

**West Virginia Higher Education Policy Commission
2007-2012 Master Plan**

**Marshall University
2011 Compact Update**

October 1, 2011

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All data provided in the tables contained in this report has been assembled by Michael McGuffey, Director of Institutional Research.

**West Virginia Higher Education Policy Commission
2007-2012 Master Plan**

**Marshall University
2011 Compact Update ¹
for the 2010-2011 Academic Year**

A. Core Compact Elements

1. Enrollment

a. Data: Headcount and Annualized FT Enrollments for AY Year 2010-2011.

Table 1. Enrollments

| Marshall University | | Previous Years | | | Base Year | Compact Goals | | | | | |
|---------------------|---------------------------------|----------------|--------|--------|-----------|--------------------------|--------------------------|--------------------------|------------------------|------------------------|----------------|
| | | 2004 | 2005 | 2006 | 2007-2008 | Year 1 Actual 2008-09 | Year 2 Actual 2009-10 | Year 3 Actual 2010-11 | Year 3 Goal 2010-11 | Year 4 Goal 2011-12 | Target 2012-13 |
| Measure | | | | | | | | | | | |
| 1a | Total Fall Headcount Enrollment | 13,920 | 13,988 | 13,936 | 13,808 | 13,573 | 13,776 | 14,192 | 13,959 | 13,892 | 14,170 |
| 1b | Annualized FTE Enrollment | 11,808 | 11,818 | 11,706 | 11,706 | 11,582 | 11,492 | 11,921 | 11,726 | 11,669 | 11,903 |

b. Goal: As Table 1 shows, the five-year total full-time (FT) headcount goal is 14,170 for Fall AY 2012-2013. The annualized FTE enrollment goal is 11,903 for 2012-2013. The enrollment goals for Year 4 and Year 5 have been updated to reflect expected declines due to external forces. Certain enrollments were assumed, and statutory, policy, and other changes have made required that we reduce the expected enrollment for the remaining two years.

2010-2011 Update:

- i. Year-3 FT headcount goal was 13,959; actual year-3 FT headcount was 14,192, 233 student (+233) greater than the goal. Year 3 actual FT headcount is 619 (+619) students higher than the year-1 actual count, a 4.56% increase over year-1 actual count, and a 3.01% increase over year-2 actual count.
- ii. Year-3 goal Annualized FTE was 195 (+195) greater than the Year-3 goal. Year-3 actual Annualized FTE is 339 (+339) students greater than the year-1 actual—a 144-student increase.

c. Strategy/Rationale: As noted in the 2009 Compact Update, and reiterated in the 2010 Update, Marshall hired a new Director of Recruitment in the Spring 2009, who with support from Academic Affairs redesigned its formal recruitment plan during the 2008-2009 academic year (AY). Some elements of the new recruitment plan were in place for the 2008-2009 recruitment season. Even though Marshall has experienced considerable recruitment success over the past three years, as reflected in Table 1 data, the university does not expect to know the full impact of its new recruitment plan and activities for several recruitment seasons. However, as our experience with the plan unfolds, the university will adjust the plan accordingly to reflect identified needs and improvements based upon data collected. The university will continue to reemphasize the need to balance and refocus recruitment efforts on in-state, metro, and out-of-state students as it has during the 2011-12 recruitment period.

d. Additional Matters: 2010-2011 Update on Conditional Admission and Series 23 Compliance

The 2009 Marshall Compact Update stated the following:

While Series 23 rule 3.3.2 refers to a limit on “the number of students who may be admitted conditionally,” it is Marshall’s understanding that the intent of the rule is to impose the limit based

¹ 2010-2011 Updates appear in sections where the term ‘Update’ appears in bold, underlined typeface.

on students who *actually enroll*. Therefore, admission of students with conditional status should be limited to a number which, taking into account the institution's historical yield, will produce a conditional enrollment of less than 15% in 2010 and 10% in 2011 and thereafter.

In order to meet these limits, Marshall implemented the following practices beginning in Fall 2009, which were described again in the 2010 Update:

- i. Conditional admission of students who do not meet HEPC GPA/ACT/SAT requirements has been addressed historically through admission to University College. A limited number of applicants who do not meet Marshall's minimum admission requirements, i.e., 2.00 GPA, 19 ACT Composite or 3.00 GPA, 16 ACT Composite, can be considered for admission to University College, if the applicant shows promise and there are indications of his or her ability to enroll and successfully persist at the University.
- ii. To ensure that no more than the permitted number of conditionally admitted students (10% in 2011 and thereafter) are enrolled at Marshall, the Admissions Office instituted the following procedure in the 2009-10 academic year (AY) and continued the procedure in the 2010-11 AY:
 - a. Immediately after Fall-semester freshman enrollment data is finalized, the Admissions Office will determine the number and percentage of conditionally admitted freshmen who are enrolled for that term. The Admissions Office will determine the yield for conditionally admitted students and limit the number of conditional admissions offered the following year to a number determined not to exceed the prescribed limits based on the previous year's yield.
 - b. **Update:** For **Fall 2010**, 8.99% of Marshall's admitted freshmen applicants were conditional admits, i.e., 327 of 3634 conditionally, fully and provisionally admitted freshmen applicants. 9.95% of the newly enrolled freshmen had been admitted conditionally, i.e., 196 of the 1969 enrolled new freshmen.
 - c. **Update:** For the **Fall 2011**, 7.57% of Marshall's admitted freshmen applicants were admitted with a conditional status, i.e., 293 of 3878 conditionally, fully and provisionally admitted applicants. 8.18% of the new freshmen who enrolled at Marshall in Fall 2011 had been admitted conditionally, i.e., 165 of 2016 enrolled new freshmen.

Based on the previous year's total freshmen enrollment (1969), the 164 enrolled freshmen **for Fall 2011** who had been conditionally admitted constituted 8.37% of total freshmen enrollment.

By any measure, Marshall University is well below the 10% threshold stipulated by Series 23, rule 3.3.2 regarding limits of conditionally admitted students for Fall 2011 and thereafter. Marshall's Admissions Office does not anticipate more than 10% conditionally admitted students enrolling in the future.

2. Retention Rate

a. Data: Fall-to-Fall Retention Rate for First-Time, Full-Time Freshman

Table 2. Retention Rates

| Marshall University | | Previous Years | | | Base Year | Compact Goals | | | | | |
|---------------------|---|----------------|------|------|-----------|---------------|----------------|---------------|-------------|-------------|--------------|
| | | | | | | Year 1 Actual | Year 2 | Year 3 Actual | Year 3 Goal | Year 4 Goal | Target 2012- |
| Measure | | 2004 | 2005 | 2006 | 2007-2008 | 2008-09 | Actual 2009-10 | 2010-11 | 2010-11 | 2011-12 | 13 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen) | 70 | 72 | 73 | 71 | 71% | 71 | 70% | 72% | 73% | 74% |
| 2b | Avg Retention Rate of Institution Peers (median) | 73.5 | 73.5 | 73.5 | 72.5 | 74.0 | 74.5 | 73.5 | N/A | N/A | N/A |

- b. **Goal:** The AY 2012-2013 goal for first-to-second-year student retention rate is 73.

Update: The retention rate for Fall 2010-to-Fall 2011 is 70%. Marshall's Student Resource Center staff are contacting non-returning students to collect information regarding their individual decisions not to return in the Fall 2011 after having started as freshmen in the Fall 2010.

c. Strategy/Rationale: Marshall has developed, and will continue to adjust, strategies directed toward improving student persistence and success rates among first-year students and, more broadly, among all students as they progress toward completion of degree requirements. As such, the university expects to experience improvements in fall-to-fall first-time freshman retention rates.

As stated in the 2009 Compact Update, Marshall's retention strategy--writ large--is four-fold:

- (1) increase substantive, consistent, success-oriented advising communication with students from the time of first contact in recruitment through admission to the time of graduation;
- (2) engage students in a curriculum stressing the development and practice of critical thinking, critical oral discourse, and critical reading and writing communication skills;
- (3) create a general education curriculum that stresses developing a repertoire of critical thinking, oral discourse, and reading/writing skills that can be transported into any academic, professional, job-oriented, personal, or civic context; and
- (4) employ various assessment tools to measure the results of the learning experiences designed to provide the skills and contexts for practice of the skills.

This four-fold strategy is embodied in the Student Success and Retention Plan developed by the Student Success and Retention Committee (SSRC) during the 2008-2009 academic year (cf., **Appendix D**. Marshall University Student Retention and Success Plan--**UPDATED for Fall 2011**).

In April 2009, the SSRC made public a new student success and retention plan. The plan features four (4) basic parts:

- Advising
- General Education
- Assessment
- Communication: Student Affairs

The plan's basic elements include the following initiatives:

I. Advising: Update

- The first Week of Welcome Week of Welcome (WOW) was held August 18-20, 2010. Fall 2011 dates were August 17-20.
- Centralized Advising Center and University-wide mandatory advising starting with first-year students and migrating to all students. Renovation and conversion of the Alumni Lounge in Memorial Student Center to the Student Resource Center (SRC. [See: <http://www.marshall.edu/src>]) was completed in July 2010. 5 full-time resource specialists have been hired, including a Career Services specialist; also a veterans and military affairs advocate was hired. This position also serves in the SRC.

Update: As of the first-year anniversary, the Student Resource Center assisted over 5,700 students. SRC staff have hosted and sponsored numerous programs related to student success initiatives.

- Develop Academic and Professional Plans of Study

Update (Fall 2010): The minimum number of hours required for graduation has been reduced to 120 in the Fall 2010. All programs have evaluated major degree requirements in light of the creation and implementation of Marshall's new general education requirements, moving toward the 120 credit hour graduation threshold. Based on that evaluation, all programs have created four-year plans of study. There are several programs that require longer than four-years to complete the baccalaureate degree. They have created plans of study stipulating how the degree can be completed in a timely fashion, based upon full-time enrollment, consistent advising, and student decisions.

- Integrate Career Services into mandatory advising program.

Update: Career Services is now fully integrated into the advising system. Career Services has one full-time resource specialist assigned to the Student Resource Center. In a new course called **Freshman First Course (UNI 100)** students start the process through the university's new e-portfolio project of creating statements about their career/professional plans that will match their choice of majors for which there is a four-year plan of study.

II. General Education: Update

- Revise and Implement General Education Core Curriculum emphasizing critical thinking skills in (a) a mandatory 3-credit hour first-year seminar; (b) two 3-credit hour disciplined-based critical thinking courses; and (c) culminating capstone research experience (approved, implementation underway for Fall 2010).

Update: New General education requirements, with a critical thinking core, was approved in April 2009 for implementation in the fall 2010. The new core general education requirements went into effect in the Fall 2010 (see <http://www.marshall.edu/gened>). Critical thinking course develop occurred during the course of the summer 2009 and the 2009-2010 academic year. In the spring 2010, full-time faculty assigned to teach the new First-Year Seminar course in the core curriculum participated in professional development activities focusing on engaged teaching and learning. This professional development opportunity lasted the entire semester over which the faculty spent 4 hours per week of assigned workload participating in the development workshops. 44 faculty participated this professional development initiative.

- Implement e-portfolio system as a new assessment tool

Update: The e-portfolio system was implemented in the Fall 2010. See <http://www.marshall.edu/GEAR>. In accord with a continuous model, faculty reviewers assessed the first set of student archives during the Summer 2011. The results of this assessment has led to various modifications in the First-Year Seminar, development activities for First Year Seminar instruction, and the e-portfolio system.

- Increase development and use of living-learning communities (LLC) and freshman interest groups (Figs) for both residence-hall students and commuter students (planning underway for Fall 2010).

Update: For academic year 2010-2011, new Freshmen Interest Groups were created in the following areas: Creative Writing, Sports and Nutrition, Speech and Debate, Pre-Med, Chorus, Media Literacy. New Living-Learning Communities were started in: the Honors College, College of Health professions, College of Education, College of Science, and the Lewis College of Business.

III. Assessment

- Implement MAP-Works first-year student inventory of at-risk students (started Fall 2009).

Update: cf., Section 8, “Assessment of Student Learning” for a complete update. Map-Works was implemented in the fall 2009. Results from student surveys, designed to determine the at-risk level of each freshman student, were gathered and assessed in each of fall and spring of AY 2009-2010 and 2010-2011.

- Pilot supplemental instruction component for gateway courses with high drop, repeat, and failure rates (in place for Biological Sciences and Chemistry, expanding to cover other gateway courses).

Update: Faculty and advisor discussion re-started in the Spring 2011 regarding how best to proceed with supplemental instruction outside of regular tutoring options available through the University College.

- Send high at-risk students to UNI 202 as an “academic recovery” course in basic academic survival skills (starting Fall Spring 2011). **Update:** this project started in the Fall 2011.
- Continue use of Collegiate Learning Assessment of student critical thinking skills and National Survey of Student Engagement (already in place). **Update:** cf., Section 8, “Assessment of Student Learning” for complete 2010-2011 update.

IV. Communication

- Develop a centralized calendar system to enhance student-life and culture on campus (planning for Fall 2010).

Update: Centralized calendar system is in place, and will continue to develop as various needs are identified.

- Review and Assess student-life activities and culture on campus (planning for Fall 2010).

Update: In March 2011, Marshall completed its search for and hiring Campus Activities Director. This position will be charged with assessing the student activities culture primarily on the Huntington Campus.

- Develop and utilize targeted announcements to students (planning for Fall 2010).

Update: Fall 2010. Utilizing features of MYMU, Milo (Marshall’s internal internet information system, targeted announcement), and Map-Works, Marshall has increased its targeted announcements and contacts with students, particularly self-identified at-risk students.

d. Additional Issues: Math and English Remediation

Current Practices: Marshall has changed its approach to Mathematics and English remediation. As reported in the 2010 Compact Update, Marshall’s approach to remediation in Mathematics and English was under review and changing. Previously, students who did not meet the Series 23 placement standards in English and Mathematics, Marshall University offered skill development courses were taken prior to placement and registration in required freshman-level courses in these areas.

Update:

i. English Remediation:

- a. Students whose ACT/SAT verbal score does not meet the HEPC standard are placed in a developmental course, English 099.
- b. Students who complete English 099 with a grade of CR (Credit) are eligible to enroll in English 101.

ii. Mathematics Remediation

- a. Students whose ACT/SAT mathematics score does not meet the HEPC standard are placed in one of two developmental courses:
 - Math 098: For students with ACT scores below 17 (Students who begin here are eligible to enroll in Math 099 with a grade of CR (Credit))
 - Math 099: For students with ACT scores of 17 or 18
- b. Students who earn a grade of CR (Credit) in Math 099 are eligible to enroll in any entry-level mathematics course that requires an ACT mathematics score of 19.

3. Graduation Rates

- a. **Data: Annualized Graduation Rates—First-Time, Full-Time Freshmen, Transfer, and Peer Institution Average**

Table 3. Graduation Rates

| Marshall University | | Previous Years | | | Base Year | Compact Goals | | | | | |
|---------------------|---|----------------|------|------|-----------|--------------------------|------------------------------|--------------------------|------------------------|------------------------|--------------------|
| Measure | | 2004 | 2005 | 2006 | 2007-2008 | Year 1 Actual 2008-09 | Year 2 Actual 2009- 10 | Year 3 Actual 2010-11 | Year 3 Goal 2010-11 | Year 4 Goal 2011-12 | Target 2012- 13 |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst) | 43 | 47 | 40 | 44 | 46 | 46 | 46 | 47% | 48% | 48% |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions | 44 | 48.2 | 42.2 | 46 | 46.7 | 48.4 | 46.6 | | | |
| 3c | Avg Graduation Rate of Peers (Median) | 46.5 | 47.5 | 49 | 48 | 50 | 47.6 | 49 | N/A | N/A | N/A |

- b. **Goal:** The 2012-13 Compact goal for six-year graduation rates of first-time, full-time freshman, statewide is 48%. Marshall's year-3 goal was 47%.

Update: In year-3 of the Compact, Marshall's six-year graduation rate remained at its year-2 goal level of 46%.

- c. **Strategy/Rationale:** With the new integrated approach to student retention, as described in the 2009 Update, implemented in the Summer of 2010 and reported with modifications in the 2010 Update, and described above in section 2, Marshall has improved tracking the progress of students toward degree completion. More complete results will be known in several years as to the effectiveness of these measures and tracking efforts. With the development of the new core general education curriculum, the development of four-year plans of study, the implementation of Map-Works, and the emphasis on communicating more directly with students, Marshall certainly anticipates a marked change in its graduation rates that moves closer and more directly toward the state-wide goal.

Update: Until retention efforts have been practiced for several years, and until students feel more comfortable with student loan indebtedness, the university can expect fluctuations in freshman year-to-year retention efforts. Over the long-term we expect to experience sustained improvement in both freshman retention and six-year graduation rates.

Marshall's 2009 Update reported retention/persistence data for the freshman enrolled at the university in the Fall 2006. That data included:

- 1,521 full-time, first-year students enrolled in the Fall 2006
- 1,088 (71.5%) returned for a second year in the Fall 2007
- 926 (60.9%) returned for a third year
- 828 (54.4%) returned for the fourth year in the Fall 2009.

For the 2006 first-year cohort, the University projected a 47% six-year graduation rate.

Update: The actual four-year graduation rate for the freshman class of 2006 was 23.6 %

Update: As a point of comparison, the Fall 2007 freshman class that completes its sixth year in AY 2012-2013, fifth-year of the Compact Master Plan, is now in its fourth-year. For that cohort, the following data is available:

- 1659 full-time, first-year students enrolled in the Fall 2007.
- 1176 (70.59%) returned for a second year in the Fall 2008.
- 989 (59.6%) returned for a third year.
- 935 (56.4%) returned for the fourth year in the Fall 2009.

Update: The actual four-year graduation rate for the freshman class of 2007 was 23.9%.

Update: The Fall 2008 freshman class completed its third year in 2010-2011. For that freshman cohort, the following data are available:

- 1686 full-time, first-year students enrolled in the Fall 2008.
- 1203 (71.4%) returned for a second year in the Fall 2009.
- 1023 (60.7%) returned for a third year in the Fall 2010.
- 917 (54.4%) returned for a fourth year in the Fall 2011.

4. Degree Production

a. Data: Degree Production—Associate Through Doctoral

Table 4. Degree Production

| Marshall University | | Previous Years | | | Base Year | Compact Goals | | | | | |
|---------------------|-------------------|----------------|-------|-------|-----------|--------------------------|------------------------------|--------------------------|------------------------|------------------------|--------------------|
| Measure | | 2004 | 2005 | 2006 | 2007-2008 | Year 1 Actual 2008-09 | Year 2 Actual 2009- 10 | Year 3 Actual 2010-11 | Year 3 Goal 2010-11 | Year 4 Goal 2011-12 | Target 2012- 13 |
| 4 | Degree Production | | | | | | | | | | |
| | Certificate | | | | | | | | | | |
| | Associate | 90 | 84 | 96 | 100 | 110 | 69 | 91 | 100 | 100 | 100 |
| | Bachelor | 1,487 | 1,433 | 1,389 | 1,450 | 1,406 | 1,358 | 1,393 | 1,359 | 1,389 | 1,416 |
| | Masters | 871 | 861 | 945 | 872 | 891 | 893 | 902 | 840 | 830 | 820 |
| | 1st Professional | 43 | 46 | 47 | 42 | 52 | | | | | |
| | Doctoral | 10 | 11 | 25 | 17 | 15 | 78 | 95 | 78 | 85 | 92 |
| | Total Degrees | 2,501 | 2,435 | 2,502 | 2,481 | 2,474 | 2,398 | 2,481 | 2,377 | 2,404 | 2,428 |

b. Goal: As reported in the 2008 Compact report, and referenced in the 2009 Compact update, Marshall anticipates a decline of 53 degrees (-2.1%) in overall degree production from the AY 2007-08 base year through the fifth-year of the Compact period (2012-2013).

Update: Actual 2010-2011 (Year-3) data shows the following:

- 91 Associate degrees were awarded: 09 (-09 below the 100-degree goal; 19 (-19) fewer than the 2008-2009 achievement; 22 (+22) more than the 2009-2010 achievement.
- 1,393 Baccalaureate degrees were awarded: 34 (+34) more than the year-3 degree goal of 1,359; 13 (-13) fewer than the 2008-2009 achievement; and 35 (+35) more than the 2009-2010 achievement.
- 902 Masters degrees were awarded: 62 (+62) above the 840-degree goal; 11 (+11) greater than the 2008-2009 achievement; and 09 (+09) more than the 2009-2010 achievement.
- Zero 1st Professional degrees were awarded. **Nota Bene:** this figure reflects a change in federal degree reporting practices, which fold 1st professional degrees in with 'doctoral' degrees.
- 95 doctoral degrees were awarded; 17 (+17) more than the 2009-2010 achievement.
- Overall Degree Productivity: 2,481 degrees award in 2010-2011; 07 (+07) more than the year-1 achievement; 83 (+83) above the year-2 achievement of 2,398.

c. Strategy/Rationale and additional issues—New Degree and New Instructional Locations

Update

- As reported in the 2009 Update, at the graduate, first-professional level, Marshall has approved the creation of a Doctorate of Physical Therapy (DPT). Marshall has received approval from the Higher Learning Commission of the North Central Association (HLC/NCA) to offer the DPT, and to pursue candidacy status with the Commission on Accreditation in Physical Therapy Education (CAPTE) in the Summer of 2011. The first DPT class will be admitted in May 2012. The Director of the DPT program and three initial faculty hires have been completed. Marshall anticipates an enrollment of 40 students in the initial DPT class.
- Marshall continues planning a first-professional doctorate in pharmacy (PHARM-D). Marshall is the PHARM-D program is intended to admit a first-class in the Fall 2012-2013, a class of 80 students is expected.

d. Additional Matters: As noted in the 2009 Compact Update, in the Spring 2010, Marshall began discussions with faculty, department chairs, and college deans about the possibilities of restructuring certain academic units and programs. The impetus for such a discussion remains two-fold: first, the university must reevaluate its existing academic administrative structures for efficiency of program delivery and cost effectiveness; and secondly, the university must reevaluate what appear to be duplications in certain programs or ill-defined boundaries in other programs that have led to encroachment and overlapping delivery. As reported in the 2010 Update, restructuring included the following:

- The College of Health Professions now reports to the Provost and the Office of Academic Affairs, changing its administrative reporting line from the Marshall School of Medicine Dean.
- The School of Kinesiology has been moved from the College of Education and Human Services to the College of Health Professions.
- The BS in Natural Resource and Recreation Management has been moved from the School of Kinesiology and the College of Health Professions to the Environmental Sciences program within the Integrated Science and Technology department of the College of Science.
- The Adult Technical Education (ATE) program faculty, in the College of Education and Human Services, has suspended admission to its undergraduate program due to low enrollments and are now in the process of reviewing graduate program offerings to ensure currency of program content and delivery.
- Faculty in the Counseling program, housed in the College of Education and Human Services, have suspended admission to the undergraduate-counseling program due to low enrollments and program need. Counseling faculty are exploring combining the graduate Counseling program at the in the College of Education and Human Services with the graduate Counseling program in the Graduate School of Education and Professional Development.
- Discussions are underway in the College of Education and Human Services about the future of the Family and Consumer Sciences programs. Low enrollments, timely offering of courses and internships, and capacity of faculty to offer courses needed in basic program areas calls for a review of program prospects.

Update: As reported in 2010, since academic restructuring is recent and a continuous consideration, immediate indications of effect on enrollments are premature. With the Fall 2011, the College of Health Professions is now the largest of the academic colleges at Marshall based on student head-count. The university has experienced continued growth in Kinesiology and Natural Resource and Recreation Management, both of which are high demand programs at this time. Counseling is in high demand at the graduate level but not at the undergraduate level, as is the case with Adult Technical Education. However, due to the transfer of the English as a Second Language program from ATE to English in the College of Liberal Arts, there will be an apparent reduction in graduate ATE students as the university moves to focus the mission of that program more closely.

Marshall does not anticipate development of new instructional locations for 2010-2011 or 2011-2012. No decision has been made about development of other locations or sites for the duration of the Compact. However, as part of our academic restructuring discussions, we are reevaluating our online academic programming (web-based, hybrid, asynchronous, and synchronous courses) to bring university policies and practices in line with recent Higher Learning Commission changes in online course/location definitions.

Update: Marshall continues to explore the development of mobile technologies to provide better on-demand access to course materials using a variety of digital devices.

5. Degrees in STEM and Health-related Fields

a. Data: Number of Undergraduate Degrees in STEM and Health Fields

Table 5. Undergraduate Degree Production in STEM and Health Fields

| Marshall University | | Previous Years | | | Base Year | Compact Goals | | | | | |
|---------------------|-----------------------------------|----------------|------|------|-----------|--------------------------|--------------------------|--------------------------|------------------------|------------------------|-------------------|
| | | 2004 | 2005 | 2006 | 2007-2008 | Year 1 Actual 2008-09 | Year 2 Actual 2009-10 | Year 3 Actual 2010-11 | Year 3 Goal 2010-11 | Year 4 Goal 2011-12 | Target 2012-13 |
| Measure | | | | | | | | | | | |
| 5 | Degrees in STEM & Health Fields | | | | | | | | | | |
| | Undergraduate | | | | | | | | | | |
| | AAS Medical Laboratory Technology | 3 | 6 | 5 | 8 | 7 | 12 | 6 | | | |
| | ASN Nursing | 87 | 78 | 91 | 92 | 104 | 57 | 85 | | | |
| | BA Communication Disorders | 15 | 23 | 13 | 18 | 22 | 17 | 25 | | | |
| | BA/BS Geology | 4 | 3 | 3 | 5 | 3 | 8 | 2 | | | |
| | BAS Bachelor of Applied Science | | | | 3 | 5 | 2 | 4 | | | |
| | BS Biological Science | 77 | 88 | 90 | 68 | 80 | 91 | 106 | | | |
| | BS Computer Science | | | | 8 | 9 | 6 | 19 | | | |
| | BS CYTOTECH Cytotechnology | 3 | | 1 | 1 | 2 | - | 1 | | | |
| | BS Dietetics | 10 | 3 | 11 | 12 | 10 | 7 | 12 | | | |
| | BS Environmental Science | 6 | 5 | 7 | 8 | 3 | 5 | 9 | | | |
| | BS Integrated Sci and Tech | 27 | 18 | 24 | 18 | 19 | 17 | 13 | | | |
| | BS Mathematics | 9 | 9 | 5 | 12 | 7 | 5 | 4 | | | |
| | BS MED TECH Medical Technology | 3 | 4 | 3 | 2 | 2 | 1 | 4 | | | |
| | BS Physics | 1 | 6 | 1 | 2 | 3 | 3 | 2 | | | |
| | BS Safety Technology | 5 | 5 | 14 | 6 | 10 | 10 | 15 | | | |
| | BS/BS CHEM Chemistry | 21 | 33 | 21 | 22 | 35 | 24 | 20 | | | |
| | BSE Engineering | 0 | 0 | 0 | 0 | 4 | 19 | 13 | | | |
| | BSN Nursing | 65 | 85 | 86 | 78 | 75 | 62 | 93 | | | |
| | BBA MIS | 52 | 32 | 17 | 18 | 11 | 15 | 9 | | | |
| | Total | 388 | 398 | 392 | 381 | 411 | 361 | 442 | | | |
| | New Total w/MIS | | | | | | | | | | |
| | Graduate / 1st Professional | | | | | | | | | | |
| | MA Communication Disorders | | | | | | | | | | |
| | MA Mathematics | 13 | 23 | 25 | 17 | 23 | 10 | 11 | | | |
| | MA/MS Biological Sciences | 2 | 10 | 2 | 5 | 5 | 5 | 9 | | | |
| | MS Biomedical Sciences | 18 | 13 | 23 | 15 | 17 | 18 | 8 | | | |
| | MS Chemistry | 2 | | | 1 | 1 | 8 | 17 | | | |
| | MS Dietetics | 4 | 1 | 1 | 2 | - | 5 | 3 | | | |
| | MS Dietetics | 10 | 9 | 4 | 8 | 10 | 13 | 12 | | | |
| | MS Environmental Studies | 13 | 6 | 12 | 13 | 10 | 13 | 7 | | | |
| | MS Exercise Science | 10 | 18 | 26 | 15 | 16 | 17 | 14 | | | |
| | MS Forensic Science | 14 | 7 | 18 | 19 | 17 | 9 | 18 | | | |
| | MS Information Systems | 15 | 19 | 10 | 9 | 18 | 11 | 11 | | | |
| | MS Physical Science | 12 | 4 | 6 | 13 | 6 | 2 | 3 | | | |
| | MS Safety | 16 | 7 | 7 | 8 | 9 | 11 | 13 | | | |
| | MS Technology Management | 12 | 15 | 15 | 6 | 9 | 6 | 15 | | | |
| | MSE Engineering | 14 | 13 | 4 | 6 | 5 | 4 | 12 | | | |
| | MSN Family Nurse Practitioner | 24 | 27 | 44 | 32 | 30 | 42 | 42 | | | |
| | MD Medicine | 43 | 46 | 47 | 42 | 50 | 57 | 72 | | | |
| | PHD Biomedical Sciences | 5 | 2 | 5 | 2 | 2 | 7 | 4 | | | |
| | Total | 227 | 220 | 249 | 213 | 228 | 238 | 271 | | | |

b. Goal: Marshall's goal for AY 2012-2013 is 420 undergraduate degrees and 250 graduate/first-professional degrees in STEM and health-related fields. As the actual year-3 (2010-2011) data indicate, Marshall remains on a trajectory projected to meet and sustain this goal.

Update: Marshall awarded 442 undergraduate degrees in STEM and health-related fields in 2010-2011, 31 (+31) more degrees than awarded in year 1 (2008-2009) and 81(+81) degrees more awarded in year-2, 2009-2010. 271 graduate and professional degrees were awarded, including 72 graduates of the Marshall

University Joan C. Edwards School of Medicine. This is 43 (+43) degrees more than the actual number of graduates from year 1 (2008-2009); and 33 (+33) more degrees than awarded in year-2, 2009-2010.

c. Strategy/Rationale: Update. Student recruitment efforts in science, engineering, and medical-related fields have become the focal point of Marshall's recruitment plan and practices. This focus has resulted, as indicated above, in an increase in the College of Health Professions enrollment—both undergraduate and graduate—as well as College of Science enrollment. Recent developments in the biotechnology, biomedical sciences, and forensic sciences graduate programs will continue to have a positive effect on enrollment and degree production in the undergraduate STEM and health-related fields.

To aid in development of these programs at the undergraduate and graduate levels Marshall has taken two additional actions. First, faculties from four colleges have developed an interdisciplinary Bachelor of Science (B.S.) degree in Forensic Sciences. This degree program will be housed in the College of Science but will involve faculty and course work from the College of Science, the College of Information Technology and Engineering, College of Health Professions, and the College of Liberal Arts. The program features an area of emphasis in Digital Forensics and Cyber Fraud. The first class will be admitted in the Fall 2012. Additionally, the current Master of Science in Forensic Science faculty, who are housed in the School of Medicine, will participate in the new degree program. Second, with the addition of the B.S. in Natural Resource and Recreation Management to the Environmental Sciences program in the Integrate Science and Technology (ISAT) Program of College of Science, faculty in the ISAT program and the Environmental Studies graduate (M.S.) program, housed in the College of Information Technology and Engineering, have revised and realigned both programs.

6. Licensure Pass Rates

a. Data: Licensure Pass Rates by Program, AY 2010-2011

Table 6. Graduate Degree Pass Rates--Updates

| Graduate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate (in %) | National Pass Rate | AY 2009-2010 Goals |
|-------------------------------|--------------------|-------------------------|------------------|--------------------|--------------------|
| Teacher Education (Praxis II) | 373 | 356 | 95.4 | 80 | 95 |
| Speech Pathology & Audiology | 25 | 25 | 100 | 86.5 | 95-100 |
| Family Nurse Practitioner | 21 | 21 | 100 | 86.9 | 95-100 |
| Dietetics | 8 | 7 | 88 | 87.1 | 80 |
| National Certified Counselor | 7 | 6 | 85.7 | 72 | 80-85 |

Table 7. Undergraduate Degree Pass Rates

| Undergraduate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate | National Pass Rate | AY 2009-2010 Goals |
|----------------------|--------------------|-------------------------|-----------|--------------------|--------------------|
| Medical Technology | 1 | 1 | 100 | 82.31 | 90 |
| Nursing | 72 | 64 | 88.9 | 83.85 | 95 |
| Cytotechnology | 3 | 3 | 100 | 82.31 | 90-100 |
| Dietetics | 6 | 5 | 83.30 | 85.40 | 85-90 |
| Social Work* | N/A | N/A | N/A | N/A | N/A |

*Licensure pass rates for 2010-2011 are not available at the time of submission. Updates will be provided later.

Table 8. Associate Degree Pass Rates

| Associate Degree | Number Taking Exam | Number Passing the Exam | Pass Rate | National Pass Rate | AY 2009-2010 Goals |
|------------------------|--------------------|-------------------------|-----------|--------------------|--------------------|
| Medical Lab Technology | 2 | 2 | 100 | 75.76 | 90 |
| Nursing | 75 | 71 | 94.7 | 83.85 | 95 |

b. Goal. The overall pass rate goal for Marshall students is 90% for all areas. The 2010-2011 overall pass rate was 90.8 %.

c. Strategy/Rationale. Marshall faculty and advisors will continue to work closely with students in traditional classroom settings and lab/practicum/internship environments to develop the necessary basis for understanding and implementing professional standards and methods in preparation for licensure examinations.

7. Percentage of Faculty with Terminal Degrees

a. Data:

Table 9. Faculty with Terminal Degrees

| Marshall University | | Previous Years | | | Base Year | Compact Goals | | | | | |
|---------------------|---|----------------|------|------|-----------|------------------------------|------------------------------|------------------------------|----------------------------|----------------------------|-------------------|
| Measure | | 2004 | 2005 | 2006 | 2007-2008 | Year 1 Actual 2008- 09 | Year 2 Actual 2009- 10 | Year 3 Actual 2010- 11 | Year 3 Goal 2010- 11 | Year 4 Goal 2011- 12 | Target 2012-13 |
| 7 | Percentage of Faculty with Terminal degrees | | | | | | | | | | |
| | Excluding MUSOM | 86% | 86% | 88% | 88% | 86% | 85% | 85% | 85% | 85% | 85% |
| | Including MUSOM | 89% | 89% | 91% | 91% | 90% | 89% | 89% | 89% | 89% | 89% |

b. Goal. As noted in the 2009 Update, the AY 2012-2013 goal for faculty with terminal degrees is 89%, excluding School of Medicine faculty. If the School of Medicine faculty is included, the goal is 91%.

Update: The percentage of university faculty with terminal degrees remains at 85%. School of Medicine faculty with terminal degrees remains at 89%.

C. Strategy/Rationale Update: Full-time faculty positions available through retirement, resignation, or denial of tenure and dismissal have been allocated to the respective academic units in the majority of cases. Some faculty positions have been reassigned to other academic departments due to enrollment increases and changes in program direction. Given the state of the nation's economy, it is unlikely that Marshall will experience a considerable number of retirements over the 2-3 year period, even though approximately 45% of the full-time tenured/tenure-track faculty are at retirement age as of the Spring 2011.

Marshall will continue with its recruitment plan for faculty, particularly minority faculty, with terminal degrees. The university's expectation is that every candidate will possess the terminal degree in an appropriate academic discipline by the time of appointment. Marshall will continue the practice of creating and replacing full-time faculty positions with faculty who have earned the terminal degree.

8. Assessment of Student Learning

a. Data and Goals. Describe Institutional Assessment Program Assessment Mission and Goals

The mission of the Office of Assessment and Program Review at Marshall University is to support best practices in assessment of student learning at the course, program, and institutional levels, resulting in continuous improvement in teaching and learning. To this end, the Office endeavors to:

1. Promote a culture of assessment and continuous improvement across the University.
2. Conduct a multifaceted assessment program at each level of review.
3. Promote faculty participation in assessment at all levels.
4. Define and assess value-added learning.
5. Use both local and national measures and assessment tools.
6. Use assessment results for continuous improvement and accountability.

b. Strategies Used to Achieve Assessment Goals and Rationale for Their Use

1. **Promote a culture of assessment and continuous improvement throughout the campus:** The following activities have promoted a culture of Assessment on campus:

- **Annual Assessment Day.** One day in April has been set aside each academic year to conduct campus-wide assessment. The day is planned and organized by a committee consisting of faculty, staff, administrators, and students. In 2010 faculty and students had several options. Faculty from each program could meet in the morning to work on their programs' assessment plans, while students could complete surveys administered by student support and other co-curricular offices across campus. Another option for students, staff, and faculty during the morning was to avail themselves of university-wide sessions. Sessions were chosen based on areas for improvement identified through past assessments. Topics included study abroad, service learning, living/learning communities, first-year seminar, program review, and developing rubrics to assess program level learning outcomes. The afternoon continued to be devoted to meetings between academic program faculty and students. Examples of assessment activities included focus groups, town hall meetings, surveys, and exit interviews.
- **Update: Annual Assessment Day. The format used for Assessment Day continued to evolve in 2011.** In planning activities for this Assessment Day, we paid particular attention to feedback we had received from both students and faculty following Assessment Day 2010. We continued to be cognizant of the type of feedback we needed to improve teaching and active learning, program assessment, and the need to encourage greater student participation in assessing the university. To that end, we gave academic programs the option of organizing their faculty and student activities in ways that would work best for them. Some programs preferred to have student activities in the morning and others in the afternoon. On a campus-wide basis, student services offices offered electronic surveys and the Office of Assessment offered a workshop on conducting program assessment for faculty, Collegiate Learning Assessment testing for seniors, and a series of four student focus groups to answer the question, "What makes a good classroom learning experience?" This report will summarize results for all of these activities, beginning with the student focus groups.
 - **Assessment Day Student Focus Groups:** In an attempt to obtain useful information, focus group facilitators framed the question as, "What contributes to a classroom experience where you actually learn? This is not about getting an 'A' or a 'B,' but about really learning. In other words, will you remember the main points of the class next year? Have you learned to do something that you couldn't do before the class? Will you still be able to do this a year, or five years, from now?" To give students the opportunity to participate in the campus-wide focus groups when their academic programs were not engaging them, we offered two focus groups (one for freshmen and sophomores and the other for juniors and seniors) in the morning and two additional focus groups of the same composition in the afternoon. A total of 67 students participated in the focus groups. Although the participants were self-selected, they were evenly distributed between the freshman/sophomore (34) and the junior/senior (33) groups. There were 25 males and 42 females and we had representatives from each undergraduate college on campus. Each focus group had two staff facilitators. One acted primarily to lead the discussion, while the second took notes. Each discussion also was digitally recorded and the Director of Assessment listened to each recording, read the facilitators' notes and then compiled the overall results, which were as follows (Discussion of how we disseminated these results will come later):
 - **Focus Groups' Major Themes**
 - **Active Learning and Critical Thinking**

- Students use course content to engage in “hands-on” work, both inside and outside the classroom.
- Students apply knowledge through laboratory and other field experiences.
- Students learn through completing projects where they must find answers by doing research.
- Students and professors engage in open discussions.
- Students and professors interact with one another during the classroom experience.
- Students and professors think through ambiguous problems.
- Students complete projects that have general guidelines, but allow enough latitude for them to develop new ideas and solutions.
- **Instructor Characteristics**
 - Professors are passionate and enthusiastic about the subject.
 - Professors respect students.
 - Professors communicate effectively with students – talk to them, not at them.
 - Professors are organized.
 - Professors are accessible to students – have “open door” policies.
 - Professors relate course material to “real-life” situations.
 - Professors help students discover their learning styles and use a variety of teaching methods, taking into consideration the variety of learning styles represented by students in their classes.
 - Professors have high expectations for students and communicate those expectations to students.
- **Effective Use of Assessment**
 - Professors make students aware of each course’s intended learning outcomes.
 - Professors provide frequent feedback to students regarding their progress in each course.
 - Professors allow students to learn from mistakes by providing corrective feedback.
 - Professors encourage students to keep up with material by giving frequent quizzes.
- **Dominant Theme**
 - Students learn by doing, i.e. using new information in a meaningful way.
 - We learn best when we discover information and answers to questions for ourselves.
- **Assessment Day Program Assessment Workshop for Faculty**
 - 19 faculty representing three colleges (Health Professions, Information Technology and Engineering, and Science) attended.
 - Attendees worked in academic groups to establish program learning outcomes, map these outcomes to university domains of thinking, map outcomes to courses where they would be evaluated, determine which specific measures would be used to assess the outcomes, begin development of assessment rubrics, establish an assessment timeline, and make plans to close the assessment feedback loop.
- **Collegiate Learning Assessment (CLA)**
 - Assessment Day was seniors’ last opportunity to take the *CLA*. (During the spring of 2011 *CLA* testing at Marshall is conducted from

February 1 through Assessment Day). Ten students completed the test on Assessment Day, which brought the total number of seniors tested during the spring semester to 96, four short of our goal of 100.

- **Departmental and College Assessment Day activities**
 - As in previous years, academic departments and colleges conducted a variety of activities on Assessment Day. Activities for students included focus groups, major field tests, surveys, exit interviews, digital portfolio and other types of workshops, learning outcome expectation sessions, student ambassador meetings, meetings with faculty, meetings with community leaders in the professions, learning technology demonstrations, master classes, direct assessment of classroom presentations, leadership skills workshops, and student presentations. Activities for faculty and staff included workshops of various types and faculty meetings to work on assessment plans and curriculum updates.
- **Campus-Wide Electronic Surveys for students and faculty/staff.**
 - Student surveys were distributed by the following offices: Admissions (only to students admitted during the past two years), Advising, Student Health, Bookstore, Bursar, Career Services, Financial Aid, Food Services, Recruitment, Registrar, Residence Life (only to students living in dorms), Student Activities Programming Board, Student Center, Student Government, Student Resource Center, Tutoring Center, and the Women's Center. Faculty/Staff Surveys were distributed by the Bookstore, Food Services, Student Center, and the Women's Center. The number of responses to each student survey ranged from 235 (Women's Center) to 734 (Admissions), while the number of responses to faculty/staff surveys ranged from 110 (Women's Center) to 202 (Bookstore). Following the close of the surveys, relevant results were sent to each office.
- **We addressed participant feedback we received following Assessment Day 2010 in the following ways:**
 - **2010 suggestion:** Improve surveys and their dissemination
 - **2011 response:** All campus-wide surveys were available from the Assessment Day website. Students received one email invitation and one reminder with a link to the website for all surveys
 - **Evaluation of 2011 change:** The process ran smoothly, but the number of responses to campus-wide surveys was lower than in 2010 (when each survey was sent in an individual email link).
 - **2010 suggestion:** Close the Feedback Loop
 - **2011 response:** A Feedback Loop PowerPoint was made available on the Assessment Day website and a summary of how past Assessment Day data have been used was disseminated to students. All student focus group participants received personal emails with the Focus Group results and plans for their use. The 2010 survey results were posted and 2011 survey results were posted following Assessment Day.
 - **Evaluation of 2011 change:** We continue to explore better ways to disseminate assessment information.
 - **2010 suggestion:** More student participation needed.
 - **2011 response:** All undergraduate students were invited to participate in Focus Groups and/or student conversations. One prize (\$25 gift card to bookstore) was dedicated to one student participant in each academic department. Grand prizes included two iPad-2s and one Dell printer. All students were invited to participate in surveys. All students were emailed the Assessment Day schedule. All departments were encouraged to involve students in Assessment Day activities. Assessment Day flyers were put up in campus buildings. Assessment

Day flyers were sent to residence halls and academic departments. The Assessment Director spoke to Student Government concerning Assessment Day.

- **Evaluation of 2011 change:** Based on lunch consumption, we believe that total of on-campus participants was greater this year than last year.
 - **2010 suggestion:** Place an open-ended comment box on every survey.
 - **2011 response:** Open-ended comment boxes were added to all student satisfaction surveys.
 - **Evaluation of 2011 change:** Evaluation boxes resulted in valuable feedback for campus offices.
- **Update: Assessment Meetings with Faculty.** At their request, the Director of Academic Assessment has continued to meet with chairs, deans, and program faculty to review their assessment plans and to assist them in developing more effective assessment strategies. She also meets with programs frequently regarding the five-year review process. The importance of using assessment data for continuous improvement continues to be a major point of emphasis in these meetings. Additionally, she met with two outside accreditation site visit teams (one for the School of Nursing and one for the BS in Safety Technology) during the fall of 2010.
 - **Update: Syllabus Reviews.** During the academic year 2009–2010 each Dean was asked to develop a syllabus evaluation protocol and timeline suitable for his or her college. The main purpose for this request was to involve faculty colleagues more directly into the process of using the syllabus to make thoughtful connections between course and program and/or general education learning outcomes and between course learning outcomes and the measures used to assess each one. The Assessment Committee suggested the following guidelines for this process:
 - Assess the syllabi for the presence of required information.
 - Assess the appropriateness of the course's expected student learning outcomes.
 - Are the outcomes clearly stated?
 - Does each use an active verb?
 - Do at least some of the course's expected student learning outcomes support program level student learning outcomes? Is this connection made explicit on the course syllabus?
 - Assess the appropriateness of the course's assessment measures.
 - Is it clear how each of the course's expected student learning outcomes will be assessed?
 - Is each assessment an appropriate way to assess the outcome to which it is connected?
 - The Assessment Committee recommended that each unit evaluate a sample of course syllabi each year, with a plan in place to evaluate all syllabi within a period of time (not to exceed four years), defined by the unit. Each College was asked to submit its plans for course evaluation to the Director of Assessment by December 15, 2009 with the first round of reviews completed by the end of the spring semester, 2010. Colleges were given a reporting form, which was to be submitted to the Director of Assessment. While most colleges submitted their syllabus evaluation plans by December 2009, most did not submit actual evaluations by the end of the spring 2010 semester. Therefore, our action plan in the last compact update was to contact the colleges again in the fall of 2010 regarding the need to complete syllabus assessment during the academic year 2010–2011.
 - **Update: Syllabus Review.** The Assessment Director sent reminders and requisite evaluation forms to all college deans in November 2010. We received syllabus evaluations from four colleges in May 2011, while an additional college included syllabus assessment information

on their annual assessment report. A sixth college is in the process of completing syllabus evaluations for external accreditation. Three colleges did not complete syllabus assessment.

- *Results from evaluations submitted:* The syllabus areas we want to emphasize (mapping between course and program/general education learning outcomes and linking course outcomes with specific assessment measures) continued to be those most in need of improvement.
- *Action Plan:* Our action plan for 2011–2012 is threefold. First, the Assessment Director will work individually with the Deans of the Colleges that have not yet submitted syllabus reports. Second, to address strengthening overall mapping of learning outcomes across the institution (from the course, to the program, to the university levels), the provost has appointed a task force to develop a master syllabus template. Third, the syllabus evaluation subcommittee of the University Assessment Committee will develop a plan to audit submitted syllabus evaluations.
- **The University Assessment Committee.** This body was reconfigured in the Fall 2007 with a membership update in the fall of 2010 to include the following representatives:
 - one faculty representative from each college, including the libraries (13)
 - one student representative (1)
 - one representative from the Council of Chairs (1)
 - one representative from the Council of Deans (1)
 - one representative from the Graduate Council (1) – ex-officio
 - the Executive Director of the Center for Teaching and Learning (1) – ex-officio
 - the Associate Vice President for Academic Affairs (1), - ex-officio
 - the Director of Assessment and Program Review (1) – Chair
 - **Academic Affairs Web/Online Systems Developer (1) – ex-officio**
 - Administrative Assistant for the CTL and Office of Assessment (1) – ex-officio and recording secretary
 - **University Library’s iSkills testing coordinator – ex-officio.**
- **Sharing Assessment Results across Campus.** As was reported last year, all assessment results, including direct assessment of general education, e.g., *CLA* and locally developed assessments, are displayed on the Assessment Office’s website. Program Level assessment reports and five-year program review reports also are available on the website. Additionally, all results of indirect measures, both local and national (e.g. *National Survey of Student Engagement; NSSE*) survey results, are available on the website. The University officially recognizes the top 10 scoring seniors on the *CLA* each year in a news release.
- **Sharing Assessment Results: Action Plan.** In an effort to make assessment activities and results more transparent to the university community, the Office of Assessment and Program Review is in the process of redesigning its website in accord with recommendation from the National Institute for Learning Outcomes Assessment (NILOA). The new website will be organized as follows:
 - **Homepage** – includes a brief description of the office with links.
 - **“About Us” Page** – provides the Office’s mission and goals with further descriptions of our two main functions – assessment of student learning and program review.
 - **Program Contact Information** – names and contacts of deans, chairs, and program coordinators.
 - **University Assessment Committee** – names, contact, and unit represented for each member of the University Assessment Committee. This page also includes agendas, minutes, and presentations made at each Assessment Committee meeting.
 - **Student Learning Outcome Statements’ Page.** On this page, we will begin with learning outcomes for the university (Lumina Foundation Degree Profile), and follow

with learning outcomes for general education and for each of our programs. On this page, we can also place an * next to each program outcome that maps to a university and/or general education outcome.

- **Assessment Plans** – on this page we will add Assessment Plans, which include outcomes, measures, and timeline for general education and for each program.
 - **Assessment Resources** – this page would combine our current “Program Review Instructions and Forms” and “Assessment Forms” pages.
 - **Current Assessment Activities** – this page would outline all University-wide assessments being conducted during the current academic year. These would include general education portfolio assessment, CLA, NSSE, MAP-Works, Graduation Surveys, Assessment Day, and a reference to program assessment, where readers would be referred to each program’s assessment plan for specifics.
 - **Direct evidence of Student Learning** – I suggest using the page we currently have labeled “Assessment Reports and Program Reviews” and adding general education assessment results to the page as well. This may make the page too long. If so, we can divide into two pages – Evidence of Student Learning: General Education and Evidence of Student Learning: Program Level.
 - **Indirect evidence of Student learning** – this page would contain survey data.
 - **Use of Student Learning Evidence** – also known as the “feedback loop.” On this page, we will list the ways we’re using data from NSSE, CLA, Graduation Surveys, GEAR assessment, and MAP-Works to make changes to the university curriculum. Then, we will list how each program is using data from its assessment to make changes to student learning in each program. The latter information would be pulled from annual assessment reports.
 - **Assessment Day Page** – has list of university-wide and college and departmental Assessment Day activities. It also has results from each year’s and past years’ Assessment Day surveys.
- **General Education Curriculum Revision**. As we reported last year, Marshall University’s Faculty Senate has approved a revised general education (Core) curriculum. The approval of the new curriculum (outlined below) came after three years of work by faculty committees, ensuring campus-wide input into the plan. The revised curriculum, which emphasizes critical thinking, organizes courses into Core I and Core II. The new curriculum was implemented in the summer of 2010. Core I courses consist of a first year critical thinking seminar and two discipline specific courses using active learning pedagogy. In addition to critical thinking, the first year seminar emphasizes writing, information literacy, and multicultural and international thinking. Students also are required to complete a series of approved courses in the general education disciplines, designated as Core II courses. Finally, all students are required to complete 6 hours of writing intensive coursework, 3 hours of multicultural or international coursework, and a capstone course in their major field. The outline of this curriculum is below:
 - Core I: 9 hours
 - 3 hours: First Year Seminar (100-level)
 - 6 hours of discipline-specific courses with an emphasis on critical thinking
 - Core II: 25 hours (100- or 200-level)
 - 6 hours: Composition
 - 3 hours: Communication
 - 3 hours: Math
 - 4 hours: Science
 - 3 hours: Social Science
 - 3 hours: Humanities
 - 3 hours: Fine Arts
 - Additional University Requirements
 - 6 hours of Writing Intensive credit in any discipline at any level
 - 3 hours of coursework with either a multicultural or an international designation

- Capstone project in the major
- **Update: General Education Curriculum Revision.** All freshmen admitted during the 2010 – 2011 academic year completed the interdisciplinary first year seminar (FYS) and will complete two additional critical thinking courses during their first two years at Marshall.
- **General Education Council.** During the fall semester of 2009 a General Education Council, chaired by and consisting of faculty from all colleges throughout the university, was formed for the purpose of implementing the *Core Curriculum*, which was approved by the faculty senate. This group was charged with the responsibility of reviewing and approving all discipline specific critical thinking course proposals.
- **Update: General Education Council.** To date, 33 courses have been approved for CT credit and a total of 50 sections of First Year seminar will be taught during the fall 2011 semester, with 45 sections planned for the spring of 2012. During the spring of 2011, all faculty newly scheduled to teach a first year seminar during the 2011–2012 academic year participated in weekly interactive critical thinking pedagogical training sessions. Faculty scheduled to teach courses with “critical thinking” designations participated in a day and a half critical thinking pedagogy workshop.
- **E-Portfolio Subcommittee.** A subcommittee of the *General Education Council* was formed to study plans for the implementation of electronic portfolios, i.e., *e-portfolio*. This committee, consisting of four faculty members and the Online Systems/Web Developer for Academic Affairs, completed the first part of its work in the summer of 2010. Specifically, the subcommittee completed an e-portfolio Action Plan, including recommendations for the portfolio’s implementation and assessment. Additionally, the subcommittee defined learning outcomes for each of the university’s domains of thinking. They also developed assessment rubrics for each of the outcomes, defining levels of learning that represented progressively more sophisticated work and gradually increasing levels of student independence. The Web/Online Systems Developer designed the e-portfolio’s online interface.
- **Update: E-Portfolio.** Following a General Education Faculty Retreat in November of 2010, we decided to separate the general education assessment process from the students’ personal e-portfolios. Students are responsible for maintaining their personal e-portfolios, in which they may place work of their choosing. To help make the distinction between students’ personal e-portfolios and artifacts they would upload for purposes of University Assessment, we decided to rename the assessment e-portfolio the General Education Assessment Repository (GEAR). During the 2010–2011 academic year, freshmen uploaded artifacts from UNI 100 and their interdisciplinary first year seminar (FYS) into the e-portfolio system.
- **Update: General Education Assessment Repository (GEAR) Evaluation of learning products (artifacts) students uploaded during the fall semester of 2010.** For this first year, FYS instructors worked with students to help them decide which course assignments fulfilled the core domains and learning outcomes. Students tagged artifacts to the appropriate domains for later assessment. Our first assessments were completed in two stages. Twenty percent of artifacts submitted during the fall were randomly selected for assessment. Four faculty experts were assigned to assess artifacts in each of five domains (Communication, Aesthetic/Artistic Thinking, Multicultural/International Thinking, Ethical/Social/Historical Thinking, and Information/Technical Literacy). Artifacts were randomly assigned to two independent evaluators, who used the rubrics developed by the 2010 summer committee. At the close of the first round of evaluations, each artifact where the first two evaluators disagreed on the rubric score was assigned to

a third evaluator. Evaluators were encouraged to make comments on the assessment form and to provide the Director of Academic Assessment feedback regarding the process. Results for the fall 2010 artifacts were as follows:

- 100 artifacts were reviewed.
- Interrater Reliability
 - There was agreement between two independent raters on 35% of the artifacts assessed.
 - An additional 35% of the artifacts had agreement between two of three reviewers.
 - There was no agreement (among three independent reviewers) on 30% of the artifacts assessed.
- Artifact Levels
 - 25% of the artifacts were rated at level 0, i.e. did not meet any rubric level.
 - 16% of artifacts were rated at level 1.
 - 16% of artifacts

- **Update: GEAR Evaluation of learning products (artifacts) students uploaded during the spring semester of 2011.** Twenty percent of artifacts submitted were randomly selected for assessment. Four to eight faculty experts were assigned to assess artifacts in each domain of thinking (Communication, Aesthetic/Artistic Thinking, Multicultural/International Thinking, Ethical/Social/Historical Thinking, Information/Technical Literacy, Abstract/Mathematical Thinking, and Scientific Thinking), plus the area of **metacognitive reflection**. Artifacts were randomly assigned to two independent evaluators, who used the rubrics developed by the 2010 summer committee. At the close of the first round of evaluations, each artifact where the first two evaluators disagreed on the rubric score was assigned to a third evaluator. Evaluators were encouraged to make comments on the assessment form and to provide the Director of Academic Assessment feedback regarding the process. Results for the spring 2011 artifacts were as follows:

- In general, interrater reliability was poor. Of the 280 artifacts assessed, two independent raters agreed on 85 artifacts (30%) during the first review. Scores for an additional 97 artifacts differed by one point. Total agreement or a one-point difference accounted for 182 (65%) of the artifacts. However, the fact that scores differed by more than one point on 35% of the artifacts suggests that further analysis of rubrics, examination of the types of artifacts submitted, consideration of submission of assignment instructions with artifacts, and addressing the need for rater instruction prior to scoring are warranted.
- Scores of “0,” suggesting that reviewers felt that artifacts did not minimally meet the rubric specifications, were high. Thirty-four of the 280 artifacts assessed (12%) received two scores of “0” and therefore did not receive a third review. An additional 33 artifacts received one score of “0” plus a higher score, so were assigned to a third reviewer, who assigned a second score of “0.” Potentially 24% of the artifacts submitted did not meet rubric specifications. This may have been due, at least in part, to inappropriate tagging. This suggests the need to re-examine how artifacts are selected and tagged.
- Artifacts from the domains most closely aligned to FYS outcomes (Communication, Metacognitive Reflection, Information/Technical Literacy, and Multicultural/International Thinking) were uploaded most frequently. There were also a fair number of artifacts uploaded from the Ethical/Social/Historical Thinking Domain.
- Of the domains, Information/Technical Literacy is most in need of further analysis. Only 35 out of 63 artifacts in this domain had at least two agreements (56%) and 24 of those (69%) were at level “0”. This suggests that either

students did not correctly tag these artifacts or they did not show evidence of achieving even minimal competence in this domain.

- The Multicultural/International Domain also is in need of further analysis. Although there was fairly high agreement between two out of three raters on these artifacts, 19 out of the 25 artifacts on which two scorers agreed were rated at level “0,” for a percentage of 76%. Again, this suggests that either students did not correctly tag these artifacts or they did not show evidence of achieving even minimal competence in this domain.
 - Metacognitive Reflection also needs a more thorough look. Thirty-one percent of artifacts on which at least two reviewers agreed received scores of “0.”
 - After eliminating scores of “0,” when final scores (scores on which there were at least two agreements) were analyzed, the majority of students scored at levels 1 and 2, as would be expected for entering students. The only exception to this was in the Aesthetic/Artistic Domain, but there were only six artifacts that received usable scores other than “0.”
 - When examining means for each domain based on all scores submitted and when considering means based on agreement between at least two scorers, students had the highest scores in the domains of Aesthetic/Artistic Thinking, Communication, and Ethical/Social/Historical Thinking.
- **GEAR Assessment: Action Plan.** Artifact evaluators submitted suggestions to improve the process in writing to the Director of Assessment. Additionally, artifact evaluators will meet with the Director of Assessment and the Chair of the General Education Committee during one of three meetings scheduled the week of September 6. The purpose of these meetings will be to develop a plan to improve the GEAR assessment process. Based in part of suggestions already received, the following suggestions will be initially placed on the table during discussion:
 - Consider having students in FYS upload only high-stakes course projects.
 - Consider focusing the assessment of FYS on artifacts that demonstrate competence with course outcomes. These would most closely align to the domains of Communication, Multicultural/International Thinking, Information/Technical Literacy, and Metacognitive Reflection.
 - Since students are introduced to the Domains of Thinking in FYS, consider assessing an artifact that demonstrates “Integrative Thinking.” One of the AAC & U Value Rubrics could be used for this purpose.
 - Since one of the FYS outcomes is “reasoning,” since “critical thinking” is supposed to be at the core of the other Domains of Thinking, and since Marshall currently uses the CLA as one measure of student performance in analytic reasoning and problem solving, consider developing a series of CLA performance type tasks that could be used as part of FYS instruction and for purposes of assessment. This would allow us to align one part of GEAR assessment with a national benchmark. CLA has developed a rubric to assess analytic reasoning and evaluation and problem solving.
 - Further examine rubrics for domains where interrater reliability was lowest or in which students scored at level “0.” Start with Information/Technical Literacy, Multicultural/International Thinking, and Metacognitive Reflection.
 - Consider conducting an experiment during the next round of artifact assessment to compare outcomes using Marshall’s rubrics versus AAC & U’s rubrics. The rubrics from AAC & U do not perfectly match our domains of thinking, but they come close. They have the advantage (or disadvantage, depending on your point of view) of being more detailed. Additionally, they have been field tested across the country. Their reliability is currently being determined.
 - Develop more detailed tagging specifications.
 - Find a solution for the problem of assessors not being able to open artifacts.
 - Consider either training or some face-to-face meetings among assessors.

- **Multicultural/International Subcommittee.** To fulfill general education requirements at Marshall, all students complete required coursework with multicultural and international foci. Historically, these courses were approved by two separate faculty committees, each of which reported to the Assessment Office. In an attempt to integrate this coursework into the new Core Curriculum's general education requirements, the former committees were combined into a joint committee in 2008. Beginning in the fall of 2009, this committee became a subcommittee of the General Education Council. This subcommittee, which was composed of faculty from different colleges, updated definitions and expected student-learning outcomes for multicultural and international courses. During the academic year 2009–2010, it recommended re-certification or new approvals for a total of 71 international courses and 75 multicultural courses. Recertification of additional upper division courses was to occur during the 2010–2011 academic year.
 - **Update: Multicultural/International Subcommittee.** Beginning with academic year 2010–2011, the multicultural/international subcommittee was dissolved and the General Education Council began to evaluate and certify courses for multicultural and international credit. To date 92 courses have been approved for International credit and 45 for multicultural credit. Following approval, each course must be recertified every five years.
 - **Update: Campus Conversations.** During the 2010–2011 academic year, Marshall's provost, Dr. Gayle L. Ormiston, conducted a series of campus conversations centered on the results of the longitudinal study of student performance on the *CLA* reported by Arum and Roksa in *Academically Adrift* (2011). These sessions, which generated significant faculty and student interest across campus, resulted in lively and thought-provoking discussions about student learning and how to use assessment to maximize opportunities for such learning.
2. **Conduct a multifaceted assessment program:** The following assessments of student learning have been completed at Marshall University.
- **Syllabus Assessment.** As outlined in section b (1), each college and/or academic unit is responsible for syllabus assessment.
 - **Update:** Results of syllabus assessment for 2010 – 2011 and plans for 2011 – 2012 are outlined in section b (1) as well.
 - **Program Assessment.** Each degree program's faculty collaboratively develop appropriate student learning outcomes and assessment measures. Faculty are encouraged to use at least two direct measures and one indirect measure for each outcome. They also are encouraged to complete analytical assessments of a reasonable number of student learning outcomes each year. Each program submits an assessment report to the Office of Assessment and Program Review on December 15 of each year. Reviewers from the University Assessment Committee and the Assessment Director evaluate each assessment report on a scale of 0–3 (with 3 being the best score) in three areas: Student Learning Outcomes, Assessment Measures, and the Feedback Loop.
 - **Update: Program Assessment.** Beginning in the academic year 2011 – 2012, Marshall will be part of the Higher Learning Commissions' *Open Pathways Cohort 3*. This cohort will pilot the Lumina Foundation's *Degree Qualifications Profile*. The provost will sponsor a series of campus conversations in an effort to engage as many faculty, staff, and students as possible into discussions that will help Marshall shape its improvement project

using the Degree Profile. Marshall will present its plan to the Commission at its November 2011 meeting in Lisle, IL.

- **Update: Program Review.** Each program conducts a comprehensive program review once every five years. These reviews are evaluated at the following levels: Dean, Faculty Committee, University Provost, University President, and Board of Governors. A final report of findings is sent each year to the Higher Education Policy Commission.
- **General Education Assessment.** The e-portfolio Subcommittee of the General Education Council (as referenced in section [b1]) made the following recommendations concerning general education assessment. First, it recommended that students submit artifacts to the e-portfolio's assessment system from their UNI 100 and First Year Seminar courses during 2010–2011, expanding to all of Core I courses for the 2011–2012 academic year. For 2010–2011 students uploaded a personal academic plan and a metacognitive reflection for that plan (UNI 100) and at least three artifacts that draw upon a minimum of five learning outcomes as part of their first year seminar course. As mentioned previously, faculty teams assessed a random sample of artifacts using descriptive analytic rubrics designed by the e-portfolio subcommittee. This assessment was conducted during the summer of 2011.
- **Update: General Education Assessment.** The process of uploading and tagging artifacts from UNI 100 and FYS did not proceed as smoothly as we had hoped. The outcomes were simplified to be more understandable to freshmen and the personal student portfolio was separated from the General Education Assessment Repository (GEAR). Artifacts from both the fall and spring semesters were pulled from UNI 100 (fall) and FYS (fall and spring) for assessment. The process previously described in section b (1) was used for this process. Due to the identified need to improve the entire process, the decision was made to continue assessing only FYS artifacts during the academic year 2011 – 2012. Following this, we will consider adding artifacts from CT, Core II, MC/I, and writing intensive courses. Please refer to section b (1) for a detailed analysis of 2010 – 2011 GEAR artifact evaluation and improvement plans for 2011 – 2012.
- **Student Surveys.** In addition to the surveys conducted on Assessment Day, the Office of Assessment and Program Review surveys graduating seniors annually. **A new electronic survey system launched during the spring of 2010** resulted in a graduation survey response rate of 39%. This process was continued during the 2010–2011 academic year. Total response rate for the calendar year 2010 was 35% and response rate for the spring of 2011 was 40%.
- **Nationally Normed Tests.** To assess critical thinking and student engagement, Marshall administered the *Collegiate Learning Assessment (CLA)* and *National Survey of Student Engagement (NSSE)*. Some programs on campus administer the *ETS Major Fields Tests*, while others require students to complete licensure exams.
- **Freshman Risk Survey.** To promote student success and retention and with financial assistance from the Higher Education Policy Commission, Marshall participated in **MAP-Works**(Making Achievement Possible) during the academic year 2010–2011. This was Marshall's second year to participate in this program. *MAP-Works* is a retention program that includes a yearlong series of risk surveys for entering freshmen. Additionally, each freshman receives a series of customized reports after completing each *MAP-Works'* survey.
- **Update: Freshman Risk Survey Update.** During the academic year 2010–2011, we followed 2,063 freshmen through the MAP-Works program. Students completed four surveys (fall transition [response rate = 74.3%], fall check-up [response rate = 32.6%], spring transition [response rate = 29.9%], and spring check-up [response rate = 18%]). An

improvement over the previous year was that each survey resulted in a customized report for each student. Results showed that students who completed the surveys and accessed at least one report were more likely than students who did not to have higher grades and lower risk. The MAP-Works risk factor was a good predictor of retention. However, Marshall's overall fall-to-fall freshman retention did not change from last year (69% for students in MAP-Works--70% for all freshmen). Analysis using MAP-Works shows that students who leave the university are most likely to do so for academic reasons, i.e. they are not earning the grades that result in success. While MAP-Works is heavily used by our Student Resource Center staff, by University Housing, University College, Career Services, and several Student Services Offices, it has not been used optimally, we will use this program during 2011–2012.

- **Action Plan: Freshman Risk Survey.** The provost has appointed a six-person task force to study the MAP-Works program and Marshall's past use of MAP-Works. He has charged this task force to present recommendations concerning future use of MAP-Works by October 15. If the task force recommends continued use of MAP-Works, he has charged them with recommending an action plan to improve the effectiveness of its use across campus.
3. **Promote Faculty Participation in Assessment at All Levels.** Marshall promotes faculty participation in the assessment process through:
 - Active involvement in program assessment plans. The Assessment Director has encouraged this in the Assessment Day Program Assessment Workshop, in informal meetings with chairs and faculty, and in encouraging faculty to use Assessment Day to work on assessment plans.
 - Having provided a syllabus template that encourages faculty to connect course-learning outcomes with program learning outcomes and with assessment measures. This template should be strengthened this coming year with input from the Master Syllabus Subcommittee.
 - Workshops on effective teaching in FYS and CT courses, which include assessment of student learning outcomes, sponsored by the Center for Teaching and Learning.
 - The fall teaching conference, presented and attended by Marshall faculty, sponsored by the Center for Teaching and Learning. At the conference held in fall of 2011, at least six of the presentations and workshops dealt with some aspect of assessing teaching and/or student learning.
 - Assessment Day Activities.
 4. **Assess value-added learning.** We assess value added learning through:
 - Yearly administration of and analysis of the results of the *CLA*.
 - The *GEAR* system will be used to show value added in future.
 5. **Use both local and national measures.**
 - As outlined above, we use national measures such as the *CLA* and *NSSE*. Some programs use national measures such as the *ETS Major Fields Tests* and various licensure exams.
 - We use many local measures. These include examinations, surveys, and actionable rubrics designed to assess student learning in authentic contexts. During the academic year 2010 – 2011, we evaluated a random sample of FYS artifacts using locally developed rubrics.
 6. **Use assessment results for continuous improvement and accountability.**

- **Assessment Day.** Please see the explanation of how Assessment Day results have been used for continuous improvement and accountability in the section b (1).
- **Update: Program Review.** Of the 17 programs that submitted regular five-year program reviews during the academic year 2010–2011, the Board of Governors recommended that 16 continue at their current level of activity and that one program continue with resource development. Two follow-up reports were submitted and accepted. One of these two programs will be reviewed again in two years.
- **Program Assessment.** During the academic year 2008–2009 academic, the University Assessment Committee revised the scoring rubric used to evaluate each degree program's annual assessment report. The reason for this revision was to improve the clarity of assessment expectations, and to emphasize the importance of the formative nature of this assessment, highlighting the importance of continuous improvement.
- **Update: Program Assessment.** Seventy program annual assessment reports (35 undergraduate and 35 graduate) were reviewed in the spring of 2011. Eight undergraduate degree programs and 9 graduate degree programs completed program reviews and 14 programs (12 undergraduate and 2 graduate) failed to submit reports. Of the 70 reports received, 58 scored at the highest level (3) on learning outcomes, 4 scored at level (2), 4 scored at level (1), and 2 at level (0). Twenty-four programs scored at level (3), 36 at level (2), 6 at level (1), and 4 at level (0) on assessment measures. Seventeen programs scored at level (3), 33 at level (2), 8 at level (1) and 12 at level (0) on the feedback loop (continuous improvement). A comparison of results for the feedback loop between 2010 and 2011 shows an increase in the number of programs achieving at the highest level. Comparative results for 2010 and 2011 are shown in Figure 1.

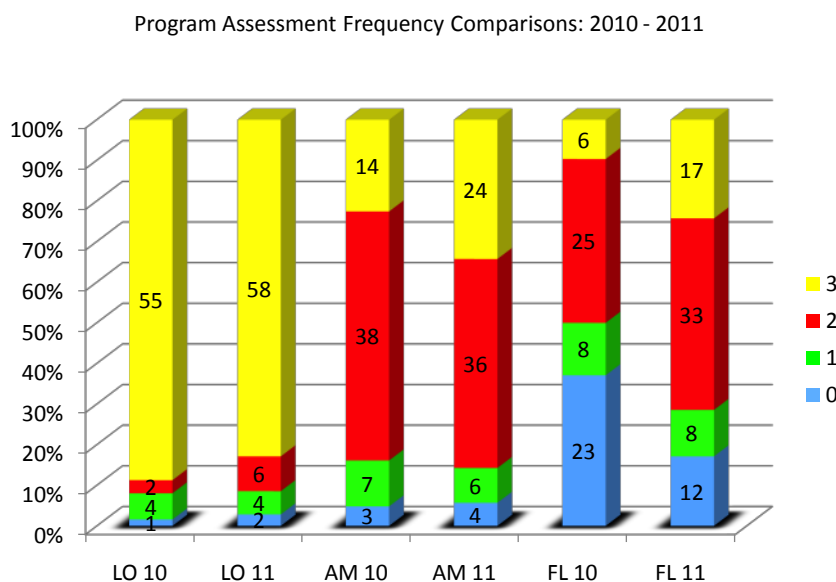


Figure 1: 2010 Program Assessment Results, with comparison between 2010 and 2011

- **Nationally Normed Assessments:** Results of the *CLA* and the *NSSE* (in conjunction with data from locally developed student satisfaction surveys and data from peer-reviewed literature on student learning), were used to inform the new core curriculum. We continue to use results from these measures to monitor and plan improvement. For a

detailed analysis of *CLA* and *NSSE* data and an explanation of how we have used these data to assess the general education core curriculum, see section c (5).

c. Update Institutional Assessment Program:

1. How has the assessment program resulted in curricular modification and improvement in instruction during the past year?

- Seventeen of the 70 degree programs that submitted annual assessment reports during 2010–2011 received ratings of “3” on the feedback loop. They received this rating because they presented a detailed plan for improvement in student learning based on a clear analysis of assessment results. This plan was based on aggregated results that were reported in detail using analytic rubrics or other appropriate tools that allowed for the detailed analysis of strengths and weaknesses. The following are examples of improvements made during 2010-2011 based on assessment results:
 - Several programs increased emphasis in their curricula on learning outcomes where student performance was relatively weak.
 - Several programs added additional assignments to existing courses to target weaknesses in student learning.
 - Several programs added new courses to address areas of weakness in student performance on learning outcomes.
 - Several programs asked instructors to provide more consistent corrective feedback to students in areas that assessment data showed to be relatively weak.
 - Several programs revised or continued to develop assessment rubrics.
 - Several programs worked to make learning outcomes more measurable and specific.
 - Several programs worked to increase internship and other co-curricular opportunities for students.
 - Several programs required students who did not meet content mastery on required examinations to develop remediation plans in consultation with faculty mentors.
 - One program is completing a central bank that will house all program data.
- The results of nationally normed tests, specifically the *CLA* and the *NSSE*, have partially informed and continue to be used to assess the effectiveness of the general education core curriculum. For more detailed information, please see section c (5).

2. What is the status of the assessment program with the Higher Learning Commission and any specialized accrediting bodies?

- At its last visit (2006), the Higher Learning Commission (HLC) of the North Central Association (NCA) awarded Marshall University a full 10-year accreditation.
 - As reported in section b (2) of this document, the Higher Learning Commission has selected Marshall to participate in its Pathways Cohort 3. This cohort will pilot the Lumina Foundation’s Degree Profile.
- Following a self-study and site visit by its accrediting body (the Applied Sciences Accreditation Division of ABET) on November 7–9, 2010, the Bachelor of Science in Safety Technology program was reaccredited through September 30, 2016.
- The Bachelor of Science in Nursing (BSN) Program, the Master of Science in Nursing (MSN) Program and the post-master’s certificate nursing programs received continuing

accreditation from the National League for Nursing Accrediting Commission (NLNAC) at its meeting on March 3-4, 2011. However, the programs must submit follow-up reports in two years. If the follow-up reports are accepted by the Commission, the next evaluation visit will occur in the fall of 2018. The programs were cited for non-compliance with accreditation standards in fiscal and physical and learning resources.

- The Bachelor of Science in Medical Technology and the Associate of Applied Science in Medical Laboratory Technology received continuing accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) at its meeting on February 3, 2011. The program's accreditations will continue until April 30, 2018 with their next site visit scheduled during the fall of 2017.
- Following a scheduled site visit to the Joan C. Edwards School of Medicine (SOM) in March 2011, the Liaison Committee on Medical Education (LCME), the national medical education programs accrediting body, voted to recommend that the Joan C. Edwards School of Medicine be placed on probation. It cited 10 areas of partial or substantial noncompliance with accreditation standards as its rationale. The University and SOM are appealing this recommendation. The Joan C. Edwards School of Medicine retains full accreditation even if placed on probationary status

3. Any reports or focused visits required for the HLC?

- The HLC/NCA required no focus visits after the award of accreditation in 2006.
- The Director of Institutional Research submits yearly reports to the HLC/NCA.

4. To what extent will the institution use professional development programs such as the Assessment Academy offered by the Higher Learning Commission?

- Marshall University does not participate in the HLC's Assessment Academy.
- Marshall University participates in the West Virginia Higher Education Assessment Council.
- Several Marshall faculty and staff attended the HLC meeting in Chicago in April 2011. Additionally, the Provost, Faculty Senate President, Dean of School of Journalism and Mass Communications, and the Executive Director of the Center for Teaching and Learning presented a seminar entitled, "Strategic Thinking for Student Success: Linking Academic and Administrative Initiatives."

5. To what extent and how will the institution utilize data from measures such as the Collegiate Learning Assessment (CLA) and the National Survey of Student Engagement (NSSE)?

- After adjusting for entering academic ability, as measured by ACT or SAT scores, an analysis of results from a sample of Marshall students who completed the *CLA* between Fall 2006 and Spring 2010 (370 freshmen and 356 seniors) showed that the mean *CLA* score of seniors (1223.61, *SD* = 165.2) was significantly higher than the mean score for freshmen (1068.21, *SD* = 167.4), but that the effect size, or practical difference, was small. When analyzed in terms of expected levels of performance, results showed that 66% of the senior cohort scored at or above their expected level of performance. Although these results suggest that mean performance of Marshall's students in the area of critical thinking, problem solving, and writing is improving across four years at the level that would be expected, we feel that there continues to be room for us to improve, especially given that 34% of seniors in our testing sample scored below their expected levels.

- Data from the *NSSE*, collected from 2008–2010, have shown that Marshall consistently scored at levels commensurate with its Carnegie Peers in Level of Academic Challenge (LAC) and Supportive Campus Environment (SCE). Marshall’s seniors consistently scored higher than Carnegie Peers in Student/Faculty Interaction (SFI) and in Enriching Educational Experiences (EEE). However, Marshall’s freshmen and seniors scored lower than Carnegie Peers in Active and Collaborative Learning (ACL) in two out of the three years and Marshall’s freshmen scored lower than Carnegie Peers in EEE in 2010. Most of Marshall’s scores in writing compared favorably with other institutions in *NSSE*’s writing consortium. However, the one item on which our freshmen scored lower than did freshmen from other writing consortium institutions was “argue a position using evidence and reasoning.”

Taken together, these measures suggest that:

- At the senior level, **EEE is an area of strength**. An item analysis showed that this was largely due to our students engaging in practicum, internship, and other field experiences, conducting capstone projects, and completing foreign language coursework. A further item analysis, however, suggested that this area could be strengthened for seniors by encouraging larger numbers of students to study abroad.
 - At the freshman level, **EEE is a relative area of weakness**. An item analysis showed that one area that could be improved for freshman was to increase their involvement in learning communities.
 - Overall, **ACL is an area of weakness**. Among other things, students reported making fewer class presentations than students at peer institutions.
 - Writing Consortium results show that Marshall freshmen and seniors are receiving **valuable instruction in writing**.
 - However, Writing Consortium results two year running **reinforce the need to infuse critical thinking, i.e. “argue a position using evidence and reasoning” earlier into the curriculum**.
- **Update on how *CLA* and *NSSE* data have been used to improve Marshall’s General Education Experience and assess improvements made:** As was reported in section b (6), these data were used to inform the new core curriculum. Additionally, the Executive Director of the Center for Teaching and Learning used principles from the *CLA in the Classroom* Workshop to prepare faculty to teach interdisciplinary first year seminars (FYS) and critical thinking (CT) courses, both of which are part of Marshall’s core curriculum. The new FYS and CT courses were taught for the first time during the academic year 2010–2011.
- **Update on 2010 – 2011 *CLA* Results:**
 - MU Value Added: *CLA* results for 2010-2011 were statistically the same as they were for the academic year 2009-2010, i.e. overall our institutional “value-added” score was at the “near expected” level. However, our overall “value-added” estimate for 2010 - 2011 was a z score of + 0.93. Z scores between -1.0 and +1.0 fall in the “near expected” level, while z scores between +1.0 and +2.0 fall in the “above expected” level. 2010–2011’s z score of +0.93 was slightly higher than 2009 – 2010’s (+0.79). Also, at the 95% level of confidence, our “value-added” score fell between +0.33 and +1.53. This suggests that we can be 95% certain that our value-added (based on the sample tested during 2010 - 2011) was at the very least “near expected,” but may have actually been “above expected.” Regarding the characteristics of our freshman and senior samples, our freshman sample ($n = 102$) did not differ significantly from last fall’s incoming freshman class in gender, race, or academic college enrollment. There was, however, a significantly higher percentage of *CLA* participants enrolled in

the Honors College than that percentage from the entering class and the mean ACT of the CLA sample was 23 as compared to 22 for the incoming class. The same type of analysis for the senior sample ($n = 96$) cannot be conducted until information is collected from our December 2011 graduates. We know that the number of students from each academic college was representative of the eligible graduates from each college.

- **Update on spring 2011 NSSE Results:**

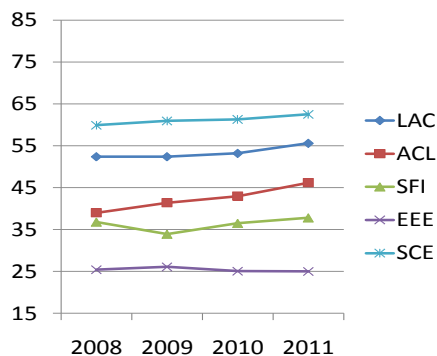
- NSSE Benchmark data showed that Marshall's freshmen improved in all benchmark areas except EEE, with most pronounced improvement being seen in the areas of LAC and ACL. Senior performance was relatively unchanged. Marshall's freshmen scored significantly higher than freshmen from its Carnegie Peer institutions in LAC, ACL, and SFI. They remained significantly below Carnegie peers in EEE. Marshall's seniors continued to score significantly higher than seniors from peer institutions in the benchmark area of EEE and SFI, while their performance in the areas of LAC and ACL did not differ significantly from the responses of seniors in peer institutions.

- **What CLA and NSSE Data suggest about the changes to the general education curriculum:**

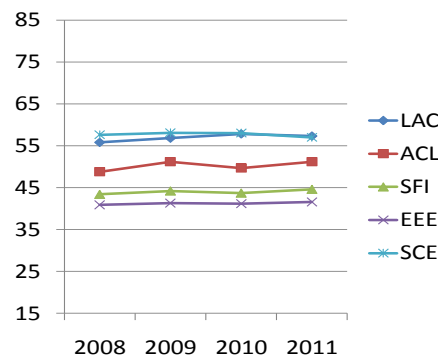
- During the first year of the new general education curriculum, we saw a dramatic improvement in freshman NSSE responses in the benchmark areas of LAC and ACL with a more modest improvement in SFI. This provides some evidence that the time and effort spent in curricular design and faculty training to teach the interdisciplinary FYS course and the CT courses have resulted in more challenging and engaging courses for first year students. As we work with the HLC on the Lumina Foundation's *Degree Qualifications Profile* over the next several years, we expect to see a like improvement in senior performance.

Marshall University's Multiyear NSSE Benchmark Results for Freshmen and Seniors

Freshman



Senior



6. To what extent will your institution participate in the *Voluntary System of Accountability (VSA)* developed by the National Association of State Universities and Land-Grant Colleges (NASULGC)? Describe the scope and nature of participation in the VSA.

VSA participation began during the 2008-2009 academic year. Data supplied includes student and family information, such as cost of attendance, financial aid, living arrangements, student characteristics, graduation rates, transfer rates, and post-graduation plans. The *VSA* also includes links to the University's program assessment, program review, and survey data. The *VSA/College Portrait* is available and accessible by clicking on the "College Portrait" tab on Marshall University's Academic Affairs Website <http://www.marshall.edu/academic-affairs/>. It can be accessed directly at <http://www.collegeportraits.org/WV/MU>.

9. Accreditation

a. Data: See Appendix E (Accreditation Table) for the Following Data:

- i. Accreditation-eligible programs accredited
- ii. Accredited programs and accrediting bodies
- iii. Accreditation-eligible programs not accredited

Update: The following programs received accreditation or reaffirmation of accreditation from the appropriate accrediting body in the 2010-2011 academic year—see **Section 8, Item 2 for updates**.

b. Update: Goal. There is no change to Marshall's goals regarding program accreditation. That goal is to seek accreditation from the appropriate and respective accrediting agency as faculty develop and review academic programs through the normal cycle of program review. There are 43 academic programs offered at Marshall University eligible for accreditation. All programs are accredited through Marshall's regional accreditor, the Higher Learning Commission (HLC) of the North Central Association (NCA). 62.79% (27 programs) are accredited by professional/disciplined based accreditation bodies, as indicated on the table in Appendix E. 37.20% (16 programs) are not accredited by professional accrediting bodies for the reasons indicated in Appendix E. The impact of accreditation standards and expectations on curriculum development raises serious questions as to whether there is demonstrable positive impact provided through accreditation. One concern is that accreditation standards may call for resource demands within a specific program the university is unable to meet in the near future.

c. Strategy/Rationale. The Office of the Senior Vice President for Academic Affairs and Provost, with the assistance of the College Deans, will work with faculty to identify those programs, currently lacking accreditation where it is available. Those discussions will drive the University's decisions to pursue accreditation in specialized professional areas in the future.

10. Alignment with K-12 Schools

a. Data: Description of programs and activities designed to improve alignment with the public schools.

Marshall University continues the activities and goals outlined in the 2008 Master Compact and reiterated in the 2009 Update. See **Section 10. c** below.

b. Updated Goal. The university's goal is to provide a broad array of programming that enhances offerings to K-12 school districts, professional development programs, teacher and student engagement, and contributes to the expansion of course and extra-curricular offerings to PK-12 students. Marshall provides several major sources of such programming through:

- (i) the Marshall Technology Outreach Center (MTOC), particularly the Online College Courses in the High Schools (OCCHS);

- (ii) enrichment and professional development programs through the (a) Graduate School of Education and Professional Development (GSEPD) and (b) the College of Education (COE).

For the **2011 Compact UPDATE**, GSEPD and COE activities are reported as new activities reported for 2010-2011; some activities also represent new commitments.

c. Developments and Progress Toward Goals, 2010-2011

1. Update: New Activities, 2010-2011.

MTOC/OCCHS:

- i. **Social Media.** The MTOC web site was redesigned to be user-friendlier and to include social media tools such as a QR code and link to the Online College Courses in the High Schools (OCCHS) Facebook site, which contains various *YouTube* videos promoting Marshall University to attract the attention of high school students.
- ii. **ACT Follow-up.** Personalized note cards were sent to 46,866 juniors and seniors nationwide, who according to their ACT scores had met Marshall's criteria to take online courses.
- iii. **Facebook Site.** The Marshall Technology Outreach Center will provide maintenance of the OCCHS Facebook site, which includes updating and adding materials and information on an as needed basis.

GSEPD

- iv. **Summer Enrichment Program.** In conjunction with Mr. Amon Gilliam, principal of Stonewall Jackson Middle School, discussions began during January 2011 to secure the school as the site for Marshall University's Summer 2011 K-12 Program. On-going discussions occurred with Kanawha County personnel (e.g., Sandra Boggs, Kanawha County Special Education Director, principals, school counselors, and teachers). Ultimately 150 Kanawha County students enrolled, representing 28 different elementary and 11 middle schools.
- v. Scholarships were provided to 106 of these children. Efforts were coordinated with the Kanawha County Schools Child Nutrition Program to provide free breakfast and lunch daily to all children participating. Additionally, 75 Kanawha County walk-in children were accommodated daily by the Child Nutrition Program component of the Summer K-12 Program. Faculty and degree candidates from Reading, Special Education, School Psychology and Counseling collaborated to provide this program.
- vi. **Summer Reading Program** <http://www.youtube.com/watch?v=sI6zpuiZJqQ>. Conducted at Dunbar Intermediate School, supervised by Dr. Terrence Stange, professor of literacy education, the clinic included 7 candidates for the degree in reading, and 14 students, ranging from 5 to 13 years of age. The degree candidates administered assessments to select materials targeting the students' interests, attitudes, spelling stages, writing skills and reading levels, and then delivered one-on-one instruction in reading and writing.
- vii. **National Writing Project/Central WV Writing Project.** Since 2002, the GSEPD has been a collaborator with the NWP to provide opportunities for high quality experiences for teacher in the K-12 systems in strengthening writing instruction. Grant funds this year provided a summer workshop for 20 teachers, workshops and materials for an

additional 85 teachers, and support for the Young Writers competition, involving students from across the state.

- viii. **Transition to Teaching Program.** The *Transition to Teaching Project* is a federally funded program that works with targeted West Virginia school districts to place and certify qualifying participants in the classroom through an alternative path. Early in the process, participants start to teach in local districts in a critical shortage area (mathematics, English, science, foreign languages, or special education), and to complete an individualized, online program of professional education courses. *Transition to Teaching* asks for a three-year commitment to serve. The program provides financial incentives and an extensive mentoring and support system for the duration of the program. Since 2008, the Elementary and Secondary Education Program area has partnered with the West Virginia Department of Education to deliver the 18 semester hours of general education coursework to participants in the Transition to Teaching program. This program admitted 15 teacher candidates in the fall of 2008, 16 in 2009, and 17 in 2010.
- ix. **Deaf and Hard of Hearing and Visually Impaired programs (DHH/VI).** At the request and with the support of the WVDE, Marshall provides certification programs for 36 teachers of the visually impaired and for the deaf and hard of hearing. The program is provided through a grant from the WVDE, and includes providing direct assistance within his/her county in the areas of assessment, IEP process, program planning and instructional techniques/use. The program director provides support to various WV Counties in the areas of VI and DHH. To date, those counties include: Monroe, Mason, Monongalia, Mercer, Kanawha, Jackson, Tyler, Wood, Nicholas, Fayette, Pocahontas, Braxton, Berkeley, Clay, Mingo and Jefferson. Support has included AT assessment, FVLMA assessment, ECC Plans, program planning and instructional techniques/use. The program director also provides a bi-annual assistive technology workshop open to teachers WV and surrounding states.
- x. **Increasing Teacher Quality (ITQ) Grants.** Each year, faculty write grant proposals in collaboration with school districts to provide training and materials for teachers. This year, grants have been awarded and projects have been implemented in:
- Mercer County—"Standards Based Instruction in the Mathematics Classroom - Part 2 (Grades 3-6)" for 20 teachers;
 - Mingo County—"Improving Teaching in the Standards-Based Mathematics Classroom (Grades 3-5)" for 25 teachers;
 - RESA 4—50 teachers from Pocahontas, Braxton, Nicholas, Greenbrier, Webster and Fayette counties, focused on improving skills for middle level students in math;
 - Boone County—30 teachers focused on increasing achievement in reading/language arts for middle level students;
 - Clay Count—30 teachers focused on increasing achievement for secondary students in reading/language arts.
- xi. **English as a Second Language (ESL) program.** The ESL certification program has been coordinated with the WVDE for the last 3 years. We currently serve 40-45 teachers state wide in the state sponsored cohorts (including the new cadre participants) as well as some 10-13 teachers who are in the regular schedule. Moreover, we provide special training to Cabell County Public school to some 12-15 teachers every semester.
- xii. **WV Center for Professional Development.** Faculty have participated in the development and delivery of courses and programs, including Beginning Teacher's Academy (Classroom Management), Observation and Coaching, and Charlotte

Danielson's work. These programs have been provided over the past year for over 200 teachers and administrators in the state.

- xiii. **Student Educational and Economic Development Success (SEEDS) Project** (Education Alliance collaborative) involved 7 faculty from Leadership Studies (each was assigned to a school, principal, and leadership team, so roughly 30 public school personnel were involved). SEEDS links a seasoned business CEO and Higher Education professionals with a public school principal. Faculty worked in close collaboration with the school administrator, the school team, and the business partner to enhance principal leadership skills, increased student achievement and improvements in facilities and management processes.
- xiv. **RESA or County targeted certification programs and presentations.** Principalship certification in RESAs 2 and 4 (32+ teachers), Putnam County (24 teachers). Reading Education cohorts in Mercer, Putnam, Mingo, Clay, and Jackson Counties. Special Education Cohort for Mason County school teachers.
- xv. **Boone County Mathematics collaboration.** Twenty-five teachers met for 2 weeks in the summer for 3 summers. The content covered included technical math, finite math, algebra, geometry, Pre-calculus, technology in the classroom, and Grades 5 – 9 math pedagogy. There were 8 out of the 25 participants who also worked through the entire Math through Algebra I graduate certificate program to either gain a Grade 5 – 9 math endorsement on their existing regular education teaching license (after also taking the Middle School Math Praxis II) or worked through the program to become highly qualified math special education teachers. About 12 of the participants worked through some of the courses of the Math through Algebra I Program to gain plus hours. As a direct result of this project, MU faculty have been directly involved with teachers, RESA personnel, other faculty in higher ed and state department officials to formulate the upcoming licensure proposal for Elementary Mathematics Specialists.
- xvi. **WV State Social Studies Fair.** Each year faculty serve as judges for this event, which involves K-12 students from across the state. Typically 8-10 faculty have participated each year.
- xvii. **Professional Development Opportunities Provided.** Professional development credit provided in conjunction with the WVDE for over 100 courses each year (WV eLearns, Office Special Education, Office of Professional Preparation, etc.). Teachers reach advanced salary classifications or renew teaching licenses.
 - Professional development opportunities were provided in the following counties: Kanawha, Boone, Cabell, Mercer, Putnam, Wayne, Webster, Wood, Logan, Summers.
 - Professional development was coordinated for educators in RESAs 2, 3 and 4.
 - Professional development for 30-40 courses was offered through the WV Center for Professional Development for credit bearing courses, for the Evaluation Leadership Institute, The Beginning Teachers Academy and the Experienced Principal's Academy.

COE

- xviii. **Local Site Research Initiative (LSRI).** LSRI is a research and professional development element of the National Writing Project designed to measure the impact of professional development on teaching writing to national writing standards. The project was carried out in Webster County (Webster Springs and Diana Elementary Schools--40 teachers, 300 students; conducted over 2009-2011).

- xix. **Read-A-Loud.** Monthly reading program that encourages appreciation of reading through engagement with children's literature (Kanawha County--40 students; conducted 2010-2011).
- xx. **Professional Development** at Kellogg Elementary in Wayne County, February 2011. This was an after-school professional development session that focused on the integration of reading and writing throughout the PK-6 curriculum.

d. Continuing Commitments. Marshall views each of the activities listed in section b above as a continuing commitment until such time as when the entities and the agencies involved deem it useful to cease these collaborations in favor of others. Committed to a continuous improvement model for all operations, Marshall's offices—MTOC/OCCHS, GSEPD, and COE—will continue to assess the results of these partnership activities as a means of improving the services provided.

e. Strategy for Continuation. Marshall University, through the MTOC/OCCHS, the GSEPD, and the College of Education, will continue to work closely with the K-12 environment to foster collaborative partnerships, which will be beneficial to all entities.

11. Use of Instructional Technology

- a. **Data: Describe the extent of the institution's commitment to course and program delivery through instructional technologies.**

Marshall University has a strong commitment to providing the students with quality technologies that support online and hybrid courses and faculty with the tools needed to produce and conduct quality online educational content. The Information Technology unit will ensure that the online learning platform and all its peripherals are well supported during and beyond typical business hours.

The online learning platform at Marshall is referred to as **MUOnline**. The MUOnline program continues to utilize the Blackboard Vista Enterprise Learning System as the course management delivery platform for online courses and course supplements. Fall 2011 is the last term that Blackboard Vista will be used. A system-wide upgrade to Blackboard Learn 9.1 will take place January 2012. All MU courses will receive an online course section in Learn and all hybrid and online courses will be delivered via the new MUOnline learning management system.

Approximately 1% of the revenue earned from the online program is directed toward MUOnline marketing initiatives. Regularly publishing online course schedules, promoting new online courses and programs, and supporting university and local events such as musical performances, football games, and student publications, provides the MUOnline program with widespread name recognition. In addition to marketing strategies that include radio, television, newspapers, and other advertising sponsorships, the Marshall Technology Outreach Center (MTOC) also conducts programming that exposes the K-12 population to MU academics and opportunities for high school students to obtain high school credits prior to graduation. All of these efforts not only draw attention to the MUOnline program but also aid in the university-wide mission regarding student recruitment.

Evaluate the success in increasing student outreach through such activity.

Direct enrollment increases for the MU program have been attributed to specific marketing campaigns. During the summer of 2010 the MTOC division launched a national campaign in which honors level ACT scores for rising juniors and seniors were obtained from all 50 states. These high school students received a hand-written personalized card from the MTOC director inviting them to learn more about OCCHS, the Online College Courses in the High Schools program at Marshall. The 2010-11 academic year saw a sharp rise in the number of non-resident

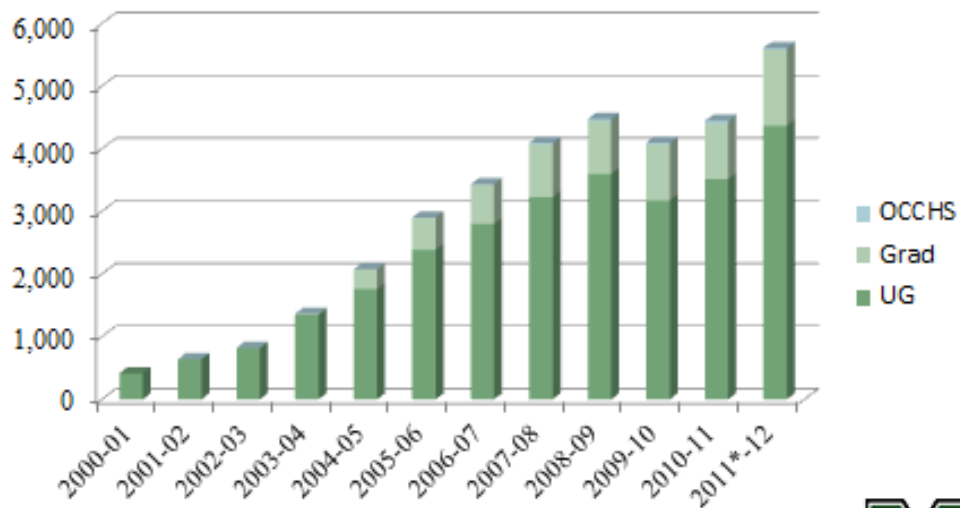
students enrolled in the OCCHS program and the over-all enrollment more than doubled. Because of these successes, the national marketing program was continued during the summer of 2011.

In regard to the university students, the MUOnLine program has also seen an increase in enrollments that is attributed to an increase in online course offerings and establishment of several new online degree programs, minors, and certificates.

| 2010-11 | Fall 2010 | Spring 2011 | Summer 2011 | Total Enrollment |
|---------------|-----------|-------------|-------------|------------------|
| Undergraduate | 3,471 | 3,707 | 2,807 | 9,985 |
| Graduate | 879 | 979 | 512 | 2,370 |
| OCCHS | 41 | 65 | 13 | 119 |
| Total | 4,391 | 4,751 | 3,332 | 12,474 |

| 2009-10 | Fall 2009 | Spring 2010 | Summer 2010 | Total Enrollment |
|---------------|-----------|-------------|-------------|------------------|
| Undergraduate | 3,175 | 3,677 | 2,581 | 9,433 |
| Graduate | 889 | 841 | 328 | 2,058 |
| OCCHS | 31 | 26 | 1 | 58 |
| Total | 4,095 | 4,544 | 2,910 | 11,549 |

MUOnLine Enrollments Fall only 2000-2011



* 2011 data is at beginning of term, after second add/drop period. All other data is at the end of term.



Figure 2. Online Enrollments, Fall 2000-2011.

Characteristics of the online student at Marshall are compelling as the university continues to target specific curriculum areas for online development and growth.

Update: distance education students who took classes during 2010-11 resided in Puerto Rico and 33 of 50 states.

The age report shows that over half of the distance education students are older than the traditional 18-21 college-going age. With this in mind, IT Service Desk personnel try to anticipate adult student concerns and are sensitive to their needs. Likewise, MUOnLine Design faculty and staff stress best practices for faculty who will encounter adult students in their online courses. Varied learning styles, clearly defined course outcomes, calendar flexibility, and awareness of distractions that adults face, are essential considerations for online course development. The following data describe some of the student characteristics for the online population.

Online only students:

| | 2010-11 | 2009-10 |
|---------------|---------|---------|
| Fall | 784 | 763 |
| Spring | 829 | 782 |
| Summer | 2,181 | 2,103 |
| TOTAL | 3,794 | 3,648 |

Age range of online students (Fall 2010):

| Age | % of Enrollment |
|--------------|-----------------|
| <18 | 0.2% |
| 18-21 | 26% |
| 22-30 | 46% |
| 31-40 | 17% |
| 41-50 | 8% |
| 51-60 | 3% |
| >61 | 0.3% |

b. Discuss activities in terms of costs:

The online course fee structure continues to be a source of revenue for the university in which several critical needs are met in addition to full support of Information Technology division personnel, hardware, software, and services. Because it is a fee, the students do not pay tuition and it is assessed at a flat per-credit-hour rate regardless of residency:

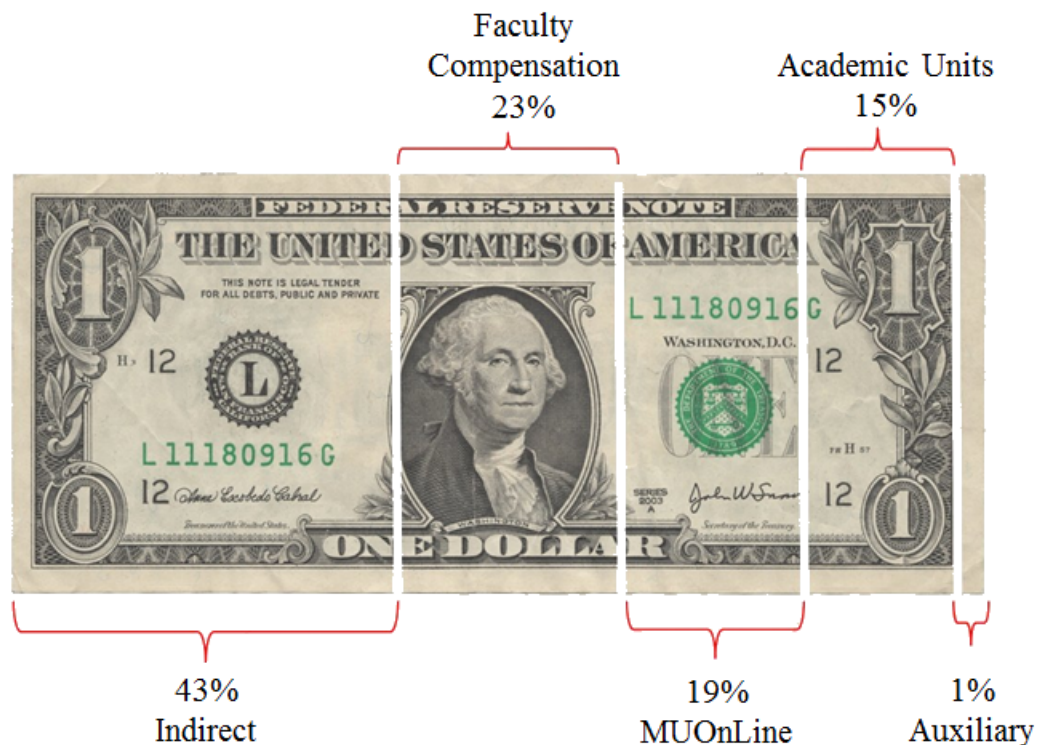
| High School Students | Undergraduate/CTC Students | Graduate Students |
|--------------------------|----------------------------|--------------------------|
| \$122.00 per credit hour | \$202.00 per credit hour | \$278.00 per credit hour |

Because the program is supported by the revenue it generates with the per-credit hour fee, enrollment fluctuations are monitored closely. Based on credit hours that are generated by the online course program, the following provides the annual revenue for the past two years:

| 2010-11 | Rate per Credit Hour | Total Enrollment | Total Revenue |
|-----------|----------------------|------------------|---------------|
| Undergrad | \$ 202 | 9,985 | \$ 6,050,910 |
| Graduate | \$ 278 | 2,370 | \$ 1,976,580 |
| OCCHS | \$ 122 | 119 | \$ 43,554 |
| Total | | 12,474 | \$ 8,071,044 |

| 2009-10 | Rate per Credit Hour | Total Enrollment | Total Revenue |
|-----------|----------------------|------------------|---------------|
| Undergrad | \$ 197 | 9,433 | \$ 5,574,903 |
| Graduate | \$ 273 | 2,058 | \$ 1,685,502 |
| OCCHS | \$ 122 | 58 | \$ 21,228 |
| Total | | 11,549 | \$ 7,281,633 |

Update: The following provides the breakout of how these funds were utilized by the university in 2010-11:



The indirect and academic unit allocations support campus technology and departmental allocations. The university relies on the online course revenue to fund necessities in addition to technology infrastructure for enterprise systems and the teaching-learning process. The online course revenue fee comprises over 13% of the operating for most academic units on campus. It is currently an essential aspect of the university's finance model and allows IT to anticipate and react quickly to major technology trends, needs, and changes.

Managed Hosting of Blackboard learning management services was secured during 2009-10. While this contract did elevate annual software and maintenance costs, IT was able to reallocate staff to other critical areas due to the outsourcing of server and back-up duties. To support and maintain the current teaching and learning technology infrastructure for the university, the annual commitments consist of the following:

| | 2010-11 | 2009-10 | 2008-09 |
|--|--------------|--------------|--------------|
| Hardware/Software | \$ 831,190 | \$ 767,000 | \$ 506,427 |
| Salaries | \$ 599,747 | \$ 844,000 | \$ 571,500 |
| Faculty Development | \$ 270,900 | \$ 123,615 | \$ 116,000 |
| Faculty Instruction | \$ 2,188,719 | \$ 2,062,570 | \$ 1,840,644 |
| IT Support | \$ 429,856 | \$ 493,251 | \$ 647,000 |
| Total Operational Expenses (Est.) | \$ 4,320,413 | \$ 4,290,436 | \$ 3,681,571 |

Hardware/Software - includes the licenses for software applications and managed host agreements supporting online learning applications.

Salaries - include Learning Management System Administrators, Director of the MUOnLine Design Center, Instructional Designers, Web Portal Administrators, IT Service Desk personnel, Digital Learning Team training and development support, reassigned time for a faculty liaison, reassigned time and a stipend for the faculty development committee chair, and several student support positions.

Faculty Development and Faculty Instruction - includes course development stipends, training materials, course development contracts, and faculty resources. The major increase in online course development directly impacts the faculty development budget line. 2011-12 is the final year for this aspect of the MUOnLine program. Staff work closely with the Academic Affairs Center for Teaching and Learning to develop an online faculty certification program.

IT Support - includes all aspects of technology support for the online learning environment and peripherals such as personnel, Internet bandwidth, hardware, software and more. All academic units and campus departments benefit from this support.

c. Discuss activities in terms of outreach to students:

The technology outreach activities are further delineated in **Appendix B**. However, due to the mission of the Marshall Technology Outreach Center (MTOC), there are several ongoing programs and services that not only engage K-12 participants but also capture university students and members of the community.

Technology support services such as the IT Service Desk and the “Be Herd” feedback site are provided to students and advertised online, via the digital signage on campus, Facebook, YouTube, the MU portal, student and local city newspapers, and through other methods that students utilize. With the adoption of *Lynda.com*, several advertisements and campus posters have been deployed to inform students of the library of software videos available through this service.

The MUOnLine program is a regular participant in university student events and activities such as university athletic events, summer orientation, Week of Welcome activities for freshmen, Math Day, the MU SCORES Academic Festival, and even the annual Huntington Chili Fest. Members of the staff have also created promotional events to inform students of MUOnLine services and library resources such as scavenger hunts, trivia games, geocache competitions, and Facebook events.

d. Discuss activities in terms of curriculum areas:

During 2009-10, the MUOnLine program partnered with Academic Affairs and the College of Health Professions to accelerate the production of courses to place the RN to BSN Nursing degree online. Several faculty were trained and all required courses were submitted for development. The MUOnLine Design Center staff also worked with nursing faculty on a one-on-one basis to successfully develop 13 required courses that will appear on the online schedule effective spring 2012.

Clinical Lab Sciences and Medical Technology were also fully developed and included in the OCCHS programming for high school students. Major headway was made in placing the business degree online and popular music and art general education courses were created in the College of Fine Arts. Only a few courses within the general education curriculum remain to be developed to complete the core requirements for several majors. The following programs are currently completely online:

Undergraduate Degrees

- Clinical Lab Science
- Medical Technology
- Off-Highway Vehicle Management
- Regents Bachelor of Arts
- Registered Nurse to Bachelor of Science in Nursing

Graduate

- Adult and Technical Education
- Counseling
- Leadership Studies
- Master of Arts in Elementary or Secondary Education

Undergraduate Minors

- Criminal Justice
- Geography
- History
- African Studies
- African American Studies

Graduate Certificates

- Early Childhood Education
- English as a Second Language
- Information Security
- Math Through Algebra I
- Middle Childhood Education
- School Library Media Specialist

Additional programs can be listed as “distance-delivered” due to changes in how online and hybrid courses and programs are categorized by the Higher Learning Commission of the North Central Association. The additional programs in which 50% or more classes can be obtained online are listed in **Appendix B**.

This year, changes to the rules and regulations governing state-by-state permission to offer educational programming due to Title IV issues necessitated a mass mailing to all 50 states and US territories. Chapter 34 of the Code of Federal Regulations § 600.9(c) requires all institutions of higher education to seek authorization to offer distance education within each state. The regulation went into effect in October of 2010. The deadline for compliance has been postponed but distance-learning leaders anticipate that it will be carried out in spite of opposition from the academic community. Marshall University initiated state-by-state authorization letters during

2010-11 and is in the process of completing applications to be in compliance with the ruling by the specified date.

Colleagues in the West Virginia Virtual Learning Network estimate that full compliance to offer distance learning in every state will cost upwards of \$220,000 to initiate and another \$100,000 annually to retain students in those states. Due to strict guidelines and invasive regulations for some states, the university may have to determine if some state residents will not be permitted to take online courses at Marshall. MUOnLine is working closely with the Academic Affairs Office of Outreach and Continuing Studies on this project.

e. Discuss activities in terms of student satisfaction:

The Courseval™ return rate for e-course evaluations was slightly lower in 2010-11 compared to last year; however, many more students did complete surveys during the fall and spring:

| | Expected | Received | % Completed |
|--------------------|-----------------|-----------------|--------------------|
| Fall 2010 | 7663 | 3026 | 39% |
| Spring 2011 | 9037 | 3840 | 42% |
| | Expected | Received | % Completed |
| Fall 2009 | 7038 | 2845 | 40% |
| Spring 2010 | 8060 | 3342 | 42% |

Student satisfaction surveys have not been conducted online to assess how students feel about the online course program; however, focus groups are planned for the upcoming Assessment Day in an effort to obtain student data.

f. Discuss activities in terms of future trends:

Online Faculty Certification. The most pressing project on the horizon is the collaborative development of an online faculty certification program in conjunction with Academic Affairs. The Center for Teaching and Learning has hired a new assistant director who is charged with establishing an online certification program. MUOnLine faculty and staff are participating actively and will be supporting the technology training needs for a new program when it is implemented in 2012-13.

Hybrid Course Expansion. Hybrid course development and the delivery of traditional courses online in real time are also priorities for the MUOnLine team. More and more students are demanding that courses be delivered via Blackboard Collaborate so they may have the flexibility of joining classes from the comfort and convenience of their homes or offices. In some instances, the use of this technology for both course delivery and lecture capture has allowed students to stay at Marshall when jobs have required they travel and/or transfer to another state. Faculty and students have also shared stories in which a temporary illness, opportunity to travel abroad, or even inclement weather has necessitated the use of Blackboard Collaborate to retain business continuity of a class in a given semester. Pedagogical techniques and best practices will continue to be stressed as the IT staff and faculty provide training during the coming year.

Faculty and Staff Professional Development. With the addition of *Lynda.com* and formalization of the IT and HR relationship, the training opportunities have increased dramatically. Close to 500 faculty and staff were reached through the IT training initiatives with hopes to increase this number significantly in 2012 and beyond. Additional staff may be needed to meet the demands of a growing program and additional librarians will be invited to participate as trainers.

Cultivating Information and Digitally Literate Students. The MTOC OCCHS program is a perfect opportunity to make connections with the K-12 community in the hopes they will eventually come to MU as full time college students. The *How to Succeed* online course module is

designed to expose high school students to best practices for taking online courses. It also helps to demystify the online learning environment for this population. A similar module is available to the RBA students addressing adult student issues such as family distractions, work stress, and the myths surrounding multi-tasking. These tools help students prepare to be successful online learners.

g. Goal: What changes are anticipated over the next five years?

“Email is for old people”. Within the next five years, email will be used even less by students as a main mode of communication. It is not the preferred mode of communication for the average student. Text, Facebook, and other Web 2.0 and 3.0 technologies are default communication venues for “Millennials” and “born-digital” populations. The next generation of Blackboard software is designed to meet some of these needs; however, staying abreast of communication trends will be critical to the university’s ability to reach students.

Expansion of Mobile Technologies. Mobile devices are more affordable and nearly all students now have some form of device that supports web browsing. The Blackboard Learn platform supports mobile access to online content with full functionality. Expanding mobile services and intellectual resources will need to continue in a concerted effort to reach students in a mode they desire.

IT Staff Development and Retention. To remain competitive and relevant in light of rapid changes in instructional technology, the faculty and staff charged with supporting faculty and students at the university must have the skills to provide competent support. Financial support and leave are provided to each member of the IT staff so job-specific training and certifications can be obtained and maintained. Likewise, providing appropriate salary levels and peripheral equipment aid in retaining qualified personnel. As the economy continues to flounder and state higher education institutions continue to struggle, these goals will become harder to meet. The university and IT administration must anticipate these needs and plan ahead.

h. Strategy/Rationale: What are the plans for achieving the goals?

Goal: Develop and online faculty certification program.

Strategies:

- Support Academic Affairs in any effort pertaining to a new certification.
- Provide resources and opportunities to faculty for development purposes.
- Implement more varied and frequent training opportunities for faculty.
- Continue to adapt quickly to shifts in trends and realities.

Rationale: The current faculty development stipend program started a decade ago when few faculty possessed the experience or desire to teach online. Marshall University has enjoyed success in online learning initiatives for several years, but now that technology classroom use is so widespread, this program is no longer cost-effective. Additionally, the university needs more flexibility in assigning courses for online delivery.

Goal: Expand online course and degree offerings.

Strategies:

- Support Academic Affairs in the completion of online degrees.
- Collaborate with faculty in implementing best practices and strategies that meet varied learning styles and student needs.
- Assist in implementing a new online course review process such as Quality Matters.

Rationale: Students continue to demand more online degree offerings in specific areas such as Psychology, Criminal Justice, Information Technology, Science, and Nursing. Until recently, the university lacked a systematic method of identifying deficits and encouraging development of specific courses to complete online programs. Recent changes in how courses are coded have already assisted in identifying program needs more efficiently.

Goal: Increase hybrid course and degree offerings.

Strategies:

- Execute best practices for the pedagogy of blended teaching learning.
- Create a hybrid e-course program with a self-sufficient funding model.
- Encourage use of online collaboration tools for university business such as meetings to limit travel expenses and travel time.
- Work with chairs and deans to anticipate technology equipment needs among the faculty.

Rationale: Online courses are the most important aspect of the MUOnLine program but not the only facet of online teaching and learning. Students have demanded web-based video delivery and lecture capture for certain disciplines for a variety of reasons. Motivated faculty and administrators have a keen interest in meeting these needs. Recruitment and retention are critical to the university's ability to meet financial needs in light of dwindling state funding levels and the flexibility of hybrid courses can help to recruit prospective students and to retain existing students. MUOnLine's collaborative approach to grow the online course offerings is designed to remove barriers and build academic partnerships.

Goal: Grow the faculty and staff training opportunities in conjunction with Human Resource Services.

Strategies:

- Continue to provide training for MU-supported technology tools such as MS Office, SharePoint, *Lynda.com*, Adobe, etc. to aid faculty and staff in obtaining improved office skills.
- Provide on-demand resources and add to the catalog of sessions to meet emerging technology needs and staff interests.

Rationale: Better-trained staff can think more critically while on the job and ultimately become better employees. The training and development provided by IT is designed specifically to meet staff demands and deficits identified by managers in various areas. The cultivation of office technology skills also aids in the staff retention mission and helps lower employee turnover.

Goal: Contribute to the core curriculum by supporting the information literacy thinking domain for the First Year Seminar and other research-based or writing intensive courses.

Strategies:

- Provide information instruction programming to meet digital and information literacy (IL) needs among the freshmen and other levels.
- Continue to collaborate with classroom faculty in curriculum development that meets IL and digital competency needs.
- Collect sample data to review and evaluate IL programming needs.
- Continue to collaborate with the Writing Center in meeting student research and writing needs.

Rationale: While very little research has been done to tie the impact of a librarian on student success at the college level, there has been extensive research in the K-12 environment that demonstrates that student achievement scores are significantly higher when a certified librarian is present. *iSkills*™ exam data collected at Marshall from a sample of freshmen from 2008 to 2010 show that our students have deficits in several IL areas such as their ability to successfully manage, evaluate, integrate and create digital content. Participating in the First Year Seminar exposes students to reliable information resources and research strategies they can carry through other courses.

Goal: Retain and expand connections to the K-12 community and adult learners through technology outreach programming.

Strategies:

- Continue national marketing efforts to attract and retain high school students for the online college courses program.
- Provide online resources to help adult and K-12 students become acquainted with online learning so they may be successful online learners.

Rationale: The MTOC actively pursues relationships with adult and high school students for recruitment and online learning purposes. Outreach is a critical component to any university's impact on the local community and region.

12. Career Services and Placement

a. Data and Goals: Provide a description of the institution's strategy for promoting successful placement and follow-up of graduates. Provide data on graduates who enter the workforce, graduate education, professional schools, or other post-secondary education within one-year following graduation.

i. Update: Tracking and Placement: A Partnership with Work Force West Virginia

Marshall University Career Services has partnered in the past with Workforce West Virginia to obtain consistent factual data on employment of our graduates. For 2010-2011, we are unable to match up the data files to get accurate information for this reporting time frame. We are expecting to get information by late November 2011 for students graduating in 2009-2010.

Other relevant data points:

- 325 Marshall University students who graduated from Marshall in the 2009-10 academic year were enrolled in WV public colleges or universities as a graduate/professional, as reported to Career Services by Larry Ponder of the Higher Education Policy Commission. This was a decrease of 6 students.

Update: Graduation Survey.

The 2011 graduation survey conducted by Career Services, in conjunction with the Office of Assessment and Program Review addressed questions about placement and follow-up graduation activity. The following are substantive highlights of that survey. Responses have not been aggregated.

- 405 responses were received from 984 questionnaires, a 41% response rate, which is an increase of 2%
- 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.

ii. Update: On Campus Recruiting Events 2010-2011

To give students on campus the opportunity to meet face to face with employers, Marshall Career Services Center coordinated with employers and promoted career expos and individual company recruiting events to students.

Data points: Update

- For 2010-2011 academic year, 19 on-campus recruiting events were held with a total of 29 career opportunities provided. 146 students took part in the interview process; an increase of 29 students over last year.
- Four larger events were held during 2010-2011 AY, including the “Vet Success Employment Expo.”
- A total of 184 employers attended the annual fall and spring Career Expos, an increase of 20 employers. These events connected potential employers with students (565). This number represents a decrease. The decrease may be accounted by a growing trend among certain student sectors to attend graduate school, so that the career fairs are not relevant to their immediate plans.
- Education majors were able to interview with 24 schools systems. 72 students participated.

iii. Update: Job Location and Development 2009-2010

Data Points:

- 121 Marshall University students tracked by Career Services were placed in part-time work off campus, earning \$300,448. This number reflects only those students and employers that could be reached for reporting purposes. On average another 160 students per month were hired part-time to work at the on campus recreational center and earned a total of \$538,169.19, as reported to Career Services by Centers Incorporated.
- The Community Service project, implemented in AY 2009-2010, was discontinued. The Director of Financial Student Services and the Director of Career Services agreed the program was not meeting goals.
- Career Services continues to promote the development of part-time positions and provides employers the opportunities to promote these jobs on campus with activities such as Job-A-Palazzo, a part-time job event held twice yearly, information tables and free posting of job opportunities on *Job Trax*.
- 32 presentations to employers on and off campus occurred this year in conjunction with regular promotions and advertising.

iv. Update: Internships and Alumni Mentoring

Data Points:

- 323 Internship opportunities were posted on *Job Trax*.
- Career Services continues to meet its goal of establishing new internships for students. Those included opportunities with: Toyota in the Buffalo, WV plant; Marathon Chemistry Department in Ashland, KY; HIMG, a large regional medical facility in Huntington; Huntington Hammer, a semiprofessional football league; Frontier Communications; Advantage Toyota; Kohls Department Store; State of West Virginia Department of Information Technology; Randox, a

Biochemistry Company located in Jefferson County, WV; State Electric Supply, Huntington, WV; and Champion Industries, Huntington WV.

An Alumni Mentoring program was introduced and implemented in 2010-2011. “Marshall Mentoring Network” began later than expected but has 56 alumni mentors enrolled to date. These mentors will make connections via *Job Trax* with students. “Marshall Mentoring Network” is a value added program helps our alumni association to build relationships with alumni and increase current students’ connections to job opportunities.

Students will be introduced to the program AY 2011-2012. We will also work to develop a marketing plan to keep this program on the minds of our alumni and current students.

v. Update. *Job Trax*: Marshall’s Career Management System

Data points:

- There were 58,938 visits to the *Job Trax* site during AY 2010-2011.
- 2,237 resumes were reviewed for current Marshall Students and Marshall Alumni, an increase of 266 resumes.
- Interview Stream is still active, providing students with the opportunity to access and conduct virtual mock interviews on their own time at home or in our office. 87 students have taken advantage of this on-line service--an increase in activity.
- 2,385 jobs were applied for on line through *Job Trax* in 2010-2011.

vi. Update. Career Skills Development 2010-2011

The employment situation continues to look grim as noted in this recent news release from the bureau of labor statistics, <http://www.bls.gov/news.release/empsit.nr0.htm>. With this in mind, development of needed skill sets is important to the future of any college graduate. Career Services continues to partner with colleges, programs and student organizations to present needed information on career planning, skills employers are looking for, internship importance, resume development, mock interviewing and networking.

Data points:

- There were 2,810 student face-to-face visits logged at Career Services an increase of 1071 visits. 662 of visits were made by the Career Specialist in the SRC Center.
- There were 1,544 logins from Off-Campus/Online students who accessed Sigi3, an internet based career assessment and exploration program. 85 career informational presentations were made to include freshman presentation to capstone courses. We are currently interfacing with the Graduate College to provide information and services to current graduate students.

b. Goals and Challenges

Marshall’s Career Services Office plays a vital role in the retention of students and student persistence toward graduation. The Center’s mission is to connect with every undergraduate student to assist him or her in the exploration of a career path early in his or her academic career. Further, the Center is designed to advise students in developing an understanding of employment possibilities related to their academic degree program. Being able to articulate to employers what has been learned and placing these activities on a resume is of prime importance. Taking part in understanding the importance of a Degree Profile and being part of the planning will help us to define student competencies that can develop a student’s resume, e-portfolio and on line presence.

The Office of Career Services supports the university’s retention efforts directly through

- Involvement in the Week of Welcome 2010 and 2011. A career plenary session was provided to all freshman enrolled. Highlighting the importance of deciding on a major, gaining out-of-classroom experience in field and internships. This program ranked as one of greatest value to the students and will be continued.
- Continued dedication of a career counselor to the new Student Resources Center (SRC). 662 career related counseling session were made, as well as 8 major selection workshops and 15 class presentation with an emphasis on career development.
- Participating in an early alert and intervention system available through Map-Works.

Anecdotally, freshman students having access to career advising early in the Student Resource Center (SRC) or the Career Services office has been very successful. Our goal is to attempt to track those students seen and their persistence to complete their degree. We feel the model has proven to be a very effective means of providing needed retention strategies for freshman and into their sophomore year, but realize more tracking is needed to support this view.

The Office of Career Services continues to recognize that current students and alumni will continue to face a challenging job market given the current national and state economy. To assist those students and employers, Career Services will continue to expand and enhance its technology offerings to employers, and will concentrate its efforts toward working with companies to provide internship opportunities for students.

Creating strong partnerships with colleges is essential for early intervention with students. As of February, 2011 Career Services reports to the Provost and Senior Vice President for Academic Affairs. This change in reporting line will facilitate program development and enhance the role of career development plays as an integral part of the academic four-year plan.

Section 13. Institutional Financial Aid: UPDATES, 2010-2011

a. Description and Data about Marshall University Financial Aid Programs

Marshall University participates in a wide variety of federal and state financial aid programs and provides institutional scholarships funded by the University. Through the generosity of private and corporate donors, several institutional scholarship programs are funded through the Marshall University Foundation. Students are also awarded scholarships by external organizations and other outside sources.

Update: Information below highlights the distribution of financial aid for the 2010-11 academic year:

- 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.

b. Mission, Vision, Core Values and Goals

- **Mission**

The Office of Student Financial Assistance (SFA) provides advisory services to students, parents and the Marshall University community. Its role is to deliver financial aid quickly and efficiently to prospective and currently enrolled students to facilitate student success while complementing recruitment and retention efforts at Marshall University.

- **Vision Statement**

The Office of SFA strives to balance responsible stewardship of all financial aid programs within a student-centered culture. We are working towards establishing ourselves as a leader in student financial aid services when measured against peer institutions by creating and developing leading business practices that are more effective and efficient, implementing on-going improvements through the use of technology and constantly being prepared and ready to meet ongoing challenges resulting from changes in federal and state regulations and institutional and private funding rules, as well as, meeting the demands of the change in the economy. Additionally, the office advocates for the student whether it is a financial aid matter or another area that is directly related to student success.

- **Core Values**

The core values of the Office of SFA are:

- Customer focus
- Good ethics, integrity and fairness
- Clear and effective communication
- Continuous improvement
- Mutual respect
- Professionalism
- Resourcefulness
- Results oriented
- Teamwork
- Professional development and training

- **Goals**

The goals of the Office of SFA are:

- Routinely review and modify financial aid packaging strategies to ensure student financial need is met.
- Meet the expectations and the standard of the current student profile, established institutional goals and state and federal regulations.
- Provide on-going training and professional development opportunities for all staff members to ensure they are knowledgeable and efficient in carrying out their job duties.
- Evaluate policies and procedures, as well as, recommend and implement necessary changes to effectively deliver financial aid services and financial aid funds to students.
- Work closely with academic and student service areas to assist with implementing student success initiatives.

c. Recent Challenges and Trends

- Increase in Financial Aid Applications

Like most financial aid offices in the nation, the Marshall University Office of SFA has experienced a surge in financial aid applications (FAFSA) in the past several years. The chart below illustrates volume of FAFSAs processed by the Office of Student Financial Assistance for the past four years:

| Academic Year | FAFSA Applications |
|---------------|--------------------|
| 2010-11 | 18,229 |
| 2009-10 | 15,725 |
| 2008-09 | 14,474 |
| 2007-08 | 13,865 |

The number of FAFSA applications received in 2010-11 represents a 16% increase from 2009-10 and a 32% increase from 2007-08. Dealing with the growth and increased demand of student financial aid services, the Office of SFA has worked tirelessly to meet the challenge of delivering financial aid to students in a timely and efficient fashion. This has been accomplished by the ongoing evaluation of policies and procedures and revising them appropriately, as well as, utilizing technology to the extent possible. In addition, it was accomplished through the great dedication and team effort put forth by staff. However, dedication and efficiency alone could not continue to adequately address the growth and demand of student aid services. Two new additional staff positions have recently been approved to join the Office of SFA; it is hoped that the positions will be filled by the middle of the 2011-12 academic year.

- Regulatory Burden and Federal Student Aid Appropriation Uncertainty

Final regulations were published on October 29, 2010, based on a Notice of Proposed Rule Making (NPRM) published on June 18, 2010. Most of the rules went into effect July 1, 2011. The one notable exception is the change to verification rules, which goes into effect July 1, 2012, to allow the U.S. Department of Education to make necessary system changes. The new regulations address the following 13 issues with improving the efficiency and effectiveness of Title IV programs, protecting students, and providing consumers with better information:

- ✓ Verification
- ✓ Satisfactory academic progress
- ✓ Repeated coursework in enrollment status
- ✓ Return of Title IV funds in term-based program with modules
- ✓ Taking attendance under return of Title IV fund rules
- ✓ Disbursement: timeliness and method of delivering book money
- ✓ Credit hour definition
- ✓ High school diploma
- ✓ Ability to benefit (equivalents and testing procedures)
- ✓ Written arrangements between institutions
- ✓ Misrepresentation of institutional information
- ✓ Incentive compensation
- ✓ State authorization

The amount of new rules and changes in regulations has added significant burden to institutions, which is taking away from simply giving aid to needy students. This is not to say that regulations should never evolve or change direction to fit new realities, but the current trend seems to be last minute, major shifts in policies every few months.

For example, the ACG and SMART Grant programs were instituted first in the 2006-07 academic year, and required major administrative overhaul for institutions to implement. Five years later, these two programs are gone. “Year-Round” Pell Grant likewise required major time, labor, and resources to implement in the summer of 2010, to be eliminated beginning with the second scheduled award for the 2011-12 academic year. Aside from constant regulatory changes, there seems to be lack of student aid funding predictability, which further exacerbates student and family anxiety when it comes to higher education financing.

- Institutional Net Price Calculator

In 2008, the higher Education Opportunity Act introduced the Net Price Calculator (NPC) as a way for colleges to be more transparent about pricing and cost of attendance. All institutions are required to have an NPC on their websites for full-time, first-time degree seeking undergraduate students by October 29, 2011. College-bound students and their families will soon have a personalized picture of what it costs to attend Marshall University. Partially supported by the West Virginia Higher Education Policy Commission, Marshall University will implement *Student Aid Services* Net Price Calculator in October 2011. The calculator will not only provide prospective students and their families with current year costs taking into account financial aid, but it will also provide a planning tool to help students understand the long-term costs as well, should the student consider borrowing. Aside from meeting the regulatory deadline to implement the NPC on the Marshall University website, there are several other implementation matters that will be addressed:

- ✓ The NPC should be an expectation of MU prospects; therefore, the development of an effective communication strategy is critical
- ✓ Recruitment staff should be prepared and trained on NPC
- ✓ Using the results of NPC to develop a deeper relationship with prospective students

Section 14. Programs of Distinction.

a. Data

Table 10. Programs of Distinction

| Marshall University | | Previous Years | | | Base Year | Compact Goals | | | | | |
|----------------------------------|--|----------------|------|------|-----------|------------------------------|------------------------------|------------------------------|----------------------------|----------------------------|-------------------|
| Measure | | 2004 | 2005 | 2006 | 2007-2008 | Year 1 Actual 2008- 09 | Year 2 Actual 2009- 10 | Year 3 Actual 2010- 11 | Year 3 Goal 2010- 11 | Year 4 Goal 2011- 12 | Target 2012-13 |
| Programs of Distinction | | | | | | | | | | | |
| PsyD enrollment | | 25 | 31 | 37 | 38 | 44 | 41 | 43 | | | |
| PsyD degrees conferred | | | | 3 | 3 | 7 | 4 | 8 | | | |
| MS Forensics enrollment | | 28 | 28 | 39 | 42 | 32 | 29 | 38 | | | |
| MS Forensics degrees conferred | | 14 | 7 | 18 | 19 | 17 | 9 | 18 | | | |
| BSN Nursing Enrollment | | 353 | 347 | 331 | 341 | 373 | 375 | 335 | | | |
| BSN Nursing degrees conferred | | 65 | 85 | 86 | 78 | 75 | 62 | 93 | | | |
| BS, ISAT enrollment | | 129 | 107 | 87 | 78 | 71 | 85 | 89 | | | |
| BS, ISAT degrees conferred | | 27 | 18 | 24 | 18 | 19 | 17 | 13 | | | |
| BFA, Visual Arts | | 223 | 233 | 216 | 198 | 202 | 188 | 175 | | | |
| BFA, Visual Arts | | 30 | 29 | 35 | 29 | 37 | 17 | 21 | | | |
| BA, Journalism enrollment* | | 406 | 403 | 374 | 367 | 304 | 282 | 285 | | | |
| BA, Journalism degrees conferred | | 54 | 55 | 49 | 52 | 59 | 53 | 49 | | | |

b. Goals. Marshall's overall goal is to comply with the Compact Update reporting requirement to identify programs of distinction based upon multiple factors including, but not limited to, enrollment trends and degree conferral rates. The BBA in Accountancy and Legal Environment and the MS in Forensic Science were identified as programs of distinction in the 2009-2010 Update. In the 2010 Compact Update, the BA in Journalism and Mass Communication was designated as an additional program of distinction.

Update: As indicated in the 2010 Update, Marshall recognizes program distinction status based upon at least three criteria:

- Enrollment trends (cf., Table 10)
- Degree conferral rates (cf., Table 10)
- Completion of assessment continuous improvement plans (cf., Appendix F)

For the 2010-2011 Update, the university has not identified any additional criteria to that would supplement impact on the community and institutional mission as criteria used in the 2010 Update. Research funding would be one such factor but, for current considerations, it does not play an immediate role in these determinations. As noted in the 2010 Compact Update, **the goal, the strategy, and the rationale** are to use the collection and review of enrollment and degree conferral data and regular program assessment

results to monitor progress of each program toward its respective goals. This baseline assessment will be used in conjunction with the academic master plan developed by each program to implement four-year plans of study for undergraduate programs and two-years plans of study for graduate programs.

Update: New Program Designations

In addition to the three programs identified in the 2010 Update as programs of distinction, Marshall University has identified two additional programs for 2011—the BS in Nursing and the MA in Journalism and Mass Communication. **Table 10** above shows enrollment trends and conferral rates for six (6) programs. The data is indicative of program strength and popularity among students. Forensic Science, Journalism and Mass Communication, and Nursing are included on that table. Accountancy and Legal Environment and the MA in Journalism are not included in the Compact report. **Table 11** below provides an update for all five (5) programs of distinction, for comparison purposes.

Table 11. Programs of Distinction Comparisons, 2004/05-2009/10

| Program | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | AVG. |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| MS Forensic Science Enrollment | 28 | 28 | 39 | 42 | 32 | 29 | 38 | 34 |
| MS Forensic Science Degree conferral | 14 | 7 | 18 | 19 | 17 | 9 | 18 | 15 |
| BA Journalism and Mass Comm. Enrollment | 406 | 403 | 374 | 367 | 304 | 282 | 285 | 346 |
| BA Journalism and Mass Comm. Degree conferral | 54 | 55 | 49 | 52 | 59 | 53 | 49 | 53 |
| MA Journalism and Mass Comm. Enrollment | 27 | 22 | 15 | 25 | 24 | 29 | 30 | 25 |
| MA Journalism and Mass Comm. Degree Conferral | 11 | 10 | 10 | 8 | 11 | 10 | 8 | 10 |
| BBA Accountancy and Legal Environ. Enrollment | 151 | 188 | 201 | 165 | 146 | 217 | 226 | 185 |
| BBA Accountancy and Legal Environ. Degree Conferral | 53 | 45 | 42 | 42 | 29 | 44 | 38 | 42 |
| BS Nursing Enrollment | 353 | 347 | 331 | 341 | 373 | 375 | 335 | 348 |
| BS Nursing Degree Conferral | 65 | 85 | 86 | 78 | 75 | 62 | 93 | 78 |

As the data indicates, enrollments and degree conferral are consistent for this seven-year period for each of these programs. Additionally, each program has successfully completed the assessment feedback loop described on the Primary Traits Analysis Form (Appendix F).

- Under the heading of **Student Learning Outcomes**, each of these programs has developed (Level 3): “Learning outcomes [that] span multiple learning domains, emphasizing higher orders of learning, i.e., analysis, synthesis, and evaluation.”
- Under the heading of **Assessment**, each program has developed (Level 3): “[a] Complementary assessment measures [that] allow sufficient detail to inform improvement, e.g., employ analytic rubric or other methods of analysis. [b] Complementary assessments are integrated throughout the curriculum, i.e., they allow performance to be gauged over time.”
- Under the heading of **Feedback Loop**, each program has developed (Level 3): “[a] Results are aggregated and reported in detail using analytic rubrics or other appropriate tools that allow detailed analysis of students’ strength and weaknesses regarding the outcomes assessed. [b] A detailed plan for improvement in student learning, based on a clear analysis of assessment results, is presented for outcomes assessed this year.”

In terms of impact on the community and institutional mission, all five programs have achieved levels of national and international recognition for the opportunities presented to students and the respective services they provide in collaboration with local, state, and federal agencies. Reports on the BBA in Accountancy and Legal Environment, the BA in Journalism and Mass Communication, and the MS in Forensic Science are contained in the 2010 Compact Update and will not be reiterated here. The following provides additional justification for the inclusion of the BS in Nursing and the MA in Journalism and Mass Communication as programs of distinction.

- The Bachelor of Science in Nursing (BSN) prepares professional nurse generalists to work in a variety of West Virginia healthcare settings, including hospitals, community clinics, hospice programs, research organizations, child care and geriatric facilities, psychiatric facilities, and home health programs. Highly qualified faculty provide a foundation in the humanities and the biological, social and behavioral sciences. Students are able to apply this foundation, as well as a strong base in nursing science to the professional practice of nursing. Pass rates on the national NCLEX-RN examination exceeds 90%, and is above the national average for all nursing programs. As education and training in nursing practices become increasingly more specialized and adapted to individual healthcare needs and interests, Marshall's BSN program is in a unique position to provide exciting and a challenging career with a range of growth opportunities. Employment flexibility will be matched only by ever-growing demand. The Bachelor of Science in Nursing is accredited by the National League for Nursing Accreditation Commission (NLNAC).
- Master of Arts in Journalism (MA) has well-developed learning outcomes and uses complimentary measures to assess each outcome. Assessment measures include written comprehensive examinations on core courses and a portfolio submission of written work by the student including the capstone research paper. All members of the graduate faculty review portfolios with a rubric on an annual basis and recommendations for any changes in curriculum and instruction are determined at that time.

A recent review of the curriculum led to a new program of emphasis in Public Relations for Health Care Communication and three new certificates in digital communication, media management and integrated strategic communication. Faculty members are continuing to review the curriculum to meet the changing needs of the 21st Century workforce.

The seven graduate faculty members maintain a healthy research agenda. In the last year, faculty presented at five national conferences, produced three publications in scholarly journals and appeared in two national-level poster presentations. One faculty member, Burnis Morris, named the Drinko Fellow for this academic year, one of the highest honors for a scholar at the University, is pursuing a historiography on noted black historian Carter G. Woodson.

Graduate students actively participate with faculty in several JMC outreach programs including United High School Media, an annual event featuring workshops for high school teachers and students from the Tri-State. The School serves as the host institution for the West Virginia Open Government Coalition and a graduate student maintains the office and the web page, receiving a \$15,000 sustaining grant from the National Freedom of Information Center.

The School serves as the host for the West Virginia Public Broadcasting Bureau and in 2009 produced a documentary as a cooperative effort between the School and WVPBS. "Reconstructing Bill" aired statewide and was named the West Virginia Filmmakers Guild as the Best Documentary for 2009. Each January, (for the past six years), the South Charleston campus is the site of the Associated Press Legislative Look Ahead, a daylong seminar for West Virginia reporters featuring presentations from state legislators and newsmakers.

B. Required Compact Elements for Marshall University: Sponsored Research

1. Updates: Efforts to Promote and expand academic research development—Progress in 2010-2011. Summary of Achievements and Progress Toward Goals

Marshall's research activities continued the trend of major progress, with achievements in collaborative grant activity, endowment-based fund raising and hiring of research-active faculty. During 2010-2011 research funding returned to FY 2009 levels with the completion of ARRA-funded projects Award (**Figure 3** and **Figure 4**). Several new developments support a continued positive outlook for future funding:

- Marshall was awarded a sub-contract in the successful NIH Clinical and Translational Science to the University of Kentucky. The pilot funds and collaborative opportunities available through this grant should help Marshall increase its awards in this NIH area of emphasis.
- Marshall is anticipating significant awards in community-based diabetes research and entrepreneurial support. Both of these are expected to serve as foci for additional federal and foundation funding
- The Marshall University Research Corporation has developed an internally-funded pilot grant program to prepare faculty to obtain competitive research awards

□

Marshall University Research Funding

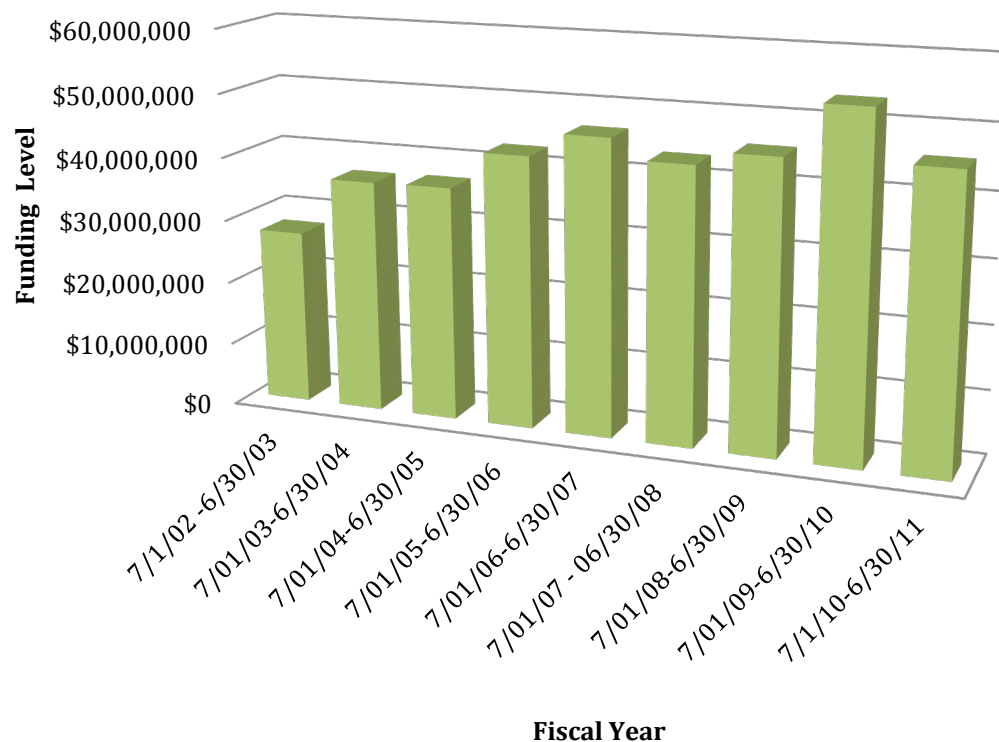


Figure 3. Overall research funding was flat with FY 2009 levels, reflecting conclusion of the ARRA-funded projects.

For 2011 Compact Update, covering the 2010-2011 academic year and 2011 fiscal year, continued progress will be reported on (A) research faculty development, (B) centers and initiatives, (C) facilities, and (D) infrastructure building.

A. Faculty Development

The pace of faculty orientation to research continues. Three new STEM faculty members were hired in the College of Science. Faculty are making excellent progress on seed funding programs such as the statewide NASA Space Grant, the Marshall University Center Cellular Development and Differentiation and highly competitive programs such as the Cottrell College and Dreyfus awards. The progression toward to receiving more competitive federal agency funding from NSF, NIH and the Army Research Office is apparent.

The College of Science is embarking on a major initiative with the successful recruitment of an Eminent Scholar in Aquatic Ecology. The appointment of this Eminent Scholar will immediately bring Marshall a regional presence in water research, and lead development of external funding opportunities for Marshall's interdisciplinary research activities in estuarine studies.

The School of Medicine has hired new faculty members with interests in environmental toxicology and proteomics, complementing the existing emphases on genomics and cancer biology.

Looking forward, major gifts in the Bucks for Brains program will endow multi-disciplinary research in the areas of Obstetrics and Gynecology, Dementia, Sports Medicine, and River Studies. The Marshall Institute for Interdisciplinary Research (MIIR), with its mission to produce commercially significant intellectual property, continues to be a focus of giving as well. Significant gifts have been received to provide for an Endowed Chair of Mechanical Engineering and to endow a Summer Undergraduate Research program in Chemistry.

B. Centers and Initiatives

i. The Cellular Differentiation and Development Center (CDDC)

The Cellular Differentiation and Development Center is entering its fifth year with newly restored support from a Research Challenge Grant. During a year of hiatus, institutional funds were used to maintain the pilot-funding program. As a result of its role in infrastructure building, research-active faculty in molecular/cellular biology, genomics, physiology, genetics, embryology, development, and biophysics have been attracted to campus. The CDDC continues to focus on targeted recruitment of faculty and postdoctoral trainees, providing a seed-funding mechanism for generating preliminary data supporting grant applications and providing peer and mentor relationships to enhance research and grant proposal development. A joint appointment in the School of Medicine is the most recent senior hire. Several faculty members mentored through this program have recently achieved independent NIH and NSF funding.

ii. The Marshall Institute for Interdisciplinary Research (MIIR)

The Marshall Institute for Interdisciplinary Research was founded with funds from the Eminent Scholars Research Enhancement (ESRE) program and continues to be a major focus of Marshall's Bucks for Brains fundraising effort. During the 2010-2011 academic year a second scientist Jingwei Xie, a nanobiologist specializing in biological applications of nanofiber technology was hired. In the laboratories of the Director, a major pharmaceutical commercial contract in gene-editing technology was obtained. MIIR personnel figured prominently in our CTSA application with the University of Kentucky, which has been a boon to developing inter-institutional collaborative opportunities.

iii. The Center for Diagnostic Nanosystems (CDN)

The Center for Diagnostic Nanosystems is entering its second year of existence through of funds provided from the Department of Energy. The center has provided a sub-award for collaboration with the Engineering Department of Michigan Tech University and support of a collaborative hire of a nanobiologist in MIIR. Through these sorts of highly leveraged relationships, the Center will capitalize on the vast potential of nanobioscience through the integration of interdisciplinary research developments in biologics and technological devices to deliver commercially viable products. The use of nanosensor systems to detect abnormal conditions at the molecular scale and at their earliest stages, to aid rural

populations where routine access to state-of-the-art medical facilities is greatly lacking, is the central motivation for the Center's initiation.

iv. Clinical and Translational Research

In Clinical and Translational Research, Marshall University applied in partnership with the University of Kentucky for a Clinical and Translational Science Award (CTSA) and the application was funded in June 2011. The overall goal is to capitalize on strengths in education, basic and clinical sciences, as well as outstanding programs in practice- and community-based participatory research to produce scientific discovery that will impact the health of the Appalachian rural community. Marshall has joined the associated Appalachian Translational Research Network, which incorporates the University of Kentucky, Marshall, and the CTSA's at Ohio State and the University of Cincinnati. Under the grant Marshall senior basic and clinical research personnel are supported to develop collaborations leading to externally funded opportunities, and Marshall faculty are eligible for clinical research training fellowships and pilot funds to develop data for competitive grant applications.

Marshall's Director of Clinical Research has organized the dispersed resources of the medical clinical research area into a central function incorporating The Center for Rural Health's community-based medicine effort. The Marshall University Research Corporation has entered into large consortium clinical research agreements and applied with in partnership with the University of Kentucky's Markey Cancer Center for a Community Cancer Outreach Program from NIH. The facilities described below that will be dedicated to this discipline will provide a firm foundation to support further growth in this area at Marshall.

C. Facilities

New research space is being dedicated at the Joan C. Edwards School of Medicine to open the Charles McKown Translational Genomics Center. This facility will allow university researchers to conduct translational research in dedicated space in proximity to other important clinical facilities at the School of Medicine.

Several substantial awards and investments have been initiated in the research equipment sector with a theme of enhancing and rejuvenating key capabilities. The multi-photon confocal microscope funded by the NSF Major Research Instrumentation award has been installed and is serving a wide variety of individual investigator and inter-institutional programs in the biological sciences. Next-generation sequencing equipment has been acquired in the Translational Genomics Institute to enable rapid sequencing of tissue samples, adding to the already substantial capabilities in the genomics core at Marshall. This facility has developed a substantial intra-and inter-institutional clientele and has produced the anticipated dramatic acceleration in the pace of discovery. Additional next-generation sequencing capability is also available through the NSF RII grant is leveraging this capability beyond biomedicine to enable vibrant interdisciplinary programs in mainstream biology and environmental studies.

Enhancement of the University's bioinformatics capability has been achieved through a full-time experienced hire in the School of Medicine. Coupled with the enhancement of cyber-infrastructure, enhancement of the university's bioinformatics capability is dramatically enhancing bioinformatics-related research.

D. Infrastructure Building

i. Research Infrastructure Grants

A major focus of the year was the successful completion of the first year of the National Science Foundation (NSF) Research Infrastructure Improvement (RII) program under the auspices of the Higher Education Policy Commission Division of Science and Research. The seed theme research core focused considerable effort and resources in seeding new themes at Marshall and West Virginia State University (WVSU). The interaction between Marshall and WVSU was extensively enhanced over the past year, and dynamic equipment and research collaboration is underway.

The NIH Innovative Networks of Biomedical Research Excellence is in its second year of the \$17 million, five-year award, and the ARRA-funded supplemental awards have been successfully executed.

ii. Cyber-infrastructure

The Cyber-infrastructure for Transformational Scientific Discovery in Arkansas and West Virginia (CI-TRAIN) grant from NSF, performed in collaboration with the University of Arkansas and the West Virginia Higher Education Policy Commission, has continued. The cutting-edge visualization equipment and environment provided by the grant enhances and amplifies the visualization capability already built at Marshall through the Mine Safety grant from the Economic Development Authority, and the High Performance Computing Cluster has been installed. Key software for advanced scientific computing has been purchased and promoted to University personnel. The first Cyber-infrastructure Day was held on campus and brought together a wide-variety of subject matter experts for educational and collaborative interactions.

Marshall was able to leverage its access to the capabilities of Internet2 by consummating a Sponsored Education Group Participants (SEGP) agreement. This agreement allows Marshall to sponsor expanded access to the Internet2 Network for state and regional education networks that require routine collaboration on instructional, clinical and/or research projects, services and content with Internet2 members or with other sponsored participants. These state and regional networks may include K-20 educational institutions, museums, libraries, art galleries, and hospitals, so the arrangement will be key to expanding research and service collaborations with these partners.

iii. Technology Transfer

Technology transfer capability continues to advance. The impact of the engagement of Stites and Harbison, an experienced intellectual property firm from the Louisville-Lexington area, has continued to be significant with the allowance of a key university patent. They have been able to present a series of seminars for experienced and novice faculty on relevant issues in protection and management of intellectual property, and this outreach has had a significant impact on faculty engagement in technology transfer.

A second key grant was obtained from the Claude Worthington Benedum Foundation to supplement the technology transfer capability at Marshall by developing early stage support in the biotechnology environment. Under the grant, the state-wide BioWV organization took major steps forward with hiring of an executive director and creation of a Biotechnology Innovation Center through a third grant from Benedum.

Marshall has installed an electronic Intellectual Property Management System (IPMS) to simplify the process recording faculty inventions as well as automating many of the ongoing processes associated with intellectual property management.

Marshall University

| | | Previous Years | | | Base Year | Compact Goals | | | |
|---|---|----------------|--------------|--------------|--------------|---------------|---------------|---------------|----------|
| Measure | | 2004 | 2005 | 2006 | 2007-2008 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| External Funding * | | | | | | | | | |
| Total external grant funding, excluding research (e.g., for development and instructional activities) | | | | | | | | | |
| | | \$14,357,408 | \$16,893,597 | \$15,110,240 | \$27,878,691 | \$ 25,383,383 | \$ 33,168,862 | \$ 24,611,250 | |
| Total external research funding | | \$22,468,224 | \$22,312,003 | \$25,595,557 | \$15,475,423 | \$ 21,504,635 | \$ 23,560,654 | \$ 20,840,933 | |
| External funding (excluding earmarks and direct appropriations) | | | | | | | | | |
| Total external funding | | \$36,825,632 | \$39,205,600 | \$40,705,797 | \$43,354,115 | \$ 46,888,018 | \$ 56,729,516 | \$ 45,152,183 | 56000000 |
| Federal | | \$25,314,010 | \$32,597,626 | \$32,430,167 | \$26,374,920 | \$ 35,068,256 | \$ 46,237,322 | \$ 34,831,837 | |
| State and Local | | \$6,731,921 | \$3,463,995 | \$6,352,011 | \$15,179,784 | \$ 10,171,733 | \$ 8,651,514 | \$ 8,188,062 | |
| Private Sources (Sum of federal, state, and private should equal Total External Funding) | | \$4,779,701 | \$3,143,979 | \$1,923,619 | \$1,799,411 | \$ 1,648,029 | \$ 1,840,680 | \$ 2,432,284 | |
| Number of Patents | 1 | 0 | 1 | 4 | 4 | 4 | 4 | 5 | 5 |
| Copyrights | | | | | | | | | |
| Licenses | 0 | 2 | 3 | 0 | 1 | 2 | 2 | 3 | 3 |

Figure 4. Research Funding at Marshall University: Compact Goals and Achievements View

Table 12. Marshall University STEM and Health Discipline Faculty Characteristics

Marshall University
Office of Institutional Research
STEM Faculty - All Tenure or Tracking or Non Tenured
Fall 2010

| Discipline | Prof | Assoc | Assist | Instruct | White | Black | Hispanic | Asian | Amer Ind | Fem | Male | Citiz | Noncitiz | Total |
|-----------------------------------|------|-------|--------|----------|-------|-------|----------|-------|----------|-----|------|-------|----------|-------|
| Biological/Biomed Sciences | 16 | 8 | 5 | . | 27 | . | . | 2 | . | 5 | 24 | 27 | 2 | 29 |
| Chemistry | 5 | 3 | 7 | . | 14 | . | . | 1 | . | 4 | 11 | 14 | 1 | 15 |
| Computer Science | 3 | 5 | 3 | 2 | 9 | . | . | 4 | . | 2 | 11 | 13 | . | 13 |
| Earth Science | 2 | 2 | . | . | 4 | . | . | . | . | . | 4 | 4 | . | 4 |
| Engineering | 4 | . | 2 | . | 6 | . | . | . | . | . | 6 | 6 | . | 6 |
| Environmental Science | 1 | . | . | . | 1 | . | . | . | . | . | 1 | 1 | . | 1 |
| Health Sciences: Clinical Lab Sci | 1 | 1 | 1 | . | 2 | . | . | 1 | . | 2 | 1 | 3 | . | 3 |
| Health Sciences: MD | 49 | 54 | 107 | 6 | 180 | 5 | 8 | 23 | . | 68 | 148 | 211 | 5 | 216 |
| Health Sciences: Nursing | 5 | 6 | 4 | 8 | 22 | . | . | . | 1 | 22 | 1 | 23 | . | 23 |
| Mathematics | 15 | 4 | 4 | 10 | 29 | 1 | . | 3 | . | 14 | 19 | 33 | . | 33 |
| Physics | 4 | 1 | 5 | . | 8 | . | . | 2 | . | 3 | 7 | 10 | . | 10 |
| Technology | 1 | 1 | 2 | . | 4 | . | . | . | . | . | 4 | 4 | . | 4 |
| Total STEM Faculty | 106 | 85 | 140 | 26 | 306 | 6 | 8 | 36 | 1 | 120 | 237 | 349 | 8 | 357 |

C. Compact Elective Elements

1. Economic Growth: Promotion of Global Awareness

Area Selected: Promotion of Global Awareness

Updates: SIGNIFICANT DEVELOPMENTS DURING THE 2010-11 ACADEMIC YEAR

Institutional Developments

- **The Campus Internationalization Committee (CIC), chaired by Dr. Joe Wyatt, Professor of Psychology, concluded its 18-month strategic planning process.** The committee received guidance from the American Council on Education (ACE) as part of a special program Marshall was invited to join called the “Internationalization Laboratory.” CIC members attended ACE meetings in Washington D.C., in August 2009, February 2010, and February 2011, conducted a faculty internationalization survey, and established sub-committees to focus on specific areas of internationalization. ACE representative, Dr. Barbara Hill, visited the Marshall campus in September 2009 to help the CIC begins its 18-month strategic planning process. **The Committee presented its plan and recommendations to Marshall’s president and provost in February 2011. Dr. Hill and two other ACE external reviewers conducted a site visit at Marshall in February 2011 and issued a peer review report on its findings.**
- As part of the campus internationalization strategy, the university identified increasing the number of international students as a key objective. **The initial goal is to double the number of fee-paying international students within three calendar years with the longer term goal of quadrupling fee-paying international student enrollment, from the current level of around 400 to over 1500 by the fall of 2017.** The key strategy to achieve this objective will be to contract with a private sector partner to increase the number of tuition-paying international students through a joint partnership investment in intensive international marketing combined with substantial joint investments in staff, new programs and facilities, an investment which will be needed to support the increased number of international students.

A Request for Proposals for Recruitment and Student Support Services of International Students was issued and posted on the Office of Purchasing website in October 2010. The RFP was also distributed internationally to prospective vendors and bid depositories. **A university-wide committee was formed to review and evaluate the proposals and make a recommendation to the University.** The deadline for receiving bids was initially set for January 31, 2011 and then extended until Feb. 21, 2011 to give the companies more time to review an addendum that provided additional information not mentioned in the RFP. **The committee received eight bids for evaluations. Three companies were selected as finalists and invited to participate in campus presentations during April and May 2011. The committee made its recommendation for awarding the contract to one of the three finalist companies. The university is currently in the process of negotiating an agreement with this company to begin a joint venture partnership from January 2012 with the first cohort of international students expected to begin their studies in the Fall 2012.**

- The Center for International Programs (CIP), established in 1993, continues to assist in internationalizing Marshall University and the surrounding community through a coordinated effort. International services (international admissions, immigration services for students and scholars/employees, ESL training & testing, and study abroad advising) have been centralized under the CIP to effectively and efficiently support the international initiatives of the faculty, departments and colleges. With the renewed university commitment to significantly increase the number of international students, the CIP has begun implementing new strategies to more effectively integrate international students into the larger campus community. **New space has been acquired on the third floor of Old Main (directly across from the CIP offices) to house the study abroad advising center and provide a meeting place on the Marshall campus for students, faculty and staff who share an interest in international friendship and understanding. The student lounge is scheduled to open in September 2011 and will increase our capacity to facilitate the interaction between international students and American students.**

Receipt of Grant Awards

- The College of Fine Arts received a \$500,000 U.S.-Brazil Higher Education Consortia grant in 2009 to lead a student and faculty exchange consortium with Morehead State University in Kentucky and Goias Federal University and Santa Catarina State University in Brazil. The

consortium partners developed and implemented a U.S.-Brazil Higher Education Consortia Program in Music. The grant is funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) [Brazilian Ministry of Education]. **The first group of student and faculty exchanges began in 2010-11 with three Brazilian students enrolling at Marshall in Fall 2010 and three Marshall students enrolling at the two schools in Brazil during Spring 2011.**

- The College of Liberal Arts received a \$388,000 European Union-United States Atlantis grant in 2009 to expand its student and faculty exchange consortium with the University of Debrecen in Hungary and the Warsaw School of Social Sciences and Humanities in Poland to include the University of Charleston in West Virginia. **The consortium partners, led by Marshall, created a Mobility Program in International Certificate in Applied Behavioral Studies, which began exchanging students and faculty in 2009-10 and continued through 2010-11.** The grant is funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture (DGEAC). The initial Atlantis grant of 1.27 million dollar awarded in 2006 exchanged its final group of students and faculty in 2009-10 and is in the process of awarding dual degrees to the program participants who have graduated from their home universities.
- The College of Liberal Arts and Department of Modern Languages received grants from The Japan Foundation Center for Global Partnership, The Laurasian Institution, and The Toyota Foundation to host a Japan Outreach Coordinator who will live and work in the Huntington area teaching cultural awareness courses.

FIVE-YEAR GOALS (AS STATED IN THE 2008-09 COMPACT MASTER PLAN):

PROGRESS MADE AS OF AUGUST 2010

Overview of Five-Year Goals

1. Enrich the entire undergraduate experience with international opportunities.
2. Expand the opportunities for study, research, and internship experiences abroad.
3. Expand international dimensions of the curriculum in all colleges and departments of the University.
4. Increase interactions between international and U.S. students, faculty and staff, both in the classroom and through cultural and social activities.
5. Encourage and support international faculty experiences.
6. Increase the number of undergraduate and graduate international students attending Marshall.
7. Enhance the efficiency and effectiveness of the Center for International Programs' operations.

1. Enrich the entire undergraduate experience with international opportunities.

Strategies:

- a. Make all potential or newly arrived undergraduate students aware of international opportunities on campus including study abroad through open houses, freshman orientation, Week of Welcome, and the first-year curriculum.
- b. Integrate international programs in all first year experience programs.
- c. Establish a Freshman Seminar Abroad program that is a short-term study abroad experience to allow first year students to gain an international experience and utilize critical thinking skills to address issues and problems of global significance.
- d. Encourage faculty to add international content to their lower-level course by getting those courses at 100 and 200 level approved as an international studies course.

Update: Accomplishments:

- The Center for International Programs Office of Study Abroad continues to target freshman and pre-freshman with its promotion of study abroad program, primarily through the open houses, freshman orientation and study abroad fairs. (1.a)
- In conjunction with HEPC Consortium for Internationalizing Higher Education, launched a freshman study abroad trip to Quebec, Canada in May 2009 and offered the opportunity to freshman students for a third year in a row in May 2011. Marshall University, West Virginia State University and West Virginia University coordinate the program. At Marshall, the College of Liberal Arts Department of Political Science provides academic oversight of the program (1.b, 1.c).
- Over 60 international studies courses offered by MU faculty members each year to provide MU students with a global perspective. During Fall 2010, the following 35 courses with “international designation” were offered with 81 course sections: Cultural Anthropology, Global Macro Issues, Comparative Economic Systems, Economics of Developing Countries, International Literature, International Financial Management, International Economic Development, 20th Century French Novel, Intro to Human Geography, Economic Geography, Geography of North America, World Regional Geography, Geography of Europe, German Civilization and Culture, Global Health, The World Since 1850, The Developing World, Latin American Discovery, Latin American Independence, The Modern Middle East, Modern Asia, American Experience in Vietnam, International Marketing, Comparative Politics, Fundamental International Relations, Post Soviet Politics, International Law, Current World and Regional Issues, Religious Traditions of West, Religious Traditions Asia, World of Islam, Buddhism, Intro to Safety, International Safety and Health, Population and Human Ecology (1.d)

Challenges:

- Up until Fall 2009, the study abroad student speaker program was incorporated into the UNI 101 courses which made it possible to reach over 80% of the freshman. With the introduction of the new First-Year Seminar (FYS), UNI 101 classes have been significantly reduced and are no longer required for graduation. However, the FYS students are introduced to international education options through the Week of Welcome, the First Year Seminar courses, and lower-level “international” courses (1.a).

2. Expand the opportunities for study, research, and internship experiences abroad.

Strategies:

- a. Increase undergraduate student participation from 150 to 500 per year, or 10% of the study body, in the next five years.
- b. Increase financial aid opportunities for study abroad.
- c. Increase financial support for the Office of Study Abroad by funding full-time positions for Study Abroad Advisor and Study Abroad Director.
- d. Ensure the highest possible quality of Marshall University study-abroad programs by developing procedures for regularly scheduled periodic evaluation of each program.
- e. Encourage undergraduate participation in international research through financial support.
- f. Develop programs for overseas service learning by Marshall students.

Update: Accomplishments:

- Study abroad participation during the summer 2011 term significantly increased compared to summer 2010, despite a worsening economy (i.e., the recession combined with the weak dollar). Study abroad numbers for 2009-10 were: 31 for Fall 2009, 42 for Spring 2010, and 59 for Summer 2010. Study abroad numbers for 2010-11 are: 21 for Fall 2010, 24 for Spring 2011, 93 for Summer 2011. (2.a).

- The Center for International Programs Office of Study Abroad provides student advising and personalized assistance throughout the week. The office also assists students with finding scholarships for study abroad, offers workshops throughout the year on important issues like scholarships, obtaining passports and visas, and how to book affordable airfare and health insurance information. The Office also holds mandatory pre-departure orientation meetings once every semester (2.a).
- The Center employed its first full-time study abroad advisor in November 2008. As a result, efforts were increased to promote study abroad opportunities, provide better quality control of the programs and students now have more access to study abroad advising and support throughout their study abroad experience. In November 2010, the full-time study abroad advisor resigned and a new advisor, Ryan Warner, was hired in February 2011. (2.c, 2.d).
- Since 2004, the number of exchange programs has increased from four in three countries to over 176 in 53 countries through our membership in International Student Exchange Programs (ISEP) and increases in the number of Marshall-sponsored bilateral exchanges, providing every student at Marshall, regardless of their major, an opportunity to study abroad (2.a).
- Faculty in Modern Languages, Psychology, Criminal Justice, History, International Business, Executive MBA, Education, Communication Disorders, Anthropology, College of Fine Arts, School of Journalism and Mass Communications, and Integrated Science and Technology have been leading groups of students abroad (2.a).
- The Department of Communication Disorders in the College of Health Professions offered a faculty-led program during May 2011 to Jamaica. Six (6) graduate students participated in the program and received three credits in a course entitled “Global Issues in Speech Pathology” (2.a).
- Marshall University Honors College Society of Yeager Scholars Program provides all of its Yeager Scholars the opportunity to study literature, political science or history abroad at Oxford University in England as well as study in a country of the scholar’s chosen foreign language. The majority of the study abroad travel expenses are funded by their academic scholarships (2.a, 2.b).
- The Center for International Programs is partnering with the Marshall University Honors College to provide information and guidance to Marshall students interested in applying for Fulbright awards for study, research, or teaching assistantships abroad. A selection committee was established in September 2010 to evaluate applications and interview candidates for the nationally competitive scholarship. The Honors College is intentional about creating a fellowships office (hopefully by the end of 2012), and foreign study awards will be one focus of that initiative (2.a, 2.b, 2.e).
- A Marshall University honors student was selected for a U.S. Department of State Critical Language Scholarship (CLS) to study Arabic in Tunisia during summer 2010 (2.a, 2.b).
- The Honors College encourages study abroad for its students by awarding credit for one honors seminar to any honors student who participates in a study abroad experience.
- The Center for International Programs Office of Study Abroad in partnership with School of Journalism and Mass Communications, College of Fine Arts and College of Liberal Arts, launched the Marshall in Sydney program which offers students valuable internship opportunities in various areas of study and they receive direct Marshall credit in return. Beginning with Summer 2010 and continuing through the 2010-11 academic year, 2-3 students participated in the program each semester. Marshall contracts with CAPA International Education to provide administrative support for the program (2.a).

- Summer study abroad program are offered by Modern Language Department in Spain and France each year to study languages and cultures (2.a).
- The Center for International Programs Office of Study Abroad is currently assisting the School of Journalism and Mass Communications with creating their own summer program in London for Summer 2012 (2.a).
- The Center for International Programs (through its China Projects) partnered with the Lewis College of Business to organize faculty-led summer study abroad programs to China during summers 2007- 2011. During 2007-10, the program was offered on the campus of Shanghai International Studies University. During Summer 2011, the program was offered through a contract with CAPA International Education on the campus of Capital Normal University in Beijing. Seven students majoring in International Business and one business professor participated in the program (2.a).
- The Lewis College of Business organized a faculty-led study abroad program to Ireland in Summer 2010 and has plans to organize a program to Brazil in Summer 2012 (2.a).
- The College of Fine Arts Department of Art & Design offered study abroad programs to Florence, Italy in May 2010 and May 2011. The trips were arranged by the Center for International Programs at Marshall through a contract with CAPA International Education. Each summer, around 10 students and a faculty member participated in the program, which provided up to six credit hours of Marshall credit (2.a).
- The College of Fine Arts has set forth an initiative to raise a minimum of \$750,000 to support student travel with priority given to international curricular and co-curricular opportunities (2.a, 2.b).
- The College of Information Technology and Engineering (CITE) sent two engineering majors to study in Germany (one for a summer and one for a year) and one computer science major to study in Spain during summer 2010. The student who studied in Germany for one year received a scholarship from DAAD: German Academic Exchange Service. CITE also sent one of its engineering students to study in the United Arab Emirates for a semester exchange program during Fall 2010 at the American University of Sharjah (2.a, 2.b).
- A student chapter sponsored by CITE planned and held a conference for professional engineers, which included a presentation by the designer of the tallest building in the world located in Dubai (2.a, 2.b).
- The Center for International Programs Office of Study Abroad hosted a Study Abroad Kick-Off Week full of fun events and prizes to get students and faculty excited about the possibilities of going abroad. The first Kick-Off Week took place early in the Fall 2010 semester (2.a).
- The Study Abroad Student Association was created to foster interest in study abroad, provides services to international students and encourages city-university cooperation to promote international understanding (2.a).
- Study Abroad Fair is offered every semester in November and March to provide our students with information about international study opportunities (2.a).
- The Office of Study Abroad has implemented an Exchange Student Orientation that focuses on returning Marshall Study Abroad students assisting our incoming international exchange students with adjustment to Marshall (2.a).

- The Center for International Programs Office of Study Abroad launched its Study Abroad Ambassador Program during Fall 2010. This program allows returning students to mentor students preparing to go abroad and assist the office in promotion of study abroad (2.a).
- Beginning Fall 2010 the Office of Study Abroad began working with Abroad101 to assist us in assessing and evaluating our programs and services. This free service allows the Center for International Studies to collect data more accurately to serve the students better and to keep a more efficient office reports on existing programs (2.a).
- The Center for International Programs Appalachians Abroad Teach in China Program prepares individuals with the necessary teaching skills along with the linguistic and cultural competencies for living and teaching in the People's Republic of China. The program sends about 40 teachers to China each year (2.e)

Challenges:

- More progress needs to be made to address strategies (2.e, 2.f).
- The ACE peer review report recommended the “development of an academic and business plan that considers the balance among exchanges, third party providers and short-term faculty-led opportunities.” The ACE team also recommended that Marshall “connect with some of the leading regional employers to determine the value that they attach to the international experience of Marshall graduates.”

3. Expand international dimensions of the curriculum in all colleges and departments of the university.

Strategies:

- a. Advocate for integration of study abroad and international student programs in the new General Education Curriculum.
- b. Integrate an international component into each major, including a study abroad component.
- c. Offer financial incentives to faculty to develop innovative means of introducing international dimensions to the curriculum.
- d. Develop programs for internationally focused service learning by Marshall students.
- e. Increase number of dual degree and twinning programs with universities abroad.
- f. Establish electronic learning projects with international partners that allows for greater student participation and access.
- g. Develop procedures to assess learning outcomes to measure impact of internationalization efforts and use the assessments to improve the curriculum and international education services.
- h. Continue to secure external funding from entities such as the U.S. Department of Education and U.S. State Department, to undertake significant international curricular initiatives.

Update: Accomplishments.

- New undergraduate degree program was established in International Business (IB). 30 students declared IB as their major in Fall 2010; the number increased to 45 majors in Fall 2011 (3.b).
- As dictated by the accrediting body (AACSB) of the Lewis College of Business (LCOB), each of its core courses has a multinational component (3.b).
- The LCOB offers study abroad and exchange program opportunities in England, New Zealand, France, Korea, Indonesia and China and provides an international experience for the Executive MBA students each year (3.b).

- The Lewis College of Business Executive MBA Program offers a three-credit hour International Residency Course (MGT651 Global Strategy) that includes an international business experience and foreign language and cultural study. The most recent EMBA cohort of 29 students travelled to Frankfurt, Germany, and Budapest, Hungary in May 2011 where they participated in a series of panel discussions and presentations by business professionals, visited corporate headquarters, warehouses and factories (3.b).
- The Lewis College of Business established new twinning agreements with East China Jiaodong University in China and Chonbuk National University in Korea which will allow students from these universities to matriculate as transfer students to the LCOB undergraduate degree programs and complete their BA degree in two years. This is in addition to the twinning agreements already established with Henan College in China, ACE Institute of Management in Nepal and European University of Lefke in Northern Cyprus; as well as exchange agreements which brings non-degree tuition-paying students to study in the LCOB for one or two semester from Cho Sun University, Kyongpook University and KunKook University in Korea (3.e).
- College of Liberal Arts and Lewis College of Business partnered to launch a dual degree program in the areas of International Business and Modern Languages (3.b).
- The English department established a Graduate degree in English with a specialization in Teaching English as a Foreign Language. The program replaces the Graduate degree program offered in Adult and Technical Education with emphasis in Teaching English as a Foreign Language. Several of the students enrolled in the program have been awarded graduate assistantships to teach ESL in the LEAP intensive English program (3.b).
- The English department offers a Graduate certificate program in Applied Linguistics (3.b).
- The College of Liberal Arts now offers a Latin American Studies minor that includes study abroad experiences in Mexico and El Salvador integrated into the upper level courses, an Asian Studies Certificate and minor. An African and African American Studies minor was added in 2010 (3.b).
- The College of Liberal Arts Department of Modern Languages offers a wide variety of foreign language offerings, including Spanish, French, German, and Japanese, and maintains a fully equipped language laboratory where students may practice pronunciation and polish accents. The major in the Japanese language was added in Fall 2007. Faculty-led study abroad programs are offered in Spain and France each summer for students to study languages and cultures. Cultural events sponsored by COLA and Department of Modern Languages in 2010-2011 included a foreign language film festivals. Previously offered Chinese and Arabic were not offered at Marshall during the 2010-11 academic year (3.b).
- An undergraduate major in International Affairs is offered for students who wish to pursue a career in foreign affairs, international business, or international development. The program also sponsors a Model UN Club, which competes in collegiate level model UNs and sponsors an annual model for high school students of the tri-state region (3.b).
- Various departments in the College of Liberal Arts collaborate to offer the annual Hispanic Heritage Month celebration, which includes visits by Latin American scholars and artists to the MU campus (3.b).
- The Graduate College of Education offers a K-12 Endorsement Program in ESL. Teachers endorsed to teach ESL in K-12 environment are now able to complete a Master's degree with an emphasis in ESL by taking additional core courses (3.b).
- The MU Office of Study Abroad continues to collaborate with the College of Education to expand student teaching abroad opportunities for education majors. Two students did their clinical

teaching abroad in Spring 2009 in Costa Rica. One student completed her student teaching practicum abroad in New Zealand during Fall 2011 via a program called Educators Abroad through California State University (3.b).

- The College of Education developed an international studies program at Kellogg and Geneva Kent Elementary schools. Clinical students have the opportunity to collaborate with international students and scholars at Marshall and develop and teach curriculum related to specific countries or international regions (3.b).
- The Department of Family and Community Health in the School of Medicine is responsible for teaching the Medical Spanish elective course. This course is open to 1st, 2nd and 3rd year medical students who receive transcript credit and to 4th-year medical students who receive 2 hours graduation credit toward their 22-hour elective requirement. In addition to learning basic Medical Spanish for the purpose of interacting with Spanish-speaking patients, cultural competencies are integrated into every hour of the course.
- The College of Fine Arts, the MU Artists Series, the Student Activities Committee and the Center for International Programs all bring outstanding cultural events from other lands to campus, such as the Fall and Spring International Film Festivals (3.b).
- The College of Information Technology and Engineering offered a total of 11 sections of Introduction to Safety (SFT 235) over the 2010-11 academic year. This is a course designated as “international” as it analyzes occupational and personal safety around the world (3.b, 3.c, & 3.h).
- The Center for International Program’s L.E.A.P. Intensive English Program enrolls an average of 70 international students year round to prepare them with the necessary English proficiency to undertake undergraduate or graduate study at Marshall. The LEAP program serves as a bridge to prepare students for university classes upon completion of LEAP. LEAP classes are structured similarly to university classes, with college-like assignments and classroom expectations. Students in the advanced level attend a matriculation workshop, which introduces them to the terminology, expectations, and procedures of an American university. Students in the advanced level also have the opportunity to audit university classes. LEAP students participate in a variety of cultural exchange activities with the university and local communities, including the Chesapeake Elementary International Fair, the HSTA program, and summer camps through the Marshall Recreation Center. LEAP faculty and staff serve as a resource for current and former students who need assistance in handling problems with cultural adjustment, university life, and academic or personal problems. LEAP provides weekly social and recreational activities to LEAP students and other Marshall students. (3.b)
- The Drinko Library holds ample collection of books, journals, etc. about countries, current events, cross-cultural education and global understanding. (3.b)

Challenges:

- More progress needs to be made in addressing strategies (3.a, 3.d, 3.f, 3g).

4. Increase interactions between international and U.S. students, faculty and staff, both in the classroom and through cultural and social activities.

Strategies:

- a. Increase the number of cross-cultural programs offered each year that bring together international and U.S. students, faculty and staff, including in the residence halls.
- b. Increase the number of programs of outreach to the community and K-12 schools.

Update: Accomplishments:

New Developments for 2010-2011

- The Center for International Programs, in coordination with the International Student Organization (ISO), established the "Eat Around the World Festivals," a series of mini-international food festivals that focused on various regions of the world and exposed the campus and community to the various cultures that make up the student body at Marshall. Four festivals were held on the campus during 2010-11. These festivals were led by various students organizations, including: Chinese Students and Scholars Association, Indian Student Association, Latino Club, Organization of African Students (OAS), Saudi Arabia Club, Vietnamese Student Association, and Japan Club (4.a).
- The International Living Learning Community in the residence halls was re-named the Cultural Connections Community, effective Fall 2010. The focus has become multicultural as well as international in scope. One floor of the residence hall is devoted to housing students who learning foreign languages or participating in international exchange program. Now, the floor also houses students who are interested in exploring aspects of diversity, inclusion and social justice and who want to live in an inclusive, multicultural environment (4.a).
- The English Conversation Partners Program, sponsored by the Center for International Students, changed its name to International Conversation Partners Program effective Fall 2010. The program now connects ESL students in the LEAP program all international students with an American student for communication and friendship. The program was previously available only to LEAP program students (4.a).

Continuing Commitments

- The International Festival, a 46-year tradition at Marshall University, took place in November 2010 during International Education Week (IEW). 500 people from the campus and community attended. Also, during IEW 2010, an annual Flag Festival and Study Abroad Fair were held in the Memorial Student Center (4.a).
- The Center for International Programs continues to provide Japanese language programs for dual credit at Huntington High and Cabell Midland high schools with funding from Cabell County Board of Education.
- The Center for International Programs continues to provide a K-12 enrichment Saturday School program which serves the children of the Japanese employees of Toyota and other Japanese companies in WV with funding from the West Virginia Department of Education (4.b).
- The Center for International Programs continues to provide interpreters/translators through its Language Bank to assist with visiting officials from businesses outside of the United States with a grant from the West Virginia Development Office, International Division (4.b).

Update: Challenges:

- The 2009-10 Compact Update reported a need for additional to support the various international student organizations. Since then, new space has been acquired directly across from the CIP offices to provide a meeting place on the Marshall campus for the international student organizations. The student lounge is schedule to open in September 2011 (4.a)

5. Encourage and support international faculty experiences.

Strategies:

- a. Increase funds available for support of travel abroad by faculty.
- b. Encourage--by providing higher levels of in-kind and matching funds, and through other means -- applications for grants that will support international student and faculty mobility and international collaborative research.
- c. Encourage faculty to apply for external funding through entities such as the Council for International Exchange of Scholars that administer programs including the Fulbright Program.
- d. Provide university-wide recognition of faculty who successfully engaged in international activities that include students.
- e. Recognize faculty involvement in international experiences as part of the retention, tenure and promotion process.
- f. Provide in-service training for faculty interested in leading study abroad programs and writing grants to secure funding for international travel, research and teaching.
- g. Encourage greater faculty participation in committees developing policies for international education, such as the Campus Internationalization Committee.
- h. Encourage faculty to host and mentor foreign scholars in their departments.
- i. Establish opportunities for faculty exchange with foreign partner universities.
- j. Develop agreements with foreign partner university that facilitate a mutual exchange of research personnel, including faculty researchers, postdoctoral researchers, and graduate and undergraduate students.

Update: Accomplishments

- The Campus Internationalization Committee (CIC), chaired by Dr. Joe Wyatt, Professor of Psychology, concluded its 18-month strategic planning process. The CIC, comprised of faculty from all of the colleges, was established in 2006 by the provost as part of a statewide Consortium for Internationalizing Higher Education sponsored by the West Virginia Higher Education Policy Commission. The CIC was reconstituted in December 2008 and given a new charge to comprehensively internationalize Marshall University (5.g).
- Faculty present regularly at international conferences, publish in international journals, and collaborate internationally on research projects with limited funding from the university (5.a).
- Six Marshall faculty have received the Sasakawa Fellowship to attend the Japan Studies Institute program on "Incorporating Japanese Studies into the Undergraduate Curriculum" that takes place each year in San Diego sponsored by AASCU. Only about 20 faculty are selected nationwide each year for the prestigious award (5.a, 5.b & 5c).
- Over 20 faculty members are conducting study abroad advising or leading groups of students abroad during the summer (5.d).
- International faculty and research scholars are regularly invited to join departments on a temporary basis with immigration support conducted by the Center for International Programs (5.h, 5.i & 5.j).
- The College of Liberal Arts Department of Modern Languages and the Center for International Programs hosted three Fulbright Foreign Language Teaching Assistants (FLTA) each year for past five years to teach Swahili, Russian, and Arabic at Marshall University and provide language and cultural workshops at local elementary and secondary schools (5.h).
- Medical students, resident-physicians and faculty in the School of Medicine have on-going relationships with governments, ministries of health, NGOs, and faith-based organizations overseas (5.h, 5.i & 5.j).
- Several specialty departments in the School of Medicine employ full-time faculty from diverse ethnic and national backgrounds. The Departments of Internal Medicine, Obstetrics, Pediatrics,

and Surgery accept a significant number of residency trainees from international medical schools (5.h, 5.i & 5.j).

- Faculty members in the School of Medicine participate in overseas lectures, workshops, and conferences. For example, Richard Crespo regularly serves as a consultant in community development programs in Africa, Central and South America. Mohammed Ranavaya participated in numerous international activities, including giving the keynote lecture at the European Union Disability Assessors Association held in Madrid, Spain.
- Two CITE faculty attended international conferences in 2010-11, one in Vancouver, BC and one in Serbia.
- Since 2007, faculty in the LCOB (Jacqueline Agesa & Deanna Mader) have been conducting collaborative economic research with faculty at the Department of Economics, University of Pretoria, South Africa. Through a grant funded by the Economic Research Southern Africa (ERSA), they presented a series of research seminars dwelling on labor market outcomes in South Africa and published an article on their research findings in 2010.
- Two faculty in the LCOB (Margie McNerney and Chong Kim) presented a cross-cultural paper at an international business conference in Greece in June 2011.

Challenges:

- The future role of the Campus Internationalization Committee has yet to be defined. The Committee chair is preparing a report for the Provost with the recommendation that the university adopt some recommendations the ACE review team, such as creating “a standing council, perhaps based on the CIC but with appropriate resource people added, be appointed.” Almost every institution that has participated in ACE’s Internationalization Laboratory has constituted such a group, if it did not already have one. The tasks of this council are important and include the following: 1) to prioritize the recommendations of the sub-committees; 2) to drive the discussion of internationalization to the academic departments; 3) to engage the deans, and 4) to provide links and feedback to the general education (5.g).
- The ACE peer review team also recommended increasing support for “faculty development for new or revised courses. This can be done with new monies from grants and contributions, or, more likely, from reallocation of existing funds for course development, travel for the development of short-term study abroad courses, or for research collaboration. Of course, future hiring of faculty members can also emphasize that international experience/background is desirable.”
- ACE reviewers also recommended putting twenty-first century technologies to use to increase faculty involvement in international education efforts. “At a much lower cost than faculty travel, technology offers faculty and their students the opportunity to engage with colleagues overseas. Co-teaching courses with faculty from abroad using video/Internet technology, for example, can help fill gaps in international expertise at an institution and enhance the internationalization of the curriculum. This will require having technical capacities in areas of the campus that are convenient for faculty and students. It will also require that there is support for developing the relationships that can lead to such cooperation, and Marshall will need to recognize that this will require face-to-face contact for cooperating faculty (and possibly administrators) at some points.”
- Finally, the ACE review team recommended that “attention be given to establishing the definitions of international activity that the university wants to leverage and to connect the Digital Measures capability to link with the annual faculty reports” and “the senior administration should devise a communication plan to inform the university community of faculty and student achievements in international activity. A bi-annual e-bulletin might be helpful, as well as inclusion in any regular convocations or faculty orientations” (3.a).

- Need to address strategies (3.d, 3.e, 3.f)

6. Increase the number of undergraduate and graduate international students attending Marshall.

Strategies:

- Establish connections with relevant groups across campus in order to recruit more students from abroad.
- Establish international alumni clubs abroad.
- Increase number of linkages with schools abroad for clearly defined interactions.
- Prepare a promotional package that can be disseminated abroad.
- Increase budget of the Center for International Programs for the recruitment of international students.
- Assist staff, faculty and administrators traveling abroad to engage in recruitment.
- Provide leadership to all University student-services units to ensure excellent services are available to a growing number of international students.
- Increase the number of undergraduate and graduate international students attending Marshall to 10% of the student body.
- Double international undergraduate enrollment.
- Develop financial incentives for graduate and undergraduate international students to attend Marshall.

Update: Accomplishments:

- Marshall enrolled 461 international students in Fall 2010 from 58 countries, a slight decrease from the year before when we enrolled 478 international students in Fall 2009 from over 60 countries. Since 2000, there has been over a 50% increase in the number of international students at Marshall (6.h, 6.i).
- The Center for International Programs Office of International Admissions provides international admissions services to prospective undergraduate, graduate and ESL students and recruits students from all over the world utilizing print advertisement, student fairs, website marketing and partnerships with other higher education institutions and networks (6.a, 6.c & 6.g).
- The Center for International Programs Office of International Students and Scholars (ISAS) provides international services to students, including immigration advising and compliance, orientation, and student activities. The ISAS also provides international and immigration services to assist all University departments/divisions who wish to invite international faculty and research scholars to join their programs on a temporary basis (6.g).
- The Lewis College of Business has operated an overseas MBA degree program in Bangalore, India since 2003. Beginning in May 2011, the Indian students enrolled in this program traveled to the Huntington campus to take the MBA courses (6.c, 6.h).
- Through its China Projects, the Center for International Programs hosted 20 teachers from the International Division of Shanghai High School, China for the Chinese Educators' Enrichment Program for 3 weeks in the summer of 2009 and 2010. Through this interaction, it is hoped that some of these teachers will recruit some of their students to study at Marshall as first-time freshman (6.c, 6.h, 6.i).

Challenges:

- The university has renewed its commitment to increase the number of international students and a specific strategy has been identified to accomplish this objective, namely to contract with a private sector partner to increase the number of tuition-paying international students through a joint

partnership investment in intensive international marketing combined with substantial joint investments in staff, new programs and facilities, an investment which will be needed to support the increased number of international students (6.d, 6.i).

7. Enhance the efficiency and effectiveness of the Center for International Programs' operations.

Strategies:

- a. Establish new facilities for the CIP to improve communication and operations, both internally and externally, so that CIP can become a focal point for internationalizing the campus and community.
- b. Increase staffing and operation funding of the CIP departments.
- c. Continue enhancements to the CIP website so that information for both external and internal users is easily accessible, informative, and up-to-date.
- d. Enhance SEVIS compliance by fully implementing FSA Atlas visa management database and interface with Banner.
- e. Ensure professional development support for CIP staff members.

Update: Accomplishments:

- An effort is currently being made to relocate the LEAP Program and CIP operations to aid in the integration of international and LEAP students with the graduate and undergraduate populations at Marshall (7.a).
- The Center for International Programs websites have been entirely revamped and updated utilizing the WordPress format that is fully supported by the University's Computing Services Department (7.c).
- Office of International Students and Scholars fully implemented FSA Atlas visa management database and interface with Banner (7.d).

Challenges:

- The Center for International Programs continues to generate funds from its L.E.A.P. Intensive English Program fees and various grants-funded external projects to support its staff funding. There are six (6) full-time staff (including the Executive Director) employed in the Center for International Program to oversee the administration of the Office of International Student and Scholar (ISAS), the Office of International Student Admissions and Recruitment, the Office of Study Abroad, and the English as a Second Language Institute. Only two (2) of the six (6) positions are 100% funded by State budget, one position is 25% funded by State budget, and the remaining positions are funded by the revenue generated by the L.E.A.P. Intensive English Program fees. One (1) full-time staff employed to oversee the administration of the Center for International Program's China Projects. This position is grant-funded (7.b).

2. Access.

Selected Area: Service to Underrepresented/Disadvantaged Populations

a. Access Data

Table 13. Access

| Marshall University | | Previous Years | | | Base Year | Compact Goals | | | | | |
|---------------------|----------------------------------|----------------|--------|--------|-----------|--------------------------|--------------------------|--------------------------|------------------------|------------------------|-------------------|
| Measure | | 2004 | 2005 | 2006 | 2007-2008 | Year 1 Actual 2008-09 | Year 2 Actual 2009-10 | Year 3 Actual 2010-11 | Year 3 Goal 2010-11 | Year 4 Goal 2011-12 | Target 2012-13 |
| 2 | Access | | | | | | | | | | |
| | Disadvantaged Students | 57.9% | 55.4% | 56.4% | 57.3% | 59.6% | 64.4% | 68.5% | | | |
| | Minority Students | | | | | | | | | | |
| | White, Non-Hispanic | 93.12% | 92.71% | 92.77% | 92.59% | 92.16% | 91.74% | 91.50% | | | |
| | Black, Non-Hispanic | 4.71% | 4.96% | 4.91% | 4.85% | 4.94% | 5.36% | 5.21% | | | |
| | Hispanic | 0.72% | 0.80% | 0.89% | 0.97% | 1.14% | 1.18% | 1.31% | | | |
| | Asian/Pacific Islander | 1.04% | 1.12% | 1.09% | 1.15% | 1.31% | 1.29% | 1.35% | | | |
| | American Indian/ Alaska Native | 0.41% | 0.41% | 0.34% | 0.44% | 0.45% | 0.43% | 0.43% | | | |
| | Native Hawaiian or Other Pac Isl | | | | | | | 0.05% | | | |
| | 2 or more races | | | | | | | 0.14% | | | |

b. Goals, Services, and Activities. The goals and vision of delivering current and substantive programming and activities to underrepresented and disadvantaged students will continue to broaden in scope so that *inclusion* of diverse faculty and student populations has become the driving theme of the Office of Multicultural Affairs.

c. Describe services and activities to educate and assist underrepresented and disadvantaged populations.

The Division of Multicultural Affairs affirms Marshall University's commitment to inclusivity by creating an educational community that respects and welcomes people and cultures rich in diversity. Multicultural Affairs serves as a leader, advocate, resource, and support to individuals, groups and organizations that historically have been under-represented.

Update from 2010-2011:

- i.** In 2010-2011, **68.5%** of students enrolled at Marshall University meet the definition of being *financially disadvantaged*. In raw numbers that is 5,846 students out of 8,529 full-time undergraduate students. By definition, these students are "financially disadvantaged," and as such eligible for *need-based aid*.
- ii.** 74.2% of the undergraduate student population (8,020 students) at Marshall University received approximately \$95.9M from all sources of financial aid funding. This is an increase of 2.2% and \$8.8M over 2009-2010.
- iii.** In 2009-2010, minority students comprised 8.26% of the Marshall student population, an increase of 0.42% over the 7.84% reported in the 2008-2009 update. In 2010-2011, minority students comprised 8.5% of the Marshall student population, an increase of 0.24% over the 8.26% reported in the 2009-2010 update. Historically, African-American students constitute the largest number and percentage of minority and underrepresented students enrolled at Marshall. As reflected in the historical data, this student population has remained fairly consistent in number. In 2010-2011, African-Americans made up 5.21% of the total full-time student population. This represents a slight decrease of 0.15%, when compared to 2009-2010.

iv. Dialogues on Faculty Diversity: *A unique conversation for the University community*

In collaboration with the Office of Academic Affairs, the Faculty Diversity Committee, and the West Virginia Higher Education Policy Commission, the Office of Multicultural Affairs sponsored Dialogues on Faculty Diversity a roundtable discussion designed to provide and in-depth conversation on recruitment and retention of underrepresented faculty. Over 75 campus faculty and administrators attended.

The 2010-2011 dialogue featured experts from across the country that provided best practices on how to:

- Recruit Ethnically Diverse Faculty
- Create environments of inclusion
- Utilize available resources to develop inclusive position descriptions & search processes
- And provided access to available minority PhD's ready for hire

The purpose of the Roundtable was to enable participants to:

- Develop a strategy; plan or set of initiatives to increase diversity
- Provide Deans, Department Chairs and Faculty with the information and resources to understand their roles in the outreach, recruitment and hiring processes
- Consider the development of incentive programs, diversity mini-grants and other innovative measures, designed to increase the recruitment and retention of diverse faculty

v. **PROJECT P.R.E. M.E.D. (Providing Real World Experiences for future Marshall Educated Doctors)**

According to Dr. Mark Nivet, chief diversity officer for the Association of American Medical Colleges, "The case for diversity is stronger than ever, demographic shifts and health reform are among the many issues pushing academic medicine toward inevitable and dramatic transformation." Dr. Nivet further states that "broadening the concepts of diversity and inclusion and attaching these to excellence in medical education, research and patient care will require that we build and enhance our prior work in this arena."

Answering the call for no excellence and innovation is Marshall University's Office of Multicultural Affairs and the Joan C. Edwards (JCE) School of Medicine to establish and implement, PROJECT P.R.E. M.E.D. This initiative seeks not only to give prospective students a behind-the-scenes look at the medical school but also to provide an exposure to the processes critical to applying to medical school, i.e., academic preparation, studying for the MCAT and affordability.

PROJECT P.R.E. M.E.D. is an immersion program that will allow future medical students to spend time at Marshall University and the JCE School of Medicine. Selected students will:

- Attend a welcome reception where participants will meet current physicians within the Huntington and surrounding communities;
- Interact with JCE School of Medicine alumni and university and community leaders;
- Receive a medical student mentor; and
- Develop a successful path to preparation for entry into Marshall University's Joan C. Edwards School of Medicine.

The goals of PROJECT P.R.E. M.E.D. are:

- To increase the visibility of the Marshall University's Joan C. Edwards School of Medicine to ethnically diverse students of color.
- To recognize that Marshall is not just a choice but THE CHOICE! For higher education in the State of West Virginia, when it comes to medical school education.
- To provide participants with a flash drive (pre-loaded with JCE School of Medicine information). Students will be asked to at share their PROJECT P.R.E. M.E.D. experiences at their home institutions.

- To expose students of color to the critical steps that are necessary to gain entry into medical school.
- To acquire information on academic preparation, i.e., appropriate course selection, major selection etc.
- To provide information regarding Preparation for the MCAT.
- To provide information on the importance of Physician Shadowing/Volunteer Work.
- To secure funding information on costs associated with attending medical School.
- To increase student of color enrollment in the JCE School of Medicine.
- To provide early exposure to medical school for sophomore and junior college students.

iv. Native American Pow-Wow

The number of Native American students in the region, attending Marshall University, is significantly low. To insure the Marshall University community acquires knowledge of the history and culture of the Native Americans who settled in this region, the Office of Multicultural Affairs in partnership with the Lower Eastern Ohio Mekoce Shawnee Nation will host an inaugural Pow-wow on the Marshall University campus October 7-8, 2011. This traditional Native American Pow-wow will feature drumming, dancing, story telling and multiple vendors selling Native American wares.

On Friday October 7th, area grade school and middle school youth (approximately 1200 students) will visit campus as a field trip site to participate in Pow-wow events. The students will be exposed to the traditions and cultures of the Native peoples of the region. The Pow-wow will be open to Marshall University students and community members for the entire weekend.

d. Update: Progress Toward Achieving Goals 2010-2011

i. The Diversity Roundtable

The inaugural Diversity Roundtable was developed for faculty for the purposes of providing the tools, skill sets, and networks to nurture and maintain a diverse faculty. Each participant was able to assess diversity within his/her department and to develop a plan of action for implementation designed to increase faculty diversity. Ninety, (90) faculty members and administrators attended the Diversity Roundtable.

ii. Marshall University-Alcorn State University Faculty-Student Exchange Program

Marshall University President, Dr. Stephen Kopp and Alcorn State University President, Dr. M. Christopher Brown signed a landmark agreement for the two universities officially entering into a faculty-student exchange. The agreement provides the opportunities for faculty and students from both universities to experience a different atmosphere during their school and professional careers.

iii. The Hispanic/Latino Outreach Initiative

In continuing efforts to reach out to the Hispanic/Latino community Marshall University Multicultural Affairs served as a co-sponsor of the Hispanic Women United Conference held in Martinsburg, WV. The conference focused on building a community of excellence through education for the Hispanic community. In addition to co-sponsorship, Multicultural Affairs staff facilitated a workshop session on Access to Higher Education and the Role of Diversity.

iv. The Ivy Academy at Marshall University

The Ivy Academy was held Friday, April 1, 2011 on the Marshall University campus. The Ivy Academy, a leadership conference for girls (grades 8-12), was designed to expose young women to various concepts that will enhance and encourage their leadership development. Using interactive workshop formats with topical subjects, speakers presented on topics that included but were not limited to; health and wellness, healthy relationships, leadership, ACT and SAT preparation, self-esteem, empowerment, communication and why college could & should be in your future.

The Ivy Academy was a collaborative partnership between Beta Tau Omega chapter of Alpha Kappa Alpha Sorority Inc., and the Office of Multicultural Affairs. Approximately 225 students and women community/campus leaders were in attendance.

e. Continuing Programs for the 2011-2012 Academic Year: The Office of Multicultural Affairs, through the *Center for African-American Students' Programs* (CAASP), will continue its outreach programming for African-American students.

Under the auspices of the Division of Multicultural Affairs, CAASP is designed to provide support, interventions, and enrichment programming to enhance academic and personal success for African-American students in the university. The CAASP staff believes it is essential to offer both, individualized and group oriented relationships with African-American students to assure a comprehensive and balanced strategy to address critical issues relevant to success as a university student. Therefore, CAASP staff are committed to individualized attention to each student's most critical academic needs and personal issues and diligently works in concert with a range of university faculty, administrators, divisions and colleges to maximize resources and interventions that African American students may require to maximize their success.

Several points made in the 2009-2010 Compact Update call for reiteration to emphasize the importance of CAASP to Marshall's student recruitment and retention efforts, particularly minority students in general.

- CAASP is centrally located in the Memorial Student Center on the Huntington campus and offers an environment conducive to social interaction, confidential exchanges and personal coaching services. Students may receive assistance in problem solving, crisis management, information and referral, university and community linking services, financial aid planning, advocacy, academic planning, employment guidance, mentoring resources, tutoring and in a myriad of other areas relevant to his/her goals.
- CAASP provides direction for student leadership and organizational membership, as well as oversight for *Black United Students (B.U.S.) organization*. B.U.S. provides students with an opportunity to establish leadership skills through its many programs and social experiences for students throughout the year. African-American students are encouraged to participate in B.U.S. membership and/or attend sponsored activities. The Center is strongly networked with all National Pan-Hellenic Council (NPHC) member organizations on campus and work cooperatively in offering various programs and initiatives on campus.
- The Center houses the *Society of Black Scholars of Marshall University*. The Society was established in the fall 2003 for the purpose of providing an essential foundation for learning, personal growth and academic success for intellectually advanced students, necessary to achieve their fullest potential. Scholars are accepted into this program of excellence based upon academic scholarship, service and leadership potential. All Society members must participate in a required number of lectures, social development, and enrichment experiences each year and maintain a minimum GPA of 3.0. There are 65 current members in the Society. A total of 20 students were newly admitted to the Society membership on August 28, 2011. Society members continued to experience high rates of graduation, typically followed by graduate studies, medical school or professional schools. For example the previous year's Society graduation class yielded 3 students currently enrolled in medical schools, 2 having completed their first year of law school, several MBA grads and various others currently enrolled in graduate schools with varying majors.

- Each year the CAASP spearheads the largest strategically planned African American Student recruitment initiative at Marshall University. This *Annual Outstanding Black High School Student (OBHSS) Weekend Initiative* in the fall of 2010 attracted 102 of the most academically advanced African American juniors/seniors and their parents, each nominated by their respective high schools throughout WV and nearby Metro counties. Of the 91 Outstanding Black High School Students that were eligible for fall 2011 enrollment, 87 expressed intent and sought admission to Marshall and 32 met all academic requirements for the 4 year OBHSS Scholarship. Of this group, 20 of these students were formally inducted into the Society of Black Scholars on August 28, 2011.
- To improve retention and academic progress among African American students, in September 2009, CAASP commenced *Each One, Teach One Mentoring Program*, whereas African American freshmen are matched with academically qualified upperclassmen and by majors. During the 2010-2011 year, approximately 50 students actively participated in this unique mentoring program. Additional emphasis will placed upon increasing the number of mentors and mentees and the quality of their experiences for academic year 2011-12.

f. Additional 2010-2011 Updates:

The CAASP offered or co-directed over 30 different events and growth oriented experiences during the course of the 2010-11 academic year. The following Annual Events were continued: Harambee; the Annual Provost and Deans Reception for the Society of Black Scholars; 24 Annual Outstanding Black High School Students Weekend; Annual Soul Food Feast; MU Annual Diversity Breakfast; African American History Bowl; Donning of Kente and ending the year with the Annual Black United Students (BUS) Picnic and Cookout.

An assortment of new or significantly revised programs offered during the 2010-11 academic year included:

- *Slave Dwelling Project Lecture* by J. McGill, historian and project officer with the Southern Office of National Trust and Historic Preservation, in conjunction with the WV Dept. of Culture and History.
- *Freedom Rider Lecture* by former freedom rider, Joan Browning, co-sponsored with several university departments.
- *Virginia State Gospel Choral Concert for students, faculty and community*
- *National Underground Railroad Lecture* by MU History Professor D. Peavler
- *New York City Art and Cultural Education Visit* (40 students)
- *Marshall University H.S.T.A. Summer 2011 Institute Planning* (with MU College of Science)
- *An African Wedding Performance* (by university students)
- *MU Week of Welcome Diversity Plenaries* (for all freshmen)
- *African American Student Recruitment and Strategic Planning Community Forums*
- *How successful are these efforts?*

To meet the intellectual and social needs of underrepresented and disadvantaged students at Marshall University, particularly African-American students. Marshall University has experienced a consistent increase in the number of African American students enrolled during the past 5-7 years. Furthermore, retention data provided by the Office of Institutional Research for this population is reflective of positive results. Fall 2010-to-Spring 2011 and Fall 2010-to-Fall 2011, for overall comparison purposes, are presented in the following table (Table x-teen).

Table 14. Retention Rates for First-Time Full-Time Degree Seeking Students

Marshall University

Office of Institutional Research

Retention Rate of First-Time Full-Time Degree Seeking Freshmen

| | F10-to-S11 | F10-to-F11 |
|------------------------------------|-------------------|-------------------|
| White | 86.41 | 71.10 |
| Black or African American | 89.34 | 58.20 |
| Asian | 84.62 | 76.92 |
| Amer Ind or Alaska Native | 75.00 | 62.50 |
| Naïve Hawaiian or Othr Pacific Isl | 100.00 | 100.00 |
| Two or more races | 87.50 | 50.00 |
| Hispanic | 81.25 | 59.38 |
| Foreign | 88.89 | 100.00 |
| Unknown | 62.50 | 50.00 |
| Retention Rate - All | 86.38 | 70.09 |

As reported in the 2009-2010 Compact Update, since 2005 first-time full time freshmen retention data demonstrate that African American students either exceed or have insignificant percentage differences from any other group of students. African American student programs are highly regarded and visible through the university and local community and have grown in reputation and significance of contribution. It is worthy to reflect upon the analysis and report released by *The Education Trust* in August 2010, entitled ***Big Gaps, Small Gaps: Some Colleges and Universities Do Better Than Others in Graduating African American Student***. Marshall University is ranked among the top 25 listed under “*Smallest White-Black Graduation-Rate Gaps Among Public Colleges and Universities*.” In fact, at Marshall University, African American students graduate at the same rate as white students, whereas national averages reflect that African Americans graduate at a rate of 20% less than white students. There were no other WV public or private colleges noted in this report. (See, *The Education Trust. Big Gaps, Small Gaps: African American Students. August 2010.*)

- What changes are anticipated over the next five years?

Marshall University anticipates continued slight growth in African American student enrollment over the next five years, with significant increases in out of state student enrollment, considering initiatives currently under place. We also have plans and a new vision to enhance the multicultural arena for all students and faculty.

3. Cost and Affordability: External Funding and Research (cf., See Section B.)

4. Learning and Accountability:

Area Selected: Expansion of Graduate Education Opportunities

Marshall University continues to increase graduate education opportunities in 2010-2011. The program updates below document the progress made by programs under development last year. The plans for expansion noted below document Marshall University’s judicious growth at the graduate level. Marshall has targeted those program areas in high-demand professions and that best position our students to be successful in the twenty-first century workforce of the state and region.

Updates:

1. The *Rural Health & Clinical Education Center of the Joan C. Edwards School of Medicine* opened in Chapmanville, WV in April 2011, one year after construction began. This facility provides expanded health services for the region as well as training opportunities for students in the health professions.
2. The *Doctor of Management Practice in Nurse Anesthesia*, jointly offered by the Lewis College of Business and the Charleston Area Medical Center Health Education and Research School of Nurse Anesthesia currently enrolls 86 students. The DMPNA offers a unique combination of advanced professional nurse anesthesia practice with entrepreneurial business management training. The first class of 28 students graduated in Summer 2011.
3. The *Doctorate in Physical Therapy (DPT)* is the entry-level degree for the physical therapy profession and will be the newest doctoral degree offered by Marshall University. The program was approved by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) and is currently seeking pre-candidacy status from the Commission on Accreditation in Physical Therapy Education (CAPTE). The program director has begun hiring faculty. Marshall University has contracted with the St. Mary's Medical Center for the provision of a state-of-the-art education facility from which the program will be delivered. Applications will be accepted beginning September 2011 and the first class will matriculate in Fall 2012, pending candidacy approval. The program is expected to enroll 40 students per year.
4. The *Marshall University School of Pharmacy*, which will offer the Doctorate in Pharmacy (Pharm-D), will provide essential healthcare options to the state and region as well as generate a substantial economic impact. The School is expected to matriculate its first class in Fall 2012, pending approval by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) and the Accreditation Council of Pharmacy Education (ACPE). Dr. Kevin Yingling was appointed Dean in January 2011. Dr. Robert Stanton was hired in February 2011 as Director of the Office of Experiential Learning. Renovations are underway for the state-of-the-art, 76,000 square foot learning, research, and pharmacy practice facility located at the Huntington VA Medical Center. The anticipated enrollment is 120 students when fully operational.
5. The *MS in Accountancy*, which began accepting students in Fall 2010, currently enrolls 36 students.
6. The *MS in Health Informatics* began accepting students in Spring 2011, and currently has 14 enrolled students. This degree program is a collaborative undertaking by three colleges: College of Health Professions (COHP), College of Communication and Information Technology and Engineering (CITE), and the Lewis College of Business (LCOB). The MS in Health Informatics is currently the only such graduate level program in West Virginia.

B. Plans for Expanding Graduate Programs at Marshall University

In keeping with its commitment to developing programs that provide unique opportunities for advanced study in fields important to the vitality of the region, state and nation, Marshall University is expanding at the graduate level in these areas of study:

1. *MS in Athletic Training*

The School of Kinesiology in the College of Health Professions is planning to offer the *MS in Athletic Training*. This degree prepares students to enter the profession of Athletic Training with an enhanced knowledge of orthopedic assessment, therapeutic modalities, and rehabilitation focusing on evidence-based practice. Pending accreditation by the National Athletic Trainers' Association (NATA), the program will become the only NATA accredited program in West Virginia and one of only a dozen nationwide. Athletic Training is a fast-growing occupational category. New West Virginia legislation requires certification for athletic trainers and it is expected that graduates of this degree program will help meet that need.

2. MPH in Public Health

The College of Health Professions is planning to offer the *Masters of Science in Public Health (MPH)*. Graduates with this degree will apply the knowledge and skills of public health practice in areas that include all five core domains of knowledge basic to public health: biostatistics, epidemiology, environmental health, behavioral and health sciences, and health services administration. This is the second master's degree in public health in the state of West Virginia and the only one in the southern part of the state. As public health officials, graduates of the program will bring to West Virginia and the region an improvement in health and prevention of disease and disabilities. The first class is expected to matriculate in Fall 2012.

3. MA in School Intervention

The Education Specialist degree program in School Psychology prepares students to meet the West Virginia Department of Education's requirements for certification as a school psychologist. This degree program is accredited by the National Association of School Psychologist (NASP) and the National Council for Accreditation of Teacher Evaluation (NCATE). With NASP approval and appropriate Praxis test scores, graduates of the program can secure certification in most states. Continuing NASP accreditation requires School Psychology to offer both the MA and Ed.S degrees as an integrated and sequential program of studies.

Graduate Certificates

Certificate programs are professional continuing education programs to provide opportunities to students to complete a cohesive program of coursework that is less than a graduate degree, but which provides advanced training in a specific area. New Certificates for 2010-2011 are:

1. Graduate Certificate in Program Evaluation

Given that nonprofits and other service-based organizations are among the fastest growing sectors of the economy, there is a growing demand for high quality advanced study and training in evaluation research. Students with this certificate will be well equipped to provide capacity building and evaluation services for a variety of projects, programs, organizations and agencies across the state and region. The Marshall University certificate is also unique in its approach to linking advanced study in evaluation research to cultural literacy and application.

2. Post-Master's Graduate Certificate in Clinical Psychology

This Graduate Certificate prepares students for master's degree level clinical roles within professional psychology. Students acquire appropriate and required competence in the skills or knowledge bases associated with master's level clinical training.

3. Graduate Certificate in Digital Forensics

The Digital Forensics marketplace is growing at a fast pace that offers individuals with the appropriate education and training an opportunity to advance in the field. Marshall University's highly ranked Forensic Science Program has offered an Emphasis in Computer Forensics since 2004. This graduate certificate offers to students who are not enrolled in the Forensic Science masters program an opportunity to take the courses required for the certificate. The Certificate provides students with comprehensive knowledge in identifying, collecting, preserving, and examining various types of digital evidence and introduces them to forensic analysis policy and procedures, forensic analysis tools and techniques, data recovery, and investigation.

School of Journalism and Mass Communications

4. Graduate Certificate in Media Management

5. Graduate Certificate in Integrated Strategic Communications

6. Graduate Certificate in Digital Communications

In the area of journalism, there is growing demand for skills in the administration of print media, (newspapers and magazines) broadcast facilities (radio and television) and many forms of converged media including media websites, blogs, and social media. Each certificate includes a specific and targeted course

set, which is intended to position students to be well equipped for the rapidly changing field of journalism and help them remain competitive in the job market.

**5. Innovation: Entrepreneurial Education: Additional Element Response—
Marshall University ADVANCE Project**

MU-ADVANCE: Advancing Women in Science, Math and Engineering at Marshall

1. Mission: The mission of the Marshall University-ADVANCE Program (MU-ADVANCE) is to increase the recruitment and retention of female faculty in the STEM disciplines at Marshall University through faculty development initiatives and improved institutional climate.

2. Overview: MU-ADVANCE involves an innovative networking effort between women STEM faculty and administrative partners, working to foster institutional change. The Program impacts women faculty in four colleges, the College of Science, the College of Information Technology and Engineering, the College of Liberal Arts, and the School of Medicine. Initiative-specific activities are coordinated by faculty-administrator collaborations that meet monthly to discuss progress and challenges. This system has proven to be effective for driving change at Marshall University, and we propose that this would be a suitable avenue for implementing change at other primarily undergraduate institutions.

Year-5 Progress Report

This year, the MU-ADVANCE Program worked with various offices to identify delays in the recruitment process and to offer more faculty development opportunities.

Update:

Recruitment Initiative

AY 2010-11 (Year 5) Highlights:

- Worked with 12 STEM departments, on a total of 12 searches
- Provided assistance to departments for advertising their searches, including a university-wide subscription to HigherEdJobs.com
- Met with female and male candidates of STEM searches, providing informational packets
- Co-sponsored the “Dialogues on Faculty Diversity” and “Teaching Diversity,” in collaboration with The Office of Multicultural Affairs
- Updated the “Search Committee Guidelines” brochure
- Administered the “Offer Survey,” with a 100% return rate. Participants rank the importance of several personal and career factors in accepting the job offer from Marshall. “Potential for advancement” received the highest number of responses as being the most important factor.
- Dual Career Service was provided to faculty candidates
- Candidate Resources Page was continuously updated
- Developed the Family Friendly Efforts at Marshall University webpage
- Collaborated with Dr. Ralph McKinney from Aston University in Birmingham, United Kingdom on the paper *Diversity strategies in higher education: An international comparison*, presented at the European Association of Work and Organizational Psychology Small Group Meeting, held September 23-24, 2010 at the Aston Business School.
- Recommended the following to improve recruitment efforts at Marshall:
 - The adoption of a document management system by Human Resource Services to track paperwork for faculty searches. This would help abate delays at all levels of the search process.
 - The implementation of new methods of identifying jobs in the area for the partners/spouses of potential new hires. This includes asking the Huntington Chamber of Commerce and the University President to strengthen their efforts by hosting events or being present at events where partners/spouses can meet local “movers and shakers” who have the means to shortcut the networking and job-seeking process for dual-career couples.

Updates:

Faculty Development Initiative

AY 2010-11 (Year 5) Highlights:

- Mentored 2 new faculty and 3 pre-tenured faculty, as part of the fellowship program
- Funded 12 mini-grants for travel and a research pilot project
- Hosted 8 networking events (attended by 49% of our target population)
- Hosted The Pat Logan Symposium of Scholars on Thursday, March 3, 2011, to showcase the research efforts and outcomes of the supported female STEM faculty. Named in honor of Dr. Pat Logan, MU-ADVANCE Co-P.I. and an Associate Professor of Computer Science, who passed away in December 2010, the Symposium gave each Fellow an opportunity to share her research results with members of the Marshall Community. Faculty Fellows gave both oral and poster presentations, while New Faculty Fellows and Mini-grant recipients gave poster presentations. After the presentations, there was a dedication to Dr. Logan and a reception. During the reception, one administrator told members of the MU-ADVANCE Team that she was “shocked at how much research had been compiled during the ADVANCE years.”
- Hosted the Theatrical Performances by the University of Michigan Center for Research on Learning and Teaching’s Theatre Program, also known as the CRLT Players. They performed *First Class* and *Institutional Change: The Musical*. These performances were selected by MU-ADVANCE after reviewing the responses to the 2010 Climate Survey, which indicated the need to talk more frankly about the institutional climate. After each performance the audience broke into small working groups to discuss both the performances and related faculty development issues at Marshall. Facilitated by Mr. Jeffrey Steiger, Artistic Director of the CRLT Players, these discussions touched on issues that piqued the interest of audience members during the performances.
- MU-ADVANCE teamed with the Women’s Studies Program to offer a new approach to networking by co-hosting a series of research presentations that were open to the entire campus. These presentations prominently displayed the breadth of research being conducted by female faculty, as well as provided a chance for female faculty to engage in conversations with each other and other members of Marshall about their research.
- Published 3 female STEM faculty profiles on the MU-ADVANCE website, highlighting their research, teaching, and service
- Provided editing assistance for general editing, language conformity editing for international faculty, and grant proposal review for clarity and grantmanship. This year, the MU-ADVANCE Editor reviewed 4 grant proposals; 3 abstracts; 6 manuscripts; 2 posters; one textbook chapter; and 11 other documents, which included a pre-tenure review portfolio. In addition, the Program Editor worked closely with the Program Coordinator to polish all MU-ADVANCE-related materials, including 29 Academic Affairs 2010/11 newsletters, the PI Meeting abstract and poster, invitations for MU-ADVANCE-sponsored events, poster for the STaR Symposium, and numerous other documents.
- Sponsored Dr. Judith Silver, MU-ADVANCE Co-P.I., to participate in the panel discussion *Utilizing NSF ADVANCE to promote the success of women faculty in mathematics* with other ADVANCE institutions at the Joint Mathematics Meeting of the Mathematics Association of America and the American Mathematical Society, held January 6-9, 2011 in New Orleans, LA.

- MU-ADVANCE and CTL co-sponsored the annual Technology Summit to provide workshops and demonstration tables for faculty to learn about available teaching technology (e.g., ARTstor, Wimba Live Classroom, LexisNexis, etc.). This year, Turning Technologies, the makers of TurningPoint “clicker” classroom response systems, was the featured vendor. Dr. Jeff Cain, from the University of Kentucky’s College of Pharmacy, demonstrated how to effectively employ hands-on clickers in the classroom.
- Administered the Follow Up Survey for new faculty hires to evaluate their first year experience (100% response rate). “Access to necessary resources (i.e., tenure and promotion guidelines)” still receives a mediocre rating from 75% of the participants. This result still suggests that some colleges and departments need to do a better job of providing this information and/or directing new faculty to where the information is housed. At the next MU-ADVANCE Team Meeting, we will discuss how to encourage departments and colleges to direct new hires to this information.

Policy Changes Initiative

AY 2010-11 (Year 5) Highlights:

- Used assessment to identify barriers to the success of female faculty
- “Campus Conversations” co-sponsored with Academic Affairs
- Revised Tenure Policy was approved by the Faculty Senate and the University President; awaiting approval by the Board of Governors
- An ad hoc committee continues to review the Promotion Policy
- An ad hoc committee is currently reviewing Annual Evaluation Policy

Dissemination

AY 2010-11 (Year 5) highlights:

- MU-ADVANCE was highlighted in West Virginia’s Public Broadcasting’s “This Week in West Virginia” series, on Friday, February 25, 2011. The segment, which can be viewed at <http://www.wvpubcast.org/twiwvepisode.aspx?id=19026>, introduced some of the key elements of the Program, including the Faculty/Administrator Partnerships, how change is set in motion through the “MU-ADVANCE Model,” and the Modified Duties Policy.
- Dr. Marcia Harrison, MU-ADVANCE Principal Investigator, presented *Disseminating Successful Practices of MU-ADVANCE: Advancing Women in STEM at Marshall*, at the STaR Symposium, held at Marshall University September 27-28, 2010. She discussed the Program’s best practices for institutional change. Her presentation highlighted MU-ADVANCE’s use of surveys to steer the Program toward recruiting and retaining female faculty not only to serve Marshall, but as a way to build a critical mass of teachers and investigators who will inspire the next generation of scientists in a state that is lacking female role models. In addition, Dr. Harrison highlighted specific methods that the Program used to improve concerns within our three initiatives: recruitment, such as the MU-ADVANCE-developed search brochure; faculty development, such as the newly established mentoring efforts and writing groups; and policy change, specifically how to develop policy proposals based on key words and data from administered surveys, and to push through important changes at the institution.

What lessons have been learned and what are the remaining challenges?

Lesson 1: Efforts to recruit qualified, competitive faculty members requires a streamlined recruitment process.

Challenges: Recruitment efforts require a process that allows for hiring departments to begin advertising, accepting and reviewing applications, and interviewing candidates in the most opportune time for their discipline. For example, Chemistry Departments understand that in order to acquire a prime candidate, they need to aggressively begin the recruitment process by late Summer, early Fall. In fact, the Chemistry Department at Marshall has had a position advertisement for a tenure-track position to begin Fall 2012 on the Human Resource Services' (HRS) jobs site since July 8, 2011. Per university policy, once the position advertisement posts to the HRS jobs site, advertisements in professional societies, journals, or online recruitment sites can commence. However, the process to get from developing the job advertisement to seeing it on the jobs site can be long and delayed. This year, the delays were significant, costing some departments their top candidate. The challenges are to determine and implement the best methods to expedite the process in order to get a desire candidate, rather than the last viable option. In addition, diversity efforts are also impacted by a faulty recruitment process. For example, one department had an opportunity to hire the first female scientist in their department. However, due to delays in the search, the candidate had already committed to another opportunity. As one anonymous person stated, "As the clock ticks, the good ones get jobs elsewhere." One testimony from a search committee chair this year:

I'm certain it was clear that there were 2 openings well before November, probably even in the summer. If we had been allowed to place an ad in October, we could have started looking at files and could have interviewed the better candidates at the largest convention in the world. This whole process is the same every year as long as I can remember. We try to explain this to everyone we can but we get nowhere. Instead, because we got our ad out late, members of the Committee went to the Meetings blind. Over 200 of our applicants were there and the only thing the Committee members could do is set out a sign-up sheet, which filled up in minutes. Because of the format, the Committee members found themselves talking to a crowd weighed toward the more desperate (i.e., less occupied with other interviews and less qualified). Working full days for the time that they were there, the Committee members managed to see 75 candidates. I have been on previous hiring committees, and I expect further delays when we inform administrators who we want to bring in for interviews. I also expect delays when it is decided who we wish to make an offer of employment.

MU-ADVANCE has made a formal recommendation for the adoption of a document management system by Human Resource Services to abate delays in the search process. Currently, there are two systems being considered.

Lesson 2: Limited recruitment resources are exhausted by the existing practices.

Challenges: Departments receiving a fair amount of applications for open positions are inundating their staff with the current method of manually entering applicant data into spreadsheets. In addition, by not discussing the salary range with candidates prior to the on-campus interview, limited resources are being wasted on candidates that have a specific salary requirement, which, in many cases, exceeds Marshall's means. Therefore, the challenges are getting institutional buy-in for an on-line application process, which provides the applicant data into spreadsheets; as well as establishing a clear practice about presenting the positions' salary range to candidates.

Lesson 3: The ability to accommodate dual career hires is an on-going problem with both limited resources in the area and the overall national economic climate.

Challenges: Currently, it is difficult to obtain a single job in a given area; however, it is exponentially harder to acquire two positions in an area like Huntington. The first challenge is to convince the partner/spouse of a potential candidate to visit the area more than once to network. Simply sending a resume or CV does not guarantee a position for a partner/spouse. The second challenge is to identify local "movers and shakers" in the area that are willing to meet with partners/spouses to discuss local prospects.

Lesson 4: Faculty thrive when offered faculty development opportunities. However, they are expensive, particularly if external experts offer the workshops.

Challenges: The first challenge is to identify appropriate, cost-effective faculty development opportunities. The second challenge is to build enough interest and participation among the faculty.

Lesson 5: Implementation of the flexible workload policy that allows faculty members to alter their duties is necessary.

Challenges: An ad hoc committee is currently reviewing the Annual Evaluation Policy, which should include language concerning the flexible workload. The challenge is to develop a clear practice on how to find manageable avenues to replace faculty duties and evaluate them fairly and consistently.

Update:

Plans for AY 2011-12—Year 6

In our original proposal, we planned to disseminate MU-ADVANCE information and practices to other WV institutions. The statewide dissemination part of our proposal has been gaining, but we are only now beginning to see serious statewide interaction. Therefore, a significant part of Year 6 will be to pursue these opportunities.

To disseminate information about MU-ADVANCE, the PI has been scheduled to meet, via teleconference, with the Provosts from the West Virginia institutions of higher education during the fall 2011. During this meeting she plans to discuss potential collaborations and partnerships to implement the MU-ADVANCE model across the state to stimulate change. The overall goal is to facilitate action that would strengthen and/or create faculty development efforts to address challenges that are specific to their institutions, as well as to the state of WV. Of the ten public institutions serving undergraduates in WV, enrollment ranges from ~1,200 to more than 29,000. Marshall is the second largest institution with 14,192 students, followed by Fairmont State University, with ~4600 students. In many of the smaller colleges retirement of senior faculty has resulted in a lack of senior mentors/role models. Specifically, at some WV colleges there are departments with few or even only one tenured person. Therefore, these departments are hiring and/or staffed with junior faculty with very few colleagues that can mentor them through their tenure-track career.

According to the article “The Ivory Ceiling of Service Work” published in *Academe*, when asked why associate professors spend an inordinate amount of time on service, one response was: “Some departments have lost a lot of faculty. So their full professor ranks are thin. Even if these departments are hiring assistant professors, the associates are doing most of the service to protect the junior faculty.” Also, the smaller institutions have limited faculty development resources, many of which are simply committees within the faculty senate. Though this is not a problem unique to WV, it is vital that it be addressed in order to support faculty, particularly female STEM faculty, as well as female STEM students. Dissemination of the faculty development information from MU-ADVANCE and Marshall’s Center for the Advancement of Teaching and Learning (CTL) to these institutions may constitute faculty development needs that cannot be addressed at their institution. Therefore, MU-ADVANCE is developing activities, networking events, grant-chats, and workshops from the Faculty Development Initiative as webinars that can easily connect the network of WV faculty. MU-ADVANCE has established a Wimba site to host webinars and statewide networking events.

Dr. Harrison will also serve on the WV I³ (Innovation through Institutional Integration) Think Tank, which strives to disseminate successful diversity programs throughout the state through the coordination of the WVI³ Think Tank and the Chancellor’s Diversity Initiative. This effort plans to help form campus networks and a statewide network to foster communication and collaboration between campuses, communities, and industry throughout West Virginia.

Evaluation

MU-ADVANCE will work with the External Evaluator, Dr. Antoinette “Rose” Shaw, to develop climate surveys as a way to “fact find” or assess the areas that need addressed at individual institutions and across the state. These climate surveys will be administered through the WV Division of Science and Research

Office. This effort may lead to the development of a consortium among leaders in WV to apply for a Partnership, Adaptation, Implementation, and Dissemination (PAID) grant that would further the work begun by MU-ADVANCE. Members from colleges and universities across the state will be invited to Marshall University for a brainstorming session to discuss how best to stimulate change and build diversity within WV.

Recruitment: With the on-going delays associated with the recruitment and hiring process, MU-ADVANCE has made a formal recommendation to the Provost to implement a document management system, within Human Resource Services to assist with processing all recruitment-related documents. The MU-ADVANCE Office proposes to work with hiring committees to ensure that they understand the new system, as well as to monitor the searches to determine if the new system solves the current issues with hiring.

MU-ADVANCE will collaborate with Marshall's administration and the Chamber of Commerce to build more opportunities for spouses and partners of new hires to network with local leaders of both industry and academia to aid them in their job pursuits in this area. It has become evident that spouses and partners need this type of networking in order to build rapport within the local workforce.

Faculty Development: We will provide one more year of support for pre-tenured female STEM faculty fellowships and mini-grants. One component under development is an outreach effort to new female STEM faculty in WV, by providing MU-ADVANCE Fellows as mentors. The Fellows would "give back" and serve as informal mentors, with limited responsibility. The mentees could also participate in MU-ADVANCE networking events via teleconference/videoconference or career development webinars.

While MU-ADVANCE has produced numerous recruitment and faculty development brochures, we feel that we need to develop/re-work these materials for Chair and Dean training activities. We propose to develop materials for the Fall retreat and prepare materials that can be used on an on-going basis for Chair/Dean introductory materials.

Networking events will continue to be offered, particularly those that will train the MU-ADVANCE-supported faculty in areas that have been provided by the MU-ADVANCE Office, including travel-related, grant-related, and personnel-related processes and paperwork. These "need to know" events will aid in the transitional phase of the grant.

State and Institutional Policy Changes: Results from the second climate survey, administered in April 2010 to all Marshall faculty, still indicate that workload is a recurring problem. MU-ADVANCE has provided reports to the administration, but is currently writing reports to disseminate to the faculty. Efforts to address workload are still ongoing; therefore one more year of funding will provide leverage for MU-ADVANCE (and firmly establish the Forward Committee) to work with the leadership at Marshall to address this issue.

Dissemination: MU-ADVANCE will continue to develop and publish the *Academic Affairs 2011* newsletter, a weekly newsletter that features a news item; a faculty profile; a faculty publication, presentation, or grant; and a resource that pertains to faculty development, teaching, or diversity.

In addition, the Women's Center, housed in the Office of Multicultural Affairs, is building a Commission on the Status of Women at Marshall. This Commission will use the MU-ADVANCE evaluation model to develop a needs-assessment. The MU-ADVANCE Office will guide the Commission through their first-year.

APPENDIX A
MARSHALL UNIVERSITY DATA ELEMENTS

APPENDIX A: Marshall University Data Elements, 2010-2011

| Marshall University | | Previous Years | | | Base Year | Compact Goals | | | | | |
|---------------------|---|----------------|--------|--------|-----------|--------------------------|------------------------------|--------------------------|------------------------|------------------------|--------------------|
| Measure | | 2004 | 2005 | 2006 | 2007-2008 | Year 1 Actual 2008-09 | Year 2 Actual 2009- 10 | Year 3 Actual 2010-11 | Year 3 Goal 2010-11 | Year 4 Goal 2011-12 | Target 2012- 13 |
| 1a | Total Fall Headcount Enrollment | 13,920 | 13,988 | 13,936 | 13,808 | 13,573 | 13,776 | 14,192 | 13,959 | 13,892 | 14,170 |
| 1b | Annualized FTE Enrollment | 11,808 | 11,818 | 11,706 | 11,706 | 11,582 | 11,492 | 11,921 | 11,726 | 11,669 | 11,903 |
| 2a | 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen) | 70 | 72 | 73 | 71 | 71% | 71 | 70% | 72% | 73% | 74% |
| 2b | Avg Retention Rate of Institution Peers (median) | 73.5 | 73.5 | 73.5 | 72.5 | 74.0 | 74.5 | 73.5 | N/A | N/A | N/A |
| 3a | Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst) | 43 | 47 | 40 | 44 | 46 | 46 | 46 | 47% | 48% | 48% |
| 3b | Graduation Rates, including those transferring out and completing degrees at other institutions | 44 | 48.2 | 42.2 | 46 | 46.7 | 48.4 | 46.6 | | | |
| 3c | Avg Graduation Rate of Peers (Median) | 46.5 | 47.5 | 49 | 48 | 50 | 47.6 | 49 | N/A | N/A | N/A |
| 4 | Degree Production | | | | | | | | | | |
| | Certificate | | | | | | | | | | |
| | Associate | 90 | 84 | 96 | 100 | 110 | 69 | 91 | 100 | 100 | 100 |
| | Bachelor | 1,487 | 1,433 | 1,389 | 1,450 | 1,406 | 1,358 | 1,393 | 1,359 | 1,389 | 1,416 |
| | Masters | 871 | 861 | 945 | 872 | 891 | 893 | 902 | 840 | 830 | 820 |
| | 1st Professional | 43 | 46 | 47 | 42 | 52 | | | | | |
| | Doctoral | 10 | 11 | 25 | 17 | 15 | 78 | 95 | 78 | 85 | 92 |
| | Total Degrees | 2,501 | 2,435 | 2,502 | 2,481 | 2,474 | 2,398 | 2,481 | 2,377 | 2,404 | 2,428 |
| 5 | Degrees in STEM & Health Fields | 388 | 398 | 392 | 381 | 411 | 361 | 442 | 390 | 377 | 420 |

APPENDIX B

UTILIZATION AND PROMOTION OF INSTRUCTIONAL TECHNOLOGIES

APPENDIX B

UTILIZATION AND PROMOTION OF INSTRUCTIONAL TECHNOLOGIES

I. Use of Course Management Systems (CMS) (Web-CT, Blackboard, etc.):

The online course program at Marshall University (MUOnLine) is currently powered by the **Blackboard Learning System, Vista Enterprise 8 (version 8.0.3 Hot Fix 1)**. Pilot faculty are currently using the Blackboard Learn 9.1 platform during fall 2011 and all courses will be moved to Learn 9.1 effective January 1, 2012. An extensive faculty training and development initiative and migration project are both underway. During 2010-11, Wimba was purchased by Blackboard, Inc. and has changed its name to Blackboard Collaborate.

A. Description of current status:

The Marshall University electronic course delivery software and online course program are labeled MUOnLine to aid in consistency and branding for the learning management software and services provided by Information Technology. MUOnLine program is housed within the Online Learning & Libraries unit of Information Technology at the university. Within this organization, a cadre of faculty and staff collaborate to support campus-wide online teaching and learning training and development programming for both faculty and students.

Several software programs and technology-related services were adopted or enhanced during the 2010-11 academic year:

- Adoption of LibraryH3lp, an embedded chat client for Ask-a-Librarian services to supplement Blackboard IM.
- Blackboard LMS/Blackboard Collaborate adoption and movement to the latest version of these combined systems providing a better user interface and improved vendor support.
- Deployment of Dell KACE which eliminates repetitive maintenance tasks and allows IT staff to deploy, inventory, patch, audit & service MU computers remotely.
- Expansion of digital signage on campus to provide a campus and IT communication venue for news, events, and educational opportunities.
- Expansion of IT Security awareness through regular educational programming and communication to users.
- Implementation of the new version of myMU with CampusEAI single sign-on services.
- Improved competency in the use of applications, OS, SaaS Services, and mobile devices.
- Improved portal and mobile applications; addition of several library databases and services via the MUMobile application such as the library catalog, EBSCO Host databases, ARTstor, Cambridge Journals Online, Gale Resources, Lexis Nexis Academic, Naxos Music/Naxos Jazz, Science Direct SciVerse, and WilsonWeb Biographies Plus.
- Pervasive Campus WiFi with performance monitoring adoption.
- Redundant and High Speed Commodity Internet and Internet2 connectivity and expansion.

- Technology Enhanced Classroom (TECI) expansion to meet room needs not just for Lecture styles but also to support Problem Based Learning PBL or Active Learning.

IT-5 is the Board of Governor's policy that governs e-courses at Marshall University. Some modifications are underway by action of the Information Technology Council to become more aligned with Higher Education Opportunity Act verbiage and mirror language used by the Higher Learning Commission of the North Central Association, the following definitions are being considered for adoption to the university's online course policy:

According to the Higher Education Opportunity Act, "distance education" is defined as *education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor; and to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: the internet; one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or videocassettes, DVDs, and CD-Roms* (PL 110–315, 14 AUG. 2008).

"Online course" refers to any distance education course in which 100% of the course content is delivered asynchronously by technological means. There are no synchronous, face to face, or on site attendance requirements. Online courses are designated as such in the schedule of courses.

"Hybrid course" refers to any distance education course in which 75% or more of the course content is delivered by technological means. There are synchronous, face to face, or on site attendance requirements. Hybrid courses are designated as such in the schedule of courses.

1. **Online course development:**

The MUOnline Design Center continues to support faculty development of online and hybrid courses under the aegis of the Ohio Learning Network's "Seven Principles of Good Practice" and Chickering & Ehrmann's principles. The Faculty Development Committee for Online and Multimedia Instruction (FDCOMI) continues to perform faculty peer reviews to ensure technology standards are met with academic divisions continue to review and approve content and pedagogical strategies.

To encourage best practices and foster online course productivity, the MUOnline program provides a stipend of \$4,000 per three credit hour class to faculty who generate online courses. 2011-12 is the final year for the FDCOMI development stipend program that was established in 2002 to provide an incentive to faculty at a time when online teaching and learning was relatively new to the university.

Technology and learning management support for traditional and hybrid courses are now more ubiquitous. Additionally, several recent classes of new faculty have come to Marshall having taught or taken degrees in an online or hybrid classroom environment. A new certification project for faculty in which the Center for teaching Excellence and Information Technology faculty and staff will collaborate to ensure faculty competency in both technology tools and online pedagogy will replace FDCOMI in the 2012-13 academic year.

2. **Online program development:**

A series of new courses was developed during 2010-11 in a major effort to establish fully online degrees to meet student demands.

| | 2010-11 | 2009-10 |
|-----------------------------|----------------|----------------|
| New Online Courses Approved | 60 | 68 |
| Total Online Courses | 500 | 440 |

The following programs are completely online in which students may obtain all required courses via distance-delivery:

Undergraduate Degrees

- Clinical Lab Science (2-year)
- Medical Technology (2-year)
- Off-Highway Vehicle Management (2-year)
- Regents Bachelor of Arts
- Registered Nurse to Bachelor of Science in Nursing

Undergraduate Minors

- Criminal Justice
- Geography
- History
- African Studies
- African American Studies

Graduate Degrees

- Adult and Technical Education
- Counseling
- Leadership Studies
- Master of Arts in Elementary or Secondary Education with areas of emphasis in:
 - General Education
 - Early Childhood Education
 - English as a Second Language
 - Math Through Algebra I
 - Middle Childhood Education
 - School Library Media Specialist

Graduate Certificates

- Early Childhood Education
- English as a Second Language
- Information Security
- Math Through Algebra I
- Middle Childhood Education
- School Library Media Specialist

The following programs are considered “distance-delivered programs” as per Higher Learning Commission definitions adopted in 2010 in which 50% or more of the required courses may be taken by students at a distance:

Undergraduate Degrees

- Accounting
- Applied Mathematics, BS

- Bachelor of Applied Science
- Bachelor of Science in Nursing
- Clinical Lab Science
- Criminal Justice: professional
- Economics
- English: Literature
- Geography
- History
- International Affairs
- International Business
- Management
- Management Information Systems
- Marketing
- Medical Technology
- Physics, BS
- Psychology
- Regents Bachelor of Arts
- Social Work

Graduate Degrees

- Counseling MA
- Elementary Education MA general
- Environmental Science, MS
- Information Systems, MS
- Leadership Studies, MA
- Master of Arts in Teaching
- Master of Science in Nursing
- Reading Education, MA
- Safety, MS
- Secondary Education MA general
- Special Education, MA
- Technology Management, MS

Certificates

- Computer Forensics
- Early Childhood Education
- Educational Computing
- Family Literacy
- Family Nurse Practitioner
- Mathematics/Algebra I
- Middle Childhood
- Post Baccalaureate Teacher Education
- Reading Education
- Reading Specialist 24 CH
- School Library Media Specialist
- School Principalship
- Social Services/Attendance
- Teaching English as a Second Language

B. Plans for growth in five years:

Development of fully online degree programs – Marshall University continues to support its mission to meet student demands by pursuing the development of 100% online degree programs. Competition among for-profit institutions that have captured WV students has rendered this mission more critical than ever before in the history of the online learning program at the university.

Alignment with MUOnline and Academic Affairs – A partnership between MUOnline and the Center for teaching Excellence has been developed to aid in rolling out an online faculty certification program designed to provide faculty with skills to teach with technology and improve the content and delivery of online courses. Quality Matters is being reviewed as a potential online course review and approval option to replace the FDCOMI committee charge.

Development of Hybrid Courses – Students are also demanding hybrid courses in which delivery consists of 2-way video options within MUOnline. As Blackboard recently purchased Wimba, the 2-way delivery option supported by Marshall University, Blackboard Collaborate provides live classroom interaction and lecture capture options within the existing course management platform. Marshall has a course designation of “VCLASS” to denote technology delivery and needs to students.

Expansion of the Faculty and Staff Training and Development Programming – Information Technology staff within the Online Learning and Libraries division participate in conjunction with Human Resource Services in providing faculty and staff technology training opportunities. The 2011 adoption of Lynda.com for the campus has aided in distributing quality online training to support this mission.

Expansion of computer technology resources that support student and faculty development – Several additions to the vast array of resources provided were added this year to improve teaching and learning with technology. The IT division will continue to monitor technology trends and curriculum changes to anticipate support needs.

Participation in the Regents Bachelor of Arts (RBA) Today program – Information Technology staff continue to work with the College of Education (COE) to develop courses specific to the Regents Bachelor of Arts program and its participation in the statewide RBA Today initiative. During 2011-12 an additional upper-division ITL online course designed to support digital literacy for nontraditional or returning students will be introduced to the COE and university curriculum committees for inclusion in RBA elective course offerings.

Expansion of the IT Assessment of Information and Digital Literacy Skills – An assessment librarian was recently hired to aid in the delivery and evaluation of ETS *iSkills*™ certification exam data. Embedded librarian participation in the First year Seminar program continues in an effort to meet thinking domain learning outcomes for information literacy. Assessment data are used to revise and refine instruction programming for all students at all levels. During 2010-11 the library faculty conducted 238 instruction sessions in which 4,172 students were exposed to information and digital literacy skills.

C. Specific data: # online courses; # students served, # online programs (reported on WVVLN web site, www.wvvl.org, by WVVLN institutional representative each semester):

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--------------------------|---------|---------|---------|---------|---------|
| # Students Served | 14,444 | 16,357 | 11,536 | 11,578 | 12,474 |
| # Online Courses | 482 | 584 | 497 | 440 | 500 |

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| #Online Faculty | 303 | 388 | 300 | 295 | 163 |
| Certificate(s) | 1 | 1 | 0 | 5 | 6 |
| AAS Degree(s) | 2 | 2 | 0 | 0 | 3 |
| BA Degree(s) | 1 | 1 | 0 | 0 | 2 |
| Minor(s) | 2 | 2 | 2 | 3 | 5 |
| MA Degree(s) | 2 | 2 | 2 | 2 | 4 |

**July 1, 2009 the MCTC became a stand-alone institution; the e-courses, programs, and faculty are no longer included in our annual figures.*

II. **Faculty training in instructional technology:**

The faculty and staff from the MUOnLine Design Centers, MU Technology Outreach Center, and the Digital Learning Team provide a robust series of faculty and staff training in conjunction with Human Resource Services. The second annual spring Technology Summit was hosted by Information Technology in conjunction with Academic Affairs' ADVANCE office and Center for Teaching Excellence. Vendors from various educational computing services were present to provide over 20 sessions with MU faculty and staff. This year, Turning Technologies sponsored the Keynote Speaker, Dr. Jeff Cain, Director of Education Technology for the University of Kentucky College of Pharmacy. During 2010-11 the MUOnLine Digital Learning Team and other members of the IT staff conducted 74 hands-on workshops in which 489 faculty and staff were in attendance.

III. **Instructional Technology Staff Adequacy - (Separate out various technology departments: needs for computer services, needs for instructional technology, needs for instructional design, etc.):**

A. **Description of current status:**

Online Learning and Libraries - The Online Learning and Libraries unit is comprised of the following departments that facilitate Information Technology's mission to support faculty and student needs:

- University Libraries
 - John Deaver Drinko Library
 - Research and Information Services
 - Technical Services
 - James E. Morrow Library
 - Government Documents
 - Special Collections
- MUOnLine Design Center
 - Huntington campus center located on the second floor of the Communications Building
 - South Charleston center located on the third floor of the Administration Building
- Digital Learning Team
- Marshall Technology Outreach Center
- Information Technology Assessment

MUOnLine Design Centers - The MUOnLine Design Center in Huntington is currently staffed Monday through Friday from 8:30 a.m. to 5:00 p.m. with staff and several student assistants that

equate to 5 FTE trained in instructional and graphic design. The MUOnLine Design Center in South Charleston is open M-F from 9:00 a.m. to 5:00 p.m. and is staffed by 1.5 FTE. The majority of their workshops provide faculty support and the development of online and hybrid course supplements such as Respondus or Study Mate and online course migration to the new Learn 9.1 platform. They also support the MUOnLine user group seminars on both campuses.

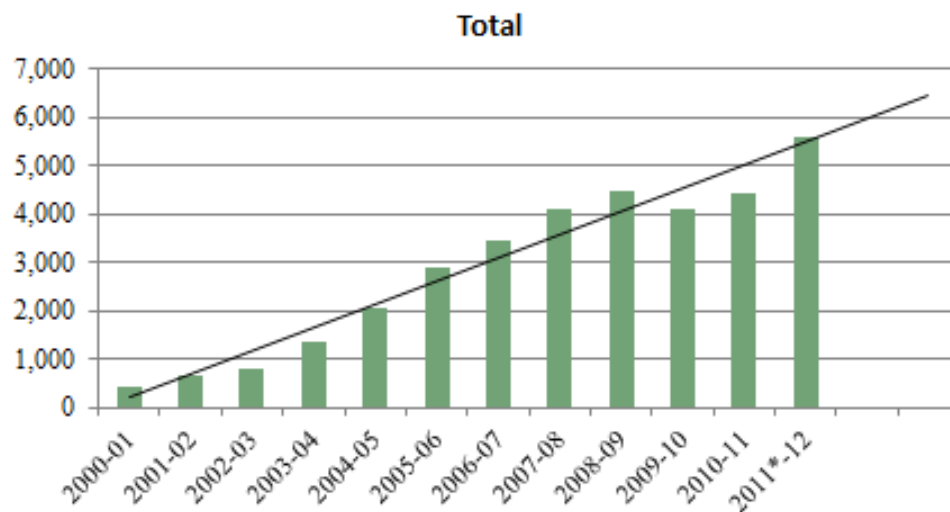
Digital Learning Team - The Digital Learning Team consists of three professional librarians and one Instructional Designer. As certified Blackboard Collaborate (Wimba) trainers, they work with the Director of the MU Technology Outreach Center to provide training and support, HR workshops supporting anti-plagiarism programming and the MS Office professional suite of programs such as MU Outlook, Excel, Word, and PowerPoint, MS SharePoint training, Adobe and Photoshop workshops, and more.

Marshall Technology Outreach Center - The mission of the Marshall Technology Outreach Center is to establish Marshall University as the leader in technology outreach in the Advantage Valley region so that information is actively exchanged with external audiences benefiting the individuals, communities, and organizations served, as well as Marshall University. The Technology Outreach Center allows Marshall University to enhance the lives of the community through integrating the University externally and dissolving barriers to traditional technology education. This unit also supports MU's connection to the K-12 community for technology-related professional development support and programming.

B. Plans for growth in five years:

The MUOnLine program has historically experienced steady growth in the development of new online courses, new online degree programs, and enrollment since 2000. With the exception of 2009-10, annual enrollment increases have averaged approximately 10% for both undergraduate and graduate online courses.

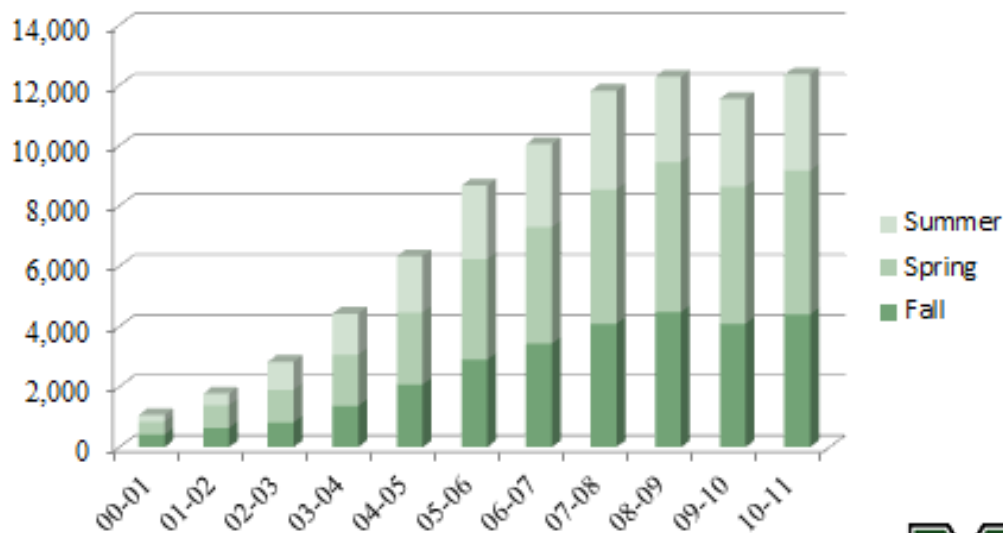
MUOnLine Enrollments Fall only 2000-2011with Trend Line



* 2011 data is at beginning of term after second add/drop period. All other data is at the end of term



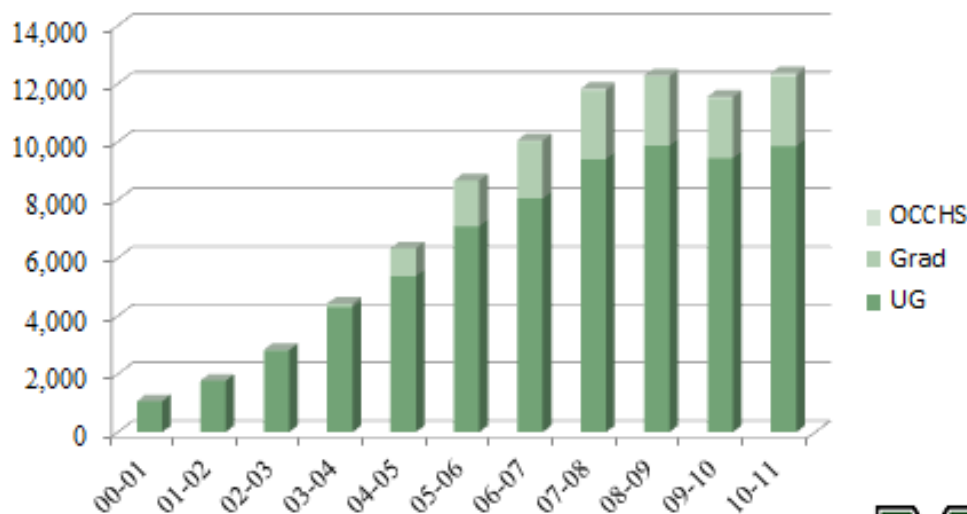
MUOnLine Enrollments 2000-2010



Data includes OCCHS, Undergraduate & Graduate Students



MUOnLine Enrollments 2000-2010



10-11 data represents Fall 2010 only



Attention to the needs of the MUOnline program and funding are required to continue providing quality technology support and development for both faculty and students.

Programming Growth - Online courses and ensuring more than adequate support for development of new programming continue to be the most critical aspects of the MUOnline program. Currently the MUOnline online course revenue supports staff within the Information Technology Service Desk area to aid with student and faculty support calls and emails. The online program revenue also provides salary support for the Learning Management Administrators (2) among other staff who are in place to provide technology support assistance to the end-user.

Marketing Expansion – Competition from for-profit institutions is fierce. An annual allocation of approximately 1% of the over-all online course revenue is directed to this function to ensure that local, regional, and national markets are informed of MU online course programming. Distance education student populations continue to increase annually and additional funds are allocated to this function.

Hybrid Course Support – Because some disciplines lend themselves more towards successful delivery of online education in a hybrid mode, the MUOnline faculty and staff also direct energy to providing support to faculty for the development and support of technologies that support this mission. Blackboard Collaborate is now an integral part of the learning management system. In 2011, the president allocated a special budget line to support this subscription to fulfill these ongoing and growing technology needs.

C. Specific data: Present staffing, future staffing growth/projections:

The Online Learning and Libraries unit employs 35 individuals responsible for the customer and public services needs of the faculty providing instruction. They consist of professional librarians, instructional designers, outreach personnel, and staff reporting to the Assistant Vice President for Information Technology:

- University Libraries: 19 FTE
- MUOnline: 10 FTE
- MU Technology Outreach Center: 2 FTE
- Digital Learning Team: 4 FTE

During 2009-10, the MUOnline program saw a slight decline in course offerings and enrollment. The addition of more online courses and support for new programs has allowed for a welcomed rise in online enrollment during 2010-11.

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---------------|---------|---------|---------|---------|---------|
| Undergraduate | 8,042 | 9,403 | 9,861 | 9,433 | 9,985 |
| Graduate | 1,970 | 2,333 | 2,365 | 2,058 | 2,370 |
| OCCHS | 39 | 84 | 54 | 58 | 119 |
| Total | 10,051 | 11,820 | 12,280 | 11,549 | 12,474 |

IV. Assessment of Instructional Technology:

The Information Technology unit actively participates in the annual assessment day activities conducted by Academic Affairs. In addition to surveys that obtain feedback regarding use of technology in the classroom, the library faculty also administer the *iSkills*™ exam from ETS to a sampling of freshmen during the fall term. This validated and standardized test provides obtain information literacy, digital literacy, and critical thinking benchmarks that can be compared to national data. General feedback and comments continue to be solicited from the IT webpages and via all IT staff email tags through the Be Herd campaign. The staff encourage all members of the MU community to tell us “How are we doing?” Suggestions obtained from the online form are

taken very seriously by all managers and directors. This feedback has allowed the IT unit to address deficits in customer service and/or modify workflow to meet user needs more successfully.

A. Current assessment strategies:

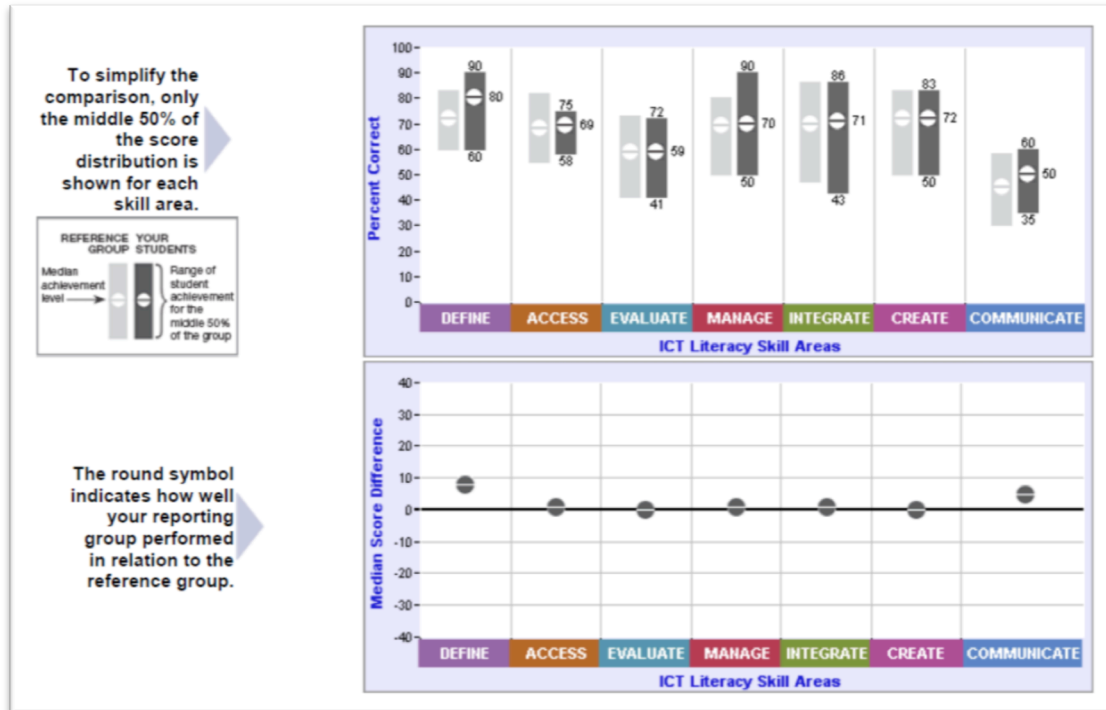
Annual Assessment Day - Online faculty and student surveys and faculty and student focus groups; Be Herd! (www.marshall.edu/ucs/beherd/); iSkills™ Exam (ETS); and CoursEval™ (Academic Management Systems).

A. Current assessment data:

iSkills Exam (ETS) – The Digital Learning team has gathered sample data from the incoming freshmen classes for three consecutive years and intends to continue this project through the 2012-13 academic year. To date, a sample from three incoming freshmen classes provides some anecdotal information regarding our students' preparedness in relation to digital and information literacy skills.

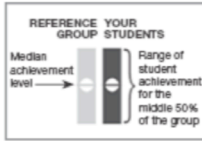
The mistaken assumption that the current class of “born-digital” students is tech savvy has permeated the university classroom. When faculty receive poorly written and cited papers, the true status of student literacy skills is revealed. *iSkills*™ has shown that while students may have command of the technology they use daily for primarily entertainment and social purposes, they score below national benchmarks in their ability to synthesize and communicate effectively in an academic setting.

MU freshmen sample, *iSkills*™ Core Level Exam: 2008

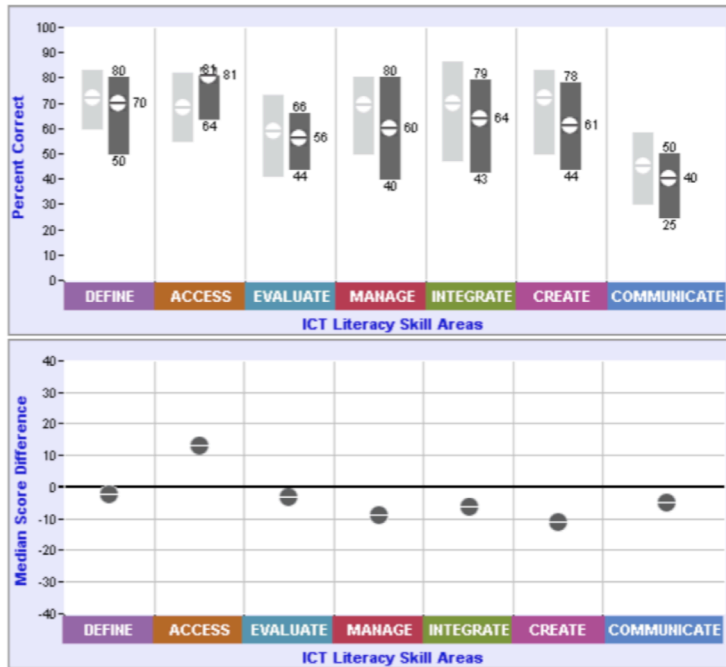


MU freshmen sample, *iSkills*™ Core Level Exam: 2009

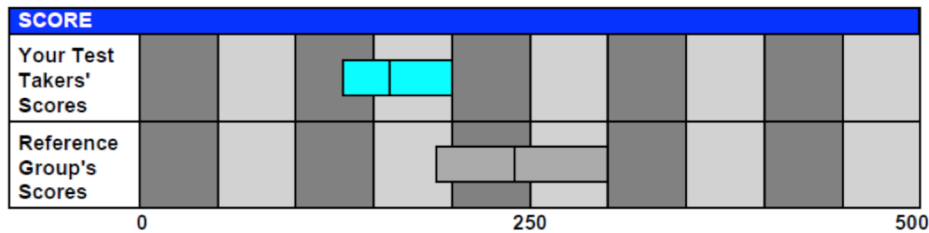
To simplify the comparison, only the middle 50% of the score distribution is shown for each skill area.



The round symbol indicates how well your reporting group performed in relation to the reference group.

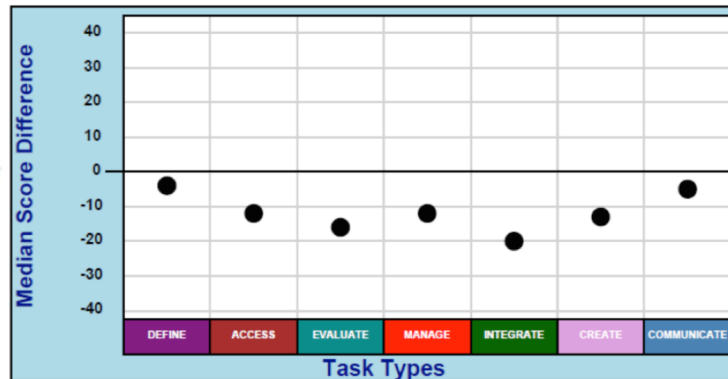


iCritical Thinking™ Certification Exam: 2010*



The graph below represents the performance of your reporting group compared to the performance of the reference group on each of the seven task types. Test taker achievement was calculated using the test taker's scaled score as a percentage of the possible points for all tasks for that type.

The round symbol indicates how well your reporting group performed in relation to the reference group.



Delivered by CERTIPORT™

**Please note that the 2010 exam was administered through a different company called, Certiport, instead of the Educational Testing Service (ETS) when ETS discontinued iSkills™. The exam was identical; however, the name was changed to iCritical Thinking™. During 2011, Certiport returned the exams to ETS and ETS has resumed delivery of iSkills™.*

Courseval™ – The *Courseval™* software was adopted by MUOnline and the university to provide an online course evaluation option for distance education courses. It has been in place since 2006.

B. Future plans:

Feedback gathered from online surveys and comment forms tells us that current and potential Marshall students want online degrees in specific areas such as Nursing, Business, and Psychology. The administration has targeted several programs as priorities for growth and the IT organization has allocated staffing and resources to assist in supporting this mission.

As faculty and staff technology training demands grow, there will be a need for additional staff to assist in this endeavor. The library faculty are well suited to expand their curriculum and research support roles to include technology training and support for faculty. During the 2011 fall start-up period, the librarians assisted faculty in becoming comfortable with newly created technology enhanced initiative (TECI) classrooms throughout campus. Embedded in each TECI room right before class started during the first week of school, librarians provided on-site assistance and technology support. This type of classroom partnership will be fostered as the library faculty expand their curriculum partnership roles with classroom faculty at the university.

To anticipate other technology support needs for our users, Information Technology staff and faculty participate in regular planning and tactical meetings to review metrics, benchmarks, and other forms of data to refine and improve services to the MU community. The IT strategic plan is updated regularly and all members of the organization participate in the planning and development of system-wide goals and objectives.

APPENDIX C.

MARSHALL UNIVERSITY RECRUITMENT PLAN—2011 UPDATE

APPENDIX C

Marshall University Recruitment Plan 2009-10, 2011 Update

A. Overview

1. Purpose: The Office of Recruitment at Marshall University operates for the purpose of recruiting a diverse and academically talented group of men and women to attend Marshall University as first-time freshmen, transfer, and graduate students, who will be retained until degree completion. In order to ensure the recruitment of a qualified cadre of students with a high likelihood of retention, a recruitment plan was developed in Fall 2009 and included in the 2009 Compact Update. This current document serves as an update to that original recruitment plan.

2. Goal: In the 2008 Compact Report, Marshall University established the goal of enrolling 2000 new entering freshmen by the Fall of 2012, while maintaining or increasing the current enrollment levels of transfer students. In 2008, the baseline of 1686 freshmen was used to set the goals as outlined below. The actual freshman enrollment is presented as well.

| Year | Goal | Actual Full-Time Head Count Enrollment | % of Goal |
|------|-------|--|-----------|
| 2009 | 1,765 | 1,882 | 106.6 |
| 2010 | 1,844 | 1,951 | 105.8 |
| 2011 | 1,923 | 2,012 (on 8.27.11.) | 104.6 |
| 2012 | 2,000 | | |

Our continued goal is to enroll a freshman class of 2,000 students each fall.

B. 2010-2011 Recruitment Highlights

While student recruitment is a continual process of daily interactions with prospective students too numerous to list, there are several benchmark events and activities that took place during the recruitment cycle leading to the enrollment of the 2011 freshman class.

Fall 2010

- 129 high schools visited
- 150 college fairs attended
- 6,116 student information cards collected
- 1,474 applications collected at “Apply on the Spot” events
- 137 students from 11 states attended September’s Green and White Day Open House
- 168 students from 11 states attended November’s Green and White Day Open House
- 473 students attended daily presentation/tour program
- Implemented an Enrollment Deposit for admitted students

Spring 2010

- 79 high schools visited
- 31 college fairs attended
- 1,732 student information cards collected
- Hosted 1,200 students from 25 high schools competing in 109 events at the 34th annual SCORES Academic Festival
- 184 students from 12 states attended February’s Green and White Day Open House
- 120 students from 13 states attended April’s Green and White Day Open House
- 687 students attended daily presentation/tour programs

Summer 2010

- Hosted 2,136 students during New Student Orientation
- Granted orientation waivers to 112 students
- 255 students attended daily presentation/tour program

C. Leveraged Marketing

The Office of Recruitment advertises in several niche publications aimed at high school students and counselors to promote Marshall University. A few of these publications and resources offer the additional benefit of student lead generation.

- *NextStep Magazine, Mid-Atlantic Edition*: Distributed to high school students through regional and national college fairs.
 - 3,780 leads generated 9/1/10 to date
- *My College Guide Magazine*: Distributed to high school sophomores who are part of national talent search programs such as the Duke University Talent Identification Program
 - 6,012 leads generated with 2011 edition
- *Cappex.com*: An online college search engine, students create a profile and Cappex provides information about colleges that match the student's criteria. Cappex also allows for targeted campaigning regarding topics of the university's choosing.
 - 5,179 leads generated 9/1/10 to date

D. Social Networking

In 2009-2010, the Office of Recruitment started a Class of 2014 group on *Facebook* to facilitate communication with incoming freshmen and provide them with a space where they could start to get to know their future classmates. This initiative was continued with the Class of 2015. 1,344 people "liked" the Class of 2015 page, a significant increase over the 822 members of the Class of 2014 group.

E. Special Initiatives for 2011-12

- Continue partnership with Minority Recruit Online to reach out to minority students, including hosting 80 students during their Fall College Tour.
- Continue use of social networking site *Facebook* with a group for the Class of 2016.
- Partner with Zinch.com to expand our web-based, targeted recruitment strategies.
- Add a position for a recruiter focused on outreach to special populations including minority, transfer, non-traditional, and military students.
- Launch a Legacy Campaign to recruit children of Marshall alumni.

F. Communication Plan

The 2010-2011 recruitment cycle saw great strides in our communications to students. Campaigns included:

- Back to School mailing
- Invitations to Green and White Days
- Apply Now – to students who had submitted test scores without an application
- Complete Your Application – to students with incomplete applications
- “Welcome to the Marshall Family” message to admitted students
- Join the Class of 2015 Facebook group invitation
- Reminder of enrollment deposit
- Enrollment deposit packet (welcome letter from Dr. Kopp, information on Orientation and Week of Welcome, housing application)
- Reminder to register for New Student Orientation

College-specific campaigns were developed for the College of Fine Arts (letters to admitted students) and College of Information Technology and Engineering (email to interested students).

The primary communication goal for 2011-12 is to expand the college and major-specific communications campaigns.

G. Travel Plan

Travel to college fairs and high schools in our recruitment area are key activities that support the goals of student recruitment. Currently, our fall travel calendar includes:

College Fairs

- 47 in West Virginia
- 19 in Ohio
- 17 in Virginia
- 16 in New Jersey
- 10 in Maryland
- 9 in Kentucky
- 8 in Pennsylvania
- 1 in Illinois
- 1 in Indiana

High School Visits

- Apply on the Spot visits will take place at all WV and Metro high schools
- Additional visits will be scheduled in Border states

Additional fairs will be scheduled for the spring when those schedules become available.

H. Summary

The Office of Recruitment continues to see significant success in student recruitment through a blend of personal outreach, online recruitment, and strategic advertising. Building on this success, the Office looks forward to expanding its efforts in the areas of transfer and graduate students, as well as targeting special populations and specific majors within its recruitment of first-time freshmen.

APPENDIX D.

MARSHALL UNIVERSITY STUDENT RETENTION AND SUCCESS PLAN—2011 UPDATE

| INITIATIVE | RESPONSIBLE OFFICE/PERSON | MEASURE OF SUCCESS/COMPLETION | ACTIONS TAKEN/DATE | DATE OF LAST ASSESSMENT | DEFICIENCIES | NEXT ACTION TO TAKE | PROGRESS STATUS |
|---|--|--|---|--|--|--|-------------------|
| A. ADVISING | | | | | | | |
| 1. Develop WEEK OF WELCOME (beginning on Wednesday) prior to start of Fall classes for first-year students; create an overnight Orientation program for students and parents. | University College: First-Year Experience (FYE) | Actual implementation of Week of Welcome in Fall 2010; Revise Orientation program to include programs for parents and recreational opportunities for students. | Week of Welcome held, Aug. 18-20, 2010; UNI 100 course offered beginning with Week of Welcome; Parent Program with Up Late Held 6/22/10 | 10.15.09/ 04.20.10/06.25.10/ 09.27.10/02.28.11 | Assessment of improvements underway through student and faculty focus groups. WOW committee currently making revisions given various feedback. | Assess for improvements | CONTINUOUS UPDATE |
| 2. Develop and Implement centralized Advising Center and university-wide mandatory advising (Academic, Career, Financial Aid, Student Services). | Academic Affairs | Actual implementation of centralized advising office; development of mandatory advising measures. Goal: late Spring 2010 | Student Resource Center opened 08.01.10; 4 Student Resource Specialists Hired; Career Services and Military Affairs staff hired; training of Student Resource Specialists completed 08.01.10 | 10.15.09/04.20.10/06.25.10/ 09.27.10/02.28.11 | Program planning, design of advising and resource development conducted by resource specialists. | Assess for improvements at the end of the Fall semester. Assessment underway; reviewing personnel and programming options. | CONTINUOUS UPDATE |
| 3. Develop and Implement Academic and Career Professional Plans. | University College, Academic Units, Career Services | Revision of current academic major plans of study | Complete. In AY 10-11 UG Catalog | 10.15.09/04.20.10/06.25.10/ 02.28.11 | Complete with revisions as called for by implementation. | Use and Assess throughout AY 2010-11. | CONTINUOUS UPDATE |
| 4. Connect all students with CAREER SERVICES. | Academic Affairs and Career Services | Actual implementation of advising plan. | Complete. | 10.15.09/04.20.10/06.25.10/ 02.28.11 | Complete with revisions as called for by implementation. | Use and Assess throughout AY 2010-11. | CONTINUOUS UPDATE |
| B. GENERAL EDUCATION | | | | | | | |
| 1. Develop and Implement revised CORE CURRICULUM: (a) first-year seminar focusing on critical thinking skills and common book reading; (b) two additional core, critical thinking courses; (c) capstone culminating research experience. | Academic Affairs, Faculty Senate, General Education Council | Spring 2009 Approval of new Core Curriculum; Creation of General Education Council (Fall 2009); Development of First-Year Seminar and Core I Courses; Fall 2010 implementation of Core Curriculum. | Core I in place; faculty in place Core II in place and developing. First FYS sections and Core I courses offered in Summer III 2010 | 10.15.09/04.20.10/06.25.10/ 02.28.11 | Complete with revisions as called for by implementation. | Use and Assess throughout AY 2010-11. | CONTINUOUS UPDATE |
| 2. Develop and implement e-portfolio system to complement standardized assessment measures and activities. | General Education Council, Academic Affairs, Assessment Office, and Information Technology | Actual implementation of e-portfolio in Fall 2010 | e-portfolio system implemented with Week of Welcome, UNI 100 offering, and First-Year Seminar (F. 2010) 08.18.10 | 10.15.09/04.20.10/06.25.10/ 09.27.10/02.28.11 | Complete revision of e-portfolio (now GEAR) design and instructions given feedback and assessment from Fall 10. | Use and Assess throughout AY 2010-11. | CONTINUOUS UPDATE |
| 3. Increase scope and participation in living learning communities (LLC) and freshman interest groups (FIGs) for residence halls and commuter students. | Residence Life, University College, Student Life, Academic Affairs | Increase the number of LLCs in Fall 2010; block schedule students in FYS + one other course to create learning communities. | Three new: International and Living Green; LCOB, COHP, and Honors in FYRH; Created 6 FIGS for Fall 2011. | 10.15.09/04.20.10/06.25.10/ 02.28.11 | Need: Assess LLC and GIFs in the Fall 2011; need to determine capacity. | Use and Assess throughout AY 2010-11, and 2011-2012. | CONTINUOUS UPDATE |
| C. ASSESSMENT | | | | | | | |
| 1. Implement system to identify at-risk students in the first-year (MAP-WORKS), including attendance tracking/alert system. | Assessment Office and Academic Affairs | Implementation of MAP-WORKS Fall 2009; Utilization of MAP-WORKS surveys. Mid-term survey will be distributed last week of October; | Complete; expanding to second-year tracking of AY 09-10 freshman class; additional expansion to track Veteran and Military students | 10.15.09/04.20.10/06.25.10/ 02.28.11 | Need: additional funding to develop and segregate veterans and military students into cohort for MAP-Works Tracking. | HEPC funding for 2011-12 promised at same level as 2010-11. | CONTINUOUS UPDATE |
| 2. Pilot Supplemental instructional component in "gateway" courses with high drop, repeat, and failure rates. | University College and Student Support Services. | Provide Supplemental Instruction; analyze results in student performance. | *Delayed: need better and more planning. | 10.15.09/04.20.10/06.25.10/ 09.27.10/02.28.11 | *Need: more and better planning; currently under review by SRC staff | Retention Committee review of what is needed for this project. | CONTINUOUS UPDATE |
| 3. Send at-risk students to UNI 102 (Spring of Freshman Year), for an "academic recovery" courses in basic academic survival skills. | Advising Center, College Advising Offices, University College | Assoc. Deans have identified at-risk students and require them to complete UNI 102. | Three sections offered and to be offered each semester. Complete | 10.15.09/04.20.10/06.25.10/ 02.28.11 | Being done: several colleges and SSA required to take UNI 102, and financial aid probation required. | | CONTINUOUS UPDATE |
| 4. Continue use of Collegiate Learning Assessment (CLA) of student critical thinking skills and the National Survey of Student Engagement (NSSE). | Assessment Office, Academic Affairs | CLA in place for 5 years; NSSE in place for 3 years | CLA—90 senior and 107 freshman students participated in SP 10; 898 students participated in NSSE out of a pool of 3355 students, a 27% participation rate (351 of 1637 freshman; 547 of 1718 seniors) | 10.15.09/04.20.10/06.25.10/ 09.27.10/02.28.11 | Regular incentivized participation of freshmen and senior students. | Continue solicitation of student participation in CLA and NSSE surveys. | CONTINUOUS UPDATE |
| D. COMMUNICATION | | | | | | | |
| 1. Develop centralized calendar system. | Student Affairs | Creation of calendar | In Development with IT services | 10.15.09/04.20.10/06.25.10/ 02.28.11 | Need: Progress Updates | Closer collaboration with IT services. | CONTINUOUS UPDATE |
| 2. Review and Assess student activities culture on campus. | Student Affairs | Use MAP-WORKS results. | In development | 10.15.09/04.20.10/06.25.10/ 02.28.11 | Hired new Director of Student Activities, 2.28.11 | Campus Activities Director hired, started 03.01.11 | CONTINUOUS UPDATE |
| 3. Develop and utilize targeted announcements to students. | Student Affairs | Done currently; need improved messages and use of @marshall.edu email. | Partially complete, remains in development. Targeted announcements are now distributed through MYMU/Milo and Map-Works, | 10.15.09/04.20.10/06.25.10/ 09.27.10/02.28.11 | In place. | Progress updates for Retention Committee. | CONTINUOUS UPDATE |

APPENDIX E.

MARSHALL UNIVERSITY ACCREDITATION TABLE—2011 UPDATE

| <i>College</i> | <i>Academic Program</i> | <i>Accredited</i> | <i>Accrediting Body</i> | <i>If not accredited, plans for accreditation</i> |
|--|-------------------------------------|-------------------|---|---|
| David Pittenger, Dean, College of Liberal Arts | Criminal Justice | No | Academy of Criminal Justice Sciences | Accreditation is not required for employment. |
| | Political Science | No | | The program may seek accreditation with the National Association of Schools of Public Affairs and Administration if MPA program is approved. |
| | Psychology: Psy.D. Program | Yes | American Psychological Association (APA) | |
| | | | | |
| Teresa Eagle, Dean, Graduate School of Education and Professional Development (South Charleston Campus) | MA Education Programs | Yes | National Council for Accreditation of Teacher Education (NCATE) | Curriculum undergoing self- study for reaccreditation. NCATE visit scheduled for fall 2012. |
| | Leadership Studies | Yes | Educational Leadership Constituent Council (ELCC) for Principals, Superintendents, Curriculum Directors, and Supervisors of Instruction | |
| | School Psychology | Yes | National Association of School Psychologists (NASP) | Revised accreditation application submitted to NASP September 15, 2011 in advance and in anticipation of 2012 NCATE accrediting site visit. |
| | Reading | Yes | International Reading Association (IRA) | |
| | Special Education | Yes | Council of Exceptional Children (CEC) | Revised accreditation application submitted to WVDE (state accreditation process) September 15, 2011 in advance and in anticipation of 2012 NCATE accrediting site visit. |
| | Math through Algebra I | Yes | National Council on Teachers of Mathematics (NCTM) | Revised accreditation application to be submitted to NCTM March 15, 2012 in advance and in anticipation of 2012 NCATE accrediting site visit |
| | Early Childhood Education | No | National Association for the Education of Young Children (NAEYC) | Curriculum Analysis Report approved by the WVDE (state accreditation process). |
| | English as a Second Language | No | The Teachers of English to Speakers of Other Languages. | Revised accreditation application submitted to TESOL September 15, 2011 in advance and in anticipation of 2012 NCATE accrediting site visit. |
| | School Library Media | No | American Library Association/American Association for School Librarians (ALA/AASL) | Revised accreditation application submitted to ALA/AASL September 15, 2011 in advance and in anticipation of 2012 NCATE accrediting site visit |
| | Counseling | No | Council for Accreditation of Counseling and Related Educational Programs (CACREP) | Revised accreditation application submitted to WVDE(state accreditation process) September 15, 2011 in advance and in anticipation of 2012 NCATE accrediting site visit. |
| | | | | |
| Robert Bookwalter, Dean, College of Education | SOE: Teacher Certification Programs | Yes | National Council for Accreditation of Teacher Education (NCATE) | |

| | | | | |
|---|--|-----|--|--|
| | School of Kinesiology: Recreation & Park Resources Program | No | National Park and Recreation Association (NRPA) | Previously accredited by this agency; will submit application to NRPA in Spring 2010 to initiate accreditation review process. |
| | HDAT: Counseling Program | No | Council for Accreditation of Counseling and Related Educational Programs (CACREP) | Program completing a self-study report to obtain CACREP |
| | HDAT: Family Consumer Sciences | No | American Association of Family and Consumer Sciences (AAFCS) | Program plans to obtain accreditation from this agency. |
| | | | | |
| Corley Dennison, Dean, School of Journalism and Mass Communication | Journalism & Mass Communications | Yes | Accrediting Council on Education in JMC | |
| | | | | |
| Michael Prewitt, Dean, College of Health Professions (2010) | Communication Disorders (Masters) | Yes | Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA) | Continuing accreditation through Nov 2012; self- study due spring 2012 |
| | School of Nursing (Bachelor and Masters) | Yes | National League for Nursing Accreditation Commission (NLNAC) | Bachelor of Nursing: Continuing accreditation with condition through 2018, follow up report due Feb 2013. Masters: Continuing accreditation with conditions through 2018, follow up report due Feb. 2013. |
| | Medical Lab Tech (Associate) | Yes | National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) | Continuing accreditation through April 2018 |
| | Medical Technology (Bachelor) | Yes | National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) | Continuing accreditation through April 2018 |
| | Cytotechnology (Bachelor) | Yes | Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the American Society of Cytopathology in collaboration with the American Society of Cytology. | Continuing accreditation through 2012 with self-study due December 2011 |
| | Dietetics (Bachelors and post-baccalaureate Dietetic Internship) | Yes | Commission on Accreditation for Dietetics Education (CADE) | Continuing accreditation of both programs through 2018. |
| | Medical Imaging (Bachelor) | Yes | Joint Review Committee on Education in Radiologic Technology (JRCERT) | Continuing accreditation through 2013. |
| | Respiratory Therapy (Bachelor) | Yes | Commission on Accreditation for Respiratory Care (CoARC) | Initial accreditation received 3/13/10; continuing accreditation through March 2015. |
| | Social Work (Bachelor) | Yes | Council on Social Work Education (CSWE) | Continuing Accreditation; Self Study Submitted August 2011, site visit dates are Jan or Feb 2012; Reaffirmation decision June 2012. |
| | School of Kinesiology: Athletic Training Program (Bachelor) | Yes | Commission on Accreditation of Athletic Training Education (CAATE) | Continuing accreditation through 2018. |

| | | | | |
|--|--|-----|--|---|
| | School of Kinesiology: Exercise Science (Bachelor) | No | Commission on Accreditation for Allied Health Education Program (CAAHEP) | Program plans to submit self-study for initial accreditation 2012. Accreditation is not required for employment. |
| | School of Kinesiology: BA Physical Education, Concentration in Sport Management (Bachelor and Masters) | No | Commission of Sport Management Accreditation (COSMA) | Bachelor: Program plans to submit self-study for initial accreditation 2012. Accreditation is not required for employment. Masters: Program plans to submit self-study for initial accreditation 2012. Accreditation is not required for employment. |
| | Physical Therapy (Doctorate Physical Therapy – DPT) | No | Commission on Accreditation in Physical Therapy Education (CAPTE) | Candidacy phase of initial accreditation, self-study due Dec 2011, on-site visit scheduled Jan 2012. Reaffirmation of candidacy status June 2012. |
| Chong Kim, Dean, Lewis College of Business Administration | Lewis College of Business | Yes | The Association to Advance Collegiate School of Business (AACSB) International | |
| | Division of Accountancy and Legal Environment | Yes | The Association to Advance Collegiate School of Business (AACSB) International | Accreditation Awarded and in effect September 2008 |
| | Graduate School of Management Doctor of Management Practice in Nurse Anesthesia | Yes | Council on Accreditation of Nurse Anesthesia Educational Programs | |
| | | | | |
| Don Van Horn, College of Fine Arts | Art & Design | No | National Association of Schools of Art & Design | |
| | Music | Yes | National Accreditation Association National Association of Schools of Music | |
| | BFA Programs in Theatre | No | National Association of Schools of Theater (NAST) | |

| | | | | |
|---|--------------------------|-----|---|---------------------|
| Betsy Dulin, Dean, College of Information Technology and Engineering | BS in Engineering (BSE) | Yes | Accreditation Board for Engineering and Technology (ABET) | |
| | Safety Technology (BS) | Yes | Accrediting Board for Engineering & Technology (ABET) | |
| | Safety Technology (MS) | No | Accrediting Board for Engineering & Technology (ABET) | |
| | BS Computer Science | No | Accrediting Board for Engineering & Technology (ABET) | No plans to pursue. |
| | MS Engineering | No | Accrediting Board for Engineering & Technology (ABET) | No plans to pursue. |
| | MS Technology Management | No | Accrediting Board for Engineering & Technology (ABET) | No plans to pursue. |
| | | | | |

| | | | | |
|---|--|-----|---|--|
| <i>Charles Somerville, Dean, College of Science, Department of Chemistry</i> | Major: Chemistry (ACS Chemistry) | Yes | Certification by the American Chemistry Society | |
| | | | | |
| <i>Donna Spindel, Dean, Graduate College</i> | Forensic Science (Master of Science) | Yes | Forensic Science Accreditation Commission (FEPAC) through the American Academy of Forensic Sciences (AAFS) | |

APPENDIX F.

ASSESSMENT PRIMARY TRAITS ANALYSIS FORM

APPENDIX F. ASSESSMENT PRIMARY TRAITS ANALYSIS FORM

Program _____ Reviewer _____ Date _____

To achieve a level, all items must be checked at that level and all preceding levels (except 0).

| Student Learning Outcomes | Assessment Measures | Feedback Loop (Benchmarks, Results, Analysis and Planned Action) |
|--|--|--|
| Level 0 ____ No outcomes are provided or Level 1 was not fully achieved. | Level 0 ____ No measures are identified or Level 1 was not fully achieved. | Level 0 ____ Either no benchmarks are given or results are not reported or Level 1 was not achieved. |
| Level 1 ____ Learning outcomes are identified ____ Learning outcomes are clearly derived from the program's educational mission (which in turn is derived from the university's educational mission). | Level 1 ____ Measures are identified for outcomes assessed this year. ____ Measures are valid in that they afford reasonable inferences regarding outcomes. | Level 1 ____ Assessment results are presented within the context of specified benchmarks. |
| Level 2: All in Level 1 plus ____ Stated learning outcomes are measurable (either qualitatively or quantitatively; i.e. they state what students will be able to do). | Level 2: All in Level 1 plus ____ Complementary assessment measures (of which the majority should be direct) were used. | Level 2: All in Level 1 plus ____ Reported results are derived from complementary assessment measures (of which the majority should be direct). |
| Level 3: All in Levels 1 and 2 plus ____ Learning outcomes span multiple learning domains, emphasizing higher orders of learning, i.e. analysis, synthesis, and evaluation. | Level 3: All in Levels 1 and 2 plus ____ Complementary assessment measures allow sufficient detail to inform improvement, e.g. employ analytic rubrics or other methods of analysis. ____ Complementary assessments are integrated throughout the curriculum, i.e. they allow performance to be gauged over time. | Level 3: All in Levels 1 and 2 plus ____ Results are aggregated and reported in detail using analytic rubrics or other appropriate tools that allow detailed analysis of students' strengths and weaknesses regarding the outcomes assessed. ____ A detailed plan for improvement in student learning, based on a clear analysis of assessment results, is presented for outcomes assessed this year. |

Comments: