

University Assessment Committee Meeting Agenda
1-28-08
8:00 – 10:00
SH 263 (Huntington)
MUGC 134 (South Charleston)

1. Approval of minutes from December 3, 2007 (Attachment 1)
2. Results of fall syllabi evaluations (Attachment 2)
3. National Survey of Student Engagement (NSSE) – flyers – recruiting discussion (Attachment 3)
4. Faculty Survey of Student Engagement (FSSE) – recruiting discussion
5. Collegiate Learning Assessment (CLA) – flyers – recruiting discussion (Attachment 4)
6. Assignments for Program Assessment Reviews and discussion of evaluation process and timelines (Attachments 5 – 10)
7. Timelines for spring syllabus evaluations
8. Assessment Day
9. Update on Graduating Senior and Graduate Surveys
10. General Education Update
11. Discussion of future meeting dates and topics
 - Monday, February 25, 8:00 – 10:00: Program Assessment Report Discussion, Syllabus Assignments, and Assessment Day update
 - March – date and time TBA: Analysis of survey instruments and data. Revisions of forms/procedures
 - Monday, April 28, 8:00 – 10:00: Presentation of University Assessment Report for 2007-2008. Discuss plans for needed changes in 2008-2009
12. Additional Business

Assessment Committee Meeting

December 3, 2007
8:00 AM – 10:00 AM
Smith Hall, Room 263
MUGC, Room 134

Meeting called by: Mary Beth Reynolds

Members Present: Mary Beth Reynolds, Chris Cassidy, Louis Watts, Annette Irvin, Susan Imes, Janet Dooley, Michelle Duncan, Cal Meyer, Celene Seymour, Rosalyn Templeton, Dick McCray, Dan Holbrook, Wayne Elmore, Bill Pierson, Barry Sharpe

Ex-Officio Members Present: Frances Hensley, Elaine Baker, Karen Barker

Members Absent: David Kluemper, Caroline Perkins, Ed Bingham

Minutes

Agenda item: Approval of Minutes from October 22
Minutes were approved as presented.

Discussion:

Agenda item: Fall Syllabi Discussion

Discussion: Issues mentioned included rates of submission and who to contact regarding missing submissions. Consensus was to pass that information on to the Deans and/or Chairs. Similarly, the question of how to disseminate assessment information to faculty to encourage buy-in was raised. It was suggested that Deans and Chairs are the proper venue for such communications. Questions were also raised as to how to handle syllabi that are generally good, but lack items required by the BOG policy. Consensus was that those faculty should be informed (non-critically) that the missing item is required by University and BOG policy and should be added to the syllabus.
Adjunct faculty do not currently have access to MUBERT to post their syllabi. Therefore, measures need to be taken to correct this issue.

Agenda item: New Directions for Yearly Program Assessment Reports

Discussion: Marybeth presented a powerpoint presentation detailing her vision for the future of program assessment reports. Specifically, she explained her suggestions for more detailed rubric development and cycling of student learning outcome evaluation. A question was raised as to whether it is necessary to evaluate the SLOs in every class or if evaluation could be centralized in capstone courses.
In addition, Cal brought up the challenge of integrating outcomes from multiple areas of emphasis in order to ensure continuity across reports. Marybeth suggested looking for common threads among the areas of emphasis.
Many accredited programs have certain information or formats that are required. Elaine suggested forming a subcommittee with representation from accredited programs to evaluate the problem in detail. Bill suggested synchronizing the program review schedules of accredited programs with the accreditation schedules

Agenda item: Assignments for Program Assessment Reviews

Discussion: Marybeth will host working lunch sessions in January to go through a couple of Assessment Reports. Everyone will have approximately 5 to read and there will be two readers per report. Marybeth will be the third reader for all the reports.

Agenda Item: National Survey of Student Engagement (NSSE)

Discussion: **Marybeth requested suggestions to encourage student participation. Wayne asked how the exam would be incorporated into the assessment reports and how the results would lead to changes within departments; however, this is an assessment of the University's general learning environment and is not related to GenEd. Susan asked whether the results would be available at the college/dept. level and the answer was yes. Dick asked about the impact at other institutions. Marybeth requested that committee members mention the NSSE to their constituencies and also to encourage their students to participate if invited.**

Agenda Item: Collegiate Learning Exam

Discussion: **Marybeth requested that committee members let the capstone instructors know that the Senior administration of the CLA will be held in the spring. Marybeth also presented the findings from last year's administration of the CLA. She pointed out that although we are "at expected", there is still room for improvement. Also, the Performance task that is used for the CLA is being released for use by participating institutions.**

Meeting Adjourned

Respectfully Submitted,

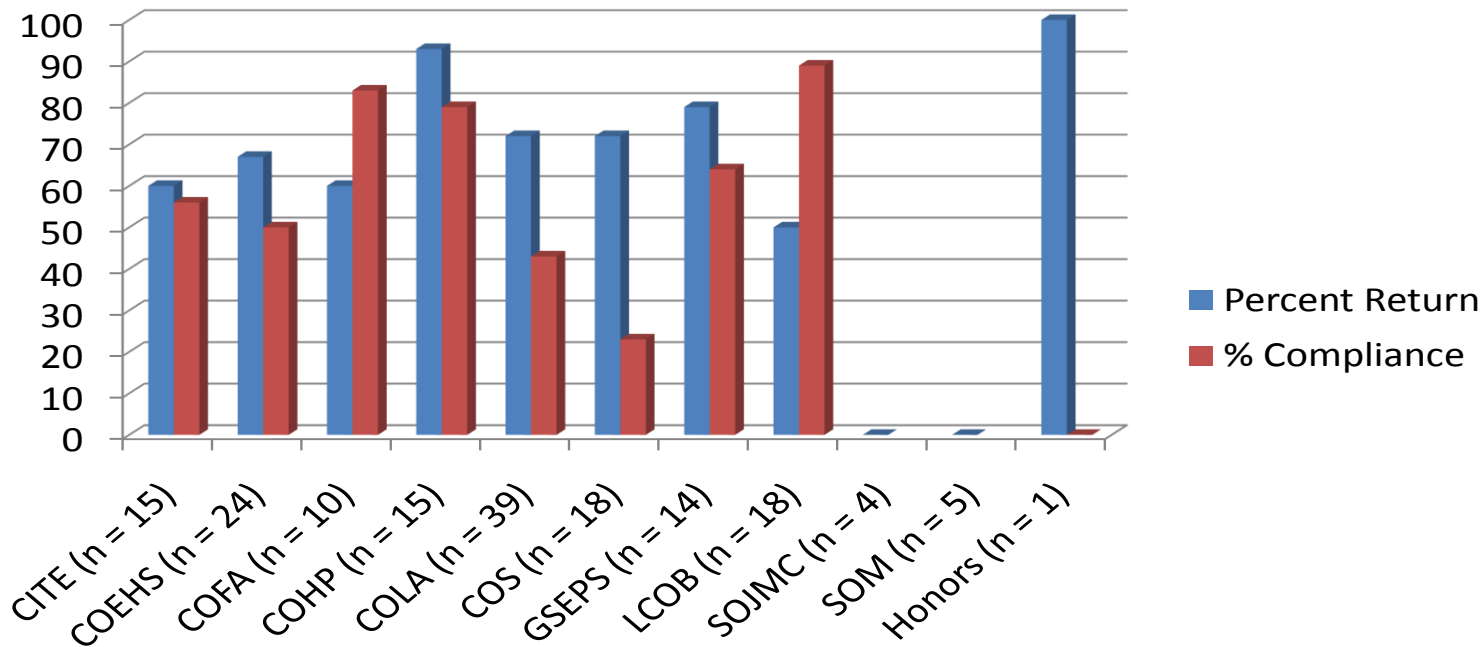
Karen Barker

Karen Barker

Recording Secretary

Attachment 2
Results of Fall Syllabus Evaluations

Fall 2007 Syllabus Review Results



Attachment 3

Coming in February 2008, randomly selected Freshmen and Seniors will be invited to complete the **National Survey of Student Engagement (NSSE)**!

Results will let Marshall know students' opinions about:

1. Level of Academic Challenge at Marshall
2. Extent of Active and Collaborative Learning at Marshall
3. Extent of Student/Faculty Interaction at Marshall
4. Does Marshall Offer Enriching Education Experiences?
5. Does Marshall Offer a Supportive Campus Environment?

Questions? - contact Mary Beth Reynolds, Interim Director of Assessment (304) 696-2987 or reynoldm@marshall.edu

Marshall wants to know how well it prepares students in the following areas:

- 1. Critical Thinking**
- 2. Analytic Reasoning**
- 3. Problem-Solving**
- 4. Written Communication**

To help us find the answers we would like 100 seniors to complete the Collegiate Learning Assessment (CLA). Participants will be paid \$20.00 cash at the time of test completion and will be entered into drawings for prizes on Assessment Day (April 9). With permission, the top 10 scorers and their colleges will be recognized on the Assessment Website and in the Assessment Newsletter! If you'd like to participate (or want more information)

Contact Mary Beth Reynolds, Interim Director of Assessment (304) 696-2987 or reynoldm@marshall.edu

Attachment 5

Assessment Definitions

1. Program Goal – a goal your program wants to achieve, which should flow from Marshall University’s mission (<http://www.marshall.edu/www/mission.asp>). While program goals should stress student learning, they may also be related to faculty development, curricular development, program outreach to the community, etc. In stating program goals, it is helpful to begin with, “The Program will
2. Student Learning Outcomes – what you want students to be able to do as they progress through and complete your program. Student learning outcomes should
 - Be related to program goals and therefore, to Marshall’s mission.
 - Be program, not course, specific
 - Be measurable (Use active verbs to state what students will “do” to demonstrate mastery of the learning outcome, e.g. “When students complete the BA in _____, they will be able to
 - Cover multiple learning domains, e.g. knowledge, comprehension, application, analysis, synthesis, and evaluation, with an emphasis on higher orders of learning (analysis, synthesis, and evaluation)
3. Assessment
 - a. Formative – type of assessment used to improve instruction, thereby improving student learning
 - b. Summative – type of assessment used to determine final student learning outcomes
4. Assessment Methods (Tools) –
 - Direct Measures - Methods used to determine whether the student has mastered the learning outcome. Since program, rather than course specific, student learning outcomes are being assessed, direct assessments used should be developed by the entire faculty, not just by individual course instructors. Also, when there are multiple sections of a course in which learning activities that address student learning outcomes are being presented, assessments should be blind scored by more than one faculty member. In large programs, it is acceptable to assess a sample of students. Examples of appropriate direct assessment methods include:
 - Test questions specifically designed to measure the learning outcome
 - Rubrics designed to evaluate outcomes achieved through specific learning activities. Examples might include
 - Writing papers
 - Participating in discussions
 - Researching, preparing, and delivering oral presentations
 - Researching and writing original research papers
 - Designing, conducting, analyzing, reporting, and presenting the results of original research
 - Writing reflective essays
 - Observing a teacher (or someone else) demonstrate an activity, then doing the activity oneself
 - Designing something
 - Comparing and contrasting two theories
 - Given a problem, deciding what information is needed to solve the problem
 - After finding information that might help solve a problem, evaluating the strength of each piece of data, and arriving at a final solution

- Finding evidence to support (or refute) an argument
 - Practicum experiences
 - Assembling a portfolio
 - Capstone experiences
 - Role-playing
 - Case Studies
 - Simulations
 - Debating
 - Service Learning
 - Projects completed in authentic (real world) situations
 - Dramatizations
 - Standardized tests such as licensure exams (when used for formative assessment, information related to specific student learning outcomes should be available)
 - Essay Exams designed to measure specific learning outcomes – these should be blind scored by more than one faculty member using an agreed-upon rubric
 - Indirect Measures – Methods used to assess opinions about or satisfaction with the program. Indirect measures can provide the program with valuable information, but they do not directly assess student learning outcomes. Examples of appropriate indirect assessment measure include:
 - Graduating Senior Exit Interviews
 - Assessment Day Focus Groups
 - Graduate Satisfaction Surveys
 - Employer Surveys
 - Alumni Surveys
 - The following are NOT measures of student learning outcomes!
 - GPA – while GPA can be used as a program outcome for Program Review, it is not an appropriate measure of individual student learning outcomes.
 - ACT/SAT scores – these are incomes, not outcomes. They can, however, show a “value added” in terms of program effectiveness for Program Review, especially if students with low incoming scores do well in the program.
 - Employment Rates – while these suggest something about the necessity and viability of your program (Program Review), they say more about the current job market than they do about student learning.
 - Graduation Rates
5. Benchmarks – criteria you have set for mastery of student learning outcomes. You may want at least 95% of your students to score at a level of “proficient” or higher on each item in a scoring rubric. Your benchmark may be at least a 95% pass rate on a national licensure exam. Your benchmark may be a mean program score at or above the 50th percentile on a norm referenced national standardized test. You may want at least 95% of your students to answer at least 80% of the content knowledge questions correctly on the capstone examination.
 6. Results – what were your program’s results? What percentage of students assessed achieved the benchmarks set?
 7. Analysis – were the results acceptable? Even if you consider your results to be acceptable, did your assessment reveal relative weaknesses in your program?
 8. Action Taken – based on your results, what did you/will you do? Even if students are meeting your stated outcomes, a carefully conducted assessment should indicate some relative strengths/weaknesses. It can only strengthen student learning to address any relative weakness.

Attachment 6

Guidelines for Undergraduate/Graduate Program Assessment Yearly Reports Due by December 1 of each year

Organization of the Report

The purpose of this annual report is to document your program's progress in assessing its student learning outcomes based upon your program's assessment plan. The objective is to determine program effectiveness, not evaluation of individual students or individual faculty. The primary focus of this report is to help you improve your program. The report for each program is due to your Dean by December 1 of each year. After reviewing the report, the Dean will submit the report to the Office of Assessment and Program Review by December 15. The University Assessment Committee (UAC) will review the report, provide feedback to each program and prepare the annual assessment report of the University. This assessment information also will be essential when you prepare your 5-year program review required by the Board of Governors.

I. Program's Student Learning Outcomes: List several specific, measurable student learning outcomes. These should be statements describing what competencies students must have, i.e. what students will be able to do, as they progress through and complete your program. We encourage an in-depth assessment of one-third of your outcomes each year, with all outcomes being assessed in a three-year cycle.

II. Assessment Activities:

- A. **Assessment Measures (Tools)** – Indicate the assessment measures used for each outcome evaluated during the reporting period. Assessment rubrics should be included as appropriate.
- B. **Benchmarks** – indicate benchmarks your program has set for each outcome assessed during the reporting period.
- C. **Results/Analysis** – indicate detailed results for the reporting period, i.e. what were mean scores on each component of assessment rubrics, mean scores on exam questions related to outcomes, etc.
- D. **Planned Action** – Indicate what your program plans to do to improve student learning based on the outcome of assessment. Be very specific in this section.

III. Assistance Needed with Assessment: What assistance can the Office of Assessment give you to help improve your assessment program?

Attachment 8 – Old Program Assessment Rubric

Assessment Committee Analysis
Yearly Departmental/Program Assessment Reports
Academic Year 2005-6

Program: _____

Assessment Report Guidelines	Evaluator's Comments
I.a. Program Goals	
b. Learning Outcomes Data Collection	
c. Results	
(Is there a chart which identifies the program objectives/ The appropriate assessment tools/ Standards/results/actions taken?)	Yes____; No____ Comments: How well does the chart identify each category?
II. Plans for the current year	
III. Assistance Needed	
IV. Most important thing learned through this process.	

Attachment 9 – Old Primary Traits Analysis

<i>1. Learning Objectives</i>	<i>2. Assessment Measures</i>
Level 0 ___No objectives were provided.	Level 0 ___No measures were identified.
Level 1 ___ Learning objectives were identified ___ They describe student behaviors.	Level 1 ___ Measures were identified. ___ They relate to the learning objectives.
Level 2 <i>All in Level 1 plus:</i> ___ They are program, not class or course, objectives. ___ They are clear. ___ They are appropriate in number.	Level 2 <i>All in Level 1 plus:</i> ___ They include direct and indirect measures of student learning. ___ They are multiple. ___ They are integrated in the curriculum.
Level 3 <i>All in Level 1 and Level 2 plus:</i> ___ They are comprehensive. ___ They are measurable. ___ They support Marshall’s educational goals. ___ They span multiple learning domains.	Level 3 <i>All in Level 1 and Level 2 plus:</i> ___ They emphasize direct measures of student learning. ___ They focus on real-world tasks. ___ They stress higher order learning. ___ They allow performance to be gauged over time.
3. Feedback Loop	
Level 0 ___ The feedback loop was not described ___ Assessment is largely the responsibility of the department chair.	Level 1 ___ Data are being collected but not interpreted or not used. ___ Few or no performance expectations/standards have been established. ___ There is minimal evidence that the assessment program is stable and will be sustainable.
Level 2 ___ Data are being collected, but the program does not sufficiently show that it is using this information to improve the quality of student learning. ___ Minimal performance expectations/standards have been established. ___ Data are occasionally considered in departmental planning and budgeting processes. ___ Assessment findings about the state of student learning are beginning to be incorporated into reviews of the academic program and into the program’s self-study.	Level 3 ___ Data are routinely collected, interpreted, and used by faculty to improve the quality of student learning. ___ Clear performance expectations/standards are in effect for all measures and are being used to assess the quality of student performance. ___ Data are an integral part of departmental planning and budgeting process. ___ Data are routinely shared with other appropriate constituents in program reviews and the like. ___ The improvement of student learning is central to the department. ___ Assessment is a part of the culture of the department.

Two checks in any level indicate performance in that level, with the exception of level 0.

Appendix 10 – Latest Revision of New Primary Traits Analysis Form

Sent as a separate attachment.