



ACADEMIC AFFAIRS

November 08, 2013

Academic Affairs, 20/20 Posting #1.

The **Deans with Faculty** group held a regularly scheduled meeting on **Wednesday, November 06, 2013**.¹ The Agenda for that meeting focused on two action items that emerged from the October 11, 2013 long-term planning retreat:

- (i) an Academic Portfolio Review and
- (ii) the development of Key Performance Indicators for academic programs.

The same material was reviewed and discussed at a **Chairs Council** meeting, **Thursday, November 07 2013**, with Gayle Ormiston.

The following documents were discussed:

1. The **Agenda for the Deans Meeting**, which conveys an initial description of the two action items from the October 11th retreat, and on which deans and chairs will have significant input—an **Academic Portfolio Review** and the development of **Key Performance Indicators (KPIs)**.
2. **4-pages of HEPC Compact data charts**. The **first page** is the summary chart from the Compact 5-year reporting period that ended with the 2012-13 academic year. The **next three pages** are performance targets submitted to the HEPC for the next five-year Compact reporting period, covering three broad areas: *Student Access, Student Success, and Impact*, respectively. These are targets for the 2017-2018 academic year.
3. The last two pages are broad ranging notes developed to start the discussion on the academic portfolio review. That is the sole purpose of these notes. They are not intended to determine the course of the discussion—just get it started.

The goal of the current discussions with the Deans and Department Chairs is to arrive at:

- a. a statement of goals/objectives,
- b. a description of the process to be used, and
- c. a timeline of the portfolio review process

by **January 14, 2014**.

¹ The Deans with Faculty group membership is: the College Deans, the Honors College Dean, the Dean of Student Affairs, faculty representatives from Faculty Senate (Burnis Morris for Eldon Larsen) and Graduate council (Traci Christefero), the three associate vice presidents from Academic Affairs, and the Provost and Senior Vice President for Academic Affairs.

**Marshall University
Deans with Faculty**

Wednesday, November 6, 2013

**SRC Conference room
8:15 a.m.**

AGENDA

1. Budget Considerations Going Forward
 2. Compact 2018 Targets and KPIs (Retreat Action Item)
 3. Academic Portfolio Review (Retreat Action Item)
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1. **Academic Portfolio Review – College → Departments:** Examination of courses, course rotations, determination of key performance indicators and alignment of practice with them.

Must Address Key Questions (*examples*): What contribution (s) does each department/college make to net margin by program and by majors offered? What are the core units of measure/analyses that with which we need to begin? What is the teaching productivity (what definition will we use?) by program and by college at the beginning and end of each semester? What is the instructional complement of faculty (e.g., regular, part-time, term, *etc.*)? How many course releases exist and what is the percentage per 100 courses delivered)? What are the programmatic, departmental, college efficiency ratings? What are the cost driver weightings by unit? How do proposed performance targets compare to historical performance?

Lead Person: Gayle Ormiston in collaboration with college deans and department chairs

Draft Process Development Deadline: **January 10, 2014**

2. **Key Performance Indicators:**

Must Address Key Questions (*examples*): What are the performance measures that align best with the MU Advantage and public funding challenge (price/cost/value triangle)?

Lead People: Gayle Ormiston/Mary Ellen Heuton/Michael McGuffey

Draft Deadline: End of 1st Quarter 2014

Institutional Compact Reports, 2007-2012 with Goals

Marshall University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 5 Actual	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	13,808	13,573	13,776	14,192	13,966	13,708	14,476
1b	Annualized FTE Enrollment*	11,706	11,582	11,492	11,830	12,357	12,022	12,160
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	71	71	71	70	70	71	74
2b	Avg Retention Rate of Institution Peers (median)*	72.5	74	74.5	73.5	74		N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	40	44	46.0	46	44	44	49
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	46	46.7	48.4	46.6	45.7	46.0	
3c	Avg Graduation Rate of Peers (Median)*	48	50	47.6	49	48.5		N/A
4	Degree Production**							
	Certificate							
	Associate	100	111	69	91	111	99	100
	Bachelor	1,450	1,400	1,358	1,393	1,547	1,561	1,416
	Masters	872	885	893	902	864	795	820
	1st Professional	42	50	0	83	102	111	72
	Doctoral	17	15	78	95	16	16	20
	Total Degrees	2,481	2,461	2,398	2,481	2,640	2,582	2,428
5	Number of undergraduate degrees in STEM & Health Fields***	375	395	414	407	559	S:275	420
							H:269	
							T:544	

8/27/13

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are designated on the degree inventory on the HEPC website and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

Marshall University

Student Access								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Draft 2018 Target (2017-18 Data)	Formal 2018 Target (2017-18 Data)
Enrollment								
Fall Head Count	13,808	13,573	13,776	14,192	13,966	13,708	14,766	14,766
In-State		10,674	10,719	10,870	10,649	10,532	NA	NA
Out-of-State		2,899	3,057	3,322	3,317	3,176	NA	NA
Annualized FTE	11,607	11,534	11,805	12,345	12,144	11,923	12,550	12,550
In-State		8,749	8,919	9,146	8,972	8,867	NA	NA
Out-of-State		2,786	2,886	3,198	3,173	3,056	NA	NA
Fall First-Time Freshmen Headcount	1,688	1,686	1,882	1,951	2,002	1,968	2,100	2,100
In-State	1,239	1,209	1,408	1,434	1,438	1,432	NA	NA
Out-of-State	449	477	474	517	564	476	NA	NA
Fall Low-Income Student Headcount*	3,052	2,921	3,592	4,176	4,146	4,446	4,000	4,000
Fall Underrepresented Racial/Ethnic Group Total	771	792	866	929	1,031	1,194	1005	1005
American Indian	54	55	54	56	47	42	50	NA
Black	598	599	666	678	676	707	650	NA
Hispanic	119	138	146	171	211	241	200	NA
Multi Racial	.	.	.	18	86	186	100	NA
Native Hawaiian/Pacific Islander	.	.	.	6	11	18	5	NA
Fall Adult (25+) Headcount	2,084	1,950	2,064	2,141	2,085	1,926	2,100	2,100

Marshall University

Student Success								
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Draft 2018 Target 2016 Cohort	Formal 2018 Target 2016 Cohort
Developmental Education Outcomes								
Students Passing Developmental Courses								
Math	73.6%	75.6%	54.7%	64.9%	68.8%	68.9%	60.0%	45.0%
In-State	73.6%	72.7%	51.7%	62.7%	67.6%	67.2%	NA	NA
Out-of-State	73.4%	82.1%	64.3%	72.5%	72.0%	73.9%	NA	NA
English	86.8%	83.0%	89.5%	100.0%	56.3%	77.9%	50.0%	50.0%
In-State	86.2%	77.9%	89.4%	100.0%	25.0%	74.4%	NA	NA
Out-of-State	87.7%	87.3%	89.7%	100.0%	87.5%	84.4%	NA	NA
Developmental Students Passing College-Level Course								
Math	49.6%	49.4%	43.9%	23.6%	45.3%	42.2%	40.0%	30.0%
In-State	49.0%	45.5%	41.2%	20.1%	44.0%	40.2%	NA	NA
Out-of-State	51.9%	58.5%	52.4%	35.0%	49.1%	47.8%	NA	NA
English	67.8%	61.9%	69.6%	100.0%	18.8%	64.0%	50.0%	40.0%
In-State	66.7%	58.8%	64.6%	100.0%	12.5%	59.5%	NA	NA
Out-of-State	69.2%	64.6%	76.9%	100.0%	25.0%	72.2%	NA	NA
Retention								
Full-Time, First-Time Freshmen	78.6%	78.8%	77.2%	77.2%	76.1%	77.8%	77.0%	77.0%
In-State		81.9%	79.7%	79.8%	79.5%	80.8%	NA	NA
Out-of-State		70.5%	71.2%	69.5%	66.7%	70.0%	NA	NA
Part-time, First-Time Freshmen	57.1%	65.5%	48.0%	64.0%	58.3%	45.5%	59.0%	50.0%
Low-Income First-Time Freshmen	73.6%	73.3%	71.2%	71.0%	71.1%	73.8%	72.0%	70.0%
Returning Adults	40.0%	100.0%	16.7%	100.0%	25.0%	50.0%	26.0%	25.0%
Transfer Students	71.6%	74.1%	70.1%	74.0%	70.6%	72.3%	72.0%	72.0%
Underrepresented Racial/Ethnic Group Total	75.2%	79.1%	71.2%	75.3%	64.0%	77.5%	65.0%	65.0%
American Indian	60.0%	88.9%	80.0%	60.0%	75.0%	66.7%	75.0%	NA
Black	75.8%	80.9%	71.1%	74.1%	63.9%	78.7%	70.0%	NA
Hispanic	76.5%	69.2%	70.0%	86.2%	62.5%	85.4%	65.0%	NA
Multi Racial					50.0%	65.9%	60.0%	NA
Native Hawaiian/Pacific Islander					100.0%	100.0%	60.0%	NA
Progress Toward Degree								
First-Time Freshmen Earning 30 Hours	43.0%	46.2%	43.5%	40.8%	45.8%	49.6%	48.0%	55.0%
In-State		49.4%	45.5%	43.9%	47.4%	52.2%	NA	NA
Out-of-State		37.2%	38.6%	31.6%	41.4%	42.7%	NA	NA
Four-Year Graduation Rate Cohort Years:	2004	2005	2006	2007	2008	2009	2014 Cohort	2014 Cohort
First-Time Freshmen	20.8%	18.6%	20.2%	21.2%	22.1%	21.7%	21.0%	25.0%
In-State	22.8%	19.7%	21.5%	22.1%	22.2%	21.9%	NA	NA
Out-of-State	13.4%	14.9%	15.8%	18.5%	21.9%	21.1%	NA	NA
Low-Income First-Time Freshmen	12.9%	12.9%	13.1%	12.9%	16.6%	14.3%	14.0%	15.0%
Returning Adults	36.4%	25.4%	50.0%	0.0%	0.0%	50.0%	51.0%	35.0%
Transfer Students	38.4%	35.6%	35.4%	34.7%	35.9%	37.7%	36.0%	36.0%
Underrepresented Racial/Ethnic Group Total	3.8%	9.5%	14.3%	14.7%	10.2%	18.0%	15.0%	15.0%
American Indian	0.0%	14.3%	20.0%	0.0%	20.0%	0.0%	21.0%	NA
Black	2.9%	9.0%	12.1%	17.0%	8.4%	14.0%	13.0%	NA
Hispanic	8.7%	10.5%	25.0%	11.5%	13.3%	37.9%	26.0%	NA
Multi Racial							20.0%	NA
Native Hawaiian/Pacific Islander							20.0%	NA
Six-Year Graduation Rate Cohort Years:	2002	2003	2004	2005	2006	2007	2012 Cohort	2012 Cohort
First-Time Freshmen	45.3%	46.3%	47.6%	45.9%	45.1%	45.4%	46.0%	46.0%
In-State			50.8%	49.0%	46.4%	46.0%	NA	NA
Out-of-State			35.9%	34.4%	40.4%	43.9%	NA	NA
Low-Income First-Time Freshmen	37.6%	37.6%	36.4%	36.8%	34.7%	33.9%	36.0%	36.0%
Returning Adults	35.1%	35.3%	41.1%	32.3%	50.0%	0.0%	51.0%	40.0%
Transfer Students	49.1%	54.0%	48.3%	45.1%	46.9%	47.0%	48.0%	48.0%
Underrepresented Racial/Ethnic Group Total	37.2%	36.0%	42.7%	34.3%	38.4%	45.0%	39.0%	39.0%
American Indian	28.6%	50.0%	66.7%	14.3%	20.0%	55.6%	21.0%	NA
Black	40.2%	36.1%	38.1%	35.1%	37.4%	43.6%	38.0%	NA
Hispanic	21.4%	33.3%	60.9%	36.8%	50.0%	46.2%	51.0%	NA
Multi Racial							40.0%	NA
Native Hawaiian/Pacific Islander							40.0%	NA

Marshall University

Impact									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Draft 2018 Target (2017-18 Data)	Formal 2018 Target (2017-18 Data)	
Degrees Awarded	2,481	2,461	2,372	2,460	2,624	2,561	2,575		
Associate's	100	111	69	91	111	99	100	100	
Bachelor's	1,450	1,400	1,358	1,393	1,547	1,561	1,400	1400	
Master's	872	885	867	881	848	774	850	850	
First Professional	42	50							
Doctoral Professional Practice			61	83	102	111		210	210
Doctoral Research/Scholarship	17	15	17	12	16	16	15	15	
STEM	386	414	436	453	482	448	485		
Associate's									NA
Bachelor's	246	255	284	293	299	275	320	NA	
Master's	124	131	119	125	139	127	150	NA	
Doctorate	5	9	11	12	14	15	15	NA	
STEM Education*	11	19	22	23	30	31	30	30	
Health	354	393	340	405	467	502	635	635	
Associate's	100	111	69	91	111	99	100	NA	
Bachelor's	111	120	106	156	149	170	175	NA	
First Professional	42	50						NA	
Master's	101	112	108	83	115	133	150	NA	
Doctorate			57	75	92	100	210	NA	
Federal Student Loan Cohort									
Default Rate Cohort Years:	2005	2006	2007	2008	2009	2010	2015 Cohort	2015 Cohort	
Three-Year Rate	8.8%	9.6%	11.2%	9.8%	9.9%		9.60%	15%	
Research and Development	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2018 Data	FY 2018 Data	
Research grants & contracts*	\$ 23,014,859	\$ 14,628,344	\$ 13,070,486	\$50,859,945	\$20,840,933	\$17,453,422	24,500,000	24,500,000	
Licensure Income*	\$973	\$1,939	\$4,388	\$11,531	\$1,720	\$5,040	12,000	12,000	
Peer-Reviewed Publications*									45
									Total FY2014 to FY 2018
Patents Issued*	0	0	0	1	1			3	3
Start-up Companies*	3	0	0	1	1			2	2

- I. Key Questions:
- II. Goals/Objectives
- III. Process Review
- IV. Timeline

V. Key Performance Indicators: Measurable, Useful, ...

I. Key Questions

- 1. Mission? Market? Margin? Return?
- 2. What is already in place?
 - a. Program review (5 year cycle)
 - b. Annual program assessment → QI
 - c. Degree Profile
 - d. Advising Offices, Practices, Needs: DW, EAB/SSC, Career Services, SFA
 - e. P/T Reviews (annual)
 - f. Sabbatical review (annual)
 - g. Reassigned time: research and administrative
 - h. Faculty recruitment and retention
 - i. General Education requirements
 - j. Major requirements
 - k. University requirements:
 - i. 120 hour graduation
 - ii. 4-year plans of study
 - iii. 4-year course rotation plans
 - iv. 4-year staffing plans
 - v.
- 3. What are the next steps?
 - a. review process: use current? modify current? Reinvent anew?
- 4. How efficient are we in delivering programs? Efficiency=?
 - a. What are the students receiving for the price of admission? HDYK?
 - b. Is the cost of admission right?
- 5. What are we delivering or providing and for what purpose?
 - a. Are the degree programs we deliver programs of/for the future or the past?
 - b. What is content as opposed to learning outcomes?
- 6. Departmental Portfolios

- a. What is already there?
- b. How did it get there?
- c. How long has it been there?
- d. How often is it used?
- e. What success have you had with this portfolio? HDYK?
- f. Course duplication? Program Overlap? (Computer Science, Information Systems, Management Information systems, digital forensics)

7. Course Inventory: Requirements, Electives, other

- a. Course sequencing
- b. Support learning goals
- c. How student centered are our programs?
- d. How does a department faculty identify key program courses (sequence etc.) independent of individual faculty interest? Is there a canon?

8. Faculty recruitment and hires → relation to new course and program development.

8. Retention, Persistence, Student Profile, and the Margin

- a. Is competition between colleges useful or beneficial?
- b. How would performance-based funding affect college/department retention issues? Is it more advantageous for retention to be viewed at the institutional level rather than the unit level?

II. Goals/Objectives

III. Process Review

IV. Timeline

Deans Meetings: GOAL JANUARY 14, 2014 Approach Document

11/13/13 8:15 A.M.

12/04/13

12/11/13

12/18/13

01/06/14

01/13/14

V. Key Performance Indicators Identification
