

West Virginia  
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*College Completion Panel*

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ACADEMIC AFFAIRS

## Marshall University, *Student Retention and Success Plan: A Fourfold Approach*

1. Enhance, consistent, substantive, success-oriented advising communications with students from the time of first contact in recruitment through admission to the time of graduation;
2. Engage students in a curriculum stressing the development and practice of critical thinking, critical oral discourse, and critical reading and writing communication skills;
3. Create a general education curriculum that stresses developing a repertoire of critical thinking, oral discourse, and reading/writing skills that can be transported into any academic, professional, job-oriented, personal, or civic context; and
4. Employ various assessment tools to measure the results of the learning experiences designed to provide these critical thinking skills, and contexts for practice of the skills.

### 1. Advising

- a. Week of Welcome (WOW): 08/18-20/10.  
<http://www.marshall.edu/feature/wow-highlights.asp>
- b. Centralized Advising Center and University-wide mandatory advising starting with first-year students Student Resource Center, <http://www.marshall.edu/src>. 5 full-time resource specialists, including a Career Services specialist; +1 with Veterans and Military Affairs advocate was hired.
- c. Develop Academic and Professional Plans of Study. 120 hours graduation minimum (F10). Evaluated all major degree requirements, created four-year plans of study.
- d. Integrate Career Services Into Mandatory Advising Program. One full-time resource specialist assigned to the Student Resource Center; **Freshman First Course (UNI 100)** student statements regarding career/professional plans match their choice of major.

### 2. General Education

- a. Core Curriculum approved in April 2009, implemented Fall 2010, <http://www.marshall.edu/gened>.
- b. e-portfolio system as a new assessment tool implemented Fall 2010 (UNI 100 and First-Year Seminar), <http://www.marshall.edu/eportfolio>.
- c. Increase development and use of living-learning communities (LLC) and freshman interest groups (FIGs) for both residence-hall students and commuter students

### 3. Assessment

- a. Implement student inventory assessment tool: MAP-Works (<https://marshall.map-works.com/Login.aspx>) first-year student inventory of at-risk students (started Fall 2009); used for both first and second year in F 2010.
- b. Continue use of Collegiate Learning Assessment of student critical thinking skills and National Survey of Student Engagement
- c. Send high at-risk students to UNI 202 as an “academic recovery” course in basic academic survival skills
- d. Pilot supplemental instruction component for gateway courses with high drop, repeat, and failure rates (in place for Biological Sciences and Chemistry, expanding to cover other gateway courses).

### 4. Communications: Student Engagement

- a. Develop a centralized calendar system to enhance student-life and culture on campus
- b. Review and Assess student-life activities and culture on campus
- c. Develop and utilize targeted announcements to students