 (a) Undergraduate 4531 (b) Graduate/Professional 235

Schools with a traditional calendar that did not have 2014-2015 enrollment, fill in Field 8.

8. Estimated number students, 2015-2016 (a) Undergraduate 0 (b) Graduate/Professional 0

Schools with a non-traditional calendar that had 2014-2015 enrollment, fill in fields 9 through 20.

	Undergraduate Continuing Students (a)	Undergraduate New Starts (b)	Graduate/Professional Continuing Students (c)	Graduate/Professional New Starts (d)
9. July 1, 2014	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
10. August 1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
11. September 1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
12. October 1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
13. November 1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
14. December 1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
15. January 1, 2015	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
16. February 1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
17. March 1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
18. April 1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
19. May 1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
20. June 1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
21. TOTAL	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Section E. Assessments and Expenditures

	Undergraduate (a)	Graduate/Professional (b)
22. Total tuition and fees for the award year July 1, 2014 to June 30, 2015	\$ <u>29339095</u>	\$ <u>893847</u>
23. Total Federal Pell Grants expenditures for the 2014-2015 award year	\$ <u>5383857</u>	
24. Total expended for state grants and scholarships made to undergraduates for the award year July 1, 2014 to June 30, 2015	\$ <u>4102062</u>	

Section F. Information on Eligible Aid Applicants Enrolled in Your School for Award Year 2014-2015

	Dependent Undergraduate		Independent Undergraduate		Independent Graduate/Professional (e)
	Without Baccalaureate/ 1 st Prof. Degree (a)	With Baccalaureate/ 1 st Prof. Degree (b)	Without Baccalaureate/ 1 st Prof Degree (c)	With Baccalaureate/ 1 st Prof. Degree (d)	
25. Students with an "Automatic" Zero EFC	<u>262</u>	<u>1</u>	<u>170</u>	<u>10</u>	<u>11</u>
Taxable and Untaxed Income					
26. \$0 - \$2,999	<u>2</u>	<u>0</u>	<u>109</u>	<u>7</u>	<u>11</u>
27. \$3,000 - \$5,999	<u>4</u>	<u>0</u>	<u>24</u>	<u>1</u>	<u>1</u>
28. \$6,000 - \$8,999	<u>5</u>	<u>0</u>	<u>26</u>	<u>1</u>	<u>2</u>
29. \$9,000 - \$11,999	<u>5</u>	<u>0</u>	<u>21</u>	<u>0</u>	<u>5</u>
30. \$12,000 - \$14,999	<u>12</u>	<u>0</u>	<u>18</u>	<u>1</u>	<u>3</u>
31. \$15,000 - \$17,999	<u>10</u>	<u>0</u>	<u>11</u>	<u>3</u>	<u>4</u>
32. \$18,000 - \$23,999	<u>30</u>	<u>0</u>	<u>46</u>	<u>5</u>	<u>3</u>
33. \$24,000 - \$29,999	<u>54</u>	<u>0</u>	<u>31</u>	<u>6</u>	<u>6</u>
34. \$30,000 - \$35,999	<u>65</u>	<u>0</u>	<u>45</u>	<u>3</u>	<u>5</u>
35. \$36,000 - \$41,999	<u>91</u>	<u>1</u>	<u>26</u>	<u>6</u>	<u>4</u>
36. \$42,000 - \$47,999	<u>97</u>	<u>0</u>	<u>19</u>	<u>2</u>	<u>4</u>
37. \$48,000 - \$53,999	<u>92</u>	<u>1</u>	<u>15</u>	<u>2</u>	<u>3</u>
38. \$54,000 - \$59,999	<u>94</u>	<u>0</u>	<u>17</u>	<u>1</u>	<u>5</u>
39. \$60,000 and over	<u>1668</u>	<u>12</u>	<u>302</u>	<u>26</u>	<u>60</u>
40. TOTAL	<u>2491</u>	<u>15</u>	<u>880</u>	<u>74</u>	<u>127</u>

Fiscal Operations Report, Part IIIName of School Shepherd UniversityOPEID Number 00382200 State WV**Part III. Federal Perkins Loan Program for Award Year July 1, 2014 through June 30, 2015****Section A. Fiscal Report (Cumulative) as of June 30, 2015**

Field Item	Amount (a)	Number of Borrowers (b)	Debit Balances (c)	Credit Balances (d)
1.1. Cash on hand and in depository as of 6/30/2015			\$ 141361	
1.2. Cash on hand and in depository as of 10/31/2015	\$ 81367			
2. Funds receivable from federal government			\$ 0	
3. Funds receivable from school			\$ 0	
4. Funds advanced to students		5174	\$ 6258068	
5. Loan principal collected		4229		\$ 4711893
6. Loan principal assigned to and accepted by the United States		128		\$ 107905
<u>Loan principal canceled for the following categories:</u>				
7. teaching/military service (applies to loans made prior to 07/01/1972)		35		\$ 393465
8. certain subject matter teaching service (math, science, foreign languages, bilingual education)		4		\$ 3225
9. all other authorized pre-K or K-12 teaching service		59		\$ 107513
10. military service (applies to loans made 07/01/1972 and after)		0		\$ 0
11. volunteer service		2		\$ 1350
12. law enforcement and corrections officer service		2		\$ 2050
13. child/family/early intervention service		3		\$ 1850
14. nurse/medical technician service		23		\$ 20135
15. pre-K or child care program staff member service		1		\$ 225
16. service as an attorney in a public defender organization		0		\$ 0
17. fire fighter service		0		\$ 0
18. Tribal College or University faculty service		0		\$ 0
19. librarian service		0		\$ 0
20. speech-language pathology service		0		\$ 0
21. death/disability		25		\$ 41219
22. disability based on VA determination		1		\$ 376
23. bankruptcy		4		\$ 14477
24. surviving spouses of public service victims of 9-11 terrorist attacks		0		\$ 0
25. loans discharged due to closed schools		0		\$ 0
26. Loan principal adjustments -- other		62		\$ 1715
27. Federal Capital Contributions				\$ 1200091
28. Repayments of fund capital to federal government			\$ 212685	
29.1. Short-term loans to the Fund	\$ 0			
29.2. ICC deposited to the Fund	\$ 133500			
29.3. Institutional Capital Contributions				\$ 133500
30.1. Repayment of short-term loans to the fund	\$ 0			
30.2. Distribution of excess/liquidated fund capital	\$ 10000			
30.3. Repayments of fund capital to school			\$ 10000	
31. Interest income on loans				\$ 602496
32. Other income				\$ 205825
33. Reimbursements to the Fund of the amounts canceled on loans made 07/01/1972 and after				\$ 118664
34.1. Administrative cost allowance	\$ 179222			
34.2. Collection costs	\$ 68076			
34.3. Administrative cost allowance and collection costs (control)			\$ 247298	
<u>Cost of loan principal and interest canceled for the following categories:</u>				
35. teaching/military service (applies to loans made prior to 07/01/1972)			\$ 458768	
36. certain subject matter teaching service (math, science, foreign languages, bilingual education)			\$ 3225	
37. all other authorized pre-K or K-12 teaching service (applies to loans made 07/01/1972 and after)			\$ 115986	
38. military service (applies to loans made 07/01/1972 and after)			\$ 0	
39. volunteer service in the Peace Corps or under the Domestic Volunteer Service Act of 1973			\$ 1414	

Fiscal Operations Report, Part III (continued)

Name of School Shepherd University
OPEID Number 00382200 State WV

Part III. Federal Perkins Loan Program for Award Year July 1, 2014 through June 30, 2015

Section A. Fiscal Report (Cumulative) as of June 30, 2015

Field Item	Amount (a)	Number of Borrowers (b)	Debit Balances (c)	Credit Balances (d)
40. law enforcement and corrections officer service			\$ 2050	
41. child/family/early intervention service			\$ 1915	
42. nurse/medical technician service			\$ 20290	
43. pre-K or child care program staff member service			\$ 225	
44. service as an attorney in a public defender organization			\$ 0	
45. fire fighter service			\$ 0	
46. Tribal College or University faculty service			\$ 0	
47. librarian service			\$ 0	
48. speech-language pathology service			\$ 0	
49. death/disability			\$ 47341	
50. VA disability determination			\$ 908	
51. bankruptcy			\$ 14585	
52. surviving spouses of public service victims of 9-11 terrorist attacks			\$ 0	
53. Cost of loan principal and interest assigned to and accepted by the United States			\$ 130140	
54. Cost of loan principal and interest canceled for loans discharged due to closed schools			\$ 0	
55. Other costs or losses			\$ 1715	
56. Balancing Adjustments (Debits)			\$ 0	
57. Balancing Adjustments (Credits)				\$ 0
58. Total debits and credits (Sum of fields 1.1 through 57)			\$ 7667974	\$ 7667974

Section B. Fund Activity (Annual) During the 2014-2015 Award Year (July 1, 2014 through June 30, 2015)

	Number of Borrowers (a)	Amount (b)
1. Final adjusted Federal Capital Contribution (FCC) authorization		\$ 0
2. FWS funds transferred to the Fund		+\$ 0
3. FCC transferred to:		
(a) FSEOG		-\$ 0
(b) FWS		-\$ 0
4. Total federal funds available for the 2014-2015 award year (fields 1 + 2 - 3(a) - 3(b))		\$ 0
5. The unexpended amount of final adjusted authorized FCC for award year 2014-2015 that was NOT requested from G5 by June 30, 2015. This amount will be reduced from your total award amount next spring (see instructions).		\$ 0
6. Institutional Capital Contribution (ICC) deposited into the Fund between July 1, 2014 and June 30, 2015		\$ 0
7. Loans advanced to students from the Fund during the 2014-2015 award year (minus 2014-2015 award year refunds)		\$ 160000
8. Administrative cost allowance claimed for the 2014-2015 award year (see instructions)		\$ 0
9. Total principal and interest repaid by borrowers from all sources during the 2014-2015 award year		\$ 98958
10. Total principal repaid by borrowers from all sources during the 2014-2015 award year for loans in default for more than 2 years but not more than 5 years	146	\$ 3910
11. Total principal repaid by borrowers from all sources during the 2014-2015 award year for loans in default for more than 5 years	6	\$ 2274
	3	

Fiscal Operations Report, Part III (continued)Name of School Shepherd UniversityOPEID Number 00382200 State WV**Part III. Federal Perkins Loan Program for Award Year July 1, 2014 through June 30, 2015****Section C. Cumulative Repayment Information as of June 30, 2015****Status of Borrowers as of June 30, 2015**

	Amount (a)	Number of Borrowers (b)	Amount Lent (c)	Principal Amount Outstanding (d)
1.1. Borrowers whose loans are fully retired		<u>4479</u>	<u>\$ 5130585</u>	
1.2. Loans that have been purchased	<u>\$ 0</u>			
2. Borrowers whose loans were assigned to and officially accepted by the U.S. Department of Education as of June 30, 2015 (Note: Field 2 equals the sum of Field 2.1 plus Field 2.2.)		<u>128</u>	<u>\$ 137261</u>	<u>\$ 107905</u>
2.1. Assignments due to default or liquidation		<u>126</u>	<u>\$ 134761</u>	<u>\$ 105694</u>
2.2. Assignments due to total and permanent disability discharge		<u>2</u>	<u>\$ 2500</u>	<u>\$ 2211</u>
3. Total borrowers not in repayment status		<u>174</u>		<u>\$ 324547</u>
4. Borrowers on schedule in repayment status		<u>57</u>		<u>\$ 56563</u>
5.1. In default less than 240 days (monthly installments) or less than 270 days (other installments)		<u>31</u>	<u>\$ 61343</u>	<u>\$ 50572</u>
5.2. In default 240 days or more (monthly installments) or 270 days or more (other installments), up to 2 years		<u>46</u>	<u>\$ 70793</u>	<u>\$ 64656</u>
5.3. In default more than 2 years but not more than 5 years		<u>67</u>	<u>\$ 100053</u>	<u>\$ 95800</u>
5.4. In default more than 5 years		<u>192</u>	<u>\$ 299573</u>	<u>\$ 256041</u>

Cohort Default Rate (Sections D and E)**Schools with fewer than 30 borrowers who entered repayment in the 2013-2014 award year should skip to Section E.****Section D. Schools with 30 or More Borrowers Who Entered Repayment in the 2013-2014 Award Year**

1.1. Number of borrowers who entered repayment in 2013-2014	<u>51</u>
1.2. Number of borrowers from Field 1.1 above with loans in default by June 30, 2015	<u>16</u>
1.3. Cohort default rate ((Field 1.2 / Field 1.1) x 100)	<u>31.37</u>

Section E. Schools with Fewer than 30 Borrowers Who Entered Repayment in the 2013-2014 Award Year

2.1. Number of borrowers who entered repayment in:	2.2. Number of borrowers with loans in default by:
(a) 2011-2012 (07/01/2011-06/30/2012) <u>0</u>	(a) June 30, 2013(those in 2.1(a) only) <u>0</u>
(b) 2012-2013 (07/01/2012-06/30/2013) <u>0</u>	(b) June 30, 2014 (those in 2.1(b) only) <u>0</u>
(c) 2013-2014 (07/01/2013-06/30/2014) <u>0</u>	(c) June 30, 2015 (those in 2.1(c) only) <u>0</u>
2.3. Total number of borrowers who entered repayment during the three years above (fields 2.1(a) + 2.1(b) + 2.1(c))	<u>0</u>
2.4. Total number of borrowers with loans in default during the three years above (fields 2.2(a) + 2.2(b) + 2.2(c))	<u>0</u>
2.5. Cohort default rate ((Field 2.4 / Field 2.3) x 100)	<u>0</u>

Fiscal Operations Report, Part IV

Name of School Shepherd University
OPEID Number 00382200 State WV

Part IV. Federal Supplemental Educational Opportunity Grant (FSEOG) Program for Award Year July 1, 2014 through June 30, 2015

Section A. Federal Funds Authorized for FSEOG

1. Final adjusted FSEOG authorization \$ 84894

Section B. Federal Funds Available for FSEOG Expenditures

2. FWS funds transferred to and spent in FSEOG	+\$ <u>0</u>
3. Federal Perkins Federal Capital Contribution funds transferred to and spent in FSEOG	+\$ <u>0</u>
4. FSEOG funds transferred to and spent in FWS	-\$ <u>0</u>
5. 2015-2016 FSEOG funds carried back and spent in 2014-2015	+\$ <u>0</u>
6. Additional 2015-2016 FSEOG funds carried back and spent for 2015 summer enrollment	+\$ <u>0</u>
7. 2013-2014 funds carried forward and spent in 2014-2015	+\$ <u>0</u>
8. 2014-2015 funds carried forward to be spent in 2015-2016	-\$ <u>0</u>
9. 2014-2015 funds carried back and spent in 2013-2014	-\$ <u>0</u>
10. Additional 2014-2015 funds carried back and spent for 2014 summer enrollment	-\$ <u>0</u>
11. Total federal funds available for 2014-2015 FSEOG (fields 1 + 2 + 3 + 5 + 6 + 7) minus (fields 4 + 8 + 9 + 10)	\$ <u>84894</u>

Section C. Funds to FSEOG Recipients

12. Total funds to FSEOG recipients (fields 13 + 14)	\$ <u>113192</u>
13. Nonfederal share of funds to FSEOG recipients (25 percent of Field 12)	\$ <u>28298</u>
(a) Cash outlay contributed	\$ <u>28298</u>
(b) Other resources designated	\$ <u>0</u>

Section D. Federal Funds Spent for FSEOG Program

14. Federal share of funds to FSEOG recipients (75 percent of Field 12)	\$ <u>84894</u>
15. Administrative cost allowance claimed (see instructions)	+\$ <u>0</u>
16. Federal funds spent for FSEOG (fields 14 + 15)	\$ <u>84894</u>

Section E. Use of FSEOG Authorization

17. Expended FSEOG authorization (fields 4 + 8 + 9 + 10 + 16) minus (fields 2 + 3 + 5 + 6 + 7)	\$ <u>84894</u>
18. Unexpended FSEOG authorization (Field 1 - Field 17) (cannot be negative)	\$ <u>0</u>

Fiscal Operations Report, Part VName of School Shepherd UniversityOPEID Number 00382200 State WV**Part V. Federal Work-Study (FWS) Program for Award Year July 1, 2014 through June 30, 2015****Section A. Federal Funds Authorized for FWS**1. Final adjusted FWS authorization \$ 98970**Section B. Federal Funds Available for FWS Expenditures**

2. Federal Perkins Federal Capital Contribution funds transferred to and spent in FWS +\$ 0

3. FSEOG funds transferred to and spent in FWS +\$ 0

4. FWS funds transferred to and spent in:

(a) FSEOG -\$ 0

(b) Federal Perkins Loan Program -\$ 0

(c) Work Colleges Program -\$ 0

5. 2015-2016 FWS funds carried back and spent in 2014-2015 +\$ 0

6. Additional 2015-2016 FWS funds carried back and spent for 2015summer employment +\$ 0

7. 2013-2014 funds carried forward and spent in 2014-2015 +\$ 0

8. 2014-2015 funds carried forward to be spent in 2015-2016 -\$ 0

9. 2014-2015 funds carried back and spent in 2013-2014 -\$ 0

10. Additional 2014-2015 funds carried back and spent for 2014 summer employment -\$ 0

11. Total federal funds available for 2014-2015 FWS
(fields 1 + 2 + 3 + 5 + 6 + 7) minus (fields 4(a) + 4(b) + 4(c) + 8 + 9 + 10) \$ 98970

Section C. Total Compensation for FWS

12. Total earned compensation for FWS Program \$ 132568

(a) On-campus earned compensation \$ 123972

(b) Off-campus earned compensation for public or private non-profit agencies, excluding amounts reported in Field 12(c) \$ 8596

(c) Off-campus earned compensation for agencies that were unable to pay regular nonfederal share and had a federal share up to 90 percent \$ 0

(d) Off-campus earned compensation for private for-profit organizations \$ 0

13. Total institutional share of earned compensation (see instructions) \$ 33599

Section D. Funds Spent from Federal Share of FWS

14. Total federal share of FWS earned compensation \$ 98970

(a) Federal share paid at a rate up to 75 percent \$ 91073

(b) Federal share paid at a rate up to 100 percent for waivers of nonfederal share \$ 7897

(c) Federal share paid at a rate up to 90 percent for agencies that were unable to pay regular nonfederal share \$ 0

(d) Federal share paid at a rate up to 50 percent for off-campus, private for-profit organizations \$ 0

15. Administrative cost allowance claimed (see instructions) +\$ 0

16. Federal share of Job Location and Development (JLD) Program expenditures +\$ 0

17. Total federal funds spent for FWS (fields 14 + 15 + 16) \$ 98970

Fiscal Operations Report, Part V (continued)

Name of School Shepherd University
OPEID Number 00382200 State WV

Part V. Federal Work-Study (FWS) Program for Award Year July 1, 2014 through June 30, 2015

Section E. Use of FWS Authorization

18. Expended FWS authorization (fields 4(a) + 4(b) + 4(c) + 8 + 9 + 10 + 17) minus (fields 2 + 3 + 5 + 6 + 7) \$ 98970
19. Unexpended FWS authorization (Field 1 - Field 18) \$ 0

Section F. Information About the Job Location and Development (JLD) Program

20. Total expenditures for the JLD Program \$ 0
21. Institutional expenditures for the JLD Program (see instructions) \$ 0
22. Number of students for whom jobs were located or developed 0
23. Total earnings of the students in Field 22 above \$ 0

Section G. Information About FWS Students Employed in Community Service Activities

24. Number of students in community service employment 7
25. Federal share of community service earned compensation \$ 7897
26. Nonfederal share of community service earned compensation \$ 699

Section H. Information About FWS Students Employed as Reading Tutors of Children or Employed in Family Literacy Activities

27. Number of FWS students employed as reading tutors of children or employed in family literacy activities 4
28. Federal share of earned compensation for FWS students employed as reading tutors of children or employed in family literacy activities \$ 5418
(a) Amount of the federal share in Field 28 spent on community service employment \$ 5418
29. Total earned compensation for FWS students employed as reading tutors of children or employed in family literacy activities \$ 5902

Section I. Information About FWS Students Employed as Mathematics Tutors of Children

30. Number of FWS students employed as mathematics tutors of children 5
31. Federal share of earned compensation for FWS students employed as mathematics tutors of children \$ 2478
32. Total earned compensation for FWS students employed as mathematics tutors of children \$ 2694

Section J. Information About FWS Students in Civic Education and Participation Activities

33. Number of students in civic education and participation activities 0
34. Federal share spent for students in civic education and participation activities \$ 0
35. Total spent for students in civic education and participation activities \$ 0

Section K. Information About FWS Disaster-Affected Students

36. Number of disaster-affected students receiving FWS funds 0
37. Federal share of funds to disaster-affected students \$ 0
38. Total funds to disaster-affected students \$ 0

Fiscal Operations Report, Part VIName of School Shepherd UniversityOPEID Number 00382200 State WV**Part VI. Program Summary for Award Year July 1, 2014 through June 30, 2015****Section A. Distribution of Program Recipients and Expenditures by Type of Student**

Taxable and Untaxed Income Category Student Type	Federal Perkins Loan		FSEOG		FWS		Unduplicated Recipients (g)
	Recipients (a)	Funds (b)	Recipients (c)	Funds (d)	Recipients (e)	Funds (f)	
<u>Undergraduate Dependent</u>							
1. \$0 - \$ 5,999	9	14000	23	18000	5	5855	28
2. \$6,000 - \$11,999	2	2000	10	7000	2	2455	12
3. \$12,000 - \$23,999	8	15000	31	22000	19	24507	49
4. \$24,000 - \$29,999	8	14500	11	8500	4	7880	17
5. \$30,000 - \$41,999	8	10600	8	6000	12	13460	24
6. \$42,000 - \$59,999	10	18500	2	2000	26	32272	33
7. \$60,000 - \$69,999	8	15500	0	0	7	6132	14
8. \$70,000 - \$79,999	3	5500	0	0	7	9433	10
9. \$80,000 - \$89,999	1	2000	0	0	4	6447	5
10. \$90,000 - \$99,999	2	3000	0	0	2	2832	4
11. \$100,000 and over	3	6000	0	0	1	534	3
<u>Undergraduate Independent</u>							
12. \$0 - \$ 1,999	12	18650	26	19000	7	5745	31
13. \$2,000 - \$ 3,999	3	6500	7	5000	3	3133	9
14.. \$4,000 - \$ 7,999	2	2500	10	7000	5	6017	16
15. \$8,000 - \$11,999	4	3500	13	8942	1	953	15
16. \$12,000 - \$15,999	3	5000	0	0	1	1385	4
17. \$16,000 - \$19,999	1	1000	3	1800	2	1039	5
18. \$20,000 - \$24,999	2	2250	6	5200	1	1498	8
19. \$25,000 - \$29,999	5	6250	3	1750	0	0	6
20. \$30,000 - \$34,999	0	0	0	0	0	0	0
21. \$35,000 - \$39,999	1	1000	2	1000	0	0	2
22. \$40,000 and over	2	4000	0	0	1	991	3
23. Graduate/Professional	2	2750	does not apply	does not apply	0	0	2
24. TOTAL (fields 1-23)	99	160000	155	113192	110	132568	300
25. Total less-than-full-time students (from fields 1-23)	21	33000	38	25192	23	31614	66
26. Total "Automatic" Zero EFC students (from fields 1-23)	24	37000	83	61300	26	33920	109

Fiscal Operations Report, Part VI (continued)Name of School Shepherd University
OPEID Number 00382200 State WV

Part VI. Program Summary for Award Year July 1, 2014 through June 30, 2015

Section B. Calculating the Administrative Cost Allowance**Administrative Cost Allowance Worksheet (Worksheet must be retained for audit and program reviews)****Step 1. Calculate the amount spent in 2014-2015 on which the administrative cost allowance is based.**

1. Total compensation in FWS (amount from Part V, Section C, Field 12)	\$ <u>132568</u>
2. Amount of Federal Perkins Loan funds advanced to students (amount from Part III, Section B, Field 7)	+\$ <u>160000</u>
3. Total funds to FSEOG recipients (amount from Part IV, Section C, Field 12)	+\$ <u>113192</u>
4. Total amount spent (fields 1 + 2 + 3)	\$ <u>405760</u>

Step 2. Calculate the administrative cost allowance.**Schools whose total amount spent was \$2,750,000 or less**

5. Enter total amount spent (Field 4)	\$ <u>405760</u>
6. Multiply	x <u>0.05</u>
7. Total administrative cost allowance—go to Step 3	\$ <u>20288</u>

Schools whose total amount spent was more than \$2,750,000 but less than \$5,500,000

8. Enter total amount spent (Field 4)	\$ <u>0</u>
9. Subtract	- \$ <u>2,750,000</u>
10. Expenditures over \$2,750,000 (Field 8 - Field 9)	\$ <u>0</u>
11. Multiply	x <u>0.04</u>
12. Administrative cost allowance on expenditures over \$2,750,000 (Field 10 x Field 11)	\$ <u>0</u>
13. Add administrative cost allowance on expenditures of \$2,750,000 (\$2.75 million x .05)	+\$ <u>137,500</u>
14. Total administrative cost allowance (Field 12 + Field 13)—go to Step 3	\$ <u>0</u>

Schools whose total amount spent was \$5,500,000 or more

15. Enter total amount spent (Field 4)	\$ <u>0</u>
16. Subtract	- \$ <u>5,499,999</u>
17. Expenditures of \$5,500,000 or more (Field 15 - Field 16)	\$ <u>0</u>
18. Multiply	x <u>0.03</u>
19. Administrative cost allowance on expenditures of \$5,500,000 or more (Field 17 x Field 18)	\$ <u>0</u>
20. Add administrative cost allowance on expenditures less than \$5,500,000 ((\$2.75 million x .05) + Field 12)	+\$ <u>247,500</u>
21. Total administrative cost allowance (Field 19 + Field 20)—go to Step 3	\$ <u>0</u>

Step 3. Decide how much administrative cost allowance your school claimed.

22. How much administrative cost allowance did your school claim? (The amount may be the same or less than the amount calculated in Step 2.)	\$ <u>0</u>
23. How much administrative cost allowance did your school claim in each program?	
(a) Federal Perkins Loan (must be the same as Part III, Section B, Field 8)	\$ <u>0</u>
(b) FSEOG (must be the same as Part IV, Section D, Field 15)	\$ <u>0</u>
(c) FWS (must be the same as Part V, Section D, Field 15)	\$ <u>0</u>