



ACADEMIC PRIORITIZATION ACADEMIC AFFAIRS RECOMMENDATIONS

Fall 2023

Executive Summary

Programs evaluated	Forty-two (42) degree programs
Recommended reduction/consolidation in programs	12 reductions/consolidations in majors 1 reduction in minor
Faculty and Academic Affairs staff reductions July 2023 - present	24 positions
Additional planned faculty reductions	14 positions
Savings from Academic Restructuring	\$217,191 in adjunct cost + stipends 6.5 FTE (full-time teaching equivalency)
Position savings realized from reductions since July 2023 and Academic Prioritization	\$1,468,993.65

Faculty and Academic Affairs staff reductions realized since July 2023 and planned reductions from Academic Prioritization

Faculty and staff reductions July 2023 - present (for FY24)

Salary and Benefits

1	Academic Affairs Stipend Adjust.	\$	9,092.00
2	Adjunct faculty		5,382.50
3	Admin Assist. (MC)		37,609.56
4	Admin Assist. (Academic Affairs)		32,165.64
5	Admin Assist. (ENGL, HIST)		30,239.23
6	Admin Assist. (STEM)		41,806.88
7	Admin Assoc (Academic Affairs)		44,783.38
8	Assistant Prof. Nursing		80,404.46
9	Assistant Prof. Nutrition		78,492.00
10	Clinical Skills Coord.		66,234.05
11	College of Business Advisor (temporary vacancy)		6,765.00
12	Course Reserves Coord. & Public Service Desk Attendant		38,996.63
13	Dean, College of NEHS		139,016.41
14	Director (MC) (1/2 year savings)		47,315.00
15	GA's, Adjunct, & misc. (MC)		37,168.00
16	Lecturer, Chemistry (savings in position line)		14,000.00
17	Lecturer, Math		62,923.94

Academic Prioritization: Academic Affairs
Examination and Recommendations

18	Library: Desk Attendant	30,239.23
19	MC Customer Services Associate	11,013.42
20	Prof. of Biology (retirement 1/2 yr savings)	45,195.19
21	Prof. of Education (current year savings)	68,656.00
22	Prof. of Geography	89,225.63
23	Provost (vacancy savings)	109,168.00
24	Security Guard (MC)	\$ 8,694.81
Total Position Expense Reduction		\$ 1,134,586.96

*MC = Martinsburg Center

Planned faculty reductions from Academic Prioritization (AP)		Salary and Benefits
1	Dean and Prof. of Business (retirement end of FY25)	\$ 175,274.00
2	Assistant Prof. of Global Studies (end of FY25)	73,500.00
3	Assistant Prof. of Mathematics (end of FY24)	80,375.00
4	Assistant Prof. of Nursing (end of FY24)	85,375.00
5	Assistant Prof. of Physical Education (end of FY25)	72,433.85
6	Assistant Prof. of Theater (end of FY24)	65,625.00
7	Assoc. Dean and Prof. of Economics (retirement end of FY25) salary only	113,908.49
	Assoc. Dean stipend (retirement FY25)	11,350.00
8	Clinical Faculty in Art (end of FY24)	81,625.00
9	Clinical in Music (end of FY24)	72,025.71
10	Lecturer in Chemistry (end of FY24)	56,250.00
11	Lecturer in English (end of FY24)	52,251.40
12	Lecturer in English (end of FY24)	55,375.00
13	Lecturer in Mathematics, Coordinator (end of FY24)	75,227.13
14	Prof. of Anthropology (retirement end of FY24)	\$ 102,942.39
Total Position Expense Reduction		\$ 1,173,537.97

Faculty and staff reductions July 2023 - present	\$ 1,134,586.96
Less: Cost of Operational Adjustments	(410,650.00)
Additional planned faculty reductions from AP	\$ 1,173,537.97
TOTAL	\$ 1,897,474.93

Summary of Recommendations

General Recommendations

Transfer Students and the Core Curriculum

In Academic Year 2023-2024, 37% of students attending Shepherd University have transferred from another institution. Shepherd University has seen a steady decline in transfer students from Community Colleges. This is despite increasing 2+2 Transfer Agreements.

In the fall of 2023, Academic Affairs started having conversations with community college leadership about what can be improved in the transfer process. They shared that the decline in transfers is related to the Shepherd University policy that students can transfer in with an A.A. or A.S. degree from a Community College, but it does not satisfy our Core Curriculum requirement. This policy is misaligned with our competitors, who see a completed Associate degree as fulfilling the General Studies portions of their curricula.

I recommend that any student entering with a completed Associate degree (A.A. or A.S.) from an accredited institution should have met their fulfillment of the Core Curriculum requirement, with the exception of the requirements for (1) Writing in the Major, and (2) the Capstone Experience. All courses considered *required* within a major would continue to be required.

This will be discussed with the Core Curriculum Committee this fall, and we hope to have this adopted by the faculty-led curricular process to be effective as soon as possible.

Accounting

Accounting, B.S.

RECOMMENDATIONS:

- **Continue at its current level.**
- Accounting faculty should discuss the professional development funding process with their dean.

Biology

Biology, B.S.

RECOMMENDATIONS:

- **Continue at its current level.**
- **The planned retirement of a faculty member in Biology was identified for a strategic reduction.**

Business Administration

Business Administration, B.S.

RECOMMENDATIONS:

- **Continue at its current level.**
- Consider carefully, when requesting a new faculty line, the potential of narrowing the size and scope of concentrations offered within the B.S. in Business Administration. Consider seeking a generalist with one or more areas of career expertise that may serve in two or more concentrations.

Business Administration, M.B.A.

RECOMMENDATIONS:

- **Continue at its current level.**
- See second recommendation under B.S. in Business Administration.

Chemistry

Chemistry, B.S.

RECOMMENDATIONS:

- **Continue at its current level.**
- **Reduce by one full-time faculty member in Chemistry.**

Communication

Communication and New Media, B.A. / B.S.

RECOMMENDATIONS:

- **Continue, but with specific actions.**
- Examine curricular redundancies with Art programs. Adjust programs as necessary to create a more efficient model.
- Implement course rotation plan in spring 2024 as indicated in prioritization document.
- Use their full-time faculty resources more effectively, creating equitable teaching loads, increasing class sizes, and reducing low-enrolled multiple sections of courses.
- Explore interdisciplinary programs with other units on campus. Must be taught with existing faculty and resources.

Computer Science

Computer and Information Sciences, B.S.

RECOMMENDATIONS:

- **Continue but with specific action.**
- Continue to offer the B.S. in Computer and Information Sciences with two concentrations: (1) Cybersecurity and Network Security, and (2) Information Science.
- Consider offering more classes in person to aid in recruitment and retention.

Computer and Information Technology, B.S.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- Eliminate the B.S. in Computer and Information Technology degree.
- Consolidate to the B.S. in Computer and Information Sciences with two concentrations: (1) Cybersecurity and Network Security, and (2) Information Science.
- Consider offering more classes in person to aid in recruitment and retention.

Computer Engineering, B.S.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- Eliminate the B.S. in Computer Engineering degree.
- Consolidate all the degree programs in this area to the B.S. in Computer and Information Sciences with two concentrations: (1) Cybersecurity and Network Security, and (2) Information Science.
- Consider offering more classes in person or OLA to aid in recruitment and retention.

Data Analytics, B.S.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- **Reassign tenured faculty teaching in this program to Mathematics.**
- Eliminate the B.S. in Data Analytics degree.
- Consolidate all the degree programs in this area to the B.S. in Computer and Information Sciences with two concentrations: (1) Cybersecurity and Network Security, and (2) Information Science.

Data Analytics and Information Systems M.S.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- **Reassign tenured faculty teaching in this program to Mathematics.**
- Eliminate the M.S. in Data Analytics and Information Systems degree.

Contemporary Art and Theater

Art, B.F.A.

RECOMMENDATIONS:

- **Continue at current level but with specific action.**
- **Reduce by one full-time faculty position in B.F.A. in Art program.**
- Eliminate the concentration in Sculpture. Teach out any students in this major. Use current full-time faculty resources or adjunct faculty to teach any courses critical to required learning objectives and skills associated with all art majors.
- Examine curricular redundancies with Communications, particularly in areas that overlap graphic design, photography/film, or image manipulation.

Contemporary Theater Studies, B.A.

RECOMMENDATIONS:

- **Continue at a reduced level.**
- **Reduce by one full-time faculty member in the BA in Theater program.**
- A comprehensive restructuring of the degree. Combine selective survey and topics courses. Reduce the number of Theater History Courses from four to no more than two, and the total number of individual classes within the Restricted Elective Courses to create fewer options. Streamline the curriculum to better utilize the one, full-time faculty member remaining until the number of majors grows to justify the addition of another faculty member.

Economics and Finance

Economics, B.S.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **Reduce by one full-time faculty member in the Economics and Finance program. (10/22/23: see retirement scenario in “Planned faculty reductions from Academic Prioritization”).**

- Consider ways to increase cohort sizes for 300- and 400-level courses by combining with another degree in the department or partnering with another program.

Education

Early Education, B.A.

RECOMMENDATIONS:

- **Program closed. Taught out in 2023. No action necessary.**

Elementary Education, B.A.

RECOMMENDATIONS:

- **Continue but with specific action.**
- Explore activities and possible curricular changes that would help the retention rate.

Secondary Education, B.A.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **The unplanned departure of a faculty member in the School of Education was identified for a strategic reduction.**
- Eliminate the science areas within the education degree. Instead, encourage majors to pursue an MAT for those areas.
- Explore activities and possible curricular changes that would help the retention rate.

Curriculum and Instruction, M.A.

RECOMMENDATIONS:

- **Continue at a reduced level or consolidation.**
- Consolidate this degree with the CSDA degree and work to plan and adopt the M.Ed. (see *Opportunity*).

Teaching, M.A.T.

RECOMMENDATIONS:

- **Continue at its current level.**

English

Appalachian Studies Interdisciplinary B.A. or B.S.

RECOMMENDATIONS:

- **Continue at its current level.**

English, B.A.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **Reduce by two (2) full-time English Lecturer positions.**
- **Reassign one tenured faculty in Modern Languages to the teaching responsibilities of one lecturer in English.**
- Offerings of 200 and 300 level literature, methods, and writing courses will need to be reduced.

Appalachian Studies, M.A.

RECOMMENDATIONS:

- **Continue at its current level.**

Environmental Studies

Environmental Studies, B.S.

RECOMMENDATIONS:

- **Continue at a reduced level or consolidation.**
- Recommend elimination of under-subscribed tracks in Resource Management, Food Sustainability, Geomatics, and Sustainable Resource Management into ONE Environmental concentration with fewer unique course offerings. Some of the consolidated course offerings can then be co-listed with the Ecological Concentration in Biology.

History

History, B.A.

RECOMMENDATIONS:

- **Continue at its current level.**
- Continue efforts to begin advising SCED Social Studies majors.

Mathematics and Engineering

Applied Mathematics, B.S.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- **Reduce by two (2) full-time faculty in the department. Reassign the tenured faculty in the CIS area to meet needs mathematics.**

- The Department focus should be to increase in the application yield and elimination of the BA in Math Education. Encourage larger first year Math cohorts to focus on an enhanced 4+1 program.

Engineering Science, B.S.

RECOMMENDATIONS:

- **Continue at a reduced level or consolidation.**
- Reduce the concentrations and offer the B.S. in Engineering Science with one concentration only in Environmental Engineering
- Eliminate the concentration in Systems Engineering. These competencies should be covered in specific elective courses in the Computer Science area.
- Reduce the number of upper division courses to offer fewer courses with larger cohorts. Create a two-year rotation of courses for the degree.

Modern Languages

Spanish, B.A.

RECOMMENDATIONS:

- **Continue at reduced level.**
- **Reassign one full-time faculty member from Modern Languages to teach English classes (with the removal of two English Lecturers).**
- Remove the Modern Languages Minor from the catalog.
- Restrict foreign language offerings to Spanish only.
- Eliminate French and German instruction as it cannot be offered in a four-semester sequence and is not in demand.
- Explore other micro-credentials for Spanish with other disciplines.

Music

Music, B.A.

RECOMMENDATIONS:

- **Continue but with specific action.**
- Develop a concentration in the B.A. in Music focusing on Music Production, Technology, and/or Entrepreneurship.

Music in Performance, B.M.P.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **Reduce by one (1) non-tenure-track, full-time faculty position in the School of Music.**
- Examine and modify the B.M. Performance degrees for more efficient delivery and attractiveness to potential students. Suggest eliminating the jazz and voice concentrations and/or all concentrations per the unit's suggestions. Potential to remove the B.M. in Performance completely.
- Examine a potential collaborative curricular offering with music and business (MBA 4+1 or music industry/administration) that can be taught with existing faculty and resources. Promote that on the website and in printed media for recruiting, Open House, Visitation Day, etcetera.
- Pursue certificate program in music technology using existing faculty resources and external partners.
- The School of Music needs to develop more sources of revenue to offset the expenses related to the operations of the school.

Nursing

Nursing, B.S.N.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **The retirement of a faculty member (summer of 2023) in the School of Nursing was identified for a strategic reduction.**
- **Reduce by one (1) non-tenured, full-time faculty position in the School of Nursing.**

Doctor of Nursing Practice

RECOMMENDATIONS:

- **Continue but with specific action.**
- **Continue with teach-out of the Psychiatric Mental Health Nurse Practitioner Program.**

POLI SCI, GLBL STDS, GEOG

Global Studies, B.A.

RECOMMENDATIONS:

- **Continue at a reduced level.**
- **The retirement of a faculty member in the Geography Area (summer of 2023) was identified for a strategic reduction.**
- **Reduce by one (1) non-tenured full-time faculty member in the Department of Political Science, Global Studies, and Geography.**
- There are many concentrations. Consider consolidating into fewer options or converting into a concentration within the Political Science degree with a more specific path to graduation.
- Eliminate the “Geography” designation from the area name.

Political Science, B.S.

RECOMMENDATIONS:

- **Continue but with specific action.**
- Consolidate and/or cross-list courses with other social sciences.
- Remove the Geography, Anthropology/Geography, and Political Communications minors. Retain the Political Science and Global Studies minors.
- Explore further possibilities of working with criminal justice program.

Psychology

Psychology, B.A.

RECOMMENDATIONS:

- **Continue at its current level.**
- Examine how to offer courses presently without a faculty member with a clinical specialization.
- Examine how to clearly communicate a two-year rotation of courses for your majors on your webpages. The current layout could be less confusing.

College Student Development and Administration, M.A.

RECOMMENDATIONS:

- **Continue at a reduced level or consolidation.**
- Consolidate this degree with the M.A. in Curriculum and Instruction degree and work to plan and adopt the M.Ed. (see *Opportunity*).

REC, SPRT, EXER SCI

Family and Consumer Sciences, B.S.

RECOMMENDATIONS:

- **Program closed. Taught out in 2021. No action necessary.**

Health Promotion and Exercise Science, B.S.

RECOMMENDATIONS:

- **Continue but with specific action.**
- Examine all degrees, concentrations, course rotations, and enrollments in the courses to mitigate loss in overload compensations.
- Reduce the summer compensation to the unit to no more than \$20,000. use of the University's resources, and it is an area where loss can be mitigated.

Nutrition, B.S.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- **Strategic reduction of faculty line in Nutrition operationalized with FY 24.**
- Continue with a Nutrition minor in the Recreation, Sport, and Exercise Science program.
- Examine all degrees, concentrations, course rotations, and enrollments in the courses to mitigate loss in overload compensations.
- Reduce the summer compensation to the unit to no more than \$20,000. use of the University's resources, and it is an area where loss can be mitigated.

Recreation and Sport Studies, B.S.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **Reduce by one (1) full-time faculty member from the Recreation, Sports, and Exercises Sciences program.**
- Keep the ECM program in place for students who are already enrolled.
- Explore alternative discounting strategies to have no negative impact on this program while also providing potential enrollment growth for *all* programs. Find a solution that has a larger impact on enrollment that benefits not just a small population of students associated with the ECM, but all students.

- Examine all degrees, concentrations, course rotations, and enrollments in the courses to mitigate loss in overload compensations.
- Reduce the summer compensation to the unit to no more than \$20,000. use of the University's resources, and it is an area where loss can be mitigated.
- RSS should review its curriculum particularly to remove redundancy in content between business courses if possible. There could be the opportunity for faculty in RSS to cross teach classes between programs or even build out graduate courses in the MBA Sport Management and Health Administration concentrations.

Social Work

Social Work, B.S.W.

RECOMMENDATIONS:

- **Continue at its current level.**
- Explore creating a Masters in Social Work (MSW) with a possible 4+1 pathway for Shepherd students.
- Program should be considered for faculty lines when funds become available.

SOCI, CRIM, CRIM JUST

Criminal Justice B.A.

RECOMMENDATIONS:

- **Continue at its current level.**
- Consider reductions or modifications to the Sociology program. It has shown a decline since the introduction of the criminal justice degree.
- Explore the addition of a forensics component to the Criminal Justice degree.
- There are two strategic reductions of faculty in this unit this year. I recommend focusing on prioritizing the needs of the majors in the programs first, and then service classes in the Core with whatever teaching needs remain.
- The program should be considered for one faculty line when funds become available.

Sociology, B.S.

RECOMMENDATIONS:

- **Continue, but with special action.**
- **The planned retirement of the faculty member (end of 2023-2024) in Anthropology was identified for a strategic reduction in faculty.**

Academic Prioritization: Background

In late May of 2023, Shepherd University was given a Board of Governor's directive to address the institution's \$6 million budget shortfall effectively and promptly. To do this, we have a target to reduce that shortfall by at least \$3 million in 2023-2024, and the remainder in 2024-2025.

In May and June, Dr. Scott Barton, VP for Finance and Administration presented the budget situation to every division on campus, answered questions, and solicited feedback. Even with the increase in enrollment at a time when other institutions are not seeing such increases, this structural deficit cannot be addressed by increasing revenue alone, and we are committed to enhance revenue where we can.

Since early June, Academic Affairs have been engaged in three projects simultaneously.

1. Academic Restructuring, re-assigned time, and stipends.
2. Streamlining our course enrollments and course offerings while also exploring avenues to grow enrollments.
3. Academic Prioritization.

Academic Prioritization: Definition and Process

Academic Prioritization is the process of a strategic, simultaneous examination of *all* academic programs offered at Shepherd University. This is the important distinction between Program Review and Academic Prioritization. In Program Review, there is no strong driver for change as you are evaluating programs once every five years. In Academic Prioritization, all programs are examined simultaneously specific criteria for each program, weighing them against the university's limited resources.

In 2022-2023, the West Virginia Higher Education Policy Commission (HEPC) gathered representatives from each institution of higher education in the State of West Virginia to develop a revised Program Review process, requiring institutions to report on the status of their programs on an annual basis. The new review process encourages universities to analyze their programs more frequently and creates more opportunities for timely adaptation according to resource allocation and trends.

After careful examination of the preliminary data, distribution of reports to academic units and requests for responses, and many discussions with faculty, chairs/directors, and deans, the Office of the Provost is prepared to inform the University of the results of the feedback and recommendations to be made to the President and Board of Governors.

The program recommendations will be to **(1)** continue at its current level, **(2)** continue but with specific action, **(3)** continue at a reduced level or consolidation, or **(4)** discontinue (with teach-out plan).

Academic Prioritization: Data and Criteria

All data to be provided for the most recent five academic years unless noted otherwise.

Criterion 1: Quality of program outcomes: one-year retention rate in program, program probation rate, and Dean's List rate. Graduation rate (150% of expected time to completion): six-year graduation rate in major (undergraduate), three-year graduation rate (master's), 4.5-year graduation rate (DNP), and total graduates in program.

Criterion 2: External demand for the program: applicants (headcount), admission and yield rates (admits/applicants, enrolled/admits), fall census majors (headcount enrollments), primary majors (headcount enrollments), secondary majors (headcount enrollments), and minors (headcount enrollments).

Criterion 3: Costs and other expenses of the program: Computed using faculty salaries and benefits; and overhead factor (incorporating classroom square footage, fixed costs, student credit hours per CRN).

Criterion 4: Revenues and other resources generated: computed using total of tuition, fees, and special charges.

Criterion 5: Internal demand for the program: credits delivered to non-majors, credits delivered in Core Curriculum, and credits delivered to minors (if applicable).

Criterion 6: Opportunity analysis of the program: qualitative analysis, to be provided by the program.

Criterion 7: History, development and expectations: inception date of program (as available from HEPC and other sources), percentage of majors enrolled full-time, and percentage of majors enrolled part-time.

Academic Prioritization: Timeline

July 17, 2023	First team meeting: Scott Barton, Jason Best, Sara Maene, Richie Stevens, and Robert Tudor Academic Prioritization <ol style="list-style-type: none">1. Discuss in broad strokes the structure of the Academic Prioritization project.2. Look at our calendars and map that structure onto a project timeline. Decide action steps for the next two weeks.
July 17 – August 15	Information gathered and synthesized for full-university programs review/prioritization.
August 15 – September 1	Team will review data, refine, share information with deans, and prepare documents to disseminate to departments. Initial feedback will be provided to the Academic Prioritization Team at this time.
September 1	Program data analysis will be provided to academic units along with key questions about program review.

Academic Prioritization: Academic Affairs
Examination and Recommendations

September 1 – October 1	<ul style="list-style-type: none"> • If needed, academic units will schedule time to meet with their dean to discuss data and their response. Academic units should communicate with their deans on inquiries, which often yields answers to questions that can help other units within each college. This helps streamline communications. • Deans will schedule time to meet with the Interim Provost to discuss data and their rankings.
October 1	Responses will be due to the Office of the Provost from academic units.
October 1 – October 15	<ul style="list-style-type: none"> • Deans will meet with the Interim Provost to discuss their rankings. Special attention will be given to those programs whose rankings require actions of (3) continue at a reduced level or consolidation, or (4) discontinue (with teach-out plan). • Deans and Interim Provost will meet with programs whose rankings require actions of (3) continue at a reduced level or consolidation, or (4) discontinue (with teach-out plan).
October 15	The Office of the Provost will inform the University of the results of the feedback and status of the programs. Status of programs will be to (1) continue at its current level, (2) continue but with specific action, (3) continue at a reduced level or consolidation, or (4) discontinue (with teach-out plan).
October 15 – November 3	Deans and Interim Provost will outline the impact on faculty for Academic Year 2024-2025 and beyond.
November 2	Final recommendations from Academic Prioritization will be forwarded to the President and Board of Governors
November 9	Recommendations from Academic Prioritization will be discussed at the Board of Governors' Meeting for decision.

Academic Prioritization: Examination and Recommendations

ACCOUNTING

Accounting, B.S.

COMMENTS:

Quality: Decline of 25% in majors (Fall 2018 = 68 to Fall 2022 = 51). Strong student success. 73.1% First Time in College (FTIC) full-time (FT) cohort has a five-year retention mean of 73.1%. Impressive results in the National Association of Boards of Accountancy national CPA exam – ranked 28th of 242 institutions nationwide. Top 20% of students retained in major.

External demand: AICPA report on national trends and reporting on the decline in accounting majors 2019-2020. Yield rate is in the middle third. Excellent history of professional success with graduates. Last two 5-year external reviews were positive. Demand for the program is above the University mean. Upward trend in employment predicted for Accounting Majors (AICPA 2021 Trends Report). The regional EMSI 2022 data report indicates regional employment is trending 23% higher than the national average.

Costs: Costs for the program holds lowest cost/sch (mean). Shepherd University teaching compensation is also low. The program had as many as five full-time faculty in recent history but operates currently with three with effective course rotation. They have declined to two at the close of 2023.

Revenue: Low revenue from SCH. No Shepherd Core Classes. They have developed the Hamood scholarship endowment for majors and an ongoing Jerry and Carol Kerr endowment for scholarships.

Internal Demand: They offer multiple Core Major classes for the BADM and ECON majors, and BADM minors (ACCT 210, 202, 305, electives).

Opportunity: Opportunity analysis is strong, citing the advantages of the Core Curriculum, liberal arts, ethics training, experiential learning through internships and volunteer income tax assistance (VITA) programs, employment fairs, alumni engagement, an active Accounting Club. There are new discussions for developing investment from donors in an endowed Chair in Accounting position.

Additional Notes: The narrative provided about professional development within the report is incorrect and fails to account for the pooling of resources practiced within other units/colleges. Shepherd does not have funds to pay for individual memberships to professional affiliations/service organizations but provides \$625/full-time faculty member as a base. Other professional development funding is available, and it has been a long-time practice of the College of Arts, Humanities, and Social Sciences to pool all professional development funding

for college members, and award above the base amount through prioritizing from highest to lowest as: (1) pre-tenured faculty engaging in professional activities, (2) tenured faculty engaging in professional activities associated with promotion, and (3) all remaining full-time faculty. It has served the members of the college well.

RECOMMENDATIONS:

- **Continue at its current level.**
- Accounting faculty should discuss the professional development funding process with their dean.

BIOLOGY

Biology, B.S.

COMMENTS:

Quality: Decline of 34.3% in majors (Fall 2018 = 192 to Fall 2022 = 126); low 1st year retention rate: 50.7% retention of majors. Unit reports CSTEM faculty creating Career Pathways Seminars in 2022. Did not include participation data but reported as “well-attended”. Graduates are accepted in professional schools, including medical (23 since 2017), dental (1), and veterinary (6). Academic success is evidenced in Dean’s List rates and high rates of McMurrin Scholars when compared to other programs. Undergraduate research is integrated into the program. Impressive numbers provided of Shepherd University Biology graduates continuing with advanced education and career success.

External demand: Decline in Biology applicants of 32.7% (Fall 2018 = 171 to Fall 2022 = 115) and lower yield rate as well. Demand for careers in Biology in the region is very strong. Participation in Secondary Education: Biology is almost negligible (Fall 2022 = 2).

Costs: The program offers many examples of how they are working to reduce costs by developing coal field experiences, using open-source cloud-based computational and statistical software, grants, creating their own lab manuals, and utilizing Open Educational Resources. I commend them for that.

Revenue: Decline of SCH produced of 21% (Fall 2017 = 6046 to Fall 2021 = 4735). Narrative of grant writing appears within Criterion 4, citing 61% of all grants which supported the department since 2017 were through external sources. There have been donations of equipment from NIH, modest alumni donations, and an EPSCoR grant. The program response offers, “all significant classroom costs are covered by laboratory fees”. Aside from equipment purchased through grants or given through donations, it is unclear from the program narrative how grants awarded have had a positive impact on the costs associated operating the Biology program.

Internal Demand: There is a strong internal demand for the courses provided by the Biology program (credit hours taught for 2022 = 70.7% taught to non-majors, and 72.1% for Core Curriculum). The response offered evidence of 2+2 agreements, which is positive, though overall, transfer student enrollments have declined at Shepherd University.

Opportunity: They offer curriculum that prepares students for many career pathways and graduate admission. They provide undergraduate research opportunities. They could expand high school student outreach.

RECOMMENDATIONS:

- **Continue at its current level.**
- **The planned retirement of a faculty member in Biology was identified for a strategic reduction.**

BUSINESS ADMINISTRATION

Business Administration, B.S.

COMMENTS:

Quality: Growth of 8.15% in majors (Fall 2018 = 259 to Fall 2022 = 282). Accredited by the International Accreditation Council of Business Education (ACBE). One of the top-ranking programs in the Academic Affairs and Academic Prioritization data sets. Excellent outcomes.

I commend the BADM program for having the most students enrolled in defined minors. In their response, the program offered, “The BADM requires a minor other than the student’s concentration but can be one of the six minors administered under the business program to the campus.” I searched the current Shepherd University Catalog for information about the minor requirement. The word “minor” does appear in the Suggested Four-Year Course Progression, but no definition of the minor as stated in the response appears in the degree description within the catalog.

External demand: Applications to the program are strong, with an increase of 17.5% (Fall 2018 = 178 to Fall 2022 = 216). The yield has declined by 9.2% during the same period. The Bureau of Labor Statistics forecasts a 5.4% increase in Management Occupations and a median salary of \$107,360 for this category during the ten-year period 2022-2032. The Business Administration program offers two possibilities for a decline in yields, though it is speculative.

Costs: This program and the M.B.A. programs offer a unique challenge. Salaries for professors at Shepherd University in this area are *considerably* lower than those at regional competitor institutions. The program leaders have done a good job of offering a variety of concentrations and minor options, drawing from a strong core of business classes. However, with the addition of each concentration comes the added requirement of finding someone with specialized skills. I recommend being very strategic about five-year growth regarding concentrations. Shepherd University is not able to be everything to everyone. You are reaching the right audience. Be cautious about over-reaching your targets.

Revenue: BADM is in the top three programs for revenue generation from SCH at Shepherd University. The program, due in large part to its highly competent faculty and strong leadership, has enjoyed outside support from the community and alumni, realizing more than \$2,000,000 in donations.

Internal Demand: The BADM program teaches 20% of its SCH to non-majors. Also, the courses taught to non-majors include those taught to minors. Over the past five years, the BADM program has had the highest number of students declared, and its six minors (Fall 2022 = 103)

Opportunity: Continue to develop and grow the experiential lab spaces whereby students and faculty can work on internships or sponsored projects. The Small Business Development Center is on campus.

Additional Notes: The BADM has been built with many concentrations with unique courses. The concentrations include General Business, Aviation Management, Entrepreneurship, Financial Planning, Management, Marketing, and Risk Management and Insurance.

It is encouraging to see that the BADM program has started to promote and distinguish itself in several business areas, such as Certified Financial Planning (CFP), Risk Management Insurance (RMI), and Aviation Management (AVIA). The final program is of special interest to Hagerstown Community College as they are partnering with Washington County Schools' Aviation Program to offer dual enrollment an A.S. pipelines to their school, and then Shepherd University for our AVIA program.

RECOMMENDATIONS:

- **Continue at its current level.**
- Consider carefully, when requesting a new faculty line, the potential of narrowing the size and scope of concentrations offered within the B.S. in Business Administration. Consider seeking a generalist with one or more areas of career expertise that may serve in two or more concentrations.

Business Administration, M.B.A.

COMMENTS:

Quality: Growth of 11.1% in majors (Fall 2018 = 64 to Fall 2022 = 72). Accredited by the International Accreditation Council of Business Education (ACBE). One of the top-ranking programs in the Academic Affairs and Academic Prioritization data sets. Excellent outcomes.

External demand: Growth of 11.1% in majors (Fall 2018 = 64 to Fall 2022 = 72).

Costs and Revenue: The MBA revenue \$/SCH is higher than the undergraduate degree, as the tuition is higher per credit hour. Separating these two degrees was not possible in the preparation of this report. The courses are offered with the goal of an efficient use of resources.

Internal Demand: They have a strong 4+1 program, which appeals across the campus, not just to business majors.

Opportunity: Develop a regional MBA that combines online and face-to-face instruction. An external MBA survey found 71% of students would be interested in the program if they could choose between face-to-face and hybrid modalities for classes.

Additional Notes: The MBA program is continuing to develop. It has adapted by consistently evaluating and improving its curriculum. They would like to do more, but they offered that more resources need to be directed to this area to make that happen.

RECOMMENDATIONS:

- **Continue at its current level.**
- See second recommendation under B.S. in Business Administration.

CHEMISTRY

Chemistry, B.S.

COMMENTS:

Quality: Decline of 21.7% in majors (Fall 2018 = 46 to Fall 2022 = 36). Above average in all Criterion 1 categories.

External demand: Below average in the Criterion 2 category External Demand, but within the average range in category of Majors: Primary and Secondary. Participation in Secondary Education: Chemistry is non-existent (Fall 2022 = 0).

Costs: The classroom utilities for chemistry classes are higher than many other non-science programs due to the equipment and safety features required in laboratory spaces. Each chemistry laboratory has at least one chemical fume hood used to trap an exhaust vapors, gases, and nano particles. They are essential for providing safe working conditions. The chemical fume hoods along with proper temperature control in the lab spaces to maintain stabilized and safe storage conditions for reagents and chemicals also increases the use of the HVAC system for the building. Some of the specialized instrumentation for classes and re-search must be running at all times to function properly and have additional back up batteries to prevent damage during power outages and surges. A significant portion of the programs budget goes to purchasing consumable chemicals and removing the resulting lab waste through specialized company.

Revenue: There has been a decline in SCH taught (full year) of 43% (2017-2018 = 3155 to 2021-2022 = 1798 SCH).

Internal Demand: In a typical semester, more than 85-90% of the students in chemistry classes are non-majors. The chemistry program provides several courses that are required for other programs. They teach several sections each semester that are specifically dedicated to nursing or elementary education majors. There is a large enrollment of non-majors in the upper-level chemistry courses resulting from requirements in other programs such as biology, environmental science, and secondary education.

Opportunity: They program response included narrative about faculty turnover, and the need for additional teachers. In the Fall 2023 schedule, the Chemistry program offered 29 separate classes. Most have an enrollment cap of 20 students. Combined, the Chemistry classes are running at 72% capacity, with the average number of open seats at 5. There are five full-time faculty within this department, however one is serving as a co-chair of the department (with a

3-credit course release per year), and one is serving as the dean of the college (with a 9-credit course release per semester).

Additional Notes: The Chemistry program offers B.S. degrees with four different concentrations: traditional chemistry, biochemistry, environmental chemistry, and biopharmaceutical chemistry. The program also includes a minor in chemistry. The chemistry program is a major contributor to the Shepherd University Core Curriculum and to the curricula of many other degree programs at Shepherd.

RECOMMENDATIONS:

- **Continue at its current level.**
- **Reduce by one full-time faculty member in Chemistry.**

COMMUNICATION

Communication and New Media, B.A. / B.S.

COMMENTS:

Quality: Decline of 35.9% in majors (Fall 2018 = 89 to Fall 2022 = 57). The Communication program offered in their narrative to Criterion 1: Quality of Program Outcomes, “there has been a decrease in the number of communication majors over the past five years from 89 (2018) to 57 (2022), but this trend is consistent with the university decrease in baccalaureate majors during the same period. The decline in Communications majors was 35.9% and the University saw a decline in baccalaureate majors of 17.2% over the same period. Minors in Communications have declined with Communication Minors (2018 = 2 to 2022 = 1), and Journalism Minors from 2019 = 10 to 2022 = 7).

External demand The regional EMSI 2022 data report indicates that employment related to obtaining Communications degrees is highly favorable and predicts a strong, positive trend. Narrative supplied in the program response supports this. The program and outcomes are relevant for the workplace in many environments. The program serves several majors on campus both through the Core Curriculum, supplemental courses, and minors.

The last Communication and New Media Program Review was conducted in 2019. Within the report, Dr. P. Anand Rao, external reviewer, offered the following:

The decline [in enrollment] is of particular concern given the nature of the programs offered in the department. The department offers majors and minors that are typically the type that incoming students are seeking. They provide foundational experience in line with the liberal arts mission while providing clear professional tracks and opportunities. This is why demand for communication degree programs has continued to grow nationally.

The downward trend in incoming majors continued from 2019 to present.

Dr. Rao offered, “Some classes are limited to 15 students, recommend increasing capacity of those classes.”.

The Communication department continued to offer the classes limited to 15 students—especially summer classes. An examination of five years of SCH produced by the four, full-time faculty shows an imbalance of distribution of teaching loads between them, while also accounting for re-assigned time.

In January of 2019, the Faculty Senate brought forward a Revision of the faculty workload policy. The policy included, “It is expected that a typical faculty member’s SCH production for a given semester will be 220 SCHs. This number will be adjusted for faculty who are contracted to teach fewer than twelve (12) credits in a given semester.” I recognize that this policy has not been officially adopted into the handbook, but he has seen the 220 SCH benchmark appear in many annual reports since 2019. At the very least, the department members should work toward equity of workload distribution and efficient use of teaching resources.

Additionally, a five-year examination of the fall and spring schedules reveals a regular practice of offering many sections of the same course with fewer than ten students enrolled in each course. Within their Academic Prioritization response, the program offered, “The cut of adjunct instructors across the university could hurt our course offerings.” They should use their full-time faculty resources more effectively, creating equitable teaching loads, increasing class sizes, and reducing low-enrolled multiple sections of courses.

The 2019 Program Review Committee offered, “Now that Mass Communication has a radio and newspaper, the department seeks to expand into television broadcaster, either cable or streaming.”. While this is true, no full-time faculty member drives the operations and planning for sustainability and growth of WHSC Radio Station or The Pickett Newspaper. This has been left to part-time faculty or staff to lead, much to the detriment of the students who see these two organizations as experiential learning opportunities. The department was only recently merged into the Department of Contemporary Art, Communications, and Theater (fall 2023). The data examined is prior to the merge.

Within their Academic Prioritization response, the Communications program offered,

Effective Spring 2024, we are implementing a two-year course rotation such that upper-division courses will be offered every other year to increase enrollment in these courses. This will reduce competition between upper-division courses. By having faculty teach COMM 203 and 1 of their 4 course per semester, we will limit the number of 300 and 400 level courses, thus driving efficiency.

I am pleased to see this is finally being adopted after I requested this for four years.

There are expenses related to carrying out the learning objectives and operations of the Communications programs, i.e., studio and portable cameras, audio recorders, radio

equipment, computers, printers, and software. The University has not designated sufficient funding to engage in regular maintenance and replacement of all equipment associated with operations. The program has been successful in obtaining grant support, but there remains a disconnect between a demand for funding for regular maintenance and replacement of equipment and the ability to meet the demand.

My decision to merge the previous Department of Communications with the Department of Contemporary Art and Theater (effective fall of 2023) was intentional. I anticipate that the Communications faculty will work with their new department colleagues to carefully examine the courses offered in digital production and collaborate with the graphic design faculty to reduce course redundancies and populate classes with majors from both disciplines.

RECOMMENDATIONS:

- **Continue, but with specific actions.**
- Examine curricular redundancies with Art programs. Adjust programs as necessary to create a more efficient model.
- Implement course rotation plan in spring 2024 as indicated in prioritization document.
- Use their full-time faculty resources more effectively, creating equitable teaching loads, increasing class sizes, and reducing low-enrolled multiple sections of courses.
- Explore interdisciplinary programs with other units on campus. Must be taught with existing faculty and resources.

COMPUTER SCIENCE

Computer and Information Sciences, B.S.

COMMENTS:

Quality: Decline of 13.79% in majors (Fall 2018 = 113 to Fall 2022 = 100). The faculty in the program are highly qualified. They have a history of seeking grant support for their programs. Strong team-based learning strategies. There are six concentrations across the CIS and CIT programs.

External demand: Increase of 14.29% for applicants (Fall 2018 = 77 to Fall 2022 = 88). The regional EMSI 2022 data report includes both Computer and Mathematical occupations and Architecture and Engineering Occupations among its highest ranked occupations in the categories of “fastest growing” and “most competitive” in our region (including MD, DC, PA, VA, and WV).

Costs: Due to the shortened timeframe associated with this Academic Prioritization exercise, it was not possible to separate the costs associated with Computer Science into the five different degree programs with their concentrations in: Computer and Information Sciences, Computer and Information Technology, Computer Engineering, and a bachelor’s and master’s degree in Data Analytics. There are four full-time faculty dedicated to teaching courses related to

computer and information science, and six full-time faculty dedicated to the area of mathematics. Because the population of majors in computer and information science are low, there is redundancy. Teachers dedicated to that area also serve by teaching in the mathematics area.

Revenue: For the Spring and Fall semesters of 2023, the faculty dedicated to the Computer Science area generated the following SCH.

Faculty	Spring 2023	Fall 2023
1.	101	106
2.	123	205
3.	125	171
4.	190	165

Additionally, data-specific courses had very low enrollment during the same period.

Internal Demand: Programs in this area are the second lowest contributors to servicing students outside of the major.

Opportunity: The program response narrative does not relate any of the previous Program Review recommendations with measurable past, present, or future actions. Aspirations and ideas of expansion and collaboration were offered in their program narrative, as well as the anticipated addition of Internet2, but nothing that addresses the issue of many programs, too many concentrations, and too few students.

Additional Notes: There are six concentrations across the CIS and CIT programs. Three Program Reviews have been conducted for the programs within this unit—2019, 2020, and 2023. All Program Reviews have included suggestions to examine and solve overloads, overlapping of course offerings, and streamlining the curriculum. Given the ten-year decline in University enrollment, it would have served this unit to contract its program offerings to fewer degree options and solve many problems in the process.

The Computer Science programs need significant and immediate restructuring. There are 166 majors spread out between six degrees, with 60% of the students within the B.S. in Computer and Information Sciences, 3 in the M.S. in Data Analytics and Information Systems, and the remaining 63 majors (37%) divided between four other degree programs.

RECOMMENDATIONS:

- **Continue but with specific action.**
- Continue to offer the B.S. in Computer and Information Sciences with two concentrations: (1) Cybersecurity and Network Security, and (2) Information Science.
- Consider offering more classes in person to aid in recruitment and retention.

Computer and Information Technology, B.S.

COMMENTS:

Quality: Decline of 45% in majors (Fall 2018 = 46 to Fall 2022 = 25). This degree has too many distinct course offerings.

External demand: Decrease of 42% for applicants (Fall 2018 = 19 to Fall 2022 = 11). There are six concentrations across the CIS and CIT programs.

Costs: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

Revenue: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

Internal Demand: Programs in this area are the second lowest contributors to servicing students outside of the major.

Opportunity: The program response narrative does not relate any of the previous Program Review recommendations with measurable past, present, or future actions. Aspirations and ideas of expansion and collaboration were offered in their program narrative, as well as the anticipated addition of Internet2, but nothing that addresses the issue of many programs, too many concentrations, and too few students.

Additional Notes: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

In 2019, the Computer Information Technology program was reviewed as part of the CIS degree program. The external reviewer, Dr. Rinard recommended to hire at least three new faculty members. In the past, faculty searches have been unsuccessful, likely because of the salary demands associated with these positions are often beyond what Shepherd University can afford.

The full-time Computer Science Faculty are composed of Dr. Mohammadreza Ghahremani (40 SCH FA 2023), Dr. Osman Guzide (123 SCH FA 2023), Dr. Weidong Liao (171 FA 2023), and Mr. Jason Miller (165 SCH FA 2023). The four faculty *should* be able to serve the needs of Computer Science majors but are not doing so in an efficient manner under the current structure.

The last program review, completed in April of 2023 included (but are not limited to) these recommendations:

Faculty are overburdened with overloads. The department has falling enrollment. A significant number of classes are offered in online/hybrid format. Consider offering more classes in person to aid in recruitment and retention. Consider looking at all the programs in the department. Identify the lowest performing and lowest growth rate and consider discontinuation. Consider having a candid discussion within the department about the impact online courses have on the student's future. Consider restructuring

the catalog and majors to fit the department's size. Consider doing one or two things well.

When a program is being analyzed within an Academic Prioritization exercise, it is advisable to consider addressing concerns and recommendations from previous Program Reviews that have not been operationalized.

Instructional delivery: Of the twenty-one distinct courses offered in the Fall 2023 Shepherd University Schedule under "CIS – Computer Information Sciences", only **two** classes are offered in the traditional, seated-only format. Removing the internship from this consideration, the remaining eighteen (18) courses are offered either in a hybrid synchronous, hybrid asynchronous, or online asynchronous format. This may be contributing to the decline of majors in the past five years.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- Eliminate the B.S. in Computer and Information Technology degree.
- Consolidate to the B.S. in Computer and Information Sciences with two concentrations: (1) Cybersecurity and Network Security, and (2) Information Science.
- Consider offering more classes in person to aid in recruitment and retention.

Computer Engineering, B.S.

COMMENTS:

Quality: Decline of 28% in majors (Fall 2018 = 35, Fall 2022 = 25). Their academic probation rate of 16% is the highest among all baccalaureate majors.

External demand: Increase of 56% for applicants (Fall 2018 = 25 to Fall 2022 = 39), but majors have declined. There are six concentrations across the CIS and CIT programs.

Costs: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

Revenue: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

Internal Demand: Programs in this area are the second lowest contributors to servicing students outside of the major.

Opportunity: The program response narrative does not relate any of the previous Program Review recommendations with measurable past, present, or future actions. Aspirations and ideas of expansion and collaboration were offered in their program narrative, as well as the anticipated addition of Internet2, but nothing that addresses the issue of many programs, too many concentrations, and too few students.

Additional Notes: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

There is a problem with how the CME programs were grouped together in the Academic Prioritization Documents. The CIS, DATA, and Engineering are all interrelated. There are three distinct types of “engineering” offered at Shepherd University: (1) The B.S. in Engineering Science with two concentrations: Environmental Engineering and Systems Engineering (within Mathematics and Engineering) and (2) the B.S. in Computer Engineering (with Computer Science).

The last program review was conducted in 2020. Concerns and recommendations appear at conclusion of that Program Review include low enrolled classes, a suggestion to streamline or focus the curriculum and reduce overlapping programs, address student retention from Sophomore to Junior years and include more information security.

Recommendations in the Program Review included to decrease the number of programs to ease the burden on the faculty in this program and allow more courses in this program to be offered, reduce overlapping programs, and develop a departmental strategic plan. When a program is being analyzed within an Academic Prioritization exercise, it is advisable to consider addressing concerns and recommendations from previous Program Reviews that have not been operationalized.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- Eliminate the B.S. in Computer Engineering degree.
- Consolidate all the degree programs in this area to the B.S. in Computer and Information Sciences with two concentrations: (1) Cybersecurity and Network Security, and (2) Information Science.
- Consider offering more classes in person or OLA to aid in recruitment and retention.

Data Analytics, B.S.

COMMENTS:

Quality: Increase of 23% in majors (Fall 2018 = 10 to Fall 2022 = 13), but very low enrollment with minimal growth.

External demand: Applicants for the B.S. in Data Analytics are steady but very low (Fall 2018 = 4 and Fall 2022 = 6) and are in the lowest third of all programs. Applicants to the M.S. in Data Analytics are the lowest of all master’s programs.

Costs: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

Revenue: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis. Overall, student credit hours produced have fallen.

Internal Demand: Programs in this area are the second lowest contributors to servicing students outside of the major.

Opportunity: Within their report, the program offered ideas for aspirational growth, but nothing concrete nor measurable. The faculty have put forward sincere aspirations, but do not have a clear vision of how to sustain and grow enrollment in the B.S. or M.S. in Data Analytics. It is also evident that they have not been able to adjust their program adequately over the last five years as suggested by the many people involved in the previous three Program Reviews in a manner to have a positive impact on enrollment.

Additional Notes: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

This program is not sustainable.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- **Reassign tenured faculty teaching in this program to Mathematics.**
- Eliminate the B.S. in Data Analytics degree.
- Consolidate all the degree programs in this area to the B.S. in Computer and Information Sciences with two concentrations: (1) Cybersecurity and Network Security, and (2) Information Science.

Data Analytics and Information Systems M.S.

COMMENTS:

Quality: Decrease of 50% in majors (Fall 2018 = 6 to Fall 2022 = 3). Very low enrollment with minimal growth. Applicants for the M.S. in Data Analytics are steady, but low.

External demand: Applicants to B.S. in Data Analytics are in the lowest third of all programs. Applicants to the M.S. in Data Analytics are the lowest of all master's programs.

Costs: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

Revenue: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

Internal Demand: Programs in this area are the second lowest contributors to servicing students outside of the major.

Opportunity: Within their report, the program offered ideas for aspirational growth, but nothing concrete nor measurable. The faculty have put forward sincere aspirations, but do not have a clear vision of how to sustain and grow enrollment in the B.S. or M.S. in Data Analytics. It is also evident that they have not been able to adjust their program adequately over the last five years as suggested by the many people involved in the previous three Program Reviews in a manner to have a positive impact on enrollment.

Additional Notes: See notes in previous section in *B.S. Computer and Information Sciences*. All degrees and concentrations are related in this analysis.

This program is not sustainable.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- **Reassign tenured faculty teaching in this program to Mathematics.**
- Eliminate the M.S. in Data Analytics and Information Systems degree.

CONTEMPORARY ART AND THEATER

Art, B.F.A.

COMMENTS:

Quality: The Art B.F.A. shows strong enrollment and student success. Decrease of 14.2% in majors (Fall 2018 =119 to Fall 2022 = 102). Applicants have fallen 31% from 2018-2022, but acceptance has increased by 32%. Overall, the Art program is very strong. They offer concentrations in Graphic Design, Painting, Photography, and Art Education. The B.F.A. in Art is comprehensive in its strong foundational courses for all majors. Their reputation reaches throughout this region and our graduates compete competently against graduates from larger, more well-funded programs regionally. Graduates are strong artists who hold notable positions in professional careers as artists, art directors, educators, graphic designers, photographers, animators, museum and gallery curators, multimedia fabricators, videographers, and business entrepreneurs.

It is unfortunate that our Academic Prioritization does not provide information about specific concentrations within the BFA in Art. In 2021, there was one (1) major in the Sculpture concentration. This concentration should be removed, but a few *essential* 3D classes that are required of Art majors should be retained to keep these essential skills part of the educational process.

ART ED majors have remained consistent but a small cohort (Fall 2018 = 14 and Fall 2022 = 16).

External demand: The five-year yield rate mean is 46.5%, above the 36.7% rate for Shepherd University baccalaureate majors. While the yield rate has increased (those students who apply and choose to enroll), there is a decrease of 14.2% in majors (Fall 2018 =119 to Fall 2022 = 102).

Rate of Art minors is relatively stable at 29.6 five-year mean.

Costs: The costs associated with the B.F.A. in Arts are high, with the five-year mean = \$.59 and the costs for all units averaging \$.24. The expense is, of course, the natural consequence of the materials associated with production of art. The courses contain fees to offset the expenses, creating revenue.

In their narrative, they offered that SCH are taught above the mean, but only because they had three years above that. The FY 2021 and FY 2022 do not support that, and other areas with low SCH production are being addressed.

SCH for BFA in Art program	Spring 2023	Fall 2023
Bogges	141	200

Christmas	153	171
Coltrin	147	283
Dartt (clinical faculty with 3-credit teaching requirement and FASTEnER Lab instruction responsibilities and other public-facing initiatives)	30	48
Dolan	152	132
Evanisko	141	135
Modler	65 (+6 cr. reassigned time as chair)	125 (+3 cr. reassigned time as chair)
Yablonsky	NA	144

Revenue: There has been a 27% reduction in SCH produced by the program (FY18 = 4853 to FY22 = 3539). The fees supply studios with consumables used by students, such as printer, ink, dark room, chemistry, small tools, cleaning supplies, and equipment. The fees are also used to charter buses for trips to Washington, DC, Baltimore, and New York City for theater and art history courses. External revenue is generated by the FASTEnER lab's offerings in the lifelong learning program, SERC, funds, and donations. The faculty-taught Lifelong Learning classes generate \$2K-6K per year, which is modest revenue.

Internal Demand: Core Curriculum classes offered do show a healthy amount of the course offerings appear serve the general non-art population.

The Center for Contemporary Art, Phases I and II house the arts programs. The Center also hosts the Contemporary American Theater Festival. Phase II also includes the Shepherd University FASTEnER Lab.

Opportunity: With the addition of Communications to the Department of Contemporary Art and Theater, there are opportunities to examine curricular redundancies with Communications, particularly in areas that overlap graphic design, photography/film, or image manipulation.

RECOMMENDATIONS:

- **Continue at current level but with specific action.**
- **Reduce by one full-time faculty position in B.F.A. in Art program.**
- Eliminate the concentration in Sculpture. Teach out any students in this major. Use current full-time faculty resources or adjunct faculty to teach any courses critical to required learning objectives and skills associated with all art majors.
- Examine curricular redundancies with Communications, particularly in areas that overlap graphic design, photography/film, or image manipulation.

Contemporary Theater Studies, B.A.

COMMENTS:

Quality: Increase of 180 % in majors (Fall 2018 =5 to Fall 2022 = 14), however, the enrollment is **very** low, and the SCH produced by full-time faculty have been and remain are **extremely** low. Most courses do not meet minimum enrollment requirements. Just below average first year retention. Very low population of majors.

External demand: Applicants have fallen 31% from 2018-2022, but acceptance has increased by 32%. The faculty to student ratio is imbalanced when compared with other units across campus. As of the Fall of 2023, there are two (2) full-time faculty for fourteen (14) majors. This degree has been offered since 2018, but the faculty member leading it began in 2019. Applications have remained steady from 2018 (10) to 2022 (11). Acceptance has increased from 50% to 100% in those four years.

Costs and Revenue: Due to the accelerated timeline for the Academic Prioritization required by the Board of Governors, it became impossible to separate very clearly revenue and costs for some departments that house disparate programs. That is the case with the B.A. in Contemporary Theater Studies, where the data is combined with the B.F.A. in Art. The program does enjoy support from the community for scholarships, and they do charge admission for their shows. However, all performance-related enterprises involve expenses in supplies, specialized labor, production rental/rights fees, marketing, etcetera that need to be considered when assessing cost versus revenue.

Internal Demand: They do offer two Core Curriculum courses: THEA 204 Introduction to Theater and THEA 324 Black Theater Survey. There are 28 students enrolled in two THEA 204 courses in the fall of 2023. They offered two sections. One has twenty students, and one has eight.

Opportunity: This program is unique nationally. It has a strong programmatic tie to the Contemporary American Theater Festival (CATF). CATF program *could* strengthen its position with Shepherd University by working with the program to help promote it to audiences we are not yet reaching.

Additional Notes:

A Program Review was conducted in 2021. The program review recommendations focused on the need for additional resources and faculty to accomplish the objectives of the program, but did not stress the importance of asking the fundamental question, "Is the size, scope, and structure of this program too large for the population of students who will choose this very unique program?". In 2022-2023, the institution committed to adding a faculty member, but the department chair and dean of the college continued to advise the faculty to streamline the program, create larger cohorts, and have everyone involved in any way in a production register for the courses associated with that.

SCH for B.A. in Contemporary Theater Studies program	Spring 2023	Fall 2023
Saine	45	120
Terry	NA	63

After five years, there are 14 majors in this program. They have not had a long time to move this program forward, but their class sizes, program composition, and specialization create problems with cost-effectiveness. In this time of limited resources, adjustments are necessary. In the curricular structure, they have two 3-credit Theater History classes, and offer 3-credit Contemporary Theater History, Black Theater Survey, Queer Theater Survey, and Women in Theater Survey as 300 level classes. There are **twenty-seven (27)**, 3-credit (and one, 1-6 credit) courses offered for options to receive 21 elective credits. These are offered regularly with low enrollments.

RECOMMENDATIONS:

- **Continue at a reduced level.**
- **Reduce by one full-time faculty member in the BA in Theater program.**
- A comprehensive restructuring of the degree. Combine selective survey and topics courses. Reduce the number of Theater History Courses from four to no more than two, and the total number of individual classes within the Restricted Elective Courses to create fewer options. Streamline the curriculum to better utilize the one, full-time faculty member remaining until the number of majors grows to justify the addition of another faculty member.

ECONOMICS AND FINANCE

Economics, B.S.

COMMENTS:

Quality: The number of majors remains *very* low. Decrease by 57.4% in majors (Fall 2018 = 28 to Fall 2022 = 12). This makes it exceptionally difficult to have viable cohorts in upper division classes. The five-year mean for one-year retention of FT FTIC undergraduates and Dean's List rate are strong. The six-year graduation rate is below the mean for any major at 33.3%. The five-year mean for degrees awarded in five years is below average at 9.2, and the five-year yield (enrolled/admits) is average at 36.7%. Strong evidence of alumni success was offered in their program narrative.

External demand: Applicants to the program have fallen by 36% (Fall 2018 = 11 to Fall 2022 = 7).

Costs: The fixed costs for the B.S. in Economics and Finance are with the four, full-time faculty salaries and benefits = ~\$415,000. Additional costs come from adjunct faculty. Stipends for administrative work of one faculty member serving as Associate Dean are not included.

When assessing the costs, sources of revenue, and the number of majors in this program, and the cohorts in 300- and 400-level classes, they worked to offset the expenses of this program with revenue generation in Core Curriculum classes offered in multiple sections each semester.

Revenue and Internal Demand: Student credit hours produced by the program have declined by 29.5% (2018 = 3210, 2022 = 2262). The program narrative asserts that Economics is a service program to the whole campus with its core classes (Econ 123, Econ 205, Econ 206, FINC 250), to the Accounting and Business undergraduate program majors and minors (BADM 224), and to the MBA for core Economics content. An examination of the Spring 2023 and Fall 2023 courses shows the following:

	Spring 2023	Fall 2023
Full-time faculty (4)	7 Core Curriculum courses 141 students (avg. = 20)	6 Core Curriculum courses 155 students (avg. = 25)
	6 upper-level Econ & Finance major courses 66 students (avg. 11)	7 upper-level Econ & Finance major courses 83 students (12 avg.)
Part-time faculty (5 to 7)	6 Core Curriculum courses 138 students (avg. = 23)	9 Core Curriculum courses 249 students (avg. 27)
	0 upper-level Econ & Finance major courses	0 upper-level Econ & Finance major courses

The average enrollments for upper-level ECON and FINC classes were 11 for Spring 2023 and 12 for Fall 2023. It is important to add, in their program narrative, they offered that many of their 300- and 400-level classes aren't taken only by ECON and FINC majors. They are also taken by majors in Global Studies and Business Administration. The numbers for enrollments in those upper-division classes include potential students from multiple majors, and they are too low.

In the fall of 2022, we had twelve ECON and FINC majors. I question the value of retaining four full-time faculty to serve this area of specialization that is contracting.

Opportunity: The program narrative offered consideration of adding a Finance Major. Business and Financial Operations appears on the regional EMSI 2022 data report of Highest Ranked Occupations ranked under two categories: "Largest Occupations" and "Most Competitive Occupations". Adding a Finance Major may be worth pursuing, but it should be examined carefully to see if it could be offered with existing resources or with minimal additional investment. They report needing the addition of a faculty member.

Additional Notes: I have no doubt of the value of this degree at Shepherd. The department has done a good job of integrating courses of this degree into the other degrees in the Department of Department of Business, Accounting, Economics, and Finance. The major has contracted by 57.4% in four years. The cohorts are small, even when populated by students from other majors.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **Reduce by one full-time faculty member in the Economics and Finance program. (10/22/23: see retirement scenario in “Planned faculty reductions from Academic Prioritization”.**
- Consider ways to increase cohort sizes for 300- and 400-level courses by combining with another degree in the department or partnering with another program.

EDUCATION

Early Education, B.A.

COMMENTS:

This was taught out in 2023.

RECOMMENDATIONS:

- **No action necessary.**

Elementary Education, B.A.

COMMENTS:

Quality: Five-year mean for one-year retention of FT FTIC (undergrad) of majors above average at 60.4%. The five-year mean for six-year graduation rate is 32.7%, which is low when compared to 50.8% for any major.

External demand: 13% decline in Elementary Ed majors from 2018 (129) to 2022 (116).

Costs: Due to the shortened timeframe associated with this Academic Prioritization exercise, it was not possible to separate the costs associated with the four current degrees offered in the Education program. There is no dedicated faculty member for graduate education only, but each area has a program coordinator, and only full-time faculty who meet the requirements to teach at the graduate level may do so. Overall, the five-year mean for Education program costs is \$0.28; the five-year mean for all units is \$0.24.

Revenue: Like the cost criterion, it was not possible to separate the revenue associated with the four current degrees offered in the Education program. However, SCH production has increased dramatically by 162% (Fall 2018 = 6202 SCH, Fall 2022 = 16,300 SCH).

Internal Demand: Overall, the internal demand for courses offered in the Education program have risen over the past five years. The percent of SCH taught to non-majors has risen from 23.7% in 2018 to 62.5% in 2022. With the addition of the MAT, it is possible to pursue a bachelor's degree in one of many areas and add courses in the MAT in a student's later portion of their time at Shepherd and leave with more options for their vocation and generally, a higher starting salary in education.

Opportunity: The program response includes narrative that they plan to continue their current path, increase the cross-listing of graduate courses to increase enrollments in the graduate degree, and developing a CERT-First program to allow for an alternative route for those seeking certification in a less than traditional four- or five-year path. They offered to propose a 5-course, online, Special Education endorsement while a student pursues their undergraduate education degree. That may be worth pursuing, but it should be examined carefully to see if it could be offered with existing resources or with minimal additional investment. In addition, we should see proof of interest of regional institutions desiring this certification. Additions to current programs need to be a sound use of our resources.

Additional Notes: Consider exploring activities and possible curricular changes that would help the retention rate. Take advantage of multi-state market with new enhancements opportunities in WV, VA, MD, and PA. WV State required standardized testing. Develop additional endorsements.

RECOMMENDATIONS:

- **Continue but with specific action.**
- Explore activities and possible curricular changes that would help the retention rate.

Secondary Education, B.A.

COMMENTS:

Quality: Five-year mean for one-year retention of FT FTIC (undergrad) of majors above average at 63.2%. The five-year mean for six-year graduation rate is 28.2%, which is low when compared to 50.8% for any major.

External demand: 29% overall decline in Secondary Ed majors from 2018-2022. Includes these areas with Fall 2022 enrollment: Art (16) Biology (2), Chemistry (0), English (26), General Science (4) Math (10), Music (37) Health and Physical Education (39), Social Studies (38), and Spanish (2).

IMPORTANT: Undergrad Spanish Ed majors (Fall 2018 = 1, Fall 2022 = 2). There are only two (2) Spanish Education majors in the Fall of 2022. Participation in Secondary Education: Biology is almost negligible (Fall 2022 = 2). Participation in Secondary Education: Chemistry is non-existent (Fall 2022 = 0).

Costs: Due to the shortened timeframe associated with this Academic Prioritization exercise, it was not possible to separate the costs associated with the four current degrees offered in the Education program. There is no dedicated faculty member for graduate education only, but each area has a program coordinator, and only full-time faculty who meet the requirements to teach at the graduate level may do so. Overall, the five-year mean for Education program costs is \$0.28; the five-year mean for all units is \$0.24.

Revenue: Like the cost criterion, it was not possible to separate the revenue associated with the four current degrees offered in the Education program. However, SCH production has increased dramatically by 162% (Fall 2018 = 6202 SCH, Fall 2022 = 16,300 SCH).

Internal Demand: Overall, the internal demand for courses offered in the Education program have risen over the past five years. The percent of SCH taught to non-majors has risen from 23.7% in 2018 to 62.5% in 2022. With the addition of the MAT, it is possible to pursue a bachelor's degree in one of many areas and add courses in the MAT in a student's later portion of their time at Shepherd and leave with more options for their vocation and generally, a higher starting salary in education.

Opportunity: The program response includes narrative that they plan to continue their current path, increase the cross-listing of graduate courses to increase enrollments in the graduate degree, and developing a CERT-First program to allow for an alternative route for those seeking certification in a less than traditional four- or five-year path. They offered to propose a 5-course, online, Special Education endorsement while a student pursues their undergraduate education degree. That may be worth pursuing, but it should be examined carefully to see if it could be offered with existing resources or with minimal additional investment. In addition, we should see proof of interest in regional institutions desiring this certification. Additions to current programs need to be a sound use of our resources.

Additional Notes: Consider exploring activities and possible curricular changes that would help the retention rate. Take advantage of multi-state market with new enhancements opportunities in WV, VA, MD, and PA. WV State required standardized testing. Develop additional endorsements.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **The unplanned departure of a faculty member in the School of Education was identified for a strategic reduction.**
- Eliminate the science areas within the education degree. Instead, encourage majors to pursue an MAT for those areas.
- Explore activities and possible curricular changes that would help the retention rate.

Curriculum and Instruction, M.A.

COMMENTS:

Quality: Retention of FT entering (graduate) majors by cohort is good at 85.7%. However, the numbers are *very* low. No growth in this degree. Majors in 2018 = 9, and in 2022 = 9.

External demand: The new, fully online MACI program started in the fall of 2020; there have been four cohorts. Students in this degree program are full-time teachers.

Costs: Due to the shortened timeframe associated with this Academic Prioritization exercise, it was not possible to separate the costs associated with the four current degrees offered in the Education program. There is no dedicated faculty member for graduate education only, but each area has a program coordinator, and only full-time faculty who meet the requirements to teach at the graduate level may do so. Overall, the five-year mean for Education program costs is \$0.28; the five-year mean for all units is \$0.24.

Revenue: Like the cost criterion, it was not possible to separate the revenue associated with the four current degrees offered in the Education program.

Internal Demand: This degree does not service students outside of the major population. It is not designed for that purpose.

Opportunity: There is a demand for a Master's degree in Education, and we are working on a solution to better utilize our resources.

There is a proposal being generated now to explore a new 30-36 credit hour online/hybrid Master of Education in Administrative Leadership (K-18) with three concentrations:

1. Curriculum and Instruction
2. Higher Education Administration
3. K-12 Administration

This new M.Ed. would have a core of shared courses around administration and leadership. The remaining courses would be specific to each of the three concentrations with the potential of some overlap within the concentrations. This new M.Ed. would serve to meet the needs of the current M.A in Curriculum and Instruction and the M.A. College Student Development and Administration (Higher Education Administration) degrees and the interest from some local educational leadership to help prepare counties for K-12 assistant/vice principals, deans of students, and principals. This degree would better prepare Shepherd University for a possible Ed.D. in educational leadership in the future.

K-12 cohorts from counties may use this degree to secure in-house leadership and be able to promote within. Potentially look at discounts for those counties who maintain a minimum number of students.

Currently offering 17 – 19 unique courses between CSDA and C&I. The proposed Master of Education in Administrative (Educational) Leadership would have seven shared courses. Two additional courses shared by two tracks and a total of fifteen courses overall.

RECOMMENDATIONS:

- **Continue at a reduced level or consolidation.**
- Consolidate this degree with the CSDA degree and work to plan and adopt the M.Ed. (see *Opportunity*).

Teaching, M.A.T.

COMMENTS:

Quality: Retention of FT entering (graduate) majors by cohort is below average at 43.5%. The mean for three-year graduation rate is 66.7%, slightly below the 72.7% for any graduate degree major. 60% increase in majors from Fall 2018 = 23 to Fall 2022 = 37.

External demand: 60% increase in majors from Fall 2018 = 23 to Fall 2022 = 37. Over a five-year period, they have had 105 applicants to the program, admitted 94.3%, with a yield rate of

63.6%, just above the graduate degree average. Undergrad Spanish Ed majors (Fall 2018 = 1, Fall 2022 = 2). There are only two (2) Spanish Education majors in the Fall of 2022.

Costs: Due to the shortened timeframe associated with this Academic Prioritization exercise, it was not possible to separate the costs associated with the four current degrees offered in the Education program. There is no dedicated faculty member for graduate education only, but each area has a program coordinator, and only full-time faculty who meet the requirements to teach at the graduate level may do so. Overall, the five-year mean for Education program costs is \$0.28; the five-year mean for all units is \$0.24.

Revenue: Like the cost criterion, it was not possible to separate the revenue associated with the four current degrees offered in the Education program.

Internal Demand: With the addition of the MAT, it is possible to pursue a bachelor's degree in one of many areas and add courses in the MAT in a student's later portion of their time at Shepherd and leave with more options for their vocation and generally, a higher starting salary in education.

Opportunity: The MAT appears to be offering opportunities to regional teachers that were not available before. I am optimistic for its future.

RECOMMENDATIONS:

- **Continue at its current level.**

ENGLISH

Appalachian Studies Interdisciplinary B.A. or B.S.

COMMENTS:

Quality: The Appalachian Studies Program developed eight student outcomes. The outcomes, inspired by the University mission, became the guiding principles as they developed first a minor, then a graduate MA, and the BA/BS Interdisciplinary degree. The APST BA/BS began with one student Fall 2022; there are seven students in the program as of the Fall of 2023. Elective courses are interdisciplinary and offer students a range of knowledge, expertise, and skills to make them marketable. The MA and BA/BS degrees closely parallel, facilitating the new 4+1 program, which several APST minors have pursued. Indicators show a high retention and student success rate in the program. Students in the programs are service-oriented. The degrees have not been offered long enough to report significant outcomes, but they remain in contact with graduates who are successful writers, teachers, park rangers, and businesspeople. These are unique among Shepherd's programs and among Appalachian Studies programs across the country—particularly the Global Appalachia component.

External demand: This program is very new. The APST BA/BS program began with one student in Fall 2022, and there are seven students in the program in Fall 2023. These undergraduate and graduate programs have only been offered for four years, but interest has increased as have applicants and majors. The MA was offered first, and the BA/BS opened in 2022.

Costs and Revenue: APST does not have a designated budget line coming from Shepherd University to support the program other than the salary for the Director, who teaches a full load of graduate and undergraduate courses, fulfills all administrative and grant-writing duties associated with the program. There are adjunct instructors, and these are covered by the enrollment generated in the programs. Significant revenue is generated by the sales of the Annual Anthology of Appalachian Writers (fifteen volumes since the inception of the series). The proceeds from the annual Anthology sales pay for classroom and office materials, speakers, field trips, and scholarships. Dr. Sylvia Shurbutt has done a remarkable job building this highly visible and unique program that offers education, travel, and cultural opportunities throughout the year with significant funding from the Anthology sales and continuous grant funding support. She is to be commended for her efforts and success.

Internal Demand: Due to the shortened timeframe associated with this Academic Prioritization exercise, the report does not include the APST classes separated from the ENGL classes. However, the program does offer four Core Curriculum courses: APST 345 The Art of Storytelling, APST 343 Appalachian Music and Musicology, APST 358 Appalachian Literature, and APST 256 Appalachian Culture. Enrollment in these courses is acceptable for degrees that are relatively new. Many are cross-listed with other courses to create cohorts above ten students and often include a small cohort of graduate students. I encourage Dr. Shurbutt to work to increase class sizes.

Opportunity: I am encouraged by the interdisciplinary nature of these degree programs, the interest and participation of the community in the travel and programming, and the unique nature of and programming within this program. It appears that the careful planning and implementation of these degrees is paying off in enrollments.

Additional Notes: APST has never received direct financial support for their programming, and yet Dr. Shurbutt, with the assistance of the APST Advisory Board, has built a minor, a master's degree, a BA/BS degree, a vibrant cultural programming series, Writers in Residence, and international partnerships and travel. She is to be commended for her ingenuity, willingness to pursue grants, and strong vision for growth.

RECOMMENDATIONS:

- **Continue at its current level.**

English, B.A.

COMMENTS:

Quality: The program is especially successful in the six-year graduation rate of majors. The English majors have opportunities to be active in the Sigma Tau Delta international English Honor Society, as editors/contributors to Shepherd's *Sans Merci* annual literary journal, and the Rude Mechanicals as performers and writers. The program is very good about publishing the accomplishments of their students and graduates in newsletters, their website, and social media. English Education majors take 53 hours in the English curriculum, which they do with students in the BA in English cohorts. English Education students are advised exclusively by faculty from the English and Modern Languages unit.

External demand: Decline of 46.4% of BA in English majors (Fall 2018 = 71 to Fall 2022 = 38). When combined with the secondary education majors, the mean is 77 majors between 2018-2022. They do have a high yield rate. The program narrative offered that as of Fall 2023, they have 53 BA in English majors and 23 English Education majors.

Costs: The unit is inexpensive to operate.

Revenue: The English program generated a five-year mean of 5518.9 SCH. The University mean for all units is 4089.6. The SCH production did decline by 21.5% (2018 = 5699 to 2022 = 4471). I do expect that number to rise this year with the increase in majors over last year, the increase in dual enrolled students, and the increase in incoming freshmen over last year.

Internal Demand: English provides mandatory courses and content in writing to **all** majors on campus. This is a vital service to the university. The five-year mean for courses taught to non-majors = 87.7% (Shepherd University mean = 55.5%), taught in Core Curriculum = 80.3% (Shepherd University mean = 37.3%) and percent taught to minors = 4.4% (Shepherd University mean is 5.4%).

Opportunity: English majors learn valuable skills that are useful in many fields like, education, entertainment, journalism, legal professions, non-profit management, publishing, finance, management, and technology. The assumption persists that an English major is only successful if their exclusive vocation is writing, which ignores the benefits of spending years examining writings from countless writers and sources, assessing, criticizing, manipulating, and producing new content. Many of our graduates go on to become successful writers and educators, and many graduates use these critical thinking and writing skills in careers just as rewarding and profitable as those associated with professional degrees. The BA in English major often has great flexibility with their career options.

Additional Notes: Due to lower major populations, decreased SCH produced, and lower SCH production in the 300- and 400-level courses, I recommended the elimination of two English lecturer positions and reassignment of a tenured teacher from teaching Modern Languages to English courses.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **Reduce by two (2) full-time English Lecturer positions.**
- **Reassign one tenured faculty in Modern Languages to the teaching responsibilities of one lecturer in English.**
- Offerings of 200 and 300 level literature, methods, and writing courses will need to be reduced.

Appalachian Studies, M.A.

COMMENTS:

Quality: The Appalachian Studies Program developed eight student outcomes. The outcomes, inspired by the University mission, became the guiding principles as they developed first a minor, then a graduate MA, and the BA/BS Interdisciplinary degree. The APST BA/BS began with

one student Fall 2022; there are seven students in the program as of the Fall of 2023. Elective courses are interdisciplinary and offer students a range of knowledge, expertise, and skills to make them marketable. The MA and BA/BS degrees closely parallel, facilitating the new 4+1 program, which several APST minors have pursued. Indicators show a high retention and student success rate in the program. Students in the programs are service-oriented. The degrees have not been offered long enough to report significant outcomes, but we remain in contact with graduates who are successful writers, teachers, park rangers, and businesspeople. These are unique among Shepherd's programs and among Appalachian Studies programs across the country—particularly the Global Appalachia component.

External demand: Increase of 120% in majors in four three years (Fall 2019 = 5 to Fall 2022 = 11). These undergraduate and graduate programs have only been offered for four years, but interest has increased as have applicants and majors. The MA was offered first, and the BA/BS opened in 2022.

Costs and Revenue: APST does not have a designated budget line coming from Shepherd University to support the program other than the salary for the Director, who teaches a full load of graduate and undergraduate courses, fulfills all administrative and grant-writing duties associated with the program. There are adjunct instructors, and these are covered by the enrollment generated in the programs. Significant revenue is generated by the sales of the Annual Anthology of Appalachian Writers (fifteen volumes since the inception of the series). The proceeds from the annual Anthology sales pay for classroom and office materials, speakers, field trips, and scholarships. Dr. Sylvia Shurbutt has done a remarkable job building this highly visible and unique program that offers education, travel, and cultural opportunities throughout the year with significant funding from the Anthology sales and continuous grant funding support. She is to be commended for her efforts and success.

Internal Demand: Due to the shortened timeframe associated with this Academic Prioritization exercise, the report does not include the APST classes separated from the ENGL classes. However, the program does offer four Core Curriculum courses: APST 345 The Art of Storytelling, APST 343 Appalachian Music and Musicology, APST 358 Appalachian Literature, and APST 256 Appalachian Culture. Enrollment in these courses is acceptable for degrees that are relatively new. Many are cross-listed with other courses to create cohorts above ten students and often include a small cohort of graduate students. I encourage Dr. Shurbutt to work to increase class sizes.

Opportunity: I am encouraged by the interdisciplinary nature of these degree programs, the interest and participation of the community in the travel and programming, and the unique nature of and programming within this program. It appears that the careful planning and implementation of these degrees is paying off in enrollments.

Additional Notes: APST has never received direct financial support for their programming, and yet Dr. Shurbutt, with the assistance of the APST Advisory Board, has built a minor, a master's degree, a BA/BS degree, a vibrant cultural programming series, Writers in Residence, and international partnerships and travel. She is to be commended for her ingenuity, willingness to pursue grants, and strong vision for growth.

RECOMMENDATIONS:

- **Continue at its current level.**

ENVIRONMENTAL STUDIES

Environmental Studies, B.S.

COMMENTS:

Quality: Decrease by 20.8% of majors (2018 = 67 to 2022 = 53). Dean's List rate (35.7%) is just below the Shepherd University baccalaureate five-year mean and probation rate (8.6%) is just above the Shepherd University baccalaureate five-year mean. The program narrative provided a compelling list of accomplishments of their students and professions associated with recent graduates.

External demand: Applicants to the programs have remained steady, while majors have declined. The EMSI 2022 data set shows our region is an excellent market for employment in professions related to this degree. There is always a risk of losing some majors should the Aquatics program be dropped from the Academic Common Market (ACM). That should be kept in mind when planning. We have no control over this other than to develop another program and hope neighboring states will adopt the degree into the ACM, which is a dubious plan for financial sustainability.

Costs and Revenue: Average Revenue to Costs is below the Shepherd University mean for all units. The cost per credit hour is decreasing. The program narrative offered the decrease is due to efficiencies. They have been successful in obtaining grants to help replace or obtain new equipment, outreach activities and initiatives, campus infrastructure enhancements, and the development of Tabler Farm as a research, outreach, and instructional space. The faculty have written thirty-six grants in the last five years to local, state, and national funding agencies to advance their program. Twenty-four were funded, totally over \$2 million.

SCH production has declined by 25.5% (2018 = 3146, 2022 = 2341). In their program narrative, they offered on average, 6% of the SCH taught by program faculty is to non-majors, with 58.2% taught within the Core Curriculum.

Internal Demand: With both the number of applications and the FY cohort in decline, there are too many concentrations with too few students.

Opportunity: The program narrative outlines an ambitious plan for growth and expansion, but they need to contract and carefully streamline their concentrations.

Additional Notes: Recommend elimination of under-subscribed tracks in Resource Management, Food Sustainability, Geomatics, and Sustainable Resource Management into ONE Environmental concentration with fewer unique course offerings. Some of the consolidated course offerings can then be co-listed with the Ecological Concentration in Biology. Physics faculty can now teach more service courses in Physics and limit the GSCI offerings that constitute 60% of teaching loads. Consolidation will allow for a reduction in adjuncts teaching service courses.

Examining the SCH produced by the following faculty for Spring 2023 and Fall 2023, here are the SCH and average class sizes for each faculty member.

	Spring 2023 SCH	Spring 23 Average Class size	Fall 2023 SCH	Fall 2023 Average Class size
Best, J.	24	15	64	16
Comer, B.	234	16	240	18
Groff, J.	132	16.5	234	17.5
Murphy, S.	170	13.1	121	10.3
Musselman, Z.	214	18.25	281	19.4
Vila, P.	113	8	sabbatical	

It should be noted that some of the faculty are receiving release time for administrative and grants work for the program. The average class size for most of the faculty shows that there could be a more efficient use of the faculty resources in delivering a more streamlined choice of classes/concentrations.

The most recent **Program Review** took place in **2021**.

ENVR SCI 2021 Program Review Concerns included (but were not limited to):

- Two new concentrations (Sustainable Food Production and Environmental Geomatics) do not seem to be contributing to the increase of enrollment efforts.
- The existing ENVS majors are unevenly distributed among the four existing areas of concentration.
- Limited 2 + 2 agreements.
- Program costs have increased compared with the University average.

ENVR SCI 2021 Program Review Recommendations included (but were not limited to):

- Increase and expand the number of 2+2 agreements.
- Continue to make adjustments, changes, and improvements to enhance enrollment in each of the areas of concentration.

Note: the most recent examination of current 2+2 Agreements shows one with Montgomery College only, dated Catalog Year: 2017-2018.

RECOMMENDATIONS:

- **Continue at a reduced level or consolidation.**
- Recommend elimination of under-subscribed tracks in Resource Management, Food Sustainability, Geomatics, and Sustainable Resource Management into ONE Environmental

concentration with fewer unique course offerings. Some of the consolidated course offerings can then be co-listed with the Ecological Concentration in Biology.

HISTORY

History, B.A.

COMMENTS:

Quality: The B.A. in History has exhibited declining enrollment during the review period. One-year retention of FT FTIC undergraduates is in the top third of degrees at Shepherd. Five-year mean for Dean's List recipients in program is above average and the same period for academic probation of their majors is below average. The six-year graduation rate for their majors is in the top third of undergraduate programs. They have higher than average retention rates. Students engage in undergraduate research programs and present at regional conferences, internships throughout our region which is rich with parks and historic sites, and community service opportunities.

External demand: Decline in majors of 45.3% (Fall 2018 = 64 to Fall 2022 = 35). The program has a strong yield rate for new majors. The program is highly engaged locally and regionally with national parks, area public schools, and other entities. They do have a small cohort of History minors.

Costs: The costs associated with the BA in History (\$0.16) are significantly less than the mean for all programs (\$0.24).

Revenue: The program has a very modest budget and the faculty have been extremely successful generating donations and grants for programs and projects. The faculty have been effective at creating grant-funded research projects that engage students in undergraduate research, giving them practical experience, career preparation, and generates interesting and valuable historical information. There has been a 19.8% decline in SCH generated by the program, but most of the teaching in this area is provided in service to the Core Curriculum and their majors.

Dr. Jim Broomall is the Director of the GTM Civil War Center. The Center has a vibrant educational programming schedule throughout the year, both in-person and online. Dr. Sally Brasher offer has resumed leadership of the Honors Program. Dr. Keith Alexander leads Historic Preservation efforts for the department, providing learning experiences for students in the history program.

Internal Demand: History is critical as a service unit. The 100-level courses are a Tier 1 requirement and several 200-level courses fulfill the Tier 2 Humanities requirements. The program also supports the curricula of other majors on campus most specifically the secondary education social studies program.

Opportunity: The design of the program is quite modern focusing on public history and digital history with an awareness of service and education. Shepherd is positioned in an historically rich region of the country and should continue to have a vibrant history program. Outcomes for graduates are impressive.

Additional Notes: The faculty have led many international trips for our students over many years. Many of the history classes require students to develop websites or engage in digital humanities projects, thereby fostering marketable employment skills. These also attract other majors to Shepherd as they see the interdisciplinary accomplishments of our majors and can make easy connections between the study of history and the career options associated with it that may not be obvious to college-bound students.

RECOMMENDATIONS:

- **Continue at its current level.**
- Continue efforts to begin advising SCED Social Studies majors.

MATHEMATICS AND ENGINEERING

Applied Mathematics, B.S.

COMMENTS:

Quality: Five-year mean for one-year retention of FT FTIC undergraduates is in the upper third of programs. The five-year mean for majors qualifying for Dean's List puts the program in the upper third of all programs at Shepherd. The six-year graduation rate for majors in this program places them in the bottom third of programs at Shepherd.

External demand: Decline of applicants by 58% (Fall 2018 = 12 to Fall 2022 = 5). Decline of majors by 21% (Fall 2018 = 19 to Fall 2022 = 15). Very small number of majors in this program overall. Secondary Ed majors in the Math area for 2022 = 10. In Fall 2022, minors = 5.

Applications and cohorts are too small to be sustained. Faculty teaching in DATA and DAIS courses are better focused on the Applied Math and Computer Sciences programs with a focus to consolidate faculty loads to MATH courses.

Costs: The costs to run the Mathematics and Engineering program are low, just half the costs associated with the mean for all programs at Shepherd.

Revenue: There has been a very small decline by .88% of SCH produced by this program, due to the revenue generated by general studies. Math, like English, provides courses needed by every major at Shepherd. The program offered SCH to non-majors at 91.1% Fall 2018 and SCH to non-majors at 86.6% Fall 2022.

Most of the revenue generated are due to the Math service component courses across non-majors (88%) and core (76%). To better serve the students (reducing last minute course, instructor, and modality changes caused by the need for adjuncts) the shift of teaching responsibility from courses in ENGR and DATA to MATH is needed.

Internal Demand: There is a strong internal demand for courses offered in this area.

Opportunity: The program narrative provided "Opportunity" information only referencing the B.S. in Engineering Science.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- **Reduce by two (2) full-time faculty in the department. Reassign the tenured faculty in the CIS area to meet needs mathematics.**
- The Department focus should be to increase in the application yield and elimination of the BA in Math Education. Encourage larger first year Math cohorts to focus on an enhanced 4+1 program.

Engineering Science, B.S.

COMMENTS:

Quality: One-year retention in FT FTIC undergraduates is in the lower third of programs. Below average Dean's list 35.4% and above average probation 10.2% to Shepherd University five-year mean for both categories. Retention in B.S. in Engineering Science is less than the Shepherd University mean (44.8% vs. 55.1%). The program narrative offered that one contributing factor *may* be that because the CME department offers six degrees, students decide to change majors and have many options. The program narrative also offered that there are no admissions standards for admitting students into the Engineering program at Shepherd, and students coming into the program are often underprepared in science and mathematics. The engineering program begins with calculus. Excellent student outcomes were reported in the program narrative.

External demand: Number of majors has increased 42.86%, Fall 2018 = 21, Fall 2022 = 30. The EMSI 2022 data set includes both Computer and Mathematical occupations and Architecture and Engineering Occupations among its highest ranked occupations in the categories of "fastest growing" and "most competitive" in our region (including MD, DC, PA, VA, and WV).

Costs: The costs for the program are low (\$0.18), with the five-year mean below the Shepherd University mean of (\$0.24). The salaries for two engineering faculty account for 37% of the faculty costs in mathematics and engineering.

Revenue: The B.S. in Engineering Science has two concentrations: Environmental Engineering and Systems Engineering (within Mathematics and Engineering). The cohorts in the upper-division classes are too small. All courses in the Spring 2023 and Fall 2023 schedule with the ENGR prefix have single-digit enrollment. The required courses required for this degree are chronically undersubscribed. The faculty in this program can be used to teach in other areas of the program—specifically Computer Science and Mathematics.

Internal Demand: The program narrative does not address internal demand for courses associated with the B.S. Engineering Science, but rather addresses the need for mathematics courses generally and the BA in Secondary Education with math area specialization.

Opportunity: It was recommended in the 2019 Mathematics external review that they remove some of the Engineering Core from the Mathematics Major and allow students to choose their own cognate field, to which mathematics can be applied. It is believed that they could attract more mathematically minded students into the program who wanted to minor in business,

physics, or engineering. They claim that they would target marketing the program specifically as an Applied Mathematics program, emphasizing career paths that only require a BS and applied math. It is unclear to me if they incorporated those recommendations.

Additional Notes: All components of engineering science have had steady numbers of majors but there are too many courses across too many concentrations. Retention in any major is at 68%.

There is a problem with how the CME programs were grouped together in the Academic Prioritization Documents. The CIS, DATA, and Engineering are all interrelated. There are three distinct types of “engineering” offered at Shepherd University: (1) The B.S. in Engineering Science with two concentrations: Environmental Engineering and Systems Engineering (within Mathematics and Engineering) and (2) the B.S. in Computer Engineering (with Computer Science).

RECOMMENDATIONS:

- **Continue at a reduced level or consolidation.**
- Reduce the concentrations and offer the B.S. in Engineering Science with one concentration only in Environmental Engineering
- Eliminate the concentration in Systems Engineering. These competencies should be covered in specific elective courses in the Computer Science area.
- Reduce the number of upper division courses to offer fewer courses with larger cohorts. Create a two-year rotation of courses for the degree.

MODERN LANGUAGES

Spanish, B.A.

COMMENTS:

Quality: Very low enrollment, graduation rate, and in degrees awarded. The outcomes reported are strong for those who have graduated, but the cohort for majors has been and remains consistently small. That is not to say that there is no demand for Spanish language instruction as it is integrated into our Bachelor of Arts degrees (see Opportunity below).

External demand: Significant low number of Spanish majors (Fall 2018 = 5, Fall 2022 = 4) Downward trend in external demand: applicants, majors, minor. The most are within the Spanish major and Spanish minor. Undergrad Spanish Ed majors (Fall 2018 = 1, Fall 2022 = 2). There are only two (2) Spanish Education majors in the Fall of 2022.

Costs: Revenues have fallen by 293 SCH from 2019 to 2022. The costs associated with keeping three full-time faculty devoted exclusively to foreign language instruction are difficult to justify in this necessary Academic Prioritization exercise. The program has a very modest budget. Costs are associated almost exclusively with salary and benefits.

Revenue: From 2018 (1528 SCH) to 2022 (1235 SCH), the Student Credit Hours produced dropped 19.2%.

Internal Demand: Most foreign language is taught to non-majors (obviously), with a third of those hours serving the Core Curriculum. The outlook for an increase in Spanish majors is not strong.

Opportunity: It would be short-sighted to assume that Spanish instruction in higher education is no longer relevant nor necessary. Spanish is the second most spoken language in the United States. Nationally, we have seen a downward trend in the desire to pursue a major in a foreign language, but the need for foreign language instruction has increased substantially to complement other degree programs like Education, Social Work, Criminology and Criminal Justice, Political Science and pre-law, Nursing and medical fields to name a few.

There are opportunities to more closely align Spanish with these professions, which is why I recommend keeping the major and minor for now, but eliminating the other languages and reassigning a Modern Languages faculty member to teach English classes (with the removal of two English lecturers).

Additional Notes: In 2021, the English and Modern Languages Department revised the curriculum for the Spanish major and minor to align them with the needs and interests of our target demographic. The new major is flexible and offers students the ability to pursue Spanish and another major. Unfortunately, we have not seen enough time to see that reflected in the data.

RECOMMENDATIONS:

- **Continue at reduced level.**
- **Reassign one full-time faculty member from Modern Languages to teach English classes (with the removal of two English Lecturers).**
- Remove the Modern Languages Minor from the catalog.
- Restrict foreign language offerings to Spanish only.
- Eliminate French and German instruction as it cannot be offered in a four-semester sequence and is not in demand.
- Explore other micro-credentials for Spanish with other disciplines.

MUSIC

Music, B.A.

COMMENTS:

Quality: Very high rate of retention. The School of Music provides of 60% of the instruction to Bachelor of Music Education majors, counted in the Education numbers. Average 12 BA, 21 BM Performance, and 37 Music Education majors = 70 majors in the School of Music over the last five years.

External demand: Number of majors has decreased 18.75%, Fall 2018 = 16, Fall 2022 = 13. It is common for students to take this as a second major. Fall 2018: 12 as 1st, 4 as 2nd, and Fall 2022: 13 as 1st and 0 as 2nd. Particularly impacted are the performance concentrations. Due in part to the pandemic's effect on performing arts programs in high school and in part to the general decline in college-bound freshman. Music Education enrollment remains strong (additional mean of 38 students added to head count, total of 72 for the mean between 2018-2022).

Costs: The costs for any program in the arts will always be above the average. This goes for Art, Theater, Music, and Dance programs in higher education. There is equipment maintenance and replacement as well as consumable supplies associated with these arts disciplines. When a university commits to offering arts education, it accepts that this is a reality. The costs are offset in this program by multiple sections of MUSC 111 courses offered to non-majors, which generate revenue for the university and aren't diverted back to the department. There are general Music Major fees charged to majors and other fees associated with specific operations. The fees and revenue charged to attend events go back to the unit as revenue, which are used to assist with expenses (equipment maintenance and replacement, consumable supplies, and specialized labor associated with productions).

Revenue: The faculty continue to recruit and fundraise aggressively. Despite adverse conditions, the unit enjoys higher enrollment numbers than music programs at comparable institutions and continues to find financial support from engaged community members.

The faculty participate in fundraising activities annually, which have raised substantial funds for scholarships, international and domestic travel for our students, equipment purchases, and many other activities that enrich our students' experiences and community as well.

The Community Music School operates completely by the revenue it generates, which pays for the part-time Community Music Associate who administers the programs, which include private instruction, a Youth Choir and Orchestra, Adult Piano classes, Early Childhood Music Classes, and summer music camps.

Internal Demand: On average 70% of student credit hours in the School of Music are taught to Bachelor of Music Education (BME) majors, which are considered Secondary Education majors for our reporting purposes. More than half of BME credit hours are catalogued under Music, their accrediting body—the National Association of Schools of Music—considers this intensive, music-focused program a Music degree rather than Secondary Education majors. As it is, BME students graduate with certifications to teach K-12 with general proficiencies and specializations in Choral or Instrumental areas. The number of Music majors, which would include BME students (37 Fall 2022), would appear differently to the School of Music than it does as we report it. However, that is a common complaint of all programs at Shepherd who offer curriculum within the Secondary Education areas—that they aren't counted in their areas.

Opportunity: The program has tremendous impact regionally with ensembles performing both on and off campus throughout the 4-state region.

Additional Notes: Curricular changes initiated over the years have included the elimination of the MMME, revised BA in Piano Pedagogy, and elimination of the BA in Music Theater.

RECOMMENDATIONS:

- **Continue but with specific action.**
- Develop a concentration in the B.A. in Music focusing on Music Production, Technology, and/or Entrepreneurship.

Music in Performance, B.M.P.

COMMENTS:

Quality: Five-year mean of one-year retention of FT FTIC (undergraduate) majors is in the top third of undergraduate majors at 70.6%. Five-year mean of Dean's List rate is in the top third of undergraduate majors at 49.1%. Six-year graduation rate in this major is extremely low at 16.7%. This is due in large part to most BMP majors having a second degree.

External demand: The number of applicants to this major has continued to decline over the last ten years. Decline of 17% of BMP majors (Fall 2018 = 23 to Fall 2022 = 19. However, the cohort is significantly smaller than it was in 2012 and 2013. This is on trend with what is happening in the industry. Students who pursue exclusively a BMP major are selecting a professional degree to prepare for entry into a master's program in performance, with the intention of being a full-time performer. However, the music performance field has become more expensive to enter with education costs rising and the investments required. The national trend in higher education is to see more students select the B.A. as an option, which allows them to select a minor to vary their skill set. Nationally, we have not seen a decline in people making a living in the performing arts, but rather a shift in the way they do it. Many people who were training to be specialists are now pursuing generalist degrees and continuing to develop their specializations outside of the traditional four-year BMP.

Costs: See entry under B.A. in Music.

Revenue: See entry under B.A. in Music.

Internal Demand: See Internal Demand comments under B.A. in Music.

Opportunity: The program has tremendous impact regionally with ensembles performing both on and off campus throughout the 4-state region. Students

Additional Notes:

RECOMMENDATIONS:

- **Continue but with specific action.**
- **Reduce by one (1) non-tenure-track, full-time faculty position in the School of Music.**
- Examine and modify the B.M. Performance degrees for more efficient delivery and attractiveness to potential students. Suggest eliminating the jazz and voice concentrations and/or all concentrations per the unit's suggestions. Potential to remove the B.M. in Performance completely.
- Examine a potential collaborative curricular offering with music and business (MBA 4+1 or music industry/administration) that can be taught with existing faculty and resources.

Promote that on the website and in printed media for recruiting, Open House, Visitation Day, etcetera.

- Pursue certificate program in music technology using existing faculty resources and external partners.
- The School of Music needs to develop more sources of revenue to offset the expenses related to the operations of the school.

NURSING

Nursing, B.S.N.

COMMENTS:

Quality: The FTIC Five-year mean of Dean's List rate is in the lowest third of undergraduate majors at 24.2%. Six-year graduation rate in this major is within the average range of 35.2%. The five-year mean for degrees awarded is 65.8, the second highest undergraduate degree program.

External demand: The five-year yield rate for the BSN in Nursing is 34.5%, below the average of 36.7% for all baccalaureate majors. The number of majors has declined 13.7% (Fall 2018 = 169 to Fall 2022 = 147).

Too much competition with other programs have reduced applications and yield. As the FY pre-acceptance cohort has declined the accepted cohort limit of 60 has not been met.

Reported majors versus actual majors

The program narrative offered, "The 5-year Academic Affairs data indicate nursing is the largest department on campus with a mean of 327 majors, including PA, IP, and DNP." For veracity, the number of nursing majors reported is **inaccurate**.

The BSN in Nursing is a two-year program. When you compare the freshmen cohort numbers against the actual numbers of majors, the program loses just over 50% of their majors within the first two years at Shepherd. It is *especially* important when examining the resources devoted to the Nursing program, counting the majors, and who the faculty teach in the program.

Incoming students are "pre-accepted" into the Nursing program before meeting the benchmark to be officially accepted into the nursing program in between their second and third years of study at Shepherd. Until then, they focus on general studies and pre-requisites for the nursing program. Many students transfer in from community college. The costs to educate the pre-nursing students are distributed among all departments offering general studies and pre-requisite classes.

Admission to the B.S.N. Nursing Program

The generic student seeking enrollment in the B.S.N. degree program must meet the requirements for admission to Shepherd University, as stated in the University Catalog. Freshman and sophomore students will be designated as pre-nursing students and will

be advised by nursing faculty. The B.S.N. program is a limited enrollment program (see section titled Admission to Limited Enrollment Programs).

Students become candidates for admission into the nursing program upon meeting the following criteria:

1. Eligible to complete the 59 lower-division course hours as identified in the pre-nursing curriculum prior to matriculation.
2. Cumulative grade point average of 2.7.
3. Must achieve grade C or above in the following courses: [BIOL 225/BIOL 227](#); [BIOL 226/BIOL 228](#); [BIOL 302](#); [CHEM 125/CHEM 125L](#); mathematics and statistics; [NURS 320](#); [NUTR 318](#) ; [PSYC 101](#); and [SOCI 203](#).
4. Submit a School of Nursing application for admission; and
5. Meet with academic advisor by March 1 for intended enrollment in the fall semester or October 1 for intended enrollment in the spring semester.

Costs and Revenue: At present, there are nine (9) full-time faculty associated with this program. The salary + benefits for the faculty is ~\$790,000. The program narrative includes a request for additional faculty and higher salaries for nursing faculty. In practice, the previous Director of the School of Nursing built a compensation system for the nursing faculty that requires further examination.

The Dean of the College of STEM and Nursing is currently evaluating the accounting for teaching loads of the nursing faculty, which varies considerably from other programs at our University. The previous and current Directors of Nursing offer that their accrediting organization dictates specific formulas for classroom instruction and clinicals, but a closer examination has revealed that the accrediting organization simply endorsed what the institution offered to their accreditor—they allow the institutions to define it. We will spend the next month carefully examining the compensation model for nursing faculty by comparing to other institutions with the same accrediting credentials. There may or may not be changes in calculating teaching loads and compensation moving forward.

In addition to the fixed costs of faculty salaries + benefits, the BSN program requires funding for laboratory equipment and supplies necessary to train future registered nurses. The simulation manikins may cost \$90,000 or more. Additionally, the simulation activities must be managed by an individual academically and experientially qualified in simulation and simulation training for faculty. Maintaining, upgrading, and replacing simulation equipment comes from student lab fees and grants when applicable. The School of Nursing also has a professional advisor.

The recent WV HEPC grant titled, “The Future of You, Be a Nurse” has provided funding for four faculty to become Success Coaches. This funding is for this academic year only. The graduate faculty receive additional stipends for advising graduate students through these grants.

Current student numbers are 50% of capacity with commensurate loss of revenue. Expense in terms of faculty salaries and low and limited cohort size in the DPN program drive the negative

revenue. Average revenue to Costs is negative \$273,800. (Numbers are skewed by the 2+2 Program and the DPN costs).

It is important to remember that if grant funding is not obtained, to continue to operate at its current level of services, the School of Nursing will rely more heavily on the University to make up the loss in revenue.

Internal Demand: The Nursing program offers no classes to other majors.

Opportunity: We are currently examining the possibility of offering a Fast Track Nursing Program. The online RN to BSN program was launched last year.

Additional Notes: There is no doubt that the Nursing program offers exceptionally strong education to future healthcare practitioners. However, the drop in majors and consistent requirement for additional faculty and administrative support has prompted a careful examination of previously unquestioned practices. The ultimate goal is to operate the School of Nursing in a cost-effective manner that reflects the enrollments and create equitable teaching loads for their faculty when compared to the standards in higher education and that of their colleagues at Shepherd University.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **The retirement of a faculty member (summer of 2023) in the School of Nursing was identified for a strategic reduction.**
- **Reduce by one (1) non-tenured, full-time faculty position in the School of Nursing.**

Doctor of Nursing Practice

COMMENTS:

Quality: Five-year average for retention of FT entering graduate cohort is 81.4%. 100% of the students who apply to the DNP Nursing are accepted. The yield rate is 71.4%.

External demand: Decrease of 30.7% in applicants (Fall 2018 = 18 to Fall 2022 = 9). Increase by 44% in majors (Fall 2018 = 18 to Fall 2022 = 26).

Costs: The costs for nursing are not separated in the data set for the BSN and DNP programs. See "Costs and Revenue for BSN". The narrative for higher compensation for nursing faculty in the DNP section includes cost of living comparisons.

It is worth considering whether the expenses associated with offering graduate programs in nursing is achievable at Shepherd University, especially considering "pre-acceptance" versus "accepted" nursing majors, the decrease in the BSN majors, and other expenses.

Revenue: The revenues for nursing are not separated in the data set for BSN and DNP programs. See "Costs and Revenue for BSN".

Internal Demand: Faculty teaching SCH in the grad program are low compared to BSN SCH, which is understandable due to the smaller cohort of graduate students.

Opportunity: Within the program narrative, they offered,

After the completion of a SWOT analysis, the Psychiatric Mental Health Nurse Practitioner Program is in the process of closing. Declining enrollment, challenges in obtaining clinical sites for DNP students, lack of a DNP clinical coordinator, limited faculty, lack of marketing, and the availability of online MSN programs are a weakness and a threat. An [sic] additional threats include the lack of qualified preceptors and the increase in the required clinical hours. A teach-out plan is currently being developed. No BSN-DNP students will be accepted into the program. The last post-MSN certificate students will be admitted fall 2024. The program is scheduled to close in 2026.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **Continue with teach-out of the Psychiatric Mental Health Nurse Practitioner Program.**

POLI SCI, GLOBL STDS, GEOG

Global Studies, B.A.

COMMENTS:

Quality: Very low number of majors. Majors have declined by 22% (Fall 2018 = 18 to Fall 2022 = 14). First-year retention is 50%, below average. The degree is composed mostly of courses in other programs/departments. Student performance is high, Dean's list five-year mean is 52.3%. The program has not been receiving majors long enough to effectively assess the graduation rate.

External demand: Applicant-to-yield rate is above average, in the upper third of majors at 43.9%. Global Studies minors = 7 (Fall 2022).

Costs: The costs to deliver the program slightly below average, but in the top third of program costs.

Revenue: When examining the SCH produced by the program for the Spring 2023 semester, there were six full-time faculty in the department and five of them had various amounts of reassigned time for additional responsibilities associated with: Senior Faculty Fellow of the Stubblefield Institute for Civil Political Communications, Director of Study Abroad, Director of Global Studies, Faculty Representative to the Advisory Council, and Department Chair. Additionally, there have been a series of low-enrolled upper division courses.

Internal Demand: SCH increased by 61.01% (Fall 2018 = 749 to Fall 2022 = 1206) for courses offered in the B.A. in Global Studies and B.S. in Political Science.

Opportunity: There is only one required GLOBL course (GLOBL 200) which is a core curriculum course. All other courses are taught by other programs – mostly History and Political Science. This reliance on other programs does not offer a clear or consistent selection of courses for students to complete the degree.

Additional Notes: The last Global Studies Review was conducted in 2020. Within the conclusion of that Program Review:

Concerns included in the Program Review:

- Students have difficulty scheduling courses each semester since there are more than 10 separate departments who offer coursework in the program.
- The program is heavily weighted toward Europe in course offerings and does not offer coursework and language training reflective of the current global environment.
- The costs of the program are 45% higher than those of other programs, and the number of majors and graduates is very low.
- Enrollments in some of the required GBLBL classes are very low.
- The program requires a study abroad/international experience for students; however, many students are limited financially from participating in such a program.
- The Global Studies program contains four concentrations, two of which are under-enrolled.

RECOMMENDATIONS:

- **Continue at a reduced level.**
- **The retirement of a faculty member in the Geography Area (summer of 2023) was identified for a strategic reduction.**
- **Reduce by one (1) non-tenured full-time faculty member in the Department of Political Science, Global Studies, and Geography.=**
- There are many concentrations. Consider consolidating into fewer options or converting into a concentration within the Political Science degree with a more specific path to graduation.
- Eliminate the “Geography” designation from the area name.

Political Science, B.S.

COMMENTS:

Quality: Retention in the political science program is 51.1%, slightly lower than the Shepherd University mean. Student performance is above average, Dean’s list five-year mean is 43.3%. Six-year graduation rate is below average, a 24.7%.

External demand: Majors have declined by 11.6% (Fall 2018 = 44 to Fall 2022 = 39). Five-year applicant-to-yield rate is below average, in the lower third of majors at 29.3%. Geography minor = 1 (Fall 2022). Anthropology/Geography minor = 0 (Fall 2022). Political Communication minor = 2 (Fall 2022). Political Science minors = 4 (Fall 2022).

Costs: The costs to deliver the program slightly below average, but in the top third of program costs.

Revenue: When examining the SCH produced by the program for the Spring 2023 semester, there were six full-time faculty in the department and five of them had various amounts of reassigned time for additional responsibilities associated with: Senior Faculty Fellow of the Stubblefield Institute for Civil Political Communications, Director of Study Abroad, Director of

Global Studies, Faculty Representative to the Advisory Council, and Department Chair. Additionally, there have been a series of low-enrolled upper division courses.

Internal Demand: A high demand for classes from non-majors and core curriculum. Other majors are primarily criminal justice, social work, and sociology with a small group of secondary education social studies. SCH increased by 61.01% (Fall 2018 = 749 to Fall 2022 = 1206) for courses offered in the B.A. in Global Studies and B.S. in Political Science.

Opportunity: The last Political Science Program Review was conducted in 2022. Within the conclusion of that Program Review, the following was included.

Recommendations included in the Program Review:

- “The department providing a schedule of course rotations may help mitigate [infrequency of upper-level course offerings] even if some courses will necessarily be offered less frequently than others.
- Number of online courses in the Core Curriculum.

RECOMMENDATIONS:

- **Continue but with specific action.**
- Consolidate and/or cross-list courses with other social sciences.
- Remove the Geography, Anthropology/Geography, and Political Communications minors. Retain the Political Science and Global Studies minors.
- Explore further possibilities of working with criminal justice program.

PSYCHOLOGY

Psychology, B.A.

COMMENTS:

Quality: The six-year graduation rate for PSYC majors is above the university average and the number of students who switch to another major but remain at Shepherd and graduate is aligned with the University’s average. Their five-year mean yield rate is 32.9%, below the University’s 36.7% for all baccalaureate programs.

External demand: Increase of 2.3% in majors (Fall 2018 = 127 to Fall 2022 = 130). This is a positive and relatively stable number. Psychology does offer an Aging Studies minor.

Costs: The mean annual cost of the PSYC program is in the lower third of all programs at Shepherd. Most costs are associated with their lab (remodeling was paid for by grants), the SPSS program for statistical analysis, PsycInfo database, and Sona Systems (Experiment Management System).

Revenue: SCH from the program have declined 15.07% (2018 = 5095, 2022 = 4327). The program narrative provided evidence of various sources of modest annual revenue, as well as about \$60,000 in grants awarded. PSYC is in the top third of programs generating revenue from tuition and fees.

Internal Demand: The program offers Core Curriculum courses at an average rate. Programs within the social sciences use psychology courses.

Opportunity: The program narrative included a request for the addition of a faculty member specializing in clinical psychology. It is unlikely, given our current financial position, that we will have the resources this year to hire any additional faculty. I recommend the faculty look carefully at how they service the majors. In the Fall 2023 schedule, the full-time faculty are carrying very healthy SCHs, with multiple sections of PSYC 101 and other courses offered to majors. The average course enrollments for the full-time faculty (in no order) are 23, 22, 12, 22, and 13.

I examined the Psychology program's website for a published course rotation schedule. The current layout shows courses listed as "rotates regularly with #XX" can be very confusing to students. There is an easier way to layout a two-year course rotation for programs, provided by me in the past. Please adopt that format.

RECOMMENDATIONS:

- **Continue at its current level.**
- Examine how to offer courses presently without a faculty member with a clinical specialization.
- Examine how to clearly communicate a two-year rotation of courses for your majors on your webpages. The current layout could be less confusing.

College Student Development and Administration, M.A.

COMMENTS:

Quality: Retention of students in first-time graduate cohort has decreased by 38% (Fall 2018 = 13 to Fall 2022 = 8). Majors have decreased by 22.2% (Fall 2018 = 27 to Fall 2022 = 21). Outcomes from graduates of this degree program are positive. The CSDA students have received awards in research competitions, grants and scholarships for conference attendance, and gained acceptance to doctoral programs after graduation. Most CSDA students serve as Graduate Assistants at Shepherd University.

External demand: The number of majors has decreased by 22.2% over the last four years. They usually graduate within two years, and more if they add on another degree like Appalachian Studies or an MBA.

Costs: There is one faculty member dedicated to teaching in this program and overseeing its administration. While the CSDA program is traditionally housed in Psychology, it has no direct ties to the revenue/expense factors within the unit.

Revenue: Like the cost criterion, it was not possible to separate the revenue associated with the CSDA program, or separate it from the Psychology program, including SCH associated with Psychology.

Internal Demand: The program does not offer classes that benefit other degrees. However, this program does have benefits to other operations at Shepherd University. Specifically, the CSDA students and graduates serve (currently and historically) as graduate assistants and practice

students in the following areas: Stubblefield Institute, Financial Aid, Enrollment Management, Admissions, Alumni Relations, University Housing, Title IX, Dean of Students, VP of Student Affairs, Chief of Staff in Student Affairs, Academic and Career Advising, Veteran Student Programming, Student Success, Community Relations, TRiO, International Student Affairs, Athletics, and the Office of Graduate and Professional Studies.

Opportunity: There is a proposal being generated now to explore a new 30-36 credit hour online/hybrid Master of Education in Administrative Leadership (K-18) with three concentrations:

4. Curriculum and Instruction
5. Higher Education Administration
6. K-12 Administration

This new M.Ed. would have a core of shared courses around administration and leadership. The remaining courses would be specific to each of the three concentrations with the potential of some overlap within the concentrations. This new M.Ed. would serve to meet the needs of the current M.A. in Curriculum and Instruction and the M.A. College Student Development and Administration (Higher Education Administration) degrees and the interest from some local educational leadership to help prepare counties for K-12 assistant/vice principals, deans of students, and principals. This degree would better prepare Shepherd University for a possible Ed.D. in educational leadership in the future.

K-12 cohorts from counties may use this degree to secure in-house leadership and be able to promote within. Potentially look at discounts for those counties who maintain a minimum number of students.

Currently offering 17 – 19 unique courses between CSDA and C&I. The proposed Master of Education in Administrative (Educational) Leadership would have seven shared courses. Two additional courses shared by two tracks and a total of fifteen courses overall.

RECOMMENDATIONS:

- **Continue at a reduced level or consolidation.**
- Consolidate this degree with the M.A. in Curriculum and Instruction degree and work to plan and adopt the M.Ed. (see *Opportunity*).

REC, SPRT, EXER SCI

Family and Consumer Sciences, B.S.

COMMENTS:

The Family and Consumer Sciences (FACS) program was discontinued and taught out in 2021.

RECOMMENDATIONS:

- **Program closed. Taught out in 2021. No action necessary.**

Health Promotion and Exercise Science, B.S.

COMMENTS:

Quality: Decline of majors by 18.5% (Fall 2018 to Fall 2022). Ranks highest in total SCH and mean SCH for five years. Two accredited programs: Recreation in Sport Science (RSS), and Health Promotion and Exercise Science (HPEX). HPEX program is in the top third of Shepherd University's programs on: one year retention (11), Dean's List (11), and Degrees Awarded (13). RSS program is in the top third of Shepherd University's programs on: six-year graduation rate (7) and Degrees Awarded (7).

External demand: HPEX Target is to provide graduates for a wide variety of health professions, which is touted as the third largest workforce in the healthcare industry. Both programs have a downward trend in yield rates. RSS is the only nationally accredited program in the state of West Virginia. Participation in the program is generated by the community student placement for the curricula's integrated internships to public schools, YMCA, minor league sport organizations, Veteran's Affairs, etcetera.

Costs: See *Costs and Revenue* under B.S. Recreation and Sport Studies.

Revenue: RSES mean revenue associated with SCH is the second highest of Shepherd University programs. RSES/HYPEC program received a WISH grant in 2019 of \$39,000. Additional activities raise funds for the Vince Gonino Scholarships fund and to create and produce the Academic Program Showcase.

Internal Demand: This is low, but HPEX runs the Human Performance Lab as a student-run labs where they gain experience the assessment side of clinical testing. Less than 44% of SCH is with non-majors and 20% more to Shepherd University Core with GSPE 210. They offer support of the RBA program with the Health Emphasis track.

Opportunity: The HPEX program supports student interns. Every semester at various public organizations. Internship experiences are 400 hours, and after all coursework is completed, the encapsulating experience prepares students for a national examination.

Additional Notes: FACS program mentioned in the report has been phased out. Nutrition program is being phased out and maintained only as a minor.

RECOMMENDATIONS:

- **Continue but with specific action.**
- Examine all degrees, concentrations, course rotations, and enrollments in the courses to mitigate loss in overload compensations.
- Reduce the summer compensation to the unit to no more than \$20,000. use of the University's resources, and it is an area where loss can be mitigated.

Nutrition, B.S.

COMMENTS:

This program is very new. The Family and Consumer Sciences (FACS) program was discontinued and taught out in 2021. The B.S. in Nutrition was introduced to replace the FACS program.

Majors: Fall 2021 = 8, Fall 2022 = 19.

With the departure of a faculty member very close to the start of the Fall 2023 semester, the decision was made to strategically reduce the position and close the B.S. in Nutrition program. Students will be taught out in the program or advised to other majors. The Nutrition minor will remain as part of the programs offered in Recreation, Sport, and Exercise Science.

RECOMMENDATIONS:

- **Discontinue (with teach-out plan).**
- **Strategic reduction of faculty line in Nutrition operationalized with FY 24.**
- Continue with a Nutrition minor in the Recreation, Sport, and Exercise Science program.
- Examine all degrees, concentrations, course rotations, and enrollments in the courses to mitigate loss in overload compensations.
- Reduce the summer compensation to the unit to no more than \$20,000. use of the University's resources, and it is an area where loss can be mitigated.

Recreation and Sport Studies, B.S.

COMMENTS:

Quality: Five-year average for one-year retention of FT FTIC in major is 57%, above the University average of 55.8%. Five-year mean for Dean's List qualification for majors is 30.2%, below the University average of 37.2%. The five-year mean for the six-year graduation rate (undergraduate) for this major is 40.1%.

This comprehensive major in Recreational Sports Studies prepares students for a variety of recreation, sport, and leisure careers. There are five concentrations offered within this degree: Interscholastic Athletic Administration and Coaching (was Athletic Coaching and Officiating): Sport Communication, Sport and Event Management, Sports Marketing, and Recreation Therapy (was Therapeutic Recreation).

External demand: The yield rate (enrollment/applicants) is in the top third of programs at Shepherd. Decline of 27.3% in majors (Fall 2018 = 177 to Fall 2022 = 135).

Costs and Revenue: See below.

Inefficiencies in course delivery, enrollment, and compensation

RSES mean revenue associated with SCH is the second highest of Shepherd University programs. However, careful examination of the courses offered each fall and spring semester show a low average enrollment. The student credit hours are impressive, but for most faculty,

they teach 5 or 6 classes per semester and receive overloads for them, and the amount is considerable.

I am **not** suggesting that the faculty are operating in a manner that is unscrupulous. Rather, it is my belief that the number of degrees, concentrations, course rotations, and enrollment are not an efficient use of the University's resources, and it is an area where loss can be mitigated.

	Spring 2023 SCH	Spring 23 Average Class size	Fall 2023 SCH	Fall 2023 Average Class size
Barnett, A.	298	14.2	300	16.3
Graham, J.	237	12.2	315	13.4
Hall, M.	297	12.7	258	13.3
Hovatter, R.	127	5.62	228	19
Kendig, S.	228	13.1	240	18
Place, G.	207	13.4	258	17.2
Tracy, J.	187	12.6	260	10.75

Below is a listing of the classes offered by the RSES faculty in the **Summer of 2023**, which are offered on regular rotation in the fall and spring semesters. Note the low number of students enrolled in the classes. Compensation to the unit for teaching these classes was **~\$63,000**. This has been a recurring practice in this department.

Name	Term	Program	Credits	# of courses	Summer 2023 Courses	Students in each class
Graham, J.	A	HPERS	6	2	15177 HLTH 110 01A 3, 15058 HLTH 391 01A	5,6
Graham, J.	Full	HLTH	9	1	15026 HLTH 450 01	2
Graham, J.	B	HLTH	4	2	15361 HLTH 101 01B, 15083 RECR 331 01	9,2
Hall, M.	A	HPERS	3	1	15064 RECR 336 01A	4
Hall, M.	Full	Recreation	12	2	15019 RECR 450 04, 15464 RECR 436 01	1 (RECR 436), 5 (REC 450)
Hovatter, R.	A	Health	3	1	15182 HLTH 310 01A	8
Hovatter, R.	Full	Health	3	1	15438 HLTH 599A 01	1
Kendig, S.	A	Recreation	9	3	1510 HLTH 100 01A, 15363 RECR 326 01A, 15067 RECR 407 01A	9, 14, 4
Kendig, S.	Full	Recreation	9	1	15015 RECR 450 02	1
Kendig, S.	B	Recreation	6	2	15242 HLTH 300 01B, 15147 RECR 444 01B	8, 3

Academic Prioritization: Academic Affairs
Examination and Recommendations

Place, G.	A	HPERS	18	6	15324 DRED 400 01A, 15364 RECR 200 01A, 15084 RECR 228 01A, 15244 RECR 300 01A, 15066 RECR 316 01A, 15229 RECR 371 01 A	3,6,3,1,1
Place, G.	Full	Recreation	9	1	15016 RECR 450 03	7
Barnett, A.	A	HPERS	6	2	15090 RECR 140 01A, 15243 RECR 211 01A	2,3
Barnett, A.	Full	MBA	3	1	15252 MBA 522 61	3
Barnett, A.	Full	HPERS	18	4	15004 RECR 350 01, 15007 RECR 449 01, 15005 RECR 450 01, 15035 RECR 452 01	2,2,4,2
Barnett, A.	B	HPERS	9	3	15325 DRED 401 01B, 15099 RECR 201 01B, 15100 RECR 226 01B	3,5,3

Tuition Discounting for one the Bachelor Science in Recreation and Sport Studies

In the 2021-2022 academic year, Frostburg State University introduced a new Bachelor of Science in Recreation and Sport Studies, with concentrations in Sports Communication and Sports Marketing. Consequently, the degree had been dropped from the Academic Common Market (ACM).

In January of 2022, a Tuition and Housing Discount Pilot program proposal was introduced for consideration to keep attracting students to continue to pursue the degree at Shepherd University.

At the time, the proposal did not include an assessment to explain the decrease in program enrollment. It was assumed decreased enrollment was directly related to the cost. The assumption in the PILOT Proposals was based a set of enrollment data from 2019-2021. The entire financial analysis includes a decrease in enrollment during the pandemic. We used the three worst years of enrollment as indicators to inform decisions.

There were two proposals related to tuition discounting in this document.

1. Shepherd University will provide a discount to students in Maryland, comparable to Academic Common Market (offer in-state tuition rates) as it did, prior to Frostburg State implementing its programs. We request this be implemented for fall 2022.
2. Shepherd will offer a similar proposal for the same major and concentrations for the state of Virginia.

An Extended Common Market (ECM) discounted tuition rate was adopted on a trial basis. This extended West Virginia in-state tuition prices to all students who requested it *only* in this

degree program. It also extended this pricing to students in new geographic locations as the ACM was only available to residents of Maryland previously.

Financial Analysis below per semester includes:

1. The number of majors from Delaware, Maryland, and Virginia.
2. The tuition waivers associated with current majors.
3. The institutional carry cost

Key terms:

ACM = Academic Common Market

ECM = Extended Common Market

OSC = Out of State

TC = Tuition Charges

RESID (Multiple Items)				
202330	Count of STUDENT_ID	Sum of OSC_MINUS_WAIVE RS	Sum of TC_MINUS_WAIVE RS	Sum of LOSS_FROM_ECM
DE	1	9361	4141	5220
MD	61	215830.75	153649.75	62181
VA	19	69609	51179	18430
Grand Total	81	294800.75	208969.75	85831

RESID (Multiple Items)				
202230	Count of STUDENT_ID	Sum of OSC_MINUS_WAIVE RS	Sum of TC_MINUS_WAIVE RS	Sum of LOSS_FROM_ECM
DE	1	9361	4141	5220
MD	70	237419.75	160505.25	76914.5
NC	1	2930.5	276.5	2654
SC	2	5111	5782	4440

VA	7	27277	20487	6790
Grand Total	81	282099.25	191191.75	96018.5

For a full-time student, the difference is \$970.00 per semester.

ACM vs. Out-of-State with Metro and Directors Scholarship

ACM	4141
OS with Metro & Dir	5111
	970

As one can see from the above charts, for Academic Year 2022-2023, for a population of 81 students the summary of the institutional carrying cost from the Extended Common Market pricing shows a loss of \$96,018.50 per semester, or \$192,037 per year. For the current academic year (2023-2024), for a population of 81 students the summary of the institutional carrying cost from the Extended Common Market pricing shows a loss of \$85,831 per semester, or \$171,662 per year.

There is no other program currently offered at Shepherd University that was dropped from the Academic Common Market that has been allowed to (1) adopt a new discount model, and (2) expand that previous population (previously only MD residents) to residents in other geographic locations. The program is populated almost entirely by student athletes. Students who enter this program have had additional athletic tuition discounts and scholarships applied to their accounts. This program heavily subsidizes students, and is costing the university critical resources at a time of scarcity when we are reducing faculty and staff significantly to save resources.

Considerations:

1. We have eighty-one students currently enrolled in the ECM program. We do not want to lose them.
2. The Admissions team have been promoting this and admitting students into it for next year.
3. This ECM pilot program needs to be phased out on a timeline.

RECOMMENDATIONS:

- **Continue but with specific action.**
- **Reduce by one (1) full-time faculty member from the Recreation, Sports, and Exercises Sciences program.**

- Keep the ECM program in place for students who are already enrolled.
- Explore alternative discounting strategies to have no negative impact on this program while also providing potential enrollment growth for *all* programs. Find a solution that has a larger impact on enrollment that benefits not just a small population of students associated with the ECM, but all students.
- Examine all degrees, concentrations, course rotations, and enrollments in the courses to mitigate loss in overload compensations.
- Reduce the summer compensation to the unit to no more than \$20,000. use of the University's resources, and it is an area where loss can be mitigated.
- RSS should review its curriculum particularly to remove redundancy in content between business courses if possible. There could be the opportunity for faculty in RSS to cross teach classes between programs or even build out graduate courses in the MBA Sport Management and Health Administration concentrations.

SOCIAL WORK

Social Work, B.S.W.

COMMENTS:

Quality: The program exhibits steady enrollment over the five years with outstanding outcomes. Five-year mean of Dean's List is 53%, well above the Shepherd University average for all programs, in the top three programs at Shepherd. The academic probation rate of their students is 3.6%, less than half of the University mean of 8.4%. The six-year graduation rate for students in this program is above average. Average for degrees awarded over a five-year period places it in the top ten programs at Shepherd.

External demand: Decline of 17.6% in majors (Fall 2018 = 74 to Fall 2022 = 61). The yield rate (enrolled to admitted) is 33%, just below the baccalaureate average of 36.7%. Their five-year mean count of majors is 66.4. within the average range. There is a large demand for people to work in this field. We also have four 2+2 agreements with regional community colleges.

Costs: Social Work ranks in the bottom third of programs regarding costs to the institution.

Revenue: Decrease of SCH produced by 15.8%, which closely tracks their decline in majors.

Internal Demand: The B.S. in Social Work is a professional, accredited degree program. They do not offer classes to the Core Curriculum, or a minor.

Opportunity: The need for social work is continuing to grow. The program maintains accreditation and brings in additional revenue in the form of grants allowing faculty to engage in vital work with the surrounding community while providing students with experiences that lead to employment. The regional EMSI 2022 data report of Highest Ranked Occupations ranked Life, Physical, and Social Science Occupations in the categories of "largest", "highest paying", "fastest growing", and "most competitive" categories. It is a fact that most occupations

related to social work are not noted for high earnings, but there is a high demand for people working in many careers related to this professional degree.

Additional Notes:

Their last Program Review and external accreditation were both excellent. When funds are available, this program should be targeted for growth.

RECOMMENDATIONS:

- **Continue at its current level.**
- Explore creating a Masters in Social Work (MSW) with a possible 4+1 pathway for Shepherd students.
- Program should be considered for faculty lines when funds become available.

SOCI, CRIM, CRIM JUST

Criminal Justice B.A.

COMMENTS:

Quality: One-year retention rate of FT FTIC undergraduate majors is at 50%, but the program is new and growing quickly. Since the fall of 2020 when the program began, the Dean's List rate mean is 28.7%, below the mean for all baccalaureate degree programs. Their academic probation rate of 14% is the second highest among all baccalaureate majors. That may indicate that a certain type of academic student is attracted to this major, and this cohort of majors may need to be encouraged to take advantage of our academic support services.

External demand: The program has shown tremendous growth each year since beginning in 2020, with an exponential increase of majors (Fall 2020 = 11 to Fall 2022 = 87). External demand for careers related to this degree program are strong. This area will grow.

Costs: The costs associated with the BA in Criminology and the BS in Sociology were not separated out in the Academic Prioritization data set. The five-year mean for the costs associated with the program are just below average.

I disagree with the program narrative that they need a chair position to take on all the networking and administrative tasks required to achieve their recruitment and retention goals, etcetera. Until this semester, they had a chair who also served in other capacities for the university at her discretion, four full-time faculty, and two faculty with reassigned time. All faculty served the department in some capacity. They need help with serving the large number of majors who need advising. The department's assertion that they need more resources has been voiced previously when they had more people. *How well they used the people they have (and had) is important when considering adding more faculty.*

They would benefit from an additional faculty member dedicated to helping them serve their program areas. The addition of a master's program would require a careful market analysis, plan for growth and assessment, and a timeline to determine benchmarks for success and a plan for closure if needed.

Revenue: The revenues associated with the BA in Criminology and the BS in Sociology were not separated out in the Academic Prioritization data set. SCH produced by the unit have decreased by 24% (2018 = 4609 to 2022 = 3510).

Internal Demand: They are providing courses to the Core Curriculum. The SCH in this unit have dropped by 13.8% (Fall 2018 = 2086 to Fall 2022 = 1798). That may be related to the increase in Criminology majors and one faculty member taking on more administrative responsibilities and receiving an increase in reassigned time. The changes experienced this year are not reflected in the data sets.

Opportunity: Projections show increasing demand for such programs and strong prospects for careers regionally. They have established strong partnerships and alumni connections with their Criminal Justice Advisory Board and Lecture Series.

Additional Notes: The faculty exhibit tremendous energy and are poised to expand the program. There is an exceptional connection to the community.

RECOMMENDATIONS:

- **Continue at its current level.**
- Consider reductions or modifications to the Sociology program. It has shown a decline since the introduction of the criminal justice degree.
- Explore the addition of a forensics component to the Criminal Justice degree.
- There are two strategic reductions of faculty in this unit this year. I recommend focusing on prioritizing the needs of the majors in the programs first, and then service classes in the Core with whatever teaching needs remain.
- The program should be considered for one faculty line when funds become available.

Sociology, B.S.

COMMENTS:

Quality: It is likely the new B.A. in Criminology has shifted the interest of our students away from Sociology. Five-year mean for Dean's List is 33.9%, just below the average for all baccalaureate programs. Six-year graduation rate is just below average. The number of applicants has dropped substantially, by 84.7% (Fall 2018 = 72 to Fall 2022 = 11).

External demand: Decrease in majors by 27.9% (Fall 2018 = 86 to Fall 2022 = 62).

Costs: The costs associated with the BA in Criminology and the BS in Sociology were not separated out in the Academic Prioritization data set. The five-year mean for the costs associated with the program are just below average.

Revenue: The revenues associated with the BA in Criminology and the BS in Sociology were not separated out in the Academic Prioritization data set. SCH produced by the unit have decreased by 24% (2018 = 4609 to 2022 = 3510).

Internal Demand: They are providing courses to the Core Curriculum. The SCH in this unit have dropped by 13.8% (Fall 2018 = 2086 to Fall 2022 = 1798). That may be related to the increase in

Criminology majors and one faculty member taking on more administrative responsibilities and receiving an increase in reassigned time. The changes experienced this year are not reflected in the data sets.

Opportunity: The program narrative focused primarily on Criminology. I caution the unit to plan very carefully for expansion. In our current fiscal situation, we are not in a position yet to add faculty. They have offered plans for growth, which are interesting and may yield increases in majors, but we are not expanding without a careful market analysis, plan for growth and assessment, and a timeline to determine benchmarks for success and a plan for closure if needed.

Additional Notes: It is unfortunate that one colleague retired in this department this summer, and another announced his retirement effective at the close of this year. The timing is unfortunate for this academic unit. However, neither of the retirements were in Criminology or Criminal justice, which is enjoying significant growth.

RECOMMENDATIONS:

- **Continue, but with special action.**
- **The planned retirement of the faculty member (end of 2023-2024) in Anthropology was identified for a strategic reduction in faculty.**