West Virginia Higher Education Policy Commission
2007-2012 Master Plan

Marshall University
2010 Compact Update

October 1, 2010

Table of Contents

A. Core Compact Elements ……1

1. Enrollment ……...1
2. Retention Rate …… 2
3. Graduation Rate ……6
4. Degree Production ……6
5. Degrees in STEM and Health Fields ……....8
6. Licensure Pass Rates ……....10
7. Percentage of Faculty with Terminal Degrees……..11
8. Assessment of Student Learning ……..11
   Update by Mary Beth Reynolds, Director, Assessment and Program Review
9. Accreditation ……..22
10. Alignment with K-12 Schools ……23
    Update by Jan Fox, CIO and Senior Vice President for Information Technology and Monica Brooks, Assistant Vice President for Online Learning and Libraries
11. Use of Instructional Technology ……26

    Update by Jan Fox, CIO and Senior Vice President for Information Technology and Monica Brooks, Assistant Vice President for Online Learning and Libraries
12. Career Services and Placement……..…33
    Update by Denise Hogsett, Director, Career Services
13. Institutional Financial Aid ……...36
14. Programs of Distinction ……..…..38

B. Required Compact Elements for Marshall University ……..…..41

Efforts to Promote and Expand Academic Research and Development ……....42
Update by John Maher, Vice President, Research

C. Compact Elective Elements ……...47

1. Economic Growth: Promotion of Global Awareness ……..…47
   Update by Clark Egnor, Executive Director, International Programs
2. Access: Service to Underrepresented/Disadvantaged Populations ……...57
   Update by Maurice Cooley, Director, Center of African-American Studies Programs
3. Cost and Affordability: External Funding and Research (Section B) ……61
4. Learning and Accountability: Expansion of Graduate Education Opportunities ……...61
5. Innovation: Marshall University Advance Project ……62
   Update by Marcia Harrison, Professor, Biological Sciences and Director, MU-ADVANCE

Appendix A: Data Elements …….67
Provided by HEPC and IPEDS

Appendix B. Utilization and Promotion of Instructional Technologies ……..68
[Update by Jan Fox, CIO and Senior Vice President for Information Technology and Monica Brooks, Assistant Vice President for Online Learning and Libraries]

Appendix C. Marshall University Recruitment Plan, 2009-2010—2010 Update…….88

Appendix D. Marshall University Student Retention and Success Plan—2010 Update..…….. ..93

Appendix E. Marshall University Accreditation Table—2010 Update ……..…….....95

APPENDIX F. Assessment Primary Traits Analysis Form …….....99

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

West Virginia Higher Education Policy Commission
2007-2012 Master Plan

Marshall University
2010 Compact Update
of the 2009-2010 Academic Year

A. Core Compact Elements

1. Enrollment

a. Data: Headcount and Annualized FT Enrollments for AY Year 2009-2010

Table 1. Enrollments

Marshall University		Previous Years			Base Year	Compact Goals					
Measure		2004	2005	2006	2007-2008	Year 1 Actual 2008-09	Year 2 Actual 2009-10	Year 2 Goal 2009-10	Year 3 Goal 2010-11	Year 4 Goal 2011-12	Target 2012-13
1a	Total Fall Headcount Enrollment	13,920	13,988	13,936	13,808	13,573	13,776	13,779	13,959	14,198	14,476
1b	Annualized FTE Enrollment	11,808	11,818	11,706	11,706	11,582	11,492	11,574	11,726	11,926	12,160

b. Goal: As Table 1 shows, the five-year total full-time (FT) headcount goal is 14,476 for Fall AY 2012-2013. The annualized FTE enrollment goal is 12,160 for 2012-2013.

2009-2010 UPDATE:

i. **Year 2 goal FT headcount** was 13,779; actual year 2 FT headcount was 13,776, three fewer (-3) than the goal. However, **year 2 actual FT headcount is 203** students higher (+203) than the year 1 actual count, a **15% (14.956%) increase over year 1 actual** count.

ii. **Year 2 goal Annualized FTE** was 82 fewer (-82) than the goal. Year 2 actual Annualized FTE is 90 students less than the year 1 actual.

c. Strategy/Rationale: As noted in the 2009 Compact Update, Marshall hired a new Director of Recruitment in the Spring 2009, who with support from Academic Affairs redesigned its formal recruitment plan during AY 2008-2009. Some elements of the new recruitment plan were in place for the 2008-2009 recruitment season. As noted in the update statement, Marshall experienced a considerable increase in item 1a.--Total Fall Headcount for the Fall 2009. Marshall does not expect to know the full impact of its new recruitment plan for several recruitment seasons. However, as our experience with the plan unfolds, the university will adjust the plan accordingly to reflect identified needs and improvements based upon data collected. The university will continue to reemphasize the need to balance and refocus recruitment efforts on in-state, metro, and out-of-state students as it has during the 2009-2010 recruitment period.

d. Additional Matters: 2009-2010 UPDATE on Conditional Admission and Series 23 Compliance

The 2009 Marshall Compact Update stated the following: "While Series 23 rule 3.3.2 refers to a limit on 'the number of students who may be admitted conditionally', it is Marshall's understanding that the intent of the rule is to impose the limit based 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 implemented the following practices in the Fall 2009, as stated in the 2009 Update:

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 instituted the following procedure in the Fall 2009:

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.

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 of the 1884 enrolled new freshman.

- For the **Fall 2010**, 8.99% of Marshall's admitted students were admitted on conditional status, i.e., 327 of 3634 fully and provisionally admitted students. 9.95% of the new freshman who enrolled at Marshall in the Fall 2010 were admitted conditionally, i.e., 196 of 1969 enrolled new freshman

In this regard, Marshall is well below the 15% threshold stipulated by Series 23, rule 3.3.2 regarding limits of conditionally enrolled students for fall 2010. Marshall's Office of Admissions does not anticipate more than 10% conditionally admitted students enrolling in the future.

2. Retention Rate

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

Table 2. Retention Rates

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

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.

2009-2010 UPDATE: The retention rate for Fall 2009-to-Fall 2010 is 71%. Thus, Marshall saw no appreciable change in its retention rate from that reported for the Fall 2008-to-Fall 2009 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. As such, the university expects to experience improvements in fall-to-fall first-time freshman retention rates.

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

(1) increase substantive, consistent, success-oriented advising communication with students from the time of first contact in recruitment through admission to the time of graduation;

(2) engage students in a curriculum stressing the development and practice of critical thinking, critical oral discourse, and critical reading and writing communication skills;

(3) create a general education curriculum that stresses developing a repertoire of critical thinking, oral discourse, and reading/writing skills that can be transported into any academic, professional, job-oriented, personal, or civic context; and

(4) employ various assessment tools to measure the results of the learning experiences designed to provide the skills and contexts for practice of the skills.

This four-fold strategy is embodied in the Student Success and Retention Plan developed by the Student Success and Retention Committee (SSRC) during the 2008-2009 academic year (cf., **Appendix D**. Marshall University Student Retention and Success Plan-- **UPDATED for Fall 2010).**

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: 2009-2010 Update

- Develop Week of Welcome prior to start of Fall semester (goal: Fall 2010). **Update:** Week of Welcome (WOW) held August 18-20, 2010.

- Centralized Advising Center and University-wide mandatory advising starting with first-year students and migrating to all students (goal: Fall 2010). **Update:** Renovation and conversion of the Alumni Lounge in Memorial Student Center to the Student Resource Center (SRC. [See: http:// www.marshall.edu/src). 5 full-time resource specialists have been hired, including a Career Services specialist; also a veterans and military affairs advocate was hired. This position also serves in the SRC.

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

- Integrate Career Services into mandatory advising program (goal: 2010). **Update:** Career Services now has one full-time resource specialist assigned to the Student Resource Center. In a new course called **Freshman First Course (UNI 100)** students start the process through the

university's new e-portfolio project of creating statements about their career/professional plans that will match their choice of majors for which there is a four-year plan of study.

II. General Education: Update

- Revise and Implement General Education Core Curriculum emphasizing critical thinking skills in (a) a mandatory 3-credit hour first-year seminar; (b) two 3-credit hour disciplined-based critical thinking courses; and (c) culminating capstone research experience (approved, implementation underway for Fall 2010). **Update:** New General education requirements, with a critical thinking core, was approved in April 2009 for implementation in the fall 2010. The new core general education requirements went into effect in the Fall 2010 (see http://www.marshall.edu/gened). Critical thinking course develop occurred during the course of the summer 2009 and the 2009-2010 academic year. In the spring 2010, full-time faculty assigned to teach the new First-Year Seminar course in the core curriculum participated in professional development activities focusing on engaged teaching and learning. This professional development opportunity lasted the entire semester over which the faculty spent 4 hours per week of assigned workload participating in the development workshops. 44 faculty participated this professional development initiative.

- Implement *e-portfolio* system as a new assessment tool (planning underway for Fall 2010 implementation). **Update:** The e-portfolio system was designed during the spring and summer 2010. See http://www.marshall.edu/eportfolio. The e-portfolio system has two basic features: first, to provide students with the opportunity to deposit class artifacts in a public portfolio website for personal storage and future employment opportunities; and second, to allow students the opportunity to store artifacts from the UNI 100 and First-Year seminar that will be transferred eventually to a university assessment site. Students tag specific artifacts to be uploaded to the assessment site in order to satisfy specific assessment criteria. Teams of faculty will assessment the artifacts during the summer sessions.

- Increase development and use of living-learning communities (LLC) and freshman interest groups (Figs) for both residence-hall students and commuter students (planning underway for Fall 2010). **Update:** As indicated in the revisions to the Marshall University Student Retention and Success Plan (see Appendix D), three new LLCs were developed during AY 2009-2010. The Lewis College of Business created an LLC for students interested in international business in the freshman residence hall; the College of Health Professions created an LLC in the freshman residence halls for students interested in "living green"; and the Honors College created an Honors LLC in the freshman residence halls. There were no FIGs created during 2009-2010.

III. Assessment

- Implement MAP-Works first-year student inventory of at-risk students (started Fall 2009). **Update:** cf., Section 8, "Assessment of Student Learning" for a complete update. Map-Works was implemented in the fall 2009. Results from student surveys, designed to determined the at-risk level of each freshman student were gathered and assessed in each of fall and spring of AY 2009-2010.
- Pilot supplemental instruction component for gateway courses with high drop, repeat, and failure rates (in place for Biological Sciences and Chemistry, expanding to cover other gateway courses). **Update:** This project has been delayed because of the need to determine the best approach of offering supplemental instruction. This is a resource issue not a commitment issue. Marshall expects to pilot early forms of this initiative in the Spring 2011.
- Send high at-risk students to UNI 202 as an "academic recovery" course in basic academic survival skills (starting Fall Spring 2011). **Update**: this project will commence in the Fall 2011.
- Continue use of Collegiate Learning Assessment of student critical thinking skills and National Survey of Student Engagement (already in place). **Update:** cf., Section 8, "Assessment of Student Learning" for complete update.

IV. Communication

- Develop a centralized calendar system to enhance student-life and culture on campus (planning for Fall 2010). **Update:** Centralized calendar system is still in development. Marshall expects to have the calendar in place by the beginning of the Summer 2011

- Review and Assess student-life activities and culture on campus (planning for Fall 2010). **Update**: Marshall is in the process of recruiting and hiring a Campus Activities Director. This position will be charged with assessing the student activities culture primarily on the Huntington Campus. An appointment is expected in October 2010.

- Develop and utilize targeted announcements to students (planning for Fall 2010). **Update:** Utilizing features of MYMU, Milo (Marshall's internal internet information system, targeted announcement), and Map-Works, Marshall started targeted announcements and contacts with students, particularly self-identified at-risk students in the Fall 2009.

d. Additional Issues: Math and English Remediation

Current Practices: Marshall's approach to remediation in Math and English is under review and changing. 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.

With regard to English remediation:

- For students whose GPA/ACT/SAT does not meet the standards in English, Marshall offers a stretch College Writing course comprised of ENG 101B and ENG 101C for AY 2010-2011 only. Previously Marshall offered ENG 100 as stopgap measure in the fall 2009. ENG 100 is no longer offered due to offering the stretch course.

- ENG 101C is designed for students with ACT verbal scores of 15 and below. It is a 3 credit hour course graded Credit/No Credit. These 3 hours do not satisfy the composition credit so they are considered elective credit.

- Students who earn a credit in ENG 101C may enroll in ENG 101B and, if they successfully complete that course, they have fulfilled 3 hours of required composition credit.

- ENG 101B is for students with ACT verbal scores of 16-17. It is a 4 credit hour course. Students who successfully complete this course have fulfilled 3 hours of the required 6 hours of composition credit.

- Beginning Fall 2011, the ENG 101C course will be replaced with a developmental course (ENG XXX) that is currently under development. Students who successfully complete the developmental course will enroll in ENG 101.

With regard to MATH remediation:

- Marshall never offered Math 102 and 103, as planned and reported in the 2009 Compact Update. Instead, Marshall created two developmental courses in Mathematics that are being offered for the first time in Fall 2010—MATH 098 and MATH 099.
- Math 098 is intended for students with ACT math scores of 16 and below. It is 3 credit hour course, graded CR/NC. Students who successfully complete Math 098 then enroll in Math 099.
- Math 099 is for students with ACT scores of 17-18. It is 3 credit hour course, graded CR/NC. Students who earn a credit in Math 099 may enroll in freshman-level mathematics for which a minimum score of 19 was the pre-requisite.

  Because these changes have just been implemented in Fall 2010, no results are yet available.

3. Graduation Rates

a. Data: Annualized Graduation Rates—First-Time, Full-Time Freshmen, Transfer, and Peer Institution Average
Table 3. Graduation Rates

Measure		2004	2005	2006	2007-2008	Year 1 Actual 2008-09	Year 2 Actual 2009-10	Year 2 Goal 2009-10	Year 3 Goal 2010-11	Year 4 Goal 2011-12	Target 2012-13
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)	43	47	40	44	46%	46.0	46%	47%	48%	47%
3b	Graduation Rates, including those transferring out and completing degrees at other institutions	44.0	48.2	42.2	46.0	46.7	48.4				
3c	Avg Graduation Rate of Peers (Median)	46.5	47.5	49.0	*		47.6				

b. Goal: The 2012-13 Compact goal for six-year graduation rates of first-time, full-time freshman, statewide is 49%. Marshall's year 2 goal was 46%.

Update: Marshall met its year 2 goal of 46%.

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

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

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

For the 2006 first-year cohort, the University projected a 47% six-year graduation rate.
Update: The actual four-year graduation rate for the freshman class of 2006 was 23.6 %

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

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

4. Degree Production
a. Data: Degree Production—Associate Through Doctoral

Table 4. Degree Production

Marshall University		Previous Years			Base Year	Compact Goals					
Measure		2004	2005	2006	2007-2008	Year 1 Actual 2008-09	Year 2 Actual 2009-10	Year 2 Goal 2009-10	Year 3 Goal 2010-11	Year 4 Goal 2011-12	Target 2012-13
4	Degree Production										
	Certificate										
	Associate	**90**	**84**	**96**	100	110	**69**	100	100	100	100
	Bachelor	**1,487**	**1,433**	**1,389**	1,450	1,406	**1,358**	1,359	1,359	1,389	1,416
	Masters	**871**	**861**	**945**	872	891	**893**	850	840	830	820
	1st Professional	**43**	**46**	**47**	42	52	**0**	57	58	65	72
	Doctoral	**10**	**11**	**25**	17	15	**78**	20	20	20	20
	Total Degrees	**2,501**	**2,435**	**2,502**	2,481	2,474	**2,398**	2,386	2,377	2,404	2,428

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

Update: Actual 2009-2010 (Year 2) data shows the following:

- 69 Associate degrees were awarded: 31 (-31) below the 100-degree goal; 41 (-41) fewer than the 2008-2009 achievement.
- 1,358 Baccalaureate degrees were awarded: 1 (-1) below the 1,359-degree goal; 48 (-48) fewer than the 2008-2009 achievement.
- 893 Masters degrees were awarded: 43 (+43) above the 850-degree goal; 2 (+2) greater than the 2008-2009 achievement.
- Zero 1st Professional degrees were awarded: 57 (-57) below the 57-degree goal; 55 (-55) less than the 2008-2009 achievement**. Nota Bene:** this shift is due to a change in federal degree reporting. guidelines.
- 78 doctoral degrees were awarded: 58 (+58) above the year 2 goal achievement of 20; 63 (+63) more than the 2008-2009 achievement.
- Overall Degree Productivity: 2,398 degrees award in 2009-2010; 76 fewer (-76) than year 1 achievement; 12 (+12) above year 2 goal of 2,386.

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

Update.

- As reported in the 2009 Update, at the graduate, first-professional level, Marshall has approved the creation of a Doctorate of Physical Therapy (DPT). Plans are to admit the first DPT class the the Fall 2011-2012.
- Recruitment and hiring of the Director of the DPT program and DPT faculty is underway. Marshall continues to plan 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 in the Fall 2012-2013.

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

Update: Some **restructuring of academic units** has occurred:

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

Since academic restructuring is recent and a continuous consideration, there is no indication of effect on enrollments. The university anticipates continued growth in Kinesiology and Natural Resource and recreation Management, both of which high demand programs at this time. Counseling is high demand at the graduate level but not at the undergraduate level, as is the case with Adult Technical Education. However, due to the transfer of the English as a Second Language program from ATE to English in the College of Liberal Arts, there will be an apparent reduction in graduate ATE students as the university moves to focus the mission of that program more closely.

Marshall does not anticipate development of new instructional locations for 2010-2011 or 2011-2012. No decision has been made about development of other locations or sites for the duration of the Compact. However, as part of our academic restructuring discussions, we are reevaluating our online academic programming (web-based, hybrid, asynchronous, and synchronous courses). **Update**: The Online Program Committee, created in 2009-2010, has started a review of those program areas in which online programs could be offered completely without affecting the traditional on-campus program offering. Marshall is investigating the development of mobile technologies to provide better on-demand access to course materials using a variety of digital devices.

5. Degrees in STEM and Health-Related Fields

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

Table 5. Degree Production in STEM and Health Fields

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

b. Goal: As noted in the 2009 Update, Marshall's goal for AY 2012-2013 is 420 undergraduate degrees and 250 graduate/first-professional degrees in STEM and health-related fields. As the actual year 2 (2009-2010) data indicate, Marshall remains on the trajectory needed to achieve this goal.

Update: Marshall awarded 361 undergraduate degrees in STEM and health-related fields in 2009-2010, 50 (-50) fewer degrees than awarded in year 1 (2009-2009) and 20 (-20) fewer degrees than the base year achievement in 2007-2008. 238 graduate and professional degrees were awarded, including 57 graduates of the Marshall University School of Medicine. This is 10 (+10) higher than the actual number of graduates from year 1 (2008-2009), and 25 (+25) more than awarded in the base Compact year of 2007-2008.

c. Strategy/Rationale: Update. As noted in the 2009 update, recruitment efforts in science, engineering, and medical-related fields have become the focal point of Marshall's recruitment plan and practices. Recent developments in the biotechnology, biomedical sciences, and forensic sciences graduate programs will continue to have a positive effect on enrollment and degree production in the undergraduate STEM and health-related fields.

To aid in development of these programs at the undergraduate and graduate levels Marshall has taken two additional actions. First, faculties from four colleges have developed an interdisciplinary Bachelor of Science (B.S.) degree in Forensic Sciences. This degree program will be housed in the College of Science but will involve faculty and course work from the College of Science, the College of Information Technology and Engineering, College of Health Professions, and the College of Liberal Arts. Additionally, the current Master of Science in Forensic Science faculty, who are housed in the School of Medicine, will participate in the new degree program. Second, with the addition of the B.S. in Natural Resource and Recreation Management to the Environmental Sciences program in the Integrate Science and Technology (ISAT) Program of College of Science, faculty in the ISAT program and the Environmental Studies graduate (M.S.) program, housed in the College of Information Technology and Engineering, are revising both programs to realignment the areas of interests between the two programs. Marshall is confident that these two actions will help to increase the visibility of several of its very popular programs.

6. Licensure Pass Rates

a. Data: Licensure Pass Rates by Program, AY 2009-2010

Table 6. Graduate Degree Pass Rates--Updates

Graduate Degree	Number Taking Exam	Number Passing the Exam	Pass Rate (in %)	National Pass Rate	AY 2009-2010 Goals
Teacher Education (Praxis II)	**277**	**270**	**98**	**80**	**95**
Speech Pathology & Audiology	**14**	**14**	**100**	**85**	**95-100**
Family Nurse Practitioner	**15**	**15**	**100**	**93.07**	**95-100**
Dietetics	**12**	**12**	**100**	**83**	**80**
National Certified Counselor	**9**	**7**	**78**	**72**	**80-85**

Table 7. Undergraduate Degree Pass Rates

Undergraduate Degree	Number Taking Exam	Number Passing the Exam	Pass Rate	National Pass Rate	AY 2009-2010 Goals
Medical Technology	**2**	**1**	**50**	**70.66**	**90**
Nursing	**43**	**40**	**93**	**89.49**	**95**
Cytotechnology	**3**	**3**	**100**	**92.63**	**90-100**
Dietetics*	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Social Work	**2**	**2**	**100**	**67.4**	**100**

*No undergraduate students were reported to have taken the licensure exam in 2009-2010.

Table 8. Associate Degree Pass Rates

Associate Degree	Number Taking Exam	Number Passing the Exam	Pass Rate	National Pass Rate	AY 2009-2010 Goals
Medical Lab Technology	**7**	**6**	**85.7**	**64.71**	**90**
Nursing	**18**	**15**	**83**	**87.61**	**95**

b. Goal. The overall pass rate goal for Marshall students is 90% for all areas. The 2009-2010 overall pass rate was 89.79 %.

c. Strategy/Rationale. As noted in the 2009-2010 Compact Update, Marshall faculty and advisors will continue to work closely with students in traditional classroom settings and lab/practicum/internship environments to develop the necessary basis for understanding and implementing professional standards and methods in preparation for licensure examinations.

7. Percentage of Faculty with Terminal Degrees

a. Data:

Table 9. Faculty with Terminal Degrees

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

b. Goal. As noted in the 2009 Update, the AY 2012-2013 goal for faculty with terminal degrees is 89%, excluding School of Medicine faculty. If the School of Medicine faculty are included the goal is 91%. Due to a very small number of retirements and resignations late in the 2009-20010 academic year, several full-time faculty positions could have been filled with faculty who do not possess the terminal degree. **Update**: there was a 1 percent decline in non-school of medicine faculty with terminal degrees. School of Medicine faculty with terminal degrees declined 1% as well.

C. Strategy/Rationale Update: Full-time faculty positions available through retirement, resignation, or denial of tenure and dismissal have been returned to the respective academic units in the majority of cases. Some faculty positions have been reassigned to other academic departments due to enrollment increases and changes in program direction. Given the state of the nation's economy, it is unlikely that Marshall will experience a considerable number of retirements over the 2-3 year period, even though approximately 45.7% of the full-time tenured/tenure-track faculty are at retirement age as of the Spring 2010.

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

8. Assessment of Student Learning

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

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

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

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

1. 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. In 2008 and 2009 faculty from

each program were 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 were devoted to meetings between academic program faculty and students. Examples of assessment activities included focus groups, town hall meetings, surveys, and exit interviews.

- **Update: A different format was used for Assessment Day 2010**. While programs could opt to use the earlier format, we also offered university-wide sessions, open to faculty, staff, and students, in the morning. Sessions were chosen based on areas for improvement identified through past assessments. Session topics were:

    - *Study Abroad: Creative Ways to Enable Students to Experience Other Culture*: This session was scheduled because, although Marshall's seniors have consistently scored above the level of our Carnegie peers in the area of "Enriching Educational Experiences," in the *National Survey of Student Engagement (NSSE)*, they have consistently scored below peers in the extent to which they study abroad. We believe that a study abroad experience can be important in fostering critical and reflective thinking, as well as helping to instill in students an appreciation for cultural diversity. This session allowed faculty who lead study abroad programs to discuss innovative ways to do this, resulting in minimal cost to students.

    - *Learn by Serving – Serve by Learning: Consider Making your Course a Service Learning Course!* The *NSSE* has shown that Marshall's freshmen feel that they are actively engaged in learning to a lesser degree than do students at our Carnegie peer institutions. Service Learning is an excellent way to encourage learning through active contributions to the community.

    - *Living/Learning Communities: How these Communities can Build Valuable Connections among Students, Faculty, and Staff*. Data from *MAP-Works* and *NSSE* have shown that Marshall's freshmen need to be connected to campus and to their peers early! We feel that these early connections will support student success and retention.

    - *First Year Seminar: Adding Active and Experiential Learning, that Connects the Domains of Thinking, to the Freshman Experience*. This session gave faculty and staff an opportunity to hear from faculty ready to teach the new first year seminar courses in the summer and fall of 2010. These courses, which are part of Marshall's new core curriculum, will address data from the *Collegiate Learning Assessment (CLA)* and *NSSE*, which suggest that our students need earlier experiences to develop critical thinking through active and collaborative learning.

    - *Program Review: Reduce Stress while Highlighting your Program's Strengths!* This session was designed for faculty preparing five-year program reviews.

    - *Developing Rubrics to Assess Program Level Student Learning Outcomes:* This session was offered in response to requests for help with rubric development.

    Many programs continued to opt for their departmental level morning sessions, but the university-wide sessions attracted approximately 100 people and session feedback was excellent. We will continue to use part of this day to have structured conversations about university-wide assessment issues.

    Update: In an attempt to involve more students in the Assessment Day process in 2010, we offered campus-wide electronic surveys using a new survey system,

Qualtrics. All students had the opportunity to complete 16 different surveys offered by the following campus services:

- Bursar's Office
- Bookstore
- Student Activities Programming Board
- Tutoring Services
- Food Services
- All Campus – (given by the Student Affairs Office)
- Advising Office
- Recruitment Office
- Registrar's Office
- Women's Center
- Admissions Office
- Student Government Association
- Tobacco Use Survey – (given by Student Affairs Office)
- Career Services Office
- Student Center Survey
- Downtown Huntington Survey

Additional surveys were available for specific groups of students. These included:

- Mid-Ohio Valley Survey – for MOVC students only
- Residence Hall Survey – for students living in residence halls
- Art and Design Department Survey – for Art and Design majors
- Criminal Justice Graduate Exit Survey – for CJ graduating graduate students
- Criminal Justice Undergraduate Exit Survey – for CJ graduating undergraduate students

Surveys for faculty and staff

- Foodservice
- Bookstore
- Women's Center
- Student Center
- MU Advance Climate Survey – faculty only

Post-Assessment Day Surveys

- Assessment Day Feedback – Faculty and staff
- Assessment Day Feedback – Students

2010 response rates to surveys sent to all students ranged from 716 to 995, while those sent to faculty and staff ranged from 267 to 305. Overall participation during Assessment Day 2010 doubled over that of the previous year, with 2,445 students and 643 faculty and staff participating.

Some examples of how Programs have used Assessment Day feedback to make improvements include examples of curricular and program modifications, the development of new degrees, and the development of program level assessment measures and rubrics.

- Workshops Provided by the Director of Assessment and Program Review. The Director of Assessment and Program Review has continued to meet with chairs, deans, and program faculty to review their assessment plans and to assist them in developing more effective assessment strategies. The importance of using assessment data for continuous improvement continues to be a major point of emphasis in these meetings.

- Syllabus Reviews. Readers from the University Assessment Committee and the Director of Assessment used to 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 was asked to develop a syllabus evaluation protocol and timeline suitable for his or her college. The Assessment Committee 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 was to 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 following colleges submitted syllabus assessment plans in December 2009:
        - College of Health Professions
        - College of Science
        - College of Education and Human Services
        - Lewis College of Business
        - College of Liberal Arts
        - College of Fine Arts
        - Graduate School of Education and Professional Development

    Perhaps due to the business of the end of spring semester, the Office of Assessment has received completed syllabus evaluations from only one academic unit.

    Action Plan: At the beginning of the 2010 – 2011 academic year, each college that has not submitted a syllabus assessment plan will be asked to do so and we will contact each college regarding submission of syllabus assessment results for the 2009 – 2010 academic year.

- 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. The committee will continued with this format during the 2009 – 2010 academic year and will continue to do so during the upcoming academic year.

- **Update:** Assessment Results Disseminated. All assessment results, including direct assessment of general education, e.g., *Collegiate Learning Assessment (CLA)* and local reports, are displayed on the Assessment Office's website. Program Level assessment reports and five-year program review reports also are available on the website. Additionally, all results of indirect measures, both local and national (*National Survey of Student Engagement; NSSE)* survey results, are available on the website. The University officially recognizes the top 10 scoring seniors on the *CLA* each year in a news release. 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.

- **Update:** General Education Curriculum Revision. Marshall University's Faculty Senate has approved a revised general education curriculum. The approval of the new curriculum (outlined below) came after three years of work by faculty committees, ensuring campus-wide input into the plan. The revised curriculum, which emphasizes critical thinking, organizes courses into Core I and Core II. The new curriculum was implemented in the summer of 2010. Core I courses consist of a first year critical thinking seminar and two discipline specific courses using active learning pedagogy. In addition to critical thinking, the first year seminar emphasizes writing, information literacy, and multicultural and international thinking. Students also are required to complete a series of approved courses in the general education disciplines, designated as Core II courses. Finally, all students are required to complete 6 hours of writing intensive coursework, 3 hours of multicultural or international coursework, and a capstone course in their major field. The outline of this curriculum is below:

  Core I: 9 hours
  - 3 hours: First Year Seminar (100-level)
  - 6 hours of discipline-specific courses with an emphasis on critical thinking (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

Update: 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, was then dissolved. To continue its work, the *General Education Council* was formed.

- **Update:** 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 for the purpose of implementing the *Core Curriculum*, which was approved by the faculty senate. This group was charged with the responsibility of reviewing and approving all discipline specific critical thinking course proposals. To date, 22 courses have been approved for CT credit and a total of 46 sections of First Year seminar will be taught during the fall 2010 semester, with an additional 46 sections taught during the spring of 2011. During the spring of 2010, all faculty scheduled to teach a first year seminar during the 2010 – 2011 academic year participated in weekly interactive critical thinking pedagogical training sessions. Faculty scheduled to teach courses with "critical thinking" designations participated in a day and a half critical thinking pedagogy workshop.

- **Update:** e-Portfolio Subcommittee. A subcommittee of the *General Education Council* was formed to study plans for the implementation of electronic portfolios, i.e., *e-portfolio*. This committee, consisting of four faculty members and the Online Systems/Web Developer for Academic Affairs, completed the first part of its work in the summer of 2010. Specifically, the committee completed an e-portfolio Action Plan, including recommendations for the portfolio's implementation and assessment. Additionally, the committee defined the university's domains of thinking, learning outcomes, and assessment levels. The Web/Online Systems Developer designed the program's interface. For assessment purposes, students will be required to demonstrate the following competencies:

    - Scientific Thinking
        - Demonstrate discipline specific content knowledge.
        - Discuss scientific issues.
        - Analyze scientific articles.
        - Recognize the difference between pure and applied science.
        - Recognize the relationship of science to the natural works.
        - Explain how science influences society.
        - Design an experiment employing the scientific method in the study of natural phenomena, analyze data from and interpret the results of the experiment.
        - Test hypotheses using scientific rigor.
    - Ethical, Social, and Historical Thinking
        - Construct arguments relating to a social problem from the point of view of various actors. Arguments must include knowledge of historical context, assumptions and interests of various actors, and broad ethical issues surrounding the problem.
        - Analyze social events using discipline-specific methods, including the application or modification of existing theories to formulate hypotheses derived from those theories, identification and collection of empirical

data necessary to test the hypotheses, testing of hypotheses, and analysis appropriate to test the hypotheses.

- Multicultural and International Thinking
  - Communicate with people in other language communities in a range of settings for a variety of purposes.
  - Develop skills in speaking, listening, reading and writing.
  - Respect cultural differences.
  - Compare elements of culture such as language, art, systems or structures, material and philosophical stances and worldviews.
  - Recognize the rights to cultural differences.
  - Define and critique the process of globalization.
  - Identify emerging challenges of a global nature.
  - Compare and contrast the social institutions across various social groupings.
  - Describe how historical, economic, political, social, and spatial relationships develop, persist, and change.
- Information and Technical Literacy
  - Work with information sources and technologies as they interact with the technological world.
  - Manage and access information technology, being aware of how technology affects individuals, society, and the environment.
  - Exhibit computing knowledge through basic computer and Internet use.
- Mathematical and Abstract Thinking
  - Create, interpret, and draw inferences from mathematical models such as formulas, graphs, tables, diagrams, and schema that represent mathematical information symbolically, visually, and numerically.
  - Read a mathematical problem with understanding, estimate a solution, formulate and execute a plan to find a solution, check the results for reasonableness, and interpret and communicate the result while employing quantitative methods, such as arithmetic, algebra, geometry, or statistics.
  - Use connections among the branches of mathematics.
  - Apply mathematical reasoning to other disciplines and/or to identify restrictions or limits of mathematical methods to solve mathematical problems.
- Oral, Visual, and Written Communication
  - Discern and interpret the message of written, visual, and/or oral communications in terms of their contexts.
  - Communicate a clear message through written, visual, or oral means to a specific audience.
- Aesthetic and Artistic Thinking
  - Analyze a piece of art as regards its elements, processes, roles and values, historical and cultural context, and/or individual and societal significance.
  - Create art that deploys the formal practices and elements of a particular genre to generate an aesthetic experience for individuals and society.
- Metacognitive Reflection
  - Reflect on learning experience in two ways: (1) to explain one's relationship and experience with various learning outcomes; and (2) to evaluate one's own projects, process, and methods, recognizing what worked and what did not work.

During the 2010 – 2011 academic year, freshmen will upload artifacts from UNI 100 and their interdisciplinary first year seminar. For assessment purposes, artifacts will be assessed by teams of faculty using the committee-designed rubric.

- **Update:** 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 now functions 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. During the 2009 – 2010 academic year, it recommended re-certification or new approvals for a total of 71 international courses and 75 multicultural courses. Recertification of additional upper division courses will occur during the 2010 – 2011 academic year.

2. Conduct a multifaceted assessment program: The following assessments of student learning have been completed at Marshall University.

    - Syllabus Assessment. As outlined previously, each college and/or academic unit is responsible for syllabus assessment. Emphasis is currently being placed on explicitly connecting learning outcomes with assessment measures.

    - Program Assessment. Each degree program's faculty collaboratively develop appropriate student learning outcomes and assessment measures. Faculty are encouraged to use at least two direct measures and one indirect measure for each outcome. They also are encouraged to complete analytical assessments of a reasonable number of student learning outcomes each year. Each program submits an assessment report to the Office of Assessment and Program Review on December 15 of each year. Reviewers from the University Assessment Committee and the Assessment Director evaluate each assessment report on a scale of 0–3 (with 3 being the best score) in three areas: Student Learning Outcomes, Assessment Measures, and the Feedback Loop.

    - Program Review. Each program conducts a comprehensive program review once every five years. These reviews are evaluated at the following levels: Dean, Faculty Committee, University Provost, University President, and Board of Governors. A final report of findings is sent each year to the Higher Education Policy Commission.

    - **Update:** General Education Assessment. The e-portfolio Subcommittee of the General Education Council (as referenced in section [b1]) made the following recommendations concerning general education assessment. First, it recommended that students submit artifacts to the e-portfolio's assessment system from their UNI 100 and First Year Seminar courses during 2010 – 2011, expanding to all of Core I courses for the 2011 – 2012 academic year. For 2010 – 2011 students will upload a personal academic plan and a metacognitive reflection for that plan (UNI 100) and at least three artifacts that draw upon a minimum of five learning outcomes as part of their first year seminar course. As mentioned previously, faculty teams will assess a random sample of artifacts using descriptive analytic rubrics designed by the e-portfolio subcommittee. This assessment will take place during the summer of 2011.

    - **Update on** Student Surveys. In addition to the surveys conducted on Assessment Day, the Office of Assessment and Program Review surveys graduating seniors annually. **A new electronic survey system launched during the spring of 2010** resulted in a graduation survey response rate of 39%.

    - 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.

- **Update:** Freshman Risk Survey. To promote student success and retention, Marshall participated in *MAP-Works* during the 2009 – 2010 academic year and will do so again in 2010 – 2011. *MAP-Works* is a retention program that includes a yearlong series of risk surveys for entering freshmen. Additionally, each freshman receives a customized report after completing *MAP-Works.*

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.
    - 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. At the conference held in fall of 2010, the Director of Assessment gave a workshop on creating measurable learning outcomes and authentic assessments.
    - 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 Test*s 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.

    - **Update:** Of the 15 programs that submitted regular five-year program reviews during the 2009–2010 academic year, the Board of Governors recommended that 14 continue at their current level of activity and that one program continue with corrective action. In the latter case, the corrective action specified was that the program significantly improved its plan for assessing student learning. Four follow-up reports were submitted and accepted. All four of the programs that submitted follow-up reports had been asked to do so because of weak assessment plans. The Board of Governors is holding each program accountable for assessment that clearly shows that the program is using assessment data for *continuous improvement* of student learning.

    - 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.

    - **Update:** 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.

- **Update:** Sixty-two program annual assessment reports (30 undergraduate and 32 graduate) were reviewed in the spring of 2010. Seven undergraduate degree programs and 8 graduate degree programs completed regular five-year program reviews and 4 programs (3 undergraduate and 1 graduate) completed follow-up program review reports. Twenty-three programs (14 undergraduate and 9 graduate) failed to submit reports. Of the 62 reports received, 55 scored at the highest level (3) on learning outcomes, 2 scored at level (2), 4 scored at level (1), and 1 at level (0). Fourteen programs scored at level (3), 38 at level (2), 7 at level (1), and 3 at level (0) on assessment measures. Six programs scored at level (3), 25 at level (2), 8 at level (1) and 23 at level (0) on the feedback loop (continuous improvement). A comparison of results for all areas between 2009 and 2010 showed no significant change. The area most in need of improvement is the feedback loop where, in 2010 only 50% of our programs scored at levels 2 or 3. Although we noted above that our assessment rubric has increased in rigor, we are concerned about this finding. During the 2010 – 2011 academic year, the Director of Assessment will meet with each program scoring at levels 0, 1, and 2 to assist in formulating plans for improvement. Comparative results for 2009 and 2010 are shown in Figure 1.

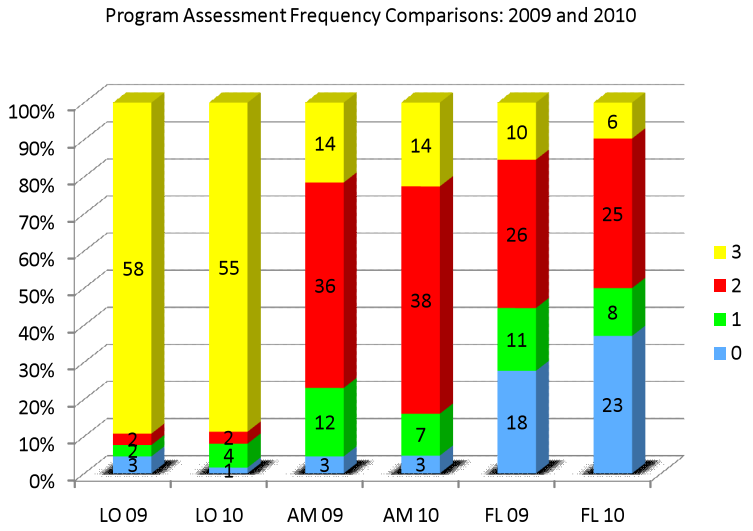

Figure 1: 2010 Program Assessment Results, with comparison between 2009 and 2010

Action Plan: Although the revised rubric increased the rigor used when evaluating assessment reports, we are concerned with the lack of improvement between the 2008 – 2009 and 2009 – 2010 academic years. Therefore, the Director of Assessment will meet with each program that scored at either levels 0 or 1 in any area of the rubric to help that program develop an improvement plan.

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

c. Institutional Assessment Program: **Update**

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

    - Six of the 62 degree programs that submitted annual assessment reports during 2009 – 2010 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 2009-2010:

        - One program used assessment results to make curricular modifications to address state and national standards.
        - One program increased online sections of its multicultural course offering to meet demand.
        - One program updated its advising manual.
        - One program redesigned a course based on assessment data.
        - Application software was added to a program based on assessment data.
        - One program will require an additional discipline specific writing course based on assessment data.
        - One program determined that one of its outcomes needed to be addressed in all program courses.
        - One program used data to carefully refine a very useful assessment tool.
        - One program reconfigured the core requirements of the degree.

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. As of August 19, 2010 the program has been informed that it received ABET accreditation.
    - The Safety Technology Program submitted its accreditation application to ABET. Site visitors will visit campus in November 2010.
    - External reviewers provided the University with an outside report for the BSW (Social Work) degree program to offer assistance as the program begins to prepare a self-study for accreditation by the Council of Social Work Education (CSWE).

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 in April 2010.

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)?

   - **Update:** This past spring 2010, the Director of Assessment performed an analysis of *CLA* data from 2005 – 2009. Results showed that seniors scored significantly higher than freshmen on both the performance (n = 173 [f] and 169 [s]) and the analytic writing (n = 161 [f] and 157 [s]) tasks. Controlling for incoming academic ability, both freshmen (n = 334) and seniors (n = 326), as a group, scored at their expected levels of performance. Overall *CLA* performance for these years shows 36% of freshmen scoring in the above and well above expected levels, while 46% of seniors scored at these levels. Conversely, fewer seniors (36%) than freshmen (43%) scored at the below or well below expected levels. Although we are pleased that close to 50% of our seniors scored above their expected levels on this test, we continue to be disturbed that close to 40% scored below their expected levels. These data, together with data from the *National Survey of Student Engagement (NSSE)*, which have shown that Marshall's freshmen reported having fewer opportunities to engage in active and collaborative learning than did freshmen at our peer institutions, have helped to inform Marshall's new Core Curriculum. This curriculum, which will emphasize critical thinking, is being launched during the 2010 – 2011 academic year.
   - Principles from the *CLA* in the Classroom Workshop, attended by the Executive Director of the Center for Teaching and Learning and the Director of Assessment, were used to prepare faculty to teach interdisciplinary first year seminars and critical thinking courses, both of which are part of Marshall's new core curriculum.

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

   - *VSA* participation began during the 2008-2009 academic year. Data supplied includes student and family information, such as cost of attendance, financial aid, living arrangements, student characteristics, graduation rates, transfer rates, and post graduation plans. The *VSA* also includes links to the University's program assessment, program review, and survey data. The *VSA/College Portrait* is available and accessible 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

Update: The following programs received accreditation or reaffirmation of accreditation from the appropriate accrediting body in the 2009-2010 academic year.

- Bachelors of Science in Engineering (BSE) received accreditation from the Accreditation Board for Engineering and Technology (ABET, notification August 2010).

b. Goal. **Update**: There is no change to Marshall's goals regarding program accreditation. That goal is to seek accreditation from the appropriate and respective accrediting agency as faculty develop and review academic programs through the normal cycle of program review. There are 43 academic programs offered

at Marshall University eligible for accreditation. **60.46% (26 programs) are accredited as indicated on the table in Appendix E; 39.5% (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. Data: Description of programs and activities designed to improve alignment with the public schools

Marshall continues the activities and goals outlined in the 2008 Master Compact and the 2009 Compact update. See section d below.

b. 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, *Online College Courses in the High Schools* (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.

c. Developments and Progress Toward Goals, 2009-2010

1. New Activities, 2009-2010:

a. *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.

i. Since implementation, the MUOnline Second Life island has been successfully utilized for various functions in 2010 including copyright seminars, Orientation, Online Learning & Teaching departmental meetings, a Library Associate Board meeting, and professional K-12 development workshops for high school counselors.

ii. The average monthly usage for the MUOnline Second Life island has been 82 people, with March and April 2010 being the busiest months with 153 visits in March and 190 visits in April. The Second Life portal appears to continue to hold promise for enhancing high school student recruitment functions as well as other K-12 alignment initiatives.

b. *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.

i. In 2009-10, the Marshall Technology Outreach Center (MTOC) partnered with the Human Resources Services office to provide professional development for faculty and staff on campus.

ii. Aiding in expanding the technology and office skills of the university staff helps build a better workforce and offer possibilities for employee advancement.

iii. This partnership has already been expanded to provide Windows 7 training and skill development in Microsoft Office 2010.

c. *Technology Summit*: Participated in Marshall's first Technology Summit by teaching classes on Microsoft Excel and Microsoft PowerPoint as well as providing *Second Life* demonstrations throughout the Summit.

i. The topics were diverse and feedback from the summit attendees was very positive and will continue to be an activity that the MTOC staff contribute to at the university.

d. *K-12 Liaison activities:* 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.

i. Members of the Information Technology administration serve on the WV State Department of Education's advisory committee established by WVDE to gather and share information pertaining to higher education and K-12 partnerships.

ii. Topics during 2009-10 included online dual-credit options, the online college courses program at Marshall, and funding to support K-12 student participation in classes such as Spanish using web-based 2-way video technology to help mitigate school funding limitations and personnel issues.

2. New Commitments, 2009-2010:

a. *Online Orientation*: During 2009-10, the MTOC staff provided support for the creation of another free online course designed to acquaint returning adult students in the RBA program to MUOnLine.

i. MTOC staff will continue to provide development support for this kind of online orientation environment.

b. *Human Resource Technology Training*: HR support was a resounding success in 2009-10 and will continue for faculty and staff development opportunities.

i. The support of the MTOC for this kind of campus-wide effort is essential to the success of the staff training program.

c. *Technology Summit:* Due to the enthusiasm generated by the Technology Summit, the staff of the MTOC, in cooperation with Academic Affairs, will provide support for the summit planned for this academic year 2010-2011.

i. Additional topics that include innovations such as mobile technology use of devices such as Apple iPads in the classroom are planned.

3. New Achievements, 2009-2010:

a. *Online Training*: a new online course created by the MTOC Director in which office support skills are provided for college credit was adopted by the School of Extended Education during 2009-10.

b. *Collaboration with the Digital Learning Team:* The addition of two new librarians has sparked a dynamic partnership between the MTOC staff and members of the faculty who specialize in the development of online and hybrid training for faculty and staff.

c. *Second Life activities:* the Second Life Island continues to draw attention to the university and the MTOC. With regular visits that provide an outlet for K-12 and university student and faculty or teacher use, recruitment, orientation, and other activities will continue.

d. Continuing Commitments, as Reported in 2009 Compact Master Report:

1. *How to Succeed in College Course:* The MTOC has developed a free, online learning course for high school students called "*How to Succeed in College*." This interactive online 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.

2. *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.

3. *Virtual Fieldtrips & e-Missions:* The Marshall Technology Outreach Center (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.

4. *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.

5. *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. Archived issues of the newsletter are also available online at this address.

6. *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.

7. *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.

8. *OCCHS Marketing and Promotion:* The MTOC staff has been promoting OCCHS during 2009-10 in unique venues such as the 2010 U.S. Youth Soccer Region One Championships,

WV Superintendents Conference, mall visits designed to reach parents and students in the community, and distribution of e-mails and letters touting the OCCHS program and benefits to the K-12 student population.

9. *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.

e. 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:

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

11. Use of Instructional Technology

a. Data.

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

Marshall's statement of institutional commitment to course and program delivery through instructional technologies is presented in the 2008 Compact Master Plan statement as well as having been reiterated in the 2009 Compact Update.

1. **E-course Development and Distance Education Enrollments**. New e-course development applications doubled during AY 2009-2010, which resulted in over 60 new online course approvals for fall— a 60% increase in approvals over those approvals reported in the 2009 update. It is estimated that over a fourth of the entire student population or 30% of the university's student enrollment participated in the e-course program (estimates based on fall census data). Distance education students (identified in MU Banner as taking online courses only) consistently comprise 12% of the over-all enrollments for the university and, for the last five years, this population has made up over 85% of the online enrollments during the summer. The following table shows data related to enrollment of distance education students:

Table 10. Distance Education Student Enrollment Totals and Percentages

2009-10 # OF DISTANCE EDUCATION (DE) STUDENTS (ONLINE ONLY)					
	ONLINE	**DE ONLY**	**% OF DE**	**RBA**	**% RBA DE**
Fall 2009	4090	1596	39%	288	18%
Spring 2010	4529	1712	38%	301	18%

Intercession	468	394	84%	72	18%
Summer 1	1094	961	88%	96	10%
Summer 2	929	829	89%	100	12%
Summer 3	468	399	85%	62	16%
TOTAL	11578	5891	51%	919	16%

Other critical online populations include our Regents Bachelor of Arts (RBA) students who unfailingly average about 15% of the e-course enrollments for any term throughout the academic year:

Table 11. RBA Student Enrollment in Online Courses

UNIVERSITY ALL LEVELS (FALL 2009 ONLY)			
	UNIV	**%ONLINE**	**%DE ONLY**
	13779	**30%**	**12%**
2009-10 AVG % of Summer DE Student	**87%**		
2009-10 AVG % of RBA Student	**15%**		

2. **Mu Online Use of Blackboard.** The MU OnLine program at Marshall University continues to utilize the Blackboard Vista Enterprise Learning System as the course management delivery platform for online courses and course supplements. Upgrade to Blackboard Inc. version 9 is still scheduled to take place during 2011 with faculty pilot projects scheduled for spring 2011. Recent corporate developments such as Blackboard's impending purchase of the dynamic audio and video collaboration tools, *Elluminate* and *Wimba*, will provide more flexibility within a course management system our faculty and students use for a variety of curriculum support needs in addition to the delivery of e-courses.

ii. Evaluate the success in increasing student outreach through such activity.

Overall, the consistent enrollment of distance education and online RBA students tells us that specific cohort is a formidable and recurring population within online courses. For the last three academic years, the e-course program has experienced steady increases of no less than 10% per year. Spending was dramatically curtailed to meet faculty instruction payment and other commitments in MUOnLine. Nevertheless, because the population seeking online courses continues to enroll, the Information Technology division, faculty liaisons, and committees will continue to work to meet online student demands. The 2009-10 efforts to increase full degree offerings have been a success with record e-course developments and if all courses planned for fall obtain successful online approvals from the faculty committee, Nursing, Clinical Lab Sciences, and Leadership Studies will soon be offered completely online.

iii. Discuss activities in terms of costs, outreach to students, curriculum areas, student satisfaction, future trends, etc.

Costs:

1. At Marshall, the MUOnLine program is required to be financially self-sustaining. All operating, personnel, software/hardware, maintenance, distance education library resources, bandwidth, technical support, and e-course development fees are paid for by revenue income collected from a per-credit-hour e-course fee. Academic departments are not responsible for paying for faculty instruction for online courses. If taught as an overload, MUOnLine pays the online faculty member a per-student fee (currently $140 per student) based on the enrollment of the e-course he or she is teaching. If taught as part of a faculty member's regular load, MUOnLine transfers the per student fee to the academic division for use within the

faculty member's home department. Several units have purchased new computers for faculty or revised technology in their departmental classrooms while others have used these fees for faculty development opportunities and travel.

2. The Office of Finance and the President's Office collect 43 % of the income generated by the e-course fee to support special projects and annual departmental allocations. The e-course indirect fee comprised 11% of the departmental allocations or over 2.7 million dollars in 2009-10. Annual salary, maintenance, software, and inflation required a steady revenue growth of no less than 10% per year. Since the e-course program is self-sustaining, a drop in revenue has a direct impact on operations and staffing levels. An unexpected reduction in e-course offerings could result in the cancellation of low-use subscriptions, cut-backs in IT support, and limits on travel, supplies, and equipment purchases helped to counterbalance the increases in hardware, software, personnel, and faculty instruction and development costs. The following table presents a comparison of costs for the 2008-2009 and 2009 -2010 academic years.

Table 12. Costs Comparisons—AY 2008-2009 and AY 2009-2010.

		2008-09		**2009-10**
Hardware/Software	$	506,427	$	767,000
Salaries	$	571,500	$	844,000
Faculty Development	$	116,000	$	123,615
Faculty Instruction	$	1,840,644	$	2,062,570
IT Support	$	647,000	$	493,251
Estimated Total Operational Expenses	**$**	**3,681,571**	**$**	**4,290,436**

- **Hardware/Software** includes the licenses for all applications and managed host agreements supporting online learning applications. Hardware investments make up over a million dollars in life-cycled equipment that is replaced every two years.

- **Salaries** include Learning Management System Administrators, Director of the MUOnLine Design Center, Instructional Designers, Digital Learning Team stipends, reassigned time and stipends for two part-time faculty liaisons, reassigned time and a stipend for the faculty development committee chair, undergraduate and graduate student e-course developers, full time employees and several student support positions are supported 100% by e-course revenue.

- **Faculty Development and Faculty Instruction** includes course development stipends, training materials, course development contracts, and faculty resources. Revenue losses had an impact on the faculty development stipend program in which newly approved e-courses can yield an online faculty member up to $4,000 for each class. A delay in payments to faculty due to deficits in the revenue line during spring 2010 did generate some problems; however, since July 1, 2010, MUOnLine has resumed the payment of approved e-course stipends. With a record number of approvals aiding in the rollout of full online degree programming, the payment of stipends is a necessity to provide a worthwhile financial incentive and maintain faculty development momentum.

- **IT Support** includes server support based on the standard support rate schedule, salary support for non-classified IT staff, two Service Desk 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.)

3. MUOnLine is linked to the SCT *Banner* enterprise system with infrastructure exceeding one million dollars, maintained by the technical staff within the University Computing Services division of Information

Technology. Blackboard provides managed hosting services; however, technicians are still needed to maintain the special purpose software included within the course management system. 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.

4. The Marshall University Board of Governors sets annual tuition and fees each spring with recommendations from the President of the university. In the spring of 2010, the undergraduate and graduate e-course fee was increased by $5 per credit hour. This new fee became effective on July 1, 2010:

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

The current e-course fee allocation is used by several divisions on campus for annual operations in addition to supporting all aspects of the MUOnLine program itself.

5. The e-course fee supports a significant portion of the annual IT costs affiliated with teaching and learning with technology activities in every academic building, department, and program at Marshall.

Outreach to students:

1. The online delivery of instruction in both the synchronous and asynchronous formats provides the flexibility our students need and ask for regularly. Over the last two years, Marshall University has encouraged faculty to utilize the *Wimba* collaboration suite of software tools that reside within Blackboard Vista as a means of enhancing traditional courses. Several professors from nearly every department have utilized *Wimba* to deliver lecture content in real time for students who are physically located through the state and region.

2. During AY 2009-10, the MU *Wimba* system experienced over 16,000 logins in which students and/or faculty met within a live classroom to deliver or receive instructional content translating to over 790 hours of online faculty-student contact. In some instances, the use of online lecture delivery has allowed some students to remain at Marshall and improved student retention rates among some programs. In the spring 2010, MU faculty attending the annual *Wimba* Connect conference presented an illuminating session entitled, *A Triple Threat to Student Attrition: Three Disciplines, Three Perspectives, and Three Uses of Wimba Classroom to Improve Student Retention*, at the 2010 *Wimba* national conference. Faculty in Technology Management, Mathematics, and Sociology, shared real student success stories about student decisions to remain at Marshall in spite of job transfers, job or family schedules, travel costs, and geographic limitations was directly due to the use of two-way interactive video technology.

3. During 2010-11, we expect an increase in online RBA students in conjunction with the statewide RBA Today program initiated by the Higher Education Policy Commission to encourage degree completion among 16,000 former MU students possessing 80 credits or more. Our goal is to aid RBA participants in becoming familiar with online learning by offering a free online orientation class this fall. Similar to our "How to Succeed in College" course, delivered by the Marshall Technology Outreach Center's Online College Courses in the High Schools program for the K-12 population, the "RBA Online Orientation" class acquaints a prospective student with the Blackboard Vista software in addition to exposing him/her to several aspects of college life. Geared toward the adult returning student, guidance and study tips unique to a person experiencing a career crossroads or working on courses after kids have gone to bed help build confidence and remove fears about taking e-courses at Marshall.

4. The MU Technology Outreach Center recently developed a Second Life Island in which several university buildings are depicted in 3D format allowing avatars to explore the new dorms, recreation center, bookstore, biotechnology laboratories, and classrooms. Collaboration space with whiteboard technology and the ability to communicate in real-time allows our staff to offer another means of supporting the

electronic teaching-learning experience in several disciplines. The MUOnLine Island is free and open to any visitor. Faculty have been encouraged to explore the online world and use our seminar rooms and classrooms for university or association meetings. Since it's opening in the spring 2010, the MUOnLine Island has enjoyed an average of about 150 unique visitors each month. An interactive kiosk and a method for easily requesting admissions information throughout the Island hope to acquaint prospective students to the online course environment at Marshall. Since February 2010, the MU OnLine Island has been used by Marshall University staff and faculty for freshman orientation planning meetings, faculty copyright seminars, inter-departmental meetings, and even a Library Associates (friends of the library) Board meeting.

Curriculum areas:

1. The Master of Arts in Elementary Education and Master of Arts in Secondary Education can be obtained completely online. The graduate program in Leadership Studies, the undergraduate program in Clinical Lab Science, and the Master's in Nursing are scheduled for launch during the fall 2010. While the complete "e-degree" offerings are limited, the following subject areas provide 12 or more online hours at the undergraduate (UG) or graduate (GD) levels:

- Adult & Technical Education (GD)
- Art (UG)
- Education (UG & GD)
- Criminal Justice (UG)
- Classics (UG)
- Communication Studies (UG)
- Counseling (GD)
- English (UG)
- Exercise Science (UG)
- Family & Consumer Science (GD)
- Finance (UG)
- Geography (UG)
- History (UG)
- Integrated Science (GD)
- Journalism (UG & GD)
- Leadership Studies (GD)
- Management (UG)
- Marketing (UG)
- Mathematics (UG)
- Recreation (UG)
- Psychology (UG)

Student satisfaction:

1. The 2008-09 CourseEval™ return rate for e-course evaluations was approximately 38%. Preliminary information for fall and spring indicate a slight increase in online evaluation completion:

	Expected	Received	% Completed
Fall 2009	7038	2845	40.4%
Spring 2010	8060	3342	41.5%

MUOnLine and Academic Affairs will be working together during AY 2010-2011 to obtain additional assessment data from students and faculty regarding satisfaction with the MU program and its elements and several aspects of online teaching and learning.

Future Activities:

- **Migration to Learn 9**. During AY 2010-11, the Information Technology staff will be working with the faculty online liaisons and committee to identify a test or pilot group of faculty who will convert their online courses to the new Learn 9 platform in preparation for AY 2011-12. By spring 2012, the hope is that all MU courses residing on the MUOnLine system will be launched in Learn 9. Blackboard has already announced that it will end software support for Blackboard Vista 8 in 2013. As a result, MUOnLine plans to move all e-courses to Learn 9 at least one year prior to the Blackboard Vista 8 support termination date.

- **First Year Seminar**. In the 2008-09 report, we provided a preview of the First Year Seminar (FYS) program in which embedded librarians would be integrated into the freshmen program to provide information and digital literacy skills within a required course environment. This project is still scheduled to begin in the fall of 2010. During 2009-10, the faculty participated in critical thinking workshops and training to ensure that learning outcomes would be consistent among the FYS courses. Technology is also being integrated in an active learning mode to aid students in learning hands-on skills to collaborate with instructors and peers. Formal assessment tools will be utilized to aid in gathering data related to information and digital literacy skills. Approximately 10% of the freshmen participating in the FYS program will take the *iCritical Thinking*™ Certification exam powered by the Educational Testing Service and *Certiport i*n the second eight-week period in the fall.

- **Virtual Classes**. Classes utilizing the *Wimba* Collaboration Suite of tools within MUOnLine can now be designed as a Virtual Class or Vclass within the MU Banner registration system. In 2009-10, approximately 18 courses were listed under the Vclass designation requiring that students attend class virtually using a webcam and headset with microphone. The 2010-11 goal is to double the number of courses using this technology to deliver or capture lectures.

- **Online Orientation.** In addition to the free "RBA Online Orientation" class and the "How to Succeed in College" module for K-12 students offered free to any interested user or perspective student, the IT staff will be using the MUOnLine Island for interactive orientation events that may draw a portion of the online gaming population returning to school or interested in online learning. Several university departments such as the Office of Recruitment and the Office of Career Services participated in the development of the Island with plans to use it for this and other student recruitment or retention activities.

b. Goals: What changes are anticipated over the next five years? Strategy/Rationale: What are the plans for achieving the goals?

Goal 1: Increase online degree offerings at Marshall University.

During AY 2009-10, the Office of Academic Affairs established an online programming committee made up of faculty and administrators with online development and delivery experience. This group provided varied and insightful viewpoints on major issues such as e-course funding models, faculty workload, and course development payments and approval process. The committee is to continue its work with the goal of facilitating an increase in full degree offerings online and aiding in other academic online learning goals.

Strategies:

- Support Academic Affairs in any effort pertaining to online programming or development.
- Provide resources and opportunities to faculty for development purposes.
- Implement more varied and frequent training opportunities for faculty.
- Maintain a report repository that provides detailed assessment and financial data for faculty and administrative use.
- Implement new hardware/software to facilitate increases in use such as Learn 9 and the Wimba Collaboration Suite.

- Continue to adapt quickly to shifts in trends and realities.

Rationale:

Marshall University has enjoyed success in online learning initiatives for several years, but our failure to provide full degree offerings has become a serious factor in our ability to meet student needs. The new *RBA Today* program and recent gains in new e-course developments may aid in reversing this trend at Marshall.

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 collaborative approach to grow the online course offerings is designed to remove barriers and build academic partnerships. By working with deans, chairs, and individual faculty, MUOnLine has worked within the existing community and committee structures to build momentum. 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; while staff have branched out to provide in-service opportunities and hands-on experiences for faculty.

Hybrid course development is also a key component to providing students with more options for traditional courses while initiating online course development among the faculty. Recruitment and retention are critical to the university's ability to meet financial needs in light of dwindling state funding levels and the flexibility of hybrid courses can help to recruit prospective students and to retain existing students.

Goal 3: Within five years, all MU faculty will be able to deliver courses using collaboration tool technology to provide flexibility in faculty workloads, mitigate classroom limitations, maintain continuity in case of pandemic, inclement weather, or other events that can disrupt traditional class delivery.

Strategies:

- Continue to provide training for collaboration tools such as Wimba Live Classroom to faculty in all disciplines.
- Work with chairs and deans to anticipate technology equipment needs among the faculty so they have the ability to launch live classroom tools effortlessly.
- Work with Academic Affairs to provide faculty incentives for adopting live classroom technology in their disciplines.
    - Traditional or hybrid course delivery.
    - Online course supplements.
    - Student group work.
    - Clinical supervision/field work supervision.
    - Faculty meetings.

- Work with the university to encourage use of online collaboration tools for university business such as meetings to limit travel expenses and time on the road.

Rationale:

Inclement weather, campus power outages, and campus-wide illness during flu season can disrupt teaching schedules that are already crowded. Faculty workloads and space also continue to be major issues among faculty who struggle to meet increasing teaching, service, advising, and research loads. Larger student numbers are necessary to provide flexibility in the university budget so faculty and staff raises and other operating needs could be met in coming years.

12. Career Services and Placement

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

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

Marshall University Career Services has partnered with Workforce West Virginia to obtain consistent factual data on employment of our graduates. Use of this data must be weighted by the limitations to the wage data gathered to produce this report. Career Services and Workforce West Virginia used four sources of wage data:

- WV Unemployment Insurance (UI) data which only covers WV employers;
- TRADE data which includes wages from PA, DC, VA, MD, OH, and NJ;
- Wage Record Interchange System (WRIS) data includes most of the US states but only includes individuals that have been served by a Workforce Investment Act (WIA) program; and
- Federal Employment Data Exchange System (FEDES) data that normally covers the Office of Personnel Management (OPM), US Postal Service (USPS), and Department of Defense (DOD). OPM and USPS have not participated for several quarters and DOD does not allow their wages to be used for anything other than Workforce Investment Act (WIA) reporting.

Below is the data for the 2008-2009 graduates. Data is one year behind.

Table 13: Summary Data Employment Tracking of Marshall Graduates

Total Graduates 2008-2009		**2586**	**100%**
Entered employment in 1st quarter after graduation		1656	64%
Retained employment for 6 months		1518	59%
Average quarterly wages in 1st quarter after graduation		$6,419.69	

Other relevant **data points**:

- 331 Marshall University students who graduated from Marshall in the 2008-09 academic year were enrolled in a WV public colleges or universities as a graduate/professional as reported to Career Services by Larry Ponder of the Higher Education Commission.
- By including the students that entered graduate school and entered employment the percentage of students employed or in graduate school after the first quarter our placement rate are at 79% and placement persistence after six month is at 72%.

Update: Graduation Survey. Tracking students following graduation continues to be a challenge. The University's goal, as stated in the 2009 Compact Update, 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. However, the 2010 graduation survey response rate improved to 39%.

The 2010 graduation survey conducted by Career Services, in conjunction with the Office of Assessment and Program Review, in the Spring 2010 addressed questions about placement and follow-up graduation activity. The following are substantive highlights of that survey. Responses have not been aggregated.

- 334 Responses were received from 855 questionnaires—a 39% response rate.
- 196 Graduates (57%) reported they are or will be working full-time upon graduation.
- 117 Graduates (35%) reported they were currently employed in the state of WV.
- 61 (18%) reported they would continue to work at a currently held job.
- 62 (18.6%) reported they would work in the private sector.
- 78 (21%) reported they would work for a federal, state, or local agency.
- 65 (19.5%) reported they would work for a non-profit organization.
- 18 (5.4%) reported they had no plans at the time of completing the survey
- 12 (3%) provided some other kind of response.
- 227 (68%) reported they plan to attend graduate or professional school.
- 3 (0.009%) declared military enlistment.

ii. Update: On Campus Recruiting Events 2009-2010

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

Data points:

- For the 2009-2010 academic year, 23 on-campus recruiting events were held. 117 students took part in the interview process.
- Four larger events were held during for 2009-2010 AY, including a new event called "Vet Success Employment Expo." Marshall University Career Services partnered with the Department of Veterans Affairs for a *Veterans Only* career fair held in the spring. 43 employers/agencies were here to take resumes and connect with 200 students.
- A total of 164 employers attended the annual fall and spring Career Expos. These events connected potential employers with 875 students. 177 job opportunities were available at that time for students to seek. Education majors were able to interview with 23 schools systems. 95 students interviewed for open positions.

iii. Update: Job Location and Development 2009-2010

Data Points:

- 200 Marshall University students tracked via Career Services were placed in part-time work off campus earning $769,526. This number reflects only those students and employers that we could reach for reporting purposes.
- The Community Service project was implemented in AY 2009-2010. We worked diligently to assist students and the non-profits to match career/field of study with the job.
- 331 New Employers and 584 new contacts registered to our Career Management System.
- 597 Part-time jobs were posted, as were 26 community service work-study positions.
- A total of 379 seasonal, summers, on campus and volunteer opportunities were also posted during the year.

iv. Update: Internships and Alumni Mentoring

Data Points:

- 348 Internship opportunities were posted on Job Trax.
- A total of 426 students applied for internships through Job Trax.
- Career Services met its 2009-2010 goal of establishing new internships for students in the Safety Technology program, the Accounting and Legal Environment Department, Health Care Management and Management and Information Systems, Chemistry, Engineering, Human Resources, Journalism, and Marketing.

This year we laid the groundwork with the Alumni Association at Marshall to begin an Alumni Mentoring program as noted in the 2009 Update. This program, called "Marshall Mentoring Network," will be rolled out in September of 2010. It will consist of online connections via Job Trax and opportunities for students to connect with alumni during four evening events. These events will center on the career paths that MU Alumni have taken in business and industry. We see an increasing value added by working with our alumni association to build relationships for increasing student's connections for job opportunities.

v. Update: Job Trax: Marshall's Career Management System

Data points:

- There were 58,908 visits to the Job Trax site during AY 2009-2010. This is an increase of 6,335 over the 2008-2009 total of 52,573.
- 2,207 resumes were reviewed for current Marshall students and Marshall alumni.
- To enhance Job Trax we have added several new features. (a) "Interview Stream" which provides students with the opportunity to access and conduct virtual mock interviews on their own time at home or in our office.
- Faculty now has access to an account to view career and job opportunities for students with improved ease of access. Faculty training was provided. As noted before, Pro-Net (to be called Marshall Mentoring Network) will also be added for mentoring opportunities for students, alumni and employers.

vi. Update: Career Skills Development 2009-2010

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

Data points:

- There were 1739 student face-to-face visits logged at Career Services.
- There were 1,020 logins from Off-Campus/Online students who accessed Sigi3, an internet based career assessment and exploration program. Marshall University was asked to share our best practices by the administrators of Sigi3 as Marshall University had one of the largest user populations to their site this academic year.
- 85 career informational presentations were made, from freshman presentation to capstone classes.

b. Goals and Challenges

Marshall's Career Services Office is very aware of the role it plays in the retention of students and persistence toward graduation. Assisting students with choosing a career path early in their academic

career and assisting students with an understanding what kind of employment possibilities exist for someone who graduates with a major in a particular area are primary elements of its advising.

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

- its involvement in the Week of Welcome 2010,
- by supporting one Full Time Staff dedicated to the new Student Resources Center (SRC), and
- its role in an early alert and intervention system available through Map-Works.

Students will have access to Career Advising as needed or referred in the Student Resource Center (SRC) as well as in the Career Services offices. The SRC staff member has been trained and will be integrated with the other Resource Specialists to provide and to assist students. A Career Services senior staff member has been trained in the program during the summer 2010 and will support of the program as needed.

The Office of Career Services recognizes that current students and alumni will continue to face a challenging job market given the current national and state economy. To assist those students and employers, Career Services will continue to expand and enhance its technology offerings to employers , and will concentrate its efforts in the 2010-2011 academic year in the area of government internships and federal jobs.

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 and provides institutional scholarships funded by the University. Through the generosity of private and corporate donors, several institutional scholarship programs are funded through the Marshall University Foundation. Students are also awarded scholarships by external organizations and other outside sources.

Updates for 2009-2010

Information below highlights the distribution of financial aid for the 2009-10 academic year:

- $126.3 million of financial aid from all sources of funding was awarded to 10,615 undergraduate, graduate, and medical school students.

- 72% of the undergraduate student population (8,020 students) at Marshall University received approximately $87.1 million from all sources of financial aid funding.

- A total of $27.5 million was awarded to 2,315 graduate students and total of $11.8 million was awarded to 297 medical school students.

- The total paid from institutional funds for need-based and merit-based scholarships, including tuition waivers, was $10.4 million for undergraduate students, $6.6 million for graduate students, and $516 thousand for medical school students.

- Undergraduate students received a total of $18 million in federal scholarships and grants and an additional $14.2 million in state scholarships and grants (primarily from the WV PROMISE Scholarship and WV Higher Education Grant programs).

- Undergraduate students borrowed student loans totaling $38.8 million, graduate students borrowed $19.3 million, and medical school students borrowed $11.8 million.

b. Mission, Vision, Core Values and Goals

Updates:

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

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

- **Core Values.** The core values of the Office of Student Financial Assistance are:
  - Customer focus
  - Good ethics, integrity and fairness
  - Clear and effective communication
  - Continuous improvement
  - Mutual respect
  - Professionalism
  - Resourcefulness
  - Results oriented
  - Teamwork
  - Professional development and training

- **Goals**

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

c. Recent Challenges and Trends

- **Increase in Financial Aid Applications**

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

Table 14: Financial Aid Applications

Academic Year	FAFSA Applications
2009-10	15,725
2008-09	14,474

2007-08	13,865

The number of FAFSA applications received in 2009-10 represents a 9% increase from 2008-09 and a 13% increase from 2007-08. While the 2010-11 academic year has only just begun, data received to-date reveals that the trend in increasing applications is continuing.

The Office of Student Financial Assistance has also experienced an 80% increase in students/families appealing due to families' reduction in income in 2009-10 compared to 2008-09. This trend is indicative of the suffering economy; it shows how financially difficult it is for some families and students who have to provide additional documentation to the Office of Student Financial Assistance to obtain the much needed financial assistance, to attend Marshall University.

Despite the growth and increased demand of student financial aid services, the Office of Student Financial Assistance has met the challenge of delivering financial aid to students in a timely and efficient fashion. Revised policies, streamlining procedures, and utilizing technology to the extent possible have made it possible to meet this increased demand.

- **Cohort Default Rate**

Most experts believe cohort rates will go up in the near future, due in large part to economic factors. In addition, Congress passed legislation in 2008 that extended the time frame over which cohort-default rates (CDR) are calculated by one year. The new three-year cohort default rate does not go into effect until 2014 but preliminary official measures show when the new three-year CDR goes into effect, dozens and possibly hundred of schools could face sanctions.

Marshall University's most recent (FY 2007) Cohort Default Rate is 6.8%. Using the Trial Three-Year Cohort Default Rate calculation, Marshall University's CDR would be calculated at 11.2%. When the CDR is 10% or greater, additional regulatory requirements are imposed on institutions of higher education. Once the CDR reaches 10%, Marshall would be required to develop and implement a default prevention and management plan to remain eligible to participate in Title IV Programs. In addition, federal regulations would impose a 30-day delayed disbursement of Federal Direct Loans to first-time freshmen. Also, students enrolled in a single semester/term would no longer have their entire Federal Direct Loan disburse at the start of the semester (10 days prior to the start of the semester/term). Such a development would impact students who enroll at Marshall starting with the spring semester or students who expect graduate at the conclusion of the fall semester. Not only would this be a detriment to the flow of revenue to the University, it would also impact students who may need this financial aid funding to pay for books, supplies and living expenses at the start of the semester.

In anticipation of this impending change, Marshall University must prepare, develop, and implement a plan that will have positive impact on student loan repayment rates by helping struggling students succeed academically, helping them set realistic expectations in terms of salary and work goals and fully counsel them on meeting financial aid filing deadlines and borrowing.

14. Programs of Distinction

a. Data
Table 15. Programs of Distinction

Marshall University	Previous Years			Base Year	Compact Goals					
Measure	2004	2005	2006	2007-2008	Year 1 Actual 2008-09	Year 2 Actual 2009-10	Year 2 Goal 2009-10	Year 3 Goal 2010-11	Year 4 Goal 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					

a. Goals. Marshall's goal for 2009-2010, as stated in the 2009 update, was to define the elements of a procedure that would be used annually to derive a list of prospective programs eligible for *program of distinction* designation. Marshall's overall goal is to comply with the Compact reporting requirement of identifying programs of distinction but based upon multiple factors and not only enrollment trends and degree conferral rates. Based upon the 2008 Compact Report, in which the BBA in Accountancy and Legal Environment and the MS in Forensic Science were identified as two programs of distinction, Marshall has taken steps to improve its process of identifying and maintaining programs of distinction.

UPDATE: For 2009-2010, and moving forward, Marshall will recognize program distinction status based upon at least three factors:

- enrollment trends (cf., Table 15)
- degree conferral rates (cf. Table 15)
- completion of assessment continuous improvement plans (cf., Appendix F)

Additional factors will be indentified, developed, and used for future Compact reporting purposes as substantiated by the appropriate data analysis. The choice of using the completion of assessment continuous improvement plans, as represented in the Assessment Primary Traits Analysis Form (Appendix F), is based upon available and usable data maintained by the Office of Assessment and Program Review.

With the addition of completion of the assessment continuous improvement feedback loop, Marshall will have in place the elements to assist with:

i. continuous review of programs of distinction,
ii. developing strategies for attaining the programs assessment goals, and
iii. in conjunction with planning elements of an academic master plan for each program, determining the resources needed and the sources of those resources for program enhancement.

Assessment data, conjoined with actions taken by academic departments to complete the assessment loop, and successfully integrate results into program planning and development under a continuous improvement model, aids the university in discerning program and faculty accomplishments and development needs, the designation of other programs, and the impact on institutional mission, outreach, and service to the community. **The goal** is to use the collection and review of enrollment and degree conferral data and regular program assessment results to monitor progress of each program towards its respective goals. This baseline assessment will be used in conjunction with the academic master plan developed by each program to implement four-year plans of study for undergraduate programs and two-year plans of study for graduate progams.

c. Strategy/Rationale. In the 2009 Compact update, Marshall indicated that one of it goals was to integrate academic program assessment and program review into a broader process that would permit the designation of a *program of excellence* for institutional purposes. This will be a iterative process, calling

for adjustments as the university refines its expectations in this regard. But as the university had identified the BBA in Accountancy and Legal Environment and the MS in Forensic Science as programs of distinction in the 2008 report, we will move forward with that designation for the 2010 report, with the understanding that additional data elements will be added to process to enhance the quality of the review. Additional programs will be added as programs successfully complete the assessment feedback loop.

Three programs are designated as programs of distinction for Marshall:

1. MS in Forensic Science
2. BBA in Accountancy and Legal Environment
3. BA in Journalism and Mass Communication.

Table 15 above shows enrollment trends and degree conferral rates for six (6) programs. The data is indicative of program strength and popularity among students. Forensic Science and Journalism are included in that table. Accountancy and Legal Environment is not, though the data was included in the 2008 Compact Report. **Table 16** provides an update for these three programs of distinction, for comparison purposes.

Table 16. Programs of Distinction Comparisons, 2004/05-2008/09

Program	2004	2005	2006	2007	2008	2009	AVG.
MS Forensic Science Enrollment	28	28	39	42	32	29	33
MS Forensic Science Degree conferral	14	7	18	19	17	9	14
BA Journalism and Mass Comm. Enrollment	406	403	374	367	304	282	356
BA Journalism and Mass Comm. Degree conferral	54	55	49	52	59	53	54
BBA Accountancy and Legal Environ. Enrollment	151	188	201	165	146	217	178
BBA Accountancy and Legal Environ. Degree Conferral	53	45	42	42	29	44	42.5

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

- Under the heading of **Student Learning Outcomes**, each of these programs has developed (Level 3): "Learning outcomes [that] span multiple learning domains, emphasizing higher orders of learning, i.e., analysis, synthesis, and evaluation."

- Under the heading of **Assessment, e**ach program has developed (Level 3): "[a] Complementary assessment measures [that] allow sufficient detail to inform improvement, e.g., employ analytic rubric or other methods of analysis. [b] Complementary assessments are integrated throughout the curriculum, i.e., they allow performance to be gauged over time."

- Under the heading of **Feedback Loop,** each program has developed (Level 3): "[a] Results are aggregated and reported in detail using analytic rubrics or other appropriate tools that allow detailed analysis of students' strength and weaknesses regarding the outcomes assessed. [b] A detailed plan for improvement in student learning, based on a clear analysis of assessment results, is presented for outcomes assessed this year."

In terms of impact on the community and institutional mission, all three programs have achieved levels of national and international recognition for the opportunities presented to students and the respective services they provide in collaboration with local, state, and federal agencies.

- The Master of Science (MS) in Forensic Science program is ranked number one in the country for its students receiving the highest overall test scores on a national assessment test (2009). It is also one of a limited number of graduate programs that have been awarded accreditation by Forensic Science Accreditation Commission (FEPAC) through the American Academy of Forensic Sciences (AAFS). Further, the master's program has a unique relationship with the West Virginia State Police as the first university program to partner with a state crime laboratory on developing and maintaining a CODIS database. Students in the MS degree program have access to state of the art equipment, outstanding faculty, and upon graduation, and move into impressive careers in the fields of DNA analysis and forensics.

- Bachelor of Business Administration (BBA) in Accounting has clearly defined where each learning outcome will be measured throughout its curriculum. Its timeline for implementation allows meaningful assessment of student learning on a reasonable schedule. Outcomes are assessed using complementary measures with clearly defined analytic rubrics. Plans for program improvement are informed by the assessment of student learning.

  Accountancy and Legal Environment is one of 173 programs with AACSB Accounting Accreditation in the world. AACSB Accounting Accreditation indicates that the program meets the highest quality standards and is valued by students, faculty, and employers. Students are prepared to enter a variety of exciting careers in public accounting firms, corporations, or governmental agencies. Students in the MS program develop the technological and professional skills needed to succeed in public accounting. The Kappa Phi Chapter of Beta Alpha Psi is one of 15 chapters in the nation to receive the 2010 Gold Challenge Award, the highest award a chapter can receive representing scholastic excellence, leadership, and service, and one of 10 chapters to receive the 2010 Diversity Award. Kappa Phi excels at developing leadership skills while providing service to the Huntington community. Providing the high quality of accounting education supports the Marshall University mission which states, "providing innovative undergraduate and graduate education that contributes to the development of society and the individual."

- Bachelor of Arts in Journalism and Mass Communication has well-developed learning outcomes and uses complementary measures to assess each outcome. The program's analysis of assessment data is thorough and detailed and its program changes are informed by assessment of student learning. Additionally, the program was re-accredited by the Accrediting Council in Education for Journalism and Mass Communication in 2009, having fully met all nine standards for accreditation.

  The School of Journalism and Mass Communications (JMC) is only one of two schools in the state and one of 114 JMC programs accredited in North and Central America by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). The dean serves as an on-site accreditor for ACEJMC.

  Since 1927, The School has sponsored an annual United High School Media Day featuring workshops for teachers and students from the Tri-State region and an awards ceremony for outstanding high school journalism. In addition, approximately $27,000 has been raised to offer a summer journalism workshop, a program to help incoming high school editors hone copyediting and reporting skills. In the past two summers, 21 students have taken advantage of the all expenses paid opportunity. The program targets minority students and students from economically disadvantaged counties in West Virginia.

  Marshall University JMC is the host institution for the West Virginia Open Government Coalition providing office space and a graduate assistant to maintain the office and the web page. West

Virginia was one of two states in the nation not to have an open government/Freedom of Information Act coalition. Working with state media, the Council of Churches and the Allied Trades Council, the office opened in the summer of 2010.

Each January (for the past five years), the South Charleston campus is the site of the Associated Press Legislative Look Ahead, a daylong seminar for West Virginia reporters featuring presentations from state legislators and newsmakers. In 2008, the School received a $10,000 Benedum grant to produce a handbook on reporting about domestic violence. The manual, written and researched by JMC faculty, has been distributed to media throughout West Virginia.

B. Required Compact Elements for Marshall University: Sponsored Research

1. Updates: Efforts to promote and expand academic research and development—Progress in 2009-2010. Summary of Achievements and Progress Toward Goals

In FY 2010, Marshall's research activities achieved several major advances. These are most succinctly evidenced by the fact that, overall, the research funding level minus construction exceeded $50 million ($56,729,516) for the first time. This is an increase of $9,841,498 over the previous 2009 FY report of $46,888,018. This increase was comprised of new competitive activity from standard programs, and seven major competitive awards from ARRA funding.

In this compact update for AY 2009-2010/FY 2010, progress will be presented on research (i) faculty development, (ii) centers and initiatives, (iii) facilities, and (iv) infrastructure building.

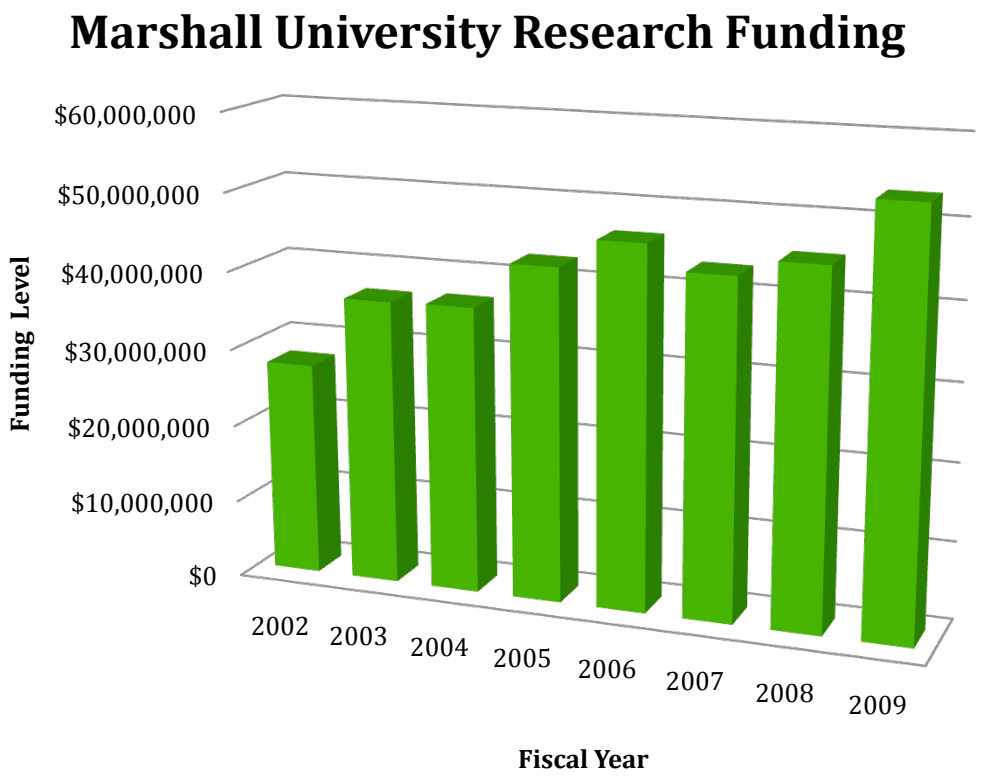

Figure 2- Research Funding at Marshall University has more than doubled since FY 2002

i. Faculty Development

The pace of Marshall University faculty orientation to research continues to develop. Fifteen new faculty were hired in the College of Science over the last two academic years. These new faculty are routinely being facilitated in the start-up of their research career with university and departmental resources. Further, these faculty are making excellent progress on seed funding programs such as the statewide NASA Space Grant, the Marshall University Center Cellular Development and Differentiation and highly competitive programs such as the Cottrell and Sloan awards. The progression to competitive federal agency funding from NSF, NIH and the Army Research Office is also on the rise. Further progress is anticipated as the College of Science embarks on the recruitment of an Eminent Scholar in Phycobiology to provide focus and senior mentoring in Marshall's interdisciplinary research activities in estuarine studies.

The Marshall University School of Medicine has hired four new faculty, including the ESRE Professor of Diabetes and Cardiology, and a joint hire with the Center for Cellular Development and Differentiation. These hires either bring with them or have the immediate potential for the obtention of major NIH and foundation funding.

ii. Centers and Initiatives

a. The Cellular Differentiation and Development Center (CDDC)

The Cellular Differentiation and Development Center is entering its fourth year with support from a Research Challenge Grant. As a result of its role in infrastructure building, research-active faculty in molecular/cellular biology, genomics, physiology, genetics, embryology, development, and biophysics have been attracted to campus. The CDDC has focused on targeted recruitment of faculty and postdoctoral trainees, providing a seed-funding mechanism for generating preliminary data supporting grant applications and providing peer and mentor relationships to enhance research and grant proposal development. The joint appointment in the School of Medicine is the most recent senior hire.

b. The Marshall Institute for Interdisciplinary Research (MIIR)

The Marshall Institute for Interdisciplinary Research (MIIR) was founded with funds from the Eminent Scholars Research Enhancement (ESRE) program and continues to be one of the major Foci of Marshall's Bucks for Brains fundraising effort. The Director and one senior scientist have been hired, and have brought major NIH funding and one new commercial contract to the University. The director was hired in January 2009 and the senior scientist in the Spring 2010. The post-doctoral, student, and technician staff associated with the scientists has produced a vibrant and productive research group in a very short start-up period. Several new collaborative opportunities with major biomedical companies are in the pipeline. MIIR continues to have a salutary impact on research at Marshall in general due to the collaborations, experience and influence of the personnel.

c. The Center for Diagnostic Nanosystems (CDN)

The Center for Diagnostic Nanosystems is being configured with the arrival of funds from the Department of Energy. Focusing on the creation of new ways to diagnose disease, monitor health, and build enabling electronics, the Center will merge new technologies from nanoscience, microelectromechanical systems (MEMS) with genomics and molecular biology. The center will include a collaboration with the Department of Michigan Tech University and a collaborative hire of a nanobiologist in MIIR. Through these sorts of highly leveraged relationships, the Center will capitalize on the vast potential of nanobioscience through the integration of interdisciplinary research developments in biologics and technological devices to deliver commercially viable products. The use of nanosensor systems to detect abnormal conditions at the molecular scale and at their earliest stages, to aid rural populations where routine access to state-of-the-art medical facilities is greatly lacking, is the central motivation for the Center's initiation.

d. Clinical and Translational Research

In 2009-2010 Marshall organized to develop it capacities in Clinical and Translational Research (CTR) more thoroughly by appointing a Director of Clinical Research in the first quarter of FY 2010. The Research Corporation has heightened emphasis and priority in CTR by entering into negotiations for

several individual investigator and large consortium clinical research agreements and participating in a statewide effort to obtain a Clinical and Translational Science Award from NIH. The facilities described below that will be dedicated to this discipline will provide a firm foundation to support further growth in this area at Marshall.

iii. Facilities.

Research space was dealt with for the first time at a University wide level. The Provost's Space Committee developed criteria for ranking and evaluating space requests and assessing them against current uses. This oversight allowed the University to continue to make most efficient use of its research space to achieve its educational, scholarly and research missions. Additional new research space is under construction at the Joan C. Edwards School of Medicine to provide for a Translational Genomics Center, which will further enhance the facilities available for biomedical research at the university.

Several substantial awards and investments have been initiated in the research equipment sector with a theme of enhancing and rejuvenating key capabilities. Marshall researchers were awarded a National Science Foundation Major Research Instrumentation Award for a multi-photon confocal microscope that will benefit a wide variety of individual investigator and inter-institutional programs in the biological sciences. Next-generation sequencing equipment was in the final phases of acquisition in the Translational Genomics Center to enable rapid sequencing of tissue samples, adding to the already substantial capabilities in the genomics core at Marshall. The tremendous acceleration in the accumulation of genomic information provided by this capability will allow dramatic acceleration in the pace at which discoveries will be made. Additional next-generation sequencing capability is anticipated shortly (see below) and will hopefully leverage this capability beyond biomedicine to enable vibrant interdisciplinary programs in mainstream biology.

Enhancement of the University's bioinformatics capability is anticipated through full-time hires of experienced personnel in both The School of Medicine and MIIR.

iv. Infrastructure Building

a. Research Infrastructure Grants

A major focus of the 2009-2010 AY/2010 FY was the successful re-application for the NSF Research Infrastructure Improvement (RII) program under the auspices of the Higher Education Policy Commission Division of Science and Research. The re-application involved developing a proposal for a research core with a Marshall co-PI for the first time in the history of the West Virginia RII effort, and considerable effort and resources in seeding new themes at Marshall and West Virginia State University (WVSU). The interaction between Marshall and WVSU was extensively enhanced over the past year, and dynamic equipment and research collaboration is underway.

The NIH Innovative Networks of Biomedical Research Excellence was renewed for $17 million over five years, and the grant became a major locus for the attraction of ARRA-funded supplemental awards.

b. Cyberinfrastructure

In 2009-2010, a major milestone was achieved with the award of the Cyberinfrastructure for Transformational Scientific Discovery in Arkansas and West Virginia (CI-TRAIN) grant from NSF, in conjunction with the University of Arkansas and the HEPC. The cutting-edge visualization equipment and environment provided by the grant enhances and amplifies the visualization capability already built at Marshall through the Mine Safety grant from the Economic Development Authority. In concert with this development, the university enhanced its capability dramatically with accessing the capabilities of Internet2, and a follow-on NSF cyberinfrastructure award to allow Marshall to provide such advanced connectivity to educators and partners.

c. Technology Transfer

Marshall's successful track record with technology transfer and spinoff companies (see Section B below) continued with the licensing of a new startup, Phoenix which has produced a technology for propagating stem cells. The existing stable of companies achieved several new funding milestones in a very difficult funding environment.

The capability of the technology transfer office was enhanced dramatically over the fiscal year. Stites and Harbison, an experienced intellectual property firm from the Louisville-Lexington area was engaged, and immediately has impact in the allowance of several key university patents. Their expertise in patent prosecution has been supplemented by valuable counsel in the area of best practices and standards, which has allowed the technology transfer operation to traverse unknown terrain much more effectively than in the past.

A key grant was obtained from the Claude Worthington Benedum Foundation to enhance the technology transfer capability at Marshall by developing human and system capability to enhance outreach and partnerships. Under the grant, an Associate Vice-President for Economic Development was hired and began work forging academic-industry partnerships, such as the statewide BioWV organization. The grant is also allowing the acquisition of an electronic Intellectual Property Management System, which will vastly simplify the process for faculty recording their inventions and the University protecting them, and should reasonably result in an enhancement of intellectual property output.

2. Continuing Efforts to Promote and Expand Academic Research and Economic 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.

Progress made toward realizing the effectiveness of this fourfold structure in 2009-2010 is described in the preceding section. Moreover, that progress is supported by the 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

[1] http://www.marshall.edu/President/strategic/initiatives.asp

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.

The strategies and activities already presented in the 2008 Compact and 2009 Compact Update obtain. Marshall will continue to pursue the vision and plan articulated in those reports.

C. Data: Update

Table 17. Marshall University External Funding: Total Sources and Revenue with Compact Goal

		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	$ 33,168,862			
	Total external research funding	$22,468,224	$22,312,003	$25,595,557	$15,475,423	$ 21,504,635	$ 23,560,654			
	External funding (excluding earmarks and direct appropriations)									
	Total external funding	$36,825,632	$39,205,600	$40,705,797	$43,354,115	$ 46,888,018	$ 56,729,516	53000000	56000000	58000000
	Federal	$25,314,010	$32,597,626	$32,430,167	$26,374,920	$ 35,068,256	$ 46,237,322			
	State and Local	$6,731,921	$3,463,995	$6,352,011	$15,179,784	$ 10,171,733	$ 8,651,514			
	Private Sources (Sum of federal, state, and private should equal Total External Funding	$4,779,701	$3,143,979	$1,923,619	$1,799,411	$ 1,648,029	$ 1,840,680			
	Number of Patents	1	0	1	4	4	4	5	5	6
	Copyrights						2			
	Licenses	0	2	3	0	1	1	3	3	3

Table 18. 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	Noncitz	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	.	4	.	.	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 19. 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**

***Nota Bene: Table 18** and **Table 19** present 2009 data as reported in the 2009 Compact Update. Updated 2010 data is not available at the time of submitting the Compact Update. Such Updates will be submitted when available.

C. Compact Elective Elements

1. Economic Growth

AREA Selected: <u>Promotion of Global Awareness</u>

<u>Updates:</u> SIGNIFICANT DEVELOPMENTS DURING THE 2009-10 ACADEMIC YEAR

<u>Institutional Developments</u>

- The Campus Internationalization Committee (CIC), chaired by Dr. Joe Wyatt, Professor of Psychology, began an 18-month strategic planning process. The committee has been receiving guidance from the American Council on Education as part of a special program Marshall was invited to join called the Internationalization Laboratory. CIC members attended ACE meetings in Washington D.C. in August 2009 and February 2010, conducted a faculty internationalization survey, and established sub-committees to focus on specific areas of internationalization. ACE representative, Dr. Barbara Hill, visited the Marshall campus in September 2009 to help the CIC begins its 18-month strategic planning process. The Committee is expected to present its plan and recommendations to Marshall's president and provost by December 2010. The CIC, comprised of faculty from all of the colleges, was established in 2006 by the provost as part of a statewide Consortium for Internationalizing Higher Education sponsored by the West Virginia Higher Education Policy Commission. The CIC was reconstituted in December 2008 and given a new charge to comprehensively internationalize Marshall University.

- The Center for International Programs (CIP), which was established in 1993, continues 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.

<u>Receipt of Grant Awards</u>

- The College of Fine Arts received a $500,000 U.S.-Brazil Higher Education Consortia grant in 2009 to lead a student and faculty exchange consortium with Morehead State University in Kentucky and Goias Federal University and Santa Catarina State University in Brazil. The consortium partners 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]. The first group of student and faculty exchanges is set to begin in Fall 2010.

- The College of Liberal Arts received a $388,0000 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, which will begin exchanging students and faculty in 2009-10. The grant is funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture (DGEAC). The initial Atlantis grant of 1.27 million dollar awarded in 2006 will exchange its final group of students and faculty in 2009-10.

FIVE-YEAR GOALS (AS STATED IN THE 2008-09 COMPACT MASTER PLAN) AND PROGRESS MADE AS OF AUGUST 2010

Overview of Five-Year Goals

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

1. Enrich the entire undergraduate experience with international opportunities.

Strategies:

a) Make all potential or newly arrived undergraduate students aware of international opportunities on campus including study abroad through open houses, freshman orientation, Welcome Weekend, and the UNI 101 curriculum.
b) Integrate international programs in the First Year Experience Program.
c) Establish a Freshman Seminar Abroad program that is a short-term study abroad experience to allow first year students to gain an international experience and utilize critical thinking skills to address issues and problems of global significance.
d) Encourage faculty to add international content to their lower-level course by getting those courses at 100 and 200 level approved as an international studies course.

Accomplishments:

- The Center for International Programs Office of Study Abroad expanded number of events to help better promote study abroad programs, including reaching 80% of all freshman students through a study abroad student speaker program incorporated into the UNI 101 courses during the Fall 2009 semester. (1.a)

- In conjunction with HEPC Consortium for Internationalizing Higher Education, launched a freshman study abroad trip to Quebec, Canada in May 2009 and offered the opportunity to freshman students for a second year in a row in May 2010. The faculty-led program is awarded credit by Marshall University, West Virginia State University and West Virginia University. At

Marshall, the College of Liberal Arts Department of Political Science faculty provide academic oversight of the program (1.c).

- 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 during the 2009-10 academic year. (1.d)
- The Marshall Plan has been phased out and a new core curriculum takes effect with the Fall 2010 semester. The new Core Curriculum introduces international/multicultural thinking in the First Year Seminar and requires at least one course that emphasizes international/multicultural thinking.

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

Strategies:

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

Accomplishments:

- 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, 59 for Summer 2010, and 30 anticipated for Fall 2010 (2.a).
- The Center for International Programs Office of Study Abroad provides student advising and personalized assistance throughout the week. The office also assists students with finding scholarships for study abroad, offers workshops throughout the year on important issues like scholarships, obtaining passports and visas, and how to book affordable airfare and health insurance information. The Office also holds mandatory pre-departure orientation meetings once every semester (2.a).
- The Center employed its first full-time study abroad advisor in November 2008. As a result, the Center has been able to increase its efforts to promote study abroad opportunities, provide better quality control of the programs and students now have more access to study abroad advising and support throughout their study abroad experience (2.c, 2.d).
- 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 (2.a)
- Faculty in Modern Languages, Psychology, Criminal Justice, History, International Economics, Education, Communication Disorders, Anthropology, College of Fine Arts, School of Journalism and Mass Communications, and Integrated Science and Technology have been leading groups of students abroad (2.a).
- The Center for International Programs Office of Study Abroad is collaborating with the Department of Communication Disorders in the College of Health Professions to create a summer program for 2011 to Jamaica. (2.a)
- Marshall University Honors College Society of Yeager Scholars Program provides all of its Yeager Scholars the opportunity to study literature, political science or history abroad at Oxford University in England as well as study in a country of the scholar's chosen foreign language. The majority of the study abroad travel expenses are funded by their academic scholarships (2.a, 2.b).

- The Center for International Programs is partnering with the Marshall University Honors College to provide information and guidance to Marshall students interested in applying for Fulbright awards for study, research, or teaching assistantships abroad. They will convene a faculty committee in September 2010 to evaluate applications and interview candidates for the nationally competitive scholarship (2.a, 2.b, 2.e).
- A Marshall University honors student and Yeager scholar was selected for a U.S. Department of State Critical Language Scholarship (CLS) to study Arabic in Tunisia during summer 2010 (2.a, 2.b).
- The Center for International Programs Office of Study Abroad in partnership with School of Journalism and Mass Communications, College of Fine Arts and College of Liberal Arts, launched the Marshall in Sydney program which will offer students valuable internship opportunities in various areas of study and receive direct Marshall credit in return. The first group of students participated in Summer 2010 (2.a).
- Summer study abroad program offered by Modern Language Department in Spain and France each year to study languages and cultures. Our Japanese program will be following suit in Summer 2011 beginning a faculty-led program with the assistance of the Center for International Programs Office of Study Abroad (2.a).
- The Center for International Programs Office of Study Abroad is currently assisting the School of Journalism and Mass Communications with creating their own summer program in London for Summer 2011 (2.a).
- 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 during summers 2007, 2008 and 2009 (2.a).
- The Lewis College of Business organized a faculty-led study abroad program to Ireland in Summer 2010 (2.a).
- The College of Fine Arts organized a Jazz Ensemble trip during summer 2009 to Europe (2.a).
- The College of Fine Arts Department of Art & Design led a program to Florence in May 2010 and had great success.
- The Department of Art & Design and the Department of Music are planning to jointly offer the program in Florence again in Summer 2011 (2.a).
- The College of Fine Arts has set forth an initiative to raise a minimum of $750,000 to support student travel with priority given to international curricular and co-curricular opportunities. (2.a,2.b).
- Study Abroad Fair is offered every semester in November and March to provide our students with information about international study opportunities (2.a).
- The College of Information Technology and Engineering sent two engineering majors to study in Germany (one for a summer and one for a year) and one computer science major to study in Spain for the summer. The student who studied in Germany for one year received a scholarship from DAAD: German Academic Exchange Service (2.a, 2.b).
- The Center for International Programs Office of Study Abroad will host a Study Abroad Kick-Off Week full of fun events and prizes to get students and faculty excited about the possibilities of going abroad. The first Kick-Off Week will take place early in the Fall 2010 semester (2.a).
- The Study Abroad Student Association was created to foster interest in study abroad, provides services to international students and encourages city-university cooperation to promote international understanding. (2.a).
- The Center for International Programs Office of Study Abroad will launch its Study Abroad Ambassador Program Fall 2010. This program will allow returning students to mentor students preparing to go abroad and assist the office in promotion of study abroad (2.a).
- Beginning this year the Office of Study Abroad will be working with Abroad101 to assist us in assessing and evaluating our programs and services. This free service will allow us to collect data more accurately to better serve our students and keep a more efficient office reports on our programs.(2.a).
- 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 (2.b).

- Clair Matz Study Abroad Scholarship was established in 2005 and since awarded over 20 $500 competitive travel grants to students. (2.b)**.**
- The Center for International Programs Appalachians Abroad Teach in China Program prepares individuals with the necessary teaching skills along with the linguistic and cultural competencies for living and teaching in the People's Republic of China. The program sends about 40 teachers to China each year. (2.e)

Challenges:

- More progress needs to be made to address strategies (2.e, 2.f).

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

Strategies:

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

Accomplishments.

- New undergraduate degree program established in International Business. (3.b)
- Lewis College of Business offers study abroad and exchange program opportunities in England, New Zealand, France, Korea, Indonesia and China and provides an international experience for the Executive MBA students each year. (3.b)
- The Lewis College of Business Executive MBA Program offers a three-credit hour International Residency Course (MGT651 Global Strategy) that includes an international business experience and foreign language and cultural study. The most recent EMBA cohort 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. (3.b)
- 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, Chonbuk National 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. This is in addition to twinning agreements in the area of business with universities in China and Cyprus. (3.e)
- College of Liberal Arts and Lewis College of Business partnered to launch a dual degree program in the areas of International Business and Modern Languages. (3.b)
- The College of Liberal Arts received a European Union-United States Atlantis grant in 2009 to expand the student and faculty exchange consortium and its 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). (3.b, 3.e & 3.h)
- The English department established a Graduate degree in English with a specialization in Teaching English as a Foreign Language. The program replaces the Graduate degree program

offered in Adult and Technical Education with emphasis in Teaching English as a Foreign Language

- The English department offers a Graduate certificate program in Applied Linguistic. (3.b)
- The College of Liberal Arts now offers a Latin American Studies minor that includes study abroad experiences in Mexico and El Salvador integrated into the upper level courses, an Asian Studies Certificate and minor and just recently added an African and African American Studies minor. (3.b)
- The College of Liberal Arts Department of Modern Languages offers a wide variety of foreign language offerings, including Spanish, French, German, Japanese, Chinese, and Arabic, and maintains a fully equipped language laboratory where students may practice pronunciation and polish accents. The major in the Japanese language was added in Fall 2007. Faculty-led study abroad programs are offered in Spain and France each summer for students to study languages and cultures. Cultural events sponsored by COLA and Department of Modern Languages in 2009-10 included foreign language film festivals and a Flamenco dancing performance. Chinese and Arabic are currently being phased out and will no longer be offered at Marshall after the 2010-11 academic year. (3.b)
- Other College of Liberal Arts programs which promote global awareness within the curriculum include: 1) faculty-led study abroad program offered by the Criminal Justice Department to help their students acquire an international comparative perspective in their field of study; 2) a winter break study abroad program in Latin America through an interdisciplinary collaboration between History, Political Science and Modern Language departments; 3) an undergraduate major in International Affairs offered for students who wish to pursue a career in foreign affairs, international business, or international development. The program also sponsors a Model UN Club, which competes in collegiate level model UNs and sponsors an annual model for high school students of the tri-state region; 4) the annual Hispanic Heritage Month celebration, which includes visits by Latin American scholars to the MU campus. (3.b)
- The Graduate College of Education offers a K-12 Endorsement Program in ESL. Teachers endorsed to teach ESL in K-12 environment are now able to complete a Master's degree with an emphasis in ESL by taking additional core courses. (3.b)
- 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. (3.b)
- 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. (3.b)
- The School of Medicine Department of Family and Community Health long ago founded the nation's first International Health Track (Global Medicine) in a Family Medicine residency-training program. (3.b)
- The College of Fine Arts received a U.S.-Brazil Higher Education Consortia grant in 2009 to lead a student and faculty exchange consortium with Morehead State University in Kentucky and Goias Federal University and Santa Catarina State University in Brazil. (3.b & 3.h)
- The College of Fine Arts, the MU Artists Series, the Student Activities Committee and the Center for International Programs all bring outstanding cultural events from other lands to campus, such as the Fall and Spring International Film Festivals. (3.b)
- College of Science faculty take their students to the South Caribbean rain forests during Spring Break to study Ecology. (3.b)
- The College of Science is proposing a US-Russia Higher Education Consortium Program in the area of Environmental Science. If funded by a U.S. Department of Education Fund for Improvement of Postsecondary Education (FIPSE) grant, the project will provide an opportunity for environmental science faculty to work closely with the environmental science faculty at Novosibirsk State University in Siberia, Russia to conduct research of mutual interest to the two regions. In addition, Marshall will sign agreements for credit transfer and reciprocal student exchange. (3b, 3h)
- College of Health Professions has established a Global Health Practicum. (3.b, 3.c, & 3.h)

- The Center for International Program's L.E.A.P. Intensive English Program enrolls an average of 70 international students year round to prepare them with the necessary English proficiency to undertake undergraduate or graduate study at Marshall. The LEAP program serves as a bridge to prepare students for university classes upon completion of LEAP. LEAP classes are structured similarly to university classes, with college-like assignments and classroom expectations. Students in the advanced level attend a matriculation workshop, which introduces them to the terminology, expectations, and procedures of an American university. Students in the advanced level also have the opportunity to audit university classes. LEAP students participate in a variety of cultural exchange activities with the university and local communities, including the Chesapeake Elementary International Fair, the HSTA program, and summer camps through the Marshall Recreation Center. LEAP faculty and staff serve as a resource for current and former students who need assistance in handling problems with cultural adjustment, university life, and academic or personal problems. LEAP provides weekly social and recreational activities to LEAP students and other Marshall students. (3.b)
- The Drinko Library holds ample collection of books, journals, etc. about countries, current events, cross-cultural education and global understanding. (3.b)
- 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. (3.c)

Challenges:

- Chinese and Arabic languages are being phased out in the Modern Language Department. (3.b)
- More progress needs to be made in addressing strategies (3.a, 3.d, 3.f, 3g).

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

Strategies:

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

Accomplishments:

- 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. (4.a)
- English Conversation Partners Program connects international students with American students for communication and friendship. (4.a)
- The Center for International Programs established the Language Buffet 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. (4.a)
- The International Festival, a 46 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. (4.a)

- The Center for International Programs offers a Homestay Program, which places international students from various cultures in local homes during the fall, spring and winter break periods. (4.a)
- The Center for International Programs has provided Japanese and Chinese language programs for dual credit at Huntington High and Cabell Midland high schools with funding from Cabell County Board of Education every year since 1997. (4.b)
- The Center for International Programs has provided Chinese language program for dual credit at Sissonville High School with funding from Kanawha County Board of Education every year since 2007. (4.b)
- The Center for International Programs has provided a K-12 enrichment Saturday School program which serves the children of the Japanese employees of Toyota and other Japanese companies in WV with funding from the West Virginia Department of Education since 1997. (4.b)
- The Center for International Programs has provided interpreters/translators through its Language Bank to assist with visiting officials from businesses outside of the United States with a grant from the West Virginia Development Office, International Division. (4.b)

Challenges:

- Funding and dedicated space is needed to better support the various international student organizations.(4.a)

5. Encourage and support international faculty experiences.

Strategies:

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

Accomplishments:

- Faculty present at international conferences, publish in international journals, and collaborate internationally on research projects with limited funding from the University. (5.a)
- Over 20 MU faculty members have received a Fulbright since the 1970s. (5.a, 5.b, & 5.c)
- Six Marshall faculty have received the Sasakawa Fellowship to attend the Japan Studies Institute program on "Incorporating Japanese Studies into the Undergraduate Curriculum" that takes place each year in San Diego sponsored by AASCU. Only about 20 faculty are selected nationwide each year for the prestigious award. (5.a, 5.b & f.c)

- Drinko Academy has sponsored several international scholars who were hosted by various departments. (5.a, 5.b & 5.h)
- Over 20 faculty members are conducting study abroad advising or leading groups of students abroad during the summer. (5.d)
- International faculty and research scholars are regularly invited to join departments on a temporary basis with immigration support conducted by the Center for International Programs. (5.h, 5.i & 5.j))
- 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. (5.h, 5.i, & 5.j)
- The College of Liberal Arts Department of Modern Languages and the Center for International Programs hosted three Fulbright Foreign Language Teaching Assistants (FLTA) each year for past five years to teach Swahili, Russian, and Arabic at Marshall University and provide language and cultural workshops at local elementary and secondary schools. (5.h)
- Most of the departments in the School of Medicine have full-time faculty and resident-physicians in training from numerous countries and Medical students, resident-physicians and faculty in the School of Medicine have on-going relationships with governments, ministries of health, NGOs, and mission organizations. (5.h, 5.i & 5.j)
- College of Science established an agreement with a university in Italy in 2007 to conduct an exchange of research faculty and graduate students. (5j)
- The Center for International Programs provided matching funds for international mobility grant applications. (3b)
- College of Science initiated an agreement with Zhejiang Academy of Agricultural Sciences in China to form a joint research center for microbiology and biotechnology, along with an exchange program for research faculty and scholars. (5.j)

Challenges:

- International travel budget is needed for faculty and staff to attend and present at conferences, conduct collaborative international research, lead study abroad programs, and initiate and maintain overseas linkages. (3.a)
- Budget is needed for developing and teaching international studies courses. (3.a)
- Need to address strategies (3.d, 3.e, 3.f)

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

Strategies:

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

Accomplishments:

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

Challenges:

- We anticipate our international student enrollment will drop slightly in Fall 2010 to 465. (6.d, 6.i)
- Graduate tuition waivers for over 100 international students have been reduced by half since last year. (6.h, 6.i)
- More undergraduate tuition waivers are needed to be used specifically for recruiting international students. (6.h, 6.i)

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

Strategies:

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

Accomplishments:

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

Challenges:

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

2. Access.

Selected Area: Service to Underrepresented/Disadvantaged Populations

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

Table 20. Access

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

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

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

Update from 2009-2010:

i. A new addition to the Division of Multicultural Affairs, effective with AY 2010-2011, is the Lesbian, Gay, Bi-Sexual, Transgender Office (LGBTO). In addition, Multicultural Affairs provides support to the Appalachian culture, disabled individuals and for specific initiatives designed to advance and support women through its various programs and initiatives.

ii. In 2009-2010, 64.4% of students enrolled at Marshall University meet the definition of being *financially disadvantaged*. In raw numbers that is 5,176 students out of 8,043 full-time undergraduate students. By definition of "financially disadvantaged," these students are eligible for ***need-based aid***. 72% of the undergraduate student population (8,020 students) at

Marshall University received approximately $87.1 million from all sources of financial aid funding.

iii. In 2009-2010, minority students comprised 8.26% of the Marshall student population, an increase of 0.42% over the 7.84% reported in the 2009-2010 update. Historically, African-American students constitute the largest number and percentage of minority and underrepresented students enrolled at Marshall. As reflect in the historical data, this student population has remained fairly consistent in number. In 2009-2010, African-Americans made up 5.36% of the total full-time student population. This represents an increase of 0.42% increase over 2009-2010.

iv. **The Diversity Roundtable**. The Division of Multicultural Affair's in partnership with the Division of Academic Affairs continued its quest toward achieving a diverse faculty with the implementation of the Diversity Roundtable. The Diversity Roundtable was developed for Dean's, department chairs, faculty and administrators. The purpose of the Diversity Roundtable was to provide faculty and administrators with the tools, skill sets, networks and other resources to develop, nurture and maintain a diverse faculty.

The goals of the Diversity Roundtable are to:

- Make measureable progress in the recruiting, hiring, retaining and the promotion of women and ethnically-diverse tenure-track faculty.
- To provide administrators and faculty with key strategies to assist in the recruitment and retention process.
- To enable each university department, college or unit to create a climate that reflects and sustains diversity.
- To create a collegial, inclusive environment that respects the rich heritage of all people

The Roundtable featured expert facilitators who lead discussions on the following topics:

- Recruitment and Retention Strategies for Women and Multicultural Faculty
- Understanding the Language of Diversity
- Key elements of Organizational Change
- Diversity Strategies for Success

75 Faculty and Administrators attended the Diversity Roundtable.

iv. **Marshall University-Alcorn State University Faculty-Student Exchange Program Background.** Higher Education institutions struggle to meet the challenges of diversifying both their student bodies and their faculty, at the same time that federal and state dollars committed to the support of higher education are declining. As a result, universities must be innovative in order to overcome such challenges. Exchange programs between colleges and research universities offer both promise and innovation at a time of limited resources. Recognizing the need for innovation Marshall University has entered into discussions with Alcorn State University with the goal of forming a Faculty-Student Exchange between the two institutions.

The *Partnership in Education Agreement* between Alcorn State and Marshall involves a comprehensive approach that will establish a cooperative framework to promote the successful one academic semester exchange of faculty between Marshall University and Alcorn State University.

Specific objectives of the agreement are to:

1. Provide a seamless path between Alcorn State University and Marshall University
2. Create new opportunities for collaborative and independent research
3. Generate opportunities for faculty research
4. Develop opportunities for immersing students in a culture other than their home institution's culture.

5. Provide faculty with renewed energy and vigor
6. Expose faculty to a culture different from their home institution's

The agreement between Alcorn State and Marshall develops a mutually agreeable and seamless path that will provide Alcorn State University and Marshall University to foster an academic and supportive environment by:

1. Developing a collaborative model that will facilitate a direct path for the exchange between Alcorn State University and Marshall University for one academic semester;
2. Promote activities to enhance communication between faculty and students;
3. Encourage and enhance cooperative research between Alcorn State and Marshall Faculty in areas of mutual research interest;
4. Develop systems of support through mentors to assist the exchange faculty member/s to enter a climate of support at the exchange institution;
5. Provide orientation for the exchange faculty member/s to the academic department and the University

v. Hispanic/Latino Outreach Initiative. A formal agreement establishing a working partnership with Patricia Biggot-Dold, President of *4Spanish Press2*, and the Division of Multicultural Affairs is an initial step in building relationships and networks in the geographical area containing the largest populations of Hispanic-Latino persons in the state. Program development is in process to begin contact with the community with the goal of meeting the educational needs of the people of the county and region.

vi. The Ivy Academy at Marshall University. In collaboration with Beta Tau Omega Chapter of Alpha Kappa Alpha Sorority Inc., Multicultural Affairs will co-sponsor the Ivy Academy. The Ivy Academy is a one-day leadership conference designed for under-represented middle and high school girls. The Ivy Academy will feature:

- An admission fair showcasing Marshall University's academic offerings
- Interactive speakers on topics such as: Leadership 101, Self-Esteem, Fiscal Fitness and Designing your Future
- Keynote address on Motivation
- Networking Luncheon with Community & Campus Role Models leading table topic discussions

The conference is designed to empower young women with the skills and resources for college and career success while providing them with successful female mentors.

b. Continuing Programs for the 2010-2011 Academic Year: The Office of Multicultural Affairs, through the *Center for African-American Students' Programs* (CAASP), will continue its outreach programming for African-American students.

Under the auspices of the Division of Multicultural Affairs, CAASP is designed to provide support, interventions, and enrichment programming to enhance academic and personal success for African-American students in the university. The CAASP staff believe it is essential to offer individualized and collective relationships with African-American students to assure 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.

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

- CAASP is centrally located in the Memorial Student Center on the Huntington campus and offers an environment conducive to social interaction, confidential exchanges and personal coaching services. Students may receive assistance in problem solving, crisis management, information and

referral, university and community linking services, financial aid planning, advocacy, academic planning, employment guidance, mentoring resources, tutoring and in a myriad of other areas relevant to his/her goals.

- CAASP provides direction for student leadership and organizational membership, as well as oversight for *Black United Students (B.U.S.) organization*. B.U.S. provides students with an opportunity to establish leadership skills through its many programs and social experiences for students throughout the year. African-American students are encouraged to participate in B.U.S. membership and/or attend sponsored activities. The Center is strongly networked with all National Pan-Hellenic Council (NPHC) member organizations on campus and work cooperatively in offering various programs and initiatives on campus.

- The Center houses the *Society of Black Scholars of Marshall University*. The Society was established in the fall 2003 for the purpose of providing an essential foundation for learning, personal growth and academic success for intellectually advanced students, necessary to achieve their fullest potential. Scholars are accepted into this program of excellence based upon academic scholarship, service and leadership potential. All Society members must participate in a required number of lectures, social development, and enrichment experiences each year and maintain a minimum GPA of 3.0. There are 39 current members in the Society. A total of 25 students are currently applying for membership, with interviews being conducted on August 28, 2010. Society members continued to experience high rates of graduation, typically followed by graduate studies, medical school or professional schools. For example the last Society graduation class yielded 2 admissions to medical schools, 2 admissions to law schools, and several to graduate studies of various majors.

- Each year the CAASP spearheads the largest strategically planned African American Student recruitment initiative at Marshall University. This *Annual Outstanding Black High School Student Weekend Initiative* attracts over 85 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. As a result of the previous years efforts, 35 of the "best and brightest" African American high school students in the State of West Virginia have enrolled in Marshall for the Freshmen Class of 2010.

- To improve retention and academic progress among African American students, in September 2009, CAASP commenced *Each One, Teach One Mentoring Program,* whereas African American freshmen are matched with academically qualified upperclassmen and by majors. During the 2009-2010 year, approximately 50 students actively participated in this unique mentoring program. Additional emphasis will placed upon this initiative in 2010-11, to improve number and quality of participation.

Furthermore, the CAASP offered or co-directed over 30 different events and growth oriented experiences during the course of the 2009-2010 academic year and will expand upon these efforts in the coming academic year. The more classical events in this class include Harambee; the Annual Provost and Deans Reception for the Society of Black Scholars; Annual Black High School Students Weekend; Annual Soul Food Feast; MU Annual Diversity Breakfast; African American History Bowl; Apollo Talent Shows; Donning of Kente and ending the year with the Annual Black United Students (BUS) Picnic and Cookout. All events are well attended and hold high regard within the institution and the community. In 2009 the CAASP and Division of Multicultural Affairs co-sponsored the highly successful I Lead Black Student Leadership Summit, attended by over 150 college students from the State of WV, Ohio, Indiana and others.

b. How successful are these efforts?

To meet the intellectual and social needs of underrepresented and disadvantaged students at Marshall University, particularly African-American students. Marshall University has experienced a consistent increase in the number of African American students enrolled during the past 5-7 years. Furthermore, retention data provided by the Office of Institutional Research for this population is reflective of positive

results**. Fall 2009-to-Spring 2010** and **Fall 2009-to-Fall 2010,** for overall comparison purposes, are presented in the following table.

First-Year Students by Ethnicity	F 09-to-S 10	F-09-to-F-10
White	89.3	71.6
Black	90	69.3
Hispanic	96.6	86.2
Asian	91.7	58.3
American Indian	83.3	50
Unknown	82.5	57.1

As reported in the 2009-2010 update, 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. It is worthy to reflect upon the analysis and report released by *The Education Trust* in August 2010, entitled ***Big Gaps, Small Gaps: Some Colleges and Universities Do Better Than Others in Graduating African American Student.*** Marshall University is ranked among the top 25 listed under *"Smallest White-Black Graduation-Rate Gaps Among Public Colleges and Universities."* In fact, at Marshall University, African American students graduate at the same rate as white students, whereas national averages reflect that African Americans graduate at a rate of 20% less than white students. There were no other WV public or private colleges noted in this report. (See, *The Education Trust. Big Gaps, Small Gaps: African American Students. August 2010.)*

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

Marshall 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 initiatives currently under place. We also have plans and a new vision to enhance the multicultural arena for all students and faculty.

3. Cost and Affordability
Area Selected: External Funding Research (See Section B. above)

4. Learning and Accountability:
Area Selected--Expansion of Graduate Education Opportunities

Marshall continues to increase graduate education opportunities. Since 2008 Marshall has added the following opportunities:

- **Update**: The **Center for Rural Health of the Joan C. Edwards School of Medicine** began construction in April 2010 on a Rural Health & Clinical Education Center in the Chapmanville community. In addition to providing primary care services for the area, the Center will incorporate support spaces needed for training medical students and resident physicians, as well as students training in other health professions.

- The **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 enrolled its first class in 2008. This is a 36-month program. Students graduate with a Doctorate of Management Practice in Nurse Anesthesia from Marshall University. With 83 students currently enrolled, the DMPNA offers a unique combination of advanced professional nurse anesthesia practice with entrepreneurial business management training.

- The **Doctorate in Physical Therapy (DPT),** approved in 2009**,** is the entry-level degree for the physical therapy profession and is the newest doctoral degree offered by Marshall University. A

program director was hired in the Spring 2010, and planning is underway to accept the first class in June 2012, a timeline that will allow adequate preparation for the process of accreditation. The program is expected to enroll 40 students per year when fully operational.

- The **MS in Accountancy,** approved in 2009, is the newest master's degree at Marshall University. The degree emphasizes skills necessary to succeed in the profession of public accounting, qualifying students to sit for the Uniform CPA Examination to become a Certified Public Accountant. The program requires 30 semester hours of study and in its first year of operation already has 14 students enrolled

Update: During the 2009-2010 academic year, Marshall approved these graduate degree programs:

- The **Masters of Science in Health Informatics** is a collaborative program developed by three colleges: College of Health Professions (COHP), College of Communication and Information Technology and Engineering (CITE), and the Lewis College of Business (LCOB). The program is administratively housed in the College of Health Professions. The MSHI is currently the only such graduate level program in West Virginia.

  Health Informatics focuses on the application of systems and information systems management for medical research and clinical information technology support and the development of advanced imaging, database, and decision systems. Students are instructed in information systems, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, medical research systems, clinical decision support, and informatics aspects of specific research and practice problems.

  The Marshall University HI program focuses on clinical applications. Students will understand the underlying architecture of data collection systems and will enroll in a variety of courses including introduction to data management systems. As health informatics specialists, they will work to optimize individual healthcare through information storage, transmission, and usage. Planning is underway to accept the first class in Spring 2011.

- A **Minor in Anthropology** was approved in Fall 2009. This new minor, earned by taking at least 6 credit hours in courses at the 500- or 600- level is part of a revision of the curriculum of the Department of Sociology and Anthropology for the purpose of expanding opportunities for study at the graduate level.

B. Plans for Expanding Graduate Programs at Marshall University

Marshall University's recently (December 2009) approved intent to plan a **Doctorate in Pharmacy (PHARM-D)** continues in development**.** The Doctorate in Pharmacy is currently the entry level for the professional pharmacist. 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. The anticipated enrollment is 120 students when fully operational. At this time plans are in development to identify and hire a Dean and core faculty. The Dean must be in place two years before the first class can be admitted and core faculty must be in place at least one year prior to the admission of the first class.

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 the recruitment and retention of female faculty in the STEM disciplines at Marshall University through faculty development initiatives and improved institutional climate.

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

Year 4 Progress Report
This year, the MU-ADVANCE Program worked with various offices to begin sustaining aspects of the Program.

UPDATE:
Recruitment Initiative
AY 2009-10 (Year 4) Highlights:

- Worked with 5 STEM departments, on a total of 5searches
- Provided assistance to departments for advertising their searches, including a university-wide subscription to HigherEdJobs.com
- 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 two Biological Sciences searches (College of Science)
- Met with female and male candidates of STEM searches, providing informational packets
- Co-sponsored the "Diversity Roundtable," in collaboration with The Office of Multicultural Affairs
- Updated the "Search Committee Guidelines" brochure
- Administered the "Offer Survey," with a 100% return rate. Participants rank the importance of several personal and career factors in accepting the job offer from Marshall. "Research Opportunities" received the highest number of responses as being the most important factor.
- Developed a diversity brochure. This brochure highlights the innovative programs to recruit diverse faculty and students to campus, as well as provides suggestions on how to rethink ways in which diversity improves problem solving and stimulates growth at universities.
- In process of devising interview schedules that are tailored to meet particular needs of individual candidates
- Establishing an evaluation mechanism for Dual Career Service
- Recommended the following to improve recruitment efforts at Marshall:
    - Institute on-line application forms for faculty hires
    - A representative from the Equity Office should meet with search committees prior to the development of the position advertisement
    - Salary ranges should be discussed prior to on-campus interviews with the interviewees, as well as determining who at Marshall should be in charge of discussing the actual salary range with the candidates
    - Colleges need to project their recruitment needs, based on anticipated retirements, enrollment trends, and growth areas

UPDATES:
Faculty Development Initiative
AY 2009-10 (Year 4) Highlights:

- Mentored 3 new faculty and 4 pre-tenure faculty, as part of the fellowship program
- Funded three full faculty fellowship for the 2010-11 academic year
- Funded 15 mini-grants for travel and a research pilot project
- Between the Fellowship and Mini-grant monies, MU-ADVANCE supported nearly $50,000 worth of professional travel for female STEM faculty
- Hosted 12 networking events (attended by 49% of our target population)

- Hosted two workshops, led by external facilitators. The first, "Deputize…Then Delegate," conducted by Dr. Meggin McIntosh, focused on the art of delegation. Participants learned techniques and strategies to improve their productivity through carefully considered and planned delegation. The second, "Publish and Flourish," conducted by Dr. Tara Gray, allowed participants to learn effective writing techniques through hands-on experience and peer-to-peer critiques.
- Published 11 female STEM faculty profiles on the MU-ADVANCE website, highlighting their research, teaching, and service
- Provided editing assistance for general editing, language conformity editing for international faculty, and grant proposal review for clarity and grantmanship. This year, the editor reviewed six grant proposals; one abstract; 18 manuscripts; one poster; and 11 other documents, which included a pre-tenure review portfolio; and all MU-ADVANCE-related materials.
- Co-sponsored a Research Boot Camp (RBC), in collaboration with the Center for the Advancement of Teaching and Learning (CTL). The RBC was offered to senior faculty (two female STEM faculty participated) in Fall 2009, and to junior faculty (two female STEM faculty participated) in Spring 2010, to provide a workspace free of interruption and a supportive network of scholars to enhance productivity.
- Piloted a mentoring program, led by a Speed Mentoring Event, in collaboration with CTL. Fourteen mentors and mentees participated in the event.
- Co-sponsored a "Technology Summit," in collaboration with CTL, to provide workshops and demonstration tables for faculty to learn about available teaching technology (e.g., ARTstor, Wimba Live Classroom, LexisNexis, etc).
- Sponsored travel for three STEM female faculty to attend a NSF Regional Grants Conference, held in Cleveland, OH, on March 22-23, 2010. The participants found the discussions about grant administration to be extremely useful.
- Administered the Follow Up Survey for new faculty hires to evaluate their first year experience (30% response rate)
- Developed the following:
  - Pre-tenure review guidebooks for pre-tenure College of Science faculty

Policy Changes Initiative

<u>AY 2009-10 (Year 4) Highlights:</u>

- Two policies, Modified Duties and Pre-Tenure Review, were adopted as university policy.
- Administered the second faculty job satisfaction "Climate Survey"
- Co-sponsored "Campus Conversations," in collaboration with Academic Affairs, which resulted in the formation of six workgroups charged with a specific topic to generate recommendations to improve the campus climate
- Supported an ad hoc committee to review the existing Tenure and Promotion Policies
- Faculty Exit Survey was reinstated and will be overseen by CTL

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.

<u>*Challenges*</u>: Diversity recruitment efforts require more than placing the position advertisement on a recruiting site and/or within a journal. Diversity recruitment may require seeking out candidates and tailoring on-campus interviews to meet the needs of individual candidates. The challenges are to determine the best avenues to advertise or actively recruit minority applicants, showcase multicultural offerings/organizations in the Huntington/Tri-state region that would be attractive to diverse candidates; and to devise tailored interview schedules for diverse applicants that will meet their needs (e.g., does Marshall have current faculty or offices that the faculty can meet with to ensure that they will not be alone).

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

<u>*Challenges*</u>: Departments receiving a fair amount of applications for open positions are inundating their staff with the current method of manually entering applicant data into spreadsheets. In addition, by not

discussing the salary range with candidates prior to the on-campus interview, limited resources are being wasted on candidates that have a specific salary requirement, which, in many cases, exceeds Marshall's means. Therefore, the challenges are getting institutional buy-in for an on-line application process, which provides the applicant data into spreadsheets; as well as establishing a clear practice about presenting the positions' salary range to candidates.

Lesson 3: Faculty thrive when offered mentoring opportunities

Challenges: Identifying senior mentors for the growing junior faculty.

Lesson 4: Implementation of policies and practices that allow faculty members to alter their duties are necessary.

Challenges: While the Modified Duties and Flexible Workload policies have been adopted as university practice, accommodating the requests will not be easy. The challenge is to find manageable avenues to replace the faculty duties.

UPDATE:
Plans for AY 2010-11—Years 5
MU-ADVANCE dedicated much of the Program's yearly advisory board meeting to brainstorming and open discussion to determine the "next steps."

Recruitment

- Facilitate institution of on-line application forms for faculty hires.
- Facilitate implementation of 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

- Assemble a workgroup to pursue a guide to post-award administration
- Develop a procedure or practice for applying for reassigned time
- Develop a "how to" kit for Principal Investigators
- Develop a handbook to navigate the university, from establishing a computer account to accessing start-up funds
- Work toward institutionalization of a prestigious annual fellowship program
- Work toward institutionalization of mini-grants program
- Host a sabbatical workshop on how to develop a plan for sabbaticals and how to apply for one.

Policy

- Analyze responses collected from the faculty climate survey and report to Academic Affairs.
- Policy change recommendations and efforts will emerge from evaluating the Climate Survey results.

Evaluation

- Efforts to sustain the Offer, Follow-Up, and Climate surveys will be made with CTL.
- The MU-ADVANCE External Evaluator will administer Climate Surveys to other academic institutions within WV to assess their working environments as part of an outreach program to disseminate information to other WV institutions.

Outreach

- MU-ADVANCE will facilitate a panel discussion at the Science, Technology, and Research (STaR) Symposium, to be held September 27-28, 2010, at Marshall University. This panel discussion will present Program findings and practices, with the goal of broadly disseminating the Program's successes to other WV institutions of higher education. Specifically, MU-ADVANCE will discuss how efforts to recruit and retain a critical mass of female STEM faculty will contribute to WV's research infrastructure by providing the state with much needed female role models
- 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.
- Host a series of webinars based on successfully MU-ADVANCE activities (recruitment, faculty development, policy) that can be offered to participants in other colleges and universities.

APPENDIX A: Marshall University Data Elements

Institutional Compact Reports, 2007-2012 with Goals								
Marshall University		**Base Year**						
Measure		**2007-2008**	**Year 1 Actual**	**Year 2 Actual**	**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**	**13,776**	**13,779**	**13,959**	**14,198**	**14,476**
1b	Annualized FTE Enrollment*	**11,706**	**11,582**	**11,492**	**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**	**74.5**	**N/A**	**N/A**	**N/A**	**N/A**
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	**40**	**44**	**43.8**	**46**	**47**	**48**	**49**
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	**46**	**46.7**	**48.4**				
3c	Avg Graduation Rate of Peers (Median)*	**48**	**50**	**47.6**	**N/A**	**N/A**	**N/A**	**N/A**
4	Degree Production**							
	Certificate			**36**				
	Associate	100	**111**	**69**	**100**	**100**	**100**	**100**
	Bachelor	1,450	**1,400**	**1,358**	**1,359**	**1,359**	**1,389**	**1,416**
	Masters	**872**	**885**	**893**	**850**	**840**	**830**	**820**
	1st Professional	**42**	**50**	**0**	**57**	**58**	**65**	**72**
	Doctoral	**17**	**15**	**78**	**20**	**20**	**20**	**20**
	Total Degrees	**2,481**	**2,461**	**2,434**	**2,386**	**2,377**	**2,404**	**2,428**
5	Number of undergraduate degrees in STEM & Health Fields***	**375**	**395**	**345**	**397**	**390**	**377**	**420**
	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).** Plans to move to the Learn 9 version of the Blackboard software have been initiated. Pilot faculty will be sought during 2010-11 and full migration will take place by the spring of 2012.

A. UPDATE: 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 Information Technology.

MUOnLine program is housed within the Online Learning & Libraries unit in which faculty and staff collaborate to support faculty and student curriculum and research needs that enhance the online learning program. The Online Learning and Libraries unit is comprised of the following departments that facilitate Information Technology's mission to support faculty and student needs:

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

MUOnLine also works closely with several other IT divisions such as the Information Resource and Customer Services division in which the South Charleston campus learning commons and other valuable student and faculty resources services are located.

1. **Online course development:**

The MUOnLine Design Center provides teaching and learning with technology training and e-course development support for Marshall University's faculty and staff. This unit provides the hardware, software, networking and technological assistance and support to assist faculty with online courses and traditional course supplements. Online course development is facilitated and approved by the Faculty Development Committee for Multimedia Instruction (FDCOMI) that reports to MUOnLine. Coordinated by a member of the faculty who provides guidance, support, and training, this committee conducts regular e-course reviews to ensure that new and existing online faculty meet best practices and technical requirements for delivery. Standards and guiding principles from

the literature are consulted and used such as the Ohio Learning Network's "Seven Principles of Good Practice," web resources and Chickering & Ehrmann's article, "Implementing the Seven Principles: Technology as Lever," published in the AAHE Bulletin in1996. Content reviews are conducted by the department and must be provided prior to committee approval.

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. 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. 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.

Other instructional technologies and support services provided by Information Technology at Marshall – While this is not an exhaustive list of services that support teaching and learning, the following examples provide an overview of some of the recent projects that promote technology in the classroom at the university.

- A variety of University Computing Facilities (UCF) Classrooms and Computer labs are provided to students and faculty throughout all of MU's campuses; they contain a wealth of software for academic instructional technology consistent throughout the university system and/or specific to the discipline in a given department. Additionally, laptops are available for student and faculty short-term checkout in the Drinko Learning Commons along with flip cameras and high-quality audio headsets; and projectors are available to faculty on a short-term loan basis.

- The Technology-Enhanced Classroom Initiative (TECI) recently merged the university's Video Classroom program to generate a new Teaching Learning and Collaboration Spaces (TLCS) initiative in which wireless, presentation equipment and computers are provided to allow faculty to utilize technology in every-day teaching environments.

- IT also provides bubble sheet exam scanning, survey analysis, and scoring services for faculty who utilize objective testing strategies in the classroom.

- MULiveMail is a new email service for students at Marshall University. The service is provided by Microsoft and it uses the Exchange email environment accessible via web-based Outlook 2007 or higher, Outlook Web, or any IMAP email client. All new email accounts are being created as Live Mail accounts. Live Mail has been conveniently integrated into MYMU and is accessible directly from the MYMU Icon menu.

- Google gApps Collaboration Service is now available to the entire Marshall University community. This Google application pilot offers students and faculty a bundle of collaboration options for educational purposes including Web site publishing, calendar sharing, e-mail, presentations, documents, and instant messaging via the Internet not previously available directly through the University's integrated systems. Students have easy access to additional storage space, a sites location for an e-portfolio, file sharing, and online community. Students can login to the gApps account using their existing MUNET username and password. Google Apps provides a powerful spam filter and over seven gigabytes of storage.

- MURemote or Access to Remote Windows Terminal Services offers Windows Terminal Server access to MUNET account holders. Windows Terminal Services (WTS) allows users to access to an extension of the University Computing Facilities desktop environment hosted on a campus server. This environment includes a number of the basic applications such as Microsoft Office, Adobe Acrobat, access to the V: drive (virtual drive containing storage space for each MU user), Banner and WebCT Vista. Access to these services is available either via the Remote Desktop client which is installed on Windows XP, available for download from the Microsoft web site for earlier Windows versions, and also for most every other non-Microsoft platforms such as Linux and Macintosh OS X. Windows Terminal Services is also available via a web browser through an ActiveX download.

- MUMobile is the new Marshall iPhone App for both Blackberry and iPhone/iPad that can be downloaded by any user from the Apple iTunes Store for free that provides news, events, maps, directory, course listings and more. New students or visitors will never get lost on campus again or miss an important announcement with this mobile tool. The MUMobile application can be used to search the campus phone directory, locate buildings on campus, view available courses, keep up with the latest sports scores, and get access to events happening on campus.

- ITunes U allows university professors to generate original podcasts and other content for distribution through the Apple iTunes store. They can also use audio and video content from museums, universities, cultural institutions, and public television stations to supplement their lectures. Students can easily download to listen or view educational content from personal iPods/iPads or other mobile A/V devices that interface with Apple's software.

- YouTube.EDU provides educational videos generated by the online community. MU IT staff promote the use of YouTube.EDU, a facet of the popular entertainment site that is specific to educational use and organized in content areas that aid faculty and students in obtaining or uploading videos that are specific to their areas of expertise or need with a program or major.

- MUAlert is the Emergency Notification System implemented to send messages to the Marshall University community in an emergency. These emergency notices can be delivered via phone calls, text messages to mobile devices, and e-mail. All students, faculty, and staff can manage their own contact information and choose the contact methods that they prefer. Emergency notifications will be limited to those concerning health and safety concerns for MU students, faculty, or staff; or disruption of normal university functions due to weather, crime, or other concerns and are limited to situations or events within the boundaries of one of MU's campuses or centers.

- MUMedia is the streaming server service provided by Instructional Television and MUOnLine Design staff for faculty distribution of original video content for online and traditional courses in addition to other needs.

2. Online program development:

A major push on the part of MUOnLine staff and the faculty liaisons to aid in full degree development and reverse the e-course losses during 2009-10 has resulted in a record number of new development applications and e-course approvals for fall 2010.

	2008-09	**2009-10**
New E-course Development Requests	68	126
New E-Courses Approved	40	68

The following programs are scheduled for full offerings within the next one or two years:

a. Graduate Programs:

1. Adult & Technical Education
2. Counseling
3. Journalism & Mass Communications
4. Leadership Studies (Fall 2010)
5. Nursing (MSN)

b. Undergraduate Programs:

1. Accounting
2. Clinical Lab Science (Fall 2010)
3. Nursing (RN to BSN; Fall 2010)
4. Kinesiology (Formerly Exercise Science)
5. Medical Technology
6. Off-Highway Vehicle Management

Currently three technology course designations are assigned to MU classes upon scheduling to provide students with details regarding course delivery mode:

E-Courses are 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-Courses provide 80% of the delivery asynchronously. 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.

Vclasses are 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 students can view, attend, or retrieve the multimedia course materials online from any location.

B. Plans for growth in five years:

1. Development of fully online degree programs - Commuter and traditional student demands, a potential increase of distance students (from the RBA Today launch or

due to 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 IT Assessment of Information and Digital Literacy Skills -** The *ETS/Certiport iCritical Thinking*™ certification exam will be given to a sampling of the MU freshmen in the fall of 2010 after the mid-term point in the semester. These data should help librarians revise or craft lesson planning with faculty to address weaknesses in the First Year Seminar.

3. **Alignment with MUOnLine and Academic Affairs -** In addition to sharing assessment data and participating in the annual program assessment process, some of the staff members in MUOnLine work closely with units within Academic Affairs to provide faculty training and development opportunities.

4. **Participation in the Regents Bachelor of Arts (RBA) Today program -** The proposal submitted to the RBA Today program in 2009 was accepted. A variable credit online course entitled, ITL 350: Advanced Digital Literacy Skills, was created to provide an examination of online search/retrieval skills used to define, access, evaluate, manage, integrate, create, and use digital information ethically with an emphasis on critical thinking and the practical use of some Web 2.0 tools. The course will be offered for the first time in the fall of 2010 to provide RBA students with critical online research and literacy skills in a flexible accelerated online format.

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

	2005-06	2006-07	2007-08	2008-09*	2009-10
# Students Served	14,557	14,444	16,357	11,536	11,578
# Online Courses	475	482	584	497	440
#Online Faculty	263	303	388	300	295
Certificate(s)	1	1	1	0	5
AAS Degree(s)	2	2	2	0	0
BA Degree(s)	1	1	1	0	0
Minor(s)	2	2	2	2	3
MA Degree(s)	2	2	2	2	2

**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

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 collaborates with Human

Resource Services to provide training on office technology to fulfill staff development needs. In addition to regular development sessions, a fall Wimba conference and a spring Technology Summit were provided by Information Technology and Academic Affairs. Publicized via the all-faculty and staff email lists, webpages, and digital signage on campus, over 80 in-person and online workshops were offered during 2009-10 for over five hundred participants.

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

A. Description of current status:

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. The recent increase in new e-course developments may require additional staff if new programming comes to fruition. 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.

The campus-wide effort to develop full degrees is not limited solely to e-courses. Hybrid courses using collaboration tools such as Wimba are also encouraged. In 2008, e-course funds were used to purchase a three-year contract with Wimba as a pilot project to determine faculty and student adoption. Widespread faculty use and positive student responses have exceeded expectations. In some areas, this hybrid course delivery mode has even become a critical component to the university's student retention efforts. This coming year, the Information Technology Council (ITC), a university committee, will revisit discussions surrounding university support for hybrid courses beyond the pilot period. This discussion was initiated by MUOnLine staff in 2008-09 in the hopes Academic Affairs and other members of the upper administration could secure financial support to continue the development and delivery of popular hybrid classes prior to software contract expiration.

B. Plans for growth in five years:

If the MUOnLine program recuperates from the 2009-10 losses, a commitment to improving development space, online and hybrid course development, and full online degree completion, will be required to meet new demands.

1. **Design Center Space -** The Drinko Library Learning Commons located on the first floor of the Library is open 24 hours a day six days per week. Phase two of the Drinko Library renovation has been completed and additional funds to continue renovation have been requested. If/when funds become available; the MUOnLine Design Center is tentatively scheduled to move to the Drinko facility in the future. The Drinko facility will provide online 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.

2. **Programming Growth -** 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.

3. **Marketing Expansion -** 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 variety of venues.

4. **Hybrid Course Support –** Because there is a major disconnect in the understanding of how e-course revenue is used to support departments and major academic initiatives, the long-range plans to anticipate and support new technologies continually gets lost in a recurring debate. Because of the lack of a financial model to support hybrid classes in the IT unit, effective May 2011, the funding for hybrid course technology will become a line item for the Academic Affairs budget.

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

Program Change	2005-06	2006-07	2007-08	2008-09	2009-10
Enrollment % Change	25%	-0.80%	13%	11%	2%
E-course % Change	11%	2%	21%	10%	-13%

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.

A decline in the number of courses was problematic this year. MUOnLine staffing levels and other expenses such as travel and professional development were curtailed.

Online course student retention continues to be consistent. In 2008-09 and again in 2009-10 less than 1% of the students enrolled in e-courses dropped during the fall and spring terms.

IV. **Assessment of Instructional Technology**:

IT has participated in annual university-sponsored assessment day activities since the start of this program. Additionally, IT continues to implement user satisfaction surveys, focus groups, and other means of gathering information from users periodically to help plan for improvements and address services issues or needs for faculty, students, and staff at Marshall. Specific instruction programs offered by the library's Digital Learning Team and Research and Information Services librarians have utilized standardized information literacy testing resources or utilized classroom evaluation techniques to gather data regarding student skill levels and lesson planning needs. *iCritical Thinking*™ certification is one of the formal assessment programs that will be launched in the fall of 2010 in the First Year Seminar program to allow IT to obtain information literacy, digital literacy, and critical thinking benchmarks that can be compared to national data. This assessment program is geared exclusively toward incoming freshmen.

For general feedback, we use comment boxes on all IT pages on the web help to gain input from individuals using our services in person or online. During 2009-10, the IT Service department launched the "Be Herd" campaign in which a "How are we doing?" questionnaire is available to everyone on the IT webpages and via IT staff email tags. IT also entertains suggestions for program topics and tailors sessions to meet specific departmental or disciplinary needs. In an effort to provide a repository of training initiatives in IT, the Digital Learning Team works closely with the Marshall Technology Outreach Center to anticipate and disseminate workshops.

A. Current assessment strategies:

1. *Be Herd!* (http://www.marshall.edu/ucs/beherd/)
2. *iCritical Thinking*™ Certification (ETS)

3. *CoursEval*™ (Academic Management Systems)

B. Current assessment data:

IT Customer Service and Facilities - During the 2009-10 year, the Information Resources and Customer Services division of Information Technology launched a user satisfaction survey to gather information regarding several aspects of the IT services, facilities, and technology provided to students, faculty, and staff at Marshall. While the majority of the surveys returned were from faculty and staff, a small number of students responded to the survey providing some insights into their use of our resources. The question text and mean scores are provided and have been used to revise webpages to improve ease-of-use, enhance the learning commons areas in Drinko on the first floor, launch several Facebook pages affiliated with IT and specific services as an attempt to reach more of our users, and obtain feedback about service desks, facilities on campus, and technology in classrooms on campus.

Q1: I am a:

I am a:			
	Counts	Percents	Percents 0 100
Member of the MU Faculty	8	30.8%	
Member of the MU Staff	8	30.8%	
Undergraduate student	7	26.9%	
Graduate Student	3	11.5%	
Totals	26	100.0%	
Mean	--		

QG 1: 2-6

2-6	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I do not use this service	Not Applicable	Totals	Replies	Mean
I am comfortable using the Drinko Library Information Center.	12.0 30.0%	17.0 42.5%	5.0 12.5%	2.0 5.0%	0.0 0.0%	3.0 7.5%	1.0 2.5%	40.0 100.0%	40.0	4.77
I use the Drinko Library Study Center more than the library.	4.0 10.0%	11.0 27.5%	10.0 25.0%	2.0 5.0%	2.0 5.0%	5.0 12.5%	6.0 15.0%	40.0 100.0%	40.0	3.94
The staff members in the Drinko Library and Information Center are friendly and courteous	15.0 37.5%	18.0 45.0%	2.0 5.0%	2.0 5.0%	0.0 0.0%	2.0 5.0%	1.0 2.5%	40.0 100.0%	40.0	5.03

and courteous.										
The staff members in the Drinko Library and Information Center are knowledgeable.	17.0 44.7%	12.0 31.6%	5.0 13.2%	1.0 2.6%	0.0 0.0%	2.0 5.3%	1.0 2.6%	38.0 100.0%	38.0	5.05
I am satisfied with the Information Technology environment at Marshall University.	15.0 37.5%	14.0 35.0%	4.0 10.0%	3.0 7.5%	3.0 7.5%	1.0 2.5%	0.0 0.0%	40.0 100.0%	40.0	4.80
Whole Group	12.6 31.5%	14.6 36.5%	5.2 13.0%	2.2 5.4%	1.1 2.6%	2.6 6.5%	1.8 4.5%	40.0 100.0%	40.0	4.74

Q7: How important is the Office of Information Technology in your work/school day?

How important is the Office of Information Technology in your work/school day?			
	Counts	Percents	Percents 0 100
Very Important	23	59.0%	
Somewhat Important	8	20.5%	
Little Importance	5	12.8%	
Not important at all	3	7.7%	
Totals	39	100.0%	
Mean	3.31		

QG 2: 8-9

8-9	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I do not use this service	Not Applicable	Totals	Replies	Mean
I am satisfied with the quality and reliability of the services provided by Information Technology	11.0 27.5%	17.0 42.5%	5.0 12.5%	3.0 7.5%	2.0 5.0%	1.0 2.5%	1.0 2.5%	40.0 100.0%	40.0	4.74

I know who to contact when I have a technology problem or question.	13.0 32.5%	16.0 40.0%	4.0 10.0%	5.0 12.5%	2.0 5.0%	0.0 0.0%	0.0 0.0%	40.0 100.0%	40.0	4.82
Whole Group	12.0 30.0%	16.5 41.3%	4.5 11.3%	4.0 10.0%	2.0 5.0%	0.5 1.3%	0.5 1.3%	40.0 100.0%	40.0	4.79

Q10: How would you rate your computer expertise?

How would you rate your computer expertise?

	Counts	Percents	Percents 0 100
Above average	12	30.0%	
Advanced	12	30.0%	
Average	11	27.5%	
Expert	4	10.0%	
Novice	1	2.5%	
Totals	40	100.0%	
Mean	--		

Q11: How satisfied are you with the Marshall University email system?

How satisfied are you with the Marshall University email system?

	Counts	Percents	Percents 0 100
Very Satisfied	20	50.0%	
Somewhat Satisfied	10	25.0%	
Neither Satisfied nor Dissatisfied	4	10.0%	
Somewhat Dissatisfied	3	7.5%	
Very Dissatisfied	2	5.0%	
I don't use this service	1	2.5%	
Not Applicable	0	0.0%	
Totals	40	100.0%	
Mean	--		

Q12: If you use an email account different from the Marshall University mail system, please select...

If you use an email account different from the Marshall University mail system, please select from below:			
	Counts	Percents	Percents 0 100
Gmail	15	40.5%	
Yahoo! Mail	12	32.4%	
Hotmail	7	18.9%	
ISP Specific Email (Time Warner, Comcast, Verizon, etc.)	5	13.5%	
AOL	3	8.1%	
Other	0	0.0%	
Not Applicable	7	18.9%	
Totals	*	*	
Mean	--		

Q13: Do you use a social networking site? If so which one do you use most often?

Do you use a social networking site? If so which one do you use most often?			
	Counts	Percents	Percents 0 100
Facebook	30	81.1%	
MySpace	1	2.7%	
Twitter	1	2.7%	
LinkIn	1	2.7%	
Other	0	0.0%	
Not Applicable	4	10.8%	
Totals	37	100.0%	
Mean	--		

Q14: Inter-Library Loan

Inter-Library Loan			
	Counts	Percents	Percents 0 100
I don't use this service	14	37.8%	
Very Satisfied	10	27.0%	
Somewhat Satisfied	2	5.4%	
Neither Satisfied nor Dissatisfied	1	2.7%	
Somewhat Dissatisfied	0	0.0%	

Very Dissatisfied	0	0.0%	
Not Applicable	10	27.0%	
Totals	37	100.0%	
Mean	--		

Q15: EZ Borrow

EZ Borrow			
	Counts	Percents	Percents 0 100
I don't use this service	13	37.1%	
Very Satisfied	5	14.3%	
Somewhat Satisfied	3	8.6%	
Neither Satisfied nor Dissatisfied	1	2.9%	
Somewhat Dissatisfied	0	0.0%	
Very Dissatisfied	0	0.0%	
Not Applicable	13	37.1%	
Totals	35	100.0%	
Mean	--		

Q16: IT Service Desk

IT Service Desk			
	Counts	Percents	Percents 0 100
Very Satisfied	13	35.1%	
Somewhat Satisfied	12	32.4%	
I don't use this service	6	16.2%	
Neither Satisfied nor Dissatisfied	2	5.4%	
Somewhat Dissatisfied	2	5.4%	
Very Dissatisfied	0	0.0%	
Not Applicable	2	5.4%	
Totals	37	100.0%	
Mean	--		

Q17: Drinko Study Room Reservation

Drinko Study Room Reservation			
	Counts	Percents	Percents 0 100
I don't use this service	13	36.1%	
Very Satisfied	9	25.0%	
Neither Satisfied nor Dissatisfied	3	8.3%	
Somewhat Satisfied	2	5.6%	
Somewhat Dissatisfied	0	0.0%	
Very Dissatisfied	0	0.0%	
Not Applicable	9	25.0%	
Totals	36	100.0%	
Mean	--		

Q18: Public Computing Facilities - Drinko Library

Public Computing Facilities - Drinko Library			
	Counts	Percents	Percents 0 100
I don't use this service	13	35.1%	
Very Satisfied	8	21.6%	
Somewhat Satisfied	7	18.9%	
Neither Satisfied nor Dissatisfied	1	2.7%	
Somewhat Dissatisfied	1	2.7%	
Very Dissatisfied	1	2.7%	
Not Applicable	6	16.2%	
Totals	37	100.0%	
Mean	--		

Q19: Public Computing Facilities - Corbly Hall 330/331/436

Public Computing Facilities - Corbly Hall 330/331/436			
	Counts	Percents	Percents 0 100
I don't use this service	15	44.1%	
Somewhat Satisfied	4	11.8%	
Very Satisfied	3	8.8%	
Neither Satisfied nor Dissatisfied	2	5.9%	

Very Dissatisfied	1	2.9%	
Somewhat Dissatisfied	0	0.0%	
Not Applicable	9	26.5%	
Totals	34	100.0%	
Mean	--		

Q20: Public Computing Facilities - Harris Hall 444

Public Computing Facilities - Harris Hall 444			
	Counts	Percents	Percents 0 100
I don't use this service	17	51.5%	
Very Satisfied	2	6.1%	
Somewhat Satisfied	1	3.0%	
Neither Satisfied nor Dissatisfied	1	3.0%	
Somewhat Dissatisfied	1	3.0%	
Very Dissatisfied	1	3.0%	
Not Applicable	10	30.3%	
Totals	33	100.0%	
Mean	--		

Q21: Public Computing Facilities - Smith Hall 532

Public Computing Facilities - Smith Hall 532			
	Counts	Percents	Percents 0 100
I don't use this service	16	47.1%	
Very Satisfied	3	8.8%	
Somewhat Satisfied	1	2.9%	
Neither Satisfied nor Dissatisfied	1	2.9%	
Somewhat Dissatisfied	1	2.9%	
Very Dissatisfied	1	2.9%	
Not Applicable	11	32.4%	
Totals	34	100.0%	
Mean	--		

Q22: Public Computing Facilities - MSC e-Post Office

Public Computing Facilities - MSC e-Post Office			
	Counts	Percents	Percents 0 100
I don't use this service	14	41.2%	
Very Satisfied	4	11.8%	
Somewhat Satisfied	3	8.8%	
Neither Satisfied nor Dissatisfied	1	2.9%	
Somewhat Dissatisfied	1	2.9%	
Very Dissatisfied	1	2.9%	
Not Applicable	10	29.4%	
Totals	34	100.0%	
Mean	--		

Q23: TECI Room

TECI Room			
	Counts	Percents	Percents 0 100
I don't use this service	12	35.3%	
Very Satisfied	9	26.5%	
Somewhat Satisfied	1	2.9%	
Neither Satisfied nor Dissatisfied	1	2.9%	
Somewhat Dissatisfied	1	2.9%	
Very Dissatisfied	0	0.0%	
Not Applicable	10	29.4%	
Totals	34	100.0%	
Mean	--		

Q24: Distance Learning Classroom

Distance Learning Classroom			
	Counts	Percents	Percents 0 100
I don't use this service	16	47.1%	
Very Satisfied	4	11.8%	
Very Dissatisfied	2	5.9%	
Somewhat Satisfied	1	2.9%	

Neither Satisfied nor Dissatisfied	1	2.9%	
Somewhat Dissatisfied	0	0.0%	
Not Applicable	10	29.4%	
Totals	34	100.0%	
Mean	--		

Q25: I would rather submit a ticket to the Service Desk via web or email than by telephone.

I would rather submit a ticket to the Service Desk via web or email than by telephone.			
	Counts	Percents	Percents 0 100
Strongly Agree	11	28.9%	
Agree	10	26.3%	
Neutral	8	21.1%	
Disagree	2	5.3%	
Strongly Disagree	4	10.5%	
I do not use this service	2	5.3%	
Not Applicable	1	2.6%	
Totals	38	100.0%	
Mean	4.43		

Q26: When I make an initial inquiry to the Service Desk, I can usually expect my problem to be re...

When I make an initial inquiry to the Service Desk, I can usually expect my problem to be resolved in:			
	Counts	Percents	Percents 0 100
1-4 hours	17	44.7%	
4-8 hours	9	23.7%	
2 days	5	13.2%	
4 days or more	5	13.2%	
3 days	2	5.3%	
Totals	38	100.0%	
Mean	--		

Q27: Before calling the Service Desk, I always check the IT web pages for online support first.

Before calling the Service Desk, I always check the IT web pages for online support first.

	Counts	Percents	Percents 0 100
Strongly Agree	6	15.4%	
Agree	12	30.8%	
Neutral	7	17.9%	
Disagree	7	17.9%	
Strongly Disagree	2	5.1%	
I do not use this service	2	5.1%	
Not Applicable	3	7.7%	
Totals	39	100.0%	
Mean	4.19		

Digital & Information Literacy Assessment - According to the American Library Association's definition, the information literate student determines the nature and extent of the information needed, accesses needed information effectively and efficiently, evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system, individually or as a member of a group, uses information effectively to accomplish a specific purpose, and understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally (Bean & Thomas, 2010).

In the fall of 2009, the Digital Learning Team distributed surveys in each of their embedded classes and two members of the faculty comprised an article for a professional journal summarizing and reflecting on the project and data gathered. According to a recent article from the September 2010 issue of the Public Services Quarterly entitled, *Being Like Both: Library Instruction Methods that Outshine the One-Shot*, Teresa Bean and Sabrina Thomas, (MU DLT members) assessed the embedded experience during fall 2009. Approximately 113 student questionnaires were returned and the data they provide represent 40% of 280 students enrolled in courses with an embedded librarian. In regard to the impressions they gathered from these data, Bean and Thomas state:

> The questionnaires posed statements about the quality and outcome of library instruction, which students were asked to rate "strongly agree," "agree," "disagree," or "strongly disagree." Student responses to these questions were overwhelmingly positive, with the vast majority of respondents selecting "strongly agree" to the statements, "The librarian showed enthusiasm and interest in the subject" (89%), "The librarian presented the material in a clear manner" (78%), and "I would seek help from this librarian or recommend her to a fellow student" (75%). The only statement that received any, though few, negative responses was, "These embedded librarian sessions have helped me feel more comfortable using the library and its resources." While the majority of students (56%) responded "strongly agree," the declining trend in these results may indicate that students remain hesitant about their own information literacy skills despite their perception that the instruction sessions are helpful. They may point to a future need for the DLT to formulate instruction that emphasizes bolstering student confidence (Bean & Thomas, 2010).

When reflecting on the 2009-10 *iSkills* data collected from a sample of the freshmen class during the fall, Bean and Thomas go on to report:

> When considering Marshall University students' *iSkills* results, it should be noted that the number of respondents represents a very small sample of the university's student population. Further, the reference group scores to which Marshall students' responses are compared represent only a sampling of national *iSkills* participants. This comparison revealed that in many respects the Marshall sample performed above or on a par with the US sample. The percentage of students in Marshall's sample who were able to select appropriate research topics and questions for a given assignment spanned from 55-62%. Similarly, the percentage of students able to evaluate a database's usefulness and select from it the most recent and relevant sources ranged from the mid-forties to mid-fifties. Students from the sample appeared to falter when the research demands, especially those that involved electronic resources, became more complex or specific. 32% of students, for instance, were able to ascertain if a given database was useful for a particular research project and select the best sources from that database. 7% were able to find a significant number of websites relevant to a specific research task in fewer than three searches. Their overall abilities to select the best or most relevant website for a project averaged only 11.5%. These figures may not be generalizable due to the small pool of respondents, and overall they deviated minimally from the reference group. However, the *iSkills* results still point to deficits in student knowledge, particularly in the areas of electronic source evaluation and meeting specific research goals (Bean & Thomas, 2010).

In conclusion, Bean and Thomas digest the data presented in their article gathered from both the embedded program and *iSkills* standardized testing and benchmarking levels. Some of their suggestions have been adopted by the faculty who conduct the embedded instruction programming for the freshmen at Marshall:

> Throughout the embedded program's many phases, Marshall University's librarians have utilized observation and feedback to discover strong evidence for the necessity and success of their program. Although this exploration of Marshall's embedded program utilizes a limited amount evaluative data, future evaluations will only add to librarians' knowledge and understanding of the student response to their instruction efforts. Marshall's embedded program plans to continue offering a variety of methods, from library tours to video tutorials, to benefit the wide variety of student learners and their multiple learning modalities in the New Student Seminar. It is also determined to resolve the issues students themselves have brought to light, including the need for additional citation instruction. In all areas, raising students' self-confidence in their research abilities will be a priority. Now that students and instructors alike have established personal contacts between the once-separate worlds of the library and the classroom, Marshall University's embedded program has given rise to a new hybrid of librarian and teacher, thus effectively merging the benefits of the classroom setting with the resources of the library and helping to create a generation of more information literate students (Bean & Thomas, 2010).

Work cited: Bean, Teresa, and Sabrina Thomas. "Being Like Both: Library Instruction Methods that Outshine the One-Shot." *Public Services Quarterly* (6) 2010. Print

C. Future plans:

As discussed, IT is working with the Center for Teaching Excellence to provide embedded librarians within the First Year Seminar program in the fall of 2010. *iCritical Thinking* will be given to the freshmen to gauge information and digital literacy skills in conjunction with critical thinking skills. According to the *Certiport* description for the test, "*iCritical Thinking* utilizes real-world scenarios to measure the ability to navigate, critically evaluate, and make sense of the wealth of information available through digital technology. These scenarios are set in workplace, academic, and popular contexts. The exam covers the seven ICT literacy content areas consistent with the globally-defined ICT/digital literacy framework including the ability to define, access, evaluate, manage, integrate, create and communicate." The recent RBA Today course, ITL 350: Advanced Digital Literacy is designed to provide students with the skills necessary to master these content areas. Data gathered from this project will be used to enhance instruction programming for students and aid faculty in seeking new skills to meet technology literacy demands.

APPENDIX C

Marshall University Recruitment Plan, 2009-2010 UPDATES

Marshall University
Recruitment Plan 2009-10, 2010 Update

A. Overview

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

2. Goal: 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. In 2008, the baseline of 1686 freshmen was used to set the goals as outlined below. The actual freshman enrollment for 2009 and 2010 are presented as well.

Year	Goal	Actual Full-Time Head Count Enrollment	% of Goal
2009	1765	1882	106.6
2010	1844	1969	106.8
2011	1923		
2012	2000		

Our revised goal for Fall 2011 is to increase the size of the entering freshman class by 1.6% to 2000 students (full-time headcount), reaching our ultimate goal one year ahead of schedule.

B. 2009-2010 Recruitment Highlights

While student recruitment is a continual process of daily interactions with prospective students too numerous to list, there are several benchmark events and activities that took place during the recruitment cycle leading to the enrollment of the 2010 freshman class.

Fall 2009
- 156 high schools visited
- 88 college fairs attended
- 8,934 student information cards collected
- 1,575 applications collected at "Apply on the Spot" events
- 99 students from 14 states attended September's Green and White Day Open House
- 213 students from 14 states attended November's Green and White Day Open House

Winter 2009
- Began implementation of Banner Relationship Management system for recruitment tracking and communications. This replaced the Connect2 system Marshall used for five years.
- 78 students from 10 states attended February's Presidents' Day Open House

Spring 2010
- 137 high schools visited
- 29 college fairs attended
- 3,943 student information cards collected
- Hosted 1,024 students from 42 high schools competing in 109 events at the 33rd annual SCORES Academic Festival
- 181 students from 12 states attended April's Green and White Day Open House
- 405 students attended daily presentation/tour program

Summer 2010

- Hosted 1,845 freshmen and 314 transfer students during New Student Orientation
- Granted orientation waivers to 50 freshmen and 181 transfer students
- 259 students attended daily presentation/tour program

C. Leveraged Marketing

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

- *NextStep Magazine, Mid-Atlantic Edition*: Distributed to high school students through regional and national college fairs.
    - 1,891 leads generated 9/1/09 to date
- *My College Guide Magazine*: Distributed to high school sophomores who are part of national talent search programs such as the Duke University Talent Identification Program
    - 8,042 leads generated with 2010 edition
- *Cappex.com*: An online college search engine, students create a profile and Cappex provides information about colleges that match the student's criteria. Cappex also allows for targeted campaigning regarding topics of the university's choosing.
    - 7,669 leads generated since 9/9/09

D. Social Networking

In 2009-2010, the Office of Recruitment started a Class of 2014 group on *Facebook* to facilitate communication with incoming freshmen and provide them with a space where they could start to get to know their future classmates. While analysis is ongoing, initial findings are that **91% of the admitted students who joined the group have enrolled for Fall 2010.**

E. New Initiatives for 2010-11

- Partner with Minority Recruit Online to reach out to minority students. Our contract with MRO provides us with 10,000 students' contact information.
- Continue use of social networking site *Facebook* with a group for incoming freshmen and add a general group for prospective students of all ages.
- Implement the new Enrollment Deposit for incoming students, including sending an enrollment packet to students when they submit the deposit. This packet will include a housing application, information on Orientation registration, and a welcome letter from Dr. Kopp.
- With the addition of another recruiter position, increase focus on WV Zone I territory (Cabell, Wayne, Lincoln, Putnam and Kanawha Counties), including facilitating school visits by faculty members.
- Develop print material to reach out to parents of prospective students.
- Collaborate with the Veterans Affairs Advocate to improve recruitment of active duty, reserve, and post-service military members.

F. Communication Plan

Overview: Following a two-year period in which direct mail pieces were all but abandoned in favor of email communications in the Office of Recruitment (2006-2008), we redirected resources to increase direct mail to prospective students. Despite the increased costs, we felt that this was crucial for the following reasons:

- Prospective students, while having email addresses, do not read email with the frequency as adults, nor do they tend to share these messages with their parents.
- Direct mail pieces are seen by multiple people in the family.
- Direct mail pieces provide a physical reminder of Marshall to the student and family.

In March 2010, the recruitment software system shifted from Connect2 to Banner Relationship Management. This has provided both a challenge and an opportunity. The challenge has been in the conversion of data from one system to another in a short period of time and the need to reprogram all communication plans in a new system. The opportunity has been that it has encouraged us to analyze our communications to determine what has been most effective and to create campaigns that follow up student actions with specific messages.

Below is a summary of the messages that will be sent to students at the varying phases of the recruitment process.

Prospective Students (those who have expressed interest in Marshall at some stage):

- A packet containing our tri-fold and list of majors when an information request is received by our office
- Seasonal mailings in Fall, Winter and Spring
- A "Happy Birthday" email on their birthday
- "Thank you for visiting" note following a campus visit
- Green & White Day invitation (sent in Sept., Oct., Jan., and March)

Applicants (students who have submitted any part of the required application materials)

- A postcard encouraging them to submit the application if all we have received is a transcript/test score
- Postcard, telephone call, and email notifying them of pieces missing from their application file
- In March, a view book will be sent to students who have started but not completed their application

Admits (students who have been admitted to the university)

- Welcome to the Marshall Family note with Class of 2015 window decal
- Join the Class of 2015 *Facebook* group postcard
- Postcard, telephone call, and email encouraging them to submit their enrollment deposit

Deposits (students who have submitted their enrollment deposit)

- Enrollment packet including housing application, Orientation registration information and a welcome letter from Dr. Kopp.

G. Travel Plan

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

College Fairs
- 50 in West Virginia
- 28 in Ohio
- 33 in Virginia
- 15 in Pennsylvania
- 6 in Kentucky
- 3 in Maryland
- 2 in Indiana
- 2 in Deleware
- 1 in New Jersey
- 1 in Washington DC

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

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

H. Summary

The Office of Recruitment has been very successful over the past two years in exceeding the yearly benchmarks for the size of the incoming freshman class. By following our original recruitment plan while making adjustments to respond to changing demographics, resources and priorities, we have been able to make significant progress toward our goals and are poised to expand our efforts in terms of geography and student type.

APPENDIX D

Marshall University
Student Retention and Success Plan

Updated to Current Status for 2010-2011

Marshall University, 2009-2010 AY Retention Plan Initiatives and Actions with updates regarding completed initiatives. **10.15.09/** 04.20.10/06.25.10/ **09.27.10**

INITIATIVE	RESPONSIBLE OFFICE/PERSON	MEASURE OF SUCCESS/COMPLETION	ACTIONS TAKEN/DATE	DATE OF LAST ASSESSMENT	DEFICIENCIES	NEXT ACTION TO TAKE	PROGRESS STATUS
A. ADVISING							
1. Develop **WEEK OF WELCOME** (beginning on Wednesday) prior to start of Fall classes for first-year students; create an overnight Orientation program for students and parents.	University College: First-Year Experience (FYE)	Actual implementation of Week of Welcome in Fall 2010; Revise Orientation program to include programs for parents and recreational opportunities for students.	Week of Welcome held, A8g. 18-20, 2010; UNI 100 course offered beginning with Week of Welcome; Parent Program with Up Late Held 6/22/10	10.15.09/ 04.20.10/06.25.10/ **09.27.10**	Assessment of improvements underway through student and faculty focus groups.	Assess for improvements	UPDATE
2. Develop and Implement centralized **Advising Center and university-wide mandatory advising (Academic, Career, Financial Aid, Student Services).**	Academic Affairs	Actual implementation of centralized advising office; development of mandatory advising measures. Goal: late Spring 2010	Student Resource Center opened 08.01.10; 4 Student Resource Specialists Hired; Career Services and Military Affairs staff hired; training of Student Resource Specialists completed 08.01.10	10.15.09/04.20.10/06/25/10/ **09.27.10**		Assess for improvements at the end of the Fall semester.	UPDATE
3. Develop and Implement Academic and Career Professional Plans.	University College, Academic Units, Career Services	Revision of current academic major plans of study	Complete. In AY 10-11 UG Catalog	10.15.09/04.20.10/06/25/10		Use and Assess throughout AY 2010-11.	UPDATE
4. Connect all students with **CAREER SERVICES**.	Academic Affairs and Career Services	Actual implementation of advising plan.	Complete.	10.15.09/04.20.10/06/25/10		Use and Assess throughout AY 2010-11.	UPDATE
B. GENERAL EDUCATION							
1. Develop and Implement revised **CORE CURRICULUM: (a) first-year seminar focusing on critical thinking skills and common book reading; (b) two additional core, critical thinking courses; (c) capstone culminating research experience.**	Academic Affairs, Faculty Senate, General Education Council	Spring 2009 Approval of new Core Curriculum; Creation of General Education Council (Fall 2009); Development of First-Year Seminar and Core I Courses; Fall 2010 implementation of Core Curriculum.	Core I in place; faculty in place Core II in place and developing. First FYS sections and Core I courses offered in Summer III 2010	10.15.09/04.20.10/06/25/10		Use and Assess throughout AY 2010-11.	UPDATE
2. Develop and implement ***e-portfolio*** system to complement standardized assessment measures and activities.	General Education Council, Academic Affairs, Assessment Office, and Information Technology	Actual implementation of e-portfolio in Fall 2010	e-portfolio system implemented with Week of Welcome, UNI 100 offering, and First-Year Seminar (F. 2010) 08.18.10	10.15.09/04.20.10/06/25/10/ **09.27.10**		Use and Assess throughout AY 2010-11.	UPDATE
3. Increase scope and participation in **living learning communities (LLC) and freshman interest groups (FIGs)** for residence halls and commuter students.	Residence Life, University College, Student Life, Academic Affairs	Increase the number of LLCs in Fall 2010; block schedule students in FYS + one other course to create learning communities.	Three new: International and Living Green; LCOB, COHP, and Honors in FYRH	10.15.09/04.20.10/06/25/10	Need: expansion of LLC and FIG in FYRH and Other RH. Assist. Director of University College needed for expansion of SRC role in UC.	Use and Assess throughout AY 2010-11.	UPDATE
C. ASSESSMENT							
1. Implement system to identify at-risk students in the first-year **(MAP-WORKS),** including attendance tracking/alert system.	Assessment Office and Academic Affairs	Implementation of MAP-WORKS Fall 2009; Utilization of MAP-WORKS surveys. Mid-term survey will be distributed last week of October;	Complete; expanding to second-year tracking of AY 09-10 freshman class; additional expansion to track Veteran and Military students	10.15.09/04.20.10/06/25/10	Need: additional funding to develop and segregate veterans and military students into cohort for MAP-Works Tracking.		UPDATE
2. Pilot Supplemental instructional component in "gateway" courses with high drop, repeat, and failure rates.	University College and Student Support Services.	Provide Supplemental Instruction; analyze results in student performance.	*Delayed: need better and more planning**.**	10.15.09/04.20.10/06/25/10/ **09.27.10**	*Need: more and better planning	Retention Committee review of what is needed for this project.	UPDATE
3. Send at-risk students to UNI 102 (Spring of Freshman Year), for an "academic recovery" courses in basic academic survival skills.	Advising Center, College Advising Offices, University College	Assoc. Deans have identified at-risk students and require them to complete UNI 102.	Three sections offered and to be offered each semester. Complete	10.15.09/04.20.10/06/25/10			UPDATE
4. Continue use of Collegiate Learning Assessment (CLA) of student critical thinking skills and the National Survey of Student Engagement (NSSE).	Assessment Office, Academic Affairs	CLA in place for 5 years; NSSE in place for 3 years	CLA—90 senior and 107 freshman students participated in SP 10; 898 students participated in NSSE out of a pool of 3355 students, a 27% participation rate (351 of 1637 freshman; 547 of 1718 seniors)	10.15.09/04.20.10/06/25/10/ **09.27.10**		Continue solicitation of student participation in CLA and NSSE surveys.	UPDATE
D. COMMUNICATION							
1. Develop centralized calendar system.	Student Affairs	Creation of calendar	In Development with IT services	10.15.09/04.20.10/06/25/10	Need: Progress Updates	Closer collaboration with IT services.	UPDATE
2. Review and Assess student activities culture on campus.	Student Affairs	Use MAP-WORKS results.	In development	10.15.09/04.20.10/06/25/10	Need: Progress Updates	Recruit and hire Campus Activities Director in Fall 2010.	UPDATE
3. Develop and utilize targeted announcements to students.	Student Affairs	Done currently; need improved messages and use of @marshall.edu email.	Partially complete, remains in development. Targeted announcements are now distributed through MYMU/Milo and Map-Works,	10.15.09/04.20.10/06/25/10/ **09.27.10**	Need: Progress Updates	Progress updates for Retention Committee.	UPDATE

APPENDIX E

Accreditation Table

Marshall University

College	*Academic Program*	*Accredited*	*Accrediting Body*	*If not accredited, plans for accreditation*
David Pittenger, Dean, College of Liberal Arts	Criminal Justice	No	Academy of Criminal Justice Sciences	Plans are being developed for requesting accreditation. Accreditation is not required for employment.
	Political Science	No		The department is currently examining the practicality of seeking accreditation. Accreditation is not required for employment.
	Psychology: Psy.D. Program	Yes	American Psychological Association (APA)	
Teresa Eagle, Dean, Graduate School of Education and Professional Development (South Charleston Campus)	MA Education Programs	Yes	National Council for Accreditation of Teacher Education (NCATE)	Curriculum Analysis Reports will be submitted to the West Virginia Department of Education in advance and in anticipation of 2012 NCATE accrediting site visit.
	Leadership Studies	Yes	Educational Leadership Constituent Council (ELCC) for Principals, Superintendents, Curriculum Directors, and Supervisors of Instruction	Accreditation application submitted to ELCC September 15, 2010 in advance and in anticipation of 2012 NCATE accrediting site visit
	School Psychology	Yes	National Association of School Psychologists (NASP)	Accreditation application submitted to NASP September 15, 2010 in advance and in anticipation of 2012 NCATE accrediting site visit.
	Reading	Yes	International Reading Association (IRA)	Accreditation application submitted September 15, 2010 in advance and in anticipation of 2012 NCATE accrediting site visit. Additional submission of Curriculum Analysis Report will be submitted to the West Virginia Department of Education in advance and in anticipation of 2012 NCATE accrediting site visit.
	Special Education	Yes	Council of Exceptional Children (CEC)	Curriculum Analysis Report will be submitted to the West Virginia Department of Education in advance and in anticipation of 2012 NCATE accrediting site visit.
	Math through Algebra I	Yes	National Council on Teachers of Mathematics (NCTM)	Accreditation application submitted to NCTM September 15, 2010 in advance and in anticipation of 2012 NCATE accrediting site visit.
	Early Childhood Education	No	National Association for the Education of Young Children (NAEYC)	Curriculum Analysis Report will be submitted to the West Virginia Department of Education in advance and in anticipation of 2012 NCATE accrediting site visit.
	English as a Second Language	No	The Teachers of English to Speakers of Other Languages.	Accreditation application submitted September 15, 2010 to Teachers of English to speakers of Other Languages (TESOL) in advance and in anticipation of 2012 NCATE accrediting site visit.
	School Library Media	No	American Library Association/American Association for School Librarians (ALA/AASL)	Accreditation application submitted September 15, 2010 to the American Association of School Librarians in advance and in anticipation of 2012 NCATE accrediting site visit.
	Counseling	No	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	The counseling program for both campuses is in the process of determining whether to submit for national accreditation (started Fall 2007 but still underway). Curriculum Analysis Report will be submitted to the West Virginia Department of Education in advance and in anticipation of 2012 NCATE accrediting site visit.
Robert Bookwalter, Interim Dean, College of Education and Human Services	SOE: Teacher Certification Programs	Yes	National Council for Accreditation of Teacher Education (NCATE)	
	School of Kinesiology: Athletic Training Education Program	Yes	Commission on Accreditation of Athletic Training Education (CAATE)	Had successful accreditation Spring 2009. began self-study for 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	
Michael Prewitt, Dean, College of Health Professions (2010)	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.	
	Dietetics	Yes	Commission on Accreditation for Dietetics Education (CADE)	
	Medical Imaging	Yes	Joint Review Committee on Education in Radiologic Technology (JRCERT)	
	Respiratory Therapy	Yes	Commission on Accreditation for Respiratory Care (CoARC)	
	Social Work	Yes	Council on Social Work Education (CSWE)	
Chong Kim, 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	Accreditation Awarded and in effect September 2008
	Graduate School of Management Doctor of Management Practice in Nurse Anesthesia	Yes	Council on Accreditation of Nurse Anesthesia Educational Programs	
Don Van Horn, College of Fine Arts	Art & Design	No	National Association of Schools of Art & Design	
	Music	Yes	National Accreditation Association National Association of Schools of Music	
	BFA Programs in Theatre	No	National Association of Schools of Theater (NAST)	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)	Yes	Accreditation Board for Engineering and Technology (ABET)	Accredited by the Engineering Accreditation Commission of ABET., with an effective date of October 2008. Notice received August 2010.
	Safety Technology (BS)	Yes	Accrediting Board for Engineering & Technology (ABET	Accredited by Applied Science Accreditation Commission of ABET. Next general review deferred to 2010-2011 review cycle.
	Safety Technology (MS)	No	Accrediting Board for Engineering & Technology (ABET	
	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.
Charles Somerville, Dean, College of Science, Department of Chemistry	Major: Chemistry (ACS Chemistry)	Yes	Certification by the American Chemistry Society	
Donna Spindel, Dean, Graduate College	Forensic Science (Master of Science)	Yes	Forensic Science Accreditation Commission (FEPAC) through the American Academy of Forensic Sciences (AAFS)	

APPENDIX F

ASSESSMENT PRIMARY TRAITS ANALYSIS FORM

APPENDIX F. ASSESSMENT PRIMARY TRAITS ANALYSIS FORM

Program _____ Reviewer _____ Date _____

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

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

Comments: