West Virginia Higher Education Policy Commission
2007-2012 Master Plan

Marshall University
2012 Compact Update

November 1, 2012

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

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Marshall University
West Virginia Higher Education Policy Commission
2012 Compact Update (covering AY 2011-12)
DIGEST of Core Elements

The West Virginia Higher Education Policy Commission requires annual updates to the five-year Master Plan Compact developed by each four-year public institution in the State. Compact Updates are based on the baseline year, 2007-08, data. The Master Plan Compact for each institution establishes goals in core compact elements, strategies for measuring progress toward those goals, and rationale for the goals and strategies for realizing those goals. Each four-year institution is required to submit updates for the fourth year of the Compact, 2011-2012 by November 1, 2012. The following comprises a digest of the core required elements and elective areas which the Compact Update covers:

Compact Update: Core Areas

Compact Section	2012-13 Target	2011-12 Goal	2011-12 Actual
1a. Headcount Enrollment	14,476	14,198	13,966
1b. Annualized FTE Enrollment	12,160	11,926	**12,357**
2a. Retention, 1st to 2nd Year	74%	73%	**71.4%**
2b. Average Retention Peers	N/A	N/A	N/A
3a. Graduation Rates (Bachelors, first-time degree seeking)	49%	46%	45%
3b. Graduation Rates (including transfers out)	N/A	N/A	45.7
3c. Peer Graduation Rates	N/A	N/A	48.5
4. Degree production: 4a. Associate	100	100	**111**
4b. Bachelor	1,416	1,359	**1,547**
4c. Masters	820	830	**864**
4d. 1st Professional	72	65	**0**
4e. Doctoral	20	20	102
4f. TOTAL	2,428	2,404	**2,640**
5. STEM & Health Degrees (UG/Grad)	420	377	482
6. Licensure Pass Rates	90% overall	90% overall	91.5%
7a. Percentage of Faculty with Terminal Degrees, w/o SOM	86%	86%	**86%**
7b. Terminal Degrees w/SOM	90%	90%	89%

Section 8. Assessment. New elements of the University's assessment program include: Development of the first-two activities for participation in Higher Learning Commission's (HLC) Open Pathways Demonstration Project (testing Lumina Foundation Degree Qualifications Profile learning outcomes); assessment of first two activities of the HLC/Lumina Project; development and approval of revisions to Master Syllabus policy (AA-14) requiring statement and alignment of course learning objectives with program learning outcomes; and review and revision of General Education core learning outcomes and domains of thinking in light of participation in HLC/Lumina project.

Section 9. Accreditation. In 2011-2012, 46 academic programs offered at Marshall University are eligible for professional or disciplined-based accreditation. **All programs are accredited through Marshall's regional accreditor, the Higher Learning Commission (HLC) of the North Central Association (NCA). 69.6% (32** programs) are accredited by professional or discipline-based accreditation agencies, as indicated on the table in Appendix E. **30.4%** (14 programs) are not accredited by professional accrediting agencies for the reasons indicated in Appendix E. In 2011-2012, the following programs progressed positively through accreditation reviews: (i) the School of Music was reaccredited by the National Association of Schools of Music (NASM); (ii) the College of Business received reaffirmation of

accreditation by the Association to Advance Collegiate Schools of Business (AACSB International), and the Accounting program's accreditation with AACSB was reaffirmed too; (iii) School of Physical Therapy achieved Candidacy for Accreditation status from the Commission on Accreditation in Physical Therapy Education; and (iv) the School of Pharmacy received pre-candidate accreditation status to offer the Doctor of Pharmacy Degree from the Accreditation Council on Pharmacy Education (ACPE). The pre-candidate status extends until June 2013. (A comprehensive site visit will be conducted during academic year 2012 – 2013.). In March 2011, the Liaison Committee on Medical Education (LCME), the national medical education programs accrediting body, voted to recommend that the Joan C. Edwards School of Medicine be placed on probation. In the Spring 2012, the LCME approved the School's plan of action to remediate problem areas in to meet accrediting standards.

Section 10. Alignment with K-12 Schools. Marshall continues the activities and goals established in the 2008 Master Compact. New activities for 2011-12 include: development of social media tools for Online Courses in the High Schools; a Summer Enrichment Program with Stonewall Jackson Middle School; Summer Reading Program conducted at Dunbar Intermediate School; and the "Hear Me Language Arts Program: in partnership with the Cabell and Kanawha Counties Schools.

Section 11. Use of Instructional Technology. Provides updates on the following activities: enrollments in distance education course, including RBA students; increases in outreach to students; updates on hardware and software costs, faculty development, and faculty instruction; plans for future activities such as migration to a new release of the Blackboard classroom management software; enhancements to virtual classroom or two-way interactive video capacities in the classroom; and placing the RN to BSN program online in 2011.

Section 12. Career Services and Placement. Among the updates provided in the Career Services and Placement section, the following results of the Spring 2012 survey of graduating seniors provides a sketch of our graduates post-graduation employment plans. **322 responses were received from 932 questionnaires, a response rate of 34.5%;** a decrease of 6.5% from the previous year.

- 231 Graduates (38%) reported they are or will be working full-time upon graduation.
- 61% (196) reported they were currently employed in the state of WV.
- 62 Gradates reported they would continue to work at a currently held job.
- 65 Graduates reported they would work in the private sector.
- 74 Graduates reported they would work for a federal, state, or local agency.
- 79 Graduates reported they would work for a non-profit organization i.e. public school, higher education, hospital, etc.
- 195 Graduates reported they plan to attend graduate or professional school.
- 5 Graduates declared military enlistment.

Section 13. Student Financial Aid. Updates on the distribution of financial aid during the 2009-10 academic year include:

- Approximately $139.5 million in financial aid from all sources of funding was awarded to 11,117 undergraduate, graduate and medical school students.
- 76.8% of the undergraduate student population (8,645 students) received approximately $97.4 million from all sources of financial aid funding.
- A total of $29.7 million was awarded to 2,208 graduate students, including the new Doctor of Physical Therapy cohort, which began enrollment in the 2012 summer term. A total of $12.6 million was awarded to 264 School of Medicine students.
- The total paid from institutional funds for scholarships including tuition waivers was $12.5 million for undergraduate students, $4.7 million for graduate students and $797,000 for medical school students. The majority of institutional tuition waivers and scholarships are awarded based on academic merit or athletic participation. A portion of institutional tuition waivers and scholarships is used to enhance student diversity, supporting outstanding black high school students or students

who actively participate in the Arts. A very limited portion of funding made available from the Foundation in the form of Endowment Scholarship Income and Annual Scholarship donations is awarded to students based on financial need.

- Undergraduate students received a total of $19 million in federal grants and scholarships. The amount of federal grants and scholarships declined by approximately $3 million from the prior year. This is mainly due to the elimination of two annual Federal Pell Grants in a year. Undergraduate students received $15.8 million in state scholarships and grants, primarily from the WV PROMISE Scholarship and WV Higher Education Grant programs.
- Undergraduate students borrowed student loans totaling $44 million, an increase of approximately $4 million compared to the 2010-11 academic year. This increase could partially be attributed to the decline in Federal Pell Grant funding, but it is also indicative of the financial needs of our students because of the economy and the rising costs of higher education. Graduate students borrowed $23.7 million, and medical school students borrowed $11.3 million.

Section 14. Programs of Distinction. The following programs were identified as programs of distinction for academic year 2011-2012:   Bachelors of Science in Engineering and the Master of Arts degree program in Leadership Studies. Programs already designated as distinctive programs are: Doctor of Psychology (Psy.D.), Forensic Sciences (M.S.), Journalism and Mass Communication BA and MA), Accountancy and Legal Environment (BBA), Nursing (BSN), and Visual Arts (BFA). The criteria used to reach these determinations are: six-year enrollment trends, six-year graduation rates, and completion of academic program assessment feedback loop, which requires integration/incorporation of assessment results in a continuous improvement of the program.

Marshall University
2012 Compact Update [1]
for the 2011-2012 Academic Year

A. Core Compact Elements

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

Table 1. 2011-2012 Enrollments

Marshall University	Base Year						
Measure	**2007-2008**	**Year 1 Actual**	**Year 2 Actual**	**Year 3 Actual**	**Year 4 Actual**	**Target Year 4 2011-12**	**Target Year 5 2012-13**
1a Total Fall Headcount Enrollment*	**13,808**	**13,573**	**13,776**	**14,192**	**13,966**	**14,198**	**14,476**
1b Annualized FTE Enrollment*	**11,706**	**11,582**	**11,492**	**11,830**	**12,357**	**11,926**	**12,160**

b. Goal: As **Table 1** shows, the 2012-2013 full-time (FT) headcount goal is 14,476. The annualized FTE enrollment goal is 12,160 for 2012-2013. The enrollment goals for Year 4 and Year 5 have been updated to reflect expected declines due to external forces. Certain enrollments were assumed, but statutory, policy, and other changes have required that we reduce the expected enrollment for the remaining two years.

2011-2012 Update:

    i.   Year-4 FT headcount **goal** was 14,198; actual year-4 FT headcount was 13,966, 232 students less than the goal. Year-4 actual FT headcount is 393 students higher than the year-1 actual count, a 2.9% increase over year-1 actual count, and a 1.4% increase over year-2 actual count (+190 students).

    ii.   Year-4 Annualized FTE was greater than the Year-3 by 527 students, 4.5% increase. Year-4 actual Annualized FTE is greater than the year-1 actual by 5.6%—a 651-student increase.

c. Strategy/Rationale: As noted in the 2009 Compact Update, and reiterated in the 2010 and 2011 Updates, Marshall hired a new Director of Recruitment in the Spring 2009, who with support from Academic Affairs redesigned its formal recruitment plan during the 2008-2009 academic year (AY). Some elements of the new recruitment plan were in place for the 2008-2009 recruitment season. Even though Marshall has experienced considerable recruitment success over the past three years, as reflected in **Table 1** data, the university does not expect to know the full impact of its recruitment plan and activities for several recruitment seasons, due to various external factors such as sustained economic conditions and demographic changes in the number of graduating high school seniors across the state and within the recruitment market. 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 2012-13 recruitment period.

d. Additional Matters: 2011-2012 Update on Conditional Admission and Series 23 Compliance

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[1] **2011-2012 Updates** appear in sections where the term '**Update**' appears in bold, underlined typeface.

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

In order to meet these limits, Marshall implemented the following practices beginning in Fall 2009, which have been reiterated in the 2010 and 2011 Updates:

i. Conditional admission of students who do not meet HEPC GPA/ACT/SAT requirements has been addressed historically through admission to University College. A limited number of applicants who do not meet Marshall's minimum admission requirements, i.e., 2.00 GPA, 19 ACT Composite or 3.00 GPA, 16 ACT Composite, can be considered for admission to University College, if the applicant shows promise and there are indications of his or her ability to enroll and successfully persist at the University.

ii. To ensure that no more than the permitted number of conditionally admitted students (10% in 2011 and thereafter) are enrolled at Marshall; the Admissions Office instituted the following procedure in the 2009-10 academic year (AY) and continued the procedure in the 2010-11 and 2011-12 academic years:

> a. Immediately after Fall-semester freshman enrollment data is finalized, the Admissions Office will determine the number and percentage of conditionally admitted freshmen who are enrolled for that term. The Admissions Office will determine the yield for conditionally admitted students and limit the number of conditional admissions offered the following year to a number determined not to exceed the prescribed limits based on the previous year's yield.

> b. For Fall 2010, 8.99% of Marshall's admitted freshmen applicants were conditional admits, i.e., 327 of 3634 conditionally, fully and provisionally admitted freshmen applicants. 9.95% of the newly enrolled freshmen had been admitted conditionally, i.e., 196 of the 1969 enrolled new freshmen.

> c. **Update**: For **Fall 2011**, 7.57% of Marshall's admitted freshmen applicants were admitted with a conditional status, i.e., 293 of 3,878 conditionally, fully and provisionally admitted applicants. 8.18% of the new freshmen who enrolled at Marshall in Fall 2011 had been admitted conditionally, i.e., 165 of 2,016 enrolled new freshmen.

> d. **Update:** For **Fall 2012**, 6.8% of Marshall's admitted freshmen applicants were admitted with a conditional status, i.e., 282 of 4,146 conditionally, fully and provisionally admitted applicants. 7.45% of the new freshmen who enrolled at Marshall in Fall 2012 had been admitted conditionally, i.e., 143 of 1,919 enrolled new freshmen.

Additionally, based on the previous year's total freshmen enrollment (2016), the 143 enrolled freshmen **for Fall 2012** who had been conditionally admitted constituted 7.09% of total anticipated freshmen enrollment (Marshall's stated measure of compliance with the conditional limit).

By any measure, Marshall University continues to be well below the 10% threshold stipulated by Series 23, rule 3.3.2 regarding limits of conditionally admitted students for Fall 2011 and thereafter. Marshall's Admissions Office does not anticipate more than 10% conditionally admitted students enrolling in the future. If implemented, Marshall will adhere to the newly proposed 3-year average measure relative to the limit of conditional admits, beginning with the Fall 2013 freshmen class.

2. Retention Rate

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

Table 2. 2011 to 2012 Retention Rates

Marshall University	Base Year						
Measure	**2007-2008**	**Year 1 Actual**	**Year 2 Actual**	**Year 3 Actual**	**Year 4 Actual**	**Year 4 2011-12**	**Target Year 5 2012-13**
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	71	71	71	70	71.4	73	74
2b	Avg Retention Rate of Institution Peers (median)*	72.5	74	74.5	73.5	74	N/A	N/A

b. Goal: The AY 2011-2012 goal for first-to-second-year student retention rate is 73.

Update: The first-to-second year retention rate for Fall 2011-to-Fall 2012 is 71.4%, an increase of 1.4% over the 2010-2011 update. Marshall has initiated a program of follow up calls by either Student Resource Center staff or by individual college advising staff to students who have not returned from the previous semester. Fall 2011 non-returning students were contacted in Spring of 2012 with 284 of 497 students responding for a 54% return rate. The **top three reasons** cited for not enrolling in a subsequent smester were:

      i.   simply fell behind in coursework and could not make up the work,
      ii.   employment obligations, and
      iii.   family obligations.

Approximately half (49%) of the students surveyed indicated a desire to return to Marshall at some point in the future but were not in the position to state definite plans.

c. Strategy/Rationale: Marshall developed a comprehensive strategic retention plan in AY 2009-2010. That plan remains the cornerstone of the University's retention efforts. The major strategic points of the plan are:

- Increase substantive, consistent, success oriented advising communication with students from time of first contact in recruitment through admission to time of graduation;
- Engage students in a curriculum stressing development and practice of critical thinking, critical oral discourse and critical reading/writing communication skills
- Create a general education curriculum that stresses developing a repertoire of critical thinking, critical oral discourse, and reading writing skills that can be transported into any academic, professional, job orientated, personal or civic context; and
- Employ various assessment tools to measure the results of the learning experiences designed to provide the skills and contexts fro practice of skills.

The basic elements of the plan comprise four parts:

    I.   Advising
   II. General Education
  III. Assessment
  IV. Communication-Student Affairs.

Major initiatives of the plan include: develop a Week of Welcome for incoming freshmen students, develop a centralized advising center (The Student Resource Center), develop and implement a new core curriculum focusing on critical thinking, development of four-year plans of study for each program and continued use of the Collegiate Learning Assessment as a gauge of critical thinking skills. Each of those initiatives has been achieved. Work continues on the following initiatives:

I.   Advising: Update

- **Advising Software**: Two new advising tools have been made available to both professional and faculty advisors. The *first* is a software program known as "Degree Works," a degree audit system that aids advisors and students in plotting a student's progress toward graduation and notifies students or advisors of the courses remaining to complete a degree. Degree Works will be launched by mid-October 2012.

  Second, beginning late October 2012, advisors will also have the assets of a predictive analytic tool from the Educational Advisory Board/Student Success Collaborative simply referred to as "the Tool." Marshall is a member of five-school cohort piloting the Student Success Collaborative tool. The other institutions are: Georgia State University, Northern Illinois University, Wright State University (Ohio) and Roosevelt University (Illinois). Utilizing success markers identified through extensive collaboration with advisors and faculty, "The Tool" provides a predictive analysis of success potential in specific courses and majors based on a student's performance in certain gateway courses. Predictive numbers are based on data unique to Marshall students and on data from the pilot schools.   Advisors will be able to utilize a "major matcher" program that predicts success in alternative majors outside of the student's current major based on grade performances in all coursework.

- **Student Resource Center**: Opening in the August 2010, the Student Resource Center has recorded over 13,000 student visits for advising and as a one-stop resource for questions or problems. From August of 2011 to May of 2012, the Center recorded 5,697 sign-ins with 2,400 distinct users. The summer of 2012 saw an additional 520 sign-ins with 416 distinct users.

- **Faculty Retreats on Advising**: Two retreats for faculty, deans, assistant deans and professional advisors were held in August 2012.   The purpose of these retreats was to emphasize the importance of advising, discuss methods of more effective advising, and to identify the means by which the university could re-design its advising system with the aid of the new tools available. Total attendance for the two days was 201.

- **Week of Welcome**: Approximately 1700 freshmen arrived on campus five days prior to the start of general classes for classroom and plenary sessions on adapting to college life and understanding key differences between high school and college. Integrated with Week of Welcome is UNI 100-Freshmen First Class. Classes begin during Week of Welcome and continue for seven weeks into the semester allowing students to make personal contacts and learn key academic skills essential to success in college.

II.   General Education: Update

A new general education core curriculum was unveiled in the Fall of 2010 featuring the First-Year Seminar (FYS) 100 as the keystone course. FYS 100 is a mandatory 3-credit hour seminar focusing on critical thinking skills. Students also take two 3-credit hour disciplined-based critical thinking courses and a culminating capstone research experience.

First-Year Seminar (FYS): Approximately 95 sections (22 students each) of FYS 100 are offered during the course of the academic year. Faculty who teach the course agree to participate in a semester-long professional development consisting of fours hours per week of workshops on engaged teaching and learning. Seventy faculty members have been certified to teach FYS.

Freshmen Interest Groups and Living Learning Communities (FIGs and LLCs): For academic year 2012-2013, there are 855 students involved in LLCs and FIGs. LLCs are geared to residence hall students with participation from College of Business, College of Health Professions, College of Education and the College of Science. Two other LLCs focus on Greek living and sustainability. FIGS may have participation from commuters as well as residence hall students and this academic year there are FIGs in Chorus, sponsored by the College of Fine Arts, Presidency and the Press sponsored by the School of

Journalism and Mass Communication, Creative Writing and Japanese Culture, both sponsored by the College of Liberal Arts.

III.   Assessment: Update

All 1700 students participating in Week of Welcome were given *either* the Collegiate Learning Assessment exam *or* a general critical thinking assessment exercise to establish base level data for tracking the Fall 2012 cohort.   Students in FYS 100 upload documents to an e-portfolio archive as part of a continuous assessment model. A committee of faculty members reviews the archives during the summer months. Assessment is fully discussed in the assessment portion of this document.

IV.   Communication: Update

A centralized calendar system to enhance student life and culture has been developed. Messages are displayed on video monitors strategically placed in high traffic areas around campus. A campus activities director has been hired and is charged with assessing student activities on the Huntington campus. The campus activities director played an active role in increasing activities for students during the Week of Welcome and early feedback indicates the additional activities were well received. Week of Welcome activities are fully assessed at the end of UNI 100-Freshmen First Class and during the annual assessment day.

Strategic Enrollment Planning Council:

Formed in 2011, the Strategic Enrollment Planning Council (SEPC) has cross-campus representation including Academic Affairs, the Registrar, the Bursar, Admissions, Recruitment, African-American Programs, Residence Services, Student Affairs, Faculty Senate, Graduate Council and University College. The committee meets monthly to discuss enrollment and retention strategies and to make recommendations to the provost. Several sub-committees expand campus participation and include Committee on Admissions, Recruitment and Orientation, Committee on Student Success and Committee on Freshmen Success. The SEPC Executive Committee with representation from Academic Affairs, Registrar, Bursar and Recruitment meet with Institutional Research to determine trends, make recommendations and provide data for discussion with the larger group. Initiatives from SEPC include:

- A peer mentor program placing upper classmen as role models with UNI 100 facilitators
- On-line orientation, ensuring every student has access to an orientation program
- WOW format revisions including the addition of evening and weekend activities
- UNI 100 revisions including the creation of smaller class sessions

Math and English Remediation: Update

Marshall's approach to remediation underwent review during the 2011-2012 academic year. Current policy allows students who do not meet Series 23 placement standards to remediate in the following manner:

- o Students whose ACT/SAT score does not meet the HEPC standard are placed in the developmental course English 099.
- o Students who complete the class with a grade of CR (credit) are eligible to enroll in English 101, the standard credit-bearing composition course.
- o MATH students with an ACT score of less than 17 enroll in MTH 098 and must receive a grade of CR (credit) to advance to MTH 099.
- o Students with ACT scores of 17 or 18 or have successfully completed MTH 098 are eligible to enroll in MTH 099.
- o Students, who receive a score of CR in MTH 099, may enroll in a 100-level math class (a class requiring a 19 ACT score).

- **Summer Bridge Program**: During the **Summer 2012**, students with identified remediation needs in Mathematics and English were offered attendance to a free two-week workshop to improve

MATH and English skills. At the end of the program, students took placement tests in both areas. A total of 181 students participated in the program, 141 in MATH and 40 in English. In MATH, of the 141 participants, 8 did not complete, 8 tested out on the first day via Accuplacer, and 5 did not need the program because of newly submitted ACT scores. Meanwhile, of the 66 who originally placed in MTH 098, 60 were moved to MTH 099 (91%) and of the 52 placed in MTH 099, 7 were moved to MTH 121 or higher (13%). In English, of the 40 participants, 29 moved to English 101 (73%).

3. Graduation Rates

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

Table 3. 2011-12 Graduation Rates

Marshall University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 4 2011-12	Target Year 5 2012-13
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	41	45	46.0	47	45	48	49
3b	Graduation Rates, including those transferring out and	46	46.7	48.4	46.6	45.7		
3c	Avg Graduation Rate of Peers (Median)*	48	50	47.6	49	48.5	N/A	N/A

b. **Goal:** The 2012-13 Compact goal for six-year graduation rates of first-time, full-time freshman, statewide is 49%. Marshall's year-4 goal was 48%.

Update: In year-4 of the Compact, Marshall's six-year graduation rate dropped two percent to 44%.

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

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

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

- 1,521 full-time, first-year students enrolled in the Fall 2006
- 1,088 (71.5%) returned for a second year in the Fall 2007
- 926 (60.9%) returned for a third year in Fall 2008
- 828 (54.4%) returned for the fourth year in the Fall 2009.
- 471 (30.9%) returned for the fifth year in the Fall 2010.
- 230 (15.1%) returned for the sixth year in the Fall 2011.

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

Update: The four-year graduation rate for the freshman entering in Fall 2006 was 23.6 %. The five-year graduation rate for the freshmen entering in Fall 2006 was 38.7%. The six-year graduation rate for the freshmen entering in Fall 2006 was 44.7%.

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.
- 176 (70.59%) returned for a second year in the Fall 2008.
- 989 (59.6%) returned for a third year in Fall 2009
- 926 (55.8%) returned for the fourth year in the Fall 2010.
- 505 (30.4%) returned for the fifth year in the Fall 2011.

Update: **The four-year graduation rate for the freshman entering in Fall 2007 was 23.9%. The five-year graduation rate for the freshman entering in Fall 2007 was 40.7%.**

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

- 1662 full-time, first-year students enrolled in the Fall 2008.
- 1185 (71.3%) returned for a second year in the Fall 2009.
- 1010 (59.4%) returned for a third year in the Fall 2010.
- 900 (55.3%) retuned for a fourth year in the Fall 2011.

Update: **The four-year graduation rate for the freshman entering in Fall 2007 was 25.3%.**

[Note: These rates are unofficial and do not reflect corrections to the cohort or graduations that will be applied when submitting the federal IPEDS Graduation Rate Survey.]

4. Degree Production

a. Data: Degree Production—Associate Through Doctoral

Table 4. 2011-2012 Degree Production

Marshall University	Base Year						
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Year 4 2011-12	Target Year 5 2012-13
Degree Production**							
Certificate							
Associate	100	111	69	91	111	100	100
Bachelor	1,450	1,400	1,358	1,393	1,547	1,389	1,416
Masters	872	885	893	902	864	830	820
1st Professional	42	50	0	0	0	65	72
Doctoral	17	15	78	95	118	20	20
Total Degrees	2,481	2,461	2,398	2,481	2,640	2,404	2,428

(Row label "4" appears in the leftmost column alongside the measure rows.)

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 2011-2012 (Year-4)** data shows the following:

- 111 Associate degrees were awarded: 11 above the 100-degree goal;
- 1,547 Baccalaureate degrees were awarded: 158 more than the year-4 degree goal of 1,389; 147 more than the 2008-2009 achievement; and 189 more than the 2009-2010 achievement.
- 864 Masters degrees were awarded: 34 greater than the year-4 goal of 830; 21 fewer than the 2008-2009 achievement; and (+09) more than the 2009-2010 achievement.
- 0 1st Professional degrees were awarded, due to new federal reporting guidelines.
- 118 doctoral degrees were awarded, due to new reporting guidelines.
- Overall Degree Productivity: **2,640 degrees** were awarded in 2011-2012; 160 more than the year-3 achievement; 242 above the year-2 achievement of 2,398; and 149 more than the year-1 actual degree production.

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

Update

- Marshall's Doctor of Physical Therapy (DPT) accepted students and started classes in May 2012 with an inaugural class of 40 students.   Marshall received approval from the Higher Learning Commission of the North Central Association (HLC/NCA) to offer the DPT, and also received candidacy status with the Commission on Accreditation in Physical Therapy Education (CAPTE) in the Spring 2012.

- Marshall's Doctorate of Pharmacy (PHARM-D) received affirmation of its pre-candidacy status in June 2012 and received a positive visit from the HLC in September 2012. The PHARM-D program admitted its first-class of 81 students in Fall 2012-2013.

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

2011-2012 UPDATE: Academic restructuring updates include the following:

- The School of Pharmacy reports to the Provost and the Office of Academic Affairs.
- The undergraduate program in Adult Technical Education (ATE) program has been eliminated by the Board of Governors in 2011-2012. The graduate ATE program is now housed within the Leadership Studies program in the Graduate School of Education and Professional Development.
- The undergraduate Counseling program has been suspended eliminated by the Board of Governors in academic year 2011-2012.   The Counseling faculty, and the graduate (MA) Counseling program once offered at the Huntington Campus in the College of Education, is now housed in the graduate Counseling program in the Graduate School of Education and Professional Development at the South Charleston Campus.
- The Family and Consumer Sciences programs, both undergraduate and undergraduate, have been eliminated due to 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.

Anticipated New Programs:

- Marshall anticipates adding the following degrees during the last year of the Compact, academic year 2012-2013:

    o Forensic Science: Digital Forensics and Information Security (BS)
    o Mechanical Engineering (BS)
    o Masters of Public Health (MPH)
    o Masters of Public Administration (MPA), with an emphasis in non-profit management
    o A new concentration in Biotechnology within Masters of Business Administration (MBA).

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

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

5. Degrees in STEM and Health-Related Fields

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

Table 5. 2011-2012 Undergraduate Degree Production in STEM and Health Fields

#								
5	Number of undergraduate degrees in STEM & Health Fields***	**381**	**420**	**380**	**463**	**482**	**377**	**420**
	AAS Medical Laboratory Technology	8	7	12	6	13		
	ASN Nursing	92	104	57	85	98		
	BA Communication Disorders	18	22	17	25	18		
	BA/BS Geology	5	3	8	2	7		
	BAS Bachelor of Applied Science	3	5	2	4	2		
	BBA MIS	18	11	15	9	22		
	BS Athletic Training			8	5	6		
	BS Biological Science	68	80	91	106	89		
	BS Computer Science	8	9	6	19	13		
	BS CYTOTECH Cytotechnology	1	2	-	1	-		
	BS Dietetics	12	10	7	12	11		
	BS Environmental Science	8	3	5	9	6		
	BS Integrated Sci and Tech	18	19	17	13	17		
	BS Mathematics	12	7	5	4	6		
	BS MED TECH Medical Technology	2	2	1	4	5		
	BS Medical Imaging				5	14		
	BS Physics	2	3	3	2	-		
	BS Respiratory Care		9	11	11	10		
	BS Safety Technology	6	10	10	15	14		
	BS/BS CHEM Chemistry	22	35	24	20	26		
	BSE Engineering	0	4	19	13	20		
	BSN Nursing	78	75	62	93	85		
	Total	**381**	**420**	**380**	**463**	**482**		

#								
5a	Number of graduate degrees in STEM & Health Fields***	**290**	**321**	**314**	**324**	**400**		
	MA Communication Disorders	17	23	10	11	23		
	MA Mathematics	5	5	5	9	8		
	MA Psychology	33	44	33	24	26		
	MA/MS Biological Sciences	15	17	18	8	17		
	MS Biomedical Sciences	1	1	8	17	6		
	MS Chemistry	2	-	5	3	2		
	MS Dietetics	8	10	13	12	9		
	MS Environmental Studies	13	10	13	7	13		
	MS Exercise Science	15	16	17	14	18		
	MS Forensic Science	19	17	9	18	20		
	MS Health Care Admin	44	49	43	18	24		
	MS Information Systems	9	18	11	11	9		
	MS Physical Science	13	6	2	3	11		
	MS Safety	8	9	11	13	14		
	MS Technology Management	6	9	6	15	22		
	MSE Engineering	6	5	4	12	13		
	MSN Family Nurse Practitioner	32	30	42	42	59		
	DMPNA Nurse Anesthesia				3	29		
	MD Medicine	42	50	57	72	63		
	PsyD Psychology				8	10		
	PHD Biomedical Sciences	2	2	7	4	4		
	Total	**290**	**321**	**314**	**324**	**400**		

b. Goal: Marshall's goal for AY 2012-2013 is 420 undergraduate degrees and 250 graduate/first-professional degrees in STEM and health-related fields. As the actual year-4 (2011-2012) data indicate, Marshall remains on a trajectory projected to meet and sustain this goal.

Update: Marshall awarded 482 undergraduate degrees in STEM and health-related fields in 2011-2012—105 more than the 377 year-4 goal and 19 more than the preceding year (2010-2011). 400 graduate and professional degrees were awarded, including 63 graduates of the Marshall University Joan C. Edwards School of Medicine—a 76-student increase over the 2010-2011 achievement.

c. Strategy/Rationale: Update. Student recruitment efforts in science, engineering, and medical-related fields have become the focal point of Marshall's recruitment plan and practices. This focus has resulted, as indicated above, in an increase in the College of Health Professions enrollment—both undergraduate and graduate--as well as College of Science enrollment. Recent developments in the biotechnology, biomedical

sciences, and forensic sciences graduate programs will continue to have a positive effect on enrollment and degree production in the undergraduate STEM and health-related fields.

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

6. Licensure Pass Rates

a. Data: Licensure Pass Rates by Program, AY 2011-2012

Table 6. Graduate Degree Pass Rates--Updates

Graduate Degree	Number Taking Exam	Number Passing the Exam	Pass Rate (in %)	National Pass Rate	AY 2011-2012 Goals
Teacher Education (Praxis II)	227	213	93.8%	N/A	90
Speech Pathology & Audiology	25	25	100%	87%	95-100
Family Nurse Practitioner	28	25	89%	89%	95-100
Dietetics	8	7	88%	87%	80
National Certified Counselor	9	8	89%	83%	80-85

Table 7. Undergraduate Degree Pass Rates

Undergraduate Degree	Number Taking Exam	Number Passing the Exam	Pass Rate	National Pass Rate	AY 2011-2012 Goals
Teacher Education (Praxis II, includes CST and PLT)	509	449	88.2%	N/A	90
Medical Technology	4	1	25%	82%	90
Nursing	61	58	95%	89%	95
Cytotechnology	3	3	100%	93%	90-100
Dietetics	8	6	75%	85%	85-90
Social Work*	N/A	N/A	N/A	N/A	N/A

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

Table 8. 2011-2012 Associate Degree Pass Rates

Associate Degree	Number Taking Exam	Number Passing the Exam	Pass Rate	National Pass Rate	AY 2011-2012 Goals
Medical Lab Technology	7	4	57%	80%	90
Nursing	96	90	93.75	93%	95

Table 9. ALL Praxis Scores Sub Areas for ALL Test Takers—Undergraduate and Graduate

TEST	TAKERS	PASS	PASS RATE
Art	5	3	60%
Biol - Gen	6	4	67%
Biology	9	7	78%
Business	5	5	100%
Chemistry	8	3	37.50%
ECE	2	2	100%
Elem Ed	59	55	93%
English	31	27	87%
Family CS	2	2	100%
Gen Science	14	12	86%
Health	4	3	75%
Leadership	25	23	92%
Marketing	1	1	100%
Math	14	12	86%
MS English	2	2	100%
MS Math	16	16	100%
MS Science	3	2	67%
MS Social St	1	1	100%
Music	11	10	91%
PE	10	8	80%
Physical Science	10	10	100%
Physics	2	2	100%
PLT 5-9	9	7	78%
PLT 7-12	91	87	96%
PLT K-6	57	54	95%
PSN	7	7	100%
Reading Spec	20	15	75%
School Counselor	11	11	100%
School Psych	14	14	100%
SLM	16	16	100%
Social St.	38	35	92%
Spanish	6	4	67%
Special Ed	26	24	92%
Special Ed	20	19	95%
VI	1	1	100%
TOTAL	**556**	**504**	**90.6**

b. Goal. The overall pass rate goal for Marshall students is 90% for all areas. The 2011-2012 overall pass rate was 91.5 %.

c. Strategy/Rationale. Marshall faculty and advisors will continue to work closely with students in traditional classroom settings and lab/practicum/internship environments to develop the necessary basis for

understanding and implementing professional standards and methods in preparation for licensure examinations.

7. Percentage of Faculty with Terminal Degrees

a. Data:
Table 10. 2011-2012 Faculty with Terminal Degrees

Marshall University	Base Year						
Measure	**2007-2008**	**Year 1 Actual**	**Year 2 Actual**	**Year 3 Actual**	**Year 4 Actual**	**Target Year 4 2011-12**	**Target Year 5 2012-13**
Percentage of Faculty with Terminal degrees							
Excluding MUSOM	**88%**	86%	85%	85%	86%	89%	89%
Including MUSOM	**91%**	90%	89%	89%	89%	91%	91%

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

Update: The percentage of university faculty with terminal degrees increase 1% to 86%. School of Medicine faculty with terminal degrees remains at 89%.

C. Strategy/Rationale Update: Full-time faculty positions available through retirement, resignation, or denial of tenure and dismissal have been allocated to the respective academic units in the majority of cases. Some faculty positions have been reassigned to other academic departments due to enrollment increases and changes in program direction. Given the state of the nation's economy, it is unlikely that Marshall will experience a considerable number of retirements over the 2-3 year period, even though approximately 45% of the full-time tenured/tenure-track faculty are at retirement age as of the Spring 2012.

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 Mission and Goals**

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

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

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

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

   - **Participation in the Higher Learning Commission's *Open Pathways Demonstration Project*: 2011 – 2012**. In response to an invitation from the Higher Learning Commission

(HLC) of the North Central Association, Marshall University joined a cohort of institutions of higher education in testing the Lumina Foundation's *Degree Qualifications Profile (DQP)*. This project commenced during academic year 2011–2012 with all degree programs at the associate, bachelor and master's levels participating in two activities.

- o Activity 1: From January–March 2012 each degree program at Marshall University (at the associate, bachelor's and master's levels) chose *approximately* three – five pre-undergraduate capstone or pre-graduate culminating experience courses that it deemed *essential* in providing its students the necessary early practice to enable them to demonstrate mastery of the program's learning outcomes in the program's undergraduate capstone or graduate culminating experience. These were the courses in which early program-level assessments would be embedded. The results of these assessments, spread over the designated early to mid-level courses, would allow programs to evaluate the development of students' competencies as they progressed toward their capstone or culminating experiences. For each course the program selected, it mapped the course learning outcomes to the appropriate program learning outcomes and to each broad area of learning and degree-appropriate outcome in the *DQP* that its course and program outcomes addressed. Programs used this mapping as a diagnostic tool to determine the appropriateness (or otherwise) of their outcomes at both the course and program levels. If they deemed changes were needed, they made those changes.

- o Activity 2: From March–May 2012 each degree program updated its plan for assessment of student learning and other information to help test the *DQP*. This information was provided in three steps.
    - ➢ Step 1A: Each program provided its learning outcomes as they were initially articulated, then provided any revisions made to these outcomes, explaining why it had (or had not) revised each outcome.
    - ➢ Step 1B: As in Activity 1, each program mapped its outcomes to the broad areas of learning and degree-appropriate outcomes of the *DQP*. Using courses mapped in the first activity, plus its undergraduate capstone or graduate culminating experience course (and additional courses or other learning experiences it deemed necessary for this purpose), each program specified a minimum of two assessment points for each learning outcome, the first occurring at an early to mid-point in the program and the final occurring as part of the undergraduate capstone or graduate culminating experience. Some programs argued that they could not conduct final assessments of student achievement in all of their program's learning outcomes in their capstone/culminating experience courses. In these cases, final assessment points occurred in a combination of the former and other appropriate late-program courses or other learning experiences.
    - ➢ Step 1C: In addition to specifying where there assessments would occur, each program noted the specific assessment(s) it would use for each outcome at each assessment point and the benchmarks they expected their students to achieve at each assessment point.
    - ➢ Step 2A: Each program indicated any of the *DQP*'s broad areas of learning to which none of its outcomes aligned and why its outcomes did not align to these areas of learning.
    - ➢ Step 2B: Additionally, each program specified broad areas of learning (if any) that its program addressed that were not part of the *DQP* in its current form. Programs explained why they felt these particular areas of learning were important for students in their programs.
    - ➢ Step 3: Each program chose two of its learning outcomes and created descriptive, analytic assessment rubrics for each. Rubrics were intended to allow programs to show qualitative changes in student performance between

assessment point 1 and the final assessment point in the program. However, what programs chose to name performance levels was left up to their discretion.

During the summer of 2012 a small group of faculty reviewed all program submissions, noting that, while programs did not modify the majority of their course outcomes after mapping these to *DQP* areas of learning and degree-appropriate outcomes in Activity 1, they modified more than half of their program-level outcomes during Activity 2, with 10% of outcomes completely rewritten in response to this project. Of the modifications reported, the majority was substantive in nature. Most programs used at least some of the courses mapped in Activity 1 as first assessment points in Activity 2. However, most programs also added unmapped courses as first assessment points. The majority of undergraduate programs reported conducting final program-level assessments in 400-level courses and the majority of reported program-level course-embedded assessments were authentic in nature.

Areas of the *DQP* to which there was least alignment were *Civic Learning* (31 out of 92 programs; 34% did not align) and the intellectual skills of *Engaging Diverse Perspectives* (24 out of 92 programs; 26% did not align) and *Quantitative Fluency* (25 out of 92 programs; 27.5% did not align). Eleven programs listed *Ethical Learning*, ten programs listed *Teamwork/Collaboration/Leadership*, and three-listed *Metacognitive Reflection/Lifelong Learning* as additional broad areas that should be included in a Marshall University Degree Profile.

The committee recommended that the names given to rubric performance levels be standardized across campus according to benchmark levels expected at different assessment points for both the undergraduate and graduate levels. The committee recommended using names (with some modifications) from the *Value Rubrics*, developed and validated by the *American Association of Colleges and Universities (AAC&U*; Rhodes, 2010).

The committee recommended a sequence of steps for Marshall's degree programs to follow as they complete Activity 3 and suggested that several recommendations be made to the HLC and to the Lumina Foundation for the purpose of improving the *DQP*. The committee also raised some important questions regarding Marshall's continued path toward developing its institution-specific degree profile (at all degree levels).

- **Participation in the Higher Learning Commission's *Open Pathways Demonstration Project:* Action Plan for 2012–2013.** The University will share the project report with the Higher Learning Commission in the Fall of 2012. Additionally, during the Fall semester of 2012 programs will use the two program outcome rubrics developed in the Spring of 2012 to collect data from their identified assessment points. They also will develop rubrics for their remaining program outcomes. Data collected during the Fall semester will be analyzed, continuous improvement plans made based on the data, and reports will be submitted to the Office of Assessment by February 1, 2013. Programs will collect and analyze data on remaining outcomes during the Spring of 2013, submitting reports at the end of the Spring semester of 2013. Marshall University will submit a comprehensive report on its quality initiative, i.e. testing the Lumina Foundation's *DQP*, during the summer of 2013.

- **Annual Assessment Day: Background**. 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. Each year, we plan Assessment Day activities in such a way as to involve the entire campus and to build on campus-wide assessment initiatives.

- **Annual Assessment Day: 2011–2012.** The format used for Assessment Day 2012 built on that used in 2011. We continued to be cognizant of the type of feedback we needed to improve student success, program assessment, and the need to encourage greater student participation in assessing the university. To that end, we gave academic programs the option

of organizing their faculty and student activities in ways that worked best for them. Most departments spent a portion of the day in faculty meetings analyzing data regarding student achievement of the program's learning outcomes and planning next steps in the *Open Pathways Demonstration Project*. Program sessions with students included focus groups, exit interviews, surveys, evaluation of student research presentations, major field tests and other types of direct assessment of student learning, student meetings with the program's advisory board, student/faculty question and answer sessions, Study Abroad Informational sessions, Music Master Classes and Juries. On a campus-wide basis, student services offices offered electronic surveys and the Office of Assessment offered a workshop on developing assessment rubrics for faculty, *Collegiate Learning Assessment (CLA)* testing for seniors, and a series of four student focus groups to answer the question, "How can university advising and other support services help you to achieve your academic and personal goals?" This report will summarize results for all of these activities, beginning with the student focus groups.

- o **Assessment Day Student Focus Groups**: In an attempt to obtain useful information, focus group facilitators led students in discussions of the roles of advisors and academic support services in facilitating student success at the university. To give students the opportunity to participate in the campus-wide focus groups when their academic programs were not engaging them, we offered two focus groups (one for freshmen and sophomores and the other for juniors and seniors) in the morning and two additional focus groups of the same composition in the afternoon. A total of 23 students participated in the focus groups. Just under half (11) of the participants were seniors. Of the 12 remaining participants, 4 were freshmen, 3 sophomores, and 5 juniors. There were 11 males and 12 females and we had representatives from each undergraduate college on campus. Each focus group had two staff facilitators. One acted primarily to lead the discussion, while the second took notes. Each discussion also was digitally recorded and the Director of Assessment listened to each recording, read the facilitators' notes and then compiled the overall results, which were as follows (Discussion of how we disseminated these results will come later):
  - ➢ **Focus Groups' Major Themes**
    - ▪ **Role of Advisors**
      - ✓ Participants felt that intrusive advising was helpful for first year students.
      - ✓ Most participants felt that the primary role of academic advisors should be to help students schedule courses and resolve academic issues. Specifically, they felt that it would be helpful for advisors to
        - Help students learn to register using MyMU.
        - Provide students with advice regarding internships and career choices related to their majors.
        - Advise students regarding good combinations of classes to take simultaneously and sequentially.
        - Advise students regarding major changes and how these changes might affect graduation requirements and timelines for graduation.
        - Advise students regarding the costs/benefits of dropping classes.
        - Provide students with course offerings ahead of time.
        - Advise students about the help they can receive through Career Services.
        - Advise students about major related opportunities following graduation other than attending graduate school.
    - ▪ **Professional or Faculty Advisors?**

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- ✓ Most participants felt that both professional and faculty advisors were important for different reasons.
  - Professional advisors are important to help students understand university-wide requirements and issues.
  - Professional advisors are important to help students find non-academic resources they might need.
  - Some participants felt that each college or department should have a dedicated professional advisor with training in counseling.
  - Professional advisors conduct important yearly degree audits.
  - Professional advisors are important because faculty are often not on campus when students need to see them.
  - Faculty advisors are important to mentor students, to help them with discipline-specific issues, internship choices, and to help them connect their disciplines to possible careers.
  - Faculty advisors are better equipped than professional advisors to counsel students about which classes to take simultaneously and sequentially.
  - Students do <u>not</u> like having graduate students as advisors.
- **Characteristics of an Effective Advisor**
  - ✓ Knowledgeable
  - ✓ Available (Open Door Policy): Students were especially concerned when they were not able to talk to faculty advisors due to schedule conflicts and their perception that faculty had a limited amount of time to talk to advisees.
- **Advising Timeline**
  - ✓ Students need to know what classes are required and when they are offered.
  - ✓ Four-Year plans, subject to future modification if the student so desires, should be completed during advising.
- **Easily Navigate-able Online Scheduler**
  - ✓ Participants felt it would help with planning their schedules if they could easily determine which courses fulfill university requirements, e.g. which carry the critical thinking designator, which are writing intensive, multicultural, international, etc. They stressed that this information should be housed in one location, i.e., on some online course scheduling page.
- **Mandatory Advising**
  - ✓ Although opinions varied regarding the optimal frequency of advising, most freshmen and sophomores felt that advising should be mandatory, at least during a student's first year of college.
- **Communication among Colleges**
  - ✓ Participants felt that when a student changes his or her major, the paperwork for that change should be entered immediately so as to facilitate a smooth transition for the student.
- **Miscellaneous Issues Related to Advising**
  - ✓ Students in career-related majors should be paired with mentors who are actively working in the field.
  - ✓ Students should complete job shadowing experiences early. These experiences help them to determine whether or not they are good fits for specific careers.

- ✓ Colleges/Departments should initiate peer advising to supplement (not replace) faculty and professional staff advising.
- ✓ Upon entering Marshall, students should complete assessments with professional advisors that will help to highlight their strengths and weaknesses. These assessments can help guide students into compatible majors and career paths.
- ✓ Students should complete courses that provide them with skills useful to employers.
- ✓ Content and outcomes for a specific course should be consistent across instructors.
- ✓ There should be a comprehensive list of majors, minors, etc. easily available to students.
- ✓ Each college/department should have a written advising guide, which sets forth its policies and procedures.
- ✓ Poor advising, resulting in extending a student's time to degree completion, has negative financial implications for students.
  - ▪ **Most Helpful Academic Support Services**
    - ✓ Student Resource Center
    - ✓ Career Services
    - ✓ Guest speakers on topics relevant to students' majors.
    - ✓ Writing Center
    - ✓ Professors
    - ✓ Tutoring Center
    - ✓ Counseling Center
    - ✓ Student Health
    - ✓ Some participants felt that peer tutoring networks should be set up within colleges/departments. They noted that tutoring other students helps the tutor to learn the material at a deeper level than he/she otherwise might.
    - ✓ Dean of Students
    - ✓ Office for Students with Disabilities
    - ✓ E-Z Borrow at the MU Library
    - ✓ UNI 101 – especially learning how to use library resources.
  - ▪ **Needed Academic Support Services**
    - ✓ Specific portion of MU website devoted to student organizations with contact information.
    - ✓ Advisors should have access to University event schedules.
    - ✓ Each student should receive an organized check-sheet of university-required information for admission.
    - ✓ Each College's or Department's website should contain a list of "frequently asked questions."
    - ✓ Provide a link to Financial Aid on MUOnline. Perhaps include a checklist of materials students need before speaking with their financial aid counselor.
- ➢ Following Assessment Day, the Director of Assessment and the Focus Groups Facilitators analyzed and compiled Focus Group results, sent them to all Focus Group participants, posted the report of the Assessment Day website, and shared them with the University Assessment Committee. The university is continuing this theme during the current academic year (2012 – 2013), starting with a series of faculty/staff/student retreats in August 2012.
  - o **Assessment Day Rubric Development Workshop for Faculty:** The purpose of this workshop was to offer faculty additional support in completing Activity 2, Step 3 of the *Open Pathways Demonstration Project.*

> ➢ Sixty-four faculty representing five colleges (Health Professions, Information Technology and Engineering, Science, Business, and Liberal Arts) attended.
> ➢ The workshop provided participants with recommendations and examples of analytic rubrics for program outcomes. It provided opportunities for participants to ask questions and, following the formal part of the workshop, to work in departmental groups to develop rubrics.
> ➢ Following this workshop, faculty had the opportunity to learn how to input rubrics into courses with Blackboard Learn and to use assessments (and rubrics) embedded within these courses for program-level assessment purposes. Sixteen faculty attended this follow-up session.

- o *Collegiate Learning Assessment (CLA)*
  - ➢ Assessment Day was seniors' last opportunity to take the *CLA*. (During the Spring of 2012 *CLA* testing at Marshall is conducted from February 1 through Assessment Day). Twelve students completed the test on Assessment Day, which brought the total number of seniors tested during the Spring semester to 83, seventeen short of our goal of 100.

- o **Campus-Wide Electronic Surveys for students and faculty/staff.**
  - ➢ Student surveys were distributed by the following offices: Admissions (only to students admitted during the past two years), Advising, Student Health, Bookstore, Bursar, Career Services, Financial Aid, Registrar, Residence Life (only to students living in dorms), Student Activities Programming Board, Student Center, Student Resource Center, Tutoring Center, and the Women's Center. Faculty/Staff Surveys were distributed by the Bookstore, Student Center, the Women's Center, and the Tobacco Survey. The number of responses to each student survey ranged from 221 (Student Resource Center) to 1,080 (Residence Life), while the number of responses to faculty/staff surveys ranged from 168 (Student Center) to 399 (Tobacco). Following the close of the surveys, relevant results were sent to each office and posted to the Assessment Day website.

- **Annual Assessment Day: Action Plan for 2012–2013.** Current plans are to continue practices that have been successful, e.g. electronic surveys and student focus groups. Faculty will use Assessment Day will likely focus on the *Open Pathways Demonstration Project*. In addition, we will try to draw a truly *random* sample of seniors to take the *CLA* (details of this plan are explained in section 5).

- **Assessment Meetings with Faculty: 2011-2012**. At their request, the Director of Academic Assessment has continued to meet with chairs, deans, and program faculty to review their assessment plans and to assist them in developing more effective assessment strategies. During academic year 2011 – 2012, these meetings often took the form of helping programs using program level assessment to test the Lumina Foundation's *DQP*. In addition to 20 + individual meetings with faculty, the Assessment Director conducted 28 workshops to guide programs in completion of Activities 1 and 2 of the *Open Pathways Demonstration Project*. She also continued to meet with programs regarding the five-year review process.

- **Assessment Meetings with Faculty: Action Plan for 2012–2013**. Current plans are to continue meeting with faculty as needed to support their work on the *Open Pathways Demonstration Project*. Additionally, the Office of Assessment will offer workshops on syllabus design and Activity 3 of the *Open Pathways Project*.

- **Syllabus Review: Background**. Last year's review reported results of a plan the university initiated in 2009–2010 to have syllabus evaluation occur at the college/departmental levels. The update we provided for academic year 2010–2011 noted that the Office of Assessment received

syllabus assessment information from only four colleges, while a fifth included the information in its annual assessment report and a sixth reported being in the process of completing the task for its specialized accreditation self-study. Findings from the syllabus assessments reported showed that areas identified by the University Assessment Committee as being important (mapping course learning outcomes to program or general education learning outcomes and linking course outcomes with specific assessment measures) continued to be the most in need of improvement.

- **Syllabus Review: 2011–2012.** Given these findings, the University's provost appointed a workgroup in the Fall of 2011 to update the University's syllabus policy. The workgroup consisted of the Deans of the Graduate and Honors Colleges, the Associate Vice President for Academic Affairs/Dean of Undergraduate Studies, the Chair of the Faculty Senate, the Executive Director of the Center for Teaching and Learning, and the Director of Assessment. The workgroup recommended adding a number of elements to the syllabus, the most important being a grid that showed how each course learning outcomes would be *practiced* and *assessed* in the course and how each course learning outcome aligned to program outcomes and areas of the Lumina Foundation's *DQP*. After developing a sample syllabus template and compiling a reference of measurable verbs using Bloom's taxonomy, the workgroup invited two faculty members from each college to attend a workshop where they would use the new template to write an existing syllabus. Two workshops were conducted for the purpose of testing the syllabus template and receiving feedback from faculty from across campus regarding how it worked and changes that needed to be made. In general, faculty found the template to be helpful. They especially noted that, thinking about the opportunities students would have to *practice* the outcomes before being *assessed* on them made them focus more intentionally on course design and pedagogy. Several faculty participants told us they were completely redesigning their courses in response to this project. Following these workshops, the committee developed a set of syllabus recommendations that went through the University approval process. The University's Faculty Senate approved the following changes and additions to the current syllabus policy in April 2012 and by the Marshall University Board of Governors in August 2012. We expect full implementation of the policy by the Spring semester of 2013.
    - o Change "description of general course content" to "Description from the most recent catalog."
    - o Change "course objectives and outcomes" to "course student learning outcomes."
    - o Add "Grid showing the following relationships: how each course student learning outcome will be practiced, and assessed, in the course."
    - o Add "Link to official university policies located on Academic Affairs website."
    - o Add "Semester course meets."
    - o Add "Time course meets."
    - o Add "Course location."

  The rational for these changes and additions is, first and foremost, to assist students in making connections between the outcomes they are expected to achieve in the course and how they will know they have achieved each (i.e. how each will be assessed) and to assist students when transferring (addition of information such as semester course meets). Due to concern about requiring each course to align to program and/or general education outcomes on the syllabus, the Faculty Senate voted to delete that recommendation.

- **Syllabus Review: Action Plan for 2012–2013**. Plans are underway to offer a series of syllabus workshops for faculty during the Fall semester of 2012, with full implementation of the updated syllabus policy scheduled for Spring of 2013. Due to the uneven nature of syllabus evaluation at the college/program level, the University Assessment Committee will assess a random sample of syllabi during the Spring semester of 2013. As we continue the *Open Pathways Demonstration Project* during academic year 2011 – 2012 academic, we will explore the most appropriate place to include the mappings between course/program/university learning outcomes.

- **University Assessment Committee: 2011-2012**. This body was reconfigured in Fall 2007 with a membership update in the Fall of 2012 to include the following representatives. Since the Office

of Assessment is no longer part of the Center for Teaching and Learning, the Center's Office Administrator, who had been the committee's recording secretary, is no longer a member.
  - o one faculty representative from each college, including the libraries (13)
  - o one student representative (1)
  - o one representative from the Council of Chairs (1)
  - o one representative from the Council of Deans (1)
  - o one representative from the Graduate Council (1) – ex-officio
  - o the Executive Director of the Center for Teaching and Learning (1) – ex-officio
  - o the Associate Vice President for Academic Affairs/Dean of Undergraduate Studies (1), - ex-officio
  - o the Associate Vice President for Assessment and Quality Initiatives (1) – Chair
  - o Academic Affairs Web/Online Systems Developer (1) – ex-officio
  - o University Library's iSkills testing coordinator – ex- officio.

- **University Assessment Committee: Action Plan for 2012–2013.** The University Assessment Committee members will continue to act as liaisons between the Office of Assessment and their constituencies. They will continue to provide feedback through review of programs' annual assessment reports and syllabi. They will help with the planning and execution of the University's Annual Assessment Day.

- **Sharing Assessment Results across Campus: Background**. As we reported last year, all assessment results, including direct assessment of general education, e.g., *CLA* and locally developed assessments, are displayed on the Assessment Office's website. Program Level assessment reports and five-year program review reports also are available on the website. Additionally, all results of indirect measures, both local and national (e.g. *National Survey of Student Engagement; NSSE)* survey results, are available on the website. The University officially recognized the top 10 scoring seniors on the *CLA* last year in a news release.

- **Sharing Assessment Results Across Campus: 2011–2012.** To enhance the sharing of assessment information across campus and to make assessment results more transparent to the university community, we reported last year that we would redesign the Assessment website in accord with recommendation from the National Institute for Learning Outcomes Assessment (NILOA). Below we report our progress on this project.

  - o **Homepage** – includes a brief description of the office with links (in place).

  - o **"About Us" Page** – provides the Office's mission and goals with further descriptions of our two main functions – assessment of student learning and program review (in place).

  - o **Program Contact Information** – names and contacts of deans, chairs, and program coordinators (in place).

  - o **University Assessment Committee** – names, contact, and unit represented for each member of the University Assessment Committee. This page also includes agendas, minutes, and presentations made at each Assessment Committee meeting (in place).

  - o **Student Learning Outcome Statements' Page.** On this page, we will begin with learning outcomes for the university (Lumina Foundation Degree Profile), and follow with learning outcomes for general education and for each of our programs. On this page, we can also place an * next to each program outcome that maps to a university and/or general education outcome (partially in place – we have a page that lists the *proposed* general education outcomes for the university – these outcomes must go through the university approval process this year. Links for program outcomes are not yet in place).

  - o **Assessment Plans** – on this page we will add Assessment Plans, which include outcomes, measures, and timeline for general education and for each program

(assessment plans part of assessment reports, which are currently displayed on the Assessment website for each program; however, they are not displayed in the manner described in our plan).

- o **Assessment Resources** – this page would combine our current "Program Review Instructions and Forms" and "Assessment Forms" pages (in place).

- o **Current Assessment Activities** – this page would outline all University-wide assessments being conducted during the current academic year. These would include general education portfolio assessment, CLA, NSSE, MAP-Works, Graduation Surveys, Assessment Day, and a reference to program assessment, where readers would be referred to each program's assessment plan for specifics (all of this information is on the Assessment website, but it is currently housed in different tabs – we need to determine if there is a better way to display this information).

- o **Direct evidence of Student Learning** – I suggest using the page we currently have labeled "Assessment Reports and Program Reviews" and adding general education assessment results to the page as well. This may make the page too long. If so, we can divide into two pages – Evidence of Student Learning: General Education and Evidence of Student Learning: Program Level (information available, but not on a single page yet).

- o **Indirect evidence of Student learning** – this page would contain survey data (in place).

- o **Use of Student Learning Evidence** – also known as the "feedback loop." On this page, we will list the ways we're using data from NSSE, CLA, Graduation Surveys, GEAR assessment, and MAP-Works to make changes to the university curriculum. Then, we will list how each program is using data from its assessment to make changes to student learning in each program. The latter information would be pulled from annual assessment reports (we have a "feedback loop" tab for our Annual Assessment Day, but do not have the tab as described here).

- o **Assessment Day Page** – has list of university-wide and college and departmental Assessment Day activities. It also has results from each year's and past years' Assessment Day surveys (in place).

- **Sharing Assessment Results Across Campus: Action Plan for 2012–2013.** We will continue to update the Assessment page, regularly share Assessment information at Deans' and Chairs' meetings, through the Assessment Committee and through the Academic Affairs newsletter.

- **General Education Curriculum Revision and Assessment: Background**. As we reported last year, all freshmen admitted during the 2010–2011 academic year completed the interdisciplinary first year seminar (FYS) and will complete two additional critical thinking (CT) courses during their first two years at Marshall. For direct assessment of student learning, students in FYS uploaded artifacts to the *General Education Assessment Repository (GEAR)*, an electronic system we use to assess de-identified artifacts for university-level assessment. FYS instructors worked with students to help them decide which course assignments fulfilled the core domains and learning outcomes. Students tagged artifacts to the appropriate domains for later assessment. Our first assessments were completed in two stages. Twenty percent of artifacts submitted during the Fall were randomly selected for assessment. Four faculty experts were assigned to assess artifacts in each of five domains (Communication, Aesthetic/Artistic Thinking, Multicultural/International Thinking, Ethical/Social/Historical Thinking, and Information/Technical Literacy). Artifacts were randomly assigned to two independent evaluators, who used the rubrics developed by the 2010 summer committee. At the close of the first round of evaluations, each artifact where the first two evaluators disagreed on the rubric score was assigned to a third evaluator. Evaluators were encouraged to make comments on the assessment form and to provide the Director of Academic Assessment feedback regarding the process. Results for the Fall 2010 artifacts were as follows:

- 100 artifacts were reviewed with the following levels of interrater reliability:
  - There was agreement between two independent raters on 35% of the artifacts assessed.
  - An additional 35% of the artifacts had agreement between two of three reviewers.
  - There was no agreement (among three independent reviewers) on 30% of the artifacts assessed.

- Artifact Levels
  - 25% of the artifacts were rated at level 0, i.e. did not meet any rubric level.
  - 16% of artifacts were rated at level 1.
  - 16% of artifacts

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

- In general, interrater reliability was poor. Of the 280 artifacts assessed, two independent raters agreed on 85 artifacts (30%) during the first review. Scores for an additional 97 artifacts differed by one point. Total agreement or a one-point difference accounted for 182 (65%) of the artifacts. However, the fact that scores differed by more than one point on 35% of the artifacts suggests that further analysis of rubrics, examination of the types of artifacts submitted, consideration of submission of assignment instructions with artifacts, and addressing the need for rater instruction prior to scoring are warranted.

- Scores of "0," suggesting that reviewers felt that artifacts did not minimally meet the rubric specifications, were high. Thirty-four of the 280 artifacts assessed (12%) received two scores of "0" and therefore did not receive a third review. An additional 33 artifacts received one score of "0" plus a higher score, so were assigned to a third reviewer, who assigned a second score of "0." Potentially 24% of the artifacts submitted did not meet rubric specifications. This may have been due, at least in part, to inappropriate tagging. This suggests the need to re-examine how artifacts are selected and tagged.

- Artifacts from the domains most closely aligned to FYS outcomes (Communication, Metacognitive Reflection, Information/Technical Literacy, and Multicultural/International Thinking) were uploaded most frequently. There were also a fair number of artifacts uploaded from the Ethical/Social/Historical Thinking Domain.

- Of the domains, Information/Technical Literacy is most in need of further analysis. Only 35 out of 63 artifacts in this domain had at least two agreements (56%) and 24 of those (69%) were at level "0". This suggests that either student did not correctly tag these artifacts or they did not show evidence of achieving even minimal competence in this domain.

- The Multicultural/International Domain also is in need of further analysis. Although there was fairly high agreement between two out of three raters on these artifacts, 19 out of the 25 artifacts on which two scorers agreed were rated at level "0," for a percentage of

76%. Again, this suggests that either students did not correctly tag these artifacts or they did not show evidence of achieving even minimal competence in this domain.

- o Metacognitive Reflection also needs a more thorough look. Thirty-one percent of artifacts on which at least two reviewers agreed received scores of "0."

- o After eliminating scores of "0," when final scores (scores on which there were at least two agreements) were analyzed, the majority of students scored at levels 1 and 2, as would be expected for entering students. The only exception to this was in the Aesthetic/Artistic Domain, but there were only six artifacts that received usable scores other than "0."

- o When examining means for each domain based on all scores submitted and when considering means based on agreement between at least two scorers, students had the highest scores in the domains of Aesthetic/Artistic Thinking, Communication, and Ethical/Social/Historical Thinking.

- **General Education Curriculum Revision and Assessment: 2011-2012.** To date, 40 (up from 33 last year) courses have been approved for CT credit and a total of 43 sections of FYS will be taught during the Fall 2012 semester, with 40 - 45 sections planned for the Spring of 2012. During the Spring of 2012, all faculty newly scheduled to teach a section of FYS during the 2011–2012 academic year participated in weekly interactive critical thinking pedagogical training sessions. Faculty scheduled to teach courses with CT designations participated in a day and a half critical thinking pedagogy workshop. Additionally, the General Education Council now has responsibility for approving courses for multicultural and international designations.

  Following summer 2011 assessment of FYS artifacts uploaded into *GEAR* during academic year 2010-2011, assessors met with the Director of Assessment to recommend next steps in the process. Among other recommendations, they strongly suggested that rubrics be revised to include traits as well as performance levels. Upon this advice, and in keeping with the University's testing of the Lumina Foundation's *DQP*, the Directors of Assessment, the Center for Teaching and Learning, and the Chair of the General Education Council invited 21 faculty to serve on committees to revise rubrics for the University's seven core domains of thinking. Each three-person committee consisted of faculty members from different colleges, with all colleges represented across the seven committees. Committee members were asked to use the Lumina Foundation's *DQP* and the Value Rubrics developed by the American Association of Colleges and Universities (AAC&U) to recommend changes to core domains, to develop clearly articulated learning outcomes and to revise rubrics. Following this work, the three-person coordinating committee met several times to standardize the rubrics (i.e., make sure performance levels matched, that as performance levels increased they represented increasingly sophisticated levels of cognitive challenge, and that the language of the benchmark performance level matched the language of the intended outcome).

- **General Education Curriculum Revision and Assessment: Action Plan for 2012-2013.** The Core Domain/Outcomes Proposal is currently out for comment. Meetings with the 21 committee faculty are being scheduled. The proposal is on track to be considered by the University Assessment Committee, the General Education Council, and Budget and Academic Policies Committee, and the Faculty Senate. If the Faculty Senate passes this policy during the Fall semester of 2012, students will use new outcomes to upload artifacts from FYS and selected CT courses during the Spring semester of 2013. A team of faculty assessors will conduct assessments during the summer of 2013 using methods similar to those used during the summer of 2011.

- **Campus Conversations**: **2011–2012**. Campus Conversations, coordinated by the Provost, continued during the 2011–2012 academic year, with faculty and students reading and discussing *The Art of Changing the Brain* by James E. Zull. A series of four conversations were held during the Spring semester of 2012.

- **Campus Conversations: Action Plan for 2012 – 2013**. Campus Conversations will continue during academic year 2012–2013 with the reading and discussion of the book entitled, *The Heart of Higher Education: A Call to Renewal* by Parker J. Palmer and Arthur Zajone. These discussions will complement our continued testing of the Lumina Foundation's *DQP*.

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

   - **Syllabus Assessment: 2011-2012**. As outlined in section b (1), a total of 22 faculty and administrators worked collaboratively to develop a new syllabus policy, which was passed by Faculty Senate during academic year 2011–2012. The policy was passed by the Marshall University Board of Governors in August 2012.

   - **Program Assessment: Background**. For a number of years, each degree program's faculty have collaboratively developed appropriate student learning outcomes and assessment measures. It has been the university's practice for each program to submit an assessment report to the Office of Assessment and Program Review on December 15 of each year. The Assessment Director and reviewers from the University Assessment Committee (for undergraduate assessment reports) and the Graduate Council (for graduate reports) evaluate each 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 Assessment: 2011-2012.** As outlined in section b (1), Marshall accepted an invitation from the Higher Learning Commission (HLC) to participate in its *Open Pathways Cohort 3*. Marshall's role in this cohort is to test the Lumina Foundation's *DQP*. All programs began working on making appropriate revisions to their assessment plans as part of this process. Marshall presented its plan to the HLC at a meeting in November 2011 and presented its first set of results at a meeting in March 2012. As reported earlier in this report, degree programs completed Activities 1 and 2 during academic year 2011 – 2012.

   - **Program Assessment: Action Plan for 2012–2013.** All programs will submit reports to the Office of Assessment by February 1, 2013 following assessment data collection and analysis using the rubrics developed in academic year 2011–2012. During academic year 2012 – 2013, each program will finish its rubric development and collect and analyze data for the rest of its outcomes during the Spring semester of 2013. Marshall will send a final report on our findings from testing the *DQP* to the Higher Learning Commission and to the Lumina Foundation in the summer of 2013.

   - **Program Review: Background**. 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 (HEPC).

   - **Program Review: 2011–2012.** Twenty programs (8 undergraduate and 12 graduate) were reviewed during academic year 2011–2012. Reviews resulted in the following recommendations from the Marshall University Board of Governors. Four programs (3 undergraduate and 1 graduate) were discontinued, two programs (both graduate) were recommended to be continued with corrective action, and 14 (5 undergraduate and 9 graduate) programs were recommended to continue at their current level of activity.

   - **Program Review: Action Plan for 2012–2013.** In an effort to further streamline the program review process, two changes are being implemented in academic year 2012 –

2013. First, we are introducing a slightly abbreviated review for *accredited* programs.
Second, after receiving necessary data from the Office of Institutional Research and
Planning, the Office of Assessment is completing some data sheets that, heretofore, were
completed by the programs. We believe this will, ultimately, result in more efficient
reporting and time saving at the departmental level.

- **General Education Assessment: 2011-2012**. As referenced in section b (1), a group of
24 faculty and administrators revised general education assessment rubrics and developed
a proposal with revised core domains of thinking and university learning outcomes. These
revisions were made using the Lumina Foundation's *DQP* as a diagnostic.

- **General Education Assessment: Action Plan for 2012–013**. As referenced in section b
(1), a proposal with revised core domains of thinking and university learning outcomes has
been drafted and is set to go through the committee process this academic year. It is our
hope that this will become Marshall University's Degree Profile. Rubrics have been
revised and will be used for general education assessment of artifacts from FYS and CT
courses submitted during Spring 2013.

- **Student Surveys: Background**. 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. For the first two
years of administration, responses were analyzed by calendar year (Spring 2010, summer
2010, and Fall 2010 = 2010). Response rates were 35% for calendar year 2010 and 41%
for calendar year 2011.

- **Student Surveys: 2011 – 2012 and Action Plan for 2012-2013**: In keeping with other
reporting mandates, e.g. the HEPC's Compact Update and the *Voluntary System of
Accountability (VSA)*, the Office of Assessment will begin reporting survey results in
terms of academic year (summer 2012, Fall 2012, Spring 2013 = academic year 2012 –
2013). This will leave the results for Spring 2012 to stand alone. In the Spring of 2012,
we had a response rate of 34.5%. Survey results can be found at
http://www.marshall.edu/assessment/surveydata.htm

- **Nationally Normed Tests: Background and 2011 - 2012**. To assess critical thinking and
student engagement, Marshall administered the *Collegiate Learning Assessment (CLA)*
and *National Survey of Student Engagement (NSSE)*. Past years of *CLA* results can be
accessed at http://www.marshall.edu/assessment/GenEdAssessment.aspx, while past
years' result of the *NSSE* are at http://www.marshall.edu/assessment/surveydata.htm.
Some programs on campus administer the *ETS Major Fields Tests*, while others require
students to complete licensure exams.

- **Freshman Risk Survey: Background**. To promote student success and retention and
with financial assistance from the HEPC, Marshall participated in *MAP-Works* (Making
Achievement Possible) during academic years 2009–2010 and 2010–2011. *MAP-Works* is
a retention program that includes a yearlong series of risk surveys for entering freshmen.
Additionally, each freshman receives a series of customized reports after completing each
MAP-Works' survey.

- **Freshman Risk Survey: 2011-2012.** During the academic year 2011–2012, we followed
2,087 freshmen through the *MAP-Works* program. Students completed four surveys (Fall
transition [response rate = 79%], Fall check-up [response rate = 35%], with Spring
response rates declining further. Each survey resulted in a customized report for each
student. As in past years, academic factors appeared to be significant risk factors for
student persistence. A task force, appointed by the provost in the Fall of 2011,

recommended that the University discontinue use of *MAP-Works*, as it felt that the program's results did not justify its expense.

- **Freshman Risk Survey: Action Plan for 2012–2013.** Given the finding from *MAP-Works* and other sources that academic issues appear to heavily impact student persistence at Marshall University, we have chosen to discontinue use of *MAP-Works* and to implement in its stead two programs (*Degree Works* and the *Student Success Collaborative*), both of which are designed to enhance students' academic choices. *Degree Works* will help advisors and students to see, at a glance, what requirements students need to graduate within a specified amount of time, e.g. four years. The *Student Success Collaborative* will provide diagnostic information to help students and advisors study data that will be helpful in assisting students in setting realistic academic and career goals.

3. **Promote Faculty Participation in Assessment at All Levels**. Marshall promotes faculty participation in the assessment process through:

    - Development and administration of program assessment plans. During academic year 2011–2012 faculty across campus have been involved in testing the Lumina Foundation's *DQP* and in Campus Conversations. This will continue, perhaps even at a more intense level, during academic year 2012–2013. The Assessment Director has encouraged this in the Assessment Day Program Rubric Workshop, in informal meetings with chairs and faculty, and in encouraging faculty to use Assessment Day to work on assessment plans.
    - Development of the current syllabus policy. Faculty from across campus provided input as the university developed its revised syllabus policy and template. During academic year 2012–2013 we expect faculty to participate in syllabus development workshops and to engage in conversations about the relationships among syllabus development, course design, and improved pedagogy.
    - FYS and CT Faculty Development and other Workshops (Service Learning, MU-Online, and Writing across the Curriculum) sponsored by the Center for Teaching and Learning.
    - The annual Fall Teaching Conference, presented and attended by Marshall faculty, sponsored by the Center for Teaching and Learning.
    - Assessment Day Activities.
    - Revision of general education outcomes and rubrics.

4. **Assess value-added learning.** We assess value added learning through:

    - Yearly administration of and analysis of the results of the *CLA*.
    - The *GEAR* system will be used to show value added in the future.

5. **Use both local and national measures**.

    - As outlined above, we use national measures such as the *CLA* and *NSSE*. Some programs use national measures such as the *ETS Major Fields 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. During the academic year 2011–2012, we revised locally developed rubrics for general education outcomes.

6. **Use assessment results for continuous improvement and accountability**.

    - **Assessment Day: 2011-2012.** Please see the explanation of how Assessment Day results have been used for continuous improvement and accountability in the section b (1).

    - **Program Review: 2011-2012.** Of the 20 programs that submitted regular five-year program reviews during the academic year 2011–2012, the Board of Governors

recommended that 4 programs be discontinued, 2 continue with corrective action, and 14 continue at their current level of activity. The 2 programs with recommended corrective action will submit follow-up reports during academic year 2012–2013.

- **Program Assessment: Background.** During the academic year 2008–2009, 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.

- **Program Assessment: 2011-2012.** Seventy-four program annual assessment reports (40 undergraduate and 34graduate) were reviewed in the Spring of 2012. Twenty (8 undergraduate and 12 graduate) degree programs completed program reviews and 9 programs (5 undergraduate and 4 graduate) failed to submit reports. Of the 74 reports received one (the RBA report) could not be scored using our rubric because it does not have dedicated courses and learning outcomes in the same way as do other programs. Of the remaining 73 programs, 42 scored at the highest level (3) on learning outcomes, 14 scored at level (2.5), 11 scored at level (2), 1 scored at level (1.5), 3 scored at level (1), 1 scored at level (0.5) and 1 scored at level (0). Twenty-seven programs scored at level (3), 22 at level (2.5), 9 at level (2), 12 at level (1), 1 at level (0.5), and 2 at level (0) on assessment measures. Nineteen programs scored at level (3), 14 at level (2.5), 21 at level (2), 10 at level (1) and 9 at level (0) on the feedback loop (continuous improvement). A comparison of results for the feedback loop between 2011 and 2012 shows an increase in the number of programs achieving at the highest level in assessment measures and the feedback loop. Comparative results for 2011 and 2012 are shown in Figure 1. For purposes of comparison, each half rating is bumped to the higher level.

Figure 1: Program Assessment Results, with comparison between 2011 and 2012
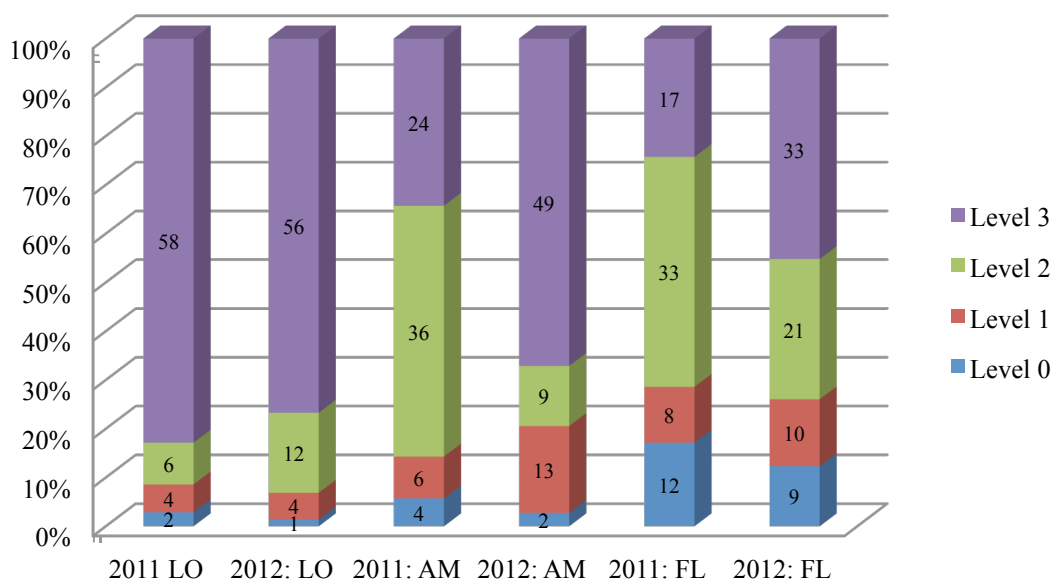
- **Nationally Normed Assessments:** Results of the *CLA* and the *NSSE* (in conjunction with data from locally developed student satisfaction surveys and data from peer-reviewed literature on student learning), were used to inform the new core curriculum. We continue to use results from these measures to monitor and plan improvement. For a detailed analysis of *CLA* and *NSSE* data and an explanation of how we have used these data to assess the general education core curriculum, see section c (5).

c. Institutional Assessment Program: 2011–2012.

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

   - Thirty-three of the 73 degree programs that submitted annual assessment reports during 2011–2012 received ratings of 3 (19) or 2.5 (14) 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. These plans were 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 2011-2012 based on assessment results:
     - Several programs increased emphasis in their curricula on learning outcomes where student performance was relatively weak.
     - Several programs added new courses to address areas of weakness in student performance on learning outcomes.
     - Several programs developed new pedagogical strategies to improve student performance in identified weak areas.
     - Several programs revised or continued to develop assessment rubrics.
     - Several programs required students who did not meet content mastery on required examinations to develop remediation plans in consultation with faculty mentors.
     - One program added a pretest to allow it to measure value-added through comparison with posttest results.
     - One program verified that each course-learning outcome had a direct measure of student achievement.
     - One program indicated that textbook decisions were made based on assessment results.
     - One program added simulations to enhance student learning.
     - One program worked to establish a uniform scoring system (across faculty) for program-level rubrics.
     - One program indicated that it intended to integrate external reviewers into its assessment events.
     - One program is working to identify additional assessment instruments to assess program quality.
     - One program developed a plan to improve graduate advising.
     - One program will add additional assessment points to learning outcomes.
     - One program purchased software to allow students to maintain online digital portfolios.
     - One program resolved to more closely mentor students as they prepare for internships.
     - One program revised its curriculum map to indicate how each course contributes to its program outcomes.
     - One program revised its capstone course.

   - The results of nationally normed tests, specifically the *CLA* and the *NSSE*, have partially informed and continue to be used to assess the effectiveness of the general education core curriculum. For more detailed information, please see section c (5).

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

   - At its last visit (2006), the Higher Learning Commission (HLC) of the North Central Association (NCA) awarded Marshall University a full 10-year accreditation.

o   As reported in section b (1, 2, and 3) of this document, the Higher Learning Commission has selected Marshall to participate in its Pathways Cohort 3. A detailed of Marshall's participation to date is included in section b (1).

- In a letter (dated July 3, 2012) to Dr. Jeff Pappas, Former Chair of the Department of Music, the National Association of Schools of Music (NASM) indicated that it voted to accept the progress report the program submitted for the BFA in Music (Multidisciplinary). The letter requested that the program submit an additional progress report addressing the following issues: 1) corrected syllabi for Music History courses, 2) completion of a questionnaire concerning Marshall's current credit and time formula policies, and 3) information documenting how the Music Unit is in compliance with Health and Safety Standard II.F.1.i. Due date for the report is October 1, 2012.

- In June 2012, the School of Pharmacy received pre-candidate accreditation status to offer the Doctor of Pharmacy Degree from the Accreditation Council on Pharmacy Education (ACPE). The pre-candidate status extends until June 2013. A comprehensive site visit will be conducted during academic year 2012 – 2013.

- A May 15, 2012 news release announced that Marshall University's new School of Physical Therapy achieved Candidacy for Accreditation status from the Commission on Accreditation in Physical Therapy Education. The program expects to gain full accreditation in May 2015.

- A January 4, 2012 news release noted that, following a comprehensive site visit during the Fall of 2011, the College of Business was granted continuing accreditation from the Association to Advance Collegiate Schools of Business (AACSB International). Additionally, the Accounting program received a separate accreditation.

- As noted in our last report, following a scheduled site visit to the Joan C. Edwards School of Medicine (SOM) in March 2011, the Liaison Committee on Medical Education (LCME), the national medical education programs accrediting body, voted to recommend that the Joan C. Edwards School of Medicine be placed on probation. It cited 10 areas of partial or substantial noncompliance with accreditation standards as its rationale. The Joan C. Edwards School of Medicine retains full accreditation while on probationary status and has made significant improvements in all cited areas since March 2011.

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.

- A group of faculty, led by the Chair of the General Education Council, attended AAC&U's General Education Conference February 23 – 25 in New Orleans, LA.

Following the conference, the group met with the Director of Assessment and submitted recommendations for improving general education assessment at Marshall University.

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)*?

   Before discussing how Marshall University has used (and is using) results of the *CLA* and *NSSE* to improve student learning and the student experience at Marshall University, we provide background and updated information on Marshall's performance on these measures.

   - *CLA* **Results (Background)**:

     o **MU Value Added**: *CLA* results for 2010-2011 were statistically the same as they were for the academic year 2009-2010, i.e. overall our institutional "value-added" score was at the "near expected" level. However, our overall "value-added" estimate for 2010 - 2011 was a z score of + 0.93. Z scores between -1.0 and +1.0 fall in the "near expected" level, while z scores between +1.0 and +2.0 fall in the "above expected" level. 2010–2011's z score of +0.93 was slightly higher than 2009 – 2010's (+0.79). Also, at the 95% level of confidence, our "value-added" score fell between +0.33 and +1.53. This suggests that we can be 95% certain that our value-added (based on the sample tested during 2010 - 2011) was at the very least "near expected," but may have actually been "above expected." Regarding the characteristics of our freshman and senior samples, our freshman $(n = 102)$ and senior (n = 96) samples did not differ significantly from their respective classes in gender, race, or academic college enrollment. For both freshmen and seniors, there was, however, a significantly higher percentage of *CLA* participants enrolled in the Honors College than that for their respective classes as a whole, and the mean ACT of the *CLA* sample was 23 as compared to 22 for the incoming class (for freshmen) and 24 for the senior *CLA* sample as compared to 23 for all seniors.

   - *CLA* **Results: 2011–2012**

     o **MU Value Added**: *CLA* results for 2011-2012 were statistically the same as they were for the academic years 2009 – 2010 and 2010-2011, i.e. overall our institutional "value-added" score was at the "near expected" level. However, our overall "value-added" estimate for 2011 - 2012 was a z score of -0.06. 2011–2012's z score of -0.06 was lower than 2010 – 2011's (+0.93). Also, at the 95% level of confidence, our "value-added" score fell between -0.63 and +0.51. This suggests that we can be 95% certain that our value-added (based on the sample tested during 2011 - 2012) was at the "near expected" level. However, unlike results from the past two academic years, this year's results did not Fall into the "above expected level" at the higher end of the 95% confidence interval. Regarding the characteristics of our freshman $(n = 101)$ and senior (n = 83) samples, they were similar to those of 2010 – 2011. The only major differences were that our freshman sample for Fall 2011 had proportionally more females than did the freshman class and the senior sample had more non-Caucasian students than did the senior class. It is of note, however, that our senior sample for Spring 2012 consisted of only 83 students, down significantly from the 96 who participated in Spring 2011.

   - *NSSE* **Results: Background.**

     o Data from the *NSSE,* collected from 2008–2010, had shown that Marshall consistently scored at levels commensurate with its Carnegie Peers in *Level of Academic Challenge (LAC)* and *Supportive Campus Environment (SCE)*.

Marshall's seniors consistently scored higher than Carnegie Peers in *Student/Faculty Interaction (SFI)* and in *Enriching Educational Experiences (EEE)*. However, Marshall's freshmen and seniors scored lower than Carnegie Peers in *Active and Collaborative Learning (ACL)* in two out of the three years and Marshall's freshmen scored lower than Carnegie Peers in *EEE in 2010*. Most of Marshall's scores in writing compared favorably with other institutions in *NSSE*'s writing consortium. However, the <u>one</u> item on which our freshmen scored lower than did freshmen from other writing consortium institutions was "argue a position using evidence and reasoning." After the launch of the new core curriculum, whose stated purpose was to emphasize critical thinking, writing, and problem solving into the curriculum in the first year of a student's course of study, *NSSE* results showed marked improvements (among freshman respondents) in the benchmark areas of *LAC, ACL*, and *SFI*.

- *NSSE* **Results: 2011–2012**

  o Results of the Spring 2012 *NSSE* administration showed that Marshall's freshmen continued to score significantly higher than freshmen in our Carnegie Peer Institutions in the benchmark areas of *LAC* and *ACL*. Marshall's *NSSE* results for the past five years are shown in Figure 2.

Figure 2: Multiyear *NSSE* results for Marshall University

Marshall University's Multiyear Benchmark Results for Freshmen and Seniors
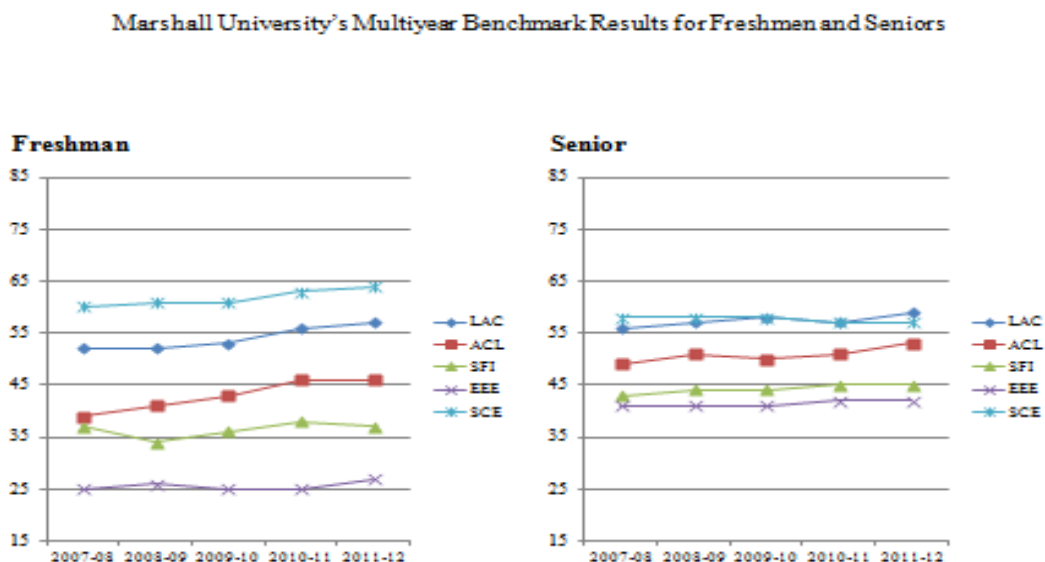
- **Update on how *CLA* and *NSSE* data have been used to improve Marshall's General Education Experience and assess improvements made:** As was reported in section b (6), early *CLA* and *NSSE* data were used to inform the new core curriculum. Additionally, the Executive Director of the Center for Teaching and Learning continues to use principles from the *CLA in the Classroom* Workshop to prepare faculty to teach interdisciplinary first year seminars (FYS) and critical thinking (CT) courses, both of which are part of Marshall's core curriculum. The new FYS and CT courses were taught for the first time during the academic year 2010–2011.

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

    o As mentioned previously, during the first year of the new general education curriculum, we saw a dramatic improvement in freshman *NSSE* responses in the benchmark areas of *LAC* and *ACL* with a more modest improvement in *SFI*. The significant improvements in *LAC* and *ACL* were maintained by freshmen during the 2012 *NSSE* administration. This provides indirect evidence that the time and effort spent in curricular design and faculty training to teach the interdisciplinary FYS course and the CT courses have resulted in more challenging and courses, involving active learning, for first year students.

    o Regarding *CLA*, we note that the first group of seniors who will have matriculated into the new core curriculum will not graduate until Spring 2014. With that in mind, we will watch our institutional results carefully as we approach, and pass, that milestone. However, we were disappointed that, in our third year of attempting to ensure that our *CLA* samples were representative of the classes they represented, our institutional value-added results continues to be at the "near expected" level and that, this past academic year, it did not reach the "above expected" level at the high end of the 95% level of confidence. We realize, however, that self-selection has been one factor in the composition of our samples. To remedy this, we developed a plan, launched in August 2012, which removed self-selection as a factor for this fall's freshman sample. All incoming freshmen who participated in Marshall's Week of Welcome completed either a Marshall developed *CLA-type Performance Task* or the actual *CLA* exam. Students who completed the actual *CLA* ($n = 103$) were randomly selected to do so. Although we are not sure how well it will work, we intend to try to replicate this plan for our senior sample in Spring of 2013. Our plan is to work with capstone instructors, chairs, and deans to obtain a random sample of eligible seniors to take the *CLA* on Assessment Day. Our hope is that, at the very least, self-selection will be relegated to capstone instructors, rather than to students themselves.

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. Marshall University uses the *VSA* to publicly report the results of our *NSSE* and *CLA* administrations each year. The *VSA* also includes links to the University's program assessment, program review, and survey data. The *VSA/College Portrait* is available and accessible by clicking on the "College Portrait" tab on Marshall University's Academic Affairs Website http://www.marshall.edu/academic-affairs/. It can be accessed directly at http://www.collegeportraits.org/WV/MU.

9. **Accreditation**

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

    i.   Accreditation-eligible programs accredited
    ii.   Accredited programs and accrediting bodies

iii.   Accreditation-eligible programs not accredited
iv.   Date of next accreditation review.

Update: The following programs received accreditation or reaffirmation of accreditation from the appropriate accrediting body in the 2011-2012 academic year—**see Section 8, Item c. 2 (above) for updates**.

b. Update: **Goal**. There is no change to Marshall's goals regarding program accreditation. That goal is to seek accreditation from the appropriate and respective accrediting agency as faculty develop and review academic programs through the normal cycle of program review. There are 46 academic programs offered at Marshall University eligible for accreditation. All programs are accredited through Marshall's regional accreditor, the Higher Learning Commission (HLC) of the North Central Association (NCA). **69.6% (32 programs) are accredited by professional/disciplined based accreditation bodies, as indicated on the table in Appendix E. 30.4% (14 programs) are not accredited by professional accrediting bodies for the reasons indicated in Appendix E.** The impact of accreditation standards and expectations on curriculum development and development of university learning outcomes raises serious questions as to whether there is demonstrable positive impact provided through accreditation for all programs. One concern is that accreditation standards may call for resource demands within a specific program the university is unable to meet in the near future.

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

10. **Alignment with K-12 Schools**

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

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

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

      (i)   the Marshall Technology Outreach Center (MTOC), particularly the Online College Courses in the High Schools (OCCHS);
      (ii)   enrichment and professional development programs through the (a) Graduate School of Education and Professional Development (GSEPD) and (b) the College of Education (COE).

   For the **2012 Compact UPDATE**, updates to the GSEPD and COE activities are provided to the activities reported for 2011-2012; some activities also represent new commitments.

   c. **Developments and Progress Toward Goals, 2010-2011**

   Update: New Activities, 2011-2012.

      I. **MTOC/OCCHS:**

      i.   **OCCHS Program Growth**. Record student numbers, which represent an overall 44% enrollment increase, were attained for OCCHS student enrollment during the 2011-2012

academic year. The OCCHS Program also increased its number and variety of OCCHS course offerings for high school students during the 2011-2012 academic year.

ii.   **Social Media.** The MTOC web site included social media tools such as a QR code and link to the Online College Courses in the High Schools (OCCHS) Facebook site, which contains various YouTube videos promoting Marshall University to attract the attention of high school students. The MTOC provided maintenance of the OCCHS Facebook site, which included updating and adding materials and information on an as needed basis.

iii.   **SAT/ACT Follow-up**. Inclusion of SAT scores in national marketing campaign - Personalized invitations were sent to 50,122 juniors and seniors nationwide, who according to their SAT and ACT scores had met Marshall's criteria to take online courses.

iv.   **WV College Days.** The OCCHS Program's participation in WV College Days included interacting with 8,107 junior and senior high school students from 48 high schools across the State.

v.   **Recruitment Expansion**. The OCCHS Program has employed an additional part-time OCCHS recruiter/coordinator to expand the Program's coverage in the middle and northern sections of the State.

vi.   **OCCHS Video**. The Marshall Technology Outreach Center produced an OCCHS 30 second promotional video advertisement, which was ran on Channel 25, placed on the OCCHS Facebook page, and put online as an YouTube video, to be used as a recruitment tool.

vii.   **Second Life** – Utilized the MUOnline Second Life island for various functions including high school student recruitment, as well as, for K-12 professional development. Maintenance of the MUOnline Second Life island, which includes reserving rooms and updating materials and information on an as needed basis, was also performed by MTOC.

II. GSEPD

i.   **Summer Enrichment Program.** In conjunction with Mr. Amon Gilliam, principal of Stonewall Jackson Middle School, discussions began during January 2012 to secure the school as the site for Marshall University's Summer 2012 K-12 Program. On-going discussions occurred with Kanawha County personnel (e.g., Sandra Boggs, Kanawha County Special Education Director, principals, school counselors, and teachers). Ultimately 130 Kanawha County students enrolled, representing 42 different elementary and middle schools.

ii.   Scholarships were provided to 101of these children. Efforts were coordinated with the Kanawha County Schools Child Nutrition Program to provide free breakfast and lunch daily to all children participating. Additionally, 20 Kanawha County walk-in children were accommodated daily by the Child Nutrition Program component of the Summer K-12 Program. Faculty and degree candidates from Reading, Special Education, School Psychology and Counseling collaborated to provide this program.

iii.   **Summer Reading Program** Conducted in 2012 at Dunbar Intermediate School, supervised by Dr. Terrence Stange, Professor of Literacy Education, the Reading Clinic included five graduate candidates for the MA Degree in Reading Education, and ten children from area schools, ranging from 5 to 10 years of age, Grades K to 4. The Degree candidates administered target assessments to determine student interests, attitude, oral language, writing abilities, instructional level of reading, and spelling stage. They analyzed the data and planned Lessons to help children progress in reading

and writing. This year, the graduate candidates also administered assessments to groups of children on site at Stonewall Jackson Middle School, including qualitative reading inventory, attitude survey, and spelling and phonics tests. Candidates conducted the group assessments and used the data to plan instruction to meet the needs of all students. Conducting group assessments this year, allowed the candidates to expand using data to help children, and take one-on-one instruction to scale.

iv. **National Writing Project/Central WV Writing Project.** Since 2002, the GSEPD has been a collaborator with the NWP to provide opportunities for high quality experiences for teacher in the K-12 systems in strengthening writing instruction. Grant funds this year provided a summer workshop for 20 teachers, workshops and materials for an additional 85 teachers, and support for the Young Writers competition, involving students from across the state. With the loss of funding for the NWP, additional funding has been sought to maintain programing and also to expand programming for additional efforts. Two national grants have been attained, and another local funding source is currently being explored. A program involving 14 teachers at Capital High School is being supported from these additional funds.

v. **Transition to Teaching Program.** The *Transition to Teaching Project* is a federally funded program that works with targeted West Virginia school districts to place and certify qualifying participants in the classroom through an alternative path. Early in the process, participants start to teach in local districts in a critical shortage area (mathematics, English, science, foreign languages, or special education), and to complete an individualized, online program of professional education courses. *Transition to Teaching* asks for a three-year commitment to serve. The program provides financial incentives and an extensive mentoring and support system for the duration of the program. Since 2008, the Elementary and Secondary Education Program area has partnered with the West Virginia Department of Education to deliver the 18 semester hours of general education coursework to participants in the Transition to Teaching program. The program admitted 15 teacher candidates in the Fall of 2008, 16 in 2009, 17 in 2010, and 19 in 2011. Candidates completing the program: 11 in 2009 or 73.3%, 11 in 2010 or 68.7%, 15 in 2011or 88.2% and 15 in 2012 or 78.9%. The overall completion rate for the four year project is 77.275%

vi. **Deaf and Hard of Hearing and Visually Impaired programs (DHH/VI).** At the request and with the support of the WVDE, Marshall provides certification programs for 36 teachers of the visually impaired and for the deaf and hard of hearing. The program is provided through a grant from the WVDE, and includes providing direct assistance within his/her county in the areas of assessment, IEP process, program planning and instructional techniques/use. The program director provides support to various WV Counties in the areas of VI and DHH. To date, those counties include: Monroe, Mason, Monongalia, Mercer, Kanawha, Jackson, Tyler, Wood, Nicholas, Fayette, Pocahontas, Braxton, Berkeley, Clay, Mingo and Jefferson. Support has included AT assessment, FVLMA assessment, ECC Plans, program planning and instructional techniques/use. The program director also provides a bi-annual assistive technology workshop open to teachers WV and surrounding states.

vii. **Increasing Teacher Quality (ITQ) Grants.** Each year, faculty write grant proposals in collaboration with school districts to provide training and materials for teachers. This year, grants have been awarded and projects have been implemented in:

- RESA IV – 38 Students – "Using Targeted Professional Development in Standards-Based Math to Improve Student Achievement in Grades 6-9 in RESA IV - Pocahontas, Braxton, Nicholas, Greenbrier, Webster and Fayette counties
- Mingo Co. – 25 Students – "Improving Teaching in the Standards-Based Mathematics Classroom"
- Mercer Co. - 19 Students – "Standards Based Instruction in the Mathematics Classroom – Part 2"
- Clay Co. - 25 Students – "Increasing the Achievement in Reading/Language Arts for Secondary Students in Clay County through Improved Comprehension and Vocabulary Skills"
- Boone Co. - 26 Students – "Increasing the Achievement in Reading/Language Arts and Addressing the General Gap for Middle Level Students in Boone County through Improved Comprehension and Vocabulary Skills"

viii. **English as a Second Language (ESL) program.** The ESL certification program has been coordinated with the WVDE for the last 4 years. We currently serve 25-30 teachers state wide in the state sponsored cohorts as well as some 10-15 teachers who are in the regular schedule. Moreover, we provide special training to Cabell County Public Schools to some 12-15 teachers every semester.

ix. **WV Center for Professional Development.** Faculty have participated in the development and delivery of courses and programs, including Beginning Teacher's Academy (Classroom Management), Observation and Coaching, and Charlotte Danielson's work. These programs have been provided over the past 2 years for over 200 teachers and administrators in the state.

x. **Student Educational and Economic Development Success (SEEDS) Project** (Education Alliance collaborative) involved 7 faculty from Leadership Studies (each was assigned to a school, principal, and leadership team, so roughly 30 public school personnel were involved). SEEDS links a seasoned business CEO and Higher Education professionals with a public school principal. Faculty worked in close collaboration with the school administrator, the school team, and the business partner to enhance principal leadership skills, increased student achievement and improvements in facilities and management processes.

xi. **RESA or County targeted certification programs and presentations.** Principalship certification in RESAs 2 and 4 (32+ teachers), Putnam County (24 teachers). Reading Education cohorts in Mercer, Putnam, Mingo, Clay, and Jackson Counties. Special Education Cohort for Mason County school teachers. Additionally, a counseling degree/certification program is in progress in collaboration with Pressley Ridge.

xii. **RESA 4 Mathematics collaboration:** Twenty-five teachers met for 2 weeks in the 2011 and 2012 summers. These teachers also met for two follow-up meetings in the 2011 Fall semester and the 2012 Spring semester. The content covered included number theory and operations with an emphasis on rational numbers, technology in the classroom, and Grades 3-5 math pedagogy. About 18 of the participants worked through *CIME 500 Teaching Mathematics for Elementary Teachers* to gain plus hours. As a direct result of this project, MU faculty have been directly involved with teachers, RESA personnel, other faculty in higher education and state department officials to formulate the upcoming licensure proposal for Elementary Mathematics Specialists.

xiii. **Mercer County Mathematics collaboration:** Two cohorts of teachers from Mercer County, WV, have been working through the Mathematics through Algebra I Program. Math Cohort 1 began in the 2009 Summer semester and Cohort 2 began in the 2011

Spring semester. The first cohort comprised of 12 teachers has completed the math program; and 8 of these teachers continued course work to gain their master's degree in Elementary Education in the 2012 Spring semester. The second cohort, comprised of 10 teachers, has completed 21 of the 24 hours of the Mathematics through Algebra I Program. They will be taking their final course in the Fall 2012 semester.

xiv.   **RESA 2 Mathematics collaboration:** Six teachers from RESA 2 have been working through the Mathematics through Algebra I Program since the 2009 Summer semester. These teachers completed the 24 hours of courses for this program in the 2012 Fall semester.

xv.   **WV State Social Studies Fair**. Each year faculty serve as judges for this event, which involves K-12 students from across the state. Typically 8-10 faculty have participated each year.

xvi.   **Professional Development Opportunities Provided.** Professional development credit provided in conjunction with the WVDE for over 100 courses each year (WV eLearns, Office Special Education, Office of Professional Preparation, etc.). Teachers reach advanced salary classifications or renew teaching licenses.

- Professional development opportunities were provided in the following counties: Kanawha, Boone, Cabell, Mercer, Putnam, Wayne, Clay, Fayette, Greenbrier, McDowell, Mingo, Pocahontas, Randolph
- Professional development was coordinated for educators in RESAs 2, 3 and 4.
- Professional development for 30-40 courses was offered through the WV Center for Professional Development for credit bearing courses, for the Evaluation Leadership Institute, The Beginning Teachers Academy and the Experienced Principal's Academy.
- Also offered courses in association with the WV Treasurer's Office, WV School Nurse Association, WV Business Education Association

III. COE

i.   **WVDE Innovation Zone Schools (Beverly Elementary – Randolph Co. and Cherry River Elementary – Nicholas County)**
Two innovation zone schools (a project funded by WVDE) contracted with the COE Harless Center to support educators in their building as they moved from 20th Century classrooms to a 21st Century learning environment. Harless staff members began their work with these schools in 2009 and continue to support them through regularly scheduled professional development sessions and summer institutes. The topics of the support include exemplary teaching practices, vertical teaming, Global Education, 7 Habits of Highly Effective People philosophy and implementation, An Ethic of Excellence philosophy and implementation, and project based learning (summer 2009 – current).

ii.   **Project Math and Science Success (MASS)**
Funded by the Improving Teaching Quality Grants Program and in collaboration with Cabell, Lincoln and Mason County, Project MASS trains and supports 3rd -5th grade teachers in the integration of Math and Science through hands-on science kits. The project began in 2012 with a summer institute. Fall and Spring sessions are planned (summer 2012 – current).

iii.   **Shewey Science Academy (Mingo County)**
The Shewey Science Academy engages Mingo County students in active science learning throughout the school year, culminating in a week long science and math themed camp. Following extensive professional development, Mingo County teachers, assisted

by high school students and Marshall University pre-service teachers, design and deliver the in their 5th year, the camps offer professional development to middle school science teachers who in turn, design and operative summer camps in Gilbert, Lenore, Matewan and Williamson.

iv. **Appalachian Math and Science Partnership (Braxton, Cabell, Mason, , Mingo and Wayne Counties)**
In its 7th year, the Appalachian Math and Science Partnership (AMSP) is funded as a sub-award of a larger National Science Foundation grant to the University of Kentucky and partner institutions. The goals of AMSP are to better prepare teachers in Appalachia to deliver instruction in science and mathematics.   Each AMSP district develops a plan that guides the services and professional development leading toward enhanced science and math student outcomes.

v. **Support for College Courses (Mason County)**
Through a gift from the late Raymond and Peggy Hannan, students at Hannan High School receive support in completing Marshall University Online College Courses in High School. The support is in the form of tuition assistance, text and materials purchase and assistance from tutors.

vi. **Experiential Learning (Cabell County)**
Cabell County science, math and social teachers have focused on the development of interdisciplinary units that are connected to the history of West Virginia. In 2012, the 22 middle and high school teachers spent a semester studying the forest products and rail industries and how they have shaped the state. In July 2013 the group's culminating experience involved visits to locations in the state of importance to these industries.

vii. **Transforming Transitions (Cabell County)**
Transforming Transitions was funded in 2012 by the Benedum foundation in collaboration with Cabell County Schools and the West Virginia Department of Education. The focus of the grant is to design and implement exemplary practices for students transitioning from pre-kindergarten to kindergarten. Five schools in Cabell County are working to design a process of transition that can be used a model in our state (Spring 2012 – current).

viii. **Project FOCUS (Lincoln County)**
FOCUS is a 2-year grant that concluded in 2012 offering elementary teachers in Lincoln County training in reading and language arts. Training was delivered during summer institutes and school year follow-up sessions (2010-2012).

ix. **Mathematics Support (Mason and Logan County)**
Mathematics teachers in identified elementary and middle schools in the two mentioned counties participated in monthly professional development sessions where the studio model was implemented (2011-2012 school year).

x. **Real World Design Challenge Project (Cabell County)**
Students at Cabell-Midland High School, located in Cabell County, participated during the 2011-2012 school year in an expeditionary project on aeronautics. After completion of the project, the students competed in a statewide competition that advanced them to the national level.

xi. **21st Century Community Learning Centers Grant (Cabell County)**
Working in collaboration with Save the Children and Cabell County schools, this program provides afternoon school programming during the 2012-2013 school year, for students at Spring Hill Elementary (summer 2012-2016).

xii. **Gigapan Outreach (Cabell, Wayne, Nicholas and Randolph Counties)**
The Gigapan outreach project provides teachers with Gigapan robotics technology to use in their classroom as well as professional development supports in effectively designing and implementing a project where the technology is used to enhance the curriculum (2010-current, ongoing).

xiii. **Hear Me Language Arts Program (Cabell and Kanawha Counties)**
The Hear Me Language Arts program provides teachers with an innovative, technology-based venue to publish student's stories and let their voices be heard. This program supports teachers in the mentioned counties by providing training to properly implement the program in their classrooms (2011-current, ongoing).

xiv. **Arts and Bots Integration (Cabell, Wayne, Lawrence, Mason and Randolph Counties)**
Arts and Bots is a robotics program designed for intermediate and middle school aged students. Teachers in the participating counties are trained to implement this program by integrating it into their existing curriculum (2011-current, ongoing).

xv. **Waterbot (Cabell County)**
Waterbot is a water-quality monitoring robot that is designed for use in science classrooms. Science teachers in Cabell County are participating in this ongoing pilot project to design how classroom can effective use this technology (Summer 2012, ongoing).

xvi. **Children's Innovation Project (Lincoln County)**
Preschool and Kindergarten teachers from West Hamlin Elementary participated in a 2-day training to implement circuitry work to early childhood. This project serves as an introduction to Arts and Bots and will prepare children to work with robotics (summer 2012 – current, ongoing).

xvii. **Mason County Curriculum Mapping**
Elementary teachers (3rd-5th grades) in Mason County worked collaboratively with the Harless Center staff to map their county adopted mathematics curriculum, Investigation in Number, Data and Space, to the newly state adopted Common Core Standards (Next Generation Standards).

xviii. **MU Early Education S.T.E.M Center**
The MU Early Education S.T.E.M. Center is a classroom serving 3 and 4 year olds and is managed in partnership with Cabell County Schools. The Center serves as a model of early education in S.T.E.M. education for the West Virginia Department of Education.

xix. **Geary Elementary Middle (Roane County)**
Identified as a high-needs school by WVDE and awarded a School Improvement Grant, Geary Elementary Middle contracted with the Harless Center to provide training in behavior management, classroom management, engagement strategies, and writing techniques during the 2012-2013 school year.

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

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

11. Use of Instructional Technology

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

As an early adopter in the state, Marshall University has demonstrated that a solid information technology infrastructure is a critical component to providing a quality online education program. To support the online teaching and learning experience for both online and hybrid courses, the MU Information Technology staff and faculty stay abreast of emerging and existing technologies. Regular workshops and on-demand technical assistance are provided to all members of the MU community during business hours and beyond.

Recently migrating from Blackboard Vista to Blackboard Learn 9.1 in January 2012, the learning management platform and peripheral distance learning software programs are referred to as *MUOnLine* at Marshall University. Prior to the January move, all members of the MU online community were informed of upcoming changes with MUOnLine well in advance to the migration. Additionally, the IT division partnered with Human Resource Services to provide Blackboard Learn training to faculty and staff to supplement close to 100 on-site training workshops provided through the MUOnLine Design Centers on both the Huntington and South Charleston campuses. Every academic unit was reached in addition to several campus offices and programs. During the last year, close to 300 faculty members attended training and over 1,400 individuals sought assistance from instructional designers.

Evaluate the success in increasing student outreach through such activity.

A portion of the revenue generated from the online course fees is directed to marketing and public relations efforts to promote the MUOnLine program to current and prospective students. A full array of marketing strategies and mediums are included in the annual campaign that aids in drawing attention to the benefits of online education and technology support for the teaching-learning experience. Due in part to consistent marketing strategies the online course program at Marshall saw an increase in the number of online students taking one or more courses.

b. **Discuss activities in terms of costs:**

MUOnLine continues to be 100% self-sufficient due to the unique fee-based structure in which students are charged a flat per-credit-hour rate for online courses. The university is able to cover vital technology infrastructure and personnel needs while providing crucial operational funds for departmental allocations and university programs.

Per Credit Hour Costs:

High School Students:	$ 122.00
Undergraduate Students:	$ 205.00
Graduate Students:	$ 283.00

Fluctuations in enrollment impact the revenue stream for the MUOnLine program. Based on credit hours generated by the online course program, the following provides the annual revenue estimate for the past two years:

2011-12	Per Credit Hour Rate	Total Enrollment	Est. Revenue
Undergrad	$ 205.00	10,259	$ 6,309,285
Graduate	$ 283.00	2,817	$ 2,391,633
OCCHS	$122.00	155	$ 56,730
Total		13,231	$ 8,757,648

2010-11	Per Credit Hour Rate	Total Enrollment	Est. Revenue
Undergrad	$ 202.00	9,985	$ 6,050,910
Graduate	$ 278.00	2,370	$ 1,976,580
OCCHS	$ 122.00	119	$ 43,554
Total		12,474	$ 8,071,044

The chart below describes how online course revenue is utilized at Marshall University to support hardware, software, personnel, faculty development, faculty instruction, information technology support, and operating expenses for the program. Because the fee-based program is self-sufficient, the university is able to react quickly to innovations and changes in technology.

	2011-12	2010-11	2009-10
Hardware/Software	$ 856,876	$ 831,190	$ 767,000
Salaries	$ 727,308	$ 599,747	$ 844,000
Faculty Development	$ 114,660	$ 270,900	$ 123,615
Faculty Instruction	$ 2,398,601	$ 2,188,719	$ 2,062,570
IT Support	$ 366,184	$ 429,856	$ 493,251
Total Operational Expenses (Est.)	$ 4,463,629	$ 4,320,413	$ 4,290,436

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

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

Faculty Development and Faculty Instruction - includes course development stipends, training materials, course development contracts, and faculty resources. The major increase in online course development directly impacts the faculty development budget line. During 2011-12, the course development stipend program for faculty was phased-out and ended on June 30. Emphasis has been redirected to support faculty stipends for online faculty certification through the Center for Teaching and Learning in Academic Affairs and MUOnLine.

IT Support - includes all aspects of technology support for the online learning environment and peripherals such as personnel, Internet bandwidth, hardware, software and more. All academic units and campus departments benefit from this support whether they are involved in the online course program or not.

c.   **Discuss activities in terms of outreach to students:**

Within the Information Technology division, the Marshall Technology Outreach Center (MTOC) provides several programs and services designed to engage the K-12 community. Additionally, during 2011-12, a few other projects were initiated to help increase IT's exposure on campus among students. The technology outreach activities are further delineated in **Appendix B**.

IT services have extended via some of the new software programs provided to the entire campus community. Several professors in areas such as Journalism and Art have utilized Lynda.com in their courses to provide additional educational and remedial support for graphic arts and publishing software tools taught in their courses. Regular Lynda.com workshops expose students to the features and robust array of software provided within the program.

The IT division continues to provide access to the "Be Herd" feedback site in which regular submissions are received from students who take time to fill out the online survey. Comments and

suggestions are solicited during the university assessment day activities held each Spring . IT is a regular participant in these exercises and utilizes data gathered to make changes in services, facilities, and products provided to students.

MUOnLine, the library, and the MTOC are regular participants in university student events and activities providing details regarding the online course program, educational opportunities such as Lynda.com, and IT support services such as library instruction and drop-in workshops provided by the Digital Learning Team and library faculty.

During 2011-12 the IT marketing committee launched a Drinko Library Facebook campaign to encourage student use of online library and IT services. Attractive green and white "I [heart] the Drinko" t-shirts were created to provide prizes to students who contributed to the IT Facebook trivia game each week. The program has been so popular shirts have been purchased several times to fulfill student requests for the shirts with plans to repeat the program during the coming year.

Another 2011-12 outreach program entailed purchase of the American Library Association (ALA) READ poster templates to generate customized READ posters similar to those of celebrities and authors sold by the ALA store. Framed faculty, student, and staff READ posters populate the Drinko facility and are rotated as guest speakers come to campus and/or new faculty and students arrive. Visitors to the library have also requested READ posters and a trip to the Legislature on MU day provided another opportunity to photograph WV state capitol visitors and lawmakers.

IT also supports the Library Associates, an organization made up primarily of community members who provide fundraising support and programming for Special Collections. Holding at least one educational community event each year, this organization promotes and preserves the university archives and rare materials housed in the Morrow Library. During 2011-12, the group raised close to $10,000 in donations to support the Blake Library of Confederate History.

Serving as a sponsor for educational, multicultural, international, and community programs on campus and in town that draw and/or serve students, IT faculty and staff participated in Freshmen Week of Welcome, MU Green and White Day, MU Paranormal Society ghost hunt of Morrow Library, Hispanic Heritage month, Cabell County Public Library gala, School of Journalism Carter G. Woodson Scholar program, Eastern Regional Library of Congress Teaching with Primary Sources project, Ohio River Festival of Books, and Huntington Rotary Coalition Landau Murphy concert.

IT faculty and staff visibility is further "branded" with professional Marshall University IT polo shirts that all staff are encouraged to wear on Fridays and during special events to show school spirit and boost morale.

d. Discuss activities in terms of curriculum areas:

Having completed a major project to place the RN to BSN program online during 2010-11, the main emphasis for the online course program this past year entailed completion of the general education requirements for the core curriculum. Unfortunately a few key courses were not completed during 2011-12; however, these courses remain a priority for 2012-13.

The Graduate School of Education and Professional Development successfully launched the online Leadership Studies cohort for the military and close to 50 new courses were developed to contribute to the online offerings for several areas.

To meet requirements set forth in Chapter 34 of the Code of Federal Regulations § 600.9(c), Marshall University initiated state-by-state authorization request letters during 2010-11. In July of this year, colleges and universities were recently given a reprieve by the US Department of Education when they quietly announced they would no longer enforce this requirement; however, state laws are still applicable. MUOnLine continues to seek the appropriate endorsements to

provide online courses in each state in which MU has students enrolled and is keeping Academic Affairs apprised on the progress.

e. **Discuss activities in terms of student satisfaction:**

During 2011-12, the Center for Teaching and Learning conducted an online student survey to assist in determining student satisfaction with online courses, online faculty, and the online course management system. Comments and concerns regarding the switch to the new Blackboard Learn 9.1 platform allowed the IT staff to tailor digital signage, Facebook, MUOnLine webpages and other student-centered communication outlets to alert them to support provided by the IT Service Desk, training provided through the Blackboard Learn training within Lynda.com, and the "how-to" videos provided within the Blackboard On-Demand Center. Within the course management system, Instructional Designers also provided student announcements and helpful links to student services to lead students to online tutoring, online writing center assistance, and access to curriculum support materials and online research consultations with library faculty.

The Center for Teaching and Learning survey data also revealed some issues with course quality and delivery that helped solidify our decision to launch the Quality Matters program at Marshall. In conjunction with the Higher Education Policy Commission's Statewide Director of Higher Education e-Learning, Marshall became an institutional subscriber to the nationally recognized Quality Matters program and began providing the "Applying the Quality Maters Rubric" training on the Huntington and South Charleston campuses. During the Spring , 39 faculty and IT staff were certified and 12 of these individuals completed the peer review training course. Another 78 faculty have already been certified during the summer and Fall of 2012 with a goal of 200 for the coming year. Instructional Designers have each been certified and are incorporating the Quality Matters standards into faculty course design training and support.

f. **Discuss activities in terms of future trends:**

Online Faculty Certification. Building on the eight standards stressed by Quality Matters, the Center for Teaching and Learning and MUOnLine Instructional Designers created a hands-on seminar with an online component to emphasize pedagogy and use of the Blackboard tools and peripherals. Presented as a two-part certification program, the Pedagogy of Teaching and Learning Online (PTLO) program was launched in the Fall of 2012. Every effort is being made to improve the over-all quality of the online course program in direct response to student survey responses gathered during 2011-12.

Hybrid Course Expansion. Hybrid courses are becoming more common in several academic areas that historically did not utilize lecture capture technology to deliver content. Working students, temporary illnesses, trips abroad, and/or conference meetings have made this technology more attractive to several faculty. Compared to last year, the number of hybrid course sections increased over-all:

	2011-12	2010-11
Hybrid Course Sections - Undergraduate	13	5
Hybrid Course Sections – Graduate	192	164

Additionally, the IT division launched two initiatives to provide more user-friendly technology to encourage adoption of hybrid course delivery.

1. Blackboard Collaborate certification was provided to IT faculty and staff during 2011-12. This coming year, Blackboard Collaborate will be provided parallel to Wimba in preparation for the eventual migration to this product in 2014. A full marketing program will take place in the coming year to encourage faculty adoption. Faculty are also being given an opportunity to obtain the Collaborate certification through the Center for Teaching and Learning during this period.

2. Camtasia Relay by TechSmith was launched by IT during 2011-12 in pilot mode in the hopes early adopters primarily in the medical and professional programs would help spread the word regarding its use. IT staff provided numerous workshops with several more planned during 2012-13. The ease of use and high quality of the audio and video recording has generated a great deal of interest in this product. Additionally, users can easily record desktop content and presentations that can be provided online, saved to YouTube in Flash format, and/or downloaded in Windows Media/MP4 format for mobile devices.

Faculty and Staff Professional Development. The Human Resource Services partnership and collaboration with the Center for Teaching and Learning helped boost faculty and staff training opportunities this past year.

Copyright Risk Assessment. The recent Georgia State University decision rendered in the Spring of 2012 has necessitated a complete review of existing campus copyright policies and procedures. Within the IT area, multimedia content housed by the library and online learning to support classroom activities has been reviewed. During 2011-12, faculty and staff in IT attended copyright workshops and training to revise skills in several areas impacting libraries, learning management systems, streaming servers, library reserves systems, and face-to-face classrooms. New processes for handling multimedia content will be implemented during 2012-13 and items identified as non-compliant will be disabled and/or removed from university networks, servers, and systems. A revised faculty copyright workshop series is being offered this coming year to help faculty comply with new guidelines and practices.

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

Continued Expansion of Mobile Technologies. Mobile devices continue to flood the market as users demand more and more content to consume. During 2011-12 the IT staff enhanced mobile applications developed to push MU content to users by adding more dynamic options via this interface. Additionally, the Blackboard Learn platform also provides a mobile application that allows distance education students to access online course content from their smart phones or tablets. The IT division will continue providing user training and emphasize classroom applications for mobile devices. IT staff are on the leading edge of providing mobile applications and content and have even expanded support to the local Huntington area.

Shift in Intellectual Resource Acquisitions. Budget holdbacks have necessitated deep cuts to library holdings at Marshall; however, we maintain our goal to provide critical research content to students and faculty through other means. For decades, publishers have held a tight grasp on the journal and database subscription industry forcing libraries to absorb annual pricing increases often two or three times that of the annual consumer price index. Because of international publisher monopolies and strict requirements of accreditation associations, academic libraries have historically been powerless to fight forced publisher inflation. During the Spring , the president of Harvard University called upon the research community to boycott publishers who artificially increase prices each year. Making use of other networks for sharing scholarly content, over 12,000 researchers world-wide have vowed to bypass big journal companies such as Elsevier, Springer and Wiley by sharing content with peers directly. As open networks for scholarly communication become available, the IT division will provide access and user support.

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

Goal: Develop and online faculty certification program.

Strategies:

- Support Academic Affairs in any effort pertaining to a new certification.

- Provide resources and opportunities to faculty for development purposes.
- Implement more varied and frequent training opportunities for faculty.
- Continue to adapt quickly to shifts in trends and realities.

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

Status: The adoption of the Quality Matters program took place during the Fall and Spring of the previous year and close to 40 people sought certification. A formal online faculty certification program was developed in the summer of 2012 and launched in the Fall of 2012. University policies are being revised now to require the online faculty certification prior to teaching online.

Goal: Expand online course and degree offerings.

Strategies:

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

Rationale: Students continue to demand more undergraduate and graduate online degree offerings.

Status: Full degree development remains a priority for the university; however, the faculty development of a couple of required general education courses has been slow and should be completed during 2012-13; the course review process is being revised and fully automated to provide a more streamlined method of vetting course technology and content; the Quality Matters rubric is bring incorporated into the review process.

Goal: Increase hybrid course and degree offerings.

Strategies:

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

Rationale: Online courses are the most important aspect of the MUOnLine program but not the only facet of online teaching and learning.   Students have demanded web-based video delivery and lecture capture for certain disciplines for a variety of reasons.

Status: Close to 50 more courses were developed over the past year demonstrating a faculty commitment to meeting student demands. While general education course development has not progressed as rapidly as hoped, the online course offerings still attract thousands of students each term.

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

Strategies:

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

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

Status: This effort has been so successful the IT Digital Learning Team enlisted the help of several more faculty and staff to conduct workshops on a variety of new topics. Ranging from time management to Photoshop, the HR partnership has resulted in a more robust and effective training program for the university community. Our own IT staff have also attended some of the training session and used new skills to create multimedia projects, teach online courses, or improve IT services and webpages.

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

Strategies:

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

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

Status: Due to staffing limitations, the library faculty could not provide embedded library services to every FYS course; however, an extensive instruction program was provided during 2011-12 with *iSkills™* deficits in mind. The curriculum was tailored to meet faculty needs while touching on the areas identified by *iSkills™*. Library faculty reinstated the upper-division IL embedded services provided to writing-intensive and research-based courses. To support student research needs, detailed research LibGuides are developed and enhanced for each course.

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

Strategies:

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

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

Status: The IT outreach activities continue through the MTOC and OCCHS programs. A new partnership was formed with the College of Education's Office of Clinical Experience to provide technology support through Blackboard Communities to student teachers and in-field supervisors.

12. Career Services and Placement

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

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

Marshall University Career Services has partnered in the past with Workforce West Virginia to obtain consistent factual data on employment of our graduates. 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.

Nota Bene: For the **2011-2012 report, we are unable to match up the data files to get accurate information for this reporting time frame.** Below is data for the 2009-2010 graduates, **which is the most recent data available**.

Table 11: Summary Data Employment Tracking of Marshall Graduates

Total Graduates	**2405**	**100%**
Entered employment in 1st quarter after graduation	1447	60%
Retained employment for 6 months	1346	56%
Average quarterly wages in 1st quarter after graduation	$7,098.08	

Those graduates employed by a program of study that matched the field of work above the 70th percentile were science and technology, law and legal services and education.

Below is data for the 2010-2011 Graduates:

Total Graduates	2034	100%
Entered employment in 1st quarter after graduation	1564	77%
Retained employment for 6 months	1460	72%
Average quarterly wages in 1st quarter after graduation	$6,526.89	

Those graduates employed by a program of study that matched their field for work with higher than 70% employment were communications, education, health professions, protective services, psychology, and public administration.

Other relevant **data points**:

- 325 Marshall University students who graduated from Marshall in the 2009-2010 academic year were enrolled in WV public colleges or universities as a graduate/professional, as reported to Career Services by Larry Ponder of the Higher Education Policy Commission. This was a decrease of 6 students.
- By including the students who entered graduate school and entered employment, the percentage of students employed or in graduate school after the first quarter increases our placement rate for employment or graduate school to 74% and persistence after six months to 69%.
- 315 Marshall University students who graduated from Marshall in the 2010-2011 academic year were enrolled in WV public colleges or universities as a graduate/professional, as reported to Career Services by Larry Ponder of the Higher Education Policy Commission. This was a decrease of 10 students.
- By including the students that entered graduate school and entered employment, the percentage of students employed or in graduate school after the first quarter increases our placement rate for employment or graduate school to 92% and persistence after six months to 87%.

Update: Graduation Survey.
The 2012 graduation survey conducted by Career Services, in conjunction with the Office of Assessment and Program Review addressed questions about placement and follow-up graduation activity. The following are substantive highlights of that survey. Responses have not been aggregated.

- 322 responses were received from 932 questionnaires, a response rate of 34.5%, which is a decrease of 6.5%
- 231 Graduates (38%) reported they are or will be working full-time upon graduation.
- 61% reported they were currently employed in the state of WV.
- 62 Grades reported they would continue to work at a currently held job.
- 65 Graduates reported they would work in the private sector.
- 74 Graduates reported they would work for a federal, state, or local agency.
- 79 Graduates reported they would work for a non-profit organization i.e. public school, higher education, hospital, etc.
- 195 Graduates reported they plan to attend graduate or professional school.
- 5 Graduates declared military enlistment.

ii. Update: On Campus Recruiting Events 2011-2012

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

Data points: Update

- For 2010-2011 academic year, 14 on-campus recruiting events were held (a decrease of 5 events) with a total of 29 career opportunities provided. 184 students took part in the interview process; an increase of 38 students over last year.
- Four larger events were held during 2010-2011 AY, including the "Vet Success Employment Expo."
- A total of 160 employers attended the annual Fall and Spring   Career Expos, a decrease of 24 employers. These events connected potential employers with students (762). This number represents an increase in attendance.
- Education majors were able to interview with 15 schools systems. 70 students participated. This is a decrease in school systems represented. When asked many school districts responded that the funds to attend and travel were not available. Career Services offered virtual or web based interviewing. We did not have any requests for participation. We did gather resumes for those school districts that were not able to come but voiced interest in our students. Resumes were sent them through the respective Human Resources contacts.

iii. Update: Job Location and Development 2011-2012

Data Points:

- Job Location and Development is not continuing as a separately funded program under Career Services direction. The program was discontinued as agreed upon by the Director of Financial Aid and the Director of Career Services. Career Services continues to promote the development of part-time positions and provides employers the opportunities to promote these jobs on campus with activities such as Job-A-Palazzo, a part-time job event held twice yearly, information tables and free posting of job opportunities on *Job Trax*. Career Services continue to feel that part-time employment, community service and volunteering are keys to job opportunities in the future for our students. Job location and development will continue to part of the on-going process and program development although the funding source has been cut.

iv. Update: Internships and Alumni Mentoring

Data Points:

- 388 Internship opportunities were posted on *Job Trax*.
- Career Services continues to meet its goal of establishing new internships and project based activities for students. Those included opportunities with: First State Bank; Special Metals; Marathon Chemistry Department in Ashland, KY; HIMG, a large regional medical facility in Huntington; Amazon; State Electric Supply, Huntington, WV; Jackson & Kelly, Law Firm in Charleston, WV; Steel of WV; Mattress Warehouse; Charleston County Park and Recreation and SUPERVALU, a food distribution warehouse in Milton, WV.
- Career Services has partnerships with the Service Learning and Volunteer Services programs on Campus.

An Alumni Mentoring program "Marshall Mentoring Network" introduced 2010-2011 has been generating interest among a variety of Alumni and students. 71 alumni mentors have enrolled to date and have connected with 22 student mentees via *Job Trax* . "Marshall Mentoring Network" continues to be a value added program for our alumni association to build relationships with alumni and increase current students' connections to job opportunities.

Alumni in the program are communicated with via *Job Trax*.

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

Data points:

- There were 67,788 visits to the *Job Trax* site during AY 2011-2012.
- 2,141 resumes were reviewed for current Marshall Students and Marshall Alumni, a decrease of 93 resumes.
- Interview Stream is still active, providing students with the opportunity to access and conduct virtual mock interviews on their own time at home or in our office. 111 students have taken advantage of this on-line service--an increase in activity.
- 1,392 jobs were applied for on line through *Job Trax* in 2010-201.

vi. Update. Career Skills Development 2011-2012

As Graduates leave the university their major "job" will be finding employment. Successful students begin early to use and access all resources available to them. Career Services provides integral programing with freshman to help ensure that students have successful building blocks to support an aggressive job search strategy their Senior Year.

Data points:

- There were 2,905 student face-to-face visits logged at Career Services; an increase of 95 visits over the previous year.   1087 of visits were made through the Career Specialist in the SRC Center.
- 93 career informational presentations were made to include freshman presentation to capstone courses. We are currently interfacing with the Graduate College to provide information and services to current graduate students.
- 5,161 students attended information presentations made by Career Services.
- 372 freshman student visits were made face to face by a Career Counselor.

b. Goals and Challenges

Marshall's Career Services Office continues to play a vital role in the retention of students and student persistence toward graduation. The Center's mission is to connect with every undergraduate student to assist him or her in the exploration of a career path early in his or her academic career. Further, the Center is designed to advise students in developing an understanding of employment possibilities related to their academic degree program. Of prime importance is being able to articulate to employers what has been learned, and then stating these fluencies and skills on a resume. Taking part in the discussions about the importance of developing a Degree Profile has helped us to define student competencies that can be articulated on a student's resume, in an e-portfolio, and other online presence.

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

- Involvement in the Week of Welcome 2010, 2011, and 2012. A career plenary session was provided to all freshmen enrolled. Highlighting the importance of deciding on a major, gaining out-of-classroom experience in field and internships. This program ranked as one of greatest value to the students and will be continued.

- Continued dedication of a career counselor to the new Student Resources Center (SRC). 1087 career related counseling sessions were made which is a 60% increase over last year.

This year we tracked freshman students who received ***face-to-face career advising or major selection advising*** through the Student Resource Center: 170 students were advised on career selection matters, 159 students returned for their sophomore year. Although this is a very narrow assessment of what factors influence retention, we continue to feel this model has proven to be a very effective means of providing needed retention strategies for freshman into their sophomore year. We will continue providing this service and track the students as we continue to provide career development services early to students.

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. In an article posted on Monster.com., Marisa Di Natale, Moody's Analytics director states, "The job outlook for 2012 is more of the same with a stalled employment market expected to add only 1.3 million new positions annually -- slightly lower than 2011's 1.5 million jobs. Almost 9 million jobs disappeared during the recession. We'll be in recovery mode for all of 2012" (http://career-advice.monster.com/job-search/company-industry-research/2012-job-outlook/article.aspx).

With this data set in mind, Career Services will continue to expand and enhance its technology offerings to employers, and will concentrate its efforts toward working with companies to provide internship opportunities for students. Creating strong partnerships with each of the colleges is essential for early intervention with students. We have been successful at developing a strong program targeting students from all areas of the University. The new School of Pharmacy and School of Physical Therapy will be added to our list of targeted areas.

Section 13. Institutional Financial Aid: <u>UPDATES,</u> 2011-2012

a. Description and Data about Marshall University Financial Aid Programs

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

<u>Update:</u> Information below highlights the distribution of financial aid for the 2011-12 academic year:

- Approximately $139.5 million in financial aid from all sources of funding was awarded to 11,117 undergraduate, graduate and medical school students.

- 76.8% of the undergraduate student population (8,645 students) received approximately $97.4 million from all sources of financial aid funding.

- A total of $29.7 million was awarded to 2,208 graduate students, including the new Doctor of Physical Therapy cohort, which began enrollment in the 2012 summer term. A total of $12.6 million was awarded to 264 School of Medicine students.

- The total paid from institutional funds for scholarships including tuition waivers was $12.5 million for undergraduate students, $4.7 million for graduate students and $797,000 for medical school students. The majority of institutional tuition waivers and scholarships are awarded based on academic merit or athletic participation. A portion of institutional tuition waivers and scholarships is used to enhance student diversity, supporting outstanding black high school students or students who actively participate in the Arts. A very limited portion of funding made available from the Foundation in the form of Endowment Scholarship Income and Annual Scholarship donations is awarded to students based on financial need.

- Undergraduate students received a total of $19 million in federal grants and scholarships. The amount of federal grants and scholarships declined by approximately $3 million from the prior year. This is mainly due to the elimination of two annual Federal Pell Grants in a year.

Undergraduate students received $15.8 million in state scholarships and grants, primarily from the WV PROMISE Scholarship and WV Higher Education Grant programs.

- Undergraduate students borrowed student loans totaling $44 million, an increase of approximately $4 million compared to the 2010-11 academic year. This increase could partially be attributed to the decline in Federal Pell Grant funding, but it is also indicative of the financial needs of our students because of the economy and the rising costs of higher education. Graduate students borrowed $23.7 million, and medical school students borrowed $11.3 million.

The University's focus on the utilization of institutional scholarships and tuition waivers is primarily for merit-based financial aid. The distribution of institutional merit-based funding stayed relatively level compared to the prior year even with increased first-time freshmen enrollment. Although tuition has increased from 2010-11 to 2011-12, the merit-based scholarship award amounts remained the same. The exception to this is for certain groups of students who qualify to receive tuition waivers, such as athletes, Yeager Scholars, HSTA participants, and dependent children of employees. Full-tuition waiver awards increase annually as tuition rates rise.

The endowment income earnings available to award scholarships declined significantly from 2010-11 to 2011-12, from $2.1 million to $1.2 million, respectively. These funds are distributed to various colleges and departments, which select student recipients for the awards. A very limited number of endowed scholarships is distributed to the Office of Student Financial Assistance, and this funding is primarily earmarked to offset the institution's expenditure of merit-based scholarships.

b. Mission, Vision, Core Values and Goals

- **Mission**

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

- **Vision Statement**

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

- **Core Values**

    The core values of the Office of SFA are:

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

- o Teamwork
- o Professional development and training

- **Goals**

  The goals of the Office of SFA are:

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

- **Assessment of Goals**

  - o The 2009-10 Merit-based Scholarship Packaging Strategy was changed to award fixed scholarship amounts rather than full-tuition or half-tuition awards. The award amount values were lowered overall and were no longer tied to tuition increases. The award values of merit-based scholarships have remained fixed since Fall 2009, with the exception of the full-tuition scholarship award programs, such as athletics, Yeager Scholars, and dependent children of employees. Essentially, the award values do not increase each year as tuition usually does. It is also important to note that the award values have not increased with each incoming freshmen class; the funding award levels have remained flat.

    The 2011-12 Financial Aid Merit-based Scholarship Packaging strategy was further enhanced to more effectively recruit and retain students, as well as, to leverage scarce resources equitably. Border State and Appalachian Region Scholarship Programs, which were only available to non-resident students within the Appalachian region, were merged and the criterion was changed to allow all qualifying non-resident students to receive the scholarship. The name of the scholarship was also changed; it is called the Horizon Scholarship. Also, to recruit students to the Honors College and to ensure their participation, Honors College students are eligible to receive higher tiered institutional scholarship awards only if they join the Honors College and continue to fulfill Honors College requirements.

    Prior to the implementation of the 2011-12 revised merit-based scholarship packaging policy, analysis was made to project costs and the anticipated impact the strategies would have on recruitment. The packaging strategy increased the availability of non-resident student scholarships. Renewal criteria for first-time freshmen scholarships were changed to align with the incoming student eligibility rules to help with retention efforts. For example, previously, a student with very good but not exemplary high school academic credentials would receive a scholarship but would lose eligibility the following year because of the high college GPA expectation.

    Because first-time freshmen enrollment increased from Fall 2010 to Fall 2011, we may presume a contributing factor was because of the merit-based scholarship awarding; however, there is never a single variable that contributes to the reason a student choses to enroll at a particular college or university. Institutional scholarship awarding must be monitored closely and adjusted as needed based on numerous trends, such as demographics, economy, federal and state aid appropriations, and many other factors.

Another measure of scholarship awarding effectiveness can be evaluated by reviewing the institution's tuition discount rate. Tuition discount rate as defined by NACUBO is "Total institutional grant aid/Total gross tuition and required fee revenue." Below is a comparative analysis of Marshall's first-time freshmen tuition discount rate for the past four years.

Fall Semester	First-time Freshman Discount Rate
2011	21.4%
2010	20.8%
2009	21.5%
2008	24.1%

The significant change in tuition discount rate from 2008 to 2009 can be attributed to the change from offering tuition-based award amounts to established fixed award amounts that were lower in value. In addition, the University's Financial Aid Packaging Policy was revised to always reduce institutional aid first rather than return external funding in the case of an over award.

Evaluation of the effectiveness of retention based on the changes in scholarship renewal criteria will require more than one year's worth of analysis; however, it is important to note that this single variable cannot solely be attributed to the reason a student persists. The annual A-133 audit assists the Office of SFA with measuring the level of institutional compliance with federal and state financial aid regulations. There were no audit findings for the 2010-11 academic year.

o The Office of SFA initiated the use of the U.S. Department of Education Federal Student Aid Assessment tools to ensure regulatory compliance. During the 2011-12 academic year, the University performed assessment of Consumer Information and Institutional Eligibility. The evaluation process is an ongoing activity; therefore, a couple to a few areas will be examined each year.

o The variety and frequency of training, workshops, and conferences staff have attended has been evaluated. The annual U.S. Department of Education Federal Student Aid Conference is not only one of the most cost effective training opportunities (there is no conference fee), it is one of the most valuable training opportunities available to staff. Most professional staff members attend this conference. Staff members have been able to effectively plan the next year's major operational and service changes during the conference. Upon return from the conference, staff members can move immediately into implementation rather than spending extensive time learning new rules.

o The Office of SFA conducts an annual planning retreat in December. During this time, goals and objectives are established looking at ways in which the office can serve students better while ensuring regulatory compliance. In addition, a review of the successful implementation and outcome of these goals and objectives occurs during this event. Also, on a monthly basis, the SFA professional staff review monthly projects and tasks, as well as, assigns the person or team accountable for these activities. Evaluation of successful completion of these projects and tasks are reviewed routinely.

o The SFA Office fully participates in the University Annual Assessment Day activities. Particular attention is paid to the results of survey. Immediate and direct action is taken to address areas of weakness. For example, one major improvement taken as a result of the 2011 Assessment Survey was made to address the dissatisfaction of the service students received in-person when entering the Office of SFA. The front office has been redesigned and completely remodeled to provide students with complete privacy, comfort, and a different flow of service to address this shortcoming.

o The SFA Office conducts an Annual Financial Aid Awareness Week offering a variety of workshops and awareness events such as FAFSA Filing Tips, Loan Forgiveness Programs, and Financial Literacy. During this time, formally and informally surveys and information about student financial aid services is gathered. Unfortunately, for the past two years, student attendance at workshops conducted during the Annual Financial Aid Awareness Week has been very poor. The SFA Office is considering alternative venues to conduct financial aid workshops and other outreach activities.

d. Recent Challenges and Trends

- Increase in Financial Aid Applications

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

Academic Year	FAFSA Applications
2011-12	18,861
2010-11	18,229
2009-10	15,725
2008-09	14,474

To meet the growth in demand of student financial aid services, the Office of SFA works tirelessly to meet the challenge of delivering financial aid to students timely and efficiently. This has been accomplished by the ongoing evaluation of policies and procedures and revising them appropriately, to ensure staff participates in ongoing training opportunities and utilizes technology to the extent possible. In addition, this is accomplished through the great dedication and team effort put forth by staff. However, dedication and efficiency alone could not continue to adequately address the growth and demand of student aid services. Two new additional staff positions were approved to join the Office of SFA. One position was filled during the middle of 2011-12 academic year, but the other has not yet been filled. The SFA Office is undergoing its second attempt to find a qualified person to fill the second position. The department is hopeful this position will be filled by the middle of the 2012-13 academic year.

- Regulatory Burden and Federal Student Aid Appropriation Uncertainty

It was a difficult and tumultuous year for Student Financial Aid Offices across the nation because of so many regulatory changes; the amount of new rules and changes in regulations added significant burden to institutions.

In addition to changes in regulations, there were also last minute shifts in policies affecting federal student aid policy. For example, "Year-Round" Pell Grant required major time, labor, and resources to implement in the summer of 2010. It was then eliminated beginning with the second scheduled award for the 2011-12 academic year. This created delays in being able to notify and process summer financial aid, not to mention massive confusion for students.

Aside from constant regulatory changes, there seems to be a lack of student aid funding predictability, which further exacerbates student and family anxiety when it comes to higher education financing. The change in Federal Pell Grant policy was made to reduce the Federal Pell Grant Program costs. This resulted in less federal grant funding for financially needy students.

- Institutional Net Price Calculator

In 2008, the Higher Education Opportunity Act introduced the Net Price Calculator (NPC) as a way for colleges to be more transparent about pricing and cost of attendance. All institutions were required to have an NPC on their websites for first-time undergraduate students by October 29, 2011. Partially supported by the West Virginia Higher Education Policy Commission, Marshall University implemented *Student Aid Services* Net Price Calculator on October 28, 2011. College-bound students and their families have available to them a personalized picture of what it costs to attend Marshall University. The calculator not only provides prospective students and their families with current year costs taking into account financial aid, but, it also provides a planning tool to help students understand the long-term costs as well, should the student consider borrowing. Aside from meeting the regulatory deadline to implement the NPC on the Marshall University website, there were several other implementation matters that were addressed during 2011-12:

- ✓ The Office of Recruitment assists the Office of SFA with publishing the availability of Marshall's NPC.
- ✓ The Office of SFA promotes NPC extensively at recruitment events, within its publications, Facebook, and website.
- ✓ Recruitment staff has been trained on the use of NPC, as well as, given access to NPC data results to develop relationships with prospective students.
- ✓ Assistant and associate deans have been provided with a presentation of the purpose and functionality of the NPC.

- Cohort Default Rate

Marshall University's cohort default rate (CDR) has risen from Fiscal Year 2008 to 2009, which is not unlike the state and national trends. This is due in large part to economic factors, but students are also borrowing much more.

Currently, three-year cohort default rates are being phased in; eventually, the Department will calculate three-year cohort default rates in lieu of two-year cohort default rates. Three-year cohort default rates will be computed by the Department beginning with fiscal year 2009 in September 2012. However, the CDR will not become the basis for imposition of sanctions prior to the Department's issuance in September 2014 of the three-year CDR for fiscal year 2011.

Below is a comparison of Marshall's most recent CDR for the past several years:

Fiscal Year	2-Year CDR	3-Year CDR
2009	6.7% (projected)	11.1% (projected)
2008	5.6%	
2007	7.6%	
2006	6.8%	

When the CDR is 15% or greater, additional regulatory requirements are imposed on institutions of higher education. Once the CDR reaches 15%, Marshall University would be required to 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). This would affect students who begin their enrollment Spring semester term and students who only need one semester to graduate. Not only would this be a

detriment to the flow of revenue to the University, it would also adversely affect 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 rising default rates, Marshall University must prepare, develop and implement a plan that will have positive impact on student loan repayment rates by helping struggling students academically succeed and helping them set realistic expectations in terms of salary and work goals.

Section 14. Programs of Distinction

a. Data

Table 12. Programs of Distinction: Enrollment and Graduation Trends

Marshall University	Base Year						
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Target Year 4 2011-12	Target Year 5 2012-13
Programs of Distinction							
PsyD enrollment	38	44	41	43	46		
PsyD degrees conferred	3	7	4	8	10		
MS Forensics enrollment	42	32	29	38	37		
MS Forensics degrees conferred	19	17	9	18	20		
BSN Nursing Enrollment	341	373	375	335	310		
BSN Nursing degrees conferred	78	75	62	93	85		
BS, ISAT enrollment	78	71	85	89	110		
BS, ISAT degrees conferred	18	19	17	13	17		
BFA, Visual Arts enrollment	198	202	188	175	201		
BFA, Visual Arts degrees conferred	29	37	17	21	27		
BA, Journalism enrollment*	367	304	282	285	317		
BA, Journalism degrees conferred	52	59	53	49	31		

b.   Goals. Marshall's overall goal is to comply with the Compact Update reporting requirement to identify programs of distinction based upon multiple factors including, but not limited to, underline enrollment trends and degree conferral rates. The BBA in Accountancy and Legal Environment and the MS in Forensic Science were identified as programs of distinction in the 2008-09 Update. In the 2010 Compact Update, the BA in Journalism and Mass Communication was designated as an additional program of distinction. The BS in Nursing and the MA in Journalism and Mass Communication were added as Programs of Distinction in the 2011 Update.

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

- Enrollment trends (cf., Table 12)
- Degree conferral rates (cf., Table 12)
- Completion of assessment continuous improvement plans (cf., Appendix F)

For the **2011-2012 Update**, the university has not identified any additional criteria to supplement impact on the community and institutional mission as criteria used in the 2011 Update. Research funding would be one such factor but, for current considerations, it does not play an immediate role in these determinations. As noted in the 2010 Compact Update, **the goal, the strategy, and the rationale** are to use the collection and review of enrollment and degree conferral data **and annual program assessment results** to monitor progress of each program toward its respective goals. This baseline assessment will be used in conjunction with the academic master plan developed by each program to implement four-year plans of study for undergraduate programs and two-years plans of study for graduate programs.

2011-2012 Update: New Program Designations

In addition to the programs designated in previous Compact Updates as programs of distinction, Marshall University has identified two additional programs for 2012:

- Bachelors of Science in Engineering (BSE)
- Masters of Arts and Doctor of Education in Leadership Studies (MA and Ed.D.)

Table 12 above shows enrollment trends and conferral rates for six (6) programs. The data is indicative of program strength and popularity among students. With the addition of the BSE in Engineering and the MA/Ed.D in Leadership Studies, **Table 13** below provides an updated rendering of Marshall's nine (9) programs of distinction, for comparison purposes. Though the Integrated Science and Technology (ISAT) program appears in Table 10, it does not appear in Marshall's determinations because the program faculty have not satisfied the assessment criteria (cf., Appendix F).

Table 13. Programs of Distinction Comparisons, 2008/09-2011/12

Program	2008	2009	2010	2011	AVERAGE
BSE Engineering Enrollment	85	119	132	138	117
BSE Engineering Degree Conferral	4	19	13	20	14
MA Leadership Studies Enrollment	122	104	117	156	125
MA Leadership Studies Degree Conferral	35	31	24	27	29
Psy D. Enrollment	44	41	43	46	44
Psy.D. Degree conferral	7	4	8	10	7
MS Forensic Science Enrollment	32	29	38	37	34
MS Forensic Science Degree conferral	17	9	18	20	16
BA Journalism and Mass Comm. Enrollment	304	282	285	317	297
BA Journalism and Mass Comm. Degree conferral	59	53	49	31	48
MA Journalism and Mass Comm. Enrollment	24	29	30	29	28
MA Journalism and Mass Comm. Degree Conferral	11	10	8	16	11
BBA Accountancy and Legal Environ. Enrollment	146	217	226	243	208
BBA Accountancy and Legal Environ. Degree Conferral	29	44	38	33	36
BS Nursing Enrollment	373	375	335	310	348
BS Nursing Degree Conferral	75	62	93	93	79
BFA Visual Arts Enrollment	202	188	175	201	192
BFA Visual Arts Degree Conferral	37	17	21	27	26

As the data indicate, enrollments and degree conferral are consistent for the recent four-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**).

- o 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."

- o 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."

- o 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, both of the BSE in Engineering and the MA/Ed.D in Leadership Studies have achieved levels of regional and national recognition for the opportunities presented to students and the respective services they provide in collaboration with local, state, and federal agencies. The following provides additional justification for the inclusion of the BSE in Engineering and the MA/Ed.D in Leadership Studies as programs of distinction.

- • The **Bachelor of Science in Engineering (BSE)** prepares graduates to work in engineering agencies and enterprises important to the economic vitality of the state and region served by Marshall University. BSE graduates receive a strong foundation in mathematics, science, and core engineering courses common to most engineering disciplines and programs. The BSE degree program has been designed to allow students to build on such a foundation by pursuing an emphasis in a specific engineering discipline. In response to the needs of regional employers and the interests of perspective students, the first engineering area of emphasis offered is civil engineering. Planning is underway for the start of a BS degree in mechanical engineering.

    Development of the BSE program has been accomplished with the strong involvement of a seventeen-member BSE Advisory Board representing regional businesses and many governmental agencies. The result has been a program that is one of the fastest growing programs Marshall University; increasing from 25 BSE majors in Fall 2006, the initial year the degree was offered, to 150 BSE majors and 48 pre-engineering majors during the fall 2012 semester. BSE student performance on the national Fundamentals of Engineering (FE) Exam has been impressive. Approximately 95% of eligible Marshall BSE graduates have opted to take the voluntary FE Exam, with an average passage rate of approximately 83%; a rate that exceeds the national average of 76% over the same four-year period. The Bachelor of Science in Engineering degree is accredited by Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET).

- • The **Leadership Studies Program**, awarded national recognition by the Educational Leadership Constituent Council, includes the Master of Arts degree, the Educational Specialist degree and the Doctor of Education degree. The Ed.D program features three majors in Educational Leadership (public school administration, higher education administration and community college leadership). The Master of Arts in Leadership Studies is offered with three areas of emphasis: Educational Leadership (school principal, PK-12), Justice Leadership, and Leadership Specialist. Additionally, students can pursue post-master's licensure programs in school principalship, superintendency, or supervisor of instruction.

The program has experienced significant growth in the past few years as a result of changes that have made the program both more accessible and more competitive. There are a limited number of public school teachers in the region and that population continues to be divided among increasing numbers of schools that provide principal licensure. Several of the state's institutions that were formerly four-year institutions now have graduate principal preparation programs in place. Despite this trend, the program at Marshall is known for its high quality and reasonable cost and is growing in enrollments. This is particularly apparent in the constant requests for principal preparation cohorts in school districts and RESAs (Regional Education Service Agencies).

The Master of Arts Leadership Specialist degree is designed for a broad population who are interested in graduate level leadership instruction directed at community-based organizations. The MA in Leadership Studies has become a popular program for students in the military, as the courses are available electronically and coordinate well with officers' training programs. Marshall University President, Stephen J. Kopp, signed a Memorandum of Understanding with the United States Marine Corps in 2011 to provide graduate education, via Leadership Studies, for Marine officers. Growth in this area is limited only by available resources.

B. Required Compact Elements for Marshall University: Sponsored Research

1. Updates: Efforts to Promote and Expand Academic Research Development—Progress in 2011-2012. Summary of Achievements and Progress Toward Goals

Introduction

Marshall's approach to expanding its research activity is five-fold:

- Recruit research-active faculty at junior and senior levels and provide mentoring and support.

- Focus research investments in areas of excellence and strategically developing new foci in a programmed manner.

- Incentivize research activity.

- Develop physical and cyber infrastructure necessary to support and sustain research activity.

- Form broader collaborations and partnerships and educate funding agencies about Marshall's capacity and capabilities.

Marshall' strategy for increasing the scope and capability of its research enterprise is embodied in the Marshall University Strategic Initiatives[2], 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 in targeted areas of scientific strength is one of the fundamental expectations of this plan.

Summary

Marshall's research activities continued to develop during FY 2011-2012, despite the challenging federal funding environment. Research awards during the year decreased from FY 2011, but when the numbers are corrected for the $4.1 MM in awards that should have occurred in FY 2012 but arrived early in FY

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

2011 or late in 2012, the activity decreased about $4MM. A major factor was the moratorium on federal earmarks, and maintaining awards in spite of this challenge reflects healthy competitive activity.
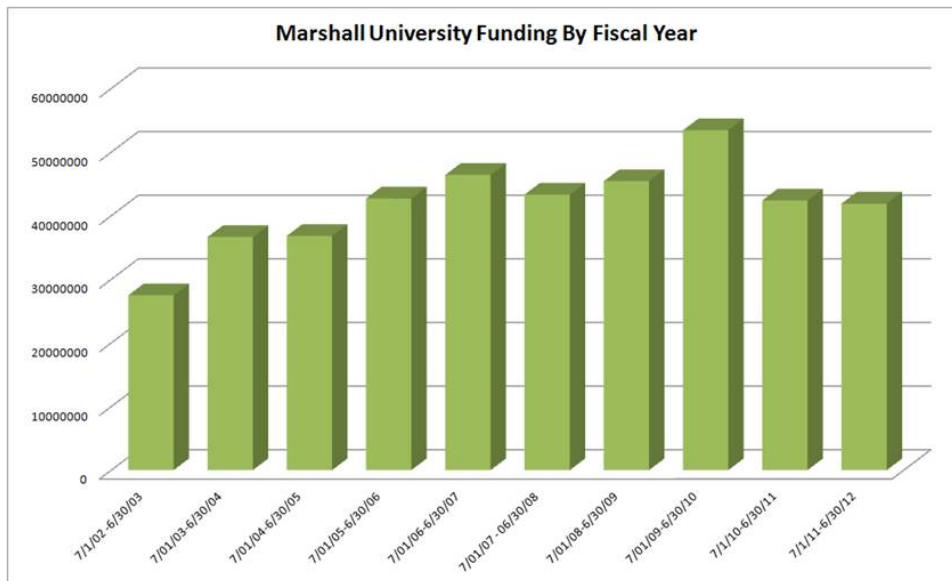

Figure 3. Research Funding by Fiscal Year, academic year 2002/03 through academic year 2011/12.

New developments support a positive outlook for future funding growth:

- Marshall University opened its School of Pharmacy; faculty dmonstrated robust grant application activity.

- Marshall received a significant award for community-based diabetes research from Bristol-Meyers Squibb setting a path for future funding.

- The Marshall University Research Corporation operated its pilot-funding program in conjunction with the University of Kentucky Clinical and Translational Award partnership to encourage the development of competitive grant applications in this area.

- The Rahall Transportation Institute (RTI) developed the Multimodal Transportation and Infrastructure Consortium (MTIC) in partnership with the University of Kentucky, the University of Louisville and Hampton University. RTI led the MTIC in competing for and winning a $3.5 MM from award from the US Department of Transportation's University Transportation Center program. The collaboration is supplemented with faculty from Marshall's College of Information Technology and Engineering.

- Marshall was awarded a Research Challenge Grant from the Higher Education Policy Commission for the **West Virginia Cancer Genomics Network** involving Marshall, WVU and Charleston Area Medical Center. Network partners will develop a genetic database for cancers with a higher incidence in West Virginia. Genetic information about cancers that have a high prevalence in West Virginia—namely lung, colorectal and ovarian cancers, and acute myeloid leukemia will help to identify new diagnostic/prognostic markers and new targets for cancer therapy. The data will facilitate the development of studies and clinical trials funded by federal and/or private sources.

- Considerable progress in Cyber Infrastructure continued to be made. Installation of Big Green High Performance Cluster was accomplished and a variety of advanced scientific software was installed to aid researchers.

- Marshall's RCBI has been awarded substantial funding from multi-agency initiatives in Additive Manufacturing and Advanced Manufacturing. These afford Marshall faculty collaborative opportunities in these dynamic multidisciplinary areas

Review of Key Program Areas

A. Faculty Development

The development of a faculty increasingly involved in externally-funded research is proceeding on pace. Five new STEM faculty members were hired in the College of Science. Early career faculty are making excellent progress on seed funding programs such as the statewide NASA Space Grant and highly competitive programs such as the Cottrell College and Dreyfus awards. Competitive federal agency funding from NSF, NIH, NASA and the Army Research Office continued among the senior faculty.

The successful recruitment of an Eminent Scholar in Aquatic Ecology was a major step forward for the environmental research program in the College of Science. The appointment has immediately brought Marshall significant activity in the discipline, and will lead to development of external funding opportunities for Marshall's interdisciplinary research activities in this area.   Already the ESRE laboratories are the recipient of a sub-award under the Appalachian Research Initiative for Environmental Science (ARIES) project. Additional support has been provided by the Bucks for Brains Pew River Research Endowment.

The School of Medicine has hired two new faculty members with interests in mitochondrial proteomics and bioinformatics. With the arrival of the new Dean, recruiting for externally-funded basic and clinical researchers is being pursued very vigorously. We anticipate additions that will enhance externally funded activity in both basic and clinical science.

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

Marshall's pilot grant fund program got underway in FY 2012 with the funding of pilot grant opportunities matched by funds from the Clinical Translational Science Award with the University of Kentucky. Three awards have been given to support clinical and translational pilot projects, and we anticipate a new RFP over the next few months.

B. Facilities

The Charles McKown Translational Genomics Center was dedicated with new research space at the Joan C. Edwards School of Medicine. This facility is allowing university researchers to conduct translational research in in proximity to other important clinical facilities at the School of Medicine. The first investigator-led clinical trials at Marshall have been developed from this new facility, and the West Virginia Cancer Genomics Network, funded by a recent Research Challenge Fund grant, is centered there.

Substantial awards and investments in the research equipment arena have led to new capabilities. The multi-photon confocal microscope funded by the NSF Major Research Instrumentation, the next-generation sequencing equipment acquired in the Translational Genomics Institute to enable rapid sequencing of tissue samples and the next-generation sequencing capability available through the NSF Research Infrastructure Improvement grant for mainstream biology and environmental studies have been described in previous years' reports and continue to enhance the development of competitive research results. An NSF application for a major Research Instrumentation Award for an electron paramagnetic resonance spectrometer has been successful, with funding due to arrive in FY2013. This instrumentation will greatly augment research in the physical sciences.

Planning and design of the Weisberg Family Biotechnology Incubator and Applied Engineering Complex is complete and the project will open bids in early October. The new building will serve as an Interdisciplinary Center for teaching and research in Engineering, Biotechnology and the Physical Sciences.

C. Building Research Infrastructure

i. Research Infrastructure Grants

The National Science Foundation (NSF) Research Infrastructure Improvement (RII) grant under the auspices of the Higher Education Policy Commission Division of Science and Research has completed its second year. The seed theme research core further refined themes at Marshall and West Virginia State University (WVSU). All supported faculty developed a "Roadmap to Funding", which delineated key steps including mentoring, support and grant submission targets.

The interaction between Marshall and WVSU was extensively enhanced over the past year, and dynamic equipment and research collaboration is underway. Marshall assisted in the installation of WVSU's "Stinger" High Performance Computer and began collaborations with their newly hired bioinformaticist.

The NIH Innovative Networks of Biomedical Research Excellence is in its fourth year of the $17 million, five-year award. A Marshall team is working on developing a successful application for an NIH-funded Center of Biomedical Research Excellence (COBRE) award focusing on nutrition and cancer.

ii. Cyber-infrastructure

The Cyber-infrastructure for Transformational Scientific Discovery in Arkansas and West Virginia (CI-TRAIN) grant from NSF, performed in collaboration with the University of Arkansas and the West Virginia Higher Education Policy Commission entered its last year. This year's milestone was the installation of "Big Green" High Performance Cluster. Big Green features 276 central processing unit cores, 552 gigabytes of memory and more than 10 terabytes of storage. Eight NVidia Tesla graphics processing units with 448 cores each provide support for massively parallel computation, pushing Big Green to roughly six Teraflops theoretical peak computing power. A variety of scientific software packages are available for use on the cluster, including COMSOL Multiphysics, Mathematica and CLC Genomics WorkBench.

iii. Technology Transfer

The engagement of Stites and Harbison to handle the University's intellectual property matters has continued to have a significant impact, with the allowance of two more key patents. Stites and Harbison have continued to present seminars for the faculty on relevant issues in protection and management of intellectual property. Such outreach has had a significant impact on faculty engagement in technology transfer.

The electronic Intellectual Property Management System (IPMS) installed last year has simplified the process of recording faculty inventions as well as automating many of the ongoing processes associated with intellectual property management. The availability of this system has dramatically increased faculty disclosures during the year through its added convenience and access.

D. Forming Broader Collaborations, Raising Marshall's Profile

The Rahall Transportation Institute (RTI) leadership of the Multimodal Transportation and Infrastructure Consortium (MTIC) in partnership with the University of Kentucky, the University of Louisville and Hampton University has led to a $3.5M award from the US Department of Transportation's University Transportation Center program. The collaboration involves faculty from Marshall's College of Information Technology and Engineering and enhances their ability to compete for other transportation-related

opportunities. The award marks RTI's successful transition from an earmarked University Transportation Center.

In the biomedical field, the WV Cancer Genomics Network and the UK CTSA partnership are successful collaborative efforts that are developing capability among Marshall faculty and paving the way for further competitive grant opportunities. Discussions are underway with the administration of the Huntington VA Hospital about developing collaborations through sharing of facilities and personnel to intensify research activity in Pharmacy and Medicine.

Marshall continues to work with Federal agencies to raise the profile of its programs and capabilities. Personnel from the Medical School visited the National Institute of General Medical Studies after the reorganization of the IDeA program, and Pharmacy personnel visited Walter Reed Hospital to discuss collaborative programs. Working with Senator Rockefeller's office, Marshall was able to host Dr. Pat Gallagher, Director of the National Institute of Standards and Technology to present him with specifics about the programs in Forensics, nanotechnology and advanced manufacturing.

Table 14. Marshall University External Funding—Compact Goals and Achievements View

Marshall University

Measure	Previous Years			Base Year	Compact Goals				
	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	$ 24,611,250	$ 19,783,957	
Total external research funding	$22,468,224	$22,312,003	$25,595,557	$15,475,423	$ 21,504,635	$ 23,560,654	$ 20,840,933	$ 18,018,455	
External funding (excluding earmarks and direct appropriations)									
Total external funding	$36,825,632	$39,205,600	$40,705,797	$43,354,115	$ 46,888,018	$ 56,729,516	$ 45,152,183	$ 37,802,412	58000000
Federal	$25,314,010	$32,597,626	$32,430,167	$26,374,920	$ 35,068,256	$ 46,237,322	$ 34,831,837	$ 29,161,668	
State and Local	$6,731,921	$3,463,995	$6,352,011	$15,179,784	$ 10,171,733	$ 8,651,514	$ 8,188,062	$ 6,145,583	
Private Sources (Sum of federal, state, and private should equal Total External Funding	$4,779,701	$3,143,979	$1,923,619	$1,799,411	$ 1,648,029	$ 1,840,680	$ 2,432,284	$ 2,495,161	
Number of Patents	1	0	1	4	4	4	5	5	6
Copyrights									
Licenses	0	2	3	0	1	2	3	0	3

Table 15. Marshall University STEM and Health Discipline Faculty Characteristics

Marshall University
Office of Institutional Research
STEM Faculty - All Tenure or Tracking or Non Tenured
Fall 2011

Discipline	Prof	Assoc	Assist	Instruct	Foreign	Hispanic	Asian	Black	White	Unknown	Fem	Male	Citiz	Noncitz	Total
Biological/Biomed Sciences	18	8	6	.	2	.	3	.	27	.	7	25	30	2	32
Chemistry	5	3	7	.	1	.	.	.	14	.	4	11	14	1	15
Computer Science	2	6	2	2	.	.	5	.	7	.	2	10	12	.	12
Earth Science	1	2	.	.	.	.	.	.	3	.	.	3	3	.	3
Engineering	6	2	1	.	.	.	.	.	9	.	1	8	9	.	9
Environmental Science	1	.	.	.	.	.	.	.	1	.	.	1	1	.	1
Health Sciences: Clinical Lab Sci	1	1	1	.	.	.	1	.	2	.	2	1	3	.	3
Health Sciences: MD	46	51	110	5	4	9	21	4	173	1	67	145	208	4	212
Health Sciences: Nursing	5	7	2	7	.	.	.	.	21	.	20	1	21	.	21
Mathematics	14	4	5	11	.	.	3	1	30	.	17	17	34	.	34
Physics	3	1	6	.	.	.	2	.	8	.	3	7	10	.	10
Technology	1	2	1	.	.	.	.	.	4	.	.	4	4	.	4
Total STEM Faculty	103	87	141	25	7	9	35	5	299	1	123	233	349	7	356

C. Compact Elective Elements

1. Economic Growth: Promotion of Global Awareness

Area Selected: Promotion of Global Awareness

Updates: SIGNIFICANT DEVELOPMENTS DURING THE 2011-12 ACADEMIC YEAR

Institutional Developments for 2011-12

- As part of the campus internationalization strategy, the university has identified **increasing the number of international students as a key objective.** This was the recommendation made by a faculty-led committee in its report after concluding an 18-month strategic planning process that began in September 2009. The committee received guidance from the American Council on Education (ACE) as part of a special program Marshall was invited to join called the "Internationalization Laboratory." President Steven J. Kopp articulated his initial goal to double the number of fee-paying international students within three calendar years with the longer-term goal of quadrupling fee-paying international student enrollment, from the current level of around 400 to over 1500 by the Fall of 2017. **The key strategy to achieve this objective will be to contract with a private sector partner to increase the number of tuition-paying international students through a joint partnership investment in intensive international marketing combined with substantial joint investments in staff, new programs and facilities**.

- The university is in the process of finalizing an agreement with a company to establish a joint venture partnership to recruit and support international students. The company was selected via a competitive bidding process. Eight companies submitted responses to a Request for Proposals issued in October 2010. A university-wide committee reviewed and evaluated the proposals and invited three companies to visit the campus and give presentations during May 2011. Negotiations with the selected company began in September 2011 and implementation of the joint partnership is currently underway. **In April 2012, ten workgroups were formed to begin developing a detailed business/operating plan and finalize the joint partnership agreement. Academic pathway programs, English language programs, and customized student support services are being developed to meet the international students' unique needs. A global marketing effort will be launched in early November 2012 with the first intake of students in August 2013.**

- The Center for International Programs (CIP), established in 1993, continues its project of internationalizing Marshall University and the surrounding community through a coordinated effort. International services (international admissions, immigration services for students and scholars/employees, ESL training & testing, and study abroad advising) have been centralized under the CIP to effectively and efficiently support the international initiatives of the faculty, departments and colleges. With the renewed university commitment to significantly increase the number of international students, the CIP has begun implementing new strategies to more effectively integrate international students into the larger campus community. **New space was acquired on the third floor of Old Main (directly across from the CIP offices) to house the study abroad advising center and provide a meeting place on the Marshall campus for students, faculty and staff who share an interest in international friendship and understanding. The student lounge was officially opened in September 2011. Numerous activities were held in this room throughout the 2011-12 involving hundreds of students, faculty and staff. The new space has helped to facilitate the interaction between international students and American students and members of the campus community.**

Receipt of Grant Awards – Update for 2011-12

- The College of Fine Arts (COFA) received a $500,000 U.S.-Brazil Higher Education Consortia grant in 2009 to lead a student and faculty exchange consortium with Morehead State University

in Kentucky and Goias Federal University and Santa Catarina State University in Brazil. The consortium partners developed and implemented a U.S.-Brazil Higher Education Consortia Program in Music. The grant is funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) [Brazilian Ministry of Education]. **The first group of student and faculty exchanges began in 2010-11 and continued through 2011-12 with three Brazilian students enrolling at Marshall during the Fall and three Marshall students enrolling at the two schools in Brazil during the Spring. We will complete the U.S.-Brazil Higher Education Consortia grant this year. COFA is working on developing new funding sources so they can continue exchanging students and faculty after 2012-13.**

- 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, created a Mobility Program in International Certificate in Applied Behavioral Studies, which began exchanging students and faculty in 2009-10 and continued through 2011-12.** The grant is funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture (DGEAC). The initial Atlantis grant of 1.27 million dollar awarded in 2006 exchanged its final group of students and faculty in 2009-10 and the majority of those students were awarded dual degrees upon graduating from their home universities.

- The College of Liberal Arts and Department of Modern Languages received grants from The Japan Foundation Center for Global Partnership, The Laurasian Institution, and The Toyota Foundation to host a Japan Outreach Coordinator who will live and work in the Huntington area teaching cultural awareness courses. **In July 2012, twenty-three students from three local high schools traveled to Japan for a two-week study tour led by the Japan Outreach Coordinator and a Cabell County School teacher fully funded by the Laurasian Institution and Japan Foundation. The trip included travel to both the Kanto and Kansai areas of Japan where students had an opportunity to volunteer in a community affected by the tsunami and earthquake. At least two of the 23 students who made the trip will be attending Marshall in the fall, majoring in Japanese.**

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

PROGRESS MADE AS OF AUGUST 2012

Overview of Five-Year Goals

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

1. Enrich the entire undergraduate experience with international opportunities.

Strategies:

a. Make all potential or newly arrived undergraduate students aware of international opportunities on campus including study abroad through open houses, freshman orientation, Week of Welcome, and the first-year curriculum.

b. Integrate international programs in all first year experience programs.
c. Establish a Freshman Seminar Abroad program that is a short-term study abroad experience to allow first year students to gain an international experience and utilize critical thinking skills to address issues and problems of global significance.
d. Encourage faculty to add international content to their lower-level course by getting those courses at 100 and 200 level approved as an international studies course.

New Developments for 2011-2012

- 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 fourth year in a row in May 2012.   Marshall University, West Virginia State University and West Virginia University coordinate the program. At Marshall, the College of Liberal Arts Department of Political Science provides academic oversight of the program (1.b, 1.c).

- Over 40 international studies courses offered by MU faculty members each year to provide MU students with a global perspective. During 2011-12, the following 42 courses with "international designation" were offered with 138 course sections: Cultural Anthropology, Global Macro Issues, Comparative Economic Systems, Economics of Developing Countries, International Trade, International Literature, International Financial Management, Intro to Human Geography, Economic Geography, Global Environment Issues, Geography of North America, Geography of U.S. & Canada, World Regional Geography, Geography of Russia, Global Health, The World Since 1850, The Developing World, World-World II & the Cold War, Rise & Fall of Nazi Germany, The Modern Middle East, International & Cultural History of Modern Europe, Modern Japan, Bubonic Plague, International Communications, International Marketing, Comparative Philosophy, Comparative Politics, International Organizations, Western Democratic Politics, African Political Systems, Fundamental International Relations, International Political Economy, Current World and Regional Issues, American Foreign Policy, Islamic Political Ideas & Institutions, Politics of Conflict and Revolution, Politics of Global Terrorism, Religious Traditions of West, World of Islam, Buddhism, Into to Safety, Population and Human Ecology (1.d)

Continuing Commitments:

- The Center for International Programs Office of Study Abroad continues to target freshman and pre-freshman with its promotion of study abroad program, primarily through the open houses, freshman orientation and study abroad fairs. (1.a)

Challenges:

- There was a decrease in the number of international studies courses offered in 2011-12 compared to the previous year. During 2010-11, 49 courses with "international designation" were offered with 158 course sections compared to 42 courses with 138 course sections offered during 2011-12. Further investigation is needed to determine if this is a trend and if so, what are the reasons for fewer courses with the "international designation" being offered.
- Up until Fall 2009, the study abroad student speaker program was incorporated into the UNI 101 courses which made it possible to reach over 80% of the freshman. With the introduction of the new First-Year Seminar (FYS), UNI 101 classes have been significantly reduced and are no longer required for graduation. However, the FYS students are introduced to international education options through the Week of Welcome, the First Year Seminar courses, and lower-level "international" courses (1.a).

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

   Strategies:

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

New Developments for 2011-2012

- Study abroad participation during 2011-12 remained steady compared to the previous year. Study abroad numbers for 2009-10 were: 31 for Fall 2009, 42 for Spring 2010, and 59 for Summer 2010. Study abroad numbers for 2010-11 were: 21 for Fall 2010, 24 for Spring 2011, 93 for Summer 2011. Study abroad numbers for 2011-12 are: 13 for Fall 2011, 25 for Spring 2012, 66 for Summer 2012. During 2011-12, Marshall students studied abroad in 19 countries, including Japan, Ireland, Argentina, Brazil, Spain, Canada, South Korea, Thailand, New Zealand, Germany, France, Costa Rica, Tanzania, Greece, Australia, Austria, Italy, United Kingdom, and Sweden. These numbers do not include students who participated in non-credit trips abroad sponsored by departments and colleges. (2.a).

- Since 2004, the number of exchange programs has increased from four in three countries to over 238 in 57 countries, mainly through our membership in International Student Exchange Programs (ISEP), Kentucky Institute for International Studies (KIIS), providing every student at Marshall, regardless of their major, an opportunity to study abroad (2.a).

- Joined the Kentucky Institute for International Studies in September 2011. KIIS is a non-profit consortium of colleges and universities that sponsors summer and semester study abroad programs in over 20 countries in Europe, Asia, Africa, Canada, and Latin America. Marshall professors also have the opportunity to serve as program directors or faculty teaching KIIS courses abroad. Seven Marshall students studied in KIIS programs during Summer 2012 and seven faculty members were selected to teach in KIIS program during Summer 2013 from College of Liberal Arts, College of Fine Arts and College of Business.

- The College of Fine Arts sent over 70 students abroad during Spring and Summer 2012. One theatre student accompanied a faculty member to Germany for a series of theatrical performances at the English Theatre Berlin; 40 students from majors across campus toured France in March as members of the Marshall University Chamber Choir; 15 students, again from majors across the university, studied for three weeks in Florence, Italy during May, with a professor from art and a professor from English; 3 students studied in Brazil for the Spring 2012 semester; and 13 theatre majors and minors performed at the Fringe Festival in Edinburgh, Scotland, in August. All students were supported by the College of Fine Arts with awards averaging $750 per student. (2a, 2b)

- The College of Fine Arts Department of Art & Design offered a study abroad program to Florence, Italy in May 2010 and May 2011. In May 2012, the program was team taught by faculty in the College of Fine Arts and the College of Liberal Arts. The trips were arranged by the Center for International Programs at Marshall through a contract with CAPA International Education. Each summer, around 15 students and a faculty member participate in the program, which provided up to six credit hours of Marshall credit (2.a).

- The College of Fine Arts has initiated a capital campaign to raise $7 million and $3 million of that is dedicated to establishing an endowment to support its *Global Horizons* initiative. *Global Horizons* will focus on travel opportunities for students at Marshall with particular emphasis placed on international travel as they seek to prepare their students for world

citizenship. Currently two proposals are in the hands of donors that would fund $1.5 million of our $3 million dollar goal. Additional proposals are being drafted and donor prospect review is underway to identify other funding sources to help us achieve the goal of a $3 million endowment by the 2016-2017 year. (2.a, 2.b).

- An undergraduate student was selected for a U.S. Department of State Critical Language Scholarship (CLS) to study Turkish in Turkey during summer 2012 (2.a, 2.b).

- Three undergraduate students each received a $5,000 Gilman Scholarship award for study in Japan and Korea for 2012-2013. The three Marshall recipients were the only three students in the state of West Virginia to receive the Federal Gilman Award. Ryan Warner, Marshall's Study Abroad Advisor, was selected to serve on the national Gilman selection committee (2.a, 2.b)

- Summer study abroad program are offered by Modern Language Department in Spain and France each year to study languages and cultures. During summer 2012, 21 students attended the program 4-8 week program in Madrid, Spain and nine students attended the program in Lyon, France (2.a).

- The College of Business organized a faculty-led study abroad program to Brazil in Summer 2012 (2.a).

- The College of Education had one student complete a student teaching assignment in France and another completed her student teaching in England during Spring 2012.

- The College of Science sent a group of students to Bonaire to gain international exposure and experience while studying terrestrial and aquatic tropical ecology. The students were enrolled in a special topics course called Tropical Ecology, which was offered in Spring 2012.

- The Ambrose Foundation has supported the School of Medicine in sending students for week-long medical missions to Honduras for the past six years. They provide student scholarships to sponsor groups of up to 40 students and faculty to provide on-site care in rural Honduran villages. This exposure to the needs of underserved Central American peoples broadens the medical experience of future doctors, and can inspire them for future service overseas in other medical trips. During June 2012, 33 Marshall students and faculty visited Honduras. The Marshall Medical Brigade served over 1200 patients, helped construct a new home for a family of 12, and visited an orphanage (2.f).

- Dr. Charles Clements, the Director of the Wilderness Medicine Program at the School of Medicine, teaches a two-week course in Wilderness Medicine, which provides training in caring for people in situations with limited resources, like one would find in many international settings. The course also provides training in how to prepare for overseas travel - such as immunizations, disease, security and trauma. After taking the course, students are better prepared to travel, and treat, overseas (2.f).

Continuing Commitments:

- 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).

- Marshall currently has active student exchange agreement with: Anglia Ruskin University, Cambridge, England (Science, Journalism, Communication Studies, Business, Criminal Justice); Buckinghamshire University, Newland Park, Chalfont St. Giles, England (Business); Université

Catholique de Lyon, Ecole Supérieure de Commerce et Management, Lyon, France (Business); Auckland University of Technology, Auckland, New Zealand (Business); Kansai Gaidai University, Osaka, Japan (Japanese, Various Majors); Chukyo University, Nagoya, Japan (Japanese, Various Majors); U.S.-Brazil Higher Education Consortia with Goias Federal University and Santa Catarina State University in Brazil (Music); Atlantis European Union-United States Higher Education Consortia with the University of Debrecen in Hungary and the Warsaw School of Social Sciences and Humanities in Poland (Psychology); International Student Exchange Program (ISEP) with 300 higher education institutions in 50 countries (All Majors)

- Faculty in Modern Languages, Psychology, Criminal Justice, History, International Business, Executive MBA, Education, Communication Disorders, Anthropology, College of Fine Arts, School of Journalism and Mass Communications, and Integrated Science and Technology have been leading groups of students abroad (2.a).

- Marshall University Honors College Society of Yeager Scholars Program provides all of its Yeager Scholars the opportunity to study literature, political science or history abroad at Oxford University in England as well as study in a country of the scholar's chosen foreign language. The majority of the study abroad travel expenses are funded by their academic scholarships (2.a, 2.b).

- The Center for International Programs is partnering with the Marshall University Honors College to provide information and guidance to Marshall students interested in applying for Fulbright awards for study, research, or teaching assistantships abroad. A selection committee was established in September 2010 to evaluate applications and interview candidates for the nationally competitive scholarship. The Honors College is intentional about creating a fellowships office (hopefully by the end of 2012), and foreign study awards will be one focus of that initiative (2.a, 2.b, 2.e).

- The Honors College encourages study abroad for its students by awarding credit for one honors seminar to any honors student who participates in a study abroad experience. Each semester the Honors College offers seminars to their students that include International or Multicultural attributes.

- The Study Abroad Student Association fosters interest in study abroad, provides services to international students and encourages city-university cooperation to promote international understanding (2.a).

- Study Abroad Fair is offered every semester in November and March to provide our students with information about international study opportunities (2.a).

- The Office of Study Abroad coordinates an Exchange Student Orientation each semester that focuses on returning Marshall Study Abroad students assisting our incoming international exchange students with adjustment to Marshall (2.a).

- The Office of Study Abroad coordinates a Study Abroad Ambassador Program that allows returning students to mentor students preparing to go abroad and assist the office in promotion of study abroad (2.a).

- The Center for International Programs Appalachians Abroad Teach in China Program prepares individuals with the necessary teaching skills along with the linguistic and cultural competencies for living and teaching in the People's Republic of China. The program sends about 40 teachers to China each year (2.e)

Challenges:

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

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.

New Developments for 2011-2012

- New undergraduate degree program was established in International Business (IB) in 2010. Thirty students declared IB as their major in Fall 2010; the number increased to 45 majors in Fall 2011. The BBA degree in International Business requires 9 hours of a modern language (3.b).

- The College of Business Executive MBA Program offers a three-credit hour International Residency Course (MGT651 Global Strategy) that includes an international business experience and foreign language and cultural study. The most recent EMBA cohort of 29 students travelled to Frankfurt, Germany, and Budapest, Hungary in May 2011 where they participated in a series of panel discussions and presentations by business professionals, visited corporate headquarters, warehouses and factories (3.b).

- The College of Business established a new twinning 2+2 agreement with Kyungpook National University which will allow students from this university to matriculate as transfer students to the LCOB undergraduate degree programs and complete their BA degree in two years. This is in addition to the twinning agreements already established with Henan College in China, ACE Institute of Management in Nepal, European University of Lefke in Northern Cyprus, East China Jiaodong University in China and Chonbuk National University in Korea; as well as exchange agreements which brings non-degree tuition-paying students to study in the LCOB for one or two semester from Cho Sun University, Kyongpook University and KunKook University in Korea (3.e).

- The College of Business and the Center for International Programs, in conjunction with the West Virginia Export Council, the WV Development Office and the U.S. Department of Commerce, offered a course in Export Management during Spring 2012. The program is designed to promote exporting in West Virginia, by helping participants assess their export readiness skills, as well as by guiding them through every aspect of exporting. Twenty-five undergraduate and graduate students and five companies completed the course and were conferred an Export Manager Certificate.

- In 2012, the College of Liberal Arts added a second tenure-track faculty to teach Japanese. Cultural events sponsored by COLA and Department of Modern Languages in 2011-2012 included a foreign language film festivals. The College of Liberal Arts Department of Modern Languages offers a wide variety of foreign language offerings, including Spanish, French, German, and Japanese, and maintains a fully equipped language laboratory where students may

practice pronunciation and polish accents. The major in the Japanese language was added in Fall 2007. (3.b).

- The Honors College added a required three-credit hour course for all its students called Second Year Seminar in Leadership, Ethics and Civic Engagement. It is an interdisciplinary seminar for second-year honors students that uses reflective inquiry to explore the interrelation and integration of leadership, ethics and civic engagement in a diverse, interconnected and changing world.
- Various departments in the College of Liberal Arts collaborated during Fall 2011 to offer the annual Hispanic Heritage Month celebration, which includes visits by Latin American scholars and artists to the MU campus (3.b).

- The MU Office of Study Abroad continues to collaborate with the College of Education to expand student teaching abroad opportunities for education majors. Two students did their clinical teaching abroad in Spring 2009 in Costa Rica. Three students completed their student teaching practicums abroad via a program called Educators Abroad at California State Niversity, one in New Zealand during Fall 2011, one in France and another in England during Spring 2012. (3.b).

- The Department of Family and Community Health in the School of Medicine is responsible for teaching the Medical Spanish elective course. All medical students are now able to count the two-hour credit of this course toward their 22-hour elective requirement (previously only 4th-year medical students were able to do this). In addition to learning basic Medical Spanish for the purpose of interacting with Spanish-speaking patients, cultural competencies are integrated into every hour of the course. Beginning 2011-12, the course began to integrate more native-Spanish speakers into the guest lecturer component of the course. (3.b)

- Dilip Nair, M.D. teaches a one week, 40-hour intensive summer elective for 1st year medical students entitled: "Human Behavior and Disease in Tropical Developing Countries". The course is unique in the way in which the course content is organized around various human behaviors associated with the propagation of the various disease conditions. Dr. Nair is presenting the distinctives of this course at the 2012 American Academy of Family Medicine Global Health Workshop in Minneapolis. (3.b)

- The College of Information Technology and Engineering offered a total of 9 sections of Introduction to Safety (SFT 235) over the 2011-12 academic year. This is a course designated as "international" as it analyzes occupational and personal safety around the world (3.b, 3.c, & 3.h).

- The School of Pharmacy will present an active learning activity in Pharmacy Practice I course this Fall 2012 semester on international relief missions and the role of the pharmacist. This is a performance task embedded in the course requiring each team of students to address the challenge of participating in an international humanitarian relief effort somewhere outside the US. They will address logistics, vaccinations, transportation, international transportation of narcotics and supplies, provision of pharmaceutical care, licensure issues, etc.

- During 2011-12, the College of Liberal Arts received private gifts to purchase books related to Japan for the Drinko Library. The Drinko Library holds ample collection of books, journals, etc. about countries, current events, cross-cultural education and global understanding. (3.b)

Continuing Commitments:

- As dictated by the accrediting body (AACSBI) of the Lewis College of Business (LCOB), each of its core courses has a multinational component (3.b).

- The COB 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 College of Liberal Arts and Lewis College of Business offer a dual degree program in the areas of International Business and Modern Languages (3.b).

- The English department offers a Graduate degree in English with a specialization in Teaching English as a Foreign Language. The program replaced the Graduate degree program offered in Adult and Technical Education with emphasis in Teaching English as a Foreign Language. Several of the students enrolled in the program have been awarded graduate assistantships to teach ESL in the LEAP intensive English program. The English department also offers a Graduate certificate program in Applied Linguistics (3.b).

- The College of Liberal Arts offers a Latin American Studies minor, an Asian Studies Certificate and minor, and an African and African American Studies minor (3.b).

- An undergraduate major in International Affairs is offered for students who wish to pursue a career in foreign affairs, international business, or international development. The program also sponsors a Model UN Club, which competes in collegiate level model UNs and sponsors an annual model for high school students of the tri-state region (3.b).

- The Graduate College of Education offers a K-12 Endorsement Program in ESL. Teachers endorsed to teach ESL in the K-12 environment are now able to complete a Master's degree with an emphasis in ESL by taking additional core courses (3.b).

- The 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)

Challenges:

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

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

Strategies:

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

New Developments for 2011-2012

- The Center for International Programs, in coordination with the International Student Organization (ISO), established the "Eat Around the World Festivals," a series of mini-international food festivals that focused on various regions of the world and exposed the campus

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and community to the various cultures that make up the student body at Marshall. Four festivals were held on the campus during 2011-12. These festivals were led by various students organizations, including: Chinese Students and Scholars Association, Indian Student Association, Latino Club, Organization of African Students (OAS), Saudi Arabia Club, Vietnamese Student Association, and Japan Club (4.a).

- One College of Education alumna, serving in the military and stationed in Afghanistan, and one College of Education faculty member collaborated to develop a curriculum and send supplies to help train 600 elementary school teachers in Afghanistan in 2011-12. Six boxes of school supplies were generously donated by the Deans of the colleges at MU (4a. 4b).

Continuing Commitments

- The International Festival, a 48-year tradition at Marshall University, took place in November 2011 during International Education Week (IEW). Over 500 people from the campus and community attended. Also, during IEW 2011, an annual Flag Festival and Study Abroad Fair were held in the Memorial Student Center (4.a).

- Integration of international students is facilitated through campus activities and events sponsored and organized by the International Student Organization, including orientations, picnics, parties, trips, festivals, etc.

- The Center for International Programs continues to provide Japanese language programs for dual credit at Huntington High and Cabell Midland high schools with funding from Cabell County Board of Education.

- The Center for International Programs continues to provide a K-12 enrichment Saturday School program which serves the children of the Japanese employees of Toyota and other Japanese companies in WV with funding from the West Virginia Department of Education (4.b).

- The Center for International Programs continues to provide interpreters/translators through its Language Bank to assist with visiting officials from businesses outside of the United States with a grant from the West Virginia Development Office, International Division (4.b).

- The English Conversation Partners Program, sponsored by the Center for International Programs, changed its name to International Conversation Partners Program effective Fall 2010. The program now connects ESL students in the LEAP program all international students with an American student for communication and friendship. The program was previously available only to LEAP program students (4.a).

- The International Living Learning Community in the residence halls was re-named the Cultural Connections Community, effective Fall 2010. The focus has become multicultural as well as international in scope. One floor of the residence hall is devoted to housing students who learning foreign languages or participating in international exchange program. Now, the floor also houses students who are interested in exploring aspects of diversity, inclusion and social justice and who want to live in an inclusive, multicultural environment (4.a).

- The 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 (4.a, 4.b).

- The Department of Communications Disorders continues to offer services to international students in need of accent modification/dialect through the Marshall University Speech and Hearing Center (4.a).

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

5. Encourage and support international faculty experiences.

Strategies:

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

New Developments for 2011-2012

- The Campus Internationalization Committee (CIC), chaired by Dr. Joe Wyatt, Professor of Psychology, and 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 carry out a strategic planning process, which it completed in 18-months with assistance from the American Council on Education (ACE). The Committee chair is preparing a report for the Provost with the recommendation to create a standing council to replace the CIC. The tasks of this council would be important and include the following: 1) to prioritize the recommendations made by the sub-committees in their strategic plan; 2) to drive the discussion of internationalization to the academic departments; 3) to engage the deans, and 4) to provide links and feedback to the general education committee (5.g).

- Dr. Aley El-Shazly, Geology professor in the College of Science, was awarded a grant from the National Science Foundation award to support fieldwork in Egypt. Mr. Nathan Rohrbaugh, a student in the Physical & Applied Sciences graduate program, was selected to assist him with this project which is entitled "Origin and Economic Potential of some Banded Iron Ore from the Central Desert of Egypt".

- Dr. Victor Fet, professor in the College of Science, spent Spring semester 2012 in Greece on exchange as a US Fulbright Scholar hosted by Dr. A. Parmakelis (University of Athens) and Dr. I. Stathi (University of Crete). He worked with both undergraduate and graduate students to conduct research projects with his hosts. In addition, Dr. Fet visited museums of natural history in Vienna

(Austria), Paris (France), Athens (Greece), Sofia (Bulgaria) in Spring 2012 and presented research talks there. He also presented a talk and chaired a section at the 12th ICZEGAR (International Congress on the Zoogeography, Ecology, Evolution of Southeastern Europe and the Eastern Mediterranean) (Athens, June 2012) and he collaborated with international scholars from Czech Republic (Kovarik), Tunisia (N. Akkari), Canada (G. Blagoev), Bulgaria (P. Stoev) and Turkey (Yagmur), on following publications concerning fauna of Turkey, Greece, Tunisia, Afghanistan, and Iran.

- Dr. Paul Constantino, professor in the College of Science, worked in Ethiopia (National Museum) and South Africa (Ditsong Museum and University of the Witwatersrand) studying damage on fossil hominin teeth. This work is forming the basis of an undergraduate thesis for a Yeager Scholar here at Marshall who accompanied Dr. Constantino to South Africa. Dr. Constantino also traveled to Glasgow, Scotland to take part in a BBC television special on reconstructing hominin behavior called "Prehistoric Autopsy". During the 2011-2012 academic year Dr. Constantino published with coauthors from Kuwait, Australia, and Brazil.

- Dr. Robin O'Keefe, professor in the College of Science, traveled to Chile to establish a new research collaboration there, and made plans to conduct field work in Chile during the 2012-2013 Academic Year.

- Four CITE faculty members presented at international conferences in 2011-12: one in Sharjah, United Arab Emirates; one in Seoul, South Korea; one in Beijing, China; and one in Mexico.

- Two faculty members in the LCOB (Dr. Margie McInerney and Dr. Chong Kim) presented a cross-cultural paper at an international business conference in Greece in June 2011.

- Dr. Bobbi Nicholson and Dr. Teresa Eagle, professors in the Graduate College of Education, presented a paper entitled "Undermining Authority: Restoring Intellectual Relevance in an Anti-Intellectual Democracy," at the Alliance of Universities for Democracy (AUDEM) conference in Dubrovnik, Croatia in October 2011.

- The College of Science hosted a number of international visiting scholars, including: BSC – Dr. Radim Hedl, Fullbright Scholar from the Czech Republic working with Dr. Frank Gilliam; Dr. Ata Abbas, Postdoctoral Fellow from India working with Dr. Philippe Georgel; CHM - Dr. Masudar Rahman, Postdoctoral Fellow from Bangladesh working with Dr. Michael Norton; Dr. Anshuman Mangalum, Postdoctoral Fellow from India working with Dr. Michael Norton; Mr. Irfan Khan (Bangladesh) working with Dr. Bin Wang.

Continuing Commitments:

- Faculty present regularly at international conferences, publish in international journals, and collaborate internationally on research projects with limited funding from the university (5.a).

- 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).

- Marshall is a member of FACDIS, a consortium of 20 West Virginia institutions of higher education with over 375 participating faculty (including 38 from Marshall) in international studies and foreign languages from more than fifteen different disciplines. FACDIS provides Marshall faculty with opportunities for professional development, particularly in the area of course development in international studies.

- Over 20 faculty members are conducting study abroad advising or leading groups of students abroad during the summer (5.d).

- Medical students, resident-physicians and faculty in the School of Medicine have on-going relationships with governments, ministries of health, NGOs, and faith-based organizations overseas (5.h, 5.i & 5.j).

- Several specialty departments in the School of Medicine employ full-time faculty from diverse ethnic and national backgrounds. The Departments of Internal Medicine, Obstetrics, Pediatrics, and Surgery accept a significant number of residency trainees from international medical schools (5.h, 5.i & 5.j).

- Faculty members in the School of Medicine participate in overseas lectures, workshops, and conferences. For example: Richard Crespo regularly serves as a consultant in community development programs in Africa, Central and South America. John Walden, MD, Professor and Chair, Department of Family and Community Health, and Director International Health Residency Track in Family Medicine, regularly participates as an invited presenter at venues promoting global awareness in the health sector.

- The College of Science employees many foreign-born faculty, including: BSC – Brian Antonsen (Canada), Simon Collier (England), Victor Fet (Russia), Philippe Georgel (France), Nicola Locascio (England), Dhanna Rao (India), Nadja Spitzer (Germany), Jagan Valluri (India), Guo-Zhang Zhu (China); CHM – Bin Wang (China); GLY – Aley El-Shazly (Egypt); IST – Menashi Cohenford (Iran), Nos Chahryar-Namini (Iran), Min Kook Kim (South Korea), Seung Jin Lim (South Korea); MTH – Alfred Akinsete (Nigeria), Ari Aluthge (Sri Lanka), Ji Yoon Jung (South Korea), Bassant Karna (Nepal), Avishek Mallick (India), Suman Sanyal (India), Peter Saveliev (Russia), Kusum Subedi (Nepal); PHY – Maria Babiuc-Hamilton (Romania), Xiaojuan Fan (China), Huong Nguyen (Vietnam), Nico Orsini (Italy).

Challenges:

- Attention should be given to establishing the definitions of international activity that the university wants to leverage and to connect the Digital Measures capability to link with the annual faculty reports and the senior administration should devise a communication plan to inform the university community of faculty and student achievements in international activity. A bi-annual e-bulletin might be helpful, as well as inclusion in any regular convocations or faculty orientations (3.a).

- Faculty should be given recognition for promotion and tenure for their international activities, including participation in FACDIS, leading study abroad programs, etc. This would increase involvement of faculty in the university's internationalization efforts.

- 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.

New Developments for 2011-2012

- Marshall hosted 452 international students in Fall 2010 from 53 countries, a slight decrease from the year before when we hosted 461 in Fall 2010 from 58 countries and 478 international students in Fall 2009 from over 60 countries. Since 2000, there has been over a 50% increase in the number of international students at Marshall (6.h, 6.i).

- Joined the new Iraq Education Initiative coordinated by the Iraq Higher Committee for Education Development (HCED) and began receiving our first government-sponsored scholarship students from Iraq.

Continuing Commitments:

- 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).

- Primary source of international student enrollment continues to be the website, word-of-mouth and agreements with oversees universities. Government agencies, such as the Saudi Cultural Mission, Iraq Higher Committee for Education Development (HCED) & Fulbright Foreign Student Program-Amideast, are also sponsoring students to pursue undergraduate and graduate degree study at Marshall.

Challenges:

- The university has renewed its commitment to increase the number of international students and a specific strategy has been identified to accomplish this objective, namely to contract with a private sector partner to increase the number of tuition-paying international students through a joint partnership investment in intensive international marketing combined with substantial joint investments in staff, new programs and facilities, an investment which will be needed to support the increased number of international students (6.d, 6.i).

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

Strategies:

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

New Developments for 2011-2012

- New space was acquired on the third floor of Old Main (directly across from the CIP offices) to house the study abroad advising center and provide a meeting place on the Marshall campus for students, faculty and staff who share an interest in international friendship and understanding. The student lounge was officially opened in September 2011. Numerous activities offered throughout the year involving hundreds of students, faculty and staff, helped to increase our capacity to facilitate the interaction between international students and American students and members of the campus community. (7.a).

- Five new full-time staff members (out of eight total) were employed during past two years: Michael Schmelzle was hired to serve as Director of the Office of International Students & Scholars and oversee the Office of International Students & Scholars. He is assisted by Blair Bocook who was recently employed as International Student Advisor; Robin Messenger was hired to serve as International Admission Specialist and oversees the Office of International Admissions; Ryan Warner was hired to serves as Study Abroad Advisor and oversee the Office of Study Abroad; Sumeeta Patnaik was hired to serve as Co-Coordinator and Instructor of the L.E.A.P. Intensive English Program. Four of the five positions were replacements and one, the International Student Advisor, was a newly created position.

Continuing Commitments:

- Center for International Programs websites continues to utilize the WordPress format that is fully supported by the University's Computing Services Department (7.c).

- Office of International Students and Scholars continues to utilize the 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 eight full-time staff (including the Executive Director) employed in the Center for International Program to oversee the administration of the Office of International Student and Scholar (ISAS), the Office of International Student Admissions and Recruitment, the Office of Study Abroad, and the English as a Second Language Institute. Only two of the eight positions are 100% funded by State budget, one position is 25% funded by State budget, and the remaining positions are funded by external sources of revenue, primarily the L.E.A.P. Intensive English Program fees. (7.b).

2. **Access**

a. **Access Data**

Table 16. Access

Marshall University	Base Year						
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 4 Actual	Target Year 4 2011-12	Target Year 5 2012-13
Access							
Disadvantaged Students	57.3%	59.6%	64.4%	69%	70%		
Minority Students							
White, Non-Hispanic	92.59%	92.16%	91.74%	91.50%	90.90%		
Black, Non-Hispanic	4.85%	4.94%	5.36%	5.21%	5.20%		
Hispanic	0.97%	1.14%	1.18%	1.31%	1.60%		
Asian/Pacific Islander	1.15%	1.31%	1.29%	1.35%	1.30%		
American Indian/ Alaska Native	0.44%	0.45%	0.43%	0.43%	0.40%		
Native Hawaiian or Other Pac Isl				0.05%	0.10%		
2 or more races				0.14%	0.70%		

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

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

The Office 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.

1. Update for 2011-2012:

i. **In 2011-2012**, **70%** of students enrolled at Marshall University met the definition of being *financially disadvantaged*. In raw numbers that is 6,017 students out of 8,614 full-time undergraduate students who are eligible for **need-based aid** and who, therefore, met the definition of being "financially disadvantaged."

ii. 76.8% of the undergraduate student population (8,645 students) received approximately $97.4 million from all sources of financial aid funding. This is an increase of 7.8% (625 more student recipients) and $1.5M over 2010-2011.

iii. In 2011-2012, minority students comprised 9.1% of the Marshall student population, an increase of 0.84% over the 8.26% reported in the 2009-2010 update. Historically, African-American students constitute the largest number and percentage of minority and underrepresented students enrolled at Marshall. As reflected in the historical data, this student population has remained fairly consistent in number. In 2011-2012, African-American students made up 5.2% of the total full-time student population. No change in the percentage reported in the 2010-2011 update.

2. Significant Developments for the 2011-2012 academic year

a. Goals, Services, and Activities: The Division of Multicultural Affairs continues to provide substantive programming, resources, and activities for underrepresented and disadvantaged students. In addition to meeting the needs of students the office has focused on the recruitment and retention of faculty of color.

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.

b. UPDATES 2011-2012

i. Native America Pow Wow

To insure the Marshall University community possesses knowledge of the history and culture of Native Americans who settled in the Appalachian region, Multicultural Affairs in collaboration with the Lower Eastern Ohio Mekoce Shawnee Nation, hosted the first Pow Wow on the Marshall University campus, October 7-8, 2011. This traditional Pow Wow featured drums, dancers, storytelling and multiple vendors selling food and Native American wares. Area fourth grade students were invited to attend the event. Fourth graders in the state of West Virginia study Native American history as a part of the curriculum. Approximately 1,200 fourth graders attended the Pow Wow. An additional 500 persons from across the region participated in the Pow Wow activities.

ii. PROJECT P.R.E. M.E.D. (Providing Real World Experiences for Future Marshall Educated Doctors)

Responding to the need for diversity, excellence, and innovation in medical school education, the Office of Multicultural Affairs partnered with the Joan C. Edwards School of Medicine to establish and implement Project P.R.E. M.E.D. This program provided prospective medical students a behind the scenes look at medical school and the life of a medical student. Thirty-two applications were received for program participation from applicants around the country. Seven students were selected and participated in PROJECT P.R.E. M.E.D.

iii. Diversity Training

Multicultural Showcase: *Are you a Peacock or a Penguin?* Diversity training was provided for faculty and staff designed to infuse more creativity, awareness, and innovation across campus. *A Peacock in the Land of Penguins*, by B. J. Gallagher Hateley and Warren H. Schmidt (and illustrated by Sam Weiss), is a story developed to foster teamwork in a diverse workplace. The training focused on creating a culture where individual contributions are appreciated and team members feel comfortable in challenging the status quo. *A Peacock in the Land of Penguins* provides specifics on how "birds of a different feather" use their differing viewpoints to work together to achieve success. Over 100 faculty and staff members attended this event.

iv. Center for African American Students

Continuing Programs for the 2012-13 Academic Year: The Office of Multicultural Affairs, through the Center for African-American Students (CAAS), will continue its outreach, retention and support programming for African-American students.

Under the auspices of the Division of Multicultural Affairs, the Center for African American Students is committed to engendering the highest level of academic success for all African and African-American students. At Marshall University we have high expectations, but will also provide the guidance and support necessary for students to maximize their academic potential and to prepare them to live and work successfully in a multicultural society.

Furthermore:

• The Center for African American Students (CAAS) office 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.

• CAAS 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 also strongly networked with and offers administrative supports to the Organization for African Students (OAS) and all National Pan-Hellenic Council (NPHC) member organizations on campus, while offering needed to offer various programs and initiatives on campus and in the community.

• 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 African and African American students, necessary to achieve their fullest potential. Scholars are accepted into this program 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 40 current members in the Society (sophomores-seniors). A total of 25 students have been accepted to candidacy for membership in the Society and are scheduled for informal and formal interviews, to be followed by a New Members Induction Ceremony on September 9, 2012. Society members continued to experience high rates of graduation, typically followed by graduate studies, medical school or professional schools. For example, Society graduates now include 5 students currently enrolled in medical schools, 2 having completed their first year of law school, 2 Doctor of Pharmacy students, several MBA graduates, and various others currently enrolled in graduate schools with varying majors.

• Each year the CAASP spearheads the largest strategically planned African American Student recruitment initiative at Marshall University. This Annual Outstanding Black High School Student (OBHSS) Weekend Initiative in the Fallof 2011 attracted 129 (21% increase from previous year) of the most academically advanced African American juniors/seniors, in addition to their parents, each nominated by their respective high schools throughout WV and nearby Metro counties. Of the 106 Outstanding Black High School Students that were potentially eligible for Fall 2012 enrollment with scholarship entitlement, 33 met all academic requirements (GPA/Standardized Test Scores) for the 4-year OBHSS Scholarship. Of this group, 20 are currently candidates for induction into the Society of Black Scholars on September 9, 2012.

• 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.

• While African-American Students at Marshall tend to graduate at rates comparable to and consistent with non-black students, the national unemployment rate of African-American college grads more than doubles that of Caucasian students (Economic Policy Institute, January 2012). Consequently, as a result of a successful Diversity for Equity grant proposal to the WV Higher Education Commission, in August 2012 CAAS was granted funding to develop a Black Alumni Connections Network. During the 2012-13 academic year, CAAS will embark on this unique career development network designed to maximize professional employment opportunities for African and African American graduates of Marshall University. Data and outcome reports are forthcoming.

v. ADDITIONAL CAAS UPDATES:

The CAAS offered or co-sponsored an assortment of programming during the course of the 2011-12 academic year. Typically, all events were well attended; and by nature of the marketing and promotional strategies, each included a highly diverse range of students and community members.

Annual Events Presented by CAAS during Academic Year (estimated attendance)

• Annual Provost and Deans Reception for the Society of Black Scholars (40)

• 24th Annual Outstanding Black High School Students Weekend (275)

• Annual Soul Food Feast (160)

• Marshall University Annual Diversity Breakfast (345)

• African American History Bowl (75)

• Annual Women of Color Day Celebration and Luncheon (125)

• Annual Donning of Kente Celebration (130)

• Annual Black United Students (BUS) Picnic and Cookout. (45)

• B4 (Be Strong, Be Positive, Be Ready, and Believe). A local-low income youth based initiative designed to inspire area youth in goal attainment, developing a personal vision, and valuing education and higher learning. CAAS as co-sponsor (115 youth)

New or Modified Programs Presented During Academic Year 2011-2012

• African American Students and Friends Welcome Celebration (90)

• Virginia State University Gospel Chorale Concert II (380)

• Marshall University H.S.T.A. Summer 2012 Institute with College of Science (110 high school students)

• Marshall University Week of Welcome Diversity Plenaries (2,000 freshmen)

• African American Student Recruitment Community Forums (30)

•Apollo Night Talent Show (110)

• "Snapshot"… A theatrical performance and story about war, race, and culture by ALL TOGETHER PRODUCTIONS, INC. (380)

• Student Etiquette Dinner (35)

• Lecture: "Hillbilly Nationalist, Urban Race Rebels and Black Power" by author James Tracy. Co-Sponsored with MU Student Environmental Action Coalition. (40)

• Lecture: "A History of the Black Panther Party" by Dr./Prof. Jakobi Williams, University of Kentucky (Co-sponsored with Department of History) (30)

• Career Planning and Interviewing Skill Prep Workshop and Discussion (28)

vi. New Initiatives of the Office of Multicultural Affairs and the Center for African American Students

• **Chancellor's Scholars Program**

Marshall University will create the Chancellor's Scholars Program designed to recruit, educate, and graduate underrepresented minority doctoral students. In addition to the recruitment and graduation

process, Marshall University will identify teaching, research, and administrative positions in the state of West Virginia to enable these graduates to contribute their talents and expertise to the people of the state and region. The Chancellor's Scholars program will have one underlying purpose: the targeted recruitment and focused retention of underrepresented minority groups, specifically African-American, Hispanic/Latino American, Asian-American and Native-American doctoral-level students. Targeted doctoral programs include:

Biomedical Sciences (Ph.D.)
Education (Ed.D.--Curriculum & Instruction, Educational Leadership)
Management Practice in Nurse Anesthesia (DMPNA)
Psychology (PsyD).

The goals of the Marshall University Chancellor's Scholars Program are:
- To increase the number of underrepresented minorities enrolled in and graduating from doctoral programs at Marshall University
- To provide support through mentorship and regular contact throughout the doctoral process
- To provide on-going communication with faculty & staff mentors, resources and support networks
- To assist the successful program graduates in securing faculty, research and administrative positions within the state of West Virginia
- To provide guidance in a successful transition from graduate school to faculty/administrative positions

- **First Night Welcome to Campus**

First Night was implemented by the Office of Multicultural Affairs in partnership with the Office of Student Activities and the Center for African-American Students. This new initiative provides one-on-one conversations with student leaders, information tables from multiple campus groups and organizations designed to inform entering students of the services and resources available. The First Night event is a welcome to campus event that serves to acclimate multicultural and underrepresented students to the Marshall environment, encourage friendships and acquire knowledge of campus services and student organizations.

- **Empower Yourself…Empower Your Community**

This program is a collaborative effort between the A.D. Lewis Community Center, Fifth-Third Bank, and the Office of Multicultural Affairs at Marshall University. The A.D. Lewis Center was built to serve as a community center in the heart of the Fairfield West neighborhood. Aside from having the only swimming pool in the city of Huntington, the A.D. Lewis Center provided neighborhood families, Marshall University students, and the city of Huntington a community site where multiple services and support systems were provided. Those services and support systems included but were not limited to; tutoring; fitness classes; computer lab access; arts and crafts; sports leagues; and health screenings. Over the years, the facility has struggled due to a lack of funds for repair and general maintenance. Under new leadership the center seeks to reclaim its former glory and to serve the community.   The event seeks to educate and engage the community through several components:

- Marshall University students will serve as volunteers and active participants in the beautification project
- Marshall University Office of Recruitment will provide and admission information fair for the community
- Fifth Third E-Bus which will be accessible throughout the day for financial advice, credit information and fiscal fitness
- A.D. Lewis Beautification Project

This component will consist of a grounds beautification project that will focus on updating and refreshing the playground, exterior of the center and the parking lot. The Marshall University community will recruit student, faculty and staff volunteers to assist with the work.

Table 17. Retention Rates for First-Time Degree Seeking Students

Ethnicity	Fall 2011 to Spring 2012			Fall 2011 to Fall 2012		
	Number	Enrolled	Percentage	Number	Enrolled	Percentage
ALL	1991	1731	86.9	1991	1421	71.4
Nonresident Alien	11	10	90.9	11	9	81.8
Hispanic/Latino	41	39	95.1	41	34	82.9
American Indian or Alaska Native	9	8	88.9	8	6	66.7
Asian	11	9	81.8	9	7	63.6
Black or African American	154	128	83.1	128	112	72.7
Native Hawaiiann or other Pacific Islander	4	3	75	4	4	100
Caucasian	1707	1491	87.3	1491	1219	71.4

As reported in the 2009-2010 Compact Update, since 2005 first-time full time freshmen retention data demonstrate that African-American students either exceed or have insignificant percentage differences from any other group of students. African American student programs are highly regarded and visible through the university and local community and have grown in reputation and significance of contribution. It is worthy to reflect upon the analysis and report released by *The Education Trust* in August 2010 (the most recent data report), 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*

- o   What **changes are anticipated over the next five years?**

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

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

4. Learning and Accountability:

Area Selected: Expansion of Graduate Education Opportunities

Marshall University continued to increase graduate education opportunities in 2011-2012. The program updates below document the progress made by programs under development last year.   The plans for expansion noted below document Marshall University's careful growth at the graduate level. Marshall has targeted those program areas in high-demand professions and that best position our students to be successful in the twenty-first century workforce of the state and region.

Updates:

1. The *Doctor of Physical Therapy (DPT)* is the entry-level degree for the physical therapy profession. The program was approved in 2011 by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). Effective May 2, 2012, the program was granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. The program is housed in the Marshall University College of Health Professions. In addition to the Program Director, the DPT program currently has four full-time

faculty and two associated faculty. The first class of 38 students began instruction in May 2012. Classes are held at the St. Mary's Center for Education at 2847 5th Avenue, Huntington, WV 25702. The program is expected to accept 40 students per year.

2. The *Marshall University School of Pharmacy*, which offers the Doctor of Pharmacy (Pharm-D), was granted Pre-candidate accreditation status for its Doctor of Pharmacy program in 2012. This action authorized the university to enroll and begin instruction of the inaugural class of 81 students in August 2012. The Pharm-D program will have a site visit in September 2012 from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) in anticipation of HLC approval. On August 14, 2012, the SOP officially opened with a ribbon-cutting at the new Coon Education Building, which has more than 76,000 square feet of newly renovated space at a cost of nearly $9 million. In addition to the Dean, the SOP currently has 15 full-time faculty. The School of Pharmacy has established education agreements with dozens of health care providers and community pharmacies throughout West Virginia and the tri-state region as well as 11 different hospitals.

3. MS in Athletic Training
The School of Kinesiology in the College of Health Professions now offers the *MS in Athletic Training.*
The state of West Virginia requires certification for athletic trainers. It is expected that graduates of this degree program will help meet that need.

 B. Plans for Expanding Graduate Programs at Marshall University

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

New Degree Programs

1. Master's in Public Administration
The Master's in Public Administration will provide graduate training in academic, research and service to prepare students for leadership positions in public service, both in the non-profit and public sectors of society. Graduates from this program will serve the needs of the Huntington, Point Pleasant and Charleston areas. No MPA program currently exists to serve these areas.

2. Master's of Public Health
The purpose of this degree program is to educate students in the biological, environmental, and behavioral determinants of key public health issues for the purpose of promoting and maintaining health, preventing disease and disability, and educating the public on health-related matters with an appreciation for the special healthcare issues of Appalachia. The MPH program will offer the second such program in the State of West Virginia provided by a public institution. The program provides an educational model that will allow a cohort of students to move through the foundational courses and on to a more focused curriculum compatible with public health related employment with a focus on community health, bio-informatics, and biostatistics/epidemiology. The MPH will be a multi-disciplinary program consisting of courses offered by the College of Health Professions (COHP), the College of Science (COS), and the College of Business (COB). The program expects to have 50 students at full strength.

Update: New Graduate Certificates
Certificate programs are professional continuing education programs to provide opportunities to students to complete a cohesive program of coursework that is less than a graduate degree, but which provides advanced training in a specific area. New Certificates for 2011-2012 are:

1. *Graduate Certificate in Geospatial Information Science (GIScience)- Advanced*
A basic graduate certificate in GIScience is currently offered by the Marshall University Department of Geography. Students who gain additional GIScience knowledge and skills have better employment opportunities and should be recognized with an Advanced certificate. Increasingly, there is a demand for

GIS professionals in private industry. Surveying and engineering firms routinely hire GIS professionals. Petroleum companies also maintain GIS/mapping departments to keep track of oil and gas production, storage, and transportation. Utilities are forming new GIS departments responsible for automating electrical, gas, or cable telephone network mapping and report-generating activities. There is also a significant demand for persons trained in GIS to work abroad, especially in large cities and in multinational corporations. The GIS/mapping industry is a burgeoning market and one of the fastest growing segments of the computer industry.

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

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

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

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

Year-6 Progress Report
This year, the MU-ADVANCE Program worked with various offices to sustain the Program's efforts, as it is scheduled to close on August 31, 2012

Update:
Recruitment Initiative
AY 2011-12 (Year 6) Highlights:

- Worked with 10 STEM departments, on a total of 17 searches
- For the 2012-13 academic year, **70% of the new STEM hires are women.** In one department, the number of female faculty has doubled
- Provided assistance to departments for advertising their searches, including a university-wide subscription to HigherEdJobs.com
- Met with female and male candidates of STEM searches, providing informational packets
- Administered the "Offer Survey," with a 52% return rate. Participants rank the importance of several personal and career factors in accepting the job offer from Marshall. "My impression of the department" received the highest number of responses as being the most important factor.
- Sent all Department Chairs a letter informing them of the university subscription to *HigherEdJobs.com* and other resource materials that are available through MU-ADVANCE, such as the Search Committee Guide, the Faculty Diversity at Marshall University Guide, and the Dual Career Services brochure.
- Dual Career Service was provided to faculty candidates
- Candidate Resources Page was continuously updated
- Followed up on MU-ADVANCE's recommendation to adopt a document management system to improve recruitment efforts at Marshall:
  - ➢ The adoption of a document management system by Human Resource Services would streamline the recruitment process and would allow search committees to track paperwork for faculty searches. This would help abate delays at all levels of the search process.

> ➢ MU-ADVANCE sponsored the PeopleAdmin (the chosen document management
> system) demonstration to campus stakeholders

Updates:
Faculty Development Initiative
AY 2011-12 (Year 6) Highlights:

- Mentored 4 pre-tenured faculty, 2 of which were new hires, as part of the fellowship program

- Funded 9 mini-grants for travel, research supplies, and for one investigator to travel to confer with her senior collaborator.

- Hosted 6 overall events, including networking events and individual research presentations. MU-ADVANCE co-sponsored a series of research presentations in conjunction with the Women's Studies Program that were open to the entire campus. These research presentations prominently displayed the breadth of research being conducted by female faculty (attended by 35% of our target population).

- Beginning in the Spring semester, MU-ADVANCE hosted a weekly luncheon. The two new female STEM faculty both regularly attended, as well as several more faculty and female staff members. Often these luncheon participants discussed teaching and research but focused a great deal on the personal lives of the new faculty. For instance, one of the new faculty members' spouses was having difficulty finding a network of people interested in his field. Although he is currently a stay-at-home Dad, he wants to remain connected to professionals in his area (sound engineer). By coincidence, one of the senior faculty members' daughters is married to a man within the same field. The senior member invited everyone to her house for dinner and was able to facilitate a local connection.

- MU-ADVANCE sponsored a Leadership Academy to introduce the next potential Marshall administrators to the inner working of the university. The Academy is a year-long workshop that focuses on 15 topics, including "Managing Conflict," "Budget and Finance," etc. Marshall is trying to prepare for the inevitable demographic shift as more senior faculty begin and administrators begin to retire. MU-ADVANCE and the current administration felt it necessary to exposing how the administration operates. One participant commented that the Academy was an "excellent opportunity to learn all the inner workings of Higher Education Administration. This is a great chance to meet with and talk to people who are doing much of the nuts and bolts of administrative work at Marshall."

- MU-ADVANCE also sponsored the *Focus Group to Gauge the Overall Impact of the MU-ADVANCE Networking/Mentoring Model.* The purpose of this focus group was to collect data to evaluate how well the networking/mentoring portions of the grant program did. Five of the Faculty Fellows were recruited to participate – one from the College of Information Technology and Engineering, two from the basic science departments in the School of Medicine, one from the College of Liberal Arts, and one from the College of Science. Each expressed their own personal experiences with the networking/mentoring activities provided by MU-ADVANCE. Through their participation, they were able to voice the types of faculty development opportunities that can be proposed to the administration at Marshall and possibly implemented to create a more supportive and productive environment for faculty. Results will be disseminated to the administration and potentially through a publication in progress.

- Published 7 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 grantsmanship. These services are free of charge

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to female STEM faculty. This year, the MU-ADVANCE Editor reviewed 4 grant proposals; 2 abstracts; 8 manuscripts; 2 posters; one textbook chapter; and 16 other documents, which included a pre-tenure review portfolio. In addition, the Program Editor worked closely with the Program Coordinator to polish all MU-ADVANCE-related materials, including 31 Academic Affairs 2010/11 newsletters, two manuscripts for publications related to MU-ADVANCE's best practices and models, the executive summaries, and numerous other documents.

- Funds were provided to sponsor Dr. Shari Clarke, Marshall's Vice President for Multicultural Affairs, to attend the National Academies of Sciences' Conference *Seeking Solutions: Maximizing American Talent by Advancing Women of Color in Academia*, held June 6-8, 2012, in Washington, DC. The conference was very enlightening. In fact, Dr. Clarke stated, "It was obvious that strides have been made by women of color. Many of them spoke of their graduating classes and how small the number was, to the point that they were aware of other women of color nationwide who had graduated when they did-usually there was only 1 or 2 others in the country receiving doctorates. However, it was quite clear that women of color still are facing multiple challenges in the academy-issues of hostile climates, lack of cultural understanding, the lack of role models and feeling limited by the ability to move forward were discussed at length. Solutions focused on the importance of mentoring, or implementing sponsorship vs. mentoring, looking at generational diversity, and making informed choices."

- Funds were provided to sponsor Dr. Elizabeth Murray, Professor of Integrated Science and Technology, to attend the National Science Foundation's Joint Annual Meeting, held June 13-15, 2012, in Washington, DC

- Administered the Follow Up Survey for new faculty hires to evaluate their first year experience (100% response rate). "Access to necessary resources (i.e., tenure and promotion guidelines)" still receives a mediocre rating from 75% of the participants. This result still suggests that some colleges and departments need to do a better job of providing this information and/or directing new faculty to where the information is housed. At the next MU-ADVANCE Team Meeting, we will discuss how to encourage departments and colleges to direct new hires to this information.

Policy Changes Initiative
AY 2011-12 (Year 6) Highlights:

- "Campus Conversations" co-sponsored with Academic Affairs.

- Recommended that the application for the Modified Duties policy be clarified.

- Recommended that a pre-tenure review evaluation tool be developed to ensure that faculty feel they are benefitting from these sessions.

- Recommended that a reassigned time procedure be developed for funded faculty, as well as to accommodate the Flexible Workload Policy.

Dissemination
Academic Year 2011-12 (Year 6) highlights:

- In an effort to disseminate MU-ADVANCE successful practices and procedures statewide, the P.I., Dr. Marcia Harrison, attended one of the monthly meetings of the West Virginia provosts. During the meeting, she discussed MU-ADVANCE's three initiatives and their outcomes, as well as the National Science Foundation-supported Partnership, Adaptation, Implementation, and Dissemination (PAID) Grant Program. A handout was distributed with the same information. The meeting generated some interest in collaboration from smaller schools.

- MU-ADVANCE continued to write and circulate the weekly *Academic Affairs 2011/12* newsletter. During the academic year, 31 issues were published.

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

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

Challenges: Recruitment efforts require a process that allows for hiring departments to begin advertising, accepting and reviewing applications, and interviewing candidates in the most opportune time for their discipline. The process to get from developing the job advertisement to seeing it on the jobs site can be long and delayed. For the second year, the delays were significant, costing some departments their top candidate or ended in failed searches (6 out of 17 STEM searches failed). The challenges are to determine and implement the best methods to expedite the process in order to get a desired candidate, rather than the last viable option. As one anonymous new hire stated in the Offer Survey, the MU-ADVANCE-administered survey for new hires to evaluate the recruitment process, "This this search took from December (advertise) until June (offer) to complete. Speedier process would have been nice."

The university is working toward adopting and implementing PeopleAdmin, the document management system that was demonstrated on August 25, 2011 to campus stakeholders. MU-ADVANCE made a formal recommendation for the adoption of this type document management system last year to Human Resource Services to abate delays in the search process. The recommendation was also published in MU-ADVANCE's Executive Summary: Recruitment, which was disseminated to Human Resource Services, the President, and the Provost.

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

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

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

Challenges: Currently, it is difficult to obtain a single job in a given area; however, it is exponentially harder to acquire two positions in an area like Huntington. The biggest challenge hiring departments are now facing is finding a way to determine if their most desired candidate has a spouse/partner. Because search committees are not permitted to ask if this is an issue during the interview process, they often find out when the offer is made. The candidates are being trained by their doctoral institutions to wait until they have an offer letter in hand before announcing that they have a spouse/partner (usually in either the same field or an academic) who also needs a position. This is compounded by the fact that the candidate has 10 days to accept or decline the offer; thus giving the search committee a narrow window of opportunity to secure another position. One department made six total offers and five were declined by candidates without any other offers. Because of the current economic climate, it's difficult to believe that people can easily turn down any position without another offer on the table. Therefore, knowing that candidates are passing up the Marshall offer strengthens the statement that dual career issues are a serious problem.

Lesson 4: A mentoring program is necessary to promote and enhance the careers of junior faculty.

Challenges: The challenge is that there are not enough willing senior faculty to mentor the junior faculty.

Lesson 5: Conference and research (i.e., trips to other laboratories and/or senior collaborator's institutions) travel is vital to build collaborations and careers of junior faculty.

Challenges: University travel funds are not sufficient enough to cover even a single conference trip.

Lesson 6: Workshops that address faculty career development have been effective.

Challenges: These workshops are costly.

Lesson 7: The Flexible Workload Policy needs to be implemented and the eligibility requirements for reassigned time need to be transparent and available to faculty in order for them to be successful.

Challenges: Devising a way to free up faculty members' workloads without placing too much financial burden on the university to find suitable replacement.

Lesson 8: Associate Professors need support too! The Climate Survey revealed that associate professors feel unsupported and forgotten.

Challenges: Determining what types of support would be useful and beneficial to associate professors.

Update:
Plans to sustain the efforts begun by MU-ADVANCE (End date: August 31, 2012)

Recruitment:
- The Offer Survey will continue to be administered after the Program ends through the Center for the Advancement of Teaching and Learning (CTL).
- Human Resources will continue to subscribe to HigherEdJobs.com to assure a consistent public presence for Marshall's job openings.
- The Dual Career Service will be overseen by Career Services at Marshall.
- The information on the candidates' resources pages offered through Human Resources.
- Marshall plans to purchase PeopleAdmin for its campuses, the Research Corporation, and the School of Medicine. Full implementation is expected to be complete by January 2013.

Faculty Development:
- The Follow-Up Survey will continue to be administered after the Program ends through the Center for the Advancement of Teaching and Learning (CTL).
- Mentoring and faculty development workshops will continue through CTL.
- Fellowships and Mini-grants may be sustained through the Foundation – negotiations are in progress.
- Grantmanship workshops will be offered through the Marshall University Research Corporation.

Policy:
- Policy review and proposal development will continue through the Path Forward Committee
- The application for the Modified Duties Policy will be modified to make it more clear to faculty what is an allowable reason to apply.
- Efforts to implement the Flexible Workload Policy will be continued.
- A reassigned time application procedure will be developed to accommodate funded faculty, as well as the flexible workload policy.
- A survey will be developed for probationary faculty to evaluate their pre-tenure review. CTL will administer this.
- *Campus Conversations* will continue to be offered via Academic Affairs.
- CTL will administer the Faculty Job Satisfaction Survey.

APPENDIX A.

MARSHALL UNIVERSITY DATA ELEMENTS

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 3 Actual**	**Year 4 Actual**	**Year 4 2011-12**	**Target Year 5 2012-13**
1a Total Fall Headcount Enrollment*	**13,808**	**13,573**	**13,776**	**14,192**	**13,966**	**14,198**	**14,476**
1b Annualized FTE Enrollment*	**11,706**	**11,582**	**11,492**	**11,830**	**12,357**	**11,926**	**12,160**
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	**71**	**71**	**71**	**70**	**71.4**	**73**	**74**
2b Avg Retention Rate of Institution Peers (median)*	**72.5**	**74**	**74.5**	**73.5**	**74**	**N/A**	**N/A**
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	**41**	**45**	**46.0**	**47**	**45**	**48**	**49**
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	**46**	**46.7**	**48.4**	**46.6**	**45.7**		
3c Avg Graduation Rate of Peers (Median)*	**48**	**50**	**47.6**	**49**	**48.5**	**N/A**	**N/A**
4 Degree Production**							
Certificate							
Associate	100	111	69	91	111	100	100
Bachelor	1,450	1,400	1,358	1,393	1,547	1,389	1,416
Masters	872	885	893	902	864	830	820
1st Professional	42	50	0	0	0	65	72
Doctoral	17	15	78	95	118	20	20
Total Degrees	2,481	2,461	2,398	2,481	2,640	2,404	2,428
5 Number of undergraduate degrees in STEM & Health Fields***	**375**	**395**	**414**	**407**	**482**	**377**	**420**

* 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 online course program at Marshall University (MUOnLine) is currently powered by **Blackboard Learn 9.1.** Over the last 20 plus years, faculty and students have found innovative and effective ways to use the Internet for teaching and learning. Learning Management Systems have evolved to include cloud and social networking, and Marshall University's learning technologies have continued to expand and evolve in response. Now, more than ever before, the ability to engage students in their learning is critical to their success. Evolving learning technologies afford new opportunities for deeper student engagement. In working with Academic Affairs and the President, Information Technology is progressing with deploying and/or supporting several technologies that are geared to have a major impact on student success.

A. **Description of current status:**

Marshall University Information Technology (MUIT) manages and provides technical support for the MUOnline environment that includes almost the complete suite of Blackboard products that are interfaced to our comprehensive Banner ERP. All MU courses receive an online course section in Blackboard Learn and have access to tools such as Turn-it-In, Blackboard Collaborate, Respondus, Camtasia Relay, MyCourse Eval, and Lynda.com. We are still experimenting with in-class collaboration tools such as Tidebreak, Learn Space and products similar to Apple TV. Students using mobile devices access their course materials via the MUMobile. Our unified IT support desk is available virtually around the clock for all their IT support needs. Since libraries are part of the Information Technology team, tutoring and reference questions are also addressed via the same support desk. IT also supports a robust Faculty Development Center to assist with the online conversion of course materials. MUOnline also supports an Online College Courses in the High School program that includes a free course called "How to Succeed in College". It is designed to expose high school students to best practices for taking online courses. It also creates a perfect opportunity to make connections with the K-12 community in the hopes they will eventually come to MU as full time college students.

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

During the 2011-12 several campus-wide projects were conducted by Information Technology faculty and staff to enhance and support the technology infrastructure for instruction and over-all system support purposes:

Worked with several campus areas including the Office of the President, Academic Affairs, Finance and Physical Facilities during 2011-12 to renovate centrally scheduled classrooms to new innovative learning and collaboration spaces.

Continued the expansion of Marshall University's high-performance computing infrastructure to meet the needs of the research community.

Collaborated with research computing groups and research faculty on improvements to research computing resources as well as major upgrades to the Computer Room made to Capital funds and the CI-TRAIN grant.

Completed major networking and telecommunications infrastructure upgrades and develop a roadmap for future growth and enhancements and maintained and enhanced a secure campus computing environment.

Launched the new Research Computing website presenting information to the University community about all research computing results, activities, resources, and services on campus in a single, coordinated website.

Assisted in developing the Pedagogy of Teaching and Learning Online (PTLO) program launched by the Center for Teaching and Learning in Academic Affairs to encourage compliance with the QM rubric for development, enhance pedagogical practices for online learning, and improve faculty command of the Blackboard learning management software and peripherals.

Initiated the Quality Matters program at MU to improve over-all quality of online and hybrid courses; partnering with the Academic Affairs Center for Teaching and Learning to promote and register faculty for the QM certification.

Upgraded to Blackboard Learn 9.1 added a number of key "Web 2.0" tools, including new wiki technology, and will help ensure our Learning Management System remains in line with evolving educational tools.

Launched a pilot program to adopt Camtasia Relay for lecture capture use among faculty; conducted several informational and training sessions to encourage faculty use.

Delivered the "MU Mobile" mobile application in formats for iPhone, Android, Blackberry, and web-capable smart phones.

Implemented the Marshall Digital Scholar (MDS) program providing digital access to faculty papers, articles, presentations, book chapters, multimedia clips, student research projects, and more.

Conducted a risk management assessment project to assess holdings and policies relating to copyright to ensure that Marshall University is in compliance with current changes resulting from the Georgia State University decision.

Completed a major grading the campus telephony environment, including voice mail, to take advantage of modern unified messaging and communications technology solutions that integrate with the data network.

Improved and increased wireless connectivity on campus by expanding the installation of 802.11n wireless data networking.

Completed the Implementation of the Huntington Metro Fiber Ring; implemented access for the entire State of WV to Internet2 (Higher Ed, K12, State Government).

Implemented the Digital Media Management System (Ensemble) with full integration with MUOnline; expanded Digital Signage to more than 50 signs including the BioTech Video Wall; and implemented a highly scalable LiveStream solution for live event casting.

Facilitated Information Technology requirements for the new School of Pharmacy and Physical Therapy programs.

Began a complete revision of the Morrow Stacks to place serials and monographs in Library of Congress classification; shifted music reference materials to make the arrangement of these unique materials more logical for patron use.

Completed first external/internal network security vulnerability assessment with the assistance of an external consulting firm. The assessment consisted of testing of both Internet-facing as well as selection of high-value/high-risk internally accessible systems.

Completed evaluation, selection and data migration for the MU Alert campus-wide emergency notification system (ENS). MU Alert utilizes an off-campus service provider to send SMS/txt, e-mail, and voice-calls to quickly communicate health and safety-related information to the MU campus community. We are anticipating at 25% reduction in annual subscription cost as well as improved interfaces for University communications teams and end-users.

Began modernization of the identity management process used to create campus computer accounts. This project is nearing completion and is expected to being provisioning new accounts during the Fall 2012 semester. A technology refresh of the myMU campus web portal (a separate IT project also currently underway) will be the first beneficiary of this project which will streamline the process where University students, faculty and staff are provided network logon accounts as well as provide easy, self-service management of password resets.

Provided an updated stream of information security awareness resources thru the InfoSec website (www.marshall.edu/InfoSec), topical updates through the campus digital signage network, production of cyber-security video tips series, quarterly updates to the MUBOG. ITsec team also works alongside IT Service Desk team and other campus partners to directly support campus students, faculty and staff with incident response and remediation.

Deployed a system which will provide collection and analysis of system and application event logs. This system will provide the IT team two key functions: 1) provide an improved means to collect and audit IT system activity which has already occurred (i.e. incident response); and 2) provide early detection and notification of a wide variety of activities which could pose a threat to the University IT environment.

Provided a number of core services to identify and protect University IT assets. These inventory and protection products periodically require upgrades which an impact all computers on campus. The Dell/KACE 'KBOX' system was upgraded to provide additional client features and OS patch/application update deployment capacity. The Symantec Endpoint Protection (SEP) software is currently being upgraded to over 5,000 computers to provide new malware detection and improved defense capabilities.

1. **Online course development:**

   While Marshall University began phasing-out the stipend program that historically supported new online course projects, a new push was made to enhance the over-all quality of new and existing online and hybrid courses during 2011-12. In the Spring , Marshall became an institutional member of the Quality Matters program. From their webpage "Quality Matters is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning."

   Launching a two-pronged program, the Pedagogy of Teaching and Learning Online consists of Part I: Applying the Quality Matters Rubric and Part II: online teaching

pedagogical techniques and hands-on Blackboard training. Each faculty member who completes both parts of the PTLO training receives a lump sum stipend payment of $1,000. At some point, the university may require that only faculty who complete the PTLO certification may teach online. Until that time, Academic Affairs and IT have partnered to certify 200 faculty members during 2012-13. Funds used for development stipends are being reallocated to this new program in the hopes online course quality and teaching-learning techniques improve.

2. **Online program development:**

Faculty online course development projects did not progress at the same rate as in previous years; however, 49 new online courses were added to the schedule in 2011-12.

	2011-12	2010-11
New Online Courses Approved	49	60
Total Online Courses	549	500

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

Undergraduate Degrees

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

Undergraduate Minors

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

Graduate Degrees

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

Graduate Certificates

- Early Childhood Education

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

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

Undergraduate Degrees

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

Graduate Degrees

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

Certificates

- Computer Forensics
- Early Childhood Education
- Educational Computing

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

B. **Plans for growth in five years:**

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

Alignment with MUOnLine and Academic Affairs – A partnership between MUOnLine and the Center for teaching Excellence has been developed to aid in rolling out an online faculty certification program designed to provide faculty with skills to teach with technology and improve the content and delivery of online courses. Quality Matters was launched in the Spring   and the online course review process is currently being revised.

Development of Hybrid Courses – Students are also demanding hybrid courses in which delivery consists of 2-way video options within MUOnLine. Blackboard Collaborate provides live classroom interaction and lecture capture options within the existing course management platform while Camtasia Relay provides lecture-capture options for face-to-face courses and the development of multimedia content for online education.

Expansion of the Faculty and Staff Training and Development Programming – Information Technology staff within the Online Learning and Libraries division continue to collaborate with Human Resource Services in providing faculty and staff technology training opportunities.

Expansion of computer technology resources that support student and faculty development – IT support resources were further expanded to continue providing faculty, students and staff with development options.

Participation in the Regents Bachelor of Arts (RBA) Today program – MUIT staff continued to support the Higher Education Policy Commission's new program, WV ROCKS, by serving on the Advisory Board and as an adjunct faculty member for the Fall 2012 pilot. Advanced Digital Literacy Skills was revised to mesh with the Quality Matters rubric and new content accessible to non-MU students was added to provide library support.

Expansion of the IT Assessment of Information and Digital Literacy Skills – The library faculty participated actively in the university's assessment programming during 2011-12. The information literacy rubric was revised to align to new Higher Learning Commission Degree Qualifications Profile standards. Likewise, instruction programming has been modified to provide support for the levels delineated in the new rubric.

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

	2011-12	2010-11	2009-10	2008-09	2007-08
# Students Served	13,231	12,474	11,578	11,536	16,357
# Online Courses	549	500	440	497	584
#Online Faculty	181	163	295	300	388
Certificate(s)	6	6	5	0	1
AAS Degree(s)	3	3	0	0	2
BA Degree(s)	2	2	0	0	1
Minor(s)	5	5	3	2	2
MA Degree(s)	4	4	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.

Enrollment growth did take place during 2011-12 for the online course program compared to last year:

2011-12	Fall 2011	Spring 2012	Summer 2012	Total Enrollment
Undergraduate	3,771	4,156	2,332	10,259
Graduate	1,148	1,186	483	2,817
OCCHS	65	78	12	155
Total	4,984	5,420	2,827	13,231

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

The most significant growth took place in the Online College Courses in the High Schools program for the third year in a row. There was also an increase in graduate enrollments.

When reviewing the demographic information for online students at Marshall University it appears that the age range break-out of online students remains fairly consistent while the MUOnLine program did see a slight decrease in online only students during summer 2012.

	Fall 2011	Fall 2010
Age	**% of Enrollment**	**% of Enrollment**
<18	0.4%	0.2%
18-21	27%	26%
22-30	45%	46%
31-40	16%	17%
41-50	8%	8%
51-50	3%	3%
>61	0.3%	0.3%

Online only students:

	2011-12	2010-11	2009-10
Fall	835	784	763
Spring	880	829	782
Summer	2,018	2,181	2,103
TOTAL	3,733	3,794	3,648

While 66% of the online students taking courses at Marshall University reside in West Virginia, the MUOnLine program did see distance education students in 41 states:

Similar to traditional courses, there are more female students enrolled than male; however, the ratio is closer during summer school terms:

2011-12	Fall	Spring	Summer
Female	70%	69%	59%
Male	30%	31%	41%

The age ranges depicted in the student data reinforce IT's commitment to serving the needs of adult students in the distance education courses. Over half of the students enrolled in online courses are over the age of 22. Work, home, children, and other issues impact an adult student's ability to concentrate on his or her distance courses. Attention to these concerns help staff anticipate student needs more effectively.

Likewise, the unique technology-centered behaviors of the current Gen-Y or Millennial generations require that IT staff be keenly aware of their habits and distractions to better serve this population. Within the library realm in which the intellectual support needs of distance students are being met, the librarians have modified materials acquisitions policies to provide more digital full text content and mobile apps for e-books, e-journals, online databases, and research services.

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

Faculty and staff training initiatives continue to be major priorities for several areas within MUIT. In addition to the Human Resource Services partnership providing campus-wide workshops and

professional development, IT also collaborates with Academic Affairs and other units on campus to tailor various types of training opportunities. 2011-12 highlights include:

- The Digital Learning Team offered 74 training opportunities in which 535 faculty and staff attended during 2011-12.
- The MUOnLine Design Center conducted 88 training sessions in which 215 faculty attended.
- During 2011-12 approximately 1,460 people sought assistance for course development projects from instructional designers on both campuses.
- The Research and Instruction Team held 272 library education sessions in which 4,428 students attended.

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

A. **Description of current status:**

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

- University Libraries
  - John Deaver Drinko Library
    - Research and Information Services
    - Technical Services
  - James E. Morrow Library
    - Government Documents
    - Special Collections
- Marshall Technology Outreach Center
  - Online College Courses in the High Schools
- MUOnLine Design Centers (Huntington and South Charleston
- Digital Learning Team
- Information Technology Assessment

MUOnLine Design Centers - The MUOnLine Design Center in Huntington is currently staffed Monday through Friday from 8:30 a.m. to 5:00 p.m. with 7 FTE trained in instructional and graphic design. The MUOnLine Design Center in South Charleston is open M-F from 9:00 a.m. to 5:00 p.m. and is staffed by 1.5 FTE also trained in instructional design. MUIT staff expanded training to include TECI room use, Pedagogy of Teaching and Learning Online, Quality Matters, student response systems (Turning Point), Blackboard Collaborate, and Camtasia Relay.

Digital Learning Team - The Digital Learning Team consists of three professional librarians and one Instructional Designer who stay abreast of technology trends, new software developments, and information and digital literacy.

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

B. **Plans for growth in five years:**

The MUOnLine program growth has continued to rise steadily since 2009. Due to budget issues campus-wide, the organization is cautious not to overextend the existing staff and services.

Programming Growth – With close to 6,000 enrollments this fall, the program enrollment continues to increase. Student demand and the economy have adjusted traditional student priorities. Additionally, with an increase in graduate enrollments, attention to MA level program growth will be essential in the coming year to meet student demands.

◻

Online Course Enrollment Total

(Bar chart values: 2009-10: 11,549; 2010-11: 12,474; 2011-12: 13,231)
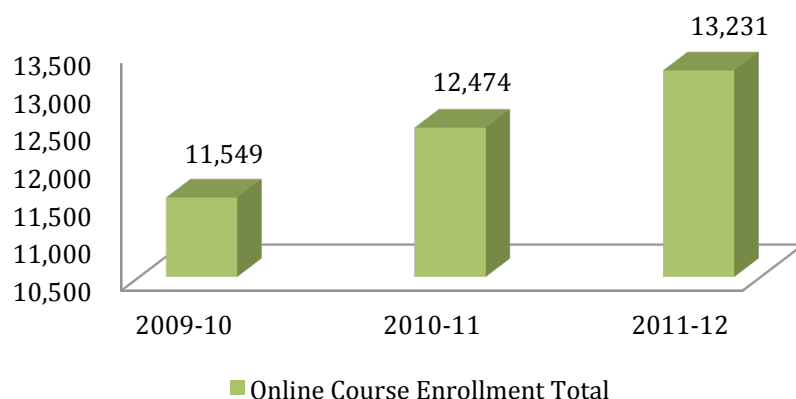
Marketing Expansion – MUOnLine and the OCCHS programs continue to support active marketing plans via multiple media outlets each year. Marketing exposure during athletic and educational events also help spread the word about the online opportunities at Marshall.

Hybrid Course Support – Hybrid course expansion is taking place with the advent of easy-to-use technologies that faculty are adopting at a very rapid rate. Camtasia Relay has made lecture-capture a necessity among several of the medical and bio-technology classes. Multimedia formats are exported to YouTube or hosted on the MU Camtasia server and shared with students. University offices have also used the program to support internal staff training.

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

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

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

The MUIT staff in this area did see some turnover; however, there were no increases to the full time staff. No increases to full time staffing are projected for 2012-13 due to budget constraints.

IV.   Assessment of Instructional Technology:

The Information Technology unit solicits general feedback and comments via the ongoing "Be Herd" campaign. Suggestions obtained from the online form are taken very seriously by all managers and directors allowing MUIT to address deficits in customer service and/or modify workflow to meet user needs more successfully.

During 2011-12, the Center for Teaching and Learning launched a student user survey to provide feedback for the learning management system and online course program. Suggestions gathered from this process helped support the decision to subscribe to the Quality Matters program at Marshall University.

A. **Current assessment strategies:**

During the past academic year, MUIT assessment strategies included; but, were not limited to the following projects:

Faculty learning space technology survey to help determine faculty use of problem-based pedagogy and active learning techniques prior to classroom technology upgrades;

Survey of online students to determine satisfaction with the course management system and online course quality conducted by the Center for Teaching and Learning;

Annual Assessment Day activities involving online faculty and student surveys and focus groups;

Ongoing use of "Be Herd!" the MUIT feedback form that is linked to every MUIT webpage and service portal;

Continued use of CoursEval™ (Academic Management Systems), to provide faculty evaluations for online and hybrid courses;

Revision and adoption of the RIS Information Literacy rubric in conjunction with library instruction programming (adapted from the Information Literacy Value Rubric; AAC & U):

	Capstone Level (Exemplary) (senior)	Acceptable (sophomore and junior)	Emerging (freshman and sophomore)	Baseline (freshman)
Determines the Nature and Extent of the Information Needed	1.3. *assesses5* the costs and benefits of acquiring the needed information	1.4. *evaluates5 and revises5* the nature and extent of the information need	1.2. **identifies1** a variety of types and formats of potential sources for information	1.1. **defines1** and **articulates2** the need for information
Accesses the Needed Information Effectively and Efficiently	2.3. retrieves *(implements3* a retrieval of) information online or in person using a variety of methods 2.5. *collects6 and arranges6* the information and its sources	2.1. **selects3** the most appropriate investigative methods or information retrieval systems for accessing the needed information 2.4. *revises5* the search strategy if necessary.	2.2. **constructs6** and **implements3** effectively-designed search strategies	2.3. *(selects3 and)* retrieves *(implements3* a retrieval of) information online or in person using a variety of methods
Evaluates Information and its	3.5. **determines5** whether the new knowledge has an	3.3. **synthesizes6** main ideas to	3.2. **articulates2** and **applies3** initial criteria	3.1. briefly *describes2* the main ideas to be

Sources Critically and Incorporates Selected Information into His or Her Knowledge Base and Value System	impact on the individual's value system and takes steps to *integrate6* differences 3.6. **validates5** understanding and interpretation of the information through discourse with other individuals, subject-area experts, or practitioners	construct new concepts. 3.4. **compares5** new knowledge with prior knowledge to **determine5** the value added, contradictions, or other unique characteristics of the information	for **evaluating5** both the information and its sources 3.7. **determines5** whether the initial query should be revised	extracted from the information gathered
Individually, or as a Member of a Group, Uses Information Effectively to Accomplish a Specific Purpose	4.3. *produces6/performs6* the product or performance effectively to others	4.2. **revises5** the development process for the product or performance	4.1. **applies3** new and prior information to the planning and creation of a particular product or performance	4.1. **applies3** new and prior information to the planning and creation of a particular product or performance
Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally	5.1. *evaluates5 and applies3* many of the ethical, legal and socio-economic issues surrounding information and information technology	5.2. *employs3* laws, regulations, institutional policies, and etiquette related to the access and use of information resources	5.3. *identifies and reports2* the use of information sources in communicating the product or performance	5.3. *identifies1 and reports2* the use of information sources in communicating the product or performance

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Definition of Information Literacy (IL): Information Literacy is the ability of a person to determine the information needed, and access it appropriately, ethically, and legally using a variety of sources. Additionally, the person can evaluate information critically and use it effectively.

Degree Competency Information Literacy Statement for Marshall University: At the bachelor's level, the student incorporates multiple information resources presented in different media and/ or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources. (This statement is taken from p.13 of the Degree Qualifications Profile published by the Lumina Foundation.)

The MU Libraries originally had the definition of information literacy identified as our primary learning outcome. This has been changed back to the original ACRL definition in order to use the wording on p.13 of the Degree Qualification Profile for bachelor's level (i.e. capstone classes) as our learning outcome. The effect of this change is to convert our previous learning outcome, which is broad in nature, to an outcome that specifies what a student in a capstone class can do. In other words, the learning outcome is also our goal for all MU students who graduate with a bachelor's degree.

In the IL Rubric, all bolded words (verbs) refer to levels of learning found in Bloom's Taxonomy. Bolded words that are not in italics are Bloom's words that appear in ACRL's IL Standards. Bolded words *in italics* are Bloom's words that

differ from those used by ACRL.

Bloom's Taxonomy lists six progressively higher levels of thinking. The number after each bolded word represents the level of thinking associated with that word. Baseline freshmen IL have no words from columns 5 or 6. Intermediate sophomore level IL has three words from columns 5 or 6. Intermediate junior level IL has six words from columns 5 or 6. Capstone senior level IL has nine words from columns 5 or 6.

The rubric uses all 22 Performance Indicators from the ACRL IL Standards document. The ACRL's Performance Indicators are somewhat broader in definition than the Learning Outcomes that are associated with them. For the purpose of our IL Rubric, ACRL's Performance Indicators are being used as Learning Outcomes. ACRL's 87 Learning Outcomes that are associated with the Performance Indicators are more specific and detailed Learning Outcomes that are associated/correlated with MU's IL Rubric.

IL Rubric square 2.2. in the freshman column and 2.3 in the capstone column uses the word *retrieval*, which is not found in Bloom's, which is unfortunate because retrieval is an essential IL skill.

Standards, Performance Indicators, and Outcomes

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators:
1. The information literate student defines and articulates the need for information.
   Outcomes Include:
   a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
   b. Develops a thesis statement and formulates questions based on the information need
   c. Explores general information sources to increase familiarity with the topic
   d. Defines or modifies the information need to achieve a manageable focus
   e. Identifies key concepts and terms that describe the information need
   f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
2. The information literate student identifies a variety of types and formats of potential sources for information.
   Outcomes Include:
   a. Knows how information is formally and informally produced, organized, and disseminated
   b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
   c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)

       d.   Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
       e.   Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
       f.   Realizes that information may need to be constructed with raw data from primary sources

3. The information literate student considers the costs and benefits of acquiring the needed information.
   Outcomes Include:
   a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
   b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
   c. Defines a realistic overall plan and timeline to acquire the needed information

4. The information literate student reevaluates the nature and extent of the information need.
   Outcomes Include:
   a. Reviews the initial information need to clarify, revise, or refine the question
   b. Describes criteria used to make information decisions and choices

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:
1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
   Outcomes Include:
   a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
   b. Investigates benefits and applicability of various investigative methods
   c. Investigates the scope, content, and organization of information retrieval systems
   d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. The information literate student constructs and implements effectively-designed search strategies.
   Outcomes Include:
   a. Develops a research plan appropriate to the investigative method
   b. Identifies keywords, synonyms and related terms for the information needed
   Outcomes Include:
   c. Selects controlled vocabulary specific to the discipline or information retrieval source

   d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
   e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
   f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.
Outcomes Include:
   a. Uses various search systems to retrieve information in a variety of formats
   b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
   c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
   d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.
Outcomes Include:
   a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
   b. Identifies gaps in the information retrieved and determines if the search strategy should be revised
   c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.
Outcomes Include:
   a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
   b. Creates a system for organizing the information
   c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
   d. Records all pertinent citation information for future reference
   e. Uses various technologies to manage the information selected and organized

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:
1. The information literate student summarizes the main ideas to be

extracted from the information gathered.

Outcomes Include:

    a.   Reads the text and selects main ideas

    b.   Restates textual concepts in his/her own words and selects data accurately

    c.   Identifies verbatim material that can be then appropriately quoted

2.   The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes Include:

    a.   Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias

    b.   Analyzes the structure and logic of supporting arguments or methods

    c.   Recognizes prejudice, deception, or manipulation

    d.   Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3.   The information literate student synthesizes main ideas to construct new concepts.

Outcomes Include:

    a.   Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence

    b.   Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information

    c.   Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4.   The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes Include:

    a.   Determines whether information satisfies the research or other information need

    b.   Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources

    c.   Draws conclusions based upon information gathered

    d.   Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)

    e.   Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions

    f.   Integrates new information with previous information or knowledge

    g.   Selects information that provides evidence for the topic

5.   The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes Include:

    a.   Investigates differing viewpoints encountered in the literature

    b.   Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and
    interpretation of the information through discourse with other
    individuals, subject-area experts, and/or practitioners.
    Outcomes Include:
    a. Participates in classroom and other discussions
    b. Participates in class-sponsored electronic communication
        forums designed to encourage discourse on the topic (email,
        bulletin boards, chat rooms)
    c. Seeks expert opinion through a variety of mechanisms (e.g.,
        interviews, email, listservs)
7. The information literate student determines whether the initial query
    should be revised.
    Outcomes Include:
    a. Determines if original information need has been satisfied or if
        additional information is needed
    b. Reviews search strategy and incorporates additional concepts
        as necessary
    c. Reviews information retrieval sources used and expands to
        include others as needed

Standard Four

The information literate student, individually or as a member of a group, uses
information effectively to accomplish a specific purpose.

Performance Indicators:
1. The information literate student applies new and prior information to the
    planning and creation of a particular product or performance.
    Outcomes Include:
    a. Organizes the content in a manner that supports the purposes
        and format of the product or performance (e.g. outlines, drafts,
        storyboards)
    b. Articulates knowledge and skills transferred from prior
        experiences to planning and creating the product or
        performance
    c. Integrates the new and prior information, including quotations
        and paraphrasings, in a manner that supports the purposes of
        the product or performance
    d. Manipulates digital text, images, and data, as needed,
        transferring them from their original locations and formats to a
        new context
2. The information literate student revises the development process for the
    product or performance.
    Outcomes Include:
    a. Maintains a journal or log of activities related to the
        information seeking, evaluating, and communicating process
    b. Reflects on past successes, failures, and alternative strategies
3. The information literate student communicates the product or
    performance effectively to others.
    Outcomes Include:
    a. Chooses a communication medium and format that best
        supports the purposes of the product or performance and the
        intended audience
    b. Uses a range of information technology applications in creating
        the product or performance
    c. Incorporates principles of design and communication

> d. Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:
1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
   Outcomes Include:
   a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
   b. Identifies and discusses issues related to free vs. fee-based access to information
   c. Identifies and discusses issues related to censorship and freedom of speech
   d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
   Outcomes Include:
   a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")
   b. Uses approved passwords and other forms of ID for access to information resources
   c. Complies with institutional policies on access to information resources
   d. Preserves the integrity of information resources, equipment, systems and facilities
   e. Legally obtains, stores, and disseminates text, data, images, or sounds
   f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
   g. Demonstrates an understanding of institutional policies related to human subjects research
3. The information literate student acknowledges the use of information sources in communicating the product or performance.
   Outcomes Include:
   a. Selects an appropriate documentation style and uses it consistently to cite sources
   a. Selects an appropriate documentation style and uses it consistently to cite sources
   b. Posts permission granted notices, as needed, for copyrighted material

(Color-coded to coincide with the Lumina Foundation Degree Profile Matrix)

B. **Current assessment data:**

MU Faculty Learning Space Technology Survey developed by the Chief Technology Officer and Center for Teaching and Learning faculty [*some survey elements have been omitted to provide respondent anonymity*]:

2. Have you taught in a Marshall University Technology Enhanced Classroom (TECI) before?

		Response Percent	Response Count
Yes		38.1%	8
No		52.4%	11
I am not sure		9.5%	2
		answered question	21
		skipped question	0

3. Did you request a Technology Enhanced Classroom from the Registrar for any of your Fall 2011 classes?

		Response Percent	Response Count
Yes		38.1%	8
No		61.9%	13
		answered question	21
		skipped question	0

4. If you requested a TECI room what level did you request?

	Response Percent	Response Count
GOLD - Silver plus Classroom-to-Classroom Video/Audio Conferencing	7.7%	1
SILVER - Bronze plus podium with desktop computer, write-on computer monitor (Sympodium) and microphone/cameras for lecture capture and Wimba virtual attendance	15.4%	2
BRONZE - Basic plus ceiling mounted computer projection and sound system but not a podium or computer (faculty must bring their own notebook computer or other device)	0.0%	0
BASIC - WiFi Access Point for wireless data service and wired Gb High Speed Network Port at front of room	7.7%	1
I was not aware of the levels	76.9%	10
answered question		13
skipped question		8

5. How important are each of the following learning space technologies to your classroom pedagogy? INCREASINGLY ESSENTIAL (It will become increasingly difficult to teach in my disci without this technology) VERY HELPFUL but not essential (I could probably make good use of t technology if available) NOT HELPFUL (I would probably not use the technology but do not obje being in the room) DISRUPTIVE (The presence of the technology in the room would be a distrac to my pedagogy) I am NOT FAMILIAR enough with the technology to answer

	INCREASINGLY ESSENTIAL	VERY HELPFUL	NOT HELPFUL	DISRUPTIVE	I am NOT FAMILIAR	Rating Average	Re
Wired Internet Connection for instructor to use his/her own device at the podium or teaching station	38.1% (8)	33.3% (7)	19.0% (4)	0.0% (0)	9.5% (2)	3.90	
Wireless WiFi Internet Access for use by mobile devices	23.8% (5)	28.6% (6)	28.6% (6)	9.5% (2)	9.5% (2)	3.48	
Projection System or Flat Video Display Panel for presentation of lecture material, video/film clips, student presentations, etc.	80.0% (16)	15.0% (3)	0.0% (0)	0.0% (0)	5.0% (1)	4.65	
Podium based Desktop Computer System permanently installed along with latest software	66.7% (14)	28.6% (6)	0.0% (0)	0.0% (0)	4.8% (1)	4.52	
Room speakers for sound output from the computer	66.7% (14)	28.6% (6)	0.0% (0)	0.0% (0)	4.8% (1)	4.52	

Connection for attaching an instructor owned notebook computer or other mobile device to the room display	10.0% (2)	60.0% (12)	20.0% (4)	0.0% (0)	10.0% (2)	3.60
Audio and Video Recording for lecture capture	0.0% (0)	66.7% (14)	28.6% (6)	0.0% (0)	4.8% (1)	3.57
Audio and Video Recording with live interaction with remote students or guest speakers (e.g. Wimba Classroom)	0.0% (0)	47.6% (10)	38.1% (8)	4.8% (1)	9.5% (2)	3.24
Audio only dial-in from a standard telephone for guest speakers or students	0.0% (0)	33.3% (7)	52.4% (11)	4.8% (1)	9.5% (2)	3.10
Audio Amplification of speaker voice from podium/teaching station	9.5% (2)	42.9% (9)	38.1% (8)	0.0% (0)	9.5% (2)	3.43
Write-on computer monitor for drawing or highlighting computer content	19.0% (4)	57.1% (12)	19.0% (4)	0.0% (0)	4.8% (1)	3.86
DVD Player for playing audio or video content	52.4% (11)	33.3% (7)	9.5% (2)	0.0% (0)	4.8% (1)	4.29
Multiple Flat Panel Displays for student group work and collaboration	4.8% (1)	61.9% (13)	14.3% (3)	0.0% (0)	19.0% (4)	3.33
Support for student owned notebook computers or mobile devices to connect to room displays	19.0% (4)	33.3% (7)	28.6% (6)	4.8% (1)	14.3% (3)	3.38
Room equipped with Student Response System receiver and software enabling the use of student-owned clickers or mobile device for interactive lecture feedback, discussion starters, quizzing and/or attendance	10.0% (2)	45.0% (9)	20.0% (4)	10.0% (2)	15.0% (3)	3.25
White Board in front of room for instructor use	52.4% (11)	47.6% (10)	0.0% (0)	0.0% (0)	0.0% (0)	4.52
White Boards on various walls for student group work and collaboration	23.8% (5)	71.4% (15)	4.8% (1)	0.0% (0)	0.0% (0)	4.19
Portable White Boards for student group work and collaboration	19.0% (4)	52.4% (11)	23.8% (5)	4.8% (1)	0.0% (0)	3.86
Easy to move furniture for student group work and collaboration	52.4% (11)	42.9% (9)	4.8% (1)	0.0% (0)	0.0% (0)	4.48
Other (please describe below)	50.0% (1)	0.0% (0)	50.0% (1)	0.0% (0)	0.0% (0)	4.00

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Q5. How important are each of the following learning space technologies to your classroom pedagogy? INCREASINGLY ESSENTIAL (It will become increasingly difficult to teach in my discipline without this technology) VERY HELPFUL but not essential (I could probably make good use of the technolog...	
1 SUPPORT!	Aug 17, 2011 5:33 AM
2 A full-size mounted SMARTBoard (or any other Interactive White Board) would be of great benefit for some English courses. In particular, it would be important for English "Methods" courses (400-level English courses about approaches to teaching literature and writing, for aspiring teachers grades 5-12), since those students will often have access to that technology in local school systems. The "Sympodium" interface is not frequently found in local schools, and the pedagogy of using them is quite different.	Aug 16, 2011 12:36 PM
3 If it were up to me, each room would be technology-enhanced, equipped with a computer that can play DVDs, a VCR (or ready access to technology that we can	Aug 16, 2011 7:50 AM

Q6. Please provide us any additional information about your classroom needs and/or preferences:	
1 Faculty (especially new) need clear instructions about how, when, and from whom to request TECI classrooms. If those instructions could come as an announcement to _all_ faculty (rather than having the information communicated through each department separately), that would be ideal.	Aug 16, 2011 12:36 PM
2 For what it's worth, I lecture primarily with Powerpoint, so using my own computer isn't essential. However, the ability to simultaneously use a whiteboard while displaying Powerpoint is essential.	Aug 16, 2011 12:30 PM
3 LARGE LECTURE HALLS. PLEASE.	Aug 16, 2011 7:50 AM
4 I think you've covered them for the most part. i'm interested in learning more about the classroom capabilities - and how i might then use that to shape my teaching.	Aug 16, 2011 5:11 AM
5 As I learn more about this technology, I will probably be able to think of additional needs.	Aug 15, 2011 8:43 PM

Students' Perceptions of Online Teaching and Learning conducted by the Center for Teaching and Learning and MUOnLine [survey data from Fall 2011 to present; narrative comments omitted to protect faculty anonymity]; N = 319:

1. If you are currently taking an asynchronous online course, is this the first time you have taken an online course?
    YES = 84; No = 235

2. What challenges do you face in online or distance learning courses? (Please check all that apply.)
    a. Feeling a lack of community within an online environment (81)
    b. Communicating with my instructor (105)
    c. Staying on task without regularly scheduled class meetings (101)
    d. Working with the technology (65)
    e. Understanding course concepts without the face-to-face presence of an instructor (109)
    f. Learning how to communicate with others in an online setting (46)
    g. Other (Specify) (74)

3. What features of online or distance learning courses are most appealing to you? (Please check all that apply.)
    a. Flexibility (301)
    b. Learning through technology (107)
    c. Limited distractions (132)
    d. Ease of participation in course activities and discussion (170)

  e. Accessibility of instructor (85)
  f. Other (Specify) (28)

4. What improvements would you like to see in the teaching of online or distance learning courses at Marshall University? (Please check all that apply.)
  a. More consistent communication with instructors (115)
  b. More interaction with peers (48)
  c. More multimodal course components such as video, images, and podcasts (114)
  d. More mobile access to course materials (via smart phones, for example) (145)
  e. More instruction on how to use the course tools (89)
  f. More feedback from instructors (123)
  g. Other (Specify) (33)

5. What other suggestions do you have about improving the quality of online teaching and learning at Marshall University?

NOTE: positive and negative narrative student comments were gathered in this portion of the survey regarding the recent upgrade to Blackboard Learn 9.1; specific online courses; online faculty; technology support; and course delivery issues to aid in redirecting resources to enhance MUIT student services. Additionally, the MUIT administration worked with the Center for Teaching and Learning to adopt and launch the Quality Matters program as a direct result of statewide initiatives and student feedback regarding over-all online course quality.

McLean & Company Engagement Program: Bringing Best Practices, Engagement Programs, and Outstanding Results to HR Departments conducted by MUIT Administration:

In the fall, the MUIT Administration launched a system-wide survey of all employees housed within the Information Technology division (Computing Services, Customer Services, Digital Media, IT Administration, and Online Learning & Libraries).

Built on a management philosophy of employee engagement and managerial coaching, the McLean & Company program allows managers to identify areas of concern to provide a toolkit for problem resolution and employee motivation. From the McLean & Company Engagement Program description: "Creating a strong coaching culture requires time and commitment from everyone involved. An investment in coaching training pays off in terms of stronger manager/employee relationships, increased employee engagement and retention, improved productivity, and faster problem resolution."

While the MUIT division morale was not an issue, managers believed that multiple factors were contributing to the IT staff retention issues most face when attempting to recruit qualified IT staff. The assessment process provided valuable insights and gave the MUIT administration leverage to make substantive improvements in their respective areas.

Out of 116 total employees, 79 responded to the engagement survey which reflected a 68% response rate. The summary key findings revealed the following highlights gathered from the MUIT survey responses:

Engagement Results:
- Marshall's IT has 0.9 engaged employees for every one disengaged employee.
- Employees are more engaged with their jobs than they are with the organization.
- A performers scored all areas much higher than B performers.
- IT Admin, followed by Online Learning & Libraries are the most engaged departments.

Driver Results:

- The strongest performing driver is employee empowerment. The lowest performing driver is Compensation.
- The drivers to focus on are Development, Senior Management Relationships, Company Potential, Department Relationships and Rewards & Recognition.
- The highest performing statement was: "My manager trusts me to do my job well."
- The lowest performing statement was: "I will be compensated if my performance exceeds expectations."

Engagement Results by Department: IT Admin is the most engaged department, followed by Online Learning & Libraries.
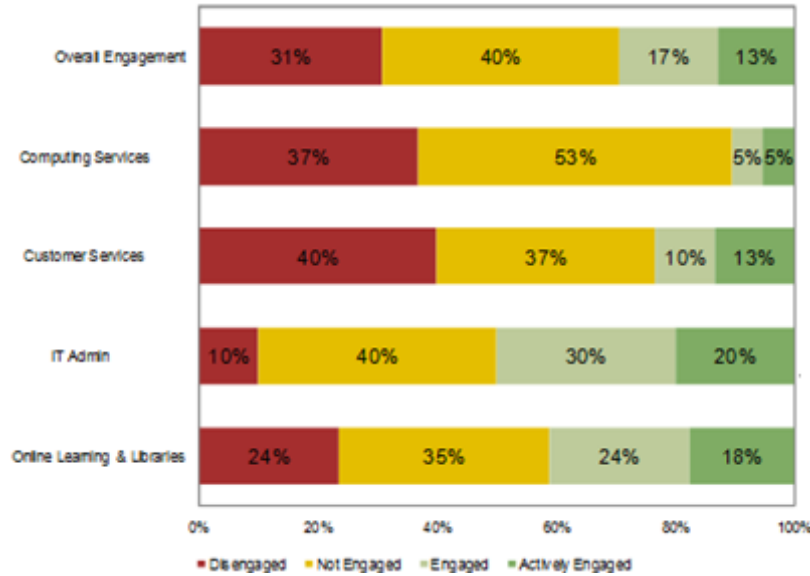
Engagement Results by Years of Service: The most engaged employees are those that are the newest to Marshall's. Those at Marshall's for 3 to 5 years are the least engaged.
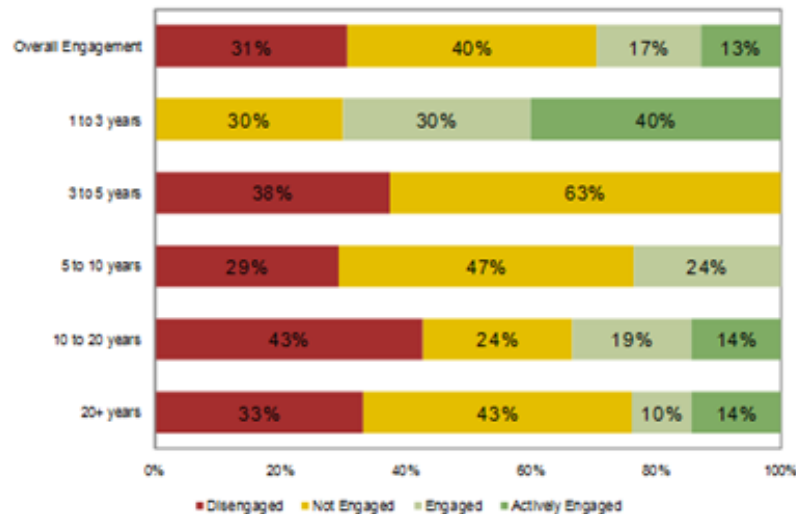
Engagement Results by Education: For the most part, the higher the education level of an employee, the more engaged they are.

	Disengaged	Not Engaged	Engaged	Actively Engaged
Overall Engagement	31%	40%	17%	13%
Associate's Degree	33%	50%	17%	
Bachelor's Degree	28%	47%	14%	11%
Doctor's Degree	20%	40%	40%	
High School	50%	50%		
Master's Degree	33%	26%	30%	11%
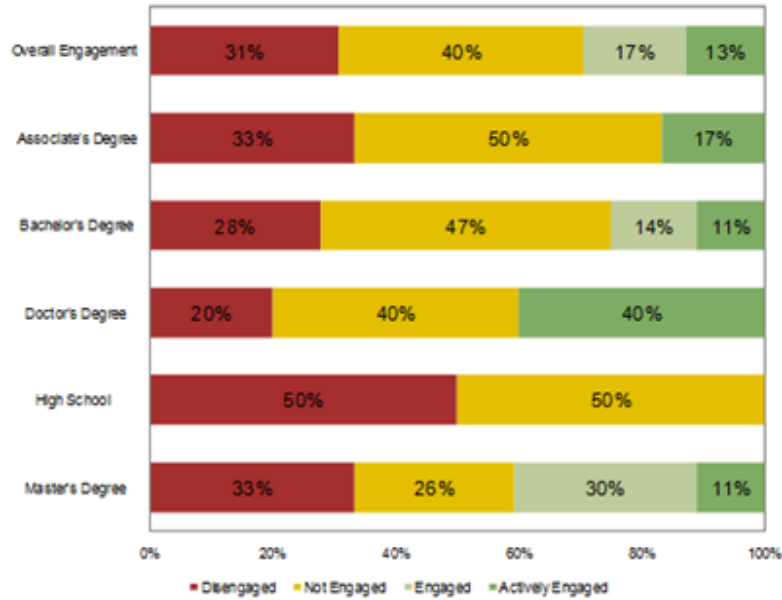
Engagement Results by Age: The older the employee, the higher their disengagement levels; however, although those over the age of 54 have the highest disengagement levels, they also have the highest engagement levels.

|	Disengaged	Not Engaged	Engaged	Actively Engaged
Overall Engagement	31%	40%	17%	13%
25-34	13%	56%	13%	19%
35-44	29%	38%	24%	10%
45-54	35%	45%	5%	15%
Older than 54	43%	24%	24%	10%
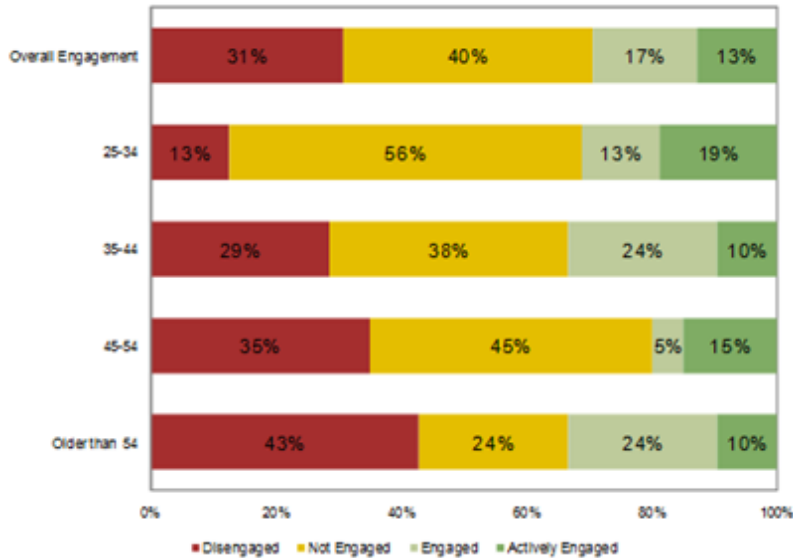
High Level Driver Results: The strongest performing driver is employee empowerment. The lowest performing driver is compensation.
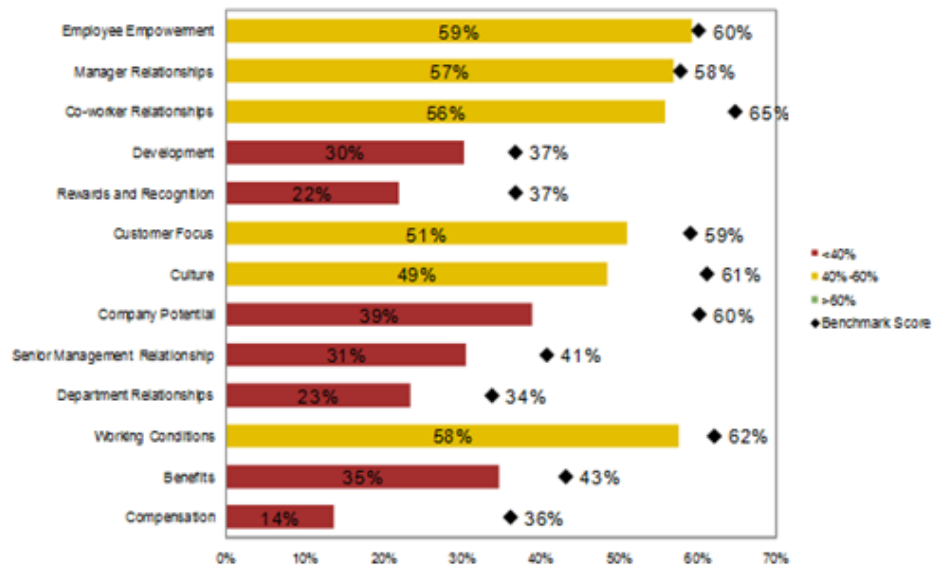
Driver Results – Employee Rankings: IT Admin and Online Learning & Libraries are much more empowered than the other departments. A performers scored this driver, on average, 70% and B performers scored it at 38%. B performers scored this question at 17%. Customer Services dragged this question's results, scoring it at 31%. Asst. Directors and IT Consultants scored this question significantly lower than other positions.

Ten Highest Performing Areas:

Question	Score	Benchmark Score
My manager trusts me to do my job well	83%	79%
I am always physically safe while at work	77%	83%
I am never emotionally harassed at work	72%	71%
I am not afraid of trying out new things in my job	71%	73%
I am able to maintain a balance between my work and personal life	70%	62%
I clearly understand what is expected of me on the job	67%	74%
My manager cares about me as a person	67%	67%
In my last performance review, my manager accurately reflected my performance	67%	60%
I have a good friend at our organization	64%	69%
I am empowered to make decisions about how I do my work	64%	64%

♦ Benchmark Score

Ten Lowest performing Areas:

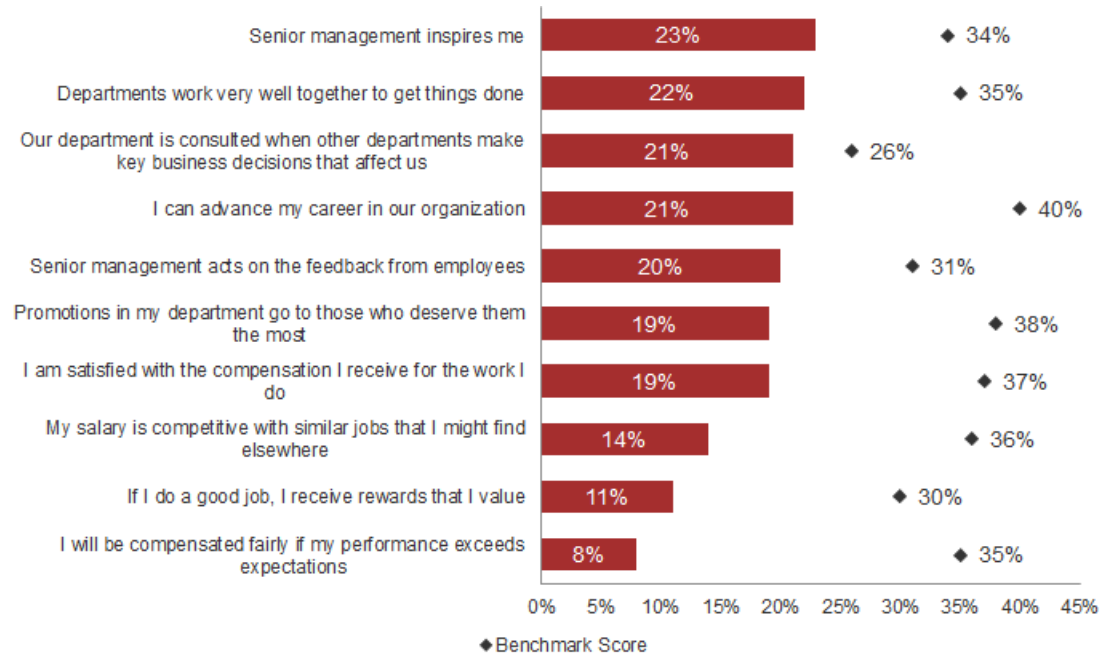| Question	Score	Benchmark Score
Senior management inspires me	23%	34%
Departments work very well together to get things done	22%	35%
Our department is consulted when other departments make key business decisions that affect us	21%	26%
I can advance my career in our organization	21%	40%
Senior management acts on the feedback from employees	20%	31%
Promotions in my department go to those who deserve them the most	19%	38%
I am satisfied with the compensation I receive for the work I do	19%	37%
My salary is competitive with similar jobs that I might find elsewhere	14%	36%
If I do a good job, I receive rewards that I value	11%	30%
I will be compensated fairly if my performance exceeds expectations	8%	35%

♦ Benchmark Score

Improvement Quadrant: MUIT should focus on the Improve Quadrant first:

Top Three Areas for Improvement:

I. Development
    - Placed in the "Improve" quadrant: Low scoring driver, with a medium to low importance score.
    - Most research organizations point to "career development" as one of the top two drivers of engagement and satisfaction.

II. Senior Management Relationships
    - Placed in the "Improve" quadrant: Low scoring driver, with a medium to low importance score.
    - Executive behaviors and actions have a much greater impact on engagement than manager behaviors and actions, however employees typically score executive relationships much lower. (Blessing White, 2011)

III. Company Potential
    - Placed in the "Improve" quadrant: Medium scoring driver, with a high scoring importance score.

    MUIT Administration and upper, mid, and lower level managers participated in a debriefing provided by the McLean & Company associates. The IT Executive team stressed the importance of heeding the recommendations outlined in the areas for improvement. In addition to these top three concerns, a fourth area was identified for managers to follow-up regarding rewards, recognition, and department relationships. Several efforts were made during 2011-12 to engage employees, seek input, open 2-way lines of communication, and recognize employees for daily activities in addition to special achievements. Several managers have also improved his/her coaching behaviors and supported employee development initiatives to help enhance skills and provide networking opportunities within the respective employee areas.

    While this effort was not a direct result of the MUIT engagement survey process, several of the MUIT managers were appointed by the university president to serve as Noel-Levitz Connections customer service trainers in 2012-13. Some of the same techniques

outlined in the Connections training are being applied to local departmental management and coaching within IT.

A. Future plans:

The new rubric pertaining to information literacy and the push to utilize the Quality Matters rubric for online course development and review will take place during 2012-13 in which we fully intend to gather data from each of these projects. As the university adopts the master syllabus template and conforms to the Degree Qualifications Profile, the library faculty will apply and revise the IL rubric accordingly.

Policy revisions are currently underway to formalize the online faculty certification process and revise the online course process to include Quality Matters. When the review process begins, data will be gathered to determine program success.

Concentrating on employee engagement and student online learning satisfaction this past year, the MUIT administration plans to launch the TechQual+ Project to answer the fundamental question, "Are your IT services effective?" In 2009, the university conducted the LibQUAL+® Survey to identify best practices, analyze deficits, and effectively allocate resources for the libraries in the MU system.

Similar to the LibQUAL+® format, TechQual+ bases its findings on focus groups at participating institutions. Likewise, TechQual+ has identified and array of IT service outcomes that are expected of IT organizations by faculty, students, and staff within higher education. According to the literature, the TechQual+ core survey contains 13 items designed to measure the performance of the following three core commitments: 1) Connectivity and Access, 2) Technology and Collaboration Services, and 3) Support and Training. In addition to benchmarking data and analysis services, TechQual+ will also provide information for comparisons with peer institutions for planning and resource allocation purposes.

APPENDIX C

MARSHALL UNIVERSITY RECRUITMENT PLAN—2012 UPDATE

**Marshall University
Recruitment Plan**

2012 Update

A. Overview

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

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

Year	Goal	Actual Full-Time Head Count Enrollment	% of Goal
2009	1,765	1,882	106.6
2010	1,844	1,951	105.8
2011	1,923	2,012	104.6
2012	2,000	1,919	95.95

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

3. Challenges: A number of external factors have recently increased the challenges to student recruitment, leading us to seek new strategies for increasing student interest and enrollment. These challenges include:

- Continued economic trouble nationally
- Being in a current decline in high school student enrollment (census.gov)
- A lowering of the estimated family contribution (EFC) threshold for full Pell Grant eligibility, thus reducing the number of students who qualify for full Pell (ed.gov)
- Aid amounts for Pell Grant, PROMISE Scholarship, and institutional scholarships have been static in the face of tuition increases
- 40% of college freshmen in 2012 are staying within 30 miles of home (an increase from 29% in 2010) (stamats.com)

B. 2011-2012 Recruitment Summary

The 2011-2012 recruitment cycle saw a continued focus on interactions with prospective students through college fairs, high school visits, on-campus events (including open houses, daily presentations and tours, and Day on Campus field trips), and mail, phone, and email communications.

Significant accomplishments include the addition of another online outreach service with Zinch.com, development of an online version of New Student Orientation (with the Admissions, Recruitment and Orientation subcommittee of the Strategic Enrollment Planning Council), development of new promotional print pieces, and launching new communications on behalf of specific colleges (College of Information Technology and Engineering) and departments (Geography). In addition, an increase in funding for need-based financial aid led to a campaign implemented in cooperation with the office of Student Financial

Assistance to identify and contact students who met specific guidelines for unmet financial need. We anticipate expanding this effort in 2012-2013.

Near the end of the cycle, we added a new recruiter position to the office for the purpose of focusing on specific populations beyond the traditional first-time freshman student. We are currently developing communications plans and informational pieces and identifying travel targets for transfer, graduate, returning, and military students.

C. Leveraged Marketing

The Office of Recruitment advertises in several niche publications aimed at high school students and counselors to promote Marshall University. The following 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.
- *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
- *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.
- *Zinch.com:* Launching our partnership in 2011, Zinch.com's unique college search engine approach combines targeted communications from universities with a social network structure that allows students to share insights with one another during their college search. Zinch provides us with prospective student contacts while facilitating the promotion of specific scholarships, academic majors, and student activities.

D. Social Networking

In 2009, the Office of Recruitment started a Class of 2014 group on *Facebook* to facilitate communication with incoming freshmen and provide them with a space where they could start to get to know their future classmates. This initiative has continued with the establishment of Class of 2015 and Class of 2016 groups. We have continued to see significant activity on these pages, with students asking questions about the enrollment process, finding roommates, and sharing in the anticipation of the start of their college experiences. We will continue this form of outreach with the Marshall University Class of 2017 group.

Continuing with social media opportunities, the Office of Recruitment has established a Twitter feed under the name Marshall Recruitment. We utilize this forum to announce recruitment events such as open houses, share information about Marshall history and current events, and encourage students to meet enrollment milestones such as completing their application, submitting their enrollment deposit, and registering for New Student Orientation.

E. Special Initiatives for 2012-13

- Continue partnership with Minority Recruit Online to reach minority students in Cincinnati and Columbus, Ohio and Washington, DC, including participating in multiple college fairs, Skype events, and Fall and Spring   student tours on campus.
- Expand recruitment of student populations beyond the traditional, first-time freshmen, including transfer, graduate, returning, and military students.
- Develop new college and department-specific communications through email, mail and phone calls.
- Implement new communication pieces related to student ACT/SAT scores.
- Redesign the www.marshall.edu/recruitment webpages.

- Launch a new on-campus event, College Kickoff Day, for high school freshmen and sophomores to educate them about the college selection process.
- Explore opportunities for parent outreach in West Virginia, to assist parents with the college selection process.

F. Communication Plan

The 2011-12 student recruitment communications included:

- Invitations to Green and White Days
- Apply Now – to students who had submitted test scores without an application
- Complete Your Application – to students with incomplete applications
- "Welcome to the Marshall Family" message to admitted students
- Join the Class of 2016 Facebook group invitation
- Reminder of enrollment deposit
- Enrollment deposit packet (welcome letter from Dr. Kopp, information on Orientation, Week of Welcome, and housing)
- Reminder to register for New Student Orientation

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
- 55 in West Virginia
- 36 in Virginia
- 19 in Ohio
- 12 in Kentucky
- 11 in New Jersey
- 10 in Maryland
- 8 in Pennsylvania
- 3 in Washington, DC
- 2 in Illinois
- 2 in North Carolina
- 1 in Indiana
- 1 in Georgia
- 1 in Missouri
- 1 in New York

(Six of these fairs are hosted by NSS, and are targeted to minority students, two are specifically for LGBT students.)

Our Fall 2012 fair schedule represents an increase of 34 fairs from Fall 2011.

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

Despite the challenges of decreasing prospective student population, a continued economic downturn, and the increasing cost of student recruitment, the Marshall University Office of Recruitment continues to be

dedicated to the service of prospective students and their parents, seeking to be partners with them as they make their college decision. We strive to maintain avenues of communication through a variety of media, and encourage students to explore our campus through our many on-campus events. As we continue to build major-specific approaches to recruitment, utilize new opportunities through online services, and operate with an attitude of continual improvement, we are confident that we will continue to recruit healthy incoming classes of freshmen, transfer, returning, and graduate students.

APPENDIX D

MARSHALL UNIVERSITY RETENTION AND STUDENT SUCCESS PLAN

APPENDIX D

Strategic Enrollment Planning Committee (SEPC)

Retention/Persistence Goals for
Academic Year 2012-13

Overall goal: To increase first to second-year retention by 3% by 2014

Specific Goals:

1. Emphasize the importance of and improve advising for first-year students.
2. Standardize delivery and content of UNI 100-Freshmen-First-Class and create peer mentor program .
3. Create in-semester opportunities for first-year students to succeed and recognize completion of first-year.
4. Increase participation in first-assessment.

Goal 1: Emphasize the importance of and improve advising

Initiatives:

- Introduce two new software advising programs to campus: Degree Works, a degree audit system and Student Success Collaborative, a predictive analytics tool
- Create on-line orientation for students who, due to distance or circumstance, cannot attend summer orientation
- Create on-line winter orientation for students entering the University at mid-year
- Create advisor's group to meet regularly to discuss advising issues

  Status:
  o SEPC serves as an advisory council for software development.
  o Twelve students utilized on-line orientation during summer.
  o Working on expanding usage.
  o Winter on-line program is being developed and targeted toward transfers.
  o Advisor-to-Advisor chat held monthly.

Goal 2: Standardize delivery and content of UNI 1-00-Freshmen First Class and create peer mentor program

Initiatives:

- Utilize smart classroom and video technology to deliver uniform content to UNI 100 classes
- Create peer mentor program to provide facilitator support and role models for freshmen students
- Create a cadre of trained UNI 100 facilitator volunteers

  Status:
  o Fifty-seven sections, 1700 students, linked during Week of Welcome for presentation on academic policies.
  o Video segments available for each session of UNI 100.
  o 80 peer mentors and 60 facilitators were trained in August of 2012.
  o Classroom assessment is currently underway.

Goal 3: Create in-semester opportunities for first-year students to succeed and recognize success for completing first-year

- Develop additional sections of UNI 102-Study Skills to be offered in the second 8-weeks of classes
- Emphasize support services such as tutoring and Career Services in UNI 100 sections
- Recognize successful completion of first-year by creating a sophomore "celebration" event.

Status:
  o Three-week, 1 credit hour UNI 102 sections offered beginning in mid-October. Tutoring Services and Career Services both report larger than normal freshmen activity for September. Sophomore event not well attended. Revisions are under consideration. UNI 102 and awareness efforts in UNI 100 are to be assessed.

Goal 4: Improve assessment participation

Initiatives:
- Incorporate Collegiate Learning Assessment test into Freshmen Week of Welcome
- Determine methods of expanding senior-level participation for CLA

Status:
  o All freshmen attending Week of Welcome took either the CLA or a CLA-like exam.
  o Results are being analyzed.
  o Discussions on-going regarding senior-level participation.

APPENDIX E

MARSHALL UNIVERSITY ACCREDITATION TABLE—2012 UPDATE

College	Academic Program	Accredited	Accrediting Body	If not accredited, plans for accreditation	Next Site Visit
David Pittenger, Dean, College of Liberal Arts	Criminal Justice	No	Academy of Criminal Justice Sciences	Accreditation is not required for employment.	
	Political Science	No		The program may seek accreditation with the National Association of Schools of Public Affairs and Administration if MPA program is approved.	
	Psychology: Psy.D. Program	Yes	American Psychological Association (APA)		2018
Teresa Eagle, Dean, Graduate School of Education and Professional Development (South Charleston Campus)	MA Education Programs	Yes	National Council for Accreditation of Teacher Education (NCATE)	Curriculum undergoing self- study for reaccreditation. NCATE visit scheduled for Fall 2012.	October 2012
	Leadership Studies	Yes	Educational Leadership Constituent Council (ELCC) for Principals, Superintendents, Curriculum Directors, and Supervisors of Instruction		Accreditation valid through 2017
	School Psychology	Yes	National Association of School Psychologists (NASP)	Revised accreditation application to be submitted to NASP September 15, 2012 in advance and in anticipation of 2012 NCATE accrediting site visit.	
	Reading	Yes	International Reading Association (IRA)		Accreditation valid Through 2017
	Special Education	Yes	Council of Exceptional Children (CEC)	Curriculum Analysis report approved by the WVDE (state accreditation process) through Fall 2017.	Accreditation valid Through 2017
	Math through Algebra I	Yes	National Council on Teachers of Mathematics (NCTM)	Revised accreditation application to be submitted to NCTM March 15, 2012 in advance and in anticipation of 2012 NCATE accrediting site visit	Accreditation valid Through 2017
	Early Childhood Education	Yes	National Association for the Education of Young Children (NAEYC)	Curriculum Analysis Report approved by the WVDE (state accreditation process) through Fall 2017.	Accreditation valid Through 2017
	English as a Second Language	Yes	The Teachers of English to Speakers of Other Languages.	Program accredited through Fall 2013. Revised accreditation application to be resubmitted to TESOL March 15, 2013.	
	School Library Media	Yes	American Library Association/America n Association for School Librarians (ALA/AASL)	Revised accreditation application submitted to ALA/AASL September 15, 2011 in advance and in anticipation of 2012 NCATE accrediting site visit	
	Counseling	Yes	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Curriculum Analysis report approved by the WVDE (state accreditation process) through Fall 2017.	Accreditation valid Through 2017

Robert Bookwalter, Dean, College of Education	SOE: Teacher Certification Programs	Yes	National Council for Accreditation of Teacher Education (NCATE)		
	School of Kinesiology: Recreation & Park Resources Program	No	National Park and Recreation Association (NRPA)	Previously accredited by this agency; will submit application to NRPA in Spring 2010 to initiate accreditation review process.	
	HDAT: Counseling Program	No	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Program completing a self-study report to obtain CACREP	
	HDAT: Family Consumer Sciences	No	American Association of Family and Consumer Sciences (AAFCS)	Program plans to obtain accreditation from this agency.	
Corley Dennison, Dean, School of Journalism and Mass Communication	Journalism & Mass Communication	Yes	Accrediting Council on Education in JMC	Self-study for the next accreditation cycle is being prepared 2012-13.	Fall 2013
Michael Prewitt, Dean, College of Health Professions (2010)	Communication Disorders (Masters)	Yes	Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA)	Continuing accreditation through November 2012; self-study due Spring 2013.	Fall 2013
	School of Nursing (Bachelor and Masters)	Yes	National League for Nursing Accreditation Commission (NLNAC)	Bachelor of Nursing: Continuing accreditation with condition through 2018, follow up report due Feb 2013. Masters: Continuing accreditation with conditions through 2018, follow up report due Feb. 2013.	2017
	Medical Lab Tech (Associate)	Yes	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Continuing accreditation through April 2018	2017
	Medical Technology (Bachelor)	Yes	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Continuing accreditation through April 2018	2017
	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.	On-Site re-accreditation visit to be scheduled Sept or Oct 2012.	2012
	Dietetics (Bachelors and post-baccalaureate Dietetic Internship)	Yes	The Accreditation Council for Education in Nutrition and Dietetics	Continuing accreditation of both programs through 2018.	2017

	Medical Imaging (Bachelor)	Yes	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Continuing accreditation through 2013.	2012-13
	Respiratory Therapy (Bachelor)	Yes	Commission on Accreditation for Respiratory Care (CoARC)	Initial accreditation received 3/13/10; continuing accreditation through March 2015.	2014
	Social Work (Bachelor)	Yes	Council on Social Work Education (CSWE)	Continuing Accreditation; Self Study Submitted August 2011, site visit dates are Jan or Feb 2012; Reaffirmation decision of BSW program's accreditation for eight years, ending June 2020.	June 2020
	School of Kinesiology: Athletic Training Program (Bachelor)	Yes	Commission on Accreditation of Athletic Training Education (CAATE)	Continuing accreditation through 2018.	2017
	School of Kinesiology: Exercise Science (Bachelor)	No	Commission on Accreditation for Allied Health Education Program (CAAHEP)	Program plans to submit self-study for initial accreditation 2012-2013. Accreditation is not required for employment.	
	School of Kinesiology: BA Physical Education, Concentration in Sport Management (Bachelor and Masters)	No	Commission of Sport Management Accreditation (COSMA)	Bachelor: Program plans to submit self-study for initial accreditation 2012-2013. Accreditation is not required for employment. Masters: Program plans to submit self-study for initial accreditation 2012-2013. Accreditation is not required for employment.	
	Physical Therapy (Doctorate Physical Therapy – DPT)	No	Commission on Accreditation in Physical Therapy Education (CAPTE)	Candidacy status achieved 2012. Full accreditation review 2015.	2015
Chong Kim, Dean, College of Business Administration	Lewis College of Business	Yes	The Association to Advance Collegiate School of Business (AACSB) International	Accreditation reaffirmed Spring 2012 and continuing through 2016.	Fall 2016
	Division of Accountancy and Legal Environment	Yes	The Association to Advance Collegiate School of Business (AACSB) International	Accreditation reaffirmed Spring 2012 and continuing through 2016.	Fall 2016
	Graduate School of Management Doctor of Management Practice in Nurse Anesthesia	Yes	Council on Accreditation of Nurse Anesthesia Educational Programs	Accreditation May 2008 through Spring 2018	May 2018
Don Van Horn, College of Fine Arts	Art & Design	No	National Association of Schools of Art & Design	No plans to pursue accreditation at this time.	
	Music	Yes	National Accreditation Association National Association		2021-22

			of Schools of Music		
	BFA Programs in Theatre	No	National Association of Schools of Theater (NAST)	No plans to pursue accreditation at this time.	

Wael Zatar, Dean, College of Information Technology and Engineering (2011)	BS in Engineering (BSE)	Yes	Accreditation Board for Engineering and Technology (ABET)	Current Accreditation 10/1/2008 – Present.	Next comprehensive review 2015-2016.
	Safety Technology (BS)	Yes	Accrediting Board for Engineering & Technology (ABET	Current Accreditation 10/1/1993 – Present	Next comprehensive review 2015-2016
	Safety Technology (MS)	No	Accrediting Board for Engineering & Technology (ABET	No plans to pursue.	
	BS Computer Science	No	Accrediting Board for Engineering & Technology (ABET)	No plans to pursue.	
	MS Engineering	No	Accrediting Board for Engineering & Technology (ABET)	No plans to pursue.	
	MS Technology Management	No	Accrediting Board for Engineering & Technology (ABET)	No plans to pursue.	
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 Degree in Forensic Science)	Yes	Forensic Science Accreditation Commission (FEPAC) through the American Academy of Forensic Sciences (AAFS)	Accreditation January 2010 through January 2015.	2014
	Forensic Science (Master of Forensics Science, emphasis in Digital Evidence	Yes	Forensic Science Accreditation Commission (FEPAC) through the American Academy of Forensic Sciences (AAFS	Accreditation January 2012 through January 2017.	2016

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: