

Marshall University

West Virginia Higher Education Policy Commission

2013 Compact Submission

October 31, 2013

Part I. Marshall University Response to 2012-13 Reviewer Comments

Part II. Marshall University *Charting the Future* 2013 Compact Summary

Part III. *Leading the Way* Formal Targets and Rationale

Marshall University

West Virginia Higher Education Policy Commission

2013 Compact Submission

October 31, 2013

Part I. Marshall University Response to 2012-13 Reviewer Comments

I. Marshall University Response to 2011-2012 COMPACT Areas Requiring Institutional Attention

As a follow up to the 2011-2012 Compact Update review, Marshall University submits the following responses to three areas of institutional attention, identified by compact reviewers.

1. Program Licensure

The first area requiring institutional attention is program licensure. The 2011-2012 reviewer comments are:

Even though the overall licensure pass rates appear to be acceptable, attention needs to be given to testing groups that score less than the 80 percent pass rate, even though “n” may be minimal. This includes a number for PRAXIS content area subgroups as well as Medical Technology and Medical Lab Technology. The 2013 update should include pass rates for each content area for PRAXIS in addition to the PLT PRAXIS pass rates. Pass rates for each year of the compact reporting cycle should also be included as well as licensure pass rate information for every program offered at the University for which there is an licensure exam (emphasis added).

For each annual Compact Update beginning in 2008, Marshall has submitted licensure pass rates for all programs offered at the university for which there is a licensure test required, as those scores are available (Cf., Section 6 of each annual update). For ease of reference the following **Tables 1-6** provide the requested information:

- a. Annual licensure scores for all programs requiring a licensure exam including general PRAXIS scores at the undergraduate and graduate levels for **2012-2013**, see **Tables 1-3**.
- b. PLT PRAXIS Scores and all PRAXIS individual sub areas for **2012-2013**, see **Tables 4-6**.
- c. Tables showing pass rates for each year of the Compact reporting cycle, for all programs for which there is a licensure exam, as submitted in the January 14, 2013 Compact Supplemental Report (2007-2008 through 2011-12).

Table 1. 2012-13 Graduate Degree Pass Rates

| Graduate Degree | Number Taking Exam | Number Passing Exam | Pass Rate in % | National Pass Rate | AY 2012-13 Goals |
|--------------------------------|--------------------|---------------------|----------------|--------------------|------------------|
| Teacher Education (Praxis II) | 155 | 149 | 96.1 | N/A | 90 |
| Speech Pathology and Audiology | 31 | 30 | 97 | 86.5 | 95-100 |
| Family Nurse Practitioner | 38 | 29 | 76 | 86 | 90 |
| Dietetics | 9 | 7 | 78 | 86 | 80 |
| National Certified Counselor | NA | NA | NA | NA | NA |

Table 2. 2012-13 Undergraduate Degree Pass Rates

| Undergraduate Degree | Number Taking Exam | Number Passing Exam | Pass Rate in % | National Pass Rate % | AY 2012-13 Goals in % |
|--|--------------------|---------------------|----------------|----------------------|-----------------------|
| Teach Education (Praxis II, includes CST and PTL scores) | 516 | 441 | 85.5 | N/A | 90 |
| Medical Technology | 1 | 1 | 100 | 78 | 90 |
| Nursing | 73 | 63 | 86.3 | 88 | 95 |
| Cytotechnology | 3 | 3 | 100 | 93 | 90-100 |
| Dietetics | 8 | 8 | 100 | 84 | 85-90 |
| Athletic Training | 11 | 7 | 64.4 | 75 | 75 |
| Respiratory Therapy | 18 | 16 | 88.9 | 92.4 | 90 |

| | | | | | |
|--------------------------------|---|----|----|-------|----|
| Medical Imaging | 16 | 14 | 88 | 92.40 | 90 |
| Social Work* | NA | NA | NA | NA | NA |
| Speech Pathology and Audiology | No exam at undergraduate level. Entry level is M.S. | | | | |

*No data available: too few students took the state exam to show any results for 2012-13.

Table 3. 2012-13 Associate Degree Pass Rates

| Associate Degree | Number Taking Exam | Number Passing Exam | Pass Rate in % | National Pass Rate | AY 2012-13 Goals |
|------------------------|--------------------|---------------------|----------------|--------------------|------------------|
| Medical Lab Technology | 10 | 8 | 80% | 80% | 90% |
| Nursing | 86 | 75 | 87% | 88% | 95% |

Marshall University: 2012-2013 Graduate and Undergraduate PRAXIS II Scores, including Sub-Area Scores (All Test Takers)

Table 4. Summary Table, PRAXIS II Scores—Graduate and Undergraduate

| Teacher Education PRAXIS II (includes CST and PLT) | | | |
|---|----------------------------|--------------------------|---------------------|
| Taken from July 1, 2012 to June 30, 2013 | | | |
| | Number of Examinees | Number of Passing | Passing Rate |
| Marshall University (Combined Undergraduate & Graduate) | 671 | 590 | 87.9% |
| Undergraduate | 516 | 441 | 85.5% |
| Graduate | 155 | 149 | 96.1% |

Table 5. PRAXIS II Content/Sub-Area Scores: 2012-2013

| PRAXIS II - CONTENT TEST | # OF EXAMINEES | PASSED | FAILED | PASSING RATE |
|--|-----------------------|---------------|---------------|---------------------|
| UNDERGRADUATE LEVEL | | | | |
| 0622/5622--- Principles Learning & Teaching K-6 | 79 | 64 | 15 | 81.0% |
| 0623/5623--- Principles Learning & Teaching 5-9 | 12 | 11 | 1 | 91.7% |
| 0624/5624--- Principles Learning & Teaching 7-12 | 88 | 83 | 5 | 94.3% |
| 0011/5011—Elementary Education (K-6) | 119 | 109 | 10 | 91.6% |
| 0134/5134---Art: Content Knowledge | 11 | 9 | 2 | 81.8% |
| 0235/5235—Biology: Content Knowledge | 12 | 7 | 5 | 58.3% |
| 0245/5245—Chemistry: Content Knowledge | 9 | 4 | 5 | 44.4% |
| 0265/5265—Physics: Content Knowledge | 1 | 1 | 0 | 100.0% |
| 0121/5121---Family and Consumer | 1 | 1 | 0 | 100.0% |

| | | | | |
|--|------------|------------|-----------|--------------|
| science | | | | |
| 5113—Music : Content Knowledge | 13 | 11 | 2 | 84.6% |
| 0091/5091—Physical Education: Content Knowledge | 11 | 9 | 2 | 81.8% |
| 0550/5550—Health Education | 8 | 8 | 0 | 100.0% |
| 0231/5231—General Science(5-Adult)– Biology Part I | 7 | 5 | 2 | 71.4% |
| 0481- General Science (5-Adult) – Physical Science | 7 | 6 | 1 | 85.7% |
| 0432/5432-- General Science (5-Adult)— General Science Part II | 11 | 7 | 4 | 63.6% |
| 0069/5069—Middle School Math (5-9) | 21 | 15 | 6 | 71.4% |
| 0439/5439—Middle School General Science (5-9) | 5 | 4 | 1 | 80.0% |
| 0089/5089—Social Studies (5-9) | 1 | 1 | 0 | 100.0% |
| 0531/5531— Early Education (PreK-K) | 7 | 7 | 0 | 100.0% |
| 0041/5041—English 5-Adult | 22 | 20 | 2 | 90.9% |
| 0061/5061—Mathematics (5-Adult) | 21 | 19 | 2 | 90.5% |
| 0081/5081—Social Studies (5-Adult) | 37 | 35 | 2 | 94.6% |
| 0221/5221- Oral Communication (5-Adult) | 2 | 1 | 1 | 50.0% |
| 5195—Spanish (5-Adult) | 9 | 4 | 5 | 44.4% |
| 5174 - French (5-Adult) | 2 | 0 | 2 | 0.0% |
| Total | 516 | 441 | 75 | 85.5% |

Table 6. Praxis II Graduate Content/Sub-Areas Scores

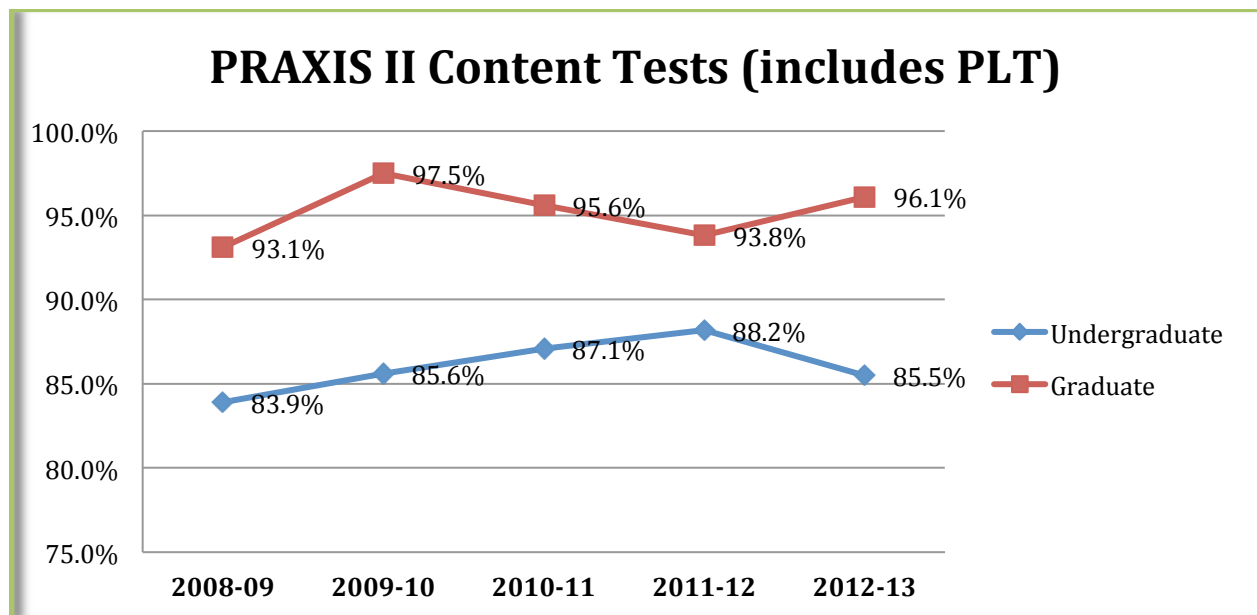
| PRAXIS II - CONTENT TEST | # OF EXAMINEES | PASSED | FAILED | PASSING RATE |
|---|-----------------------|---------------|---------------|---------------------|
| GRADUATE LEVEL | | | | |
| 0101/5101—Business Education/Marketing | 1 | 1 | 0 | 100.0% |
| 0354/5354 - Autism, Mentally Impaired (Mild/Moderate), and Specific Learning Disabilities | 18 | 18 | 0 | 100.0% |
| 0372/5372—Behavior Disorders (Excluding Autism) | 1 | 1 | 0 | 100.0% |
| 0311/5311---School Library Media Specialist | 13 | 13 | 0 | 100.0% |
| 0561/5561—Marketing Education | 1 | 1 | 0 | 100.0% |
| 0691/5691—Preschool Early Childhood (PreK-K) | 10 | 10 | 0 | 100.0% |
| 0281/5281—Visually Impaired | 1 | 1 | 0 | 100.0% |
| 0543/543 --- Multi-Categorical Special Education (BD excluding Autism, MI, SLD): <i>Ed of Exceptional students Core Content Knowledge</i> | 19 | 18 | 1 | 94.7% |
| 0282/5282 - Visually Impaired | 1 | 1 | 0 | 100.0% |
| 0545/5545 Severe Disabilities | 1 | 1 | 0 | 100.0% |

| | | | | |
|---|------------|------------|----------|--------------|
| 5301—Reading Specialist | 11 | 10 | 1 | 90.9% |
| 0411/5411- Principal, Superintendent, Supervisor of Instruction, Vocational Administrator | 45 | 43 | 2 | 95.6% |
| 0421/5421—School Counselor | 23 | 21 | 2 | 91.3% |
| 0330/5330—Speech Language Pathologist | 6 | 6 | 0 | 100.0% |
| 0401---School Psychologist | 4 | 4 | 0 | 100.0% |
| Total | 155 | 149 | 6 | 96.1% |

Note: - Test code “0XXX” stands for paper tests and “5XXX” are computer test takers.

Figure 1.

The following figure shows Praxis II pass rate, 2008-09 through 2012-13.



**Licensure Pass Rates for All Programs Reported Previously
—2007-08, 2008-09, 2009-10, 2010-11, and 2011-12**

a. **Data.** *Pass rates by program for AY 07-08.*

| Graduate Degrees | Pass Rates | National Pass Rate | AY 2008-2009 Goals |
|---|-------------------|---------------------------|---------------------------|
| <i>Teacher Education (Praxis II)</i> | 93% | NCATE standard: 80% | 95% |
| <i>Speech Pathology & Audiology</i> | 100% | ASHA pass rate: 80.6% | 95%-100% |
| <i>Family Nurse Practitioner</i> | 95% | National pass rate: 88% | 95%-100% |
| <i>Dietetics</i> | 60% | National pass rate: 76% | 80% |
| <i>National Certified Counselor</i> | 78% | National Pass Rate: 70% | 80%-85% |

| Baccalaureate Degrees | Pass Rates | National Pass Rate | AY 2008-2009 Goals |
|------------------------------|-------------------|---------------------------|---------------------------|
| <i>Medical Technology</i> | 66% | 79% | 90% |
| <i>Nursing</i> | 95% | 88% | 95% |
| <i>Cytotechnology</i> | 100% | 85% | 90%-100% |
| <i>Dietetics</i> | 75% | 76% | 90% |

| Associate Degrees | Pass Rates | Pass Rates | AY 2008-2009 Goals |
|--------------------------------------|-------------------|-------------------|---------------------------|
| <i>Medical Laboratory Technology</i> | 63% | 73% | 90% |
| <i>Nursing</i> | 87% | 88% | 95% |

a. **Data: Licensure Pass Rates by Program for AY 2008-2009**

| Graduate Degree | Pass Rates | National Pass Rate | AY 2008-09 Goals |
|-------------------------------|-------------------|---------------------------|-------------------------|
| Teacher Education (Praxis II) | 93% | 88% (NCATE Standard) | 95% |
| Speech Pathology & Audiology | 100% | 84% (ASHA 2007-08) | 95-100% |
| Family Nurse Practitioner | 100% | 93% | 95-100% |
| Dietetics | 88% | 82% | 80% |
| National Certified Counselor | 50% | 72% | 80-85% |

| Undergraduate Degree | Pass Rates | National Pass Rate | AY 2008-09 Goals |
|-----------------------------|-------------------|---------------------------|-------------------------|
| Medical Technology | 100% | 79% | 90% |
| Nursing | 93% | 88% | 95% |
| Cytotechnology | 100% | 85% | 90-100% |
| Dietetics | 75% | 76% | 90% |

| Associate Degree | Pass Rates | National Pass Rate | AY 2008-09 Goals |
|-------------------------|-------------------|---------------------------|-------------------------|
| Medical Lab Technology | 100% | 73% | 90% |
| Nursing | 94% | 88% | 95% |

6. Licensure Pass Rates

a. Data: Licensure Pass Rates by Program, AY 2009-2010

Table 6. Graduate Degree Pass Rates--Updates

| Graduate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate (in %) | National Pass Rate | AY 2009-2010 Goals |
|-------------------------------|---------------------------|--------------------------------|-------------------------|---------------------------|---------------------------|
| Teacher Education (Praxis II) | 277 | 270 | 98 | 80 | 95 |
| Speech Pathology & Audiology | 14 | 14 | 100 | 85 | 95-100 |
| Family Nurse Practitioner | 15 | 15 | 100 | 93.07 | 95-100 |
| Dietetics | 12 | 12 | 100 | 83 | 80 |
| National Certified Counselor | 9 | 7 | 78 | 72 | 80-85 |

Table 7. Undergraduate Degree Pass Rates

| Undergraduate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate | National Pass Rate | AY 2009-2010 Goals |
|-----------------------------|---------------------------|--------------------------------|------------------|---------------------------|---------------------------|
| Medical Technology | 2 | 1 | 50 | 70.66 | 90 |
| Nursing | 43 | 40 | 93 | 89.49 | 95 |
| Cytotechnology | 3 | 3 | 100 | 92.63 | 90-100 |
| Dietetics* | N/A | N/A | N/A | N/A | N/A |
| Social Work | 2 | 2 | 100 | 67.4 | 100 |

*No undergraduate students were reported to have taken the licensure exam in 2009-2010.

Table 8. Associate Degree Pass Rates

| Associate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate | National Pass Rate | AY 2009-2010 Goals |
|-------------------------|---------------------------|--------------------------------|------------------|---------------------------|---------------------------|
| Medical Lab Technology | 7 | 6 | 85.7 | 64.71 | 90 |
| Nursing | 18 | 15 | 83 | 87.61 | 95 |

a. Data: Licensure Pass Rates by Program, AY 2010-2011

Table 6. Graduate Degree Pass Rates--Updates

| Graduate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate (in %) | National Pass Rate | AY 2009-2010 Goals |
|-------------------------------|---------------------------|--------------------------------|-------------------------|---------------------------|---------------------------|
| Teacher Education (Praxis II) | 373 | 356 | 95.4 | 80 | 95 |
| Speech Pathology & Audiology | 25 | 25 | 100 | 86.5 | 95-100 |
| Family Nurse Practitioner | 21 | 21 | 100 | 86.9 | 95-100 |
| Dietetics | 8 | 7 | 88 | 87.1 | 80 |
| National Certified Counselor | 7 | 6 | 85.7 | 72 | 80-85 |

Table 7. Undergraduate Degree Pass Rates

| Undergraduate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate | National Pass Rate | AY 2009-2010 Goals |
|-----------------------------|---------------------------|--------------------------------|------------------|---------------------------|---------------------------|
| Medical Technology | 1 | 1 | 100 | 82.31 | 90 |
| Nursing | 72 | 64 | 88.9 | 83.85 | 95 |
| Cytotechnology | 3 | 3 | 100 | 82.31 | 90-100 |
| Dietetics | 6 | 5 | 83.30 | 85.40 | 85-90 |
| Social Work* | N/A | N/A | N/A | N/A | N/A |

*Licensure pass rates for 2010-2011 are not available at the time of submission. Updates will be provided later.

Table 8. Associate Degree Pass Rates

| Associate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate | National Pass Rate | AY 2009-2010 Goals |
|-------------------------|---------------------------|--------------------------------|------------------|---------------------------|---------------------------|
| Medical Lab Technology | 2 | 2 | 100 | 75.76 | 90 |
| Nursing | 75 | 71 | 94.7 | 83.85 | 95 |

a. Data: Licensure Pass Rates by Program, AY 2011-2012

Table 6. Graduate Degree Pass Rates--Updates

| Graduate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate (in %) | National Pass Rate | AY 2011-2012 Goals |
|-------------------------------|--------------------|-------------------------|------------------|--------------------|--------------------|
| Teacher Education (Praxis II) | 227 | 213 | 93.8% | N/A | 90 |
| Speech Pathology & Audiology | 25 | 25 | 100% | 87% | 95-100 |
| Family Nurse Practitioner | 28 | 25 | 89% | 89% | 95-100 |
| Dietetics | 8 | 7 | 88% | 87% | 80 |
| National Certified Counselor | 9 | 8 | 89% | 83% | 80-85 |

Table 7. Undergraduate Degree Pass Rates

| Undergraduate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate | National Pass Rate | AY 2011-2012 Goals |
|---|--------------------|-------------------------|-----------|--------------------|--------------------|
| Teacher Education (Praxis II, includes CST and PLT) | 509 | 449 | 88.2% | N/A | 90 |
| Medical Technology | 4 | 1 | 25% | 82% | 90 |
| Nursing | 61 | 58 | 95% | 89% | 95 |
| Cytotechnology | 3 | 3 | 100% | 93% | 90-100 |
| Dietetics | 8 | 6 | 75% | 85% | 85-90 |
| Social Work* | N/A | N/A | N/A | N/A | N/A |

*Licensure pass rates for 2010-2011 are not available at the time of submission. Updates will be provided later.

Table 8. 2011-2012 Associate Degree Pass Rates

| Associate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate | National Pass Rate | AY 2011-2012 Goals |
|------------------------|--------------------|-------------------------|-----------|--------------------|--------------------|
| Medical Lab Technology | 7 | 4 | 57% | 80% | 90 |
| Nursing | 96 | 90 | 93.75 | 93% | 95 |

2. Program Accreditation

The second area of institutional attention is program accreditation. The 2012 reviewer comments were:

The table summarizing the status of accredited programs and programs eligible for accreditation was informative. The 2013 update should provide an update on the efforts of non-accredited program to consider or pursue accreditation (emphasis added).

There has been no change to Marshall's goals or strategies regarding program/professional accreditation. That goal is to seek accreditation from the appropriate and respective accrediting agency based on faculty-driven review and development of academic programs through the normal cycle of annual program assessment and review.

- For academic year 2012-2013, there were **44** academic programs offered at Marshall University eligible for accreditation.
- All programs are accredited through Marshall's blanket accreditation through its regional accreditor, the Higher Learning Commission (HLC) of the North Central Association (NCA).
- **77.3 % of Marshall's programs (34)** are accredited by professional/disciplined based accreditation bodies, as indicated on the following table.
- **22.7%** or 10 programs are not accredited by professional accrediting bodies for the reasons indicated on the following table.

The impact of accreditation standards and expectations on curriculum development--and development of university learning outcomes--raises serious questions as to whether there is demonstrable positive

impact provided through accreditation for *all* programs. One concern is that accreditation standards may call for resource demands within a specific program the university is unable to meet in the near future. And given FY14 permanent reductions to Marshall's state appropriation, this is a considerable matter to weigh.

The Office of the Provost and Senior Vice President for Academic Affairs, with the assistance of the College Deans, works with faculty to identify those programs, currently lacking accreditation to consider the process where it is available and desirable. Those discussions will be ongoing and will drive the University's decisions to pursue accreditation in specialized professional areas in the future.

The following **Table 9 (Marshall University Table of Accredited Programs)**, provides an update on the status of accreditation eligible. Increased efforts have been made and indicated on the table with regard non-accredited programs pursuing accreditation. Updates appear in **red** typeface.



MARSHALL UNIVERSITY ACCREDITATION TABLE – 2013 UPDATE

| College | Academic Program | Accredited | Accrediting Body | If not accredited, plans for accreditation | Next Site Visit |
|---|---|------------|---|--|-----------------|
| College of Arts & Media Dean – Don Van Horn | Art & Design | No | National Association of Schools of Art & Design | No plans to pursue accreditation at this time. | |
| | Journalism & Mass Communication | Yes | Accrediting Council on Education in JMC | Self-study for the next accreditation cycle is being prepared 2012-13. | 2014 |
| | Music | Yes | National Accreditation Association National Association of Schools of Music | | 2021-22 |
| | BFA Programs in Theatre | No | National Association of Schools of Theater (NAST) | No plans to pursue accreditation at this time. | |
| College of Business Dean- Haiyang Chen | | Yes | The Association to Advance Collegiate School of Business (AACSB) International | Accreditation reaffirmed Spring 2012 and continuing through 2016 | 2016 |
| | Division of Accountancy & Legal Environment | Yes | The Association to Advance Collegiate School of Business (AACSB) International | Accreditation reaffirmed Spring 2012 and continuing through 2016 | 2016 |
| | Graduate School of Management / Doctor of Management Practice in Nurse Anesthesia | Yes | Council on Accreditation of Nurse Anesthesia Educational Programs | Accreditation May 2008 through Spring 2018 | 2018 |
| College of Information Technology & Engineering Dean – Wael Zatar | BS in Engineering (BSE) | Yes | Accreditation Board for Engineering and Technology (ABET) | Current Accreditation 10/1/2008 – Present | 2015-2016 |
| | Safety Technology (BS) | Yes | Accrediting Board for Engineering & Technology (ABET) | Current Accreditation 10/1/1993 – Present | 2015-2016 |
| | Safety Technology (MS) | No | Accrediting Board for Engineering & Technology (ABET) | No plans to pursue. | |
| | BS Computer Science | No | Accrediting Board for Engineering & Technology (ABET) | No plans to pursue. | |
| | MS Engineering | No | Accrediting Board for Engineering & Technology (ABET) | No plans to pursue. | |
| | MS Technology Management | No | Accrediting Board for Engineering & Technology (ABET) | No plans to pursue. | |
| | MS Environmental Science | No | National Environmental Health Science and Protection Accreditation Council (EHAC) | No plans to pursue. | |
| | MS Information Systems | No | American Library Association | No plans to pursue. | |



MARSHALL UNIVERSITY ACCREDITATION TABLE – 2013 UPDATE

| | | | | | |
|---|--|-----|---|--|---|
| | | | | | |
| College of Education & Professional Development Dean – Teresa Eagle | MA Education Programs (Early Childhood Education, Elementary Education, Secondary Education) | Yes | National Council for Accreditation of Teacher Education (NCATE) | 2012. | 2017 |
| | Leadership Studies | Yes | Educational Leadership Constituent Council (ELCC) | | 2017 |
| | EdS School Psychology | Yes | National Association of School Psychologists (NASP) | | 2017 |
| | MA in Literacy Education | Yes | International Reading Association (IRA) | | 2017 |
| | MA Special Education | Yes | National Council for Accreditation of Teacher Education (NCATE) | | 2017 |
| | Math through Algebra I | Yes | National Council on Teachers of Mathematics (NCTM) | | 2017 |
| | English as a Second Language | Yes | Teachers of English to Speakers of Other Languages (TESOL) | | 2017 |
| | School Library Media | Yes | American Library Association/American Association for School Librarians (ALA/AASL) | | 2017 |
| | School Counseling | Yes | National Council for Accreditation of Teacher Education (NCATE) | | 2017 |
| | BA Early Childhood Education | Yes | National Association for the Education of Young Children (NAEYC) | | 2017 |
| | BA Elementary Education | No | Association for Childhood Education International (ACEI) | Submission for Accreditation in March 2014 | 2017 |
| | Secondary Education Programs | Yes | National Council for Accreditation of Teacher Education (NCATE) | | 2017 |
| College of Health Professions Dean – Michael Prewitt | Communication Disorders (Masters) | Yes | Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA) | Continuing accreditation through November 2013; self-study submitted Spring 2013. | 2013 |
| | School of Nursing (Bachelor and Masters) | Yes | National League for Nursing Accreditation Commission (NLNAC) | Bachelor of Nursing: Continuing accreditation with condition through 2018, follow up report due Feb 2013. Masters: Continuing accreditation with conditions through 2018, follow up report due Feb. 2013. | 2018; monitoring standards 2 & 6 with follow-up report due in |



MARSHALL UNIVERSITY ACCREDITATION TABLE – 2013 UPDATE

| | | | | | |
|--|--|---|--|---|--|
| College of Health Professions (Cont.) Dean – Michael Prewitt | | | | | 2015 |
| | Medical Lab Tech (Associate) | Yes | National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) | | 2018 |
| | Medical Technology (Bachelor) | Yes | National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) | | 2018 |
| | Cytotechnology (Bachelor) | Yes | Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the American Society of Cytopathology in collaboration with the American Society of Cytology. | | 2018 |
| | Dietetics (Bachelors and post-baccalaureate Dietetic Internship) | Yes | The Accreditation Council for Education in Nutrition and Dietetics | Continuing accreditation of both programs through 2018. | 2017 |
| | Medical Imaging (Bachelor) | Yes | Joint Review Committee on Education in Radiologic Technology (JRCERT) | Self-study submitted 2013 | On-site visit scheduled November 7-8, 2013 |
| | Respiratory Therapy (Bachelor) | Yes | Commission on Accreditation for Respiratory Care (CoARC) | Continuing accreditation through March 2015; new self-study to be submitted in 2014 | 2014 |
| Social Work (Bachelor) | Yes | Council on Social Work Education (CSWE) | Continuing Accreditation; Reaffirmation decision of BSW program's accreditation for eight years, ending June 2020. | 2020 | |
| | Health Informatics | Yes | Commission on Accreditation for Health Informatics and Information Management Education | | 2023 |
| | | | | | |
| College of Liberal Arts Interim Dean – Robert Bookwalter | Political Science | No | | No independent organization exists for accrediting Political Science programs. The department is a member of the American Political Science Association. | |
| | Psychology: Psy.D. Program | Yes | American Psychological Association (APA) | | 2018 |
| | | | | | |
| College of Science Dean – Charles Somerville | Chemistry (ACS Chemistry) | Yes | Certification by the American Chemistry Society | | |
| | Criminal Justice | No | Academy of Criminal Justice Sciences | Accreditation is not required for employment. Program recently moved to the College of Science. Currently studying potential benefits to students and budget implications of accreditation. | |
| | Natural Resource & Recreation Management | No | National Park and Recreation Association (NRPA) | Program recently moved to the College of Science. Previously accredited by this agency. Currently studying potential benefits to students and budget implications of accreditation. | |
| | | | | | |



MARSHALL UNIVERSITY ACCREDITATION TABLE – 2013 UPDATE

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|---|---|-----|--|--|------|
| Graduate College Interim Dean – David Pittenger | Forensic Science (Master of Science Degree in Forensic Science) | Yes | Forensic Science Accreditation Commission (FEPAC) through the American Academy of Forensic Sciences (AAFS) | Accreditation January 2010 through January 2015. | 2014 |
| | Forensic Science (Master of Forensics Science, emphasis in Digital Evidence) | Yes | Forensic Science Accreditation Commission (FEPAC) through the American Academy of Forensic Sciences (AAFS) | Accreditation January 2012 through January 2017. | 2016 |

3. Programs of Distinction.

The *third* area of institutional attention identified in the 2012 Compact review deals with *programs of distinction*. Reviewers requested the following:

Marshall University has identified programs of distinction. The 2013 update should include the guidelines used for selection of these programs and information on what is being done to enhance and allocate resources for these programs of distinction.

As stated in the 2011-2012 Compact update, the criteria used for designating a *program of distinction* are:

- Enrollment trends tracked over a five-year period
- Degree conferral rates tracked over a five-year period
- Completion of program assessment continuous improvement plans

Collection and review of enrollment data trends, degree conferral rates, annual program assessment, and five-year program review results have been used to monitor progress toward a program's respective objectives. This combined information has provided a baseline assessment that has been used for planning purposes in conjunction with Marshall's academic master plan, which calls for each program to implement four-year plans of study for undergraduate programs and two-years plans of study for graduate programs.

In October 2013, Marshall University introduced and commenced a **new strategic planning and budgeting process**. The action plan guiding this new planning process has been developed, in part, in recognition of a seismic shift in the external funding environment for public universities nationwide but particularly in West Virginia. Permanent reductions to state appropriations went into effect for FY 14, and West Virginia public universities have been told to expect a similar reduction in state appropriations for FY 15. In light of this external environment, Marshall intends to use its new strategic planning and budgeting process to identify resources that could be reallocated for the purpose of recognizing and enhancing programs, whose own distinctive character contributes to the University goal in *articulating the distinctive value of Marshall's undergraduate and graduate learning experiences*. The strategic planning and budgeting process action plan includes a full curricular and academic portfolio review intended to develop a set of metrics aligned with the new Compact targets that go into effect Fall 2014. Moreover, the results of Marshall's revised assessment project, resulting from our collaboration with the Higher Learning Commission that comprises a test of the Lumina Foundation's *Degree Qualifications Profile*, will be used to aid in identifying the new metrics.

Marshall University

West Virginia Higher Education Policy Commission

2013 Compact Submission

October 31, 2013

Part II. Marshall University *Charting the Future* 2013 Compact Summary

II. Marshall University West Virginia Higher Education Commission *Charting the Future* Compact Summary: 2013

For the 2013 *Charting the Future* compact summary update, Marshall University is providing a summary assessment of the five broad areas of focus originally stated in the outline of the Compact reports submitted for 2007-2008 through 2013-2013:

- I. Economic Growth: Promotion of Global Awareness
- II. Access: A Multicultural Approach to Serving Underrepresented and Disadvantaged Students
- III. Cost and Affordability: External Funding and Research
- IV. Learning and Accountability: Expansion of Graduate Education Opportunities
- V. Innovation: Entrepreneurial Education—Marshall University ADVANCE Project.

Overall, Marshall University has used its established goals in these five (5) areas to influence the scope of certain key academic activities. As expected, pursuit of any goal or objective offers considerable insight into how to improve institutional activities and incorporate the assessment of any progress into the next set of activities. Marshall is proud of its progress over the period of the *Charting the Future* Compact, and look forward to continued excellence and enhancement of academic quality over the period of the next Compact, *Leading the Way: Access. Success. Impact.*

I. Economic Growth: Promotion of Global Awareness

Assessment and Outcomes of the Activities Pursued and Reported on Each Year of the Compact from 2008 to 2012/13

(Update provided by Clark Egnor, former Executive Director of the Center for International Programs.)

Overview of Five-Year Goals (as stated in the 2008-09 Compact Master Plan):

1. Enrich the entire undergraduate experience with international opportunities.
2. Expand the opportunities for study, research, and internship experiences abroad.
3. Expand international dimensions of the curriculum in all colleges and departments of the University.
4. Increase interactions between international and U.S. students, faculty and staff, both in the classroom and through cultural and social activities.
5. Encourage and support international faculty experiences.
6. Increase the number of undergraduate and graduate international students attending Marshall.
7. Enhance the efficiency and effectiveness of the Center for International Programs' operations.

1. Enrich the entire undergraduate experience with international opportunities.

A. Strategies for reaching these goals:

- a. Make all potential or newly enrolled undergraduate students aware of international opportunities on campus, including study abroad, through open houses, freshman orientation, Week of Welcome, and the first-year curriculum.
- b. Integrate international programs in all first year experience programs.
- c. Establish a Freshman Seminar Abroad program that is a short-term study abroad experience to allow first year students to gain an international experience and utilize critical thinking skills to address issues and problems of global significance.
- d. Encourage faculty to add international content to their lower-level course by getting those courses at 100 and 200 level approved as an international studies course.

B. Assessment & Outcomes:

Due to on-going work directed toward developing learning outcomes for Marshall's general education curriculum, by the Marshall faculty at the time the Compact goals were established, and the desire to align our global learning outcomes for the Compact with that effort, global student learning outcomes were not developed for this goal. The Core Curriculum at Marshall University now requires students to complete 9 hours of core classes that introduce first-year students to the nine learning outcomes common to all majors at Marshall, one of which is "intercultural thinking" (cf., <http://www.marshall.edu/assessment/LearningOutcomes.aspx>). When a student graduates from Marshall, he/she is expected to be able to:

evaluate generalizations about cultural groups, **analyze** how cultural beliefs might affect communication across cultures, **evaluate** how specific approaches to global issues will affect multiple cultural communities, and **untangle** competing economic, religious, social, or geographical interests of cultural groups in conflict.

With the introduction of the new core curriculum, the course UNI 101: University Orientation is no longer a graduation requirement. Prior to the Fall 2009, the study abroad student speaker program was incorporated into the UNI 101 courses, which made it possible to reach over 80% of the freshman. The Center for International Programs (CIP) now introduces international education options through the **Week of Welcome**, the new **First Year Seminar courses**, and **lower-division "international" designated courses**. The CIP also targets freshman and pre-enrolled students with its promotion of study abroad programs through open houses, freshman orientation and study abroad fairs. There are also a few students who participate each year in a one-week faculty-led freshman study abroad trip to Quebec, Canada, which is sponsored at the state-level by the Higher Education Policy Commission (HEPC). There is a need to establish more of these affordable, short-term programs that allow first-year students to gain an international experience.

A next step to be considered for the development of international or global education at Marshall, especially as it now enters into its new partnership with INTO University Partners, and the INTO Marshall University Center, is to develop a full set of measurable learning outcomes that align with Marshall's degree profile referenced above. A starting point for those considerations could be drawn *Building a Strategic Framework for Comprehensive Internationalization*, a 2005 publication by *American Council on Education (ACE)* (by Christa L. Olson, Madeleine F. Green, and Barbara A. Hill). According to this ACE publication, a globally competent student graduating from would be able to achieve the following outcomes distributed across three broad domains:

Knowledge

- Understands his/her culture within a global and comparative context (that is, the student recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences).
- Demonstrates knowledge of global issues, processes, trends, and systems (that is, economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations).
- Demonstrates knowledge of other cultures (including beliefs, values, perspectives, practices, and products).

Skills

- Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
- Communicates and connects with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive).

- Uses foreign language skills and/or knowledge of other cultures to extend his/her access to information, experiences, and understanding.

Attitudes

- Appreciates the language, art, religion, philosophy, and material culture of different cultures.
- Accepts cultural differences and tolerates cultural ambiguity.
- Demonstrates an ongoing willingness to seek out international or intercultural
- Opportunities.

2. Expand the opportunities for study, research, and internship experiences abroad.

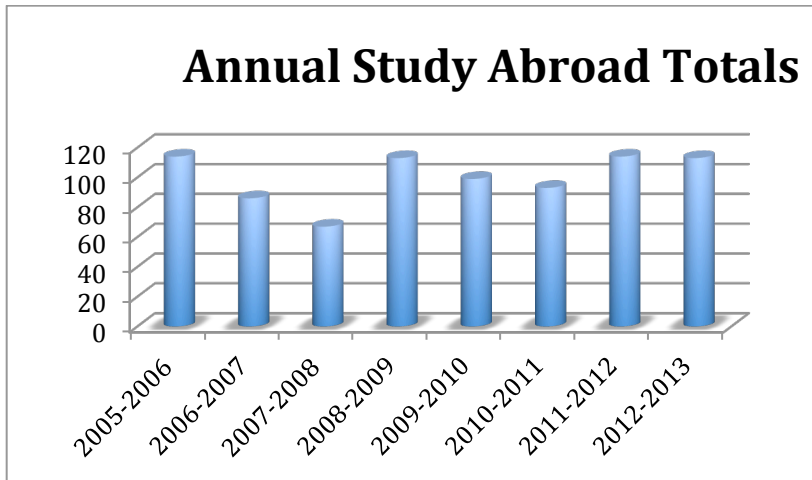
A. Strategies for achieving these goals include:

- Increase undergraduate student participation from 150 to 500 per year, or 10% of the study body, in the next five years.
- Increase financial aid opportunities for study abroad.
- Increase financial support for the Office of Study Abroad by funding full-time positions for Study Abroad Advisor and Study Abroad Director.
- Ensure the highest possible quality of Marshall University study-abroad programs by developing procedures for regularly scheduled periodic evaluation of each program.
- Encourage undergraduate participation in international research through financial support.
- Develop programs for overseas service learning by Marshall students.

B. Assessment & Outcomes:

Study abroad participation has remained steady since 2008 at around 150 students per year attending programs in over 20 countries. The following **Table 1/Chart 1** provides a record of study-abroad participation by Marshall students, 2005-2013:

| Year | Marshall Students Abroad |
|-----------|--------------------------|
| 2005-2006 | 114 |
| 2006-2007 | 86 |
| 2007-2008 | 67 |
| 2008-2009 | 113 |
| 2009-2010 | 99 |
| 2010-2011 | 93 |
| 2011-2012 | 114 |
| 2012-2013 | 113 |
| | |



752 Marshall University students have traveled abroad for academic study since the academic year 2005. [*Totals do NOT include study abroad travel groups (i.e., Chamber Choir trips to England and France).]

There were significant increases in the number of students going abroad through the College of Fine Arts (now the College of Arts and Media) and the College of Liberal Arts' Department of Psychology where there was strong financial support for both students and faculty to participate.

- The faculty and administrative leadership in the College of Fine Arts initiated a capital campaign to raise \$7.0 million, \$3.0 million of which would be dedicated to establishing an endowment to support its *Global Horizons* initiative. *Global Horizons* focuses on travel opportunities for students at Marshall with particular emphasis placed on international travel as they seek to prepare their students for world citizenship.
- The College of Fine Arts received a \$500,000 U.S.-Brazil Higher Education Consortia grant in 2009 to lead a student and faculty exchange consortium with Morehead State University in Kentucky and Goiás Federal University and Santa Catarina State University in Brazil. The consortium partners developed and implemented a U.S.-Brazil Higher Education Consortia Program in Music. The grant was funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) [Brazilian Ministry of Education].
- The College of Liberal Arts Department of Psychology received a \$388,000 European Union-United States Atlantis grant in 2009 to expand its student and faculty exchange consortium with the University of Debrecen in Hungary and the Warsaw School of Social Sciences and Humanities in Poland to include the University of Charleston in West Virginia. The consortium partners, led by Marshall, created a Mobility Program in International Certificate in Applied Behavioral Studies, which began exchanging students and faculty in 2009-10 and continued through 2011-12. The grant was funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture (DGEAC). The initial Atlantis grant of 1.27 million dollars awarded in 2006 exchanged its final group of students and faculty in 2009-10 and the majority of those students were awarded dual degrees upon graduating from their home universities.

With limited staff support, the Center for International Programs (CIP) has increased the number of students going abroad through several new *options*, including our membership in International Student Exchange Programs (ISEP) and Kentucky Institute for International Studies (KIIS).

Since joining the Kentucky Institute for International Studies in September 2011, Marshall professors now have the opportunity to serve as program directors or faculty teaching KIIS courses abroad,

which should help stimulate student participation in the future. In addition to the study abroad options offered through ISEP and KIIS, Marshall also has active student exchange agreements with:

- Anglia Ruskin University, Cambridge, England (Science, Journalism, Communication Studies, Business, Criminal Justice);
- Buckinghamshire University, Newland Park, Chalfont St. Giles, England (Business);
- Université Catholique de Lyon, Ecole Supérieure de Commerce et Management, Lyon, France (Business);
- Kansai Gaidai University, Osaka, Japan (Japanese, Various Majors); and
- Chukyo University, Nagoya, Japan (Japanese, Various Majors).

There has been an increase in the number of students receiving federal funding through the **Gilman scholarship program**. Each year for the past several years, several Marshall students have received a \$5,000 Gilman Scholarship award. The **Honors College's Yeager Scholars Scholarship Program** continues to provide all of its current student participants the opportunity to study literature, political science or history abroad at Oxford University in England, as well as an additional study abroad opportunity in a country of the student's chosen foreign language. Study abroad travel expenses are funded by the Yeager academic scholarship, which is funded in large measure by the University. The Honors College also awards credit for one Honors seminar to any Honors College student who participates in a study abroad experience. Each semester the Honors College offers seminars to their students that include International or Multicultural attributes.

One opportunity Marshall can develop today is undergraduate international research and service learning opportunities for Marshall students (strategies 2e & 2f above). Today, only a couple of opportunities exist that would provide such experiences. The Center for International Programs (CIP) *Appalachians Abroad Teach in China Program* prepares individuals with the necessary teaching skills along with the linguistic and cultural competencies for living and teaching in the People's Republic of China. The program sends about 40 teachers to China each year. Several Marshall students participated in an HEPC-sponsored study abroad service learning program in China at Tsinghua University during summer 2013. The program offered two-weeks of Chinese language and culture classes at Tsinghua University in Beijing, one of the top universities in China, and two weeks of service learning in rural China.

3. Expand international dimensions of the curriculum in all colleges and departments of the university.

A. Strategies for achieving these goals:

- a. Advocate for integration of study abroad and international student programs in the new General Education Curriculum.
- b. Integrate an international component into each major, including a study abroad component.
- c. Offer financial incentives to faculty to develop innovative means of introducing international dimensions to the curriculum.
- d. Develop programs for internationally focused service learning by Marshall students.
- e. Increase number of dual degree and twinning programs with universities abroad.
- f. Establish electronic learning projects with international partners that allows for greater student participation and access.
- g. Develop procedures to assess learning outcomes to measure impact of internationalization efforts and use the assessments to improve the curriculum and international education services.
- h. Continue to secure external funding from entities such as the U.S. Department of Education and U.S. State Department, to undertake significant international curricular initiatives.

B. Assessment & Outcomes:

As is the case with the first, global student learning outcomes were not developed for this goal #3, so it is difficult to assess the degree to which Marshall's general education curriculum has been

internationalized. But these goals are under development; there has been some progress with integrating an international component into some degree majors.

As called for by the **Lewis College of Business** professional accreditor, the *Association to Advance Collegiate Schools of Business International* (AACSB), all core courses within each major must include a multinational component. International or global education opportunities offered to Marshall business students include:

- A new undergraduate degree program in *International Business* (IB) in 2010, which has experienced steady enrollment increases.
- A dual degree program in the areas of *International Business and Modern Languages*, offered in conjunction with the College of Liberal arts.
- New 2+2 agreements with universities in South Korea, China and Turkey to help facilitate recruitment of international students.
- Study abroad and exchange program opportunities in England, New Zealand, France, Korea, Indonesia and China, and provides an international experience for the Executive MBA students each year.
- A course in Export Management for the past two years, in conjunction with the West Virginia Export Council, the WV Development Office, and the U.S. Department of Commerce, has been offering. This program is designed to promote exporting in West Virginia, by helping participants assess their export readiness skills, as well as by guiding them through every aspect of exporting. Twenty-five undergraduate and graduate students and five companies have completed the course and conferred an Export Manager Certificate.

In the **College of Liberal Arts**,

- The Department of Modern Languages added a major in the Japanese language in Fall 2007 (in addition to Spanish French and German) and recently added a second tenure-track faculty to teach Japanese.
- The English department offers a Graduate degree in English with a specialization in Teaching English as a Foreign Language.
- Various departments in the College of Liberal Arts collaborate each year to offer the annual Hispanic Heritage Month celebration, which includes visits by Latin American scholars and artists to the MU campus.
- The College of Liberal Arts offers a Latin American Studies minor, an Asian Studies Certificate and minor, and an African and African American Studies minor.
- An undergraduate major in International Affairs is offered for students who wish to pursue a career in foreign affairs, international business, or international development. This program also sponsors a Model UN Club, which competes in collegiate level model UNs and sponsors an annual model for high school students of the tri-state region.

In other Colleges and majors,

- The **College of Education and Professional Development** has expanded student teaching abroad opportunities for education majors by allowing a couple of students each year to complete their student teaching practicums abroad via a program called Educators Abroad.
- The **Honors College** added a required three-credit hour course for all its students called *Second Year Seminar in Leadership, Ethics and Civic Engagement*. It is an interdisciplinary seminar for second-year honors students that uses reflective inquiry to explore the interrelation and integration of leadership, ethics and civic engagement in a diverse, interconnected and changing world.
- In the **School of Medicine**, all medical students are now able to count a two-hour credit of Medical Spanish course toward their 22-hour elective requirement.
- The **College of Information Technology and Engineering** is offering a total of nine sections of Introduction to Safety (SFT 235) each year that analyzes occupational and personal safety around the world.

- The **School of Pharmacy** has offered a course each semester on international relief missions and the role of the pharmacist that requires students to address the challenge of participating in an international humanitarian relief effort somewhere outside the US.

4. Increase interactions between international and U.S. students, faculty and staff, both in the classroom and through cultural and social activities.

A. Strategies for achieving this goal:

- Increase the number of cross-cultural programs offered each year that bring together international and U.S. students, faculty and staff, including in the residence halls.
- Increase the number of programs of outreach to the community and K-12 schools.

B. Assessment & Outcomes:

Integration of international students has been facilitated through numerous campus activities and events sponsored and organized primarily by the Center for International Programs and the International Student Organization (ISO), including orientations, picnics, parties, trips, festivals, etc. In 2011, the Center for International Programs was allocated new space for the “**Global Study Lounge**” to provide a meeting place on the Marshall Huntington campus for the international student organizations. The **International Festival**, a 50-year tradition at Marshall University, takes place each November. In 2012, the event moved to the Big Sandy Superstore Arena after outgrowing its previous location on the Huntington campus and was expanded to include the entire Tri-State community and featured food tastings by international restaurants. The Center for International Programs continues to provide **Japanese language programs** at Huntington High and Cabell Midland high schools with funding from Cabell County Board of Education and a PK-12 enrichment Saturday School program which serves the children of the Japanese employees of Toyota and other Japanese companies in West Virginia with funding from the West Virginia Department of Education. The Center for International Programs continues to offer a **Conversation Partners Program** that connects international students with an American student for communication and friendship. Finally, the College of Fine Arts, the Marshall Artists Lecture Series, the Student Activities Committee and the Center for International Programs all bring outstanding cultural events from other lands to campus, such as the **Fall and Spring International Film Festivals**.

5. Encourage and support international faculty experiences.

A. Strategies for achieving this goal:

- Increase funds available for support of faculty travel abroad.
- Encourage applications for grants that will support international student and faculty mobility and international collaborative research by providing higher levels of in-kind and matching funds, and through other means.
- Encourage faculty to apply for external funding through entities such as the Council for International Exchange of Scholars that administer programs including the Fulbright Program.
- Provide university-wide recognition of faculty who successfully engaged in international activities that include students.
- Recognize faculty involvement in international experiences as part of the retention, tenure and promotion process.
- Provide in-service training for faculty interested in leading study abroad programs and writing grants to secure funding for international travel, research and teaching.
- Encourage greater faculty participation in committees developing policies for international education, such as the Campus Internationalization Committee (CIC).
- Encourage faculty to host and mentor foreign scholars in their departments.
- Establish opportunities for faculty exchange with foreign partner universities.

- j. Develop agreements with foreign partner university that facilitate a mutual exchange of research personnel, including faculty researchers, postdoctoral researchers, and graduate and undergraduate students.

B. Assessment & Outcomes:

The number of faculty integrating an international experience into their teaching, research and service remains steady. Faculty continue to present regularly at international conferences, publish in international journals, and collaborate internationally on research projects with limited funding from the university. International faculty and research scholars are regularly invited to join departments on a temporary basis with immigration support conducted by the Center for International Programs. A number of faculty receive grants to support international travel and collaborative research and teaching, including grants from the National Science Foundation and Fulbright. Through Marshall's membership in FACDIS, a consortium of 20 West Virginia institutions of higher education, up to 40 Marshall faculty each year take advantage of opportunities for professional development, particularly in the area of course development in international studies. Over 20 faculty members each year have conducted study abroad advising or leading groups of students abroad during the summer.

One group on campus that has advocated for faculty involvement in the university's internationalization efforts is the Campus Internationalization Committee (CIC). CIC membership includes faculty and staff from each college and was established in 2006 by the provost as part of a statewide Consortium for Internationalizing Higher Education sponsored by the HEPC. The CIC was reconstituted in December 2008 and given a new charge to carry out a strategic planning process, which it completed in 18-months with assistance from the American Council on Education (ACE) in whose Internationalization Lab Marshall participated. The Committee recently recommended that a standing council be created to replace the CIC. The tasks of this council would be important and include the following: (1) to prioritize the recommendations made by the sub-committees in their strategic plan; (2) to drive the discussion of internationalization to the academic departments; (3) to engage the deans; and (4) to provide links and feedback to the General Education Council.

6. Increase the number of undergraduate and graduate international students attending Marshall.

A. Strategies for achieving this goal:

- a. Establish connections with relevant groups across campus in order to recruit more students from abroad.
- b. Establish international alumni clubs abroad.
- c. Increase number of linkages with schools abroad for clearly defined interactions.
- d. Prepare a promotional package that can be disseminated abroad.
- e. Increase budget of the Center for International Programs for the recruitment of international students.
- f. Assist staff, faculty and administrators traveling abroad to engage in recruitment.
- g. Provide leadership to all University student-services units to ensure excellent services are available to a growing number of international students.
- h. Increase the number of undergraduate and graduate international students attending Marshall to 10% of the student body.
- i. Double international undergraduate enrollment.
- j. Develop financial incentives for graduate and undergraduate international students to attend Marshall.

B. Assessment & Outcomes:

The number of undergraduate and graduate international students at Marshall has remained constant: **400 international students per semester from over 50 countries.** The University has

expanded its commitment to increase the number of international students; and a specific strategy has been identified to accomplish this objective, namely to contract with a private sector partner to increase the number of tuition-paying international students through a joint partnership investment in intensive international marketing combined with substantial joint investments in staff, new programs and facilities. The basis of this partnership was the recommendation made CIC in its report after concluding an 18-month strategic planning process that began in September 2009. The committee received guidance from the American Council on Education (ACE) as part of a special program Marshall University was invited to join called the "Internationalization Laboratory." President Stephen J. Kopp articulated his initial goal to double the number of fee-paying international students within three calendar years with the longer-term goal of quadrupling fee-paying international student enrollment, from the current level of around 400 to over 1500 by the Fall 2017.

The University signed an agreement with INTO University Partnerships in November 2012 to establish a joint venture partnership called "**INTO Marshall University**" to market the University's academic programs, to assist in the recruitment of international students, and to support those students in a variety of non-credit English as a second language opportunity. The company was selected via a competitive Request for Proposals (RFP) process. A university-wide committee reviewed and evaluated the proposals. Negotiations with INTO began in September 2011 and a detailed business/operating plan and a joint partnership agreement were developed. Academic pathway programs, English language programs, and customized student support services were developed to meet the international students' unique needs. A global marketing effort was launched in early November 2012 and INTO Marshall received its first intake of an additional 176 students in August 2013.

Starting August 2013, the Marshall University Intensive English Program (LEAP) began operating as part of **INTO Marshall University**, though the LEAP program (or Academic English as now termed in the Center), remains a Marshall University program. The **INTO Marshall University** Center now offers two English language programs: Academic English and General English. In addition to the English language courses, INTO Marshall also supports through academic advising and resource offerings students enrolled in non-degree academic undergraduate and graduate Pathway programs.

- **Academic English** courses provide intensive English language instruction from beginner to advanced levels. AE is an academically rigorous and intensive program designed to prepare students for university study in the United States at the undergraduate or graduate levels. Through development of listening, speaking, reading, and writing, TOEFL preparation, and academic study skills, the program enables students to progress into academic degree programs at Marshall University as degree-seeking students. **101 students are enrolled in Academic English for the Fall 2013.**
- **General English** is a flexible, intensive language program for beginner through advanced levels of English. This program is designed for students who want to develop communication skills for social and professional situations while learning about American culture. Programs begin every five weeks, making it easy for students to tailor their program to suit their needs. **13 students are enrolled in General English.**
- The **Undergraduate Pathway Program** combines intensive language study, academic skills development, and academic coursework in a carefully constructed program designed to move students successfully through the first year of a four-year degree program. Upon successful completion of the Pathway program, students progress to the second year of study in an undergraduate degree program. **Undergraduate Pathway** programs are available in:
 1. Business Administration (8 students)
 2. Computer Science (1 student)
 3. Engineering (1 student)
 4. Fine Arts (1 student)

5. General Studies (5 students)
 6. Science (5 students)
 7. Integrated Science and Technology (0 students)
- The **Graduate Pathway Program** is a non-degree program that provides international students a direct path to a graduate degree upon satisfying specified progression requirements for admission to the degree program. This innovative program gives students the academic foundation and essential language skills to successfully move on to a relevant master's degree program. Graduate Pathway programs are available in:
 1. Master of Business Administration (12 students)
 2. Engineering (4 students)
 3. English with TESOL Emphasis (2 students)
 4. Environmental Science (1 student)
 5. Master of Healthcare Administration (3 students)
 6. Human Resource Management (4 students)
 7. Information Systems (5 students)
 8. Sport Administration (1 student)
 9. Technology Management (4 students)

INTO Marshall University students enrolled in the English language and Pathway programs have the same privileges as regularly enrolled Marshall students; they have access recreational facilities, library, bookstore, student health and counseling services, etc. Additionally, students enrolled in INTO Marshall language programs have access to visa and immigration support, academic advising, tutoring, a state-of-the-art Learning Center with writing and pronunciation assistance, and many other helpful services.

7. Enhance the efficiency and effectiveness of the Center for International Programs' operations.

A. Strategies for achieving these goals:

- a. Establish new facilities for the CIP to improve communication and operations, both internally and externally, so that CIP can become a focal point for internationalizing the campus and community.
- b. Increase staffing and operation funding of the CIP departments.
- c. Continue enhancements to the CIP website so that information for both external and internal users is easily accessible, informative, and up-to-date.
- d. Enhance SEVIP compliance by fully implementing FSA Atlas visa management database and interface with Banner.
- e. Ensure professional development support for CIP staff members.

B. Assessment & Outcomes:

The **Center for International Programs (CIP)**, established in 1993, continues to assist with the internationalization/globalization efforts at Marshall University and the surrounding community through a coordinated effort. With the renewed university commitment to increase significantly the

number of international students and the establishment of the INTO Marshall University Center international services are no longer exclusively delivered by the CIP. Specifically, international admissions services and ESL training & testing are now delivered by the University's Office of Admissions and INTO Marshall, respectively. Currently, the CIP employs three full-time staff to oversee the administration of the Office of International Students and Scholars and the Office of Study Abroad. The CIP also employs, through the Marshall University Research Corporation, the Director of China Projects who oversees the Teach in China program and other China-related projects.

The **Office of International Students and Scholars (ISAS)** provides international services to students, including immigration advising and compliance, orientation, and student activities. The ISAS also provides international and immigration services to assist all University departments/divisions who wish to invite international faculty and research scholars to join their programs on a temporary basis. One full-time Director, one full-time international student advisor, and one part-time employee staff the office.

The **Office of Study Abroad and Global Education** assists students with their desires to study abroad for a summer, a semester, or a year by providing opportunities to increase understanding of other cultures and earn academic credit toward a Marshall University degree. The Office secures relationships with institutions in other countries to provide locations to exchange both students and faculty, including exchanges and articulation agreements with institutions in Japan, South Korea, China, Cyprus, India, United Kingdom, Spain, France, New Zealand, and Mexico. One full-time Coordinator and one graduate assistant staff the office.

In 2011, space was allocated to CIP to house the study-abroad advising center and provide a meeting place on the Marshall Huntington campus for students, faculty, and staff who share an interest in international friendship and understanding. The student lounge was officially opened in September 2011. Numerous activities offered throughout the year involving hundreds of students, faculty and staff, helped to increase our capacity to facilitate the interaction between international students and American students and members of the campus community.

II. Access: A Multicultural Approach to Serving Underrepresented and Disadvantaged Students.

(Update provided by Dr. Shari Clark, Vice President for Multicultural Affairs, and Maurice Cooley, Director, Center for African-American Students.)

A. The **overarching goal** of the Office of Multicultural Affairs, which includes the Center for African American Students, is to provide substantive programming, resources, and activities for underrepresented and disadvantaged students. In addition to meeting the needs of students, the Office has focused on the recruitment and retention of faculty of color. The Office of Multicultural Affairs affirms Marshall University's commitment to inclusivity by creating an educational community that respects and welcomes people and cultures rich in diversity. Multicultural Affairs serves as a leader, advocate, resource and support service to individuals, groups, and organizations that historically have been underrepresented.

In addition to its overarching goal, the Office of Multicultural Affairs seeks to expand and broaden its scope of inclusivity among the diverse population of Marshall's students and faculty. The following **Table 2** provides an analysis of the diversity of Marshall's minority and underrepresented student population. The "*n*" for disadvantage students is **6,011 of 8,562** full-time undergraduate students, for Fall 2012—or **70.2% of full-time undergraduate students** are disadvantaged.

| Access | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Disadvantaged Students | 57.3% | 59.6% | 64.4% | 69.0% | 70.0% | 70.2% |
| Under Represented Groups | | | | | | |
| White, Non-Hispanic | 92.6% | 92.16% | 91.74% | 91.50% | 90.86% | 89.52% |
| Black, Non-Hispanic | 4.85% | 4.94% | 5.36% | 5.21% | 5.17% | 5.48% |
| Hispanic | 0.97% | 1.14% | 1.18% | 1.31% | 1.61% | 1.87% |
| Asian/Pacific Islander | 1.15% | 1.31% | 1.29% | 1.35% | 1.26% | 1.23% |
| American Indian/Alaska Native | 0.44% | 0.45% | 0.43% | 0.43% | 0.36% | 0.33% |
| Native Hawaiian or Other Pac Isl | | | | 0.05% | 0.08% | 0.14% |
| 2 or more races | | | | 0.14% | 0.66% | 1.44% |
| | 100.00 | 100.00 | 100.0 | 100.0 | 100.0 | 100.0 |

Note: Excludes Unknowns and Nonresident Aliens

B. Strategies and Assessments for achieving the Office of Multicultural Affairs Goals.

i. Dialogues on Faculty Diversity: A unique conversation for the University community

Dialogues on Faculty Diversity have been held on the Marshall University Huntington campus since 2010. These roundtable discussions are designed to provide an in-depth conversation on the recruitment and retention of underrepresented faculty. Since the inception of these programs the following results have occurred:

ii. The Diversity Roundtable was established to enhance dialogue between faculty and administration on diversity. Seventy-five faculty members and Deans attended this discussion, leading to increased sensitivity and awareness of diversity and inclusion issues.

iii. Multicultural Faculty-in-Residence members have been hired by the College of Science and the College of Liberal Arts.

iv. Campus Conversations on Internationalization and Globalization of the University in cooperation with the Office of Academic Affairs. In preparation for becoming a more international campus, which would require additional training for the entire campus community on international cultures and sensitivity to the recruitment of international students and faculty, the Office of Multicultural Affairs partnered with the Office of Academic Affairs to hold a session of *Campus Conversations* that focused broadly on the themes of multiculturalism, diversification of the university, and internationalization of the university's student body and curriculum.

v. Project P.R.E. M.E.D. (Providing Real World Experiences for future Marshall Educated Doctors)

Answering the call for excellence and innovation, Marshall University's Office of Multicultural Affairs and the Joan C. Edwards (JCE) School of Medicine successfully established and implemented **PROJECT P.R.E. M.E.D.**, an immersion program that allows underrepresented, future medical students to spend time at Marshall University and the JCE School of Medicine. Selected students:

- Attend a welcome reception where participants meet current physicians within the Huntington and surrounding communities;
- Interact with JCE School of Medicine alumni and university and community leaders;
- Receive a medical student mentor; develop a successful path to preparation for entry into Marshall University's Joan C. Edwards School of Medicine.

In its first two years of existence Project Pre-Med hosted 14 students at Marshall University. In its third year of existence, Fall 2013, PROJECT P.R.E.M.E.D. hosted 26 students from across the United States including students from Columbia University and Stanford University, respectively.

The program has achieved a positive national reputation with an increase in the number of students participating each year.

vi. The Ivy Academy at Marshall University

This one-day leadership conference for underrepresented high school girls was overwhelmingly received. The program has expanded into the Charleston, West Virginia area.

- The Ivy Academy was designed to expose young women to various concepts that will enhance and encourage their leadership development.
- Using interactive workshop formats, panels and small group discussion occur on topics that included but were not limited to; leadership, health and wellness, healthy relationships, ACT and SAT preparation, self-esteem, communication and why college could & should be in your future.
- The Ivy Academy is a collaborative partnership between Beta Tau Omega chapter of Alpha Kappa Alpha Sorority, Inc., and the Office of Multicultural Affairs.
- The Spring 2013 Ivy Academy had an increase of 20 young women in attendance compared to the 2011 conference and total audience participation of 260 persons.

vii. Native American Pow-Wow

The number of Native American students in the region attending Marshall University is significantly low. To insure the Marshall University community acquires knowledge of the history and culture of the Native Americans who settled in this region, **the Office of Multicultural Affairs in partnership with the Lower Eastern Ohio Mekoce Shawnee Nation** hosted the first Pow-wow on the Marshall University campus in October 2011. This traditional Native American Pow-wow featured drumming, dancing, storytelling and multiple vendors selling Native American wares. This event was attended by over 1250 grade school & middle school youth in addition to members of the local community. Since the inception of the Pow-Wow an increase in the number of Native American students actively assuming leadership roles on campus has been noted.

vii. Center for African American Students

The Center for African American Students (CAAS), housed in the Division of Multicultural Affairs, is designed to provide support, interventions, and enrichment programming to enhance academic and personal growth for chiefly, African and African-American students. A *primary premise* of the CAAS is: it is essential to offer individualized and group-oriented relationships with African American students that entail a comprehensive method of addressing critical issues relevant to success as a university student. The CAAS operates on the commitment that excellence, proper nurturing activities, and individualized attention to each student's most critical academic and personal issues are essential to a well-rounded and successful education.

The CAAS is centrally located in the Memorial Student Center on the Huntington campus and offers an environment conducive for social milieu as well as confidential exchanges and personal coaching services. Each student can receive assistance that encompasses problem solving, crisis management, information and referral, university and community linking services, advocacy, academic planning, employment guidance, mentoring resources and connections, scholarship search, book loans, and general student support.

Major Activities, Outcomes, and Assessments: 2007-2012

- **Society of Black Scholars:** The Marshall University Society of Black Scholars was founded by the current director in the Fall 2003 for the purpose of providing progressive academic support, coaching, teaching, and learning exposures to substantially advanced academic outcomes for

minority students. Admission is based upon rigorous standards. To sustain membership, students must meet and adhere to high academic and personal development standards via specified learning opportunities. The program commenced with 20 students and now has 60 undergraduate members. Approximately 20-25 new students are admitted each year. The average cumulative GPA is 3.3-3.4 and involves a full range of majors. By design, the Society is highly outcome oriented; approximately 90 % of graduates attend graduate or professional schools. For example:

- 5 former members are currently enrolled in medical school(s),
 - 2 students obtained law degrees in May 2013,
 - 2 students are enrolled in second year Pharm-D schools,
 - Several MA degrees, and there are several pre-med and pre-law majors currently enrolled.
- **Black United Students Social Club:** The Black United Student organization was established in the mid 1960's at Marshall as an academic and personal support system for African American students. B.U.S. continues to be active and is administered by the CAAS. This is a freestanding student-led organization, having regular bi-monthly meeting to plan and operationalize social programs and growth experiences. Between 2007-2009, the membership was extremely low. During the past 2 years, active membership has increased from 10 to 22 members who have made many exciting plans for the coming academic year, led by a group of dedicated officers and student leaders.
 - **Annual Outstanding Black High School Student Initiative:** The CAAS orchestrates the largest minority recruitment initiative offered by the University in the Annual Outstanding Black High School Student Weekend, held each year during the first weekend in November. Junior and senior high school students are nominated by their high schools throughout the state based upon specified GPA requirements; many attend with their families for a well-regarded learning exposure to the university. Consequently, this initiative attracts the "best and brightest" African-American high school student in West Virginia and neighboring metro communities each year. Approximately 50% of the students, who attend the weekend, enroll at Marshall following high school graduation. Between 2007 and 2012, the annual attendance has increased from 55 to 90-128 students (mostly in the past 2 years). The **next event is scheduled for November 1-2, 2013**. Based upon "nominations" to date, a fairly significant increase in attendance is projected.
 - **Black Connections Network (BCN):** This unique initiative was funded by an **HEPC Diversity for Equity Grant in 2012**. The premise of BCN is to establish an ongoing collaboration between Marshall University African and African-American students and Marshall University African/African American alumni (graduates) for the purpose of developing an innovative pathway to professional employment. See outcomes below:
 - Agreement between Marshall University Center for African American Students (CAAS) and the Marshall University Black Alumni, Inc. (MUBA) was achieved without delay, in 2012.
 - BCN was formally announced to alumni on Feb. 27, 2013, after all web site development and **The Network** had been developed.
 - A total of 15 Marshall students and 19 Marshall Alumni has entered the network to date. These are disappointing results from our perspective, when compared with our projected utilization for both sectors. Strategies are currently in place to stimulate utilization to projected levels.
 - Marshall Black Alumni, Inc. has expressed disappointment with their own efforts to market this initiative more aggressively, which may have contributed to the low alumni enrollment numbers. The Black Alumni group has pledged to work more diligently

from this point forward with monthly announcements, follow-ups, phone calls and more to generate significantly higher utilization among alumni.

- **Program Events:** To meet the intellectual and social need of students, from 2007-2012 the Center for African American Students has offered over 25 different programs and activities each academic year to include lectures on diverse topics, multicultural events, events for student socialization, art and culture, and academic achievements. All events are open to the general public and have been free. **Annualized events** include the following:
 - MU Annual Diversity Breakfast
 - African American History Bowl (4 of past 5 years)
 - Women of Color Day
 - Donning of Kente, spring graduates
 - Christmas Kente (commenced in December 2012 and will be annualized)
 - MU Unity Walk, (commenced in 2012 and will annualized)
 - Soul Food Feast (student charge)
 - MU Week of Welcome Diversity Plenaries, commenced 2012 and will annualized
 - Black United Student Annual Cookout

A sample of **non-annualized events since 2007** are as follows:

- Freedom Rider Lectures with Drinko Academy
- Virginia State Gospel Choir
- Recognition of Alabama Church Bombings of Sept. 1965
- Poetry and Writer Series lectures with English Dept.
- New York City Art and Culture travel.
- Others

III. Cost and Affordability: External Funding and Research

1. Efforts to Promote and expand academic research development—Progress over the initial compact period. (Update provided by Dr. John Maher, Vice President for Research and Director, Marshall University Research Corporation.)

a. Introduction

Marshall's approach to expanding its research activity can be delineated across three broad categories:

1. **Recruit research-active faculty** at junior and senior levels and provide mentoring and support, and **focus research investments** in areas of excellence and strategically developing new foci in a programmed manner;
2. **Develop physical and cyber infrastructure** necessary to support and sustain research activity; and
3. **Form broader collaborations and partnerships and educate funding agencies** about Marshall's capacity and capabilities.

Marshall's strategy for increasing the scope and capability of its research enterprise is embodied in the **Marshall University Strategic Initiatives** (<http://www.marshall.edu/President/strategic/initiatives.asp>), endorsed by the Marshall University Board of Governors, and under implementation since early 2006. This vision establishes the University's foremost priorities and serves as the integrated roadmap for advancing the University. Enhancing economic development in West Virginia,

nationally and internationally, through entrepreneurial research in targeted areas of scientific strength, is one of the fundamental expectations of this plan.

A summary presentation of Marshall University's five-year progress in research reveals the breadth and depth of the transformation that has been accomplished. The research landscape has changed dramatically through the hiring of key personnel, the development of key programs, facilities and infrastructure enhancement, and the development of research collaborations. At the beginning of the *Charting the Future* compact period, almost all NIH and NSF activity was under the auspices of the IDeA and EPSCoR programs. An initial cadre of research-active junior faculty members was being supported and mentored. In retrospect, those investigators are flourishing, and research-active faculty hired at the junior and senior levels has joined them. *The major advances are reviewed below by category.*

1. Recruit research-active faculty at junior and senior levels and provide mentoring and support, and focus research investments in areas of excellence and strategically develop new foci in a programmed manner

- New programs have been accredited in the **College of Information Technology and Engineering**, and the **School of Pharmacy**, the **Doctor of Physical Therapy** and the **Master of Public Health** programs have been initiated. Faculty within these areas are actively submitting grant applications and seeking collaborations across disciplines.
- There has also been a resurgence of activity at the Joan C. Edwards School of Medicine with the arrival of internationally renowned new researchers. **Dr. Joseph I. Shapiro** was appointed Dean, and he has hired **Dr. Nader Abraham** and **Dr. Uma Sundaram**. These three researchers bring substantial NIH-funded activity to Marshall, and Dr. Abraham's role as Vice Dean for Research and Dr. Sundaram's as Vice Dean for Clinical Research/ Director of the Joan C. Edwards Cancer Center is leveraging their considerable talents to mentor and collaborate with other faculty at Marshall.
- The **Marshall Institute for Interdisciplinary Research (MIIR)** was established in 2008, and will welcome its second Director in the Fall 2013. Under interim leadership, Dr. Jingwei Xie established a very successful program in biomedical nanotechnology. That program is attracting NIH funding, collaborators from across basic science and clinical disciplines, and is generating intellectual property with commercial potential, as initially envisioned. Dr. Jian Xie is the new MIIR Director. He is an NIH-funded investigator with multiple R01s, and is already attracting a cadre of externally funded researchers. His extensive network of collaborations will further extend Marshall's interactions.
- **Two ESRE scholars** have been hired in the School of Medicine and the College of Science, and have established new externally funded programs in pharmacology and environmental science, respectively.
- A senior-level, endowed chair has been made to lead the creation of **the Department of Mechanical Engineering**. Significant collaboration is underway between the department and the Robert C. Byrd Institute for Flexible Manufacturing.
- The **Bucks for Brains Program** successfully met its pledge goal of \$15 MM and has produced fifteen endowments for the support of research. The development of the Department of Mechanical Engineering, the College of Information Technology and Engineering, has resulted directly from this support.

2. Develop physical and cyber infrastructure necessary to support and sustain research activity.

- New research facilities have been put into service, including the Byrd Biotechnology Center, the Translational Genomics Research Institute and the School of Pharmacy at the Coon Medical Education Building. The new Engineering and Applied Technology Center is scheduled to open in early 2015.
- New equipment capability has been added, with next-generation sequencers provided through HRSA and NSF funds, and a multi-photon confocal microscope and an EPR spectrometer provided through the NSF MRI program. The School of Pharmacy has obtained an Agilent 6490 triple quad liquid chromatograph/mass spectrometer. These investments accelerate and enhance the pace of collaborative research and the ability of the institution to attract research-active faculty.
- Cyber infrastructure has made dramatic advances with **Internet2** connectivity established on the Huntington campus, and the installation of the **Big Green High Performance Cluster**. A suite of advanced computational software has been made available to develop computational activity.

3. Form broader collaborations and partnerships and educate funding agencies about Marshall's capacity and capabilities.

- Marshall University successfully competed for a Clinical Translational Science Award in partnership with the University of Kentucky. Marshall University researchers have been awarded pilot funding for clinical-basic science collaborations; these awards are being converted into competitive funding from NIH and other agencies. Further significant collaborative opportunities are being pursued through the contacts that have been established.
- Marshall University made significant progress with Economic Development Authority grants, winning an EDA University Center award utilizing the expertise of the Robert C. Byrd Institute for Advanced Manufacturing, in partnership with Concord University. RCBI was also awarded funding under the InnovateWV program and the Third District Accelerator. These awards have begun the establishment of key research partnerships with commercial entities and the developing capabilities and assets in Marshall's Department of Mechanical Engineering. Marshall's successful entry into the NAMMI consortium has also advanced this initiative.
- In transportation research, the Rahall Transportation Institute has been awarded a University Transportation Center grant in partnership with the University of Kentucky.

4. Summary

Overall, the pace of development of the research enterprise at Marshall University is accelerating, and bodes well for the future. The potential for large, multidisciplinary and multi-institutional awards offer a trajectory for progress despite the decrease in earmark support described below.

Total external funding declined substantially in FY 2013, due to:

- the suppression of federal earmarks and
- awards coming in before or after the fiscal year because of unusual circumstances.

As the following **Table 3** indicates, the total research line from the compact spreadsheet is shown in Row 1. The "corrected" amounts which results from placing grant awards in the expected fiscal year is shown in Row 2. When the earmarked funds (Row 3) are subtracted, that yields the corrected external funding fewer earmarks, which rebounded in FY 13.

Table 3. Correction of Compact Data for Earmarks and Grant Award Date

| | FY10-11 | FY11-12 | FY12-13 |
|---|---------------|---------------|---------------|
| 1 Total External Funding From Compact Table | \$ 45,152,183 | \$ 37,802,412 | \$18,979,752 |
| 2 Total External Funding With Corrected Award Dates | \$ 45,152,473 | \$ 31,925,503 | \$ 26,762,002 |
| 3 Earmarked Funds | \$14,076,738 | \$ 10,560,404 | \$ 203,099 |
| 4 Total External Funding With Corrected Award Dates Less Earmarks | \$ 31,075,735 | \$ 21,365,099 | \$ 26,558,903 |

IV. Learning and Accountability: Expansion of Graduate Education Opportunities

(Update provided by Dr. David Pittenger, Interim Associate Vice President for Outreach and Continuing Studies and Interim Dean of the Graduate College.)

The Graduate College of Marshall University continues to develop new academic programs that serve students and increase access to graduate programs through distance education technology. During the 2012-2013 academic year, the College continued to initiate new programs of study and is developing additional programs to meet specific needs for graduate education in the region and to prepare students for careers that require specialized skills. Marshall’s distance education initiative affords students, for whom enrollment in campus-based courses is an obstacle, an alternative format for completing degree requirements. Over of the course of the *Charting the Future* Compact reporting period, Marshall has expanded its graduate programs offerings by nine (9) new programs, and various graduate certificates.

- Doctor of Management Practice in Nurse Anesthesia (DMPNA)
- Doctor of Pharmacy (PHARM-D)
- Doctor of Physical Therapy (DPT)
- Master of Science in Accountancy (M.S. Accountancy)
- Master of Science in Health-Informatics (M.S. Health Informatics)
- Master of Arts in School Intervention (M.A. School Intervention)
- Master of Science in Athletic Training (M.S. Athletic Training)
- Master of Public Administration (MPA)
- Master of Public Health (MPH)

Updates:

- **Master’s Degree in Public Administration.** On April 18, 2013, the Marshall University Board of Governors approved the creation of a Master’s Degree in Public Administration. This degree will be overseen by the Department of Political Science in the College of Liberal Arts. Although the program is housed in the College of Liberal Arts, it makes extensive use of courses provided by faculty in the colleges of Business and Education. As such, the program adds no new costs to the University while providing a program of study that will support professionals working for not-for-profit organizations, state and federal agencies, and other areas that seek employees with training in finance and accounting, human resources management, statistical analysis, and state and federal political structures. Many of the courses will be taught using distance education technology. The program’s curriculum and the faculty teaching in the program will allow the department to seek accreditation from the National Association of Schools of Public Affairs and Administration.
- **INTO-Marshall University Partnership.** On September 28, 2012, the Marshall University Board of Governors approved the creation of a partnership between Marshall University and INTO University Partnerships Limited. INTO is a British corporation that provides student recruiting services for select colleges and universities. International students may seek enrollment in a number of graduate programs including Business Administration, Healthcare Administration, Human Resource Management, Engineering, Environmental Science, Information Systems, Safety, Technology Management, Exercise Science, Sport Administration, Mathematics, and Teaching English to Speakers of Other Languages.

Depending upon English language proficiency as determined by TOFE or IELTS scores and subscores, students are enrolled in either a one or two semester pathway program, which includes courses in English for nonnative speakers and basic content courses. When the students successfully complete the pathway, they are admitted into the program of study. The University is exploring the feasibility of creating additional pathway programs in other disciplines where there is much student demand.

The first cohort of students began in the Fall of 2013. Of the 57 students in the program 35 are enrolled in a pathway leading to a graduate degree. The current enrollments in graduate pathways are presented here in **Table 4**.

| Students In Pathway | Degree Program |
|----------------------------|---|
| 12 | Master's of Business Administration |
| 5 | Information Systems |
| 4 | Human Resource Management |
| 4 | Technology Management |
| 3 | Engineering |
| 3 | Healthcare Administration |
| 2 | Teaching English to Speakers of Other Languages |
| 1 | Environmental Science |
| 1 | Sports Administration |

An additional 103 INTO students are enrolled in an Academic English program of study, as their language skills are not yet sufficient for collegiate work. Students who complete this program will be eligible to enroll in graduate or undergraduate pathways depending upon the level of their previous formal education. We will add new cohorts of students at the start of each academic term including the summer term.

- **Master's of Science in Health Informatics.** The Master's of Science in Health Informatics (MSHI) program prepares students for careers in data- and information-driven health care enterprises. The MSHI curriculum emphasizes the application of information systems and information systems management for medical research and clinical information technology support, and the development of advanced imaging, database, and decision systems. Students complete at least four semesters of coursework including a practicum. The program is an accepted entry-level degree for accreditation in the health informatics field. The **Commission on Accreditation for Health Informatics and Information Management Education accreditation** was awarded to the Master's of Science in Health Informatics degree program for 2013 through 2023.
- **Accelerated Master's Degree.** Marshall University now offers an Accelerated Master's Degree for our undergraduate students. To participate, the student must have completed at least 90 hours toward the Bachelor's degree, have at least a 3.30 overall undergraduate GPA, have at least a 3.30 GPA in the major, and meet the admission requirements of the chosen Master's degree program. Students accepted to an Accelerated Master's Degree program could begin taking graduate coursework in their senior year and count up to 12 hours toward undergraduate electives. This option reduces the number of hours required to complete the Bachelor's degree by the number of graduate hours completed. Similarly, the option can save time in completing the Master's degree. This option is now available in Criminal Justice, Geography, Political Science, Psychology, and Sociology. During the next several years, we will make this option available for more of our graduate programs.

Plans for Expanding Graduate Programs at Marshall University

Marshall University and its Graduate College are committed to developing programs that provide unique opportunities for advanced study in fields that support the commerce and social good of West Virginia and the greater Huntington metropolitan region.

New Degree Programs

A) Master of Public Health. With the approval of the Marshall University Board of Governors on August 29, 2013, The College of Health Professions will begin to offer a Master's of Public Health. The program's mission is to promote health and reduce disease and disability by training health professionals, conducting research, and providing public education and service, with emphasis on health issues significantly impacting Appalachia.

The program consists of *two concentrations* focused on the pressing health concerns and workforce needs of our region. The first, *Global and Community Health*, provides training particularly suited to regions where urbanization is limited, median income and educational status are low, and there are care delivery challenges that pose substantial obstacles to improving health status. The program builds on the University's notable achievements in primary and rural care, to train community health professionals in risk assessment, education, intervention, and program management.

The second concentration, *Research, Evaluation and Policy*, trains health professionals in research methods, biostatistics, analysis, and health policy. This concentration equips graduates with the skills to help produce the systemic improvements in care delivery, which will ensure sustainable health improvements.

Both concentrations are built upon a core curricula of public health – epidemiology, biostatistics, environmental health, socio-behavioral phenomena, and health services administration. The programs also include study of the biology of public health, health informatics and technology, and grounding in policy, law, and ethics.

B) Master of Science in Athletic Training: Intent to Plan. At its August 27, 2013 meeting, the Board of Governors granted the School of Kinesiology permission to prepare a proposal for the creation of an entry-level Master's degree in Athletic Training. Once developed, the program will serve students seeking initial certification and registration/licensure as an athletic trainer and qualifies them to take the Board of Certification Examination. The program will require students to complete both academic and clinical coursework over five semesters.

The new program will be open to prospective students holding a bachelor's degree in a related field who have completed all prerequisite coursework. The program will also provide an Accelerated Master's Degree option for qualified Marshall University undergraduates. The United States Department of Labor Bureau of Statistics estimates that Athletic Training will be one of the fastest and largest growing professions through 2020.

C) Online courses. Marshall University has increased its accessibility to its academic programs by providing many of its courses and programs of study in a distance education – online – format. The following programs of study can be completed online:

1. Graduate Degrees:
 - a. Adult and Technical Education
 - b. Counseling
 - c. Leadership Studies
 - d. Master of Arts in Elementary or Secondary Education with areas of emphasis in:
 - i. General Education
 - ii. Early Childhood Education

- iii. English as a Second Language
 - iv. Math Through Algebra I
 - v. Middle Childhood Education
 - vi. School Library Media Specialist
2. Graduate Certificates:
- a. Early Childhood Education
 - b. English as a Second Language
 - c. Information Security
 - d. Math Through Algebra I
 - e. Middle Childhood Education
 - f. School Library Media Specialist

The following **Table 5** presents enrollment in graduate-level distance education courses taught during the 2011-12 and 2012-13 academic years. Enrollments in these courses are robust and evidence increased popularity among students. Offering courses online is convenient for graduate students, whose professional and family obligations or distance from one of Marshall's campuses makes routine commuting to campus impractical. The online alternative allows students to complete course assignments during times of day most convenient for them. The courses are also cost effective in that they do not tax the physical resources of the University. Given the popularity of these programs, the Graduate College will continue to work with academic programs to offer more of our Master's degrees online.

Table 5. Online Graduate Course Enrollments.

| Academic Program | Course Number | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Total |
|--|----------------------|------------------|--------------------|------------------|--------------------|--------------|
| Adult and Technical Education | 689 | 0 | 0 | 8 | 33 | 41 |
| Curriculum and Instruction | 501 | 32 | 0 | 31 | 0 | 63 |
| Curriculum and Instruction | 503 | 0 | 40 | 0 | 12 | 52 |
| Curriculum and Instruction | 551 | 12 | 8 | 12 | 9 | 41 |
| Curriculum and Instruction | 559 | 20 | 0 | 16 | 0 | 36 |
| Curriculum and Instruction | 623 | 36 | 20 | 15 | 17 | 88 |
| Curriculum and Instruction | 631 | 17 | 0 | 16 | 0 | 33 |
| Curriculum and Instruction | 633 | 16 | 0 | 12 | 0 | 28 |
| Curriculum and Instruction | 634 | 0 | 20 | 0 | 16 | 36 |
| Curriculum and Instruction | 638 | 0 | 17 | 0 | 14 | 31 |
| Curriculum and Instruction: Educational Computing | 534 | 56 | 61 | 59 | 55 | 231 |
| Curriculum and Instruction: Educational Computing | 600 | 32 | 0 | 27 | 0 | 59 |
| Curriculum and Instruction: Educational Computing | 635 | 18 | 15 | 17 | 15 | 65 |
| Curriculum and Instruction: Educational Computing | 699 | 0 | 2 | 0 | 5 | 7 |
| Curriculum and Instruction: Math Education | 555 | 0 | 15 | 0 | 14 | 29 |
| Curriculum and Instruction: Math Education | 556 | 0 | 14 | 0 | 13 | 27 |
| Curriculum and Instruction: Math Education | 657 | 18 | 0 | 11 | 0 | 29 |
| Curriculum and Instruction: Math Education | 658 | 0 | 27 | 0 | 14 | 41 |
| Curriculum and Instruction: Reading Education | 613 | 18 | 8 | 0 | 0 | 26 |
| Curriculum and Instruction: English as a Second Language | 550 | 0 | 0 | 0 | 16 | 16 |
| Curriculum and Instruction: English as a Second Language | 552 | 11 | 0 | 0 | 0 | 11 |
| Curriculum and Instruction: English as a Second Language | 653 | 0 | 9 | 0 | 0 | 9 |
| Curriculum and Instruction: Special Education | 510 | 31 | 31 | 26 | 29 | 117 |
| Curriculum and Instruction: Special Education | 520 | 26 | 19 | 22 | 17 | 84 |
| Curriculum and Instruction: Special Education | 526 | 0 | 15 | 5 | 0 | 20 |
| Curriculum and Instruction: Special Education | 527 | 35 | 0 | 35 | 0 | 70 |
| Curriculum and Instruction: Special Education | 601 | 6 | 0 | 8 | 0 | 14 |
| Curriculum and Instruction: Special Education | 602 | 5 | 0 | 0 | 10 | 15 |
| Curriculum and Instruction: Special Education | 606 | 17 | 16 | 18 | 36 | 87 |
| Curriculum and Instruction: Special Education | 607 | 36 | 33 | 35 | 31 | 135 |
| Curriculum and Instruction: Special Education | 662 | 0 | 30 | 0 | 29 | 59 |
| Counseling | 555 | 14 | 24 | 17 | 33 | 88 |
| Counseling | 556 | 11 | 0 | 0 | 0 | 11 |
| Counseling | 574 | 38 | 17 | 30 | 19 | 104 |
| Counseling | 577 | 29 | 29 | 15 | 28 | 101 |
| Counseling | 602 | 0 | 0 | 29 | 17 | 46 |
| Counseling | 603 | 16 | 29 | 0 | 30 | 75 |
| Counseling | 605 | 0 | 0 | 0 | 11 | 11 |
| Counseling | 606 | 15 | 14 | 15 | 15 | 59 |
| Counseling | 631 | 9 | 0 | 14 | 15 | 38 |
| Counseling | 632 | 24 | 0 | 22 | 0 | 46 |
| Counseling | 672 | 15 | 0 | 0 | 0 | 15 |
| Economics | 501 | 0 | 0 | 30 | 14 | 44 |
| Educational Foundations | 502 | 0 | 9 | 0 | 13 | 22 |
| Educational Foundations | 513 | 15 | 0 | 10 | 0 | 25 |
| Educational Foundations | 517 | 5 | 4 | 5 | 7 | 21 |
| Educational Foundations | 610 | 18 | 7 | 13 | 17 | 55 |
| Educational Foundations | 612 | 39 | 39 | 56 | 33 | 167 |
| Educational Foundations | 615 | 0 | 19 | 19 | 16 | 54 |

| Academic Program | Course Number | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Total |
|--|----------------------|------------------|--------------------|------------------|--------------------|--------------|
| Educational Foundations | 616 | 39 | 38 | 34 | 37 | 148 |
| Educational Foundations | 619 | 39 | 38 | 39 | 34 | 150 |
| Educational Foundations | 621 | 44 | 56 | 53 | 54 | 207 |
| Educational Foundations | 636 | 0 | 12 | 0 | 9 | 21 |
| Educational Foundations | 665 | 20 | 16 | 16 | 18 | 70 |
| Educational Foundations | 679 | 0 | 2 | 0 | 0 | 2 |
| English | 522 | 0 | 0 | 0 | 4 | 4 |
| Geography | 526 | 0 | 0 | 3 | 1 | 4 |
| Information Systems | 631 | 0 | 18 | 0 | 0 | 18 |
| Information Systems | 646 | 17 | 0 | 7 | 0 | 24 |
| Integrated Science and Technology | 160 | 22 | 20 | 0 | 0 | 42 |
| Integrated Science and Technology | 163 | 12 | 10 | 17 | 10 | 49 |
| Integrated Science and Technology | 320 | 0 | 25 | 37 | 0 | 62 |
| Integrated Science and Technology | 365 | 7 | 20 | 8 | 20 | 55 |
| Instructional Technology and Library Science | 501 | 16 | 11 | 17 | 0 | 44 |
| Instructional Technology and Library Science | 502 | 0 | 0 | 0 | 19 | 19 |
| Instructional Technology and Library Science | 515 | 0 | 16 | 0 | 15 | 31 |
| Instructional Technology and Library Science | 622 | 0 | 0 | 7 | 0 | 7 |
| Instructional Technology and Library Science | 625 | 19 | 0 | 14 | 0 | 33 |
| Instructional Technology and Library Science | 631 | 0 | 19 | 0 | 16 | 35 |
| Journalism and Mass Communications | 641 | 0 | 0 | 5 | 0 | 5 |
| Leadership Studies | 532 | 39 | 22 | 42 | 22 | 125 |
| Leadership Studies | 615 | 14 | 0 | 37 | 0 | 51 |
| Leadership Studies | 625 | 17 | 39 | 19 | 43 | 118 |
| Leadership Studies | 626 | 0 | 34 | 0 | 0 | 34 |
| Leadership Studies | 645 | 30 | 0 | 18 | 19 | 67 |
| Leadership Studies | 655 | 0 | 3 | 4 | 9 | 16 |
| Leadership Studies | 690 | 0 | 0 | 2 | 13 | 15 |
| Music | 540 | 6 | 0 | 6 | 1 | 13 |
| Nursing | 602 | 0 | 0 | 23 | 25 | 48 |
| Nursing | 604 | 0 | 24 | 17 | 29 | 70 |
| Nursing | 606 | 0 | 30 | 20 | 25 | 75 |
| Nursing | 608 | 0 | 32 | 15 | 30 | 77 |
| Nursing | 616 | 0 | 0 | 0 | 4 | 4 |
| Nursing | 618 | 0 | 0 | 5 | 0 | 5 |
| Nursing | 619 | 4 | 6 | 2 | 2 | 14 |
| Nursing | 620 | 44 | 0 | 48 | 0 | 92 |
| Nursing | 621 | 0 | 43 | 0 | 47 | 90 |
| Nursing | 642 | 0 | 0 | 7 | 0 | 7 |
| Nursing | 644 | 0 | 0 | 0 | 8 | 8 |
| Nursing | 646 | 0 | 0 | 6 | 0 | 6 |
| Nursing | 648 | 0 | 0 | 0 | 5 | 5 |
| Park Resources and Leisure Services | 551 | 0 | 0 | 0 | 1 | 1 |
| Psychology | 506 | 0 | 12 | 8 | 9 | 29 |
| Psychology | 516 | 2 | 0 | 0 | 0 | 2 |
| Psychology | 540 | 4 | 0 | 1 | 0 | 5 |
| Psychology | 672 | 7 | 0 | 22 | 0 | 29 |
| Psychology | 674 | 5 | 8 | 0 | 0 | 13 |
| Totals | | 1,097 | 1,145 | 1,207 | 1,182 | 4,631 |

D) Planning. The administration of Marshall University and the Graduate College foresee graduate programs in the natural sciences, mathematics, engineering, and the health professions as significant opportunities for growth in the coming years.

V. Innovation: Entrepreneurial Education--Marshall University ADVANCE Project

A. MU-ADVANCE: Advancing Women in Science, Math and Engineering at Marshall – Path Forward (Update provided by Dr. Marcia Harrison-Pitaniello, Professor, Department of Biological Sciences.)

1. Mission: The mission of the Marshall University-ADVANCE Program (MU-ADVANCE) is to increase the recruitment and retention of female faculty in the STEM disciplines at Marshall University through faculty development initiatives and improved institutional climate.

2. Overview: MU-ADVANCE involves an innovative networking effort between women STEM faculty and administrative partners, working to foster institutional change. The Program impacts women faculty in four colleges, the College of Science (COS), the College of Information Technology and Engineering (COLA), the College of Liberal Arts (COLA), and the School of Medicine, basic biomedical sciences departments. Initiative-specific activities are coordinated by faculty-administrator collaborations that meet monthly to discuss progress and challenges. This system has proven to be effective for driving change at Marshall University, and we propose that this would be a suitable avenue for implementing change at other primarily undergraduate institutions.

B. Path Forward: Progress Report

The Path Forward Committee was established **after** the granting period for the National Science Foundation-Supported MU-ADVANCE Program, which ended August 31, 2012. The purpose of the committee is to help sustain MU-ADVANCE initiatives in recruitment, faculty development, policy review, and university evaluation, with special attention to recruitment of new faculty and retention of female STEM faculty. As planned in the original proposal, much of the MU-ADVANCE Program initiatives will be sustained within existing offices at the university. The Path Forward Committee will serve to focus on specific issues and to advise Academic Affairs concerning sustainability.

Update: Sustainability efforts of the MU-ADVANCE Initiatives

During its first year, the primary effort of the Path Forward Committee was to recruit members and draft a charter of obligations for the committee. According to the charter, the committee will consist of at least one member from the College of Science, College of Liberal Arts, College of Information Technology and Engineering, and Biomedical Sciences departments. Each member will serve a two-year term on a rotating basis. The following faculty currently serves on the committee:

- COS: Elizabeth Niese (Mathematics); Wendy Trzyna (Biological Sciences); Maria Babiuc (Physics)
- COLA: April Fugett-Fuller (Psychology)
- CITE: Hyoil Han (Computer Science)
- BMS: Piyali Dasgupta (Toxicology and Environmental Health Sciences)

The Committee's activities are as follows:

- The Committee meets once per month during the academic year for the following:
- Continue policy review and proposal development.
- Enhance efforts to recruit STEM female faculty.
- Recommend Faculty Development activities to the Center for the Advancement of Teaching and Learning.
- Review data collection and analysis from Multicultural Affairs and on the status of women.

- Promote interdisciplinary networking through monthly lunches, coffee breaks, and/or writing groups.
 - a. Host a new faculty welcome event for STEM female faculty in the fall semester.
 - b. Host a welcome event for female STEM faculty and graduate students during the spring semester.

1. Recruitment:

Sustainability:

- The Offer Survey will continue to be administered to new faculty through the Center for the Advancement of Teaching and Learning (CTL).
- Human Resources will continue to subscribe to HigherEdJobs.com to assure a consistent public presence for Marshall's job openings. They will also provide annual training workshops for colleges and departments integrating best practices for recruitment and hiring and recruitment materials to hiring departments.
- The Dual Career Service will be overseen by Career Services at Marshall.
- The information on the candidates' resources pages offered through Human Resources.
- Marshall plans to purchase PeopleAdmin for its campuses, which would serve to sustain the search assessment and reports that have been provided by MU-ADVANCE during the last six years to colleges and hiring departments.

Path Forward Activities:

The Path Forward Committee members are willing to meet with candidates visiting campus. This will be an ongoing activity of the committee.

2. Faculty Development:

Sustainability:

- The Follow-Up Survey will continue to be administered to faculty who have completed their first year at Marshall through the Center for the Advancement of Teaching and Learning (CTL).
- The university-wide New Faculty Support Program and mentoring will continue through CTL.
- Faculty development workshops will continue through CTL.
- Grant preparation workshops will continue through MURC.

Path Forward Activities:

- The Path Forward Committee voted to continue the Mini-grants as mini-travel awards to be used to match existing funds. The first set of grants was used to support summer travel for two female STEM faculty members. The first set of grants will be offered during the Fall 2013 semesters.
- The MU-ADVANCE Office still maintains the library posted at <http://www.marshall.edu/mu-advance/resources.asp>. These include references for grant preparation and writing resources, which are available for checkout by any faculty member.
- The Path Forward Committee hosted a Networking Event for STEM female faculty and graduate students on May 3, 2013. The purpose of the workshop was to share and learn networking tips and enjoy an end-of-the semester coffee break! Approximately 20 faculty and graduate students attended.
- The Quick Guide To Tenure and Promotion has been revised and updated. This will be provided to new STEM female faculty at the fall networking event.

3. Policy:

Sustainability:

- The application for the Modified Duties Policy will be modified to make it more clear to faculty what is an allowable reason to apply.
- Efforts to implement the Flexible Workload Policy will be continued.
- A reassigned time application procedure will be developed to accommodate funded faculty, as well as the flexible workload policy.
- A survey will be developed for probationary faculty to evaluate their pre-tenure review. CTL will administer this.
- *Campus Conversations* will continue to be offered via Academic Affairs.
- CTL will administer the Faculty Job Satisfaction Survey.

Path Forward Activities:

- Policy review and proposal development will continue through the Path Forward Committee. The committee focused on discussion of the status of the Modified Duties and Pre-Tenure Review policies. The MU-ADVANCE website will be maintained by Dr. Harrison to include updated policies regarding promotion and tenure and modified duties.

4. Dissemination and Evaluation:

- The weekly *Academic Affairs* newsletter is now overseen by Academic Affairs.
- Evaluation will continue through the status of women at Marshall Committee and through the Division of Multicultural Affairs.

What lessons have been learned and what are the remaining challenges?

Lesson 1: Networking events have been valuable for maintain a network of STEM female faculty. Therefore, the Path Forward Committee felt it was important to continue to host at least one per semester so that STEM women can meet one another and stay in contact.

Lesson 2: Travel funds are important in establishing professional networks. Therefore, the Path Forward Committee votes to continue support of these types of mini-awards so that they could serve as matches to existing funds.

Lesson 3: Marshall's female STEM graduate students could benefit from the lessons learned by the MU-ADVANCE Fellows. Therefore, the Path Forward Committee voted to host one networking event to include graduate students. Overall, the committee felt that this type of event could be expanded if it was successful.

Marshall University

West Virginia Higher Education Policy Commission

2013 Compact Submission

October 31, 2013

Part III. *Leading the Way* Formal Targets and Rationale

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 <i>Cohort Years:</i> | 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 <i>Cohort Years:</i> | 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 | | | | | | Draft 2018 | Formal |
|---|----|------------|------------|------------|------------|------------|------------|-----------------------|----------------------------|
| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Target (2017-18 Data) | 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 | | | | | | | | | |
| <i>Cohort Years:</i> | | 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 |

Institutional Compact: Rationale for Targets on Metrics

Institutions are to provide the target value and a brief rationale (a paragraph or so) for each of the compact metrics for the system master plan *Leading the Way: Access. Success. Impact*. Signatures from the appropriate officials from the institution, governing board, and Commission must be provided on the last page. This document and the target spreadsheet are due November 1, 2013 to abell@hepc.wvnet.edu.

Institution: Marshall University

I. Access

Metric: Fall Headcount Enrollment

Target: _____ **14,766** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students,, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Annualized FTE

Target: _____ **12,500** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Fall First-Time Freshmen Headcount

Target: _____ **2,100** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Fall Low-Income Student Headcount

Target: _____ **4,000** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Fall Underrepresented Racial/Ethnic Group Headcount

Target: _____ **1005** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the

projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Fall Adult Headcount
Target: **2,100**

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

II. Success

A. Developmental Education Outcomes

Metric: Students Passing Developmental Courses-Math
Target: **60%**

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Students Passing Developmental Courses-English
Target: **50%**

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Students Passing Developmental Courses and a College-Level Course-Math
Target: **40%**

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Students Passing Developmental Courses and a College-Level Course-English
Target: **50%**

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

B. Retention

Metric: Full-Time, First-Time Freshmen

Target: _____ **77%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Part-Time, First-Time Freshmen

Target: _____ **59%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Low-Income First-Time Freshmen

Target: _____ **72%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Returning Adults

Target: _____ **26%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Transfer Students

Target: _____ **72%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Underrepresented Racial/Ethnic Group First-Time Freshmen

Target: _____ **65%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection

that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, student choice with regard to advising, and third-party definition changes of key categories and metrics.

C. Progress Toward Degree

Metric: First-Time Freshmen Earning 30 Hours

Target: 48%

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

D. Four-Year Graduation Rates

Metric: First-Time Freshmen

Target: 21%

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Low-Income First-Time Freshmen

Target: 14%

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Returning Adults

Target: 51%

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Transfer Students

Target: 36%

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Underrepresented Racial/Ethnic Group First-Time Freshmen

Target: _____ **15%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

E. Six-Year Graduation Rates

Metric: First-Time Freshmen

Target: _____ **46%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Low-Income First-Time Freshmen

Target: _____ **36%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Returning Adults

Target: _____ **51%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Transfer Students

Target: _____ **48%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Underrepresented Racial/Ethnic Group First-Time Freshmen

Target: _____ **39%** _____

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-

party definition changes of key categories and metrics.

III. Impact

A. Degrees Awarded

Metric: Total Degrees Awarded

Target: 2,575

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Associate's Degrees Awarded

Target: 100

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Bachelor's Degrees Awarded

Target: 1,400

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Master's Degrees Awarded

Target: 850

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Doctoral Professional Practice Degrees Awarded

Target: 210

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Doctoral Research/Scholarship Degrees Awarded

Target: 15

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection

that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: STEM Degrees Awarded
Target: 485

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: STEM Education Degrees Awarded
Target: 30

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

Metric: Health Degrees Awarded
Target: 635

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

B. Federal Student Loan Cohort Default Rate

Metric: Three-Year Rate
Target: 15%

Marshall's Office of Institutional Research and Planning (IRP) has reviewed existing data, factoring in trends and expected programmatic changes. Based on this review, IRP has derived a 2018 projection that serves, at best, as an educated guess, given various factors that could affect the validity of the projection, *such as* significant changes in personal financial situations of students, increases in the cost of attendance, student preparation and ability, student choice with regard to advising, and third-party definition changes of key categories and metrics.

C. Research and Development (required for WVU and Marshall University, optional for all others)

Metric: Research Grants and Contracts
Target: \$24,500,000

Significant hiring of grant-active faculty is taking place in School of Medicine and Marshall Institute of Interdisciplinary Research (MIIR). The projected 2018 target is a reasonable estimate based on existing grant portfolio of the new hires and the collaborative activity they will engender.

Metric: Licensure Income
Target: \$12,000

The Vice President for Research expects current licensing revenues to continue to grow as sales volume of our successful licensees increases. In addition, we expect significant new business activity

from the hiring mentioned above and from existing personnel at MIIR.

Metric: Peer-Reviewed Publications by Faculty

Target: 45

Continuation of current levels of scholarly activity and productivity in the College of Science, and increase in the School of Medicine as the research activity grows.

Metric: Start-Up Companies

Target: 2

We expect these additional start-up companies to emerge from the activities of MIIR and the School of Medicine. At the current time, there are two developing start-ups in the purview of the tech transfer office.


Metric: Patents Issued

Target: 3

We expect the referenced faculty/researcher hires to be particularly productive in yielding an increase in the number of patents, given the track record of these individuals at their previous institutions.

Signatures of the appropriate personnel from the institution, governing board and Commission are necessary for the institution targets to be finalized.

Approvals:



10/30/13
Date



10/30/2013
Date

Commission

Date