

Marshall University
West Virginia Higher Education Policy Commission
2011 Compact Update (covering AY 2010-2011)
Summary

The West Virginia Higher Education Policy Commission is in the fourth year of a five-year (2007-2012) Master Plan for higher education. The Master Plan for each public four-year institution was established with the 2008 Compact Report. The Master Plan for each institution establishes goals in core compact elements, strategies for measuring progress toward those goals, and rationale for the goals and strategies for realizing those goals. Each four-year institution must provide an annual update on these core elements.

On September 29, 2011, the Marshall University Board of Governors approved the submission of the Marshall University 2011 Compact Update Report (reporting activities from the 2010-2011 AY).

Highlights from the core area updates are as follows:

Compact Update: Core Areas

Compact Section	2012-13 <i>Target</i>	2010-2011 <i>Goal</i>	2010-2011 <i>Actual</i>
1a. Headcount Enrollment	14,476	13,959	14,192
1b. Annualized FTE Enrollment	12,160	11,726	11,921
2a. Retention, 1st to 2nd Yr	74%	71%	70%
2b. Avg. Retention Peers	N/A	N/A	N/A
3a. Graduation Rates (Bachelors, first-time degree seeking)	49%	47%	46%
3b. Graduation Rates (including transfers out)	N/A	N/A	46.6
3c. Peer Graduation Rates	N/A	N/A	49%
4. Degree production:	100	100	91
4a. Associate			
4b. Bachelor	1,416	1,359	1,393
4c. Masters	820	840	902
4d. 1st Professional*	N/A	N/A	0
4e. Doctoral*	92	78	95
5. STEM & Health Degrees (UG/Grad)	N/A	N/A	442/271
6. Licensure Pass Rates	90% overall	90% overall	90.8
7a. Percentage of Faculty with Terminal Degrees, w/o SOM	86%	86%	85%
7b. Terminal Degrees w/SOM	90%	90%	89%

*This figure reflects a change in federal degree reporting practices, which fold 1st professional degrees in with 'doctoral' degrees.

Section 8. Assessment. New elements of the University's assessment program include: updates to Assessment Day format, electronic surveys; expanded use of Map-Works for freshman risk survey, updates to Assessment and Program Review Workshops, assessment of First-Year Seminar in the new General Education program through the e-portfolio system called GEAR (General Education Assessment Repository), syllabus review, *Campus Conversations* focused on the book *Academically Adrift*, and improvements in CLA and NSSE results.

Section 9. Accreditation. In 2010-2011, the Bachelors of Science in Engineering (BSE) received notification of accreditation by the Accreditation Board for Engineering and Technology (ABET). The Liaison Committee of Medical Education (LCME) reviewed the Joan C. Edwards School of Medicine for reaccreditation. Recommendations for improvement were presented in the LCME report; the School of Medicine continues its discussions with the LCME regarding these recommendations.

Section 10. Alignment with K-12 Schools. Marshall continues the activities and goals established in the 2008 Master Compact. New activities reported for 2010-2011 through Information Technology Services, the College of Education, and the Graduate School of Education and Professional Development include:

- Summer Enrichment programs in reading and writing
- National Writing Project
- Transition to Teaching
- Increasing Teaching Quality Grants
- Deaf, Hard of Hearing, and Visually Impaired Programs
- Student Educational and Economic Development Success (SEEDS) Project
- West Virginia Center for Professional Development
- Marshall Technology Outreach Center *FaceBook* and other social media sites.

Section 11. Use of Instructional Technology. Provides updates on the following activities: enrollments in distance education course, including RBA students; increases in outreach to students; updates on hardware and software costs, faculty development, and faculty instruction; plans for future activities such as migration to a new release of the Blackboard classroom management software; virtual classroom or two-way interactive video capacities in the classroom (WIMBA); and the online orientation program for RBA students.

Section 12. Career Services and Placement. Among the updates provided in the section on Career Services and Placement, the following results of the Spring 2011 survey of graduating seniors provides a sketch of our graduates post-graduation employment plans. 405 Responses were received from 985 questionnaires—a 41% response rate.

- 272 Graduates (67%) reported they are or will be working full-time upon graduation.
- 169 Graduates (42%) reported they were currently employed in the state of WV.
- 78 (9.1%) reported they would continue to work at a currently held job.
- 73 (8.5%) reported they would work in the private sector.
- 90 (10.5%) reported they would work for a federal, state, or local agency.
- 100 (11.7%) reported they would work for a non-profit organization i.e. public school, higher education, hospital, etc.
- 21 (2.4%) provided some other kind of response.
- 257 (30.1%) reported they plan to attend graduate or professional school.
- 03 (3.5%) declared military enlistment.

Section 13. Student Financial Aid. Updates on the distribution of financial aid during the 2010-2011 academic year include:

- Approximately \$138 million of financial aid from all sources of funding was awarded to 11,143 undergraduate, graduate and medical school students.
- 74.2% of the undergraduate student population (8,588 students) received approximately \$95.9 million from all sources of financial aid funding.
- A total of \$29.4 million was awarded to 2,289 graduate students and a total of \$12.6 million was awarded to 266 medical school students.
- The total paid from institutional funds for need-based and merit-based scholarships, including tuition waivers, was \$11.3 million for undergraduate students, \$5.2 million for graduate students and \$427 thousand for medical school students.
- Undergraduate students received a total of \$22.5 million in federal scholarships and grants and an additional \$14 million in state scholarships and grants (primarily from the WV PROMISE Scholarship and WV Higher Education Grant programs).
- Undergraduate students borrowed student loans totaling \$40.2 million, graduate students borrowed \$22.9 million, and medical school students borrowed \$11.5 million.

Section 14. Programs of Distinction. The following programs were identified as programs of distinction based upon three criteria: six-year enrollment trends, six-year graduation rates, and completion of academic program assessment feedback loop, which requires integration/incorporation of assessment results in a continuous improvement of the program. In 2009-2010 three programs were identified as programs of distinction: MS in Forensic Science, BBA in Accountancy and Legal Environment, and the BA in Journalism and Mass Communication. **For 2010-2011, two programs have been added: BS in Nursing and the MA in Journalism and Mass Communication.**