

2022-2023

# ANNUAL REPORT

Division of Student Affairs



Presented to the Shepherd University  
Board of Governors in December 2023

## TABLE OF CONTENTS

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<b>Accessibility Services .....</b>	<b>3</b>
Received \$36,000 Equitable Education Grant for Assistive Technology.....	3
Implemented First Year Survey of Accommodate Software .....	3
<i>Executive Summary</i> .....	4
<b>Counseling Services .....</b>	<b>6</b>
Development of Support Groups .....	6
<i>The Well</i> Workshop Series .....	7
Coffee with Counselors.....	7
Completion of projects for two \$5,000 grants awarded from the Higher Education Policy Commission for Campus Mental Health Initiatives - <i>The Well</i> .....	8
Athlete Mental Health Support – Mental Health Awareness Events, Coaches Training, Athlete Mental Health Screening.....	9
Data Tracking.....	9
<b>Dean of Students .....</b>	<b>10</b>
Behavioral Intervention Team Report Processes .....	11
Student Conduct Report Resolution.....	12
Substance Use Prevention, Risk Reduction, and Recovery .....	19
<i>Executive Summary</i> .....	20
<b>Health Center .....</b>	<b>22</b>
Returning to an Acute Illness and Injury Clinic for Students After COVID.....	22
Patient Volume, RN/NP Visits, and Family Planning .....	22
<i>Executive Summary</i> .....	24
<b>Social Equity, Title IX, and Multicultural Student Affairs .....</b>	<b>25</b>
Sexual Health and Wellness Awareness .....	25
Affinity Awareness Week & Annual Rams Rally for Respect .....	26
Men’s Mental Health Campus Conversation .....	27
BIPOC (Black, Indigenous, and Other People of Color) Health & Wellness Initiatives .....	28
Shepherd University Respect Course.....	28
Athletics Training for Prevention Education: Civil Rights, Wellness Support, & Holistic Development .....	29

Location of Gender-Based Violence/Harassment.....	31
<i>Executive Summary</i> .....	31
<b>Student Activities &amp; Leadership .....</b>	<b>33</b>
Student Government Association (SGA) .....	33
Program Board .....	34
Fraternity and Sorority Life .....	35
Student Leadership.....	38
Student Affairs Programmers Group .....	40
<b>Student Affairs Information Technology Management .....</b>	<b>41</b>
Software as Solutions .....	41
Student Strengths Inventory through Beacon .....	43
RamPulse .....	43
Baseline .....	44
Social Media Platforms .....	45
Microsoft Office - Teams.....	45
<i>Executive Summary</i> .....	46
<b>Student Community Service .....</b>	<b>47</b>
RamPulse Service Hours.....	47
Make-A-Wish.....	48
Relay For Life .....	48
Day of Service (During the Emerging Leaders in Service Program) .....	49
Service on the Go .....	50
Our Campus Cares .....	50
Fall into Service .....	51
Spring into Service .....	52
<i>Executive Summary</i> .....	52
<b>Student Success Center .....</b>	<b>54</b>
Shepherd Success Academy.....	54
Peer Success Leaders .....	55
Shepherd Athletic Success Program (SASP) .....	55
Beacon, Early Alert System .....	56
Tracking Walk-In Student Meetings.....	57

ACT/SAT Testing .....	58
<i>Executive Summary</i> .....	59
<b>Veterans and International Students .....</b>	<b>60</b>
Military Appreciation Day Football Game .....	60
Pizza Night in Honor of Veterans Day .....	60
Shepherd University Shows Veterans Support .....	60
Veterans Roundtable Discussion .....	61
Veterans Mixer.....	61
Veterans Recognition Dinner .....	61
Veteran Flag Bearer for Commencement .....	61
Veterans Service Coalition.....	62
Attended Workshops for F-1 Visa Students .....	62
New International Student Orientation .....	62
Optional Practical Training Workshop .....	63
Curricular Practical Training Workshop.....	63
<i>Executive Summary</i> .....	63
<b>Orientation Programs .....</b>	<b>64</b>
June Orientation .....	64
Convocation and New Student Welcome .....	65
Summer Melt Zoom Information Sessions .....	66
<i>Executive Summary</i> .....	66

## ACCESSIBILITY SERVICES

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### *Mission Statement:*

The mission of the Office of Accessibility Services is to assist students with diverse needs to achieve their academic and social potential by facilitating the use of reasonable and documented accommodations. The Office of Accessibility Services provides reasonable accommodations to students with disabilities in accordance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, as well as its amendments.

### *Current Staff:*

#### Full-time:

- Jessica Anders – Director of Accessibility Services
- Rebekah Turley – Student Support Specialist
- Jared Myers – Administrative Assistant

### **Received \$36,000 Equitable Education Grant for Assistive Technology**

Accessibility Services utilized funds to purchase assistive technology for the use of students registered with the office. This technology will be available to students to check-out every semester and includes small digital recorders, noise cancelling headphones, and more. Additionally, part of the grant went to renewing the subscription for the Accommodate software for another two years.

*Takeaways/Challenges:* Assistive Technology (AT) helps students with disabilities achieve their fullest potential in academic performance. AT can be a game changer for students with disabilities -- when they're matched with the right assistive technology tool for them -- they can better access curriculum, learning, and opportunities for success inside and outside the classroom.

### **Implemented First Year Survey of Accommodate Software**

The 2022-2023 academic year was the first year Accessibility Services used the Accommodate software for managing a student's accommodations. At the end of the Spring 2023 semester, the office sent out two surveys: one directed towards students and one towards faculty, to assess the use and satisfaction of the software as well as what could be improved. The survey was created through the survey tool within Accommodate.

### *Data:*

#### **Student Feedback**

"I am really happy with my experience so far and thankful this is an option. I would recommend having more enclosed cubicles and more space."

"Overall, the entire process is convenient and painless, and the services are greatly appreciated. Everyone at Accessibility Services is kind, knowledgeable and very compassionate. It's a great program. I do wish it was located in the library basement with the rest of the student programs."

"I found accommodation services very helpful, and I appreciate all the help from the staff. A huge thank you to everyone!"

### **Faculty Feedback**

"I thought the process was super easy and user-friendly."

"The staff is wonderful with emails and reminders. They are kind and courteous to new faculty who don't know what they are doing."

"Every semester, these processes seem to get easier and more streamlined. I really appreciate that, especially as the numbers of students you are serving are increasing. I hope you get the resources and staff you need! You deserve them!"

*Takeaways/Challenges:* The results of both surveys were positive. Any feedback that was provided was taken into consideration and used to make the software easier and better to use for both students and faculty. Accessibility Services will continue to use the software and other features going into the 2023-2024 academic year.

Year	Registered Students
Fall 2021	225
Spring 2022	320
Fall 2022	333 (many fall 2022 graduates)
Spring 2023	302

Year	Number of Proctored Exams
Fall 2021	294
Spring 2022	324
Fall 2022	362
Spring 2023	349

### **Executive Summary**

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Accessibility Services is seeing an increase in the intensity of student diagnoses and needs. This includes students that are neurodivergent, have mental health related diagnosis, and specific medical conditions. As seen in the data, the number of students applying for accommodations, registered students, and proctored exams continues to grow with the increased needs of students with disabilities.

Accessibility Services has seen many changes in the 2022-2023 academic year. New software, staff, and leadership have made the office ready to face the increasing need and support of students with disabilities. The funds from the Equitable Education grant will help advance the services and support offered to students. Many students expressed in writing and verbal communication their thoughts of the office moving closer to other support services such as in the library. Many students that have

physical impairments have expressed the difficulties of getting to Accessibility Services due to its location. The office has expanded its outreach through weekly social media posts through the Student Affairs social media accounts. These posts bring awareness to disability related topics and friendly reminders for students registered with Accessibility Services. This outreach will continue into the 2023-2024 academic year with workshops and trainings for students, faculty, and staff, attending more on-campus events, and partnering with more offices across campus to support students in advocacy.

# COUNSELING SERVICES

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## *Mission Statement:*

Shepherd University Counseling Services believes that good mental health and wellbeing are vital to the success of college students. We strive to provide impactful, accessible, and inclusive services to promote wellness and normalize mental health challenges. We value everyone, respect and honor diversity, and work together with our campus community to promote a culture of respect, inclusion, and wellness.

## *Current Staff:*

### Full-time:

- Wendy Baracka – Director of Counseling Services
- Jami Cross – Counselor
- Karen Martin – Counselor (*hired July 2023*)
- Kelli Manzano – Counselor (*resigned October 2023*)

### Student Employee:

- Kitanna Rakestraw – Graduate Assistant

## **Development of Support Groups**

Counseling Services developed a series of support groups over the 2022-2023 academic year. Offering support groups to students combines professional mental health services with peer support, maximizing staff availability, and student benefit.

### Support group offerings included:

- Mental Health Orientation
- Depression & Anxiety
- Grief & Loss
- Chronic Health Issues
- Rams Recovery
- Mindful Mondays
- Yoga for Stress Reduction

Four out of seven groups were offered in *The Well*, our HEPC (Higher Education Policy Commission) CMH (Community Mental Health) grant initiative to increase usable space for Counseling Services programming.

## *Data:*

118 group counseling appointments were recorded for FY23.

*Takeaways/Challenges:* One challenge we experienced was low attendance rates. Counseling Services observed an increase of participation when promoting groups on Ram Pulse, social media platforms and directly inviting students.



### ***The Well Workshop Series***

A three-part interactive workshop series was presented in November 2022. This series was created for students, staff, and faculty to discuss mental health topics of interest. Developed by Jami Cross, LICSW with assistance and inspiration from student clients and program interns, this series took place in *The Well*, which highlights one of the benefits of grant funded counseling resource growth. This event was a hybrid, available in person and recorded, to be used as a platform for training and interactive opportunities for future viewing. *The Well Workshop Series* topics included: Part 1: Boundaries: Our Emotional, Mental, and Sexual Limits, Part 2: Emotional Regulation vs. Dysregulation, and Part 3: Our Brain the Unknown Frontier.

#### ***Data:***

Six students participated in the series. Marketing efforts included Ram Pulse events, flyers distributed across campuses and through social media outlets, posters displayed throughout East campus on outdoor sandwich boards, in addition to word of mouth.

***Takeaways/Challenges:*** This event took lots of preparation and was developed with students' busy schedules in mind. It was available during lunch hour, and unfortunately participation remained low. There also were technical difficulties with copying the recorded training sessions and the team continues to explore options for making these recordings available.

### **Coffee with Counselors**

Counseling Services developed a monthly outreach event to build connections with students and increase awareness of the mental health support services on campus. These tabling events in the Ram's Den offered topical mental health and substance use risk reduction information, resources, and opportunities to answer questions and identify concerns/ feedback from the students and campus community.

This outreach effort was developed due to feedback from students who completed the Mental Health Needs Assessment distributed in May 2022. Following are statements from the assessment:

*"Be more active in students' lives"*

*"Hold tables with information about the counseling services (really emphasize the no cost to students) on campus and brochures with information on common mental health issues for those that aren't interested in counseling. One on each side of the campus would make it available for both commuters and dorms to easily see the stand."*

*"I feel that more informal opportunities could be a benefit. As well as groups that maybe had resources if you weren't able to come so that people don't feel like they are missing out, when they are not able to attend."*

#### ***Data:***

Counseling Services completed 10 Coffee with Counselors tabling events in FY23.

*Takeaways/Challenges:* Coffee with Counselors was a popular program offering monthly casual connections between students and Counseling Services staff. Monthly themes included substance use awareness, stress reduction, tips for academic and social success, men's mental health, and other topical mental health awareness. Giveaways such as mental health promotion stickers, brochures, handouts, candy, and awareness themed bracelets were very popular with students.

### **Completion of projects for two \$5,000 grants awarded from the Higher Education Policy Commission for Campus Mental Health Initiatives - *The Well***

Counseling Services completed spending \$10,000 in grant funding to create two additional spaces on campus for student services and mental health promotion. *The Well* was created on the ground floor of Gardiner Hall. An outdoor patio will be completed following the construction on the East Campus Loop.

To promote awareness and use of the *The Well*, Counseling Services will develop and disseminate a public awareness campaign with printed materials to display across campus and share on social media sites to invite students to use this resource. This messaging will be combined with text and images that aim to normalize mental health support, reduce stigma, and advertise services and events. This campaign will begin at the start of the fall semester in August 2022 and will continue throughout the academic year.

#### *Data:*

The enhanced and expanded space helped us exceed our program goals for the 2022-2023 academic year. We facilitated 3 weekly and 1 bi-weekly support group within the space for 44 group meetings provided to 180 students. We offered a 3-part workshop series based on student feedback for interest in learning more about boundaries and healthy strategies for working with difficult thoughts and feelings. Our initial goal of offering four psychoeducational programs on stress management and two programs on coping with anxiety and stress transitioned into weekly support groups on these topics. It was decided that movement and mindfulness group offerings would take place in other, larger campus spaces to accommodate increased student interest and participation in these offerings.

*Takeaways/Challenges:* In addition to Counseling Services programming, *The Well* was often used by campus partners for meetings to plan events, collaborate, interview employee and student intern candidates, and for general student relaxation and self-directed stress reduction. A lending library offers self-help books, workbooks, art supplies, games, fidgets, and other stress relieving materials such as yoga and shakti mats.

One of the biggest lessons learned through this experience has been connected to time and resource management. Counseling Services at Shepherd University are well utilized. Our team is working daily throughout the academic year to balance individual and group counseling caseloads, provide outreach, training, and consultation services, present to classes and professionals about our services and mental health promotion, as well as event planning and collaboration on campus risk reduction

efforts. Managing a grant while providing our day-to-day services presented challenges and we had to rely on campus partners a great deal to make our vision a reality. We were able to make this work thanks to the generous support of the HEPC along with the dedication and trusted collaboration and support of campus leadership. We could not have accomplished these goals on our own and have many people to thank for our success. This speaks to all our dedication to student service and going beyond to meet the needs of our campus community at many distinct levels.

### **Athlete Mental Health Support – Mental Health Awareness Events, Coaches Training, Athlete Mental Health Screening**

Our Director of Counseling Services teamed up with Annie Lewin to provide two rounds of training to athletic coaches on student athlete mental health challenges and effective support. The counseling team presented to all sections of REC 199, the new first year student athlete course on Counseling Services resources, student athlete mental health challenges and awareness, and stress management. The Director of Counseling Services presented to members of *The Hidden Opponent*, a peer led mental health promotion initiative for supporting student athletes, on the requested topic of disordered eating.

*Takeaways/Challenges:* These opportunities to increase athletic staff awareness of student athlete mental health challenges, normalizing these challenges, encouraging compassionate response, awareness of resources and connection, were protective and productive. Coaching staff were largely receptive, asked questions and engaged in conversation about athlete mental health. Nationally, it is recommended that collegiate mental health centers partner with athletic department staff, to provide training and consultation as well as gain opportunities to increase interaction with student athletes as best practices.

### **Data Tracking**

Updating tracking processes to identify multiple points of access to services including individual counseling, group counseling, crisis response through on-call, outreach events, training/professional development, and reach out requests, hospitalizations, student demographics and matriculation/retention data.

## DEAN OF STUDENTS

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### *Mission Statement:*

The Office of Student Conduct at Shepherd University maintains and reinforces a safe and equitable community where the rights of all students are protected by upholding institutional policies and procedures. In circumstances where the behaviors or actions of individual students, student groups, or student organizations do not meet the guidelines set by the Student Code of Conduct, the Office of Student Conduct pursues the resolution of policy violations in an equitable, timely, and unbiased manner through due process. Within this process, the Office of Student Conduct promotes opportunities for appropriate educational and developmental learning using a restorative justice model.

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### Behavioral Intervention Team

The Behavioral Intervention Team (BIT) is composed of several campus areas that have direct responsibility for student wellness, mental and physical health, academic success, emergency intervention and response, and policy education and enforcement addressing a variety of incidents from access to basic needs to mild distress to high-level threats of violence. BIT identifies students who demonstrate behaviors that may be warning signs of threats to themselves or others, exhibit disruptive behaviors, or have barriers to success. BIT's goal is to successfully engage, support, and provide resources to students who exhibit concerns through a coordinated effort involving campus services and programs. Overall, BIT fosters a safer campus community and contribute to increasing student wellbeing, retention, and success.

### *Introduction:*

Although the Dean of Students office covers multiple functional areas, this annual report focuses on three main areas on which a majority of attention was dedicated in the 2022-2023 academic year: The Behavioral Intervention Team Report Processes, Student Conduct Report Resolution, and Substance Use Prevention, Risk Reduction, and Recovery. These three areas contribute to a significant amount of the efforts within the Dean of Students office and provide a snapshot of the processes and outcomes throughout the year.

Several other functional areas within the Dean of Students office are a result of collaboration between departments where the Dean of Students office was not the primary contributor and are not addressed in depth within in this report. These areas include Title IX report resolutions, New Student Orientation programming, and specific data from Counseling Services concerning substance use/recovery. The Student Affairs Division Assessment cycle has not concluded and is in the middle of a data collection cycle and will be reported fully in the next academic year's annual report.

*Current Staff:*

- Full-time: Jacob Mellow – Dean of Students

**Behavioral Intervention Team Report Processes**

The Behavioral Intervention Team (BIT) saw a significant increase in reports over the 2022-2023 academic year at 127; this is the highest number of reports in recent years reflecting the needs of students becoming more intense and critical in nature. An increase in reports is not necessarily negative, because it reflects more students are receiving critical support to crises and the fact that individuals across campus are sharing concerns with the appropriate support resources and individuals. Reasons for referral to BIT include but are not strictly limited to Academic, Alcohol or Drugs, Family, Mental Health, Medical Health, Personal Safety, or Relationship, with many referrals having more than one point of concern at the time of referral to the BIT. Challenges students are experiencing have become more complex and in-depth with a majority of students experiencing compounding crises leading to additional individual challenges. This shift makes organizing a response even more challenging for the BIT due to the need for support from multiple functional areas, with many students engaging in resources from several departments simultaneously.

At the beginning of the Fall 2022 semester, the National Association for Behavioral Intervention and Threat Assessment (NABTIA) Risk Rubric was re-introduced to BIT which has been a guiding factor on how we categorize student's behaviors. The use of this tool will continue to be a guiding factor for the upcoming year, along with other available trainings and assessment tools. BIT has seen an increase in the number of students who need resources and continues to expand on how reports are received as well as spread general awareness of BIT. Comfortability and accessibility for faculty, staff, and students to report concerns has increased due to the trust placed in BIT members to address concerns. The targeted awareness campaign and training of Beacon users has also led to reports becoming more streamlined to the BIT. Even if a faculty member is unsure of who to report a BIT concern, Beacon has provided an avenue to report concerns and gain follow-up resources and response from the Beacon Responders Group who funneled concerns to appropriate individuals.

*Data:*

Academic Year	Number of BIT Reports
2020-2021	97
2021-2022	83
2022-2023	127

*Takeaways/Challenges:* Significant challenges presented themselves during the 2022-2023 academic year for the BIT. As previously discussed, student concerns have become increasingly complex, involving long-term support and support from multiple areas of BIT members. Many students presenting concerns involved multiple points of referral and involved complex crises, some of which required immediate and urgent action to provide protective support. In addition to the challenges of responding to BIT reports, gaining the cooperation and participation of students in support systems has become increasingly difficult. On several occasions, students were resistant to engaging with support resources, some students gave limited to no response to any reach outs making providing support even more difficult. Although resources are provided to each individual through multiple reach outs, students have the right to refuse assistance from support resources. In a time where crises is increasingly complex, silence from a student in response to a reach out becomes significantly concerning; particularly when mental health struggles, are an element. Several reports have been closed without a response from students after several reach outs, which is not the most desirable outcome, but is sometimes what the BIT must accept.

Retention of these students is also increasingly important, not only for institutional goals, but for the health, wellbeing, and success of students. This academic year, the BIT had 127 opportunities to provide individualized support resources to students, many of which received significant resources to address their presenting concerns. Although the BIT was successful in addressing needs and helping students navigate crisis in a majority of reports, the unfortunate realization is that some student's crisis and/or needs were too great for the University to address without the intervention and support of additional professionals in the campus community. This fact did result in some students needing to withdraw from courses to focus on addressing their struggles, with the knowledge that support resources will be available if/when they decide to return to courses.

Continuous growth of the scope of BIT resources and expansion on processes will be an essential takeaway moving forward. Trainings and further development of BIT processes will be essential to providing resources to students in crisis, especially in engaging students who are resistant to resources, unresponsive or inconsistent responding to reach outs from resources. The National Association for Behavioral Intervention and Threat Assessment (NABITA) provides resources and trainings that can help and expand on how Shepherd's BIT addresses and categorizes student behaviors. In addition to NABITA, it is essential for BIT members to engage in opportunities individuals for professional development, in relation to both BIT and their specific areas.

### **Student Conduct Report Resolution**

Student Conduct addressed 89 total reports in the 2022-2023 academic year; 45 resulted in "No Violation/Not Charged" indicating there was not a preponderance of evidence to determine

responsibility for a violation. The data below shows all violation occurrences for students who were actually charged with a Code of Conduct violation; all violations are accounted within the 89 reports, several of which included multiple violations per report. Student Conduct reports experienced an increase in some violation types as well as a decrease in others, all of which are described in this section.

Violation	2022-2023	2021-2022	2020-2021
Violations of Law	2	0	0
University Rule	1	0	0
Parking Decal	0	0	0
Orientation	0	0	0
Failure to Comply (Directions from Officials)	5	64	65
Failure to Comply (Electronic Messages)	0	0	0
Computer Privacy or Security	0	0	0
Software Agreements/Copyright	0	0	0
Unauthorized Key Use	7	0	0
University ID	0	1	0
Accessory	5	0	0
Damage to University Property	0	14	0
Damage to Other's Property	5	0	0
Theft	0	0	0
False Bomb Threat	0	0	0
Fire or False Emergency	0	0	0
Failure to Evacuate	5	1	0
Fire Safety Equipment	15	0	0
Propping Doors	1	0	0
Blocking Exits	0	0	0
Fireworks	0	0	0
Chemicals	0	0	0
Firearms	1	2	0
Other Weapons	3	0	0
Alcohol Possession/Use	22	3	7
Public Intoxication	0	2	0
Common Source Containers	0	0	0
Excessive Consumption Activities	0	0	0
Trophy Bottles	7	7	0
Alcohol for Clubs/Orgs	0	0	0
Tobacco/Smoking	18	4	0
Drugs Use, Possession Distribution	13	5	0
Synthetic Drugs	2	1	0
Syringes	0	0	0

Paraphernalia	6	3	0
Invasion of Privacy	0	0	0
Misrepresentation	0	0	1
Lewd or Indecent Behavior	0	0	2
Disruptive Conduct	7	1	4
Endangering Conduct	2	1	2
Abuse	1	1	0
Hazing	0	0	0
Identity Discrimination	0	0	0
Hate Activities	0	0	0
Harassment	0	0	0
Inequitable Treatment	1	0	0
Gender Based Harassment	0	0	0
*Non-Consensual Sexual Contact	0	2	4
*Non-Consensual Sexual Intercourse	0	0	0
*Sexual Harassment	0	2	0
*Sexual Exploitation	1	0	0
*Dating Violence	0	0	0
*Domestic Violence	0	0	0
*Stalking	0	0	0
Retaliation	0	0	0
Guest Responsibility	1	3	4
Unauthorized Building Use	0	0	0
Inappropriate Entering/Exiting	0	0	2
Emergency Doors	5	0	0
Residency Requirement	0	0	0
Active Sports	0	0	0
Appliances in Residence Halls	0	0	0
Bathroom Use	0	4	0
Bathroom Capacities	0	0	0
Guest Escort	0	0	0
Unregistered Guest Hosting	0	0	4
Unapproved Guest	1	0	0
Unescorted Guest	0	0	0
Guest-Overnight	0	1	0
Laundry	0	0	0
Personal Storage	0	0	0
Animals in Residence Halls	2	10	0
Prohibited-Appliances	0	4	0
Prohibited-Beds	0	0	0
Prohibited-Electrical	0	0	0



Prohibited-Extension Cords	1	6	6
Prohibited-Cooking	1	2	0
Prohibited-Combustibles	7	0	8
Prohibited-Decorations	0	0	0
Prohibited-Other	0	0	0
Quiet Hours	3	5	0
Quiet Hours-Courtesy	0	2	0
Quiet Hours-24 Hours	0	0	0
Removal of University Property	0	2	0
Room Alteration	0	0	0
Window Screen Removal	0	0	0
Unapproved Occupancy	0	0	0
Unassigned Occupant	0	0	0
Room Capacities-Traditional	0	0	0
Room Capacities-Suite	0	0	0
Room Capacities-Apartments	0	0	0
Room Condition-Unclean	1	0	0
Room Condition-Overtaken	0	0	0
Room Condition-Odor	0	0	0
Room Responsibility	2	0	0
Solicitation	0	0	0
Trash	1	6	0
Academic Dishonesty	17	12	2

Please note: These numbers reflect reports only. Not every report results in a student being found responsible for a violation

\*Sexual Misconduct violation report numbers reflect reports which went through a Student Conduct Process, Title IX reports may reflect differently since informal resolutions are offered as outcomes.

#### Violation Outcomes:

- Written Warning: 47
- Educational Requirements: 42
- Disciplinary Probation: 34
- Payment for Damages: 27
- Policy Reminder: 22
- Paper: 20
- Deferred Suspension: 12
- Basic Alcohol Screening and Intervention for College Students (BASICS): 12
- Cannabis Screening and Intervention for College Students (CASICS): 12
- Guest Restriction: 9
- Connection with Counseling Services: 6
- No-Contact Order: 4

- Item Removal: 3
- Revoked Privileges: 2
- Community Restitution: 2
- Housing Reassignment: 2
- Visitation Restriction: 2
- Restitution Fee: 1
- Connection to Student Success: 1
- Cancellation of Housing Contract: 1
- Suspension: 1

Notable Data Fluctuation Explanation:

- Failure to Comply: Directions from Officials: A majority of reports in the 2020-2021 and 2021-2022 academic years for Failure to comply were the result of COVID-19 policies and procedures on face covering, gatherings, and social distancing. With many COVID-19 policies and procedures changed or removed for AY 2022-2023, Failure to Comply violations dropped significantly.
- Fire Safety Equipment: A noticeable increase to 15 reported violations of Fire Safety Equipment occurred in AY 2022-2023. “Fire Safety Equipment” includes tampering with smoke detectors, fire alarms, or other fire safety equipment in residence halls. A majority of these reports were the result of smoke alarms either covered with a plastic bag or completely removed from the receiver, making the smoke alarms inoperable. Many of these reports were a result of observations by Residence Life Staff during Health and Safety Inspections completed periodically on residential spaces. These reports frequently occurred in connection to Tobacco/Smoking or Drug Use incidents; students would remove or disable smoke alarms in an attempt to reduce the risk of being caught smoking in their rooms.
- Alcohol Possession/Use: Most reports involving alcohol in AY 2022-2023 were the result of alcohol found during Health and Safety Inspections completed by Residence Life Staff, not active underage use situations. The lone report of active alcohol use report involved 8 respondents who were all charged with alcohol violations, only two of which were found responsible. Additionally, previous academic years were a part of COVID-19 pandemic years, which included temporary restrictions on visitation for residential students, as well as fewer Health and Safety inspections conducted by Residence Life Staff.
- Tobacco/Smoking and Drugs: Use or Possession: A significant increase in Tobacco/Smoking and Drugs: Use or Possession occurred in AY 2022-2023. As stated above, these reports frequently were found in conjunction with Fire Safety Equipment violations due to students smoking within their residential space. There has been an increase in availability of medically legal cannabis in West Virginia as well as an increase in availability of legal recreational cannabis in other states surrounding Shepherd, reflecting the increase to use on campus. While Shepherd University remains a smoke free campus

and all federally illegal drugs are prohibited on campus, students are still gaining access specifically to cannabis and choosing to use in residence halls. Tobacco/Smoking and Drugs: Use or Possession violations also include synthetic versions of cannabis such as “dab”, electronic nicotine delivery devices, and e-cigarette, “Juul” Pods, or vape devices. Several of these electronic/vape devices were found in residential spaces or students were observed using them in residential spaces.

- Additionally, Residence Life, the Shepherd University Police Department, and the Dean of Students Office collaborated on updating the process to address complaints of tobacco/smoking and cannabis use inside residence halls. This process led to an increase in students being found responsible for these violations since the process required a second staff member to confirm the smell of smoke, and to call SUPD and appropriate Residence Life Staff to address behaviors. Previously, if a student did not answer their door and smoke was smelled, Residence Life staff concluded their investigation and wrote a report. The new process allows appropriate staff to key into a space suspected of prohibited use of substances to address use and ensure safety of individuals inside the room due to possible health safety risk from intoxication and the risk of fire hazard from use of combustibles or the tampering of fire safety devices.
- Sexual Misconduct: Although 20 reports of Sexual Misconduct were reported through the Guardian case management system, only one report of Sexual Misconduct resulted in a Student Conduct violation charge for Sexual Exploitation. The remaining 19 reports resulted in an informal resolution process, students choosing not to move forward with a formal process, additional actions not taken due to a complainant not responding to reach outs from the Title IX office or were unfounded.
- Academic Dishonesty: At the beginning of AY 2022-2023, the Dean of Students office delivered a step-by-step guide on Academic Dishonesty to all faculty members through the Provost Office. The guide, which was developed in AY 2021-2022, was again sent to faculty members which provided all information on how to report incidents of academic dishonesty, the notification and appeal process, a template for initial notification of allegations, and determining outcomes. Almost all reports of Academic Dishonesty used the template provided in this guidebook, resulting in streamlining of the process and better knowledge of how to report these incidents.

*Takeaways/Challenges*: Several challenges were presented during AY 2022-2023, specifically with cannabis response and tampering with smoke alarms. These two violations increased significantly over this year as discussed above, which prompted the need for a review of processes in collaboration with Residence Life, SUPD, and the Dean of Students Office. As reports became more frequent, additional outcomes became a part of sanctioning processes which included a standard of Disciplinary Probation as opposed to a simple written warning. Disciplinary Probation was primarily assigned to respondents as an alternative to criminal charges after explaining that

criminal charges could result should the Fire Marshal and/or Chief of Police determine it to be necessary.

Students also increasingly were found to be smoking, either tobacco or cannabis within residential halls. Despite educational efforts, email warnings, and informational meetings in Residence Halls with Resident Assistants, reports of smoking were consistent throughout the year. The introduction of a new process described above in the “Notable Data Fluctuations and Reasoning” section did begin to more robustly address residential issues. Still, some reports were unable to be appropriately addressed due to situational factors or lack of evidence, which became frustrating to Resident Assistants at times. The smell of cannabis on campus was also a common occurrence in academic and auxiliary buildings prompting the Dean of Students office to encourage the assistance of individuals reporting the smell of cannabis on students to be a part of the solution to address students in the moment. These efforts included meetings with Residence Life Staff, Athletics Staff, Faculty, and other university staff members. Throughout the year, there was an intense pressure by the campus community for the Dean of Students office to act on these reports alone, but simultaneously a hesitation of the campus community to be a part of the process and confront issues when they occurred. Several factors such as increased ease of access, permissive attitudes, and changing social norms contribute to reports of cannabis use rising, along with cannabis becoming increasingly accessible in the surrounding campus communities. In the upcoming year, ensuring consistency when addressing cannabis reports will be essential to decreasing cannabis related violations.

Accountability/participation in Student Conduct Processes has also been a challenge, which has been consistent with previous years. It is clear based on the responses to Student Conduct processes that students continue to disregard the Student Handbook until critically necessary. It was not uncommon for a student to claim they were unaware that a policy existed until they were confronted by staff and charged with a violation. Although policy reminders are sent to students yearly along with policy meetings at the beginning of the year with Residence Life staff, ensuring students understand their rights and responsibilities remains a challenge. Additionally, some faculty members still have challenges with Academic Dishonesty reporting, some reporting incorrectly or not reporting at all, even after the revision of the Academic Dishonesty Guidebook. Both of these challenges will be a point of focus for the upcoming academic year to better provide all members of the campus community with information on their expectations, rights, and responsibilities.

One of the biggest takeaways from this academic year has been the impact of collaboration and cooperation in addressing policy violations. After the Associate Director for Residence Life position became vacant, this transferred additional Student Conduct processes to the Dean of Students Office in order to provide support to Residence Life. While many of these reports were often “low level” violations requiring a policy reminder or warning notice typically addressed by Hall Directors, Assistant or Associate Directors, processing these reports demanded extra time. This support became essential to the operations of both Residence Life and the Dean of Students office. Additionally, through meetings with Athletics staff, Faculty members, and other university staff, the Dean of Students office was able to communicate methods to address incidents on campus that

could be appropriately addressed without requiring a Student Conduct violation process. This step-in equipping employees with tools to address minor incidents was a significant support to a unified response to violation reports so students received a consistent message.

### **Substance Use Prevention, Risk Reduction, and Recovery**

Over the academic year 2022-2023, the Dean of Students office participated in, presented, and developed programming for substance use prevention, risk reduction, and recovery. Examples of these programs include:

- Participation in Substance Abuse Prevention Skills Training over four days from 7/18/2022 to 7/27/2022
- Designating Shepherd University as a Save-A-Life Day-Narcan Training and free distribution on 9/8/2022
- Assisting in the development of the “Ram’s Recovery” Group and beginning the process to become a member institution in the West Virginia Collegiate Recovery Network (WVCRN).
  - After the ACHA-NCHA survey results showed about 2% of respondents indicated they were in active recovery from substance use (translating to about 60 students in the total Shepherd University population). Counseling Services and the Dean of Students office collaborated to develop a group specifically for students to talk about recovery. This group included students who are in recovery or moving toward recovery themselves, have family or friends in recovery or active use, or are looking for support for recovery related topics. This group met once monthly over the academic year and has plans to expand into next academic year.
  - Ram’s Recovery met on the first Thursday of each month during the semester. Although attendance was low, this was anticipated for a new Recovery program.
- Presented or participated in programs which included the free training and distribution of Narcan and Alcohol and Drug Awareness and Prevention with the assistance of community and state resources (WVCIA, Potomac Highlands Guild, Jefferson County C.O.R.E. Team, Jobs and Hope WV, The Martinsburg Initiative)
- The Dean of Students attended several WVCIA conferences over the 2022-2023 academic year including the Fall Meeting on October 24, 2022, and the Higher Education Summit on April 28, 2023. These conferences included several trainings, presentations, and resources on AOD awareness and prevention.

*Takeaways/Challenges:* Adding programming and services for students in recovery is beginning to have an impact on campus. Although attendance at the Ram’s Recovery group was low, programming efforts on awareness and prevention were well attended and many members of the campus community either are trained on emergency Narcan/Naloxone administration or are aware of resources in relation to AOD. The additional assistance from Emma Lardner’s work through WVCIA toward the end of the spring semester and into the summer has been immensely helpful to programming efforts, even only working 10 hours a week. As we look to the upcoming year, the Dean of Students Office has plans to continue working with Emma and Counseling Services on all recovery, prevention, and substance use awareness efforts. Campus buy-in, along with stigma reduction efforts will be essential to creating a safe space for individuals to attend groups like

Ram's Recovery. Although many members of the campus community have been receptive to efforts, it is important for us to address stigma that prevents some individuals from feeling comfortable in coming forward to discuss concerns in a semi-public forum outside Counseling Services connections.

Continued utilization of community and state connections and resources will be essential for these programs and services to expand. Local programs have been immensely supportive in programming efforts at no cost to Shepherd. These programs also serve as an example to students that careers in this field are not only available, but also important to the local community as well as across the state. These partnerships will only serve as a positive support moving forward.

## Executive Summary

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### Behavioral Intervention Team Report Processes:

- BIT addressed 127 reports in the 2022-2023 academic year, more than any previous year's available data.
- BIT reports have become increasingly complex with many individual needs spanning more than one reason for referral. This shift has presented additional challenges for BIT to comprehensively address crises.
- Process and training updates have been made and will be continued through the upcoming academic year for BIT to address reports. Increasing awareness and trust of the campus community is essential to reports made to BIT.
- Challenges for BIT included complex crises and students responding to, engaging with support resources, and retaining students through these crises.

### Student Conduct Report Resolution:

- Student Conduct addressed 89 incident reports in the 2022-2023 academic year, a breakdown of violations and outcomes can be found in this section.
- Several incident types increased (Fire Safety, Smoking/Drugs, Academic Dishonesty, and Alcohol), while several decreased (Failure to comply, Sexual Misconduct) due to policy and procedure changes which directly impact these areas.
- Challenges including access and attitudes toward cannabis use, staffing changes, accountability, and policy/procedure changes were main themes presented this academic year. However, plans are in place moving forward to help address these challenges.
- Intentionality of collaboration played an important role in addressing policy violations; this will be continuing to be important moving forward. Cooperation with the campus community in being consistent with attitudes and messages regarding campus Code of Conduct policies will influence behaviors throughout the upcoming year.

### Substance Use Prevention, Risk Reduction, and Recovery:

- Several programs were presented throughout the year on substance use, risk reduction, and recovery. The campus community has responded well in some areas such as trainings while awareness events and Ram's Recovery group experienced challenges with attendance due to newer program offerings.

- Community and State resources have been extremely supportive in programming around substance use and recovery topics. Organizations such as the WVCIA, the Martinsburg Initiative, and several local agencies have provided staff and resource support for programming which has included free Narcan/Naloxone Training, awareness events, and other interactive programming.
- The Dean of Students office plans to continue to collaborate with offices on campus as well as community efforts to bring programming and resources to the Shepherd community.

## HEALTH CENTER

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### *Introduction & Mission Statement:*

To support the personal growth and development of students by offering an integrated approach to address the physical as well as the emotional well-being of those needing our services.

### *Current Staff:*

- Full-time:
  - Rebecca Boehler – Director and staff RN
  - Tess Tomsic – Program Assistant
- Part-time:
  - Chris Palank – Nurse Practitioner (NP)

### **Returning to an Acute Illness and Injury Clinic for Students After COVID**

In the Fall of 2022, the CDC changed guidelines of COVID which relieved the Health Center of a huge burden of quarantining students and staff. We also halted asymptomatic testing of COVID. We began to see an increase in patient visits during the fall, as we returned to a normal clinic.

*Takeaways/Challenges:* One challenge that the Health Center faces is staffing. Although staffing is sufficient during times when all staff are present, it becomes difficult anytime any one of our staff members is out of the office. In order to see a patient without interruptions, there needs to be two full-time staff; one to answer the phones, greet counseling patients, handle walk-ins, and a nurse to see the scheduled patient. When there is only one full-time staff member, it makes it difficult to do all the above tasks. Our students would truly benefit from an additional staff member. An opportunity to support the current staff without hiring someone would be to cross train someone within the University/Division to be able to answer the phones, make appointments, greet counseling patients, etc.

Another challenge is the budget. Although we operate from a fee charged to students, our budget has decreased, and the prices of medical supplies have increased since COVID. We continue to cut back on non-emergency items but need to purchase certain items for the health and safety of our students.

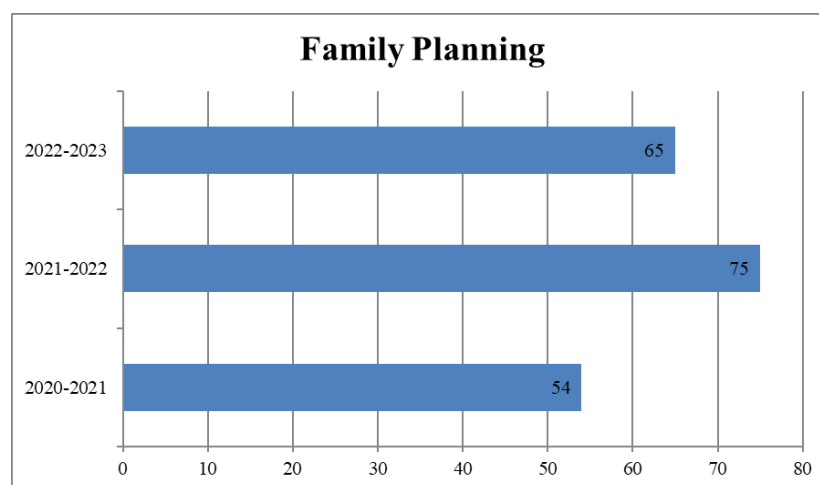
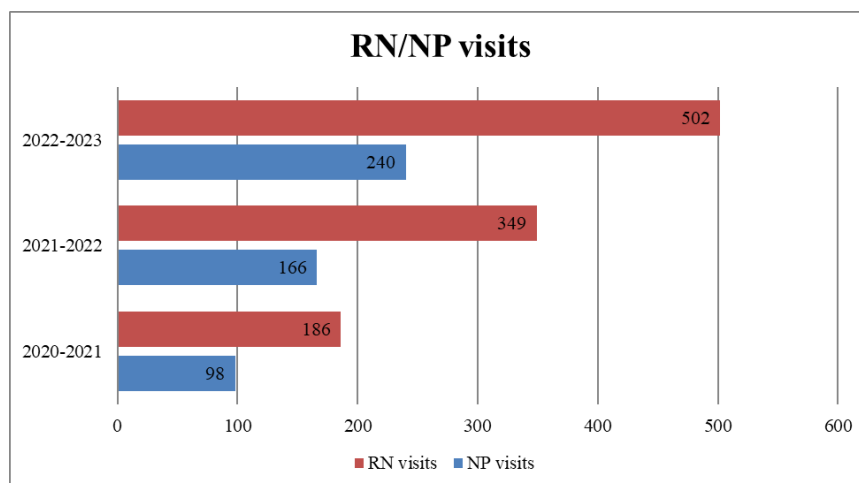
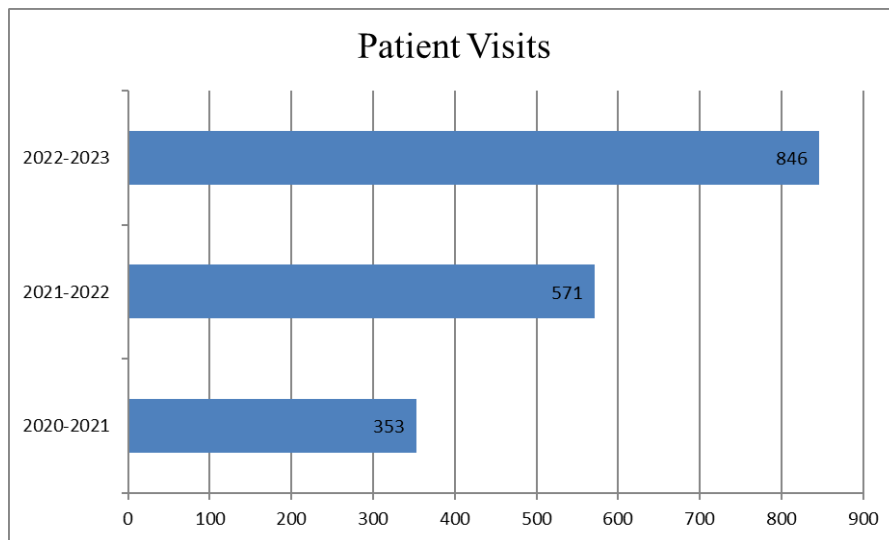
One of our greatest successes is that we remain a valuable resource to the students who use our services. We continue to offer excellent care without charging students or their insurance. We are not only a resource for students, but also for faculty and staff when a medical question or emergency arises.

### **Patient Volume, RN/NP Visits, and Family Planning**

On the next page a number of charts will show specific information about activities within the Health Center.



*Data:*



## Executive Summary

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Our patient volume increased over the year as we returned to normal campus life. We continue to see an increase in mental health issues with students, some of which require medical management by the Nurse Practitioner. Our Family Planning clinics saw a decrease in visits, this could possibly be explained through students getting birth control online. We make necessary referrals to outside agencies when students need additional mental health or medical care.

We collaborated with Shepherdstown Pharmacy and scheduled a flu and COVID booster clinic for staff and students. We vaccinated over 200 individuals in our campus community through the two clinics planned on campus.

Most services were included in the \$31 health fee assessed to undergraduate students. We continued to offer West Virginia Family Planning program through the West Virginia Department of Health and Human Services. The Health Center continued to offer free and confidential sexually transmitted disease (STD) testing including Human Immunodeficiency Virus (HIV) to all students. Lastly, we continued to be a sentinel clinic for Jefferson County Health Department through the reporting of communicable diseases including influenza and MRSA.

# SOCIAL EQUITY, TITLE IX, AND MULTICULTURAL STUDENT AFFAIRS

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## *Introduction & Mission Statement:*

The Office of Social Equity, Title IX, and Multicultural Student Affairs coordinates efforts across campus to ensure equity in all University programs and activities, and University compliance with federal civil rights legislation. The director manages the prompt response and equitable resolution for complaints of discrimination and harassment, including sexual misconduct, to ensure a fair process for all parties, including addressing any hostile environment concerns and engaging in prevention education efforts to restore harm and prevent the potential for future harassment or violence. The director delivers campus-wide training and ongoing education to promote a campus culture based on mutual respect, dignity, and value for all, and conducts ongoing assessments of campus climate to identify systemic issues to guide the continuous review and revision of plans, policies and practices that address discrimination, harassment, and violence. The Director position also supervises the Office for Multicultural Student Affairs and coordinates the Multicultural Leadership team to ensure cohesive access and equity for all campus community members through education, awareness, and advocacy to support historically marginalized, underrepresented, and underserved student populations and engage the campus in social action to sustain an inclusive campus environment. The Office of Multicultural Student Affairs (OMSA) provides education, awareness, and advocacy to support historically marginalized, underrepresented, and underserved or unserved student populations. OMSA addresses racial, gender, economic, and other social justice issues to engage the campus in social action to build and sustain an inclusive campus environment that fosters mutual respect and celebration of difference. The OMSA administers the Multicultural Leadership Scholarship program and provides support and guidance to student organizations that promote the needs of underrepresented populations, known as Affinity Groups, which include the Gender Sexuality Alliance, Global Shepherd Students, Disability Advocacy Group, the Black Student Union, and Students for Reproductive Rights.

## *Current Staff:*

- Full-time:
  - Annie Lewin – Director of Social Equity, Title IX, and Multicultural Student Affairs
- Graduate Assistant(s):
  - Kiara Rakestraw
  - Kitanna Rakestraw

## **Sexual Health and Wellness Awareness**

Sexual Wellness & Empowerment Week: According to the American Sexual Health Association, sexual health must go beyond outdated views of simply avoiding disease or unplanned pregnancy and should include experiencing pleasure and intimacy when desired, along with respecting the sexual rights we all share. Just like general physical or mental health, sexual health and empowerment is just as important to overall wellness. The week included sexual health/consent trivia with prizes, resource tables, and a panel discussion on sexual communication, media

influence, and youth to adult education on sex, intimacy, and sexuality. The week also included a bystander intervention training for student leaders and was developed specifically to equip West Virginia students with the knowledge and tools they need to help prevent violence on campuses and to keep our communities safe. The curriculum accomplishes this by taking an active bystander approach to prevent sexual violence.

*Data:*

Event	Participants
Sexual Wellness and Empowerment Events	72
Affinity Awareness Programs and Panel	105
Men's Mental Health Campus Conversation	30
Leaders in Action Training	12

*Takeaways/Challenges:* Students provided feedback, stating that they really enjoyed the educational events of this week, especially the trivia and panel discussion. Ninety-eight percent of respondents indicated on the post event survey that the events increase learning about consent and healthy relationships with others.

### **Affinity Awareness Week & Annual Rams Rally for Respect**

Student-led Affinity Organizations, in collaboration and supported by Multicultural Student Affairs, hosted a week-long initiative to raise awareness for student Affinity Organizations and related causes in the campus community. Affinity Groups are student-led organizations formed around a shared underrepresented identity or common social concern organized to build community and foster inclusion, equity, and awareness throughout the University and in the broader community (including the Black Student Union, Students for Reproductive Rights, Gender Sexuality Alliance, Global Shepherd Students, Disability Advocacy Group, Shepherd Environmental Organization, and the Muslim Student Organization. This week provided an opportunity for the campus to learn more about student Affinity Organizations, become educated to be a better ally or advocate, and engage in conversations to empower student voice and promote dialogue between individuals of diverse backgrounds and identities. Events included the Affinity Leader Panel (9/26), Affinity Trivia Night (9/27), and Affinity Resource Tables.

To close out our Affinity Awareness Week, we held the annual Rams Rally for Respect, an anti-violence march and rally aiming to promote a culture of respect on Shepherd's campus and surrounding community. The goal of the march and rally is to empower students, staff, faculty, and community members to stand up to violence in all forms. Students and community leaders shared their own take on violence prevention and the role empowerment has in changing a community. This event is an opportunity for student Affinity leaders and MLT to collaborate, demonstrate solidarity, and stand up to promote racial, gender, and economic justice. The Rally for Respect is a community call to action for solidarity to advocate for social change and end all forms of oppression, discrimination, and violence. Speakers included campus leaders, student Affinity leaders, the Multicultural Leadership team, community organizer Ixya Vega, and Dr. Chiquita Howard-Bostic, Associate Vice President, Diversity, Equity, and Inclusivity.

*Data:*

Rams Rally for Respect	
Fall 2020	51 Participants
Fall 2021	35 Participants
Fall 2022	31 Participants

*Takeaways/Challenges:* Students enjoyed learning about Affinity organizations and the social issues related to their causes. Ninety-eight percent of respondents indicated on the post event survey that the events contributed to a sense of community and connection to others.

This year's Rally started on East Campus at the Amphitheater across from Gardiner Hall and participants marched to Potomac Place to end violence and hate, and then rallied together in the Potomac Place lawn in solidarity to promote a culture of respect, dignity, and value for the humanity of all. Participants enjoyed this program and noted that it was exciting and informative. Affinity Organizations and MLT shared information about local and global social issues or concerns to raise awareness in our community. Students provided feedback that this annual event provides students with a sense of belonging, community, and safety on our campus. Because turnout was a little lower this year, we will move the start location at the amphitheater to a more well-known space on campus next year.

### **Men's Mental Health Campus Conversation**

Movember is a movement in November that is dedicated to raising awareness about men's health, both physically and mentally. During November, resources and education materials were distributed to students to raise awareness and encourage men's physical, emotional, and social wellness. The main event included the Campus Conversation focused on Men's Mental Health that took place on Monday, November 7, 2022 from 3-5pm. This annual conversation explores masculinity, gender, and society, providing students, faculty, and staff with the space and opportunity for critical, constructive, and contemplative dialogue around our individual and shared understandings of masculinity. Campus leaders identifying as men shared powerful personal narratives and engaged in a guided discussion examining the ways that expressions of masculinity impact all of us, sharing ideas to increase emotional intelligence and use empathy to shift cultural norms, opening up the space to move toward an expanded, healthier, and more authentic experience.

*Data:*

Men's Health Campus Conversations	
Fall 2020	45
Fall 2021	15
Fall 2022	33

*Takeaways/Challenges:* This campus conversation was a powerful and important discussion, including many male employee and student leaders sharing experiences with mental health and normalizing seeking help when needed. Some of the employees that assisted in facilitation included Dr. Joshua Stout (faculty), Andrew Ford (IT), and Matt Hoffman. The insights from the facilitators

were extremely valuable for the participants and the conversation was transformative. On the post event survey, 100% of respondents indicated strong satisfaction with the program and strongly agreed that they would like to attend an event like this in the future. 100% of respondents also indicated that the program learning was relevant for the campus community, and that the activities were thoughtful and well-planned. We will continue this program next year.

### **BIPOC (Black, Indigenous, and Other People of Color) Health & Wellness Initiatives**

Shepherd University Counseling Services, the Office for Diversity & Equity, TRIO Support Services, and the Office of Social Equity, Title IX, & Multicultural Student Affairs collaborated to launch a series of BIPOC health and wellness initiatives. This included sharing resources through online platforms to reach diverse members of the campus community, sponsoring a yoga session with Mohalu Wellness in the Wellness Center, and featuring the panel Discussion on Centering Black, Indigenous, and People of Color (BIPOC) Health & Wellness on February 27 in Storer Ballroom. The panel was the first event designed to become an ongoing conversation to address the challenges BIPOC students face navigating mental health support on college campuses. The discussion brought together students, staff, and community leaders, initiating a dialogue to identify appropriate resources to overcome the common barriers that prevent students from seeking critical care needed before it becomes a crisis. This initiative will continue in the future and aims to foster a campus climate that will empower voice, instill hope, and provide diverse coping resources to help BIPOC students succeed socially, emotionally, and academically. Tanya Dallas Lewis, the Coordinator of Cultural Unity and Equity for Jefferson County Schools facilitated the panel. Panelists included students from the Multicultural Leadership Team, staff, and community members: Kiara Rakestraw, Corey Disney, Mary Alvaro, Nicholas Trietsch, Tina Akondeng-Azise, Brooklyn Gholston, and Kady Sanogo.

#### *Data:*

While the event was not very well attended (about 26 participants) considering the amount of planning, those that did attend provided very positive feedback. On the post event survey 100% of respondents indicated strong satisfaction with the program and that the program contributed to a sense of belonging on campus. 100% of respondents also indicated the activities were well planned and relevant to the campus community.

*Takeaways/Challenges:* These initiatives and campus discussions are very important to support/continue so that we as an institution can promote a sense of belonging for all students and address barriers students and employees may face seeking assistance at a predominately-white institution. All the participants that attended the event had extremely positive feedback. We just need more members of the campus community to attend events like this.

### **Shepherd University Respect Course**

All Shepherd Employees are required to complete the online Shepherd Employee Respect Course to ensure that we are providing an equitable, inclusive, and respectful environment on campus, free from any form of harassment, discrimination, bias, or violence. We all play a part in creating a culture of respect on campus. The course covers topics including, healthy relationships, consent,

bystander intervention, ally empowerment, social identities, micro-aggressions, implicit bias, privilege, power, oppression, intersectionality, communication, compliance, Title IX, and sexual harassment/violence prevention.

*Data:*

Year	Student Completion	Employee Completion
2020-21	Old system	Old system
2021-22	79%	69.98%
2022-23	82%	32%

Students and Employees must score over 80% on the respect course to be marked as complete.

*Takeaways/Challenges:* While we had planned to update the Shepherd Respect Course for the Fall of 2023, the Title IX regulations release was postponed until October 2023, so we will delay the updates to the course. We will also include additional information and protections for students based on pregnancy and parental status, as well as restorative practices for conflict resolution and harm reduction. We will continue to update the training to incorporate new voices and different resources both on and off campus. The rate for employee completion has dropped on the Brightspace platform, but many employees have already completed a version of the course at some point. Without some kind of supervisory oversight, it is difficult to mandate employee completion of the course.

### **Athletics Training for Prevention Education: Civil Rights, Wellness Support, & Holistic Development**

NCAA Policies require that institutions engage in annual and ongoing comprehensive prevention education for all Athletics administration, staff, and students making them aware of prevention, intervention, and response/resolution for harassment and violence. Topics covered include boundaries, communication, consent, digital awareness, healthy relationships, power dynamics, ethics, equity, and respect. Annie Lewin trained all student-athletes during the academic year.

For the Athletics Staff, we developed a new training program this year. The new training initiative was developed to help all Athletics Staff to better understand the mental health stressors of new and continuing student athletes, signals of student distress, and how coaches can continue to appropriately provide additional support and resources for student-athletes, including specific examples and tools for providing supportive environments, while avoiding shaming or disparagement. This training outlines the University expectations of ensuring a safe, inclusive, Culture of Respect on campus. The training also addresses the importance of recognizing the power dynamics present between athletics staff and student athletes, including an understanding of ethical expectations and how individuals in positions of power can utilize emotional intelligence to mitigate the potential that this dynamic may produce an adverse effect for a student in distress. The initiative includes specific emphasis on legal compliance of nondiscrimination, how that is embraced fully in the University's nondiscrimination and civility policy, the applicability of these compliance requirements within athletics environments, the necessity of making decisions based on actual, specific risks and not on stereotypes or generalizations, and that retaliation against individuals

asserting their rights as to disability discrimination, or any form of discrimination, is unlawful and is misconduct as to which the University would be obligated to address firmly. This new training was delivered by Annie Lewin and Wendy Baracka.

*Data:*

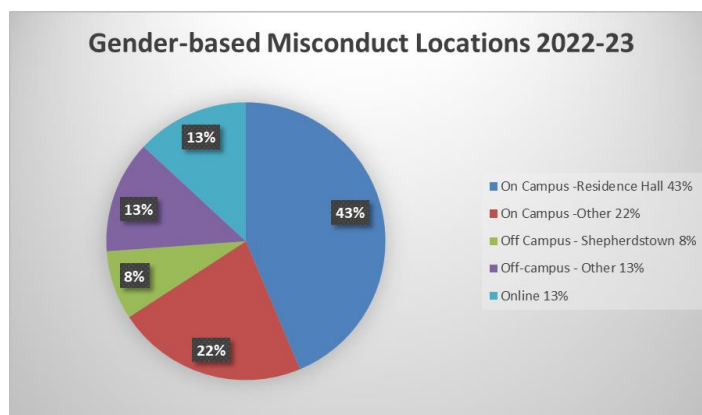
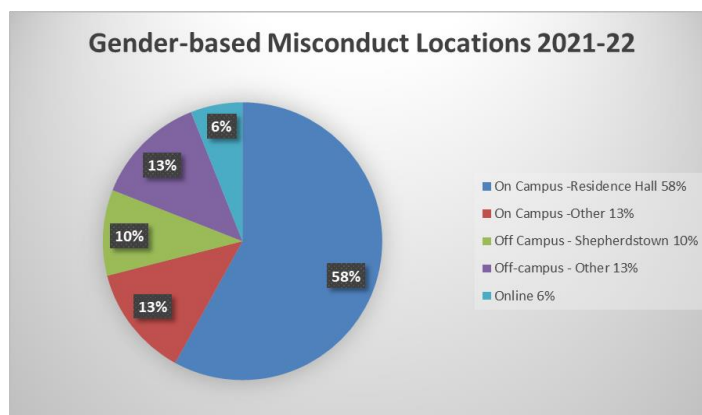
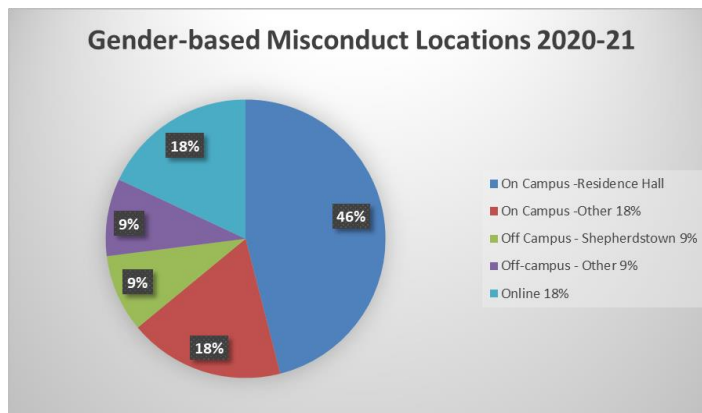
Month	Team/s
August 2022	Football Leaders – Returners
	Football – Returners
	Football – New Incoming Students
	Men’s Soccer
January 2022	Athletics Staff Part 1
	Men’s Cross Country
	Men’s Tennis
	Baseball
	Women’s Cross Country
	Women’s Tennis
	Women’s Soccer
March 2023	Men’s Basketball
	Women’s Basketball
	Lacrosse
April 2023	Athletics Staff Part 2

*Takeaways/Challenges:* The NCAA requires training, and each year the students are engaged, but we need more buy-in from Athletics to promote a culture of respect and we need additional training for athletic coaches. Students are not learning about boundaries and consent until coming to college, which is too late to start the conversations. Students are also lacking social emotional skills and education, communication skills, and conflict-resolution skills, resulting in a need for additional support in these areas. For those teams that missed the training, sessions will be re-scheduled in August.



## Location of Gender-Based Violence/Harassment

*Data:*



### Executive Summary

Programming: Sexual health events help to raise awareness and provide tools for students to navigate healthy relationships and are extremely important during the red zone period. The Red Zone is a period of time from the beginning of fall semester to Thanksgiving break when sexual assaults on U.S. college campuses spike. Although every student, regardless of age or gender, is at risk, freshmen females are the most vulnerable as well as new students, due to their unfamiliarity

with the campus and lack of connections to resources. Because of an increase in social gatherings during these weeks, there is the potential for increased use of drugs and alcohol. Alcohol is the tool that is most commonly used by perpetrators in cases of sexual assault. Based on data collected from our campus climate survey at Shepherd, we have a statistically higher risk of sexual assault in comparison to other schools in the region during this period known as the red zone.

The consent panels and conversations this year were very engaging and well attended. Affinity Awareness events and panel were also well attended and an important time for students to collaborate and demonstrate solidarity for student concerns and social issues addressed through the organizations. The Rams Rally for Respect: A March to End Violence event continues to be an important campus experience to promote community, collaboration, and solidarity. The students have always provided very positive feedback for the Rams Rally for Respect and have described it as a time when they really felt a sense of belonging and community in a space where sometimes they have felt exclusion or isolation. The campus conversation focused on Men's Mental Health in November was an extremely important conversation and both male students and staff engaged in a meaningful discussion around There was high community participation for our Trans Day of Remembrance in November 2021 and this event continues to inspire collaboration between campus and community.

Reports of sexual misconduct and interpersonal violence decreased from last year. This can be attributed to the increase of training for all students, student-athletes, and student organization. We must continue these efforts to sustain this. The only form of misconduct reported that increased from last year was stalking. We continue to face challenges for online harassment and stalking based on a lack of tracking when individuals are creating fake accounts to harass other students or employees. As we can see from the location charts above, the majority of reported misconduct is occurring on campus in our residence halls.

It is sometimes difficult to engage other departments in collaborative efforts to promote a culture of respect on campus and prevent violence and harassment. I continue to feel the weight of being the solo office of one (with two graduate assistants) responsible for training the entire campus community. Violence prevention and inclusion efforts must be a collaborative process that engages the entire campus to promote a culture of respect. It is on all of us to work together to sustain the prevention initiatives of the past and continue to provide a safe, inclusive, and equitable environment for the campus community.

## STUDENT ACTIVITIES & LEADERSHIP

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### *Introduction & Mission Statement:*

The Office of Student Activities and Leadership supports a wide variety of educational, cultural, social, service, leadership, and recreational activities at Shepherd. Involvement in educational and student activities outside the classroom positively contributes to student persistence, satisfaction, achievement, and academic success as well as prepares students to be engaged citizens and leaders.

### *Current Staff:*

- Full-time:
  - Rachael Meads – Director of Student Activities and Leadership/Fraternity and Sorority Life
  - Jim Ramey – Student Activities Assistant
- Student Employee(s):
  - Program Board Student Workers (12)

This year after an unsuccessful search for graduate assistants, the decision was made to collapse two graduate assistant positions with paid stipends and graduate tuition payment into a single full-time position for an equal investment of funds. As a result, our office went from having 50 hours of student paraprofessional work to 37.5 hours of full-time classified employee work. However, the productivity, skills and professionalism of a dedicated full-time employee have made up for the loss of hours in consistency, quality of service to students, and increased productivity for the Program Board.

### **Student Government Association (SGA)**

After two years of virtual operations, 2022-23 saw the return to in-person, weekly Senate meetings. The SGA President, Cameron Colwell, introduced new technology into meetings to enhance accessibility and transparency to the student body at large through Teams livestreams as well as the introduction of an SGA social media presence and the introduction of “The Ram Rundown,” a summary of important items addressed in SGA meetings. The Senate also introduced a Commuter Senator position for the first time this year.

In addition to addressing student concerns, SGA became an essential platform for highlighting University initiatives. More than  $\frac{3}{4}$  of weekly Senate meetings featured a guest presenter (President Hendrix, Accessibility Services, Administration and Finance, IT Services, Dining and Housing, Shepherd Alumni, Career Services, Academic Advising, Faculty Senate, and more). The Senate also became a crucial space for discussions of legislation like SB10. In addition, the SGA co-sponsored the Shep-or-Treat children's carnival, participated in Relay for Life, sponsored a spring involvement fair, participated in the HEPC Advisory Council of Students, participated in the WV State Student Leadership Conference, and introduced Shepherd's first Green Bandana project QPR Training to help train students to act to prevent suicide.

*Takeaways/Challenges:* SGA has continued to be an essential bridge between the student body and the University administration, faculty, and staff. The introduction of social media and livestreaming of meetings has provided an increased layer of transparency and a way to share more crucial information with students. In 2023-24, SGA plans to continue building upon this foundation and also find ways to more actively involve Senators in campus committees and service.

The SGA operating budget decreased making it impossible for SGA to award grants or financial support to student clubs or organizations despite the SGA Constitution stating that this is one of the functions of SGA. All clubs and organizations must self-finance and cannot come to SGA for additional support. SGA students participated in Giving Day and are willing to think creatively about ways to enhance the dollars available to support these students. We appreciate the administration's support and recognition that the co-curricular and activities groups we support are crucial to recruitment, retention, and student satisfaction.

### **Program Board**

A subcommittee of the Student Life Council at Shepherd, Program Board (PB) is a student-run leadership team dedicated to building community on campus by sponsoring diverse, inclusive programs to educate, entertain, and engage students. Program Board Executive Leadership Team members develop strong leadership skills and learn how to plan, market, and assess diverse cultural, recreational, educational, and community-building programs. Program Board's efforts support the core values of the University and the Division of Student Affairs: student learning; engagement; integrity; accessibility; community; service; and retention.

2022-2023 was a very productive year for the Program Board. Despite flat funding levels, the Board was able to serve a greater number of students and sponsor a more diverse array of programs than it has for many years. Program Board returned to a full staff structure for the first time since prior to COVID. The Program Board reintroduced intramurals and weekend programming options and collaborated with more departments than ever before to help meet community needs. Some offices include, Student Community Services, First Fridays, Relay for Life, Homecoming, Athletics, Dining Services, Student Government Association, Fraternity and Sorority Life, the Academic Support Center, Student Success Center, Alumni Affairs, SA Programmers Group, the Shepherd Alumni and Foundation Offices, the Stubblefield Institute, and more.

#### **Highlights:**

- Sponsored 97 programs (averaging 3.23 events per week) for the campus community reflecting an increase of 36 programs with no additional budgetary increase.
- 6,397 students attended Program Board events, an increase of 2,519 participants served over prior year FY22 numbers (61% increase)
- As events and engagement increased, the Program Board returned to its pre-COVID staffing levels with 13 student leaders planning and running events.
- Collaborated with multiple departments to support events like the First Fridays program, served as peer leaders for the Emerging Leaders in Action and Engaged Leaders in Service pre-orientation program, provided event assistance for Jefferson County's Relay For Life at

Shepherd, Service-on-the-Go programs, and Wish Makers Glow Run, and revived weekend programming with the Second Saturdays in the Student Center and Riverside weekend programming options.

*Date for Program Board Events:*

Year	# of Programs Held	Total Attendance	Average Attendance Per Event
2020-2021	55	2,541	46
2021-2022	61	3,878	64
2022-2023	97	6,397	66

*Takeaways/Challenges:* We are pleased with the gains in student attendance and re-engagement we have seen this year while working within a flat budget. Part of the success of the Board this year undoubtedly came from returning to a full student staff and from ramping up the variety of programs we offered to engage more students. This demanded creativity and strong financial management. Despite seeing the student employment wage increase to \$10/hour from \$8.75 and increasing the size of our staff, the Program Board worked creatively to home-grow programs and budget carefully to allow us to do more within our static resources.

After the isolation of the pandemic, we have found that many students were still not comfortable attending larger events, so we have worked hard to offer more diverse programming options to meet students where they are. Some events were intentionally smaller with limited seating. Some programs like intramural tournaments and weekend programs have drawn smaller audiences. However, we believe that we are re-establishing patterns of behavior, and it may take time to rebuild the engagement around these programs. Rather than cutting programs that drew smaller audiences, we believe these programs are important to the overall experience of our students with retention and engagement benefits. Therefore, we will attempt to leverage that momentum next year as well enhance marketing with a goal of seeing these relaunched programs thrive and our average attendance numbers also move closer to our pre-pandemic levels.

### **Fraternity and Sorority Life**

Fraternity and Sorority Life (FSL) provides opportunities for students to foster academic excellence, leadership development, philanthropic services, and community engagement. FSL promotes excellence in all fraternal life by promoting our core values of service, philanthropy, brotherhood, sisterhood, and leadership in conjunction with the University core values of learning, engagement, integrity, accessibility, and community. FSL actively promotes a diverse and inclusive community, as well as strong internal and external relationships between Greek organizations, alumni, national headquarters, and the surrounding communities. Through these values, FSL aids in the development of the whole student, serving as an integral segment of a student's college career.

### **Scholarship:**

Members of the 10 chapters under the Fraternity and Sorority Life (FSL) umbrella continued to demonstrate GPAs above the All-Shepherd average.

*Data:*

Average Cumulative GPAs								
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Alpha Phi Omega	3.2	3.32	3.14	3.22	3.12	3.22	3.24	3.45
Alpha Sigma Tau	2.9	2.96	3.05	3.12	2.87	3.12	3.12	2.64
Delta Sigma Pi	2.9	2.95	3.43	3.47	3.43	3.51	3.51	3.57
Delta Zeta	3.1	3.24	3.3	3.28	3.14	3.3	3.35	3.32
Lambda Chi Alpha	3.0	3.11	3.12	3.08	2.88	3.15	3.08	3.41
Phi Mu Alpha Sinfonia	3.2	3.26	3.28	3.21	3.15	3.11	2.96	2.87
Sigma Alpha Iota	3.4	3.5	3.54	3.63	3.48	3.44	3.47	3.33
Sigma Sigma Sigma	3.2	3.21	3.29	3.22	3.19	3.25	3.16	3.20
Tau Kappa Epsilon	2.5	2.47	2.92	2.89	3.15	3.21	2.77	3.4
Theta Xi	3.0	3.04	2.57	3.17	3.14	3.3	3.20	3.08
All Greek Average	3.0	3.13	3.16	3.22	3.23	3.25	3.22	3.23
Social Sorority Avg	3.0	3.19	3.21	3.21	3.06	3.24	3.21	3.05
Social Fraternities Avg	3.0	3.02	3.01	3.08	3.05	3.09	3.02	3.19
Prof. Fraternities Avg	3.1	3.26	3.37	3.44	3.34	3.41	3.41	3.45
Shepherd All Men's	2.38	2.55	2.69	2.65	2.95	2.87	2.93	2.93
Shepherd All Women's	2.55	2.54	2.53	2.21	3.12	2.9	3.01	3.05

*Data:*

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Panhellenic Sororities	130	102	77	87	88	87	82	77
Fraternity Council	85	80	76	78	56	55	46	38
Professional Fraternities	31	26	27	34	35	39	38	31
TOTAL NUMBERS	246	208	170	188	179	181	166	146

*Highlights:*

- Bystander Intervention Training: 91% of all FSL members participated in a fall anti-hazing bystander intervention workshop
- Consent Week: All FSL chapters acted as peer educators during Shepherd's Consent Week by participating in tabling, poster competitions, and sharing consent-themed messaging on their social media channels to educate their peers. 90% of all chapter members attended a consent and Title IX and prevention training in February led by Student Activities, Title IX, and Eastern Panhandle Empowerment Center Staff.
- Philanthropy: FSL Chapters raised more than \$2,000 for their respective philanthropies over 2022-23
- Shepherd Day of Giving: FSL groups raised more than \$6,000 in donations

- FSL groups were the primary participants in Homecoming Spirit Week and were the most present groups in Founders Day, Homecoming Day of Service, the Parade, and special events like Relay for Life.
- The Panhellenic Council co-sponsored a student Narcan training for the community attended by 50 students.
- FSL groups sponsored and participated in dozens of community service projects on campus totaling more than 2,300 combined hours of service.
- FSL groups were key players in the revival of Relay for Life on campus and represented some of the few teams that stayed and walked all night for the cause.
- Order of Omega Honor Society initiated 14 new members in Spring 2023.

*Takeaways/Challenges:* The efforts spent focusing on academic improvement, helping chapters to access support resources, and developing academic plans seem to have worked as academic performance has continued to be strong and exceed the all-Shepherd student averages. There is one chapter whose GPAs have fallen under this level that we will be working to address and scaffolding with support through Student Success and Academic Support.

One of the challenges Fraternity and Sorority Life (FSL) continued to face in 2022-23 was declining numbers of students choosing to join social fraternities and sororities. Historically FSL students have been key players in service, philanthropy, and leadership on our campus. We are not seeing these groups recover to pre-pandemic membership levels in the face of national drops in membership and challenges to student finances.

Social fraternities are especially small, and all are under their national organization's averages for campuses of our size. This is a real threat to Shepherd's culture, connection to alumni, and philanthropic engagement. As the Student Strengths Inventory of new students demonstrated this year, 70% of incoming students did not plan to join clubs or organizations. However, higher education research clearly demonstrates that engagement outside the classroom is a key to student learning, retention, satisfaction, and professional and leadership skill development.

Shepherd's Phi Kappa Tau social fraternity chapter was closed by their national office in Fall 2023; the remaining four social fraternities are struggling to recruit new members. Only nine men joined social fraternities in 2022-23. At the end of Spring 2022, 55 men belonged to one of our five social fraternity chapters. At the close of Spring 2023, that number has reduced to only 38 men in now four chapters. After graduation, fewer than 30 men will remain to begin Fall 2023 recruitment.

This also has implications for the expansion of Divine 9 NPHC chapters to our campus. With numbers declining in our current social fraternities and sororities, it is unlikely that new chapters will be willing to establish.

The Student Activities Office staff has worked with the All-Greek Council and the governing chapters to try to identify strategies to improve recruitment and retention. Since our chapters do not have special perks in housing or a designated lounge or meeting spaces, they have fewer

membership perks than many other campuses. While we know that the fraternities and sororities are essential to Shepherd's community service, philanthropic efforts and our traditions like Homecoming and Relay for Life, we are concerned that their diminishing numbers will have a greater impact on our campus and our alumni relations.

Student Affairs is working to help our FSL chapters better tell their stories in partnership with University Communications, assist them in leveraging resources, and planning new recruitment methods. The Vice President for Student Affairs has been seeking a visible space to house a collaborative workspace for them. FSL has tabled at all Open Houses, Accepted Students Days, and Orientation sessions in hopes of reaching potential new members earlier.

### **Student Leadership**

This year Student Activities and Leadership continued our partnership with the Stubblefield Institute's ListenLearnEngage initiative to host the annual Student Leadership Conference at Shepherd "Unleash the Leader Within." Held in February, the day-long conference was free to all Shepherd students and featured twelve breakout workshops, a keynote address by national speaker Daryll Stinson (a former Division 1 athlete and mental health advocate), and a closing reflective keynote.

Evaluations for all sessions of the conference were overwhelmingly positive (not a single session scored below 80% in the Strongly Agree or Agree Likert categories). The final overall conference evaluation reflected the following information with NO Disagrees or Strongly Disagree responses.

*Data:*

Question	Strongly Agree	Agree
I would recommend this Conference to others in the future.	78%	19%
By attending the conference, I gained new skills, insights, and information I can apply to my leadership.	76%	20%
This event contributed to a sense of community or connection to others	78%	18%
I would rate the quality of the conference overall as Excellent	80%	19%

Overall, qualitative, open-ended responses were also included in the final assessment survey. General feedback included:

- 10/10 would attend this conference again.
- A wonderful day and experience overall.
- Loved the authenticity of this day. Today was wonderful and so informative to me as a leader.
- The "Taking Action to Solve Social Problems" workshop motivated me to get involved in solving social problems.
- The conference made me realize my potential and showed me how I shouldn't limit it.



- This challenged me to really dig into myself and start through my feelings and how that affected my leadership skills and [challenged me] to grow and break out of my comfort zone.
- My biggest takeaway was that there are opportunities to apply what we learned in the workshops. Typically, when you learn about yourself as a leader, they suggest that we just stop being bad at things but don't tell us how.
- I took away the skills to take care of myself and my community on personal levels.
- I loved the boundaries workshop. It really helped me reflect on ways I can improve by setting clearer boundaries.
- I learned to accept discomfort is a path to growth and leadership.
- I learned that I have more leadership skills than I originally thought when entering the conference. My biggest takeaway is that I can use these skills to uplift and inspire others to be better leaders as well.
- This was a really great event that taught me a lot about how to be a leader and how to be assertive in a positive way.

*Takeaways/Challenges:* We are particularly pleased to see that in addition to students attending as representatives of a recognized club or organization, this year 18% of the attendees chose to attend on their own to develop their own leadership skills. This is an increase of 8% over the previous year. The peer-to-peer marketing of students on the planning team really helped to increase student awareness and engagement in the conference.

This year's conference was a testament to the power of collaboration to build an exceptional conference and leverage resources to impact our students' learning. Thanks to the collaboration between Student Affairs and the Stubblefield Institute, we built a phenomenal conference experience for our students. This year we also involved more students in the planning process by including students from the Multicultural Leadership Team and Program Board who acted as conference facilitators and hosts. Students were involved in every step of the planning process, facilitation, and assessment of the conference as well, which provided a valuable real-world learning and leadership opportunity. As a result of the success of this program, we will be continuing this approach in the future. We have found that our greatest successes come when we all pull together.

Emerging Leaders in Service and Engaged Leaders in Action Program partnered with the Stubblefield Institute's ListenLearnEngage program and Student Community Services to bring back the Emerging Leaders in Service (ELS) program in August 2023 and launch an expanded mentorship program called Engaged Leaders in Action (ELA). New students participated in the program, which introduced them to the Social Change Model of Leadership, allowed them to make connections to their peers, and other student peer mentors from the ELA program, learn from staff and faculty, and spend a day participating in a service project with a community agency.

*Takeaways/Challenges:* This program was a very successful expansion of the *Emerging Leaders in Service* program. Adding a track for advanced leaders and mentoring opportunities for the new

students clearly paid off. We have seen the relationships and connections to Shepherd solidified quickly through the program and many of the ELS students have taken on leadership roles immediately in their first year at Shepherd. The only downside of the program is that it put a tremendous amount of work on a small number of staff members who worked heroic hours to support the program. That is something we all agreed that needs to be adjusted in the future to prevent staff from entering the year physically exhausted.

The financial support of the Stubblefield institute was crucial to making this program viable and the *ListenLearnEngage* partnership with Student Affairs is outstanding. I believe the choice to adapt this program to expand the collaboration and program by partnering with Academic Affairs (FYEX, Student Support Services), the Stubblefield Institute, and Student Affairs (Student Success, Student Activities and Leadership, Student Community Services, etc.) is an excellent strategy. This collaboration will allow us to deepen the program's impact even further as well as to expand the number of students we can reach without overtaxing a few staff members.

### **Student Affairs Programmers Group**

Established in 2012 by the Division of Student Affairs, the Programmers Group was originally established to plan, schedule, and market campus events. Working together, the group has established best practices in event planning, launched the RamPulse student engagement platform to connect students to opportunities on campus, pioneered new assessment tools and practices, developed protocols for tracking attendance, and provided a space for generating creative solutions to problems. These efforts have encouraged partners to focus on the University's core values and learning outcomes in programming and have resulted in cost-savings to the University, fostered new collaborative partnerships and resource-sharing, and built stronger events and student engagement across campus.

In 2023, the Student Affairs Programmers group continued to expand into its current form which includes partners from every campus division. Utilizing our Microsoft Teams tools, we have built the most comprehensive collaborative calendar of campus events in our history. Programmers Group meetings are held twice monthly to help discuss events, collaborate on priority initiatives, and leverage our resources to increase the overall impact of our programming dollars and work time. This work has resulted in decreased conflicts and greater successes with events. Thanks to the investment of University Communications, Stubblefield Institute, Lifelong Learning, Student Affairs, Academic Affairs, and more we are truly making headway toward a truly University planning calendar. The collaboration in this group is exceptionally productive.

*Takeaways/Challenges:* The greatest challenge lies in getting faculty and individual units that often work as silos independently to join our group and participate by adding their events to our calendar, sharing information well in advance, etc. This cultural shift is sometimes slow, but it is happening. Continued support from the Provost and the VPs is extremely helpful to this effort.

# STUDENT AFFAIRS INFORMATION TECHNOLOGY MANAGEMENT

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## *Introduction & Mission Statement:*

Student Affairs Information Technology (SAIT) focuses on the user, systems, and content management for the following applications or software:

1. Simplicity: Accommodate
2. Anthology: Baseline, Beacon, Course Evaluations, Engage, and Insight
3. Guardian
4. Social Media: Facebook, Instagram, Linktree, Snapchat, TikTok, Twitter and YouTube

SAIT also supports efforts for our emergency alert system, *RAVE*, and offers supplemental support on the website management for over 35 websites through *WordPress*. The collective efforts of communication and marketing strategies and information technology management help students stay connected, informed, and safe. Therefore, students can spend more time building relationships, skills, and confidence.

## *Current Staff:*

- Full-time:
  - Melanie Ford – Principal Systems Analyst

## **Software as Solutions**

Anthology products provide us with online software supporting students and faculty with a number of solutions. The focus for the 2022-2023 academic year was centered around increasing the number of faculty utilizing Beacon, Shepherd's Early Alert system, and guiding students to Corq for access to engagement activities across campus.

### Beacon

A team of "responders" was formed in response to needing more timely responses to submissions within Beacon. These responders now triage incoming notations under specific categories and support students and faculty with the identified concern or information. Previously, we would have information shared and not enough support to consume the information and navigate the next action.

Responders were selected from the offices of Financial Aid, Advising, Academic Support, Student Success Center, Dean of Students, Residence Life and Trio. Education was provided to faculty and staff regarding which responder would address which type of notation submitted (specifically, which category).

Eight categories were created to group specific types of concerns or information in the system. Once added into Beacon, the responders were assigned to categories and trained on how to navigate

concerns as well as the system. Processes were defined to ensure minimal overlap but ensure a safety net when an overload of notations were submitted. We found this helpful during midterms, the withdraw deadline, and at the end of the semester. Staff and faculty were asked to complete a survey related to their experience using Beacon. Through this survey, we found that over 92% of the respondents find it important to see a response to their submitted notation and 92% are satisfied with the responses provided.

In an effort to be more aware of the students who lack commitment to submitting course work or attending class in the first month of classes, the University's Provost provided a timeline and an expected standard for faculty to follow. An emphasis was placed on submitting notations under the categories: Class Attendance, Academic Performance, and Missed Assignments. Unfortunately, there was not an increase in submissions after the Provost's expectation was presented in January; however, we did see a larger number of submissions during the fall semester after training of staff and faculty.

Beacon administrators presented at each academic college to train faculty in the importance of submitting notations to Beacon and initiating the response team by providing a category. Administrators also attended the new faculty training sessions where videos and supporting documents were provided.

Training videos and supporting documents were developed then distributed to faculty multiple times during the academic year and available online under the Student Success Center. With this effort, we saw a 53.7% increase of faculty who submitted at least one notation during the academic year.

The Division of Student Affairs teamed up with the Division of Enrollment Management to support faculty, staff and students during the Drop for Non-payment processes. Beacon is now used to share targeted information to specific students and advisors with a "need-to-know" relationship related to unpaid bills and class registration.

Year	# of Faculty/Staff Submitting At Least One (1) Notation	# of Faculty/Staff Submitting More Than One (1) Notation
2019-2020	63	42
2020-2021	69	51
2021-2022	54	44
2022-2023	83	60

*Takeaways/Challenges:* We recognize there is an overwhelming number of responsibilities placed on each employee at Shepherd University. We also recognize that without an early response system and process, our students will lack the resources available to succeed. It will remain a focus of Beacon's administrative team to increase the number of faculty and staff who submit a notation while also maintaining a 3- or 4-day response rate to each submitted notation. It is critical for

faculty and staff to share information when it is received and for the Beacon administrators to support our campus through navigating concerns and providing resources.

### Student Strengths Inventory through Beacon

The Student Strengths Inventory (SSI) is an instrument that measures non-cognitive or psychosocial attitudes and behaviors of our incoming students. The SSI seeks to measure the following factors: Academic Engagement, Academic Self-Efficacy, Campus Engagement, Educational Commitment, Resiliency, and Social Comfort.” Data collected between 2020 and 2023 were analyzed and will help the design of student training during the Shepherd L.E.A.D.S. program, which is geared toward new students.

		% Agree or Disagree			Degree of Improvement
Unfavorable Position	SSI Statement	2020	2021	2022	
Agree	I find it hard to relax.	54%	51%	52%	2% fewer
Agree	Little things upset me.	50%	41%	40%	10% fewer
Agree	I am a worrier.	86%	76%	76%	10% fewer
Agree	I am easily frustrated.	51%	45%	42%	9% fewer
Disagree	I rarely get anxious.	79%	76%	75%	4% fewer
Agree	I waste a lot of time before settling down to do my homework.	59%	50%	47%	12% fewer
Agree	I never know what to say when meeting new people.	57%	60%	52%	5% fewer
Agree	I consider myself to be shy.	55%	60%	55%	No Difference
Disagree	I plan to take on campus leadership roles when I am in college.	53%	55%	52%	1% fewer

*Takeaways/Challenges:* We acknowledge that the above data only represents students from 2020 – 2022. It should be noted that only the statements where we had 50% or more of the incoming student population answered unfavorably are provided above. We recognize the impact of COVID on our students during these three academic years. We plan to review how our Fall 2023 students compare to Fall 2018 to gauge where our incoming students are compared to pre-COVID. We also plan to use this information to shape programming across the Division of Student Affairs.

### RamPulse

RamPulse administrators *re*-introduced the Campus Labs Check-In App to the campus community while encouraging students to use the “Event Pass” feature in an effort to expedite, streamline, and automate attendance tracking. By increasing the use of attendance tracking, staff and faculty can

evaluate their event's return on investment, reduce unnecessary efforts in reporting to procurement, as well as provide the option for automated feedback by participants.

Online videos and in-person training were provided to clubs and organization leaders at the SA Programmer's Group meeting at the beginning of the academic year. Student clubs and organizations have not received specific training at this time. They do have access to the online training videos.

Year	Number of Events Submitted	Number of Organizations Submitting Events
2019-2020	1,342	76
2020-2021	827	63
2021-2022	1,148	79
2022-2023	1,689	90

Data is collected between August 1 – May 1 and does not include those events in 2022 that were related to COVID testing.

Year	Number of Events with Attendance Tracked in Rampulse	Average Attendance (Reported) Per Event Reported in RamPulse
2019-2020	156	55
2020-2021	111	27
2021-2022	78	47
2022-2023	170	45

Data is collected between August 1 – May 1 and does not include those events in 2022 that were related to COVID testing.

*Takeaways/Challenges:* Although we saw success in the increase of events in which attendance was tracked, groups continue to avoid asking students to use their “event pass” to check-in. Alternatively, group hosts are asking for the Rambler card and searching students by their name. Efforts will be spent training new students to download the “Event Pass” from the Corq application.

## **Baseline**

The assessment tool offered by Anthology allows for an integrated experience between RamPulse and Beacon. Baseline allows our Student Affairs office to collaborate with other offices by designing, administering, analyzing and reporting assessments on various topics.

The Principal Systems Analyst oversees all assessment projects, identifies opportunities to collaborate, protects against survey fatigue and recommends best practices for collecting data. We continue to focus on managing survey fatigue.

*Takeaways/Challenges:* We continue to seek opportunities where this application can assist our effort in assessment. Currently, there are no challenges.

## Social Media Platforms

The purpose of the Student Affairs's social media presence is to inform, interact, and increase awareness of student affair resources, campus events, and overall, Shepherd University mission. During the 2022-2023 academic year, the Division of Student Affairs hired a social media intern each academic term. Collaborating with our students to communicate with our students provides a two-way street of learning. Fortunately, we hired two students within the Communications Major who had previously and successfully taken a course related to creating social media content, planning communication and analyzing a message's success.

*Data:*

Social Media Platforms	Followers
<i>Facebook</i>	
2021-2022	1,474
2022-2023	1,517
<i>Instagram</i>	
2021-2022	1,343
2022-2023	1,394
<i>Twitter</i>	
2021-2022	642
2022-2023	Twitter was not a focus during this academic year

*Takeaways/Challenges:* During the academic year, social media efforts continued to focus on informing students about campus activities and important dates associated with the University's calendar. Our interactions on social media slowed down in spring of 2022 due to a change in employees and the inability to rehire. As stated above, we replaced a full-time employee with two interns. This provided the opportunity to continue a presence online while allowing the Principal Systems Analyst to focus on administrative duties. It has become a challenge to determine what information should be shared through our social media accounts and what information should be shared through the University's accounts. We will continue to focus on sharing content around the student experiences and events across campus.

## Microsoft Office - Teams

During the academic year, our division continued to focus on streamlining internal processes. Listed below are a few of these processes:

- Budget Request Forms
- Budget Transfer and Budget Change Form
- Budget Overview for Budget Owners
- Counseling Services Tracking of appointments, students, etc.
- Tracking of visitors to the Student Success Center, Advising Center, and Accessibility Services
- Tracking of Community Service Hours

*Takeaways/Challenges:* We continue to identify process inefficiencies that can be eliminated or improved through training employees or using a different application.

#### Executive Summary

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It is critical for our departments to work together to effectively communicate with our students and the campus community and eliminate inefficient processes or applications. During the 2021-2022 academic year, we saw a decline in the utilization of specific tools designed to provide marketing that is more efficient, connect students with accommodations, and to raise awareness about student concerns. This past year was spent designing and implementing trainings for both new and returning faculty. We also spent time with the Provost and the Vice President for Enrollment management developing a structure to increase the use, knowledge, or discussion of our campus effectiveness and how the Beacon, Engage and Baseline applications can support staff, faculty and, most importantly, students.



# STUDENT COMMUNITY SERVICE

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## *Introduction/Mission Statement:*

The Office of Student Community Service promotes, organizes, and assists campus outreach initiatives by effectively placing individual students, groups, and academic and social organizations in situations that embrace learning through service. We promote the value of learning through service by providing every student who desires to expand their education, by creating effective experiences in the community. The student's knowledge will grow, alongside their passion for assisting the community and personal reflection.

Our goal is for all students to:

1. Discover leadership potential and personal strengths.
2. Build relationships with other students, staff, faculty, and community members
3. Experience "in leadership action," by participating in organized programming.

Students will take these personal achievements and further their individual development as leaders and foster personal goals that encourage positive change within their community.

## *Current Staff:*

- Full-time:
  - Melanie Ford – Principal Systems Analyst
- Graduate Assistant:
  - Aly Nazarok

## **RamPulse Service Hours**

The Graduate Assistant for Student Community Service presented at 15 First-Year Experience classes, classes which specifically require service hours for course completion, and each campus club or organization requiring service hours by their members. This was done with the intention of promoting the idea of service, the process to finding service opportunities and the reward students receive through service at Shepherd University.

Student Community Service increased their use of Rampulse by including all available, local community service opportunities as an "Event" visible on Corq.

The creation of a Student Community Service Committee will support the change to new processes, will reduce the number of duplicate opportunities offered, and will engage a large number of students in the organization of service on campus.

By offering a bi-weekly newsletter sent out to the Student Community Service RamPulse organization was able to promote 128 hours of community service activities in the fall 2022 semester and 97 activities in the spring of 2023. In addition, this Newsletter offered four ongoing and consistent opportunities each semester.

*Takeaways/Challenges:* During the academic year, we focused on the awareness of activities but also the awareness of our desire to track the impact we are having on our campus. We currently use RamPulse Service Hours to track this information. The challenges we faced are that the definition of service hour and the approval process of these service hours is consistent across on campus organizations requiring and acknowledging service hours. We also faced the inconsistent expectation among students related to logging their service hours in the RamPulse application. The data provided above is dependent on advisors or campus leadership approving the hours submitted, even after the academic year has ended. We expect to focus continued efforts on training for not only students but also organization leaders across campus.

### **Make-A-Wish**

Wishmakers on Campus® is a program to benefit Make-A-Wish® in which college students raise money for local children who need more hope and happiness in their lives. Students rally together to plan and coordinate fundraising campaigns to help a wish come true, the average cost of a wish is \$4,400. 100% of the funds raised will go toward granting a wish. The 2021-2022 was the first year Shepherd became a Wishmakers on Campus® institution and over the last two years we have raised the funds to grant three children's wishes.

*Data:*

Year	MAW Children	Activities/Events	Funds Raised
2019-2020	0		0
2020-2021	0		0
2021-2022	2	2 events / 2 activities	\$7,200
2022-2023	1	5 fund-raising focused events / 2 activities	\$6,000

*Takeaways/Challenges:* We plan to stay focused on having consistent student-led events providing the Wishmakers on Campus group an opportunity to earn hands-on experience in fund-raising, event management, and community relations. Between 4-6 students were actively engaged in Wishmakers on campus each semester, and we recognize the need to grow this number through marketing and hiring a Make-A-Wish® intern.

### **Relay For Life**

Relay For Life is the largest fundraiser for the American Cancer Society. Each year, millions of people participate in this fundraiser worldwide. Dr. Gordy Klatt who walked and ran for 24 hours straight in Tacoma, Washington, ultimately raising \$27,000 for the American Cancer Society, started the program in 1985. Relay For Life is special because of the key elements that are included in each event no matter where you participate; Survivors Lap, Luminaria Ceremony and a Fight Back Ceremony. At Shepherd, we take that one step further and include an annual Torch Run where we unite town and the campus as we honor cancer survivors.

Relay For Life of Shepherd University has been an active component of Shepherd University's service initiatives since 2003. Students, employees, and community members gather for twelve

hours during a weekend in April to honor those that have lost their battle with cancer, celebrate survivors, and raise money to find a cure for cancer. Shepherd University hosts events during the academic year to fundraise for the American Cancer Society and recruit teams to attend the spring Relay.

*Data:*

Year	Income	Teams - Participants
2019-2020	\$20,142	22 Teams   145 participants
2020-2021	\$8,422.91	16 Teams   105 participants
2021-2022	Did not participate	--
2022-2023	\$71,237.92	Campus Teams: 19 Community Teams: 24 Total Teams: 43 Total Participants: 336

*Takeaways/Challenges:* During the 2022-2023 academic year, Relay For Life was held on Shepherd University's campus. The Office of Student Community Service saw value in rebuilding our Relay For Life student-led event and we accomplished this by joining efforts with Jefferson County. The Event Leadership Team, which was made of 9 committed students, learned how to plan for, market, and execute a community-wide great event. In 2023-2024, we plan to provide our student leaders an even better timeline and lay out of expectations for the students. We also plan to reach out to the community for support both in volunteerism as well as participation. The focus for next year will be to plan more outreach events in person throughout the county for both our student and community participants.

### **Day of Service (During the Emerging Leaders in Service Program)**

The Emerging Leaders in Service program (Day of Service and Leadership) is in its eighth year as a four-day leadership immersion program. The students participated in workshops including a Myers Briggs Assessment and introduction to the Social Change Model. The four-day program was completed with all students serving as Welcome Ambassadors for all new students moving onto campus.

*Data:*

Year	Number of Participants	Number of Service Hours
Fall 2019	39 participants	234 hours
Fall 2020	Did not participate	-
Fall 2021	34 participants	136 hours
Fall 2022	57 participants	370 hours

*Takeaways/Challenges:* We utilized prior community connections with PVAS Yankeer, Jefferson County Parks and Rec, the Town of Shepherdstown, the Fire Department, and Athletics proved as worksite for our students. Bags with hand sanitizers, bug spray, sunscreen, wet wipes, emergency contacts, and waters were critical to the success of this event. Including staff and faculty site leaders

ensured this day went off without a hitch. We found that it is important to prep students the day before about the activities taking place at their site as well as who their site leader will be during that day. Lunch delivery was a difficult piece of the day, and we should consider buying and packing lunches for students in fall of 2023 instead of delivering food to the sites ourselves. Another challenge was having two groups lead the activities. Student Community Services and Listen Learn Engage staff were in charge of Day of Service and coordinated all projects. Utilizing Microsoft Office's Teams and Excel was of the utmost importance for clear communication among all departments serving students during this activity.

### Service on the Go

Service on the Go is a “grab and go” service event where we can easily reach students in just a few minutes of time as they are moving about campus for class, meals or meetings or just waiting for their next class to begin.

*Data:*

Year	Number of Events	Total Participants
2019-2020	Did not participate	-
2020-2021	3	58
2021-2022	2	38
2022-2023	5	238

*Takeaways/Challenges:* *Service on the Go* events provide an opportunity for any student who wants to give back but are limited to serving off campus due to time, accessibility, or personal interest. In 2022-2023, we collaborated with the Program Board to host five events. Student Community Service helped the Program Board staff create and shape ideas. These “stop-by” type events assisted with other events such as the decorations for our survivor’s tent at Relay For Life.

### Our Campus Cares

Previously known as “Campus Cares Competition”, the Office of Student Community Service has created the “Our Campus Cares” donation initiative which continues to be agents of change in our society on a local and national level. Shepherd offices and departments, student organizations and clubs, resident halls, and athletic teams are encouraged to participate in role modeling positive community engagement for all those on our campus and in our surrounding community.

*Data:*

Amount Donated				
Event	2019-2020	2020-2021*	2021-2022	2022-2023
Thanksgiving Baskets Berkley Co. Senior Services	-	-	20	30
Stockings Salvation Army	8	-	15	25
Angel Tags Salvation Army	5	-	5	25
Toy Drive**	-	-	-	170
Winter Baskets Berkley Co. Senior Services	-	-	15	35

Pack the Pantry	-	-	-	100+
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\*During the 2020-2021 academic year, we were unable to support Our Campus Cares initiatives due to the COVID pandemic.

\*\* In 2022-2023, Student Community Service teamed up with Danielle French, a Shepherd University student and the Covenant Church of Shepherdstown to provide a poverty-stricken community with toys for Christmas.

*Takeaways/Challenges:* Our Campus Cares is no longer a competition yet has still brought great campus engagement through donations. It allows for students, faculty and staff who are able to serve our community through the donation of items, not necessarily time. We met our goal this year of increasing visibility through consistent social media presence, multiple drop off locations, and campus wide emails to faculty and leaders of student groups.

### **Alternative Spring Break**

Alternative Spring break is an annual service initiative that allows Shepherd students and staff to spend their spring break giving back outside of the local community. This year students visited Unicoi, TN to replace a metal roof and paint the inside of a new-build home. Eight individuals came in as strangers and left as forever friends. The group shared hammers, drills, life stories, and now memories.

*Data:*

Year	Location	Total Participants
Spring 2020	Kermit and Huntington, WV	13 UG, 2 GR, 1 Staff
Spring 2021	Shepherdstown, WV	6 UG, 2 GR, 2 Staff
Spring 2022	Did not Participate	-
Spring 2023	Unicoi, TN	5 UG, 2 GR, 1 Staff

*Takeaways/Challenges:* Finding a location for Alternative Spring Break proved to be challenging. Logistical details of travel arrangements, funding, and amenities made finding a location hard. Ultimately, Student Community Services started a relationship with Appalachian Service Projects, Inc. Less students were able to make this trip than in years past as this was not advertised until February.

### **Fall into Service**

The Stubblefield Institute's ListenLearnEngage Initiative joined forces with Shepherd University's Student Community Services to offer students a wonderful opportunity to volunteer in our local Shepherdstown area. This project is named "Fall Into Service" and is a three-day-long community service program designed to build bridges within the local community through service projects and gratitude in action. Fifty students and several faculty and staff members provided their service to seven businesses or local areas within the Shepherdstown community.

*Takeaways/Challenges:*

Fall Into Service 2023 was successful in the number of projects and participants. We need to continue using the following forms of advertisement to increase the number of participants: tabling,

social media, on-campus email, Rampulse event and news article, and sandwich boards. More student engagement needed. We learned the importance of making service more accessible through differing times and kinds of projects.

**Spring into Service**

For several years, Shepherd University has coordinated a service initiative for students to give back on Martin Luther King Jr. Day. While students typically have this day off from academics, The Office of Student Community Service and Multicultural Student Affairs would coordinate opportunities for the Multicultural Leadership Team to learn about social justice while serving the local community.

Due to unexpected and inclement weather in 2022, the office of student community service had to move Spring into Service to April. The Spring into Service event was co-hosted by the Stubblefield Institute’s Listen, Learn, Engage initiative in 2022 and 2023. This initiative provided an opportunity for the campus community to work on various projects around Shepherdstown and surrounding areas.

*Data:*

Year	Event	Number of Participants
Spring 2020	Children in Need, Inc.	21 Students
Spring 2021	Hunger Free America	23 Students
Spring 2022	Spring into Service	55 Students
Spring 2023	Spring into Service	72 students

*Takeaways/Challenges:* With the positive response to our Fall Into Service Project, the Office of Student Community Service decided to take this year’s Spring into Service in a new direction. This service opportunity provides student groups to take the lead on planning and executing smaller on-campus opportunities for students to give back. Including the new Community Service Committee, made up of service chairs of various student organizations, proved valuable to the success of this project-based service. Many students enjoyed the blend of off-campus and on-campus offerings.

**Executive Summary**

The 2022-2023 academic year began with our Day of Service event through the Emerging Leaders in Service, where students provided over 350 hours of service to PVAS Yankeur, Jefferson County Parks and Rec, the Town of Shepherdstown, the Fire Department, and Shepherd University’s Athletics department. The positive reactions of the students participating in ELS’s Day of Service inspired the Graduate Assistant for Student Community Service and Special Initiatives with the idea to promote our office’s services. In September, our graduate assistant spoke about the value of service to 15 different First Year Experience classes as well as those campus clubs and organizations and other courses which require service hours.

Through these conversations, it was made clear that our students wanted a more convenient way to find opportunities for service. This led to the creation of the Community Service Committee. Any student who holds a role which is directly or indirectly related to service within a club or organization on campus is expected to serve on this committee. The purpose of this committee is to eliminate redundant service opportunities offered by clubs, promote service opportunities offered by our community and campus, and to provide support for students holding a service chair position.

The Office of Student Community Service also began using RamPulse for the promotion of service opportunities by creating events that will appear on RamPulse as well as Corq. Students who join the Office of Student Community Service's organization on RamPulse will be sent a bi-weekly email with specific details of the upcoming events and how to track their service hours on RamPulse. During the 2022-2023 academic year, this weekly "newsletter" promoted 128 hours of community service activities in the fall 2022 semester and 97 activities in the spring of 2023. In addition, it promoted four ongoing and consistent opportunities each semester.

The Office of Student Community Services feels prides itself on offering a variety of ways to serve. Fundraising and donation initiatives bring a lot of joy to individuals in need and lending a helpful hand equally brings joy and relief to those needing support. The Alternative Spring Break trip, Fall into Service and Spring into Service activities gave students an opportunity for "hands on" service. Whether it was picking up trash in Shepherdstown, replacing a metal roof in Tennessee, or making potholders from old t-shirts for the Rescue Mission, our students put in some true work providing for our local, regional and national communities.

## STUDENT SUCCESS CENTER

### *Introduction & Mission Statement:*

The Student Success Center is a centralized and student-focused location of empowerment, opportunity, and positive relationships on Shepherd's campus. The core values of the University complement our cohort-based programs guided by our philosophy of success coaching: we connect with students one-to-one through personalized meetings, fill their academic toolkits with reflective activities and customizable resources, and co-create a plan for success. Our goal is to teach students to act on new skills and mindsets as self-directed learners and future professionals. Ultimately, students will succeed in realizing their potential in the classroom and beyond.

- Full-time:
  - Julia Franks – Director, Student Success Center and Chief of Staff for the Division of Student Affairs
  - Hannah Williams-McNamee – Assistant Director of the Student Success Center
  - Danielle Stephenson – Success Coach
  - Mary Beth Myers – Success Coach, International and Veteran Students
- Graduate Assistant:
  - Juneau Daggs

### **Shepherd Success Academy**

The Shepherd Success Academy (SSA) is a unique opportunity geared to help First-Year students with their transition from high school to college. During this semester-long program, students will receive additional support through their first year.

### *Data:*

	<b>Fall 2017</b> (36 Students)		<b>Fall 2018</b> (35 Students)		<b>Fall 2019</b> (36 Students)		<b>Fall 2020</b> (51 Students)		<b>Fall 2021</b> (41 Students)		<b>Fall 2022</b> (45 Students)	
	A	B	A	B	A	B	A	B	A	B	A	B
Fall-to-Spring Persistence	88%	77%	100%	66%	88%	86%	82%	42%	90%	63%	89%	80%
Good Academic Standing	84%	81%	77%	71%	69%	72%	66%	48%	63%	29%	73%	47%
Average GPA	2.57	2.40	2.47	2.81	2.29	2.31	2.31	1.83	2.29	1.56	2.4	1.7
Fall-to Fall Persistence	77%	50%	69%	46%	64%	61%	67%	41%	66%	32%	76%	53%

Sample A represents the SSA cohort. Sample B represents a cohort of students in similar academic standing who were invited to participate in SSA but declined or did not respond to the invitation.



*Takeaways/Challenges:* Starting Fall 2022, Success Coaches began tracking meetings securely in Beacon by inputting private meeting notes. This way, staff tracked the trajectory of their weekly meetings with students, using Categories (e.g. Task Management, Attendance, or Health & Well-Being) to note frequent topics and more, giving more nuanced data that is easily reportable. Overall, SSA Success Coaches continue to make a positive impact on first-year students, which enhanced processes for data collection help demonstrate.

### **Peer Success Leaders**

Shepherd students had the opportunity to meet one-to-one throughout the semester with upper-level students, known as Peer Success Leaders (PSL). Peer Success Leaders are not tutors or counselors. These Leaders can share their personal experiences, challenges, and tips they have learned during their time at Shepherd. These meetings are to assist students and acclimatize them to the campus environment.

#### *Data:*

Fall 2020 – Spring 2021 (first year): Five (5) Peer Success Leaders assigned to 15 students, as proposed in the one-year Benedum Grant.

Fall 2021 – Spring 2022: Six (6) Peer Success Leaders under the new PSL model. This new model allowed any student to serve as a PSL with training and could meet with any student on campus who requested peer-to-peer coaching. In addition to meeting with students one-to-one, they worked on programming, including three Study Hours events.

Fall 2022 – 2023: Nine (9) Peer Success Leaders of varying academic programs and class standing. The Peer Success Leaders hosted two events during the academic year to increase their visibility on campus. Group training was held to equip the Peer Success Leaders to meet one-to-one with students. They also assisted with social media to connect with their peers.

*Takeaways/Challenges:* The first year of the Peer Success Leader program in 2020-2021 was grant-focused; the goal during this year was meeting those objectives and assigning Peer Success Leaders to students in a structured way. The staff then came up with unique ways to connect students with PSLs and host community building events. In Fall 2021, the Student Success Center did not continue their grant and created a different model where former SSA students or Orientation Peer Leaders “A-Team” had the opportunity to become trained as PSLs. Once trained, PSLs would be able to meet with any Shepherd student.

In Fall 2022, the Peer Success Leaders program was expanded to include nine student mentors. Similarly, to 2021, many SSA students were trained as PSLs. Moving forward, we are going to promote the PSL program to FYEX courses to increase the number of students PSLs meet with. This includes offering group sessions for students wanting to meet with a PSL together.

### **Shepherd Athletic Success Program (SASP)**

This program was launched in Fall 2021. SASP provided an opportunity to help returning student athletes who fall under these categories: academic probation, ineligibility, or who are referred to a

success coach one-to-one meetings for additional accountability, communication, and to ultimately return to good academic standing.

*Data:*

	Fall 2021 (10 Students)	
	A	B
Fall-to-Spring Persistence	80%	78%
Average GPA	2.3	1.8

\*Sample B were students who were invited but did not participate or respond

	Spring 2023 (14 Students)	
	A	B
Fall-to-Fall Persistence	86%	43%
Average GPA	2.3	1.8

\*Sample B were students who were invited but did not participate or respond

*Takeaways/Challenges:* Due to staffing, the program was not able to formally continue in Fall 2022. However, not losing sight of the goal to support student-athletes, in Spring 2023, the Student Success Center had an intern who worked one-to-one with 14 student-athletes for the semester. In collaboration with Athletics, the intern supported football players at a bi-weekly study group in addition to meeting with some of these players one-to-one.

Even with limited data, the results remain indicative that this program and this support benefited Shepherd's student-athletes and increased academic performance and persistence.

In the past, the Athletic Success Coach was able to present to almost all the athletic teams, connect with coaches and Athletics leadership, and begin to build the connections needed for a Student Success and Athletics collaboration. Moreover, the Athletic Success Coach created resources that were tailored to student-athletes that worked for productive meetings and check-ins. Thanks to this foundation, the Student Success Center intern had a foundation of resources and training

### **Beacon, Early Alert System**

Beacon is an early alert system that connects the campus community to assist students as they navigate their college journey to give them the best opportunity to persist and graduate. Beacon connects students with focused support from their success network of staff and faculty. Faculty and staff can post different notations for their students (Updates, Alerts, or Encouragements).

*Data from 2022-2023 Academic Year:*

- **2,600** Updates were submitted and viewed by various advisors, instructors, and support staff
- **433** time-sensitive issues (Alerts) were reported and addressed by campus responders and resulted in connections to a variety of academic support, the Business Office, and other various campus resources

- **105** students were given timely direction to withdraw from a course using Beacon
- **100** students received guidance through personal hardship after faculty or staff submitted a notation to Beacon
- **82** individuals on campus have supported students through Beacon

Highlights from “Beacon Usage by Campus” all-faculty survey, Spring 2023:

- 31 faculty members completed the survey
- 67% of respondents stated they need a consistent reminder to use Beacon
- 68% of respondents stated that they only log in to Beacon when they have information to report
- 76% of respondents stated that they log into Beacon only when they get an email related to a notation
- 72% of respondents chose “satisfied” in terms of the responses provided to notations

*Takeaways/Challenges:* The Student Success Center, in collaboration with Melanie Ford, Principal Systems Analyst, identified goals and planned processes, training, and more to “re-introduce” Beacon campus wide in Fall 2022. Several training opportunities and presentations for faculty and staff were carried out in the last academic year—the Provost, Vice Presidents, Deans, and faculty, and at several College Meetings to speak to as many faculty as possible. The Beacon team also presented and trained new faculty at their August 2022 orientation and hosted a Focus on Student Learning (FOSL) session about Beacon processes. Moreover, the Beacon team created brief training videos for how to use the system, updated the website, and sent a survey to all faculty at the end of the academic year to gather feedback about their user experience.

With new processes in place, the Student Success Center generated data regarding the most frequent type of student concerns, in addition to increased engagement from staff and faculty on campus. The Beacon team continues to field questions and offer support to current users and recruit new Beacon users with the continual goal of a culture of Beacon engagement on campus.

### **Tracking Walk-In Student Meetings**

This past academic year, the Student Success Center began tracking walk-in students. “Walk-ins” are defined and comprised of students who are referred by staff, faculty, Beacon notifications, and/or from other students.

*Data:*

Walk-In Students	
Fall 2022	80
Spring 2023	65

\*Does not include assigned cohort in programs such as the Shepherd Success Academy, Academic Probation Recovery, Shepherd Athletic Success Program, etc.

*Takeaways/Challenges:* Tracking the number of walk-ins for the Student Success Center has allowed the team to better understand student needs for more short-term, accessible, and solution-focused support, no matter how or from whom they are referred to the Center. The data so far signals that the need for Success Coaching will continue to be steady if not increase as students' concerns evolve. Moving forward with this year's data in mind, the Student Success Center has plans to continue to optimize walk-in tracking and work on new processes for walk-in Success Coaching support starting Fall 2023.

### **ACT/SAT Testing**

Throughout the years, Shepherd University and Mary Beth Myers have served as official proctors and testing sites for SAT/ACT tests. Students from the local area can attend during the scheduled time and date. During 2021, the testing site was strategically moved to Erma Ora Byrd to give potential students a better presentation of campus.

ACT testing is no longer offered at Shepherd University, due to low enrollment per ACT. Shepherd University is still a testing site for SAT. Beginning with the June 2023 SAT, the testing location was moved back to White Hall, until further notice, due to the East Loop Project.

*Data:*

SAT 2021-2022		SAT 2022-2023	
TEST DATES	# OF STUDENTS	TEST DATES	# OF STUDENTS
June 2021	54	June 2022	73
August 2021	58	August 2022	72
November 2021	*Not offered	November 2022	41
December 2021	75	December 2022	72
March 2022	43	March 2023	43
June 2022	73	June 2023	86

ACT 2021-2022		ACT 2022-2023
TEST DATES	# OF STUDENTS	ACT No longer offered
April 2021	11	
December 2021	17	
April 2022	22	
ACT RESIDUAL 2020-2021		
TEST DATES	# OF STUDENTS	
July 2020	12	
May 2021	17	
June 2021	7	

\*Not offered because of conflict with campus event

*Takeaways/Challenges:* Shepherd University remains a testing site for SAT.

## Executive Summary

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The Student Success Center continues to refine processes and identify student trends and needs. As the volume of meetings increases, so does the intentionality in every area under the Student Success Center, from the Shepherd Success Academy to walk-ins to those referred by Beacon notations and much more. As always, this data helps the team recognize how our current staff can effectively support as many students as possible.

Our efforts to coach specific populations (e.g., student-athletes, International Students, and veteran students) also continue. The need for these programs remains evident, and the SSC made significant efforts in establishing connections with these populations. For instance, the SSC is fortunate to have an assigned Success Coach to work with international students and Veteran students specifically. It cannot be overstated how much dedicated staff helps carry out the SSC's—and ultimately the University's—important mission; data across all programs indicates that success coaching works. Student needs, both academic and social, continue to increase. The reliable and consistent support coaching provides is critical.

The Peer Success Leaders (PSL) Program continues to adjust over the years to the number of participants as far as mentors and mentees. The PSL program has made progress with promotion and programming. The SSC is confident that the program will continue under semester-by-semester oversight and guidance to encourage this leadership opportunity for student mentors and encourage students to engage with this resource.

The priorities of the SSC continue to focus on students first and foremost. The team continues to work incredibly hard to maintain effective special programs while also meeting immediate, day-to-day needs of our student population, collaborating intentionally across campus, and making success coaching an accessible and impactful resource for all students.

## VETERANS AND INTERNATIONAL STUDENTS

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### *Introduction & Mission Statement:*

The Veteran & International Students Support Program is available to assist both Veteran Students and International Students through their progression at Shepherd. Through the work with our Veteran students, we aim to deliver programs with veteran needs in mind as well as provide support services to assist in their success while at Shepherd and beyond. Additionally, for our International Students, we provide support with visa and immigration questions, welcome events and orientation, academic advising, and the adjustment to studying and living in the United States. Furthermore, we team up with other offices for special programs and cultural events that showcase our diverse student body.

### *Current Staff:*

- Full-time:
  - Mary-Beth Myers – Success Coach, Veteran and International Students Support Program

### **Military Appreciation Day Football Game**

In recognition of Veterans Day 2022 at this year's military appreciation football game, on October 29, veterans received "Shepherd University Supports Our Veterans" buttons and "Let Freedom Ring" ring pops, provided by the Veterans Support office.

*Takeaways/Challenges:* A simple gesture like the buttons and ring pops generated a sense of appreciation from veterans and their families.

### **Pizza Night in Honor of Veterans Day**

On Friday, November 11, at 6 p.m., veterans and their families were invited to Pizza Night in the Veterans Center in Gardiner Hall.

*Takeaways/Challenges:* This event was a success. Veterans and their families enjoyed getting together sharing conversation, food and playing pool and ping pong. The Challenge is drawing in more veterans and their families.

### **Shepherd University Shows Veterans Support**

Employees were encouraged to put "Shepherd University Supports Our Veterans" sign on their office doors during the week of November 7-11, 2022, to join The Division of Student Affairs in decorating their doors to show support for veterans at Shepherd and around the world.

*Takeaways/Challenges:* I believe a takeaway was showing support for veterans not only on campus but in the community as well. A challenge was getting employees to participate in some of the buildings.

### **Veterans Roundtable Discussion**

Veterans Round Table Discussion was hosted by Shepherd University in the Student Center on November 18, 2022. The United States Department of Veterans Affairs and the WV Department of Veterans Assistance met on campus for a Veterans Round Table discussion. Senior Veterans Affairs leadership were on hand to discuss topics of significance to West Virginia Veterans, including: The PACT Act, Care for Rural Veterans, and the Caregiver Assistance. Camp Lejeune Water Contamination Participants include: Honorable Denis McDonough, Secretary, U.S. Department of Veterans Affairs Martina Malek, Deputy Director, Veterans Experience Office, U.S. Department of Veterans Affairs, Jessica Pierce, Assistant Director, Compensation Service, Veterans Benefits Administration, Anny Jenkins, Registered Nurse, Martinsburg VA Medical Center, Honorable Edward Diaz, Cabinet Secretary, and WV Department of Veterans Assistance The discussion was moderated by Kim Mitchell, Veteran Service Organization Liaison, U.S. Department of Veterans Affairs.

*Takeaways/Challenges:* It was an honor to be able to host such an event, however, we were not notified in a timely manner and very few Shepherd University veterans showed up. The audience was mostly community members.

### **Veterans Mixer**

The veteran's mixer was a chance for veterans and dependents of veterans to find out some valuable information about local organizations and what they offer to students. A representative from the VFW (Veterans of Foreign Wars) and DAV (Disabled American Veterans) was there to answer any questions about the benefits they offer. For example, the VFW offers a number of scholarship opportunities, and the DAV and VFW can help with filing claims and lots, lots more. Pizza was served.

*Takeaways/Challenges:* The event was well received by our student veterans and dependents. They received valuable information on community resources. Again, a challenge I face with all veteran events is getting students out to participate. I understand they are non-traditional students with full-time jobs and family, so sometimes it is hard for them to attend.

### **Veterans Recognition Dinner**

A special dinner recognizing those veterans who were graduating and their accomplishments. Veteran Students Support hosted a dinner on April 14, 2023, in the Rumsey Room of the Student Center. After dinner graduating veterans received a veteran's cord and a Shepherd University Challenge Coin. Families were also invited.

*Takeaways/Challenges:* This was a nice first-time event, but, as a pattern noted in previous events, attendance was extremely poor. Working on solutions that will help bring more veteran students out for events.

### **Veteran Flag Bearer for Commencement**

A student veteran was asked to carry the United States flag during Commencement on May 6, 2023. The veteran was very honored to participate in commencement.

*Takeaways/Challenges:* I believe having a veteran carry and present the United States flag and lead the Pledge of Allegiance made a significant impact on the veteran. I talked with her after the ceremony, and she is interested in helping to recruit veterans for the Shepherd University Veterans Organization so we can get it up and running again.

### **Veterans Service Coalition**

June 2022 members of Shepherd University and community members started meeting as the *Veterans Service Coalition*. This group was formed to provide resources and support to all veterans but particularly veterans who may not already be connected to any of the Veterans Administration resources. We currently meet on campus, at the Veterans Center, once a month. The coalition also focuses on suicide prevention efforts.

*Takeaways/Challenges:* Wonderful opportunity to collaborate with the community on providing resources to veterans. The challenge is identifying veterans who are not connected to the VA.

### **Attended Workshops for F-1 Visa Students**

Training offered by Student and Exchange Visitors Program (SEVP) and United States Citizenship and Immigration Services (USCIS) and field representative for our area. It is important to keep up to date on government policies concerning F-1 VISA students. The workshops were virtual and the school visit by the field representative was in person at Shepherd University and the Martinsburg Campus.

Workshops Attended	Dates Attended
SEVP Field Representative in person school visit	October 6, 2022
Advanced F-1 and Designated School Official Training	December 8, 2022
Employment and Practical Training	February 10, 2023
Beginner Designated School Official Refresher Training	February 24, 2023
Customs and Border Protection Training	April 26, 2023
Form I-17 Designated School Official Training	May 25, 2023

*Takeaways/Challenges:* During the fall 2022 and spring 2023 workshops were attended that were informative and provided important updates on current government regulations regarding F-1 student visa holders. No challenges are identified.

### **New International Student Orientation**

In collaboration with the Office of International Affairs, I presented a PowerPoint presentation on August 19 about the Student Success office and presented with Emily, Immigration Regulations.

*Takeaways/Challenges:* Provided valuable resources to new international students to help them transition to American university, resources on campus and in the community and government regulations so they will stay in status while studying in the United States.



### **Optional Practical Training Workshop**

F-1 student visa students who would like to work off-campus after graduation learned the Optional Practical Training (OPT) application process details during a training on September 29. OPT allows F-1 students to get work authorization for off-campus employment related to their field of study.

*Takeaways/Challenges:* Students learned the government rules and regulations of employment in the United States and how to apply.

### **Curricular Practical Training Workshop**

Curricular Practical Training (CPT) is a benefit for F-1 students that provide authorization for off-campus employment (internship) related directly to their major field of study before graduation. Also, it must be an integral part of the school's established curriculum. All F-1 degree-seeking students were encouraged to attend this training on November 16 to learn about the eligibility requirements and application process of CPT.

*Takeaways /Challenges:* Students learned the government rules and regulations of off-campus employment and how to apply.

### **Executive Summary**

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Eight events/programs were held for veterans and their dependents, that is an increase from the previous year, of course COVID restrictions played a role in events/programs in the fall of 2021 and spring 2022. I want to continue the veteran's recognition dinner. This is important for the veterans to know that they matter. Also, I want to keep doing events that include families, those events have good attendance and utilize the Veterans Center. I look forward to working with a couple of interested veterans, who will be returning in the fall, and want to help recruit students to reorganize the student veteran's organization.

Continuing, collaboration with the Director of International Affairs has given me the opportunity to present workshops to help educate international students on federal regulations and policies and connect with them in more ways than I was able to in previous years.

Some goals for this upcoming year are to reorganize the veteran's organization, have a Welcome Back event the first week of classes and continue collaborating with community members to strengthen resources available to veterans, and offer a veterans FYEX course on campus resources.

Continue a strong relationship with International Affairs by participating in international student events such as orientation and presenting at workshops.

## ORIENTATION PROGRAMS

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### *Introduction & Mission Statement:*

Orientation Programs will assist incoming new students through shared experiences and information by introducing both student and family members to University faculty and staff, and resources and programs that will support them throughout their college career. This provides the foundation for students' academic success, personal growth, and meaningful connections. Shepherd University will aid and prepare new students with knowledge that will assist in their successful transition and integration into the Shepherd University community.

### *Current Staff:*

- Full-time:
  - Julia Franks – Director, Student Success Center and Chief of Staff for the Division of Student Affairs
  - Hannah Williams-McNamee – Assistant Director of the Student Success Center
  - Danielle Stephenson – Success Coach, A-Team Coordinator
  - Jacob Mellow – Dean of Students
- Part Time:
  - Juneau Daggs – Orientation Programs Coordinator
- Practicum Students
  - Shelby Daugherty – College Student Development and Administration Master's Student
- Student Employee(s)
  - A-Team Peer Orientation Leaders (12)

### **June Orientation**

Seven in-person orientation sessions were held for students to come to campus, learn about their resources, and register for courses. Upon arriving at the in-person orientation, incoming students and guests would check-in, explore different Shepherd offices at the Information Fair, and listen to Welcome Remarks. Student attendees were then divided into their registered major groupings to walk to White Hall with the A-Team leaders. Once at White Hall, students and guests received a presentation from advisors prior to guests being dismissed to lunch. Once students completed registration, they could go to lunch while guests attended the “Letting Go and Letting Grow” session with Vice Presidents Holly Morgan Frye and Kelly Hart. The day ended with a free hour of office availability around campus and information sessions including Title IX, Counseling Services, Student Activities, Commuter Students, Residence Life, I.T. Services, Business Office, and Financial Aid.

Data:

ORIENTATION SESSIONS								
2019	Session A	Session B	Session C	Session D	Session E	Transfer I & II		Total
	118	118	120	70	64	251		741
2020	Week 1	Week 2	Week 3	July	August	Total		
	205	109	154	190	73	731		
2021	May Appt.	June Appt.	Total					
	256	127	383					
2022	Session A	Session B	Session C	Session D	Session E	Transfer I & II		Total
	123	115	121	98	111	45		613
2023	Session A	Session B	Session C	Session D	Session E	July Session	August Session	Total
	116	115	108	96	70	140	76	721

Notable Data Explanation:

2020: A switch to five (5) virtual sessions was made due to the Pandemic. Weeks 1-3 advising appointments were held in June.

2021: Advising was held virtually. Those appointments were held during May and June, with others in July and August. Admissions no longer has access to the number of students who registered for appointments in July or August.

2022: A switch back to in-person advising during the Orientation session was made. Transfer sessions on July 22 and August 12 remained virtual.

2023: A decision to change all sessions back to in-person was made.

*Takeaways/Challenges:* It was sometimes difficult to direct the students from one clue to another due to their lack of knowledge on campus. However, A-Team leaders kept conversations moving, directed students, and information about campus was provided within the materials handed out to each incoming student.

### Convocation and New Student Welcome

Continuing in the tradition that started the year prior, Convocation was held at Ram Stadium, and on the field, Dr. Jeff Groff, Provost Dr. Stephen Spencer, and SGA President Cameron Colwell spoke to the incoming class. Students were then divided by their individual majors to meet their faculty and other students in their major. After time with their departments, lunch was provided, and faculty and staff were encouraged to attend to meet the incoming class of students. Afterwards students were given the opportunity to participate in the “Culture of Respect” training conducted by Annie Lewin and Dr. Chiquita Howard-Bostic at either the Student Center Storer Ballroom or Frank Arts Center. The day ended with an optional movie night hosted by the Program Board.

*Takeaways/Challenges:* The only challenge was ensuring that students stayed for the mandatory scheduled events of the day. During the “Culture of Respect” training, many students rose and left the Butcher Center. Overall, however, the day as a whole was a success and will continue to be hosted in Ram’s Stadium for the foreseeable future.

### **Summer Melt Zoom Information Sessions**

Zoom sessions were held to keep incoming students engaged after attending their June orientation sessions to decrease the number of students who could decide to no longer enroll at Shepherd University. Offices across campus were represented within these Zoom calls including Financial Aid, Advising Assistance Center, Counseling Services, Title IX, Student Activities, I.T. Services, Student Success Center, Student Academic Enrichment, TRI-O, Career Services, Transfer Student Support, Community Service, Accessibility Services, Residence Life, Business Office Commuter Support Services, and Veteran/International Support Services (Mary Beth Myers). These offices were available to answer questions that incoming students could potentially have while also keeping them engaged and learning about Shepherd University. Additionally, current student leaders involved within A-Team also attended these Zoom meetings to discuss the current student’s experience.

*Takeaways/Challenges:* Attendance overall was a challenge for these Zoom sessions from both incoming students and offices on campus. It is believed that changing the time options to include evening options could have benefited the Zoom sessions to have more accessibility to those incoming students with jobs.

Another challenge was marketing to incoming students about the Zoom information sessions. Social media posts were made to promote these endeavors, though students may not have followed these social media accounts as of yet. Additionally, emails were sent to the incoming student’s Shepherd email, though these students may not be in the habit of checking their emails as frequently yet.

### **Executive Summary**

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Orientation and New Student Welcome activities have taken the steps to move towards post-COVID offerings. The Orientation Team has connected with many campus departments and services to make Orientation happen. We have expanded our reach in this area significantly with nearly 20 campus departments and services participating in Orientation. This collaboration helps us streamline the new student onboarding process due to tighter connections between The Divisions of Student Affairs, Enrollment Management, and Academic Affairs. Evaluating the needs of incoming students creates new and innovative ways to introduce Shepherd University to the ever-evolving student population. We have also become very efficient at modifying Orientation and Convocation formats to fit the needs of our campus community and incoming students. This adaptability is due in part to our use of tools such as Zoom and University websites to quickly disseminate information. Some challenges that the Orientation Team has faced include trying new platforms such as Rise 360 and distributing important information to new students before and after they come to campus for Orientation. While we live in a highly digital society, the onboarding process for new students can take longer if they have not yet accessed these tools. This situation is where our close connections

with Enrollment Management have allowed us to be successful by connecting and communicating with students and families. Orientation programs provide the first impression for many new Shepherd students and families. The quality of our Orientation and Convocation programs only continues to increase due to the hard work and dedication of individuals within Student Affairs, Academic Affairs, and Enrollment Management.