

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

**Marshall University
2008 Compact Report**

October 30, 2008

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All data provided in tables contain in this report was developed and provided by Michael McGuffey, Director of Institutional Research.

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A. Core Compact Elements

1. Enrollment

a. Data: Headcount and Annualized FTE Enrollments for AY 2007-2008

<i>Marshall University</i>	<i>Previous Years</i>			<i>Base Year</i>		<i>Compact Goals</i>			
<i>Measure</i>	2004	2005	2006	2007-2008	2008-09	2009-10	2010-11	2011-12	Target 2012-13
<i>1a</i> Total Fall Headcount Enrollment	13,920	13,988	13,936	13,808	13,697	13,779	13,959	14,198	14,476

b. Goal: The five-year (AY 2012-2013) Total Full-Time Headcount (TFTHC) goal is 14,476 students.

c. Strategy/Rationale: Marshall University experienced a decline of less than 1 percent (0.008) in TFTHC in the Fall 2008-09. 111 fewer students enrolled in the Fall 2008-09 than the Base Year 2007-08 figure. Thus, Marshall's TFTHC five-year goal includes overcoming the Fall 2008 deficit, and taking corrective measures to ensure improvements in recruitment strategies. Current projections would return the TFTHC to 2007-08 status in the Fall 2010-11. This goal is predicated upon increases in the first-year class size that would yield a first-year class of 2000 students by AY 2012-13.

Enhanced recruitment and retention efforts make this an achievable goal. Recent recruitment plans and practices focus on recruitment of out-of-state students, and new efforts designed to improve first-to-second year student retention rate should affect the TFTHC projections positively.

For the previous five-year comparison period, Fall 2003-Fall 2008, the Fall 2008 freshmen class size is approximately 3% higher than the Fall 2003 freshmen class. Moreover, enhanced efforts at student retention beyond the first-to-second year persistence rate should also generate additions to the TFTHC. The University is developing a more direct process of tracking students and additional "intrusive" or mandatory advising techniques as part of an integrative approach to retention and student persistence.

The state-mandated separation of the Marshall Community and Technical College and Marshall University will impact the University's enrollment. The full extent of that impact is unknown at this time. A large number of students takes classes at both institutions but are counted only once by Marshall University. Until the respective enrollment data bases for Marshall University and the Community and Technical College are established, as a result of the separation, Marshall University will not be able to report accurately the impact of the separation on its annualized TFTHC.

2. Retention Rate

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

Marshall University Measure	Previous Years			Base Year	Compact Goals				Target 2012-13
	2004	2005	2006	2007-2008	2008-09	2009-10	2010-11	2011-12	
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)	70%	72%	73%	71%	71%	72%	72%	73%	74%

b. Goal. The 2012-13 goal is a first-year-to-second-year student retention rate of 74%.

c. Strategy/Rationale. Several considerations are taken into account with regard to long-term (five-year) first-to-second-year goals for student persistence or retention.

- Academic Year 2008-09 is the first year of Marshall's first-year experience program (FYE) implementation. Many of the activities not incorporated under FYE have been present at Marshall for several years but these activities have not been coordinated under an FYE director, whom Marshall now has in place, with an eye toward a specific objective or set of goals. Given this transition, there will be a period of experimentation in the FYE program that will require adjustments in subsequent years for programmatic continuous improvement. Review and redevelopment of the University's required University Orientation course (UNI 101), required of all first-year students, will be included in that continuous improvement plan.
- Student pre-college readiness or preparedness is a second consideration. A considerable number of students admitted to Marshall University fall in the middle ground of indicating success and not indicating success. In 1999, Marshall created the University College as an academic unit for students who did not qualify for full admission and who were, thus, placed on conditional admission. The University College offers aggressive advising, tutoring, and other retention techniques to a population of students whose high school record may not otherwise provide immediate, positive indication for university success.

Students admitted conditionally to Marshall University have either a lower ACT score or are missing one or more of the core high school core courses required for admission. Since AY 2004-05, the number of conditional admissions has been:

- Fall 2004—174
- Fall 2005---200
- Fall 2006---156
- Fall 2007---173

First-year-to-second-year retention rates for those student cohorts range from 56% to 63 %, with two-year retention rates ranging from 43% to 48%.

- The university could yield higher retention rates through a change in admission standards, assuming that students whose records indicate better high school

preparation through higher grade-point averages are more likely to persist and succeed in a university academic environment.

- Marshall is developing an approach to student success that will integrate the activities in the offices of recruitment, admissions, student financial aid, the bursar, the registrar, FYE, advising offices, and the faculty. Further, Marshall's integrative approach to student persistence will include increased efforts to retain students progressing from the second year to the third year and students progressing from the third year to the fourth year, with the goal of completing a baccalaureate degree and graduating within a four-year window.

3. Graduation Rate

a. Data.

- (i) *Annual and Five-year graduation rates for first-time, full-time degree seeking freshman.*

<i>Marshall University</i>	<i>Previous Years</i>			<i>Base Year</i>	<i>Compact Goals</i>				
<i>Measure</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007-2008</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>Target 2012-13</i>
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same institution)	39%	43%	47%	41%	45%	46%	47%	48%	47%

- (ii) *Five-year rate, including transfers to other in-state institutions and degree completion at other institutions.*

There is no data on which to base a five-year graduation rate that would include transfers to other institutions. We do not know if the increase in our rate is the result of students not transferring to other institutions. Further, we do not have data supporting one way or another speculation about whether the same number of students would transfer and graduate from other institutions at the same rate as in the past.

- b. Goal.** The fifth year Compact goal is 47%. Marshall's institutional goals will develop over the next several years so there can be a realistic adjustment to this goal once a different advising, tracking, and retention program is in place.
- c. Strategy/Rationale.** Annual goals are based on the current status of each entering class. A major factor affecting four-year and six-year graduations rate at Marshall University over the last several years appear to be the first and second-year retention rates. The freshman class that completes its 6th year in AY 2012-13 (for calculating a six-year graduation rate) entered in the Fall 2006 and is now in its third year at Marshall. 1,528 first-year students enrolled in the Fall 2006; 1,090 (71.3%) returned for a second year in the Fall 2007. Of the 2006 cohort, 936 (61.3%) returned for a third year. For the 2006 cohort, the University's projections are that we anticipate a 47% six-year graduation rate.

43 students from the Fall 06 cohort were enrolled in Fall 2008, but not in Fall 2007. These students either stopped-out for the Fall 2007 term, transferred to another institution and transferred back to the University, or were enrolled in the MCTC during Fall 2007. (Another

indication of how the separation with MCTC destabilizes enrollment data at Marshall.)

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

4. Degree Production

- a. **Data.** Number of degrees awarded for the last three (3) years (baseline data developed on three-year rolling average).

Marshall University		Previous Years			Base Year		Compact Goals			
Measure		2004	2005	2006	2007-2008	2008-09	2009-10	2010-11	2011-12	Target 2012-13
4	Degree Production Certificate									
	Associate	90	84	96	100	100	100	100	100	100
	Bachelor	1,487	1,433	1,389	1,450	1,411	1,359	1,359	1,389	1,416
	Masters	871	861	945	872	860	850	840	830	820
	1st Professional	43	46	47	42	45	57	58	65	72
	Doctoral	10	11	25	17	20	20	20	20	20
	Total Degrees	2,501	2,435	2,502	2,481	2,436	2,386	2,377	2,404	2,428

- b. **Goal.** Marshall anticipates a decline of 53 degrees (2.1%) in overall degree production from the AY 2007-08 base year over the five-year compact period. Current projections are for doctoral degrees to remain stable after a slight increase; first professional degrees will increase by 30 degrees (71%) over the base year of 42 degrees. Master degree production is expected to decline by 52 degrees (6%), and the number of undergraduate degrees conferred is expected to decline by 34 (2.4%) over the five-year compact period.

- c. **Strategy/Rationale.** The expected number of degrees over the next 5 years has been established by entering class sizes, initial retention rates, etc.

- The expected number of associate degrees awarded is expected to remain constant due to program limitations.
- The expected number of baccalaureate degrees to be awarded is based on the expected change in the number of students graduating from each of the fall entering classes of freshmen and transfer students. Near term projections show a decline due to decreasing entering freshman class sizes in 2004-2006. The out-year projections assume the same increase in both freshmen and transfers as is expected in the enrollment projections.

- The expected number of master's degree recipients assumes a slight decline of about 10 graduates per year to allow for competition from the other 4-year schools now offering masters degrees.
- The expected number of first professional degrees is based on the increasing sizes of entering classes leading to graduation in those years. The expected number of doctorates is based on current estimates this year and consistency in future years of moderately mature programs.

5. Degrees in STEM and Health Fields

a. Data. See Table.

- (i) *Total Number of undergraduate and graduate degrees awarded by program in STEM and health fields.*
- (ii) *Degree production by program.*

<i>Marshall University</i>	<i>Previous Years</i>			<i>Base Year</i>
<i>Measure</i>	2004	2005	2006	2007-2008
5 Degrees in STEM & Health Fields				
Undergraduate				
AAS Medical Laboratory Technology	3	6	5	8
ASN Nursing	87	78	91	92
BA Communication Disorders	15	23	13	18
BA/BS Geology	4	3	3	5
BAS Bachelor of Applied Science				3
BS Biological Science	77	88	90	68
BS Computer Science				8
BS Cytotechnology	3		1	1
BS Dietetics	10	3	11	12
BS Environmental Science	6	5	7	8
BS Integrated Science and Technology	27	18	24	18
BS Mathematics	9	9	5	12
BS Medical Technology	3	4	3	2
BS Physics	1	6	1	2
BS Safety Technology	5	5	14	6
BS/BS Chemistry	21	33	21	22
BSN Nursing	65	85	86	78
Total	336	366	375	363
Graduate /First Professional				
MA Communication Disorders	13	23	25	17
MA Mathematics	2	10	2	5
MA/MS Biological Sciences	18	13	23	15

MS Biomedical Sciences	2			1
MS Chemistry	4	1	1	2
MS Dietetics	10	9	4	8
MS Environmental Studies	13	6	12	13
MS Exercise Science	10	18	26	15
MS Forensic Science	14	7	18	19
MS Information Systems	15	19	10	9
MS Physical Science	12	4	6	13
MS Safety	16	7	7	8
MS Technology Management	12	15	15	6
MSE Engineering	14	13	4	6
MSN Family Nurse Practitioner	24	27	44	32
MD Medicine	43	46	47	42
PHD Biomedical Sciences	5	2	5	2
Total	227	220	249	213

- b. **Goal.** Marshall's goal for the AY 2012-2013 is to reach 420 undergraduate degrees and 250 Graduate and first-professional degrees in STEM-related disciplines.
- c. **Strategy/Rationale:** Enrollment trends in the specific colleges are positive; each college with STEM-related programs continues to experience increases over the past several years. Recruitment efforts in the science and medical disciplines have been a focal point of Marshall's recruitment of freshmen, transfer students, and graduate students. We believe recent developments in the biotechnology and biomedical sciences programs at the graduate level will have a positive impact on enrollment and degree production at the undergraduate level in STEM and health majors

6. Licensure Pass Rate

- a. **Data.** Pass rates by program for AY 07-08.

<i>Graduate Degrees</i>	<i>Pass Rates</i>	<i>National Pass Rate</i>	<i>AY 2008-2009 Goals</i>
<i>Teacher Education (Praxis II)</i>	93%	NCATE standard: 80%	95%
<i>Speech Pathology & Audiology</i>	100%	ASHA pass rate: 80.6%	95%-100%
<i>Family Nurse Practitioner</i>	95%	National pass rate: 88%	95%-100%
<i>Dietetics</i>	60%	National pass rate: 76%	80%
<i>National Certified Counselor</i>	78%	National Pass Rate: 70%	80%-85%

<i>Baccalaureate Degrees</i>	<i>Pass Rates</i>	<i>National Pass Rate</i>	<i>AY 2008-2009 Goals</i>
<i>Medical Technology</i>	66%	79%	90%
<i>Nursing</i>	95%	88%	95%
<i>Cytotechnology</i>	100%	85%	90%-100%
<i>Dietetics</i>	75%	76%	90%

<i>Associate Degrees</i>	<i>Pass Rates</i>	<i>Pass Rates</i>	<i>AY 2008-2009 Goals</i>
<i>Medical Laboratory Technology</i>	63%	73%	90%
<i>Nursing</i>	87%	88%	95%

- b. **Goal.** Pass rate goals for the individual licensure tests are noted in the far right-hand column of the table presented above in section 6 a. The overall licensure pass rate goal for Marshall students is 90% for all areas.

- c. **Strategy/Rationale.** Marshall's record in licensure pass rates is consistent with national standards. Faculty supervisors and advisors will continue to work closely with students in traditional classroom settings and practicum/internship settings to develop the necessary basis of understanding and implementing professional standards and methods in preparation for licensure examinations.

7. Percentage of Faculty with Terminal Degrees

- a. **Data.** *Percentage of full-time tenured, tenure-track, and term faculty with terminal degrees.*

<i>Marshall University</i>	<i>Previous Years</i>			<i>Base Year</i>		<i>Compact Goals</i>			<i>Target</i>
<i>Measure</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Percentage of Faculty with Terminal degrees									
7 Excluding MUSOM*	86%	86%	88%	88%	88%	88%	88%	90%	90%
Including MUSOM	89%	89%	91%	91%	91%	91%	91%	91%	91%

	<i>Fall 2007</i>	
	1st Prof	MFA
<i>Accountancy/Legal Environment</i>	2	
<i>Art</i>		10
<i>Criminal Justice</i>	1	
<i>English</i>		2
<i>Theater</i>		4
<i>Medical School</i>	116	
Total MU only	3	16
Total MU/MED	119	16

- b. **Goal.** The AY 2012-13 goal is the current 88% of full-time faculty with terminal degrees. This goal, and current level of attainment, excludes School of Medicine* faculty. If the School of Medicine faculty are included, the number of full-time faculty with terminal degrees increases to 91%. The University does not anticipate a significant change in the number of faculty without terminal degrees to retire in the next five-year period. Thus, the percentage of full-time faculty, including and excluding School of Medicine faculty, should continue at about the same rate.
- c. **Strategy/Rationale.** Marshall will continue to advertise full-time faculty positions with the expectation that every candidate will possess the terminal degree in the appropriate academic discipline by the time of appointment. Moreover, Marshall will continue its practice of creating and replacing full-time faculty positions with faculty who have earned the terminal degree in the discipline.

8. Assessment of Student Learning

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

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

1. Promote a culture of assessment and continuous improvement across the University.
2. Conduct a multifaceted assessment program at each level of review.
3. Promote faculty participation in assessment at all levels
4. 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 throughout the campus: The following activities have promoted a culture of Assessment on campus:
 - Annual Assessment Day: One day in April has been set aside each academic year to conduct campus-wide assessment. The day is planned and organized by a committee consisting of faculty, staff, administrators, and students. Last year faculty from each program were encouraged to meet in the morning to work on their program's assessment plan. While faculty were engaged in this activity, students completed surveys administered by student support and other co-curricular offices across campus. The afternoon was devoted to meetings between academic program faculty and students. Examples of assessment activities included focus groups, town hall meetings, surveys, and exit interviews.
 - Workshops Provided by the Director of Assessment and Program Review: The Director of Assessment and Program Review meets with chairs and program faculty to review their assessment plans and to assist them in developing more effective assessment strategies. The importance of using assessment data for continuous improvement is a major point of emphasis in these meetings.
 - Syllabi Reviews: Readers from the University Assessment Committee and the Director of Assessment review random samples of course syllabi each semester. During the 2007-2008 academic year faculty were encouraged to explicitly state how they would assess each course student learning outcome. The Director of Assessment has developed a suggested syllabus template that will make the connection between student learning outcomes and assessment measures more explicit.
 - The University Assessment Committee: This body was reconfigured in the Fall 2007 to include the following representatives:
 - one faculty representative from each college (10)
 - one student representative (1)
 - one representative from the Council of Chairs (1)
 - one representative from the Council of Deans (1)
 - one representative from the Graduate Council (1)

- the Executive Director of the Center for Academic Excellence (1)
- the Executive Director of the Center for the Advancement of Teaching and Learning (1)
- the Associate Vice President for Academic Affairs (1), and
- the Director of Assessment and Program Review (1).

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

- Assessment Presentations: The Director of Assessment presented Collegiate Learning Assessment (CLA) and other assessment results to student and faculty groups.
 - Core Curriculum Reform: The Director of Assessment is an ex-officio member of the Core Foundations Committee, the committee reviewing and planning general education curricular reform.
2. Conduct a multifaceted assessment program: The following assessments of student learning have been completed at Marshall University.
- Program Assessment: The faculty of each degree program collaboratively develop appropriate student learning outcomes and assessment measures. Faculty are encouraged to use at least two direct measures and one indirect measure for each outcome. They also are encouraged to complete analytical assessments of a reasonable number of student learning outcomes each year. Each program submits an assessment report to the Office of Assessment and Program Review on December 1 of each year. Reviewers from the University Assessment Committee and the Assessment Director evaluate each assessment report on a scale of 0 – 3 (with 3 being the best score) in three areas: Student Learning Outcomes, Assessment Measures, and the Feedback Loop.
 - General Education Assessment: The following areas of general education assess student learning and submit reports to the Office of Assessment and Program Review: Oral Communication, Written Communication, Mathematics Literacy, Scientific Literacy, Writing across the Curriculum, Multicultural Studies, and Arts Appreciation.
 - General Education Curriculum Revision: Committee discussions are focusing on the development of an integrated set of seven domains of thinking, all of which will be connected by an eighth domain of critical thinking at its core. Faculty groups have completed first drafts of student learning outcomes and assessment rubrics for these domains. Domains include Scientific Thinking, Mathematical and Abstract thinking, Multicultural and International Thinking, Information and Technical Literacy, Oral, Written, and Visual Communication, Ethical, Social, and Historical Thinking, and Aesthetic, Creative, and Artistic Thinking. Tentative plans are to assess these outcomes on a three year cycle as follows:
 - Year 1: Oral, Written, and Visual Communication, Aesthetic, Creative, and Artistic Thinking, and Information and Technical Literacy
 - Year 2: Scientific Thinking and Mathematical and Abstract Thinking
 - Year 3: Ethical, Social, and Historical Thinking, Multicultural and International Thinking, and Capstone Courses
 - Student Surveys: In addition to the surveys conducted on Assessment Day, the Office of Assessment and Program Review surveys graduating seniors and recent graduates annually.

Additionally, the classes of 1996 and 2000 have been followed longitudinally; the class of 1996 at graduation, one year later, three years later, five years later and twelve years later (surveys are scheduled to go out this month). The class of 2000 was surveyed at graduation, one year later, three years later, five years later, and will be surveyed again in 2010 (10 years later).

- Nationally-Normed Tests: To assess critical thinking and student engagement, Marshall administered the Collegiate Learning Assessment (CLA) and National Survey of Student Engagement (NSSE). Some programs on campus administer the ETS Major Fields Tests, while others require students to complete licensure exams.
3. Promote Faculty Participation in Assessment at All Levels. Marshall promotes faculty participation in the assessment process through:
 - Active involvement in program assessment plans. The Assessment Director has encouraged this in workshops with chairs and faculty and it also was a suggested activity during Assessment Day.
 - Providing faculty with support in developing syllabi that make the connection between student learning outcomes and assessment measures
 - New Faculty Orientation that includes the faculty role in assessment
 - Semester long workshops on course design, which includes assessment of student learning
 - Workshops on effective teaching sponsored by the Center for the Advancement of Teaching and Learning
 - Assessment Day Activities
 4. Assess value-added learning. We assess value added learning through:
 - Yearly administration of and analysis of the results of the Collegiate Learning Assessment (CLA).
 5. Use both local and national measures.
 - As outlined above, we use national measures such as the CLA and NSSE. Some programs use national measures such as the ETS Major Fields Tests and various licensure exams.
 - We use many local measures. These include examinations, surveys, and actionable rubrics designed to assess student learning in authentic contexts.
 6. Use assessment results for continuous improvement and accountability.
 - Of the 70 Program Assessment reports reviewed by the University Assessment Committee and the Office of Assessment and Program Review during the 2007-2008 academic year, 20 achieved a score of 3 in the areas of the feedback loop, indicating that they used assessment data to improve student learning. Thirty programs achieved a rating of 2, indicating that data were collected and considered in program planning, but that the program did not sufficiently show that data were used to improve student learning. Four programs achieved a score of 1, indicating data collected but not used; and 16 programs achieved a rating of 0, indicating that the feedback loop was not described. The Office of Assessment and Program Review is working with programs to improve these results.

- Results of the CLA, as well as data from peer-reviewed literature on student learning, have resulted in Marshall's present study and reform of general education to stress an integrated core of thinking domains connected by critical thinking.

c. Institutional Assessment Program:

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

- Twenty of seventy degree programs that submitted annual assessment reports during 2007-2008 received ratings of "3" on the feedback loop. They received this rating because they demonstrated that they were using assessment data to improve the curriculum, instruction, and student learning. The following are examples of improvements made during 2007-2008:
 - One program will develop scoring rubrics for all classes.
 - One program will evaluate major requirements in a knowledge area identified as a weakness based on results of the ETS Major Fields test and will develop a measurement instrument for discipline specific writing.
 - One program decided to move students more quickly into 400 level courses and is working to remedy a disconnect between exit goals and assignments students actually complete.
 - One program made a clear and logical line of argument between the evaluation and development of counter arguments stated for objectives in all courses that fed into their interdisciplinary team-taught courses. They also focused special attention on meeting this objective in these courses.
 - One program assigned professional development advisors to students based on results of Assessment Day.
 - One program developed new courses in response to feedback from last year's Assessment Day.
 - One program began advising students to take a specific course that assessment data showed they needed to improve their professional qualifications.

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

- At its last visit (2005), the Higher Learning Commission (HLC) of the North Central Association (NCA) awarded Marshall University a full 10-year accreditation.
- The BS in Dietetics and the BBA in Accounting were both awarded accreditation during the 2007-2008 academic year.
- The Joan C. Edwards School of Medicine Orthopedic Surgery Residency Program was accredited by the Accreditation Council for Graduate Medical Education.

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

- The HLC/NCA required no focus visits after the award of accreditation in 2005.

- The Director of Institutional Research submits yearly reports to the HLC/NCA.
4. To what extent will the institution use professional development programs such as the Assessment Academy offered by the Higher Learning Commission?
- Marshall University does not participate in the HLC's Assessment Academy.
 - Marshall University participates in the West Virginia Higher Education Assessment Council.
 - The Director of Assessment and Program Review attended the Assessment Institute in Indianapolis and the HLC meeting in Chicago.
5. To what extent and how will the institution utilize data from measures such as the Collegiate Learning Assessment (CLA) and the National Survey of Student Engagement (NSSE)?
- CLA results show that our students are demonstrating critical thinking, analytic reasoning, problem-solving and written communication skills at their expected level. We are undergoing curriculum reform with the goal of improving this outcome. To that end, Dr. Linda Elder, President of the Foundation for Critical Thinking, presented a two-day workshop on critical thinking for faculty, staff, and administrators in August 2008.
 - Marshall University will participate in a CLA in the Classroom Workshop, hosted by the HEPC in Charleston in December. This workshop will allow curriculum and assessment leaders in the university to mentor faculty in incorporating pedagogical strategies to improve critical thinking among students.
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 will begin during the 2008-2009 academic year. Data supplied includes student and family information, such as cost of attendance, financial aid, living arrangements, student characteristics, graduation rates, transfer rates, and post graduation plans. The VSA also includes links to the University's program assessment, program review, and survey data. The VSA/College Portrait are available and accessible on the Marshall University website at <http://www.marshall.edu/academic-affairs/vsa.pdf>.

9. Accreditation

a. **Data.** See Table Below For the following data.

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

<i>College</i>	<i>Academic Program</i>	<i>Accredited</i>	<i>Accrediting Body</i>	<i>If not accredited, plans for accreditation.</i>
David Pittenger, Dean, College of Liberal Arts	Criminal Justice	No	Academy of Criminal Justice Sciences	Plans are being developed for requesting accreditation.
	Political Science	No		The Political Science program is not accredited but the department participates in the joint WVU-MU Master of Public Administration program in South Charleston, accredited through WVU. The college is currently examining the utility of maintaining this relation with WVU regarding this program.
	Psychology: Psy.D. Program	Yes	American Psychological Association (APA)	
Rudy Pauley, Interim Dean, Graduate School of Education and Professional Development (South Charleston Campus)	MA Education Programs	Yes	NCATE	
	Leadership Studies	Yes	Educational Leadership Constituent Council (ELCC) for Principals, Superintendents, Curriculum Directors, and Supervisors of Instruction	
	School Psychology	Yes	National Association of School Psychologists (NASP)	
	Reading	Yes	International Reading Association (IRA)	
	Special Education	Yes	Council of Exceptional Children (CEC)	
	Math through Algebra I	Yes	National Council on Teachers of Mathematics (NCTM)	
	Early Childhood Education	No	National Association for the Education of Young Children (NAEYC)	Accreditation application will be submitted in the Fall 2009 to the National Association for the Education of Young Children (NAEYC) in advance and in anticipation of 2010 NCATE accrediting site visit.
	English as a Second Language	No	The Teachers of English to Speakers of Other Languages.	Accreditation application will be submitted in the Fall 2009 to Commission on English as Second Language in advance and in anticipation of 2010 NCATE accrediting site visit.
	School Library Media	No	American Library Association/American Association for School Librarians (ALA/AASL)	Accreditation application will be submitted in the Fall 2009 to the American Association of School Librarians in advance and in anticipation of 2010 NCATE accrediting site visit.
Counseling	No	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	The counseling program for both campus is in the process of determining whether to submit for accreditation (started Fall 2007 but still underway)	
Rosalyn Templeton, Dean, College of Education and Human Services	SOE: Teacher Certification Programs	Yes	NCATE	
	ESSR: Athletic Training Program	Yes	Commission on Accreditation of Athletic Training Education (CAATE)	
	ESSR: Park & Leisure Studies Program	No	National Park and Recreation Association (NRPA)	Previously accredited by this agency; will complete self-study to regain accreditation.

	HDAT: Counseling Program	No	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Program completing a self-study report to obtain CACREP
	HDAT: Family Consumer Sciences	No	American Association of Family and Consumer Sciences (AAFCS)	Program plans to obtain accreditation from this agency.
Corley Dennison, Dean, School of Journalism and Mass Communication	Journalism & Mass Communications	Yes	Accrediting Council on Education in JMC	
Shortie McKinney, Dean, College of Health Professions	Communication Disorders (Masters)	Yes	Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA)	
	School of Nursing	Yes	National League for Nursing Accreditation Commission (NLNAC)	
	Medical Lab Tech (Associate)	Yes	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	
	Medical Technology (Bachelor)	Yes	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	
	Cytotechnology (Bachelor)	Yes	Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the American Society of Cytopathology in collaboration with the American Society of Cytology.	
Chong Kim, Interim Dean, Lewis College of Business Administration	Lewis College of Business	Yes	The Association to Advance Collegiate School of Business (AACSB) International	
	Department of Accounting	Yes	The Association to Advance Collegiate School of Business (AACSB) International	
	Accounting Program	Yes	AASCB	Accreditation Awarded and in effect September 2008
Don Van Horn, College of Fine Arts	Art & Design	No	National Association of Schools of Art & Design	
	Music	Yes	National Accreditation Association National Association of Schools of Music	
	BFA Programs in Theatre	No	National Association of Schools of Theater (NAST)	Membership in NAST is maintained but not accredited because schools that offer graduate and undergraduate degrees generally seek accreditation. The Marshall program is limited to an undergraduate program.
Betsy Dulin, Dean, College of Information Technology and Engineering	BS in Engineering (BSE)	No	Accrediting Board for Engineering & Technology (ABET)	Plan to request this accreditation visit but the earliest is Fall 2009 (because of newness of program). This is a priority for this program.
	Safety Technology (BS)	Yes	Accrediting Board for Engineering & Technology (ABET)	
	Safety Technology (MS)	No	Accrediting Board for Engineering & Technology (ABET)	No Plans to request accreditation.

	BS Computer Science	No	Accrediting Board for Engineering & Technology (ABET)	May seek accreditation but not in the immediate future (attention has to be focused on BSE)
<i>Wayne Elmore, Interim Dean, College of Science, Department of Chemistry</i>	Major: Chemistry (ACS Chemistry)	Yes	Certification by the American Chemistry Society	
<i>Leonard Deutsch, Dean, Graduate College</i>	Forensic Science (Master of Science)	Yes	Forensic Science Accreditation Commission (FEPAC) through the American Academy of Forensic Sciences (AAFS)	

9. Accreditation (Continued)

b. Goal. The University's goal is to seek accreditation from the appropriate and respective accrediting agency as faculty develop and review academic programs through the normal cycle of program review. There are 36 academic programs offered at Marshall University eligible for accreditation. 61% (22 programs) are accredited as indicated on the table above; 39% (14 programs) are not accredited. The impact of accreditation standards and expectations on curriculum development raises serious questions as to whether there is demonstrable positive impact provided through accreditation. One concern is that accreditation standards may call for resource demands within a specific program the University is unable to meet in the near future.

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

10. Alignment with K-12 Schools

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

Online College Courses in the High Schools (OCCHS) Program

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

b. Goal.

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

- **How to Succeed in College Module**

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

- **Virtual Fieldtrips & e-Missions**

The Marshall Technology Outreach Center (MTOC) is host to numerous virtual fieldtrips, which take place throughout the school year for K-12 students of all ages. E-Mission programs are virtual fieldtrips, which use distance-learning technology to create a live link between students and flight directors at NASA's "Mission Control," which is located at the Challenger Learning Center at Wheeling Jesuit University. Participating in virtual fieldtrips allow K-12 teachers and students an opportunity to use technology in new ways.

- **High School Counselor Listserv**

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

- **Outreach Outlook**

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

- **Outreach Roundtable**

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

- **K-12 Liaisons**

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

- **Outreach Database**

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

- **OCCHS & MTOC Web Sites**

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

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

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

- **OCCHS Webinar for K-12 Counselors**

The MTOC hosted an OCCHS Webinar for high school counselors. The webinar discussed the OCCHS Program in detail and also included a discussion on upcoming OCCHS courses. A copy of the streamed webinar may be viewed anytime online at <http://www.marshall.edu/occhs>.

- **TechArts for K-12 Teachers**

In collaboration with the Community School for the Arts (CSA), the Marshall Technology Outreach Center hosted and participated in a three-hour graduate credit workshop, TechArts. The goal of TechArts was to provide K-12 teachers with the basic computer and technology skills required to be in alignment with 21st Century Teaching and Learning and West Virginia's CSO's in the arts.

- **COEHS Business & Marketing Curriculum Committee**

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

c. Strategy for Achieving Goals

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

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

11. Use of Instructional Technology

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

i. University Commitment to Program Delivery:

Marshall University is dedicated to online teaching and learning; the University enjoys a reputation of leadership and innovation in this area for many years. Since the late 1990s, the e-course program has grown steadily as more courses, more faculty, and more students become an integral part of the online educational community.

The MU Online e-course program at Marshall University is supported by the Blackboard Vista Enterprise Learning System (version 4). Upgrade to version 8 will take place before the start of the Fall 2008 term. Faculty and students had been utilizing the WebCT Vista platform prior to a migration to the Blackboard Vista version during Spring 2008. At that time, the Center for Instructional Technology (CIT) initiated a comprehensive training program to aid faculty in making a smooth transition.

ii. MU Online Operating Costs:

Marshall University Online was designed as a fully self-sustaining program to promote the development of online courses and degrees and support the infrastructure, technical and human, to deliver those courses and degrees. In order to accomplish this, the structure of MU Online is a more entrepreneurial model in which students are charged a single per credit fee for online classes that is put into a revenue fund. These funds are used to pay for instruction, development of courses, hardware and software, infrastructure, bandwidth, technical support, library services and personnel. In addition, a substantial portion of the revenue is transferred back to the institution in the form of indirect and special purpose funding. The revenue account is a rolling account that is allowed to carry funding over from year to year: an essential element in any entrepreneurial endeavor to provide upfront capital for replacement or improvement of technical systems or for building capacity to support growth.

Annual salary, maintenance, software, and resource inflation necessitates steady growth of no less than 10% per year. A plateau is predicted in the e-course literature; however, a complete reorganization of this area was initiated to address current and future needs. Revenue is generated through fees charged and collected. Since the program is self-sustaining, a drop in revenue has a direct impact on operations and staffing levels. Estimates are based on past enrollments of existing classes and the number of new classes anticipated for the year. Operational expenses will vary with factors such as the price of equipment; number of new courses developed, increasing capacity to meet demand, and unfilled staff positions.

iii. Operating Expense Variables:

- Staffing Levels change as support needs (enrollments) increase.
- HEPC subsidized statewide software license for Blackboard Vista expires this year. Costs will increase significantly in addition to an increase in Oracle software support fees.
- Backup and disaster recovery costs.
- Expansion of capability requires additional software: Voice Tools, E-Portfolios, plagiarism avoidance software, library content and delivery services etc.
- Hardware pricing and needs change, often mid semester, based upon demands of changing pedagogy and software overhead require an annual reassessment of the hardware infrastructure to meet production requirements.

iv. Summarized Operational Expenses for 2008:

Expenses vary from year to year depending on activity and can change mid semester depending on demand for services or hardware/software to support growth. For example, 2008 and 2009 will be hardware intensive years because many of the servers have reached the end of their lifecycle and will be replaced. MU will also move to a newer version of the Learning Management System, a change that will require additional servers for migration of content. Expense will occasionally exceed revenue on a given year: as demand increases it is sometimes necessary to increase staff levels to improve capacity.

<i>Hardware/Software</i>	\$ 569,626.85
<i>Salaries</i>	\$ 465,050.00
<i>Faculty Operational</i>	\$ 48,000.00
<i>Instruction</i>	\$ 1,523,200.00
<i>IT Support</i>	\$ 460,186.40
<i>Estimated Total Operational Expenses</i>	\$ 3,066,063.25

- ***Hardware/Software*** includes the licenses for all applications and the more than 30 servers supporting online learning applications. Hardware investments are over 1 million dollars in life-cycled equipment.
- ***Salaries*** include Learning Management System Administrators, Director of the Center for Instructional Technology, Instructional Designers, Digital Learning Team stipends, part-time faculty Liaison/FDCOMI Director, undergraduate and graduate student e-course developers. Full time employees and several student support positions are supported 100% by E-Course revenue.
- ***Faculty Operational*** includes course development stipends, training materials, course development contracts, and faculty resources.

- **Instruction** includes payments to faculty for instruction (faculty overload) or transfers to departments for instruction (faculty in-load). Faculty teaching e-course as an overload are paid \$70 per student at the end of drop/add and \$70 per student completing the course for a three credit course. For classes taught in-load the funds are transferred to the department.
- **IT Support** includes server support based on the standard support rate schedule, salary support for non-classified IT staff, 2 Helpdesk positions, and internet bandwidth. Funding provides IT areas ability to increase and retain staff. This provides basic services that support not only the online course but also all other areas of the institution (Online learning impacts almost all IT areas.)

v. Other Operating Cost Considerations:

- **Course Management Administration:** MU Online is linked to the Banner integrated learning management system with infrastructure exceeding one million dollars, maintained by the technical staff within the University Computing Services division of Information Technology.
- **Media Streaming and Special Purpose Software and Services:** MU Online also includes several software peripherals that enhance the online delivery experience. Faculty make good use of academic support programs such as the Streaming Media servers, Turnitin anti plagiarism software, WIMBA Voice Tools, Online Course Evaluation, Respondus Assessment Development Tools, Equella Learning Object Repository, Library Document Delivery.

vi. MU Online Fees and Revenue:

- **E-Course Fee per credit hour:**
 - High school students \$122.00
 - Undergraduates and MCTC students \$186.00
 - Graduate Students \$262.00
- **Indirect and Mandated Project Support Expenses for 2007-08:**

Indirect (40% of revenue)	\$ 2,522,304
<i>Video Classroom</i>	\$ 40,000
<i>Library Document Delivery</i>	\$ 27,000
<i>MUGC (New Cohorts)</i>	\$ 9,224
<i>MUGC Technology Staff</i>	\$ 56,821
<i>Technology Enhanced Classroom Initiative</i>	\$ 200,000
<i>Desktop Software License</i>	\$ 263,000
<i>Bandwidth</i>	\$ 50,000
Indirect and Project Total	\$ 3,168,349

Note: 40% of the fees collected are transferred out of the account as Indirect. Project Support is a flat amount regardless of enrollment and is transferred out of the account at the start of the fiscal year.

- **Faculty payment:** E-course instructors are paid \$140.00 per student if they teach e-courses as an overload. New course development stipends can yield a faculty member as much as \$4,000 per course.
- **Faculty Incentives:** faculty who are presenting or attending conferences or workshops related to technology and online teaching learning can obtain Travel stipends. Based on a formal

proposal and review process, faculty are eligible to receive up to \$3,000 to support travel during the academic year.

- **Departmental incentives:** Revenue generated by the e-courses is allocated to the faculty member's department for technology-related use if e-courses are taught in-load.

vii. MU Online Outreach

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

viii. Increasing Student Contact

The MU Online e-course program has grown an average of 18% for enrollments and 11% for new courses over the last five years with very little attention to marketing and promotion. With new staffing and reorganization initiatives, the MU Online program now participates actively in student orientation and retention programming conducted by Admissions, the Office of Recruitment, and Academic Affairs. It is hoped that student participation will increase.

ix. Outreach Strategies

- *Student life participation:* MU Online is visible and participates in orientation, open houses, and other student activities or events that draw prospective and new students, undecided majors, and general student populations at both the graduate and undergraduate levels.
- *Social and viral networking:* New technologies added to MU Online provide student collaboration and social networking options to aid in online group work and communication with classmates and faculty.
- *MU Online sponsorship of student activities and groups:* While all of the members of the MU Online staff participate in campus committees, our new focus includes sponsorship or oversight of student groups such as honoraries, service organizations, or clubs.
- *Meeting student demands for more complete programs online:* Providing more full program offerings in the web-based environment is a primary goal this coming year and a recent addition to the President's strategic plan.

- *Meeting student demands for cost-saving alternatives:* Commuter students are also demanding more programming online. Blended or hybrid courses have always been a method to encourage faculty participation in the MU Online program. Rising gas prices and major economic issues related to nontraditional and commuter students have contributed to a recent increase in student e-course inquiries and online faculty development.

x. Curriculum areas:

- The following programs can be obtained completely online:
 - Certificate in Applied Technology
 - Certificate in Public Library Technology
 - Associate in Applied Science in Public Library Technology
 - Regents Bachelor of Arts
 - Minor in History
 - Minor in Geography
 - Master of Arts in Elementary Education
 - Master of Arts in Secondary Education
- The current e-course offerings cover a variety of disciplines offered at Marshall:

Allied Health	Exercise Sci, Sport, & Recreation	Math
Art	Finance	Music
Biology	Geography	Philosophy
Chemistry	History	Political Science
Communications	Information Technology	Psychology
Counseling	Integrated Science & Technology	Reading
Criminal Justice	Journalism	Religious Studies
Curriculum & Instruction	Leadership Studies	Science
Economics	Library Science	Sociology
Education	Management	Spanish
English	Marketing	Special Education

xi. Student satisfaction:

- In the spring, the evaluation system saw an average 35% return rate while the summer produced a 31% average return rate.
- Data from 2008 e-courses gathered via the CourseEval™ system indicates that most courses receive fairly positive responses from students.
- In future semesters, the e-course survey will be modified to provide questions that ask for technology-related feedback to aid in improving online learning.
- While this is only anecdotal information, at-a-glance, the majority of mean scores tend to hover between 3.8 to 4.7 for the following questions using a standard Likert scale ([SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1)
 - The instructor followed his/her syllabus.
 - The instructor gave clear explanations to clarify concepts.
 - The instructor was supportive in academic situations.
 - The instructor showed enthusiasm when teaching.

- The instructor informed students of their progress.
- The instructor's use of examples helped to get points across in class.
- The instructor adequately explained the grading scale.
- I believe that I learned in this class.
- The objectives of the course were well explained.
- The instructor treated me fairly.
- The instructor was enthusiastic about the course material.
- The instructor encouraged students to ask questions.
- The instructor provided me with an effective array of challenges.
- The course was well organized.
- The instructor carefully answered questions raised by students.
- This course challenged me intellectually.
- The instructor treated students with respect.
- The instructor presented material in a clear manner.
- I have become more competent in this area because of this course.
- The instructor used class time well.
- The instructor seemed genuinely interested in wanting me to learn.
- I would recommend this instructor to other students.

xii. Future trends:

- **Embedded librarians:** MU Online developed a new Digital Learning Team comprised of professional librarians to meet trends in information and communication literacy programming. Initiatives include embedding librarians in traditional or online courses and developing/providing online library instruction modules and tools.
 - The program is being piloted during 2008-09 and will be tracked closely to determine effectiveness.
 - The Educational Testing Service (ETS) *iSkills*TM assessment will be used to provide benchmarking data and feedback.
- **Hybrid courses** - Hybrid or blended T-courses will become more popular as the economy continues to struggle with the impact of increased gas prices, rising inflation, the mortgage crisis, and rising unemployment.
 - Hybrid courses can also provide a “green” option for environmentally conscious students who have cut back on commuting and faculty who are willing to adapt their teaching styles to this new format.
 - Hybrids can also provide a more secure copyright-compliant location for curriculum support materials such as e-reserves, multimedia resources, and textbook supplements.
 - As more new technologies that facilitate the teaching-learning process emerge such as *Wimba*, hybrids can be the hook that encourages our faculty to develop fully-online courses with multimedia components without a significant learning curve or need for expensive equipment.

b. Goals and Strategies/Rationale

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

MU Online anticipates that the e-course program will continue to grow at a steady rate over the next five years.

i. Strategies:

- Provide resources and opportunities to allow faculty to develop more fully online programs.

- Implement more varied and frequent training opportunities for faculty.
- Design programming that encourages new faculty participation.
- Compile local assessment reports that help anticipate MU student and faculty needs.
- Implement new hardware/software to facilitate increases in use.
- Add technical and design staff/faculty to aid in meeting growth needs.
- Adapt quickly to shifts in trends and realities.

ii. Rationale:

- In addition to strategic planning initiatives to provide more full degree offerings electronically, the university has a commitment to provide faculty and students with a thriving quality online learning program.
 - Five years ago, the MU Online program provided a total of 357 courses with only 7,300 students taking advantage of online offerings during the 2002-03 academic year.
 - By the 2007-08 academic year, the online course offerings increased by a total of 227 classes while 9,057 more students took e-courses to bring our annual enrollment total to 16,357.
 - In the fall of 2007, our headcount was reported to be 16,290 revealing some exciting levels of participation for MU Online among our students at all levels and all disciplines.
- A reorganization and reallocation of faculty and staff to the MU Online program is taking place to provide a more academic and pedagogically sound approach to e-course creation and faculty collaboration.
 - Unconventional staff allocations have been made to address national trends in information and communication technology literacy.
 - Traditional personnel silos have been removed to aid in cross training and allow staff to develop skills and responsibilities that can allow for salary augmentation.
 - Continued growth and retention of staff is expected under this new model.
- Tools must be updated regularly along with the skills to provide timely and relevant guidance to faculty and student users in one-on-one or group settings.
 - Likewise, as technology changes rapidly so must the staff that offer and support these services.
 - Information technology staff and librarians have no choice but to stay abreast of new technologies to remain relevant in the teaching-learning process. As a result, the MU Online program is committed to fostering IT staff and faculty development.

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

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

i. Strategies:

- Collaborate with the Center for the Advancement of Teaching and Learning to provide quality faculty development opportunities.
- Establish a relationship with the University's Office of Assessment to aid in distribution, collection, and synthesis of assessment programming related to online learning.

- Execute best practices for the pedagogy of online teaching-learning.
- Create a hybrid e-course program with a self-sufficient funding model.
- Disseminate data from assessment tools to help enact positive change.
- Stress the academic aspect of e-course programming, development, and design to aid in faculty collaboration.
- Work toward the development of a business continuity model that includes MU Online in the event of a natural disaster that impacts the physical campus.

ii. Rationale:

- MU Online’s approach to future enhancements in course offerings is designed to remove certain potential barriers.
 - Developing partnerships with academic units and fostering collaboration among faculty within the existing community and committee structures aids in communication and networking.
 - By infusing a more academic and collegial approach to all activities in the MU Online division, the e-course program and its staff will become a more integral part of the faculty community on campus.
 - Faculty comprise the Digital Learning Team and, thus, already participate in governance and the campus committee structure.
 - Newly hired MU Online staff possess the terminal degrees and appropriate credentials to fully aid in pedagogical development.
- Hybrid course development can aid in providing students with more options for traditional courses while sparking interest in online course development among the faculty. Thinking outside the traditional technology box is designed to allow for more creativity in the traditional or online classroom.
 - Consumers are not the only groups “going green.” A more environment-conscious student population has necessitated attention to these issues in all facets of university life including rethinking the traditional classroom delivery mode.
 - Recruitment is a critical component to the university’s ability to meet financial needs in light of dwindling state funding levels. Flexibly-scheduled and varied course offerings can aid in retaining existing students and enhancing recruitment efforts.
- Universities often do not consider business continuity issues until an expected event occurs that disrupts daily activity. Providing a disaster preparedness model allows the university to organize and plan ahead of any such catastrophic event more efficiently.
 - While data centers are already in place to provide electronic data warehousing and support in event of service disruption, attention must also be paid to continuity in the classroom environment.
 - Recent examples include the 2005 Katrina aftermath at Tulane and Loyola Universities in New Orleans, LA; an unexpected fire in 2008 at Our Lady of the Lake College in San Antonio, Texas; and the recent earthquake impact on California universities, libraries, and schools.

12. Career Placement

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

Marshall University's Career Services' mission is to be proactive in preparing students for employment opportunities and to facilitate the connection with employers through employee partnerships and relationship building.

This process may begin with assisting the student to plan a career direction through career assessment, self-evaluation, face to face counseling and appropriate referral for those that are undecided. Other students may need assistance with the job search process. Whatever the situation (mandate or volunteer participation) it is imperative that students access our service. It has been proven that those that access career services are more likely to have successful job placement. *ERIC-ED399829- Success of On Campus Recruiting.*

b. Strategy for Promoting Successful Placement

1. *Job Location and Development* concentrates on development of jobs off campus for part-time and internship placement to complement and reinforce the educational and vocational goals of the student.
2. *Marshall's JOBTrax*, Marshall's new career management system, is a data management tool that provides for more organized and functionally accessible data retrieval. *JOBTRAX* will be the infrastructure for students, employers and alumni to connect for internships and employment opportunities. This system can and will house resumes and other documents helpful in job placement, such as certificates, reference letters and video portfolios.
3. *Internships*. Student career-related work experience earned is an important element of successful job placement. Internships, job shadowing, clinical practicum, campus living, and learning centers and volunteering are activities that will be utilized more fully in future job-placement activities. Some of the businesses and corporations with established internship programs used in Marshall's job-placement activities include: Marathon Oil, Steel of WV, First State Bank, Cabell-Huntington Hospital, Dixon Hughes, Huntington Herald-Dispatch, Amazon.Com, Service Wire, State Electric, Gibbons and Kawash, CPA's, Lowes, WCHS, St. Jude's Research Hospital, Total Qualify Logistics, West Virginia Power Baseball, the Federal Bureau of Investigation, Northwestern Mutual, Nike, West Virginia Governor's Internship Program, Target, the Army Corps of Engineers, and Dollar General.
4. *Major Career Events* are planned yearly to connect the students with the employers in a face-to-face job-fair format. Such a setting allows interested students to network with a wide variety of employers. Last year 1,810 students attended the job-fairs. For each job fair, approximately 75-90 employers participated.

120 students and 30 school systems attended **The Educator Expo**, which targets education majors. Other employer events include informational sessions, on-campus interview invitation-only lunches, panel discussions and workshop presentations. Companies utilizing these services included: BB&T, ManTech, Lockheed Martin, Pepsi, Geico, Magnum Coal, Marathon Oil, University Directories, Kroger, Peace Corp, the U.S. Navy, Northwestern Mutual, and Wells Fargo Financial.

5. *Website Services* are a huge part of the connections made with students, parents, faculty and employers. The Office of Career Services houses current events, information on resumes, cover letters, articles, newsletter, and links to various websites. This year the Office monitored the number of hits to our site starting August 23, 2007 through July 14, 2008: a total of 32,522. *Sigi 3*, a self guided career inventory and research tool, was logged into by 1,016 students with 723 new users. Resumes uploaded by students are also reviewed by office staff on a regular basis, with an average 30 reviews per week.

6. *Skill Development* events sponsored by Career Services that introduce and prepare students for placement include workshops and presentations. 71 University College 101 presentations reached 1065 students and other classroom presentations upon request of faculty reached 884 students. Customized presentations at faculty request reached 156 of those graduating education majors and 154 Accounting 216 students.

Evaluation of Success

1. Tracking students has been a challenge. This school year we will be able to implement a **Single Sign On** system through the Marshall Portal and a kiosk system with a swipe card to improving tracking of services and placement data.
2. *Graduation Survey*. This is the first year to implement a graduation survey to get information about plans for employment and employment status. The following are some highlights of the survey.*(will attach the complete report)
 - a. 3043 graduates were sent the graduation survey with follow up reminders sent to those not responding on four dates through June 2008.
 - b. 341 graduates responded.
 - c. 32% reported they to attend a graduate school program.
 - d. 6% declared military enlistment.
 - e. 27.4% had a full time job offer
3. The federally-funded *Job Location and Development Program tracking* has been in place since the inception of the program in 1984. 939 students were placed in part-time jobs and 58 in full time jobs as reported by Amber Bentley, Student Jobs Coordinator, for the past academic year.

Future Plans and Considerations Data Collection

1. *Workforce WV* plays a key role to the adequate tracking of employed Marshall Students. Career Services is exploring the possibility of a partnership.
2. Employers within a 250-mile radius will be Marshall's target market for building relationships with employers. Establishing employer-based hiring reports to the University will be another effective way to track job placements.
3. Internship development is crucial to any placement strategy. Marshall already has a service-learning element in a number of academic programs, and is considering making internships and co-ops required elements of specific program curricula. This is a proven strategy for placement of students following internship experiences. An organized program approach would again help with tracking placement.
4. Development of a pilot program to evaluate the success of students who enter an agreement to use Career Services on a 4-year plan of action would help to determine whether mandatory use of Career Services would increase placement.

13. Institutional Financial Aid

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

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

- In 2007-2008, 68% of the undergraduate student population at Marshall University received \$66,230,051 from all sources noted above.
- In 2007-08, the total dollars awarded for students receiving need-based and merit-based financial assistance is \$51,985,296, which reaches 64% of the total undergraduate student population.
- The total dollars paid from institutional funds for need-based and merit-based including tuition waivers is \$9,130,192.
- 16% of the total undergraduate student population, 1,235 students, received need-based aid.
- Institutional commitments have increased over academic years 2006-07 and 2007-08 with the creation of two new scholarship programs--Border State Scholarship and the John Laidley Scholarship. These two programs have an additional component of awarding more to the base scholarship amount for those students who can demonstrate financial need. Discussions regarding creation of additional institutional scholarship programs are ongoing.
- The University is committed to providing resources to fund all eligible scholarship students based on the established criteria for the Institutional Scholarship Program.

b. Goal.

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

Marshall University, through its Office of Financial Assistance, attempts to respond in a timely and effective manner to any change occurring at the state or federal level. During the past two academic years, 2006-07 and 2007-08, the University has implemented two new federal programs and a new state program resulting in changes to procedures and policies to maintain compliance at all levels.

The need to deliver financial aid in a timely fashion remains a high priority as it is a determining factor in meeting the needs of students attending Marshall University.

c. Strategy/Rationale

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

Another strategy used by the University is to increase merit-based aid to non-resident students. This strategy has permitted the University to recruit more non-resident students, i.e., out-of-state students, as

a result of changing demographics in the state and the real decline in the in-state high-school graduating senior pool.

14. Programs of Distinction:

a. Data.

Marshall University continues to increase its presence nationally and internationally, both in terms of scholarly activity and community outreach and mission, across the spectrum of programs offered at the graduate and undergraduate levels respectively. Enrollment trends and degree conferral figures demonstrate popularity of certain academic and professional programs among students, and thus demonstrate enrollment strength for future planning. The following table provides such indications.

<i>Marshall University</i>	<i>Previous Years</i>			<i>Base Year</i>	
<i>Measure</i>	2004	2005	2006	2007-2008	2008-09 (prelim.)
14 Programs of Distinction					
PsyD enrollment	25	31	37	38	44
PsyD degrees conferred			3	3	
Biomedical Sciences (BMS)	24	26	29	31	29
BMS PhD Enrollment					
BMS PhD degrees conferred	5	2	5	2	
BMS MS Enrollment	7	8	11	20	26
BMS MS degrees conferred	2	0	0	1	
MS Forensics enrollment	28	28	39	42	32
MS Forensics degrees conferred	14	7	18	19	
Accounting BBA enrollment	151	188	201	165	143
Accounting BBA degrees conferred	53	45	42	42	
BSN Nursing Enrollment	353	347	331	341	373
BSN Nursing degrees conferred	65	85	86	78	
BS, ISAT enrollment	129	107	87	78	71
BS, ISAT degrees conferred	27	18	24	18	
BFA, Visual Art enrollment	223	233	216	198	202
BFA, Visual Art degrees conferred	30	29	35	29	
BA, Journalism enrollment*1	406	403	374	367	304
BA, Journalism degrees conferred	54	55	49	52	

*1 Note: In Fall 2005, The School of Journalism and Mass Communication split a single major in "Journalism" into six different majors: Advertising, Broadcast Journalism, Electronic Media Mgmt, Online Journalism, Print Journalism, and Public Relations. Fall 2008 enrollment excludes "undecided" majors in the School of Journalism and Mass Communication.

From this list of eight (8) distinctive programs, and for the purposes of this report, Marshall will focus on two (2) programs as examples of the excellence exhibited in the development of our academic offerings. The two programs of focus are the doctoral program in Biomedical Sciences and the undergraduate BBA program in Accounting.

The development and growth of the STEM disciplines at Marshall has been significant. A complete listing of STEM graduate degree programs offered at Marshall can be found on the University's website at <http://www.bms.marshall.edu/stem/default.aspx>. Ranging from the M.S.N. in Nursing, the M.S. in Forensic Science, the M.S.E. in Engineering, to the Ph.D. in Biomedical Sciences, Marshall's STEM programs are designed and marketed to prospective students—at both the undergraduate and graduate levels of instruction—in terms of developing the skills and training that will meet specific social and medical practice and research needs within the State of West Virginia and the nation.

The concentration and focus of STEM programs at Marshall University is itself distinctive. With the opening of the Robert C. Byrd Biotechnology Center, the recent appointment of Dr. Eric Kmiec as Director and lead research scientist of the Marshall University Institute for Interdisciplinary Research (MIIR), and the continued growth in the Joan C. Edwards School of Medicine, Marshall University continues its outreach and service by providing world-class research and development of STEM and health-care-related professionals whose activities bear directly on the well-being of various West Virginia constituencies.

Among the distinctive STEM-related programs offered at Marshall University, the doctoral degree program in Biomedical Sciences (BMS, Ph.D.) stands out. As indicated in the data extracted from the table above, enrollments in the BMS Ph.D. program have increased consistently over the past four-years. AY 2008-09 enrollments of 29 Ph.D. students and 26 M.A. students are consistent with the previous four years enrollment figures.

Marshall University		Previous Years, 2004/05-2008/09(F)				
Measure	2004	2005	2006	2007	Fall 2008-09	
Programs of Distinction						
Biomedical Sciences						
PhD Enrollment	24	26	29	31	29	
<i>PhD degrees conferred</i>	5	2	5	2		
MS Enrollment	7	8	11	20	26	
<i>MS degrees conferred</i>	2	0	0	1		

As stated in the following **Section (B.1) on Research and External Funding**, the Ph.D. Biomedical Sciences program is organized around five interdisciplinary clusters:

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

The research foci, the impact of these clusters and the program, in general, and the goals for developing the BMS Ph.D. program are provided in the subsequent section.

Review of the BMS program will follow standard university and HEPC doctoral program review guidelines and procedures. An assessment report is submitted every year to the University's Office of Assessment. A program review is conducted every five years. Both the Dean of the School of

Medicine and the Dean of the Graduate College review the program review report before it is forwarded to the Graduate Council, the Provost, the President, and the Board of Governors for their respective review and approval. Within the program itself, faculty are reviewed for promotion and tenure and appointment to the Graduate Faculty. The School of Biomedical Sciences has a 100% graduate faculty appointment rate. Faculty credentials are reviewed on a three-year basis. In addition, as part of the STEM Fellows grant, Biomedical Science has an external advisory committee that conducts a site visit every two years. The external advisory committee will continue to evaluate the BMS program and generate recommendations designed to support the renewal of the STEM Fellows grant.

A second distinctive program offered at Marshall University is the undergraduate degree program (B.B.A.) in Accounting and Legal Environment, offered through Marshall's Lewis College of Business. In September 2008, the Division of Accounting and Legal Environment received full accreditation from the Association to Advance College Schools of Business (AACSB), making Marshall one of 169 institutions internationally with such a distinction. AACSB International, or the Association to Advance Collegiate Schools of Business, is the longest-serving and largest global accrediting body for business schools that offer undergraduate, masters, and doctoral degrees in business and accounting. It is an association of more than 1,100 educational institutions, business and other organizations in 70 countries that are dedicated to the advancement of management education worldwide. Achieving accreditation is a process of rigorous internal review, evaluation, and adjustment and can take several years to complete. Over the course of development and review process, the school develops and implements a plan to meet 21 standards requiring a high-quality teaching environment, a commitment to continuous improvement, and curricula responsive to the needs of businesses. Further, accounting accreditation requires the satisfaction of an additional set of 15 standards that are specific to the discipline and profession of accounting. Marshall's Lewis College of Business received full accreditation in 2007. The following table provides a snapshot of the BBA enrollment and graduation trends for the past five years. AY 2008-09 enrollments are consistent with the enrollment trends presented in the earlier sections of this report.

Marshall University		Previous Years, 2004/05-2008/09 (F)			
Measure	2004	2005	2006	2007	Fall 2008
Programs of Distinction					
Accounting					
BBA enrollment	151	188	201	165	143
BBA degrees conferred	53	45	42	42	

Review of the BBA in Accounting, as is the case with all undergraduate programs at Marshall, will undergo a complete program review within the University's five-year cycle. The most significant form of review will be the next AACSB accreditation review for reaccreditation of the program that will take place in 2014.

b. Goal. The distinctive character of the Biomedical Sciences Ph.D. program and the Accounting and Legal Environment B.B.A program, respectively, arises through faculty leadership. All faculty at Marshall University are dedicated and committed to the enhancement of quality and meeting rigorous standards established by external, professional accrediting agencies through a process of programmatic review that results in continuous program improvement. Marshall's goal is to maintain the distinctiveness of each program through its own internal review procedures and accrediting reviews required by professional agencies. Meeting external constituency standards and measures is central to Marshall's goals for the program identified as it is for all programs offered by Marshall. That commitment, at its best, can be met only through the continued contributions and aspirations of the faculty.

c. Strategy/Rationale. Both the Ph.D. Biomedical Sciences and the B.B.A. in Accounting and Legal Environment contribute to the relationship between academic programming and community and professional enhancement. This relationship provides the rationale for pursuing the goals established by each of the programs to continue enrollment growth and program development. The strategy for continued development and support of these programs will be guided by the internal goals established for each program, respectively, through our standard program review processes which are closely tied, as noted, with accrediting agency standards or measures and professional scholarly accomplishment of the faculty, and tracking the accomplishments of graduates as they develop as professionals in their own career stream.

B. Required Compact Elements for Marshall University

1. Research and External Funding. *Describe efforts to promote and expand academic research and development. How do these efforts contribute to economic growth, business growth, job creation, technology transfers, improvements in quality of life, etc.*

Responses to this mandatory section of the Compact Report will serve as the response to the two elective elements of the report that follow: **Cost and Affordability** and **Innovation**. Both of those sections include opportunities for responses dealing with research and external funding and planning. So as not to duplicate responses, the response provided in this required will cover all three areas.

I. Efforts to promote and expand academic research and development

A. Introduction

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

1. Recruiting research-active faculty at three stages of career development: junior, mid-career (junior associate professor level), and senior levels.
2. Focusing activities in areas of excellence in biomedicine and transportation/logistics and strategically developing new foci in a programmed manner.
3. Incentivizing research activity.
4. Developing physical and cyber infrastructure necessary to support and sustain the activity.

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

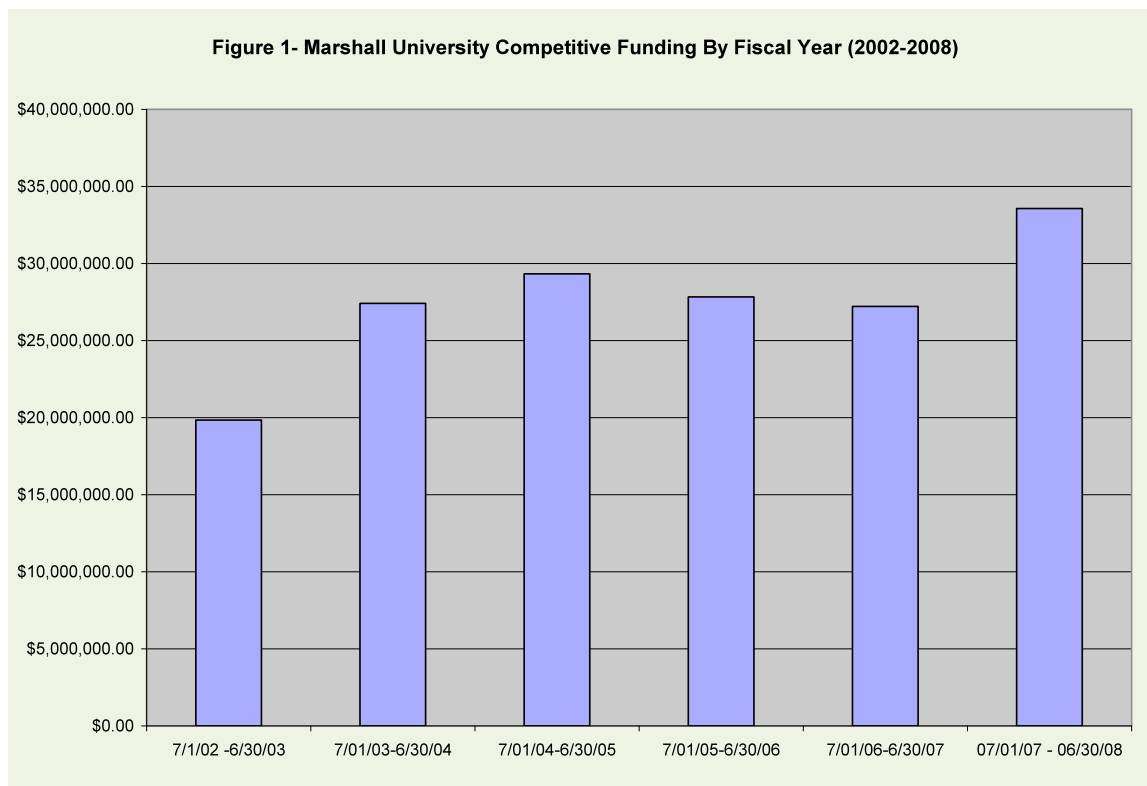
- Increase extramural grant and contract funding, which partially offsets compensation and research operating costs.
- Increase royalty and equity income from intellectual property commercialization.
- Complete the necessary steps to establish a 4-year, ABET-accredited undergraduate Engineering degree.

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

- Focus resources on advancing centers of excellence.
- Develop a comprehensive plan and funding Mechanism(s) to support the construction and renovation of priority facilities.
- Advance economic development through the Marshall Institute for Interdisciplinary Research (MIIR) and other similar multi-disciplinary initiatives.

Over the past ten years, Marshall University has increased externally-funded research (*Figure 1* and *Table A*). Marshall's progress has been guided by focused integration and amplification of existing strengths within the Joan C. Edwards School of Medicine, the College of Science, and most recently the College of Information Technology and Engineering. Infrastructure development grants from the West Virginia State Office of Science and Technology, the National Science Foundation (NSF) EPSCoR program, and the National Institutes of Health (NIH) INBRE/COBRE programs have been used to hire and equip research faculty in these units and seed multidisciplinary centers.

Successful scholarly and technology transfer results have been achieved in the biomedical/ biotechnological and nano-biology fields through cross-disciplinary efforts between the biomedical, biological and physical sciences. *Five new business ventures have been launched by Marshall University's Research Corporation through patent licensing.* These ventures include: Vandalia Research™, Inc.; Progenesis Technologies™, LLC; M.I.S.T.™ (Medical Information Systems Technologies); InSenSys™; and Ecer Technologies™, Inc.



B. Activities in Biomedicine, Biotechnology and Nano-biology

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

- [Cancer Biology](#)
- [Cardiovascular Disease, Obesity and Diabetes](#)
- [Molecular Mechanisms of Pathogenesis](#)

- [Neuroscience and Developmental Biology](#)
- [Toxicology and Environmental Health Sciences](#)

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

Through the NSF EPSCoR Research Infrastructure Improvement Grant, Marshall University has provided funding for an interdisciplinary team of five chemistry and biology researchers in the area of nano-biology, and the hiring of two experienced faculty members. Competitive external funding from the NIH and Army Research Office has been a successful outcome of this project, and the collaboration has directly resulted in the development of the initiative in Cellular Differentiation and Development described below.

The *Cellular Differentiation and Development Center* (CDDC) recently commenced with support from a Research Challenge Grant. As a result of the infrastructure building, research-active faculty in molecular/cellular biology, genomics, physiology, genetics, embryology, development, and biophysics have been attracted to campus. The recognition that all of these areas share a common interest in epigenetic mechanisms underlying cell differentiation and development, and the diseases or abnormalities that result when these mechanisms malfunction, led to the search for a mechanism to develop interdisciplinary collaborative thrust in this critical area. This goal was accomplished by funding and chartering the CDDC to provide:

- Targeted recruitment of faculty and postdoctoral trainees;
- A mechanism for generating preliminary data supporting grant applications; and
- An administration that will provide oversight and accountability.

Commencing its second year of operation, the CDDC has already attracted an NIH-funded senior researcher to provide leadership and direction for the Center's further development.

The NIH Centers of Biomedical Research Excellence (COBRE) grant at Marshall University has focused on the creation of a critical mass of cancer researchers supported by key capabilities. The project has created a genomics core, providing microarray-based gene-expression profiling and comparative genome hybridization, automated DNA sequencing and DNA/RNA sequence analysis software, and real time PCR. The statewide NIH-INBRE program, led by Marshall, also makes use of this facility and has focused on developing the [Appalachian Cardiovascular Research Network](#) and a [Bioinformatics core](#). Through these efforts, fourteen research-oriented biomedical faculty members have served as a base for attracting an additional five cardiovascular and cancer researchers. In the very near future, through the auspices of the [West Virginia Higher Education Policy Commission's Division of Science and Research Eminent Scholars Recruitment and Enhancement \(ESRE\) program](#), an [ESRE Professor of Diabetes and Cardiovascular Disease](#) will be hired to bring critical missing research expertise to the Biomedical cluster.

A significant increase in peer-reviewed publications, NIH and other external funding awards, and patentable inventions are key positive outcomes observed from these efforts. Two other key initiatives are underway. The first will provide the bridge between biomedical research output and commercialization of the derived therapeutics, and the second seeks to integrate advances in nano-sensing to provide for the critical needs in rural health care that confront West Virginia and the surrounding areas.

The *Center for Biotechnology /Biomanufacturing Commercialization* will capitalize on a growing and lucrative area of the national economy, which transforms biomedical research and harness bio-systems to generate viable therapeutic products. The Center will provide quality research, development and small-scale production capability to the pharmaceutical and biotechnology industries in West Virginia and the surrounding region.

Employing the best scientific and engineering practices, the *Center for Diagnostic Nanosystems* focuses on novel molecular-based diagnostic tests that can be used by individuals and public health systems to facilitate personalized medicine and preventative health care management. Focusing on the creation of new ways to diagnose disease, monitor health, and build enabling electronics, the Center will merge new technologies from nano-science, micro-electromechanical systems (MEMS) with genomics and molecular biology. The Center will capitalize on the vast potential of nano-bioscience through the integration of interdisciplinary research developments in biologics and technological devices to deliver commercially-viable products. Among these products will be new classes of personal diagnostic nano-sensor systems capable of integration into telemedicine networks. These systems will use emerging bio-nanotechnology capabilities to detect abnormal conditions at the molecular scale and at their earliest stages, *particularly within rural populations where routine access to state-of-the-art medical facilities is greatly lacking.*

C. Activities in Intelligent Transportation Systems and Logistics

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

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

The College of Information Technology and Engineering's (CITE) engineering program is augmenting the Rahall Transportation Institute's efforts to create a *Center of Excellence in Intelligent Transportation* by providing the expertise of its faculty to the research and development efforts of RTI. New faculty members have been hired who are recognized experts in the areas of infrastructure and transportation engineering. The expertise that these faculty members possess includes not only ITS, but advanced testing and monitoring techniques for various transportation structures, as well as the application of modern materials and techniques used in the construction of transportation systems.

D. Activities to Recruit Research Faculty and Incentivize Research Activities

Advance promotes policy change, provides seed grants and enables recruitment of EPSCoR, Incentive Policies, Seed policies, ESRE.

E. Creation of the Marshall Institute for Interdisciplinary Research (MIIR)

Throughout the Marshall University Strategic Initiatives, specific objectives have been established for enhancing research and scholarship to evolve a sustainable platform for enhancing research productivity and funding, while elevating Marshall's stature and area-wide influence on economic development. The University has made strategic investments, and Marshall is now poised to leverage these resource investments through the creation of the Marshall Institute for Interdisciplinary Research (MIIR). Similar institutes are features of many successful research universities, and the formation of MIIR will have a dramatic, timely, and strategic impact by developing a self-sustaining research enterprise that will spur economic development through the attraction of a cadre of nationally prominent, non-tenured researchers dedicated to producing breakthrough discoveries that will launch new business ventures. MIIR will catalyze interdisciplinary research activity across the University and generate revenue for the University through a commitment to commercializing viable intellectual property.

Perhaps, as importantly, investments in MIIR and the hiring of experienced, successful researchers within the Institute will have significant collateral benefits for research-active, tenure-track faculty members within the University and accelerate their competitiveness for future external grant funding.

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

Potential Outcome(s):

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

Strategies for Achieving Goal:

- Recruit and hire a research-active MIIR Senior Scientist/Director who will have the following responsibilities:
 - Recruit, hire and build an interdisciplinary team of top-tier research scientists required to fulfill the mission of MIIR;
 - Recruit, select, charter and chair a Council of Scientific Advisors (a “RAND-like” entity of national and international innovators) to serve MIIR;
 - Develop and implement the scientific vision and plan for the Institute, consistent with its financial development;
 - Develop the Institute policies for reinvestment of recaptured compensation and indirect cost distribution generated by research activities within the Institute;
 - Work with the President, the Senior Vice President for Development/CEO of the Marshall University Foundation and the Vice President for Research to increase the MIIR endowment fund;
 - Maintain a vigorous externally-funded research program;
 - Manage the goals and performance of the Institute staff.
- Foster research collaboration between MIIR and academic unit faculty within the University.
- Increase the competitiveness of research-active faculty for grant funding by leveraging the resources (e.g., scientific expertise, equipment, *etc.*) developed within MIIR.
- Focus the majority of research investments in applied areas of research that have the potential to yield patentable discoveries.
- Retain the services of a research/technology transfer expert to improve/accelerate discovery disclosure reporting, provide patent assistance for scientists, develop external technology partnerships and accelerate new venture start-ups.

Progress Measures:

- MIIR established as a non-profit 501 (c) 3 entity in 2008.
- Hiring of MIIR Senior Research Scientist/Director (September 2008);
- Number of new full-time research-active scientists directly employed by MIIR and the Marshall University Research Corporation on an annual basis and the number of new scientists added;

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

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

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

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

Potential Outcome(s):

- Assuming private donor gifts will support the development of two research clusters, the University's directed research endowment plan will be concentrated initially on one or two areas of interdisciplinary research, which are strengths at Marshall: research clusters in biomedical/biotechnology/bio-nanotechnology, or/and transportation technology/logistics);
- Characterization of the complex interactions between environmental and genetic factors (both genomic and epigenetic) responsible for the chronic diseases in Appalachia;
- Increased product development in one or more of the following areas: bio-manufacturing and niche areas of applied bio-molecular research and bio-nanotechnology, which include the development of nano-structured, nano-crystalline and advanced electronic materials (DNA and RNA), nano-structured materials for cellular energy capture and delivery, bioenergy processes that yield alternative fuels/energy production, functionalized nano-structured materials for chemical-biosensor applications, nano-materials in environmental pollution detection, monitoring and remediation, and functionalized nanostructures for targeted therapeutic agent delivery in medicine.

Strategies for Achieving Goal:

- Cultivate donors interested in gifting to one or both of these research areas;
- Attract and hire core research scientists with the expertise and commitment to contributing to research advances in these priority areas;
- Build and advance the development of strong, interdisciplinary research teams within MIIR and the University, and develop advantageous collaborations across the University and with researchers at other institutions both domestically and internationally.

Progress Measures:

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

peer-reviewed publications and patent applications.

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

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

Potential Outcome(s):

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

Strategies for Achieving Goal:

- To generate greater discretionary revenues to invest in employing additional research personnel, seventy-five percent (75%) of F & A funds earned from grants will be returned to MIIR scientists for investment in needed personnel and equipment and 100% of recaptured salaries from grants will be returned to MIIR scientists for the same purpose;
- Increase personnel support from grants and contracts;
- Participate in the growth/expansion of existing private sector businesses through intellectual capital creation and retention;
- Attract new business investment in research-related enterprises;
- Increase philanthropic support for research through endowment and non-endowment gifts.

Progress Measures:

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

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

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

Potential Outcome(s):

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

Strategies for Achieving Goal:

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

Progress Measures:

- Funding, leadership, a comprehensive business plan and an action plan for the start-up and operation of the program;

- Curriculum development and approval;
- Implementation of the program and Ph.D.-student enrollment;
- Graduation of degree candidates and engagement of graduates in research-related career paths.

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

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

Potential Outcome(s):

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

Strategies for Achieving Goal:

- Increase annual and one-time funding available for technology resource and infrastructure development through a combination of grants, public and private funding;
- Increase annual and one-time funding available for digital information (e.g., library holdings) and resources through a combination of grants, public and private funding;
- Continue efforts to expand the integrated database capabilities and utilities provided by Marshall's enterprise software platform.

Progress Measures:

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

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

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

Potential Outcome(s):

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

Strategies for Achieving Goal:

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

Progress Measures:

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

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

F. Data Tables:

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

<i>Marshall University</i>	<i>Previous Years</i>		<i>Base Year</i>		<i>Compact Goals</i>				<i>Target 2012-13</i>
<i>Measure</i>	2004	2005	2006	2007-2008	2008-09	2009-10	2010-11	2011-12	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	\$17,829,030					
Total external research funding	\$22,468,224	\$22,312,003	\$25,595,557	\$25,491,384					
External funding (excluding earmarks and direct appropriations)									
Total external funding	\$36,825,632	\$39,205,600	\$40,705,797	\$43,320,414	46,000,000	49,000,000	53,000,000	56,000,000	58,000,000
Federal	\$25,314,010	\$32,597,626	\$32,430,167	\$25,756,924					
State and Local	\$6,731,921	\$3,463,995	\$6,352,011	\$12,282,745					
Private Sources (Sum of federal, state, and private should equal Total External Funding)	\$4,779,701	\$3,143,979	\$1,923,619	\$5,280,745					
Number of Patents (filings)	1	0	1	4	4	4	5	5	6
Copyrights									
Licenses	0	2	3	0	1	2	3	3	3

TABLE B. Marshall University STEM and Health Faculty Characteristics

<i>Discipline</i>	<i>Rank</i>				<i>Race/Ethnicity</i>				<i>Gender</i>		<i>Citizenship*1</i>		<i>Total</i>	
	Prof	Assoc	Assist	Inst	White	Black	Hisp	Asian	Am Ind	F	M	Citizen		Noncitz
<i>Biological/Biomed Sciences</i>	19	3	6	.	26	.	.	2	.	5	23	28	.	28
<i>Chemistry</i>	7	3	5	.	14	.	.	1	.	3	12	15	.	15
<i>Computer Science</i>	3	5	1	2	8	.	.	3	.	1	10	11	.	11
<i>Earth Science</i>	2	2	.	.	4	.	.	.	.	.	4	4	.	4
<i>Engineering</i>	3	2	1	.	6	.	.	.	.	1	5	6	.	6
<i>Health Sciences:</i>														
<i>Clinical Lab Science</i>	1	.	1	.	2	.	.	.	.	2	.	2	.	2
<i>Health Sciences: MD</i>	60	51	88	7	170	4	8	24	.	4	142	205	1	206
<i>Health Sciences:</i>														
<i>Nursing</i>	7	3	7	4	20	.	.	.	1	0	1	21	.	21
<i>Mathematics</i>	12	8	5	4	25	1	.	3	.	9	20	27	2	29
<i>Physics</i>	5	.	4	.	6	.	.	3	.	3	6	9	.	9
<i>Technology</i>	1	1	2	.	4	.	.	.	.	.	4	4	.	4
<i>Total STEM Faculty</i>										1				
										0				
	120	78	120	17	285	5	8	36	1	8	227	332	3	335

Note 1: "Citizen" includes individuals who are U.S. citizens and resident aliens. "Noncitz" includes everyone else.

Table C. STEM and Health Faculty Headcount by Program Area

<i>Discipline</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Biological/Biomed Sciences</i>	25	26	28
<i>Chemistry</i>	14	14	15
<i>Computer Science</i>	7	7	11
<i>Earth Science</i>	4	4	4
<i>Engineering</i>	5	5	6
<i>Environmental Science</i>	2	1	
<i>Health Sciences: Clinical Laboratory Science</i>	3	2	2
<i>Health Sciences: MD</i>	181	193	206
<i>Health Sciences: Nursing</i>	21	20	21
<i>Mathematics</i>	31	30	29
<i>Physics</i>	8	8	9
<i>Technology</i>	4	4	4
<i>Total STEM/Health Faculty</i>	305	314	335

C. Compact Elective Elements

1. Economic Growth

AREA SELECTED: Promotion of Global Awareness

Describe any initiatives or developments relating to promotion of global awareness and international education. Examples: receipt of grant awards, curricular modifications, study abroad, foreign scholars on campus, exchange programs, symposia, funding commitments, etc. What are the five-year goals?

A. Institutional Commitment

- Marshall University's mission statement lists international education as one of the institution's top priorities and articulates its commitment to infusing an international dimension into the University's instructional, learning, research and service activities.
- The Center for International Programs (CIP) was established in 1993. Its mission is to assist in internationalizing Marshall University and the surrounding community through a coordinated effort. International services have been centralized under the CIP to effectively and efficiently support the international initiatives of the faculty, departments and colleges.
- Campus Internationalization Committee comprised of faculty from all of the colleges serves in an advisory role to the Center for International Programs and represents the institution's membership in the HEPC's Consortium for Internationalizing Higher Education in West Virginia.

B. Receipt of Grant Awards

- The College of Liberal Arts received a \$1.27 million dollar European Union-United States Atlantis grant in 2006 to lead a consortium with the University of Debrecen in Hungary and the Warsaw School of Social Psychology in Poland to create a transatlantic dual degree program in psychology. The grant, the first of its kind for Marshall University and the state of West Virginia, is funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture (DGEAC).

C. Curriculum and Co-Curriculum

- Over 60 international studies courses offered by MU faculty members each year to provide MU students with a global perspective, such as Cultural Anthropology, International Trade, World Geography, World of Islam, History of Latin America, and International Communications.
- Six hours of international studies credit required to graduate as part of the Marshall Plan.
- Graduate degree program offered in Adult and Technical Education with emphasis in Teaching English as a Foreign Language.
- Graduate degree program offered in English with emphasis in Applied Linguistics.
- New undergraduate degree programs established in International Business.
- Overseas MBA degree program established in Bangalore, India.
- Dual undergraduate degree agreement in the area of psychology with universities in Poland and Hungary.
- Twinning agreements in the area of business with universities in China and Cyprus.
- Asian Studies Certificate Program offered by the College of Liberal Arts adds a study of Asian topics to a student's undergraduate credentials.
- Undergraduate major in International Affairs offered for students who wish to pursue a career in foreign affairs, international business, or international development.
- Lewis College of Business offers study abroad and exchange program opportunities in England, New Zealand, France and China and provides an international experience for the Executive MBA students each year.
- Faculty-led study abroad program offered by Modern Language Department in Spain, France, and Germany each year to study languages and cultures.
- Faculty-led study abroad programs offered by the Center for International Programs in China.
- College of Science faculty take their students to the South Caribbean rain forests during Spring Break to study Ecology.
- Criminal Justice Department faculty take their students to Ireland to acquire an international comparative perspective in their field of study.
- College of Liberal Arts offers a winter break study abroad program in Latin America through an interdisciplinary collaboration between History, Political Science and Modern Language departments.
- College of Education and Human Service's June Harless Center for Rural Educational Research and Development provides leadership to bring about school reform in the Dominican Republic through exchange of faculty and students.
- College of Nursing and Health Professions has established a Global Health Practicum.
- The Center for International Program's L.E.A.P. Intensive English Program enrolls an average of 70 international students year round to prepare them with the necessary English proficiency to undertake undergraduate or graduate study at Marshall.
- The Drinko Library holds ample collection of books, journals, etc. about countries, current events, cross-cultural education and global understanding.
- The 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.

D. Study Abroad & Exchange Programs

- Since 2004, the number of exchange programs has increased from four in three countries to over 125 in 40 countries through our membership in International Student Exchange Programs (ISEP) providing every student at Marshall, regardless of their major, an opportunity to study abroad.
- In 2003, only the Department of Modern Languages sponsored faculty-led study abroad programs and most exchange program participants were either International Affairs or Business majors. Since then, the Modern Language Department has expanded its study abroad offerings from Spain and France to also include Germany and China, and faculty in Psychology, Criminal Justice, History, International Economics, Education, and Integrated Science and Technology have also been leading groups of students abroad.

- 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.
- 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.
- 50% increase in student interest in the past three years. The Office of Study Abroad advised (by email, phone or in person) on average 28 students per week during 2007-08, compared to 12 students per week in 2005-06.
- 50% increase in overall study abroad participation (semester and short-term) at Marshall since 2003 and the rate of longer-term semester abroad participation has increased by 75% in the past three years and is expected to double in one year with 60 student semesters planned in 2008-09 compared to 35 in 2007-08.
- 10-20% increase in the number of reciprocal exchange student semesters each year over the past four years. In 2007-08, there were 35 reciprocal exchange student semesters, 14 in Fall 2007 and 21 in Spring 2008. This number is expected to double in 2008-09 with 26 Marshall students already approved to study abroad in Fall 2008 and over 30 are expected to study abroad in Spring 2009.
- Annual Study Abroad Fair in November provides information about international study opportunities available to students.

E. Faculty Teaching, Research and Service

- Established an International Innovation Grant Program to provide interested faculty with up to \$5000 awards to initiate a new courses, revise an existing curricular offering, or create a study abroad experience with an international dimension; awarded \$25,000 since 2007.
- Over 20 MU faculty members have received a Fulbright.
- Six Marshall faculty have received the Sasakawa Fellowship to attend the Japan Studies Institute program on "Incorporating Japanese Studies into the Undergraduate Curriculum" that takes place each year in San Diego sponsored by AASCU. Only about 20 faculty are selected nationwide each year for the prestigious award.
- Faculty present at international conferences, publish in international journals, and collaborate internationally on research projects.
- International faculty and research scholars are regularly invited to join departments on a temporary basis.
- Over 20 faculty members are conducting study abroad advising or leading groups of students abroad during the summer.
- College of Science established first agreement with a university in Italy to conduct an exchange of research faculty and graduate students.

F. Foreign Scholars on Campus

- Hosted three Fulbright Foreign Language Teaching Assistants (FLTA) each year for past four years to teach Swahili, Russian, and Arabic at Marshall University and provide language and cultural workshops at local elementary and secondary schools.
- Drinko Academy has sponsored several international scholars who were hosted by various departments.
- The Center for International Programs Office of International Students and Scholars 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.

G. Student Life

- Over 400 international students from over 60 countries enrich the campus with their global diversity.

- The Office of International Students and Scholars provides international services to students, including immigration advising and compliance, orientation, and student activities.
- Celebrating international student diversity at Marshall for over 45 years at the Annual International Festival in November.
- Integration of international students has been facilitated through campus activities sponsored and organized by Caribbean Student Association, Chinese Students and Scholars Association, Indian Student Association, International Student Organization (ISO), Latino Club, Organization of African Students (OAS), Saudi Arabia Club, Vietnamese Student Association, and Japan Club.
- The Study Abroad Student Association seeks to foster interest in study abroad, provides services to international students, encourages city-university cooperation to promote international understanding, and raises funding for study abroad.
- The Model UN Club competes in collegiate level model UNs and sponsors an annual model for high school students of the tri-state region.
- American students and international students learn from each other in the International Living Learning Community in the residence halls.
- English Conversation Partners Program connects international students with American students for communication and friendship.

H. International Student Recruitment

- The Center for International Programs Office of International Student Admissions and Recruitment conducts admissions for undergraduate, graduate and ESL programs and recruits students from all over the world utilizing print advertisement, student fairs, website marketing and partnerships with other higher education institutions and networks.
- Marshall enrolled 433 international students in Fall 2007 from 64 countries, a 5% increase in international student numbers compared to Fall semester 2006. Since 2000, there has been a 48% increase in the number of international students at Marshall.

I. Foreign Language Study

- Wide variety of foreign language offerings, including Spanish, French, German, Japanese, Chinese, and Arabic.
- Major in the Japanese language was added in Fall 2007.
- Summer programs are offered each year to learn Spanish, French, German and Chinese.
- The Language Buffet, a foreign language conversation school, provides conversation practice and limited instruction in various foreign languages (for non-credit) on the campus of Marshall University.
- The Department of Modern Languages maintains a fully equipped language laboratory where students may practice pronunciation and polish accents.

J. Community Outreach

- With a grant from Cabell County Schools, provide Japanese and Chinese language programs for dual credit at Huntington High and Cabell Midland high schools.
- With a grant from Kanawha County Schools, provide Chinese language program for dual credit at Sissonville High School.
- In cooperation with Cabell County Schools, facilitate after-school programs for learning Japanese, French and Spanish at various local elementary schools.
- With a grant from the West Virginia Department of Education, provide a K-12 enrichment Saturday School program that serves the children of the Japanese employees of Toyota and other Japanese companies in WV.
- With a grant from the West Virginia Development Office, International Division, provide interpreters/translators through our Language Bank to assist with visiting officials from businesses outside of the United States.

- The Language Buffet was established in 2000 to promote and encourage foreign language learning in the Tri-State community. Since its inception it has offered on-going non-credit evening courses in over ten languages (including Chinese, Arabic, Korean, Italian, Portuguese and Russian) to hundreds of people wanting to learn a foreign language for business, travel or fun. The program brings international students (who are the native speaker teachers in the program) in contact with members of the community, thereby utilizing Marshall's valuable international diversity to promote a global awareness in the community.
- The International Festival, a 45 year tradition at Marshall University, was expanded in the Fall of 2003 to become International Education Week, which now also includes an annual Flag Festival in the Memorial Student Center and various activities throughout the week that seek to bring the campus and community in contact with the international students, faculty and staff that make up the Marshall community.
- The Homestay Program places international students from various cultures in local homes.

K. Funding Commitments

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

L. What are the five-year goals?

1. Enrich the entire undergraduate experience with international opportunities.

- Make all potential or newly arrived undergraduate students aware of international opportunities on campus including study abroad through open houses, freshman orientation, Welcome Weekend, and UNI 101 curriculum.
- Integrate international programs in the First Year Experience Program.
- Establish a Freshman Seminar Abroad program that is a short-term study abroad experience (10-14 days) to allow first year students to gain an international experience and utilize critical thinking skills to address issues and problems of global significance.

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

- Increase undergraduate student participation from 150 to 500 per year, or 10% of the study body, in the next five years.
- Increase financial aid opportunities for study abroad.
- Increase financial support for the Office of Study Abroad by funding full-time positions for Study Abroad Advisor and Study Abroad Director.
- Ensure the highest possible quality of Marshall University study-abroad programs by developing procedures for regularly scheduled periodic evaluation of each program.

- Encourage undergraduate participation in international research through financial support.
- Develop programs for overseas service learning by Marshall students.

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

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

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

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

5. Encourage and support international faculty experiences.

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

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

- Establish connections with relevant groups across campus in order to recruit more students from abroad.
- Establish international alumni clubs abroad.
- Increase number of linkages with schools abroad for clearly defined interactions.
- Prepare a promotional package that can be disseminated abroad.

- Increase budget of the Center for International Programs for the recruitment of international students.
- Assist staff, faculty and administrators traveling abroad to engage in recruitment.
- Provide leadership to all University student-services units to ensure excellent services are available to a growing number of international students.
- Increase the number of undergraduate and graduate international students attending Marshall to 10% of the student body.
- Double international undergraduate enrollment.
- Develop financial incentives for graduate and undergraduate international students to attend Marshall.

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

- Establish new facilities for the CIP to improve communication and operations, both internally and externally, so that CIP can become a focal point for internationalizing the campus and community.
- Increase staffing and operation funding of the CIP departments.
- Continue enhancements to the CIP website so that information for both external and internal users is easily accessible, informative, and up-to-date.
- Enhance SEVIS compliance by fully implementing FSA Atlas visa management database and interface with Banner.
- Systematize the evaluation system for CIP and its departments and projects that provides for regular collection of performance information as well as periodic reviews and for monitoring changes made as a result of evaluations.
- Ensure professional development support for CIP staff members.

2. Access

SELECTED AREA: Service to Underrepresented/Disadvantaged Populations

1. Services and Activities.

- (a) Describe services and activities to educate and assist underrepresented and disadvantaged populations.**

African-American students constitute the largest number of underrepresented-minority students enrolled at Marshall University. This element of Marshall's undergraduate student population is reflected in the increase in annual enrollment of African American students. In 2008, African American students made up approximately 5.7 % of the total full-time student population. 16% of the total undergraduate student population, 1,235 students, received need-based aid but this figure is not broken out to capture underrepresented/disadvantaged students. A core set of specialized support programs and initiatives chiefly tailored for African-American students is orchestrated by the *Center for African Students' Programs* in the Division of Multicultural Affairs.

First, the *Center for African American Students' Programs* (CAASP) is designed to provide support, interventions, and enrichment programming to enhance academic and personal growth for African-American students in the university. The CAASP staff believe it is essential to offer individualized and collective relationships with African-American students to assure a comprehensive means of addressing critical issues relevant to success as a university student. CAASP staff are committed to individualized attention to each student's most critical academic needs and personal issues.

Second, CAASP is centrally located in the Memorial Student Center on the main campus and offers an environment conducive to social interaction and confidential exchanges and personal coaching services. Here each student can receive assistance in problem solving, crisis management, information and referral, university and community linking services, advocacy, academic planning, employment guidance, mentoring resources and connections, and general student support.

Third, CAASP provides direction for student leadership and organizational membership, as well as oversight for Black United Students (B.U.S.) organization. B.U.S. provides students with an opportunity to establish

leadership skills through its many programs and social experiences for students throughout the year. All interested African-American students are encouraged to participate in B.U.S. membership and/or attend sponsored activities.

Fourth, the Center houses the *Society of Black Scholars of Marshall University*. The Society was established in the fall 2003 for the purpose of providing an essential foundation for learning, personal growth and academic success for intellectually advanced students, necessary to achieve their fullest potential. Scholars are accepted into this program of excellence, based upon academic scholarship, service and leadership potential. All Society members must participate in a required number of lectures, social development, and enrichment experiences each year. Today, there are 52 students enrolled and actively participating in the Society.

(b) How successful are these efforts?

To meet the intellectual and social needs of underrepresented and disadvantaged students at Marshall University, particularly African-American students, CAASP offers over 25 programs and events each year, in addition to numerous enrichment programs each year in concert with other university departments and student organizations. Marshall University has experienced a consistent increase in the number of African American students enrolled during the past 5 years. Furthermore, retention data for this population is reflective of positive results. For example, first-time full-time African American freshmen held the highest first-to-second year retention rates (compared with all other student populations) during the following periods:

- Fall 2005 to Spring 2006 --89.2%
- Fall 2005 to Fall 2006--74.8 %
- Fall 2007 to Spring 2008--91.6 %

Generally speaking, since 2005, first-time full time freshmen retention data reflects that African American students either exceed or have insignificant percentage differences from any other group of students. African American student programs are highly regarded and visible through the university and local community and have grown in reputation and significance of contribution.

(c) What changes are anticipated over the next five years?

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

The following table provides a break out of data since 2004-05 through the Base Year 2007-08.

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

3. Cost and Affordability: See Section B (Above).

Required Compact Elements for Marshall University—External Funding Research

4. Learning and Accountability

A. Expansion of Graduate Education Opportunities.

Marshall University has expanded its graduate degree education options within the past two years with the addition of: (a) the **Orthopedic Surgery Residency Program** at the Joan C. Edwards School of Medicine; and (b) the **Doctor of Management in Nurse Anesthesia (DMPNA)**, offered collaboratively between the Lewis College of Business and Charleston Area Medical Center Health Education and Research School of Nurse Anesthesia.

a. **Orthopedic Surgery Residency Program.** In June 2008, Marshall University's Joan C. Edwards School of Medicine was granted accreditation from the Accreditation Council for Graduate Medical Education and granted permission to offer an orthopedic surgery residency program. The Department of Orthopedics program is authorized to admit three students per year to the five-year program of study. Student recruitment for year 1 and year 2 of the program has been underway since the accreditation announcement (June 2008). The orthopedic residency will take advantage of groundbreaking advances in musculoskeletal and neuromuscular medicine to provide residence-students with state-of-the-art training. The residency program and the expanding Orthopedics Department are housed at the Marshall University Medical Center located next to the Cabell-Huntington Hospital in Huntington.

b. **Doctor of Management in Nurse Anesthesia (DMPNA).** Also in June 2008, the Lewis College of Business and Charleston Area Medical Center Health Education and Research School of Nurse Anesthesia received national accreditation from the Council on Accreditation of Nurse Anesthesia Educational Programs for an Doctor of Management in Nurse Anesthesia (DMPNA) degree program. The DMPNA combines nurse anesthesia training with state-of-the-art entrepreneurial business management education. A natural complement to Marshall's existing Master of Science (M.S.) in Health Care Administration program, the DMPNA is a three-year program of integrated clinical and tradition classroom training. Graduates must complete 127 hours of course and clinical work as well as a comprehensive doctoral research project. The programs focuses on training nurse anesthesia practitioners with advanced training in nurse anesthesia and the development of general management skills require to managing a private practice or entrepreneurial business. Further, the program provides much needed advanced anesthesiology training for diverse health-care settings. The DMPNA program has 25 students enrolled for the Fall 2008.

B. Plans for Expanding Graduate Programs at Marshall University

Maintaining the focus of developing programming through collaborative efforts in selected areas, the College of Health Professions is refining proposals (or intent to plan statements) for two new undergraduate programs:

- (a) The School of Nursing has proposed a **Nurse Midwifery option as part of the Masters degree in Nursing** in conjunction with Shenandoah University in Virginia. Marshall will provide the foundation courses and Shenandoah will provide the midwifery courses and supervise clinical training.
- (b) The College of Health Professions has proposed development of a **joint B.S. program in medical imaging** with the St. Mary's Medical Center (Huntington) School of Medical Imaging. This cooperative agreement would lead to the establishment of the first baccalaureate degree in medical imaging offered at a public four-year institution in the State of West Virginia. The program would commence in the Fall 2009.

Each of these respective proposals are at different stages of development, but Marshall anticipates the approval of both the collaborative program with Shenandoah University in mid-wifery and the joint-B.S. program in medical imaging with St. Mary's Medical Center during the 2008-2009 academic year. The start date for the

joint program with Shenandoah University is the Fall 2009; admission to the B.S. in medical imaging would also begin until the Fall 2009.

5. Innovation.

I. Required Compact Elements for Marshall University—External Funding Research (See Section B Above).

II. Additional Element Response—Marshall University Advance Project

MU-ADVANCE: Successes and Challenges at an Appalachian Undergraduate Institution

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

2. Overview: MU-ADVANCE involves an innovative networking effort between female STEM faculty and administrative partners, working to foster institutional change. The Program impacts female 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.*

a. Faculty-Administrative Partnerships

MU-ADVANCE has developed faculty-administrative partnerships to fulfill the program's initiatives. These partnerships provide an avenue for administrators and faculty members to discuss problems and challenges openly, through discussions and data analysis. In monthly team meetings, administrators and faculty review data from the institutional self-study, examining recruitment, retention, and the lack of important policies at Marshall. These discussions create opportunities to find workable solutions to create positive change at Marshall. The following administrators have teamed up with MU-ADVANCE:

Administrative Partners

Denise Hogsett, Director, Office of Career Services, assists MU-ADVANCE with enhancing job ads for hiring departments and with the new implemented Dual Career Services.

Dr. Michelle Douglas, Director, Office of Equity Programs, started collecting applicant data, to assist MU-ADVANCE with recruitment analysis. In addition, she redesigned the Human Resource website to reflect the most current openings at Marshall University and has helped oversee the development of a search committee brochure, which outlines recruitment best practices. Moreover, she directs Marshall job advertisements to be posted on HigherEdJobs.com, a campus-wide service provided by MU-ADVANCE.

Dr. Jan Fox, Senior Vice President for Information Technology and CIO, created a new webpage that includes a university profile and information on the tri-state area for potential candidates. Additionally, she enhances web presence for academic departments.

Dr. Elaine Baker, Director, Center for the Advancement of Teaching & Learning, has been instrumental in creating opportunities for female STEM faculty to network with one another and offering events such as workshops, to facilitate faculty development. Moreover, she has been the driving force behind the writing groups that provides a community of female faculty members to critique each other's work.

Dr. John Maher, Vice President for Research, Marshall University Research Corporation, assisted MU-ADVANCE in co-sponsoring grant chats and acts as our liaison to the research corporation concerning grant preparation and award issues.

Dr. Frances Hensley, Associate Vice President for Academic Affairs and the University Best Practices Committee, and the University Best Practices Committee proposed the following family-friendly policies:

- (a) *Modified duties policy* for faculty situations such as parental responsibilities for a newborn or newly adopted child, care for an elderly parent, or catastrophic illness;
- (b) *Delayed tenure* (“Stop the Clock”) policy.
- (c) Also, she helped to develop best practices for the tenure and promotion process and practices to guide new faculty through the early stages of their careers.

Office of Institutional Research has provided university data for MU-ADVANCE to evaluate the status of female faculty at Marshall beginning with the 2003/04 academic year.

b. Recruitment Initiative

Goal: Increase the number of STEM female hires.

Objectives:

- Increase the number of female applicants
- Increase the number of female candidates accepting appointments
- Provide an online information source for candidate resources

AY 2007-08 (Year 2) Highlights:

- Worked with 6 STEM departments, on a total of 15 searches
- Published brochures to distribute to potential applicants, and for search committee
- Established Dual Career Services at Marshall
- Collected data concerning offer acceptance rates, applicant pool, ad effectiveness
- Provides candidate resources in coordination with the University HR jobs site

c. Faculty Development Initiative

Goal: Increase the retention of STEM female faculty.

Objectives:

- Create an intellectual and personal support system through collaboration and networking
- Develop a year-long support program for new faculty
- Develop teaching and research partners for pre-tenure tenure-track female faculty

AY 2007-08 (Year 2) Highlights:

- Mentored 6 new faculty and 4 pre-tenure faculty as part of the fellowship program
- Hosted 9 networking events (attended by 56% of our target population) and 1 work/life balance workshop which were attended by 24 STEM female faculty
- Co-sponsored 6 “Grant Chat” which were attended by 52 female and male faculty, staff, and students representing 4 colleges and 12 departments
- Published 27 female STEM faculty profiles on the MU-ADVANCE website, highlighting their research, teaching, and service

d. Policy Changes Initiative

Goal: Change university and state policies that are barriers to the advancement of STEM female faculty at Marshall University

Objectives:

- Identify institutional polices whose presence or absence may act as barriers to the recruitment and retention of female faculty
- Work with institutional and West Virginia higher education leaders to add or change relevant policies

AY 2007-08 (Year 2) Highlights:

- Reviewed 5 policies focused on faculty leave, tenure and promotion, and tenure clock issues.
- Tenure flexibility, tenure mid-point review, and modified duties proposals have been endorsed by the President's Cabinet and the deans.
- Presented MU-ADVANCE news, faculty profiles, and resources in weekly e-mail updates to close to 400 recipients across numerous disciplines. Institutional data and faculty satisfaction survey results were disseminated through a series of focused news items.
- Disseminated MU-ADVANCE program information at the Appalachian Studies Association, met with WV groups throughout the year.

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

Lesson 1: In order to make changes in recruitment efforts, collaborations at multiple levels (departmental search committees, College Offices, Equity Office, Human Resources, Career Services, and Institutional Technology) are needed.

Challenges: Develop materials that will provide helpful input to departmental search committees about the hiring process; continue to monitor searches to evaluate our success in terms of broadening the applicant pool.

Lesson 2: MU-ADVANCE became as a mentoring program for 6 new female faculty members and 4 pre-tenure faculty in 2007-08 addressing their challenges and successes and guiding their development of professional networks.

Challenges: Expand this type of coaching to all new faculty at the university as the population of experienced faculty decreases due to retirements; ensure that institutional support and the necessary materials such as T&P guidelines are readily available to new hires.

Lesson 3: Support for policies requires buy-in at many levels.

Challenges: While the proposed policies have been endorsed by the President's Council and the Deans, the next step will be approval from the Faculty Senate.

Plans for AY 2008-09--Year 3

Recruitment

- Work to target female applicants to broaden applicant pools.
- Integrate MU-ADVANCE recruitment and search efforts with Marshall's Office of Equity Services
- Work toward institutionalization of MU-ADVANCE best practices throughout the recruitment, search, and hiring process.

Faculty Development Activities

- Work toward institutionalization of best practices for new faculty.
- Work toward institutionalization of best practices for the tenure and promotion.

Policy

- Oversee the presentation of new policies to the Faculty Senate.
- Continue to develop new policies to address cultural climate issues.

Outreach

- Identify Appalachian institutions willing to engage in pilot studies to test the MU-ADVANCE model.

5. **Data Table.** The following Tables provide a comparative analysis of Marshall faculty who participated in the MU-ADVANCE Project in Fall 2002 and Fall 2008, and results related to that participation.

College	Department	Gender	Number of Faculty		Number of Faculty				Avg Yrs at MU	Total
			Tenured	Prob.	Prof	Assoc	Asst	Instr		
Liberal Arts	Criminal Justice	F	2	1	1	2			10	3
		M	2	1	1	2			9	3
	Geography	F		1		1			5	1
		M	2	2		3	1		7	4
	Psychology	F	2	3	2		3		7	5
		M	8	3	6	4	1		19	11
	Sociology	F		2		1	1		3	2
		M	3	4	2	5			7	7
Med School	Anatomy	F	1	1		1	1		5	2
		M	3	2	2	1	2		16	5
	Biochemistry and Molecular Bio	F	1	2		2	1		7	3
		M	4	1	3	2			22	5
	Microbiology, Immu & Mol Gen	F	1	1	1	1			13	2
		M	3	1	2	1	1		16	4
	Physiology	F	1	1	1		1		10	2
		M	3		1	2			20	3
	Pharmacology	F	2	1	1	2			11	3
		M	2	1	2		1		19	3
	Pathology	F	1	4	1	1	3		6	5
		M	3	2	3		2		8	5
Science	Division of Biological Sciences	F	3	1	2	1	1		12	4
		M	14	6	13	2	5		16	20
	Division of Math & Applied Science	F	7	1	6	1	1		15	8
		M	14	3	8	7	2		14	17
Division of Physical Sciences	F	1	4		1	4		3	5	
	M	14	5	12	4	3		18	19	
CITE	College of Info Tech & Engineering	F	1	2		2	1		2	3
		M	12	3	8	4	3		11	15
Total MU Advance Departments		F	23	25	15	16	17		8	48
		M	87	34	63	37	21		15	121
		All	110	59	78	53	38		13	169
Total Non MU Advance Departments		F	103	51	62	46	46		12	154
		M	150	88	109	61	67	1	12	238
		All	253	139	171	107	113	1	12	392

APPENDIX A

DATA ELEMENTS

Four-Year Institutional Report

IPEDS Data Provided by HEPC

APPENDIX B

UTILIZATION AND PROMOTION OF INSTRUCTIONAL TECHNOLOGIES

A. Description of current status:

The MU Online division includes a total of 17 full-time staff/faculty and 5 faculty/student/part-time FTE, all of who facilitate technical support for hardware and software and instructional staff to aid faculty with e-course development and design. Under the *Center for Instructional Technology* umbrella, the MU Online division also includes the systems integration staff and the web portal administrators. A new component to this unit includes a faculty unit comprised of professional librarians who are conducting a campus-wide embedded information literacy program. Recent developments are based on national research that has radically changed how many libraries in the country approach library instruction with students and faculty.

The university administration has provided support for new technologies and software to ensure that students and faculty enjoy a quality experience creating and delivering online courses. Additionally, the libraries have cultivated a wide array of online resources and services to provide access to millions of books, articles, research reports, images, sound clips, and more as students seek 24/7 online support for e-course projects and assignments. Marshall consistently contributes to local, regional, and national conferences related to online learning that allows our faculty and staff to share successes, forge new relationships, and enhance skills.

MUOnline Overview

- The program is governed by the Marshall University Board of Governors IT Policy – 5 and is housed in Information Technology under the Distributed Education Technology division.
- In 2005, the Higher Learning Commission of the North Central Association issued full accreditation for any MUOnline Online degree due to the Technical and Support Infrastructure and Policy governing MUOnline. We were the third in the nation to receive such an honor.
- MU Online contracted with George Dehne and Associates (GDAI) of Charleston, South Carolina in 2006 to perform a Market Analysis.
- In the Spring of 2008, a major reorganization allowed MU Online to add some innovative departments, full-time faculty, and unique services to meet national trends and shifting online learning needs.

Definitions: The use of online resources in a class fall into three categories:

- **E-Course:** 100% asynchronous and are charged an E-Course fee rather than tuition. E-Course fees are the revenue source for MU Online.
- **T-Courses:** between 80% and 99% asynchronous. Synchronous time can be traditional seat time, conference calling, desktop conferencing, and any other form of mandatory meeting. T-Courses generate no revenue support for MU Online. E-Course revenue supports the use of online resources in T-Courses and course supplements. There is no departmental charge back for these types of blended or hybrid courses.
- **Course Supplements:** The use of online tools in a course that replaces less than 80% of the seat time. E-Course revenue supports the use of online resources in T-Courses and course supplements. There is no departmental charge back for these types of blended or hybrid courses.

MU Online History:

- 2007 marked the tenth anniversary of the establishment of Marshall University Online.
- Our first online course was created and delivered in 1997.
- Designed from the beginning to be entrepreneurial and self-supporting

- We are part of a statewide agreement with HEPC that keeps our software costs at \$32,000 per year. That agreement was renewed July 1, 2008. As part of that agreement, we currently host Glenville State College and WV Southern on our system.

MU Online Divisions:

The Distributed Education division of Information Technology at Marshall University is comprised of the following functional units:

- **MU Online:** The Marshall University electronic course delivery software and program are referred to as MU Online to aid in consistency and branding when referring to Blackboard Vista, the software that powers the e-course system and its peripheral programs. Housing approximately 600 e-courses, with up to 200 sections per term, and serving over 16,000 students annually, this program grows steadily at an average annual rate of 10%.
- **Center for Instructional Technology (CIT):** The CIT provides support for faculty in designing courseware, using technology-enhanced classrooms, and applying computer-based communication to extend classroom discussion. User education and workshops for any instructional technology is offered at various times during the year.
- **Faculty Development Committee for Multimedia Instruction (FDCOMI):** Faculty interested in developing an online course or in using an online course section as a supplement to a bricks and mortar class, can contact the Faculty Coordinator for Online Instruction to obtain the checklist and paperwork to initiate the development and review process. Complete information about teaching online and using technology in general for instruction is provided along with a user group seminar series to allow faculty to present and share their online courses materials, lesson plans, and projects.
- **Digital Learning Team (DLT):** Comprised of professional librarians, this new faculty group creates and coordinates a university-wide embedded librarian program, MU Online modules, and research instruction services for faculty and students in the classroom. The team provides a venue for faculty to embed a librarian who will attend most of the regularly scheduled classes and “team teach” research and information evaluation skills throughout the semester. The DLT can also be called upon to provide classroom-based instruction that is tailored to the professor’s needs.
- **Marshall Technology Outreach Center (MTOC):** The center allows Marshall University to enhance the lives of the community through integrating the University externally and dissolving barriers to traditional technology education. Programs include Online College Courses in the High Schools (OCCHS) and ongoing K-12 technology partnerships including teacher-training initiatives.
- **Information Technology Assessment:** Another component of MU Online is the integration of information literacy, computer literacy, and over-all critical thinking competency within the information technology realm. By using the Educational Testing Service *iSkills*[™] assessment program, this unit can provide national benchmarks to aid faculty in addressing information literacy needs and improving the teaching and learning process.

1. Online course development

Center for Instructional Technology:

- *The Center for Instructional Technology provides training and support for Marshall University’s faculty and staff. This unit works with Marshall University faculty and staff to provide the hardware, software, networking and technological assistance and support needed. They assist faculty and staff to create the*

video, audio, and integrated instructional media applications and services necessary to support, further and accomplish the goals set forth in the Marshall University Mission Statement and Vision.

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

Faculty Development Committee for Online and Multimedia Instruction (FDCOMI):

- FDCOMI was formed in 2002 to oversee academic issues for all forms of online courses. Its primary ongoing responsibility is to evaluate newly developed online courses according to a set of standard requirements formulated by the committee.
- Membership on the Faculty Development Committee for Online and Multimedia Instruction (FDCOMI) is open to all full-time faculty who have an interest in online education. Currently chaired and coordinated by a faculty member in the College of Education and Human Services who receives a stipend and course release to direct the faculty development program.

Stipends:

- Faculty are paid a development stipend of \$4,000 for each new three-credit-hour course upon FDCOMI and department approval.
- There are other levels of compensation when faculty choose to use e-packs and textbook supplements that provide more than 60% of the e-course content and/or update an existing course.

Faculty Recognition:

- The FDCOMI committee also recognizes faculty in a fall "Online Faculty Member of the Game" promotion that honors an online professor at each home football game. Honorees are selected by their peers and voted upon electronically.
- Starting with the 2008-09 academic year, the FDCOMI program will recognize an outstanding e-course faculty member in the spring faculty meeting in which a \$1,000 cash award will accompany an attractive plaque and medallion that can be worn with academic regalia.

E-Course Development Trends:

- While some faculty may initiate the development process and not have an opportunity to complete all aspects of their creation during the course of an academic year, the following shows departmental interest in new e-course development over the last five years.

New E-Course Development:

	2003-04	2004-05	2005-06	2006-07	2007-08
COHP	0	0	2	0	0
COFA	0	0	1	2	0
COLA	6	23	34	17	7
COEHS	32	50	37	21	5
COS	7	6	5	3	4
LCOB	3	2	6	2	0

<i>MCTC</i>	6	4	15	12	0
<i>JMC</i>	1	1	1	2	0
<i>CITE</i>	1	3	3	3	5
<i>SOM</i>	0	1	0	0	0
<i>TOTAL</i>	56	90	104	62	21

Online program development:

The *Center for Instructional Technology* is currently working on development of new courses in the following departments with the goal of providing a full certificate, minor, or major online:

- Communication Studies
- Communication Disorders
- Counseling
- Education
- English
- Forensic Science
- History
- Journalism and Mass Communications
- Modern Languages (Spanish)
- Nursing
- Psychology

B. Plans for Growth in Five years:

MU Online program growth:

A plateau is predicted in the e-course literature; however, a complete reorganization of this area was initiated to address current and future needs. While growth is expected to continue, the *Center for Instructional Technology* is proceeding with a campaign to encourage new e-course development among administrators, chairs, program coordinators, and faculty interested in developing complete programs online. Providing more full offerings in the web-based environment is a primary goal this coming year and over the next five years. The following growth initiatives are not ranked in a priority order.

MU Online Growth Initiatives:

1. Development of fully-online degree programs:

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

2. Expansion of the embedded librarian program:

*iSkills*TM data gathered from the debut semester of the new Digital Learning Team will provide benchmarks for making changes to ensure the program is effective.

If the program proves to be successful, popular, and effective, additional librarians may be needed to meet demands.

3. Alignment with the Center for the Advancement of Teaching and Learning and the University Office of Assessment programming:

Little or no collaboration between Academic Affairs and the Center for Instructional Technology took place prior to the spring of 2008. Efforts to reverse this trend took place immediately upon MU Online's staff reorganization.

Joint faculty development initiatives, workshops, and support have already been planned to provide the academic community with opportunities to join learning communities and upgrade technology-related skills.

4. Provision of a formal assessment program:

Information technology assessment data have been gathered during the annual assessment opportunities provided by Academic Affairs; however, a formal mode for longitudinal comparison and synthesis of gathered data has been sketchy.

A new focus of the MU Online program includes a central location to coordinate and house the assessment process that will provide the Information Technology division with planning resources to help close the assessment gap.

C. Specific data: # online courses; # students served, # online programs

E-Course and T-Course Data Snapshot:

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

Online Degrees and Programs:

- Undergraduate
 - Regents Bachelor of Arts Degree
 - Associate of Arts Degree in Transfer Studies
 - Associate of Applied Science Degree in Public Library Technology
- Graduate
 - MA in Elementary Education
 - MA in Secondary Education

- Certificate
 - Public Library Technology
- Minors
 - Minor in History
 - Minor in Geography

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

II. Faculty training in instructional technology

The *Center for Instructional Technology* provides support for faculty in designing courseware, using technology-enhanced classrooms, and applying computer-based communication to extend classroom discussion. User education for any instructional technology is offered at various times during the year and faculty may drop in to the lab during regular business hours. Professional and student designers are available to assist faculty in preparing e-course materials and designing online courses or modules. The director of CIT works with departments to provide group-training opportunities on-site or within academic departments. The CIT is also aligned with faculty development programming sponsored by the Academic Affairs Center for the Advancement of Teaching and Learning.

III. Instructional Technology Staff Adequacy

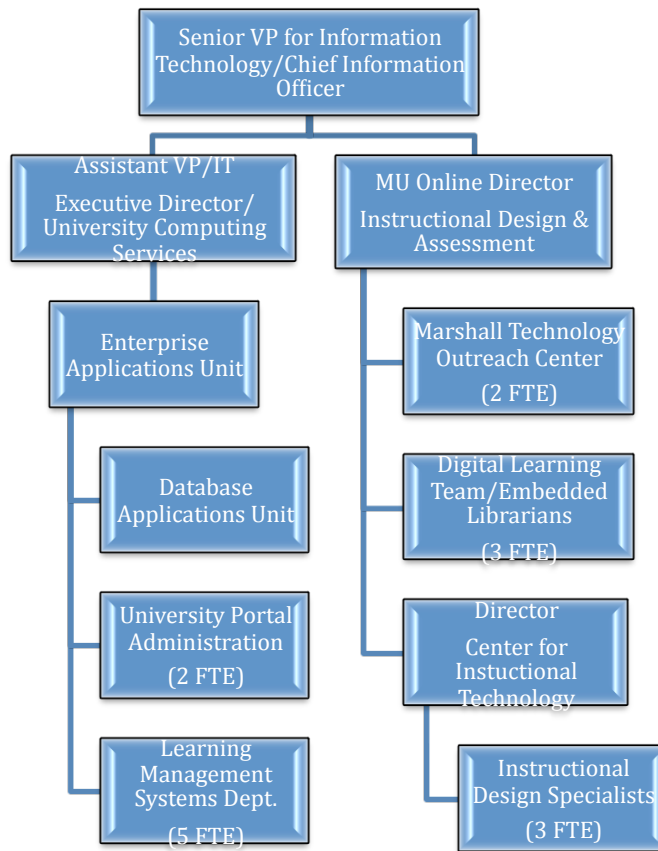
The CIT is currently staffed M-F from 9 a.m. to 5 p.m. with student assistants that equate to 5 FTE trained in instructional and graphic design. Two full-time professional designers aid in the ongoing workshops and one-on-one training with faculty and staff. The current staffing levels are adequate; however, if/when new services become popular, workloads and statistics may justify addition of part-time or full-time staff.

Current MU Online Staff:

STAFF NAME	TITLE	UNIT
1. <i>Dr. Monica Brooks</i>	Director	MU Online Instructional Design, iSkills & Assessment
2. <i>Brent Maynard</i>	Director	Systems & Enterprise Systems
3. <i>Dr. Laura Little</i>	Director	Center for Instructional Technology
4. <i>Kelli Mayes</i>	Director	Marshall Technology Outreach Center
5. <i>Crystal Stewart</i>	Program Assistant	Distributed Education
6. <i>VACANT</i>	Instructional Design Specialist	Center for Instructional Technology
7. <i>VACANT</i>	Instructional Design Specialist	Center for Instructional Technology
8. <i>Sherri Ritter</i>	Instructional Technology Specialist	Marshall University Graduate College
9. <i>Jennifer Sias</i>	Associate Professor, Information Literacy	Library
10. <i>Floyd Csir</i>	Associate Professor, Digital Learning Librarian	Library
11. <i>Sabrina Thomas</i>	Assistant Professor, Digital Learning Librarian	Library
12. <i>Al Goble</i>	Systems Integrationist Specialist	Center for Instructional Technology
13. <i>Marianne Kline</i>	Learning Management Systems Administrator	Center for Instructional Technology
14. <i>Nick Dean</i>	Learning Management Systems Administrator	Online Course Management
15. <i>Thomas Lawhon</i>	Learning Management Systems Administrator	IT
16. <i>John Cummings</i>	Web Portal Administrator	IT
17. <i>Tolga Yalniz</i>	Web Portal Administrator	IT

A. Description of current status:

Effective July 1, 2008, the current reorganization plan for the Information Technology division completed *Phase I* in which Distributed Education was modified to address faculty training and development, information literacy and critical thinking, assessment, and integration of web portal and learning management systems staff. This portion of the IT organization is depicted in the chart provided.



The new staffing design has a synergy of cross training and collaboration that fosters regular communication among the learning management and systems personnel and instructional technology designers. For example, technical staff participate in faculty training and serve as departmental liaisons to compliment the CIT initiatives while CIT instruction staff aid in some aspects of technical maintenance and training for new software initiatives.

Usage statistics and program demands will be scrutinized closely in the event staffing and/or organizational changes must be made to address workflow and support. There are few vacancies in the CIT that will be problematic as we near the fall 2008 term. The CIT is currently recruiting an Instructional Designer to aid faculty in designing and teaching online courses and hopes to recruit a person who can hit the ground running.

B. Plans for growth in one to five years:

MU Online anticipates that the e-course program will continue to grow at a steady rate over the next five years. Online courses are the most important aspect of the MU Online program but not the only facet of online teaching and learning. Other services will be expanded to address pedagogical and critical thinking initiatives.

With the exception of the 2006-07 year, the MU e-course program expanded to include more students and more e-course offerings.

	2003-04	2004-05	2005-06	2006-07	2007-08
<i>Enrollment % Change</i>	31%	22%	25%	-0.80%	13%
<i>E-course % Change</i>	6%	14%	11%	2%	21%

<i>Avg. 5-yr Enrollment Change</i>	26%	30%	28%	20%	18%
<i>Avg. 5-yr E-course Change</i>	15%	18%	15%	10%	11%

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

Twenty-four faculty members signed-up to develop new e-courses during academic year 2007-08. If the majority of these faculty follow-through, the new course additions will allow for more than the required 10% growth to sustain existing commitments of software, hardware, personnel, and miscellaneous subscriptions.

A decline in the number of courses, faculty, or students, could be problematic as this program is supported by the revenue generated from the e-course tuition and fees. The program is still recuperating from the inexplicable dip that occurred in 2006-07.

IV. Assessment of Instructional Technology

As stated, our revised assessment program is in its infancy and will allow for national benchmarks and feedback to aid in providing an over-all view of our teaching and learning strategies in coming years. Regular informal assessment is gleaned when faculty participate in workshops or development to make minor adjustments; however, longitudinal assessment is not present.

The new CIT director will be implementing TLT Group Flashlight assessments, consulting, and development support programs to supplement faculty workshops that will take place during 2008-09 to provide more concrete data that can aid in selecting training topics, speakers, and materials for faculty development.

A. Current assessment strategies

- *iSkills*TM (Educational Testing Service)
- CoursEvalTM (Academic Management Systems)
- Flashlight Online 2.0 (TLT Group)

B. Current assessment

MU Online Assessment Programs

A regular participant in the annual assessment day activities coordinated by Academic Affairs, MU Online works closely with the university's Office of Assessment to keep them apprised of information technology and e-course assessment and outcomes.

*iSkills*TM

*iSkills*TM measures a student's ability to navigate, critically evaluate and synthesize the information available through digital technology. The assessment provides meaningful benchmarks based on nationally recognized Association of College and Research Libraries (ACRL) standards.

- In the spring of 2008, Information Technology purchased *iSkills*TM, an Educational Testing Service (ETS) assessment program designed to help measure the Information and Communication Technology (ICT) Literacy of the MU students.
- According to the website, *iSkills*TM is "the only ICT literacy test that assesses critical thinking in the digital environment that also helps faculty identify where further curriculum development is needed so students have the ICT literacy skills they need to succeed."

- The minimum required student population for a meaningful assessment process was not achieved during the spring of 2008. Minor staffing changes and an aggressive assessment program involving our new embedded information literacy program will take place during 2008-09 so *iSkills*TM data can be compiled, maintained, and reported to the information technology staff, university administration, teaching faculty, and Higher Education Policy Commission officials for appropriate analysis and use.
- *iSkills*TM will be used to evaluate information and communication technology skills so adjustments can be made in the embedded literacy program for the campus.
- Special attention will be paid to benchmarks and competencies for the freshmen students participating in the assessment.

Information Literacy Standards:

The following standards, developed by the American Library Association, have been incorporated into the MU Online lesson planning for both student and faculty instruction and development. These standards are measured by *iSkills*TM.

- The information literate student determines the nature and extent of the information needed.
- The information literate student accesses needed information effectively and efficiently.
- The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- 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.

(The American Association endorses these standards for Higher Education and the Council of Independent Colleges)

MU Online 2008-09 Assessment Goals:

Goal 1

Facilitate online learning assessment programs that compliment the university's commitment to institutional quality and accountability.

Strategies:

- Assess Marshall University student proficiency in information and communication technology (ICT).
- Identify students in need of remediation at the onset of their higher education career; since the program is conducted during the first year, efforts can be made to address ICT needs.
- Plan embedded information literacy curricula to address ICT literacy gaps.
- Inform resource allocation decisions related to the instruction program.

CoursEvalTM :

CoursEvalTM is a web-based software product that was designed by an academic administrator and instructor with the explicit goal of making the required task of course evaluation easier, smarter, and less expensive for other administrators and instructors.

- The CoursEvalTM software for web-based course assessment was implemented during the spring of 2008 to provide an online method of acquiring student evaluation data within MU Online. Originally piloted to

assess the MU Online e-courses, the CoursEval™ system has also been used for a sampling of traditional classes in the hopes the entire course evaluation process can become automated within the coming academic year.

- Benefits include the ability to make the evaluation system accessible to students 24/7 during the response period (typically 2 weeks prior to the end of the semester) and allow for some customization based on program needs.
- Faculty can also retrieve their own reports when needed for promotion or departmental reporting purposes; chairs and deans can also retrieve reports to aid in the faculty evaluation and review process.

Goal 2

Disseminate and support the online evaluation system to aid in compiling faculty assessment data.

Strategies:

- Provide faculty feedback in regard to the online teaching environment.
- Provide access to electronic reports for the promotion and tenure process.
- Assess e-course quality for program planning purposes.
- Enable the first step in closing the assessment loop as departments gather data for planning purposes.

Rationale:

- A vetted standardized test such as *iSkills*™ is the most logical method to employ when moving forward with the assessment program.
 - In the “born-digital” age in which 21st Century technology skills are needed for life-long-learning success, information and communication technology proficiency is becoming more critical than ever to our students.
- Reliable educational assessment vendors such as the Educational Testing Service and Academic Management Systems provide customizable tools to facilitate data analysis and implement curricular change.
 - Launching, gathering, analyzing, and making program and curricular changes based on *iSkills*™ data will help the MU Online unit become more active partners in the teaching-learning process.
 - Data from student evaluations are warehoused for retrieval anytime by the professor of record or authorized administrator within the various academic divisions.