

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

**Marshall University
2009 Compact Update**

**December 18, 2009
(Revised: February 15, 2010)**

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

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2009 Compact Update**

A. Core Compact Elements

1. Enrollment

a. Data: Headcount and Annualized FT Enrollments for AY 2008-2009

Marshall University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009- 10	Year 3 2010- 11	Year 4 2011- 12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	13,808	13,573	13,697	13,779	13,959	14,198	14,476
1b	Annualized FTE Enrollment*	11,706	11,582	11,505	11,574	11,726	11,926	12,160

b. Goal: The five-year total full-time headcount goal is 14,476 (fall AY 2012-2013). The annualized FTE enrollment goal is 12,160.

c. Strategy/Rationale: The actual Year 1 (AY 2008-2009) FTE enrollment of 13,573 is 124 students fewer (-124) in total fall headcount enrollment than the projected 13,697. With a projected increase of *3.8% in total headcount enrollment for the Fall 2009*, Marshall anticipates a increase in full-time headcount enrollment that *will be reported in the 2010-2011 Compact Update*.

Marshall hired a new Director of Recruitment and redesigned its formal recruitment plan during the 2008-2009 academic year. Some elements of the new recruitment plan were in place for the 2008-2009 recruitment season, from which the University experienced considerable increases in Fall 2009 enrollment unofficially. However, reemphasizing the need to balance and refocus recruitment efforts on in-state, metro, and out-of-state students will be implemented more strategically in the 2009-2010 recruitment season (cf., Appendix C. Marshall University Recruitment Plan, 2009-2010).

d. Additional Matters: Conditional Admission and Series 23 Compliance

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 on students who actually enroll. Therefore, admissions of students on 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 will implement the following practices:

- (i) Conditional admission of students who do not meet HEPC GPA/ACT/SAT requirements has been addressed historically through admission to the University College. A limited number of applicants who do not meet Marshall’s minimum admission requirements, i.e., 2.0 GPA, 19 ACT or 3.0 GPA, 16 ACT, can be considered

for admission to the 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 (15% in 2010 and 10% in 2011, and thereafter) are enrolled at Marshall, the Office of Admissions will institute the following procedure:

Immediately after each entering Fall semester freshman enrollment is finalized, the Admissions Office will determine the number and percentage of conditionally admitted freshmen who are enrolled for that term. Admissions will then 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.

Using the Fall 2009 as an example, the procedure would be implemented in the following manner:

3093 students were admitted, of which there are 254 conditionally admitted students. That equals an 8.2% conditionally admitted yield.

1884 students, of the 3093 admitted students, actually enrolled, and of that 1884 student cohort, 163 were conditionally admitted. Thus, the yield of conditionally enrolled students is 8.65%.

For the Fall 2010 Marshall must limit the number of conditionally enrolled students to no more than 15% of our total (from the previous year). Using Fall 2009 total new freshman enrollment as a base figure, Marshall cannot enroll more than 282 students conditionally for Fall 2010. We can assume that only 64% of the students to whom we offer conditional admission will enroll. Therefore, if Marshall wants to enroll no more than 282 students conditionally in the Fall 2010, no more than 440 students can be admitted conditionally.

(iii) For the Fall 2009, 8.2% of Marshall's admitted students were conditional admits, i.e., 254 of 3093 fully and provisionally admitted students). 8.7% of the new freshman were admitted conditionally, i.e., 163 out of the 1884 enrolled new freshman.

2. Retention Rate

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

Marshall University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	71	71	71	72	72	73	74
2b	Avg Retention Rate of Institution Peers (median)*	72.5	74	N/A	N/A	N/A	N/A	N/A

b. Goal: The AY 2012-2013 goal for first-to-second-year student retention rate is 74%, the average retention rate of Marshall's peer institutions in AY 2008-2009. The retention rate for Fall 2008-to-Fall 2009 is 71%. Thus, Marshall saw no appreciable change in its retention rate from that reported for the Fall 2007-to-Fall 2008 period.

c. Strategy/Rationale: Marshall has developed a strategy 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.

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 during the 2008-2009 academic year (cf., Appendix D. Marshall University Student Retention and Success Plan).

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

- Develop Week of Welcome prior to start of Fall semester (goal: Fall 2010)
- Centralized Advising Center and University-wide mandatory advising starting with first-year students and migrating to all students (goal: Fall 2010),
- Develop Academic and Professional Plans of Study (goal: 2010)
- Integrate Career Services into mandatory advising program (goal: 2010)

II. General Education

- 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).
- Implement e-portfolio system as a new assessment tool (planning underway for Fall 2010 implementation).
- Increase development and use of living-learning communities and freshman interest groups for both residence-hall students and commuter students (planning underway for Fall 2010).

III. Assessment

- Implement MAP-Works first-year student inventory of at-risk students (started Fall 2009).
- 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).
- Send high at-risk students to UNI 202 as an “academic recovery” course in basic academic survival skills (starting Fall Spring 2011).
- Continue use of Collegiate Learning Assessment of student critical thinking skills and National Survey of Student Engagement (already in place).

IV. Communication

- Develop a centralized calendar system to enhance student-life and culture on campus (planning for Fall 2010).
- Review and Assess student-life activities and culture on campus (planning for Fall 2010).
- Develop and utilize targeted announcements to students (planning for Fall 2010).

d. Additional Issues: Math and English Remediation

Current Practice: For students who do not meet the Series 23 placement standards in English and Mathematics, Marshall University will offer skill development courses that must be taken prior to placement and registration in required freshman-level courses in these areas. Marshall does not offer developmental courses. For students whose GPA/ACT/SAT does not meet the standards in English, Marshall offers a stretch College Writing course, described as “Part One of the introduction to academic writing with emphasis on writing as a multi-staged process, critical thinking, and fundamental research strategies and skills.” This course must be successfully completed prior to enrollment in ENG 101: English Composition, for any student whose ACT verbal score is below 18 (SAT verbal score less than 450). The English stretch writing course counts as credit hours toward graduation as elective hours.

Marshall currently offers a Mathematics workshop for any student who does not meet the Series 23 ACT standard of 19 (or SAT 910). Students must successfully complete the workshop before they are permitted to enroll in the first level math course, Math 102 and Math 103.

Changes to Current Practice: Marshall will make the following the modifications to the skill development courses. For the Fall 2010, Marshall is exploring the possibility of not offering the Math Workshop. Instead, Marshall would offer two new Mathematics courses, one or both of which must be taken prior to enrollment in the required freshman-level Mathematics course, Math 102 or Math 103. Placement in these courses will be determined by ACT scores: students receiving a score of 17-18 will take MATH 103; those receiving a score of 16 or below will take an additional course, Math 102. As with the English stretch course described above, the two Math courses would count toward graduation as elective hours.

Success: The Fall 2009 is the first semester Marshall has offered ENG 100, so there is little information to report or data to analyze regarding the success of this course. The Math Workshop has been in place for several years. 72% of the students enrolled in the Math Workshop successfully complete it. 71% of those who have completed the workshop have completed successfully a subsequent college-level math course.

3. Graduation Rates

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

Marshall University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	40	44	45	46	47	48	49
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	46	46.7	45.5	46.5	47.5	48.5	49.5
3c	Avg Graduation Rate of Peers (Median)*	48	50	N/A	N/A	N/A	N/A	N/A

b. Goal: The fifth-year (2012-2013) Compact goal for six-year graduation rates, of first-time, full-time freshman, statewide is 49%. Marshall's 2008-2009 goal was 45% but the actual rate, as provided through IPEDs data, was 44%. Even though Marshall did not reach its year 1 goal, 44% is an improvement of 4% over the 2007-2008 graduation rate, though this rate is 4% behind the average graduation rate of peer institutions, as provided through IPEDs data.

c. Strategy/Rationale: Annual graduation-rate goals are based on the current status (progress) of each student constituting an entering first-year, full-time student cohort. A major factor affecting four-year and six-year graduations rate at Marshall University over the last several years has been first-to-second year and second-to-third-year retention rates. For example, the freshman class that completes its 6th year in AY 2011-2012, for purposes of calculating a six-year graduation rate, entered in the Fall 2006 and is now in its fourth year at Marshall. For that cohort, the following data is available:

- 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 projects a 47% six-year graduation rate. Emphasis must be placed on student persistence in order to improve the six-year graduation rates. The persistence of students to continue at Marshall following the first-to-second year transition is an issue as the data indicate. If only 54.4% of the originating freshman cohort persist to a fourth year of study, Marshall will continue to struggle with meeting the six-year graduation goals it has established for itself.

Forty-three (43) students from the Fall 2006 cohort were enrolled in Fall 2008 but not in the Fall 2007. These students, evidently, either stopped out for the Fall 2007, transferred from another institution, or transferred back to the University after having left previously.

The university's new integrated approach to student retention, as described in the previous section, includes a developmental approach to persistence and success from the second-to-third and third-to-fourth years, working on the expectation that graduating according to a traditional four year model is achievable and can be the primary goal for each student. Marshall's integrative approach to retention and student persistence will include development of four-year academic and professional student success plans for every undergraduate academic program/major.

4. Degree Production

a. Data: Degrees Awarded—Associate Through Doctoral (HEPC Data)

Marshall University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
4	Degree Production**							
	Certificate							
	Associate	100	111	100	100	100	100	100
	Bachelor	1,450	1,400	1,411	1,359	1,359	1,389	1,416
	Masters	872	885	860	850	840	830	820
	1st Professional	42	50	45	57	58	65	72
	Doctoral	17	15	20	20	20	20	20
	Total Degrees	2,481	2,461	2,436	2,386	2,377	2,404	2,428

b. Goal: As reported in the 2008 Compact report, 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). Actual 2008-2009 (Year 1) data shows the following:

- 111 (+11) Associate degrees were awarded: 11 (+11) above the 100-degree goal; 11 (+11) greater than the 2007-2008 achievement.
- 1,400 Baccalaureate degrees were awarded: 11 (-11) below the 1,411-degree goal; 50 (-50) fewer than the 2007-2008 achievement; 25 (+25) above the year 1 goal.
- 885 Masters degrees were awarded: 25 (+25) above the 860 degree-goal; 13 (+13) greater than the 2007-2008 achievement.
- 50 1st Professional degrees were awarded: 5 (+5) above the 45 degree-goal; 8 (+8) greater than the 2007-2008 achievement.
- 17 doctoral degrees were awarded: 5 (-5) fewer than the year 1 goal; 2 (-2) fewer than the 2007-2008 achievement.

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

At the graduate, first-professional level, Marshall has approved the creation of a Doctorate of Physical Therapy (DPT). Plans are to admit the first DPT class for the fall 2011-2012. A search is underway for a director of the DPT program, and faculty hiring will take place following the appointment of director. Very recently, Marshall decided to pursue the planning of a first-professional doctorate in pharmacy (Pharm-D). If approved eventually by the Marshall University Board of Governors, the Pharm-D program is intended to admit a first-class of in the Fall 2012-2013.

d. Additional Matters: In the Spring 2010, Marshall will begin discussions with faculty, department chairs, and college deans about the possibilities of restructuring certain academic units and programs. The impetus for such a discussion is 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. We are not in the position at this time to describe or to contemplate the development of new degree programs at the undergraduate level until after the academic restructuring discussions have concluded.

Marshall does not anticipate development of new instructional locations for 2010-2011. 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). As new technologies develop and are integrated into the classroom by faculty, we are reviewing and assessing the possibility of increasing and enhancing the academic programs we can offer completely online. A new committee reviewing online programming will present recommendations regarding new online program possibilities to the Office of Academic Affairs mid-way through the Spring 2010.

5. Degrees in STEM and Health-Related Fields

a. Data: Number of Undergraduate Degrees in STEM and Health Fields (See Table Below)

b. Goal: Marshall's goal for AY 2012-2013 is 420 undergraduate degrees and 250 graduate and first-professional degrees in STEM and health-related disciplines. As the actual year 1 data indicate, Marshall is well on the way to achieving this goal. Marshall awarded 396 undergraduate degrees in STEM and health-related disciplines in 2008-2009, 21 (+21) more than the preceding year and 33 (+33) more than our year 1 goal.

c. Strategy/Rationale: Enrollment trends in the relevant colleges housing STEM and health-related programs remain positive; each college housing STEM or health-related programs continues to experience increases over the past several years. Recruitment efforts in the science, engineering, and medical disciplines have been a focal point of Marshall's recruitment of freshman, transfer, and graduate students. We believe, also, that recent developments in the biotechnology and biomedical sciences graduate programs will continue to have a positive influence in enrollment and degree production in the undergraduate STEM and health-related majors.

Marshall University		Previous Years			Base Year	Compact Goals				
Measure		2004	2005	2006	2007-2008	2008-09 (prelim.)	2009-10	2010-11	2011-12	Target 2012-13
5	Degrees in STEM & Health Fields									
	Undergraduate									
	AAS Medical Laboratory Technology	3	6	5	8	7				
	ASN Nursing	87	78	91	92	104				
	BA Communication Disorders	15	23	13	18	22				
	BA/BS Geology	4	3	3	5	3				
	BAS Bachelor of Applied Science				3	5				
	BS Biological Science	77	88	90	68	80				
	BS Computer Science				8	9				
	BS CYTOTECH Cytotechnology	3		1	1	2				
	BS Dietetics	10	3	11	12	10				
	BS Environmental Science	6	5	7	8	3				
	BS Integrated Sci and Tech	27	18	24	18	19				
	BS Mathematics	9	9	5	12	7				
	BS MED TECH Medical Technology	3	4	3	2	2				
	BS Physics	1	6	1	2	3				
	BS Safety Technology	5	5	14	6	10				
	BS/BS CHEM Chemistry	21	33	21	22	35				
	BSN Nursing	65	85	86	78	75				
	Total	336	366	375	363	396				

6. Licensure Pass Rates

a. Data: Licensure Pass Rates by Program for AY 2008-2009

Graduate Degree	Pass Rates	National Pass Rate	AY 2008-09 Goals
Teacher Education (Praxis II)	93%	88% (NCATE Standard)	95%
Speech Pathology & Audiology	100%	84% (ASHA 2007-08)	95-100%
Family Nurse Practitioner	100%	93%	95-100%
Dietetics	88%	82%	80%
National Certified Counselor	50%	72%	80-85%

Undergraduate Degree	Pass Rates	National Pass Rate	AY 2008-09 Goals
Medical Technology	100%	79%	90%
Nursing	93%	88%	95%
Cytotechnology	100%	85%	90-100%
Dietetics	75%	76%	90%

Associate Degree	Pass Rates	National Pass Rate	AY 2008-09 Goals
Medical Lab Technology	100%	73%	90%
Nursing	94%	88%	95%

b. Goal: The overall licensure pass rate goal for Marshall students is 90% for all areas.

c. Strategy/Rationale: Marshall's record in licensure pass rates is consistent with national standards. Faculty supervisors and advisors will continue to work closely with students in traditional classroom settings and practicum/internship settings 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

Marshall University		Previous Years			Base Year	Compact Goals				
Measure		2004	2005	2006	2007-2008	2008-09 (prelim.)	2009-10	2010-11	2011-12	Target 2012-13
7	Percentage of Faculty with Terminal degrees									
	Excluding MUSOM	86%	86%	88%	88%	89%	89%	89%	89%	89%
	Including MUSOM	89%	89%	91%	91%	92%	92%	92%	92%	92%

b. Goal: The AY 2012-13 goal is the current 89% of full-time faculty with terminal degrees. This goal, and current level of attainment, excludes School of Medicine faculty. If the School of Medicine faculty are included, the number of full-time faculty with terminal degrees increases to 91%. The University does not anticipate a significant change in the number of faculty without terminal degrees to retire in the next five-year period, even though among the current full-time tenured/tenure-track faculty cohort of 472 faculty, 216 faculty fall within the 55-75 years of age bracket. Many of whom will be retirement eligible in the next 3-5 years. Thus, the percentage of full-time faculty, including and excluding School of Medicine faculty, should continue at about the same rate.

c. Strategy/Rationale. Marshall will continue to advertise full-time faculty positions with the expectation that every candidate will possess the terminal degree in the appropriate academic discipline by the time of appointment. Moreover, Marshall will continue its practice of creating and replacing full-time faculty positions with faculty who have earned the terminal degree in the discipline.

8. Assessment of Student Learning

1. 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. To 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. For the past two years faculty from each program have been encouraged to meet in the morning to work on their programs' assessment plans. While faculty engaged in this activity, students completed surveys administered by student support and other co-curricular offices across campus. The afternoons have been devoted to meetings between academic program faculty and students. Examples of assessment activities included focus groups, town hall meetings, surveys, and exit interviews.
 - Workshops Provided by the Director of Assessment and Program Review: The Director of Assessment and Program Review meets with chairs and program faculty to review their assessment plans and to assist them in developing more effective assessment strategies. The importance of using assessment data for continuous improvement is a major point of emphasis in these meetings.
 - Syllabus Reviews: Readers from the University Assessment Committee and the Director of Assessment review random samples of course syllabi each semester. During the 2007-2008 and 2008-2009 academic years faculty were encouraged to explicitly state how they would assess each course student-learning outcome. The Director of Assessment has developed a suggested syllabus template that will make the connection between student learning outcomes and assessment measures more explicit. In an effort to encourage conversations about the importance of linking assessment measures directly to student learning outcomes, the University Assessment Committee decided to move assessment of course syllabi to the level of the academic unit. Each Dean has been asked to develop a

syllabus evaluation protocol and timeline suitable for his or her college. The Assessment Committee has suggested the following guidelines for this process:

- a. Assess the syllabi for the presence of required information.
- b. 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?
- c. 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 will be submitted to the Director of Assessment. The University Assessment Committee will next develop a system to conduct a period audit of this process.

- The University Assessment Committee: This body was reconfigured in the Fall 2007 to include the following representatives:
 - one faculty representative from each college, including the libraries (12)
 - 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)
 - the Executive Director of the Center for the Advancement of Teaching and Learning (1)
 - the Associate Vice President for Academic Affairs (1), and
 - the Director of Assessment and Program Review (1).

Committee members serve as liaisons between the Committee and their respective colleges/constituencies.

- Assessment Presentations: The Director of Assessment presented Collegiate Learning Assessment (CLA) and other assessment results to student and faculty groups. The University officially recognizes the top 10 scoring seniors on the CLA each year in a news release. Additionally, the Director of Assessment informally notifies College Deans and Department Chairs of the number of students in their respective units who scored in the above and well above expected ranges on this test.

- Core Curriculum Reform: During the summer of 2009 a group of 10 faculty representing a variety of colleges developed a critical thinking first year seminar, learning outcomes and criteria to be used in evaluating discipline specific critical thinking courses, and ten discipline specific critical thinking courses. Marshall's Faculty Senate approved the plan for the new Core Curriculum, including the work of the summer group, at its October 2009 meeting. The Core Foundations Committee, which was an ad-hoc committee of the Faculty Senate, is now dissolved.
 - General Education Council: During the fall semester of 2009 a General Education Council, chaired by and consisting of faculty from various colleges throughout the university, was formed. This group has been charged with the responsibility of reviewing and approving all discipline specific critical thinking course proposals.
 - Electronic Portfolio Subcommittee: A subcommittee of the General Education Council has been formed to study plans for the implementation of electronic portfolios. Future plans are for each student to maintain an electronic portfolio. Rubrics appropriate to general education outcomes will be used to assess
 - 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 have been combined into a joint committee, which will function as a subcommittee of the General Education Council. This subcommittee, which is comprised of faculty from different colleges, has updated definitions and expected student learning outcomes for multicultural and international courses. It will continue to work this year to develop a well defined direct assessment of student learning in these areas.
2. Conduct a multifaceted assessment program: The following assessments of student learning have been completed at Marshall University.
- Program Assessment: The faculty of each degree program 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.
 - General Education Assessment: The following areas of general education assess student learning and submit reports to the Office of Assessment and Program Review: Oral Communication, Written Communication, Mathematics Literacy, Scientific Literacy, Writing across the Curriculum, and Arts Appreciation. A

process is being put into place to begin to effectively assess student learning in the multicultural and international areas of general education. General Education assessment will be reconfigured to match the newly approved core curriculum in the fall of 2010.

- General Education Curriculum Revision: Marshall University's Faculty Senate has approved a revised general education curriculum. The revised curriculum will emphasize critical thinking, with courses organized into Core I and Core II courses. Core I courses will 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 will emphasize writing, information literacy, and multicultural and international thinking. Before teaching either a first year seminar or another course with a critical thinking designation, faculty will complete faculty development emphasizing effective use of critical thinking pedagogy. Students also will be required to complete a series of approved courses in the general education disciplines, designated as Core II courses. Finally, all students will 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 (CT) and active learning (100- or 200-level)

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

Students will submit artifacts from the general education core to an electronic portfolio as follows:

- Artifact from first year seminar.
- Artifacts from other Core I critical thinking courses
- Artifacts from Core II courses
- Artifacts that allow assessment of multicultural and international outcomes.
- Artifacts that allow assessment of discipline specific writing.
- The capstone experience project.

- Student Surveys: In addition to the surveys conducted on Assessment Day, the Office of Assessment and Program Review surveys graduating seniors and recent graduates annually.
 - 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, Marshall is participating in *MAP-Works*, a retention program that includes an early risk survey for entering freshmen.
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 workshops with chairs and faculty and it also was a suggested activity during Assessment Day.
 - Providing faculty with support in developing syllabi that make the connection between student learning outcomes and assessment measures
 - New Faculty Orientation that includes the faculty role in assessment
 - Semester long workshops on course design, which include assessment of student learning
 - Workshops on effective teaching sponsored by the Center for Teaching and Learning
 - Fall teaching conference, presented and attended by Marshall faculty, sponsored by the Center for Teaching and 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 Collegiate Learning Assessment (CLA).
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.
6. Use assessment results for continuous improvement and accountability.
- Of the 70 Program Assessment reports reviewed by the University Assessment Committee and the Office of Assessment and Program Review during the 2007-2008 academic year, 20 achieved a score of 3 in the areas of the feedback loop, indicating that they used assessment data to improve student learning. Thirty programs achieved a rating of 2, indicating that data were collected and considered in program planning, but that the program did not sufficiently show

that data were used to improve student learning. Four programs achieved a score of 1, indicating data collected but not used; and 16 programs achieved a rating of 0, indicating that the feedback loop was not described. The Office of Assessment and Program Review is working with programs to improve these results.

- During the 2008 – 2009 academic year, 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.
- Sixty-five program annual assessment reports (28 undergraduate and 37 graduate) were reviewed in the spring of 2009. Sixteen undergraduate degree programs and 8 graduate degree programs completed program reviews and 8 programs (6 undergraduate and 2 graduate) failed to submit reports. Of the 65 reports received, 58 scored at the highest level (3) on learning outcomes, 2 scored at level (2), 2 scored at level (1), and 3 at level (0). Fourteen programs scored at level (3), 36 at level (2), 12 at level (1), and 3 at level (0) on assessment measures. Ten programs scored at level (3), 26 at level (2), 11 at level (1) and 18 at level (0) on the feedback loop (continuous improvement). A comparison of results for the feedback loop between 2008 and 2009 shows a decrease in the number of programs achieving at the highest level. This is a reflection of the rigor imposed by the new rubric. We will continue to work with programs to improve in both the areas of assessment measures and continuous improvement. These results are shown proportionally in Figure 1.

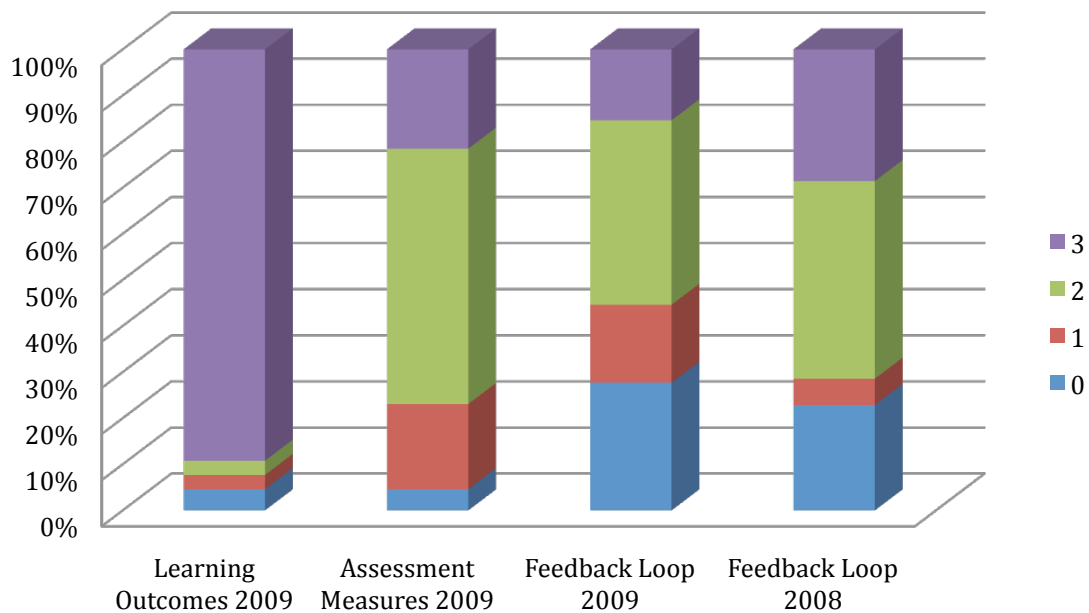


Figure 1: 2009 Program Assessment Results, with feedback loop comparison between 2008 and 2009

- Results of the CLA, the NSSE, results of student satisfaction surveys, and data from peer-reviewed literature on student learning, were used to inform the new core curriculum.

c. Institutional Assessment Program:

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

- Ten of the 65 degree programs that submitted annual assessment reports during 2008 – 2009 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 2008-2009:
 - One program will increase development of online courses and adopt a new textbook for a specific course to better meet the needs of students.
 - One program will monitor recent changes made in course requirements, develop a plan to support basic writing skills, use the qualifying exam to determine curriculum areas that need to be strengthened, and investigate the feasibility of adding additional concentrations.
 - Two programs will add application software and add a multicultural emphasis to online courses.
 - One program will expand course sections.
 - One program will study developing a new student orientation that deals with reflective essay submission.
 - One program will continue to refine its performance based assessment of student learning, which is helping it to identify students in need of help earlier than before.
 - One program will add significant elements to its curriculum.
 - One program will cover a specific topic more thoroughly, revise a teaching format, and use more active learning to address specific deficiencies.
 - Another program will add more active/applied learning to the students’ experience.

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.
- The new Bachelor of Science in Engineering (BSE) program submitted a self-study and had its first ABET visit in September 2009. Marshall will receive word of the outcome of this visit in the summer of 2010.

- The School of Journalism and Mass Communication (SOJMC) received a renewal of its accreditation for the maximum six-year period in 2009. Its accrediting body is the Accrediting Council on Education in Journalism and Mass Communications (AEJMC). This is the agency formally recognized by the Council for Higher Education Accreditation (CHEA) and the U. S. Department of Education for accrediting programs for professional education in journalism and mass communications at institutions of higher learning.
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.
 - The Director of Assessment and Program Review attended the HLC meeting in Chicago.
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)?
- CLA results show that our students are demonstrating critical thinking, analytic reasoning, and problem-solving and written communication skills at their expected level from 2005 – 2008. Seniors in 2009 showed critical thinking in the above-expected range, with Marshall's "value added" for that year being in the "well above expected" range. The new core curriculum, which will emphasize critical thinking, is currently being developed and will begin in the fall of 2010.
 - Marshall University participated in a CLA in the Classroom Workshop, hosted by the HEPC in Charleston in December 2008. This workshop allows curriculum and assessment leaders in the university to mentor faculty in incorporating pedagogical strategies to improve critical thinking among students.
 - The Executive Director of the Center for Teaching and Learning will use information from the CLA in the Classroom Workshop during faculty development for faculty who are teaching courses with critical thinking designations.
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 are available and accessible on the Marshall University website 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.

b. Goal. The University's 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 36 academic programs offered at Marshall University eligible for accreditation. 61% (22 programs) are accredited as indicated on the table above; 39% (14 programs) are not accredited. 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. Developments and Progress Toward Goals, 2008-2009

i. New Activities, 2008-2009:

- *Portal for Second Life:* In 2008-2009 the Marshall Technology Outreach Center provided general assistance and perform room reservations for the new MUOnline *Second Life* island.
- *Technology Training:* Technology training in various software programs, including the Microsoft Office suite, is being offered to Marshall's faculty and staff on a rotating basis.

ii. New Commitments, 2008-2009:

- *Second Life:* Utilization of the new MUOnline *Second Life* island for various functions including high school student recruitment and orientation as well as for professional development for K-12 teachers and counselors.

iii. New Achievements, 2008-2009:

- *MUOnline Island:* The MUOnline *Second Life* island has been completed and is live online.
- *Technology Summit:* Participated in Marshall's first Technology Summit by teaching classes on Microsoft Excel and Microsoft PowerPoint as well as staffing a *Second Life* vendor table throughout the Summit.

- *CAC National Marketing Award*: The Marshall Technology Outreach Center received a Cinema Advertising Council (CAC) national marketing award for its OCCHS Program's cinema advertisement. The OCCHS advertisement took first prize in the Top Digitally Animated Still Cinema Advertising category of the CAC's 2008 Creative Excellence Awards.

iv. Continuing Commitments, as Reported in 2008 Compact Master Report:

- *Second Life*: Maintenance of the MUOnline Second Life island, which includes updating and adding materials and information on an as needed basis.
- *Training*: Technology training for Marshall's faculty and staff including training on Microsoft Office 2010 during the upcoming 2010–2011 academic year.

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

Online College Courses in the High Schools (OCCHS) Program:

The Marshall University Online College Courses in the High Schools (OCCHS) Program continues to offer qualified high school students the opportunity to take Marshall University courses online--100% via the Internet--for college credit while they are still enrolled in high school. Each three-hour course offered through OCCHS is offered at a reduced cost of \$366 per course. The OCCHS Program gives high school students the opportunity to learn from Marshall University faculty and to earn college credit.

c. Goal:

Marshall University's goal is to offer a variety of courses with a method of online delivery that will expand student access to our programs, courses, and services and that will provide them with a high quality educational experience. To achieve this goal, OCCHS courses use Blackboard, a popular web based course-management tool. Courses are developed and taught by Marshall University faculty. These courses reflect the same scope and depth of material; students earn the same college credit offered through traditional face-to-face class settings.

To support Marshall's goals in the area of K-12 alignment, the University will continue to offer the following activities and programs as reported in the 2008 Compact Master Report.

○ **How to Succeed in College Course:**

The Marshall Technology Outreach Center (MTOC) has developed a free, online learning **course** for high school students called "*How to Succeed in College*." This interactive **course** allows students to experience the world of online learning while learning how to be ready for and how to succeed in a college/university academic environment. The *How to Succeed in College* **course** may be accessed online at <http://www.marshall.edu/occhs>.

○ **Virtual Fieldtrips & e-Missions:**

The MTOC is host to numerous virtual fieldtrips, which take place throughout the school year for K-12 students of all ages. E-Mission programs are virtual fieldtrips, which use distance-learning technology to create a live link between students and flight directors at NASA's "Mission Control," which is located at the Challenger Learning Center at

Wheeling Jesuit University. Participating in virtual fieldtrips allow K-12 teachers and students an opportunity to use technology in new ways.

- **High School Counselor Listserv:**

An up-to-date national electronic mailing listserv of high school counselors is utilized throughout the school year to send pertinent information to high school counselors involving professional development or student involvement opportunities. This listserv is continuously used to promote Marshall's outreach information to the K-12 arena.

- **Outreach Outlook:**

Outreach Outlook is an electronic newsletter, which is published regularly by the MTOC. *Outreach Outlook* articles focus on various outreach programs and projects, which contain Marshall University involvement. Primary focus is given to K-12 outreach programs and projects. The newsletter is sent electronically to the Counselor listserv and Outreach listserv groups. The Outreach Outlook newsletter is also posted online by the MTOC at <http://www.marshall.edu/mtoc/outlook.asp?pagetitle=Outreach%20Outlook>. Archived issues of the newsletter are also available online.

- **Outreach Roundtable:**

The MTOC Outreach Roundtable is comprised of both on-campus and off-campus individuals, who meet on a regular basis to collaborate on various outreach programs and projects. The Outreach Roundtable consists of both on-campus and off-campus individuals, who represent the K-12 system.

- **K-12 Liaisons:**

Members of the MTOC serve on various local K-12 committees and advisory boards including: the Wayne County Steering Committee, the Collins Career Center Advisory Board, Tech Prep Consortium, etc.

- **Outreach Database:**

The MTOC keeps an up-to-date database of Marshall University's various outreach programs and projects, which includes the annual number of population served by these outreach initiatives. K-12 outreach programs and projects are also included in this annual outreach database.

- **OCCHS & MTOC Web Sites:**

The Marshall Technology Outreach Center maintains the OCCHS and MTOC web sites, which are utilized on a regular basis throughout the school year via K-12 teachers and counselors to obtain information pertinent to the K-12 arena.

- **Professional Development for K-12 Teachers:**

In collaboration with the NASA Challenger Learning Center, MTOC offers distance learning professional development workshops for K-12 teachers on an as needed basis. Previously, graduate credit has been awarded to teachers attending these professional development workshops as a result of a collaborative partnership with the Marshall University Graduate College and RESA II.

- **COEHS Business & Marketing Curriculum Committee:**

The director of the MTOC serves on Marshall's College of Education and Human Services Business and Marketing Curriculum Committee in order to promote technology education in the business and marketing curriculum at Marshall.

- ***Second Life:***

A *Second Life* island is being developed, which will be utilized for various functions including high school student recruitment and orientation, as well as, for professional development of K-12 teachers.

- **CAC National Marketing Award:**

The Marshall Technology Outreach Center received a Cinema Advertising Council (CAC) national marketing award for its OCCHS Program's cinema advertisement. The OCCHS advertisement took first prize in the Top Digitally Animated Still Cinema Advertising category of the CAC's 2008 Creative Excellence Awards.

- **Technology Training:**

Technology training in various software programs, including the Microsoft Office suite, is being offered to Marshall's faculty and staff on a rotating basis.

d. Strategy/Rationale for Achieving Goals

The MTOC will continue to work closely with the K-12 environment to foster collaborative partnerships, which will be beneficial to both entities. To achieve this goal, MTOC will pursue the following avenues:

- K-12 school visits
- Participation in K-12 functions
- Promotional marketing directed towards the K-12 environment
- Development of K-12 contact lists and bulk mailings
- Membership and involvement in K-12 committees
- Presenting and exhibiting at K-12 sponsored events and conferences
- Personalized admission and registration of K-12 students in OCCHS courses
- Personalized assistance to OCCHS students
- K-12 student follow-up and tracking

11. Use of Instructional Technology

a. Data. Provide a description of institution's commitment to course and program delivery through instructional technologies.

Marshall University's continued commitment to course and program delivery through instructional technologies is evidenced in the enhancements made to various initiatives during the 2008-2009 academic year. These enhancements can be categorized under the following headings: New Activities, New Commitments, and New Achievements.

i. New Activities:

- Aggressive marketing of MUOnline new course development among faculty in all divisions on campus; participation in development of full online degree programs.
- Provision of a wider array of technology and information workshops designed to provide faculty and staff with hands-on experience and training.
- Movement from local hosting to managed hosting for the Blackboard (Bb) Vista learning management system.
- Review of implementation strategies for software upgrade to the new version of the Bb Learn 9 learning management system.

- Development of a new hybrid course model that incorporates 2-way video “live classroom” options provided by *Wimba*; faculty training is also a core component to this new project.
- Development of the MUOnLine *Second Life* island that can be used by the university staff and faculty for public relations, recruitment, meetings, or general educational purposes.
- Conversion of print reference resources in the Drinko Library to digital format with the influx of one-time e-course funds. Conversion of print items made way for the creation of a Learning Commons area in Drinko that added additional computer stations and flexible seating for group and individual study purposes.

ii. New Commitments:

- Annual commitment to provide a technology summit in conjunction with Academic Affairs to aid in disseminating new products and software for faculty instruction use.
- Annual commitment to provide embedded librarians and technologists in several courses to improve the information literacy skills of our students at all levels.
- 2010 or 2011 commitment (schedule TBA) to migrate MUOnLine course data and provide faculty training for the Bb Learn 9 software.
- Spring 2010 migration from the Education Testing Service’s *iSkills*™ exam to the newly vetted *iCritical Thinking*™ exam to aid in determining benchmarking information literacy skills among our incoming freshmen.
- A new annual financial commitment of 1% of e-course funds for the purchase of reference standing orders (full text online research materials) accessible to distance education students 24/7 via the library’s website.

iii. New Achievements:

- Inclusion of the embedded librarians in the First Year Seminar and Core Curriculum program commencing with the 2010 freshman class.
- Full participation among the librarians in development and delivery of ITL 100, a critical thinking information literacy course approved for the new core curriculum offerings that will go into effect fall 2010.
- Development and submission of a variable credit online course called, ITL 350: Instructional Technology and Computing, focusing on Web 2.0 technology and online research and critical thinking skills for the *Regents Bachelor of Arts (RBA) Today* accelerated online program sponsored by the Higher Education Policy Commission.
- Compilation and delivery of a free online module designed to provide prospective students with “How to Succeed in College” tips prior to their admission to MU.
- Provision of a Fall 2009 *Wimba* technology conference in which administrators, faculty and staff from Marshall and other institutions were invited to learn more about utilizing this technology in the live and online classroom environments.

Additionally, Marshall’s commitment is evidenced through the continuation of several initiatives already in place.

iv. CONTINUING COMMITMENTS:

- Ongoing financial support for MUOnLine and its activities (i.e., the support of faculty instruction and development, the MUOnLine personnel, hardware, and software affiliated with the program.)
- Ongoing financial support for university commitments such as campus-wide software and other centrally-funded commitments delineated in this report.

- Continuation of faculty and staff training and workshops designed to meet current and upcoming technology needs.
- Participation in the First Year Seminar and core curriculum program among all faculty librarians in the Information Technology unit in 2010-2011.
- Participation in the statewide *RBA Today* program.
- Ongoing support for the MUOnLine *Second Life* island and its activities or promotions.
- Continued participation in MU Assessment Day activities to provide feedback to improve instruction programming and information technology support for students and faculty.
- Provision of technology and development support for online courses (e-courses), t-courses, and v-classes that utilize the MUOnline learning management system and its software peripherals and add-ons.
- Continued support for the teaching and learning activities taking place in MUOnline via the Wimba Collaboration Suite; this also entails providing regular training and annual certifications for IT staff to ensure quality support for faculty and students.
- Ongoing maintenance of the “How to Succeed in College” module to aid in recruitment of new students.

v. University’s Continuing Commitment to Program Delivery:

Marshall University is dedicated to online teaching and learning; the University enjoys a reputation of leadership and innovation in this area for many years. Since the late 1990s, the e-course program has grown steadily as more courses, more faculty, and more students become an integral part of the online educational community. The MUOnLine e-course program at Marshall University is supported by the *Blackboard Vista Enterprise Learning System*. Upgrade to version 9 will take place during 2011. Faculty and students had been utilizing the *WebCT Vista* platform prior to a migration to the *Blackboard Vista* version during spring 2008. At that time, the former Center for Instructional Technology (CIT) initiated a comprehensive training program to aid faculty in making a smooth transition.

vi. Operating Costs:

MUOnLine was designed as a fully self-sustaining program to promote the development of online courses and degrees and support the infrastructure, technical and human, to deliver those courses and degrees. Marshall continues its commitment to maintain this funding model, which is especially important during years of significant base-budget reductions in State appropriations. MUOnLine is built on an entrepreneurial model according to which students are charged a single per credit fee for online classes that is put into a revenue fund. These funds are used to pay for instruction, development of courses, hardware and software upgrades, infrastructure, bandwidth, technical support, and library services and personnel. In addition, a substantial portion of the revenue (44+%) is transferred back to the institution in the form of indirect and special purpose funding.

The revenue account is a rolling account that is allowed to carry funding over from year to year—an essential element in any entrepreneurial endeavor to provide upfront capital for replacement or improvement of technical systems or for building capacity to support growth. Annual salary, maintenance, software, and resource inflation necessitates steady growth of no less than 10% per year. A plateau in online course enrollments is predicted in the e-course literature; however, a complete reorganization of this area was initiated to address current and future needs in light of these projections. Revenue is generated through fees charged and collected. Since the program is self-sustaining, a drop in revenue has a direct impact on operations and staffing levels. Estimates are based on past enrollments of existing classes and the number of new classes anticipated for the year. Operational expenses will vary with

factors such as the price of equipment; number of new courses developed, increasing capacity to meet demand, and unfilled staff positions.

Operating Expense Variables—2008-2009 Moving Forward:

- Staffing levels change as support needs (enrollments) increase.
- HEPC-subsidized statewide software license for *Blackboard* could change and/or increase significantly in addition to an increase in Oracle software support fees.
- Increased demand creation a need to expand technical capacity, which in turn requires additional software: *Wimba*, e-portfolios, plagiarism avoidance software, library content and delivery services etc. that require additional staff support and training in addition to software and hardware maintenance costs. Changes to the undergraduate general education requirements, through the creation of a new core curriculum, place greater demand on technological capacity through an increase in volume of use, especially through the utilization of an e-portfolio system designed to augment the University's assessment program.
- Hardware pricing and needs change, often mid-semester, based upon demands of changing pedagogy and software overhead require an annual reassessment of the hardware infrastructure to meet production requirements.

Summarized Operational Expenses for 2008-09:

Expenses vary from year to year depending on activity and can change mid-semester depending on demand for services or hardware/software to support growth. Expenses will occasionally exceed revenue in a given year: as demand increases it is sometimes necessary to increase staff levels to improve capacity. Austere budget measures have been in place since 2008 to conserve revenue and limit unnecessary spending.

Hardware/Software	\$	506,427
Salaries	\$	571,500
Faculty Development	\$	116,000
Faculty Instruction	\$	1,840,644
IT Support	\$	647,000
Estimated Total Operational Expenses	\$	3,681,571

- ***Hardware/Software*** includes the licenses for all applications and the more than 30 servers supporting online learning applications. Hardware investments are over \$1 million in life-cycled equipment.
- ***Salaries*** include Learning Management System Administrators, Director of the MUOnLine Design Center, Instructional Designers, Digital Learning Team stipends, part-time faculty Liaison/FDCOMI Chair, undergraduate and graduate student e-course developers. Full time employees and several student support positions are supported 100% by E-Course revenue. The reorganization also added some staff lines and increased the annual allocation from last year.
- ***Faculty Instruction*** includes course development stipends, training materials, course development contracts, and faculty resources. In 2008-2009, there was a \$275,000 increase in payment to faculty from 2007-2008 to 2008-2009.
- ***Instruction*** includes payments to faculty for instruction (faculty overload) or transfers to departments for instruction (faculty in-load). A faculty member

teaching an e-course as an overload is paid \$70 per student at the end of drop/add and \$70 per student completing the course for a three-credit course. For classes taught in-load the funds are transferred to the department.

- **IT Support** includes server support based on the standard support rate schedule, salary support for non-classified IT staff, 2 Helpdesk positions, and internet bandwidth. Funding provides IT areas ability to increase and retain staff. This provides basic services that support not only the online course but also all other areas of the institution (Online learning impacts almost all IT areas.)

Other Operating Cost Considerations

- **Course Management Administration:**
MUOnLine is linked to the SCT *Banner* integrated learning management system with infrastructure exceeding \$1 million, maintained by the technical staff within the University Computing Services division of Information Technology. *Blackboard* provides managed hosting services. However, technicians are needed to maintain the special purpose software included within the course management system.
- **Media Streaming and Special Purpose Software and Services:**
MUOnLine also includes several software peripherals such as the *Wimba Collaboration Suite* that enhance the online delivery experience. Faculty make good use of academic support programs such as *Wimba* tools, media servers, *Turnitin.com* anti-plagiarism software, *Respondus* assessment development tools, library document delivery, etc. The Bursar sets the annual tuition and fees based on Board of Governors action in the spring of each year. The e-course fee was increased by \$11 per credit hour. This became effective on July 1, 2009:

High School Students	Undergraduate/CTC Students	Graduate Students
\$122.00 per credit hour	\$197.00 per credit hour	\$273.00 per credit hour

The current e-course fee allocation is broken down into these portions:

UNDER-GRADUATE

Recipient	Percent	Est. Dollar Amt.	Purpose
Univ. Administration	43.40%	\$ 85.41	Supports University indirect costs – Univ. Finance Office
Faculty	22.20%	\$ 43.65	Includes faculty pay and development stipends
IT Overhead	18.50%	\$ 36.37	Includes MUOnLine support (software, hardware, personnel)
Colleges	15.00%	\$ 29.57	Includes central support for TECI & other college-specific technology
Auxiliary Fee	1.00%	\$ 2.00	As per FA-10 passed 2006
Total	100%	\$ 197.00	Per credit hour (undergraduate)

GRADUATE

Recipient	Percent	Est. Dollar Amt.	Purpose
Univ. Administration	42.20%	\$ 114.80	Supports University indirect costs – Univ. Finance Office
Faculty	22.60%	\$ 61.57	Includes faculty pay and development stipends
IT Overhead	18.70%	\$ 50.97	Includes MUOnLine support (software, hardware, personnel)
Colleges	15.30%	\$ 41.66	Includes central support for TECI & other college-specific technology
Auxiliary Fee	1.10%	\$ 3.00	As per FA-10 passed 2006
Total	100%	\$ 272.00	Per credit hour (graduate)

Indirect and Mandated Project Support Expenses for 2008-09:

Note that 44% of the fees collected are transferred out of the e-course account as university indirect funds. Project support is a flat amount regardless of enrollment and is transferred out of the account at the start of the fiscal year. Only 19% of the revenue is used for IT overhead costs; another 15% goes right back to the colleges for support of their software licenses or subscriptions, and other technology-related necessities.

Video Classrooms	\$ 40,000
Library Document Delivery	\$ 27,000
Library Print-to-Digital Project	\$ 136,000
Technology Enhanced Classroom Initiative (TECI)	\$ 200,000
Desktop Software License	\$ 263,000
MUGC Tech Support (Ended June 30, 2009)	\$ 67,330
Bandwidth	\$ 50,000
Booth Support (IT-COS)	\$ 6,000
MUOnLine Operating	\$ 188,000
Total	\$ 977,330

Faculty payment:

The income generated by overload teaching demonstrates the entrepreneurial spirit of the faculty who develop and teach in the MUOnLine program. E-course instructors are paid \$140.00 per student if they teach e-courses as an overload. New course development stipends can yield a faculty member as much as \$4,000 per course. Faculty who are presenting or attending conferences or workshops related to technology and online teaching learning can obtain travel stipends when funding is available.

Based on a formal proposal and review process, faculty are eligible to receive up to \$2,000 to support travel during the academic year. Revenue generated by the e-courses is allocated to the faculty member's academic unit if e-courses are taught inload. Inload teaching increased by 10% from last year.

	Inload to Dept	Overload to Faculty	Total
Fall 2008	\$ 283,455	\$ 382,065	\$ 665,520
Spring 2009	\$ 318,340	\$ 426,830	\$ 745,170
Summer 2009	\$ 74,480	\$ 448,085	\$ 522,565

Total	\$	676,275	\$	1,256,980	\$	1,933,255
%		35%		65%		

MUOnLine Outreach:

- *To traditional students.* Faculty are utilizing MUOnLine to support traditional courses for assessment, communication, e-reserves, and research support purposes. This has provided options for students who are commuting or live in areas in which libraries are not accessible. Traditional students can supplement current course schedules with e-courses to stay on track or add a second content field while graduating within four years.
- *To distance students.* Many are also using MUOnLine to generate blended or hybrid courses that allow students to join sessions remotely without using satellite network classrooms or 2-way video rooms. Distance student can experience the live lecture in the comfort of their own homes/offices and communicate with the professor and fellow students by using low-cost web cams.
- *To K-12 students.* The Marshall Technology Outreach Center within the MU Information Technology unit provides programming to encourage and facilitate K-12 participation in the e-course program. The Online College Courses in the High Schools program provides K-12 students with the option of taking several general studies courses online prior to coming to campus.

Increasing Student Contact:

The MUOnLine e-course program has grown an average of 14% for enrollments and 11% for new courses over the last five years with very little attention to marketing and promotion. With new staffing and reorganization initiatives, the MUOnLine program now participates actively in student orientation and retention programming conducted by Admissions, the Office of Recruitment, and Academic Affairs.

Outreach Strategies:

- *Student life participation:* MUOnLine is visible and participates in orientation, open houses, and other student activities or events that draw prospective and new students, undecided majors, and general student populations at both the graduate and undergraduate levels.
- *Social and viral networking:* New technologies added to MUOnLine provide student collaboration and social networking options to aid in online group work and communication with classmates and faculty.
- *MUOnLine sponsorship of student activities and groups:* While all of the members of the MUOnLine staff participate in campus committees, our new focus includes sponsorship or oversight of student groups such as honoraries, service organizations, or clubs.
- *Meeting student demands for more complete programs online:* Providing more complete degree program offerings in the web-based environment is a primary goal in 2010-2011 and a recent addition to the President's strategic plan.
- *Meeting student demands for cost-saving alternatives:* Commuter students are also demanding more programming online. Blended or hybrid courses have always been a method to encourage faculty participation in the MUOnLine program. Rising gas prices and major economic issues related to nontraditional and commuter students have contributed to a recent increase in student e-course inquiries and online faculty development.

Curriculum areas:

The Master of Arts in Elementary Education and Master of Arts in Secondary Education can be obtained completely online. While the complete degree offerings are limited, students can obtain a significant number of credits online in the following subject areas:

Adult Technical Education
Anthropology
Art
Chemistry
Classics
Communication Studies
Counseling
Criminal Justice Studies
Cultural Studies
Curriculum & Instruction
Economics and Finance
Educational Foundations

Elementary & Secondary Ed
Engineering
English
Exercise Physiology
Family & Consumer Science
Geography
Health Sciences
History
Integrated Sciences
Journalism
Leadership Studies
Legal Environment

Library Science
Marketing and Management
Mathematics
Philosophy
Physical Education
Psychology
Reading Education
Religious Studies
Sociology
Spanish

Student satisfaction:

The 2008-09 CourseEval™ return rate for e-course evaluations is approximately 38%. Data retrieved via the *CoursEval™* system indicate that most courses receive positive responses from students. Mean scores are listed in the 4.0 to 4.4 range for the following questions using a standard Likert scale ([SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1)

The instructor followed his/her syllabus.	4.4
The instructor gave clear explanations to clarify concepts.	4.1
The instructor was supportive in academic situations.	4.2
The instructor showed enthusiasm when teaching.	4.2
The instructor informed students of their progress.	4.4
The instructor's use of examples helped to get points across in class.	4.1
The instructor adequately explained the grading scale.	4.4
I believe that I learned in this class.	4.4
The objectives of the course were well explained.	4.3
The instructor treated me fairly.	4.3
The instructor was enthusiastic about the course material.	4.2
The instructor encouraged students to ask questions.	4.3
The instructor provided me with an effective array of challenges.	4.3
The course was well organized.	4.0
The instructor carefully answered questions raised by students.	4.1
This course challenged me intellectually.	4.4
The instructor treated students with respect.	4.4
The instructor presented material in a clear manner.	4.1
I have become more competent in this area because of this course.	4.3
The instructor used class time well.	4.0
The instructor seemed genuinely interested in wanting me to learn.	4.3
I would recommend this instructor to other students.	4.1

Future trends:

- *First Year Seminar:* Beginning with the Fall 2010 (AY 2010-2011), embedded librarians will participate in the new general education curriculum; MUOnLine staff will participate in hybrid courses as embedded technologists. The new focus on critical thinking and the development of thinking domains among all the disciplines in general education will help prepare students for their content areas. The library profession is changing dramatically. The literature stresses a need for librarians to cultivate curriculum partnerships to ensure information literacy skills can become part of student development.
- *Hybrid courses:* Hybrid or blended T-courses that utilize *Wimba Live Classroom* and other tools within the *Collaboration Suite* will become more popular as the economy continues to impact families and students. Hybrid courses can also provide a “green” option for environmentally conscious students who have cut

back on commuting and faculty who are willing to adapt their teaching styles to this new format. Hybrids can also provide a more secure copyright-compliant location for curriculum support materials such as e-reserves, multimedia resources, and textbook supplements. As more new technologies that facilitate the teaching-learning process emerge such as *Wimba*, hybrids can be the hook that encourages our faculty to develop fully online courses with multimedia components without a significant learning curve or need for expensive equipment.

b. Goals and Strategies/Rationale

Goal 1: Grow the MUOnLine program to meet curriculum delivery needs.

MUOnLine anticipates that the e-course program will continue to grow at a steady rate over the next five years; however, to remain competitive among other online programs such as ITT Tech, Strayer University, University of Phoenix and others, full degree programs must be developed by the academic units.

Strategies:

- Support Academic Affairs in their new effort to encourage and foster full degree development online.
- Provide resources and opportunities to faculty for development purposes.
- Implement more varied and frequent training opportunities for faculty.
- Design programming that encourages new faculty participation.
- Compile local assessment reports that help anticipate student and faculty needs.
- Implement new hardware/software to facilitate increases in use.
- Add technical and design staff/faculty to aid in meeting growth needs.
- Adapt quickly to shifts in trends and realities.

Rationale:

- In addition to strategic planning initiatives to provide more full degree offerings electronically, the university has a commitment to provide faculty and students with a thriving quality online learning program.
- A reorganization and reallocation of faculty and staff to the MUOnLine program took place to eliminate high-paid administrative salaries, condense academic support units, cross-train staff, and align divisions to better serve faculty and students.
- Continued growth and retention of staff is expected under this new model.
- Tools must be updated regularly along with the skills to provide timely and relevant guidance to faculty and student users in one-on-one or group settings.
- Information technology staff must stay abreast of new technologies to remain relevant in the teaching-learning process. MUOnLine is committed to fostering IT staff and faculty development.

Goal 2: Add new and improve existing MUOnLine services to support participation in the teaching-learning process.

Online courses are the most important aspect of the MUOnLine program but not the only facet of online teaching and learning. Other services will be expanded to address pedagogical and critical thinking initiatives.

Strategies:

- Execute best practices for the pedagogy of online teaching-learning.
- Create a hybrid e-course program with a self-sufficient funding model.
- Disseminate data from assessment tools to help enact positive change.
- Stress the academic aspect of e-course programming, development, and design to aid in faculty collaboration.

Rationale:

- MUOnline's approach to future enhancements in course offerings is designed to remove certain potential barriers.
- Developing partnerships with academic units and fostering collaboration among faculty within the existing community and committee structures aids in communication and networking.
- By infusing a more academic and collegial approach to all activities in the MUOnline division, the e-course program and its staff will become a more integral part of the faculty community on campus.
- Faculty in IT already participate in governance and the campus committee structure; librarians have participated fully in the general education revision and development of the First Year Seminar.
- Hybrid course development can aid in providing students with more options for traditional courses while sparking interest in online course development among the faculty.
- Consumers are not the only groups "going green." A more environment-conscious student population has necessitated attention to these issues in all facets of university life including rethinking the traditional classroom delivery mode.
- Currently H1N1 virus pandemic issues also encourage faculty and student use of MUOnline to provide classroom support and business continuity in case of illness and absence from work or class for an extended period of time.
- Recruitment and retention are critical to the university's ability to meet financial needs in light of dwindling state funding levels. Flexibly scheduled and varied course offerings can aid in retaining existing students and enhancing recruitment efforts.

12. Career Services and Placement

a. Data and Goals: Provide description of institutions 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. Goals and Follow-Up Studies on 2008-2009 Marshall University Graduates

Tracking students following graduation is a challenge. The University's goal is to increase the response-rate participation in an annual graduate survey to 25% over the next two years. Marshall had a 7.7% response rate for the 2009 graduation survey.

The graduation survey conducted by Career Services, in conjunction with the Office of Assessment and Program Review, in 2009, addressed questions to May 2009 graduates questions about placement and follow-up to graduation activity. Substantive highlights from that survey concerning career placement and job activity and planning are:

- 117 responses were received from 1,512 questionnaires—a 7.7 % response rate
- 55 graduates (47.2%) reported they are or will be working full time upon graduation.
- 54 graduates (46.6%) reported they were currently employed in the state of WV.
- 8 (7%) reported they would continue to work at the currently held job.
- 9 (7.9%) reported they would work in the private sector.
- 7 (6.1%) reported they would work for a federal, state, or local agency.
- 7 (6.1%) reported they would work for a non-profit organization.
- 7 (6.1%) reported they had no plans at the time of completing the survey.
- 10 (8.8%) provided some other kind of response.
- 50 (43.9%) reported they plan to attend graduate school.
- 3 (2.6%) declared military enlistment.

Career Services also partnered with *Workforce West Virginia* to gather data concerning recent Marshall graduates employed in the State of West Virginia. Data was secured for the 2008-2009 academic year for Marshall University graduates. The data collected report employment of Marshall graduates in the first and third quarters following graduation. This information is not cumulative. So, if a student were employed in the first quarter after graduation but not after that, they will not appear to be employed in the report and the converse is also true. The data are not complete or necessarily reliable but the initiative is intended to offer an understanding of employment trends over time. The following are highlights of this data set:

- Total Graduates reported: 2,586
- Graduates Who Entered Employment in the 1st quarter after graduation: 1,487 (58%)
- Graduates Who Retained Employment for 6 months: 648 (25%)
- Graduates Who Were Employed in the 3rd Quarter after graduation: 684 (26%)

The number employed in the third quarter after graduation is low because three full quarters of wage reporting had not elapsed since the spring semester of the 2008 academic year. By May 2010 more solid data should be available on the 2008 graduates. The request to secure information about graduate placement in surrounding states is ongoing. Marshall's goal is to secure such information and report it in the 2010 update.

ii. Continuing Activities Reported in the 2008 Compact Report

Marshall University's Career Services' goals, as reported in 2008, remain in tact. Career Services has a mission to be proactive in preparing students for employment opportunities and to facilitate linking students as prospective employees with employers through employee partnerships and relationship building. This process begins by assisting a student with developing a career plan through career assessment, self-evaluation, face-to-face counseling and appropriate referral for those that are undecided. Some students may need assistance with the job search process. Whatever the situation (mandated or volunteer participation), Career Services' staff believe it is imperative that students have access to the services provided. A variety of published studies have shown that those students who access and utilize career services are more likely to have successful job placement (cf., ERIC-ED399829, "Success of On Campus Recruiting").

Marshall's Career Services activities and programs identified in the 2008 Compact report are continuing through academic year 2009-2010. The following digest of each activity and initiative provides a sketch of 2008-2009 activities.

1. **Job Location and Development:** In 2009, Marshall's Career Services Office embarked on a plan to expand and to enhance the partnership with the Office of Financial Aid in order to assist placing work-study students in their field within the community. Many of these settings are with non-profit organizations. During the summer 2009, Career Services staff held meetings with local non-profit agencies to identify their respective needs for student workers. Staff and agency contacts discussed the importance of meaningful working situations and matching fields of study with work. These jobs will be promoted to students that qualify for work-study in a variety of methods. We will implement this program for academic year 09-10.

Data point: In the 2008-2009 academic year and summer of 2009, 577 Marshall University students were placed in part-time work on and off campus, earning \$2,207,601.

2. **JobTrax:** In 2008-2009, Career Services improved the ability for students to develop better resumes with an enhanced software program linked to JobTrax.

Data point: Visits to the JobTrax site during AY 2008-2009 totaled 52,573

3. **Internships:** The Office of Career Services is partnering with College of Liberal Arts and College of Information Technology and Engineering to help develop and implement wider use of internships. We are also exploring the possibility of an alumni-mentoring program to connect students with alumni who could assist with job placement and connections to employment opportunities. Preliminary work on this initiative started during the Fall of 2009; and the initial or preliminary results will be reported in the 2010 Compact update.

4. **Career Fairs:**

Data points: Career Fairs student attendance totaled 1,760, with representatives from 90-100 employers attending. 120 students and 23 school districts attended the Educator Expo.

5. **Career Services Website visits:** Between December 1, 2008 and August 30, 2009 there were 82,904 Visitor Sessions, 27,989 unique visitors, 8,120 repeat visitors, and 19,799 one time visits to the Career Services Website. There were 634 new Sigi 3 (Self Exploration for Career Development) users.

Data point: 1062 Resumes were reviewed; 117 cover letters were reviewed, and 211 other documents were upload to the JobTrax site.

6. **Skill Development:** Because of the economic recession and the decline in open employment positions for students, Career Services is developing plans to connect to students at all levels of education. Therefore, we continue to partner with colleges and programs through presentation communications.

Data points: Career Services made 58 University College presentations reaching 1,100 freshman students; we also made 28 additional classroom presentations reaching approximately 560 students. During academic year 2008-2009, Career Services held weekly informational table and resume workshops. Additional activities included: Etiquette Dinner for 40 seniors and juniors; a job search work shop for seniors and the community. Six (6) of these workshops were held with 100+ students attending.

Additional Continuing Activities: We continue to partner with the College of Education, Department of Accountancy and Legal Environment, Department of Sports Management and

Marketing, and the graduate Forensics Science program to provide targeted professional development for their students. Each program decides what the requirements will be and works with the Career Services staff to implement the training and evaluation.

13. Institutional Financial Aid

a. Data including description of Marshall's financial aid programs.

Marshall University participates in a wide variety of federal and state financial aid programs as well as providing institutional scholarships funded by the University. Through the generosity of many private and corporate donors, scholarships are funded through the Marshall University Foundation. Additionally, students are awarded scholarships by external organizations and other outside sources, which are processed and monitored by the Financial Aid Office.

- In 2008-2009, 82% of the undergraduate student population at Marshall University received \$74,867,001 from all sources noted above.
- In 2008-2009, the total dollars awarded for students receiving need-based and merit-based financial assistance was \$55,043,802, which reaches 77% of the total undergraduate student population.
- The total dollars paid from institutional funds for need-based and merit-based, including tuition waivers is \$10,077,606.
- 8% of the total undergraduate student population, 784 students, received need-based aid.
- Institutional commitments have increased over the past academic year 2008-2009 with the creation of the Appalachian Region Scholarship. This scholarship program provides a partial tuition to academically talented students from Alabama, Georgia, New York, North Carolina, South Carolina, and Tennessee. Discussions regarding creation of additional institutional scholarship programs are ongoing.
- The University is committed to providing resources to fund all eligible scholarship students based on the established criteria for the Institutional Scholarship Program.

b. Goal.

Marshall University strives to provide access to higher education for all students through the use of financial aid and scholarship assistance while attracting and retaining high-quality students. Financial Aid policies for both need-based and merit-based aid are reviewed regularly to assure meeting the expectations and standard of the current student profile, established institutional goals, and state and federal regulations.

Marshall University, through its Office of Financial Assistance, attempts to respond in a timely and effective manner to any change occurring at the state or federal level. During the past academic year, 2008-2009, the University elected to participate in the new Federal Teach Grant program, which has expanded financial aid opportunities for students meeting qualifications for this program. The need to deliver financial aid in a timely fashion remains a high priority as it is a determining factor in meeting the needs of students attending Marshall University.

c. Strategy/Rationale

Financial Aid is recognized as a key element in a student's decision to enroll at Marshall University. Therefore, the University has developed a specific strategy for packaging financial aid ensures that the appropriate funds go to a targeted population. This packaging has become one way the University can leverage financial aid to meet the needs of students and meeting the goals

of the institution. Another strategy used by the University is to increase merit-based aid to non-resident students. This strategy has permitted the University to recruit more non-resident students, i.e., out-of-state students, as a result of changing demographics in the state and the real decline in the in-state high-school graduating senior pool.

14. Programs of Distinction

a. Data

Marshall University		Previous Years			Base Year	Compact Goals				
Measure		2004	2005	2006	2007-2008	2008-09 (prelim.)	2009-10	2010-11	2011-12	Target 2012-13
Programs of Distinction										
	PsyD enrollment	25	31	37	38	44				
	PsyD degrees conferred			3	3	7				
	MS Forensics enrollment	28	28	39	42	32				
	MS Forensics degrees conferred	14	7	18	19	17				
	BSN Nursing Enrollment	353	347	331	341	373				
	BSN Nursing degrees conferred	65	85	86	78	75				
	BS, ISAT enrollment	129	107	87	78	71				
	BS, ISAT degrees conferred	27	18	24	18	19				
	BFA, Visual Arts	223	233	216	198	202				
	BFA, Visual Arts	30	29	35	29	51				
	BA, Journalism enrollment*	406	403	374	367	304				
	BA, Journalism degrees conferred	54	55	49	52	59				

b. Goal: Marshall's goal for 2009-2010 is to define the elements of a procedure that will be used annually to derive a list of prospective programs eligible for the designation as a *program of distinction*. This process should and will incorporate and coordinate already existing processes, such as the results of annual academic program review, faculty productivity in referred publications and grants/contracts activity, program impact on the community and mission of the university, student success measures, and evidence of professional organization recognition.

c. Strategy/Rationale: Marshall University continues to enhance the quality and presence of its academic programs nationally and internationally, both in terms of scholarly activity, community outreach, and mission, across a broad spectrum of programs offered at the graduate and undergraduate levels. The enhancement of academic programs results from an in-place assessment and program review process that emphasizes a continuous improvement model. However, Marshall has not integrated that assessment and program review process into a broader process for determining programs of distinction as defined by HEPC Compact expectations, even though our program review process permits a designation as a *program of excellence*.

Enrollment trends and degree conferral rates, as represented in the table above, demonstrate popularity of certain academic and professional programs among students, and thus demonstrate enrollment strength for future planning. Among such a grouping of academic programs that demonstrate consistent enrollments, in terms of declared degree-seeking students and degree conferral rates, Marshall could include the programs listed in the table above: Psychology Doctorate, MS in Forensic Sciences, BS in Nursing, BS in Integrated Science and Technologies, BFA in Visual Arts, BA in Journalism and Mass Communication. But there are additional elements to consider when determining whether any program has met the standards defining the threshold for designation as a *program of distinction*, such as employment and placement of students in the field following graduation.

To designate these or any other program as a *program of distinction*, based upon two fundamental factors or elements, i.e., declared majors and degrees conferred, would be a disservice to the designation and the prospects of other programs that may deserve the designation. To identify the

distinctiveness of an academic program on the basis of declared majors and degree conferral rates would not take into account several other necessary elements, such as faculty achievement in referred publications, research and scholarly grant/contract productivity, periodic program review results, and considerations of student retention, persistence, and student success and placement. In addition, unique designation through a professional accrediting agency, as was the case last year with Marshall's Department of Accountancy and Legal Environment, which received its own independent AACSB accreditation, should play a part in such naming.

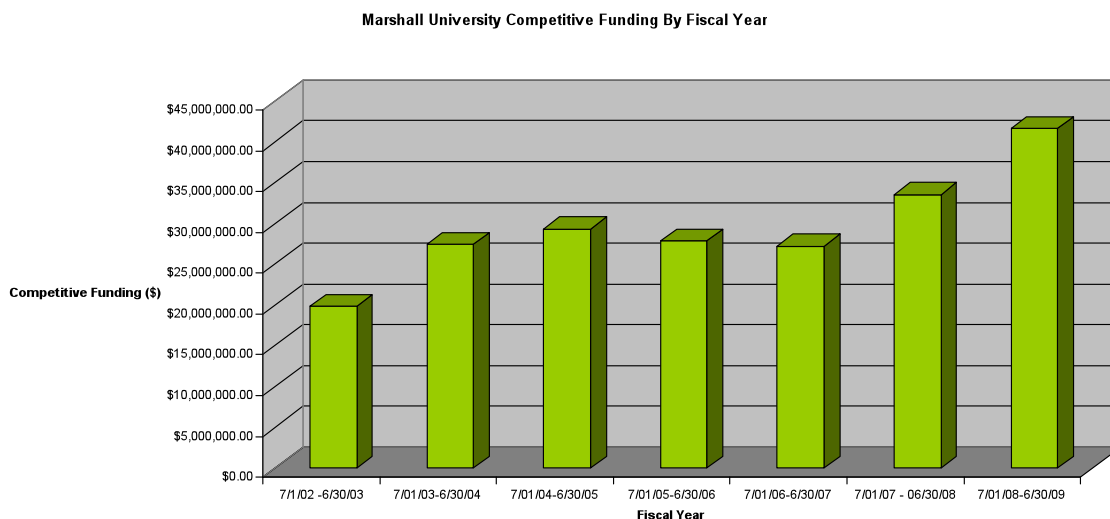
There is another consideration: within the current fiscal climate, at the state level and at the institutional level, Marshall must be cautious with regard to the budgetary ramifications of designating a program as distinctive. With such a designation comes the expectation of additional resources through new allocations or reallocations intended to support further development of the program. And this should be the case. But without the resources needed to take such steps, even with the possibility resource reallocation, the designation as a program of distinction itself is insignificant.

B. Required Compact Elements for Marshall University

1. Efforts to promote and expand academic research and development

i. Progress in 2008-2009: Summary of Achievements and Progress Toward Goals

Marshall University's progress toward its research activity goals has continued at a steady pace, as shown in the plot of grant-derived revenue shown in Figure 1. In 2008-2009, Marshall reached the \$46.8 million level in grant-derived research funding (cf., Table A below). Since the articulation of the research plan, and as reported in the 2008 Compact Master Report, key developments have centered around achieving dramatic progress through leveraged investment of State, State-administered Federal, and University funds.



- Academic year 2008-2009/fiscal year 2009 was a banner year in which investments in the EPSCoR and Research Challenge Fund supported Cellular Differentiation and Development Center programs paid off in increased submissions and ultimately in competitive NSF and NIH awards to two of the supported junior faculty from the College of Science. The ADVANCE-EPSCoR senior faculty-researcher cohort submitted and

were awarded an NSF MRI grant for a confocal microscope. These achievements not only bode well for the future of Marshall's research agenda but they demonstrate continuous improvement in the quality and dedication of faculty-researchers Marshall is able to recruit.

As such, recently the arrival of new faculty hires help to distinguish the faculty in the STEM disciplines: two faculty have been hired in chemistry, one in biology and two in engineering. This cohort has received considerable start-up support from University resources and already has distinguished itself with a joint NSF-sponsored research with South Carolina, a Cottrell fellowship and Alfred P. Sloan Fellowship and transportation-oriented work with the state Department of Highways.

- Additional research support was provided during the 2008-2009 academic year through ongoing programs in grantsmanship delivered by MURC personnel. The MU-ADVANCE program has served as a laboratory to improve and extend current offerings through the jointly sponsored grant chats and grant boot camp. (The ADVANCE program is described in detail in section 5 of the Compact Elective Elements of this document.) An active program in training and utilization of the Community of Science (COS) database has also been initiated and broadly implemented this year. The COS on-line tool allows researchers to identify opportunities through customized searches, and has been very well received.

- In the sector of hiring senior, grant-experienced personnel, Dr. Eric Kmiec was hired (January 2009) under the ESRE program from the University of Delaware to serve as Director of the Marshall Institute for Interdisciplinary Research, bringing over \$1MM in NIH funding and a group of eight researchers with him and achieving several new awards during the year. He was successful in hiring the first scientist, Dr. Joan Wilson (July 2009), an expert in non-coding RNA.

The ESRE Professor of Diabetes and Cardiovascular Disease in the Joan C. Edwards School of Medicine, Dr. Jung Han Kim was also hired (October 2009) in the Department of Toxicology and Pharmacology, Physiology. Dr. Kim was hired from the University of Tennessee. Dr. Kim studies the link between gene dysfunction and type-2 diabetes and obesity, a major health issue for Appalachia. Dr. Kim brought a major NIH R01 grant funding to Marshall, along with funding from foundation sources, amounting to over \$1MM over the next several years to develop a new animal model for studying this important problem.

- The WV-INBRE award was re-funded for \$17 million over 5 years and was able to secure four stimulus funding derived supplements. This important program continues to be a beacon of scientific collaborative leadership between WVU and Marshall, and has awarded significant research funding to a broad sector of the PUIs in West Virginia.
- A collaborative proposal for a Clinical and Translational Science Institute was developed in conjunction with WVU, and construction of a CTS Center was initiated through federally earmarked funds.
- Through the efforts of the Division of Science and Research of the HEPC, an NSF cyber infrastructure grant, CI-Train, was awarded for visualization technology in the Marshall College of Information Technology and Engineering in partnership with the University of Arkansas and WVU.

- Planning began in July 2009 for a new engineering building which was authorized for \$25million in State bonds. Efforts to supplement these funds with Federal and private sources are underway.

ii. Continuing Efforts to Promote and Expand Academic Research and Development

Marshall has developed an approach, which it will continue to pursue, to expand its research activity in a four-fold manner:

- Recruiting research active faculty at junior and senior levels.
- Focusing activities in areas of excellence in biomedicine and transportation/logistics and strategically developing new foci in a programmed manner.
- Incentivizing research activity.
- Developing physical and cyber infrastructure necessary to support and sustain the activity.

Marshall's strategy for increasing the scope and capability of its research enterprise is embodied in the Marshall University Strategic Initiatives,¹ endorsed by the Marshall University Board of Governors and under implementation since early 2006. This vision establishes the University's foremost priorities and serves as the integrated roadmap for advancing the University. Holistically, furthering economic development in West Virginia, nationally, and internationally through entrepreneurial research is one of the fundamental expectations of this plan. The research-related initiatives include:

- Increase extramural grant and contract funding, which partially offsets compensation and research operating costs.
- Increase royalty and equity income from intellectual property commercialization.
- Complete the necessary steps to establish a 4-year, ABET-accredited engineering degree.
- Focus resources on advancing centers of excellence.
- Develop a comprehensive plan and funding Mechanism(s) to support the construction and renovation of priority facilities.
- Advance economic development through the Marshall Institute for Interdisciplinary Research and other initiatives.

Over the past ten years, Marshall has generated a steadily increasing level of externally funded research (cf., Figure 1 above). Marshall's progress has been guided by focused integration and amplification of existing strengths within the School of Medicine and the College of Science, and now the College of Information Technology and Engineering. Infrastructure development grants from the State Office of Science and Technology, the National Science Foundation EPSCoR program and the NIH INBRE/COBRE programs have been used to hire and equip research faculty in these units and seed multidisciplinary centers. Successful scholarly and technology transfer results have been achieved in the biomedical/ biotechnological and nanobiology fields through cross-disciplinary efforts between the biomedical, biological and physical sciences. Five new business ventures have been launched by Marshall University's Research Corporation through patent licensing. These ventures include: Vandalia Research™, Inc.; Progenesis Technologies™, LLC; M.I.S.T.™ (Medical Information Systems Technologies); InSenSys™; and Ecer Technologies™, Inc.

¹ <http://www.marshall.edu/President/strategie/initiatives.asp>

iii. Update of the Original Compact

(a) Continuing Activities in Biomedicine, Biotechnology and Nanobiology

- In the School of Medicine, the Biomedical Sciences graduate (Ph.D.) research program has been organized around five interdisciplinary clusters:

- [Cancer Biology](#)
- [Cardiovascular Disease, Obesity and Diabetes](#)
- [Molecular Mechanisms of Pathogenesis](#)
- [Neuroscience and Developmental Biology](#)
- [Toxicology and Environmental Health Sciences](#)

These research clusters are centered in the new Robert C. Byrd Biotechnology Center and extend to research collaborations elsewhere on-campus and within the medical school. Several of these clusters involve nanobiology applications and approaches. Marshall's Nanobiology focus has been enabled by the NSF WVEPSCoR program's Research Infrastructure Improvement Grants, and the Biomedicine focus has been supported through NIH COBRE/INBRE programs. These initiatives have spawned several research thrusts, which either is active and productive, or will be shortly following additional funding.

- Through the NSF EPSCoR Research Infrastructure Improvement Grant, Marshall has provided funding for an interdisciplinary team of five chemistry and biology researchers in the area of nanobiology, and funding to support the hiring of two experienced faculty members. Competitive external funding from the NIH and Army Research Office has been a successful outcome of this project, and the collaboration has directly resulted in the development of the initiative in Cellular Differentiation and Development described below.
- The Cellular Differentiation and Development Center (CDDC) has recently commenced with support from a Research Challenge Grant. As a result of the infrastructure building, research-active faculty in molecular/cellular biology, genomics, physiology, genetics, embryology, development, and biophysics have been attracted to campus. The recognition that all share a common interest in epigenetic mechanisms underlying cell differentiation and development and the diseases or abnormalities that result when these mechanisms malfunction led to the search for a mechanism to develop interdisciplinary collaborative thrust in this critical area. This goal was accomplished by funding and chartering the CDDC to provide: (a) targeted recruitment of faculty and postdoctoral trainees; (b) a mechanism for generating preliminary data supporting grant applications; and (c) an administration that will provide oversight and accountability. Commencing with its second year of operation in academic year 2008-2009, the Center has already attracted an NIH-funded senior researcher to provide leadership and direction for the Center's further development.
- The NIH Centers of Biomedical Research Excellence (COBRE) grant at Marshall University has focused on the creation of a critical mass of cancer researchers supported by key capabilities. The project has created a genomics core, providing microarray-based gene expression profiling and comparative genome hybridization, automated DNA sequencing and DNA/RNA sequence analysis software and real time PCR. The statewide NIH-INBRE program, led by Marshall, also makes use of this facility and has focused on developing the Appalachian Cardiovascular Research Network and a Bioinformatics core. Through these efforts, fourteen research-oriented biomedical faculty members have served as a base for attracting an additional five cardiovascular and

cancer researchers. Under the auspices of the West Virginia Higher Education Policy Commission's Division of Science and Research Eminent Scholars Recruitment and Enhancement (ESRE) program, an ESRE Professor of Diabetes and Cardiovascular Disease has been hired, in the Fall 2009 as noted above, to bring additional critical missing research expertise to the Biomedical cluster.

- A significant increase in peer-reviewed publications, NIH and other external funding awards and patentable inventions are key positive outcomes observed from these efforts. Two other key initiatives are underway. The first will provide the bridge between biomedical research output and commercialization of the derived therapeutics; the second seeks to integrate advances in Nanosensing to provide for the critical needs in rural health care that confront West Virginia and the surrounding areas.
- The Center for Biotechnology/Biomanufacturing Commercialization (CBBC) will capitalize on a growing but lucrative area of the national economy, which transforms biomedical research and harness bio-systems to generate viable therapeutic products. The Center will provide quality research, development and small-scale production capability to the pharmaceutical and biotechnology industries in West Virginia and the surrounding region. Results of the CBBC's activities will be reported in the 2010 update.
- Employing the best scientific and engineering practices, the Center for Diagnostic Nanosystems (CDN) focuses on novel molecular-based diagnostic tests that can be used by individuals and public health systems to facilitate personalized medicine and preventative health care management. Focusing on the creation of new ways to diagnose disease, monitor health, and build enabling electronics, the CDN will merge new technologies from nanoscience, microelectromechanical systems (MEMS) with genomics and molecular biology. The CDN 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. Included among them will be new classes of personal diagnostic nanosensor systems capable of integration into telemedicine networks. These systems will use emerging bionanotechnology capabilities to detect abnormal conditions at the molecular scale and at their earliest stages, particularly within rural populations where routine access to state-of-the-art medical facilities is greatly lacking. This Center has been funded by set-aside funds from the Department of Energy.

(b) Continuation of Activities in Intelligent Transportation Systems and Logistics

- Intelligent Transportation Systems (ITS) combines computers and sensors in integrated systems to assist in making our transportation system safer and more efficient. On one end of the spectrum ITS will facilitate crash avoidance technologies for the typical motorists on our highways, and allow all types of transport vehicles to use less fuel helping to reduce our nation's dependence upon foreign oil. At the other end of the spectrum, ITS technology steers visitors to tourist spots, ambulances to 911 calls, and commuters to parking spots in busy downtown districts or around College campuses.

Marshall University is leveraging the capability of the Rahall Transportation Institute's designation as a national University Transportation Center and its proximity to the nation's largest inland river port and some of the busiest freight rail lines in the Appalachian Region. Through attraction of prominent faculty focused on the significant deployment and customization challenges in transferring urban highway ITS technologies into rural America and the rail and water modes of our nations ground transportation system, Marshall endeavors to develop a significant research cluster in this significant

and growing area of technological enterprise that will be critical in the nation meeting the energy and logistics needs of the future.

- The College of Information Technology and Engineering program in engineering augments the Rahall Transportation Institute's (RTI) efforts to create a Center of Excellence in Intelligent Transportation (CEIT) by providing the expertise of its faculty to the research and development efforts of RTI. In academic year 2008-2009 two new faculty members were hired who are recognized experts in the areas of infrastructure and transportation engineering. The expertise that these faculty members possess includes not only ITS, but advanced testing and monitoring techniques for various transportation structures, as well as the application of modern materials and techniques used in the construction of transportation systems. The Rahall Transportation Institute continues to develop active and productive research and technology transfer relationships with major industrial partners in this sector.

(c) Activities to Recruit Research Faculty and Incentivize Research Activities

With the Award of the Eminent Scholars Research Enhancement (ESRE) Fund by the West Virginia Higher Education Policy Commission, Marshall has been able to begin the process of recruiting three Eminent Scholars. The Scientific Director of the Marshall Institute for Interdisciplinary Research (MIIR) (see below) was hired in January 2009, and the ESRE Professor of Diabetes and Cardiovascular Disease was hired in July 2009. Together they bring over \$2 million to the University with over 60 patents to their credit. The hiring of an eminent scholar in the College of Science will be the focus of near-term recruiting efforts.

Marshall is the recipient of an NSF ADVANCE grant to promote recruitment, retention and policy change to increase the number of female faculty members in STEM disciplines (<http://www.marshall.edu/mu-advance/>). The program provides seed grants to develop grant submissions from pre-tenure female faculty. 2008-2009 updates to the MU-ADVANCE program are reported in section B. 5. Innovation: Entrepreneurial Education: Additional Element Response—Marshall University ADVANCE Project.

Along with ADVANCE, the aforementioned CDDC has also developed seed grant programs to support early career faculty research. These programs both supplement the support with significant mentoring through in-house or extramural personnel, and there has been significant success in developing submissions.

(d) Creation and Development of the Marshall Institute for Interdisciplinary Research (MIIR)

- Marshall University continues its commitment to the plan and strategy of developing the Marshall Institute for Interdisciplinary Research (MIIR). The complete implementation of this plan covers an eight-year period, from 2008 through 2015. Reporting new developments each year will be incremental.
- The plan to implement MIIR received considerable and substantive grounding with the hiring of Dr. Eric Kmiec as Director in January 2009. Additional support for MIIR developed in 2008-2009 with the appointment of Dr. Joan Wilson (July 2009), an expert in non-coding RNA. Marshall will continue to implement its plan for enhancing the research and economic development activities of MIIR in 2009-2010.

- The Marshall University Strategic Initiatives establishes specific objectives for enhancing research and scholarship so that a sustainable platform for enhancing research productivity and funding can evolve, while elevating Marshall's stature and area-wide influence on economic development. Strategic investments have been made by the University, and Marshall has leverage these resource investments through the creation of the Marshall Institute for Interdisciplinary Research and the hiring of a Director and resident researcher.

MIIR is a major focus of Marshall's Research Trust Fund Plan, which has the following goals that will be continued in Marshall's ongoing development of MIIR:

Plan Goal 1. *Increase the number of full-time, grant funded researchers at Marshall University by a minimum of nine scientists within the next five years.*

Potential and Achieved Outcome(s):

- Establish MIIR as a non-profit 501 (c) 3 entity within the Marshall University Research Corporation;
- Increase in full-time research-active scientists directly employed by MIIR and the Marshall University Research Corporation;
- Increase the number of research-active faculty holding traditional academic appointments within the University;
- Increase in the number of competitive grants submissions and grant-funded researchers
- Increase in total competitive grant funding for Marshall University;
- Increase in overall research funding for programs and facilities at Marshall University
- Increase in patent filings;
- Increase in licensed patents and new business start-ups;
- Collateral (indirect) research productivity gains in departments and colleges elsewhere in the University.

Strategies for Achieving Goal:

- Recruit and hire a research-active MIIR Senior Scientist/Director who will have the following responsibilities:
 - Recruit, hire and build an interdisciplinary team of top-tier research scientists required to fulfill the mission of MIIR;
 - Recruit, select, charter and chair a Council of Scientific Advisors (a "RAND-like" entity of national and international innovators) to serve MIIR;
 - Develop and implement the scientific vision and plan for the Institute, consistent with its financial development;
 - Develop the Institute policies for reinvestment of recaptured compensation and indirect cost distribution generated by research activities within the Institute;
 - Work with the President, the Senior Vice President for Development/CEO of the Marshall University Foundation and the Vice President for Research to increase the MIIR endowment fund;
 - Maintain a vigorous externally-funded research program;
 - Manage the goals and performance of the Institute staff
- Foster research collaboration between MIIR and faculty within the University.
- Increase the competitiveness of research-active faculty for grant funding by leveraging the

- resources (e.g., scientific expertise, equipment, *etc.*) developed within MIIR.
- Focus the majority of research investments in applied areas of research that have the potential to yield patentable discoveries.
- Retain the services of a research/technology transfer expert to improve/accelerate discovery disclosure reporting, provide patent assistance for scientists, develop external technology partnerships and accelerate new venture start-ups.

Progress Measures:

- Hiring of MIIR Senior Scientist/Director—COMPLETE:
- Number of new full-time research-active scientists directly employed by MIIR and the Marshall University Research Corporation on an annual basis and the number of new scientists added—ONE NEW RESEARCHER HIRED;
- Recruitment of Council of Scientific Advisors members and the constitution and activation of the Council;
- Number and value of successful competitive grant submissions by year; number of grant-funded researchers by year; and the trend for both metrics over the previous five-years;
- Total value of competitive grant funding within MIIR and the trend over the previous five years;
- Overall research funding for programs and facilities involving MIIR by year and the trend over five years;
- Increase in the number of new MIIR patent disclosures and filings per year over a five year continuum;
- Increase in the number of MIIR patents licensed and the number of new business start-ups on an annual basis and over a five-year continuum.
- Growth in similar metrics for the University *per se* that reflect collateral (indirect) research productivity gains in departments and colleges elsewhere in the University.
- Number of new research-active faculty holding traditional academic appointments that have been added annually to the University and the net retained.

Time Interval for Assessing Progress: 2008–2013 with annual summaries of progress.

Plan Goal 2: *Develop interdisciplinary research clusters and focus endowment investments in research areas that:*

- Build on existing institutional strengths and add to the critical mass of researchers;
- Involve multiple grant funding agencies/sources with reasonable probability for the awarding of funding on an ongoing, competitive basis;
- Offer the potential for breakthrough, patentable discoveries that will enhance research-based economic development.

Potential and Achieved Outcome(s):

- Assuming private donor gifts will support the development of two research clusters, the University's directed research endowment plan will be concentrated initially on one or two areas of interdisciplinary research, which are strengths at Marshall: research clusters in biomedical/biotechnology/bionanotechnology, or/and transportation technology/logistics);
- Characterization of the complex interactions between environmental and genetic factors (both genomic and epigenetic) responsible for the chronic diseases in Appalachia;
- Increased product development in one or more of the following areas: bio-manufacturing and niche areas of applied biomolecular research and bionanotechnology, which include the development of nanostructured, nanocrystalline and advanced electronic materials (DNA and RNA), nanostructured materials for cellular energy capture and delivery, bioenergy processes that yield alternative fuels/energy production, functionalized nanostructured

materials for chemical-biosensor applications, nanomaterials in environmental pollution detection, monitoring and remediation, and functionalized nanostructures for targeted therapeutic agent delivery in medicine.

Strategies for Achieving Goal:

- Cultivate donors interested in gifting to one or both of these research areas—ONGOING;
- Attract and hire core research scientists with the expertise and commitment to contributing to research advances in these priority areas—ONE NEW RESEARCHER HIRED IN SCHOOL OF MEDICINE WORKING WITH MIIR DIRECTOR AND RESEARCH SCIENTIST.
- Build and advance the development of strong, interdisciplinary research teams within MIIR and the University, and develop advantageous collaborations across the University and with researchers at other institutions both domestically and internationally—SEE ITEM ABOVE.

Progress Measures:

- Annual private gift totals supporting research at Marshall University and matched by the WV Research Trust Fund;
- Total endowment funds dedicated to research in biomedical/biotechnology/ bio-nanotechnology/bioenergy;
- Total endowment funds dedicated to transportation technology/logistics research;
- Hiring and retention of new full-time research scientists working in these areas;
- Productivity of assembled interdisciplinary research teams as measured by grant activity, personnel hiring, peer-reviewed publications and patent applications.

Time Interval for Assessing Progress: 2008–2013 with annual summaries of progress.

Plan Goal 3: *Increase the overall non-base budget for research and the number of non-base funded positions within Marshall University's research enterprise, while increasing the retention and employment of college graduates.*

Potential and Achieved Outcome(s):

- Increase in redirected F & A (Administrative and Facilities) funding generated by MIIR scientists to support research within MIIR;
- Increased employment of college-educated research technicians and research support personnel;
- Increased employment of research associates and postdoctoral fellows
- Increased employment of postdoctoral fellows;
- Increased employment of personnel skilled in business, financial and entrepreneurial aspects of new venture start-ups emanating from licensed research patents;
- Increased graduate (Master's and Ph.D.) student employment (paid tuition/fee waivers and enhanced stipend support);
- Increased undergraduate student participation in research;
- Increased internal competitive mini-grant funding for undergraduate students engaged in research;
- Increase overall direct and indirect employment within the Bioscience Sector through research conducted by Marshall University.

Strategies for Achieving Goal:

- To generate greater discretionary revenues to invest in employing additional research personnel, seventy-five percent (75%) of F & A funds earned from grants will be returned to MIIR scientists for investment in needed personnel and equipment and 100% of

- recaptured salaries from grants will be returned to MIIR scientists for the same purpose;
- Increase personnel support from grants and contracts;
- Participate in the growth/expansion of existing private sector businesses through intellectual capital creation and retention;
- Attract new business investment in research-related enterprises;
- Increase philanthropic support for research through endowment and non-endowment gifts.

Progress Measures:

- Level of annual discretionary revenues for research investment increased;
- Formulation of five-year business plans with defined accountability measures for making strategic and sustainable research development investments;
- Direct and indirect employment growth attributed to the University's research enterprise.

Time Interval for Assessing Progress: 2008–2013 with annual summaries of progress.

Plan Goal 4: *Increase the number of Ph.D. programs at Marshall University by at least one program.*

Potential Outcome(s):

- One or more new Ph.D. programs in high demand fields.

Strategies for Achieving Goal:

- Generate a self-sustaining funding base for the operation of one or more new Ph.D. programs;
- Examine areas of opportunity, evaluate and prioritize them;
- Assemble the core faculty and physical resources required to deliver a program of excellence.

Progress Measures:

- Funding, leadership, a comprehensive business plan and an action plan for the start-up and operation of the program;
- Curriculum development and approval;
- Implementation of the program and Ph.D.-student enrollment;
- Graduation of degree candidates and engagement of graduates in research-related career paths.

Time Interval for Assessing Progress: 2013–2015 with annual summaries of progress.

Plan Goal 5: *Improve technological digital reference support for internationally competitive research programs.*

Potential Outcome(s):

- Campus Internet-2 access for inter-institutional database sharing--ACHIEVED
- Campus-wide access to National Supercomputing Resources
- Increase data warehousing and cataloging capacities;
- Increase digital research journal subscriptions in priority fields;
- Improve the MURC service platform and the array of automated/integrated electronic services (e.g., e-purchasing, e-PAR's, etc.).

Strategies for Achieving Goal:

- Increase annual and one-time funding available for technology resource and infrastructure development through a combination of grants, public and private funding;
- Increase annual and one-time funding available for digital information (e.g., library

- holdings) and resources through a combination of grants, public and private funding;
- Continue efforts to expand the integrated database capabilities and utilities provided by Marshall’s enterprise software platform.

Progress Measures:

- Amount of increases in annual and one-time funding available for technology resource and infrastructure development through a combination of grants, public and private funding;
- Annual funding increases in base and one-time funding available for digital information (e.g., library holdings) and resources through a combination of grants, public and private funding;
- Evidence of expanded database capabilities and services provided within MURC by Marshall’s enterprise software platform.

Time Interval for Assessing Progress: 2009–2015 with annual summaries of progress.

Plan Goal 6: *Expand the physical infrastructure available to support research in these and related fields.*

Potential Outcome(s):

- New ~\$60-million academic and research building (Marshall University Applied Engineering and Advanced Technology Research Complex)—STATE FUNDING DEPENDENT ON BUDGET APPROVAL;
- Increase in state-of-the-art research laboratory space to support the continued development of the research enterprise;
- Expansion in bioengineering and biomedical engineering research base

Strategies for Achieving Goal:

- Location of the building: current thinking is that this new building will be located between the Robert C. Byrd Biotechnology Science Center and the Engineering Laboratory Building on the Huntington Campus;
- Funding for planning this capital project will need to be obtained;
- Funding for the construction of this capital project will need to be obtained through a combination of grant, public (federal and state) and private sources.

Progress Measures:

- Acquisition of funds for planning;
- Acquisition of funds for building construction;
- Acquisition of base funds for opening and operating this building;

Time Interval for Assessing Progress: 2011–2015 with annual summaries of progress.

6. Data Table

Table A. Marshall University External Funding: Total Sources and Revenue with Compact Goals

Marshall University									
	Previous Years			Base Year	Compact Goals				
Measure	2004	2005	2006	2007-2008	2008-09	2009-10	2010-11	2011-12	Target 2012-13
External Funding *									
Total external grant funding, excluding research (e.g., for developmental and instructional activities)	\$14,357,408	\$16,893,597	\$15,110,240	\$27,878,691	\$ 25,383,383				
Total external research funding	\$22,468,224	\$22,312,003	\$25,595,557	\$15,475,423	\$ 21,504,635				
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	4900000	53000000	56000000	58000000
Federal	\$25,314,010	\$32,597,626	\$32,430,167	\$26,374,920	\$ 35,068,256				
State and Local	\$6,731,921	\$3,463,995	\$6,352,011	\$15,179,784	\$ 10,171,733				
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				
Number of Patents	1	0	1	4	4	4	5	5	6
Copyrights									
Licenses	0	2	3	0	1	2	3	3	3

TABLE B. Marshall University STEM and Health Discipline Faculty Characteristics

Marshall University Office of Institutional Research STEM Faculty - All Tenure or Tracking or Non Tenured Fall 2009														
Discipline	Prof	Assoc	Assist	Instruct	White	Black	Hispanic	Asian	Amer Ind	Fem	Male	Citiz	Noncitiz	Total
Biological/Biomed Sciences	16	6	5	1	26	.	.	2	.	5	23	26	2	28
Chemistry	5	3	7	.	14	.	.	1	.	4	11	14	1	15
Computer Science	3	6	3	2	10	.	.	4	.	2	12	14	.	14
Earth Science	2	2	.	.	4	.	.	.	.	.	4	4	.	4
Engineering	3	1	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	57	53	97	6	176	4	7	26	.	65	148	208	5	213
Health Sciences: Nursing	7	3	6	8	23	.	.	.	1	23	1	24	.	24
Mathematics	14	7	5	4	24	1	.	5	.	11	19	29	1	30
Physics	4	1	4	.	7	.	.	2	.	3	6	9	.	9
Technology	1	1	2	.	4	.	.	.	.	.	4	4	.	4
Total STEM Faculty	114	84	132	21	297	5	7	41	1	115	236	342	9	351

Table C. STEM and Health Faculty Headcount by Program Area

STEM Faculty - All Tenure or Tracking or Non Tenured Annual FTE = 1.00 Fall 2005-2009					
Discipline	Fall 2009	Fall 2008	Fall 2007	Fall 2006	Fall 2005
Biological/Biomed Sciences	28	27	28	26	25
Chemistry	15	15	15	14	14
Computer Science	14	12	11	7	7
Earth Science	4	4	4	4	4
Engineering	6	5	6	5	5
Environmental Science	1	1	.	1	2
Health Sciences: Clinical Lab Sci	3	3	2	2	3
Health Sciences: MD	213	209	206	193	181
Health Sciences: Nursing	24	21	21	20	21
Mathematics	30	29	29	30	31
Physics	9	10	9	8	8
Technology	4	4	4	4	4
Total STEM Faculty	351	340	335	314	305

C. Compact Elective Elements

1. Economic Growth

AREA SELECTED: Promotion of Global Awareness

A. Promotion of Global Awareness

Initiatives, developments and goals relating to the promotion of global awareness and international education at Marshall University

a. Institutional Commitment

New Commitments - 2008/09-to present

- Campus Internationalization Committee (CIC) was reconstituted in December 2008 and given a new charge by the provost to comprehensively internationalize Marshall University.
- Marshall University was invited by the American Council on Education (ACE) to become a 2009-11 cohort member of its Internationalization Laboratory. CIC's recommendation to join the Laboratory was approved by president and provost.
- CIC members attended ACE meetings in Washington D.C. in February and August 2009 and conducted a faculty internationalization survey. ACE representative, Dr. Barbara Hill, visited the Marshall campus in September 2009 to help the CIC begins its 18-month strategic planning process.

Continuing Commitments

- Marshall University's mission statement lists international education as one of the institution's top priorities and articulates its commitment to infusing an international dimension into our teaching, learning, research and service.
- The Center for International Programs (CIP) was established in 1993. Its mission is to assist in internationalizing Marshall University and the surrounding community through a coordinated effort. International services have been centralized under the CIP to effectively and efficiently support the international initiatives of the faculty, departments and colleges.
- Campus Internationalization Committee 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.

b. Receipt of Grant Awards

2009-13

- The College of Fine Arts received a 500 thousand dollar European Union-United States Atlantis 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 will develop and implement 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].

2009-13

- The College of Liberal Arts received 388 thousand dollar 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, will create a Mobility Program in International Certificate in Applied Behavioral Studies. 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).

2006-2010

- The College of Liberal Arts received a 1.27 million dollar European Union-United States Atlantis grant in 2006 to lead a student and faculty exchange consortium with the University of Debrecen in Hungary and the Warsaw School of Social Psychology in Poland to create a transatlantic dual degree program in psychology. The grant, the first of its kind for Marshall University and the state of West Virginia, 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).

c. Curriculum and Co-Curriculum

Updated Curriculum and Co-Curriculum Activities, Accomplishments and Innovations – 2008/09-to present (or information not previously included)

- 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.
- 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.
- The College of Liberal Arts and other departments sponsor the annual Hispanic Heritage Month celebration, which includes visits by Latin American scholars to the MU campus.
- Six hours of international studies credit required to graduate as part of the Marshall Plan will be phased out with the introduction of a new core curriculum, which will include a three-hour International/Multicultural course requirement.
- K-12 Endorsement Program in ESL offered by the Graduate College of Education since the mid-1990s. 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.
- College of Education and Human Services established programs for providing student teachers an international experience in Costa Rica and the Department of Defense schools. Two students did their clinical teaching abroad in Spring 2009 in Costa Rica.
- College of Education and Human Services developed international studies programs at Kellogg and Geneva Kent Elementary schools. Clinical students have the opportunity to collaborate with Fulbright Scholars and develop and teach curriculum related to specific countries or international regions.
- Department of Family and Community Health in the School of Medicine long ago founded the nation's first International Health Track (Global Medicine) in a Family Medicine residency training program.
- The Lewis College of Business is in the process of establishing new twinning agreements with East China Jiadoing University in China, ACE Institute of Management in Nepal and Cho Sun University, Kyongpook University, and KunKook 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.

- 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 travelled to Santiago, Chile in October 2009 where they participated in a series of panel discussions and presentations by business professionals, visited corporate headquarters, warehouses and factories.

Continuing Curriculum and Co-Curriculum Activities, Accomplishments and Innovations

- Over 60 international studies courses offered by MU faculty members each year to provide MU students with a global perspective, such as Cultural Anthropology, International Trade, World Geography, World of Islam, History of Latin America, and International Communications.
- Graduate degree program offered in Adult and Technical Education with emphasis in Teaching English as a Foreign Language.
- Graduate certificate program offered in English Department in the area of Applied Linguistics.
- Dual undergraduate degree agreement in the area of psychology with universities in Poland and Hungary (see more details in Receipt of Grant Awards section of this report).
- Asian Studies Certificate Program offered by the College of Liberal Arts adds a study of Asian topics to a student's undergraduate credentials.
- Faculty-led study abroad program offered by Modern Language Department in Spain, France, and Germany each year to study languages and cultures.
- Criminal Justice Department faculty take their students to Ireland to acquire an international comparative perspective in their field of study.
- College of Liberal Arts offers a winter break study abroad program in Latin America through an interdisciplinary collaboration between History, Political Science and Modern Language departments.
- Undergraduate major in International Affairs offered for students who wish to pursue a career in foreign affairs, international business, or international development.
- Lewis College of Business offers study abroad and exchange program opportunities in England, New Zealand, France and China and provides an international experience for the Executive MBA students each year.
- Twinning agreements in the area of business with universities in China and Cyprus.
- New undergraduate degree programs established in International Business.
- Overseas MBA degree program established in Bangalore, India.
- College of Science faculty take their students to the South Caribbean rain forests during Spring Break to study Ecology.
- College of Nursing and Health Professions has established a Global Health Practicum.
- Faculty-led study abroad programs offered by the Center for International Programs in China.
- 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.
- 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 Drinko Library holds ample collection of books, journals, etc. about countries, current events, cross-cultural education and global understanding.
- The Model UN Club competes in collegiate level model UNs and sponsors an annual model for high school students of the tri-state region.

d. Study Abroad & Exchange Programs

Updated Study Abroad & Exchange Program Activities, Accomplishments and Innovations – 2008/09-to present (or information not previously included)

- Study abroad participation (long and short-term) at Marshall has increased steadily each year. Study abroad numbers for 2009-10 are: 74 for Summer 2009, 31 for Fall 2009 and 42 for Spring 2010.
- Since 2004, the number of exchange programs has increased from four in three countries to over 138 in 40 countries through our membership in International Student Exchange Programs (ISEP) providing every student at Marshall, regardless of their major, an opportunity to study abroad.
- Faculty in Modern Languages, Psychology, Criminal Justice, History, International Economics, Education, Anthropology, College of Fine Arts, and Integrated Science and Technology have been leading groups of students abroad.
- The Center for International Programs employed its first full-time study abroad advisor in November 2008.
- The Center for International Programs 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 will offer students valuable internship opportunities in various areas of study and receive direct Marshall credit in return.
- The Center for International Programs (through its China Projects) in coordination with the Lewis College of Business, organized faculty-led summer study in China programs hosted by Shanghai International Studies University in 2007, 2008 and 2009.
- College of Fine Arts organized a Jazz Ensemble trip during summer 2009 to Europe.
- Gloria Brothers Study Abroad Scholarship was established in 2006 with funds from a private donation, up to \$15,000 awarded to students and faculty from Marshall University and University of Rennes 2 in France to participate in exchange programs. Five students and three faculty have participated in the exchange program so far.
- Clair Matz Study Abroad Scholarship was established in 2005 and since awarded over 20 \$500 competitive travel grants to students.
- Study Abroad Fair offered every semester in November and March to provide our students with information about international study opportunities.
- In conjunction with HEPC Consortium for Internationalizing Higher Education, launched a freshman study abroad trip to Quebec, Canada in May 2009.

Continuing Study Abroad & Exchange Activities, Accomplishments and Innovations

- The Center for International Programs Office of Study Abroad provides student advising and personalized assistance throughout the week and mandatory pre-departure orientation to all study abroad students; 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 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.

- The Study Abroad Student Association seeks to foster interest in study abroad, provides services to international students, encourages city-university cooperation to promote international understanding, and raises funding for study abroad.

e. Faculty Teaching, Research and Service

Updated Faculty Teaching, Research and Service Activities, Accomplishments and Innovations – 2008/09-to present (or information not previously included)

- Four faculty from Addis Ababa University Institute of Educational Research visited the Graduate School of Education and Professional Development in July 2009 to observe its doctoral programs to assist in their process of establishing a new doctoral program at AAU in the field of 'Educational Measurement and Evaluation' and recruit Marshall faculty to go and teach doctoral courses in Ethiopia for 3-4 weeks.
- Medical students, resident-physicians and faculty in the School of Medicine have on-going relationships with governments, ministries of health, NGOs, and mission organizations.
- Most of the departments in the School of Medicine have full-time faculty and resident-physicians in training from numerous countries.

Continuing Faculty Teaching, Research and Service Activities, Accomplishments and Innovations

- Established an International Innovation Grant Program to provide interested faculty with up to \$5000 awards to initiate a new courses, revise an existing curricular offering, or create a study abroad experience with an international dimension; awarded \$25,000 since 2007.
- Over 20 MU faculty members have received a Fulbright since the 1970s.
- 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.
- Faculty present at international conferences, publish in international journals, and collaborate internationally on research projects.
- International faculty and research scholars are regularly invited to join departments on a temporary basis.
- Over 20 faculty members are conducting study abroad advising or leading groups of students abroad during the summer.
- College of Science established an agreement with a university in Italy in 2007 to conduct an exchange of research faculty and graduate students.

f. International Students and Scholars

Updated International Students and Scholars Activities, Accomplishments and Innovations – 2008/09-to present (or information not previously included)

- Marshall enrolled 478 international students in Fall 2009 from over 60 countries, a 6% increase in international student numbers compared to Fall semester 2008 when we enrolled 451 students. Since 2000, there has been over a 50% increase in the number of international students at Marshall.

- Office of International Students and Scholars fully implemented FSA Atlas visa management database and interface with Banner.
- 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.
- 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.

Continuing International Students and Scholars Activities, Accomplishments and Innovations

- 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.
- 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.
- Celebrating international student diversity at Marshall for over 45 years at the Annual International Festival in November.
- Integration of international students has been facilitated through campus activities sponsored and organized by Caribbean Student Association, Chinese Students and Scholars Association, Indian Student Association, International Student Organization (ISO), Latino Club, Organization of African Students (OAS), Saudi Arabia Club, Vietnamese Student Association, and Japan Club.
- American students and international students learn from each other in the International Living Learning Community in the residence halls.
- English Conversation Partners Program connects international students with American students for communication and friendship.
- Drinko Academy has sponsored several international scholars who were hosted by various departments.

f. Foreign Language Study

Updated Foreign Language Study Activities, Accomplishments and Innovations – 2008/09-to present (or information not previously included)

- 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.

Continuing Foreign Language Study Activities, Accomplishments and Innovations

- Wide variety of foreign language offerings, including Spanish, French, German, Japanese, Chinese, and Arabic.
- Major in the Japanese language was added in Fall 2007.
- Summer programs are offered each year to learn Spanish, French, German and Chinese.

- The Department of Modern Languages maintains a fully equipped language laboratory where students may practice pronunciation and polish accents.
- The Language Buffet, a foreign language conversation school, provides conversation practice and limited instruction in various foreign languages (for non-credit) on the campus of Marshall University.

g. Community Outreach

Updated Community Outreach Activities, Accomplishments and Innovations – 2008/09-to present (or information not previously included)

- Expanded the Chinese language offerings at Huntington High School and Cabell Midland High School by sending the Chinese instructors recruited by Center for International Programs (through its China Projects) with funding from Cabell County Board of Education every year since 2007.

Continuing Community Outreach Activities, Accomplishments and Innovations

- With a grant from Cabell County Schools, provide Japanese and Chinese language programs for dual credit at Huntington High and Cabell Midland high schools.
- With a grant from Kanawha County Schools, provide Chinese language program for dual credit at Sissonville High School.
- In cooperation with Cabell County Schools, facilitate after-school programs for learning Japanese, French and Spanish at various local elementary schools.
- With a grant from the West Virginia Department of Education, 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 a grant from the West Virginia Development Office, International Division, provide interpreters/translators through our Language Bank to assist with visiting officials from businesses outside of the United States.
- The Language Buffet was established in 2000 to promote and encourage foreign language learning in the Tri-State community. Since its inception it has offered on-going non-credit evening courses in over ten languages (including Chinese, Arabic, Korean, Italian, Portuguese and Russian) to hundreds of people wanting to learn a foreign language for business, travel or fun. The program brings international students (who are the native speaker teachers in the program) in contact with members of the community, thereby utilizing Marshall's valuable international diversity to promote a global awareness in the community.
- The International Festival, a 45 year tradition at Marshall University, was expanded in the Fall of 2003 to become International Education Week, which now also includes an annual Flag Festival in the Memorial Student Center and various activities throughout the week that seek to bring the campus and community in contact with the international students, faculty and staff that make up the Marshall community.
- The Homestay Program places international students from various cultures in local homes.

h. Funding Commitments

- Five full-time staff 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.

- One full-time staff employed to oversee the administration of the Center for International Program's China Projects.
- Operating budget for the Center for International Programs and all of its departments and projects.
- Graduate tuition waivers for over 100 international students.
- Undergraduate tuition waivers for 30 international students.
- International travel budget for faculty and staff to attend and present at conferences, conduct collaborative international research, lead study abroad programs, and initiate and maintain overseas linkages.
- Matching funds for international grant applications.
- Budget for developing and teaching international studies courses.
- Funding from Student Activities to support international student organizations.

B. Five-Year Goals (2007-12)

(Unofficial Goals Proposed by the Center for International Programs. The Campus Internationalization Committee has begun an 18-month strategic planning process as part of the ACE Internationalization Laboratory which will result in an official set of goals.)

Enrich the entire undergraduate experience with international opportunities.

- Make all potential or newly arrived undergraduate students aware of international opportunities on campus including study abroad through open houses, freshman orientation, Welcome Weekend, and UNI 101 curriculum. (2008-09 Update: The Center for International Programs Office of Study Abroad is offering more events to help better promote our study abroad programs.)
- Integrate international programs in the First Year Experience Program. (2008-09 Update: In conjunction with HEPC Consortium for Internationalizing Higher Education, launched a freshman study abroad trip to Quebec, Canada in May 2009.)
- Establish a Freshman Seminar Abroad program that is a short-term study abroad experience (10-14 days) to allow first year students to gain an international experience and utilize critical thinking skills to address issues and problems of global significance.

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

- Increase undergraduate student participation from 150 to 500 per year, or 10% of the study body, in the next five years.
- Increase financial aid opportunities for study abroad.
- Increase financial support for the Office of Study Abroad by funding full-time positions for Study Abroad Advisor and Study Abroad Director. (2008-09 Update: Full-time study abroad advisor hired in November 2008.)
- Ensure the highest possible quality of Marshall University study-abroad programs by developing procedures for regularly scheduled periodic evaluation of each program.
- Encourage undergraduate participation in international research through financial support.
- Develop programs for overseas service learning by Marshall students.

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

- Advocate for integration of study abroad and international student programs in the new General Education Curriculum.
- Integrate an international component into each major – including a study abroad component.
- Offer financial incentives to faculty to develop innovative means of introducing international dimensions to the curriculum.
- Develop programs for internationally focused service learning by Marshall students.
- Increase number of dual degree and twinning programs with universities abroad.
- Establish electronic learning projects with international partners that allows for greater student participation and access.
- Develop procedures to assess learning outcomes to measure impact of internationalization efforts and use the assessments to improve the curriculum and international education services.
- 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.

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

- 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.
- Increase the number of programs of outreach to the community and K-12 schools.

Encourage and support international faculty experiences.

- Increase funds available for support of travel abroad by faculty.
- 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.
- 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.
- Provide University wide recognition of faculty who have successfully engaged in international activities that include students.
- Recognize faculty involvement in international experiences as part of the retention, tenure and promotion process.
- Provide in-service training for faculty interested in leading study abroad programs and writing grants to secure funding for international travel, research and teaching.
- Encourage greater faculty participation in committees developing policies for international education, such as the Campus Internationalization Committee.
- Encourage faculty to host and mentor foreign scholars in their departments.
- Establish opportunities for faculty exchange with foreign partner universities.
- Develop agreements with foreign partner university that facilitate a mutual exchange of research personnel, including faculty researchers, postdoctoral researchers, and graduate and undergraduate students.

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

- 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.

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

- 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. (2008-09 Update: Effort is 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.)
- Increase staffing and operation funding of the CIP departments.
- Continue enhancements to the CIP website so that information for both external and internal users is easily accessible, informative, and up-to-date.
- Enhance SEVIS compliance by fully implementing FSA Atlas visa management database and interface with Banner. (2008-09 Update: This goal has been accomplished.)
- Systematize the evaluation system for CIP and its departments and projects that provides for regular collection of performance information as well as periodic reviews and for monitoring changes made as a result of evaluations.
- Ensure professional development support for CIP staff members.

2. Access

SELECTED AREA: Service to Underrepresented/Disadvantaged Populations

a. Services and Activities.

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

Marshall University		Previous Years			Base Year	Compact Goals				
Measure		2004	2005	2006	2007-2008	2008-09 (prelim.)	2009-10	2010-11	2011-12	Target 2012-13
2	Access									
	Disadvantaged Students	57.9%	55.4%	56.4%	57.3%	59.6%				
	Minority Students									
	White, Non-Hispanic	93.12%	92.71%	92.77%	92.59%	92.16%				
	Black, Non-Hispanic	4.71%	4.96%	4.91%	4.85%	4.94%				
	Hispanic	0.72%	0.80%	0.89%	0.97%	1.14%				
	Asian/Pacific Islander	1.04%	1.12%	1.09%	1.15%	1.31%				
	American Indian/ Alaska Native	0.41%	0.41%	0.34%	0.44%	0.45%				

New for 2008-2009: A leadership change in the Office of Multicultural Affairs, in 2008-2009, has brought about a reevaluation of the services and activities Marshall University offers to underrepresented, disadvantaged, and minority students. As indicated in the table above, approximately 60% of students enrolled at Marshall University meet the definition of being *financially disadvantaged*. 8% of the total undergraduate student population, 784 students, received need-based aid but this figure is not broken out to capture underrepresented/disadvantaged students. Financially disadvantaged students, i.e., those on need-based aid, are reported under the Compact section having to do with Student Financial Aid (cf., section 13).

Minority students constitute 7.84% of the Marshall student population. African-American students constitute the largest number and percentage of minority and underrepresented students enrolled at Marshall University. As reflected in historical data, this student population has consistently increased in annual enrollment over the past 5 years. In 2008-2009, African American students made up approximately 4.94% of the total full-time student population.

The goals and vision of delivering current and substantive programming and activities to these students has broadened in scope so that *inclusion* of diverse student and faculty populations at Marshall has become the driving theme of Multicultural Affairs' activities.

Broadened Vision & Service Expansion

Recognizing that diversity reflects and includes all members of a society, in 2008-2009 the Division of Multicultural Affairs expanded its mission and purpose to serve a broader representation of diverse multicultural populations than in the past. Multicultural Affairs serves as a leader, advocate, resource, and support service to individuals, groups, and organizations that reflect diverse populations. As such, the office has developed new programming to support the following organizations: the National Pan Hellenic Greek Organizations, The Lambda Society, and the Lesbian, Gay, Bisexual, Transgender Office. In addition, Multicultural Affairs provided representation and support of Appalachian culture, inclusion of physically disabled individuals, and specific initiatives designed to advance and support women through its various activities.

Among those activities, the following were started during the 2008-2009 academic year:

i. The Multicultural Leadership Ambassadors: *Multicultural voices sharing their reality*

The Multicultural Leadership Ambassadors are a group of select, trained peer-educators representing various cultures, ethnicities, races, ages, socio-economic levels, geographical regions and abilities/disabilities. The goal of the Multicultural Leadership Ambassadors is to breakdown stereotypes through interactive programming, workshops, and discussion. Since their inception in January 2009, the Multicultural Leadership Ambassadors have educated over 2,100 students and community members on issues of inclusion and cultural awareness. The Ambassadors represent

the following cultures at Marshall: African; African American; Appalachian; Atheist; Body Size; Caribbean/Hispanic; Gay/Lesbian/Bi-Sexual; Jewish; Muslim; Peruvian; and Vietnamese.

ii. Hispanic Outreach

Jefferson County, West Virginia has the largest Hispanic population in the state at 4.1% of its total population. Initiatives are in progress to build relations with members of this community, engaging them in programs and resources available at Marshall University with a goal of establishing a partnership to meet the educational needs of the people of the county and region.

iii. Hillel

In partnership with B’Nai Sholom Congregation of Huntington, WV, Marshall University is developing a Hillel brochure for Jewish students or students interested in the Jewish Culture. The brochure is designed to provide information on available campus and community resources and services for Jewish students. Additional activities will be explored for future development.

iv. Multicultural Faculty in Residence Program

Another new program supporting underrepresented students is the Multicultural Faculty-In-Residence program, offer in collaboration with the Division of Academic Affairs. This program is designed to attract individuals at the dissertation stage or with newly-minted terminal degrees. The selected faculty reside on campus in one of the freshman residence halls during the academic year. Room and board are provided as a part of the initial compensation package. A senior-level faculty member is assigned to the faculty member in residence for research assistance and guidance on preparing written scholarly research for publication. A Marshall mentor is provided to encourage integration into Marshall University and the Huntington community. The first Multicultural Faculty-In-Residence joined Marshall’s full-time faculty in the Fall 2009.

v. The Faculty Diversity Committee

The Faculty Diversity Committee was formed by the Vice President for Multicultural Affairs with the support of Marshall University President, Dr. Stephen Kopp in February, 2009. The Committee was created to review data from the past five years on race and gender by college, in order to address the issue of ethnic diversity across the spectrum of the campus with an emphasis on faculty diversity, diversity climate, and the University’s commitment to the recruitment and retention of diverse faculty. The Faculty Diversity Committee is charged with:

- Reviewing data regarding the current ethnic diversity status of faculty by College.
- To develop a strategy and plan a set of initiatives to increase diversity.
- To provide Deans and Department Chairs with the information and resources to understand their roles in the outreach, recruitment and hiring processes.
- To review the possibility of faculty orientation and training on the specifics of *how to* recruit & retain diverse faculty.
- To explore potential faculty & student exchange programs with Historically Black Colleges & Universities, Hispanic Serving Institutions & Tribal Colleges.
- To consider the development of incentive programs, diversity mini-grants and other innovative measures designed to increase the recruitment and retention of diverse faculty.

The committee’s work has moved steadily forward, and future updates will report on the activities and advances made with and by this group on specific initiatives.

Continuing Programs for Academic Year 2009-2010: The Office of Multicultural Affairs, through the *Center for African-American Students' Programs* (CAASP), will continue its outreach programming to African-American students. 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 individualized and collective relationships with African-American students are essential to ensuring a culturally balanced strategy to address critical issues relevant to success as a university student. 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.

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 (BUS)* organization. BUS 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 BUS membership and/or attend sponsored activities.

The Center for African-American Students Programs 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. There are 82 currently students enrolled and actively participating in the Society (Fall semester, academic year 2009-2010).

Each year the CAASP spearheads the largest singular African American Student recruitment initiative at Marshall University. This *Annual Outstanding Black High School Student Weekend* attracts over 100 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.

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. 75 freshmen are currently receiving mentoring services, closely monitored and supported by CAASP.

b. How successful are these efforts?

The expansion of programming in the Office of Multicultural Affairs started with the 2008-2009 academic year. Thus, assessment of these programs will start after one-year of completion. A

more in-depth report of the results of this programming will be available in the 2010-2011 Compact update.

However, existing programs, most notably those offered through the CAASP, continue to be assessed and utilize assessment results to improve the activities offered. To meet the intellectual and social needs of underrepresented and disadvantaged students at Marshall University, particularly African-American students, CAASP offers over 25 programs and events each year, in addition to numerous enrichment programs each year in concert with other university departments and student organizations.

Marshall University has experienced a consistent increase in the number of African-American students enrolled during the past 5 years. Furthermore, retention data provided by the Office of Institutional Research for this population reflects positive results. Fall 2008-to-Spring 2009 and Fall-2008-to-Fall-2009 retention rates for overall comparison purposes are presented in the following table.

First-Year Students by Ethnicity	F 08-to-S 09	F-08-to-F-09
White	88.1%	71.1%
Black	90.4%	66.3%
Hispanic	89.7%	62.1%
Asian	92.9%	78.6%
American Indian	100.00	80.0%
Unknown	92.6	77.8%

Generally speaking, since 2005, first-time full time freshmen retention data reflects 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. Similar kinds of programming need to be developed for other ethnic student groups, as indicated in the preceding section.

With regard to the Society of Black Scholars membership of 55 during the 2008-2009 academic year, 17 were baccalaureate graduates of 2008 and 2009. Fifteen students have either entered graduate studies at Marshall or other colleges or universities and one has entered medical school at Marshall University School of Medicine. One additional member has been admitted to the MU medical school for academic year 2010-2011.

Of the 30 African-American seniors that were nominated by their high schools and attended the 2008 Outstanding Black High School Student Weekend (recruiting initiative), 21 applied and were admitted to Marshall for academic year 2009-2010.

c. What changes are anticipated over the next five years?

Marshall University will increase its recruitment and support of minority and underrepresented students. Those efforts must be coordinated with the Office of Recruitment. Further, the University anticipates a continued slight growth in African-American student enrollment over the next five years, with significant increases in out of state student enrollment, considering recruitment initiatives currently in place.

3. Cost and Affordability

Selected Area: External Funding Research (See Section B Above).

4. Learning and Accountability

Selected Area: Expansion of Graduate Education Opportunities.

Marshall continues to increase graduate education opportunities. As reported in the 2008-2009 Compact Report, since 2007 Marshall has added the following opportunities:

- Orthopedic Residency Program at the Joan C. Edwards School of Medicine
- Doctor of Management in Nurse Anesthesia, offered in collaboration between the Lewis College of Business and the Charleston Area Medical Center Health Education and Research School of Nurse Anesthesia
- Nurse Midwifery option as part of the Masters of Nursing degree in conjunction with Shenandoah University in Virginia.

During the 2008-2009 academic year, Marshall approve two new graduate degree programs:

- The Masters of Science (MS) in Accountancy
- The Doctorate in Physical Therapy (DPT).

The **Masters of Science in Accountancy** will prepare students to enter the profession of public accounting. In specific, students completing this degree will satisfy the academic requirements to sit for the Uniform CPA Examination and to become licensed as Certified Public Accountants. This is not possible with only a baccalaureate degree in accounting. The Masters of Science in Accountancy program utilizes the same accounting courses as the MBA but with an accounting emphasis. The program was developed with the guidance of the Accounting Advisory Board to develop the skills necessary to be successful in public accounting. The program is designed to be more effective and efficient than the current MBA with an accounting emphasis. As such, the proposed program places no new demands on resources within the Division of Accountancy and Legal Environment.

The **Doctorate in Physical Therapy (DPT)** is the entry-level degree for the physical therapy profession. Undergraduate baccalaureate degree programs in physical therapy are no longer accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), the accrediting body for the American Physical Therapy Association (APTA) and, thus, are being replaced with the DPT by most universities with established programs. The physical therapist works to optimize physical and functional abilities of individuals. The emphasis of the DPT program will be research and knowledge development for the advancement of quality practice in physical therapy.

The program's basic framework is founded in the four plus three (4+3) approach that allows students with a BS degree, containing the appropriate prerequisites, to obtain a doctoral degree in physical therapy in 7 years total (four years of the Bachelors of Science and three years graduate: full-time attendance required). To facilitate current student needs, there are two entry points to the program: holding a post-bachelor of science degree from any accredited university and full admission post-Master of Science degree from any accredited university.

Currently, West Virginia students seeking admission to a DPT program must travel to one of two schools in northern West Virginia or attend an out-of-state program. Thus, students from central and southern West Virginia who wish to pursue a DPT degree must travel a considerable

distance. Since students often develop professional relationships in school and remain in areas where such relationships are built, many do not return to the rural southern counties of West Virginia. Additionally, at least one West Virginia school gives preference to students that obtain a Bachelor of Science degree from that school which further limits enrollment opportunities for Marshall University graduates. Marshall's DPT program will increase access to a significant professional opportunity and service to the SW West Virginia region.

B. Plans for Expanding Graduate Programs at Marshall University

Maintaining a focus on development of professional graduate degree programs, Marshall University recently (December 2009) approved an intent to plan a **Doctorate in Pharmacy (PHARM-D)**. The Doctorate in Pharmacy is currently the entry level for the professional pharmacist. The pharmacist is a health professional that practices the science of pharmacology. Pharmacists work to optimize physical and functional abilities of individuals, through participation in scholarship of discovery, integration, application, and teaching. A newer role for pharmacists is pharmaceutical care whereby a pharmacist takes direct responsibility for patients and their disease states, medications, and the management of each. The goal of this practice role is to improve the outcomes for individual patients. The Pharm-D program will emphasize research and knowledge development for the advancement of quality practice in pharmacy, and enhanced clinical practice skills for pharmacists. As with the DPT program, the PHRM-D program will provide access to a professional opportunity and services significant to the Tri-State region.

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 Marshall University-ADVANCE Program (MU-ADVANCE) is to increase 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 3 Progress Report

New Administrative Partners

Dr. Sherri Smith, Executive Director, Center for the Advancement of Teaching and Learning (CTL), replaced former Director, Dr. Elaine Baker and has been instrumental in developing new faculty development opportunities, such as the Research Boot Camp (defined below).

Dr. Shari Clarke, Vice President for Multicultural Affairs, Dr. Clarke joined Marshall in June 2008, after serving as the Associate Vice President for Student Affairs at Temple University

in Philadelphia. She has an extensive background in encouraging and promoting diversity in higher education. Dr. Clarke plans to use her expertise in diversity to help MU-ADVANCE seek ways to broaden the applicant pools and to encourage diversity within the faculty at Marshall.

Recruitment Initiative

AY 2008-09 (Year 3) Highlights:

- Worked with 7 STEM departments, on a total of 11 searches, including 1 Dean's search
- Worked with the College of Science to hire a new Dean
- Provided Affirmative Action Alerts, a weekly HigherEdJobs.com newsletter sent to job seekers who have signed up to receive job advertisements from colleges and universities that have made an effort to expand their diversity recruitment plans, to both Dean searches (College of Science and the Honors College)
- Piloted a targeted recruitment effort. Recruitment packets were sent to recent graduates from STEM doctoral programs, that voluntarily listed themselves in a Women and Minorities Directory.
- Worked with the Director of the Child Development Academy to offer new faculty hires childcare opportunities.
- Dual Career Services was fully implemented in the Fall of 2008, successfully placing at least two job seekers
- Dual Career Services brochure developed and disseminated in recruitment packets to candidates during their on-campus interviews

Faculty Development Initiative

AY 2008-09 (Year 3) Highlights:

- Mentored 4 new faculty and 4 pre-tenure faculty as part of the fellowship program
- Retained Dr. Elaine Baker as a "coach" for junior faculty
- Funded an additional full faculty fellowship and a seed grant (\$5K) for the 2009-10 academic year
- Funded 8 mini-grants for travel and a research pilot project
- Recommended a Spring New Faculty Orientation – the first was held in January 2009
- Hosted 9 networking events (attended by 63% of our target population)
- Published 37 female STEM faculty profiles on the MU-ADVANCE website, highlighting their research, teaching, and service
- Provided editing assistance for professional documents, and grant proposal review for clarity and grantmanship. The MU-ADVANCE Editor reviewed six grant proposals, two abstracts, four manuscripts, two posters, and two other documents (in addition to all MU-ADVANCE publications).
- Hosted a writing group for female STEM faculty
- Piloted a Research Boot Camp (RBC), in collaboration with the Center for the Advancement of Teaching and Learning. The RBC was offered to all junior faculty (four female STEM faculty participated) to provide a workspace free of interruption and a supportive network of scholars to enhance productivity.
- Created the following Top Ten lists: Time Management, Lab Management, University Contacts, MURC Contacts
- Developed and administered a Follow Up Survey for new faculty hires to evaluate their first year experience (64% response rate)
- Developed the following:
 - Tenure and Promotion guidebooks for all College of Science faculty

- Best Practices: *For the New Hire* (with university committee and CTL)
- Best Practices: *Welcoming New Faculty* (with university committee and CTL)
- Best Practices: *Encouraging Retention* (with university committee and CTL)
- Quick Start Guide to Tenure and Promotion (with university committee and CTL)

Policy Changes Initiative

AY 2008-09 (Year 3) Highlights:

- Two policies, Modified Duties and Pre-Tenure Review, were approved by the Faculty Senate and adopted as university policy.
- Evaluated workload of STEM faculty by gender, rank, and college
- Practices implemented: Dual Career Services, Dual Career statewide assistance (a \$250,000 fund established to address dual career issues within the state of WV), review of offer letters to clarify wording concerning time granted toward tenure
- Assisted WV-EPSCoR with the planning of the “Building Diversity in Higher Education” workshop
- Disseminated information on how to implement innovative methods to increase faculty diversity to all WV colleges/universities at the “Building Diversity in Higher Education” workshop

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

Lesson 1: Efforts to diversify the faculty requires aggressive strategies to attract a diverse pool of applicants.

Challenges: Recruitment efforts can be expensive and sometimes generate little or no return; therefore the challenge is to determine the best avenues to identify candidates and to devise a cost-effective method to target applicants and to showcase Marshall’s strengths.

Lesson 2: Faculty thrive when offered coaching, boot camps, editing, and funding for research and/or teaching.

Challenges: Continued support after the expiration of the MU-ADVANCE Program.

Lesson 3: Implementation of policies and practices requires broad dissemination and participation.

Challenges: While the Modified Duties and Pre-Tenure Review policies have been adopted as university practice, and the Dual Career Services and statewide Dual Career Assistance have been established, the next step will be to encourage both Deans and Chairs to disseminate information to both existing faculty and potential candidates to ensure access to these policies and practices if needed or desired.

Plans for AYs 2009-11—Years 4 & 5

MU-ADVANCE spent much of the Spring 09 semester working with our Administrative Partners to develop a sustainability plan to continue our recruitment and retention efforts. We received renewal funding for two additional years to institutionalize many of our efforts to see the sustainability plan to fruition.

Recruitment

- Implement new search procedures, created by Equity Programs, through training sessions with Deans, Chairs, and administrative staff

- Work with Institutional Research and Multicultural Affairs to develop a toolkit of tables that integrates our data with information on under-represented minorities and people with disabilities.
- Develop enhanced interview schedules to include meetings with non-departmental and community representatives (e.g., Faculty Women's Association [FWA], Multicultural Office, Huntington Young Professionals) that fit the interests and situation of the candidate.
- Continue to present a clear Dual Career Services process to hiring departments, establish an evaluation system for Dual Career Services, and expand our efforts to collaborate with neighboring institutions by meeting with their career development officers
- Continue to work with Ms. Susan Miller to sustain childcare assistance for new faculty hires.

Faculty Development

- Develop a comprehensive new faculty support program with CTL
- Co-sponsor the Research Boot Camps
- Develop a permanent mentoring program for new faculty
- Work toward institutionalization of a prestigious annual fellowship program
- Work toward institutionalization of mini-grants
- Develop "Need to Know" networking events, sessions where senior faculty present specific information about grant preparation, submitting publications, teaching in Appalachia, and other relevant topics.

Policy

- Evaluate teaching loads and faculty salaries

Outreach

- Team with the WV Division of Science and Research to help these academic institutions to assess, further develop, and implement their plans of building diversity
- Develop a state-wide plan to further disseminate MU-ADVANCE methods on building diversity that will lead to the submission of a NSF Partnership for Adaptation, Implementation, and Dissemination grant proposal.

APPENDIX A: Marshall University Data Elements

Institutional Compact Reports, 2007-2012 with Goals								
Marshall University		Base Year						
Measure	2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13	
1a Total Fall Headcount Enrollment*	13,808	13,573	13,697	13,779	13,959	14,198	14,476	
1b Annualized FTE Enrollment*	11,706	11,582	11,505	11,574	11,726	11,926	12,160	
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	71	71	71	72	72	73	74	
2b Avg Retention Rate of Institution Peers (median)*	72.5	74	N/A	N/A	N/A	N/A	N/A	
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	40	44	45	46	47	48	49	
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	46	46.7	45.5	46.5	47.5	48.5	49.5	
3c Avg Graduation Rate of Peers (Median)*	48	50	N/A	N/A	N/A	N/A	N/A	
4	Degree Production**							
	Certificate							
	Associate	100	111	100	100	100	100	
	Bachelor	1,450	1,400	1,411	1,359	1,359	1,389	1,416
	Masters	872	885	860	850	840	830	820
	1st Professional	42	50	45	57	58	65	72
	Doctoral	17	15	20	20	20	20	20
	Total Degrees	2,481	2,461	2,436	2,386	2,377	2,404	2,428
5	Number of undergraduate degrees in STEM & Health Fields***	375	395	363	414	405	397	450
8/31/09								
* IPEDS data								
** HEPC data								
*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."								

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 e-course program at Marshall University (MUOnLine) is currently powered by the *Blackboard Learning System - Vista Enterprise 8 (version 8.0.2 Hot Fix 1)*.

A. Description of current status:

The Marshall University electronic course delivery software and online course program are referred to collectively as *MUOnLine* to aid in consistency and branding for the learning management software and services provided by IT. Housing approximately 350 e-courses, with up to 200 sections per term, and serving over 11,500 students annually, MUOnLine program consistently grows annually at a rate of about 10%.

MUOnLine Program Timeline:

- The online course program at Marshall is governed by MU Board of Governors Policy IT-5 and is housed in Information Technology.
- 2009 marks the twelfth anniversary of the establishment of MUOnLine; the first online course was created and delivered at Marshall in 1997.
- Designed from the beginning to be entrepreneurial and self-supporting, MUOnLine participates in a statewide agreement with the HEPC that keeps our *Blackboard Vista* software costs below \$40,000 per year. The HEPC agreement is renewed in July of each year. As part of that agreement, we currently host Glenville State College and WV Southern Community College on our system.
- In 2005, the Higher Learning Commission of the North Central Association issued full accreditation for any MUOnLine Online degree due to the *technical and support infrastructure and policy* governing MUOnLine; MU was third in the nation to receive such an honor in 2005.
- MUOnLine contracted with George Dehne and Associates (GDAI) of Charleston, South Carolina in 2006 to perform a complete Market Analysis.
- In the spring of 2008, a major reorganization allowed MUOnLine to add some innovative departments such as the Digital Learning Team, fulltime faculty, and unique services to meet national trends and shifting online learning needs.
- In the summer of 2009, an additional reorganization of library units collapsed several more functions into a new unit entitled Online Learning and Libraries. The former Dean of Libraries position, Associate Dean of Libraries, and Director of MUOnLine (formerly Executive Director of Distributed Education) were combined into one Assistant Vice President Position for IT realizing a savings of over \$250,000 in salary funds and additional efficiencies in departmental mission and services.
- In the fall of 2009, the MUOnLine program switched from local *Blackboard Vista* hosting to remote hosting services provided by the vendor. In addition to migration services to the upcoming software upgrade to *Bb 9* and *Communities*, the hosting contract also includes a disaster recovery service. *Bb 9* installation and migration planning is already underway and will continue during the spring of 2010.

The MUOnLine division is one of many components of the Information Technology (IT) department that includes several full time staff and faculty and is supported by student employees who reside primarily in the MUOnLine Design Center. The group works together to facilitate instructional technology support for the Marshall faculty with e-course and hybrid course development and support. The unit also has a collaborative

relationship with enterprise systems group who manage the learning management system and its peripherals along with the individuals who manage the web portal function. The IT administration has provided support for new technologies and software to ensure that students and faculty enjoy a quality experience creating and delivering online courses and the IT staff in these areas consistently contribute to local, regional, and national conferences related to online learning that allows our faculty and staff to share successes, forge new relationships, and enhance skills.

Another component to this unit includes professional librarians who are actively involved in a campus-wide embedded information literacy program. Recent developments in user education and the assessment of student competencies in this area are based on national research that has radically changed how many libraries in the country approach library instruction with students and faculty. Additionally, the libraries have cultivated a wide array of online resources and services to provide access to millions of books, articles, research reports, images, sound clips, and more as students seek 24/7 online support for e-course and traditional projects and assignments.

Starting in the 2009-2010 academic year, the library now receives 1% of e-course indirect funds to support a massive print-to-digital conversion program that not only improves library services and materials provided to distance students but also vacates much-needed library space for the new Learning Commons initiative. Learning or information commons areas are now much-desired library spaces that allow for flexible furnishings, access to multimedia resources, and 24/7 access to the commons.

As of July 1, 2009, MUOnLine is included in the Online Learning and Libraries unit within Information Technology. This department also includes the following:

University Libraries:

This unit includes the Morrow Library, Smith Music Hall Library, Special Collections, Government Documents, and the Research and Information and Technical Services units of the John Deaver Drinko Library. This unit works closely with the Director, Information Resources & Customer Services who manages the Collection Access units within the Drinko facilities, Information Commons, 24 Hour Study Center, and Marshall University Graduate College Library in South Charleston.

The Marshall University Library System consists of the John Deaver Drinko Library, the James E. Morrow Library, the Health Science Library at the Cabell-Huntington Hospital location, the Music Library in Smith Music Hall, the Hoback Chemistry Library in the Science Building, and the Marshall University Graduate College Library in South Charleston. Together, the University Libraries' holdings support graduate level research needs, with more than 450,000 volumes of which close to 20,000 are electronic books, and access to more than 24,000 periodical titles of which 20,000 are completely online. Students may use monographs, periodicals, documents, CD-ROMS, videocassettes, sound recordings, electronic journals, online reference materials and microforms. Access to electronic resources and *Ask A Librarian* chat reference services are available via the University Libraries' web page. Each library operates as part of the university system and provides unique service to the clientele and program(s) with which it is associated. The libraries play an essential role in the educational and research activities of the individual university programs. Using the library as a gateway, faculty and students have access to the tools to search multiple resources and obtain materials from a variety of sources. Dynamic interlibrary loan and document delivery programs provide materials from other

libraries in electronic or print form, often in a matter of days. Courier services also enhance turnaround time and overcome geographical limitations.

The John Deaver Drinko Library:

This library houses close to 200,000 volumes, current journal subscriptions, a 24-hour computer lab, Information Commons, multimedia presentation facilities, an assistive technology center for the visually impaired, faculty and student instructional technology rooms, and a fully wired auditorium. Circulation, Reference, and Media are located in the Drinko Library, with extensive collections and teams of qualified personnel. The Drinko Library, opened in 1998, is a state-of-the-art facility that also houses the Information Technology Administration and several other IT units such as University Computing Services, Networking, Enterprise Systems, and University Telecommunications.

Online library services:

The librarians and staff provide real-time reference services through the webpage, email system, and *Wimba Pronto* chat services. In addition to chat reference, we subscribe to close to 100 full text and multi-subject databases, over 20,000 online journals, and close to 20,000 e-books. The libraries provide online access to information delivery services or IDS. IDS is a web service that lets Marshall University students, faculty, and staff submit interlibrary loan requests, track the status of their requests, and get articles/book chapters delivered electronically. We subscribe to a consortium that allows us to borrow books from over 60 libraries in the WV, PA, NY, and NJ region. With a quick turn-around time, students and faculty have close to 30 million items at their fingertips.

The James E. Morrow Library:

This library is the oldest library on campus is situated between Smith Hall and the Science Building, houses Special Collections, Government Documents, and shelving for approximately 275,000 volumes. Special Collections features the University Archives, West Virginia Collection of state and regional materials, and the unique Hoffman and Blake collections. Government Documents, a federal depository collection, contains close to 1.2 million items and provides materials in electronic, microform, and paper formats.

The Music Library:

Supporting the instruction and research needs of the Music Department, includes more than 16,500 sound recordings (tape, LP, and CD formats), 400 videos and DVDs, 14,000 scores, music education and jazz materials, and a sizeable reference collection. Several electronic resources, including *Grove Music Online*, are also available. The library is located in 115 Smith Music Hall.

MUOnLine Design Center:

The center provides training and support for Marshall University's faculty and staff. This unit works with Marshall University faculty and staff to provide the hardware, software, networking and technological assistance and support needed. They assist faculty and staff to create video, audio, and integrated instructional media applications and services necessary to support, further and accomplish the goals set forth in the Marshall University *Mission Statement and Vision*. Online course development is facilitated by the design center. A faculty committee that is coordinated by a member of the faculty provides guidance, support, and training. Additionally, this committee conducts regular e-course reviews to ensure that the development faculty meet best practices and technical requirements for delivery. Standards such as the Ohio Learning Network's *CourseCheck!*

Program based on Chickering and Gamson's Seven Principles of Good Practice (1987). Content reviews are conducted by the department and must be provided prior to MUOnline approval.

Digital Learning Team (DLT):

Comprised of professional librarians, this faculty group creates and coordinates a university-wide embedded librarian program, MUOnline modules, and research instruction services for faculty and students in the classroom. The team provides a venue for faculty to embed a librarian who will attend most of the regularly scheduled classes and team-teach research and information evaluation skills throughout the semester. The DLT can also be called upon to provide classroom-based instruction that is tailored to the professor's needs. They are also part of the library's Research and Information Services department and aid in providing instruction and public services in all of the university library locations and online.

Marshall Technology Outreach Center (MTOC):

The center allows Marshall University to enhance the lives of the community through integrating the University externally and dissolving barriers to traditional technology education. Programs include Online College Courses in the High Schools (OCCHS) and ongoing K-12 technology partnerships including teacher-training initiatives. In 2009, the MTOC launched a free online course for high school students entitled, *How to Succeed in College*, designed to help future college students learn about college life, study habits, student services, information literacy services, and other campus-life topics that will help prepare them for their first year experience. Also in 2009, the MTOC program secured their own Second Life Island and are developing a 3D rendering of several MU campus buildings such as the new Biotechnology building, the recreation center, and new student dormitories that will also be used for K-12 recruitment and marketing purposes.

Information Technology Assessment:

Another component of MUOnline is the integration of information literacy, computer literacy, and over-all critical thinking competency within the information technology realm. By using the Educational Testing Service *iSkills*™ assessment program, this unit can provide national benchmarks to aid faculty in addressing information literacy needs and improving the teaching and learning process. In 2010, ETS is replacing the *iSkills*™ exam with a new test, *iCritical Thinking*™ certification. MUOnline will continue this program and adopt the new *iCritical Thinking*™ assessment in place of *iSkills*™ for the freshman First Year Experience program that commences in the fall of 2010.

Teaching with technology courses fall into these categories at Marshall:

E-Course:

100% asynchronous and are charged an E-Course fee rather than tuition. E-Course fees are the revenue source for MUOnline, which is completely supported and sustained by these fees.

T-Course:

Between 80% and 99% of the delivery is asynchronous. Synchronous time can be traditional seat time, conference calling, desktop conferencing, and any other form of mandatory meeting. T-courses generate no revenue support for MUOnline. E-Course revenue supports the use of online resources in t-courses and course supplements. There is currently no departmental charge back or fee for t-courses.

V-class:

Hybrid or technology-assisted courses that are delivered using a live classroom tool such as *Wimba* as the primary delivery mode are now part of the MU course offerings. A faculty member has the freedom to decide the origination location of his/her Vclass. In some cases, the course is delivered 100% online and in others, faculty utilize TECI classrooms to deliver or record live class sessions. In both instances, students can view, attend, or retrieve the multimedia course materials online from any location that has Internet such as office, home, library, lab, coffee shop, etc.

With the recent adoption of live classroom tools such as Wimba at Marshall in 2008, this course classification was created by the Registrar's office to provide students with more information about hybrid courses and their technology requirements. There is currently no fee affiliated with the Vclass designation; however, a university committee is reviewing this situation to ensure that the 2-way video software and support needed to sustain hybrid courses will be available in 2011.

1. Online course development:

The MUOnLine Design Center provides training and support for Marshall University's faculty and staff. This unit works with Marshall University faculty and staff to provide the hardware, software, networking and technological assistance and support needed. They assist faculty and staff to create the video, audio, and integrated instructional media applications and services necessary to support, further and accomplish the goals set forth in the Marshall University mission statement and vision.

Online course development is facilitated by an IT committee coordinated by a member of the faculty who provides guidance, support, and training. Additionally, this committee conducts regular e-course reviews to ensure that the online faculty meet best practices and technical requirements for delivery. Standards such as the Ohio Learning Network based on Chickering and Gamson's Seven Principles of Good Practice (1987) are used. Content reviews are conducted by the department and must be provided prior to committee approval.

The Faculty Development Committee for Multimedia Instruction (FDCOMI) is the group charged by MUOnLine to review and approve e-courses for online offering. Faculty interested in developing an online course or in using an online course section as a supplement to a bricks and mortar class, can contact the Faculty Coordinator for Online Instruction to obtain the checklist and paperwork to initiate the development and review process. Complete information about teaching online and using technology in general for instruction is provided along with a user group seminar series to allow faculty to present and share their online courses materials, lesson plans, and projects. FDCOMI was formed in 2002 with the ongoing responsibility to evaluate newly developed online courses according to a set of standard requirements formulated by the committee.

Membership on the FDCOMI is open to all full-time faculty who have an interest in online education. Currently chaired and coordinated by a faculty member who receives a stipend and course release to direct the faculty development program. IT also provides support for FDCOMI liaison(s) to assist with the training and development needs for online faculty. With over 300 faculty involved in the program in some way, the committee is relied upon to disseminate information, review courses, and keep faculty apprised of software changes, enhancements, or developments.

Online faculty are paid a development stipend of \$4,000 for each new three-credit-hour course upon FDCOMI and department approval. There are other levels of compensation when faculty choose to use e-packs and textbook supplements that provide more than 60% of the e-course content and/or update an existing course. The FDCOMI committee also recognizes faculty in a fall “Online Faculty Member of the Game” promotion that honors an online professor at each home football game. Honorees are selected by their peers and voted upon electronically. When funding is available, the MUOnLine office does provide some travel support for online faculty who present or attend conferences or workshops related to e-learning. Budget issues resulting from the recent economic downturn have curtailed this travel program; however, when available, every attempt is made to support online faculty needs.

While some faculty may initiate the development process and not have an opportunity to complete all aspects of their creation during the course of an academic year, the following shows departmental interest in new e-course development since the 2008 submission of the MU Compact to the HEPC in October:

- Adult & Technical Education (5 courses)
- Art
- Counseling
- Curriculum & Instruction (2 courses)
- Educational Foundations (2 courses)
- Engineering
- English (2 courses)
- Exercise Physiology (2 courses)
- Family & Consumer Science
- Geography (2 courses)
- History (3 courses)
- Journalism
- Leadership Studies
- Library Science (2 courses)
- Marketing & Management
- Physical Education (3 courses)
- Psychology (7 courses)
- Safety Technology
- Sociology
- Special Education (4 courses)

2. Online Program Development:

While growth is expected to continue, the MUOnLine Design Center is proceeding with a project to work closely with Academic Affairs to encourage the development of full online degree programs. Both e-course and hybrid course models are within the purview of the center and university. With new talent in the center possessing national reputations and connections, the growth in development over the last year has been tremendous. Continuing our effort to providing more full offerings in the web-based environment is a primary goal this coming year and over the next five years.

B. Plans for Growth in Five years:

A plateau is predicted in the e-course literature; however, the reorganization of this area was initiated to address current and future needs. The following growth initiatives are not ranked in a priority order:

1. Development of fully-online degree programs:

Commuter and traditional student demands increase of distance students (such as those on active duty in the military), general recruitment and student retention trends necessitate attention to providing an array of program offerings that can be obtained 100% online.

2. Expansion of the embedded librarian program:

iSkills™ data gathered from the debut semester of the new Digital Learning Team provided benchmarks for making changes to ensure the program is effective. While the Educational Testing Services (ETS) is changing this test in January 2010, the critical thinking component they will be emphasizing is more in line with the curricular changes on Marshall's campus that are taking place. The ETS *iCritical Thinking*™ certification program will continue to be given to the MU freshmen in coming years. The data retrieve is valuable to the IT staff due to the ability to view national benchmarks and comparison scores.

These data have already helped librarians revise or craft lesson planning with faculty to address literacy weaknesses. Because of their participation in the recent core curricular changes on campus, librarians secured an embedded teaching partnership role with First Year Seminar faculty to provide information literacy skills in the First Year Experience program that will begin in fall 2010. If the program proves to be successful, popular, and effective, additional librarians may be needed to meet demands.

3. Alignment with MUOnline and Academic Affairs:

This IT unit collaborates with these important faculty development and assessment units within the Academic Affairs office. In addition to sharing assessment data and participating in the annual program assessment process, some of the staff members in MUOnline also work closely with these units to provide faculty training and development opportunities. In the fall of 2009, Academic Affairs and MUOnline collaborated to present *Trends in Education and Technology: Best Practices in using Collaboration Software for On Campus and Virtual Campus Learning-- a faculty conference originating from the MU campus and presented nationally via Wimba*. A faculty technology summit or showcase is being planned for the spring of 2010 in which CATL and IT will be coordinating and sponsoring the event together.

4. Continuation of a formal information and computer literacy assessment program:

Information technology assessment data have been gathered during the annual assessment opportunities provided by Academic Affairs; however, a formal mode for longitudinal comparison and synthesis of gathered data was implemented in 2007 by the IT division. In 2007, MUOnline began the *iSkills*™ program. As previously stated, these data are used by librarians to address deficits in student information literacy preparation and training to help close the assessment gap.

5. Participation in the Regents Bachelor of Arts (RBA) Today program:

During fall 2009, the MUOnline staff submitted a proposal for an accelerated Information Literacy course at the 300 level with a variable credit option to provide general studies options for the RBA computer literacy requirement. Should this course be accepted by the Higher Education Policy Commission, our hope is to be included in the development of additional accelerated courses to provide RBA students with more flexible options.

C. Specific data:

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09*
# Students Served	9,545	11,637	14,557	14,444	16,357	11,536
# Online Courses	377	428	475	482	584	497
#Online Faculty	112	183	263	303	388	300
Certificate(s)	1	1	1	1	1	0
AAS Degree(s)	0	1	2	2	2	0
BA Degree(s)	0	0	1	1	1	0
Minor(s)	0	0	2	2	2	2
MA Degree(s)	2	2	2	2	2	2
# Online Programs	3	4	8	8	8	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.*

Degrees available online with Marshall University:

- M.A. in Elementary Education
- M.A. in Secondary Education

(Reported on WVVLN web site, www.wvvl.org, by WVVLN institutional representative each semester)

II. Faculty training in instructional technology:

The MUOnLine Design Center and members of the Online Learning and Libraries staff provide an array of faculty instruction programs that cover IT topics ranging from designing courseware to using equipment in a technology enhances classroom. The unit also provides training on office technology programs such as MS Word, Outlook, PowerPoint, and more. Library databases, full text resources, and even Web 2.0 applications are all topics provided in various training seminars open to all faculty and staff at the university. User education for any instructional technology is offered at various times during the year and faculty may drop by the Design Center or library during regular business hours. The MUOnLine Design Center staff provide popular drop-in workshops during the lunch hour (the best opportunity to draw faculty) for hands-on experiences and support for e-course development that are often full to capacity.

Professional librarians and instructional designers are available to assist faculty in compiling research materials, preparing e-course materials, and creating learning objects. Members of the Online Learning & Libraries leadership team work together to coordinate and provide group-training opportunities on-site or within academic departments. In 2009, a member of the Digital Learning Team coined a new *Wikipedia* term entitled, *WiiFY?* For “What’s in it For You?” to

kick off her IT training program. In conjunction with the Marshall Technology Outreach Center, the IT training programs for the campus community are wildly popular and fill up within days.

III. Instructional Technology Staff Adequacy

A. Description of Current Status:

The MUOnLine Design Center 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. Two full-time professional designers aid in the ongoing workshops and one-on-one training. The current staffing levels are adequate; however, if/when new services become popular, workloads and statistics may justify addition of part-time or full-time staff. Because of the addition of a director with a national *Bb* reputation and solid background in online pedagogy, new e-course development has increased significantly over the last year and may require attention to workloads and staffing. The new staffing design implemented in 2009 for Online Learning & Libraries has a synergy of cross training and collaboration that fosters regular communication among the library, learning management/systems personnel, and instructional technologists. Usage statistics and program demands will be scrutinized closely in the event staffing and/or organizational changes must be made to address workflow and support.

B. Plans for growth in one to five years:

Physical MUOnLine Space - The Drinko Library Learning Commons that is located on the first floor of the John Deaver Drinko Library is open 24 hours a day for five days per week. This is a significant area of the library in which the staff and all of the resources and services are accessible to students 142 hours per week. The installation of the Learning Commons required some minor renovations and the removal of stacks to accommodate flexible seating areas.

Phase two of the Drinko Library renovation does require additional funds; however, if/when funds become available, the MUOnLine Design Center will move to the Drinko facility to provide our faculty with a larger space with more development options, flexibility with locating and scheduling staff, and increased access to staff and equipment for online or hybrid course creation and support. As the Learning Commons is a “hub” for our millennial students who prefer to work in groups and collaborate more on routine homework and assignments, our hope is to generate a similar physical space on the second floor for the university faculty. Expansion of the print-to-digital conversion project will allow for more stacks to be consolidated. This will provide additional collaboration space for faculty and staff and improve the remote access to resources for all students and faculty via the web.

MUOnLine Program - If the past history of the MUOnLine program is an indicator, we anticipate that the e-course program will continue to grow at a steady rate over the next five years. Online courses are the most important aspect of the MUOnLine program but not the only facet of technology enhanced teaching and learning. Other services are being expanded to address pedagogical and critical thinking initiatives. With the new initiative in Academic Affairs to increase full degrees online, we anticipate significant growth if this program is successful.

Marketing is also an essential component to the MUOnLine program growth in the region and beyond. Instructional Television staff created professional quality commercials for television, radio, and the web that have helped expand MUOnLine’s visibility. Online ads, military advertising (stateside and overseas), athletic marketing programs, a Second Life

Island, city bus sponsorship, and even billboards have assisted us in expanding our student base. At every opportunity, we reach out to the local and regional news outlets to promote our events, programs, and services. While marketing can be expensive, the division has made a commitment to spend only 3% of revenue on this endeavor to ensure that our message is consistently being delivered to students and potential students in a myriad of venues.

Program Growth	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Enrollment % Change	31%	22%	25%	-0.80%	13%	11%
E-course % Change	6%	14%	11%	2%	21%	10%

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

A total of 35 FTE consisting of professional librarians, instructional designers, outreach personnel, and classified staff report to the Assistant Vice President for Information Technology for Online Learning and Libraries.

Of these individuals, 12.5 FTE reside within the MUOnline, MTOC, and Digital Learning Team areas and as stated, five FTE are situated in the MUOnline Design Center that is open more than 45 hours per week. We are currently experiencing a growth spurt in activity in our center and online. Forty-four new courses have been submitted for development since October of 2008— more than double the number of development applications we received last year. If all of these faculty members require design services from our team, staffing will become an issue and if half of these courses are completed and approved for offering during 2010-11, the MUOnline program will exceed the projected annual 10% increase. This magic number is important because industry projections anticipate that at least 10% is required each year to sustain existing commitments for software, hardware, personnel, and miscellaneous subscriptions. A decline in the number of courses, faculty, or students, could be problematic as the revenue generated from the e-course tuition and fees supports this program. The decline in faculty overload approvals has had some minor impact on growth of the program; however, the new developments underway may help mitigate this administrative issue.

In regard to the student levels and MUOnline growth, less than 1% of the students enrolled in e-courses withdraw from them and 2008-09 e-course evaluation data show that the Likert scale mean scores for over-all satisfaction with the instructors and course materials within online courses ranges between 4.0 and 4.4. Over-all satisfaction is very good and very few students drop e-courses they start. Another plus that may prove to be advantageous to the MUOnline program is the recent increase in tuition for traditional courses. As of July 1, 2009, if a student takes up to 12 hours of e-courses, s/he will pay less than if s/he enrolled in traditional courses. Because our program assess a fee instead of tuition, once a student exceeds the 12 hour limit, the e-courses do become more costly than traditional classes. Nevertheless, the word is spreading and students seem more than happy to realize any kind of savings available while amassing college credits.

IV. Assessment of Instructional Technology:

The Educational Testing Service (ETS) *iSkills*™ program that is being changed to *iCritical Thinking*™ certification in 2010 will allow IT staff to gain information and computer literacy and critical thinking benchmarks that can be compared to national data. This assessment program is geared exclusively toward incoming freshmen. For the faculty and staff, workshop evaluations and comment boxes on all IT pages on the web help to gain feedback from individuals

participating in our ongoing training programs. We also take suggestions for program topics and try to tailor sessions to meet specific departmental or disciplinary needs.

A. Current assessment strategies:

- *iSkills*TM (Educational Testing Service, ETS)
- *iCritical Thinking*TM Certification (ETS)
- *CoursEval*TM (Academic Management Systems)

B. Current assessment data:

*iSkills*TM measures a student's ability to navigate, critically evaluate and synthesize the information available through digital technology. The assessment provides meaningful benchmarks based on nationally recognized Association of College and Research Libraries (ACRL) standards. In 2007 Information Technology purchased *iSkills*TM, an Educational Testing Service (ETS) assessment program designed to help measure the Information and Communication Technology (ICT) Literacy of the MU students. According to the website, *iSkills*TM is "the only ICT literacy test that assesses critical thinking in the digital environment that also helps faculty identify where further curriculum development is needed so students have the ICT literacy skills they need to succeed." These data are used to identify weaknesses that can be covered in the lesson planning for the embedded librarian program. Additionally, IT staff can also target computer literacy areas to ensure that MU students are being exposed to the resources, skills, and techniques that will aid them in becoming information literate.

In addition to the problem-based questions established within the exam, librarians added questions to aid in assessing the embedded librarian program and the use of our information literacy learning objects and videos within MUOnline. The embedded librarian survey results from the 2008-09 testing period are not scientific but do provide some feedback that will assist us in reviewing and revising our program.

	YES	NO
Did you have an embedded librarian in any of your classes?	53%	47%
If so, do you think this program helped you learn more about the research process?	90%	10%
Did your class use MUOnline?	88%	12%
If so, did you review the library modules in MUOnline?	38%	62%

*iSkills*TM Core Exam Aggregate Task Performance Report for Marshall University

MARSHALL UNIVERSITY STUDENTS	
Dates (Completed Tests)	2008-09
Examinees	140 selected, 122 reported
NATIONAL REFERENCE GROUP	
Examinees	2079 from all years

This report shows the number and percentage of students in your students reporting group who achieved the **highest score** for each of the components of the tasks and skills areas. The percentage of students from the reference group achieving the highest score of each of the

components is also presented.

Important notice: Statistics computed for small numbers of students (e.g., 50 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

Students who completed fewer than 4 tasks, or spent less than 10 minutes, in either of the two sections of the test are *excluded* from this report.

What students were asked to do	Feedback on highest-scoring response	# of your students who provided highest-scoring response	% of your students who provided highest-scoring response	% in reference group who provided highest-scoring response
DEFINE Skill Area				
Choose a research topic according to specific criteria and explain your choice (Finding a Topic: <i>Vietnam Project</i>)	You chose a research topic that fulfilled all of the criteria given	42 of 122	34%	44%
	You correctly reported the criteria fulfilled by the research topic selected	27 of 122	22%	28%
Answer three questions to clarify a research project (Clarifying a Project: <i>CollegeFund</i>)	You selected the best initial question to help clarify the project	83 of 122	68%	79%
	You selected the best database variable to provide useful information for the project	76 of 122	62%	67%
	You chose the best research question	62 of 122	51%	59%
ACCESS Skill Area				
Search a store's database in response to a customer's inquiry (Finding an Item: <i>Veni Video Vici</i>)	You chose the correct store database on your first search	113 of 122	93%	92%
	You chose the best search expression for the category selected	104 of 122	85%	86%
	You selected all of the appropriate items for the customer	51 of 122	42%	58%
	You did not select any inappropriate items for the customer	22 of 122	18%	29%
Locate two Web pages for a research project (Finding Information: <i>Living Wage Debate</i>)	You used search terms that were precise and useful in your Web searches	90 of 122	74%	54%
	You received a high percentage of relevant returns in one or two searches	58 of 122	48%	8%
EVALUATE Skill Area				
Evaluate a database in order to determine its usefulness for a project about opposing viewpoints (Evaluating a Database: <i>Privacy and the Media</i>)	You evaluated the database correctly and selected sources with authority and objectivity	56 of 122	46%	58%
	You selected current sources from the database	55 of 122	45%	47%
	You selected relevant sources from the database	45 of 122	37%	43%
	You correctly determined whether the database was useful for your project and selected the best articles	24 of 122	20%	31%
	You correctly evaluated the usefulness of the database without needing explicit criteria	97 of 122	80%	78%

Judge the usefulness of Web pages for a research project (Finding Information: <i>Living Wage Debate</i>)	You selected the best Web pages to visit the first time they were returned in a Web search	63 of 122	52%	18%
	You chose the best Web pages as most useful for the research project	10 of 122	8%	6%
	You judged Web pages correctly with regard to relevance	22 of 122	18%	11%
	You judged Web pages correctly with regard to authority	17 of 122	14%	20%
	You judged Web pages correctly with regard to point of view	84 of 122	69%	52%
	You judged Web pages correctly with regard to currency	47 of 122	39%	43%
Judge the probable usefulness of sites returned in a Web search for a particular research topic (Evaluating Search Results: <i>Horse Farm</i>)	You selected the best sites for the research topic	39 of 122	32%	55%
	You judged sites correctly with regard to authority	67 of 122	55%	64%
	You judged sites correctly with regard to bias	61 of 122	50%	60%
	You judged sites correctly with regard to currency	68 of 122	56%	67%
MANAGE Skill Area				
Fill in an organizational chart to reflect the structure of a new business (Creating a Chart: <i>New Business</i>)	You represented all required elements in the organizational chart	85 of 122	70%	72%
	You represented all elements in the right relationships	74 of 122	61%	67%
	You appropriately deleted unused cells	69 of 122	57%	66%
Organize files into folders on a hard drive (Managing Files: <i>Electronic Game Company</i>)	You moved all files into proper folders	17 of 122	14%	19%
	You deleted all unnecessary folders	21 of 122	17%	34%
INTEGRATE Skill Area				
Fill out a spreadsheet in order to determine the season records of teams in a volleyball league (Keeping Records: <i>Volleyball League</i>)	You selected proper headings for spreadsheet rows and columns	72 of 122	59%	64%
	You represented information in spreadsheet cells accurately	75 of 122	61%	67%
	You accurately interpreted the information presented	74 of 122	61%	66%
Complete a table comparing potential checking accounts according to specific criteria (Summarizing Emails: <i>Checking Account</i>)	You selected correct column headings for the table	31 of 122	25%	34%
	You accurately represented information in the table	51 of 122	42%	50%
	You ranked the checking accounts correctly	59 of 122	48%	56%
CREATE Skill Area				
Create a data display (Creating a Graph: <i>Music Trends</i>)	You selected the necessary content for the data display	78 of 122	64%	63%
	You organized the layout of the data display logically and effectively	93 of 122	76%	80%
	You created the data display very efficiently	89 of 122	73%	78%
	You drew a correct conclusion based on the data display	107 of 122	88%	83%
Create a slide for a group presentation (Creating a Slide: <i>Jupiter's Moon</i>)	You chose the best layout to create the slide	64 of 122	52%	55%
	You chose the best title for the slide	65 of 122	53%	67%
	You chose the best text for the slide	3 of 122	2%	6%
	You chose the best image for the slide	58 of 122	48%	65%
	You formatted the finished slide effectively	24 of 122	20%	31%

COMMUNICATE Skill Area				
Select and organize slides for two distinct presentations to different audiences (Choosing Presentation Slides: <i>U-Serve</i>)	You selected the best slides and titles for the first presentation	4 of 122	3%	9%
	You sequenced the slides correctly for the first presentation	28 of 122	23%	27%
	You selected the best slides and titles for the second presentation	12 of 122	10%	20%
	You sequenced the slides correctly for the second presentation	31 of 122	25%	36%
	You made a correct decision regarding the delivery mode for the two presentations	49 of 122	40%	42%
	You indicated an awareness of the different needs of the two audiences	2 of 122	2%	2%
Select the best way to advertise products to users of an electronic mailing list (Communicating to a Group: <i>Mystery Fiction Mailing List</i>)	You correctly analyzed the key details of all the advertisements	50 of 122	41%	49%
	You correctly applied the mailing list policy to the advertisements	23 of 122	19%	21%
	You chose an advertisement with language and tone suitable for the audience	85 of 122	70%	72%
	You selected the best advertisement for the mailing list	79 of 122	65%	67%

COMMUNICATE

Disseminate information tailored to a particular audience in an effective digital format, such as by

- Formatting a document to make it more useful to a particular group
- Transforming an e-mail into a succinct presentation to meet an audience's needs
- Selecting and organizing slides for distinct presentations to different audiences
- Designing a flyer to advertise to a distinct group of users

Understand and articulate the scope of an information problem in order to facilitate the electronic search for information, such as by

- Distinguishing a clear, concise, and topical research question from poorly framed questions, such as ones that are overly broad or do not otherwise fulfill the information need
- Asking questions of a "professor" that help disambiguate a vague research assignment
- Conducting effective preliminary information searches to help frame a research statement

DEFINE

ACCESS

Collect and/or retrieve information in digital environments. Information sources might be web pages, databases, discussion groups, e-mail, or online descriptions of print media. Tasks include

- Generating and combining search terms (keywords) to satisfy the requirements of a particular research task
- Efficiently browsing one or more resources to locate pertinent information
- Deciding what types of resources might yield the most useful information for a particular need

EVALUATE

Judge whether information satisfies an information problem by determining authority, bias, timeliness, relevance, and other aspects of materials. Tasks include

- Judging the relative usefulness of provided web pages and online journal articles
- Evaluating whether a database contains appropriately current and pertinent information
- Deciding the extent to which a collection of resources sufficiently covers a research area

MANAGE

Organize information to help you or others find it later, such as by

- Categorizing e-mails into appropriate folders based on a critical view of the e-mails' contents
- Arranging personnel information into an organizational chart
- Sorting files, e-mail's, or database returns to clarify clusters of related information

INTEGRATE

Interpret and represent information, such as by using digital tools to synthesize, summarize, compare, and contrast information from multiple sources while

- Comparing advertisements, e-mails, or websites from competing vendors by summarizing information into a table
- Summarizing and synthesizing information from a variety of types of sources according to specific criteria in order to compare information and make a decision
- Re-representing results from an academic or sports tournament into a spreadsheet to clarify standings and decide the need for playoffs

CREATE

Adapt, apply, design, or construct information in digital environments, such as by

- Editing and formatting a document according to a set of editorial specifications
- Creating a presentation slide to support a position on a controversial topic
- Creating a data display to clarify the relationship between academic and economic variables

COMMUNICATE

Disseminate information tailored to a particular audience in an effective digital format, such as by

- Formatting a document to make it more useful to a particular group

C. Future plans:

The 2009 *iSkills*TM report shows that the incoming freshman class has major deficits in a few ICT areas such as how students applied the concepts for evaluating, managing and communicating information. Faculty who provide lesson plans and prepare colleagues for the embedded programming provided by the library division will target these areas specifically.

For example, in *iSkills*TM the *EVALUATE* task students were asked to review a webpage and determine its authority for use in a research assignment. This is a problem-based test that requires apply critical thinking skills to basic research queries. In several questions, they perform a database search and identify the results that meet their assignment needs. First year students could select the appropriate webpage for their search; however, they failed in sorting relevant data that determine if this webpage was appropriate for a research assignment to solve their research problem.

In the very near future (fall 2010) embedded librarian programming will target this aspect of the typical online search so students will become more aware of online database architecture, relevance search engines, and search strategies that can limit bad hits to yield more accurate results. They will also stress that the Internet is not the only method of search and use this example to teach students the difference between legitimate library resources and open web resources such as *Google*. While embedded in First Year Experience courses with freshmen, they will also show students how to fully evaluate a webpage for its date, authority, bias, accuracy, etc. and help them see why some web-based materials are not appropriate for a college-level paper or assignment.

There is also a hope the critical thinking emphasis within the new general education curriculum can be tied closer to information and computer literacy skills. *iSkills*TM and its next generation, *iCritical Thinking*TM, may provide the assessment link the librarians need to establish a solid user education foundation for student success.

APPENDIX C

Marshall University Recruitment Plan, 2009-2010

A. Recruitment Plan Overview

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, the following Recruitment Plan has been developed.

Goal: The Administration of Marshall University has 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. Using the Fall 2008 class as a baseline, the Office of Recruitment seeks to achieve the following benchmarks of freshman class enrollment to lead to the 2012 goal:

- Fall 2009 – 1765 freshmen
- Fall 2010 – 1844 freshmen
- Fall 2011 – 1923 freshmen
- Fall 2012 – 2000 freshmen

Objectives: The Office of Recruitment seeks to reach the 2012 goal by pursuing the following recruitment objectives:

1. Reclaim market share of WV high school students entering college
2. Refine and improve student recruitment within the Border State target area.
3. Develop additional recruitment territories that demonstrate potential due to high in-state tuition, enrollment caps at in-state institutions, high-density alumni base, and/or average distance students travel from home to attend college.

Actions: The following actions will be taken in the effort to achieve the above-stated goal and objectives:

1. Execution of communication plan (mail/email/phone) segmented by interest level, class standing, geographic area, and other specific characteristics.
2. Development and execution of travel plan for off-campus recruitment initiatives (college fairs, high school visits, on-the-spot applications, etc.).
3. Development and distribution of targeted recruitment publications (print and electronic).
4. Developing advertising/marketing initiatives (in cooperation with University Communications).
5. Expand recruitment focus of on-campus outreach initiatives (daily campus visits/tours, Open House programs, Day on Campus programs, SCORES, etc.).
6. Creation of alumni recruitment initiatives.
7. Coordination and collaboration of recruitment efforts with individual colleges and programs on campus.

Obstacles: The following factors are recognized as obstacles in meeting the above-stated goals and objectives:

1. Funding: According to Noel-Levitz, in 2007 the median per-student recruitment expenditure by four-year public institutions was \$398. For the new students enrolled at Marshall University in 2008, the per-student recruitment expenditure was \$289. For a class of 1686 students, this represents an \$183,774 shortfall compared to other institutions' average recruitment budgets. This limits the amount of travel, mailing, and long distance calls the office can complete.
2. A declining population of high school students in West Virginia.

3. An adult population in West Virginia that ranks last in the nation for percentage of adults with a college degree (25%). This characteristic of our population results in Marshall's high percentage of first-generation college students and presents challenges in effectively recruiting and retaining WV students.
4. Lack of reliable data within the Office of Recruitment with regard to the effectiveness of previous recruitment activities.
5. Staffing: With only five full-time recruiters and nearly 49,000 Class of 2010 students in the recruitment database (as of 11.30.09), the amount of time recruiters can dedicate to student correspondence is limited, especially during peak travel seasons of September – November and February – April.

Strategies: The following strategies will be utilized to help mitigate the above-mentioned obstacles:

1. Seek additional funding (through private, in collaboration with Foundation members, and public sources) to facilitate activities, including additional student communication.
2. Seek ways to reduce current expenditures, both through elimination of ineffective activities/underperforming recruitment territories, the greater development of creative marketing and communication strategies, and the utilization of alumni volunteers.
3. Develop recruitment activities to address the unique needs of the West Virginia high school student, including parent programs.
4. Establish reliable data sets for all recruitment activities, including a source/yield analysis.
5. Request additional full-time staff members for the Office of Recruitment to focus on transfer student recruitment, graduate student recruitment, and travel outside the Border State area.

Assessment: In order to maximize the effectiveness of the Office of Recruitment's efforts, continual assessment of the activities and initiatives of the office must be conducted.

- The Office will utilize data to evaluate all aspects of the recruitment plan, including cost/benefit analysis, effectiveness of travel activity, and response rates to communication efforts.
- The Office will operate with a philosophy of continual improvement, always seeking to identify ways in which our performance can improve and our recruitment activities can be enhanced.
- Each Fall the actual enrollment data will be compared with the recruitment goal, and appropriate actions will be taken in response to the relative success in achieving the benchmark.

Long-Term Vision: While the immediate and primary recruitment goal focuses on the size of the entering freshman class, as the efforts in this area are established and stabilized, the populations of transfer and graduate students can receive increased attention. Likewise, once numeric goals are realized, recruitment efforts can be redirected toward improving the academic profile of each entering class.

B. Communication Plan

Purpose: Communication with prospective students and their parents is a key factor in student recruitment. Through mailings, phone calls, emails, and other media, prospective students need to receive the following messages:

- That Marshall University is interested in them as a potential student
- What Marshall University has to offer them in terms of academic programs, scholarships and financial aid, student activities, and a safe, accessible, and compact campus
- The exceptional value of a Marshall University education
- How to apply for admission to Marshall University
- Once accepted, enrollment actions to take (submit enrollment deposit, register for Orientation, finalize financial aid, secure university housing)

Further, communication cannot be one-way: only *from* Marshall *to* the student. Students and their parents must have easy access to the Office of Recruitment to obtain information and answers to their questions.

The actions of the Communication Plan are based on the medium of the message, the target audience (by grade level, geographic area, or other characteristics), and/or a triggering event (i.e. attendance at an Open House, submission of application).

Special Notes:

- In this plan, the term *suspects* refers to students whose names have been purchased through testing services or other college search services but have not initiated contact with Marshall University, and the term *prospects* indicates students who have directly expressed interest in Marshall.
- Students will move from the suspect to the prospect pool when they make direct contact with the university through email, a phone call, a visit, completing a VIP page, or completing a prospective student card at a college fair or school visit.
- Some audience pools may have to be narrowed by certain criteria due to budget limitations.

Email Messages

Message	Audience				Timing
	Interest Level	Grade Level	Geographic Area	Other Limiters	
Discover Marshall	Suspect/Prospect	All	All		Upon receipt of name
Meet your recruitment coordinator	Suspect/Prospect	All	All		7 days after entry
It's never too early for Marshall	Suspect/Prospect	Junior/Pre-Junior	All		14 days after entry
Introduction from college dean	Suspect/Prospect	All	All		21 days after entry
Happy Birthday	All	All	All		On birthday
Give Marshall a test drive	Suspect/Prospect	Senior	All		14 days after entry
Apply now	Suspect/Prospect	Senior	All	No application started	Nov., Jan., March, May
Tour confirmation	All	All	All	Registered for tour	Day of registration

Direct Mail

<i>Message/ Format</i>	<i>Audience</i>				<i>Timing</i>
	<i>Interest Level</i>	<i>Grade Level</i>	<i>Geographic Area</i>	<i>Other Limiters</i>	
Set your sights high! (letter)	Suspect/ Prospect	Pre-junior	WV, South/ Central OH, Eastern KY, Western VA, PA, MD	High scores on ACT PLAN test	Upon receipt of name
It was nice to meet you! (postcard)	Prospect	All	Any	Complete student interest card at recruitment event	Within 3 days of event
We are Marshall... We are your future (postcard)	Prospect	Pre-junior	Any		30 days after entry
Thank you for your interest (letter)	Prospect	All	All	Complete a VIP page log-on	Day after entry
Become a Marshall VIP! (postcard)	Suspect	Senior/ Junior	All		Upon receipt of name
Set your sights on a Marshall scholarship! (letter and brochure)	Prospect	Junior	WV and Metro OH/KY		Summer prior to senior year
Visit campus or attend Open House (brochure)	Prospect	Senior	WV and Metro OH/KY		August
	Suspect/ Prospect	Senior/ Junior	Any	ACT \geq 26	
	Prospect	Senior	WV and Border States		October
	Suspect	Senior	WV		
	Suspect/ Prospect	Junior	WV and Appalachian Region		January

Direct Mail

<i>Message/ Format</i>	<i>Audience</i>				<i>Timing</i>
	<i>Interest Level</i>	<i>Grade Level</i>	<i>Geographic Area</i>	<i>Other Limiters</i>	
Out of state experience, in state price (postcard)	Suspect/ Prospect	Senior	Border and Appalachian States		End of month, beginning in October
Apply now (letter)	Prospect	Senior	All	Submission of credential w/out application	14 days after submission
Join Class of 2014 Facebook group (postcard)	Admitted	Senior	All		7 days after decision
Welcome to the Marshall family (note)	Admitted	Senior	All		21 days after decision
Congrats! (note from alumni)	Admitted	Senior	All		1 st of month following decision

Open House Confirmation (letter until week of event, then email)	Prospect/ Applicant/ Admitted	All	All	Registered for Open House	Week of registration
Thanks for participating (letter)	Prospect/ Applicant/ Admitted	All	All	Participant in on-campus activity	7 days after event
Thanks for visiting	Prospect/ Applicant/ Admitted	All	All	Attend daily presentation/ tour	Day of visit
Orientation Invitation	Admitted	Senior	All		Daily as admitted, beginning in April
Orientation Confirmation	Admitted	Senior	All	Registered for Orientation	Weekly as reservations are made
It was nice to meet you (note from Orientation leader)	Admitted	Senior	All	Attended Orientation	Day of orientation

Telecounseling

<i>Message</i>	<i>Audience</i>				<i>Timing</i>
	<i>Interest Level</i>	<i>Grade Level</i>	<i>Geographic Area</i>	<i>Other Limiters</i>	
Open House Reminder	Prospect	Any	Any	Registered for Open House Program	Week of Open House
Apply Now	Prospect	Senior	Any	Completed FAFSA without Admission Application	Weekly beginning Jan. 15
Items Needed to Complete Application	Applicant	Senior	Any	Incomplete application on file	Two weeks after application start date
Congratulations	Admit	Senior	Any		Two weeks after admission decision

C. Territory/Travel Plan

Purpose: To identify geographic regions where Marshall University is an attractive and viable option for the student population and make sure enrollment advisors are attending college fairs and making contact with high schools in those regions.

Status: Each enrollment advisor is assigned a territory. The advisor is charged with managing the recruitment efforts in this territory including attending local and regional college fairs, visiting high schools, and handling all communications with prospective students and guidance counselors in these areas.

In the past three years the territories have expanded from travel predominantly in West Virginia and Metro counties to extensive travel in West Virginia, Ohio, Pennsylvania, Virginia, Maryland, Kentucky, and New Jersey and limited travel in New York, Washington D.C., Florida, Georgia, North Carolina, South Carolina, Tennessee and Texas.

Plan for 2009/2010:

- 1) Tailor previously established territories to maximize resources using:
 - Visit reports from enrollment advisors
 - Admitted and enrolled student numbers
 - Cost analysis by territory
 - Demographics in out-of-state territories (average undergraduate in-state tuition, median household income, percentage of students who attend college in-state, number of graduating high school seniors, etc.)
- 2) Secure invitations to fairs in targeted territories and maximize the time spent in each area by focusing on weeks with a high concentration of college fairs and using extra time to visit high schools that have proven to be productive in the past or have characteristics that would indicate they might be productive in the future.
- 3) Develop a week-by-week fall schedule for each enrollment advisor by early August 2009 to ensure ample time for adequate planning, including contacting high schools and finalizing individual travel arrangements. Each enrollment advisor will have all plans finalized and be ready to begin recruitment travel in September.
- 4) Each enrollment advisor will keep records of productivity at each event through the use of a visit report, turned in weekly to the Assistant Director of recruitment.
- 5) Develop week-by-week schedule for each enrollment advisor by December 2009 and repeat process for spring 2010 travel.

Territory Development**Table 1: Enrolled First-Time Freshmen by State (Excluding Athletes) 2006-2008 for States with a Three-Year Average ≥ 1 Student Enrolled**

State	2007	2008	2009	Three-Year Avg.
WV	1097	1074	1215	1128.7
OH	171	182	166	173.0
KY	47	48	37	44.0
VA	37	50	37	41.3
MD	18	17	38	24.3
PA	16	19	16	17.0
NY	14	8	8	10.0
NJ	10	13	6	9.7
DC	6	11	8	8.3
FL	6	8	8	7.3
NC	3	3	4	3.3
GA	2	5	7	4.7
IN	2	6	5	4.3
SC	2	8	1	3.7
CA	3	2	4	3.0
MA	2	2	5	3.0
TX	2	3	3	2.7
CT	1	2	4	2.3
DE	1	0	4	1.7
MI	0	3	1	1.3

TN	3	1	0	1.3
IL	2	1	1	1.3
AZ	1	0	2	1.0
VT	0	1	2	1.0

Source: Marshall University

Table 2: Key Demographics from States Yielding Enrolled Marshall Students (average enrolled ≥ 1 per year) from 2007 – 2009 (Top five favorable values highlighted)

State	Three-Year Enrollment Avg.	Avg. Undergraduate Resident Tuition (07-08)	Median Household Income (07-08)	Median Distance of College from Home (miles)	% Students who Stay In-State for College	% Change in HS Graduates 2004-2014 (projected)
WV	1128.7	4,377	40,851	53	76	-5% to -9.99%
OH	173.0	8,090	48,960	67	77	-5% to -9.99%
KY	44.0	6,342	41,058	53	81	-4.99% to +5%
VA	41.3	6,887	61,710	96	73	+5.01% to 10%
MD	24.3	7,141	65,932	71	50	-4.99% to +5%
PA	17.0	9,593	50,850	66	79	-5% to -9.99%
NY	10.0	5,065	50,643	139	73	-5% to -9.99%
NJ	9.7	9,702	64,070	162	35	+5.01% to 10%
DC	8.3	3,140	54,162	192	13	>+20%
FL	7.3	2,980	46,206	119	79	>+20%
GA	4.7	4,006	48,369	63	78	>+20%
IN	4.3	6,604	47,898	85	60	+10.01% to 20%
SC	3.7	8,389	44,034	71	82	-4.99% to +5%
NC	3.3	4,301	44,058	82	87	+10.01% to 20%
CA	3.0	4,879	57,445	71	83	-4.99% to +5%
MA	3.0	7,922	60,515	71	56	-5% to -9.99%
TX	2.7	5,538	47,157	98	80	>+20%
CT	2.3	7,465	65,644	68	44	-4.99% to +5%
DE	1.7	7,823	53,695	38	55	+5.01% to 10%
MI	1.3	8,471	50,528	569	81	-5% to -9.99%
TN	1.3	5,366	41,240	79	72	-4.99% to +5%
IL	1.3	8,982	53,889	111	66	-4.99% to +5%
AZ	1.0	4,954	47,972	95	79	>+20%
VT	1.0	10,401	49,959	96	43	-10.0%

Sources: Journal of College Admission – Spring 2009, U.S. Census Bureau, National Center for Education Statistics – Digest of Education Statistics

Table 3: 2008-2009 Travel Activities

State	# of Travel Weeks 08-09	\$ Spent on Travel 08-09	Admitted Students (as of 6/29/09)	2008 Admit to Enroll Yield	2009 Enrolled	\$ Spent per Enrolled Student
WV	21	6,502.41	1705	58.7%	1241	5.24
OH	11	3,944.84	395	40.0%	181	21.79
VA	10	8,845.97	125	32.1%	42	176.92
DC	1		17	50.0%	8	
MD	5	4,722.61	84	19.1%	38	124.28
KY	5	1,152.28	92	42.9%	40	28.81
PA	7	1,452.47	75	27.3%	17	85.44
NJ	6	4,904.06	39	25.5%	6	326.94
NY	1		33	22.2%	9	
NC	3	3,352.62	26	25.0%	8	419.08
FL	2	3,078.90	27	50.0%	19	162.05

GA	2	1,999.69	19	53.8%	11	181.79
SC	1	248.55	14	50.0%	1	248.55
TN	3	1,354.64	8	15.4%	0	n/a
TX	1	1,549.54	8	41.7%	6	258.26

Source: Marshall University

Conclusions: Based on the data in Tables 2 and 3, the Border states and DC will remain high priority territories. New Jersey and New York will be given medium priority. Opportunities will be explored in large metropolitan areas in Florida, Texas, and Michigan.

Travel Priorities for 2009/2010

As shown in Table 3, travel constitutes a major expense for the Office of Recruitment. While face-to-face interaction with prospective students is indeed valuable, it loses effectiveness if there is not frequent and timely follow-up through the execution of the communication plan. Full execution of the communication plan will require greater financial resources than have been dedicated in the past. This may result in a need to reduce travel compared to previous years in order to dedicate funds to the communication plan.

With this in mind, the following travel priorities for 2009/2010 are established:

Priority Level	States	Extent of Travel
High	WV	Complete WV Tour schedule (as set by HEPC). Frequent high school visits, including on-the-spot application events.
High	OH, VA, PA, MD, DC, KY	All national, regional, and large local fairs. Frequent high school visits between fair dates.
Medium	NJ, NY	All national and regional fairs.
Exploratory	FL, TX, MI	All national fairs.

All high priority locations will be assigned to enrollment advisors as part of their territories. Medium and exploratory areas will be covered primarily by the Director and Assistant Director, with other staff members assigned based on travel availability.

Travel Territory Assignments by Enrollment Advisor

Beth Wolfe – Director/Ella Kuratomi – Assistant Director

West Virginia Zone 1 - Counties: Wayne, Cabell, Lincoln, Putnam, Kanawha

Brad Grampa – Enrollment Advisor

West Virginia Zone 2 – Counties: Mingo, Logan, Boone, Fayette, Raleigh, Wyoming, McDowell, Mercer and Summers
Kentucky

JR Harris – Enrollment Advisor

West Virginia Zone 3 – Counties: Lewis, Upshur, Randolph, Pendleton, Braxton, Webster, Pocahontas, Clay, Nicholas, Greenbrier and Monroe
Virginia

Rebecca Holbrook – Enrollment Advisor

West Virginia Zone 4 – Counties: Preston, Barbour, Tucker, Grant, Mineral, Hardy, Hampshire, Morgan, Berkeley, and Jefferson
Maryland

Sarah Kemp – Senior Enrollment Advisor

West Virginia Zone 5 - Counties: Hancock, Brooke, Ohio, Marshall, Wetzel, Monongalia, Marion, Harrison and Taylor
Pennsylvania

Amanda Means – Enrollment Advisor

West Virginia Zone 6 – Counties: Mason, Jackson, Roane, Calhoun, Gilmer, Ritchie, Doddridge, Tyler, Pleasants, Wood, and Wirt, Ohio

West Virginia Travel Territories



D. Pool Development Plan

Background: Traditionally, university recruitment efforts have focused on a funnel approach: begin with a large number of prospects, understanding that at each stage of the recruitment process (inquiry, apply, accept, and enroll) the number of students will decrease. Thus, to have a larger number of enrolled students, one must begin with a larger number of prospects. The approach at Marshall University has been similar over the past few years by creating large pools of “suspects” (students who have yet to indicate interest in Marshall) through name purchases with a number of entities. In fact, the Office of Recruitment purchased nearly 84,000 student names last year. While name purchases can be effective means of obtaining student information, without the means to follow through with recruiting these students, these purchases lack effectiveness. Further, the national emergence of the “stealth applicant,” a student who applies

without any previous contact with the university has become a “game changer” in the traditional recruitment funnel.

Purpose: This plan seeks to develop a strategy for effective and cost-efficient development of the prospective student pool utilizing a variety of pool development means.

Data: An initial source yield analysis for 2005-2008 is below. (Note: due to the implementation of Connect2 recruitment software in Spring 2006, and the fact that it does not sync data live with Banner, the following data should be viewed as approximate.)

	2005 Prospects	2005 Enrolled	% Yield
Open House	93	49	52.69%
Athletic Camp	23	8	34.78%
Campus Tour	85	26	30.59%
SCORES	350	60	17.14%
Student Submit ACT	5161	696	13.49%
College Fair Recruit Card	4626	522	11.28%
Student Submit SAT	744	81	10.89%
HS Visit Recruit Card	916	84	9.17%
Day on Campus	587	40	6.81%
Online Interest Form	427	17	3.98%
Student Initiated Contact	75	2	2.67%
Other University Activities	6554	27	0.41%
College Ref. Service Purchase	7	0	0%
National Honor Roll	8	0	0%
Other Outside Sources	88	0	0%
ACT Purchase	NA	NA	
PSAT Purchase	NA	NA	
NRCCUA Purchase	NA	NA	
CBSS Purchase	NA	NA	
SAT SSS Purchase	NA	NA	
PLAN Name Purchase	NA	NA	
Stealth Applicants		113	

	2006 Prospects	2006 Enrolled	% Yield
Open House	92	34	36.96%
Campus Tour	152	35	23.03%
PSAT Purchase	14	3	21.43%
Athletic Camp	10	2	20.00%
Student Submit ACT	4583	623	13.59%
SCORES	411	54	13.14%
College Ref. Service Purchase	9	1	11.11%
Student Submit SAT	871	92	10.56%
Day on Campus	509	52	10.21%
College Fair Recruit Card	4707	329	6.99%
Other Outside Sources	153	10	6.54%
Online Interest Form	1079	63	5.84%
National Honor Roll	19	1	5.26%
HS Visit Recruit Card	614	29	4.72%
NRCCUA Purchase	35	1	2.86%

Student Initiated Contact	1034	20	1.93%
Other University Activities	1998	10	0.50%
ACT Purchase	7565	8	0.11%
CBSS Purchase	1	0	0%
SAT SSS Purchase	0	0	
PLAN Name Purchase	0	0	
Stealth Applicants		182	

	2007 Prospects	2007 Enrolled	% Yield
PLAN Name Purchase	2	1	50%
Open House	88	23	26.14%
National Honor Roll	25	5	20%
College Ref. Service Purchase	13	2	15.38%
Campus Tour	20	3	15%
Student Submit ACT	5272	659	12.50%
Athletic Camp	8	1	12.50%
Online Interest Form	1360	107	7.87%
Student Submit SAT	951	74	7.78%
SCORES	382	27	7.07%
Day on Campus	287	18	6.27%
College Fair Recruit Card	4436	237	5.34%
Student Initiated Contact	731	37	5.06%
Other Outside Sources	271	11	4.06%
HS Visit Recruit Card	741	24	3.24%
Other University Activities	281	7	2.49%
ACT Purchase	14416	122	0.85%
NRCCUA Purchase	15081	78	0.52%
PSAT Purchase	20902	81	0.39%
SAT SSS Purchase	4	0	0%
CBSS Purchase	0	0	
Stealth Applicants		171	

	2008 Prospects	2008 Enrolled	% Yield
Athletic Camp	9	3	33.33%
Student Submit ACT	6072	634	10.44%
SCORES	285	29	10.18%
Day on Campus	426	40	9.39%
CBSS Purchase	32	3	9.38%
Open House	33	3	9.09%
Online Interest Form	2574	184	7.15%
Student Submit SAT	1216	80	6.58%
Student Initiated Contact	502	31	6.18%
College Fair Recruit Card	5005	303	6.05%
PSAT Purchase	1970	95	4.82%
PLAN Name Purchase	669	29	4.33%
Other University Activities	218	9	4.13%
HS Visit Recruit Card	888	25	2.82%
Other Outside Sources	868	3	0.35%
ACT Purchase	16871	35	0.21%

NRCCUA Purchase	26451	37	0.14%
College Referral Service Purchase	20	0	0%
SAT SSS Purchase	1	0	0%
Campus Tour	3	0	0%
National Honor Roll	14	0	0%
Stealth Applicants		143	

Over the past four years, initial sources involving direct student contact with the university resulted in the highest yield.

Actions: The following actions will be taken in order to increase the quality of the prospect pool and increase the number of candidates that will be likely to apply to Marshall and eventually enroll.

- Ensure that all participants in on-campus activities (i.e. camps, Day on Campus, SCORES, etc.) are entered into the recruitment database.
- Increase the percentage of students who complete student information cards at college fairs and high school visits (goal: 90%+).
- Ensure that students who submit AP scores as underclassmen are added to recruitment database.

E. Special Populations Plan

Purpose: To increase the diversity of our incoming class by targeting special population groups.

Status: The Office of Recruitment currently distributes publications provided by organizations on campus to special populations.

Goal: To increase partnership with services and organizations already established at Marshall University to enhance our understanding of the needs of these populations and communicate what Marshall University has to offer them more effectively.

The following special populations have been identified for additional targeted recruitment. Throughout the coming year, the Office of Recruitment will collaborate with the individuals or organizations indicated with each special population to develop specific recruitment plans for each population.

- 1) Honors – Honors College
- 2) Superior and Talented/Dual Credit
- 3) Minority – Division of Multicultural Affairs
- 4) Activity based interest – Student Activities Programming Board
- 5) Legacy students – Alumni Association
- 6) Non-traditional
- 7) First-Generation - TRIO
- 8) Campus Visitors – Office of Recruitment
- 9) Border/Appalachian Scholarship recipients – Financial Aid Office
- 10) Veterans –Corey Payne, Veteran's Certifying Official

F. Publications Plan

Purpose: While society increasingly depends on electronic media for news and information, and these needs in recruitment are addressed in the Electronic Media Plan, there is still tremendous

power in print publications for student recruitment, particularly within the confines of college fairs and high school visits. Strong print publications are an important component of the recruitment plan.

Goal: The Office of Recruitment will (in cooperation with University Printing Services) develop dynamic, engaging, and informative publications that will not only catch the attention of prospective students, but also serve as a “print commercial” for the institution and what it has to offer.

Focus: Results of a student focus group held on May 8, 2009 indicated the following about student likes and attitudes with regard to recruitment publications:

- Be “real”; use real pictures of real students. When at all possible, avoid “staged” photos, even if they are trying to recreate an authentic moment. Also tell real stories; students were very drawn to publications that featured students and their experiences.
- Use color. Students did not feel that everything in the publication needed to be “Marshall green” in order for them to associate the piece with Marshall. In fact, they indicated that “less is more” when it comes to the use of Marshall’s signature color, allowing it to “pop” when it is used.
- Keep details to a minimum. Students indicated that if they were truly interested in a school, they were willing to do additional research on their own. Publications do not need to be text heavy to have an impact.

Actions: By assessing the need for travel, communication plan, and on-campus event material, and utilizing the results of the focus groups, the Office of Recruitment has identified seven primary publications to be developed.

- *Tri-fold:* The primary information piece for travel, provides highlights of campus initiatives and services, cost of attendance, and student testimonials.
- *Visit piece:* Also to be used as a mail piece, communicates information about Green and White Days (Open Houses), a new Presidents Day Open House, and daily campus tours.
- *Guide to Scholarships and Financial Assistance:* Provides information on all Marshall University scholarships for incoming students, how to apply for aid, and a glossary of financial aid terms.
- *Logo piece:* For the past two years, the most commented-on publication was a fold-out piece in the shape of the Marshall “M” logo with Marco’s head. This year a new logo piece has been created that utilizes the two bison “Thundering Herd” logo. Inside, there are checklists on how to apply, and what to do once admitted. Also, the complete list of undergraduate majors is included as well.
- *Fact sheet:* In order to be able to provide campus visitors with a piece they have not seen before, a double-sided single sheet piece has been developed providing students with facts about various aspects of campus services and activities.
- *Transfer piece:* The needs and interests of transfer students are quite different from those of first-time freshmen. Therefore, an information guide for transfer students will be developed.
- *Viewbook:* A more formal, in-depth booklet, highlighting student stories, Marshall’s history, and the benefits of a Marshall education will be developed to send to applicants in order to help “seal the deal.”

G. Electronic Media/Social Network Plan

Purpose: With the advent of Web 2.0 and the explosion of social networking sites such as Facebook and Twitter, prospective students are digitally connected now more than ever before. Thus, the Office of Recruitment must be poised to communicate with and capture students' attention through unconventional ways, and must keep all electronic media efforts fresh and up to date.

Goal: The Office of Recruitment seeks to provide prospective students with a full complement of electronic messages and means of contact with the office and the university.

Actions: The following actions will be taken to establish the electronic media/social network initiative:

- Update and enhance the current recruitment website (www.marshall.edu/recruitment).
 - Provide a direct link to the page from the Marshall main page (does not currently exist).
 - Collaborate with John Cummings to update look of recruitment page to reflect current trends in web design.
 - Introduce an interactive map where students can click on their state of residence and be introduced to the enrollment advisor for their area.
 - Provide links to student blogs and vlogs, and promote Twitter and Facebook presence.
 - Implement a Calendar of Events to promote on-campus activities as well as notification of enrollment advisor travel.
- Revise process for VIP page and Open House registration to make it more user-friendly.
- Utilize Twitter to provide student reminders regarding admission and financial aid processes, alerts on recruitment staff visits, and announcements of campus activities and events.
- Establish a Facebook group for each incoming freshmen class which students will be invited to join upon their admission to the university. The Office of Recruitment will provide general monitoring of posts to address student questions/needs, but the network will be largely student-driven with the goal of building a community among incoming freshmen.
- Maintain and update electronic media/social network plan often to keep up with changing technology.

H. Advertising/Marketing Plan

Purpose: To enhance the university's presence in appropriate niche publications to reach prospective students, their parents, and guidance counselors/teachers, and to collaborate with University Communications in the development of TV/radio spots, billboards, other advertisements and enhanced visibility of the Marshall brand.

Background: The Office of Recruitment has advertised within a number of niche publications such as *West Virginia Senior* and *Next Step* magazines, as well as occasionally advertising within local newspapers. These publications target high school students within West Virginia and the West Virginia/Virginia/Maryland region, respectively.

Actions:

- Develop strong print ads that include a call to action and phone, email, and web site contact information.
- Maintain or expand past participation in *West Virginia Senior* and *Next Step* magazines.
- Maintain or expand participation in special editions of local publications such as *the Herald-Dispatch*, *the Charleston Gazette*, *the Charleston Daily Mail*, and *the West Virginia State Journal*.
- Identify new publications to reach new target populations such as guidance counselors/independent college consultants (SouthEastern Educational Network) and sophomore honors students (My College Guide).
- Collaborate with University Communications to expand the reach of the Marshall University brand through give-aways and expanded selection of Marshall merchandise.

I. Campus Activities and Special Events Plan

Purpose: To host interesting and unique events for prospective students and their parents/guardians that showcase Marshall University's strengths and encourage them to become part of the Marshall family.

Status: The Office of Recruitment currently hosts several events throughout the year including three Open House events, New Student Orientation, SCORES, Day on Campus events, and daily presentations in the Welcome Center.

Plan for 2009/2010: The Office of Recruitment will look for ways to improve the campus activities already instituted, while also exploring opportunities for new events and ways to enhance the recruitment capabilities of events hosted by other entities on campus.

Existing Event Descriptions:

- 1) Daily Presentations: Information Session and Tours given Monday through Friday at 10 a.m., Friday at 1 p.m., and on select Saturdays each month.
 - a. Prospective students register by contacting the Office of Recruitment, specifically Patty Carman, the tour coordinator, or registering online. The students are sent an e-mail confirmation and a packet of information about their scheduled visit.
 - b. Prospective students and their guests first meet with an enrollment advisor in the Gillette Welcome Center for an hour. They are presented with information about Marshall University including admissions information, financial aid and scholarship information, and a message from President Kopp. A student ambassador then takes the group on an hour-long walking tour of campus.
- 2) Green and White Days/Presidents Day Open House: These are Open House events that give prospective students a more in-depth look at Marshall University's programs and campus. The Office of Recruitment hosts three each year. This year Green and White Days will be Sept. 19 and Nov. 7, 2009. Presidents Day Open House will be hosted on Monday, Feb. 15, 2010.
 - a. Prospective students are sent invitations to these events in accordance with the Communication Plan, as well as through recruiter contact at college fairs and high school visits. Students can register by calling the Recruitment Office or registering online. They are sent a confirmation packet with information about the day's events and travel information.
 - b. Open House events include information about each of the colleges at Marshall University, a chance to hear from the administration, a more in-depth look at a college of their choice during an "academic showcase," lunch and campus tours.

- 3) **SCORES – Search Committee on Recognizing Excellent Students:** Held every spring semester (planned for April 17, 2010), SCORES is an academic competition open to high schools students. Students register to compete in a variety of competitions, sponsored by every college on campus. All event requirements and descriptions are listed in the SCORES handbook, published annually. Group sponsors (typically guidance counselors or high school teachers) can register their students for competitions online.
- 4) **Day on Campus Events:** These are “field trips” scheduled throughout the year for large groups of students who are interested in exploring campus. This year the number of students we can accommodate will be capped at 50 per group, and we will limit the number of groups per week to two. These groups can range in age from elementary to high school.
 - a. Typically a counselor or group leader contacts the office about scheduling a visit. They are normally scheduled for a half an hour presentation about Marshall University and choosing a college and then taken on a walking tour of campus. Some groups eat on campus.
 - b. The schedule for these events can vary depending on the needs of the group. They are only scheduled Tuesday through Thursday.
- 5) **New Student Orientation:** For ten days during the summer, the Office of Recruitment works with faculty and staff on campus to host New Student Orientation. Orientation gives students who have been admitted to Marshall University the opportunity to come to campus, meet with an advisor to create a schedule for their first semester, set up their computer accounts and get their student ID photos taken.
 - a. Students who have been admitted to Marshall and have submitted their enrollment deposit are sent invitations to attend. They must go online or contact the Orientation Office to register.
 - b. Students must attend Orientation before they can register for classes. Waivers are granted on a case-by-case basis.

J. Alumni Recruitment Plan

Purpose: Alumni who have been successful in their careers and are passionate about Marshall University can be powerful ambassadors on the university’s behalf. By partnering with the Alumni Association to formalize an alumni recruitment initiative, the Office of Recruitment will be able to reach a new population of prospective students.

Goal: To establish a formal alumni recruitment plan in which Marshall University alumni who self-identify as being willing to volunteer in recruitment efforts are provided with the materials and support necessary to be effective alumni recruiters for the university.

Actions: The following actions will be taken to establish the alumni recruitment initiative:

- A database of alumni who are interested in participating in recruitment efforts will be established by utilizing results of a recent alumni association survey, setting up a volunteer interest form on the alumni association website, and by contacting the leadership of the alumni chapters across the country.
- A “How to” guide will be created to lead alumni through targeted recruitment initiatives
 - Alumni participating in career days, scholarship presentations, giving guest lectures, and performing recruitment visits at local schools
 - Contacting prospective and admitted students by phone, mail, and/or email
 - Referring prospective students to the Office of Recruitment
 - Presenting information packets to prospective students they know personally

- Sponsoring a Marshall University-themed tailgate at local high school rivalry games
- Sponsoring Marshall University-themed advertising banners in high school lobbies and/or gymnasiums
- Sponsoring Marshall University ads in local high school yearbooks/programs
- Hosting interest receptions for prospective students and their parents
- Hosting send-off events for local students who are attending Marshall University

Additional Activities: The Marshall University Student Ambassador group will become more closely involved with the MU Alumni Association, providing greater opportunity for collaboration between the Office of Recruitment and the Alumni Association.

Appendix D

Marshall University Student Retention and Success Plan

Marshall University, 2009-2010 AY Retention Plan Initiatives and Actions						10.15.09	
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.	Planning	10.15.09	Need details of changes to Orientation program and Week of Welcome, including overnight Orientation Program for prospective students and parents.	Continue work of planning groups, including Recruitment and FYE.	
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	Planning	10.15.09	Need physical space for centralized advising center; development of additional advisors; plan coordinating center with academic units.	Continue work of planning groups: academic units, Student Services, Univ. College, retention committee.	
3. Develop and Implement Academic and Career Professional Plans.	University College, Academic Units, Career Services	Revision of current academic major plans of study	Plans of Study already in place; electronic access being developed	10.15.09	Review academic plans of study; develop e-plans/maps	Continue work of planning groups.	
4. Connect all students with CAREER SERVICES.	Academic Affairs and Career Services	Actual implementation of advising plan.	Planning: Included Career Services in 2009 Orientation.	10.15.09	Career Services advising not yet integrated into gen. ed.	Continue work of retention committee.	
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.	Development of critical thinking elements in First-Year Seminar; development of First-year seminar; and development of 9 disciplinary-based critical thinking designated courses (Summer and Fall 2009).	10.15.09	Need: Fac. Senate approval of critical thinking criteria, FYS, Core-I disciplinary courses; need additional development of Core-I disciplinary courses; faculty professional development for FSJ in Fall 2010	Completion of curricular review process and approval by Faculty Senate and University President.	
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	Planning and development: GEC Task Force in place to develop e-portfolio concept.	10.15.09	Development of conceptual statement for e-portfolio use and integration in GEN ED Core and academic majors.	Continue work of GEC e-portfolio task force; work with IT re: e-portfolio software.	
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.	Assoc. Deans will work with Registrar to block schedule freshmen. Colleges planning LLCs for Fall 2010. Student Affairs will survey freshmen to assess interest in FIGs.	10.15.09	Number of functional LLC, learning communities, and FIGs	Analyze success of current LLCs and FIGs and develop additional LLCs and FIGs.	
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.	First use of MAP-WORKS in Fall 2009; initial 3 rd -week survey and mid-term surveys distributed; analysis of results.	10.15.09	Develop plan for Student use of MAP-WORKS. Primary area to target is peer connections	Mid-semester survey (10.31.09). Upload new student data; Launch two check-up surveys; Continue faculty and staff training	
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.	Supplemental Instruction provided for English 101 and 102, CMM103, and BSC.	10.15.09	Need to identify other courses requiring supplemental instruction.	Further analysis of supplemental instruction needs and results.	
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.	"at-risk" students are currently directed to enrolling in UNI 102 in the Spring semester	10.15.09	Mandatory advising required to ensure at-risk students enroll in UNI 102 as identified.	Review current practices and revise as needed.	
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 2 years	Analyze CLA and NSSE results used in retention plan to guide changes to academic advising.	10.15.09	NSSE: freshmen lower than seniors in active and collab. learning (ACL) and enriching educational experiences (EEE). FY stds lower in ACL than freshmen at peer institutions	Evaluate changes in std perform. Faculty cohort teaching FYS and Core-I courses to receive development in "active learning" technique.	
D. COMMUNICATION							
1. Develop centralized calendar system.	Student Affairs	Creation of calendar	Appearance and use of calendar	10.15.09	Need central source of campus activity info.	To be addressed by Task Force on Student Involvement	
2. Review and Assess student activities culture on campus.	Student Affairs	Use MAP-WORKS results.	In process.	10.15.09	Need to enhance student involvement & campus connection.	To be addressed by Task Force on Student Involvement	
3. Develop and utilize targeted announcements to students.	Student Affairs	Done currently; need improved messages and use of @marshall.edu email.	In process.	10.15.09	Student need varies: need for emergency notifications, informational notes, & specific group notification.	To be addressed by Task Force on Student Involvement	

APPENDIX E
Accreditation Table
Marshall University

<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	Plans are being developed for requesting accreditation.
	Political Science	No		The Political Science program is not accredited but the department participates in the joint WVU-MU Master of Public Administration program in South Charleston, accredited through WVU. The college is currently examining the utility of maintaining this relation with WVU regarding this program.
	Psychology: Psy.D. Program	Yes	American Psychological Association (APA)	
Rudy Pauley, Interim Dean, Graduate School of Education and Professional Development (South Charleston Campus)	MA Education Programs	Yes	NCATE	
	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)	
	Reading	Yes	International Reading Association (IRA)	
	Special Education	Yes	Council of Exceptional Children (CEC)	
	Math through Algebra I	Yes	National Council on Teachers of Mathematics (NCTM)	
	Early Childhood Education	No	National Association for the Education of Young Children (NAEYC)	Accreditation application will be submitted in the Fall 2009 to the National Association for the Education of Young Children (NAEYC) in advance and in anticipation of 2010 NCATE accrediting site visit.
	English as a Second Language	No	The Teachers of English to Speakers of Other Languages.	Accreditation application will be submitted in the Fall 2009 to Commission on English as Second Language in advance and in anticipation of 2010 NCATE accrediting site visit.
	School Library Media	No	American Library Association/American Association for School Librarians (ALA/AASL)	Accreditation application will be submitted in the Fall 2009 to the American Association of School Librarians in advance and in anticipation of 2010 NCATE accrediting site visit.
	Counseling	No	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	The counseling program for both campus is in the process of determining whether to submit for accreditation (started Fall 2007 but still underway)
Rosalyn Templeton, Dean, College of Education and Human Services	SOE: Teacher Certification Programs	Yes	NCATE	
	School of Kinesiology: Athletic Training Education Program	Yes	Commission on Accreditation of Athletic Training Education (CAATE)	Had successful accreditation Spring 2009. Will begin self-study CAATE in 2010.
	School of Kinesiology: Exercise Science Program	No	Commission on Accreditation for Allied Health Education Program (CAAHEP)	Program plans to obtain accreditation from this agency.

	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	
Shortie McKinney, Dean, College of Health Professions	Communication Disorders (Masters)	Yes	Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA)	
	School of Nursing	Yes	National League for Nursing Accreditation Commission (NLNAC)	
	Medical Lab Tech (Associate)	Yes	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	
	Medical Technology (Bachelor)	Yes	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	
	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.	
Chong Kim, Interim Dean, Lewis College of Business Administration	Lewis College of Business	Yes	The Association to Advance Collegiate School of Business (AACSB) International	
	Department of Accounting	Yes	The Association to Advance Collegiate School of Business (AACSB) International	
	Accounting Program	Yes	AACSB	Accreditation Awarded and in effect September 2008
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)	Membership in NAST is maintained but not accredited because schools that offer graduate and undergraduate degrees generally seek accreditation. The Marshall program is limited to an undergraduate program.

Betsy Dulin, Dean, College of Information Technology and Engineering	BS in Engineering (BSE)	No (Pending)	Accrediting Board for Engineering & Technology (ABET)	Program applied for accreditation from ABET's Engineering Accreditation Commission for 2009-10 cycle. Self-study and campus visit were completed in 2009, with a decision from ABET pending in July 2010.
	Safety Technology (BS)	Yes	Accrediting Board for Engineering & Technology (ABET)	Accredited by ABET's Applied Science Accreditation Commission. Next general review deferred to 2010-2011 review cycle.
	Safety Technology (MS)	No	Accrediting Board for Engineering & Technology (ABET)	No plans to request accreditation.
	BS Computer Science	No	Accrediting Board for Engineering & Technology (ABET)	Currently in the process of determining whether or not to pursue accreditation through ABET's Computing Accreditation Commission.
	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.
Wayne Elmore, Interim Dean, College of Science, Department of Chemistry	Major: Chemistry (ACS Chemistry)	Yes	Certification by the American Chemistry Society	
Leonard Deutsch, Dean, Graduate College	Forensic Science (Master of Science)	Yes	Forensic Science Accreditation Commission (FEPAC) through the American Academy of Forensic Sciences (AAFS)	