

| PROJECT/INITIATIVE                                  | ACTIVITIES   | DEADLINE  | STATUS   |
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| <p>1. <b>Academic Portfolio Review, 2014-16</b></p> | <p>1. Review and modify <u>faculty reassigned time for administrative purposes.</u> <b>Goal: 25%-35% reduction</b><br/>                     2. Review and modify <u>utilization of adjunct part-time faculty.</u> <b>Goal: 25%-50% reduction</b><br/>                     3. Review and eliminate where possible <u>course sections &lt; 10 students (&lt;30 SCH)</u> <b>Goal: 50%-75% reduction</b></p> <p>4. Current program enrollment enhancements (e.g., CD, Dietetics, TESOL, Leadership studies)<br/>                     5. Current program development—interdisciplinary and high-enrollment programming, calling for reallocation of faculty positions (e.g., mechanical engineering, IST and Forensic Science, School of Environment)<br/>                     6. New program development (interdisciplinary graduate and undergraduate programs), calling for reallocation of faculty positions (e.g., BS/MS Cyber Security, Cinematic Arts/Motion Graphics Studies, BBA Health-Care Management. Accelerated Engineering programs)<br/>                     7. Review of SEPC mission, plans, activities</p> <p>8. SEPC--Review of Recruitment Plan</p> <p>9. SEPC --Act on recommendation of Advising Audit</p>   | <p>1-4. Spring 2015 for Fall 2015</p> <p>Fall 2014 for Fall 2015<br/>                     Fall 2014 for Fall 2015 and Fall 2016</p> <p>Fall 2014 for Spring 2015<br/>                     Fall 2014-Spring 2015<br/>                     Immediately F 14</p>   | <p>All: Start review and planning</p> <p>Planning underway<br/>                     Planning underway</p> <p>Planning underway<br/>                     Planning underway</p>                |
| <p>2. <b>2014 HEPC Compact Update</b></p>           | <p>Strategies and activities directed to support formal access, success, and impact targets; strategies and activities stated in 5 comprehensive plans: access, financial aid, academic quality, career pathways, and critical regional issue.</p> <p><b>Targets</b></p> <p>1. Enrollment</p> <ul style="list-style-type: none"> <li>• Activity 1—Review, Assess, and Revise SEPC mission, goals, activities</li> <li>• Activity 2—Review, Assess, and Revise Student Recruitment Plan</li> </ul> <p>2. Developmental Education</p> <ul style="list-style-type: none"> <li>• Activity 1—Transforming Developmental Learning (Math Emporium and ENG Stretch Courses)</li> <li>• Activity 2—Summer Bridge Program in Math</li> </ul> <p>3. First-Year Retention</p> <ul style="list-style-type: none"> <li>• FYFT Retention of Murky Middle through Early Interventions</li> <li>• Integrate “15 to Finish” in UNI 100</li> </ul> <p>4. Progress Toward Degree</p> <ul style="list-style-type: none"> <li>• Integrate “15 to Finish” in UNI 100</li> <li>• Analyze relationship Between HIPs, Deep Learning, and Student Persistence/Success</li> </ul> <p>5. Graduation Rates</p> <ul style="list-style-type: none"> <li>• Examine impact of learning community participation on learning, persistence, and success</li> <li>• Increase Degree Completion Rates Among Low-Income and Underrepresented and Adult Students</li> </ul> <p>6. Graduate Student Success</p> <ul style="list-style-type: none"> <li>• Expand Accelerated Graduate Degree Program Options</li> <li>• Increase International Student Enrollment in Graduate Programs</li> </ul> <p>7. Faculty Scholarship</p> <ul style="list-style-type: none"> <li>• Promoting Faculty Scholarship through incentives related to externally-funded research</li> <li>• See Research and Development Activity 2—Develop Pilot Grant Programs for Seed Funding</li> </ul> <p>8. Degrees Awarded</p> <ul style="list-style-type: none"> <li>• FYFT Retention of Murky Middle Through Early Interventions</li> <li>• Integrate “15 to Finish” in UNI 100</li> <li>• Expand Accelerated Graduate Program Options</li> </ul> <p>9. Student Loan Default Rate</p> <ul style="list-style-type: none"> <li>• Decrease Cohort Default Rate: Analyze Who Borrows and Who Defaults</li> <li>• Financial Planning and Counseling</li> <li>• Challenges, Adjustments, and Appeals of Loan servicer Activities</li> </ul> <p>10. Research and Development</p> <ul style="list-style-type: none"> <li>• Hire Research Active Faculty and Chairs to build focused research programs</li> <li>• Develop Pilot Grant Programs to Seed Faculty Research</li> </ul> <p><b>5 Comprehensive Plans</b></p> <p><b>A. Collaborative Access Effort—Focus: Early Interventions with the “Murky Middle” and “15 to Finish”</b></p> <ul style="list-style-type: none"> <li>• Strategy 1. Intervene with high-risk students prior to Matriculation                         <ul style="list-style-type: none"> <li>○ Activity 1. Develop and Deploy Alternate 4-Year Plans of Study for first-year students with 3.25 high school GPA or below</li> </ul> </li> </ul> | <p>11/01/14</p> <p>03/01/15<br/>                     03/01/15</p> <p>Completed<br/>                     Completed</p> <p>May 31, 2015<br/>                     January 31, 2015</p> <p>January 31, 2015<br/>                     May 31, 2015</p> <p>May 31, 2015<br/>                     Fall 2016</p> <p>Fall 2015<br/>                     Completed</p> <p>April 15, 2015<br/>                     April 15, 2015</p> <p>May 31, 2015<br/>                     Fall 2015</p> <p>12/31/2014<br/>                     Completed<br/>                     Completed</p> <p>April 15, 2015</p> <p>April 15, 2015</p> | <p>Submitted/Completed</p> <p>Activities under way</p> <p>Completed<br/>                     Completed</p> <p>On going</p> <p>On going<br/>                     On going</p> <p>On going</p> |

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|  | <ul style="list-style-type: none"> <li>○ Activity 2. Integrate “15 to Finish” curriculum into UNI 100</li> <li>• Strategy 2. Further Data Collection and Analysis <ul style="list-style-type: none"> <li>○ Activity 1. Regression Modeling to estimate effect of certain variables on Murky Middle persistence and completion rates</li> <li>○ Activity 2. Institutional research and Planning Additional Data Analysis</li> </ul> </li> <li><b>B. Financial Aid—Focus: Support university’s efforts to sustain enrollment, persistence, success, and reduced loan default rate</b> <ul style="list-style-type: none"> <li>• Strategy 1. Promote Financial Aid Awareness and Understanding <ul style="list-style-type: none"> <li>○ Activity 1. Financial Aid Training for High-School Counselors</li> <li>○ Activity 2. Enhance Newly-Improved Financial Aid Award Letter</li> <li>○ Activity 3. Align Financial Aid Communications with University and HEPC Master Plan Goals</li> </ul> </li> <li>• Strategy 2. Implement University Scholarship Awarding Policy Supporting Enrollment and Tuition Revenue Goals <ul style="list-style-type: none"> <li>○ Activity 1. Noel-Levitz Scholarship Leveraging Project</li> <li>○ Activity 2—N/A</li> </ul> </li> <li>• Strategy 3. Decrease University Federal Direct Loan Cohort Default Rate <ul style="list-style-type: none"> <li>○ Activity 1. Analyze Who Borrows and Who Defaults</li> <li>○ Activity 2. Provide Counseling and Information to Borrowers</li> <li>○ Activity 3. Lower Cohort Default Rates Through Challenges, Adjustments, and Appeals</li> </ul> </li> </ul> </li> <li><b>C. Academic Quality—Focus: Ensure Students Achieve rigorous outcomes/competencies for student success</b> <ul style="list-style-type: none"> <li>• Strategy 1. Ensure Graduates Achieve Learning Outcomes of Marshall’s degree Profile Core Domains <ul style="list-style-type: none"> <li>○ Activity 1. Approval process and faculty preparation for general education coursework</li> <li>○ Activity 2. Direct Assessment of Student Work</li> <li>○ Activity 3. Indirect Assessment of Student Learning Through Annual Surveys</li> </ul> </li> <li>• Strategy 2. Ensure Integrity of and assess student learning in degree and certificate Programs <ul style="list-style-type: none"> <li>○ Activity 1. Ensure achievement of university’s outcomes at degree-appropriate levels.</li> <li>○ Activity 2. Ensure achievement of each degree and certificate programs learning outcomes at appropriate levels</li> <li>○ Activity 3. Ensure students have opportunity to practice course learning outcomes <i>before assessment</i></li> </ul> </li> <li>• Strategy 3. Analyze relationship Between High-Impact Practices (HIPs), Deep Learning, and Student Success <ul style="list-style-type: none"> <li>○ Activity 1. Analyze relationship between 3 HIPs and Student Achievement in specific domains of learning outcomes</li> <li>○ Activity 2. Analyze Impact of Learning Community participation on student persistence and degree completion</li> </ul> </li> </ul> </li> <li><b>D. Career Pathways—Focus: Build Career Pathways through four areas of emphasis—Explore, Prepare, connect, and transition.</b> <ul style="list-style-type: none"> <li>• Strategy 1. Connect and Transition <ul style="list-style-type: none"> <li>○ Activity 1. Connect and Transition</li> <li>○ Activity 2. Connect and Transition</li> </ul> </li> <li>• Strategy 2. Explore <ul style="list-style-type: none"> <li>○ Activity 1. Explore</li> <li>○ Activity 2. Explore and Prepare</li> </ul> </li> <li>• Strategy 3. Transition <ul style="list-style-type: none"> <li>○ Activity 1. Transition</li> <li>○ Activity 2. Prepare</li> </ul> </li> </ul> </li> <li><b>E. Critical Regional Issue: Persistence of minority, underrepresented, and adult students—Focus</b> <ul style="list-style-type: none"> <li>• Strategy 1. Increase enrollment, persistence, and success of low-come underrepresented students and adult students <ul style="list-style-type: none"> <li>○ Activity 1. Mentoring and Advocacy</li> <li>○ Activity 2. Enhance Dual Enrollment Program</li> </ul> </li> <li>• Strategy 2. Increase RBA Enrollment <ul style="list-style-type: none"> <li>○ Activity 1. Comprehensive Articulation Agreements with WV Community and Technical Colleges</li> <li>○ Activity 2. Expansion and Enhancement of Online Courses</li> </ul> </li> <li>• Strategy 3. Increase degree completion rate among low-income, underrepresented students and adult students <ul style="list-style-type: none"> <li>○ Activity 1. Increase degree completion rate among low-income, underrepresented students and adult students</li> </ul> </li> </ul> </li> </ul> | <p>January 31, 2015</p> <p>May 31, 2015<br/>May 31, 2015</p> <p>All Completed</p> <p>All Completed</p> <p>All Completed</p> <p>All Completed</p> <p>Completed<br/>April 15, 2015</p> <p>Completed<br/>On going</p> <p>On going</p> | <p>All on going</p> <p>All on going</p> <p>All on going</p> <p>All on going</p> <p>On going<br/>On going</p> <p>On going</p> |
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|                            | <ul style="list-style-type: none"> <li>○ Activity 2. Analyze Impact of Learning Community participation on student persistence and degree completion.</li> <li>○ Activity 3. Develop and Deploy Alternate 4-Year Plans of Study for first-year students with 3.25 high school GPA or below</li> </ul>  | April 15, 2015   |                                   |
| 3. HLC Assurance Argument  | Step 1. Summer Workgroups charged with gathering and assessing “evidence” for each criterion/sub-component argument.   | October 31, 2014   | Completed                         |
|                            | Step 2. Summer Workgroup leads meet to review evidence files and evidence files rationale for each criterion/subcomponent.   | October 31, 2014   | Completed                         |
|                            | Step 3. Construction of “first draft” for public review and discussion (D. Hatfield, Workgroup team leads, and G. Ormiston)  | January 15, 2015   |                                   |
|                            | <p>Step 4. Assurance Argument Timeline:</p> <ul style="list-style-type: none"> <li>• <u>January 15, 2015</u>: First draft or adumbration of the assurance argument with lots of holes and gaps. <ul style="list-style-type: none"> <li>○ Newsletter update explaining process and status on a regular basis</li> </ul> </li> <li>• <u>January 15-May 15, 2015</u>: Drafts 2 &amp; 3 &amp;....developing and refining the arguments, eliciting assistance and evidence as needed through work group lead meetings and newsletter, etc.</li> <li>• <u>May 15-July 1, 2015</u>: Penultimate Draft.</li> <li>• <u>July 1- September 1, 2015</u>: Polish penultimate draft into final version.</li> <li>• <u>September 1-15, 2015</u>: Tinker as necessary and final proof reading.</li> <li>• <u>September 15, 2015</u>: Lock the assurance argument</li> <li>• <u>October 12-13, 2015</u>: HLC Accreditation Site team visit.</li> </ul>  | See Project Activities   |                                   |
| 4. HLC Persistence Academy | <p>4-year strategic plan for improving student persistence and completion rates among fully admitted first-time freshmen with &lt;3.25 high school GPA (“Murky Middle”).</p> <ul style="list-style-type: none"> <li>• Identify all Core I and Core II courses with 1) a disproportionately high DFW rate among “Murky Middle” students, paired with 2) a low retention rate among Murky Middle students who earn a grade of DFW in those courses.</li> <li>• Collaborate with a separate Marshall University team that is working on developing Freshman Learning Communities through linked general education courses. Ensure that one of the variables they test in their experimental semester (Fall 2015) is our Murky Middle cohort.</li> <li>• Mine new data sets for correlations between Murky Middle retention and other institutional barriers (course modality, high enrollment courses, courses taught by GA's, courses taught in certain rooms on campus, courses taught on certain campuses).</li> <li>• To address inconsistent advising practices among the colleges, create a separate Advising webpage— a hub with links to the program requirements of each college and an Advisor portal.</li> <li>• Propose to Provost new advising model for Murky Middle students to secure necessary funding.</li> <li>• Develop Communication Plan to disseminate the results of data analysis and preliminary conclusions; seek input from key stakeholders on proposed interventions; revise as necessary.</li> <li>• Assess existing 4-Year Plans for clusters of difficult general education courses in the first semester. Work with the Advisors Advisory Group to Academic Affairs and the Associate Deans Council to prepare alternate first year of 4-Year Plans for Murky Middle students to the extent permitted by program of study (taking into consideration pre- and co-requisites, accreditation requirements, and departmental course rotations).</li> <li>• Curriculum planning: integrate "15 to Finish" campaign components into the curriculum of early class sessions of UNI 100 (those occurring during WOW).</li> <li>• Develop freshman survey instrument (and obtain IRB approval) to gather additional qualitative data and to shape dedicated advising efforts in AY 2015-16. To be used just before Fall 2016 (during WOW: Week of Welcome) and again prior to registration for the Spring 2016 and Fall 2016 terms.</li> <li>• At summer orientation, deploy <i>alternate</i> pre-arranged fall course schedules for Murky Middle freshmen. (Pilot of 160 students.)</li> <li>• Deploy new “15 to Finish” curriculum in UNI 100 sessions that occur during Week of Welcome (before the fall term starts). Deploy freshman survey instrument.</li> <li>• Assign Murky Middle students a dedicated advisor in the Student Resource Center, someone trained to work specifically with students in this sub-</li> </ul> | <p>June 30, 2018</p> <p>October 15, 2014</p> <p>October 30, 2015</p> <p>November 30, 2014</p> <p>December 15, 2014</p> <p>December 15, 2014</p> <p>December 15, 2014</p> <p>January 30, 2015</p> <p>May 1, 2015</p> <p>May 1, 2015</p> <p>June-August, 2015</p> <p>August 21, 2015</p> | <p>Completed</p> <p>Completed</p> |

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|  | <p>population. Students will meet with their designated advisor four times/semester during their freshman year. (Pilot of 160 students.)</p> <ul style="list-style-type: none"> <li>Assess results of pilot initiatives above.</li> </ul>   | <p>May 2016</p> <p>October 2016</p>                                  |          |
| 5. AAC&U High-Impact Practices Institute | <ul style="list-style-type: none"> <li>Retrospective Analysis—in terms GPA and persistence, degree completion—of current HIPs at Marshall, i.e., writing-intensive courses, service learning course, First-Year seminar, w/r to timing (when), number of hours taken when course was attempted, and persistence following courses attempted.</li> <li>“Murky Middle” Learning community cohort: 22 students, three HIP classes with cohort. Faculty development, course development, identifying students ½ with GPA&gt;3.25 and ½ with GPA &lt;3.25</li> </ul> | <p>May 2015</p> <p>Spring 2015, Fall 2015 for classes</p>            |          |
| 6. Noel-Levitz                           | Merit-Based and Need-based Scholarship Awarding leveraging  | Fall 2014 for AY 2015-16   |          |
| 7. Education Advisory Board              | <ul style="list-style-type: none"> <li>Student Success Collaborative</li> <li>Student Engagement Enterprise</li> <li>Gates Foundation/EAB Research Project</li> </ul>   | <p>On going</p> <p>Student testing initial phase</p> <p>On going</p> | On going |
|  | <ul style="list-style-type: none"> <li></li> </ul>  |  |          |