

**Marshall University**

<b>Student Access</b>						
	2010-11	2011-12	2012-13	2013-14	2014-15	<b>Formal 2018 Target (2017-18 Data)</b>
<b>Enrollment</b>						
Fall Head Count	14,192	13,966	13,708	13,407	13,381	14,766
In-State	10,870	10,649	10,532	10,246	10,106	NA
Out-of-State	3,322	3,317	3,176	3,161	3,275	NA
Annualized FTE	12,345	12,144	11,923	11,816	11,866	12,500
In-State	9,146	8,972	8,867	8,750	8,631	NA
Out-of-State	3,198	3,173	3,056	3,066	3,235	NA
Fall First-Time Freshmen Headcount	1,951	2,002	1,908	1,871	1,861	2,100
In-State	1,434	1,438	1,432	1,433	1,411	NA
Out-of-State	517	564	476	438	450	NA
Fall Low-Income Student Headcount*	4,176	4,146	4,107	4,069	3,997	4,000
Fall Underrepresented Racial/Ethnic Group Total	929	1,031	1,194	1,240	1,294	1,005
American Indian	56	47	42	47	47	NA
Black	678	676	707	687	738	NA
Hispanic	171	211	241	247	231	NA
Multi Racial	18	86	186	245	268	NA
Native Hawaiian/Pacific Islander	6	11	18	14	10	NA
Fall Adult (25+) Headcount	2,141	2,085	1,926	1,795	1,610	2,100

\* Data to be provided by institution.

**Marshall University**

<b>Student Success</b>						
	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	<b>Formal 2018 Target 2016 Cohort</b>
<b>Developmental Education Outcomes</b>						
<b>Students Passing Developmental Courses</b>						
Math	64.9%	68.8%	68.9%	65.6%	68.3%	45.0%
In-State	62.7%	67.6%	67.2%	64.6%	67.5%	NA
Out-of-State	72.5%	72.0%	73.9%	70.2%	71.4%	NA
English	100.0%	56.3%	77.9%	76.1%	86.3%	50.0%
In-State	100.0%	25.0%	74.4%	75.5%	83.6%	NA
Out-of-State	100.0%	87.5%	84.4%	77.3%	92.9%	NA
<b>Developmental Students Passing College-Level Course</b>						
Math	23.6%	45.3%	47.2%	42.7%	53.6%	30.0%
In-State	20.1%	44.0%	45.5%	40.7%	52.9%	NA
Out-of-State	35.0%	49.1%	52.2%	50.9%	56.2%	NA
English	100.0%	18.8%	66.7%	62.4%	68.9%	40.0%
In-State	100.0%	12.5%	61.3%	61.0%	64.9%	NA
Out-of-State	100.0%	25.0%	76.7%	65.3%	78.6%	NA
<b>Retention</b>						
Full-Time, First-Time Freshmen	77.2%	76.1%	77.8%	75.2%	77.4%	70.0%
In-State	79.8%	79.5%	80.8%	78.1%	79.7%	NA
Out-of-State	69.5%	66.7%	70.0%	66.6%	69.6%	NA
Part-time, First-Time Freshmen	64.0%	58.3%	45.5%	12.5%	42.9%	50.0%
Low-Income First-Time Freshmen	71.0%	71.1%	73.8%	68.4%	70.7%	70.0%
Returning Adults	100.0%	25.0%	50.0%		61.3%	25.0%
Transfer Students	74.0%	70.6%	72.3%	72.5%	71.8%	72.0%
Underrepresented Racial/Ethnic Group Total	75.3%	64.0%	77.5%	69.3%	73.4%	65.0%
American Indian	60.0%	75.0%	66.7%	50.0%	100.0%	NA
Black	74.1%	63.9%	78.7%	66.9%	72.2%	NA
Hispanic	86.2%	62.5%	85.4%	66.7%	73.3%	NA
Multi Racial		50.0%	65.9%	76.7%	75.0%	NA
Native Hawaiian/Pacific Islander		100.0%	100.0%	75.0%		NA
<b>Progress Toward Degree</b>						
First-Time Freshmen Earning 30 Hours	40.8%	45.8%	47.8%	47.6%	50.2%	55.0%
In-State	43.9%	47.4%	50.4%	49.7%	52.5%	NA
Out-of-State	31.6%	41.4%	41.0%	41.2%	42.7%	NA
<b>Four-Year Graduation Rate</b>	<i>Cohort Years:</i>					<b>2014 Cohort</b>
First-Time Freshmen	2007	2008	2009	2010	2011	2014 Cohort
In-State	21.2%	22.1%	21.7%	23.6%	27.1%	25.0%
Out-of-State	22.1%	22.2%	21.9%	23.5%	27.9%	NA
Out-of-State	18.5%	21.9%	21.1%	23.8%	25.0%	NA
Low-Income First-Time Freshmen	12.9%	16.6%	14.3%	16.8%	18.9%	15.0%
Returning Adults	0.0%	0.0%	50.0%	25.0%	0.0%	35.0%
Transfer Students	34.7%	35.9%	37.7%	39.1%	38.6%	36.0%
Underrepresented Racial/Ethnic Group Total	14.7%	10.2%	18.0%	15.1%	22.9%	15.0%
American Indian	0.0%	20.0%	0.0%	25.0%	33.3%	NA
Black	17.0%	8.4%	14.0%	15.6%	20.6%	NA
Hispanic	11.5%	13.3%	37.9%	15.6%	29.3%	NA
Multi Racial				0.0%	25.0%	NA
Native Hawaiian/Pacific Islander					0.0%	NA

**Marshall University**

<b>Student Success</b>							
		2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	<b>Formal 2018 Target 2016 Cohort</b>
Six-Year Graduation Rate	<i>Cohort Years:</i>	2005	2006	2007	2008	2009	2012 Cohort
First-Time Freshmen		45.9%	45.1%	45.4%	45.2%	45.6%	46.0%
In-State		49.0%	46.4%	46.0%	45.2%	45.4%	NA
Out-of-State		34.4%	40.4%	43.9%	45.3%	46.2%	NA
Low-Income First-Time Freshmen		36.8%	34.7%	33.9%	35.0%	33.8%	36.0%
Returning Adults		32.3%	50.0%	0.0%	0.0%	50.0%	50.0%
Transfer Students		45.1%	46.9%	47.0%	45.8%	46.3%	48.0%
Underrepresented Racial/Ethnic Group Total		34.3%	38.4%	45.0%	33.1%	40.4%	39.0%
American Indian		14.3%	20.0%	55.6%	60.0%	0.0%	NA
Black		35.1%	37.4%	43.6%	31.3%	39.2%	NA
Hispanic		36.8%	50.0%	46.2%	33.3%	55.2%	NA
Multi Racial							NA
Native Hawaiian/Pacific Islander							NA

Marshall University

Student Success- Underlying Data						
	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	Formal 2018 Target 2016 Cohort
<b>Developmental Education Outcomes</b>						
<b>Students Passing Developmental Courses</b>						
Math	64.9%	68.8%	68.9%	65.6%	68.3%	45.0%
<i>Passed</i>	113	425	435	386	351	NA
<i>Enrolled</i>	174	618	631	588	514	NA
English	100.0%	56.3%	77.9%	76.1%	86.3%	50.0%
<i>Passed</i>	6	9	201	178	164	NA
<i>Enrolled</i>	6	16	258	234	190	NA
<b>Developmental Students Passing College-Level Course</b>						
Math	23.6%	45.3%	47.2%	42.7%	53.6%	30.0%
<i>Passed</i>	41	280	298	251	277	NA
<i>Enrolled</i>	174	618	631	588	517	NA
English	100.0%	18.8%	66.7%	62.4%	68.9%	40.0%
<i>Passed</i>	6	3	172	146	131	NA
<i>Enrolled</i>	6	16	258	234	190	NA
<b>Retention</b>						
Full-Time, First-Time Freshmen	77.2%	76.1%	77.8%	75.2%	77.4%	70.0%
<i>Retained</i>	1434	1475	1548	1431	1427	NA
<i>Enrolled</i>	1857	1939	1991	1900	1843	NA
Part-time, First-Time Freshmen	64.0%	58.3%	45.5%	12.5%	42.9%	50.0%
<i>Retained</i>	16	7	5	1	6	
<i>Enrolled</i>	25	12	11	8	14	
Low-Income First-Time Freshmen	71.0%	71.1%	73.8%	68.4%	70.7%	70.0%
<i>Retained</i>	579	665	669	613	588	
<i>Enrolled</i>	815	936	907	893	832	
Returning Adults	100.0%	25.0%	50.0%	.	61.3%	25.0%
<i>Retained</i>	2	1	1	0	68	
<i>Enrolled</i>	2	4	2	0	111	
Transfer Students	74.0%	70.6%	72.3%	72.5%	71.8%	72.0%
<i>Retained</i>	619	588	518	500	440	
<i>Enrolled</i>	837	833	717	690	613	
Underrepresented Racial/Ethnic Group Total	75.3%	64.0%	77.5%	69.3%	73.4%	65.0%
<i>Retained</i>	134	110	196	190	174	
<i>Enrolled</i>	178	172	253	274	237	
American Indian	60.0%	75.0%	66.7%	50.0%	100.0%	NA
Black	74.1%	63.9%	78.7%	66.9%	72.2%	NA
Hispanic	86.2%	62.5%	85.4%	66.7%	73.3%	NA
Multi Racial		50.0%	65.9%	76.7%	75.0%	NA
Native Hawaiian/Pacific Islander		100.0%	100.0%	75.0%	.	NA
<b>Progress Toward Degree</b>						
First-Time Freshmen Earning 30 Hours	40.8%	45.8%	47.8%	47.6%	50.2%	55.0%
<i>Earned 30 Hours</i>	768	894	956	908	939	NA
<i>Enrolled</i>	1882	1951	2002	1908	1871	NA

Marshall University

Student Success- Underlying Data								
		2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	Formal 2018 Target 2016 Cohort	
<b>Four-Year Graduation Rate</b>		<i>Cohort Years:</i>						
		2007	2008	2009	2010	2011	2014 Cohort	
First-Time Freshmen		21.2%	22.1%	21.7%	23.6%	27.1%	25.0%	
	<i>Graduated</i>	357	372	408	460	541	NA	
	<i>Enrolled</i>	1687	1681	1881	1949	2000	NA	
Low-Income First-Time Freshmen		12.9%	16.6%	14.3%	16.8%	18.9%	15.0%	
	<i>Graduated</i>	74	95	116	157	171		
	<i>Enrolled</i>	576	571	814	934	907		
Returning Adults		0.0%	0.0%	50.0%	25.0%	0.0%	35.0%	
	<i>Graduated</i>	0	0	1	1	0		
	<i>Enrolled</i>	2	6	2	4	2		
Transfer Students		34.7%	35.9%	37.7%	39.1%	38.6%	36.0%	
	<i>Graduated</i>	218	188	313	321	274		
	<i>Enrolled</i>	628	524	830	821	710		
Underrepresented Racial/Ethnic Group Total		14.7%	10.2%	18.0%	15.1%	22.9%	15.0%	
	<i>Graduated</i>	19	12	31	26	58		
	<i>Enrolled</i>	129	118	178	172	253		
	American Indian	0.0%	20.0%	0.0%	25.0%	33.3%	NA	
	Black	17.0%	8.4%	14.0%	15.6%	20.6%	NA	
	Hispanic	11.5%	13.3%	37.9%	15.6%	29.3%	NA	
	Multi Racial				0.0%	25.0%	NA	
	Native Hawaiian/Pacific Islander					0.0%	NA	
<b>Six-Year Graduation Rate</b>		<i>Cohort Years:</i>						
		2005	2006	2007	2008	2009	2012 Cohort	
First-Time Freshmen		45.9%	45.1%	45.4%	45.2%	45.6%	46.0%	
	<i>Graduated</i>	785	693	766	760	858	NA	
	<i>Enrolled</i>	1711	1537	1687	1681	1881	NA	
Low-Income First-Time Freshmen		36.8%	34.7%	33.9%	35.0%	33.8%	36.0%	
	<i>Graduated</i>	208	183	195	200	275		
	<i>Enrolled</i>	566	528	576	571	814		
Returning Adults		32.3%	50.0%	0.0%	0.0%	50.0%	50.0%	
	<i>Graduated</i>	42	2	0	0	1		
	<i>Enrolled</i>	130	4	2	6	2		
Transfer Students		45.1%	46.9%	47.0%	45.8%	46.3%	48.0%	
	<i>Graduated</i>	231	224	295	240	384		
	<i>Enrolled</i>	512	478	628	524	830		
Underrepresented Racial/Ethnic Group Total		34.3%	38.4%	45.0%	33.1%	40.4%	39.0%	
	<i>Graduated</i>	47	43	58	39	72		
	<i>Enrolled</i>	137	112	129	118	178		
	American Indian	14.3%	20.0%	55.6%	60.0%	0.0%	NA	
	Black	35.1%	37.4%	43.6%	31.3%	39.2%	NA	
	Hispanic	36.8%	50.0%	46.2%	33.3%	55.2%	NA	
	Multi Racial						NA	
	Native Hawaiian/Pacific Islander						NA	

**Marshall University**

<b>Impact</b>							
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	<b>Formal 2018 Target (2017-18 Data)</b>
<b>Degrees Awarded</b>	2,372	2,460	2,624	2,561	2,617	2,580	2575
Associate's	69	91	111	99	111	115	100
Bachelor's	1,358	1,393	1,547	1,561	1,604	1,590	1400
Master's	867	881	848	774	769	729	850
First Professional							
Doctoral Professional Practice	61	83	102	111	123	128	210
Doctoral Research/Scholarship	17	12	16	16	10	18	15
<b>STEM</b>	414	430	452	417	423	438	485
Associate's							NA
Bachelor's	284	293	299	275	290	296	NA
Master's	119	125	139	127	119	127	NA
Doctorate	11	12	14	15	14	15	NA
STEM Education*	22	23	30	16	17	12	30
<b>Health</b>	344	413	477	513	554	604	635
Associate's	69	91	111	99	111	115	NA
Bachelor's	106	156	149	170	194	255	NA
First Professional							NA
Master's	108	83	115	133	126	106	NA
Doctorate	61	83	102	111	123	128	NA
<b>Federal Student Loan Cohort</b>							
Default Rate <i>Cohort Years:</i>	2007	2008	2009	2010	2011	2012	2015 Cohort
Three-Year Rate	11.2%	9.8%	9.9%	13.6%	13.4%	11.7%	15%
<b>Research and Development</b>	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2018 Data
Research grants & contracts*	\$ 13,070,486	\$50,859,945	\$20,840,933	\$17,453,422	\$6,210,376	\$9,604,796	\$24,500,000
Licensure Income*	\$4,388	\$11,531	\$1,720		\$10,000	\$10,000	12,000
Peer-Reviewed Publications*					123	167	160
							Total FY2014 to FY 2018
Patents Issued*	0	1	1		1	1	2
Start-up Companies*	0	1	1		0	0	3

\* Data to be provided by institution.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a single email to compactupdate@wvhepc.edu.

1. Provide a brief summary of the strategy.

Marshall's 2014-18 "Collaborative Access" Comprehensive Plan is informed by Marshall's participation in the HLC Academy for Student Persistence and Completion. Key objectives of the plan are 1) to improve retention and graduation rates by implementing high impact 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. The plan focuses on the subpopulation of fully admitted first-time freshmen (FTF) matriculating with a high school GPA lower than 3.25. This group of middle-ability students is retained at 57.9%--only marginally better than our lower-ability conditionally admitted students (55%). Notably, FTF matriculating with a high school GPA of 3.25 or higher are retained at 81%. These rates are drawn from an 8-year data set (AY 2006-07 to AY 2013-14, N = 16,407) with an average institutional retention rate during this same period of 71.2%. Our intended outcomes are to:

- a) increase the retention rate of middle-ability students from an average of 57.1% to 68% by 2018;
- b) increase 4-year degree completion rate of this subpopulation from 21% to 24% by 2019;
- c) increase the 6-year degree completion rate of this subpopulation from 30% to 34% by 2021.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

Activity 1: Develop alternate 4-Year Plans of Study for middle-ability students. 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 is 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.

Status: This activity has been delayed for one year because of significant implementation challenges. There are many moving parts related to building the fall term class schedule, planning freshman summer orientation, hiring teaching staff appropriate to enrollment projections, and aligning 4-year curriculum plans with 4-year course rotation plans. We will use AY 2015-16 to build consensus among many stakeholders across campus (deans, associate deans, department chairs, professional advisors, faculty), and then roll out this activity in time for the 2016 Summer Orientation season.

Changes: The HLC Academy team has substituted a different activity here for AY 2015-16--an intrusive mentoring program for middle-ability students. Because scaling up in the future will require a significant resource investment, we are running a small pilot as a controlled experiment. Middle-ability students (fully admitted with less than 3.25 incoming high school GPA) comprise about 25-30% of a given first-time freshmen class. For AY 2015-16, we pulled a stratified random sample of 140 middle-ability students and made a recruitment pitch during the 2015 Summer Orientation. Of that number, 129 agreed to participate by signing an IRB-approved informed consent. We also recruited faculty to serve as mentors for the program. A rigorous application and screening process yielded eight finalists who were interviewed in Spring 2015; we selected four mentors from that group, and to prepare them for their work, we offered five professional development sessions throughout late Spring, Summer, and early Fall on a range of topics from using advising tools and platforms to simulating an advising session. The mentors are now ensconced in the Student Resource Center for one-quarter of their time, each one assigned approximately 30 mentees. As of September 25, 91 students are actively participating in the program. The program is called MU EDGE, and it offers each student participant the opportunity to EXPLORE (new experiences, majors, careers, friendships, activities), to DESIGN (a

## Activity 2:

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

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, constructive mindset, 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). Before students have an opportunity to add or drop courses during the first week of class, pre-term UNI 100 sessions guide them through important aspects of the "15 to Finish" curriculum.

Our goal for this activity is 1) to increase the number of hours our middle-ability students enroll in for their first Fall term, 2) to decrease the net number of credit hours dropped during the first week of class, and 3) to decrease the total number of credit hours dropped during the Fall term. We already have results for the first two goals, both of which suggest that the "15-to-Finish" campaign, as embedded in UNI 100, has had a positive effect.

To clarify, our cohort of focus is middle-ability students who are fully admitted as FTF, with incoming high school GPA of less than 3.25.

Using a three-year rolling average in order to discern prior trends, here are the recent figures for average credit-hour enrollment on Day 0 of the Fall semester for this cohort :

- \* Fall 2011 = 15.48 credits (3-year rolling average)
- \* Fall 2012 = 15.68 credits (3-year rolling average)
- \* Fall 2013 = 15.56 credits (3-year rolling average)
- \* Fall 2014 = 15.54 credits (3-year rolling average)
- \* Fall 2015 = 15.76 credits (actual)

After the implementation of the "15 to Finish Curriculum" during the Fall 2015 pre-term sessions of UNI 100, average credit hour enrollment for this sub-population (DAY 0 of the Fall term) is 15.76 credits. This is an overall credit enrollment increase per student of 0.22 credits over the prior year, which is a statistically significant uptick for a population of 500-600 students in each of the past five years.

Here are the recent figures for average credit-hour enrollment on Day 7 of the Fall semester for this cohort (that is, after the Add/Drop period has concluded):

Activity 3 (If applicable):



3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

Degree Areas:

- Health    STEM    STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

HLC Academy Team: Six Marshall staff members (three faculty members, three administrators)

- team meetings, on average, are once every three weeks
- two trips to Chicago thus far
- three \$1000 stipends for the faculty team members to continue their work over the summer (administrators are already on 12-month appointments)

Four Faculty Mentors for the EDGE Program (first initiative of the HLC Academy Team)

- approximately \$1800 per mentor per semester to cover the department's teaching reassigned time
- \$3,000 stipend per mentor over a two-year period (to be awarded in two lump sums in Summer 2016 and Summer 2017)

Available space in the Student Resource Center for Faculty Mentors to meet with students in the EDGE program

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The HLC Academy team interviewed University College advisors and Harless Student-Athlete advisors to learn more about intrusive advising techniques that these programs have used successfully with conditionally admitted students and struggling student-athletes.

15 to Finish campaign materials were provided by the WV HEPC and Complete College America. UNI 100 facilitators were introduced to the materials during their Summer training.

6. Use the space below to provide additional information or comments related to this strategy.



# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a single email to compactupdate@wvhepc.edu.

1. Provide a brief summary of the strategy.

Marshall's 2014-18 "Collaborative Access" Comprehensive Plan is informed by Marshall's participation in the HLC Academy for Student Persistence and Completion. Key objectives of the plan are: 1) to improve retention and graduation rates by implementing high impact 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. The plan focuses on the subpopulation of fully admitted first-time freshmen (FTF) matriculating with a high school GPA lower than 3.25. This group of middle-ability students is retained at 57.9%--only marginally better than our lower-ability conditionally admitted students (55%). Notably, FTF matriculating with a high school GPA of 3.25 or higher are retained at 81%. These rates are drawn from an 8-year data set (AY 2006-07 to AY 2013-14, N = 16,407) with an average institutional retention rate during this same period of 71.2%. Our intended outcomes are to:

- a) increase the retention rate of middle-ability students from an average of 57.1% to 68% by 2018;
- b) increase 4-year degree completion rate of this subpopulation from 21% to 24% by 2019;
- c) increase the 6-year degree completion rate of this subpopulation from 30% to 34% by 2021.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

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

In Year One of our participation in the HLC Academy for Student Persistence and Completion, we focused on identifying key metrics, learning how to use Tableau software in order to manipulate queries and visualize data trends, and developing more nuanced hypotheses about the effects of different variables on student persistence/retention and completion. Data stores for Activity 1 come primarily from the Office of Institutional Research.

Over the course of our Academy meetings in Chicago as well as during our regular meetings of the Academy team (every two or three weeks), we have amassed a long list of variables that are correlated with retention/completion rates. In most cases, however, we do not yet know whether a particular variable CAUSES students to behave in certain ways or not. We know only that there is a correlation.

For example, we can say that our middle-ability students who fail certain courses such as PSY 201 are retained at significantly lower rates than those in the same population who pass those courses. What we don't know is whether improving pass rates in these key courses (e.g., through interventions like supplementary instruction or tutoring) would actually lead to higher retention rates. It is possible that some unknown variable that causes low retention within this population also misdirects these students into majors that are not appropriate. If this is the case, improving pass rates in these courses will not necessarily lead to student success in the long term, though it may improve a student's GPA in the short term. Better advising that connects academic planning, career planning, and personal interests may yield better results, and lead to a productive change of major.

The HLC Academy team's next step is to determine the relationship between clusters of variables in order to better predict how certain behaviors or traits may affect long term measures of student success (retention, 4-year graduation rate, 6-year graduation rate, and any transfer to another institution that culminates in graduation). In order to do this, we must run regression analyses in order to predict/determine the value of our dependent variable (for our purposes: will

## Activity 2:

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

As noted in the Activity 1 update above, data stores for Activity 1 come primarily from the Office of Institutional Research. 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, academic, 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 and quantitative data directly from students.

Adjustments have been made to the original plan of action for Activity 2. Instead of focusing on a single short survey instrument to be administered at intervals to incoming FTF during WOW and again prior to registration in all subsequent terms, we will be using several different instruments:

- 1) Appalachian Culture & Higher Education survey: Part of a research project conducted by the Department of Sociology and Anthropology and led by Dr. Marty Laubach, this survey measures how Appalachian culture affects student perceptions and experiences of higher education. Historically administered to students enrolled in Spring sections of Sociology 200, survey administration has been extended to all FTF enrolled in UNI 100 (approximately 90% of the incoming class) as of Fall 2015. Administration has begun and will close by Week 8 of the current term.
- 2) The UNI 100 curriculum was revised effective Fall 2015 to include a multi-staged personal narrative assignment that ask students a) to tell their Marshall story (that is, to conceive of themselves as learners, with strengths, weaknesses, fears and goals) during Week of Welcome sessions; then b) during Week 4 to watch a video ("The Struggle is Real") of a Marshall student telling her story, which narrates missteps and failures and focuses on how she responded strategically to those failures; then c) to revise their own narratives after viewing the video to take into account how they might anticipate certain obstacles or failures and leverage them for success; and d) finally to write a new personal narrative during Week 7 without reference to the original--with the goal of transforming any thinking associated with a "fixed mindset" into a more agile "growth mindset." In addition to the pedagogical benefits of this exercise, the narratives will also form a data set available for quantitative analysis (IRB approved) during late Fall 2015 and early Spring 2016.
- 3) Marshall University has contracted the consulting services of the Educational Advisory Board (EAB) and is an alpha partner on several products developed by the firm, namely, a student enablement mobile app (called EAB Student Guide) that, among other things, will permit the university to administer micro-surveys to all students using the app. The

### Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

Degree Areas:

- Health    STEM    STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1:

- six-person HLC Persistence Academy team (Sherri Smith, Michael Smith, Maurice Cooley, Kateryna Schray, Laura Stapleton, Monika Sawhney)
- April Fugett-Fuller (associate professor of Psychology and statistics expert)

Activity 2:

- Dr. Marty Laubach (primary investigator for the Appalachian Culture & Higher Education survey)
- UNI 100 Curriculum Committee (Sherri Stepp and Stephanie Hurley)
- contract fees for EAB student enablement app: EAB Student Guide

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Collaboration between Academic Affairs, Department of Sociology, and UNI 100 Curriculum Committee on survey development and administration, and collection and analysis of qualitative data.

Collaboration between Marshall University and the Educational Advisory Board (EAB) to pilot a student enablement mobile app (called EAB Student Guide).

6. Use the space below to provide additional information or comments related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

1. Provide a **brief summary** of the strategy.

### Promote Financial Aid Awareness and Understanding

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.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

Conduct and facilitate two Financial Aid Training Workshops for High School Counselors and other counselors (e.g., Vocation Rehabilitation, Upward Bound, Student Support Services) who assist students with enrolling in college.

October 1, 2014: In partnership with the College Board, the Director of Student Financial Assistance conducted a "Financial Aid 101" workshop to high school counselors from the Charleston, WV, region, at West Virginia State University. The training included financial aid award basics as well best practices, FAFSA and CSS/Financial Aid PROFILE Updates, strategies for evaluating financial aid award letters, and an overview of on-line resources and tools.

November 10, 2014: Marshall University Office of Student Financial Assistance In partnership with WV Higher Education Policy Commission staff person conducted a full-day financial training workshop for high school counselors, vocational rehabilitation counselors, and other counselors who are involved in the Federal TRIO programs from the Huntington, WV, region, at Marshall University. Training topics included: How to Complete a FAFSA, Financial Aid Administrators Use of Professional Judgment to Perform a Dependency Override and to Address Special Circumstances, Types of Financial Aid, Searching for Scholarships, and Sensible Borrowing.

Both events were highly successful. There were approximately 40 participants at the October 1, 2014 workshop and approximately 30 participants at November 10, 2014 Workshop. Participants of the workshops were provided evaluation forms to complete. The results of the evaluations revealed exceptionally high satisfaction with training and high learning outcomes. Also, there are open-ended questions on the evaluations to obtain recommendations and feedback on suggested topics for future trainings, which are considered when developing the next year's training events.

Marshall University plans to continue to conduct these successful training workshops for counselors in the forthcoming year.

## Activity 2:

### Enhance Newly Improved Financial Aid Award Letter for Incoming Freshmen

The Office of Student Financial Assistance met all implementation deadlines for implementation of the Personalized Award Letter. Following an assessment of students' and parents' understanding of their costs, financial aid awards, and net price, as perceived by the Office of Student Financial Assistance staff, the 2015-16 Estimated Aid Package was redesigned to enable families to understand more clearly what their "out-of-pocket" costs are as opposed to their indirect costs, such as personal and transportation costs. Although indirect costs are real costs for students and their families, when including them to calculate what a family may have to pay directly to the University, the figures confuse families.

The 2015-16 Estimated Award Package has been revised to provide the following details:

	Estimated Billable Costs (Tuition, Fees, and Housing & Meals, if living on campus)
minus	Grants and Scholarships
=	Net Cost (Estimate price of what student must pay after gift aid is subtracted from Marshall charges)
minus	Student Loan Eligibility (Must be repaid)
=	Remaining Billable Cost

Estimates of indirect costs are provided in the Student Aid Package, but are not calculated in the equation to help families figure out what they may need to pay Marshall University.

Preliminary assessment of the organization and layout of the costs and financial aid demonstrates that the change has been successful. The Office of Student Financial Assistance will follow a similar assessment and implementation schedule as last year and will continue to improve the Personal Award Letter as deemed appropriate.

## Activity 3 (If applicable):

### Align Financial Aid Communications with departmental, institutional, and WV HEPC 2013-18 Master Plan Goals.

The Office of Student Financial Assistance, under the leadership and technical expertise of one its staff members (Financial Aid Counselor, Sr.), developed and implemented a social media plan that utilizes Federal Student Aid Resources such as handouts and brochures, social media content, YouTube videos, and Info-graphics, on the Student Financial Assistance Website, Facebook Account, and campus media outlets.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1

Marshall University Human Resources, primarily Student Financial Assistance Staff;  
Approximately \$1,200 for training materials and meals for the participants of the training.

Activity 2

Marshall University Human Resources, primarily Student Financial Assistance Staff with input from staff from the various colleges and the Office of Recruitment  
Approximately \$23,750 for contracting services with Cement (formerly Student Aid Services) and \$8,400 for postage

Activity 3

Marshall University Human Resources, primarily Student Financial Assistance staff

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 1 - College Board and WV Higher Education Policy Commission

Activity 2 - Third-party Servicer: Cegment (formerly Student Aid Services), colleges, and the Office of Recruitment

Activity 3 - Federal Student Aid Program Resources

6. Use the space below to provide **additional information or comments** related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

1. Provide a **brief summary** of the strategy.

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

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

With the assistance from Ruffalo/Noel-Levitz Marshall University performed the following actions to develop and implement the strategy listed above:

1. Performed a historical data analysis of 2014-15 Financial Aid Packages awarded to enrolled and non-enrolled students (completed October 2014).
2. Measured student price sensitivity (completed October 2014)
3. Performed an analysis of student retention factors and the role of financial aid in student attrition (completed October 2014)
4. Developed a 2015-16 enrollment and net revenue projection model and financial aid packaging strategies for 2015-16 (completed November 2014 - January 2015)
5. Tracked progress toward recruitment goals (February - August, 2015)

The following action is scheduled to occur in November 2015:

5. Evaluate the effectiveness of the financial aid packaging strategies
6. Repeat steps one through five above for 2016-17



**Activity 2:**

N/A

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Marshall University Enrollment Management and Revenue System Team, Office of Student Financial Assistance, and third-party consultant, Ruffalo/Noel-Levitz.

Ruffalo/Noel-Levitz consulting fee of \$129,000, plus travel, lodging, and meals.

Approximately \$1 million in additional financial aid funding.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Staff from the Offices of the Provost, Financial Aid, Institutional Research, Recruitment, and Admissions have collaborated. In addition, the University has contracted with the third-party consultant, Ruffalo/Noel-Levitz to support this strategy.

6. Use the space below to provide **additional information or comments** related to this strategy.

Analysis of the results of the 2015-16 initiative will take place in November 2015 to assess whether the strategies provided the anticipated outcomes of increased enrollment and met the net tuition revenue projection goals.

These strategies will continue and be modified according to the results of the analyses, as well as the establish outcome goals.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **[compactupdate@wvhepc.edu](mailto:compactupdate@wvhepc.edu)**.

1. Provide a **brief summary** of the strategy.

Decrease the University Federal Direct Loan Cohort Default Rate (CDR)

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

1. Analyzed who borrowed and who defaulted to uncover the unique characteristics and behaviors of the student borrower population. This information was shared with the President, Provost and Senior Vice Presidents, Deans, and Associate/Assistant Deans to raise an awareness of the student loan default challenge, which has assisted the University where targeted services can help the most.

May - August 2014: worked closely with the third-party servicer to provide data to assist the University with the analysis of who borrows and who defaults.

October 2014: The Director of Student Financial Assistance and Representatives from Inceptia provided a presentation of the default analysis results to the President, Provost and Senior Vice Presidents, Deans, Assistant Deans, and other appropriate University staff.

November 2014 - August 2015: The Office of Student Financial Assistance developed and implemented the following strategies to raise students' awareness of excessive borrowing and to avert student loan repayment delinquencies and defaults.

1. Prior to the end of each semester, the Office of Student Financial Assistance provided in-person exit loan counseling to graduating students.
2. Contracted with Inceptia to provide "Grace Counseling" to student loan borrowers who withdraw, drop less than half-time, and do not re-enroll.
3. At the end of the 2014-15 academic year, sent each student loan borrower a letter indicating total cumulative debt, loan servicer and NSLDS information, and the personal contact information of a Marshall University Financial Aid Counselor, Sr., to assist with any questions.
4. Sent letters to FY 2012 CDR delinquent borrowers attempting to prevent them from defaulting.

## Activity 2:

Provided counseling and information to borrowers when they need it.

1. Provide incoming freshmen and transfer students a Net Price Calculator Tool that not only provides the net price after all gift aid is considered, but also provides a loan calculator that the student can use to calculate loan repayment schedules according to the amount the student may need to borrow annually or for the entire degree (on going).
2. Prior to the end of each semester, the Office of Student Financial Assistance provides in-person exit loan counseling to graduating students (on going).
3. Contracted with Inceptia to provide "Grace Counseling" to student loan borrowers who withdraw, drop less than half-time, and do not re-enroll (ongoing).
3. At the end of each academic year, send each student loan borrower a letter indicating total cumulative debt, loan servicer and NSLDS information, and the personal contact information of a Marshall University Financial Aid Counselor, Sr., to assist with any questions (on going).
4. Offered Inceptia's "Financial Aid Avenue" Financial Literacy as part of the UNI100 course curriculum during the 2014 fall semester (August - December 2014).

## Activity 3 (If applicable):

Lower CDR through Challenges, Adjustments, and Appeals and Default Prevention Outreach to CDR Federal Direct Loan Borrowers who are delinquent.

1. Marshall University Office of Student Financial Assistance sent several hundred letters to FY 2012 CDR delinquent borrowers attempting to prevent them from defaulting (February - April 2014). Two student borrowers contacted the Office of Student Financial Assistance for assistance with addressing the delinquent loans.
2. Contracted with Inceptia to FY 2012 CDR for late stage delinquent intervention for the FY 2012 CDR (July - September 2014). Of the 119 delinquent loans, 48 delinquent loan borrower accounts were resolved, totaling \$272,850 in loans.

As a result of these efforts, Marshall's Draft FY 2012 is 11.7%.

3. Marshall University Office of Student Financial Assistance submitted an appeal of Marshall's FY 2011 Federal Direct Loan CDR based on allegations of improperly serviced loans.

As a result of this effort, Marshall's FY 2011 CDR was revised from 15.6% to 13.4%.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Primarily staff from the Office of Student Financial Assistance, and assistance from the third-party servicer, Inceptia.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Contracted with Inceptia to implement a few strategies.

6. Use the space below to provide **additional information or comments** related to this strategy.

WV Higher Education Policy Commission reimbursed the University for the costs associated with hiring Inceptia to assist the University with default prevention activities.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

### 1. Provide a *brief summary* of the strategy.

The purpose of this strategy is to ensure that Marshall's graduates achieve learning outcomes as outlined in Marshall's Degree Profile. 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.

The General Education Council (GEC: [www.marshall.edu/gened](http://www.marshall.edu/gened)) reviews and approves all newly proposed critical thinking (CT), multicultural (MC), and international (INT) courses. All instructors teaching first year seminar, CT, writing intensive (WI), and service learning (SL) courses must complete faculty development and have courses approved.

Students completing first year seminar (FYS), CT, WI, SL, INT, and MC courses upload at least one course assignment to the University's General Education Assessment Repository (GEAR) for later assessment by the University's Summer Assessment Team. Marshall also assesses its university outcomes through a freshman baseline assessment, similar FYS assessment, senior exiting assessment and the CLA+. Outcomes are measured indirectly through use of the National Survey of Student Engagement (NSSE), graduation surveys, and degree program surveys.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

General Education course approval process and faculty preparation for general education coursework.

1. Departments and faculty wishing to have courses certified to fulfill the University's CT, MC, and INT designations submit these courses for review by the University's General Education Council (GEC). The GEC is composed of faculty representatives from each of the University's academic colleges and key administrative personnel.
2. Since its inception in 2009, the Council has approved 63 CT courses, 57 MC courses, and 108 INT courses. All approved courses are recertified once every five years.
3. The Marshall University Baccalaureate Degree Profile (DP) was approved by Marshall's Faculty Senate in January 2013. In August 2013, the GEC approved guidelines requiring proposals for new CT courses to align to five of the nine outcomes of the DP, with one being Integrative Thinking. Newly approved CT courses also were required to specify one course assignment that students would upload to GEAR for assessment by the university's summer assessment team. In October 2013, the GEC voted to require that all newly approved courses with MC and INT designations require students to upload at least one course assignment to GEAR. Furthermore, newly approved MC and INT courses must align outcomes to those of the DP's Intercultural Outcome.
4. During academic year 2013-2014, the GEC approved five new CT and six new MC courses; during academic year 2014-2015 the GEC approved two new MC courses, three new CT courses, and two new INT courses.
5. Faculty wishing to teach WI courses must complete faculty development and have their courses approved by the University's Writing across the Curriculum (WAC) Committee (which is part of the University's Center for Teaching and Learning [CTL]); those wishing to teach CT courses must complete faculty development in critical thinking pedagogy; those wishing to teach SL courses must complete faculty development in service learning pedagogy; and those wishing to teach FYS must complete faculty development that addresses FYS outcomes. All faculty development is conducted through Marshall's Center for Teaching and Learning (CTL).
6. During academic year 2014-2015 eight faculty completed faculty development in service learning pedagogy, 27 in critical thinking pedagogy, 36 in WAC pedagogy, and ten in FYS pedagogy.

## Activity 2:

### Direct Assessment of Student Work

Freshman Baseline/FYS Critical Thinking: Comparing results of the past two years of FYS final exams with those of baseline assessments (direct comparison using same students) shows significant improvement in students' abilities to use and acknowledge evidence when taking a position or making a recommendation regarding an issue/problem. We have not seen consistent gains in students' abilities to evaluate and question different viewpoints or to make recommendations that acknowledge different sides of an issue or to take into account the complexities of the issue.

Freshman Baseline/Senior Critical Thinking/Writing: We compared results of the past two years of senior assessments with baseline assessments using different students, but the same tests. For Marshall's test, evaluators were blind to student status. We also used the CLA/CLA+. For Marshall's test, we have seen statistically significant improvement in all aspects of critical thinking, information literacy, and communication fluency. Results of the CLA+ have shown average performance to be "proficient" at the senior level and "basic" at the freshman level. The scale used for CLA+ comparisons is below basic, basic, proficient, and advanced. CLA+ has shown Marshall's "Value-Added" to be at the expected level. These findings also were true for the previous CLA and have been consistent since 2010.

Authentic Artifact Assessment (seniors are expected to reach level 3 for all authentic assessments)

Communication Fluency with Emphasis on WI Courses: Analysis of writing from authentic student work with a focus on WI courses for the past two years has shown mean performance using Marshall's rubric for Communication Fluency to range from 1.5 to 2.6 on a 5-point scale (0 – 4). Performance for students enrolled in 300-400 level classes was significantly higher than performance of students enrolled in 100-200 level classes. These results have been consistent for two years. Intercultural Thinking with Emphasis on MC and INT Courses: Results for the past two years have shown mean performance using Marshall's rubric for Intercultural Thinking to range from 1.0 to 1.8 on a 5-point scale (0 – 4). Performance for students was the same regardless of course level or class rank of student. These results have been consistent for two years, despite the low number of artifacts assessed in 2014. Ethical and Civic Thinking with Emphasis on SL Courses: Results for the past two years have shown mean performance using Marshall's rubric for Ethical and Civic Thinking to range from 1 to 2 on a 5-point scale (0 – 4). We note that the majority of artifacts came from 300-400 level courses. These results have been consistent for two years, despite the low number of artifacts assessed in 2014. Go to [www.marshall.edu/assessment/GenEdAssessment.aspx](http://www.marshall.edu/assessment/GenEdAssessment.aspx) for full reports. Planned actions are outlined in the last box of this report.

## Activity 3 (If applicable):

Indirect assessment of student learning through annual surveys.

National Survey of Student Engagement (NSSE): In the spring of 2011 (following the implementation of the Core Curriculum in fall 2010), we saw significant increases in our freshmen's scores in NSSE's Benchmark Areas of Level of Academic Challenge (with Marshall's freshmen performing at a level commensurate with the top 50% of NSSE institutions) and Active and Collaborative Learning. These results were repeated in 2012. In 2013 NSSE was revised, making direct comparisons with previous years difficult. The revised NSSE now lists Academic Challenge as a theme with four engagement indicators (Higher Order Learning, Reflective and Integrative Learning, Learning Strategies, and Quantitative Reasoning). In 2013, Marshall's freshmen scored significantly higher than freshmen from our Carnegie Peer Institutions in Reflective and Integrative Learning and Quantitative Reasoning. The latter was true for seniors as well. Our freshmen also scored at levels commensurate with the top 10% of NSSE institutions in these two engagement indicators and at levels commensurate with freshmen at the top 50% of NSSE institutions in all four Academic Challenge engagement indicators. They were joined by seniors in Quantitative Reasoning. Interestingly, for the 2014 NSSE administration, these findings (comparison with Carnegie Peers) held true for seniors (Reflective and Integrative Learning and Quantitative Reasoning) and also for freshmen (Quantitative Reasoning), and we note that many of the seniors in spring 2014 would have started Marshall after the implementation of the Core Curriculum.

Undergraduate Graduation Surveys: Beginning with spring semester 2012, we revised Likert Scale items to align with the Marshall Baccalaureate Degree Profile (DP). The scale used was 1 – 5, with 1 = "Strongly Agree" and 5 = "Strongly Disagree." The only DP aligned items with means higher than 2 for academic years 2012-2013 and 2014-2015 were:

1. I developed the ability to use mathematics in everyday life (2.33 [2012-2013], and 2.34 [2013-2014]). – Aligned to Quantitative Thinking.
2. Writing Intensive courses helped me to improve my writing skills (2.17 [2012-2013], and 2.23 [2013-2014]). – Aligned to Communication Fluency. However, two other items, both of which received more positive ratings, also aligned to communication fluency. Please note that higher means are less positive than lower means.

Indirect evidence from NSSE shows that, following implementation of the Core Curriculum, Marshall's freshmen indicated a greater level of academic challenge than had previous classes. Indirect evidence from Marshall's graduation surveys shows that, overall, students are satisfied with their Marshall educations and, through their responses to Likert Scale items that align with Marshall's outcomes, feel that they have received an education that has allowed them to achieve these outcomes. Interestingly, their relatively lower scores on the item that aligns to Quantitative Thinking does not comport with NSSE results, which shows Quantitative Reasoning to be a strength.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1: 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.

Activity 2: The Online Web Developer for Academic Affairs built and maintains the GEAR database. 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; SL and WI courses have program directors. The Associate VP for Assessment holds GEAR upload training sessions. Under the direction of the Associate VP for Assessment, a group of faculty spend three weeks each summer assessing student work from the baseline/FYS/senior assessments and from GEAR. Faculty are paid stipends for this work. During the summers of 2014 and 2015, the total cost for stipends was \$27,000 each year, which we expect to continue to increase. Total cost of CLA+ was \$7,370 in 2013-2014 and is expected to be \$8,225 during 2014-2015.

Activity 3: Qualtrics (used for graduation surveys) costs \$10,000 per year (this has just increased) and NSSE \$6,300.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 1: This activity was implemented through the university's committee and governance structures, as outlined above in the strategy and activity.

Activity 2: Academic Affairs, Assessment, CTL, Core Curriculum faculty, WAC Faculty, and SL Faculty had 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 VP for Assessment and senior capstone instructors.

Activity 3: The Assessment Office and the Office of Institutional Research and Planning collaborated on this activity.

6. Use the space below to provide **additional information or comments** related to this strategy.

Although we are collecting authentic student work for assessment purposes, there is evidence that not all instructors are creating assignments that align to the university's outcomes. We recommend further conversations this year regarding the university's outcomes for Intercultural Thinking and for Ethical and Civic Thinking. We will form committees consisting of faculty who teach courses that align to these outcomes (MC, INT, and SL) and ask that they provide recommendations regarding any revisions to the essential elements of each outcome. We further recommend that rubrics be revised to extend essential elements into outcome statements with four performance levels for each that are continuous, rather than categorical, in nature. One issue that we must resolve is whether we want categorically different outcomes for general education (i.e., to be achieved by end of sophomore year) than for the university (i.e., expected outcomes at the time of graduation). We also recommend that, before faculty have courses approved (or re-certified) by the GEC, faculty attend development sessions aimed at creating summative assignments to address the appropriate university outcomes.



# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **[compactupdate@wvhepc.edu](mailto:compactupdate@wvhepc.edu)**.

1. Provide a *brief summary* of the strategy.

Ensure the integrity of and assess student learning in Marshall's degree and certificate 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. 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 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.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

We wish to ensure that Marshall's students achieve its Baccalaureate Degree Profile outcomes not just through learning experiences in their general education courses, but that their competence in these outcomes is extended in the learning experiences they have in their degree programs. To accomplish this task, we have begun the process of working with faculty to align degree program learning outcomes to the appropriate outcomes of the Marshall Degree Profile. To date, only eight programs have completed the activity. In light of the 2015 summer assessment team's recommendation to revise at least two of the university's outcomes (intercultural thinking and ethical and civic thinking), we have decided that it is prudent to put mapping on hold until the revision process is completed. However, all programs have determined for themselves capstone (for undergraduate programs) or advanced (for graduate programs) levels of performance expected for their program level outcomes and annually report assessment results using these benchmarks.

## Activity 2:

Ensure that students achieve each degree and certificate program's learning outcomes at appropriate levels: For academic year 2013-2014, annual assessment reports were due from 118 programs (55 graduate and 62 undergraduate [in some cases majors within degree programs completed separate reports]). Ninety-eight assessment reports (45 graduate and 53 undergraduate) were submitted. Reasons for non-submittal of 20 reports were as follows: No reasons were given by 11 programs (5 undergraduate and 6 graduate), three programs (1 undergraduate and 2 graduate) were relatively new, three graduate programs did not participate in the Open Pathways Quality Initiative and are still working to transition to our revised assessment reporting system, and three undergraduate programs that completed program reviews did not submit separate annual assessment reports due to needed training on the new assessment portal.

All assessment reports were evaluated independently by a member of the University Assessment Committee and by the Associate VP for Assessment in the areas of learning outcomes, assessment measures, and the feedback loop using a rubric developed for that purpose. In the event of a disagreement between the two scorers, the Associate VP made the final decision. Mean scores (on a scale of 0 to 3) were as follows: Learning outcomes (2.73), Assessment Measures (2.71), and the feedback loop (2.23). The number of programs scoring at each level were: Learning outcomes (level 0 = 3; level 1 = 6; level 2 = 5; level 3 = 84); Assessment Measures (level 0 = 4; level 1 = 4; level 2 = 1; level 2.5 = 14; level 3 = 75); Feedback Loop (level 0 = 12; level 1 = 5; level 2 = 8; level 2.5 = 42; level 3 = 31).

Results of degree program assessments show that mean scores for assessment measures and the feedback loop have continued to improve since 2011, with a significant increase occurring with the first reports submitted after completion of Marshall's HLC Quality Initiative (evaluated in the spring of 2013). Assessment measure means were 2.14 in 2011, 2.28 in 2012, 2.65 in 2013, and 2.71 in 2014. Feedback loop means were 1.77 in 2011, 1.97 in 2012, 2.22 in 2013, and 2.23 in 2014.

All programs are given rubric-based feedback with recommendations for improvement annually. These recommendations are made from University Assessment Committee reviewers and from the Associate VP for Assessment.

## Activity 3 (If applicable):

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.

University Assessment Committee members were assigned to evaluate 356 individual course syllabi during the spring 2014. Of those 83 (23%) were not uploaded into Marshall's online syllabus repository; one was uploaded, but unable to be accessed. This left 272 (76%) for evaluation. Syllabi were evaluated to ensure that they contained the elements required by the Marshall University Board of Governors' Policy No. AA-14. Out of a total of 272 syllabi the following required elements were present: course name (262), course # (269), instructor name (271), instructor office (251), instructor phone (247), instructor e-mail (266), office hours (238), course materials (268), attendance policy (224), grading policy (262), assignment due dates (237), course description from catalog (222), learning outcomes (255), schedule (229), grid showing how each learning outcome will be practiced, then assessed, in the course (159), link to university policies (208), semester course was taught (247), time course was taught (211), and course location (207). We note that course time and location were not applicable for 29 syllabi as these were syllabi for online courses.

The following two areas were noted as primary areas of concern: assessment grid, which outlined the learning experiences each student would have to help them achieve each learning outcome and how each would be assessed. This information appeared on only 58% of syllabi audited. Also, only 76% of syllabi included a current link to official university policies.

General feedback regarding the syllabus elements elements most commonly not included, an electronic copy of the BOG Syllabus Policy, and Marshall's Syllabus Template with a current link to important university policies were sent to all faculty whose syllabi were audited. Specific feedback was sent to each of the 356 faculty members whose syllabi were audited. Plans for next steps are outlined in the final box of this report.

Marshall's Assessment Coordinator is finishing an audit of all syllabi from each faculty member who was missing elements in the spring 2014 audit. We expect this audit to be completed by the end of September 2015.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1: Academic Affairs' Online Web Developer built the Assessment Reporting System. Our goal is for all degree program faculty to 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.

Activity 2: Human resources include the Academic Affairs Online Web Developer and The Associate VP 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, and the 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.

Activity 3: Human resources include all members of the University Assessment Committee and the Associate VP for Assessment and Quality Initiatives.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 1: 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 General Education Council will evaluate the results of alignment to determine next steps.

Activity 2: 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.

Activity 3: Collaboration occurs among administrators from the Offices of Academic Affairs, Assessment, CTL, all academic deans, chairs, and faculty, members of the University Assessment Committee.

6. Use the space below to provide **additional information or comments** related to this strategy.

Next steps for activity 2 include some needed revisions to the rubric used to evaluate annual program assessment reports. A subgroup of the University Assessment Committee will update this rubric during fall 2015. Additionally, while we believe that our online reporting system has made the actual results of assessment more explicit for most programs, we need to work toward a system that will allow more precise reporting of the results of multiple measures (both direct and indirect). We hope to pilot a couple of programs using Blackboard Outcomes during spring 2016.

For activity 3 we see the syllabus as a powerful pedagogical tool when faculty carefully consider the alignment between course outcomes and the learning experiences they will provide for students in their classes that will allow students to practice these outcomes so that they will achieve proficiency. We also think it is important that students know how their achievement of these outcomes will be assessed. Our syllabus audit from spring 2014 showed that this information was provided in only 58% of course syllabi. After providing feedback to faculty, we are concluding another audit from spring 2014 to see if there is an improvement. If not, we will consider targeted faculty development in this area.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to [compactupdate@wvhepc.edu](mailto:compactupdate@wvhepc.edu).

### 1. Provide a *brief summary* of the strategy.

Research conducted by the AAC&U has shown high impact practices (HIPs) 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 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. To do this we will first mine existing data 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 two courses centered on themes of importance to WV, but with global implications. The two courses will approach the issue from different disciplinary perspectives. All projects will compare outcomes between students (all of whom are fully admitted to Marshall University) who enter Marshall with high school GPAs < 3.25 and those with high school GPAs = to or > 3.25. This is a change from our original plan, which I will explain in the last box.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

Analyze the relationship between existing HIPs and student success, as defined by GPA and persistence toward graduation: Preliminary data for freshmen entering Marshall from 2010-2013 show that no freshmen entering Marshall in 2010 or 2011 completed SL courses during their freshman year. These numbers increased to 6% and 4% of freshmen entering MU in 2012 and 2013 respectively. All correlations between completing FYS and the number of CT, MC/INT, and WI courses completed and cumulative GPA at the end of the freshman year were significant, but weak. Please refer to the last box in this report for next steps for this project.

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: Using a scale of 0-4, with 3 being expected level of performance by graduation, we analyzed student work in the summer of 2015 from these course types: SL, aligned to Marshall's outcome "ethical and civic thinking" and WI, aligned to Marshall's outcome "communication fluency." Mean scores for SL courses were: (Ethical Self-Awareness: 1.52, n = 79; Professional Rules and Standards of Conduct: 1.32, n = 49; Civic Well-Being: 1.56, n = 77; and Complex Ethical Issues: 1.01, n = .5). Mean scores from WI courses were: (Design/Organization: 2.42, n = 79; Diction: 2.27, n = 52; Communication Style: 1.95, n = 69. In August 2014, 1,479 incoming freshmen at Marshall University completed baseline assessments (an additional 135 students completed the CLA+). Both assessments required students to analyze and evaluate information and to solve problems. These skills are aligned to two of Marshall's outcomes; Information Literacy and Inquiry-Based Thinking (aka as critical thinking). A random sample of 225 Marshall freshman baseline assessments was drawn from the pool of 1,479 (15%). One hundred eighty-two of the 225 freshmen from our baseline sample (81%) completed FYS assessments. For the 182 students who completed both baseline and FYS assessments, paired-samples t-tests using adjusted alpha levels to control for Type I error showed significant mean differences between freshman baseline and FYS results for the following outcomes (traits) Information Literacy (acknowledgment of sources), Inquiry-Based Thinking (evidence), and Communication Fluency (convention/format). Students showed the greatest improvement in performance in Information Literacy (acknowledgment of sources [.52]).

## Activity 2:

Examine the impact of participation in learning communities on student learning and persistence toward degree completion: We are not in a position to examine the impact of participation in learning communities on student learning and persistence yet, but here is a description of what we have accomplished with this project to date.

In the fall of 2014, faculty were invited to work together to form learning communities through paired courses. Six faculty accepted our invitation, one pair for two learning communities, and the other two pairs for one each. Three learning communities consist of FYS plus Sociology; the fourth of FYS plus Political Science. The learning community themes are the American Dream, Diversity/Social Justice, and Investigation. Faculty spent spring 2015 working with staff from the Center for Teaching and Learning (CTL) to prepare their courses. They continued meeting during the summer and presented the vision of this project to other faculty during Marshall's Fall Teaching Conference. Students were randomly enrolled in the paired courses during summer orientation. The Assistant Director of Institutional Research worked with us to draw a stratified random sample such that all students enrolled in the learning communities are first time, full time freshmen fully admitted to Marshall University. Roughly half of the students enrolled have high school GPAs < 3.25, while the other half have high school GPAs = or > 3.25. We decided to use high school GPA rather than Pell Grant status as the assigned independent variable because preliminary analysis showed that fully admitted students with high school GPAs < 3.25 have historically had poor persistence, while Pell status has not had as much of an influence on student persistence. Faculty are meeting biweekly in the CTL to discuss the progress of their courses and to continue to share their observations regarding the impact of the shared teaching on student learning and adjustment to Marshall. They are adding co-curricular activities, in some cases open to the entire campus, and are partnering with the staff of Housing and Residence Life to do this.

All students enrolled in the paired courses will upload baseline and summative assignments aligned to the University's Integrative Thinking outcome and will complete the FYS final exam, which is linked to the University's Inquiry-Based Thinking and Information Literacy outcomes. Their work will be assessed by reviewers this summer who will be blind to their involvement in this project. Gains between pre- and post-test will be compared for Integrative Thinking and their gains between baseline and FYS exam will be compared with matched control students. Additionally, their cumulative GPAs at the end of the first year and persistence to fall 2016 will be compared with matched controls. Finally, we will conduct surveys with items aligned to Marshall's outcomes and interviews at the end of the experience. These are yet to be developed. In addition to using questions that probe perceived learning aligned to Marshall's outcomes, we hope to replicate Finley and McNair's (2013) study by aligning questions to concepts of deep learning, practical competence, general education, and personal and social development.

## Activity 3 (If applicable):

Not Applicable.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1: Human Resources include Associate VP for Assessment and Quality Initiatives, Assistant Director of Institutional Research, FYS, WAC, and SL Directors, FYS, WAC, and SL Instructors, HIP Project Team, Summer Assessment Team, and Problem-Based Assessment Summer Development Team. Financial resources include stipends for the Summer Assessment Team: total of \$27,000 plus benefits.

Activity 2: HIP Project Team (which includes Directors of FYS, SL, WAC, and someone from Housing and Residence Life), Offices of Academic Affairs, Assessment, Center for Teaching and Learning, 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 include stipends for the HIP Project Team: total of \$25,800 in stipends plus benefits.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 1: AAC&U Faculty mentors, Marshall's HIP Team, Marshall's Offices of Academic Affairs, Assessment, Institutional Research and Planning, Center for Teaching and Learning, and HIP course instructors.

Activity 2: AAC&U Faculty mentors, Marshall's HIP Team, Marshall's Offices of Academic Affairs, Assessment, Center for Teaching and Learning, Institutional Research and Planning, learning community faculty and co-curricular support staff.

6. Use the space below to provide **additional information or comments** related to this strategy.

As mentioned earlier, we had originally intended to determine the effect of our interventions and variables from mined university data, between students who received Pell grants and those who did not. However, preliminary analysis showed Pell grant status not to be significantly related to persistence at Marshall but, for fully admitted students, high school GPA status was a significant predictor. Specifically, fully admitted students with high school GPAs < 3.25 were being retained at less than 60%. So, we will continue to study the effect of high impact practices, comparing groups of students differentiated by incoming high school GPA.

We are excited to study high impact practices in a strategic manner. We have just retrieved the data referred to in activity 1 and will work to build a mathematical model to determine which variables best predict student persistence and success. As mentioned in Strategy A, we are not satisfied with student performance on the University's outcome "Ethical and Civic Thinking." However, the summer assessment team felt that part of the problem was the rubric used for the assessment. We are assembling a faculty team with representation from faculty who teach service learning courses to revise this rubric.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

1. Provide a **brief summary** of the strategy.

Plan Areas of Emphasis: Connect and Transition

An employer relations team will oversee campus-wide efforts regarding the identification and development of regional needs and promotion of pathways to careers.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

The initial goal was to develop an employer relations team consisting of representatives from each College, the Office of Student Affairs, the Marshall University Foundation, Alumni Affairs, Athletics, the Marshall University Research Corporation, Career Services, the Rahall Transportation Institute, and the Robert C. Byrd Business Institute.

Progress: An employer relations team has been established, meeting regularly, and defined its mission-- "To bring community partnerships together to provide increased student opportunity, making a difference with employers by improving their viability, and making a difference with students through experiential learning."

The team has identified two immediate tasks: (1) develop a list of resources and a point of contact that would be available when talking to employers about their needs; and (2) collaborate with Academic Affairs and University Communications to create a searchable "experts" directory on our website.

The team recognizes one of its main challenges is developing an action plan consonant with the university's 20/20 strategic plan. The urgency of assisting students in gaining more direct field experience to be more marketable graduates drives team considerations in defining the "fit" with the university's strategic plan.

## Activity 2:

Career Services will continue to build and to develop relationships with local/regional business/industry partners and non-profits to facilitate creation of employment opportunities and other career building activities for Marshall students. These employment opportunities will be promoted within the Marshall community, including contacts with faculty, students, and alumni.

The goal is to obtain a Memorandum of Understanding (MOU) from employer partners outlining commitment and execution strategies of both parties. The MOU has been developed and approved by Academic Affairs. To date we have new agreements in place with the following national and local companies:

Zim's Bagging  
Target  
St. Mary's Medical Center  
Pepsi  
Northwestern Mutual  
Steel of West Virginia  
Hampton Inn  
Pending  
Amazon  
Gestamp

Outcomes: Through this work we have established new internship programs, re-established relationship with Pepsi and have been able to secure foundation money opportunities from Target and Northwestern Mutual for sponsorships of student activities.

Challenges: Getting an understanding by employers as to the importance of the commitment of time and possible funding for recruitment of talent on campus and then to act upon the agreement.

## Activity 3 (If applicable):



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1: Faculty and staff time. Staff time to develop web resources.

Activity 2: Travel time to get face to face meeting and signatures.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 1: All department and colleges as stated above

Activity 2 We have the need to collaborate with all colleges and departments to fill employer needs as requested.

6. Use the space below to provide **additional information or comments** related to this strategy.

Empty text area for additional information or comments.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
  2. Instructions for saving completed forms are provided at the end of the document.
  3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to ***compactupdate@wvhepc.edu***.
1. Provide a **brief summary** of the strategy.

Plan Area of Emphasis: Explore

Parents have access to the Career Services Parent Portal, a source for information on how to guide and support prospective and matriculated students undecided regarding individual 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 (with advisor assistance) the Education Advisory Board's Student Success Collaborative-Campus tools. With available information and tools provided through the Portal, parents are able to participate in student advising and reinforce Marshall University activities designed to support building an adequate resume.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

The portal is active. Attached is an updated marketing plan.

Challenge: Gathering data on the usage of the portal has been a challenge with company hosting the website.

**Activity 2:**

Career Services will continue to provide easy access to comprehensive support services for students seeking career and academic advising as they develop four-year career plans and pathways to careers through the Student Resource Center (SRC) and Career Services.

Based on a recent assessment of SRC services, as a one-to shop student success center, Marshall is developing a plan to integrate Career Services counseling more directly into the academic advising portfolio by mid-Spring 2016.

The SRC will house also the HLC Student Persistence Academy's EDGE mentoring program, which conducts a pilot for a select number of students (cf., Plan A. Access Update).

Challenge: Staff Training staff on proper career guidance and assessment tools.

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1: Financial resources have been identified for developing promotional print material, geared toward parents, to distribute parents of prospective students and to parents of enrolled students during university enrollment events. Information is accessible also on web pages and newsletters to parents when developed.

Activity 2: Human resources: hire and train staff.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 1: Collaboration has taken place with University Communications, Student Affairs, the Office of Recruitment, and the Office of Admissions. Information has been made available to other resources as needed, such as for parents weekend for Autism Services.

Activity 2 Collaboration has taken place with the Provost and Senior Vice President for Academic Affairs, the Associate Provost for Academic Affairs and Dean of Undergraduate Studies, and the the Director of University College regarding career planning services provided through the SRC.

6. Use the space below to provide **additional information or comments** related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to [compactupdate@wvhepc.edu](mailto:compactupdate@wvhepc.edu).

1. Provide a **brief summary** of the strategy.

Plan Area of Emphasis: Transition

The Office of Career Services will continue to gather information to determine how, when, and where graduates are planning for or have secured employment or plan further educational opportunities. To support this goal, Marshall University's Office of Academic Affairs will determine the best method and time line to gather information to determine first destination facts for employment. NACE ( National Association of Colleges and Employers) protocol for "First Destination Survey Standard" and protocols will be utilized as a source for determining methodology and definitions for data gathered.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

This is a five year collaborative effort with the Office of Assessment and Career Services. The Office of Assessment will take the lead on this activity.

Administrative teams have looked at a variety of systems, including CSO Research. At present we continue to evaluate the most cost effective way to obtain the data needed while using systems already in place: HEPData on graduates for Spring of 2010 -2014 and 2015 has been utilized up to this point and will continue. Senior Exit Interviews help assess student plans for the future and connect them to Career Services. These interviews will continue for 2015-2016. Graduation Surveys will continue to be utilized to gather additional personalized data.

Challenges: The process for collecting "First Destination" information on graduates is very difficult as identified by NACE. They have adopted guidelines but understand the complexity of getting the data from multiple sources can be a battle, one that we have no control over once the student leaves the university. Thus, the importance of the Employer Relations Team activities.

## Activity 2:

Career Services will continue to provide and enhance career readiness programming, targeting colleges/departments through specific professional development opportunities, such as embedding career services activities in class assignments.

Career Services activities are embedded in:

1. the Health Science Seminar (HP 210) curriculum where students are required to develop career documents, reviewed by career staff, and mock interviewing. As a follow up with students continuing in this major, Career Services will be embedded in the Health Professions Capstone (HP 490). Here resumes are reviewed, personal statements are developed for Graduate School, career job search strategies are recommended, and interviewing skills are honed for identified career opportunities.
2. UNI 400 curriculum for graduate school preparation for Trio- Students. The class helps students develop personal statements, resume, and participate in mock interviews designed for each major field of study the student will pursue in Graduate School.
3. INTO Marshall's English for Business curriculum for international students. Students are engaged in career development activities to introduce them to the American Business culture, resumes, OPT and CPT opportunities, job searching in America and how to engage on campus to build transferable skills for the work place through volunteering, joining organizations and clubs in their field of study.
4. the School of Art and Design's Arts and Media 298 course. Students are given the opportunity to use Interview Stream to "practice" oral presentations by responding to questions designed for student reflection on achievements and analysis of their work. They will incorporate the understanding of principles and elements of art and design. Career services facilitates the activity using the tool and assists with assessment of the presentations and tips for improvements.

## Activity 3 (If applicable):

### Activity 2 Continued

5. Accounting 216, a gateway class for all business classes; it includes a 45 minute session to review resumes, discuss use of career management system and to discuss the need for infield experiences and engagement on campus, has been in place for 8 years, typically these students are sophomores or juniors.

We project collaboration with Greek Life and Student Activities. We feel that working with existing programs, such as a leadership conference off campus, might be an opportunity to set up tours of business and industry in that area to increase awareness of career opportunities.

Graduate programs with embedded services are Pharmacy, Physical Therapy and Forensics. We provide up to four touch points for mock interviews, resumes/CV development and professional skills development through Etiquette dinners.

Challenges: Embedding and creating a career centered college culture means a mind set change from educators who want to "enlighten the student only. The work environment, technology, our habits and behaviors have changed. Modifying the curriculum to include career services and career development activities to help student understand what they are learning in class will benefit companies or organizations for they will work will take time and continued effort by Career Services.

Assessment: We have seen an increase in the involvement of the business students with Career Services. The other majors will be monitored to see if there is an increase in their usage.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1 We have utilized both student and staff resources; graduate students are trained and paid to conduct Exit Interviews; and we pay for services from HEPData.

Activity 2: This requires Career Services to be available to present in class, follow up with student appointments, and provide at least one face-to-face session with the student in an advising setting. In some cases there would be up to 3-4 touch points for each student with a Career Service Staff member. Each touch point is documented in a student's career management tool.

Funding is required to provide for dining experiences and etiquette professional to guide students through this experience. We are looking to business and industry to fund this event and have been successful in the past to partner with them to fund this event partially.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 1: This effort impacts the entire university as the information will and can be used to assess student outcomes. To date we have collaborated with deans, Institutional Research and Planning, and outside agencies such as HEPData.

Activity 2: Faculty in all the areas noted meet with us prior to the semester to develop the activities and at the end of the semester to debrief, evaluate the process, and make adjustments as needed, adding new areas of focus such as social media, business attire and resources for students who cannot afford to purchase business attire.

We collaborate with business and other professionals to conduct Mock Interviews and dining experiences to simulate a real work life experiences.

6. Use the space below to provide **additional information or comments** related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **[compactupdate@wvhepc.edu](mailto:compactupdate@wvhepc.edu)**.

1. Provide a *brief summary* of the strategy.

Implement a number of practices and interventions to increase student preparation for and participating in higher education among low-income and underrepresented, adult, and dual-credit high school students, respectively.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

#### Mentoring and Advocacy:

Marshall University lowered the fee charged to dual enrollment students to \$25 per student credit hour. At present, it is too early to determine the effect of this change. Anecdotal evidence, however, suggest greater interest among eligible students.

Marshall University is the host for three TRiO programs that provide support services for Cabell, Mason, and Wayne Counties. The directors of these programs have begun to collaborate with directors of the University's dual enrollment program to identify opportunities to improve engagement of students eligible for the dual enrollment program. This year we will explore the practicality of using the TRiO and dual enrollment programs to promote an educational pathway that brings qualified students into the University's School of Medicine.

The Chair of the Department of Sociology has, for the past year, conducted extensive research on area students' self-perceptions, perceptions of higher education, and perceptions of barriers to higher education. Using this information, and in collaboration with the TRiO directors, he is developing a service learning course that will augment the TRiO services, and provide mentoring in Cabell High School, which is not eligible for TRiO Services.



**Activity 2:**

## Enhance Dual Enrollment Program:

The University, in collaboration with Cabell County Schools, has placed University faculty in the high schools to provide dual enrollment courses. For Cabell Midland High School, Marshall University has placed a full time instructor of English who will, over the course of the year, teach the University's composition sequence and two literature courses. The literature courses will count as elective credit for the students. The courses are also designated as Critical Thinking courses, a central component of the University Core I general education requirements. Therefore, students enrolled in this instructor's courses will receive 12 hours of college level credit and fulfill a portion of their high school credit courses. All courses are filled. The instructor will participate in routine outcomes assessment of the students' academic performance as is done for all general education courses.

Faculty from the Department of History teach dual enrollment history courses at Huntington High School as the school does not have sufficient numbers of qualified high school teachers to teach these courses. These courses also fulfill general education requirements and are evaluated using the same methods as other university general education courses.

In collaboration with Wayne County Schools, the College of Information Technology and Engineering, created a dual enrollment program that uses components of Project Lead The Way. Students enrolled in these courses have the opportunity of earning six hours of college credit for introductory engineering courses.

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

- 1) Assignment of full time term instructor to teach English courses at Cabell Midland. Cost absorbed by Marshall.
- 2) Include in normal teaching load history courses taught at Huntington High School.
- 3) Reduction of fees charged students enrolled in dual enrollment courses.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

- 1) Local school boards in Cabell, Mason, Putnam, Randolph, and Wayne Counties.
- 2) All academic departments, especially English, Engineering, and History.

6. Use the space below to provide **additional information or comments** related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **[compactupdate@wvhepc.edu](mailto:compactupdate@wvhepc.edu)**.

1. Provide a *brief summary* of the strategy.

Implement policies and practices to increase enrollment in the RBA program.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

Articulation Agreement:

Marshall University has created a common template for articulation agreements with local community college to encourage completion of the RBA degree. The elemental features of this agreement include:

- a) reverse articulation which ensures that the community college will be allowed to award the associate degree to those RBA students who transfer to Marshall before completing the degree,
- b) referring RBA students to the community college to enroll in courses that will allow the student to prepare a professional portfolio for assessment of prior learning,
- c) assurance that Marshall will accept up to 72 hours of college level course work from the community college.

Marshall University has formal agreements with Bridge Valley, MountWest, and New River community colleges. Others are in preparation.

We have not had sufficient time to evaluate the effect of these agreements.

**Activity 2:**

## Online Courses:

Marshall University has changed its tuition structure for online courses. The result is a tuition structure that matches that for traditionally taught face-to-face courses and results in a potential new lowering of costs to RBA students. Students enrolled in the RBA program, whether they reside in state or not, pay the same fee.

We have not had sufficient time to evaluate the effect of this change in fee structure.

The University continues to examine the practicality of creating more courses to be taught online.

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

These activities are integral elements of the duties and responsibilities of the Director of RBA program and the Associate Vice President for Outreach and Continuing Studies.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

State Community and Technical Colleges.

6. Use the space below to provide **additional information or comments** related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
  2. Instructions for saving completed forms are provided at the end of the document.
  3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.
1. Provide a *brief summary* of the strategy.

The University will use archival student data to examine the effectiveness of various high impact practices (HIPs) that have been shown to be effective at increasing student success at other institutions. Our focus will be on "middle-ability" students whose high school GPA is less than 3.25. The University will also conduct a controlled experiment to examine the effectiveness of several HIPs on improving student master of learning objectives and persistence to graduation. College first year students will be randomly assigned to one of several learning communities. Student performance and persistence will be compared to determine the effectiveness of the HIPs the students experience. With these efforts we intend to:

- a) Increase the retention rate of middle-ability students from 57.1% to 68% by 2018
- b) Increase the 4-year graduation rate of middle-ability students from 21% to 24% by 2019
- c) Increase the 6-year graduation rate of middle-ability students from 30 to 40% by 2021.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

We observed small to moderate correlations between completing the University first year seminar (FYS) and the number of critical thinking, multicultural/international, and writing intensive courses completed and cumulative GPA for the freshman classes between 2010 and 2013.

All incoming students completed a baseline assignment that assessed various skills emphasized in the University's core curriculum. A similar assessment was made at the end of the student's FYS. A random sample of 225 baseline assessments was drawn from the pool of 1,479 (15%). One hundred eighty-two (81%) of the sampled students also completed the FYS assessments. Using paired-sampled t-tests and adjusted alpha levels to control for Type I error, we found significant mean differences between freshman baseline and FYS results for the following outcomes: Information Literacy (acknowledgment of sources), Inquiry-Based Thinking (evidence), and Communication Fluency (convention/format). Students showed the greatest improvement in performance in Information Literacy (acknowledgment of sources). Student skills are improving over the span of the first year.

Using archival data, we have observed that student performance in various courses can serve as a potential predictor of student success. For example, middle-ability students who fail courses such as PSY 201 are more likely to stop out than students who pass these courses. We will need to determine whether purposeful interventions -- intrusive advising, tutoring, and peer mentorship -- are effective methods to improve course success and student retention.

## Activity 2:

Six faculty agreed to assist in the creation of implementation of several learning communities. Three learning communities include FYS and an introductory Sociology course; the fourth learning community pairs FYS and an introductory Political Science course. Students were randomly enrolled in the paired courses during summer orientation. Approximately half of the students' high school GPAs are less than 3.25, the remaining high school GPAs are 3.25 or greater. Faculty met biweekly to review course progress and to continue to share their observations regarding the impact of the shared teaching on student learning and adjustment to Marshall

All students enrolled in the paired courses will upload baseline and cumulative assignments aligned to the University's Integrative Thinking outcome and will complete the FYS final exam, which is linked to the University's Inquiry-Based Thinking and Information Literacy outcomes. Their work will be assessed by reviewers this summer who will be blind to their involvement in this project. Gains between pre- and post-test will be compared for Integrative Thinking and their gains between baseline and FYS exam will be compared with matched control students. Additionally, their cumulative GPAs at the end of the first year and persistence to fall 2016 will be compared with matched controls. Finally, we will conduct surveys with items aligned to Marshall's outcomes and interviews at the end of the experience. These are yet to be developed. In addition to using questions that probe perceived learning aligned to Marshall's outcomes, we hope to replicate Finley and McNair's (2013) study by aligning questions to concepts of deep learning, practical competence, general education, and personal and social development.

Implementing a new program for middle-ability students was delayed owing to significant logistical matters for the program. The program has begun with the participation of 129 students who will be working with specially trained faculty and peer mentors. The first set of preliminary outcomes will be measured in December 2015 and May 2016, with a focus on first-term GPA, hours attempted, hours completed, D/F midterm reports, and D/F/W rate. Students in the experimental group will be compared to a similar control population.

Adjustments have been made to the original plan of action for Activity 2. Instead of focusing on a single short survey instrument to be administered at intervals to incoming FTF during WOW and again prior to registration in all subsequent terms, we will be using several different instruments: a) Appalachian Culture & Higher Education survey: A measure of how Appalachian culture affects student perceptions and experiences of higher education; b) The UNI 100 curriculum was revised effective Fall 2015 to include a multi-staged personal narrative assignment. These assignments are designed to help the student develop a more productive self-perception; c) Use of Educational Advisory Board (EAB) product, Student Guide, that will permit the university to administer micro-surveys to all students.

## Activity 3 (If applicable):

NA

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1: Human Resources include Associate VP for Assessment and Quality Initiatives, Assistant Director of Institutional Research, FYS, WAC, and SL Directors, FYS, WAC, and SL Instructors, HIP Project Team, Summer Assessment Team, and Problem-Based Assessment Summer Development Team. Financial resources include stipends for the Summer Assessment Team: total of \$27,000 plus benefits.

Activity 2: HIP Project Team (which includes Directors of FYS, SL, WAC, and someone from Housing and Residence Life), Offices of Academic Affairs, Assessment, Center for Teaching and Learning, 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 include stipends for the HIP Project Team: total of \$25,800 in stipends plus benefits.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 1: AAC&U Faculty mentors, Marshall's HIP Team, Marshall's Offices of Academic Affairs, Assessment, Institutional Research and Planning, Center for Teaching and Learning, and HIP course instructors.

Activity 2: AAC&U Faculty mentors, Marshall's HIP Team, Marshall's Offices of Academic Affairs, Assessment, Center for Teaching and Learning, Institutional Research and Planning, learning community faculty and co-curricular support staff.

6. Use the space below to provide **additional information or comments** related to this strategy.



# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

1. Provide a *brief summary* of the strategy.

Activity 1: Marshall will undertake a complete review, assessment, and revision, as necessary, of the mission, structure, and activities of the Strategic Enrollment Planning Council (SEPC). 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 Activity 2 supporting the Enrollment Strategy.

Activity 2. 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 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.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

The Council developed recommendations tied to very well-defined problems. (1) Problem: Students admitted into pre-majors are not progressing to the major in a timely manner, increasing risk of not persisting. Recommendation: Expand mission of Student Resource Center (SRC) to include helping pre-majors align academic planning with career planning. Pre-majors would be required to complete mandatory advising in the SRC. Recommendation: Create alternate 4-year plans and 5-year plans designed specifically for students in the pre-major or for students who must complete pre-requisite math prior to the lowest level math required by the major. Recommendation: Expand Summer Bridge to include alternative career coaching, Praxis test prep, and other forms of targeted remediation for pre-education majors and pre-nursing majors. (2) Problem: Students are unaware of the misalignment between their academic skills and major/career ambitions until they earn several D's or F's. Recommendation: Rename midterm grade reporting. Report "progress" two weeks earlier (end of Week 6 instead of end of Week 8) in order to give students more time to make use of student success resources. Recommendation: Develop a more robust offering of 2nd 8-weeks courses (Core I and Core II courses, as well as key gateway courses in the major) so that students who drop courses at midterm will have an opportunity to maintain a full course load of degree-applicable course work. Recommendation: Deploy new technologies currently under development with EAB, specifically the "SSC Student Guide" mobile application, with push notifications that will direct students earning D's/F's at midterm to make use of recommended student success resources. (3) Problem: Undecided students wait too long to declare a major. Students are required to declare within the first 45 hours. Full-time students not ready to declare may, therefore, either enroll for only 12 hours per term, pushing the decision into students between the freshman and sophomore year. Recommendation: Expand Summer Bridge to include academic planning and career coaching for Undecided students between the freshman and sophomore year. (4) Problem: First-time freshmen who matriculate with many dual-enrollment credits are not able to access sophomore-level courses in their first semester. Recommendation: Reserve a certain number of seats in sophomore-level courses for advisors to use in building freshmen schedules. Problem: First-time freshmen who matriculate with many dual-enrollment credits are not able to access sophomore-level courses in their first semester. Recommendation: Reserve a certain number of seats in sophomore-level courses for advisors to use in building freshmen schedules. This approach fits with a mission to develop an agile planning framework to move issues of student success from discussion to action.

## Activity 2:

The Office of Recruitment, with input from the Strategic Enrollment Planning Council, the Directors of Admissions and Student Financial Assistance, and the Provost, reviewed the Student Recruitment Plan in order to identify:

- 1) opportunities for new or expanded strategies in student inquiry generation;
- 2) areas of opportunity for increased efficiency and effectiveness in recruitment activity;
- 3) priorities for the execution of proposed initiatives; and
- 4) ways to leverage efforts of other offices and departments to benefit student recruitment.

Utilizing data collected and reported by the Office of Institutional Research and Planning, internal Office of Recruitment reports, and reports on state and national enrollment trends, this group made a number of recommendations for revising the Student Recruitment Plan. Results include:

- a) Exploration and initiation of new sources of student inquiry generation, including engagement of CollegeWeekLive, an online college fair and student chat program,
- b) Acquisition of additional prospective student contact lists to target specific student demographic groups.
- c) New college fairs were added to the fall and spring recruitment travel schedule, and school visits were expanded in areas outside of West Virginia and the Metro Kentucky/Ohio region.
- d) Assigned recruitment territories were realigned to increase travel efficiency as well as improve case load balance between recruitment coordinators.
- e) Additional communications pieces, including a new introductory mailer, were developed and launched to multiple prospective student category groups.

A number of new efforts were launched or entered into a planning phase for implementation in 2015-16, including:

- i) Renew focus on recruitment of non-freshmen populations
- ii) Online information enhancement:
- iii) Increase coordination with on-campus events
- iv) Parent outreach and Build stronger links with regional alumni chapters:

## Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1. Dedication of 25-member Strategic Enrollment Planning Council, including enrollment management directors (admissions, registrar, student financial aid, career services, recruitment), faculty, and student time. Access to EAB data and initiatives of Marshall's participation in the HLC Persistence Academy.

Activity 2. The Office of Recruitment has repurposed two positions in order to dedicate one staff member to transfer and graduate student recruitment and one to parent and alumni outreach. Completion of the renovation of the Gillette Welcome Center in fall 2014 has increased staff satisfaction and morale and improved office efficiency with more private office space and expanded storage areas. Academic Affairs provided additional funding to the Office of Recruitment to facilitate the expense of additional printing and postage of new mailed communication pieces.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

SEPC is a collaboration of multiple University offices. The use of EAB tools and data identifies another use of Marshall's partnership with EAB. The use of data and initiatives developed through the HLC Persistence Academy also points to a collaborative use of a related activity.

The Office of Recruitment has a long history of collaborative work across campus. The positive relationships with academic colleges and departments as well as student services offices enhance the success of all recruitment efforts. Of particular note, the Office of Recruitment's collaboration with University Communications reached an all-time high in the past year, and it is anticipated that this partnership will only deepen and strengthen as the new marketing plan is developed and executed.

6. Use the space below to provide **additional information or comments** related to this strategy.

As a result of the revisions to the Student Recruitment Plan and the execution of the new strategies described herein, Marshall's Fall 2015 freshman class was the third largest of the past decade and demonstrated approximately 3% growth over the previous year. Of further note, the number of West Virginia students in the 2015 freshman class was the highest it has been in the past decade, despite the number of West Virginia high school graduates being at a 10-year low (according to WICHE).

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

1. Provide a *brief summary* of the strategy.

This strategy focuses on two activities: (1) replacing non-credit bearing developmental/remedial courses, which contribute to higher tuition costs 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 Summer Bridge program prior to matriculation.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

1. Implemented Fall 2014: The English Department has created a 4-credit hour stretch course, ENG 101P (Beginning Composition), for students with ACT verbal scores in the range 11-17.
2. Implemented Fall 2014: ENG 201 has replaced ENG 102, moving the second composition course to the sophomore year.
3. Implemented Fall 2015: Mathematics Department replaced MATH 098 and 099 with MATH 100 (Math Skills) and MATH 102 (Math Skills II).

#### A. OLD MATH MODEL

098: ACT 12-16

099: ACT 17-8 or "C" in 098

099 is gateway for both

--MATH 121B (Math Concepts)-- for non-stem majors or majors that do not require College Algebra; and

--MATH 127 (College Algebra--expanded or MATH 130 (College Algebra)--for stem majors or need Algebra.

#### B. NEW MATH EMPORIUM Module Model

MATH 100--ACT 18 or below (content of 098 and 099), for majors not requiring College Algebra

MATH 102--ACT 18 or below (content of 098 and 099), for majors requiring College Algebra; content includes additional modules to prepare students for entry to MATH 127 (College Algebra expanded) or MATH 130 (College Algebra).C. C.

#### C. Assessments of MATH emporium will be made at the end of the Fall 2015. Assessments for ENG 101P show:

Fall 2014: 233 enrolled; 80.7% passed. (W counts as fail.)

Spring 2015: 114 enrolled; 71.9% passed.

Overall: 324 distinct students; 77.8% passed.

## Activity 2:

Marshall continues to offer the Summer Bridge Math Emporium, a workshop designed to enrich math skills in students with ACT scores in the range 11-18, and to support its students after matriculation. In early April 2015, records for freshman students admitted for Fall 2015 were evaluated to determine which students qualified for developmental math. This initial selection included 1278 students. An additional selection in early May resulted in 42 additional qualifying students. Both groups of students were sent individual letters of invitation to participate in the program. In June, follow-up postcard was sent as a reminder. Also in June, an invitation was sent via email to approximately 275 returning students identified as receiving a grade of D, F, or NC in either MTH 098, MTH 099, MTH 121, MTH 121B, or MTH 127 in the Spring 2015 semester.

The letter of invitation included a very detailed description of the reasons they were invited to participate in the program along with a thorough explanation of program details and expectations. Students could choose a session offered July 20-24, 2015, or a session offered July 27-31, 2015. Sessions included one week of daily instruction from 9:00am – 3:00pm. Students participated in a pre-test on Monday morning and a post-test on Friday afternoon. Parking, lunch, instructional materials, and placement exams were provided for all participants. On-campus housing and additional meals were provided free-of-charge for those who requested it. Recreation center passes were available to those staying on-campus.

188 students registered to participate in the program. There were 6 cancellations and 31 “no shows” leaving 151 students who started the program. Of those, 143 completed the program. Fourteen students tested into their degree-applicable, college-level math. Another 52 students improved their scores based on original ACT/SAT scores. Twenty-five students became eligible to enroll in MTH 121B, a 4-credit hour stretch course for majors not requiring algebra. In brief: 93.3% of eligible students enrolled in fall 2015; 20.8% of eligible students were able to enroll in a more advanced math course than anticipated; 611 students served by the bridge program to date (since 2012).

## Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

WVHEPC Grant Expenditures – 2015 Summer Bridge Program – From 2014 Remaining Grant Funds \$8,798.77  
Miscellaneous Supplies (Accuplacer test fees, postcards) \$1,146.93  
Miscellaneous Office Expense \$454.19  
Miscellaneous Expense \$468.67  
Stipend (Crytzer) \$4,000.00  
Temporary Help (Students paid at wage determined by HR) \$3,086.18  
Fringe Benefits \$939.63  
TOTAL \$10,095.60 -\$1,296.83  
WVHEPC Grant Expenditures – 2015 Summer Bridge Program – From 2015 (215149/2700)  
2015 Grant Funds \$50,000.00  
2014 Overage \$1,296.83  
Stipends (Stapleton, Marsh, Miller-Mace, Mace) \$17,000.00  
Fringe Benefits \$2,048.50  
Food (Lunch for all, other meals for housing students) \$12,416.41  
Educational Supplies \$820.00  
Student Activities \$2,394.00  
In addition to the expenditures noted, another \$3,734.80 was spent from Academic Affairs.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Collaborations internally between academic units, in addition to funding collaboration with WV HEPC.

6. Use the space below to provide **additional information or comments** related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a single email to compactupdate@wvhepc.edu.

1. Provide a brief summary of the strategy.

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

Activity 1 will require each academic college to develop an alternate 4-Year Plan for middle-ability students. 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.

Activity 2. 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. 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.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

Activity 1: Develop alternate 4-Year Plans of Study for middle-ability students. 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 is 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.

Status: This activity has been delayed for one year because of significant implementation challenges. There are many moving parts related to building the fall term class schedule, planning freshman summer orientation, hiring teaching staff appropriate to enrollment projections, and aligning 4-year curriculum plans with 4-year course rotation plans. We will use AY 2015-16 to build consensus among many stakeholders across campus (deans, associate deans, department chairs, professional advisors, faculty), and then roll out this activity in time for the 2016 Summer Orientation season.

Changes: The HLC Academy team has substituted a different activity here for AY 2015-16--an intrusive mentoring program for middle-ability students. Because scaling up in the future will require a significant resource investment, we are running a small pilot as a controlled experiment. Middle-ability students (fully admitted with less than 3.25 incoming high school GPA) comprise about 25-30% of a given first-time freshmen class. For AY 2015-16, we pulled a stratified random sample of 140 middle-ability students and made a recruitment pitch during the 2015 Summer Orientation. Of that number, 129 agreed to participate by signing an IRB-approved informed consent. We also recruited faculty to serve as mentors for the program. A rigorous application and screening process yielded eight finalists who were interviewed in Spring 2015; we selected four mentors from that group, and to prepare them for their work, we offered five professional development sessions throughout late Spring, Summer, and early Fall on a range of topics from using advising tools and platforms to simulating an advising session. The mentors are now ensconced in the Student Resource Center for one-quarter of their time, each one assigned approximately 30 mentees. As of September 25, 91 students are actively participating in the program. The program is called MU EDGE, and it offers each student participant the opportunity to EXPLORE (new experiences, majors, careers, friendships, activities), to DESIGN (a

## Activity 2:

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

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, constructive mindset, 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). Before students have an opportunity to add or drop courses during the first week of class, pre-term UNI 100 sessions guide them through important aspects of the "15 to Finish" curriculum.

Our goal for this activity is: (1) to increase the number of hours our middle-ability students enroll in for their first Fall term; (2) to decrease the net number of credit hours dropped during the first week of class; and (3) to decrease the total number of credit hours dropped during the Fall term. We already have results for the first two goals, both of which suggest that the "15-to-Finish" campaign, as embedded in UNI 100, has had a positive effect.

To clarify, our cohort of focus is middle-ability students who are fully admitted as FTF, with incoming high school GPA of less than 3.25.

Using a three-year rolling average in order to discern prior trends, here are the recent figures for average credit-hour enrollment on Day 0 of the Fall semester for this cohort :

- \* Fall 2011 = 15.48 credits (3-year rolling average)
- \* Fall 2012 = 15.68 credits (3-year rolling average)
- \* Fall 2013 = 15.56 credits (3-year rolling average)
- \* Fall 2014 = 15.54 credits (3-year rolling average)
- \* Fall 2015 = 15.76 credits (actual)

After the implementation of the "15 to Finish Curriculum" during the Fall 2015 pre-term sessions of UNI 100, average credit hour enrollment for this sub-population (DAY 0 of the Fall term) is 15.76 credits. This is an overall credit enrollment increase per student of 0.22 credits over the prior year, which is a statistically significant uptick for a population of 500-600 students in each of the past five years.

Here are the recent figures for average credit-hour enrollment on Day 7 of the Fall semester for this cohort (that is, after the Add/Drop period has concluded):

Activity 3 (If applicable):



3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

Degree Areas:

- Health    STEM    STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

HLC Academy Team: Six Marshall staff members (three faculty members, three administrators)

- team meetings, on average, are once every three weeks
- two trips to Chicago thus far
- three \$1000 stipends for the faculty team members to continue their work over the summer (administrators are already on 12-month appointments)

Four Faculty Mentors for the EDGE Program (first initiative of the HLC Academy Team)

- approximately \$1800 per mentor per semester to cover the department's teaching reassigned time
- \$3,000 stipend per mentor over a two-year period (to be awarded in two lump sums in Summer 2016 and Summer 2017)

Available space in the Student Resource Center for Faculty Mentors to meet with students in the EDGE program

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The HLC Academy team interviewed University College advisors and Harless Student-Athlete advisors to learn more about intrusive advising techniques that these programs have used successfully with conditionally admitted students and struggling student-athletes.

15 to Finish campaign materials were provided by the WV HEPC and Complete College America. UNI 100 facilitators were introduced to the materials during their Summer training.

6. Use the space below to provide additional information or comments related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

1. Provide a *brief summary* of the strategy.

The general focus of this strategy is: (1) to intervene with middle-ability 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; and (2) analyze participation in high-impact practices and deep learning, such as FYS, writing-intensive courses, and service-learning courses

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

Our cohort focus is middle-ability students who are fully admitted as FTF, with incoming high school GPA of less than 3.25. Our goal is: (1) to increase the number of hours our middle-ability students enroll in for their first Fall term,; ( 2) to decrease the net number of credit hours dropped during the first week of class; and (3) to decrease the total number of credit hours dropped during the Fall term. We already have results for the first two goals, both of which suggest that the "15-to-Finish" campaign, as embedded in UNI 100, has had a positive effect. Using a three-year rolling average in order to discern prior trends, here are the recent figures for average credit-hour enrollment on Day 0 of the Fall semester for this cohort :

- \* Fall 2011 = 15.48 credits (3-year rolling average)
- \* Fall 2012 = 15.68 credits (3-year rolling average)
- \* Fall 2013 = 15.56 credits (3-year rolling average)
- \* Fall 2014 = 15.54 credits (3-year rolling average)
- \* Fall 2015 = 15.76 credits (actual)

After the implementation of the "15 to Finish Curriculum" during the Fall 2015 pre-term sessions of UNI 100, average credit hour enrollment for this sub-population (DAY 0 of the Fall term) is 15.76 credits. This is an overall credit enrollment increase per student of 0.22 credits over the prior year, which is a statistically significant uptick for a population of 500-600 students in each of the past five years.

Here are the recent figures for average credit-hour enrollment on Day 7 of the Fall semester for this cohort (that is, after the Add/Drop period has concluded):

- \* Fall 2011 = 15.29 credits (3-year rolling average)
- \* Fall 2012 = 15.49 credits (3-year rolling average)
- \* Fall 2013 = 15.42 credits (3-year rolling average)
- \* Fall 2014 = 15.40 credits (3-year rolling average)
- \* Fall 2015 = 15.70 credits (actual)

## Activity 2:

Analyze the relationship between existing HIPs and student success, as defined by GPA and persistence toward graduation: Preliminary data for freshmen entering Marshall from 2010-2013 show that no freshmen entering Marshall in 2010 or 2011 completed SL courses during their freshman year. These numbers increased to 6% and 4% of freshmen entering MU in 2012 and 2013 respectively. All correlations between completing FYS and the number of CT, MC/INT, and WI courses completed and cumulative GPA at the end of the freshman year were significant, but weak. Please refer to the last box in this report for next steps for this project.

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: Using a scale of 0-4, with 3 being expected level of performance by graduation, we analyzed student work in the summer of 2015 from these course types: SL, aligned to Marshall's outcome "ethical and civic thinking" and WI, aligned to Marshall's outcome "communication fluency. Mean scores for SL courses were: (Ethical Self-Awareness: 1.52, n = 79; Professional Rules and Standards of Conduct: 1.32, n = 49; Civic Well-Being: 1.56, n = 77; and Complex Ethical Issues: 1.01, n = .5). Mean scores from WI courses were: (Design/Organization: 2.42, n = 79; Diction: 2.27, n = 52; Communication Style: 1.95, n = 69. In August 2014, 1,479 incoming freshmen at Marshall University completed baseline assessments (an additional 135 students completed the CLA+). Both assessments required students to analyze and evaluate information and to solve problems. These skills are aligned to two of Marshall's outcomes; Information Literacy and Inquiry-Based Thinking (aka as critical thinking). A random sample of 225 Marshall freshman baseline assessments was drawn from the pool of 1,479 (15%). One hundred eighty-two of the 225 freshmen from our baseline sample (81%) completed FYS assessments. For the 182 students who completed both baseline and FYS assessments, paired-samples t-tests using adjusted alpha levels to control for Type I error showed significant mean differences between freshman baseline and FYS results for the following outcomes (traits) Information Literacy (acknowledgment of sources), Inquiry-Based Thinking (evidence), and Communication Fluency (convention/format). Students showed the greatest improvement in performance in Information Literacy (acknowledgment of sources [.52]).

## Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1: HLC Academy Team: Six Marshall staff members (three faculty members, three administrators)

- team meetings, on average, are once every three weeks
- two trips to Chicago thus far
- three \$1000 stipends for the faculty team members to continue their work over the summer (administrators are already on 12-month appointments)

Four Faculty Mentors for the EDGE Program (first initiative of the HLC Academy Team)

- approximately \$1800 per mentor per semester to cover the department's teaching reassigned time
- \$3,000 stipend per mentor over a two-year period (to be awarded in two lump sums in Summer 2016 and Summer 2017). Available space in the Student Resource Center for Faculty Mentors to meet with students in the EDGE program

Activity 2: Human Resources include Associate VP for Assessment and Quality Initiatives, Assistant Director of Institutional Research, FYS, WAC, and SL Directors, FYS, WAC, and SL Instructors, HIP Project Team, Summer Assessment Team, and Problem-Based Assessment Summer Development Team. Financial resources include stipends for the Summer Assessment Team: total of \$27,000 plus benefits.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity 1: The HLC Academy team interviewed University College advisors and Harless Student-Athlete advisors to learn more about intrusive advising techniques that these programs have used successfully with conditionally admitted students and struggling student-athletes.

15 to Finish campaign materials were provided by the WV HEPC and Complete College America. UNI 100 facilitators were introduced to the materials during their Summer training.

Activity 2: Activity 1: AAC&U Faculty mentors, Marshall's HIP Team, Marshall's Offices of Academic Affairs, Assessment, Institutional Research and Planning, Center for Teaching and Learning, and HIP course instructors.

6. Use the space below to provide **additional information or comments** related to this strategy.

[Empty space for additional information or comments]

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

### 1. Provide a *brief summary* of the strategy.

Marshall will engage in a research study designed to explore the effects of Learning Community participation on 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. Student persistence will be measured by continued enrollment at the university over time.

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. 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 at-risk students.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

Marshall's High Impact Practice (HIP) Project Team finalized plans for the Learning Community Study in fall 2014. Due to resource and staffing constraints, as well as the results of preliminary data analysis, changes were made to the experimental design. The current project consists of four sets of paired courses, each pair consisting of one FYS course paired with a discipline-specific course. Specific matches are three FYS courses paired with three Sociology courses and one FYS course paired with a Political Science course. Faculty for this project were recruited in Fall 2014, and met biweekly with staff from the Center for Teaching and Learning in spring 2015 to design courses that address common themes, to align outcomes and assignments, and to develop complementary co-curricular activities. Three themes emerged from these planning sessions: the theme for two course pairing is "Storytelling and the American Dream," the theme for the third course pairing is "Diversity and Social Justice," and the theme for the fourth course pairing is "Criminal Investigation and Government." HIP Project faculty continued to work together during summer 2015, including participating in three formal meetings, to finalize their courses and to present their work to the larger university community during the fall 2015 Teaching Conference. Meanwhile, data analysis from Institutional Research (IR) determined that Pell Grant status was not strongly related to student success, but high school GPA of entering freshmen was. Specifically, IR found that fully admitted freshmen with high school GPAs below 3.25 were retained at a rate not much higher than conditionally admitted students. Therefore, we changed the assigned independent variable for this design from Pell Grant status to high school GPA status, while the active independent variable remained learning community participation. IR worked with the HIP Team to randomly assign first-time, full-time freshmen (half with HS GPAs < 3.25 and half = or > 3.25) to these paired courses during freshman orientation in summer 2015 and identified a matched comparison group. The classes are currently in progress. At the end of the semester students will upload early formative final summative Integrative Thinking assignments to our General Education Assessment Repository. They will complete a final exam in FYS that aligns to Inquiry-Based Thinking and Information Literacy. In May-June 2016, faculty blind to student learning community membership will assess this work as part of the university's overall assessment of general education artifacts. We will compare pre-posttest results for learning community students using our Integrative Thinking rubric and FYS exam results between learning community students and their matched peers. We also will compare GPA between the learning community students and their matched peers at the end of the spring semester, and will compare fall to fall persistence between the groups in fall 2016.

## Activity 2:

Initiative 1: We observed small to moderate correlations between completing the University first year seminar (FYS) and the number of critical thinking, multicultural/international, and writing intensive courses completed and cumulative GPA for the freshman classes between 2010 and 2013. All incoming students completed a baseline assignment that assessed various skills emphasized in the University's core curriculum. A similar assessment was made at the end of the student's FYS. A random sample of 225 baseline assessments was drawn from the pool of 1,479 (15%). One hundred eighty-two (81%) of the sampled students also completed the FYS assessments. Using paired-sampled t-tests and adjusted alpha levels to control for Type I error, we found significant mean differences between freshman baseline and FYS results for the following outcomes: Information Literacy (acknowledgment of sources), Inquiry-Based Thinking (evidence), and Communication Fluency (convention/format). Students showed the greatest improvement in performance in Information Literacy (acknowledgment of sources). Student skills are improving over the span of the first year. Using archival data, we have observed that student performance in various courses can serve as a potential predictor of student success. For example, middle-ability students who fail courses such as PSY 201 are more likely to stop out than students who pass these courses. We will need to determine whether purposeful interventions -- intrusive advising, tutoring, and peer mentorship -- are effective methods to improve course success and student retention.

Initiative 2: Six faculty agreed to assist in the creation of implementation of several learning communities. Three learning communities include FYS and an introductory Sociology course; the fourth learning community pairs FYS and an introductory Political Science course. Students randomly enrolled in the paired courses during summer orientation. Approximately half of the students' high school GPAs are less than 3.25, the remaining high school GPAs are 3.25 or greater. Faculty met biweekly to review course progress and to continue to share their observations regarding the impact of the shared teaching on student learning and adjustment to Marshall. Implementing a new program for middle-ability students was delayed owing to significant logistical matters for the program. The program has begun with the participation of 129 students who will be working with specially trained faculty and peer mentors. The first set of preliminary outcomes will be measured in December 2015 and May 2016, with a focus on first-term GPA, hours attempted, hours completed, D/F midterm reports, and D/F/W rate. Students in the experimental group will be compared to a similar control population. Instead of focusing on a single short survey instrument to be administered at intervals to incoming FTF during WOW and again prior to registration in all subsequent terms, we will be using several different instruments: a) Appalachian Culture & Higher Education survey: A measure of how Appalachian culture affects student perceptions and experiences of higher education; b) The UNI 100 curriculum was revised effective Fall 2015 to include a multi-staged personal narrative assignment. These assignments are designed to help the student develop a more productive self-perception; c) Use of Educational Advisory Board (EAB) product, Student Guide, for micro surveys

## Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity 1 and Activity 2:

Human and Financial Resources:

Mary Beth Reynolds, Associate Vice President, Assessment and Quality Initiatives  
Michael Smith, Assistant Director, Institutional Research and Planning

Center for Teaching and Learning Staff

Faculty participants in the AAC&U High-Impact Practices Institute (4) and the HLC Student Persistence Academy (7)

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Projects undertaken in collaboration with the Higher Learning Commission and the American Association of Colleges & Universities.

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

6. Use the space below to provide **additional information or comments** related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to [compactupdate@wvhepc.edu](mailto:compactupdate@wvhepc.edu).

1. Provide a *brief summary* of the strategy.

Activity 1: Marshall will require each academic college to develop an alternate 4-Year Plan for middle-ability students. 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.

Activity 2: Middle-ability students 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.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

This activity has been delayed for one year because of significant implementation challenges. There are many moving parts related to building the fall term class schedule, planning freshman summer orientation, hiring teaching staff appropriate to enrollment projections, and aligning 4-year curriculum plans with 4-year course rotation plans. We will use AY 2015-16 to build consensus among many stakeholders across campus (deans, associate deans, department chairs, professional advisors, faculty), and then roll out this activity in time for the 2016 Summer Orientation season. Changes: The HLC Academy team has substituted a different activity here for AY 2015-16--an intrusive mentoring program for middle-ability students. Because scaling up in the future will require a significant resource investment, we are running a small pilot as a controlled experiment. Middle-ability students (fully admitted with less than 3.25 incoming high school GPA) comprise about 25-30% of a given first-time freshmen class. For AY 2015-16, we pulled a stratified random sample of 140 middle-ability students and made a recruitment pitch during the 2015 Summer Orientation. Of that number, 129 agreed to participate by signing an IRB-approved informed consent. We also recruited faculty to serve as mentors for the program. A rigorous application and screening process yielded eight finalists who were interviewed in Spring 2015; we selected four mentors from that group, and to prepare them for their work, we offered five professional development sessions throughout late Spring, Summer, and early Fall on a range of topics from using advising tools and platforms to simulating an advising session. The mentors are now ensconced in the Student Resource Center for one-quarter of their time, each one assigned approximately 30 mentees. As of September 25, 91 students are actively participating in the program. The program is called MU EDGE, and it offers each student participant the opportunity to EXPLORE (new experiences, majors, careers, friendships, activities), to DESIGN (a customized academic pathway), to GRADUATE (in four years with less debt, better grades, and a strong resume), and to EMPOWER (themselves and others after graduation). Participation requires four mentor/mentee meetings per semester during the student's first two years. Using an intrusive advising model that historically has been reserved for our lower-ability "conditionally" admitted students, the EDGE Program is expected to improve retention of this population by 10% in three years (Oct 2018). If first year results are as expected, the experiment will continue during Academic Years 2016-17 and 2017-18, and then be scaled up to the full cohort of middle-ability students thereafter. The HLC Academy Team expects to have collected enough quantitative and qualitative data to warrant refinement of the initiative toward key sub-populations within the larger cohort of middle-ability students.



## Activity 2:

Our cohort focus is middle-ability students who are fully admitted as FTF, with incoming high school GPA of less than 3.25. Our goal is: (1) to increase the number of hours our middle-ability students enroll in for their first Fall term, (2) to decrease the net number of credit hours dropped during the first week of class; and (3) to decrease the total number of credit hours dropped during the Fall term. We already have results for the first two goals, both of which suggest that the "15-to-Finish" campaign, as embedded in UNI 100, has had a positive effect. Using a three-year rolling average in order to discern prior trends, here are the recent figures for average credit-hour enrollment on Day 0 of the Fall semester for this cohort :

- \* Fall 2011 = 15.48 credits (3-year rolling average)
- \* Fall 2012 = 15.68 credits (3-year rolling average)
- \* Fall 2013 = 15.56 credits (3-year rolling average)
- \* Fall 2014 = 15.54 credits (3-year rolling average)
- \* Fall 2015 = 15.76 credits (actual)

After the implementation of the "15 to Finish Curriculum" during the Fall 2015 pre-term sessions of UNI 100, average credit hour enrollment for this sub-population (DAY 0 of the Fall term) is 15.76 credits. This is an overall credit enrollment increase per student of 0.22 credits over the prior year, which is a statistically significant uptick for a population of 500-600 students in each of the past five years.

Here are the recent figures for average credit-hour enrollment on Day 7 of the Fall semester for this cohort (that is, after the Add/Drop period has concluded):

- \* Fall 2011 = 15.29 credits (3-year rolling average)
- \* Fall 2012 = 15.49 credits (3-year rolling average)
- \* Fall 2013 = 15.42 credits (3-year rolling average)
- \* Fall 2014 = 15.40 credits (3-year rolling average)
- \* Fall 2015 = 15.70 credits (actual)

After the implementation of the "15 to Finish Curriculum" during the Fall 2015 pre-term sessions of UNI 100, the DAY 7 average credit hour enrollment for this sub-population is 15.70 credits. This is an overall credit enrollment increase per student of 0.3 credits over the prior year.

## Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

HLC Academy Team: Six Marshall staff members (three faculty members, three administrators)

- team meetings, on average, are once every three weeks
- two trips to Chicago thus far
- three \$1000 stipends for the faculty team members to continue their work over the summer (administrators are already on 12-month appointments)

Four Faculty Mentors for the EDGE Program (first initiative of the HLC Academy Team)

- approximately \$1800 per mentor per semester to cover the department's teaching reassigned time
- \$3,000 stipend per mentor over a two-year period (to be awarded in two lump sums in Summer 2016 and Summer 2017)

Available space in the Student Resource Center for Faculty Mentors to meet with students in the EDGE program

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The HLC Academy team interviewed University College advisors and Harless Student-Athlete advisors to learn more about intrusive advising techniques that these programs have used successfully with conditionally admitted students and struggling student-athletes.

15 to Finish campaign materials were provided by the WV HEPC and Complete College America. UNI 100 facilitators were introduced to the materials during their Summer training.

6. Use the space below to provide **additional information or comments** related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

### 1. Provide a *brief summary* of the strategy.

Activity 1: Marshall will conduct an analysis of 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.

Activity 2: The institution will also work to decrease its student loan default rate through financial planning counseling and will continue to provide in-person exit loan counseling, including results and data gathered regarding the unique characteristics of these borrowers.

Activity 3: Servicer Appeals will also be conducted 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).

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

1. Analyzed who borrowed and who defaulted to uncover the unique characteristics and behaviors of the student borrower population. This information was shared with the President, the Provost, Deans, and associate/assistant Deans to raise an awareness of the student loan default challenge, which has assisted the University where targeted services can help the most.

May - August 2014: worked closely with the third-party servicer to provide data to assist the University with the analysis of who borrows and who defaults.

October 2014: The Director of Student Financial Assistance and Representatives from Inceptia provided a presentation of the default analysis results to the President, Provost and Senior Vice Presidents, Deans, associate/assistant Deans, and other appropriate University staff.

November 2014 - August 2015: The Office of Student Financial Assistance developed and implemented the following strategies to raise students' awareness of excessive borrowing and to avert student loan repayment delinquencies and defaults.

1. Prior to the end of each semester, the Office of Student Financial Assistance provided in-person exit loan counseling to graduating students.
2. Contracted with Inceptia to provide "Grace Counseling" to student loan borrowers who withdraw, drop less than half-time, and do not re-enroll.
3. At the end of the 2014-15 academic year, sent each student loan borrower a letter indicating total cumulative debt, loan servicer and NSLDS information, and the personal contact information of a Marshall University Financial Aid Counselor, Sr., to assist with any questions.
4. Sent letters to FY 2012 CDR delinquent borrowers attempting to prevent them from defaulting.

## Activity 2:

Provided counseling and information to borrowers as needed.

1. Provide incoming freshmen and transfer students a Net Price Calculator Tool that provides the net price, after all gift aid is considered, and serves as a loan calculator the student can use to calculate loan repayment schedules, according to the amount the student may need to borrow annually or for the entire degree (on going)
2. Prior to the end of each semester, the Office of Student Financial Assistance provides in-person exit loan counseling to graduating students (on going).
3. Contracted with Inceptia to provide "Grace Counseling" to student loan borrowers who withdraw, drop less than half-time, and do not re-enroll (ongoing).
3. At the end of each academic year, send each student loan borrower a letter indicating total cumulative debt, loan servicer and NSLDS information, and the personal contact information of a Marshall University Financial Aid Counselor, Sr., to assist with any questions (on going).
4. Offered Inceptia's "Financial Aid Avenue" Financial Literacy as part of the UNI100 course curriculum during the 2014 fall semester (August - December 2014).

## Activity 3 (If applicable):

Lower Cohort Default Rate (CDR) through Challenges, Adjustments, and Appeals and Default Prevention Outreach to CDR Federal Direct Loan Borrowers who are delinquent.

1. Marshall University Office of Student Financial Assistance sent several hundred letters to FY 2012 CDR delinquent borrowers attempting to prevent them from defaulting (February - April 2014). Two (2) student borrowers contacted the Office of Student Financial Assistance for assistance with addressing delinquent loans.

2. Contracted with Inceptia to FY 2012 CDR for late stage delinquent intervention for the FY 2012 CDR (July - September 2014). Of the 119 delinquent loans, 48 delinquent loan borrower accounts were resolved, totaling \$272,850 in loans.

As a result of these efforts, Marshall's FY 2012 3-Year CDR was lowered to 11.7%.

3. Marshall University Office of Student Financial Assistance submitted an appeal of Marshall's FY 2011 Federal Direct Loan CDR based on allegations of improperly serviced loans.

As a result of this effort, Marshall's FY 2011 CDR was revised from 15.6% to 13.4%.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Primarily staff from the Office of Student Financial Assistance, and assistance from the third-party servicer, Inceptia.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Contracted with Inceptia to implement a few strategies.

6. Use the space below to provide **additional information or comments** related to this strategy.

WV Higher Education Policy Commission reimbursed the University for the costs associated with hiring Inceptia to assist the University with default prevention activities.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

1. Provide a *brief summary* of the strategy.

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. 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.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

#### Hiring Senior Faculty and building programs and mentorship for junior faculty

Last year a search originating in the Department of Chemistry was conducted to recruit a senior-level NSF-funded researcher to mentor junior faculty and serve as scientific PI of the incipient EPSCoR proposal on Freshwater Research. A very suitable candidate was identified but, after considerable negotiation, declined due to partner relocation issues. The search has been held in abeyance until the scope of the NSF RII was determined, but the search is about to get underway again through a more targeted approach. We expect this hire to be complete by June 2016.

In the School of Pharmacy, Dr. Faruk Khan has been hired as the Chair of Pharmaceutics and Research. His background with research development at his former institution has already shown impact in SOP, as one of the junior faculty has been awarded a pilot grant in the UK-Marshall CTSA pilot program.

One of our earlier senior hires, Dr. Jian Xie, the Director of the Marshall Institute for Interdisciplinary Research (MIIR) has been pursuing mentorship relationships with junior faculty in the School of Pharmacy, the School of Medicine, and the College of Science. The junior faculty have been able to make substantial contributions to existing and developing programs which are showing great promise for funding. One of these involved activity of one faculty member during a sabbatical period, and this model will be extended given its productivity.

The Dean of the School of Medicine also did his part in mentoring a more senior colleague through an NIH R01 submission.

Further senior hire activity is being planned in the College of Information Technology and Engineering, and is contemplated in the area of scientifically-oriented interdisciplinary computer science. We expect this search to be developed by the end of the first half of the current fiscal year.

**Activity 2:**

## Developing Pilot Programs

With the success of the UK-Marshall CTSA pilot program at promoting funded applications from junior faculty, the School of Medicine originated its own program, which has been followed by the School of Pharmacy (SOP). The UK-Marshall CTSA pilot funding has been broadened also to include a member of the SOP in the last round.

In conjunction with the WVU and Marshall Clinical Translational Research Institutes, 3 years of joint funding-- \$1.5 MM--has been devoted to collaborative pilot programs between the institutions. This program will be making awards for the first time at the end of the year.

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

The Deans of Pharmacy and Medicine have committed over \$2.2 MM in pilot funding over the next three years, and considerable resources at Marshall and UK have so far been devoted to evaluating applications, and further resources at WVU and Marshall will be devoted to these programs

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Collaborations with UK and WVU are developing. Internal collaborations between MIIR, SOP and SOM are well-developed and productive

6. Use the space below to provide **additional information or comments** related to this strategy.



# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **compactupdate@wvhepc.edu**.

1. Provide a *brief summary* of the strategy.

Activity 1. The goal of the Graduate College is to increase the numbers of students enrolling and completing graduate degrees at Marshall University. 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.

Activity 2. 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.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

For the past year the Academic Deans have been meeting with their counterparts at regional four year institutions. To date, we have developed a formal collaboration agreement with Bluefield State College for an articulated BS to MS degree in Nursing with emphases in Nursing Education and Nursing Administration. This agreement reviews such diverse matters as the awarding of the degrees, admission procedures, status of Bluefield faculty for the Marshall Program, and periodic review of the outcomes of the agreement.

The deans representing the colleges of Education, Information Technology and Engineering, Science, Health Professions, and Liberal Arts, respectively, are exploring similar pathways for graduate degrees offered by their programs.

A similar discussion has begun with Concord University with a particular focus on Marshall University School of Medicine and Biomedical Sciences graduate degree programs (M.S. and Ph.D.). The Biomedical Sciences faculty have resolved to offer their first year graduate program online. The goal is to use Marshall University's accelerated master's degree program to allow students in an undergraduate biology or chemistry degree to use the online course to fulfill a portion of the undergraduate and graduate degree. The School of Medicine is also interested in other opportunities to bring students from Concord University to become involved in degree programs that will train graduates to oversee public health research.

As our efforts are still in the formative stages, we have not yet had the opportunity to assess the outcomes of these collaborations. Moving forward, we will examine levels of student interest, participation, and success in the programs.

**Activity 2:**

As the following table indicates, the numbers of international students--INTO Marshall Pathway and Marshall direct admits--who are enrolled in graduate programs has increased steadily since the Fall 2013. We have not yet begun a systematic assessment of the international students who progress through the Pathways program per se as only a small proportion have emerged out of the pathway programs and into a graduate degree program. As we progress with the project we will monitor standard measures of success including GPAs and graduation rates.

**Marshall University International Graduate Student Enrollment, 2013-15**

Fall 2013	132
Spring 2014	168
Summer 2014	81
Fall 2014	252
Spring 2015	328
Summer 2015	116
Fall 2015	391

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Time devoted by each college dean and the Associate Vice President for Outreach and Continuing Studies and Dean of Graduate Studies to negotiation of relevant articulation agreements.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Collaborations with Bluefield State University and Concord University.

6. Use the space below to provide **additional information or comments** related to this strategy.

# *Leading the Way* Access. Success. Impact.

## Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to **[compactupdate@wvhepc.edu](mailto:compactupdate@wvhepc.edu)**.

1. Provide a *brief summary* of the strategy.

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. This strategy seeks to take a staged approach, first to develop appropriate incentives and then clarify

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

### Activity 1:

Development of research incentives:

The School of Medicine has a long-standing research incentive policy. This has been buttressed by internal review requirements, and a requirement that senior hires have existing external funding.

The School of Pharmacy has developed and implemented a faculty research incentive policy which is showing positive results. The next step is to translate this model to the College of Science and the College of Engineering. Discussions have progressed substantially with both Deans.

A challenge in this arena is the budgetary environment, where return of salary reimbursement or F&A is viewed by institutional finance as a loss of revenue.

**Activity 2:**

Development of productivity metrics

As mentioned above, sustainable external funding is now a requirement for SOM senior hires.

Discussion of contractual requirements for faculty hires with research responsibilities have been undertaken with relevant Deans., and grantsmanship training participation has been strongly encouraged of all faculty in infrastructure building programs. Establishment of a requirement is anticipated in subsequent years

**Activity 3 (If applicable):**

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

**Populations:**

- Low Income    Adult Learner    Underrepresented Minority  
 Transfer Students    Part-Time Students

**Degree Areas:**

- Health    STEM    STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Administrative resources across colleges, academic affairs and finance have been devoted to policy development. Financial resources for salary reimbursement and F&A return have been applied in SOP and SOM to provide grant incentives.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

6. Use the space below to provide **additional information or comments** related to this strategy.



West Virginia  
Higher Education  
Policy Commission

Institution

*Leading the Way* Access. Success. Impact.









