Program Review

Regents’ Bachelor of Arts

Office of Outreach and Continuing Studies

October 2013

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: ____October 2013__________

Program: Regents' Bachelor of Arts

Degree and Title

Date of Last Review: ___Fall 2009__________________________

Recommendation
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation
- Code (#):
  1. Continuation of the program at the current level of activity; or
  2. Continuation of the program at a reduced level of activity or with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or
  3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or
  4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
  5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1. Recommendation: Signature of person preparing the report:
   Date: 10/16/2013

1. Recommendation: Signature of Program Chair:
   Date: 10/16/2013

1. Recommendation: Signature of Academic Dean:
   Date: 10/21/2013

1. Recommendation: Signature of Chair, Academic Planning Committee; (Baccalaureate pgms only)
   Date: 11/20/2013

1. Recommendation: Signature of President, Faculty Senate Chair, Graduate Council:
   Date: 2-29-2014

1. Recommendation: Signature of Provost and Senior Vice President for Academic Affairs:
   Date: 3/12/14

1. Recommendation: Signature of the President:
   Date: 4/23/14

1. Recommendation: Signature of Chair, Board of Governors:
   Date: 
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:
   1) Continuation of the program at the current level of activity.

Rationale:
(If you recommend a program for resource development identify all areas for specific development)
Since its inception, the Regent’s Bachelor of Arts degree option has allowed a large number of adult students to obtain a college level education and thereby enhance their career options and contributions to the economic growth of the region.

David Pittenger
Signature of the Dean

October 21, 2013
Date
Marshall University
Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: ___Regents Bachelor of Arts______________________________

College: __Outreach and Continuing Studies________________________

Date of Last Review: ___Fall 2009____________________________________

I. CONSISTENCY WITH UNIVERSITY MISSION

The Regents Bachelor of Arts (RBA) degree is a degree program organized by the West Virginia Higher Education Policy Commission (HEPC) to facilitate degree completion, particularly for returning adult students. The degree is offered at every public college and university in WV, with degree requirements being governed by state guidelines rather than by institutional policy. As a result, RBA students are exempt from Marshall University general education and core curriculum requirements and some other requirements.

As the RBA is designed for non-traditional students, students who enroll in the program must be at least four years out of high school or, in the case of those obtaining a GED, at least four years from the date of their high school cohort’s graduation. They also must not have already completed a bachelor’s degree at a regionally accredited institution of higher education in order to be eligible for the program as the program is designed for degree completers, not as an additional degree.

There is no statewide mission statement for the RBA program other than facilitating the graduation of returning and nontraditional students. The program facilitates graduation through flexible degree requirements, the acceptance of transfer credits from accredited institutions of higher learning, and the option of applying for work and life experience to be counted as college credit toward the completion of a B.A. degree.

In order to facilitate degree completion, the RBA program is generous in the acceptance of transfer credit (1-400 level courses) from accredited schools. To graduate, students must complete residency requirements by earning at least 24 hours from a WV public institution of higher learning, with at least 3 of those hours coming from Marshall. Under state guidelines no more than 72 hours of community college course work can be applied toward earning a baccalaureate degree.

RBA programs statewide have two unique features. The first is academic forgiveness for F’s earned four or more years ago. When a student enters the RBA program, he or she can elect to have F’s that are four or more years old disregarded in the calculation of the student’s GPA. This can only be done once, as F’s not eligible for forgiveness at time of entrance or earned subsequently cannot be forgiven. If F’s are forgiven, the student is not eligible for academic
honors. We also warn students that graduate programs may not honor the forgiveness for purposes of meeting minimum GPA requirements for admission.

The second feature is that students may apply for prior learning assessment. Students with significant work or life experience may request College Equivalent Credits (CECs) by creating a portfolio of their experiences and accomplishments. If granted, the CECs count as credit toward the degree requirements. More details about the process of earning CEC’s are provided below.

II. Adequacy of the Program

1. Curriculum:

Graduation requirements of the RBA degree were revised in April 2011 for implementation in the Fall of 2011. Revisions put the RBA program in line with other degree programs across the state, which had lowered the total credit hour requirement. The total credit hours required were lowered from 128 to 120 and the requirement for upper level (3-400) credit hours, from 40 to 39.

Specific requirements of the degree are stipulated by the HEPC:

- 120 hours of credit, which needs to include:
  - 39 hours at the 300-400 level
  - 36 hours of general education, including
    - 6 hours in communication
    - 6 hours in the humanities
    - 6 hours in natural sciences
    - 6 hours in social sciences
    - 3 hours in mathematics or computers
    - 9 additional hours from any of the general education areas

Designating which courses will satisfy the general education requirements is determined by the individual institutions. The current list of courses which satisfy the general education requirements for the RBA Program at Marshall University is in Appendix I.

The HEPC stipulates that RBA students are not allowed to have a major. Students may pursue academic minors, as outlined by an academic program, and Areas of Emphasis, as outlined by the RBA program in consultation with the appropriate departments. Both minors and areas of emphasis are allowed but not required. Appendix I presents the approved Areas of Emphasis for RBA students.

The RBA program also uses Prior Learning Assessment to apply College Equivalent Credits (CEC’s) toward the student’s degree requirements. These assessments include:

1) Credit by examination (CLEP or DSST tests) list provided in Appendix I
2) Military credit, following American Council of Education (ACE) guidelines
3) Credit for work experience and training; these can be earned as either:
   a. Standard awards
i. Those established by the state RBA coordinators in consultation with faculty (list provided in Appendix I)

ii. Through application of the American Council of Education Guidelines

b. Through the submission of a portfolio created by the student and submitted through the RBA Director to the appropriate academic department. Guidelines for creation and submission of the portfolio are provided in Appendix I.

39 students were awarded portfolio credits between Fall 2008 and Summer 2013. The average award was 20 credit hours. Only one student was completely unsuccessful in petitioning for credit; others got partial awards.

42 students were given standard awards between Fall 2008 and Summer 2013. The average award was 32.6 hours. Most common were awards in the health care fields.

These CECs cannot be used to establish residency and they do not affect the student’s grade point average or their eligibility for academic honors.

All students must meet the residency requirement of 24 hours at a public college or university in West Virginia, including 3 hours at Marshall. This means that students are less likely to transfer from out-of-state schools or private institutions if they are very close (within two semesters or so) of earning their degree. Students who transfer from in-state schools often do so as they have relocated and the school they transfer from does not have a well enough developed distance learning program to earn their degree. Marshall’s requirement of one 3 hour course completed here encourages students to complete their degree here, though RBA staff members are always careful to inform the student if the school they are transferring from has their own RBA program.

2. Faculty:

As the RBA program has no assigned faculty and students may take any course for which they are eligible, this section is not relevant.

3. Students:

RBA students have widely varying backgrounds and experiences. Probably the largest number are returning students who left college for one reason or another and are returning after a number of years. The RBA program has students who last attended school from the 1950’s to the present.

For 2012-13 the average age of all RBA students is 35, with ages ranging from 22 (the youngest allowed based on the rule that a student must be 4 years out of high school) to 79. 36% are under 30, 28% are 30-39, 23% are 40-49 and 10% are over 50.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-24</td>
<td>60</td>
</tr>
<tr>
<td>25-29</td>
<td>56</td>
</tr>
<tr>
<td>30-34</td>
<td>56</td>
</tr>
</tbody>
</table>
By comparing age to course standing, it appears most students begin as older students.

<table>
<thead>
<tr>
<th>AGE</th>
<th>n</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR</td>
<td>8</td>
<td>46.4</td>
<td>5.5</td>
</tr>
<tr>
<td>JR</td>
<td>62</td>
<td>35.7</td>
<td>10.2</td>
</tr>
<tr>
<td>SO</td>
<td>23</td>
<td>36.4</td>
<td>9.2</td>
</tr>
<tr>
<td>SR</td>
<td>227</td>
<td>34.3</td>
<td>10.5</td>
</tr>
</tbody>
</table>

The RBA’s streamlined and flexible degree requirements allow returning students to attain their degree without having to undertake what may be very different requirements from when they started their program. In addition, the use of CEC’s makes it possible for those with significant training in a particular field or relevant work and life experience to leverage that toward completing their undergraduate degree. 21% of 2013 graduates had as an objective to advance in their current career, with 28% planning to work in the same job they are currently in. 24% had as an objective a career change. Only 45% planned to begin their first career. Additionally, according to the 2013 survey of graduates, over ½ worked more than 30 hours per week during their final year, while others have full time child care responsibilities.

The second major group of students is those who have transferred from one or more colleges or universities. As seen in the 2013 survey of graduates, just over 2/3rds of students transferred from a two or four year institution. The widely varied courses they have completed typically do not fit well into a traditional degree program. The RBA degree allows students to use these disparate experiences to complete the degree while the traditional degree would require additional time and expense.

An analysis of the enrolled RBA students for Fall 2013 at the beginning of the second 8 weeks session showed that of 320 students, 237 RBA students, 74% of the total transferred in some hours. Of these about ½ transferred in 1-59 hours and ½ transferred in more than 60 hours:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 hours</td>
<td>83</td>
<td>26%</td>
</tr>
<tr>
<td>1-29 hours</td>
<td>57</td>
<td>18%</td>
</tr>
<tr>
<td>30-59 hours</td>
<td>54</td>
<td>17%</td>
</tr>
</tbody>
</table>
60-89 hours = 31 10%
90-119 hours = 37 12%
120+ hours = 37 12%
320 less than 100% due to rounding

A third group of students are those currently at Marshall who have either switched majors a number of times, who have decided that they are no longer interested in their major field, or who have run into a roadblock of some sort in completing their original choice of degree. Students who are close to completing their original degree are encouraged to meet with their academic advisor and also to consider completing either a second bachelor’s degree or a master’s degree.

The below chart presents the number of times a student changed his or her major before settling on the RBA. A score of 1 means the student entered MU with intent of earning the RBA degree.

<table>
<thead>
<tr>
<th>Number of Changes in Major</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>58</td>
</tr>
<tr>
<td>4</td>
<td>56</td>
</tr>
<tr>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>6</td>
<td>34</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

As one can see, a minority begin at MU with the intent of starting and finishing with the RBA degree. Many have experimented with at least one other major before coming to the RBA.

A final and growing group of students are those who are either working or raising a family full time and do not have the flexibility to attend classes on a college campus and those who are geographically isolated or have relocated and want to complete a degree from Marshall University. These students are able to complete much of their degree work online. A few content areas, like English Composition and basic speech courses, have few offerings online. When the need arises, students receive advice on how best to complete these requirements.

Over half of the course hours currently taken by RBA students are online, and 38% of our students completed their degrees online, some from other states and even from other countries. 47% of our students combined online and in person classes, and this is a good option for those with limited time to take in person courses, or for those confronted with limited offerings at remote sites like the Mid-Ohio Valley Center at Point Pleasant, the Teays Valley Regional Center in Teays Valley and Hurricane or at the Martinsburg Air National Guard base.
As the charge for online courses is a flat fee, the cost is reduced significantly for out-of-state students. As the RBA is designed as a degree completion program, students are not encouraged to start with the RBA program, but to start with a traditional program instead. Currently, however, the RBA is an outlet for students who need to switch to an online program as most traditional programs at Marshall are not set up for online degree completion.

a. Entrance Standards:

The RBA program does not have separate admission requirements from the university as a whole. To transfer into the RBA program, the student must be at least four years of out of high school (or, in the case of a GED, their high school cohort).

As the RBA Academic Forgiveness policy will disregard F’s earned four or more years prior to entry to the program, students who were on probation with another program may return to good standing once the academic forgiveness process is completed.

In cases where the student is suspended, the RBA Director consults with the originating program about whether they wish the suspension to be honored after the student has transferred.

In the case of transfer students from another college or university, students must meet the standard admissions requirements and be in good standing to enter Marshall as a transfer student.

b. Entrance and Exit Abilities of past five years of graduates:

See the tables in Appendix III and IV

Mean H.S GPA is a 3.0, while mean ACT score is a 20. Mean GPA on graduation is a 2.85. These numbers seem on a par with other large programs at Marshall University.

4. Resources:

a. Financial:

The program consists of the Director, Andrew Gooding, two full time academic advisors, Jerri Clagg and Rita Spears, a secretary, Marie Willis, shared with Outreach and Continuing Studies, and a part-time student worker. Total in salaries for the 2013-2014 Academic year is $154,123.55.

Supplies are basic office supplies, folders, paper for evaluations, pens and paper clips. Outreach materials include brochures, advertising. Travel is generally confined to going to local events for the purpose of recruiting students, meetings of the RBA coordinators and conferences for professional development concerning recruiting, retaining and graduating adult students.

Annual budget for the program comes from miscellaneous student fees, which during the last 5 years ranged from a low of $7,360.00 to a high of $12,080.00 and balance forward from previous years which for the 2013-2014 academic year totals $38,548.47. The balance forward is from
the $300 portfolio fee charge for submission and $10 per hour posting fee on credit being awarded and this is a non-reverting fund available in subsequent fiscal years.

This is 14% of the current operating budget of the Office of Outreach and Continuing Studies which administers outreach programs in Point Pleasant, Teays Valley, Beckley, College Courses in the High School and on the Martinsburg Air National Guard Base.

Expenditures for the RBA office ranged from a low of $4,455.13 to a high of $16,429.68 when the previous Director, Dr. Elaine Baker was hired part time to find students who were eligible to graduate. The resulting number of graduates was a high for the RBA program and also the state of West Virginia with 342 students graduating during the 2011-2012 academic year, 101 more than the previous year, which was Marshall’s previous high number and 93 more than WVU’s all-time highest number of graduates in 2004-05 with 249.

If the program were eliminated, the university would lose tuition money and fees from over 315 students a year and the opportunity for those students to graduate from Marshall University, as an average of 254 students have done over the past 5 years. Additionally Marshall University would be the only public institution of higher learning in the state without an RBA program. Reducing staff would make it difficult to support the 315 students who are actively taking courses during the Fall 2014 semester. As returning students often need extra help getting started the rate of non-completers would rise as the staff have to take a very active approach to advising. A number of Marshall staff members have obtained or are in the process of getting their bachelor’s degree through the RBA program, so the impact would also be seen close to home. Additionally RBA students keep enrollments in online and summer courses robust.

b. **Facilities:**

RBA offices are on the first floor of Laidley Hall, rooms 126-140. These are offices with a desk, file drawers, book shelves, phone, computer and printer. Two rooms are used for keeping paper files, four are offices, one is a copy room with copier and shredder, a break room and bathroom. The building itself is a former dorm with minimal changes to make it habitable. The program shares a three machine lab with University College for the purpose of administering standardized tests, CLEP and DSST. Marie Willis, who works half-time for the RBA program and half time for OCS administers those tests, which cost $95 each, including a $15 administration fee.

5. **Assessment Information:**

As Associate Vice President in charge of Assessment Activities, Mary Beth Reynolds wrote in her response to the 2012 assessment report, in Appendix IX “You clearly point out the difficulties of conducting a traditional assessment of students in the RBA program.” Here is a summary of that discussion.

**Difficulties in assessing RBA students**

Some RBA students have been out of school for 20 or more years, and many have families and full-time jobs. Others are distance education students, sometimes being geographically isolated either in the southern part of our state or residents of another state. We have a significant
number of 5th or 6th year seniors who transfer in at the last minute to graduate, while others have transferred from multiple majors, schools, or universities. There is really no typical RBA student and it is rare that any RBA student takes the same courses. The most common element, the communications requirement, is also difficult to assess as students often took this years ago, or from another school or community college as it is often taken during the student’s first year of college. Since there is no requirement for common courses at any point in an RBA student’s education, and a significant number of students transfer into the program in their last semester it is very difficult to assess RBA student learning and no direct assessment is possible as they do not take common coursework.

a. The State of WV determines the curriculum, forbids a major, and encourages flexibility and speed to degree. Currently there are no state-wide learning outcomes for RBA students.
b. There is no common core curriculum; there are no classes that constitute a major.
c. There are very different subgroups of students. From returning adults who apply for work experience and training that can be converted to CEC’s to students who have transferred in significant numbers of credit from other schools, to current Marshall students in their 5th (or more) year who have not/cannot complete their choice of major in a timely fashion, to students who must complete their degree online due to schedule or geographic distance, each of these populations are very different.
d. Courses taken prior to entering the program were often taken at a much earlier time or at another college or university and in a wide variety of disciplines. Even for courses considered equivalent, the content and rigor of those courses may have changed radically. Additionally, the retention of course-specific knowledge from a number of years ago is often poor if one does not use that knowledge on a regular basis.
e. There is no common core or standard of learning for the awarding of military credits, portfolios, CLEP and DSST exams, and standard awards.
f. A sizable number of students transfer into the RBA program in the same semester that they graduate. Therefore, little or none of their “learning” can be attributed to the RBA program.
g. Another portion of RBA students are transfers from other institutions, so what they have learned may not be primarily attributable to Marshall University. Marshall’s RBA program only requires that 3 hours be completed at Marshall to earn the degree from Marshall.
h. Because curriculum standards for the RBA program are set by the state, the individual program only has the latitude to decide which courses will satisfy which general education category. The program cannot mandate that students take specific courses.
i. Therefore, we must ask if it is possible to assess what RBA students have learned. Is that learning equivalent to that acquired by students in other programs at MU? Is the learning assessable by national standards? Is the “life-long learning” that results in the awarding of CEC’s the same as learning in the classroom? Should we expect it to be? How can that be assessed?

Things that could be measured indirectly include:
1) The current achievement levels of RBA students
2) The rates of graduation, as degree completion is the primary purpose of the program
3) The satisfaction of RBA students with the program upon graduation
4) Student success after graduation.
While the first three are measurable using institutional data, the last will be more difficult as students are often only in the program for a short period and for the most part do not keep in touch with the RBA program like they do with a major they spend four years in and faculty they take courses from. This is seen by the extremely low response rate to the graduation survey.

Provide summary information on the following elements. Please include this information in Appendix V.

- Student Learning Outcomes

Currently there are no stated learning outcomes for the RBA. Because the curriculum is established by the State, the university may not impose learning outcomes on students in this program. Therefore the learning outcomes for students in the RBA program are those of Marshall University as a whole.

<table>
<thead>
<tr>
<th>Domains of Critical Thinking</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Fluency</strong></td>
<td>Students will <strong>develop</strong> cohesive oral, written, and visual communications <strong>tailored</strong> to specific audiences.</td>
</tr>
<tr>
<td><strong>Creative Thinking</strong></td>
<td>Students will <strong>outline</strong> multiple divergent solutions to a problem, <strong>develop</strong> and <strong>explore</strong> risky or controversial ideas, and <strong>synthesize</strong> ideas/expertise to <strong>generate</strong> ideas.</td>
</tr>
<tr>
<td><strong>Ethical and Civic Thinking</strong></td>
<td>Students will <strong>determine</strong> the origins of core beliefs and ethical principles, <strong>evaluate</strong> the ethical basis of professional rules and standards of conducts, <strong>evaluate</strong> how academic theories and public policy inform one another to support civic well-being, and <strong>analyze</strong> complex ethical problems to address competing interests.</td>
</tr>
<tr>
<td><strong>Information Literacy</strong></td>
<td>Students will <strong>revise</strong> their search strategies to find appropriate research tools, <strong>integrate</strong> relevant information form reliable sources, <strong>question</strong> and <strong>evaluate</strong> the complexity of the information environment, and <strong>use</strong> information in an ethical manner.</td>
</tr>
<tr>
<td><strong>Inquiry Based Thinking</strong></td>
<td>Students will <strong>formulate</strong> focused questions and hypotheses, <strong>evaluate</strong> existing knowledge, <strong>collect</strong> and <strong>analyze</strong> data, and <strong>draw</strong> justifiable conclusions.</td>
</tr>
<tr>
<td><strong>Integrative Thinking</strong></td>
<td>Students will <strong>make connections</strong> and <strong>transfer skills</strong> and <strong>learning</strong> among varied disciplines, domains of thinking, experiences, and situations.</td>
</tr>
<tr>
<td><strong>Intercultural Thinking</strong></td>
<td>Students will <strong>evaluate</strong> generalizations about cultural groups, <strong>analyze</strong> how cultural beliefs might affect communication across cultures, <strong>evaluate</strong> how specific approaches to global issues will affect multiple cultural communities, and <strong>untangle</strong> competing economic, religious, social, or geographical interests of cultural groups in conflict.</td>
</tr>
<tr>
<td><strong>Metacognitive Thinking</strong></td>
<td>Students will <strong>evaluate</strong> the effectiveness of their project plan or strategy to determine the degree of their improvement in knowledge and skills.</td>
</tr>
</tbody>
</table>
While the university could evaluate student performance based on the five RBA areas in general education, currently obtaining these data is not practical as departments only assess their own majors. Since there is no major, students will not have any common learning experiences beyond a range of general education courses. Furthermore, we cannot require the students complete a portfolio of academic work. Finally, as many students transfer to Marshall with more than 26 hours, they will not be exempt from the general education curriculum.

There may be a standardized exam that covers all or most of these general education areas, and if so, perhaps it could be administered to some subset of graduating seniors. The Collegiate Learning Assessment (CLA) cannot be used as a measure of RBA student learning outcomes because students must have ACT or SAT scores in order to take the CLA. Many returning students and veterans do not have those scores. Portfolio success and other CEC awards are also not good measures of student learning because almost no credits are earned for courses in the general education areas.

**Analysis of RBA Graduates Fall 2009, Spring 2010, and Summer 2010 (by previous director Elaine Baker)**

It is possible to assess the RBA program efficacy in the facilitation of graduation by examining characteristics of the 189 students who graduated with the RBA during a one-year cycle. The following data reflect RBA success at achieving the statewide goal of helping people graduate who have not done so in the minimum 4 years since they left high school:

A. Number of RBA graduates in 3 graduation periods (2009-2010): 189. The RBA has one of the highest numbers of graduates in the university.

Of the 189 graduates, 33.9% were transfer students to MU. Of those transfer students, 42.2% transferred to Marshall to enter the RBA program. According to the BlueBook, in 2009-2010 there were only 81 seniors who transferred to Marshall as seniors. 64 of them apparently graduated with the RBA. Another 23.9% of the total graduates were previous MU students returning to school to finish.

Of the 189 graduates, 66.1% were current MU students transferring to the RBA from another MU college, and 33.9% were either transfers from another college/university or returning adults who were not enrolled at another school (the person for whom the RBA was “intended”).

30.2% of the graduates had entered the RBA program in the same semester that they graduated. Some portion of those did not need to take any classes during that final semester.

13.8% graduated with honors. This is a commendable proportion, because honors graduates cannot have any F’s forgiven from their academic records (the RBA can forgive F’s that are
more than 4 years old). The MU registrar says that an estimate of Marshall students graduating with honors is 10%, so RBA students may be somewhat above average in this regard.

B. The average number of credit hours upon graduation was 150.7. 7.9% of the graduates had more than 170 hours of credit and 2.6% graduated with more than 200 hours. This is usually due to multiple associate degrees or to the student switching majors multiple times as seen in the above chart. As students usually do not transfer to the RBA program until their last semester this shows that many take far more than the required 120 hours to complete their degree. While the RBA program can’t have a direct impact on number of hours students take to earn their degree, if advisors can be proactive in referring students, as most are, then students can stop “spinning their wheels” and can complete a bachelor’s degree. Unfortunately at the community college level, some schools seem to encourage students to complete more than one program of study. As we can only take 72 hours of community college credit, additional hours may not help.

C. The years in which these 2009-2010 graduates started school are as follows:

<table>
<thead>
<tr>
<th>Years first attended college</th>
<th>% of graduating students (189)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-1979</td>
<td>4.2%</td>
</tr>
<tr>
<td>1980-1989</td>
<td>14.3%</td>
</tr>
<tr>
<td>1990-1999</td>
<td>31.7%</td>
</tr>
<tr>
<td>2000-2005</td>
<td>45.0%</td>
</tr>
<tr>
<td>2006 (the last eligible year)</td>
<td>3.7%</td>
</tr>
<tr>
<td>2008 (only previous military credits)</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

D. Forty-eight (48) graduates had been awarded CEC’s of the following sorts:

Portfolios: 6 (3.1%) graduates had submitted portfolios averaging 27 hours awarded per student.

Military credits: 32 graduates (16.9%) had military credits averaging 60.2 hours per student.

Other work experience CEC standard awards: 10 graduates had other CEC’s for an average of 50.8 credits hours per student (this is rather high because 2 students had 75 hours each in CEC’s).

The awarding of portfolio and standard award credits indicates that these RBA adult students have successfully reached a level of learning outside the classroom that is equivalent to successful classroom credit. This is because portfolios are assessed by faculty and standard awards are through either a system-wide agreement established by the HEPC or according to American Council of Education guidelines.

**Summary:** The RBA program graduates students (the largest single degree-granting program in the university), and RBA graduates do move into graduate programs. Some students successfully utilize the CEC opportunities allowed by the state and the program to achieve graduation. The RBA program has two subgroups – the returning adult who may very well have CEC’s, and traditional students who transfer into the program when they meet an obstacle or do not want to
spend any more time in another degree program. These 2 groups are very different, and the university may want to examine whether the RBA does a service for the latter group. The newly proposed multidisciplinary studies degree may provide a better option for those students. It would be better for these students to go ahead and graduate instead of dropping out and never earning a baccalaureate degree (they would become the returning adults of the future, perhaps).

In some ways the analysis of the RBA graduates assesses Marshall University’s effectiveness in graduating (or not) its students. Of the 189 graduates, at least 89 (47%) had met obstacles in graduating from any other MU degree program – 57 were current student transfers within MU and 32 were former Marshall students who left school before graduating from another program. In order to facilitate the 4 year graduation rate, the University might want to examine options to assist students who meet these obstacles. The RBA should not always be the answer.

A second area of concern should be the average number of hours RBA students earned before they graduate. While this average is inflated somewhat by a few students with large numbers of military or community college hours, this number reflects the inability of students to graduate within a reasonable time frame. Why is this? The University should examine students with a high number of earned hours to see what is preventing them from graduating from a degree program other than the RBA. Again, the RBA should not be the answer. Explain this…

A third area of interest is the high number of transfer students who graduate with the RBA. Is this a problem? Does it indicate that transfer students simply cannot achieve a degree from Marshall without spending (for them) an excessive amount of time or money? Explain…

a. Other Learning and Service Activities:

The other unique thing about the RBA program compared to other programs at Marshall is the large percentage of online students. However, as there is no systematic comparison of online courses to regular Marshall courses in terms of success and achievement levels and no separate assessment of students taking online courses, it is hard to see how the experience of those students differs. If online students were assessed separately a large number of RBA students would be captured by this assessment due to their high rate of participation in online courses.

b. Plans for Program Improvement:

Key areas in which the program could be improved include:

1- Encouraging more students to submit portfolios. As the number of younger students has grown and more students are enrolling in the RBA in order to complete their degrees online less attention has been given to helping students with significant life and work experience prepare and submit portfolios. In order to address this:
   a. The Director attended the Council for Adult and Experiential Learning conference in November 2013 and took the short course PLA (Prior Learning Assessment) 101 in order to learn how to better encourage portfolios.
   b. During the previous academic year the Director revived the ATE 301 RBA Portfolio Development course, changing it to ITL 301 as the ATE designator is no
longer useful for undergraduate courses. This is a credit/noncredit course designed to give students a picture of what is involved with submitting a portfolio.

c. During the previous academic year the Director also proposed a new course, ITL 403: Advanced RBA Portfolio Development as a 3 hour graded course. The plan is to offer this course online once the training required by Marshall has been completed. The Director completed the first two components, so has two more to go. He plans to complete those so he can offer a 3 hour Advanced Portfolio Development course online.

2- Conducting more outreach to recruit students. While the RBA has robust enrollment simply through word-of-mouth there is a large pool of former students in WV with a significant number of college courses but no Bachelor’s degree.

a. First, the Director received a $10,000 grant from the WV HEPC along with Executive Director of Admissions Dr. Tammy Johnson and Director of Recruiting Beth Wolfe to contact students who have stopped out of Marshall. The grant will begin in spring 2014 and will invite students back to complete their initial degree or the RBA. A list of 262 students with over 120 hours and 39 upper level but no degree has been obtained from the Office of Institutional Research.

b. Next, the Director is working with Dr. David Pittenger, Interim Associate Vice President of Outreach and Continuing Studies to set up agreements with local community colleges to provide a pathway for students to complete a four year degree. Meetings began in August 2013 and are ongoing. This should be a good avenue for students with 60 or more community college credits to complete a BA.

c. Finally, the Director has been working with Marshall’s online program, Dr. Monica Brooks and Crystal Stewart to encourage students to complete their degree online. Postcards were sent to 8,000 students in Marshall’s service area in the Fall of 2012 and Spring of 2013 to encourage students with some college but no degree to finish at Marshall. The MU Online webpage has been updated to feature the RBA program and Crystal regularly forwards inquiries from students who are interested in online degree completion.

3- The program needs to do a better job following up with students after they graduate. A survey has been designed but not implemented. While requirements for the program cannot be changed, it is possible that targeted advising, an optional course that would get students ready for the job world, and targeted referrals to Career Services could help students. The RBA faces similar limitations to that of other large programs with few staff members as resources are limited. Additionally as so many students transfer in during their last semester, there isn’t much time to make personal connections with students.

4- Continuing to look for opportunities for better assessment of student learning. Right now direct assessment of students in the RBA is not possible, but as general education assessment is instituted at Marshall that will be a goal of the program in the future.
c. Graduate Satisfaction:
The 2013 University Graduation survey contacted 96 students out of 231 graduates, a 42% response rate. No additional surveys of graduates have been conducted outside of the university ones. We have a list of alumni obtained from the MU Foundation with the help of Dr. Pittenger and we plan to do a survey of them in the future.

According to the 2013 University survey of RBA graduates 96% thought that they were as well educated as graduates of other programs and 79% would recommend the RBA program to others. Perceptions of the RBA degree are in question however as over 60% said that people had questioned the value of their degree. The largest group that questioned the degree were their friends and family at 34%. Only 2% of respondents said that employers had questioned the degree.

The students who took advantage of alternative learning opportunities to earn CECs were very satisfied with those, with that the response of 62%. Adding those who wrote satisfied brings the total to 88%. Only 11% were somewhat dissatisfied and none were simply dissatisfied. For those who were dissatisfied there did not seem to be any clear reason why not as “other” was the largest reason for 11% of students and the time and energy the process took, the cost or the number of credits awarded only had 2-3 responses each adding up to 15%.

59% of graduates in 2013 were planning to continue their education with a graduate degree and 77% said they were adequately prepared for further study or a career. Most who were planning to pursue a graduate degree were going to do so in the state and 61% said they planned to work in West Virginia.

d. Attach the previous five years of evaluations of your assessment reports provided by the Office of Assessment. These evaluation letters are included in Appendices IX.

6. Previous Reviews: State the last program review action by the Marshall University Board of Governors.

At its meeting on April 24, 2009, the Marshall University Board of Governors recommended that the Regents’ Bachelor of Arts Degree continue at its current level of activity.

7. Identify weaknesses and deficiencies noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

In its last program review, submitted in academic year 2008 – 2009, the Regents’ Bachelor of Arts Program identified the following weakness and a plan for improvement:
“Outreach/Data Collection – Staff size and budget limit outreach efforts including collection of research data.”

This continues to be an issue, as staff members are busy with processing students into the program, advising students while they are in the program, and making sure they complete courses and paperwork in order to graduate from the program. As the focus of the program is degree completion, staff time is best spent on assisting students with completing their degrees, rather than measuring their satisfaction.

As an average of 350 students enter the program each year, academic advisor Rita Spears focuses on getting students admitted to the program and advising them of program requirements. Rita knows many people and offices on campus so is a “one-stop-shop” for students.

With an average of 254 graduates per year, graduation specialist Jerri Clagg focuses on the process of certifying students for graduation and making sure they complete coursework. Jerri monitors the enrollment of those students who have applied for graduation, checks to make sure each student once they apply for graduation and monitors their enrollment to make sure they complete their courses.

In the last program review, under Plans to Improve, the previous director wrote: “Dedicate time to testing/implementation of Curriculum, Advising and Program Planning Banner utility (CAPP) to the point it can be used effectively as an advising tool by staff and students along with making time available for research projects and outreach efforts.”

RBA staff members have been trained in the replacement for CAPP, which is the Degree Works program and are encouraging students to use the program to track their degree progress. RBA staff have found that Degree Works is a useful supplement but cannot yet supplant a complete evaluation of the students’ records as there are still some bugs and Degree Works is of limited use when students have old courses or transfer courses.

During the 2012-2013 Academic year we had 67 students transfer and graduate during the same term. As a result staff members do the equivalent of a senior evaluation on almost every student who enters the program. This fall 71% of enrolled students are seniors so evaluations of what they need to graduate must be precise and the evaluation is checked by at least two staff members and then checked again before graduation.

8. Current Strengths/Weaknesses: Identify the strengths and weaknesses of the program. Describe program plans for removing the weaknesses.

Strengths: The RBA program has historically been one of the most productive programs at Marshall in getting students to graduate from the university. For the 2012-2013 academic year, we graduated 252 students, 2011-12 we graduated 340, 2010-11 we graduated 231, 2009-10 we graduated 208 and 2008-09 we graduated 226. We graduate more students than any single degree program and more than some colleges at Marshall.
With three full time and one part time staff member we are efficient in numbers of graduates per dollar spent. The RBA at Marshall is the largest program in the state and has graduated over 5000 students, over 500 more than WVU.

The RBA program has recently become an outlet for students who move away or are unable to come to campus to finish their degree. This explains the high numbers of students who come from the satellite centers and also who take most or all of their classes online. One of the most frequently asked questions now is whether a student can complete his or her degree online.

Students often need a great deal of guidance in completing their degree, either due to their being out of school for a long period or because they are taking classes from a distance. Fortunately we have two of the best and most experienced academic advisors on campus; Jerri Clagg has been with the program for almost 35 years and Rita Spears for 17 years. Both have received the employee of the month award and are highly regarded around campus.

**Weaknesses:** As by statute we cannot accept students into the program until they are at least four years out of high school, we cannot impact the four year graduation rate. We may play a role in increasing the five and six year graduation rate, but we do not actively recruit students at Marshall and we encourage students to finish their own degree programs whenever possible. As the HEPC recognizes the importance of helping students finish their degrees, our efforts toward degree completion may be rewarded more in the future with students who graduate after longer than four years.

Many students have unrealistic expectations for the granting of CEC’s and do not realize the specificity of standard awards or the work involved with putting together an effective portfolio. Reinstating the portfolio development class may help with this. The paperwork for that class is complete and the process for getting approval to teach the course online will be sought.

Students who come to the RBA program without many hours may get frustrated at the length of time it will take to get their degree and their lack of experience with choosing and completing college courses. In these cases we sometimes encourage those students to complete an Associate’s Degree and then transfer those hours back to Marshall.

Some students who have little work experience are confused about what direction to take in terms of applying for jobs and finding a career. This past summer staff members met with Denise Hogsett about how to encourage students to better utilize Career Services. We also may institute an optional one hour career preparation course.

**III. Viability of the Program:**

1. **Articulation Agreements:**
The RBA Director and the Interim Associate Vice President for Outreach and Continuing Studies, Dr. David Pittenger have met with representatives from MCTC and other nearby community colleges like ACTC and KVCTC about articulation and transfer agreements to provide a clear pathway for community college students coming to the RBA program at Marshall. This may provide a pipeline for community college graduates who are looking to complete a four year degree.

2. **Off-Campus Classes:**

The RBA program works closely with the off campus centers, particularly the Mid Ohio Valley Center and the Teays Valley Regional Center, as a number of their students take advantage of the RBA degree, both due to their distance from campus and the flexibility of the degree requirements. The RBA program also works closely with the Martinsburg Air National Guard Base, which offers third-party contract courses to those Guard members who are stationed there and their family members. Due to their remoteness, the RBA has become a program of choice for the majority of these students, but courses are offered with the permission and under the guidance of traditional departments at Marshall and no courses are offered by the RBA program.

3. **Online Courses:**

Marshall’s RBA program cooperates with the WV Rocks program run by the HEPC. This offers upper level online courses to RBA students at Bluefield, Fairmont and Marshall taught by faculty members from different institutions around the state who have been certified to teach online courses through the Quality Matters program. The purpose of the program is to offer upper level courses to RBA students that they can take without pre-requisites. Students who take courses in the program seem enthusiastic about them, although there were some administrative difficulties at first. The Director presents the proposed courses to the relevant departments each semester to ask if there are conflicts between the proposed courses and the department’s current offerings. Departments without a significant online presence generally allow the courses to be offered.

4. **Service Courses:**

The RBA program does not offer courses, so has no service courses.

5. **Program Course Enrollment:**

As the RBA program does not offer courses, there are no enrollments.

**Program Enrollment:**

The program admitted 353 students during the previous year (July 1, 2012 to June 30, 2013). The program has averaged 424 students in the program over the past 5 years. In the most recent academic year there was a dip in the number of students to 380, but that can be attributed to the program graduating a high of 342 students during the previous
academic year, due to the lowering of credit hour requirements and the hard work of Elaine Baker in tracking down students while being employed as extra help during that time period.

As of Fall 2013, 315 students were registered for classes as of 10/14/2013. Of those 225 are seniors. On the December 2013 graduation list as of 10/15 we had over 90 students.

Average number of graduates is 247 per year, with a low of 210 and a high of 342.

6. **Figure 1 shows a trend line for total enrollment in and graduates of the Regents’ Bachelor of Arts Program.**

7. **Enrollment Projections:**

   With no intervention on the part of the program, enrollment and graduation should continue to rise steadily as more students discover the RBA program is a way to complete their degree at an accredited school online or a way to complete their degree at Marshall after running into roadblocks in pursuing their initial choice of degree.

   We work with Crystal Stewart and Monica Brooks who administer the online course offerings at Marshall. They frequently refer students as we are currently the only undergraduate program at Marshall in which students can fully complete their degree online. As more online courses are offered, that may change in the future.

   If the program does more outreach with students who have stopped pursuing their degree, we could increase graduates by 100 or more each year. The RBA program has historically relied on word of mouth from academic advisors, faculty, staff and students. We do not want to be perceived as poaching students from traditional programs. Simply by combing the university’s files for students who have dropped out, the RBA program could greatly increase the number of graduates. This can be seen through the one year bubble in graduates to 342 after the program employed retired Director Dr. Elaine Baker part time to contact inactive RBA students.

   With the help of Dr. David Pittenger, Interim Associate VP for Outreach and Michael McGuffey from Institutional Research we have a list of 262 students who may be eligible for their degree with few or no courses. However, since the semester has begun, staff members have not had the resources to evaluate and contact these students about completing their degrees with an RBA.

   The HEPC has begun focusing on encouraging students to complete their degrees. The RBA Director will be collaborating with Tammy Johnson, Director of Admissions and Beth Wolfe, Director of Recruiting on a $10,000 grant from the WVHEPC that was awarded on November 15th to increase retention and completion. The plan would be to hire staff members as extra help to contact students who have stopped attending Marshall for at least one year and have not graduated elsewhere to encourage them to complete their degree at Marshall with the RBA as an option.
Necessity of the Program: Provide a narrative summary for each of the following items in addition to requested appendices.

1. Advisory Committee:

   The RBA coordinators, who are in each of the public 4 year colleges and universities from across the state, meet twice yearly with Mark Stotler, from the Higher Education Policy Commission, along with the Board of Governors’ (the 2 year equivalent to the RBA) program coordinators from the WV community colleges. There is also a listserv for the RBA coordinators to discuss program requirements and student issues.

2. Graduates:

   Over 5,000 students have graduated from the RBA program at Marshall since 1975. At an average number of 254 graduates over the last 5 years, we are the largest degree-granting program on campus as measured by number of graduates. In 2011-12 the RBA program graduated just under 22% of undergraduate students. Without the RBA program, many students who might have graduated from Marshall would not. The RBA program also attracts a large number of transfer students, with over 2/3rds of students transferring into the RBA program and finishing. As Marshall has a solid reputation and a number of online courses, students see graduation from Marshall as both desirable and possible compared to other WV schools.

3. Job Placement:

   No separate survey of job placement has been done of RBA students. That will be a future goal of the program, but we may be able to get information from Marshall University Career Services or the Marshall University Alumni Foundation.

VI. RESOURCE DEVELOPMENT (If applicable)

None requested
Appendix I
Required/Elective Course Work in the Program

Degree Program: Regents' Bachelor of Arts Program Person responsible for the report: Andrew Gooding

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education, including 6 hours in communications 6 hours in the humanities 6 hours in natural sciences 6 hours in social sciences 3 hours in mathematics or computers 9 additional hours from any of the general education areas, see the next page of the appendix for details on courses accepted in each area</td>
<td>36 hours</td>
<td>Any 1-400 level courses</td>
<td>84 hours</td>
<td>None</td>
<td>0</td>
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</tbody>
</table>

Professional society that may have influenced the program offering and/or requirements: West Virginia Higher Education and Policy Commission, set requirements since program's beginnings 1975, last revision to requirements was in Fall 2011.
I. Communications (6 hours)
   English (ENG) - 101, 102 or 201, or 201H or 302
   Communications Studies (CMM) - One of the following: 103, 104H, or 207; or 213 (online)

II. Humanities (6 hours)
   Religious Studies (RST) – any course Online include RST 205, 206, 305, 321
   Classical Studies (CL) – any course except CL 200 Online CL 210, 231, 232, 234, 236, 237, 319
   English (ENG) – any literature (not writing) courses many courses are online
   Modern or Classical Languages – any courses
   Art (ART) – 112, 407 (both available online), or any art history courses
   Music (MUS) – 142, 210, (both available online), 250, or any music history courses
   Philosophy (PHL) – any courses except 304 Online include PHL 201, 302, 303
   Theatre (THE) – 112 (available online)
   Communications (CMM) – 205, 239, 320, 402, 441 (rhetoric, performance or film history/criticism)

III. Natural Sciences (6 hours)
   Biological Science (BSC) – any courses
   Chemistry (CHM) – any courses Online include CHM 203, 204
   Geology (GLY) – any courses
   Geography (GEO) – 101, 230, 350 (available online), 422, 425, 426, 429, 430
   Integrated Science (ISC) – any courses
   Integrated Science and Technology (IST) – 111, 212, 224, 241, 320, 321
   Physical Science (PS) – any courses
   Physics (PHY) – any courses
   Health Science (HS) 201 (available online) (applied anatomy and physiology) (previous ESS 201)

IV. Social Sciences (6 hours)
   Anthropology (ANT) – any courses ANT 201 available online
   Criminal Justice (CJ) – any courses CJ 200, 211, 221, 231, 325 available online
   Economics (ECN) – any courses ECN 200, 250, 253 available online
   Geography (GEO) – any courses except listed natural science GEO 100, 203, 222, 317 online
   History (HST) – any courses many courses are online
   Political Science (PSC) – any courses PSC 104 available online
   Psychology (PSY) – any courses many courses are online
   Sociology (SOC) – any courses SOC 200, 313, 345, 408, 433, 440 available online
   Women’s Studies (WS) - 101

V. Mathematical Sciences or Computer Applications (3 hours)
   Computer Science (CS) – any courses related to computer use, applications, programming
   Mathematics (MTH) 121 is available online or above
   Instructional Technology and Library Science (ITL) ITL 365, 466 are available online
   Integrated Science and Technology (IST) math or computer course IST 163, 365 are online
   Management Information Systems (MIS) 200 is online, 207, 257, 340, 350
   Curriculum and Instruction (CI) CI 350 is online
   Computer course on computer use/applications/programming (with RBA approval)

VI. General Education Electives (9 hours) – From the General Education categories above.

Highlighted in yellow indicates online courses
Courses not on this list will be reviewed individually for acceptance

Revised July 2013
Areas of Emphasis: Marshall University Regents Bachelor of Arts
An Area of Emphasis gives RBA students the opportunity to show a focus as part of the RBA degree. Areas of Emphasis are not required for the degree. Students may also add to their academic record any minor in Marshall’s Undergraduate Catalog.

Area of Emphasis in Organizational Studies (24 hours):
ECN 200 – Survey of Economics or ECN 250 – Principles of Microeconomics; LE 207 – Legal Environment for Business; ACC 310 – Accounting for Entrepreneurs (or 6 hours of other Accounting Courses); MGT 320 – Principles of Management; MKT 340 – Principles of Marketing; MGT 419 – Business and Society; MGT 422 – Organizational Behavior; MGT 423 – Organizational Development (the last course is no longer offered, students can substitute MGT 428 Negotiations or MGT 429 Leadership).

Computer-Related
Area of Emphasis in Computer Forensics (18 hours):

Area of Emphasis in Web Application Development (21 hours):

Area of Emphasis in Game Development (21 hours):
IST 163- Programming Practicum with C++; IST 236 – Data Structures; IST 360 – Game Development I; IST 438 – Computer Graphics for Gaming; IST 439 – Game Development II; IST 460 – Game Development III; ART 454 – Designing for Multimedia

Humanities-Related
Area of Emphasis in Religion Studies (18 hours):
Any 18 hours of 300-400 level courses. At least 6 hours must be Marshall University courses.

Area of Emphasis in Literature in English (15 hours):
Writing-Related

**Area of Emphasis in Creative Writing in English** (15 hours):
Choose any 15 hours from the following courses, but no more than 6 hours may be from the 300 level: ENG 303 – Appalachian Literature; ENG 360 – Introduction to Creative Writing; ENG 377 – Creative Writing: Poetry; ENG 378 – Creative Writing: Fiction; ENG 408 – Advanced Expository Writing; ENG 444 – Rendering the Landscape; ENG 491 – Creative Writing: Poetry Workshop; ENG 492 – Creative Writing: Fiction Workshop; ENG 493 – Creative Writing: Nonfiction Workshop.

Social Science-Related

**Area of Emphasis in Anthropology** (18 hours):
ANT 201 (Cultural Anthropology), ANT 322 (Archeology), ANT 361 (Ethnographic Methods) or ANT 491 (Theory in Ethnology), and 3 additional courses at the 300-400 level.

**Area of Emphasis in Geography** (18 hours):
3-4 hours of 1-200 level courses and 15 hours of 3-400 level courses in GEO.

**Area of Emphasis in Psychology** (18 hours):
PSY 201 and any 15 hours of 300-400 level courses.

**Area of Emphasis in Sociology** (18 hours):
SOC 200 (Introductory Sociology), SOC 344 (Social Research I), SOC 360 (Sociological Perspectives), and 9 additional hours of SOC courses at the 300-400 level.

**Area of Emphasis in Women’s Studies** (18 hours):
WS 101 (Introduction to Women’s Studies) and any 15 hours of WS designated courses at the 300-400 level. To be acceptable courses must have the WS designator.

Education-Related

**Area of Emphasis in Preschool Development** (21 hours):
ECE 215 – Family Relationships; ECE 303 – Child Development; ECE 322 – Language, Literacy, and Numeracy for Young Children; ECE 323 – Assessment in Early Childhood; ECE 430 – Preschool Curriculum and Methods; CISP 320 – Special Education: Survey of Exceptional Children I; CISP 420 - Special Education: Survey of Exceptional Children II.

Effective October 2013
## CLEP Examinations Available and Accepted by MU RBA Program

<table>
<thead>
<tr>
<th>CLEP Exam Credit</th>
<th>Marshall Equiv</th>
<th>Score</th>
<th>Essay</th>
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<tbody>
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<tr>
<td>American Government</td>
<td>PSC 104</td>
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<td>American Literature</td>
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<td>Analyzing &amp; Interpreting Literature</td>
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<td>Biology, General</td>
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<td>College Composition with/without Essay</td>
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<td>Educational Psychology, Introduction to</td>
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<td>Information Systems and Computer Applications</td>
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<tr>
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<tr>
<td>Spanish, College Level 2</td>
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<tr>
<td>Western Civilization II</td>
<td></td>
<td>50</td>
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</tbody>
</table>

*U=upper division credit*

*Exams showing a Marshall equivalent are available to all Marshall University students*

*Foreign Language:*

Level 1 – equivalent to the first two semesters (or 6 semester hours) of college level foreign language course work

Level 2 – equivalent to the first four semesters (or 6 semester hours) of college level foreign language course work

[www.collegeboard.com/student/testing/clep/](http://www.collegeboard.com/student/testing/clep/)
## DANTES DSST CREDIT BY EXAM PROGRAM

<table>
<thead>
<tr>
<th>Test Name/Subject</th>
<th>Semester Hours</th>
<th>Recommended Score</th>
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<tbody>
<tr>
<td>Fundamentals of College Algebra</td>
<td>3</td>
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</tr>
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<td>Principles of Statistics</td>
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<td>400</td>
</tr>
<tr>
<td>Art of the Western World</td>
<td>3</td>
<td>48</td>
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<td>Western Europe since 1945</td>
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<tr>
<td>An Intro to the Modern Middle East</td>
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<td>Rise &amp; Fall of the Soviet Union</td>
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<td>A History of the Vietnam War</td>
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<td>The Civil War and Reconstruction</td>
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<td>Physical Geology</td>
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<tr>
<td>Introduction to Computing</td>
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<td>Introduction to Business</td>
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<td>Money and Banking</td>
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<td>Business Mathematics</td>
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<td>Principles of Public Speaking</td>
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<tr>
<td>Technical Writing</td>
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<td>46</td>
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<tr>
<td>Business Ethics and Society</td>
<td>3U</td>
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*For additional information or to schedule an exam, phone: 304-696-2330 or e-mail: willis13@marshall.edu*

*Recommended score of 400 signifies that exams are new or recently updated*

Updated: 5-26-11
SUMMARY OF CREDIT AWARDS FOR CERTIFIED CREDENTIALS
The West Virginia RBA program has established standard awards of credit for certain licenses or certifications. No portfolio is necessary but documentation is required. There is a $300.00 fee for the credits. A list of possible awards includes, but may not be limited to:

I. ALLIED HEALTH CREDENTIALS

A. Nursing Hospital Diploma Programs
1. Registered Nurse (RN)
2. Licensed Practical Nurse (LPN)
3. Nurse Anesthetist 18 months 24 months
4. Pediatric Nurse Associate
5. Nursing Assistant

B. Radiological Technologies
1. X-Ray (Radiologic) Technology (ARRT)
2. Nuclear Medicine Technology (ARRT)
3. Radiation Therapist
4. Medical Diagnostic Ultra Sound
5. Mammography
6. CT Imaging
7. MRI Imaging
8. Cardio-interventional Technology
9. Vascular-interventional Technology
10. Quality Management
11. Bone Densitometry

C. Respiratory Therapy
1. Certified Respiratory Therapy Technician
2. Registered Respiratory Therapist

D. Other Credentials
1. Medical Laboratory Technologist
2. Emergency Medical Technician Training Program (before 1995)
3. Emergency Medical Technician- Basic Course
4. Standard First Aid (Red Cross 3207)
5. Emergency Medical Technician- Mining
6. Arc First Aid- Responding to Emergencies 3215 (6-8 hour course)
7. Responding to Emergencies Training Programs (EMS First Responder, Red Cross Emergency Response Training, Wilderness Advanced First Aid Training) 52 hour courses
8. Paramedic I (MICP) - completion of DOT Modules 1-6, 15 (discontinued)
9. Paramedic II (NREMT) - completion of all 15 DOT modules (discontinued)
10. Cytotechnology
11. Water Safety Instructor
12. Basic Lifeguarding (Red Cross)
13. Certified Ophthalmic Technician
14. Certified Ophthalmic Medical Technologist
15. Pharmacy Technician
16. Tumor Registry
17. Massage Therapy
18. Phlebotomy Technician

II. Aviation Sciences

A. FAA Training
1. FAA Academy
2. FAA Management Training School
3. FAA Navigational Aide
4. FAA Radar/Communications
5. FAA Data Systems
6. Environmental Support
7. Journeyman Air Traffic Controller

B. Licenses Pilots, Instructors, Maintenance
1. Private Pilot License
2. Commercial Pilot License
3. Instrument Pilot Flight and Ground Training
4. Flight Instructor Airplane
5. Flight Instructor Instrument
6. Airline Transport Rating
7. Glider Rating
8. Multi-Engine Rating
9. Air-Taxi Rating
10. Helicopter
11. Aviation Maintenance Technician (Air Frame Rating)
12. Aviation Maintenance Technician (Air Frame Rating)
13. Flight Engineer

III. Business Areas
1. Chartered Life Underwriter (CLU) diploma
2. Certified Administrative Manager (CAM) Professional diploma
3. Certified Data Processing (CDP) Professional diploma
4. Certified Management Accounting
5. Certified Professional Secretary (CPS) Diploma (before 1981)
6. Certified Member, American Society of Traffic and Transportation (CM:ASTT)
7. National Association of Purchasing Management (NAPM) Certification
8. Society of Actuaries
   a. Associate Membership (19)
   b. Associateship (34)
   c. Fellowship (58)
9. Casualty Actuarial Society (CAS) Certified Professional Program
   a. Associate Membership (19)
   b. Associateship (49)
c. Fellowship (67)
10. National Institute of Credit (NIC)
a. Associate Award
b. Fellow Award (6 years experience)
11. National Institute on Consumer Credit Management (Marquette) 6- year
14. Real Estate Salesperson- WV Licensure (must be current)
15. Real Estate Appraiser- WV Licensure (must be current)
16. Computer Information Technology Certifications (Appendix 25)
a. CompTIA A+
b. CompTIA Network+
c. MCP, Microsoft Certified Professional Windows 2000 (MS Exam 70-210)
d. MCP, Microsoft Certified Professional, Windows 2000 Server (MS Exam 70-215)
e. MCP, Microsoft Certified Professional, Network Infrastructure (MS Exam 70-216)
f. MCP, Microsoft Certified Professional, Directory Services Infrastructure (MS Exam 70-217)
g. MCP, Microsoft Certified Professional, Network Security Design (MS Exam 70-220)
h. MCP, Microsoft Certified Professional, Directory Services Design (MS Exam 70-219)
i. MCP, Microsoft Certified Professional, Network Infrastructure Design (MS Exam 70-221)
j. MCSE, Microsoft Certified Systems Engineer (Total of the above 7 individual Microsoft certification exams)
k. CCNA, Cisco Certified Network Associate
l. Cisco Advanced Routing, First of four exams required to earn the CCNP, Cisco Certified Network Professional
m. Cisco Remote Access, Second of four exams required to earn the CCNP, Cisco Certified Network Professional
n. Cisco Multi-layer Switched Networks, Third of four exams required to earn the CCNP, Cisco Certified Network Professional
o. Cisco Advanced Inter-Network Troubleshooting, Fourth of four exams required to earn the CCNP, Cisco Certified Network Professional

IV. MISCELLANEOUS

A. Criminal Justice Training Programs
1. WV State Police Training Course
   a. After 1977
   b. Before 1976
2. WV Basic Police Training Course
   a. Before 1980
   b. 1980-2000

B. Credit from year one of selected Professional Schools (Dentistry, Medicine, Veterinary Medicine, Podiatric Medicine, Optometry, Osteopathic Medicine, Chiropractic Education) for year four of RBA

C. Magistrate Training Program (1984-2000 and 2002- present)
D. Corrections Training (prior to Oct. 2008)

E. Corrections Academy (after Oct. 2008)

F. National Occupational Competency Testing Institute (NOCTI Exam)
a. Written exam
b. Performance exam
c. Full exam

G. Certified Case Manager

H. Graduate Record Examinations (GRE) Advanced Subject Tests

I. Fire Service Extension College Credit Manual

J. Professional Land Surveying

K. Mining Certifications
   Surface or Apprentice Surface Miner
   Underground or Apprentice Underground Miner
   Certified Mine Electrician
   Prep-Plant Technician
   Coal Lab Technician
   Mine Foreman
   Foreman / Fireboss Certification
   Truck Driver
   Shot Firer
   Mine Rescue

L. Child Development- Associate Certificate

This list may change periodically. Date submitted: September, 2009
PORTFOLIO DEVELOPMENT GUIDE  
Regents Bachelor of Arts Program Marshall University Eff. May 2010

I. Overview
This portfolio development guide is designed to help students who have achieved learning outcomes that are equivalent to learning outcomes in class(es) taught by our institution or a WV public higher educational institution to petition to receive credit for those classes. A portfolio is not meant to be a means to avoid classes, but is intended to afford students the opportunity to academically challenge a class so as to not waste their time taking a class in which they have already mastered the content in a nontraditional setting. To protect the academic integrity of the awarding of college credit for portfolios, the required supporting documentation for submission to earn equivalent college credit is extremely high. The academic rigor is such that it requires individuals to work a large number of hours to properly craft a portfolio and acquire supporting documentation.

Because of the amount of work involved, individuals requiring fewer than 10-12 credit hours to graduate should consider taking class(es) in lieu of a portfolio since completing course work is usually a quicker route to earning college credits. Portfolio credits may not be used to satisfy the RBA residency requirement, to raise the GPA, to earn an Area of Emphasis, or to earn a minor.

Definitions:
Equivalent College Credit: Education or training from nontraditional sources that has been determined by a college as having learning and academic rigor that warrants the awarding of college credit that can be applied towards earning a degree.
Faculty Reviewer: The faculty member who evaluates a petition. Per state guidelines these individuals must be a full time faculty member with subject matter expertise. The faculty reviewer is the person who recommends either approval or disapproval for the awarding of college credit. The faculty reviewers are not obligated to perform reviews, nor to award credit. They are doing this work entirely out of goodwill.
Petitions: A large document assembled as part of portfolio submitted by a student for PLA towards a specific college course. Normally a student’s portfolio will consist of numerous petitions in an attempt to earn college credit for multiple courses.
Portfolio: A submission within one academic term (semester) of petitions for PLA by a student to the institution for review.
Prior Learning Assessment (PLA): The process of evaluating learning that occurred outside of the traditional classroom environment to determine if college credits should be awarded and amount of college credit hours as appropriate.

A. Portfolio versus taking classes
Is a portfolio the correct method for you to earn college credit? The answer to this question is based upon several considerations:

1. The average time to start work on and submit a portfolio is one year. Could you take classes and finish the requirements to earn your degree in the same amount or less? If the answer is yes then you need to take the classes.
2. Do you need to raise your grade point average (GPA) to 2.0 or higher in order to graduate? If the answer is yes, then you need to take classes since portfolio credit is GPA neutral. Portfolio credits show a grade of CR on the transcript and are clearly identified as portfolio credit.

3. Are you highly self-directed or motivated to earn your degree? If the answer is yes, then you are a strong candidate for developing and submitting a portfolio. The portfolio process requires an individual to be very self-motivating because most of the work is completed on one’s spare time and within the time frame that suits the individual’s needs.

4. Have you maximized earning college credits from other nontraditional sources that are often quicker ways to earn college credit? If the answer is yes, then consider working on a portfolio.

**B. Development of a Portfolio for Credit**

The development and submission of a portfolio is an available option in the RBA program to earn equivalent college credit and is not a requirement. The central principle of the portfolio option is the recognition by our faculty that what a student knows is more important than how the knowledge was attained. If a student can demonstrate that his/her knowledge and skills are reasonably comparable to what a college student would have learned in a traditional post-secondary learning environment, then credit hours may be awarded and applied towards fulfilling the academic requirements of earning an RBA Degree. There is a $300.00 fee for submission of a portfolio, regardless of the number of credit hours requested. After the portfolio review is complete, there will be an additional charge of $10.00 per credit hour awarded.

*Note: Credit is not awarded for simply any kind of adult life experience, but only for those experiences that produce learning and skills comparable to the knowledge gained in the college classroom. Payment of the fee and submission of a portfolio does not automatically guarantee the award of college credit!*  

Even considering the cost of a portfolio submission and transcription fee, a portfolio is a cost effective means to earn college credit for individuals who have learned a lot throughout their career or self-directed learning. Before starting to develop a portfolio, you should find out what course(s) you need to fulfill your program of study requirements. This will help you determine how many and what kind of credits you should petition for in the portfolio. For example, there is no reason to pursue credits for lower level courses if the requirement needed is upper level credits. Similarly, there is no reason to seek upper level credits in an area like Social Science when all that is needed is Humanities credit. You should also make sure that all other possible sources of credits have been pursued including: transfer credits from other institutions; industry certifications, professional and military training credits; and credits from challenge, CLEP, and/or DANTES examinations.

*Note: You cannot submit a portfolio petition and receive credit for courses for which you have already received credit.*

A portfolio is not a traditional college paper, nor is it solely a listing of job experiences/resume. It is a carefully thought-out, well crafted, and focused document designed to convince a faculty evaluator that a student has gained outside the classroom *knowledge, abilities, and skills* that are
at a minimum equivalent to the knowledge gained by “C” students who have completed college level coursework. Once a portfolio is submitted, the RBA coordinator will review the completed portfolio for completeness before forwarding to the appropriate academic division(s) for credit evaluations. The faculty evaluator determines if, how much, and what kind of credit to recommend the student be awarded. This recommendation is then sent back to the RBA office and reviewed.

Portfolios are sent out for evaluation during only two periods per school year:

□ First class day in August – last class day in September
□ First class day in January – last class day in February

All reviewed portfolio petitions are returned to the RBA Office to be maintained in the files for the required five (5) years. Students may come by the office to see their portfolios/petitions; however, the portfolio and petitions must remain on file for five years and made available to our accrediting body and/or state council for review.

II. Portfolio Development

If you are thinking about preparing a portfolio, consider these hints:
1. Get started on paper (or disk). Don’t rely on mental “exercise” and daydreaming.
2. Impose some self-discipline. Set aside time, set a schedule, and ask others to respect your need for time to work on it.
3. Impose order. Organize your work and work space. Keep lists.
4. Start with one course or department at a time. It is less daunting.
5. Stick to it.

The portfolio involves three tasks – Identification, Justification, and Verification.

IDENTIFY – Identify courses for which you have not been awarded credit, but have had learning experiences you believe are equivalent to college level learning.

JUSTIFY – Justify the award of that credit by citing what you have learned from experiences. You must demonstrate college level learning, not just claim it.

VERIFY – Verify your learning experiences.

The portfolio is a multi-part document.

Section one consists of a listing of the courses being challenged and the student’s resume.
Section two contains a written narrative which outlines experiences and describes how they equate to college-equivalent learning.
Section three consists of verifying documents which support your narrative claims.
(Each of these parts is explained more fully below.)

Clearly, the portfolio process is a challenging one. The departments, for good reason and by nature, are both demanding and critical of materials submitted for credit from “nontraditional” means. The portfolio applicant’s task is to meet the challenge with thorough research, documentation and personal reflection. College students attending classes have an entire 15-week semester to convey to their professors their competencies through classroom participation,
promptness in meeting assignments, research projects and exam grades. Through these means, professors get a good idea of student motivation, breadth and quality of knowledge, and communication skills. **Your chance to do all of the above occurs when the portfolio is evaluated – one time. Make the effort the best it can be!**

**A. Identifying Competencies**

The first step is to identify the college level knowledge, skills, and abilities you possess that can be used in your portfolio. The goal is to develop a combined list of your skills and your knowledge. In other words determine, in detail, what you KNOW (theories, principles) and what you DO (skills, abilities). The following are some steps to help you identify the college level knowledge, skills, and abilities that you possess:

1. Develop a chronological list of the jobs you have held, including part-time work. Appendix A (p.16) has an example that can be used as a guide. The Chronological Table will help you to develop an accurate portrayal of your work history as it blends in with your learning. Use job descriptions if available. Identify any responsibilities not included in the official job description, if any. Include any minimum educational qualifications for the position.
2. Determine what you have to know to do your job.
3. Determine what you have learned that makes you good at your job.
4. Determine what you have to know (or say and do) to teach someone else your job.
5. Determine what work-related training you have attended.
6. Determine what tests you have taken for your current and previous jobs.
7. Determine what work-related licenses or certificates you possess.
8. What learning outcome does this experience support?

In general, the credit awarded through a portfolio evaluation is directly related to the level of your knowledge, regardless of how you learned a particular subject. From simple facts and names at the first level of knowledge, you may have progressed to more complicated skills like analysis, comparison, and evaluation.

The following guidelines may help you to describe your learning:
1. Do you know the terminology of the field?
2. Do you know specific facts?
3. Do you have knowledge of current practices of the field?
4. Do you have knowledge of trends and sequences?
5. Do you have knowledge of classifications and categories?
6. Do you have knowledge of criteria?
7. Do you have knowledge of methodology?
8. Do you have knowledge of principles and generalizations?
9. Do you have knowledge of theories and structure?

Not all of these questions will apply to what you know or to the courses in your request. But by using those that seem to apply to your own field of knowledge and experience, you will be well on your way to identifying what it is you really do know and this will guide you in drafting your paragraphs in detailing your attainment of learning outcomes in the Experiential
Learning Narrative portion of your credit petition. *It is important to focus on learning and application; time in a job is insufficient justification for the awarding of equivalent college credit.*

**B. Determining Your Credit Request**

In general, your portfolio needs to equate your knowledge to specific college courses. Begin by using college catalog descriptions or course syllabi as your information source. This is the starting place to make an initial judgment as to whether experiences match courses. Generally though, the catalog course descriptions are not comprehensive enough to identify all the major aspects of the course and, subsequently, to compare working experience to them. Consider seeking more complete information in several ways:

- Go to the bookstore and examine the texts used for the intended courses.
- Review the texts via the library.
- Seek information about text book content via the internet at Barnes and Noble (www.barnesandnoble.com), Amazon (www.amazon.com) or other booksellers.
- Borrow a friend’s text book.
- Request course syllabi from specific departments or faculty offering the courses.

Some departments make this information available on-line. Begin with the current Marshall catalog. If there is no match between expertise and the Marshall catalog, use catalogs from other West Virginia state institutions of higher learning. Catalogs from the other West Virginia colleges and universities can be found in local or college libraries or online.

If skills or knowledge cannot be matched to specific courses, consider combining college level skills and knowledge to a particular academic discipline instead of specific courses. This approach results in a request for unspecified credit in a particular academic area. Use this approach as a last choice.

One of the most difficult tasks is determining the courses and amount of credit to request. **Be reasonable.** If you have been in a position for fewer than 5 years and have few (or no) certificates of training or licenses, you may not have enough experience to justify much credit. Also, do not ask for credit for most or all courses in a department (unless your experience is truly exceptional). Departments will rarely grant this kind of request. Finally, do not ask for credit in internships or practica. When reading the descriptions, ask:

- Do I know that?
- Have I done that?
- Is that what my evidence shows?
- How does my experience relate to the course?
The goal is to determine the entire content range of the course(s) comparing content to learning experiences. Is there a sufficient overlap? Can it be described and documented in enough detail to be convincing? The answers may mean narrowing the scope of a request and/or changing to other courses.

Check with the RBA director when you have selected a list of possible courses for review. There are some courses and departments that the director knows are not likely to grant credit. You should probably not waste your time working on petitions for those classes.

Non-collegiate learning most likely to generate college equivalent credit is:

**Measurable** – Learning that has resulted in licenses or certificates for non-credit training programs may be more readily converted to college equivalent credits. Training or experiences leading to demonstrable skills, such as typing proficiency, are also easily evaluated.

**Both Theoretical and Applied** – Learning which can be described as leading to both “understanding” and “demonstrable skills” is most likely to impress a faculty evaluator as worthy of college credit.

**Generalized** – Learning which leads itself to a broad variety of applications is typically viewed by faculty as more creditable than that which relates to a single setting.

After you have determined the courses that you plan to petition, match the competencies that you identified with specific courses. It may very well be that a specific competency actually relates to several courses. This is not a problem and you can use work experience to equate to learning in more than one class.

C. The Narrative(s)

The narrative outlining your skills and knowledge and requesting college course credit is a very important component which matches your competencies and learning with specific college courses. It communicates who you are and what experiences you have had resulting in college-level learning. You are trying to convince the evaluator you know as much about the course as if you had attended the class, submitted the assignments and passed the exams.

The narrative should be precise and focused on the objectives and learning outcomes of the course(s) you are requesting. It should not be a diary or contain vagueness and generalities that do not directly relate to the course. It should identify specific dates, times, employers, supervisors, equipment and materials utilized, activities, responsibilities, training programs, testing, advancements, promotions, skill levels acquired, knowledge acquired, and competencies achieved through life experiences. It should also be limited to the specific life experiences which directly relate to the course for which credit is requested. You should include in the narrative specific references to the appropriate supporting documentation. The end product of this effort should be a concise, well written, and grammatically correct descriptive narrative of a specific life experience which correlates with a specific college course(s) for which credit is being requested.

It is important to focus on providing concrete examples to parallel individual course objectives. The document is not an autobiography. General statements claiming mastery of concepts must be supported with detailed examples. You must write a unique narrative for each course. Evaluators
do not want to weed through a narrative to find the thread of their courses. Finally, it is important to have “tabs” that make supporting documentation easy to locate.

- Begin in a straightforward manner. State your goals and relate them to your reasons for seeking credit for your prior learning.
- Use a tone that is self-confident and assertive (but not arrogant). You want to communicate your strengths and accomplishments and also provide a description of your motivation to earn a degree.
- Organize your narrative in a clear, logical, and comfortable way. You may wish to organize your narrative chronologically. Where appropriate use terminology appropriate to the discipline in which credit is sought. It may be useful to consult texts and other resources for terms in preparing the narrative.
- Convey what is important. Provide the learning experiences that directly relate to the credit you are requesting. Make sure to include everything that seems relevant or important.
- Develop a conclusion. Ensure that the end of narrative sums up your intention for earning credit through the assessment and evaluation of prior learning. Summarize your main points.

**Narrative Length:** There is no “right” length for a portfolio narrative although less than 2 pages might not include enough information. Be as technical as required since your portfolio will be reviewed by teaching faculty. If using technical language, make sure you use it correctly. You will have the opportunity to supply additional information if it is requested by the faculty evaluator.

**Request for Multiple Courses within a Department:** Multiple requests from within a single department should be done in the same manner as a single request in one binder with separate narratives for each course. If you are requesting courses from the same department that are closely related, for example, HST 230 American History to 1877 and HST 231 American History from 1877, you do not need to write two separate narratives. If the courses you are requesting from the same department are not closely related, you will need to write two separate narratives, but they would be contained in the same portfolio binder.

**Narrative Format:** The narrative must begin with the following statement:

*I request that the following information and documentation be evaluated and that I be granted credit for the course(s) shown at the division level and credit hour recommendation(s) depicted.*

Reproduce the course information from the current catalog, as below:

**Marshall University 2001/2003 Undergraduate Catalog**

**MGT 320 Principles of Management 3 hrs**

*A comprehensive survey of the fundamental principles of management applicable to all forms or organizations, the course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management process.*

*Some case analysis of management problems used.*
The narrative needs to demonstrate, as clearly as possible, what your skills, knowledge, and abilities are in the areas covered by the course(s) you are requesting. Even if you do this, however, the success of the portfolio depends in great part on the quality of your supporting documentation.

**D. Supporting Documentation**

In order to receive college credit for what you know and can do, there must be clear documentation for your learning. Just as students in a classroom must provide evidence of their learning in the forms of book reports, oral presentations, research papers or examination results, you must demonstrate possession of the knowledge you claim to have. **IMPORTANT: merely claiming knowledge or skills is not enough; you must demonstrate them.**

Documentation is critical to your success in earning credit through a portfolio. Make sure that the evidence presented does the job it is intended to do, namely, validate without question that you possess the college level knowledge you claim to have. Identifying the relationship between your knowledge and your sources of documentation is critical.

It is possible that a specific item of documentation may be used as appropriate documentation for more than one course or more than one academic area.

Check your documentation for appropriateness:

**Does the document:**

- Verify your knowledge? Can you explain how each piece of documentation verifies your knowledge?
- Describe your knowledge in as much detail as possible?
- Focus on the contents of the course(s) you are requesting? Your documentation must directly relate to the skills and knowledge taught in the classes you are petitioning.
- Show some general applicability? For example, knowing the personnel procedures at one organization may be helpful, but does your documentation demonstrate that you could apply your accumulated personnel skills in more than one way?
- Demonstrate knowledge of theory and application? In many cases, people either have theoretical or practical knowledge of a given subject area. When you select your documentation, make sure you can demonstrate mastery of both.

**Common Types of Supporting Documentation:**

- Certificates of completion for courses or workshops attended
- Official job descriptions and evaluations
- Commendations
- Magazine or newspaper articles documenting accomplishments
Letters, on company letterhead, attesting to skills and knowledge by:
- Employers
- Supervisors
- Teachers
- Church, community or government

Program notes from performances given or exhibits in which work was shown

Examples of work, including:
- Manuals and brochures – written or designed
- Patents
- Architectural drawings
- Curriculum plans
- Books or articles
- Computer programs
- Documents, spreadsheet and other computer-generated work
- Poems, plays, stories, or articles
- Paintings, sculptures, or drawings
- Photographs
- Audio or audio-visual tapes of performances
- Musical arrangements
- Clothing – designed and sewn

Regardless of the type of documentation used, remember that its chief purpose is to verify that college level knowledge has been attained.

Documentation Steps:

Identify What You Know: Before requesting or assembling your documentation, be sure you know what learning you are trying to verify. Review the course information and the skills that match the knowledge “pieces” in the course.

List Your Documentation Evidence: Inventory the documentation you plan to use – certificates, transcripts, job descriptions, etc. After making an inventory, organize all the pieces in one location. Make a list of all the people who might document your knowledge and abilities. Be as thorough as possible. Gather personal articles you have, program notes listing you as a participant in performances, or commendations you have received for outstanding work.

Request the Documentation: This process may take extra time. Start gathering early. Request documentation letters twice – once in person or by phone and once in writing. Explain the reason for the documentation and explain how the documentation will be useful. Specify exactly what knowledge you want documented because only documentation that verifies learning is useful. Make sure that it is not simply a letter of recommendation. Additionally,
ensure that the directness of your relationship with this individual comes across in the letter and that it is from personal observation. Letters should include:

- The length of time you worked with this person
- The particular duties you had to perform
- The level of your performance
- The “normal” requirements for the job
- Changes in responsibility you successfully mastered
- How your performance compared with that of fellow workers

**Monitor Documentation Requests:** Develop some system to keep track of documentation requests, follow ups and documents received.

**No Documentation Available:** If you have a competency that cannot be documented by the usual means, such as a language skill, faculty evaluators may assess your knowledge through an interview, oral exam, or through a written exam.

**E. Portfolio Contents and Organization**
This segment provides information about the specific parts of the portfolio mentioned in the introduction: the resume, the narrative, and the supporting documentation. Paying careful attention to both the contents and organization of your portfolio is of the utmost importance. Well researched, written, and organized portfolios stand the greatest chance of gaining you credit. Expect to contact the RBA Office several times in the process.
The staff will help with procedures and approve the final document before submission to the faculty reviewers. Do not hesitate to ask questions or send rough drafts for review.
It is also important to adhere to the standards for portfolio organization. A critical task is to make the job of the portfolio evaluator as easy as possible. This means presenting materials in a straightforward, clearly organized, easily understood manner. It is essential that the evaluator knows what course(s) you are petitioning, what the basis of your claim is, and what documentation you are offering in support of your claim. This is most easily accomplished through clear and consistent organization.

**1. Cover Sheet**
The portfolio should be bound in a three-ring binder of sufficient size to make turning the pages easy. It should have a clear plastic cover which allows you to put a cover sheet in it. Your cover sheet should look like this:

**Cody Copeland**
**A Portfolio of Learning Experiences**
**Regents Bachelor of Arts Degree Program**
**Marshall University**
**August 15, 2004**
**Department of Management**
Center the text on the page and in a type size 14 or better to be easily read. Avoid clip art or anything too fancy or unserious.
Create a separate 3-ring binder for each department from which you are requesting credit.

2. Portfolio Summary
This is a single sheet which should be the first thing the evaluator sees when opening the binder. It must contain all the elements presented in the example below. They are:

- Heading
- Personal Information
- Brief justification and description of work experience
- Requested Courses and credits
- Internal routing information

A sample of the portfolio summary page follows:

Marshall University
Regents Bachelor of Arts Degree Program

PORTFOLIO SUMMARY PAGE
Name: Mary Jane Jones ID#: 999-99-9999
Address: Rt. 1, Box 99
Paw Paw, WV 20000
Phone: Home: 304-999-9999
Work: 304-777-0000

Brief Description of the work or training experience which forms the basis for this request:
As a supervisor for the WV Department of (omitted) for the past six years, I believe that I have learned a great deal about managing the staff and office where I work. I have been involved in the development of the programs that I work in, the training of the staff, development of protocols and statistical forms to track success of an effort. I interview prospective employees, receive training in issues concerning Civil Rights, Sexual Harassment and Drugs in the Workplace in addition to many management workshops.

Courses for which credit is requested/number of credits:
MGT 320 Principles of Management 3 Hours
MGT 419 Business and Society 3 Hours
MGT 424 Human Resource Management 3 Hours
MGT 460 Strategic Management 3 Hours
3-12 hours of unspecified credit

Note: Include this request only if you are not requesting specific classes.
This portfolio includes the items checked here:
X List of Courses Requested
X Simple Resume
X Course Challenges
X Verifying Documents
X Examples of my Work
Date Submitted to RBA Office: _____________________
Date Forwarded to Department: _____________________

3. The Resume:
This resume section is brief and straightforward. It provides some personal, educational, and employment background for the evaluator. It is not the same sort of resume used for a job search, and does not need to include a statement of purpose or objective.

Personal Information:

Name
Address
Telephone numbers
Email address, if any
Student ID number

NOTE: Do not include your date of birth

Education – (On a separate sheet, in reverse chronological order)

Names, years of attendance, and number of credits earned at educational institutions.

Transcripts for each institution should be included and location referenced.
For example: Marshall University 1997-99 45 credit hours (Tab A, Marshall University Transcript)
Ashland Community College 1987-90 22 credit hours (Tab B, ACC Transcript)

Relevant training programs attended with dates:
U.S. Department of Transportation, Bridge Inspector’s Training, 1986.

Employment History (on a separate sheet, in reverse chronological order):

List name of each employer and dates of employment

Include job titles

Brief job description
Special Interests – *Where relevant* – on a separate sheet:

- Civic or volunteer work
- Unusual awards or accomplishments
- Publications
- Exhibitions
- Performances
- Hobbies

4. The Narratives

The narratives come after the resume. Group your courses or learning components by academic department. For example, if you are requesting courses from the Management Department (MGT) and Communication Studies Department (CMM), you would submit two portfolio binders, one with the MGT course requests and one with the CMM course requests.

Each binder will have a cover page, portfolio summary page, resume, request for credit (the narratives), and documentation. Each course narrative will have its own set of documentation identified with tabs.

5. Presentation of the Portfolio

It is no secret that the way we present ourselves often tells more about us than the words we speak. The same is true in presenting yourself through your portfolio. Although you may have clearly identified your knowledge and gathered together excellent supporting documentation, the first impression made by the physical appearance of your portfolio can influence your success in earning credit. Be sure it looks as good as it can!

Typographical errors, misspellings, or punctuation errors can lessen the impact of any written message. Remember that college level knowledge, regardless of the subject area, assumes a basic competence in communication – writing in particular. Be sure to prepare your portfolio neatly and accurately.

Assist faculty evaluators by labeling each part of the portfolio. Identify which documents verify your knowledge of each course or learning component through the use of a table of contents and tabs on the key pages of the portfolio. Take the time to carefully label your documentation and the course or learning component it is intended to verify.

Always, have someone else check your work before it is submitted – spouse, friend, or co-workers are useful readers.

6. General Notes:

- Make sure the portfolio is well designed and organized.
The portfolio must be typed; written portions must be double-spaced.

Do not submit original documents; submit photocopies of all original evaluator.

For art work, enclose photographs.

Bulky printed materials should be briefly summarized with a photocopy of the title page and table of contents.

Contents must be bound in a 3-ring binder.

All sections should be clearly separated with labeled tabs.

Make a complete back-up copy of the entire document. The submission copy will not be returned.

7. Final Suggestions:

Carefully review the entire portfolio. Be sure that it represents college level work. Check grammar, spelling, punctuation, organization, content, and overall appearance. Then have two other people do the same thing!

Be critical in checking content. Are you convinced or persuaded by what you have written? Did you overlook any experiential learning or make extravagant and unsupported claims? Have you been specific and detailed?

1. Do you have the correct academic division identified for the credit requested?
2. Are your credit requests reasonable?
3. Are your credit requests documented? Did you IDENTIFY, JUSTIFY, AND VALIDATE the skills, credit requested?

Portfolio Submission

The coordinator of the RBA program will examine and approve your portfolio before it is sent for evaluation. The earlier you start this review process the better. The RBA coordinator will also review your narrative drafts at any stage of development. It is not wise to submit a completed portfolio without prior review by the coordinator. The portfolio will not be sent to departments for review until the $300.00 submission fee is paid.

Portfolio evaluators may make several types of recommendations:

- Credit for individual courses as requested
- Credit for individual courses, but not for the hours requested
- A specific number of semester hours of unspecified lower division credit
- A recommendation for no credit
A request for additional materials or a demonstration of skills and/or competence

The credit hours that are recommended and approved will be placed on your permanent record as soon as the $10.00 per credit hour fee is paid.

Portfolios are only accepted by the RBA office in January-February and August-September. There is no guarantee that the portfolio review will be completed by the end of the semester in which the portfolio is submitted because there is no obligation on the part of the faculty reviewers to be prompt. This means that you should not count on graduating in the same semester that you submit a portfolio, although this sometimes does happen.

Portfolio credits will appear on your transcript with the course equivalent number and title, but they will be labeled “College Equivalent Credit”, and the grade will be CR.

These can be transferred to an RBA program at another school, but they cannot be used in any degree program except the RBA.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

The RBA program has no faculty.
Appendix Ila
Teaching Assistant Data Sheet

The RBA Program has no teaching assistants.
# Appendix III
Students’ Entrance Abilities for Past Five Years of Graduates: Regents’ Bachelor of Arts

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean High School GPA</th>
<th>Mean ACT</th>
<th>Mean SAT Verbal</th>
<th>Mean SAT Quantitative</th>
<th>Mean SAT Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 – 09</td>
<td>231</td>
<td>3.02 (n = 227)</td>
<td>20 (n = 159)</td>
<td>454.2 (n = 26)</td>
<td>453.8 (n = 26)</td>
<td>Not available</td>
</tr>
<tr>
<td>2009 – 10</td>
<td>210</td>
<td>2.97 (n = 208)</td>
<td>20 (n = 130)</td>
<td>482 (n = 20)</td>
<td>462.5 (n = 20)</td>
<td>Not available</td>
</tr>
<tr>
<td>2010 – 11</td>
<td>235</td>
<td>3.00 (n = 232)</td>
<td>19.8 (n = 150)</td>
<td>533.5 (n = 26)</td>
<td>478.8 (n = 26)</td>
<td>Not available</td>
</tr>
<tr>
<td>2011 – 12</td>
<td>342</td>
<td>2.99 (n = 340)</td>
<td>20 (n = 190)</td>
<td>481.6 (n = 43)</td>
<td>467 (n = 43)</td>
<td>Not available</td>
</tr>
<tr>
<td>2012 - 13</td>
<td>252</td>
<td>3.02 (n = 251)</td>
<td>20.2 (n = 158)</td>
<td>481.9 (n = 32)</td>
<td>468.1 (n = 32)</td>
<td>440.6 (n = 32)</td>
</tr>
</tbody>
</table>
Appendix IV
Exit Abilities for Past Five Years of Graduates: Regents’ Bachelor of Arts

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Licensure Exam Results</th>
<th>Certification Test Results</th>
<th>Other Standardized Exam Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 – 09</td>
<td>231</td>
<td>2.82</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2009 – 10</td>
<td>210</td>
<td>2.88</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2010 – 11</td>
<td>235</td>
<td>2.92</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011 – 12</td>
<td>342</td>
<td>2.82</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 - 13</td>
<td>252</td>
<td>2.87</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Appendix V**  
**Assessment Summary**  
**Marshall University**  
**Assessment of the Program’s Student Learning Outcomes**  
**5 year summary**

**Component Area/Program/Discipline:** _______Regents Bachelor of Arts

The RBA program does not offer courses, so does not have program specific Learning Outcomes or Assessment Measures. When General Education Assessment is in place then the RBA program can use those measures for the subset of students who take those courses at Marshall within the time period that assessment has been conducted.

<table>
<thead>
<tr>
<th>Domains of Critical Thinking</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Fluency</strong></td>
<td>Students will <strong>develop</strong> cohesive oral, written, and visual communications <strong>tailored</strong> to specific audiences.</td>
</tr>
<tr>
<td><strong>Creative Thinking</strong></td>
<td>Students will <strong>outline</strong> multiple divergent solutions to a problem, <strong>develop</strong> and <strong>explore</strong> risky or controversial ideas, and <strong>synthesize</strong> ideas/expertise to <strong>generate</strong> ideas.</td>
</tr>
<tr>
<td><strong>Ethical and Civic Thinking</strong></td>
<td>Students will <strong>determine</strong> the origins of core beliefs and ethical principles, <strong>evaluate</strong> the ethical basis of professional rules and standards of conducts, <strong>evaluate</strong> how academic theories and public policy inform one another to support civic well-being, and <strong>analyze</strong> complex ethical problems to address competing interests.</td>
</tr>
<tr>
<td><strong>Information Literacy</strong></td>
<td>Students will <strong>revise</strong> their search strategies to find appropriate research tools, <strong>integrate</strong> relevant information form reliable sources, <strong>question</strong> and <strong>evaluate</strong> the complexity of the information environment, and <strong>use</strong> information in an ethical manner.</td>
</tr>
<tr>
<td><strong>Inquiry Based Thinking</strong></td>
<td>Students will <strong>formulate</strong> focused questions and hypotheses, <strong>evaluate</strong> existing knowledge, <strong>collect</strong> and <strong>analyze</strong> data, and <strong>draw</strong> justifiable conclusions.</td>
</tr>
<tr>
<td><strong>Integrative Thinking</strong></td>
<td>Students will <strong>make connections</strong> and <strong>transfer skills</strong> and <strong>learning</strong> among varied disciplines, domains of thinking, experiences, and situations.</td>
</tr>
<tr>
<td><strong>Intercultural</strong></td>
<td>Students will <strong>evaluate</strong> generalizations about cultural groups, <strong>analyze</strong> how cultural beliefs might affect</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>communication across cultures, <strong>evaluate</strong> how specific approaches to global issues will affect multiple cultural communities, and <strong>untangle</strong> competing economic, religious, social, or geographical interests of cultural groups in conflict.</td>
</tr>
<tr>
<td><strong>Metacognitive Thinking</strong></td>
<td>Students will <strong>evaluate</strong> the effectiveness of their project plan or strategy to determine the degree of their improvement in knowledge and skills.</td>
</tr>
<tr>
<td><strong>Quantitative Thinking</strong></td>
<td>Students will <strong>analyze</strong> real-world problems quantitatively, <strong>formulate</strong> plausible estimates, <strong>assess</strong> the validity of visual representations of quantitative information, and <strong>differentiate</strong> valid from questionable statistical conclusions.</td>
</tr>
</tbody>
</table>
Appendix VI
Program Course Enrollment

The RBA program does not offer courses.
### Program Enrollment: Regents’ Bachelor of Arts Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Majors Enrolled: RBA Program</td>
<td>462</td>
<td>422</td>
<td>438</td>
<td>420</td>
<td>380</td>
</tr>
<tr>
<td>Principal Majors Enrolled: RBA Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Baccalaureate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Majors Enrolled</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total of Students enrolled in the Program</strong></td>
<td><strong>463</strong></td>
<td><strong>423</strong></td>
<td><strong>438</strong></td>
<td><strong>420</strong></td>
<td><strong>384</strong></td>
</tr>
<tr>
<td>Graduates of the Program</td>
<td>231</td>
<td>210</td>
<td>235</td>
<td>342</td>
<td>252</td>
</tr>
</tbody>
</table>
Figure 1. Trend Line for Total Enrollment and Program Graduates: Regents’ Bachelor of Arts Program
### Appendix VIII
Job and Graduate School Placement Rates

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to Graduate Programs</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 – 09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009 – 10</td>
<td></td>
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<td>2010 – 11</td>
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<tr>
<td>2011 – 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 – 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five –Year Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No data have been collected. As RBA students have no major, the first three columns are not relevant.
Appendix IX
Assessment Letters: Regents’ Bachelor of Arts

Office of Assessment & Program Review
June 21, 2012

Mr. Andrew Gooding, Director
Regents Bachelor of Arts Program

Dear Andrew:

The University Assessment Committee and I have completed our evaluation of the RBA Program’s assessment of student learning. This letter will provide general comments and suggestions for improvement. I have included the scoring rubric we used to evaluate your assessment report in a separate document.

You clearly point out the difficulties of conducting a traditional assessment of student learning in the RBA program. You go on to make some suggestions, e.g. that we assess how well RBA students perform relative to others at the university and to national standards. You show that, even students with low ACT scores can, with hard work, maturity, and persistence, perform well academically. I believe that your proposed assessment plan is a reasonable one. We are able to tag artifacts by college and should therefore be able to compare the performance of RBA to other students on Marshall University’s learning outcomes.

During the coming academic year, it will be important that you follow the plan you developed as part of the first two activities of the Open Pathways Demonstration Project. The project’s steering committee will provide more feedback regarding next steps in that project at summer’s end. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Rudy Pauley, Associate Vice President for Outreach and Continuing Studies
June 7, 2011

Dr. Elaine Baker, Director
RBA Program

Dear Elaine:

The University Assessment Committee and I have completed our evaluation of the RBA Program's assessment of student learning. This letter will provide general comments and suggestions for improvement.

I appreciate the care you have taken in developing a thoughtful assessment plan for the RBA program, especially considering the wide diversity of students and the constraints under which the program operates. You have covered all of the points raised in your communication with me, dated September 3, 2010.

When comparing the ACT, GPA and GRE scores of RBA students with those of the university population, it would be interesting to include the university's standard deviation. My guess is that, even though the RBA means might be lower than the university means, they may not be outside one standard deviation on either side of the university mean. If this is the case, it would suggest that, as a group, RBA students may not be that different in terms of their ability than the general population of MU students. Your categorical analysis of RBA students' performance in these measures is noteworthy and it is interesting that RBA students who return to school as "adult" learners often show the ability to perform well despite earlier starts that were less than impressive. Indirect data from the graduation survey shows that overall, RBA students value the knowledge and skills gained while at Marshall University. Your statistics also suggest that graduation rates for RBA students are commensurate with, if not better than, those of other graduates.

Your assessment plan recommends tagging e-portfolio artifacts of RBA students and assessing these using core domain rubrics for all general education areas, examining and strengthening the awarding of CEC (perhaps establishing statewide norms), and examining CLEP credit.

One reviewer suggested that, in future years, the program look at one category, e.g. communication, math, and develop an assessment plan for each.

During the academic year 2011 – 2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with your successor. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know and I wish you all the best as you enjoy new challenges during retirement!
Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Rudy Pauley, Associate Vice President for Academic Affairs/Outreach and Continuing Studies  
Mr. Andrew Goding, New RBA Director