



# Marshall University 2020 Planning Retreat

## Academic Portfolio Review

October 17, 2014





# 2014 Academic Portfolio Review

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## **A. 3 Elements:**

- I. Student Recruitment Plan
- II. Degree Program Niche Statements
- III. Academic Advising Audit

## **B. 3 Phase Implementation**

1. Fall 2014
2. AY 2014-15
3. Summer and AY 2015-16—Full implementation goal, Fall 2016



# 2014 Academic Portfolio Review

## References:

Dickerson, Robert C. *Prioritizing Academic Programs and Services* (San Francisco: John Wiley & Sons, 2010).

*Revitalizing the Program Portfolio: Aligning Program Performance with Institutional Goals* ( Washington, DC: The Advisory Board Company, 2012).

*Future Students, Future Trends: Thriving in a Decade of Demographic Decline--Research Briefing* (Washington, DC: The Advisory Board Company, 2014)

*Marshall University: Strategic Finance Research Project—Preliminary Findings.* Bill & Melinda Gates Foundation and Education Advisory Board Report. (Washington, DC: The Advisory Board Company, 2014).

Marshall University, Institutional Research, Academic Portfolio Review, Academic Administrators Tools and Data,

<https://inside.marshall.edu/services/informu/t1/Forms/Allitems.aspx>





# 2014 Academic Portfolio Review

Marshall University, Institutional Research, Academic Portfolio Review, Academic Administrators Tools and Data,

## Five (5) performance indicators:

- 5-year Degree Program Student Headcount (undergraduate and graduate)
- 5-year Degree Program FTE Student Major Count (undergraduate and graduate)
- 5-year Degree Program Annual Graduation Counts (undergraduate and graduate)
- 5-year Enrollment Trends: SCH Production for Degree and Service courses
- 5-year SCH Productivity per FTE Faculty Member (major (UD) courses by section, service (LD) courses by section; online sections, face-to-face sections)

<https://inside.marshall.edu/services/informu/t1/Forms/Allitems.aspx>





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## I. Student Recruitment Plan

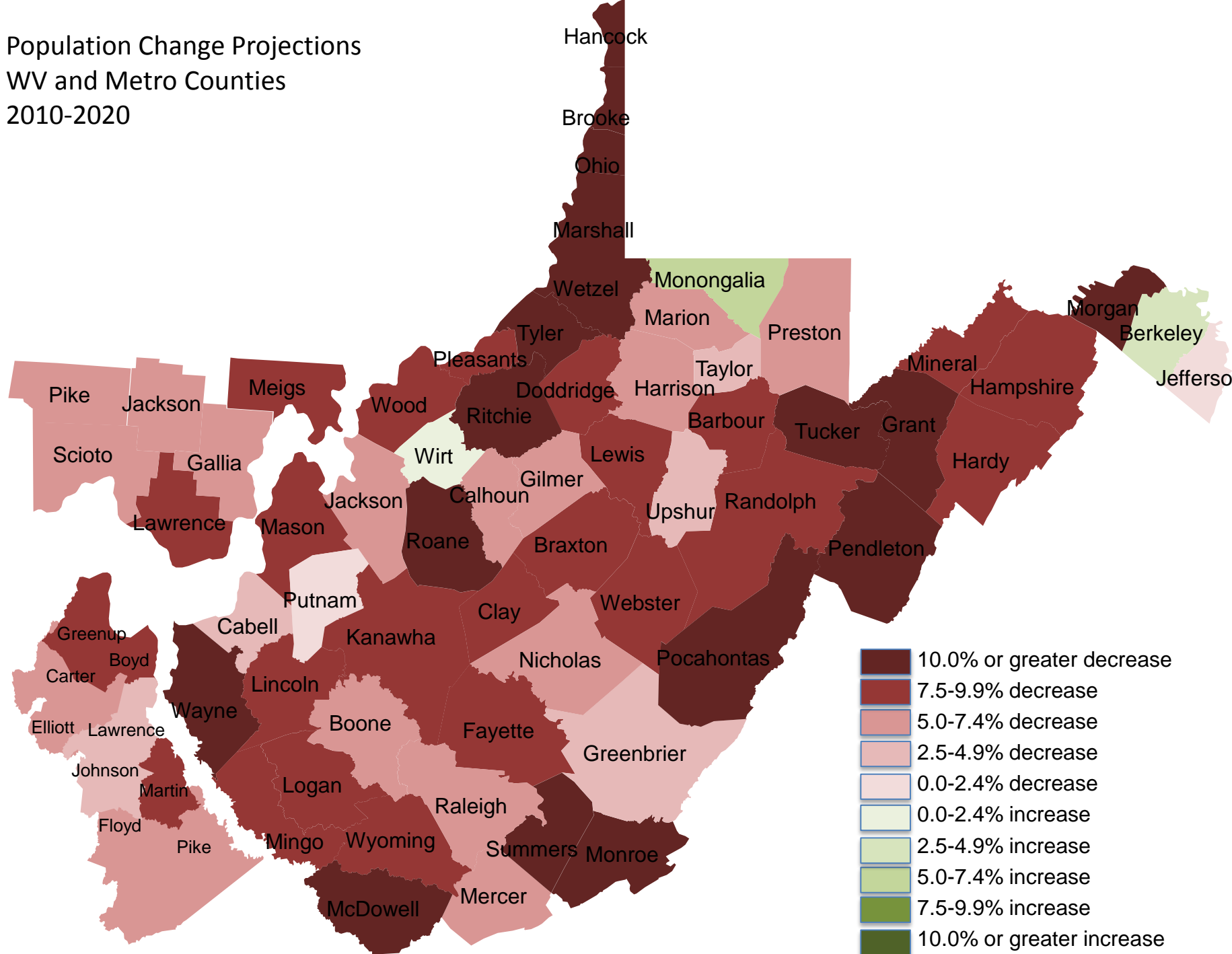
<https://webcontent.marshall.edu/sites/academic-portfolio-reviews/SitePages/Home.aspx>

### Overview

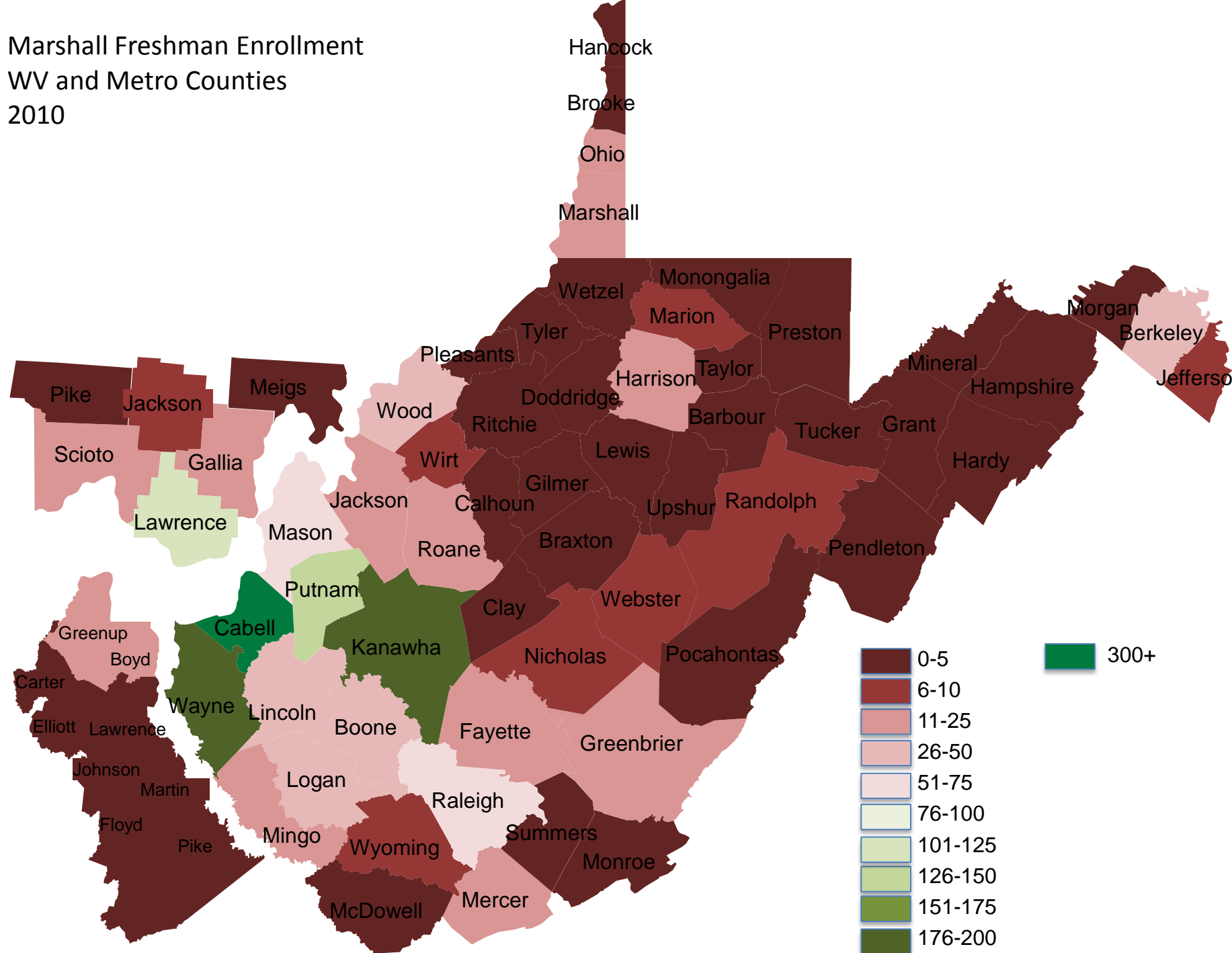
- 1. Purpose:** The Office of Recruitment at Marshall University operates for the purpose of recruiting a diverse and academically talented group of men and women to attend Marshall University as first-time freshmen, transfer, and graduate students, who will be retained until degree completion.



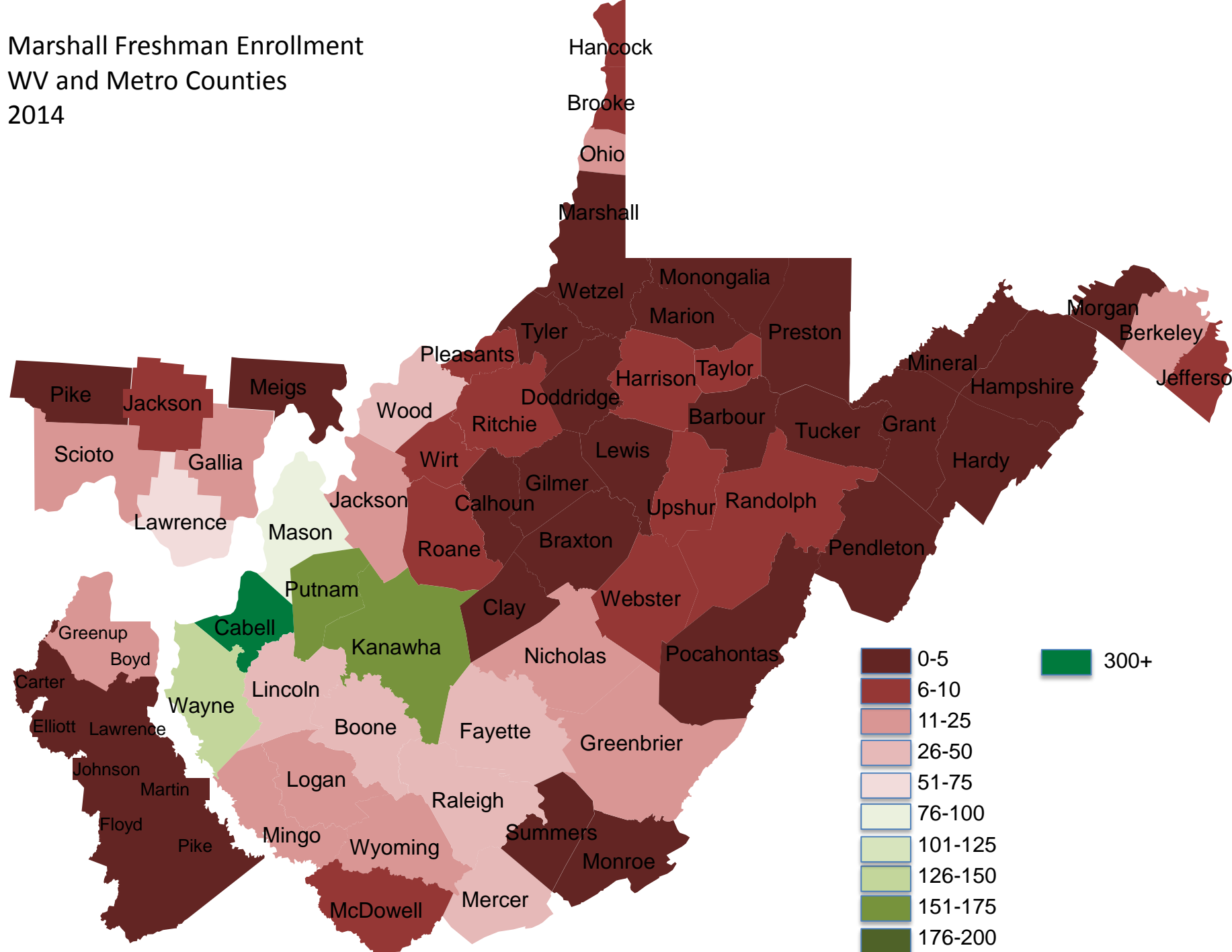
# Population Change Projections WV and Metro Counties 2010-2020



# Marshall Freshman Enrollment WV and Metro Counties 2010



# Marshall Freshman Enrollment WV and Metro Counties 2014



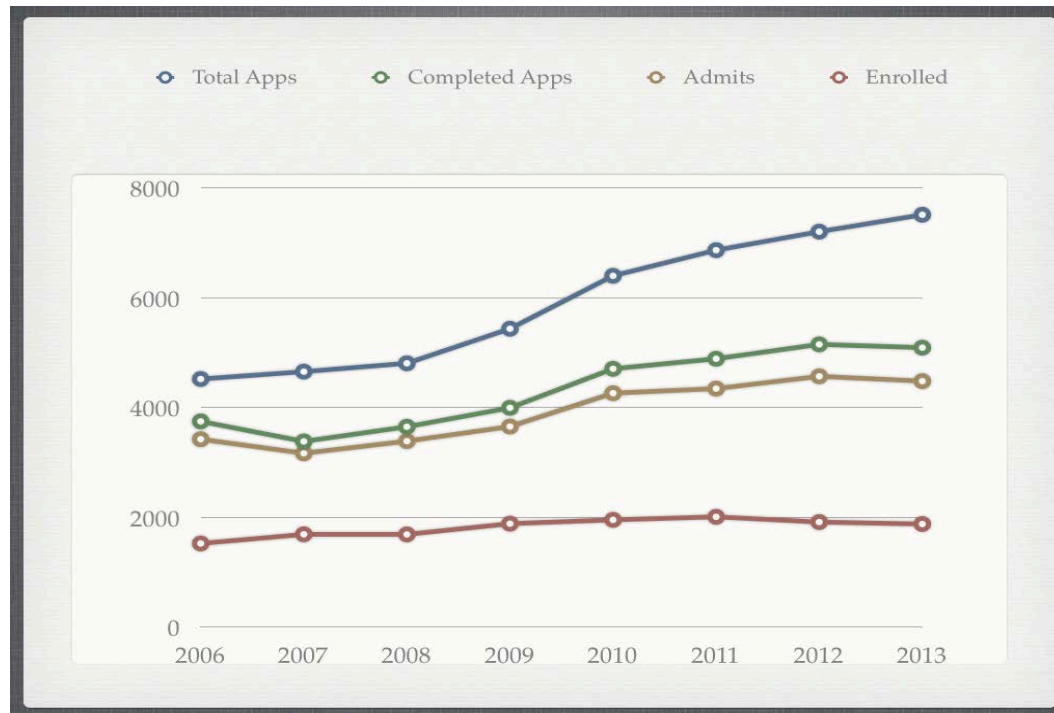




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## 2. Historical Information:

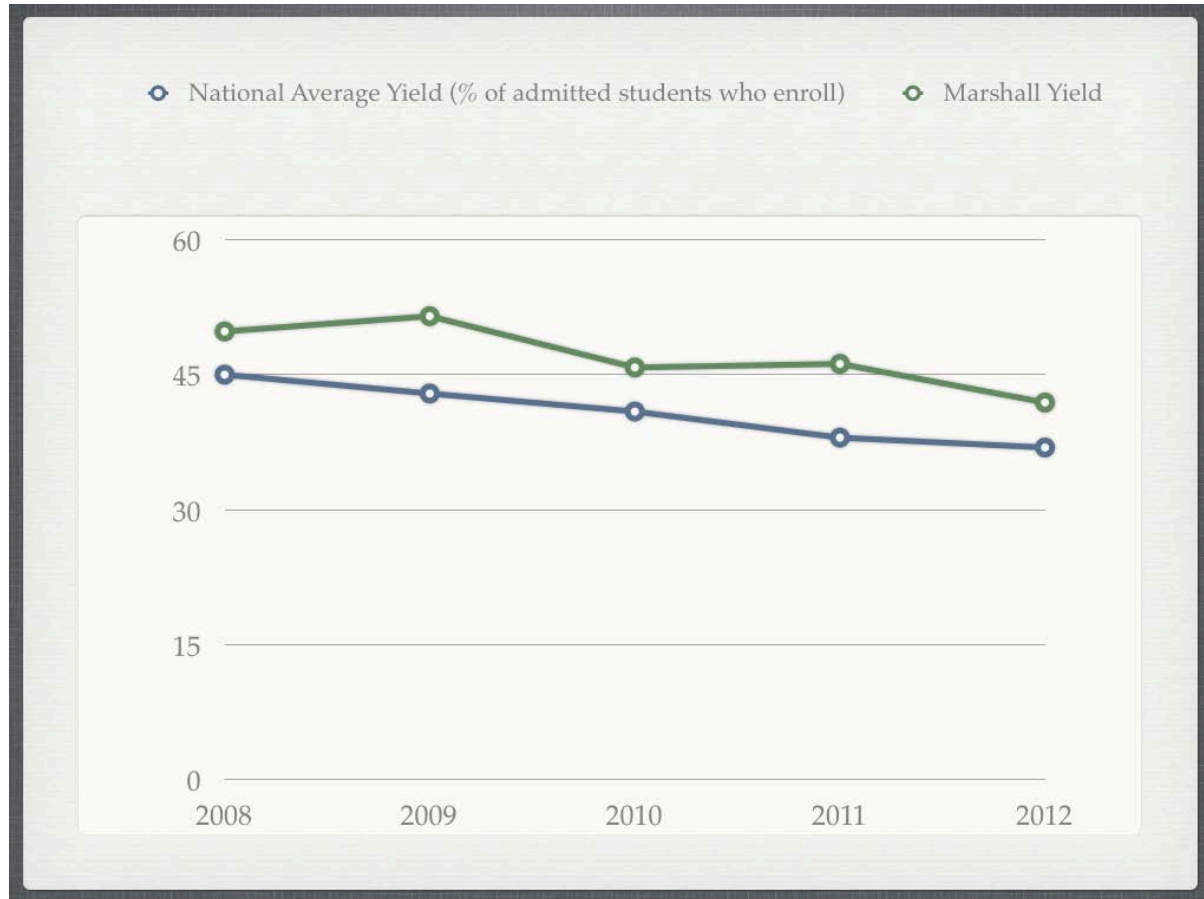
Since the 2009 recruitment cycle, there has been a continued increase of freshmen admission applications and admitted students, with a steady number of enrolled freshmen each fall. This has been achieved through an emphasis on inquiry and application generation, as well as intentional and direct communication with students, parents, and high school guidance counselors.





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**3. Yield and Market Share:** 'Yield' is defined as the percentage of the admitted students who actually enroll for the fall semester. Marshall has consistently outperformed the national average for student yield.



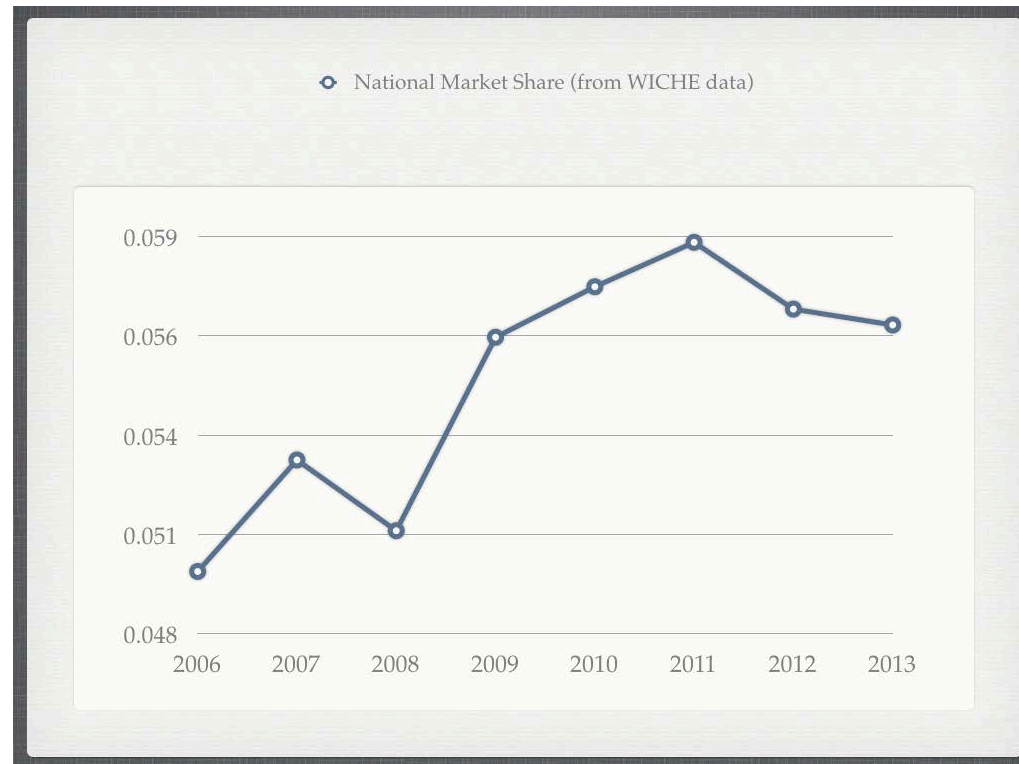
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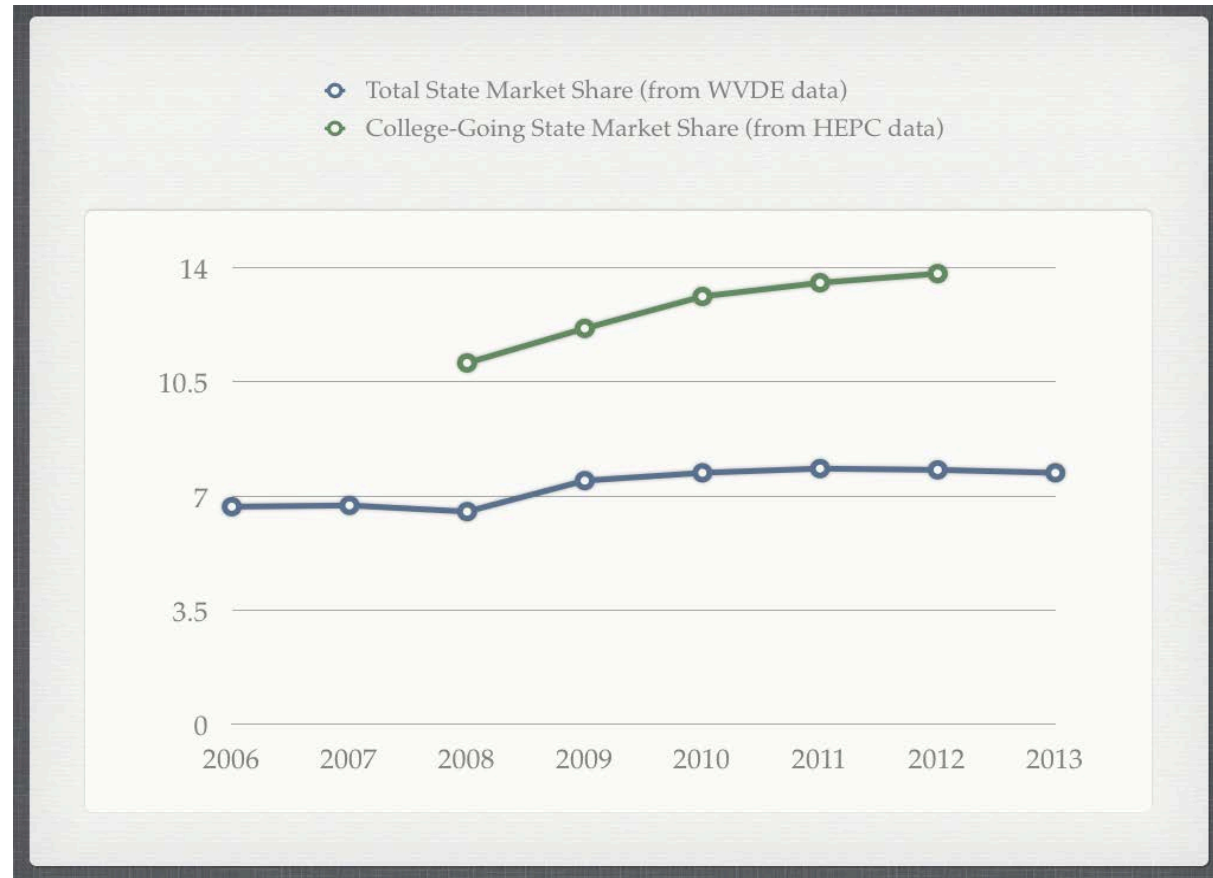
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Marshall's market share of students nationally and in West Virginia showed a significant recovery in 2009, and we have been successful in maintaining those levels of penetration in the student market.





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## 4. Future Initiatives

- Recruitment of non-freshmen populations
- Online information enhancement
- Increased coordination with on-campus events
- Call center: Estimated yearly cost to operate \$40,000
- Student features online
- Counselor handbook. Estimated printing cost \$3,000
- Parent program
- On-campus educational program Estimated cost of program per year \$8,000
- Alumni
- Parent outreach. Estimated cost \$10,000
- Increased mailings to students who have contacted Estimated cost \$60,000
- College-level communications



# 2014 Academic Portfolio Review

## II. Degree Program Niche Statements

### Intent:

- To offer unit and college-level perspectives on the “portfolio” of degree programs delivered at both undergraduate and graduate levels.

### Goals:

- Examine academic effectiveness and financial efficiency of degree programs offered at the undergraduate and graduate levels, i.e., cost/revenue analysis by student credit hour (SCH) of each program
- Identify areas (programs and services) where additional resource investment would positively impact curricular development and student success, and produce financial gains in light of anticipated challenges of budget environment and demographic decline.
- Identify programs where enrollment and graduation trends indicate need for restructuring or elimination.
- Examine faculty reassigned time for administrative purposes, utilization of adjunct faculty, and course section size and rotation for financial savings opportunities.

### Results:

Phased in over AY 2014-15 and AY 2015-16 with goal of full implementation by Fall AY 2016-17





# 2014 Academic Portfolio Review

## Three Parts

- **Part I. Narrative on Mission, Role, and Function.**
  - What is the role and function of the department, and its degree programs (undergraduate and graduate), within the respective missions of the college and the university?
- **Part II. Curricular Review.**
  - What is the set of current curricular conditions that promote sustaining the program?
  - How are degree program learning outcomes aligned with and supportive of the University's degree profile learning outcomes?
- **Part III. Emerging Disciplinary Conditions.**
  - What are some emerging factors or considerations in the evolution of the discipline, e.g., external factors, that may influence program development (the curriculum and the practice of the curriculum), and that may require attention to ensure growth and sustainability of a degree program?



# 2014 Academic Portfolio Review

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64 Degree Program Niche Statements by College and Department available for review at:

<https://webcontent.marshall.edu/sites/academic-portfolio-reviews/SitePages/Home.aspx>

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# 2014 Academic Portfolio Review

## Program Planning and Priorities:

a “decade of declining demographics” where “revenue growth [is] more achievable than cost reduction” [EAB Research Brief, *Future Students, Future Revenues: Thriving a Decade of Demographic Decline*, p. 5 and p. 19]

### 4 Areas of Potential, Sustainable Growth:

1. International student recruitment, enrollment, persistence
2. Transfer students: Community/Technical College Transfer and Articulation Agreements, 4-year college/university Transfer and Articulation Agreements
3. Adult Learners and Degree Completers (RBA and other non-traditional degree options, such as competency-based options, cf., University of Wisconsin *Flex-Option*, Southern New Hampshire University, *College for America*)
4. Masters Degree programs in professional areas [EAB, *Future Students, Future Revenues*, p. 19 ff.]



# 2014 Academic Portfolio Review

## Deans' Program Planning and Priorities

### Four (4) Assumptions:

- Migration to different budget model utilizing summer session model principles.
- Specific goals at college level for reductions on annual recurring costs, which include specific costs reduction actions, such as: (i) reduction in adjunct costs, (ii) reduction in reassigned time for full-time tenure-track and tenured faculty, and (iii) elimination of course sections < 10, except in designated programs, etc.
- Reallocation of faculty positions upon retirement, resignation, or personnel action
- Intentional curricular & staff planning



# 2014 Academic Portfolio Review

## Deans' Program Planning and Priorities:

### B. Two (2) sets of 3 priorities:

1. *Current Degree Program Development or Restructuring Priorities.* Three (3) priorities for current program enhancement and restructuring
2. *New Degree Program Development Priorities.* Three (3) priorities for new program development and other possible restructuring.

Deans' program planning priorities available at:

<https://webcontent.marshall.edu/sites/academic-portfolio-reviews/SitePages/Home.aspx>



<b>PHASE I ACTIVITY</b>	<b>DEVELOPMENT</b>	<b>IMPLEMENTATION</b>
1. Set College-level goals for reduction in annual recurring or fixed costs in the following areas: <ul style="list-style-type: none"> <li>• Reduction in number of course sections of <u>&lt;10</u> students (<u>&lt; 30 SCH</u>).</li> <li>• Reduction in reassigned time of faculty for administrative purposes.</li> <li>• Reduction in dependence on adjunct faculty.</li> </ul>	Fall 2014	Spring 2015
2. COHP: Communications Disorders Graduate Program: increase number of students admitted by 7-10 students	Fall 2014	Spring 2015 for AY 2015-16
3. COHP: Dietetics Graduate Program: increase number of students admitted by 7-10 students	Fall 2014	Spring 2015 for AY 2015-16
4. COLA: TESOL—expand graduate TESOL program by admitting additional 30 students per year	Fall 2014	Spring 2015 for AY 2015-16
5. CITE: Seek ABET accreditation for BS in Computer Science	Fall 2014	Accreditation Cycle
6. COEPD: Expand MA Leadership Studies—online development for military agreements	Fall 2014	April 2015
<b>PHASE II ACTIVITY—CURRENT Program Development</b>	<b>DEVELOPMENT</b>	<b>IMPLEMENTATION</b>
0. CITE: BS in Mechanical Engineering; commence planning for BS in Electrical and Computer Engineering (2016-17) and BS Bio-Engineering (2017-18)	AY 2014-15	Fall 2015
1. COS: IST Reorganization for innovation and alignment of Forensic Science MS and BS Programs	AY 2014-15	July 1, 2016
2. CAM: BFA in Art and Design (planning, intent to plan, program proposal)	AY 2014-15	BOG April 2015
3. CAM: BA/BFA Broadcast degree in JMC	AY 2014-15	BOG April 2015
4. COS: Reorganization of current offerings to create a <i>School of the Environment</i> (COS: BSC, CHM, GLY, IST, PHY; CITE; COB (energy management); COLA (geography); COHP (public health)—including environmental assessment	AY 2014-15	April 2015
5. COB: Develop MBA with Additional professional areas, e.g., Finance and Marketing	AY 2014-15	April 2015
<b>PHASE III ACTIVITY—NEW Program</b>	<b>DEVELOPMENT</b>	<b>IMPLEMENTATION</b>
1. CITE, COB, COS: BS and MS in Cyber-Security/Information Security	AY 2014-15	Fall 2015
2. CAM, COLA, COS (IST gaming): BFA in Cinematic Arts/Motion Graphics Studies	AY 2014-15	Fall 2015
3. CAM, COLA, COHP—Communication Disorders, COB—Marketing: MA in Visual and Digital Communication	AY 2014-15	Fall 2015
4. CITE: 4+1 Accelerated BS/MS in Engineering and 4+1 Accelerated BS.MS in Computer Science	AY 2014-2015	Fall 2015
5. COHP: Masters of Social Work (MSW)		
6. COHP and CAM: BA Wellness in the Arts	AY 2014-2015	Fall 2015
7. COB: BBA in Health-Care Management	AY 2014-15	Fall 2015
8. COEPD: MA in Addictive Services (Addiction Coaches)	AY 2014-15	Fall 2015
9. COHP: DNP, Doctorate of Nursing Practice	AY 2014-15	Fall 2015/Fall 2016



# 2014 Academic Portfolio Review

## III. Academic Advising Audit

<https://webcontent.marshall.edu/sites/academic-portfolio-reviews/SitePages/Home.aspx>

### 1. Summary:

- Overview of Committee Purpose and Process
  - Larger Focus on Academic Advising after implementing other 2010 Retention Plan initiatives (WOW, SRC, co-curricular efforts, LLC's, etc.)
- College Audit description
  - Meetings with all Deans/AD's and lead advisors
  - Also include information from focus groups and Assessment Day surveys

### 2. Common Themes:

- Lack of Consistency
  - Application/Removal of Holds
  - Transfer Equivalencies (colleges accept courses as different credit)
  - Updated 4-year Plans
- Resources
  - Advising Website
  - Advising Manual
  - Directory Listing of all College offices and Advisors
- Professional Development
  - Improved Communication
  - More Training



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## 3. Student Feedback:

- Do not feel prepared for their advising experience (need to know who/when/where)
- Expect a certain level of personalized attention (course scheduling vs academic advising)
- Disliked “cookie cutter” advising
- Love Degree Works and (*accurate*) 4-year plans

## 4. *Professional Advisor Feedback:*

- Inconsistency in advising caseloads from college to college & inconsistent pay grades/job titles across colleges
- Need more training on advising fundamentals and general education requirements
- Lack of communication between colleges regarding college-specific requirements, course equivalencies, and major-restricted courses (much of this information is not available online)
- Students should be better-educated on their role in the advising process (i.e., preparation, independence, etc.)



# 2014 Academic Portfolio Review

## 5. *Faculty Advisor Feedback:*

- Lack of equity in advising/caseloads
- Proper rewards for advising
- Timing of advising and appointments
- Lack of student preparation for advising appointments

## 6. **Recommendations:**

- Advisors need a “student view” available in MyMU
- More training for faculty and professional advisors
- Students recommend a centralized advising website and manual
- Establish a formal “wait list” for closed classes
- Update MUBERT/MyMU/Registrar’s website registration screens to show “available seats” on all platforms
- Students asked for a 1-year personalized plan
- Students would like to be assigned a faculty mentor after their first or second academic year



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## 4. Next Steps: Implementation

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