

Marshall University College Portrait

Marshall University
 One John Marshall Drive Huntington WV, WV 25755
 304-696-3170
<http://www.marshall.edu>



Named after John Marshall, the great Chief Justice, Marshall Academy was established in 1837. Marshall became a university in 1961 and has since grown as an innovative institution building leadership, character, and critical thinking skills.



Marshall University is a public, state-supported institution in West Virginia. Located along the scenic Ohio River and the wooded hills, the Huntington campus encompasses 100 acres of winding, tree-lined walkways and an impressive mix of traditional red-brick and ultra-modern facilities. Combining technologically advanced facilities with personalized learning, Marshall has graduated some of the brightest doctors, teachers, and journalists. Our mission continues to focus on individualized learning, with a student–faculty ratio of 20 to 1. Marshall offers exceptional undergraduate, master’s, and doctoral programs, as well as programs in the Joan C. Edwards School of Medicine. Small classes, affordability, championship athletic teams, and a national reputation make our university unique.

The Thundering Herd Community

Marshall University’s Huntington campus is located in Huntington, WV and the surrounding tri-state area on the Ohio River, serving a local population of more than ¼ million people. This vibrant, progressive city offers an unparalleled quality of life.

Marshall University is the place to find your niche. Whether you want to join a club, a fraternity or sorority, participate in Student Government, perform in a talent show, produce a major concert, enroll in a leadership course, find a tutor, or mentor a child at a local school--or if you just need to talk to someone--we have the place for you. With a student-faculty ratio of 20 to 1 at Marshall, you won’t get lost in the crowd. Our professors are here to make the journey through college with you, every step of the way. We offer many forms of academic support, including two free hours of individual tutoring in one or two of your classes or unlimited “drop-in” assistance, a writing center and career services. At Marshall, you will find that we are big enough to matter, yet small enough to care.

Carnegie Classification of Institutional Characteristics

Basic Type

Master's Colleges and Universities (larger programs)

Size and Setting

Large four-year, primarily nonresidential

Enrollment Profile

High undergraduate

Undergraduate Profile

Full-time four-year, selective, higher transfer-in

Undergraduate Instructional Program

Arts & sciences plus professions, high graduate coexistence

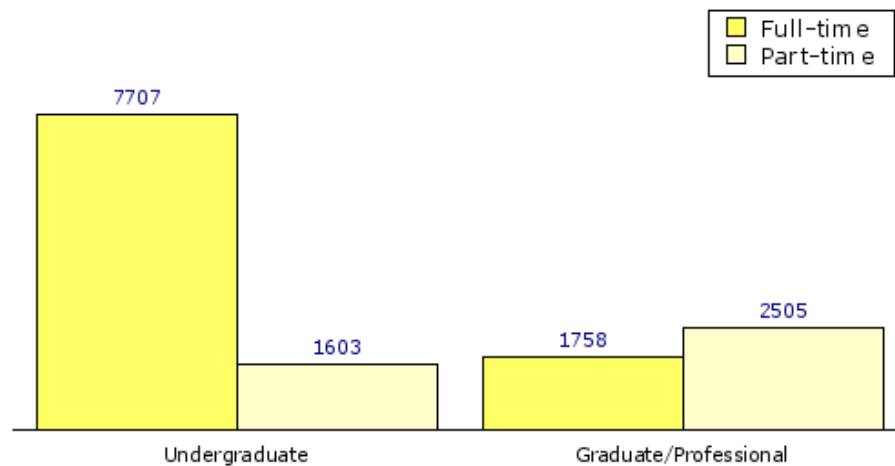
Graduate Instructional Program

Doctoral, STEM dominant

NOTE: Institutional classifications based on the Carnegie 2005 edition.

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**Student Characteristics (Fall 2008)****Student Level and Enrollment Status**

Total Students	13,573
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Undergraduate Profile

Total Undergraduate Students	9,310
Gender	
Women	5,231 56%
Men	4,079 44%
Race/Ethnicity	
African American / Black	502 5%
American Indian / Alaskan Native	37 0%
Asian / Pacific Islander	83 1%
Hispanic	119 1%
International	111 1%
White	8,022 86%
Race/Ethnicity Unknown	436 5%

Geographic Distribution (Degree-Seeking)	
West Virginia	79%
Other US States & Territories	20%
Other Countries	1%
Age (Degree-Seeking)	
Average Age	23
Percent of Undergraduates Age 25 or Older	21%

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**Undergraduate Success and Progress Rate**

Data for graph not yet available

As an example, a 75% four-year success and progress rate means that 75% of students starting in Fall either graduated or are still enrolled at a higher education institution four years later.

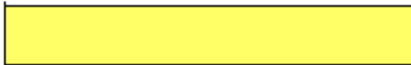
Counts for the Fall entering class shown in the graph above.

0 First-Time, Full-Time Students

0 Full-Time Transfer Students

Retention of Fall 2007 First-Time, Full-time Students

Returned for
Fall 2008



71%

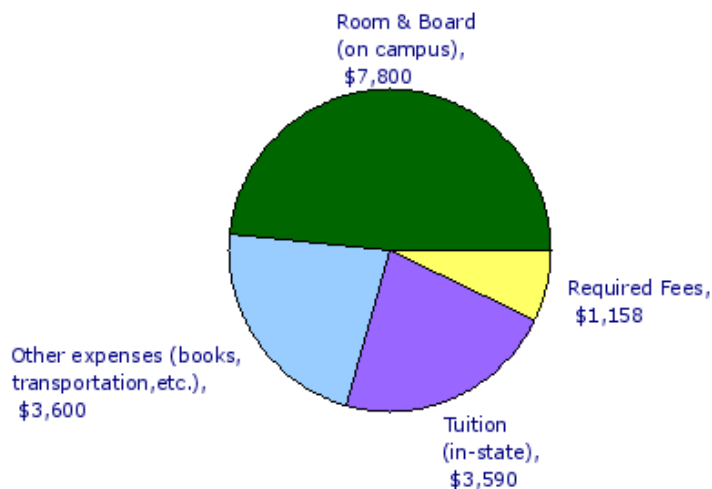
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Costs of Attendance and Financial Aid

Typical Undergraduate Costs per Year without Financial Aid (Full-Time, In-State Students)



July 1

The cost to attend Marshall University varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates

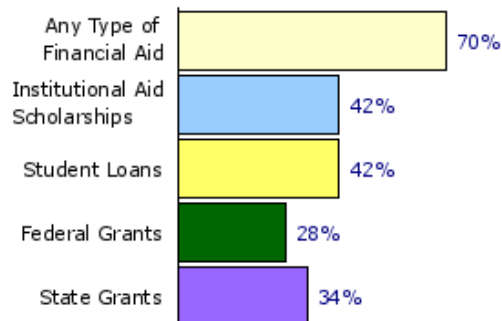
Annual Need-Based Scholarships & Grants

- 38% of 2008-09 Estimated full-time undergraduates received need-based grants or scholarships; the average award for the year was \$4,879

Annual Need-Based Loans

- 40% of 2008-09 Estimated full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$6,565

Percent of 2006-07 First-Time Students Receiving Each Type of Financial Aid



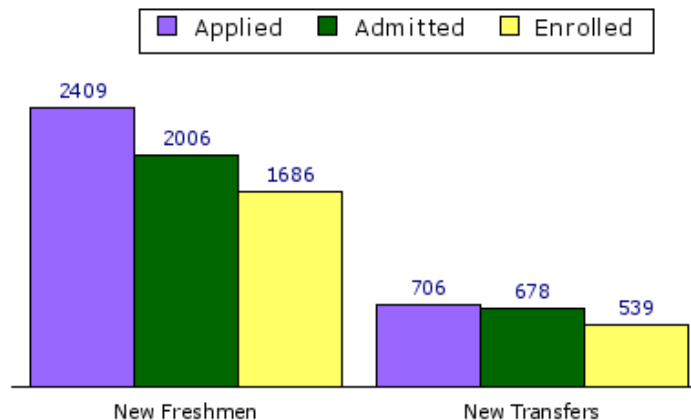
NOTE: Students may receive aid from more than one source.

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Undergraduate Admissions



Academic Preparation of New Freshmen

Test(s) Required for Admission: SAT or ACT recommended

Middle 50% of Test Score Range	ACT	SAT
Composite	19 - 25	
Math	18 - 24	440 - 560
English	20 - 26	
Critical Reading		450 - 560

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

High School Background	
Percent in top 25% of High School Graduating Class	0%
Percent in top 50% of High School Graduating Class	0%
Percent of New Freshmen who submitted HS Class Rank	0%
Average High School GPA (4-point scale)	3.3
Percent who submitted High School GPA	0%

Study At MU

Classroom Environment

Students per Faculty	20 to 1
Undergraduate classes with fewer than 30 students	76%
Undergraduate classes with fewer than 50 students	96%

Full-Time Instructional Faculty

Total Faculty	470
% Women	42%
% from Minority Groups	13%
% with Highest Degree in Field	79%

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Student Housing

62% of new freshmen live on campus
22% of all undergraduates live on campus

Campus Safety

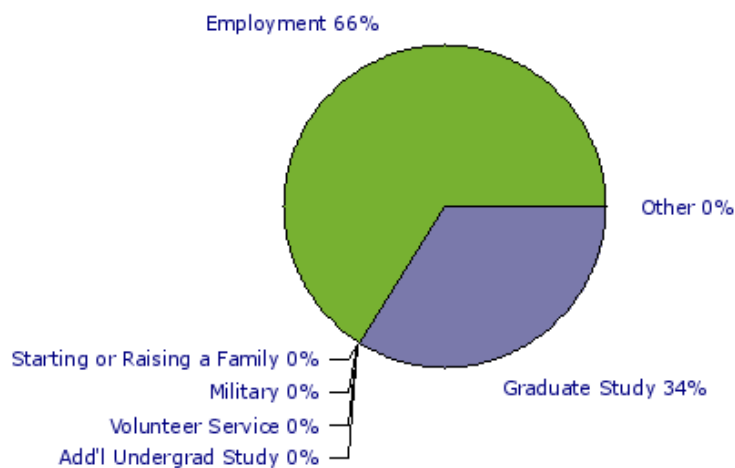
At Marshall University, the safety and well-being of our students, faculty and staff is always a top priority. We have hundreds of people involve maintaining a safe and secure campus. By West Virginia state law, university police officers have the same authority as that of any other law enforcement officers. A staff of uniformed officers provides 24-hour-a-day patrol of the campus, adjacent University-owned facilities and parking lots.

Degrees and Areas of Study

Degrees awarded at Marshall University in 2007-08	
Associate's	100
Bachelor's	1,450
Master's	872
Doctoral	17
Professional (e.g., Law, Medicine)	42
Total	2,481

Areas of study with the largest number of undergraduate degrees awarded in 2007-08	
Liberal Arts and Sciences, General Studies and Humanities	15%
Business Administration, Management and Operations	7%
Psychology, General	6%
Teacher Education and Professional Development, Specific Levels and Methods	6%
Teacher Education and Professional Development, Specific Subject Areas	5%

Future Plans of Bachelor's Degree Recipients



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Student Experiences and Perceptions

Institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

Group Learning Experiences

90% percent of seniors worked with classmates on assignments outside of class.

51% of seniors tutored or taught other students

21% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

82% of seniors spent at least 6 hours per week preparing for class

18% of seniors worked on a research project with a faculty member

55% of seniors participated in an internship, practicum, or field experience

56% of seniors participated in community service or volunteer work

7% of seniors participated in study abroad

93% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

94% of seniors believe this institution provides support for student success

66% of seniors rated the quality of academic advising at this institution as good or excellent

59% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities

96% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Interaction with Campus Faculty and Staff

51% of seniors believed that the campus staff were helpful, considerate, or flexible

77% of seniors believed that faculty are available, helpful, or sympathetic

97% of seniors reported that faculty members provided prompt feedback on their academic performance

74% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

62% of seniors reported that they often tried to understand someone else's point of view

87% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds

50% of seniors often had serious conversations with students of a different race or ethnicity

Student Satisfaction

83% of seniors would attend this institution if they started over again

82% of seniors rated their entire educational experience as good or excellent

82% of seniors reported that other students were friendly or supportive

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Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at Marshall University

Marshall University uses multiple measures to assess student learning. Based on a critical examination of assessment results, we make appropriate revisions to our curriculum and to student services, ensuring the best learning outcomes and collegiate experiences for our students. A sampling of measures used to assess student learning include standardized measures such as the Collegiate Learning Assessment (CLA) and the National Survey of Student Engagement (NSSE), licensure exams, authentic assessments, and student and alumni satisfaction surveys. Additionally, all programs on campus, both graduate and undergraduate, measure their programs' student learning outcomes annually to ensure continuous improvement of their respective curricula.

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the results from the Collegiate Learning Assessment (CLA). The CLA measures critical thinking, analytic reasoning, and written communication and reports separate scores on critical thinking and written communication.

Performance Task Results for First-time, Full-time Students

The increase in learning on the performance task is below what would be expected at an institution with students of similar academic abilities.

Freshman Score: 1075
 Senior Score: 1199
 CLA score range: 400 to no maximum score.

Average SAT scores for tested students

Freshman Score: 1016
 Senior Score: 1118

Analytic Writing Task Results for First-time, Full-time Students

The increase in learning on the analytic writing task is above what would be expected at an institution with students of similar academic abilities.

Freshman Score: 1037
 Senior Score: 1230
 CLA score range: 400 to no maximum score.

Average SAT scores for tested students

Freshman Score: 1024
 Senior Score: 1132