

Marshall University**Student Access**

		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment							
Fall Head Count		13,708	13,407				
In-State		10,532	10,246				
Out-of-State		3,176	3,161				
Annualized FTE		11,923	11,816				
In-State		8,867	8,750				
Out-of-State		3,056	3,066				
Fall First-Time Freshmen Headcount		1,908	1,871				
In-State		1,432	1,433				
Out-of-State		476	438				
Fall Low-Income Student Headcount*		4,107	4,069				
Fall Underrepresented Racial/Ethnic Group Total		1,194	1,240				
American Indian		42	47				
Black		707	687				
Hispanic		241	247				
Multi Racial		186	245				
Native Hawaiian/Pacific Islander		18	14				
Fall Adult (25+) Headcount		1,926	1,795				

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Student Success						
	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort
Developmental Education Outcomes						
Students Passing Developmental Courses						
Math	68.9%	64.6%				
In-State	67.2%	64.6%				
Out-of-State	73.9%	70.2%				
English	77.9%	76.1%				
In-State	74.4%	75.5%				
Out-of-State	84.4%	77.3%				
Developmental Students Passing College-Level Course						
Math	47.2%	42.7%				
In-State	45.5%	40.7%				
Out-of-State	52.2%	50.9%				
English	66.7%	62.4%				
In-State	61.3%	61.0%				
Out-of-State	76.7%	65.3%				
Retention						
Full-Time, First-Time Freshmen	77.8%	75.2%				
In-State	80.8%	78.1%				
Out-of-State	70.0%	66.6%				
Part-time, First-Time Freshmen	45.5%	12.5%				
Low-Income First-Time Freshmen	73.8%	68.4%				
Returning Adults	50.0%					
Transfer Students	72.3%	72.5%				
Underrepresented Racial/Ethnic Group Total	77.5%	66.7%				
American Indian	66.7%	50.0%				
Black	78.7%	66.9%				
Hispanic	85.4%	66.7%				
Multi Racial	65.9%	76.7%				
Native Hawaiian/Pacific Islander	100.0%	75.0%				
Progress Toward Degree						
First-Time Freshmen Earning 30 Hours	49.6%	47.6%				
In-State	52.2%	49.7%				
Out-of-State	42.7%	41.2%				
Four-Year Graduation Rate	<i>Cohort Years:</i>		2009	2010		
First-Time Freshmen	21.7%	23.6%				
In-State	21.9%	23.5%				
Out-of-State	21.1%	23.8%				
Low-Income First-Time Freshmen	14.3%	16.8%				
Returning Adults	50.0%	25.0%				
Transfer Students	37.7%	39.1%				
Underrepresented Racial/Ethnic Group Total	18.0%	15.1%				
American Indian	0.0%	25.0%				
Black	14.0%	15.6%				
Hispanic	37.9%	15.6%				
Multi Racial		0.0%				
Native Hawaiian/Pacific Islander						
Six-Year Graduation Rate	<i>Cohort Years:</i>		2007	2008		
First-Time Freshmen	45.4%	45.2%				
In-State	46.0%	45.2%				
Out-of-State	43.9%	45.3%				
Low-Income First-Time Freshmen	33.9%	35.0%				
Returning Adults	0.0%	0.0%				
Transfer Students	47.0%	45.8%				
Underrepresented Racial/Ethnic Group Total	45.0%	33.1%				
American Indian	55.6%	60.0%				
Black	43.6%	31.3%				
Hispanic	46.2%	33.3%				
Multi Racial						
Native Hawaiian/Pacific Islander						

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		Impact					
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Degrees Awarded		2,561	2,617				
Associate's		99	111				
Bachelor's		1,561	1,604				
Master's		774	769				
First Professional							
Doctoral Professional Practice		111	123				
Doctoral Research/Scholarship		16	10				
STEM		417	423				
Associate's							
Bachelor's		275	290				
Master's		127	119				
Doctorate		15	14				
STEM Education*		16	17				
Health		502	546				
Associate's		99	111				
Bachelor's		170	194				
First Professional							
Master's		133	126				
Doctorate		100	115				
Federal Student Loan Cohort							
Default Rate	<i>Cohort Years:</i>	2010	2011				
Three-Year Rate		13.6%	15.6%				
Research and Development		FY 2012	FY 2013				
Research grants & contracts*		\$17,453,422	\$24,848,104				
Licensure Income*		\$5,040	\$10,000				
Peer-Reviewed Publications*			123				
Patents Issued*		2	1				
Start-up Companies*		0	0				

Strategy A: Enrollment

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The general focus of Marshall University's enrollment strategies calls for a multi-faceted approach to a complex challenge: improving and maintaining academic learning experience quality; containing the costs of delivering high-quality academic programs; increasing the number of university-educated graduates; and linking graduates with the potential of economic development and future prosperity (jobs) for the State of West Virginia. Marshall's current approach to addressing this major challenge is represented, in large measure, through the five (5) comprehensive plans comprising essential elements of its 2014 Compact strategies and activities.

A critical aspect or main feature of Marshall's approach to this challenge has been to focus considerable university resources—human, academic, financial, and capital—on student recruitment, engagement, retention, persistence, and success activities. In academic year 2008-2009, a newly formed university-wide Student Retention and Success Committee produced a retention plan that the University followed from March 2009 until the Committee was recast in academic year 2011-2012 as a multi-dimensional Strategic Enrollment Planning Council (SEPC).

SEPC's recommendations and activities have guided the University's planning of new and innovative strategic enrollment initiatives, such as the full implementation of Degree Works as our degree audit system and the Student Success Collaborative predictive analytics from the Education Advisory Board partnership as our primary advising tool. Marshall is now embarking on five projects directly related to strategic enrollment management, as described in the respective narratives of each comprehensive plan, and a continuous review and assessment of its Recruitment Plan, already started as part of Marshall's Academic Portfolio Review.

1. Activity 1: Review, Assess, and Revise the Mission, Goals, and Activities of the Strategic Enrollment Planning Council (SEPC)

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
Sherri Smith, Interim Associate Vice President, Academic Affairs and Interim Dean, Undergraduate Studies
Leadership from faculty and staff SEPC Members who represent various advisory groups, including faculty, students, recruitment and admissions, student success, University College, the Academic Deans, and Institutional Research (7 additional members).

- b. Describe the activity. (250 words max)

Marshall will undertake a complete review, assessment, and revision, as necessary, of the mission, structure, and activities of

the Strategic Enrollment Planning Council (SEPC). The current SEPC mission reads as follows:

“[SEPC is] an oversight committee to serve in an advisory role to the Provost to recommend policies and procedures with regard to student success and strategic enrollment, specifically in recruitment, admission, retention, advising, graduation rates and assessment. SEPC shall pursue the utilization and integration of technologies to assist in predictive analysis advising by providing training to appropriate campus constituencies. SEPC shall also provide feedback to the Provost and to vendors on the integration of such technologies by the campus community. [SEPC] shall meet on a regular basis and make recommendations to the Provost’s office. Approved policies shall be shared with the University community and referred, where necessary, to appropriate governance bodies.”

Review, assessment, and modification of SEPC’s mission, structure, and activities will take into account and incorporate the strategies and activities described in each of the five comprehensive plans. Additionally, the review will incorporate modifications to the University’s Student Recruitment Plan, which constitutes the second activity supporting the Enrollment Strategy.

- c. What target populations, if applicable, does this activity address? (100 words max)

The target population is all prospective students interested in attending Marshall University through traditional recruitment cycles; all current Marshall University students; and all adult learners and potential degree completing students who may have some university/college/technical college record (or credentials) and who may wish to complete an undergraduate degree through transfer options or enrolling in the RBA.

- d. Provide a timeline for implementation of this activity. (250 words max)

November 2014: SEPC meeting to review Compact Comprehensive Plans and Academic Portfolio Review of the Recruitment Plan. Develop timeline for specific follow up recommendations, including revisions to SEPC Mission Statement.
February 2015: Submit final revisions to Mission Statement and planned activities to Provost.
September 2015-2018: Annual review of SEPC activities and data supplied by each of the groups responsible for the five comprehensive plans focusing on progress toward plan goals and objectives.

October 2015-2018: SEPC review of enrollment data supplied by Institutional Research and data from comprehensive plan activities.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Financial resources for the university's partnerships with the HLC, AAC&U, Noel-Levitz, Degree Works, and the Education Advisory Board are already committed and budgeted.

SEPC's membership is comprised of sub-committees whose membership comes from across the University.

- Data Gathering and Reporting Committee (Institutional Research and Planning)
- Deans' Council ad hoc Committee on Resource Allocation (Academic Deans)
- Week of Welcome (WOW) and UNI 100 Committee (University College)
- Student Success Committee (Intercultural Affairs and Student Affairs)
- Committee on Admissions, Recruitment and Orientation (Recruitment and Admissions)
- Student Advisory Committee on the College Experience (Student Government Association)
- Faculty Advisory Council on Retention and Enrollment (Faculty Senate and Graduate Council)
- Student Financial Assistance (Financial Aid)
- Provost's Office (Academic Affairs)

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal entities: All university offices indicated in item 'e' response.

External entities: Education Advisory Board, Higher Learning Commission, AAC&U, Noel-Levitz, Workforce West Virginia.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes;

(1) Demonstrable changes to the SEPC mission statement and planned activities related to strategic enrollment, student persistence, and related partnerships. These changes will be recorded in a revised mission statement.

(2) A revised enrollment management plan will be created.

Assessment will be achieved through SEPC activities leading to the modifications.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. Activity 2: Review, Assessment, and Modification of University Student Recruitment Plan

- a. Who is responsible for the implementation of this activity? (name and title)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
Michael McGuffey, Director, Institutional Research and Planning
Elizabeth Wolfe, Director, Recruitment
Tammy Johnson, Executive Director of Admissions and International Student Experience

b. Describe the activity. (250 words max)

As one of three elements of its Academic Portfolio Review, a central portion of the University's *20/20 Long-Term Strategic Planning*, and under a continuous improvement model, Marshall will review the effectiveness of its current student recruitment plan for domestic students. The current plan is available at: <http://www.marshall.edu/2020/academic-portfolio-review/>.

The purpose of this review is to examine current recruitment activities and make necessary adjustments to the plan in order to: (1) sustain current first-year full-time students enrollment goals and targets; and (2) develop new strategies for maintaining overall headcount and full-time equivalents, given the challenge of a declining demographic of graduating high school seniors.

c. What target populations, if applicable, does this activity address? (100 words max)

The target population is all prospective domestic students interested in attending Marshall University in traditional recruitment cycles; all current Marshall University students; and all adult learners and potential degree completing students who may have some university/college/technical college record (or credentials) and who may wish to complete an undergraduate degree through transfer options or enrolling in the RBA.

d. Provide a timeline for implementation of this activity. (250 words max)

November 2014—Initial review by the Strategic enrollment Planning Council (SEPC).
December 2014—Discuss SEPC inquiries and recommendations regarding various aspects of recruitment plan, including recommendations for going forward that already part of the plan. For example: under “future considerations” the recruitment plan already proposes the following:

- Renew focus on recruitment of non-freshmen populations
- Online information enhancement
- Increase coordination with on campus events
- Develop Call Center
- Develop Videos featuring students online
- Develop High School Counselor handbook.
- Enhance Parent’s Program already part of Preview Days activities; Parent outreach.
- On-campus educational program
- Build stronger links with regional Alumni Chapters
- Increase mailings to students who have contacted Marshall
- Enhance College-level communications

February 2015/March 2015 (if not before)—incorporate recommendations changes to the plan and implement ant new activities or revisions to current activities to impact current and 2015 recruitment strategies; and completion of enrollment management plan.

2015-2018—annual review of recruitment following similar timeline.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

All members of the Office of Recruitment staff will be involved and will guide the review discussions to critique recommendations for change to the plan. The Strategic Enrollment Planning Council will provide oversight of future discussions. And the President and Provost of Marshall University will approve any modifications to recruitment planning and activities.

Additional costs for new activities will be covered by existing budgetary allocations.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Marshall University Alumni Foundation; regional or local Alumni Chapters; the Office of Academic Affairs; the Office of the President

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes

- To identify new strategies and activities that enhance communication and outreach to prospective students, parents/families, and high school counselors
- To evaluate staff resources to ensure maximum efficiency
- To evaluate existing and current deployment of recruitment staff, communications plan, and staffing needs to ensure optimal use of all resources

Assessment will be conducted though implementation of any changes to the plan and those changes make a significant difference to the results of our recruitment efforts.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Changes to the recruitment plan will have bearing on all aspects of Marshall’s enrollment management efforts.

Marshall’s five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or “strategically nested” plans. Each plan focuses

on particular aspects of Marshall’s academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall’s *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall’s five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans’ activities and strategies should reveal the impact of these interdependent or strategically nested activities.

Strategy B: Developmental Education

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Marshall’s enrollment strategies calls for a multi-faceted approach to a complex challenge of: (a) increasing the number of university-educated graduates; (b) improving and maintaining academic learning experience quality; (c) maintaining the costs of delivering high-quality academic programs; and (d) linking graduates to the potential of economic development and future prosperity in West Virginia.

For some underrepresented students, e.g., first-generation students and students with poor high-school preparation in math and writing composition, this challenge is lived as a challenge of early access to an academic, social, and cultural support network that introduces the kinds of advising and curricular interventions needed to nurture engagement with course content, teaches persistence of effort, and helps a student envision success through graduation and the pursuit of career aspirations. The first courses taken by these students frequently include a set of non-credit bearing developmental or remedial courses intended to “fill in the gaps” in math and writing composition competencies or skills, as indicated by ACT scores submitted prior to admission or a placement test taken upon admission.

This strategy focuses on two activities: (1) replacing non-credit bearing developmental/remedial courses, which contribute to higher tuition costs for students and lengthen the time to degree significantly, with credit-bearing stretch courses in English composition and emporium-based Math module instruction; and (2) offering a support structure for “bridging” activities through a no-cost-to-student Math and Writing Summer Bridge program prior to matriculation.

These steps are directed at facilitating the transition from high school Math and English to Marshall’s academic standards in each area.

1. Activity 1: Transforming Developmental Learning

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
Sherri Smith, Interim Associate Vice President, Academic Affairs and Interim Dean, Undergraduate Studies
Sherri Stepp, Director, Undergraduate College
Evelyn Pupplo-Cody, Professor, Department of Mathematics
Kellie Prejean, Associate Professor, Department of English

- b. Describe the activity. (250 words max)

Objective: To replace non-credit bearing “developmental” courses in English and Mathematics with credit-bearing courses.

(1) English Department has created a 4-credit hour stretch course, ENG 101P (Beginning Composition Plus), for students with verbal ACT scores 11-17. This course meets the requirements of ENG 101 but includes a developmental component. Both ENG 101P and ENG 101 (3 hrs.) lead to ENG 201 (3 hrs.).

ENG 201 has replaced ENG 102, moving the second composition course in the student's sophomore year (200-level), linking it to the student's major.

(2) Mathematics Department is replacing MATH 098 and 099 with MATH 100:Math Skills MATH 102 and MATH 102: Math Skills II.

MATH 100 and MATH 102 are under University Curriculum Committee review, slated for first offering in Fall 2015.

Old model:

098: ACT of 12-16

099: ACT of 17-18, or "C" in 098

099 is a gateway for BOTH

- MATH 121: Math Concepts (for non-stem majors or do not need college algebra)
- AND for MATH 127: College Algebra--Expanded or MATH 130: College Algebra (for stem majors or need college algebra)

New model:

Math 100: ACT of 18 and below (content of 098 and 099) for majors who do not need college algebra. A lab/emporium model requiring regular attendance; students progress through online modules one by one if 80% is achieved in module assessment.

Math 102: ACT of 18 and below (content of 098 and 099) adding additional content modules for majors that need college algebra: additional modules to prepare students for immediate entry into MATH 127: College Algebra Expanded or MATH 130: College Algebra.

- c. What target populations, if applicable, does this activity address? (100 words max)

Admitted students whose ACT scores indicate a need for additional support of English stretch courses or of the Math emporium modules.

- d. Provide a timeline for implementation of this activity. (250 words max)

Fall 2014: Implementation has already taken place in English.

Spring 2015: Math 098 and 099 will be offered for the last time.

Fall 2015: Math 100 and 102 will be offered for the first time.

May 2016: Assessment of MATH 100 and 102 for ability of students to progress to college-level math courses.

2016-2018: Annual Assessment with course modifications as needed.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

English faculty responsible for composition sequence; Math faculty responsible for emporium modules; usual space and budgetary commitments.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Academic Affairs, Department of English, Department of Mathematics, University College

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

- Elimination of non-credit remedial education courses in English and Mathematics
- Creation of credit-bearing stretch course in English and emporium modules in Mathematics
- Facilitate time-to-degree progress
- Reduce financial burden on affected students

Results of implementation will be assessed through student progression to college-level math and English courses.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Yes. This activity is directly related to the comprehensive plan strategies having to with access, and activities comprising the development of enrollment, retention, progress toward degree, graduation rates, and the student loan default rate for some students.

2. Activity 2: Summer Bridge Program

- a. Who is responsible for the implementation of this activity? (name and title)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
Sherry Smith, Interim Associate Vice President for Academic Affairs and Interim Dean of Undergraduate Studies
Sherri Stepp, Director, University College
Laura Stapleton, Instructor, Mathematics

- b. Describe the activity. (250 words max)

Marshall University will continue to offer a no-cost-to-student Summer Bridge Program in Basic Math Skills. The Summer Bridge Program is a workshop designed to enrich math skills in students whose ACT score ranges 11-18. Marshall faculty teaches the workshop sessions. Students self-select; this is not a mandatory program.

Instructional materials, parking, and lunch are provided.

On-campus housing in Huntington is available at no cost for students who do not live locally.

The summer Bridge program is for freshmen admitted for the Fall semester who have paid their enrollment deposit and would be enrolled in MTH 098 or MTH 099 based on their ACT/SAT scores (18 and below on Math ACT).

The Summer Bridge Workshop started in the summer of 2012 offering enrichment in both English Composition and Mathematics. With creation of ENG 101P for the Fall 2013, composition was removed from the program.

- c. What target populations, if applicable, does this activity address? (100 words max)

Freshmen admitted for Fall semester who have paid their enrollment deposit and would be enrolled in MTH 098 or MTH 099 based on their ACT/SAT scores (18 and below on Math ACT).

- d. Provide a timeline for implementation of this activity. (250 words max)

The Summer Bridge Program started in the Summer 2012 and has been successfully offered in 2013 and 2014.

The program will continue in the summer 2015 to support the launch of the Math Emporium in the Fall 2015.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Mathematics faculty, University College tutors, Residence life staff.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Department of Mathematics, University College, residence Life, and Academic Affairs

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes

- Refresh and enrich basic math skills expected of entering freshman more closely timed with Fall semester
- Students become familiar with university instructor expectations

- Students can explore campus before all the students return for the fall semester
- Students can make new friends
- Students participate in small informal classes
- Individual tutors are available after each session for additional assistance.

Assessment: Assessment of math skills, predicated on placement due to ACT scores and workshop participation, is measured by student performance on COMPASS Math Assessment Test.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Yes. This activity is directly related to the comprehensive plan strategies having to do with access, and activities comprising the development of enrollment, retention, progress toward degree, graduation rates, and the student loan default rate for some students.

Strategy C: First-Year Retention

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Preliminary analysis of the “Murky Middle,” i.e., first-year students with a high school GPA of 2.00-3.25, led us to track attempted and earned credit hours during the first semester. Early analysis focused on significant behavioral and academic differences between the 58% of the population that is retained and the 42% that is not retained. As a cohort, Murky Middle students in their first term attempt 17.1 credit hours and earn 13.2 credit hours. But Murky Middle students who are retained attempt 0.9 more credit hours in their first term (17.6 hours) than those who are not retained (16.7 hours), and earn 2.6 more credit hours (14.4 hours) in their first term than those who are not retained (11.8 hours).

We also followed the Murky Middle through several common general education courses. For example, 69% of Murky Middle students pass Psychology 201 (compared with 94% of non-Murky Middle students). That metric alone is instructive, but when we see that (a) the retention rate of Murky Middle students who fail Psychology is 38% and (b) Murky Middle students at large earn 2.6 fewer credits in their first term, the outline of a possible intervention emerges. As it turns out, the first-semester course schedule of students in our focus group actually matters quite a bit.

The general focus of this strategy is to intervene with at-risk Murky Middle students *before they matriculate*: during summer orientation, the Summer Bridge program, and during the Week of Welcome in UNI 100 sessions.

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1. **Activity 1: First-Year Full-Time Freshmen Retention Through Focused Early Interventions with the “Murky Middle”**

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs Sherri Smith, Interim Associate Vice President for Academic Affairs, and Interim Dean for Undergraduate Studies Michael Smith, Institutional Research Specialist Senior; and other HLC Persistence Academy Team (cf., Comprehensive Plan A: Access Collaborative Effort Team Member Listing)

b. Describe the activity. (250 words max)

Currently, most FTF (first-time freshman), who are admitted before early August (90%), participate in Orientation the summer before matriculation. Each student in attendance receives a 12-hour pre-arranged course schedule for the Fall semester. These generic schedules take into account the student’s major (and associated 4-Year Plan of Study), ACT scores for Math and English placement, and any general education courses the student may have completed at Marshall while in high school or as dual credit. Advisors also add additional courses and/or adjust the schedule during Orientation depending upon the student’s work schedule, elective interests, and extra-/co-curricular commitments. Activity 1 will require each academic college to develop an alternate 4-Year Plan for students in the Murky Middle. These students have a higher failure rate in certain key general education courses, which affects the number of hours they ultimately earn in the first term. Because “first-term earned hours” as a data point positively correlates with retention for our focus group, our goal will be to ensure that these students begin with a robust schedule (17-18 hours) that also reserves some of their more difficult first-year courses for their second semester.
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c. What target populations, if applicable, does this activity address? (100 words max)

First-time, fully admitted freshmen who matriculate at Marshall in the Fall term with a high-school GPA of less than 3.25, and who attend summer orientation.

d. Provide a timeline for implementation of this activity. (250 words max)

Fall 2014:

- Correct all 4-Year Plans of Study and ensure that they are housed in a single electronic location.
- Undertake further data analysis to identify all general education courses with high failure rates among Murky Middle students.

Spring 2015:

- Introduce the plan to deans, associate deans, college advisers and faculty advisers
- Assess existing 4-Year Plans for clusters of difficult general education courses in the first semester.
- Make adjustments to the first year of the 4-Year Plan to the extent permitted by program of study (taking into consideration pre- and co-requisites, accreditation requirements, and departmental course rotations).

Summer 2015:

- Deploy Fall course schedules based on alternate 4-year plans to Murky Middle students who attend Orientation.

Summer 2016, 2017 and 2018:

- Make adjustments to implementation following assessment of Summer 2015 activity, then repeat deployment of alternate Fall course schedules during subsequent Summer Orientations.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Educational Advisory Board (EAB): Student Success Collaborative predictive analytics (already contracted by Marshall University)

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Office of Institutional Research will generate the list of courses with high failure rates among Murky Middle students.

The Associate Vice President of Academic Affairs will work with associate deans and professional advisers to review all 4-Year Plans of Study in the college, to consult the list of courses with high failure rates among Murky Middle students, to cross-reference the EAB’s Student Success Collaborative on implications of delayed enrollment in certain courses deemed “success markers,” and to create one alternate plan for each degree program.

The HLC Academy team will assess the alternate 4-year plans of study.
The Office of Institutional Research will generate the list of courses with high failure rates among Murky Middle students.

The Associate Vice President of Academic Affairs will work with associate deans and professional advisers to review all 4-Year Plans of Study in the college, to consult the list of courses with

high failure rates among Murky Middle students, to cross-reference the EAB's Student Success Collaborative on implications of delayed enrollment in certain courses deemed "success markers," and to create one alternate plan for each degree program.

The HLC Academy team will assess the alternate 4-year plans.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes are:

- Maintain the hours attempted in the first semester for all Murky Middle students at 17.1.
- Increase the hours earned in the first semester for all Murky Middle students from 11.8 to 13.8 by January 2016, 15 hours by Fall 2018.

The Office of Institutional Research will assess intended outcomes quantitatively in January 2016, and January of each subsequent year.

IMPLEMENTATION

Implementation will be assessed on two fronts: production of viable alternate 4-Year Plans of Study for students in the Murky Middle, and reliance on those alternate plans when advisors build Fall schedules for students in the Murky Middle.

- Alternate 4-Year Plans produced during Spring 2014 will be evaluated by the HLC Academy team, with results returned to the colleges by June 1, 2015.
- The Office of Institutional Research will analyze the fall schedules of Murky Middle students at the conclusion of each Orientation Day (there are four days in July and two in August), flagging schedules that are inconsistent with a degree program's alternate 4-Year Plan.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)
- i.

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. Activity 2: Integrate "15 to Finish" curriculum early in UNI 100

- a. Who is responsible for the implementation of this activity? (name and title)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
Sherri Smith, Interim Associate Vice President for Academic Affairs, and Interim Dean for Undergraduate Studies
Michael Smith, Institutional Research Specialist Senior; and other HLC Persistence Academy Team (cf., Comprehensive Plan A: Access Collaborative Effort Team Member Listing)

- b. Describe the activity. (250 words max)

UNI 100 is a 1-credit hour, CR/NC course entitled "Freshman First Class." It functions as an orientation to university life, addressing online registration, financial aid, and major/career match, among other things. In 2014, 85.7% of FTF enrolled in the course, and of those 84.2% completed the course. UNI 100 is not yet a required course.

The course actually begins before the Fall semester, with two sessions during the freshman Week of Welcome (Wed-Sun before the first day of class). Students in the Murky Middle will start UNI 100 equipped with a Fall course schedule that is customized for their use (17-18 credit hours, fewer courses with high DFW rate), etc. Before these students have an opportunity to add or drop courses during the first week of class, UNI 100 will guide them through important aspects of the 15 to Finish curriculum.

- c. What target populations, if applicable, does this activity address? (100 words max)

First-time, fully-admitted freshmen who matriculate at Marshall in the Fall term with a high-school GPA of less than 3.25, and who are enrolled in UNI 100.

- d. Provide a timeline for implementation of this activity. (250 words max)

Spring 2015:
- Introduce the plan to UNI 100 Curriculum Committee
- Develop “15 to Finish” curriculum for UNI 100
Summer 2015:
- Implement “15 to Finish” curriculum in early sessions of UNI 100 (during WOW).

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

“15 to Finish” campaign materials provided by the HEPC.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The UNI 100 Curriculum Committee, the HLC Academy team and the university’s “15 to Finish” campaign members will collaborate to develop the plan, and the UNI 100 Curriculum Committee will develop the curriculum.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes
- Decrease the net number of credit hours dropped during the first week of class by 35 % for all Murky Middle students who enroll in UNI 100 by Fall 2015.

The Office of Institutional Research will assess intended outcomes quantitatively in September 2015.

IMPLEMENTATION
- The HLC Academy team and the Director of University College will compare the UNI 100 curriculum with the national “15 to Finish” campaign materials, with results returned to the UNI 100 Curriculum Committee by June 15, 2015.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall’s five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or “strategically nested” plans. Each plan focuses

on particular aspects of Marshall’s academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall’s *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall’s five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans’ activities and strategies should reveal the impact of these interdependent or strategically nested activities.

Strategy D: Progress Toward Degree

Describe the general focus of the strategy designed to foster progress on the objective.
(250 words max)

The general focus of the activities linked to the “Progress Toward Degree” strategy reiterates the focus of the retention strategy: focus on and engage early the cohort of first-year full-time students labeled the “Murky Middle,” i.e., students whose high-school GPA ranges from 2.00 to 3.25.

Preliminary analysis of the Murky Middle led us to track attempted and earned credit hours during the first semester. Murky Middle students in their first term attempt 17.1 credit hours and earn 13.2 credit hours. But Murky Middle students who are retained attempt 0.9 more credit hours in their first term (17.6 hours) than those who are not retained (16.7 hours), and earn 2.6 credit hours (14.4 hours) more in their first term than those who are not retained (11.8 hours).

We followed the Murky Middle through several common general education courses. For example, 69% of Murky Middle students pass Psychology 201 (compared with 94% of non-Murky Middle students). When we see that (a) the retention rate of Murky Middle students who fail Psychology is 38% and (b) Murky Middle students at large earn 2.6 fewer credits in their first term, the outline of a possible intervention

emerges. The first-semester course schedule of students in our focus group actually matters quite a bit.

The general focus of this strategy is to intervene with Murky Middle students *before they matriculate*: during summer orientation, the Summer Bridge program, and during the Week of Welcome in UNI 100 sessions, integrating “15 to Finish” campaign strategies with UNI 100.

1. Activity 1: Integrate “15 to Finish” into UNI 100

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
Sherri Smith, Interim Associate Vice President for Academic Affairs, and Interim Dean for Undergraduate Studies
Michael Smith, Institutional Research Specialist Senior; and other HLC Persistence Academy Team (cf., Comprehensive Plan A: Access Collaborative Effort Team Member Listing)

- b. Describe the activity. (250 words max)

UNI 100 is a 1-credit hour, CR/NC course entitled “Freshman First Class.” It functions as an orientation to university life, addressing online registration, financial aid, and major/career match, among other things. In 2014, 85.7% of FTF enrolled in the course, and of those 84.2% completed the course. UNI 100 is not yet a required course.

The course actually begins before the Fall semester, with two sessions during the freshman Week of Welcome (Wed-Sun before the first day of class). Students in the Murky Middle will start UNI 100 equipped with a Fall course schedule that is customized for their use (17-18 credit hours, fewer courses with high DFW rate), etc. Before these students have an opportunity to add or drop courses during the first week of class, UNI 100 will guide them through important aspects of the “15 to Finish” curriculum.

- c. What target populations, if applicable, does this activity address? (100 words max)

First-time, fully-admitted freshmen who matriculate at Marshall in the Fall term with a high-school GPA of less than 3.25, and who are enrolled in UNI 100.

- d. Provide a timeline for implementation of this activity. (250 words max)

Spring 2015:

- Introduce the plan to UNI 100 Curriculum Committee

- Develop “15 to Finish” curriculum for UNI 100

Summer 2015:

- Implement “15 to Finish” curriculum in early sessions of UNI 100 (during WOW).

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

“15 to Finish” campaign materials provided by the HEPC.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The UNI 100 Curriculum Committee, the HLC Academy team and the university’s “15 to Finish” campaign members will collaborate to develop the plan, and the UNI 100 Curriculum Committee will develop the curriculum.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes

- Decrease the net number of credit hours dropped during the first week of class by 35 % for all Murky Middle students who enroll in UNI 100 by Fall 2015.

The Office of Institutional Research will assess intended outcomes quantitatively in September 2015.

IMPLEMENTATION

- The HLC Academy team and the Director of University College will compare the UNI 100 curriculum with the national “15 to Finish” campaign materials, with results returned to the UNI 100 Curriculum Committee by June 15, 2015.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall’s five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or “strategically nested” plans. Each plan focuses on particular aspects of Marshall’s academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall’s *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole,

Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

Activity 2: Analyze the relationship between student participation in the institution's High Impact Practices (HIPs) and deep learning, as well as the relationship between the former and student success.

2.

- a. Who is responsible for the implementation of this activity? (name and title)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives
Michael Smith, Institutional Research Specialist Senior Faculty on University's Summer Assessment Team

- b. Describe the activity. (250 words max)

Reiteration of Strategy 3, *Comprehensive Plan C—Academic Quality*.

Students enrolled in FYS, WI and SL courses will upload designated assignments to GEAR. FYS assignments minimally will be aligned to the *connections to experience* element of the university's Integrative Thinking outcome. WI course assignments will be aligned to the university's Communication Fluency outcome. SL course assignments will minimally be aligned to the *civic well-being* element of the university's Ethical and Civic Thinking outcome. Additionally, most students enrolled in FYS will complete a problem-based assessment similar to the ones completed by matriculating freshmen during WOW. The Summer Assessment Team, using university rubrics, will evaluate samples of work from GEAR and problem-based assessments. In the case of WI and SL, results will be analyzed by course level (100-, 200-, 300- and 400- and by student level (freshman, sophomore, junior, and senior).

Michael Smith will assess the relationship between number and type of HIP and persistence toward graduation by mining university data at the student level. He will examine student cohorts who entered Marshall in the fall of 2010, 2011, 2012, and 2013. For each student he will capture type of HIP, number of HIPs by year, and persistence from year to year with graduation rate for those entering in fall 2010.

For both parts of this activity, outcomes for students receiving Pell grants will be compared with outcomes for those not receiving these grants.

- c. What target populations, if applicable, does this activity address? (100 words max)

The activity targets all students at Marshall and faculty teaching the HIP courses.

- d. Provide a timeline for implementation of this activity. (250 words max)

Academic Year 2014-2015: Data mined and analyzed. This activity will continue on a yearly basis.

Each semester students will upload assignments to GEAR. In May-June, 2015 the Assessment Team will evaluate student work. This process will be ongoing using this schedule each academic year.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human Resources include Associate Vice President for Assessment and Quality Initiatives, Institutional Research Specialist Senior, FYS, WAC, and SL Directors, FYS, WAC, and SL Instructors, HIP Project Team, Summer Assessment Team, and Problem-Based Assessment Summer Development Team.

Needed financial resources include stipends for the Summer Assessment and Problem-Based Assessment Summer Development Teams.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

AAC&U Faculty mentors, Marshall's HIP Team, Marshall's Offices of Academic Affairs, Assessment, Institutional Research and Planning, CTL, and HIP course instructors.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

1. We will analyze the efficacy of student learning in HIP courses.
2. We will determine *which* HIPs have the most significant impacts on student learning, success, and persistence at Marshall.
3. We will determine the importance of the *timing* and *number* of HIPs on student learning, success, and persistence at Marshall.

Implementation will be assessed through documentation of each completed phase of the activity. Outcomes will be assessed through data analysis *and* using the results of this analysis to inform university policy concerning student engagement in HIPs.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

Strategy E: Graduation Rates

Describe the general focus of the strategy designed to foster progress on the objective.
(250 words max)

As stated in other Compact sections, the general focus of Marshall University’s enrollment strategies calls for a multi-faceted approach to a major challenge: improving and maintaining academic learning experience quality; containing the costs of delivering high-quality academic programs; increasing the number of university-educated graduates; and linking graduates with the potential of economic development and future prosperity (jobs) for the State of West Virginia. In short, Marshall’s collected repertoire of strategies and activities now in place--and contemplated for the future--are directed toward increasing graduation rates, in general, and across the diverse segments of Marshall’s student body. As such, Marshall’s five comprehensive plans, along with each strategy articulated in support of achieving formal targets, present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising.

Therefore, the two activities outlined in this section support achieving graduation rate targets are reiterations of activities described in Comprehensive Plan C—Academic Quality and Plan E—Critical Regional Issues, respectively.

1. Activity 1: Examine the impact of participation in learning communities on student learning and persistence toward degree completion.

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Gayle Ormiston, Provost, HIP Project Team (Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives, April Fugett-Fuller, Assistant Director of CTL and Director of WAC, Kristi Fondren, Director of SL, Jennifer Sias, Director of FYS, and one person from Housing/Residence Life TBD), Karen McComas, Executive Director of CTL.

- b. Describe the activity. (250 words max)

This project will use a two-by-two factorial between subject design. Learning Community participation (participant and non-participant) will be the active independent variable and socioeconomic status (Pell Grant recipient and Pell Grant non-recipient) will be the assigned independent variable. The dependent variables will be student learning and persistence toward degree completion. Student learning will be measured by overall GPA and performance on the following university learning outcomes: Integrative Thinking (*connections to experience*), Critical Thinking, and Information Literacy. All student-learning outcomes will be measured using specific assignments (and

university or AAC&U Value rubrics associated with each outcome) from courses within themed learning communities and student reflections on how the processes used in creating these work products resulted in their achieving these outcomes. Student persistence will be measured by continued enrollment at the university over time.

- c. What target populations, if applicable, does this activity address? (100 words max)

The activity targets newly enrolled freshmen at Marshall, their instructors, and co-curricular staff.

- d. Provide a timeline for implementation of this activity. (250 words max)

Action	When
Recruit at least 12-15 faculty to participate in collaborative faculty groups.	October – November 2014
Assemble HIP faculty development groups.	November 2014
Faculty HIP development groups meet bi-weekly. Their charge is to develop a proposal for a learning community. The Proposal should include a learning community theme, shared activities that will allow students to achieve the learning community outcomes.	December 2014 – May 2015
Invite Student Affairs and Residence Life Staff into learning communities for the purpose of coordinating co-curricular activities that coordinate with the curricular activities.	February 2015
Cooperating faculty and staff complete fall semester learning community plans and present this plan at the Fall Teaching Conference.	May – August 2015
IRB approval obtained for project.	January – August 2015
Incoming freshmen enrolled in the learning communities.	June – August 2015
Faculty/staff working with	September – December 2015

learning communities meet bi-weekly to discuss what is working and to make needed adjustments to learning community's pedagogical practices or to co-curricular activities.	
Students complete assignments and upload to GEAR.	September – December 2015
Summer Assessment Team evaluates student work from GEAR.	May – June 2015
Results will be analyzed and use to inform university decisions regarding learning communities.	September – December 2015
Note: The Learning Communities may be continued during the spring semester of 2016.	

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

HIP Project Team (which includes Directors of FYS, SL, WAC, and someone from Housing and Residence Life), Offices of Academic Affairs, Assessment, CTL, Institutional Research and Planning, faculty teaching in learning communities, staff assisting with learning communities' co-curricular activities, Summer Assessment Team, and academic advisors.

Financial resources will be needed to supply stipends for the Summer Assessment Team and for the faculty teaching in the learning communities.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

AAC&U Faculty mentors, Marshall's HIP Team, Marshall's Offices of Academic Affairs, Assessment, CTL, Institutional Research and Planning, learning community faculty and co-curricular support staff.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

1. Students who participate in learning communities will achieve Marshall's learning outcomes at acceptable performance levels.
2. Students who participate in learning communities will persist in higher percentages than those who do not.

3. Students who participate in learning communities will achieve significantly higher GPAs than those who do not.
4. Group differences referenced in outcomes 2 and 3 will be greater for students receiving Pell Grants than for those not receiving these grants.

Implementation will be assessed through regular monitoring and meeting of the members of the HIP team. Outcomes will be assessed through the Summer Assessment Team's evaluation of student work from the learning community course clusters and through comparisons of persistence and GPA among the four groups (learning community/Pell, learning community/non-Pell, non-learning community/Pell, non-learning community/non-Pell).

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

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Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. Activity 2: Increase Degree Completion Rates Among Low-Income and Underrepresented and Adult Students

- a. Who is responsible for the implementation of this activity? (name and title)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs

David J. Pittenger, Ph. D., Interim Associate Vice President for Outreach and Continuing Education and Interim Dean of the Graduate College

Mary Beth Reynolds, Associate Vice President, Assessment and Quality Initiatives

Michael Smith, Institutional Research Specialist, senior

b. Describe the activity. (250 words max)

The objective is to create a number of interventions to assist low-income, underrepresented, and adult students in their respective pursuits of degree completion. This strategy will be supported and based upon results of two collaborations with the American Association of Colleges & Universities (AAC&U) and the Higher Learning Commission (HLC), respectively. The AAC&U project focuses on 4 high-impact practice areas, including service learning courses, first-year seminar, writing-intensive courses, and participation in learning communities. The HLC project focuses on the deep analysis of data related to student success efforts already in place.

Marshall University will initiate two programs of research to identify methods to improve retention and graduation rates among low income and underrepresented students. The first initiative will be to create learning communities that create cohorts of students enrolled in common courses including the University's First Year Seminar, a writing intensive course, and a service-learning course. The learning community will examine a common theme across the courses. Thus, students will engage with the topic from the various perspectives presented in the courses. The learning community will also include activities that reduce the effect of stereotype threat among first generation students and provide opportunities to develop peer support programs within the community. The second initiative is to apply 'big data' analytic techniques to identify student characteristics that predict student success or withdrawal. Using these data, the faculty and staff of the University will identify interventions designed to help students who may be at risk for dropping out of college.

c. What target populations, if applicable, does this activity address? (100 words max)

The initiatives will focus on students who come from low income families (e.g., Pell Grant eligible), first generation (e.g., neither

parent earned a college degree), or are a member of an underrepresented population for the University.

- d. Provide a timeline for implementation of this activity. (250 words max)

The first learning community courses will be offered in the fall term of the 2015/2016 academic year. The data analytic procedures have begun.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Both activities will use current University resources.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The activities will represent the collaboration of the academic departments, Academic Affairs, and Institutional Research. Marshall's HLC and AAC&U partners are involved as well.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

We will monitor the progress of the cohorts participating in the learning communities relative to other students not in the cohorts with the expectation that the former group will demonstrate greater levels of persistence and rates of graduation. In addition, we will identify unique interventions suggested by our data analysis. We will track effectiveness of these program by monitoring retention and graduation rates.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole,

Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact areas in other plans.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

Strategy F: Graduate Student Success (if applicable)

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The goal of the Graduate College is to increase the numbers of students enrolling and completing graduate degrees at Marshall University.

1. Activity 1: Expand Accelerated Graduate Degree Program Options.

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
David J. Pittenger, Ph. D., Interim Associate Vice President for Outreach and Continuing Education and Interim Dean of the Graduate College.
Academic College Deans, Department Chairs, and Graduate Faculty

- b. Describe the activity. (250 words max)

The Graduate College will work with the various academic programs, especially the **College of Information Technology and Engineering** and the **College of Health Professions** to develop more accelerated (3+2 or 4+1) master degree programs. These programs allow for 12 hours of graduate course work to be completed during the student's senior year and count for both the completion of the baccalaureate and graduate degrees.

- c. What target populations, if applicable, does this activity address? (100 words max)

All eligible undergraduate students who have a GPA of 3.0 or greater and who wish to pursue a graduate degree at Marshall University may participate in the program.

- d. Provide a timeline for implementation of this activity. (250 words max)

Developing the new programs will begin in the spring of 2015 with the goal of developing new programs for the following academic year 2015-2016.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

No extra resources will be required for this activity. The Dean of the Graduate College will work with the appropriate academic officer and faculty in the various departments to create the accelerated degrees.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The activity will depend solely upon internal administrators and staff. External accrediting agency staff may be consulted on an as-needed basis.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

We anticipate an increased number of students completing their undergraduate and graduate degrees at Marshall University. The implementation will require faculty approval of the accelerated degree option and subsequent advertisement among students. Assessment will depend upon tracking the students who enroll in the accelerated programs in accord with academic unit assessment and program review plans already in place.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Accelerated degree options, offered in the form of 3+2 or 4+1 programs by which students can reduce the time and cost of securing both an undergraduate degree and a masters degree, are attractive options to very focused students. Accelerated degree options support and foster progress in Compact planning areas such as Collaborative Access Effort, Student Financial Planning, Career Pathways, and Academic Quality.

2. Activity 2: **Increase number of international students pursuing graduate degree programs at Marshall University.**

- a. Who is responsible for the implementation of this activity? (name and title)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
David J. Pittenger, Ph. D., Interim Associate Vice President for Outreach and Continuing Education and Interim Dean of the Graduate College.
Benjamin White, Academic Program Director, INTO Marshall University
Academic College Deans, Department Chairs, and Graduate Faculty

- b. Describe the activity. (250 words max)

Marshall University will continue its joint venture with INTO Marshall University to recruit international students as direct admits to various graduate programs and to graduate Pathways offered by many of Marshall's graduate programs. The Pathways program allows international students with appropriate academic credentials and English-language proficiency skills to enroll in a graduate pathway, e.g., Civil Engineering, to study English in an academic environment and enroll in selected academic content courses at the graduate level in a non-degree seeking status. If students meet progression requirements based upon performance in the Pathway, students are admitted to the graduate program.

- c. What target populations, if applicable, does this activity address? (100 words max)

All international students who have graduated from an institution of higher education recognized to be equivalent to an American college or university, who meet basic admission requirements, and who provided required academic credentials are eligible to participate in this program.

- d. Provide a timeline for implementation of this activity. (250 words max)

This is an ongoing project.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The project is currently funded through the contractual agreements between Marshall University and INTO.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Marshall University Graduate College and INTO Marshall University will continue its collaboration to identify, recruit, and accept qualified graduate students for its many graduate programs.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

We anticipate continued increase in the number of international students admitted to the University who will complete a graduate degree. We will continue to monitor student progress through our various academic programs. Moreover, we will work with INTO to market new graduate programs as they become available in the coming years.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

The INTO Marshall University partnership has generated direct and significant enrollment and financial impact on graduate program enrollments in each of the academic colleges, including the School of Medicine and the School of Pharmacy. Designed to increase international student enrollment, this activity is directly related to Compact strategies focusing on STEM degree production, scholarly activity in certain areas, and academic quality.

Strategy G: Faculty Scholarship.

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

While faculty scholarship, as evidenced by publication in peer-reviewed journals, is an expected as part of a faculty member's normal activity, expectations and incentives for conducting externally funded research are less uniform. Two main components are important for consistent encouragement of research activity: the incorporation of research productivity metrics in faculty contracts, and the development of appropriate college specific incentives for conducting externally funded research.

1. **Activity 1: Promoting Faculty Scholarship--Developing University and college policies to incentivize faculty participation in externally-funded research**

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Joseph Shapiro, Dean, School of Medicine
Kevin Yingling, Dean School of Pharmacy
John Maher, Vice President for Research
Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs

- b. Describe the activity. (250 words max)

Standards will be developed for research productivity metrics for inclusion in faculty contracts on a college-by-college basis, as will incentives for performing externally funded research.

- c. What target populations, if applicable, does this activity address? (100 words max)

This activity addresses all faculty.

- d. Provide a timeline for implementation of this activity. (250 words max)

This activity is most developed at the School of Medicine, and is actively being deployed at the College of Science and School of Pharmacy, and is in development for the College of Information Technology and Engineering.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Administrative personnel in the Colleges and faculty will develop the appropriate policies and administrative procedures.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

N/A

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The strategy will increase the externally funded research activity at Marshall, and increase the amount of externally funded research activity by tenured, tenure-track faculty, scientists and junior scientists. Implementation will be assessed by tracking the percentage of faculty contracts incorporating research productivity metrics. and the number of colleges with research incentive procedures.

The outcomes will be measured by tracking the level of externally funded grants received.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity also fosters progress in promotion of faculty scholarship through its emphasis on publication and competitive funding, and leverages the impact of Strategy 1 and 2..

2. Activity 2: Maintaining Current Policy Standards While Increasing Scholarly Refereed Publications and Creative Work Expectations

- a. Who is responsible for the implementation of this activity? (name and title)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
All College and School Deans

- b. Describe the activity. (250 words max)

Existing university policies regarding tenure, promotion in academic rank, and annual evaluation of probationary and tenured faculty, and the college-level guidelines implementing those policies, govern the specific standards and articulate the professional expectations the university has of faculty regarding scholarly performance and creative work. Marshall will continue to update its policies to reflect higher standards for scholarly work as those standards and expectations develop through the course of the normal review process and procedures. Modifications will be recorded through Board of Governors approval of revisions to existing policies and procedures.

- c. What target populations, if applicable, does this activity address? (100 words max)

All probationary/tenure-track and tenured faculty.

- d. Provide a timeline for implementation of this activity. (250 words max)

Annual review process that commences in October and ends in April.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Normal staffing resources already in place.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

In order of review process for tenure and promotion: faculty submission of materials for review, departmental committee review; department chair; college committee review; college dean; provost; president.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

- Observing and maintaining integrity of university policies governing tenure, promotion, and annual review.
- Annual review of professional standards and expectations
- Modifications made as needed and with appropriate approvals.

Outcomes are assessed as the results of the review process itself.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress in all areas having to do with maintaining accessible high-quality academic programs and current degrees, recruitment, student success (both undergraduate and graduate), and faculty scholarship and grantsmanship.

Strategy H: Degrees Awarded

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Marshall’s overall degree production increased in AY 2013-2014, over AY 2012-2013, by 56 degrees (+2.2%). Bachelor degrees awarded increased over the same period by 43 degrees (+2.8%); STEM degrees increased by 16 (+3.8%); and Doctoral degrees awarded (professional practice and research/scholarship combined) increased by 6 or 4.7%. STEM Education remained stable with 17 degrees awarded compared to 16 awarded in AY 2012-2013.

Given the demographic decline of graduating high school seniors in West Virginia and the southwest West Virginia recruiting region, the most promising activities Marshall can pursue to sustain increases in degrees awarded, and affect student attitudes toward degree completion, is to implement any one or a combination of activities described in other sections of this Compact report. In particular the following three are most pertinent to this strategy: (1) the HLC Persistence Academy project on analyzing student characteristics of the “Murky Middle” for the purposes of early interventions before matriculation (cf., Strategy C, Activity 1 and *Comprehensive Plan A—Access Collaborative Effort Plan*); (2) incorporate “15 to Finish” campaign strategies and tactics into UNI 100 and Week of Welcome activities, cf., Strategy C, Activity 2 and *Comprehensive Plan A—Access Collaborative Effort Plan*); and (3) Expanding Accelerated Graduate Degree Program Options (3+2 and 4+1 BS/MS degree programs), (cf., Strategy F, Activity 1 and *Comprehensive Plan E—Critical Regional Issue*).

For the sake of preserving the form and integrity of the Compact update, these activities are reiterated for the “Degrees Awarded” strategy.

1. Activity 1: First-Year Full-Time Freshmen Retention Through Focused Early Interventions with the “Murky Middle”

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
Sherri Smith, Interim Associate Vice President for Academic Affairs, and Interim Dean for Undergraduate Studies
Michael Smith, Institutional Research Specialist Senior; and other HLC Persistence Academy Team (cf., Comprehensive Plan A: Access Collaborative Effort Team Member Listing)

- b. Describe the activity. (250 words max)

Currently, most FTF (first-time freshman), who are admitted before early August (90%), participate in Orientation the summer before matriculation. Each student in attendance receives a 12-hour pre-arranged course schedule for the Fall semester. These generic schedules take into account the student's major (and associated 4-Year Plan of Study), ACT scores for Math and English placement, and any general education courses the student may have completed at Marshall while in high school or as dual credit. Advisors also add additional courses and/or adjust the schedule during Orientation depending upon the student's work schedule, elective interests, and extra-/co-curricular commitments.

Activity 1 will require each academic college to develop an alternate 4-Year Plan for students in the Murky Middle.

These students have a higher failure rate in certain key general education courses, which affects the number of hours they ultimately earn in the first term. Because "first-term earned hours" as a data point positively correlates with retention for our focus group, our goal will be to ensure that these students begin with a robust schedule (17-18 hours) that also reserves some of their more difficult first-year courses for their second semester.

- c. What target populations, if applicable, does this activity address? (100 words max)

First-time, fully admitted freshmen who matriculate at Marshall in the Fall term with a high-school GPA of less than 3.25, and who attend summer orientation.

- d. Provide a timeline for implementation of this activity. (250 words max)

Fall 2014:

- Correct all 4-Year Plans of Study and ensure that they are housed in a single electronic location.
- Undertake further data analysis to identify all general education courses with high failure rates among Murky Middle students.

Spring 2015:

- Introduce the plan to deans, associate deans, college advisers and faculty advisers
- Assess existing 4-Year Plans for clusters of difficult general education courses in the first semester.
- Make adjustments to the first year of the 4-Year Plan to the extent permitted by program of study (taking into consideration pre- and co-requisites, accreditation requirements, and departmental course rotations).

Summer 2015:

- Deploy Fall course schedules based on alternate 4-year plans to Murky Middle students who attend Orientation.

Summer 2016, 2017 and 2018:

- Make adjustments to implementation following assessment of Summer 2015 activity, then repeat deployment of alternate Fall course schedules during subsequent Summer Orientations.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Educational Advisory Board (EAB): Student Success Collaborative predictive analytics (already contracted by Marshall University)

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Office of Institutional Research will generate the list of courses with high failure rates among Murky Middle students.

The Associate Vice President of Academic Affairs will work with associate deans and professional advisers to review all 4-Year Plans of Study in the college, to consult the list of courses with high failure rates among Murky Middle students, to cross-reference the EAB's Student Success Collaborative on implications of delayed enrollment in certain courses deemed "success markers," and to create one alternate plan for each degree program.

The HLC Academy team will assess the alternate 4-year plans of study.

The Office of Institutional Research will generate the list of courses with high failure rates among Murky Middle students.

The Associate Vice President of Academic Affairs will work with associate deans and professional advisers to review all 4-Year Plans of Study in the college, to consult the list of courses with high failure rates among Murky Middle students, to cross-reference the EAB's Student Success Collaborative on implications of delayed enrollment in certain courses deemed

“success markers,” and to create one alternate plan for each degree program.

The HLC Academy team will assess the alternate 4-year plans.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes are:

- Maintain the hours attempted in the first semester for all Murky Middle students at 17.1.
- Increase the hours earned in the first semester for all Murky Middle students from 11.8 to 13.8 by January 2016, 15 hours by Fall 2018.

The Office of Institutional Research will assess intended outcomes quantitatively in January 2016, and January of each subsequent year.

IMPLEMENTATION

Implementation will be assessed on two fronts: production of viable alternate 4-Year Plans of Study for students in the Murky Middle, and reliance on those alternate plans when advisors build Fall schedules for students in the Murky Middle.

- Alternate 4-Year Plans produced during Spring 2014 will be evaluated by the HLC Academy team, with results returned to the colleges by June 1, 2015.
- The Office of Institutional Research will analyze the fall schedules of Murky Middle students at the conclusion of each Orientation Day (there are four days in July and two in August), flagging schedules that are inconsistent with a degree program’s alternate 4-Year Plan.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

i.

Marshall’s five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or “strategically nested” plans. Each plan focuses on particular aspects of Marshall’s academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall’s *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole,

Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. Activity 2: Integrate "15 to Finish" curriculum early in UNI 100

- a. Who is responsible for the implementation of this activity? (name and title)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
Sherri Smith, Interim Associate Vice President for Academic Affairs, and Interim Dean for Undergraduate Studies
Michael Smith, Institutional Research Specialist Senior; and other HLC Persistence Academy Team (cf., Comprehensive Plan A: Access Collaborative Effort Team Member Listing)

- b. Describe the activity. (250 words max)

UNI 100 is a 1-credit hour, CR/NC course entitled "Freshman First Class." It functions as an orientation to university life, addressing online registration, financial aid, and major/career match, among other things. In 2014, 85.7% of FTF enrolled in the course, and of those 84.2% completed the course. UNI 100 is not yet a required course.

The course actually begins before the Fall semester, with two sessions during the freshman Week of Welcome (Wed-Sun before the first day of class). Students in the Murky Middle will start UNI 100 equipped with a Fall course schedule that is customized for their use (17-18 credit hours, fewer courses with high DFW rate), etc. Before these students have an opportunity to add or drop courses during the first week of class, UNI 100 will guide them through important aspects of the 15 to Finish curriculum.

- c. What target populations, if applicable, does this activity address? (100 words max)

First-time, fully-admitted freshmen who matriculate at Marshall in the Fall term with a high-school GPA of less than 3.25, and who are enrolled in UNI 100.

- d. Provide a timeline for implementation of this activity. (250 words max)

Spring 2015:

- Introduce the plan to UNI 100 Curriculum Committee
- Develop “15 to Finish” curriculum for UNI 100

Summer 2015:

- Implement “15 to Finish” curriculum in early sessions of UNI 100 (during WOW).

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

“15 to Finish” campaign materials provided by the HEPC.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The UNI 100 Curriculum Committee, the HLC Academy team and the university’s “15 to Finish” campaign members will collaborate to develop the plan, and the UNI 100 Curriculum Committee will develop the curriculum.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes

- Decrease the net number of credit hours dropped during the first week of class by 35 % for all Murky Middle students who enroll in UNI 100 by Fall 2015.

The Office of Institutional Research will assess intended outcomes quantitatively in September 2015.

IMPLEMENTATION

- The HLC Academy team and the Director of University College will compare the UNI 100 curriculum with the national “15 to Finish” campaign materials, with results returned to the UNI 100 Curriculum Committee by June 15, 2015.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall’s five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or “strategically nested” plans. Each plan focuses on particular aspects of Marshall’s academic master plan that has been developed over several years, refined most recently with the

granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

3. Activity 3: Expand Accelerated Graduate Degree Program Options.

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs
David J. Pittenger, Ph. D., Interim Associate Vice President for Outreach and Continuing Education and Interim Dean of the Graduate College.
Academic College Deans, Department Chairs, and Graduate Faculty

- b. Describe the activity. (250 words max)

The Graduate College will work with the various academic programs, especially the **College of Information Technology and Engineering** and the **College of Health Professions** to develop more accelerated (3+2 or 4+1) master degree programs. These programs allow for 12 hours of graduate course work to be completed during the student's senior year and count for both the completion of the baccalaureate and graduate degrees.

- c. What target populations, if applicable, does this activity address? (100 words max)

All eligible undergraduate students who have a GPA of 3.0 or greater and who wish to pursue a graduate degree at Marshall University may participate in the program.

- d. Provide a timeline for implementation of this activity. (250 words max)

Developing the new programs will begin in the spring of 2015 with the goal of developing new programs for the following academic year 2015-2016.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

No extra resources will be required for this activity. The Dean of the Graduate College will work with the appropriate academic officer and faculty in the various departments to create the accelerated degrees.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The activity will depend solely upon internal administrators and staff. External accrediting agency staff may be consulted on an as-needed basis.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

We anticipate an increased number of students completing their undergraduate and graduate degrees at Marshall University. The implementation will require faculty approval of the accelerated degree option and subsequent advertisement among students. Assessment will depend upon tracking the students who enroll in the accelerated programs in accord with academic unit assessment and program review plans already in place.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Accelerated degree options, offered in the form of 3+2 or 4+1 programs by which students can reduce the time and cost of securing both an undergraduate degree and a masters degree, are attractive options to very focused students. Accelerated degree options support and foster progress in Compact planning areas such as Collaborative Access Effort, Student Financial Planning, Career Pathways, and Academic Quality.

Strategy I: Student Loan Default Rate

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

This description of focus and the three activities related to this strategy are reiterations from *Comprehensive Plan B---Student Financial Aid*. The focus of this strategy is to develop programs and interventions that specifically target students who are at risk in defaulting on their Federal Direct Loans. The objective is to lower the student-loan default rate.

A. Activity 1: Decrease the University Federal Direct Loan Cohort Default Rate-- Analyze Who Borrows and Who Defaults

1.

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Kathy Bialk, Director, Student Financial Assistance
Michael Smith, Institutional Research Specialist, Senior

- b. Describe the activity. (250 words max)

We will analyze who borrows and who defaults to uncover the unique characteristics and behaviors of the student borrower population, which will assist in understanding where targeted services, e.g., financial literacy training, can help the most.

- c. What target populations, if applicable, does this activity address? (100 words max)

The target population is Federal Direct Loan borrowers who went into loan repayment in cohort years 2009, 2010, and 2011.

- d. Provide a timeline for implementation of this activity. (250 words max)

April 2014 – Implementation Plan Development and Training
May 2014 – Implementation Plan Rollout Commences
June – August 2014 – Development of Institutional Data File (to be analyzed)
September 2014 – Inceptia
October 2014 – Campus-wide Presentation of the data analysis results
November – December 2014 – Develop Default Prevention Task Force
January – March 2015 – Default Prevention Task Force identifies targeted services and makes recommendation on default prevention activities.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Staff time.
\$3,000 for contractual fee, reimbursed by WV Higher Education Policy Commission.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Representatives from diverse areas of the campus will collaborate to implement this activity. *Inceptia*, a nonprofit default prevention consultant, will conduct the Cohort Default Analysis and will formally present the results to the campus community.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

- Campus attendance to the Cohort Default Rate Analysis is an indicator (intended outcome) of campus-wide support of the effort to reduce defaults.
- Lower default rates in subsequent cohorts entering loan repayment.

Progress reports from the Default Prevention Task Force will also be used to assess the success of this activity.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress toward impact objective #4, which is to reduce the number and percent of students excessively burdened by student loan debt, which may contribute to reducing the institution's Federal Student Loan Cohort Default Rate.

**B. Activity 2: Decrease the University Federal Direct Loan Cohort Default Rate—
Through Financial Planning Counseling**

- i. Who is responsible for the implementation of this activity? (name and title)

Kathy Bialk, Director, Student Financial Assistance
Kelly Tyda, Senior Financial Aid Counselor, Student Financial Assistance

- j. Describe the activity. (250 words max)

We will continue to provide in-person exit loan counseling, including results and data gathered regarding the unique characteristics of these borrowers.

- k. What target populations, if applicable, does this activity address? (100 words max)

Graduating students with student loans entering repayment.

- l. Provide a timeline for implementation of this activity. (250 words max)

Annually:
November for the fall graduating class
April for the spring graduating class
July for the summer graduating class

- m. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Staff time; \$100 for printing/promotion; and \$600 for a three raffle prizes (diploma frames) given to graduating students who participate in one of the exit counseling sessions.

- n. What internal and external entities will collaborate to implement this activity? (250 words max)

The Office of Student Financial Assistance collaborates with the Registrar's Office to advertise the Exit Loan Counseling Session at the "Count Down to Commencement" event.

- o. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcomes are: (1) to have more graduating students attend the in-person exit loan counseling sessions to increase their knowledge about loan repayment, forbearance, and forgiveness programs; and (2) to decrease the loan default rate in future student cohorts.

Surveys will be conducted to assess students' satisfaction and learning. The second outcome will be assessed positively and in fact with lower default rates.

- p. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress toward the impact objective #4, which may contribute to reducing the institution's Federal Student Loan Cohort Default Rate.

1. Activity 3: Lower Cohort Default Rate through Challenges, Adjustments, and Appeals.

- a. Who is responsible for the implementation of this activity? (name and title)

Kathy Bialk, Director, Student Financial Assistance
Kelly Tyda, Senior Financial Aid Counselor

- b. Describe the activity. (250 words max)

Conduct Servicer Appeals for any student loan defaulter from the FY 2011 Cohort who has not made a single loan payment and whose loan servicer did not perform proper servicing of the loan (as defined by the U.S. Department of Education).

- c. What target populations, if applicable, does this activity address? (100 words max)

Federal Direct Loan Defaulters from FY 2011 Cohort

- d. Provide a timeline for implementation of this activity. (250 words max)

September 2014 – August 2015, and annually thereafter

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Staff resources.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

N/A

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The identification of every defaulting student whose record can be appealed to the U.S. Department of Education due to inadequate servicing is the intended outcome. The impact of this success will be if the University successfully appeals at least 16 student loan default records, which will bring the FY 2011 Cohort Default Rate below 15% of the cohort.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress toward the impact objective #4, which may contribute to reducing the institution's Federal Student Loan Cohort Default Rate.

Strategy J: Research & Development (if applicable)

Describe the general focus of the strategy designed to foster progress on the objective.
(250 words max)

Hiring research-active senior faculty and chairs to build focused research programs, mentor junior faculty and guide development of campus infrastructure is an important step in enhancing Marshall's research activity. The presence of these research-active senior faculty members and chairs who are willing to continue their externally –funded research programs while mentoring and collaborating with colleagues at Marshall is an extremely effective means of promoting research competitiveness. The insights and guidance these individuals provide, coupled with the example they set are extremely effective at promoting publication, grant proposal development and, most importantly, persistence leading to success in funded awards. Their strong example and influence also helps develop clusters of related research programs, which strengthens competitiveness through collaboration and leveraging of scientific infrastructure.

Activity 1: Hiring research-active senior faculty and chairs to build focused research programs, mentor junior faculty and guide development of campus infrastructure

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Joseph Shapiro, Dean, School of Medicine
Kevin Yingling, Dean School of Pharmacy
Wael Zatar, Dean College of Information Technology and Engineering
John Maher, Vice President for Research
Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs

- b. Describe the activity. (250 words max)

Externally funded research can be promoted at an institution by leveraging the capabilities of competitively funded senior faculty hires. These faculty members and scientists form the basis for developing a research clusters focusing on related, mutually supported independent investigations sharing similar infrastructure. This focus allows more concentrated benefit from institutional and agency investments.

- c. What target populations, if applicable, does this activity address? (100 words max)

This strategy addresses tenure track and experienced faculty and scientists who can develop research programs with competitive external funding.

- d. Provide a timeline for implementation of this activity. (250 words max)

This activity is already most developed at the School of Medicine, and is actively being deployed at the College of Science and School of Pharmacy, and is in development for the College of Information Technology and Engineering.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Departmental and endowment financial resources will be deployed to provide hiring and salary packages for key faculty. Where appropriate, additional laboratory space will be constructed or renovated to support these entrants into Marshall's research environment.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The responsible entities will collaborate to insure effective recruiting, retention and leveraging of investments.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:
The activity will increase the externally funded research activity at Marshall, and increase the amount of externally funded research activity by tenure-track faculty and junior scientists. Implementation will be assessed by tracking the number of senior externally funded hires in the responsible schools.
The implementation and outcomes will be measured by tracking the level of externally funded grants.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress in promotion of faculty scholarship through its emphasis on publication and competitive funding.

2. Activity 2: Developing Pilot Grant Programs to seed and develop junior investigator independent research and use mentorship and external grant development resources to obtain external funding for promising lines of investigation.

- a. Who is responsible for the implementation of this activity? (name and title)

Joseph Shapiro, Dean, School of Medicine
Kevin Yingling, School of Pharmacy
Wael Zatar, Dean College of Information Technology and Engineering
John Maher, Vice President, research
Gayle L. Ormiston, Provost and Senior Vice President, Academic Affairs

- b. Describe the activity. (250 words max)

Competitive, internally funded grant programs, or pilot grant programs have been demonstrated to be effective at stimulating development of externally funded research programs. The competitive review of applications by internal and external reviewers gives developing researchers an accurate picture of the level of scientific development and grantsmanship necessary to obtain funding, and accelerates the development of mentoring and feedback relationships in honing and refining proposals based on the work. Those proposals funded by pilot programs are a firm basis for application of external grant review resources to help develop a competitive external proposal from the work, as well as in enhancing the investigators grant management skills in the area of budget, deliverables and timeline.

Competitive internal pilot grant programs will be developed and operated from institutional and external sources to seed junior investigator research and develop grant application and management skills.

- c. What target populations, if applicable, does this activity address? (100 words max)

This activity addresses junior investigators who can develop research programs with competitive external funding, and experienced investigators entering a new research area in which they have not previously been funded.

- d. Provide a timeline for implementation of this activity. (250 words max)

This activity is already most developed at the School of Medicine, and is actively being deployed at the College of Science and

School of Pharmacy, and is in development for the College of Information Technology and Engineering.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Departmental, external and endowment financial resources will be deployed to fund pilot grant programs. The expertise of internal and external reviewers and mentors will be utilized to select and develop junior investigator's projects.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The responsible entities will collaborate to insure openness and interdisciplinary opportunities in the programs. Marshall will collaborate with external entities such as the University of Kentucky and the Appalachian Translational Research Network to engage in collaborative programs and jointly fund applications.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

The activity will increase the externally funded research activity at Marshall, and increase the amount of externally funded research activity by tenure-track faculty and junior scientists. Implementation will be assessed by tracking the number of pilot grants funded and their value.

The implementation and outcomes will be measured by tracking:

- (a) level of externally funded grants received by pilot-funded investigators
- (b) the external funding and publication output of pilot-funded faculty and scientists

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity also fosters progress in promotion of faculty scholarship through its emphasis on publication and competitive funding.

Comprehensive Plan A: Collaborative Access

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

Sherris Smith, Interim Associate Vice President of Academic Affairs, Interim Dean of Undergraduate Studies Michael Smith, Institutional Research Specialist Senior

2. Explanation of objective or focus of plan. (500 words max)

With the state's high school graduates' demographic decline, any effort to maintain or increase university enrollments becomes more difficult. Universities must more intentionally track—in order to improve--retention and graduation rates. Universities understand that enrollment management efforts, like pedagogies, must be student-centered in order to be sustainable. Thus, there has been shift in terminology from “retention” and “graduation” to “persistence” and “completion.”

Marshall University has long employed best practices in student success and retention. We have relied on published research of scholars, institutions, foundations, and professional societies to identify the most promising interventions. There are three examples. (1) The American Association of Colleges and Universities (AAC&U) has identified ten “high impact practices” (HIPs) that increase student retention and engagement rates. Marshall employs most of these in its First Year Seminar, writing-intensive courses, undergraduate research, service learning, etc., and is now undertaking a two-year project to pilot, assess, and launch academic learning communities (via linked courses) for first-year students. (See “Comprehensive Plan C—Academic Quality”.) (2) AAC&U has also created 16 VALUE rubrics to guide assessment of student work; Marshall University used these rubrics to inform its revision of general education from 2006 to 2009 (implemented in Fall 2010 as the “Core Curriculum”). (3) The Lumina Foundation developed a “degree qualifications profile” (DQP) that provides a framework for understanding what student achievement at different degree levels actually signifies, regardless of institution. In April 2011, Marshall University was invited by the Higher Learning Commission (HLC) to test the DQP and use the DQP as a lens through which to assess the first two years of our new Core Curriculum. This process led to an important retooling of the Core Curriculum and departmental assessment plans, effective Fall 2013.

Marshall's 2014-18 “Collaborative Access Effort Comprehensive Plan (A)” is driven by best practice but in a wholly new way: we will employ institution-specific research to identify interventions that will have the greatest effect *at Marshall*. This effort is entirely about knowing our students much better than we ever have, and, as a result, it is about removing barriers to access that are particular to our institutional and demographic contexts.

This “Collaborative Access Effort Plan” supports works our participation in the HLC's Academy for Student Persistence and Completion. Marshall applied for and was accepted Academy. M. Smith and S. Smith are co-facilitating a six-person team to implement a project over four years. Our affiliation with the HLC during the

course of the four-year period includes Academy Roundtable meetings that bring cohort institutions together, participation in an online Academy Collaboration Network, regular feedback on our project from Academy Mentors and HLC Senior Scholars, and on-campus consultation by Academy Mentors.

The key objectives are:

(a) to improve retention and graduation rates by implementing identified initiatives that have been shaped by close analysis of our own institution-specific data; and (b) to tailor these initiatives to subpopulations that currently receive few dedicated academic or student services on campus yet are retained at significantly lower rates than the institutional average.

3. Discussion of planning process:

- a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

In addition to M. Smith and S. Smith listed above, the team includes Maurice Cooley (Associate Vice President of Intercultural Affairs) and three faculty members, Monika Sawhney (Assistant Professor of Public Health), Kateryna Schray (Professor of English), and Laura Stapleton (Instructor of Math). The team membership is strategic: our Institutional Research member plays a crucial role not only in collecting, extracting, and analyzing relevant institutional data but in educating the rest of the team in how to interpret the data and make data-informed decisions. Our Academic Affairs member offers a birds-eye-view both of many other initiatives across campus and of real/perceived problems in other academic and student services units with regard to student persistence and completion. Our Intercultural Affairs member offers expertise in initiatives that yield very high persistence and completion rates among the sub-populations he serves. Two of our faculty members belong to departments (Math and English) that routinely undertake developmental/remedial education of conditionally admitted students and other students matriculating with low ACT scores. Our third faculty member is one of our five “Faculty in Residence”--she lives in one of the freshman residence halls, eats and socializes regularly with students, and offers co-curricular programming and office hours in the dorms. She brings news from the “front lines” and is able to infuse the data sets we analyze with human context.

- b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

Academy participation requires that each institution produce a “data book,” with the goal that no planned intervention or initiative will be implemented simply on a hunch. A “data mentor” provided by the HLC reviewed our data book, recommended areas of further data collection or analysis that we may have overlooked, and offered suggestions for narrowing our demographic focus. In essence, the massive data stores of our Office of Institutional Research constitute the information used to identify our focus.

4. What are the intended outcomes of the plan? (250 words max)

Our preliminary conclusion is two-fold:

- that incoming high school GPA is a better predictor of persistence and completion at Marshall University than ACT scores, and
- that a clear demarcation emerges between first-time freshmen (FTF) whose high school GPA is 3.25 and above (fall-to-fall retention rate of 81%) and those whose high school GPA is below 3.25 (fall-to-fall retention rate of 55%).

These rates are drawn from an 8-year data set (AY 2006-07 to AY 2013-14, $N = 16,407$) with an institutional retention rate average during this same period of 71.2%, including our conditionally admitted students. Thus, the focus of our plan will center exclusively on FTF matriculating with a high school GPA lower than 3.25, less any conditional admits (who currently receive other intrusive advising, among other services). We will call our focus group “the Murky Middle.” This population constitutes approximately 32% of our incoming class of FTF.

Our intended outcomes are to:

- a) Increase the retention rate of Murky Middle students from an average of 58% to 68% by 2018.
- b) Increase 4-year degree completion rate of Murky Middle students from 21%* to 24% by 2018.
- c) Increase the 6-year degree completion rate of Murky Middle students from 30%** to 34% by 2018.

*Current 4-year graduation rate for Murky Middle students in the Fall 2009 cohort.
**Current 6-year graduation rate for Murky Middle students in the Fall 2007 cohort.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

A. STRATEGY 1: Intervene with at-risk students before matriculation

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Preliminary analysis of the Murky Middle—specifically, significant behavioral and academic differences between the 58% of the population that is retained and the 42% that is not—led us to track attempted and earned credit hours during the first semester. As a cohort, Murky Middle students in their first term attempt 17.1 credit hours and earn 13.2 credit hours. But Murky Middle students who are retained attempt 0.9 more credit hours in their first term (17.6 hours) than those who are not retained (16.7 hours), and earn 2.6 more credit hours (14.4 hours) in their first term than those who are not retained (11.8 hours).

We also followed the Murky Middle through several common general education courses. For example, 69% of Murky Middle students pass Psychology 201

(compared with 94% of non-Murky Middle students). That metric alone is instructive, but when we see that (a) the retention rate of Murky Middle students who fail Psychology is 38% and (b) Murky Middle students at large earn 2.6 fewer credits in their first term, the outline of a possible intervention emerges. As it turns out, the first-semester course schedule of students in our focus group actually matters quite a bit.

Strategy 1, then, is to intervene with at-risk students *before they matriculate*: during summer orientation, the Summer Bridge program, and during the Week of Welcome in UNI 100 sessions.

1. Activity 1: Develop and deploy alternate 4-Year Plans of Study for fully admitted students who matriculate with less than a 3.25 high school GPA

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Michael Smith, Institutional Research Specialist Senior; Sherri Smith, Interim Associate Vice President of Academic Affairs; Maurice Cooley (Associate Vice President of Intercultural Affairs); Monika Sawhney (Assistant Professor of Public Health), Kateryna Schray (Professor of English); and Laura Stapleton (Instructor of Math).

- b. Describe the activity. (250 words max)

Currently, most FTF (first-time freshman), who are admitted before early August (90%), participate in Orientation the summer before matriculation. Each student in attendance receives a 12-hour pre-arranged course schedule for the Fall semester. These generic schedules take into account the student's major (and associated 4-Year Plan of Study), ACT scores for math and English placement, and any general education courses the student may have completed at Marshall while in high school or as dual credit. Advisors also add additional courses and/or adjust the schedule during Orientation depending upon the student's work schedule, elective interests, and extra-/co-curricular commitments.

Activity 1 will require each college to develop an alternate 4-Year Plan for students in the Murky Middle.

These students have a higher failure rate in certain key general education courses, which affects the number of hours they ultimately earn in the first term. Because "first-term earned hours" as a data point positively correlates with retention for our focus group, our goal will be to ensure that these students begin with a robust schedule (17-18 hours) that also reserves some of their more difficult first-year courses for their second semester.

- c. What target populations, if applicable, does this activity address? (100 words max)

First-time, fully-admitted freshmen who matriculate at Marshall in the Fall term with a high-school GPA of less than 3.25, and who attend summer orientation.

- d. Provide a timeline for implementation of this activity. (250 words max)

Fall 2014:

- Correct all 4-Year Plans of Study and ensure that they are housed in a single electronic location.
- Undertake further data analysis to identify all general education courses with high failure rates among Murky Middle students.

Spring 2015:

- Introduce the plan to deans, associate deans, college advisers and faculty advisers
- Assess existing 4-Year Plans for clusters of difficult general education courses in the first semester.
- Make adjustments to the first year of the 4-Year Plan to the extent permitted by program of study (taking into consideration pre- and co-requisites, accreditation requirements, and departmental course rotations).

Summer 2015:

- Deploy Fall course schedules based on alternate 4-year plans of study to Murky Middle students who attend Orientation.

Summer 2016, 2017 and 2018:

- Make adjustments to implementation following assessment of Summer 2015 activity, then repeat deployment of alternate Fall course schedules during subsequent Summer Orientations.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Educational Advisory Board (EAB): Student Success Collaborative (already contracted by Marshall University)

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Office of Institutional Research will generate the list of courses with high failure rates among Murky Middle students.

The interim Associate Vice President of Academic Affairs will work with associate deans and professional advisers to review all 4-Year Plans of Study in the college, to consult the list of courses with high failure rates among Murky Middle students, to cross-reference the EAB's Student Success Collaborative on implications of delayed enrollment in certain courses deemed "success markers," and to create one alternate plan for each degree program.

The HLC Academy team will assess the alternate plans.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes are:

- Maintain the hours attempted in the first semester for all Murky Middle students at 17.1%.
- Increase the hours earned in the first semester for all Murky Middle students from 11.8% to 13.8%

The Office of Institutional Research will assess intended outcomes quantitatively in January 2016.

IMPLEMENTATION

Implementation will be assessed on two fronts: production of viable alternate 4-Year Plans for students in the Murky Middle, and reliance on those alternate plans when advisors build Fall schedules for students in the Murky Middle.

- Alternate 4-Year Plans produced during Spring 2014 will be evaluated by the HLC Academy team, with results returned to the colleges by June 1, 2015.

- The Office of Institutional Research will analyze the fall schedules of Murky Middle students at the conclusion of each Orientation Day (there are four days in July and two in August), flagging schedules that are inconsistent with a degree program's alternate 4-Year Plan.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. Activity 2: Integrate “15 to Finish” curriculum early in UNI 100

- a. Who is responsible for the implementation of this activity? (name and title)

Michael Smith, Institutional Research Specialist Senior; Sherri Smith, Interim Associate Vice President of Academic Affairs; Maurice Cooley (Associate Vice President of Intercultural Affairs); Monika Sawhney (Assistant Professor of Public Health), Kateryna Schray (Professor of English); and Laura Stapleton (Instructor of Math).

- b. Describe the activity. (250 words max)

UNI 100 is a 1-credit, CR/NC course entitled “Freshman First Class.” It functions as an orientation to university life, addressing online registration, financial aid, and major/career match, among other things. In 2014, 85.7% of FTF enrolled in the course, and of those, 84.2% completed it.

The course actually begins before the Fall semester, with two sessions during the freshman Week of Welcome (Wed-Sun before the first day of class). Students in the Murky Middle will start UNI 100 equipped with a Fall course schedule that is customized with them in mind (17-18 credit hours, fewer courses with high DFW rate). Before these students have an opportunity to add or drop courses during the first week of class, UNI 100 will guide them through important aspects of the 15 to Finish curriculum.

- c. What target populations, if applicable, does this activity address? (100 words max)

First-time, fully-admitted freshmen who matriculate at Marshall in the Fall term with a high-school GPA of less than 3.25, and who are enrolled in UNI 100.

- d. Provide a timeline for implementation of this activity. (250 words max)

Spring 2015:
- Introduce the plan to UNI 100 Curriculum Committee
- Develop “15 to Finish” curriculum for UNI 100
Summer 2015:
- Implement “15 to Finish” curriculum in early sessions of UNI 100 (during WOW).

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

“15 to Finish” campaign materials provided by the HEPC.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The UNI 100 Curriculum Committee, the HLC Academy team and the university’s “15 to Finish” campaign members will collaborate

to develop the plan, and the UNI 100 Curriculum Committee will develop the curriculum.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes

- Decrease the net number of credit hours dropped during the first week of class by 35% for all Murky Middle students who enroll in UNI 100.

The Office of Institutional Research will assess intended outcomes quantitatively in September 2015.

IMPLEMENTATION

- The HLC Academy team and the Director of University College will compare the UNI 100 curriculum with the national “15 to Finish” campaign materials, with results returned to the UNI 100 Curriculum Committee by June 15, 2015.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall’s five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or “strategically nested” plans. Each plan focuses on particular aspects of Marshall’s academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall’s *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall’s five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans’ activities and strategies should reveal the impact of these interdependent or strategically nested activities.

B. STRATEGY 2: Further Data Collection & Analysis

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

As we have only begun our HLC Academy Project (with data collection occurring August-September 2014, and analysis commencing during the first Academy

Roundtable in Chicago on Oct 8-10, 2014), we have additional pre-intervention work ahead of us. In fact, the Academy Project is itself a strategy, an unprecedented long and deep look at the metrics of our undergraduate students as they interface with our curriculum, our faculty and advisors, our support services and the bureaucracy that is an institution of higher education. Strategy 2, therefore, is to undertake the project of data-informed institutional improvement through data collection and deep data analysis.

1. Activity 1: Run regression models to estimate the effect of several different explanatory variables on persistence and completion rates for Murky Middle students.

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Michael Smith, Institutional Research Specialist Senior; Sherri Smith, Interim Associate Vice President of Academic Affairs; Maurice Cooley (Associate Vice President of Intercultural Affairs); Monika Sawhney (Assistant Professor of Public Health), Kateryna Schray (Professor of English); and Laura Stapleton (Instructor of Math).

- b. Describe the activity. (250 words max)

Run regression models to estimate the effect of several different explanatory variables (demographic, behavioral and institutional) on persistence and completion rates for Murky Middle students.

- c. What target populations, if applicable, does this activity address? (100 words max)

“Murky Middle” students

- d. Provide a timeline for implementation of this activity. (250 words max)

Fall 2014
- bi-weekly meetings of the HLC Academy team to identify suspected variables
- run regression models using statistical software

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Staff from Institutional Research and Planning, Academic Affairs, and University academic advisors (Student Resource center, University College).

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Academy team will identify suspected variables and combinations of variables.
Regression models will be run by M. Smith and M. Sawhney.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

We intend to move from a merely descriptive analysis of each variable that is correlated with retention, to a statistically sound estimation of the *relationships* among the variables. This process will enable us to shape interventions that are highly customized to the subpopulations we are investigating within the larger Murky Middle.

Results of the regression analysis will be vetted by our HLC Academy Mentor and HLC Senior Scholar.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall’s five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or “strategically nested” plans. Each plan focuses on particular aspects of Marshall’s academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall’s *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall’s five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans’ activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. Activity 2: Collect additional data not currently under the purview of Institutional Research

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Michael Smith, Institutional Research Specialist Senior; Sherri Smith, Interim Associate Vice President of Academic Affairs; Maurice Cooley (Associate Vice President of Intercultural Affairs); Monika Sawhney (Assistant Professor of Public Health), Kateryna Schray (Professor of English); and Laura Stapleton (Instructor of Math).

- b. Describe the activity. (250 words max)

The massive data sets made available to the team by Institutional Research permit us to track academic and enrollment behaviors of students relative to various demographic and institutional variables. What we don't know, however, is how intentions, perceptions and vagaries of life are influencing student behaviors over time. Activity 2 involves the acquisition of previously collected qualitative data from other university offices as well as collection of new qualitative data directly from students.

- c. What target populations, if applicable, does this activity address? (100 words max)

All FTF matriculating in Fall 2015, in Fall 2016, and in Fall 2017.

- d. Provide a timeline for implementation of this activity. (250 words max)

Fall 2014-Spring 2015

- identify other university offices that collect qualitative data and request access to the data
- design survey instrument for Fall 2015 implementation

Fall 2015

- administer survey to FTF during WOW and then again prior to registration for the subsequent term; repeat all subsequent terms for this cohort of FTF

Fall 2016

- administer survey to FTF during WOW and then again prior to registration for the subsequent term; repeat all subsequent terms for this cohort of FTF

Fall 2017

- administer survey to FTF during WOW and then again prior to registration for the subsequent term; repeat all subsequent terms for this cohort of FTF

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Educational Advisory Board (EAB): Student Enablement mobile app (already contracted by Marshall University)

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The survey administered by the HLC Academy team will be important not only for aggregate analysis but also for individual interventions. It will, therefore, be important for us to encourage

high response rates. Integrating the new Student Enablement mobile app (now under development by the Educational Advisory Board) with this project may increase response rates and applicability of the data.

We will also need to collaborate with key personnel (registrar, college administrators) in order to assess whether connecting survey completion to course registration privileges is feasible.

We are currently collaborating with Susan Hatfield, Senior Scholar with the HLC, on the design of the survey.

We will also collaborate with other academic and student support offices within Marshall University to ensure that important qualitative data isn't siloed by disparate efforts.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The HLC Academy Team will monitor survey administration to determine whether there are only enough data for aggregate analysis or whether response rates justify personalized interventions. If personalized interventions are justified, the Academy Team will collaborate with college administrators and advisors to communicate data-driven conclusions and shape planned interventions.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement

technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

Comprehensive Plan B: Financial Aid Plan

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

Kathy Bialk, Director of Student Financial Assistance, will facilitate a collaborative campus-wide effort to establish financial aid policies, goals, and measures for programs associated with financial aid planning and education, financial aid delivery, institutional financial aid leveraging, and default aversion.

2. Explanation of objective or focus of plan. (500 words max)

The focus of the Financial Aid Plan is to support to support the University's goals for enrollment management, recruitment, student persistence and success, and determining net tuition revenue.

3. Discussion of planning process:

- a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

Working groups will be formed to develop, implement, and measure outcomes of various Financial Aid Strategies initiated to achieve the comprehensive Financial Aid Plan. In all cases, a representative from the Office of Student Financial Assistance will participate in each Financial Aid Strategy Working Group. Members of the working groups will vary depending on the Financial Aid Strategy. Members of the Financial Aid Strategy Working Groups may include representatives from the Offices of Academic Affairs, Student Affairs, Recruitment, Admissions, Registrar, Bursar, Institutional Research, Career Services, Residence Services, Athletics, Information Technology, and Fund Raising/Scholarship Donor Relations. Financial Aid Strategy Working Groups will include faculty and student representatives.

- b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

Using the WV Higher Education Policy Commission's three white papers, *Access, Success, and Impact 2013-18 Master Plans*, other scholarly literature, and results of consultations with Noel-Levitz regarding leveraging merit-based and need-based scholarships, the Director of Student Financial Assistance in consultation with the Senior Vice President of Academic Affairs and Provost, and staff members of the Office of Student Financial Assistance, developed the focus of the Financial Aid Plan.

4. What are the intended outcomes of the plan? (250 words max)

The Financial Aid Plan will help support efforts to increase enrollment, particularly low-income students (access), improve retention and graduation rates and reduce student loan default rates (success). In addition, the plan will help support the University's tuition net revenue goals.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

A. STRATEGY 1: Promote Financial Aid Awareness and Understanding

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

This strategy involves a number of activities that will through collaborative efforts strengthen students' and families' financial aid awareness and understanding of the financial aid application process, types of financial aid available, cost to attend college, and steps to be taken to ensure timely delivery of financial aid.

1. Activity 1: **Provide Financial Aid Training to High School Counselors and other Counselors who assist students with enrolling in College.**

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Kathy Bialk, Director of Student Financial Assistance
Jean Ann Bevans, Financial Aid Counselor, Senior

- b. Describe the activity. (250 words max)

Two Financial Aid Training Workshops:

The Director of Student Financial Assistance will conduct Financial Aid Training (sponsored by the College Board) for High School Counselors in the Charleston area providing an overview of the Financial Aid Application Process.

Professional staff members from the Office of Student Financial Assistance and WV Higher Education Policy Commission will conduct a Financial Aid Training Workshop for Counselors (e.g., High School, WV Division of Rehabilitation Services, and Federal TRIO Programs) at the Marshall University campus in Huntington covering topics such as, "How to Complete the FAFSA," "Using Professional Judgment to Perform a Dependency Override and for Special Circumstances," "Types of Financial Aid," "Searching for Scholarships," and "Sensible Borrowing."

- c. What target populations, if applicable, does this activity address? (100 words max)

This early outreach activity targets high school counselors and other counselors who assist students with applying for financial aid to attend college.

- d. Provide a timeline for implementation of this activity. (250 words max)

The Financial Aid Training for Counselors in Charleston occurs in October each year and at the Marshall University Campus in Huntington in November each year.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Six members of the Financial Aid Staff develop the training materials as well as conduct the training. Approximately, \$1,200 is expended to sponsor this event, which covers the costs for continental breakfast, lunch, parking, and training materials.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

For the October Financial Aid Training in October, the Director of Student Financial Assistance collaborates with the College Board.

The Office of Student Financial Assistance collaborates with the WV Higher Education Policy Commission (who publicizes and registers the participants of the training) for the November Financial Aid Training at the Marshall University Campus.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Participants of the Financial Aid Training events are asked to complete surveys to measure their satisfaction and level of learning.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity has a direct relationship with the Marshall's and the HEPC's objectives to increase enrollment in public institutions and to increase the college-going rate of recent high school graduates (Access, Success, and Impact). It also supports the HEPC's objective of developing collaborative access efforts, such as increasing transfer student success. This activity does so by extending Marshall's outreach efforts to others who have impact on students' desire to enroll in college.

2. Activity 2: **Enhance the Newly Improved Financial Aid Award Letter**

- a. Who is responsible for the implementation of this activity? (name and title)

Kathy Bialk, Director of Student Financial Assistance

- b. Describe the activity. (250 words max)

A new “personalized” Financial Aid Award Letter was developed for first-time freshmen who enrolled 2014 fall semester. The effectiveness (e.g., transparency of costs, students’/parents’ understanding of the next steps in the enrollment and financial aid process) of the award letter will be assessed and based on the results of the assessment, the 2015-16 Financial Aid Award Letter will be revised and enhanced.

- c. What target populations, if applicable, does this activity address? (100 words max)

The target population is first-time freshmen students who have submitted admission applications to Marshall.

- d. Provide a timeline for implementation of this activity. (250 words max)

In each year of the Compact:
April - November (assessment)
December – February (development of the enhanced award letter)
March – (deployment)

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The Office of Student Financial Assistance Director, Associate Director, and Senior Application System Analyst Programmer, Sr. are primarily involved in this project; however, input and assistance from other Student Financial Assistance staff members, the Office of Recruitment, and Public Relations are garnered.

The approximate cost to develop the Award Letter Technology is \$23,750 and the approximate cost to mail the Financial Aid Award Letter to 3,000 admitted students is \$8,400 annually.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Offices of Student Financial Assistance, Recruitment, and University Communications will collaborate to implement this activity. Marshall University will contract with Student Aid Services, a consulting firm, to provide layout, design, and content assistance with the development of the Financial Aid Award Letter. They also provide the service of mailing the Financial Aid Award Letter to admitted students.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Feedback from students and parents attending Preview Days on campus and feedback from Student Financial Assistance staff who speak directly with students and their families will be used to assess the effectiveness of this strategy.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity has a direct relationship with the university's goals to increase enrollment and the HEPC's goal of increasing access to public institutions and to increase the college-going rate of recent high school graduates. This activity supports the HEPC's objective of developing collaborative access efforts. It does so by extending Marshall's outreach efforts to students and their families so they can understand that a college education may be affordable.

3. Activity 3: **Align Financial Aid Communications with Departmental, Institutional, and WV HEPC 2013-18 Master Plan Goals**

- a. Who is responsible for the implementation of this activity? (name and title)

Sarah Musgrave, Senior Financial Aid Counselor, will facilitate this strategy.

- b. Describe the activity. (250 words max)

Develop a plan tying the use of social media and e-marketing/communications to the goals of the Office of Student Financial Assistance. Using working groups, identify ways to use social media tools as part of the work in the Office of Student Financial Assistance, implement the tools (or enhancements to the tools) as well as develop a plan to measure the success of the implementation and use of these tools.

- c. What target populations, if applicable, does this activity address? (100 words max)

The target populations are prospective and currently enrolled students and their families.

- d. Provide a timeline for implementation of this activity. (250 words max)

This strategy will commence in October 2014 and will be ongoing.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

This strategy will be implemented by staff from the Office of Student Financial Assistance.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Working groups including persons from the Offices of University Communications, Recruitment, Student Affairs, and Information Technology will be formed to garner input and support of this strategy. Current students will also be engaged to provide input on the development and enhancement of social media tools and to test their use.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The initial intended outcome is to test and measure in order to create a presence on which to build and incorporate feedback mechanisms for our audiences. Once that testing has been accomplished, we will identify specific metrics to monitor usage and experience (e.g., popularity of pages on website, likes, comments, and shares on Facebook).

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity has a direct relationship with the objectives to sustain enrollment at Marshall and to increase the college-going rate of recent high school graduates (Access and Impact). It also promotes student success (retention, sensible student borrowing, and degree completion).

B. STRATEGY 2: Develop and Implement an Institutional Scholarship Awarding Policy that Supports the University's Enrollment and Tuition Revenue Goals

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The primary focus of this strategy is to leverage limited institutional financial aid funds to maximize the potential to recruit and retain students, particularly those with low incomes, while simultaneously meeting tuition revenue goals.

1. Activity 1: **Develop, Implement, and Evaluate the Newly Created Institutional Scholarship and Grant Awarding Model**

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

The Enrollment Management and Revenue System Team:
Dr. Gayle L. Ormiston, Senior Vice President of Academic Affairs & Provost
Kathy J. Bialk, Director of Student Financial Assistance
Elizabeth Wolfe, Director of Recruitment
Dr. Tammy Johnson, Director of Admissions
Michael McGuffey, Director of Institutional Research

- b. Describe the activity. (250 words max)

With assistance from Noel-Levitz, a higher education consulting firm, Marshall will formulate and implement financial aid awarding and packaging strategies to support new student enrollment and revenue goals. This strategy includes the following components:

- Performing a historical data analysis of financial aid packages awarded to enrolled and non-enrolled students;
- Measuring student price sensitivity;
- Performing an analysis of student retention factors and the role of financial aid in student attrition;
- Developing an Institutional admission/financial aid goal setting and award strategy development;
- Tracking progress toward goals (and modifying them if necessary); and
- Developing a four-year enrollment and net revenue projection model

c. What target populations, if applicable, does this activity address? (100 words max)

The target population is prospective students interested in attending Marshall.

d. Provide a timeline for implementation of this activity. (250 words max)

2014-15 (to affect fall 2015 enrollment)
2015-16 (to affect fall 2016 enrollment)
2016-17 (to affect fall 2017 enrollment)
2017-18 (to affect fall 2018 enrollment)

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Staff from the Offices of Academic Affairs, Financial Aid, Institutional Research, Recruitment, and Admissions. Noel-Levitz consulting fees totaling \$129,000 (over the period of the Compact), plus travel, lodging, and meals. The funding expense to execute the new Institutional Scholarship and Grant Awarding and Packaging Model is currently in development.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Staff from the Offices of the Provost, Financial Aid, Institutional Research, Recruitment, and Admissions will collaborate to implement this activity. In addition, the University has contracted with Noel-Levitz to facilitate this strategy for their services from 2014 to 2017.

- []
- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcomes are to increase enrollment, improve retention and student graduation, and meet tuition revenue goals as specified in the four-year enrollment and net revenue projection model.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity has a direct relationship with the objectives to increase enrollment in public institutions and to increase the college-going rate of recent high school graduates. It also promotes student success (retention and degree completion) (Access, Success, and Impact).

C. STRATEGY 3: Decrease the University Federal Direct Loan Cohort Default Rate

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The focus of this strategy is to develop programs and interventions that specifically target students who are at risk in defaulting on their Federal Direct Loans.

1. Activity 1: **Analyze Who Borrows and Who Defaults**

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Kathy Bialk, Director of Student Financial Assistance

- b. Describe the activity. (250 words max)

We will analyze who borrows and who defaults to uncover the unique characteristics and behaviors of the student borrower population, which will assist in understanding where targeted services can help the most.

- c. What target populations, if applicable, does this activity address? (100 words max)

Federal Direct Loan borrowers who went into loan repayment in cohort years 2009, 2010, and 2011.

- d. Provide a timeline for implementation of this activity. (250 words max)

April 2014 – Implementation Plan Development and Training

May 2014 – Implementation Plan Rollout Commences
June – August 2014 – Development of Institutional Data File (to be analyzed)
September 2014 – Inceptia
October 2014 – Campus-wide Presentation of the data analysis results
November – December 2014 – Develop Default Prevention Task Force
January – March 2015 – Default Prevention Task Force identifies targeted services and makes recommendation on default prevention activities.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Staff time.
\$3,000 for contractual fee, reimbursed by WV Higher Education Policy Commission.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Representatives from diverse areas of the campus will collaborate to implement this activity. Inceptia, a nonprofit default prevention consultant, will conduct the Cohort Default Analysis and will formally present the results to the campus community.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Campus attendance to the Cohort Default Rate Analysis is an indicator (intended outcome) of campus-wide support of the effort to reduce defaults. Progress reports from the Default Prevention Task Force will also be used to assess the success of this activity.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress toward impact objective #4, which is to reduce the number and percent of students excessively burdened by student loan debt, which may contribute to reducing the institution's Federal Student Loan Cohort Default Rate.

2. Activity 2: Provide counseling and information to borrowers when they need it.

- a. Who is responsible for the implementation of this activity? (name and title)

Kelly Tyda, Senior Financial Aid Counselor
Kathy Bialk, Director, Student Financial Assistance

- b. Describe the activity. (250 words max)

We will continue to provide in-person exit loan counseling.

- c. What target populations, if applicable, does this activity address? (100 words max)

Graduating students

- d. Provide a timeline for implementation of this activity. (250 words max)

November for the fall graduating class
April for the spring graduating class
July for the summer graduating class

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Staff time; \$100 for printing/promotion; and \$600 for a three raffle prizes (diploma frames) given to graduating students who participate in one of the exit counseling sessions.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Office of Student Financial Assistance collaborates with the Registrar's Office to advertise the Exit Loan Counseling Session at the "Count Down to Commencement" event.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcome is to have more graduating students attend the in-person exit loan counseling sessions to increase their knowledge about loan repayment, forbearance, and forgiveness programs. Surveys will be conducted to assess students' satisfaction and learning.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress toward the impact objective #4, which may contribute to reducing the institution's Federal Student Loan Cohort Default Rate.

3. Activity 3: **Lower Cohort Default Rate through Challenges, Adjustments, and Appeals.**

- a. Who is responsible for the implementation of this activity? (name and title)

Kelly Tyda, Senior Financial Aid Counselor
Kathy Bialk, Director, Student Financial Assistance

b. Describe the activity. (250 words max)

Conduct Servicer Appeals for any student loan defaulter from the FY 2011 Cohort who has not made a single loan payment and whose loan servicer did not perform proper servicing of the loan (as defined by the U.S. Department of Education).

c. What target populations, if applicable, does this activity address? (100 words max)

Federal Direct Loan Defaulters from FY 2011 Cohort

d. Provide a timeline for implementation of this activity. (250 words max)

September 2014 – August 2015

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Staff resources.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

N/A

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The identification of every defaulting student whose record can be appealed to the U.S. Department of Education due to inadequate servicing is the intended outcome. The impact of this success will be if the University successfully appeals at least 16 student loan default records, which will bring the FY 2011 Cohort Default Rate below 15% of the cohort.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress toward the impact objective #4, which may contribute to reducing the institution's Federal Student Loan Cohort Default Rate.

4. Activity 4: **Default Prevention Outreach to Cohort Federal Direct Loan Borrowers who are delinquent**

a. Who is responsible for the implementation of this activity? (name and title)

Kelly Tyda, Senior Financial Aid Counselor
Kathy Bialk, Director, Student Financial Assistance

b. Describe the activity. (250 words max)

We will perform outreach to Federal Direct Loan borrowers who are delinquent in repaying their loans to prevent default.

c. What target populations, if applicable, does this activity address? (100 words max)

The targeted population is Federal Direct Loan borrowers in repayment from Cohort Years 2012 and 2013

d. Provide a timeline for implementation of this activity. (250 words max)

June – October 2014 – FY 2012 Cohort
November 2014 – September 2015 – FY 2013 Cohort

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Staff time to request Delinquent file from the U.S. Department of Education and export it to Inceptia.
Contractual fees: \$6.00 per delinquent record and \$27.00 per resolution.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Office of Student Financial Assistance staff time.
Inceptia, Third-party Servicer

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Ongoing Review of Marshall University's Success Dashboard that provides the default prevention outreach outcomes.

a. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity fosters progress toward the impact objective #4, which may contribute to reducing the institution's Federal Student Loan Cohort Default Rate.

Comprehensive Plan C: Academic Quality

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

Dr. Gayle L. Ormiston, Provost and Senior Vice President for Academic Affairs
Dr. Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives

2. Explanation of objective or focus of plan. (500 words max)

The primary plan objective is to ensure that all students graduating from Marshall University achieve rigorous outcomes/competencies that prepare them for success in the 21st century.

With increasing focus on college completion, it is important for Marshall to determine the best strategies to ensure student success and, equally important, that Marshall's graduates achieve well-defined, rigorous outcomes. The Higher Learning Commission's (HLC) 2011 invitation to Marshall to test the Lumina Foundation's Degree Qualifications Profile (DQP) provided the perfect opportunity to engage in a campus-wide project that resulted in defining expected student learning in each degree program and, university-wide, at each degree-level.

Work to improve student outcomes began in 2006 when a Faculty Senate ad-hoc committee began to study the efficacy of Marshall's general education. The committee's work led to the adoption in 2008 of the University's Core Domains of Critical Thinking, sending a clear message that a set of core outcomes was needed for all degree programs. Between 2008 and 2010, another Faculty Senate ad-hoc committee worked to determine how these domains would inform the design of Marshall's general education, which previously had been menu-driven. The final outcome was a hybrid model consisting of Core I (three common courses) and Core II (a traditional menu model requiring coursework in humanities, composition, oral communication, fine arts, mathematics, physical/natural and social science).

Core I courses consists of an interdisciplinary first-year seminar (FYS) that served as an introduction to the university's domains and two critical thinking (CT) courses. All faculty teaching FYS complete faculty development to ensure that they practice pedagogical methods that enabled students to engage in active learning and critical thinking. CT courses came from many disciplines and each addressed at least one primary and two secondary domains. CT course proposals were reviewed and approved by the University's General Education Council, with faculty teaching the courses completing a nine-hour CT workshop. Additionally, the Faculty Senate approved requirements that all students at Marshall complete three-hours of coursework approved for multicultural (MC) or international (I) credit, and six-hours of writing-intensive (WI) coursework.

To enable us to assess student achievement in Marshall's Core Domains (see <http://www.marshall.edu/assessment/LearningOutcomes.aspx>), a database was built

to house student work from general education courses, the General Education Assessment Repository (GEAR) and developed assessment rubrics (<http://www.marshall.edu/gear/>).

In July 2011, Marshall accepted the HLC's invitation to test the DQP. Testing the DQP resulted in revision of the university's core domains, articulation of learning outcomes for each domain at the associate's, bachelor's, and master's levels, updating of all discipline specific degree program learning outcomes and assessment plans, and adoption of a syllabus policy that requires articulation of each instructor's plan for students to *practice* each of the course's learning outcomes and an explanation of how, following practice, each student's *achievement* of the outcomes will be *assessed*.

In 2014, Marshall participated in the American Association of Colleges and Universities' (AAC&U) Institute on High Impact Practices (HIPs), resulting in a two-year plan to study the efficacy of HIPs at Marshall.

3. Discussion of planning process:

- a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

Each Faculty Senate Ad-Hoc Committee consisted of faculty, academic administrators, and students. Initial plans were shared broadly and approved by the Faculty's governing body, the University's Faculty Senate.

Testing the DQP involved faculty from 93 degree programs at the associate's, bachelor's, and master's levels. Faculty from each of these programs participated in the project, with many attending informational support sessions designed to guide them through the process (<http://www.marshall.edu/hlcopenpathways/>).

A core group of 22 faculty supported by two academic administrators worked to update the Core Domains of Critical Thinking and to develop outcome statements and rubrics for each at four performance levels. These faculty represented all academic colleges within the university. Draft work was shared with the University's Assessment Committee and General Education Council and with faculty senators. Based on feedback from each of these groups, modifications were made.

A core group of six faculty and academic administrators worked on the document that was eventually approved by the Faculty Senate and by the Board of Governors as the University's Syllabus Policy. This group was assisted by 16 faculty, two per academic college, who developed sample syllabi to provide models for the alignment of learning outcomes with course activities and assessments.

A group of three faculty, one academic administrator, and one Housing and Residence Life staff member, attended the AAC&U's Institute on High Impact Practices. Additional faculty, students, and staff will participate in our HIP projects.
Marshall's President and Provost provided critical leadership and support for each of our projects.

- b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

Beginning in 2006, Marshall's president shared research with faculty, staff, and students suggesting that deeper learning occurred when the student experience consisted of a set of interrelated active learning experiences. This research found that it was necessary for students to understand and act on the *connections* among the broad areas of learning to which they were exposed in their general education courses and the discipline-specific knowledge and skills they mastered as part of their major degree programs. The research also showed that a student's ability to solve problems, reason analytically, and communicate effectively was more important than simply having *knowledge* about a specific disciplinary content area. Discussions about this research led to the development of the initial core domains of critical thinking.

Ongoing assessment of student learning at Marshall through the *National Survey of Student Engagement (NSSE)* and the *Collegiate Learning Assessment (CLA)* also pointed out that Marshall's students needed to be more engaged in active learning and critical thinking earlier in the curriculum. These findings reinforced the need to develop a common core curriculum focused on these skills and led to the development and launch of the new core in 2010.

Testing the DQP focused Marshall's faculty on the importance of appropriate degree-level outcomes, i.e., making sure that students were challenged to achieve more rigorous levels of performance at higher degree levels.

AAC&U's research showing that engaging in HIPs results in deeper student learning and improved student outcomes has informed our HIP project.

4. What are the intended outcomes of the plan? (250 words max)

Intended Outcomes:

1. CT, MC, I, and WI courses will adhere to high standards of pedagogy that empower students to think critically through active learning.
2. Artifacts from GEAR will demonstrate student learning at appropriate levels.
3. Student learning,

- a. as measured by the results of freshman, FYS, and senior problem-based assessments, will show significant improvements at each assessment point

in the areas of critical thinking, information literacy, and written communication.

- b. as measured by indirect assessments, will show that students believe they have achieved the University's outcomes at appropriate levels.
- c. as measured by Marshall's Degree and Certificate Programs, will, at the time of graduation, demonstrate student learning to be at appropriate levels for their degrees.

4. Degree and certificate programs will complete mapping their learning outcomes to those of Marshall University.
5. Marshall will analyze which (if any) of its outcomes are not being integrated into Degree Program Outcomes and develop a plan to address this deficiency (if it exists).
6. Syllabi will include thoughtful alignment between each course's expected student learning outcomes and how each will be *practiced* and *assessed* in the course.
7. Marshall will determine the relationship between *type* and *number* of HIPs in which students engage and their learning, as measured by direct assessment of assignments from key courses, using Marshall's rubrics.
8. Marshall will determine, through data analysis, the relationship between *type* and *number* of HIPs in which students engage and their success, as measured by yearly persistence and yearly GPA.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

A. STRATEGY 1: Ensure that Marshall's graduates achieve learning outcomes as outlined in Marshall's Degree Profile Core Domains.

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The core curriculum lays the foundation for students to achieve Marshall's learning outcomes, with degree programs providing additional practice so that students graduate with degree-appropriate knowledge and skills. We use a multifaceted approach to ensure that coursework offered in the core curriculum addresses Marshall's outcomes at appropriate levels of learning and we verify this through direct and indirect assessment of student work. We also assess the performance of entering freshmen using either a Marshall developed problem-based assessment or the CLA+. We follow this with a similar assessment for all freshmen at the end of FYS. The performance of graduating seniors is assessed using either the CLA+ or the same problem-based assessment used for entering freshmen.

The General Education Council (<http://www.marshall.edu/gened/gec-membership-and-bylaws/>) reviews and approves all newly proposed CT courses. Proposed CT courses must address integrative thinking and four additional university outcomes. CT courses proposals must show how the pedagogical methods enable students to *practice* the outcomes and how each outcome will be *assessed*. Finally, the proposal

must specify at least one summative assignment that students will upload to GEAR for university assessment.

The General Education Council reviews and approves all courses that wish to offer MC or I credit. These courses must address a specified number of the elements of Marshall's Intercultural Thinking outcome and upload student work to GEAR. A separate Writing Across the Curriculum Committee (WAC) reviews portfolios of faculty wishing to teach courses that carry WI designations. These courses also upload student work to GEAR.

1. Activity 1: Approval process and faculty preparation for general education coursework.

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

The General Education Council (GEC), the Writing across the Curriculum (WAC) Committee, the Center for Teaching and Learning (CTL), the Academic Departments and Colleges.

- b. Describe the activity. (250 words max)

The GEC ensures that CT, MC, and I courses align to the appropriate learning outcomes of the Marshall Degree Profile, include information regarding the pedagogical methods used to allow each student to *practice* the outcomes so as to achieve competency, and include information as to how student achievement of each outcome will be *assessed*.

The WAC Committee (<http://www.marshall.edu/ctl/writing-across-the-curriculum>) ensures that all instructors who wish to teach WI courses complete appropriate pedagogical development and it evaluates the course portfolios of all potential WAC instructors. Both committees ensure that course instructors have a plan for students to upload their work to GEAR. CT, MC, and I courses must be recertified on a five-year rotating schedule and WI instructors must achieve recertification every three years.

CTL (<http://www.marshall.edu/ctl/>) staff ensure that faculty are prepared to teach FYS, CT, and WAC courses through specially designed faculty development.

Academic colleges and departments determine and publish acceptable Core II courses.

- c. What target populations, if applicable, does this activity address? (100 words max)

This activity targets all faculty who wish to offer courses in the general education core. This can potentially apply to every faculty member at Marshall, as all full-time faculty are eligible to teach

FYS and WI courses, all faculty (both full-time and adjunct) and teaching assistants can teach CT, MC, I and Core II courses.

This activity also targets students, whose learning in these courses will enable them to make progress toward, and to achieve, Marshall's learning outcomes.

- d. Provide a timeline for implementation of this activity. (250 words max)

These activities are ongoing with timelines as follows:

General Education Council

CT courses: These courses must be at the 100- or 200-level and must be open to all students, regardless of major. Faculty members within a department review the CT course criteria and determine whether or not a course qualifies for the designation. The department changes or develops the course curriculum to meet the designation. After receiving the appropriate signatures, the course is sent through the appropriate curriculum committees. The GEC reviews, approves, and sends forward the application to the University Curriculum Committee. From there the application goes to the Faculty Senate for final approval. Five years after initial approval, the course must be recertified. The same process is followed for MC and I courses *except* that these courses may also be offered at the 300- and 400-levels.

WAC Committee

Following WAC faculty development, faculty who would like to be WAC certified assemble a portfolio. This portfolio is evaluated by members of the WAC committee. All WAC-Certified faculty must be re-certified every three years.

CTL Staff

CTL staff provide faculty development for instructors preparing to teach FYS, CT and WAC courses. Staff also facilitate a WAC Community of Practice, and the following faculty learning communities: Cross Disciplinary Experimentation, Innovation, and Intellectual Risk-Taking, Pedagogy of Undergraduate Research, Scholarship of Teaching and Learning, and Visual Learning and Thinking.

Academic Colleges and Departments

All academic colleges and departments continually evaluate their lists of approved Core II courses and update as appropriate.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

General Education Council: Approximately 21 faculty and academic administrators. No financial resources other than salaries.

WAC Committee: Approximately 15 faculty members and three CTL staff. Financial resources are expended on WAC training.

CTL Staff: The Executive and Assistant Directors, and Directors of WAC and Service Learning, and CTL's Office Manager. Financial resources are expended on training for CT and FYS instructors.

Academic Colleges and Departments
Deans, Chairs, and Faculty. No financial resources other than salaries.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

This activity will be implemented through the university's committee and governance structures, as outlined above.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

1. Students completing CT, MC, I, and WI courses will align specified assignments to appropriate university outcomes and upload them to GEAR for the purpose of university assessment.
2. CT, MC, I and WI courses will adhere to high standards of pedagogy that empower students to think critically through active learning.

Implementation of this plan and its outcomes will be assessed through the Offices of Academic Affairs' and Assessment's monitoring of the outlined procedures. The GEC, the CTL, and the Assessment Office report to the Office of Academic Affairs and the Assessment Office has ex-officio membership on the GEC.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall’s five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or “strategically nested” plans. Each plan focuses on particular aspects of Marshall’s academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall’s *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall’s five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans’ activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. Activity 2: Direct assessment of student work.

- a. Who is responsible for the implementation of this activity? (name and title)

Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives, Marshall’s Summer Assessment Team.

- b. Describe the activity. (250 words max)

Students enrolled in specified courses within the core curriculum upload assignments to GEAR. This process requires that the instructor design an assignment for this purpose and align the assignment to at least one element of at least one university outcome. At present, artifacts are uploaded to GEAR and aligned to university outcome as follows:

Course	University Outcome
FYS	One of the following: Information literacy, inquiry-based thinking, integrative thinking, intercultural thinking, metacognitive thinking.
CT courses	At least one element of integrative

	thinking and at least one element of at least one additional university outcome.
Multicultural courses	At least one element of intercultural thinking
International courses	At least one element of intercultural thinking
Writing-intensive courses	At least one element of communication fluency
Service learning courses	At least one element of ethical and civic thinking
Core II courses	At least one element of at least one university outcome
<p>All matriculating freshmen who attend the University's Week of Welcome (WOW) complete either a university-developed problem-based assessment or the CLA+, both of which assess their competence in critical thinking, information literacy, and written communication. Marshall's graduating seniors take these same assessments, allowing us to compare performance between the groups. Freshmen completing FYS complete a similar assessment, allowing us to gauge their development during this critical first-year course.</p> <p>Each summer, a group of interdisciplinary faculty evaluates de-identified samples of baseline/FYS/Senior assessments and student work from GEAR. The university also analyzes the results of student performance on the CLA+.</p>	

- c. What target populations, if applicable, does this activity address? (100 words max)

This activity addresses all incoming freshmen, graduating seniors, students completing (and faculty teaching) FYS, CT, WI, MC, I, and SL courses. It also addresses students who complete Core II courses.

- d. Provide a timeline for implementation of this activity. (250 words max)

<p>1. Evaluation of CLA+: Began in 2004, done annually since then. 2. Evaluation of baseline/FYS/senior assessments: Began in academic year 2012-2013, done annually since then. 3. Evaluation of student work from GEAR:</p>		
Course	University Outcome	Schedule
FYS	One of the following: Information literacy, inquiry-based thinking, integrative thinking,	Annually since 2013

	intercultural thinking, metacognitive thinking.	
CT courses	At least one element of integrative thinking and at least one element of at least one additional university outcome.	Will begin in 2015 – later timeline TBD
Multicultural courses	At least one element of intercultural thinking	First in 2014 – later timeline TBD
International courses	At least one element of intercultural thinking	First in 2014 – later timeline TBD
Writing-intensive courses	At least one element of communication fluency	First in 2014 – later timeline TBD
Service learning courses	At least one element of ethical and civic thinking	First in 2014 – later timeline TBD
Core II courses	At least one element of at least one university outcome	Will begin in 2015 – later timeline TBD

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The Online Web Developer for Academic Affairs built and maintains the GEAR database, which includes uploading all courses, faculty, and students associated with those courses into GEAR each semester.

For all courses that require GEAR uploads, faculty create assignments and assist students in uploading work. Specific courses have the following support: FYS has a coordinator who assists faculty with all course requirements, including GEAR uploads. Both SL and WI courses have program directors who assist faculty with these responsibilities. The Associate Vice President for Assessment and Quality Initiatives holds GEAR upload training sessions each semester to assist faculty new to the process. Detailed GEAR upload directions are available for students and faculty within the GEAR system.

Under the direction of the Associate Vice President for Assessment and Quality Initiatives, a group of faculty spend three to four weeks each summer assessing student work from the baseline/FYS/senior assessments and from GEAR. Faculty are paid stipends for this work. During the summer of 2014, the total

cost for stipends was \$27,000, which we expect to continue to increase. The total cost of administering the CLA+ during academic year 2013-2014 was \$7,370. During academic year 2014-2015, we anticipate the total cost to be \$8,225.

Under the direction of the FYS Director, a group of faculty spent approximately three weeks during this past summer developing Marshall's baseline/FYS/senior assessments. These faculty were collectively paid \$18,000 during the summer of 2014. Additional costs of baseline/FYS/senior assessment include the cost of paper, printing, and pens.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Academic Affairs, Assessment, CTL, Core Curriculum faculty, WAC Faculty, SL Faculty, Core II faculty have roles in this project. The successful administration of the freshman baseline assessment requires the collaboration of the Director of University College and all UNI 100 facilitators. Successful administration of the senior assessment depends on collaboration between the Associate Vice President for Assessment and Quality Initiatives and the deans and associate deans of the academic colleges, as well as with department chairs. Additionally, the Provost and the Associate Vice Presidents for Academic Affairs and Assessment work with the Director of FYS, who collaborates with faculty to develop the Marshall baseline/FYS/senior assessments.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

1. Student work uploaded to GEAR will demonstrate learning at appropriate levels (minimum *introductory* for freshmen, *milestone* for sophomores/juniors, *capstone* for seniors) in nine Marshall outcomes (communication fluency, information literacy, and creative, ethical and civic, inquiry-based, integrative, intercultural, metacognitive, and quantitative thinking).
2. Student learning, as measured by the results of freshman, FYS, and senior problem-based assessments, will show significant improvements at each assessment point in the areas of critical or inquiry-based thinking, information literacy, and written communication.

The summer assessment committee makes recommendations at the end of each summer both to improve the assessment process and to strengthen student learning in general education. For example, last summer's process resulted in a recommendation that faculty teaching general education courses specify the level of the university outcome student assignments target. This will lead to further discussion in the General Education Council.

Random samples of student work are assessed by two independent reviewers, with third reviewers used in cases of significant rater disagreements. Results (including those of the CLA+) are compiled, analyzed and used to inform improvement.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

3. Activity 3: Indirect assessment of student learning through annual surveys.

- a. Who is responsible for the implementation of this activity? (name and title)

Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives

- b. Describe the activity. (250 words max)

A short survey has been designed to assess students' perceptions of their learning in the Core Curriculum. This survey consists of 12 items that align with the outcomes of Marshall's Degree Profile and asks students to indicate their level of agreement (strongly agree to strongly disagree on a five-point scale) regarding how courses they have taken in the University's Core curriculum have helped them to develop the skills suggested in the statements.

Each year, Marshall also administers the *NSSE* to freshmen and seniors. We have used, and will continue to use, this information to supplement direct assessments. This information allows us to track student perception of their learning in key engagement indicators such as higher-order learning, reflective and integrative learning, learning strategies, and quantitative reasoning (academic challenge), collaborative learning, discussion with diverse others (learning with peers), student-faculty interaction, effective teaching practices (experiences with faculty), and quality of interactions and supportive campus environment (campus environment). These engagement indicators, especially those that emanate from the themes of academic challenge and learning with peers, align with Marshall's Degree Profile outcomes. We are currently in the process of comparing within Marshall *NSSE* results, examining results by academic college, student type differentiated by various risk factors (ACT and High School GPA groupings, Pell Grant Status, First Generation Status, etc.).

- c. What target populations, if applicable, does this activity address? (100 words max)

The survey designed to assess the Core Curriculum is administered to all undergraduate students in conjunction with Assessment Day.

The *NSSE* is administered each year to all freshmen and seniors.

- d. Provide a timeline for implementation of this activity. (250 words max)

These surveys are given during the spring semester of each academic year. The Core Curriculum survey is analyzed no later than the following summer, with results analyzed university-wide, by academic college, and by student level (freshman, sophomore,

junior, and senior). Results also are analyzed by degree program and made available to each respective program.

NSSE results are received during the summer following each administration.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Marshall's local surveys are administered by the Office of Assessment. Marshall maintains a 40 user license for Qualtrics Survey Software at an annual cost of \$10,000.

Marshall's *NSSE* administration requires the cooperative efforts of the Office of Assessment and the Office of Institutional Research and Planning. Annual cost of administering *NSSE* is \$6,300.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Assessment Office and the Office of Institutional Research and Planning

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcome:

1. Student learning, as measured by indirect assessments such as *NSSE* and Degree Program Surveys, will show that students believe they have achieved the University's outcomes at appropriate levels.

We continue to use information from surveys, especially from *NSSE*, to inform curricular changes. After having done this, we continue to monitor survey responses to see if, in students' opinions, our changes have impacted their learning in more positive directions.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives,

have been conceived, designed, and implemented as interdependent or “strategically nested” plans. Each plan focuses on particular aspects of Marshall’s academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall’s *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall’s five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact areas in other plans. Future Compact annual updates on progress made with each of the comprehensive plans’ activities and strategies should reveal the impact of these interdependent or strategically nested activities.

B. STRATEGY 2: Ensure the integrity of, and assess student learning in, Marshall’s degree and certificate programs.

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Degree Programs at Marshall University have a long-standing practice of assessing student learning, reporting results annually, and using assessment results to continually improve their programs. As part of Marshall’s HLC Quality Initiative, testing the Lumina Foundation’s DQP, each program carefully examined its learning outcomes for degree-level appropriateness, resulting in revised outcomes for many programs. Programs aligned their outcomes to specific outcomes of the DQP’s broad areas of learning (specialized and broad/integrative knowledge, intellectual skills [analytic inquiry, use of information resources, engaging diverse perspectives, quantitative and communication fluency], applied and civic learning). The point of this exercise was to determine the extent to which degree programs were providing students with learning experiences that allowed them to extend the foundational knowledge and skills gained in general education courses to achieve appropriate degree-level performance in the general outcomes deemed necessary for a well-educated college graduate. This information helped to guide the committees that developed the outcomes that now constitute the Marshall Degree Profile. During this process, all degree programs identified a minimum of two direct assessments for each

program outcome; the first early to midway through the students' programs and the second close to the time of graduation. Each program also developed analytic rubrics for each outcome, identifying each outcome's essential elements (or traits), and describing expected student performance at two to four levels of proficiency (introductory, milestone, capstone, and advanced). Programs are now in the process of aligning their outcomes to those of the Marshall Degree Profile.

1. Activity 1: Ensuring that students achieve the university's outcomes at degree-appropriate levels.

a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives and Quality Initiatives *and* all Program Chairs, Directors, and Faculty.

b. Describe the activity. (250 words max)

Marshall's Degree Profile (<http://www.marshall.edu/assessment/LearningOutcomes.aspx>) consists of nine domains of critical thinking (creative, ethical and civic, inquiry-based, integrative, intercultural, metacognitive, and quantitative thinking, communication fluency and information literacy). Each of these domains is divided into two to four essential elements (traits). Expected learning outcomes are articulated for each trait at four levels of proficiency; introductory (performance expected at freshman level), milestone (performance expected for associate's degree recipients and/or at sophomore/junior level), capstone (performance expected for bachelor's degree recipients), and advanced (performance expected for master's degree recipients). Each degree program is currently aligning its learning outcomes to Marshall's outcomes at the program's degree-level, i.e., a bachelor's program will align its outcomes to Marshall's *capstone* level, an associate's program to the *milestone* level, and a master's program to Marshall's *advanced*-level outcomes.

When this process is complete, it will be possible to aggregate program-level assessment results to the university level using the database we have created for assessment reporting. This is an important step because it will allow us to ensure that, within their degree programs, students continue to have opportunities to practice the outcomes Marshall deems important for well-educated graduates, extending the competencies they achieved during their general education experiences.

The exercise also will allow us to determine which of Marshall's outcomes are not being extended by degree programs (and which programs are not extending them) so that we can determine the best solution to ensuring that all Marshall graduates have the opportunity to achieve the university's outcomes at degree-appropriate performance levels.

- c. What target populations, if applicable, does this activity address? (100 words max)

1. All of Marshall's students, who will benefit from activities that provide them the necessary practice to achieve the university's outcomes.
2. Marshall's faculty, who will critically examine how their programs' learning outcomes align to those of Marshall University.
3. Administrators, e.g., those in Academic Affairs and Assessment, faculty on university committees including (but not necessarily limited to) the University Assessment Committee and the GEC, who will examine the program to university alignments and decide next steps for students in programs that do *not* align to all university outcomes.

- d. Provide a timeline for implementation of this activity. (250 words max)

The alignment process began during academic year 2013-2014 and will continue during 2014-2015. We expect that all degree programs will have completed this process by the end of academic year 2014-2015.

We expect to begin the process of analyzing gaps in the alignment during academic year 2015-2016. We also will begin to aggregate program-level data to the university level for university outcomes during academic year 2015-2016.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Academic Affairs' Online Web Developer built the Assessment Reporting System. All degree program faculty will determine the alignment between the program outcomes and those of the university. Members of the University Assessment Committee and the GEC will evaluate the results of alignment to determine next steps. No financial resources other than normal university salaries are used for this activity.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Academic Affairs' Online Web Developer built the Assessment Reporting System. All degree program faculty will determine the alignment between the program outcomes and those of the university. Members of the University Assessment Committee and the GEC will evaluate the results of alignment to determine next steps.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

1. Each degree and certificate program's outcomes will align to appropriate outcomes of Marshall's Degree Profile, providing students opportunities to achieve degree-level appropriate competency in each of the university's outcomes.
2. Results of degree program assessments, in the aggregate, will show that students achieve at significantly higher levels than they do in their general education courses, as measured by assessment of artifacts from GEAR.

Implementation of this project will be assessed through program completion by the end of academic year 2014-2015. Outcomes will be assessed through analysis and comparison of the results of general education assessments and program assessments at the time of student graduation.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

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Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success,

and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact areas in other plans. Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. Activity 2: Ensure that students achieve each degree and certificate program's learning outcomes at appropriate levels.
- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives, all program chairs and faculty, the members of the University Assessment Committee and (possibly) the Graduate Council.

- b. Describe the activity. (250 words max)

Each degree program at Marshall University has developed a plan to assess student learning that includes analytic rubrics for each outcome. Each academic year, faculty who are responsible for program-level assessment at each assessment point use the program's rubrics to analyze and report student achievement data. These results are aggregated by a faculty member (or members) and entered into a secure online reporting system. This system was built to support program and university-level reporting of assessment data. Programs report results by entering the number of students who achieved at each performance level for each outcome trait at each assessment point. The online reporting program uses the raw numbers entered to compute the percentages in each cell. At the end of each academic year, program faculty are encouraged to meet to review these results and, as appropriate, to compare them to results from those of previous year/s. After this analysis, they determine plans for improvement and submit the reports.

During the following fall semester, each assessment report is reviewed by at least one member of the University Assessment Committee and/or Graduate Council and by the Associate Vice President for Assessment and Quality Initiatives using a rubric developed for this purpose. Programs receive feedback regarding their assessment efforts with suggestions for improvement as

appropriate. The Associate Vice President for Assessment and Quality Initiatives also compiles a report of Degree Program Assessment for the University.

- c. What target populations, if applicable, does this activity address? (100 words max)

This activity addresses all students and faculty at Marshall University.

- d. Provide a timeline for implementation of this activity. (250 words max)

Assessment is an ongoing and essential element in the continuous improvement of student learning. Each degree program assesses student learning using direct assessments, as outlined in its assessment plan. Faculty collect data according to the schedule in each program's assessment plan. Each degree program's faculty enter results, analyze these results and, based on this analysis, determine a plan for program improvement. Finished reports are submitted annually through Marshall's secure online assessment reporting portal. Reports for each academic year are due in the **middle of May**, with the following September 30 the final deadline for reporting. Reports are made available to the University Assessment Committee in **October**. Each report is reviewed and scored by at least one reader from this committee and by the Associate Vice President for Assessment and Quality Initiatives using a rubric designed for this purpose. These reviews are completed by **December**. The Associate VP sends each program's chair the results of the report evaluation and a more formal letter outlining possible strategies the program might use to improve its assessment of student learning, if applicable. These letters are sent at the beginning of the following semester, typically by **March 1**.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

1. The Academic Affairs Online Web Developer, who developed and maintains the assessment reporting portal.
2. The Associate Vice President for Assessment and Quality Initiatives, who works with programs to improve their assessment plans, answers questions about reporting, receives, reads, and evaluates all reports, assigns reports to reviewers, and provides formal feedback to each degree program.

3. Members of the University Assessment Committee who evaluate reports and make suggestions for improvements in the assessment process.

There are no financial resources expended other than regular salaries of the personnel involved in this endeavor.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Faculty in each degree program collaborated to develop program learning outcomes. Many degree programs also collaborated with professionals in their fields or with their professional accrediting bodies to do this.

The Offices of Academic Affairs and Assessment collaborated with degree programs as they developed their assessment plans, and continue to collaborate throughout the data collection process.

The University Assessment Committee, which has representatives from each of the academic colleges and from several support units on campus, provides guidance on all aspects of assessment at the university.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

1. All degree and certificate programs at Marshall University will:

- a. articulate learning outcomes that support the degree-appropriate outcomes of Marshall University *and* are appropriate for their disciplines.
- b. develop and implement and workable plan to assess student achievement in each of its outcomes at a minimum of two assessment points.
- c. develop analytic rubrics that clearly state expected levels of performance at a minimum of two performance levels.
- d. use their plans to assess student learning at a minimum of two assessment points.
- e. record and analyze results and, based on these analyses, develop improvement plans for student learning and/or their assessment processes.

- f. report the results of these analyses annually.
2. The University Assessment Committee and the Associate Vice President for Assessment and Quality Initiatives will evaluate each assessment report annually.
 3. The Associate Vice President for Assessment and Quality Initiatives will provide feedback to each program regarding its assessment report annually.

The implementation of this plan and its outcomes will be assessed through a compliance analysis and through an analysis of the maturity of each program. This is done using a rubric with a four-point scale (0 – 3) for each of three elements (traits). These are *learning outcomes, assessment measures, and the feedback loop*.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

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Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall’s five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans’ activities and strategies should reveal the impact of these interdependent or strategically nested activities.

3. Activity 3: Ensure that students have the opportunity to *practice* course learning outcomes (which will lead to achievement of degree/certificate

program [and university] learning outcomes) in each course *before* their achievement of these outcomes is assessed.

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Offices of Academic Affairs, Assessment, CTL, all university faculty.

- b. Describe the activity. (250 words max)

In 2012, Marshall's Faculty Senate and Board of Governors updated the University's Course Syllabus Policy to require that each syllabus outline the specific pedagogical activities that would be employed to allow students to *practice* the competencies demonstrated in *each* course learning outcome. The updated policy also required that students be told how their performance on each outcome would be *assessed* following ample opportunities for them to *practice*.

The CTL works with all faculty to help them make these connections as they design new courses, whether they be traditional, hybrid, or online courses.

Each semester, faculty upload course syllabi to a secure online database. Each spring semester, members of the University Assessment Committee review a sample of course syllabi using checklist to determine if all required elements are present. Following this review, the Associate Vice President for Assessment and Quality Initiatives provides feedback to faculty regarding their syllabi and makes herself available to assist faculty having any difficulty with including the alignments between course learning outcomes and how each is *practiced* and *assessed* in the course.

Faculty whose syllabi are not in compliance with the University's policy receive a follow-up assessment the next year.

- c. What target populations, if applicable, does this activity address? (100 words max)

All faculty.

- d. Provide a timeline for implementation of this activity. (250 words max)

Course syllabi are uploaded to the secure database each semester. A random sample is drawn for assessment each spring. University

Assessment Committee members complete their review of syllabi during the spring semester. The Associate Vice President for Assessment and Quality Initiatives compiles the data and sends feedback to faculty the following fall semester. This process is repeated annually.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Members of the University Assessment Committee and the Associate Vice President for Assessment and Quality Initiatives

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Administrators from the Offices of Academic Affairs, Assessment, CTL, all academic deans, chairs, and faculty, members of the University Assessment Committee.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

1. All faculty will use the course syllabus as a vehicle for course design that will enable student learning.
2. On each course syllabus, faculty will outline the activities/pedagogical methods that will allow students to *practice* the knowledge and skills needed to demonstrate achievement of each course learning outcome.
3. On each course syllabus, faculty will outline the assessment methods that will allow students to demonstrate *achievement* of the knowledge and skills of each course learning outcome.

Implementation will be assessed through the University Assessment Committee's successful completion of its task and evidence that the Associate VP has sent results to faculty. Each outcome will be assessed with a comprehensive report, prepared by the Associate VP. Overall improvement in these outcomes will be assessed by follow-up assessments of faculty over time.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

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on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

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Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

C. STRATEGY 3: Analyze the relationship between student participation in the institution's High Impact Practices (HIPs) and deep learning, as well as the relationship between the former and student success.

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Research conducted by the AAC&U has shown HIPs, which involve active, engaged learning, to be significantly correlated to deep learning and student success. Marshall's *NSSE* results have shown that its seniors participate in HIPs at significantly higher levels than seniors at its peer institutions, while its freshman participation is significantly lower than that of its peers. Given the potential positive impact of engagement in HIPs on student learning and success, Marshall will complete an in-depth analysis of the impact of this participation on our students' learning and persistence toward graduation *and* we want to increase this participation *earlier* in students' tenure at Marshall.

The focus of our strategy to study HIPs at Marshall will be twofold.

- *First*, we will engage in data mining to determine the relationship between the *type* and *number* of HIPs in which students engage by year and their GPA and fall to fall persistence. We also will assess student performance in four of Marshall's learning outcomes for students engaging in three of Marshall's

HIPs (FYS [integrative thinking and information literacy], WI courses [communication fluency], and SL courses [ethical and civic thinking]).

- Second, we will pilot freshman learning communities. Students in these communities will take three courses centered on themes of importance to WV, but with global implications. The three courses will approach the issue from different disciplinary perspectives. These communities also will involve co-curricular activities centered on the issue.

All projects will compare outcomes between students who receive Pell Grants and those who do not.

1. Activity 1: Analyze the relationship between existing HIPs and student success, as defined by GPA and persistence toward graduation. Analyze the relationship between three HIPs (FYS, SL and WI courses) and student achievement on critical thinking/information literacy, integrative thinking, communication fluency, and ethical and civic thinking. Outcomes also will be compared for students who receive Pell Grants and for those who do not.
 - a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives
Michael Smith, Institutional Research Specialist Senior Faculty on University's Summer Assessment Team

- b. Describe the activity. (250 words max)

Students enrolled in FYS, WI and SL courses will upload designated assignments to GEAR. FYS assignments minimally will be aligned to the *connections to experience* element of the university's Integrative Thinking outcome. WI course assignments will be aligned to the university's Communication Fluency outcome. SL course assignments will minimally be aligned to the *civic well-being* element of the university's Ethical and Civic Thinking outcome. Additionally, most students enrolled in FYS will complete a problem-based assessment similar to the ones completed by matriculating freshmen during WOW. Samples of work from GEAR and problem-based assessments will be evaluated by the Summer Assessment Team using university rubrics. In the case of WI and SL, results will be analyzed by course level (100-, 200-, 300- and 400- and by student level (freshman, sophomore, junior, and senior).

Michael Smith will assess the relationship between number and type of HIP and persistence toward graduation by mining university data at the student level. He will examine student cohorts who entered Marshall in the fall of 2010, 2011, 2012, and

2013. For each student he will capture type of HIP, number of HIPs by year, and persistence from year to year with graduation rate for those entering in fall 2010.

For both parts of this activity, outcomes for students receiving Pell grants will be compared with outcomes for those not receiving these grants.

- c. What target populations, if applicable, does this activity address? (100 words max)

The activity targets all students at Marshall and faculty teaching the HIP courses.

- d. Provide a timeline for implementation of this activity. (250 words max)

Academic Year 2014-2015: Data mined and analyzed. This activity will continue on a yearly basis.

Each semester students will upload assignments to GEAR. In May-June, 2015 the Assessment Team will evaluate student work. This process will be ongoing using this schedule each academic year.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Human Resources include Associate Vice President for Assessment and Quality Initiatives, Institutional Research Specialist Senior, FYS, WAC, and SL Directors, FYS, WAC, and SL Instructors, HIP Project Team, Summer Assessment Team, and Problem-Based Assessment Summer Development Team.

Needed financial resources include stipends for the Summer Assessment and Problem-Based Assessment Summer Development Teams.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

AAC&U Faculty mentors, Marshall's HIP Team, Marshall's Offices of Academic Affairs, Assessment, Institutional Research and Planning, CTL, and HIP course instructors.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

1. We will analyze the efficacy of student learning in HIP courses.
2. We will determine *which* HIPs have the most significant impacts on student learning, success, and persistence at Marshall.
3. We will determine the importance of the *timing* and *number* of HIPs on student learning, success, and persistence at Marshall.

Implementation will be assessed through documentation of each completed phase of the activity. Outcomes will be assessed through data analysis *and* using the results of this analysis to inform university policy concerning student engagement in HIPs.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

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Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. Activity 2: Examine the impact of participation in learning communities on student learning and persistence toward degree completion.
- a. Who is responsible for the implementation of this activity? (name and title)

Gayle Ormiston, Provost, HIP Project Team (Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives, April Fugett-Fuller, Assistant Director of CTL and Director of WAC, Kristi Fondren, Director of SL, Jennifer Sias, Director of FYS, and one person from Housing/Residence Life TBD), Karen McComas, Executive Director of CTL.

- b. Describe the activity. (250 words max)

This project will use a two by two factorial between subject design. Learning Community participation (participant and non-participant) will be the active independent variable and socioeconomic status (Pell Grant recipient and Pell Grant non-recipient) will be the assigned independent variable. The dependent variables will be student learning and persistence toward degree completion. Student learning will be measured by overall GPA and performance on the following university learning outcomes: Integrative Thinking (*connections to experience*), Critical Thinking, and Information Literacy. All student learning outcomes will be measured using specific assignments (and university or AAC&U Value rubrics associated with each outcome) from courses within themed learning communities and student reflections on how the processes used in creating these work products resulted in their achieving these outcomes. Student persistence will be measured by continued enrollment at the university over time.

- c. What target populations, if applicable, does this activity address? (100 words max)

The activity targets newly enrolled freshmen at Marshall, their instructors, and co-curricular staff.

- d. Provide a timeline for implementation of this activity. (250 words max)

e.

Action	When
Recruit at least 12-15 faculty to participate in collaborative faculty groups.	October – November 2014
Assemble HIP faculty development groups.	November 2014

Faculty HIP development groups meet bi-weekly. Their charge is to develop a proposal for a learning community. The Proposal should include a learning community theme, shared activities that will allow students to achieve the learning community outcomes.	December 2014 – May 2015
Invite Student Affairs and Residence Life Staff into learning communities for the purpose of coordinating co-curricular activities that coordinate with the curricular activities.	February 2015
Cooperating faculty and staff complete fall semester learning community plans and present this plan at the Fall Teaching Conference.	May – August 2015
IRB approval obtained for project.	January – August 2015
Incoming freshmen enrolled in the learning communities.	June – August 2015
Faculty/staff working with learning communities meet bi-weekly to discuss what is working and to make needed adjustments to learning community’s pedagogical practices or to co-curricular activities.	September – December 2015
Students complete assignments and upload to GEAR.	September – December 2015
Summer Assessment Team evaluates student work from GEAR.	May – June 2015
Results will be analyzed and use to inform university decisions regarding learning communities.	September – December 2015
Note: The Learning Communities may be continued during the spring semester of 2016.	

- f. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

HIP Project Team (which includes Directors of FYS, SL, WAC, and someone from Housing and Residence Life), Offices of Academic Affairs, Assessment, CTL, Institutional Research and Planning, faculty teaching in learning communities, staff assisting with learning communities' co-curricular activities, Summer Assessment Team, and academic advisors.

Financial resources will be needed to supply stipends for the Summer Assessment Team and for the faculty teaching in the learning communities. We estimate the total cost of this project to be between \$75,000 and \$150,000 in faculty stipends.

- g. What internal and external entities will collaborate to implement this activity? (250 words max)

AAC&U Faculty mentors, Marshall's HIP Team, Marshall's Offices of Academic Affairs, Assessment, CTL, Institutional Research and Planning, learning community faculty and co-curricular support staff.

- h. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

1. Students who participate in learning communities will achieve Marshall's learning outcomes at acceptable performance levels.
2. Students who participate in learning communities will persist in higher percentages than those who do not.
3. Students who participate in learning communities will achieve significantly higher GPAs than those who do not.
4. Group differences referenced in outcomes 2 and 3 will be greater for students receiving Pell Grants than for those not receiving these grants.

Implementation will be assessed through regular monitoring and meeting of the members of the HIP team. Outcomes will be assessed through the Summer Assessment Team's evaluation of student work from the learning community course clusters and through comparisons of persistence and GPA among the four groups (learning community/Pell, learning community/non-Pell, non-learning community/Pell, non-learning community/non-Pell).

- i. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

Comprehensive Plan D: Career Pathways

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

Denise Hogsett, Director, Career Services

2. Explanation of objective or focus of plan. (500 words max)

Marshall University's **Career Pathways Plan** will build on programing already established to advance students toward successful careers through an expansion of plans categorized by four (4) areas of emphasis: (i) Explore, (ii) Prepare, (iii) Connect, and (iv) Transition. Programming in these areas of emphasis will be promoted regionally* by Career Services staff, participating faculty, and student recruitment staff during tours, preview days, new student orientation held during the summer months, and by all University communication and media resources. A brief description of each area of emphasis follows:

(i) **Explore:** Parents, prospective students, enrolled students, alumni and employers will have access to Career Services programming to explore, as early as possible, career options and opportunities regionally to help them make informed decisions regarding the career paths they may wish to explore.

(ii) **Prepare:** Enrolled Marshall University students and interested alumni will start to prepare for career exploration through career readiness programs offered during the academic and calendar year that will include career advising and counseling related to academic planning and advising, job search, internships, job shadowing, and professional development activities.

(iii) **Connect:** Career Services collaborative programming will connect Marshall students, alumni, and regional employers by utilizing face-to-face contact and video technology, i.e., using the Rahall Transportation Institute, Robert C. Byrd Institute, and Marshall University Research Corporation, to enhance economic growth and meet regional economic needs as they arise.

(iv) **Transition:** Career Services will maintain contact through its career management system during the transition from student "career prospect" to full-time employed alumni and beyond to track the career success of our graduates.

*For the purposes of this comprehensive plan, 'region' or 'regional' refers to Gallia, Jackson, Lawrence, Meigs Pike, and Scioto Counties in Ohio; Boyd, Carter, Elliot, Floyd, Greenup, Johnson, Lawrence, Martin, and Pike Counties in Kentucky; and all counties in West Virginia, targeting counties from which Marshall draws heavily for student enrollment.

3. Discussion of planning process:
 - a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

Career Services works closely with the offices of Academic Affairs and Student Affairs in regard to the effective advising of students that conjoins academic 4-year plans of study with career advising plans. The Office of Career Services is the University's primary point of contact for employer recruitment and development of experiential learning related to business and industry, such as internships, externships, and co-op opportunities. Further, the Office of Career Services will continue to work with all academic units, i.e., Colleges, Schools, and Departments, as needed to develop Career Services programming comprising the four (4) areas of emphasis—Explore, Prepare, Connect, and transition (cf., Strategy 3, Activity 2 below).

- b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

Career Services utilizes planning documents, strategies, and tactics provided by the Office of Academic Affairs relative to the implementation of the mission and vision of Marshall University. Career Services advising and program development services are closely coordinated with academic major and degree program advising, particularly in regard to developing a student's four-year plan of study in conjunction with a career advising plan. Additionally, consultations with regional business and industry leaders, as well as select state government offices, related to employer needs and post-graduate corporate training of Marshall students as new employees for present and future growth, are significant ingredients in the plan focus development.

4. What are the intended outcomes of the plan? (250 words max)

The primary outcome intended by the Career Services collaboration plan is that over a four-year period 90% of the students enrolled at Marshall University will have chosen a career path early in their respective academic careers with Marshall. Combined, a student's academic plan (4-year plan of study) and career plan will incorporate various experiential learning opportunities that will be reflected on a fully developed resume reviewed by career services staff upon graduation.

A second intended outcome is the continuation of data gathering that will support evaluation of the first employment destination for students by using HEPDATA services, post baccalaureate surveys, student exit interviews, self-reporting of students and employers to career services, and other appropriate sources of data collection.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

STRATEGY 1:

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Plan Areas of Emphasis: Connect and Transition

An employer relations team will oversee the campus-wide efforts for development of regional needs and promotion of pathways to careers.

1. Activity 1: Connect and Transition

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Denise Hogsett, Director, Career Services
John Maher, Vice President of Research, and Director of the
Marshall University Research Corporation

- b. Describe the activity. (250 words max)

The primary goal of this activity is to develop an employer relations team consisting of a representative from each College, Student Services, the Marshall University Foundation, Alumni Services, Athletics, Marshall University Research Corporation, Career Services, Rahall Transportation Institute and the Robert C. Byrd Business Institute.

This team will meet at least every other month to identify, update, discuss, and develop community partnerships. The team will: (a) help to translate academic to business language; (b) connect students to these partnerships; and (c) help faculty and administration communicate effectively with corporate partners and identifying what skills are necessary for business in the region.

- c. What target populations, if applicable, does this activity address? (100 words max)

Regional employers, Marshall University students, faculty, alumni

- d. Provide a timeline for implementation of this activity. (250 words max)

1. January 2015: Committee identified --Initial committee meeting by Academic Affairs to set objectives and identify goals.
2. Continuing: Committee will then meet monthly to carry out implementation as outlined in the initial meeting.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Academic Affairs will appoint committee members from each area. Academic Affairs will approve time and schedules allocated for meetings and any other activities as needed.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

All named colleges, academic departments, and Student Services units.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes: Over a four-year period (2014-2018), Marshall will: (i) identify specific needs of the local community and regional businesses; (ii) establish stronger bonds with community, business and alumni through coordinated targeted efforts; and (iii) establish coordinated avenues to address needs and connect and transition students to regional experimental learning and employment opportunities

Assessment will be handled through collaboration with the office of Assessment using employer surveys, student surveys and alumni surveys.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

Activity 2: Plan Areas of Emphasis: Connect and Transition

1.

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Denise Hogsett, Director, Career Services
Debby Stoler, Assistant Director for Development and Outreach, Career Services

- a. Describe the activity. (250 words max)

Career Services will continue to build and develop relationships with local and regional business/industry partners and non-profits to facilitate connections to employment opportunities and other career building activities to Marshall students. These employment opportunities will be promoted within the Marshall community, which includes faculty, students, and alumni.

The activity supporting this strategy is to obtain a Memorandum of Understanding (MOU) from each employer partner outlining commitment and execution strategies of both parties by signature agreement.

The MOU for each partnership may include provisions regarding financial support and sponsorship, internship program development, posting job opportunities to the career management systems, job shadowing/educational business tours, on-campus recruiting activities such as information tables, career expos, individualized company sessions, on-campus interviews, class /student organization presentations and information session, and facilitation of employer faculty connections.

- b. What target populations, if applicable, does this activity address? (100 words max)

Our target population will be students and regional employers as defined in our plan.

- c. Provide a timeline for implementation of this activity. (250 words max)

November-December 2014: Develop memorandum structure within three months with approval from Academic Affairs.
Implement agreements starting January 2015.

- d. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Regional travel as outlined for face-to-face visits as needed.

- e. What internal and external entities will collaborate to implement this activity? (250 words max)

Internal collaboration would occur with Faculty, Students, Foundation, Alumni Services, and Career Services.
External collaboration would occur with business, industry and non-profits as well as regional Chamber of Commerce and other business affiliated organizations i.e., Society for Human Resource Managers, Huntington Area Development Corporation, Rotary, etc.

- f. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcome: Ten (10) partnerships secured by May 2015 with 10 new partnerships added each subsequent year.

By December 2015 we intend for all of these companies to have students actively participating with the companies in some form of experiential learning.

Assessment: This outcome and implementation will be assessed through annual updates with the identified companies.

- g. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall University has a positive impact on the state in a variety of ways. One impact we have is producing educated and skilled graduates for our local economy to grow in all areas of need and future grow, such as the STEM fields.

STRATEGY 2:

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Plan Area of Emphasis: Explore

Parents will continue to have access to the Career Services Parent Portal, which provides information on how to guide and support prospective students and matriculated students who are undecided regarding their career path. Enrolled students will have the ability to access career assessment tools, such as Self Directed

Survey, Career Find located on the career management system, Degree Works and Educational Advisory Board Student Success Collaborative tools. Further, parents will be able to advise their student and reinforce all Marshall University activities needed to build an adequate resume by using the Portal.

2. 1. Activity : Explore

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Denise Hogsett, Director, Career Services

- b. Describe the activity. (250 words max)

This program/portal is accessible to all interested persons registered with Career Services. It will be promoted extensively to parents and community members as a tool to assist prospective students and enrolled students. A marketing initiative developed with University Communications will be implemented to provide education materials about the portal as well as career pathways and assistance with career readiness skills.

- c. What target populations, if applicable, does this activity address? (100 words max)

Parents, current students, prospective students

- d. Provide a timeline for implementation of this activity. (250 words max)

The portal is active.

February-March 2015: A marketing plan will be developed with the assistance of University Communications.

June 2015: Implementation of the plan will begin with orientation summer of 2015.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources will be utilized from the following offices: University Communications for development of the plan and assistance with implementation and marketing resources, and staff training from the Office of Recruitment, Student Resources Center, Parent Programs and Orientation.

Marketing dollars will be allocated from the Office of Academic Affairs as promotional materials are developed.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Vanessa Keadle, Parent Programs, Student Affairs
Elizabeth Wolfe, Director, Recruitment
Virginia Painter, Senior Vice President, University Communications
Sherri Stepp, Director University College

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The intended outcomes for this activity include: Improved education of parents and potential students as to the importance of developing a career plan earlier.
This will be assessed through gather data on the number of undecided students entering the university and the number of visitors to the Parent Portal. .

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Parents play an important role in the academic lives of our most successful students. Family ethnic background and socio-economic status are important ingredients in the advice and counsel parents offer to guide their student's decisions about academic and career matters. This activity will encourage and educate parents on critical strategies for helping students persistence in school and complete a career plan. It will provide a place for parents to communicate and discuss issues as they arise.

2. Activity 2: Explore and Prepare

- i. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Denise Hogsett, Director, Career Services

- j. Describe the activity. (250 words max)

Career Services will continue to provide easy access and comprehensive support to students in need of career and academic counseling to develop four-year career plans and pathways to careers

at the Student Resource Center (SRC), the one-stop-shop student advising center.

This arrangement maybe considered a model for future development of advisor training and services across the university.

A credentialed career services counselor (M.A. in Counseling) will continue to provide comprehensive services to students who utilize to the SRC. The primary physical location of this individual will be the SRC, with director report to the Career Services Director, and a dotted line report to University College out of which the SRC is managed.

This position has become acknowledged and proven to be an excellent model for counseling freshman and sophomore students. Counseling techniques and services include general career counseling and academic advising, career assessment, appreciative counseling, major selection assistance, exploration through work readiness workshops, use of the career management system and mandatory advising for undecided students in the College of Liberal Arts. Tracking, documentation, and follow-up occurs utilizing the counseling note section for the career management system. Student seen by other resource specialist are triaged to the Career Counselor for specific career counseling and advising.

- k. What target populations, if applicable, does this activity address? (100 words max)

Primarily freshman and sophomores but can include all levels of students that are triaged to the career counselor as needed.

- l. Provide a timeline for implementation of this activity. (250 words max)

This process is in place at present, and the model will be replicated. By academic year 2017-2018 a career counselor will be the director of this program and all staff will be trained in the model described above.

- m. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Resources are in place

- n. What internal and external entities will collaborate to implement this activity? (250 words max)

Academic Affairs and University College

- o. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended outcome: students will be retained at a higher persistence than previous student groups, 85-95%. Tracking of students seen for career advising and major selection will be continued. Those tracked in the past have been retained at 80-90%.

Assessment of these activities will be handled in collaboration with the Office of Assessment in the Division of Academic Affairs. Student records will be reviewed for major selection, persistence, and time to competition. Results of this activity will be evaluated by the Office of Assessment through surveys and Assessment Day focus groups.

- p. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

This activity should decrease the number of students who are undecided about an academic major and its relationship to an explicit career plan. As such, this activity should contribute to timely degree completion, which is a common theme that cuts across all of Marshall's comprehensive plans and a theme consonant with the HEPC's Master Plan and Complete College America's guidance.

STRATEGY 3.

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Plan Area of Emphasis: Transition

The Office of Career Services will continue to gather information to understand better how, when, and where graduates are planning for and/or have secured employment or plan for further educational opportunities. To support this goal Marshall University's Office of Academic Affairs will determine the best method and timeline to gather information to determine first destination facts for employment. NACE protocol for "First Destination Survey Standard" and protocols will be utilized as a source for determining methodology and definitions for data gathered.

3.Activity 1: Transition

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

b. Denise Hogsett, Director, Career Services

Mary Beth Reynolds, Associate Vice President, Assessment and Quality Initiatives

c. Describe the activity. (250 words max)

Marshall University will continue to gather data to improve its understanding of how graduates reach a first destination for employment. The following resources will be utilized:

- (a) Services with HEP Data to collect information on student employment,
- (b) Graduation surveys
- (c) Exit interviews with students
- (d) Continue to meet students at *Count Down to Commencement* to discuss job search plans
- (e) Continue to use *Job Trax* to contact employers and students to self-report recruitment activities and hiring.
- (f) Work with HEPC and Workforce WV to get information on graduating students

Within the next 5 years, Marshall University will determine the best methods for gathering and reporting data around first destination plans for graduation students with conferred degrees.

d. What target populations, if applicable, does this activity address? (100 words max)

Our initial target population will be undergraduate students with conferred degrees.

e. Provide a timeline for implementation of this activity. (250 words max)

Collecting relevant data will take place during the fall, spring and summer semester of each academic year.

- Students attending *Count Down to Commencement* will be seen during November and April and data will be compiled and reported to the Office of Assessment each semester.
- HEP Data will be gathered on an annual basis and reported to the Office of Assessment.
- Data from *JobTrax* will be gathered annually and reported to the Office of Assessment.
- HEPC data will be reported to Career Services from HEPC on an annual basis and then shared with the Office of Assessment.

- All data will be utilized until the best methodology is determined at which time this report will take the place of the activity.

f. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

The Office of Assessment will purchase HEPData information and reports. There will be cost associated to conduct student surveys and gathering internal data, which will be determined and covered by Academic Affairs.

g. What internal and external entities will collaborate to implement this activity? (250 words max)

A collaborative communication plan involving Marshall's seven academic colleges, IT services, Career Services, Assessment, Institutional Research, and Workforce WV, will be developed to disseminate the relevant information.

The Office of Assessment will be heavily involved in overseeing and setting policy and procedure around this activity.

h. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended outcome: Marshall University's Career Services' staff will develop a better understanding of how, when, and where students are planning for employment and post-graduate education. Marshall University will have a method in place by academic year 2017-2018 for reporting the first employment or post-graduate education destination for graduating undergraduate students.

i. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

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Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

Integrating career development throughout campus will increase access, retention, and persistence.

3. Activity 2: Prepare

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Denise Hogsett, Director, Career Services

- b. Describe the activity. (250 words max)

Career Services will continue to provide and enhance career readiness programing, targeting colleges/departments through specific professional development opportunities, such as embedding career services activities in to class assignments.

Career Services is engaged currently with the College of Business, providing resume and cover letter development in a gateway class. Each student is required to meet with a career advisor and have a career services approved basic resume and cover letter in the career management system to complete the course. This example is a model for expansion into other colleges/departments on campus.

- c. What target populations, if applicable, does this activity address? (100 words max)

Career Services has identified the following as targeted population of faculty to embed services:
College of Science
College of Health Professions

Department of Physical Therapy (doctoral professional program)
College of Information Technology and Engineering
College of Liberal Arts
School of Pharmacy

d. Provide a timeline for implementation of this activity. (250 words max)

The engagements listed above are in place. The College of education and Professional Development and the College of Arts and Media will be added by the start of the 2015-2016 academic year.

e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Current resources are adequate, however, with the increased emphasis on career readiness programs and as student visits increase an additional career advisor may be warranted.

f. What internal and external entities will collaborate to implement this activity? (250 words max)

Career services will need to collaborate with the following: Council of Chairs, Associate and Assistant Deans, and relevant faculty in the targeted areas noted above.

g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended outcome: Students targeted colleges will have well developed resumes and cover-letters for employment opportunities.

Assessment: There will be an increase in approved resumes for juniors and seniors on Career Services career management system for the colleges targeted. This will be assessed by data collected on the career management system by month and reported annually.

h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has

been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

Integrating career development throughout campus will increase access, retention, and persistence.

Comprehensive Plan E: Critical Regional Issues Comprehensive Plan

1. Who is responsible for the implementation of the plan? (name(s) and title(s)) (100 words max)

David J. Pittenger, Ph.D., Interim Associate Vice President for Outreach and Continuing Education and Interim Dean of the Graduate College

2. Explanation of objective or focus of plan. (500 words max)

Marshall University recognizes that the economic prosperity of the region and of West Virginia critically depends upon the proportion of the adult workforce who has earned a baccalaureate degree. The University also recognizes that high school students who are members of a historically underrepresented population in college, whose parents have not earned a college degree, and who are classified as low-income are less likely to pursue a college degree. In many cases, these students and their parents are unaware of admissions procedures, financial aid options, and other factors that assist with enhancing access to postsecondary education. The University is also aware that many working adults can readily complete the baccalaureate degree through the Regent’s Bachelor of Arts (RBA) degree program. Therefore, the objectives of this plan are:

- (a) to increase Marshall University’s enrollment of low-income and underrepresented high schools students living in Cabell County;
- (b) to increase the enrollment of West Virginia adult students in the RBA program; and
- (c) to increase graduation rates among both groups of students guided by the results of two University initiatives on high-impact practices and student persistence and success undertaken in conjunction with the American Association of Colleges and Universities (AAC&U) and the Higher Learning Commission (HLC), respectively (cf., *Comprehensive Plans A and C: Access and Quality* for details).

Marshall University, in collaboration, with the Cabell County School System, will offer an enhanced array of dual enrollment courses that fulfill general education requirements common for most colleges and universities. In addition, this collaboration will also provide students and their parents academic mentoring and advocacy to encourage college enrollment and successful completion of a university degree.

Marshall University will also increase its efforts to identify and recruit eligible adult students who can complete a college degree through the RBA degree program.

3. Discussion of planning process:
- a. Provide evidence that the process has been inclusive and collaborative. (participants and affiliation) (250 words max)

The Marshall University Office of Outreach and Continuing Studies has conducted an extensive review of statistical information provided by the West

Virginia Department of Education regarding high school students as well as Marshall University institutional data regarding its dual enrollment programs. Marshall is also collaborating with the professional staff of Cabell County schools regarding expanding the dual enrollment program and providing student mentors and advocates. The professional staff overseeing the RBA program have reviewed the University's student database for adult students who are eligible to complete their degree through the RBA program but have dropped out of college. Where practicable, the staff have contacted those students to review degree completion options.

- b. Provide a summary of the information used to identify the focus of the plan. (250 words max)

According to data collected and reported by Marshall University's Office of Institutional Research and Planning, many students classified as low-income, whose parents have not earned a college degree, are less likely to enroll in pre-college courses while in high school or seek admission to a postsecondary institution. Specifically, 72% of students whose parents earned a college degree enroll in college preparatory courses compared to 48% of students where neither parent earned a college degree. The same pattern occurs for income as 76% of students from upper income families enroll in college preparatory courses compared to 50% of students living at or below the poverty level. There is ample evidence that many adult students who dropped out of college can complete their degree through the RBA program. As Chancellor Hill recently reported, "nearly 20 percent of West Virginia's adult population" have earned college credit but have not completed the course work for the degree.

4. What are the intended outcomes of the plan? (250 words max)

Intended Outcomes:

The overall goals of this program are to increase enrollments among low-income and underrepresented high school students and among adult students. The specific outcomes are to:

- 1) Increase number of low-income and underrepresented high school students who enroll in college preparation courses.
- 2) Increase number of low-income and underrepresented high school students who enroll dual enrollment courses.
- 3) Increase number of low-income and underrepresented high school students who are full-time students at Marshall University.
- 4) Increase number of adult students enrolled in Marshall University's RBA degree program.
- 5) Increase degree completion rates for low-income and underrepresented and adult students enrolled at Marshall University.

5. Strategies to achieve the outcomes of the comprehensive plan (strategies will be reported in the same way as above for strategies in support of objectives with quantitative metrics)

A. STRATEGY 1: Increase Enrollments Among Low-Income and Underrepresented Students.

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The first strategy will be to create a number of interventions for high school students who, while capable, are not likely to pursue a college degree. The interventions will provide mentoring and advocacy for students and their parents to they understand the accessibility of a college education and to enroll in a precollege curriculum as well as dual enrollment courses. We will use these interventions to help students continue their education after graduating from high school.

1. Activity 1: Mentoring and Advocacy

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

David J. Pittenger, Ph. D., Interim Associate Vice President for Outreach and Continuing Education and Interim Dean of the Graduate College

- b. Describe the activity. (250 words max)

Marshall University will offer a number of service learning courses for education and social science majors. Students in the course will receive training to mentor high school students and their parents regarding opportunities to attend college. The mentoring will come in the form of the students serving as role models. In addition, the mentors will help high school students and their parents understand the value of enrolling in pre-college and dual enrollment courses, and assist with applying for college admission and financial aid In the spring of 2015, the Center for African American Students will introduce a new mentoring initiative that will, in part, target students from among these designated population groups.

- c. What target populations, if applicable, does this activity address? (100 words max)

High school students enrolled in Cabell County schools who are classified as low-income, whose parents have not earned a college degree, or who members of a population that is underrepresented in college enrollment.

- d. Provide a timeline for implementation of this activity. (250 words max)

Collaboration with local schools and planning the service learning courses will begin during the 2015-2016 academic year and will be offered continually during the fall and spring semesters.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

At least two faculty – education and a social science – will develop and teach a service learning course. Teaching the course will be a part of the instructor’s teaching load. A small travel budget will be

established to reimburse students' travel to the high schools for mentoring activities.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The primary collaboration will be with the faculty and staff of the Cabell County high schools. Program enhancements will be offered in collaboration with the University's Division of Intercultural Affairs and will include guidance for faculty pertaining to cultural, ethnic, race, mores, and life-style factors of the population.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

The University and Cabell County schools will continually evaluate the implementation of the mentoring program. This evaluation will include, but not be limited, interviews with students and their parents, and high school teachers and guidance counselors. The University and Cabell County schools will also track students' enrollment in precollege and dual courses, completion of college admission and FASFA forms, and admission to Marshall University.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our [Academic Portfolio Review](#), a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

David J. Pittenger 9/16/2014 10:54 AM

Comment [1]: Gayle: I presumed we can establish a small (~\$1K) travel budget.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. Activity 2: Enhanced Dual Enrollment Program

- a. Who is responsible for the implementation of this activity? (name and title)

David J. Pittenger, Ph. D., Interim Associate Vice President for Outreach and Continuing Education and Interim Dean of the Graduate College

- b. Describe the activity. (250 words max)

Marshall University will collaborate with Cabell County schools to offer a robust array of dual enrollment courses that cover the majority of common general education courses. The courses will be taught at the high schools.

- c. What target populations, if applicable, does this activity address? (100 words max)

High school students enrolled in Cabell County schools who are classified as low-income, whose parents have not earned a college degree, or who members of a population that is underrepresented in college enrollment.

- d. Provide a timeline for implementation of this activity. (250 words max)

Collaboration with local schools and planning the service learning courses will begin during the 2015-2016 academic year and will be offered continually during the fall and spring semesters.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Dual enrollment courses will be taught by a combination of qualified high school faculty and Marshall University full-time and part-time faculty. The courses will be taught exclusively on the Cabell County high school campuses.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The primary collaboration will be with the faculty and staff of the Cabell County high schools.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

The University and Cabell County schools will continually evaluate the implementation of enhanced dual enrollment program. This evaluation will include, but not be limited, evaluation of student performance in the courses and enrollment in subsequent courses during the students' junior and senior years. The University also track students' enrollment and academic performance at Marshall University.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

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Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

B. STRATEGY 2: Increase Enrollment in RBA Program

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

Since 1975, Marshall University has produced over 5,000 RBA graduates and is the largest producer of RBA graduates in the state. We wish to continue this trend by identifying new opportunities to identify, recruit, admit, and support adult students as they work toward earning a college degree. To realize this broad goal, we will focus on two activities. The first will be a method of promoting the RBA program through a state-wide articulation agreement with the West Virginia Community and Technical

College program. The second method will be to expand and revise the University's online course programming to allow adult students to complete the degree regardless of their location within the state.

1. Activity 1: Comprehensive Articulation Agreement with West Virginia Community and Technical Colleges

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

David J. Pittenger, Ph. D., Interim Associate Vice President for Outreach and Continuing Education and Interim Dean of the Graduate College

- b. Describe the activity. (250 words max)

Marshall University will develop a comprehensive articulation agreement for each of the State's Community and Technical Colleges. The agreement will stipulate that Marshall University will accept up to 72 hours of college-level course work completed at a Community and Technical College and accept for admission into the RBA degree program all eligible students. Marshall University will also provide a "reverse articulation" for those students who transfer from a Community and Technical College before completing the associate degree. This step will allow the Community and Technical College to award the degree to the student. Finally, the articulation agreement will also encourage, where appropriate and practicable, the Community and Technical Colleges to award college credit for student work experience using a portfolio review process.

- c. What target populations, if applicable, does this activity address? (100 words max)

All adult students who graduated from high school four or more years prior to participating in the RBA program and adult students who received the GED and whose high school cohort graduated for or more years prior to participating in the RBA program.

- d. Provide a timeline for implementation of this activity. (250 words max)

Marshall University will invite state Community and Technical Colleges to enter into the articulation agreement process in 2016.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

There will be minimal expense for requesting the schools participate in the articulation agreement. Marshall University will develop print materials, internet resources, and similar materials promote the program and facilitate admission into the program.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

Marshall University will collaborate with the administration and staff of the various West Virginia Community and Technical Colleges.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

Marshall University and the cooperating Community and Technical Colleges will monitor the articulation agreement process. Both schools will ensure advisors and professional staff are available to help students learn about the RBA program and seek admission to Marshall University. We will then monitor the number of students seeking admission to Marshall University and the graduation rates of students in the RBA program.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

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Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

2. **Activity 2: Expansion and Enhancement of Online Courses**

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

David J. Pittenger, Ph. D., Interim Associate Vice President for Outreach and Continuing Education and Interim Dean of the Graduate College

- b. Describe the activity. (250 words max)

Marshall University will continue to develop a broad array of online courses that will allow adult students to complete the RBA degree online. To that end, the University will continue to develop and promote online courses that fulfill the RBA general education (especially courses in composition, speech, and the natural sciences), 300- and 400-level, and general elective requirements. Moreover, the University will routinely review its course offerings to ensure courses comply with best practices as outlined in the *Quality Matters* review process. Finally, we will develop both online and offline course assistance features that will aid novice online students learn how best to use the course management systems.

- c. What target populations, if applicable, does this activity address? (100 words max)

All adult students who graduated from high school four or more years prior to participating in the RBA program and adult students who received the GED and whose high school cohort graduated for or more years prior to participating in the RBA program. The WV College Completion Task Force estimated in 2012 that over 195,000 working adults in the state had some college and no degree and that 36,000 were more than halfway to a baccalaureate degree.

- d. Provide a timeline for implementation of this activity. (250 words max)

Course development is ongoing and will continue. Development of online course systems will begin in the spring of 2016.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Existing technology offered through the Learning Management System (Blackboard Learn 9.1) will support online advising and

coaching activities; adult student online tutorials maintained by the MUOnline faculty and staff, the Blackboard trainers, and Lynda.com will aid in supporting technology training and development of RBA students. The adult student “Tech-Up!” training series and free online course will be expanded to provide online and on-site assistance during the first weeks of each term. Online training and support of adult students will continue throughout the academic year. Strategies that have been effective including grants to faculty for developing courses. Providing incentives for those who develop courses to teach those courses would mean more course and degree options for distance students and working adults.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

As noted in the previous activity, we will collaborate with the West Virginia Community & Technical Colleges to promote the program. We will also enlist their aid in promoting our online courses. The development of the online courses will be a collaboration between Marshall University’s divisions of Academic Affairs and Information Technology.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

We will use a periodic review of our online courses to ensure they meet the best practices standards articulated in the *Quality Matters* scoring rubric. We will also monitor student performance in the course including such matters as requests of assistance, course evaluations, grades, and completion of the course. Finally, we will examine the extent to which students pursuing the RBA option make use of online courses to complete the degree requirement.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall’s five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or “strategically nested” plans. Each plan focuses on particular aspects of Marshall’s academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall’s *20/20 Long-Term Strategic Planning*.

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Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

C. STRATEGY 3: Increase Degree Completion Rates Among Low-Income and Underrepresented and Adult Students.

Describe the general focus of the strategy designed to foster progress on the objective. (250 words max)

The third strategy will be to create a number of interventions to assist low-income, underrepresented, and adult students in their respective pursuits of degree completion. This strategy will be supported and based upon by results of two collaborations with the American Association of Colleges & Universities (AAC&U) and the Higher Learning Commission (HLC), respectively. The AAC&U project focuses on 4 high-impact practice areas, including service learning courses, first-year seminar, writing-intensive courses, and participation in learning communities. The HLC project focuses on the deep analysis of data related to student success efforts already in place.

1. Activity 1. Increase Degree Completion Rates Among Low-Income and Underrepresented and Adult Students.

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

David J. Pittenger, Ph. D., Interim Associate Vice President for Outreach and Continuing Education and Interim Dean of the Graduate College
Mary Beth Reynolds, Associate Vice President, Assessment and Quality Initiatives
Michael Smith, Institutional Research Specialist, Senior

- b. Describe the activity. (250 words max)

Marshall University will initiate to programs of research to identify methods to improve retention and graduation rates among low

income and underrepresented students. The first initiative will be to create learning communities that create cohorts of students enrolled in common courses including the University's First Year Seminar, a writing intensive course, and a service learning course. The learning community will examine a common theme across the courses. Thus students will engage with the topic from the various perspectives presented in the courses. The learning community will also include activities that reduce the effect of stereotype threat among first generation students and provide opportunities to develop peer support programs within the community. The second initiative is to apply 'big data' analytic techniques to identify student characteristics that predict student success or withdrawal. Using these data, the faculty and staff of the University will identify interventions designed to help students who may be at risk for dropping out of college.

- c. What target populations, if applicable, does this activity address? (100 words max)

The initiatives will focus on students who from low income families (e.g., Pell Grant eligible), first generation (e.g., neither parent earned a college degree), or are a member of an underrepresented population for the University.

- d. Provide a timeline for implementation of this activity. (250 words max)

The first learning community courses will be offered in the fall term of the 2015-2016 academic year. The data analytic procedures have begun.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Both activities will use current University resources.

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The activities will represent the collaboration of the academic departments, Academic Affairs, and Institutional Research.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

We will monitor the progress of the cohorts participating in the learning communities relative to other students not in the cohorts with the expectation that the former group will demonstrate greater levels of persistence and rates of graduation. In addition, we will

identify unique interventions suggested by our data analysis. We will track effectiveness of these program by monitoring retention and graduation rates.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

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Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

3. Activity 2: Examine the impact of participation in learning communities on student learning and persistence toward degree completion.

- i. Who is responsible for the implementation of this activity? (name and title)

Gayle Ormiston, Provost and Senior Vice President, Academic Affairs

HIP Project Team:

Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives
April Fugett-Fuller, Assistant Director of CTL and Director of WAC

Kristi Fondren, Director of SL
 Jennifer Sias, Director of FYs
 Karen McComas, Executive Director of CTL
 one person from Housing/Residence Life TBD

j. Describe the activity. (250 words max)

This project will use a two by two factorial between subject design. Learning Community participation (participant and non-participant) will be the active independent variable and socioeconomic status (Pell Grant recipient and Pell Grant non-recipient) will be the assigned independent variable. The dependent variables will be student learning and persistence toward degree completion. Student learning will be measured by overall GPA and performance on the following university learning outcomes: Integrative Thinking (*connections to experience*), Critical Thinking, and Information Literacy. All student learning outcomes will be measured using specific assignments (and university or AAC&U Value rubrics associated with each outcome) from courses within themed learning communities and student reflections on how the processes used in creating these work products resulted in their achieving these outcomes. Student persistence will be measured by continued enrollment at the university over time.

k. What target populations, if applicable, does this activity address? (100 words max)

The activity targets newly enrolled freshmen at Marshall, their instructors, and co-curricular staff.

l. Provide a timeline for implementation of this activity. (250 words max)

m.

Action	When
Recruit at least 12-15 faculty to participate in collaborative faculty groups.	October – November 2014
Assemble HIP faculty development groups.	November 2014
Faculty HIP development groups meet bi-weekly. Their charge is to develop a proposal for a learning community. The Proposal should include a	December 2014 – May 2015

learning community theme, shared activities that will allow students to achieve the learning community outcomes.	
Invite Student Affairs and Residence Life Staff into learning communities for the purpose of coordinating co-curricular activities that coordinate with the curricular activities.	February 2015
Cooperating faculty and staff complete fall semester learning community plans and present this plan at the Fall Teaching Conference.	May – August 2015
IRB approval obtained for project.	January – August 2015
Incoming freshmen enrolled in the learning communities.	June – August 2015
Faculty/staff working with learning communities meet bi-weekly to discuss what is working and to make needed adjustments to learning community’s pedagogical practices or to co-curricular activities.	September – December 2015
Students complete assignments and upload to GEAR.	September – December 2015
Summer Assessment Team evaluates student work from GEAR.	May – June 2015
Results will be analyzed and use to inform university decisions regarding learning communities.	September – December 2015
Note: The Learning Communities may be continued during the spring semester of 2016.	

- n. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

HIP Project Team (which includes Directors of FYS, SL, WAC, and someone from Housing and Residence Life), Offices of Academic Affairs, Assessment, CTL, Institutional Research and Planning, faculty teaching in learning communities, staff assisting

with learning communities' co-curricular activities, Summer Assessment Team, and academic advisors.

Financial resources will be needed to supply stipends for the Summer Assessment Team and for the faculty teaching in the learning communities. We estimate the total cost of this project to be between \$75,000 and \$150,000 in faculty stipends.

- o. What internal and external entities will collaborate to implement this activity? (250 words max)

AAC&U Faculty mentors, Marshall's HIP Team, Marshall's Offices of Academic Affairs, Assessment, CTL, Institutional Research and Planning, learning community faculty and co-curricular support staff.

- p. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes:

1. Students who participate in learning communities will achieve Marshall's learning outcomes at acceptable performance levels.
2. Students who participate in learning communities will persist in higher percentages than those who do not.
3. Students who participate in learning communities will achieve significantly higher GPAs than those who do not.
4. Group differences referenced in outcomes 2 and 3 will be greater for students receiving Pell Grants than for those not receiving these grants.

Implementation will be assessed through regular monitoring and meeting of the members of the HIP team. Outcomes will be assessed through the Summer Assessment Team's evaluation of student work from the learning community course clusters and through comparisons of persistence and GPA among the four groups (learning community/Pell, learning community/non-Pell, non-learning community/Pell, non-learning community/non-Pell).

- q. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

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Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities.

3. Activity 3: Develop and deploy alternate 4-Year Plans of Study for fully admitted students who matriculate with less than a 3.25 high school GPA

- a. Who is responsible for the implementation of this activity? (name(s) and title(s)) (100 words max)

Michael Smith, Institutional Research Specialist Senior; Sherri Smith, Interim Associate Vice President of Academic Affairs; Maurice Cooley (Associate Vice President of Intercultural Affairs); Monika Sawhney (Assistant Professor of Public Health), Kateryna Schray (Professor of English); and Laura Stapleton (Instructor of Math).

- b. Describe the activity. (250 words max)

Currently, most FTF (first-time freshman), who are admitted before early August (90%), participate in Orientation the summer before matriculation. Each student in attendance receives a 12-hour pre-arranged course schedule for the Fall semester. These generic schedules take into account the student's major (and associated 4-Year Plan of Study), ACT scores for math and English placement, and any general education courses the student may have completed at Marshall while in high school or as dual credit. Advisors also add additional courses and/or adjust the schedule during

Orientation depending upon the student's work schedule, elective interests, and extra-/co-curricular commitments.

Activity 1 will require each college to develop an alternate 4-Year Plan for students in the Murky Middle.

These students have a higher failure rate in certain key general education courses, which affects the number of hours they ultimately earn in the first term. Because "first-term earned hours" as a data point positively correlates with retention for our focus group, our goal will be to ensure that these students begin with a robust schedule (17-18 hours) that also reserves some of their more difficult first-year courses for their second semester.

- c. What target populations, if applicable, does this activity address? (100 words max)

First-time, fully-admitted freshmen who matriculate at Marshall in the Fall term with a high-school GPA of less than 3.25, and who attend summer orientation.

- d. Provide a timeline for implementation of this activity. (250 words max)

Fall 2014:

- Correct all 4-Year Plans of Study and ensure that they are housed in a single electronic location.
- Undertake further data analysis to identify all general education courses with high failure rates among Murky Middle students.

Spring 2015:

- Introduce the plan to deans, associate deans, college advisers and faculty advisers
- Assess existing 4-Year Plans for clusters of difficult general education courses in the first semester.
- Make adjustments to the first year of the 4-Year Plan to the extent permitted by program of study (taking into consideration pre- and co-requisites, accreditation requirements, and departmental course rotations).

Summer 2015:

- Deploy Fall course schedules based on alternate 4-year plans of study to Murky Middle students who attend Orientation.

Summer 2016, 2017 and 2018:

- Make adjustments to implementation following assessment of Summer 2015 activity, then repeat deployment of alternate Fall course schedules during subsequent Summer Orientations.

- e. What resources (human, physical, finances, etc.) will be deployed to achieve the desired outcomes? (250 words max)

Educational Advisory Board (EAB): Student Success Collaborative (already contracted by Marshall University)

- f. What internal and external entities will collaborate to implement this activity? (250 words max)

The Office of Institutional Research will generate the list of courses with high failure rates among Murky Middle students.

The interim Associate Vice President of Academic Affairs will work with associate deans and professional advisers to review all 4-Year Plans of Study in the college, to consult the list of courses with high failure rates among Murky Middle students, to cross-reference the EAB's Student Success Collaborative on implications of delayed enrollment in certain courses deemed "success markers," and to create one alternate plan for each degree program.

The HLC Academy team will assess the alternate plans.

- g. What are the intended outcomes and how will BOTH the implementation and the outcomes of the activity be assessed? (250 words max)

Intended Outcomes are:

- Maintain the hours attempted in the first semester for all Murky Middle students at 17.1%.
- Increase the hours earned in the first semester for all Murky Middle students from 11.8% to 13.8%

The Office of Institutional Research will assess intended outcomes quantitatively in January 2016.

IMPLEMENTATION

Implementation will be assessed on two fronts: production of viable alternate 4-Year Plans for students in the Murky Middle, and reliance on those alternate plans when advisors build Fall schedules for students in the Murky Middle.

- Alternate 4-Year Plans produced during Spring 2014 will be evaluated by the HLC Academy team, with results returned to the colleges by June 1, 2015.
- The Office of Institutional Research will analyze the fall schedules of Murky Middle students at the conclusion of each Orientation Day (there are four days in July and two in August), flagging schedules that are inconsistent with a degree program's alternate 4-Year Plan.

- h. Does the activity foster progress in another compact strategy or plan and how? (250 words max)

Marshall's five (5) comprehensive plans, comprising activities and strategies for achieving intended plan outcomes and objectives, have been conceived, designed, and implemented as interdependent or "strategically nested" plans. Each plan focuses on particular aspects of Marshall's academic master plan that has been developed over several years, refined most recently with the granular focus provided by the lens of our Academic Portfolio Review, a central element of Marshall's *20/20 Long-Term Strategic Planning*.

Each plan articulates its singular focus and objectives, thus creating the appearance of activities and strategies designed for specific, independent purposes. However, taken as a whole, Marshall's five comprehensive plans present an integrated approach to enrollment management issues, i.e., access, success, and impact, ranging from recruitment, first-year cultural mentoring, and early identification of at-risk students (some of whom come from underrepresented groups), to financial literacy orientation, academic advising informed by degree audit, predictive analytics, and student engagement technologies, and career pathways advising. Success or progress toward objectives in any one area should positively impact progress in other areas.

Future Compact annual updates on progress made with each of the comprehensive plans' activities and strategies should reveal the impact of these interdependent or strategically nested activities