

Assessment Committee Meeting
January 31, 2011
2:30 PM – 4:00 PM
Drinko 402 and GC 134

Members Present:

Loukia Dixon, Janet Dozier, Sherri Stepp, Wayne Elmore, Dan Holbrook, Rex McClure, David Pittenger, Celene Seymour, Louis Watts, Nicki LoCascio, Patrick Murphy, Elaine Baker, Janet Dooley, Mary Beth Reynolds

Ex-Officio Members Present:

Frances Hensley, Doug Nichols

Members Absent:

Caroline Perkins, Ed Bingham, Bill Pierson

Ex-Officio Members Absent:

Eryn Roles, Sherri Smith, Sam Securro

Agenda Items

1. Approval of minutes of November 9, 2010 meeting: Minutes were approved as submitted.
2. Since our recording secretary, Ms. Karen Barker, has left the Center for Teaching and Learning and the Office of Assessment and Program Review to take another position at the University, Mary Beth requested a volunteer to record minutes for this meeting. Janet Dozier agreed to do so.
3. Assessment Report Evaluation Procedures, Assignments, and Due Date: Mary Beth distributed assessment report assignments to members of the committee. There are approximately 40 programs to be reviewed and ten teams of reviewers, resulting in four reviews per team. Reviewers were asked to use the rubric provided for this purpose and submit their reviews to the Office of Assessment no later than March 15. Reviews can be found at http://www.marshall.edu/assessment/assessmentreport_progreviews.htm, while the assessment rubric and other forms can be found at http://www.marshall.edu/assessment/assessment_forms.htm.
4. CLA Testing: CLA testing will begin February 15. We will attempt is to get a representative sample of exiting seniors, defined as graduating in this current year. Committee members are encouraged to send reminders to chairs to recruit graduating non-transfer seniors (30 or fewer hours outside of MU). We recognize the top 10 scoring students. Our testing window closes soon after Assessment Day, but we hope to complete testing before that time.
5. National Survey of Student Engagement (NSSE) Launch: This assessment will launch March 8. This is later than in past years to give our freshmen who are taking FYS during the spring semester sufficient time to experience this course before taking the NSSE survey.
6. MAP Works update: Spring Transition survey launched January 27 and will close February 28. Members were asked to encourage their freshmen students to take the survey and read their reports. They also were encouraged to remind academic advisors and FYS instructors to login, view their student's dashboards, and make referrals as appropriate. Fall to spring retention is 85% - a 2% drop from last year. Factors most strongly related to retention are fall mid-term

academic risk (students who had more than 1 fall mid-term grade of “D” or “F” are much less likely to still be enrolled than students who did not), fall MAP-Works’ risk indicator (high risk students are significantly less likely to be enrolled than students who had moderate or low risk – this was the strongest predictor of spring enrollment), Fall GPA. ACT was not as predictive as one might expect. A question arose as to whether a 00.0 could be created by withdrawing from all classes? There was discussion about the social integration, especially of commuter students, as there was a greater difference in survey response means to affective factors (homesickness, satisfaction with institution, social integration) between students currently enrolled and those who have withdrawn. The Student Resource Center has made some attempts to connect with commuter students. Nearly half of the freshman class commutes. Members were reminded that there is a link to *MAP-Works* on the MU homepage.

7. Graduation Survey update and future plans: Mary Beth reported results have been sent to the deans. Response rate (31%) has improved over previous years. Results indicate that females were more likely than males to respond and response rates differed significantly across colleges. Students who completed Bachelor’s Degrees were more likely to respond than were students who completed Associate’s Degrees and Certificates. The mean GPA of respondents (3.25) was significantly higher than that of all graduates (3.11). Respondents did not differ from the cohort in terms of race or age. Thirty-eight percent of respondents had no educational debt, while 28% reported debt greater than \$20,000. Sixty-six percent of respondents indicated they intend to pursue graduate studies, primarily at MU. Students were positive about all aspects of the MU education. Student reported greater satisfaction with the quality of teaching than with the quality of advising, classroom and lab facilities, and academic support services. Means for the latter three fell between “satisfied” and “neutral.” Sixty-five percent of respondents plan to be employed in their major field, but only 26% have accepted a job. Of those, 55% will earn \$30,000 + annually. Only 21% of respondents reported using Career Services
8. Subcommittee Reports
 - Assessment Day: Mary Beth reported that Assessment Day subcommittee members met recently. Celene Seymour and Mary Beth presented a proposed Assessment Day Goal for feedback from committee members. Discussion explored the term student success and suggested that it needs to be defined. Student success may be student specific as the students have differing personal goals. Success may also be specific to the academic unit. Patrick Murphy agreed to refine the goal. Other issues discussed included:
 - Exploring involvement on South Charleston campus
 - Including statement about how past survey data have been used to inform improvement on each survey disseminated this year
 - Campus-wide surveys will have links on Assessment Day survey webpage to reduce the number of individual emails students receive
 - Information on how Assessment data (including Assessment Day data) have been used to inform campus improvement will be disseminated.
 - Campus-Wide Student Focus Groups are being explored. Plans are for each group to consist of 10 – 15 students randomly invited with two student facilitators per group. Possible topics are FYS, Student Resource Center, MAP-Works, Preparation for Career Paths, Academic Advising, Major Switching, Commuting Students, and factors most important for good learning experience.
 - Town Hall meeting discussing things students don’t like about Marshall was suggested.

- Suggestion was made to ask academic programs to involve students in the morning and to have university-wide student activities in the afternoon.
- Lunch will be provided on the Plaza from 11:30 – 1:00

- General Education Subcommittee: will meet later this week and report at next meeting.
- Syllabus Audit Planning subcommittee: meeting TBA.

9. Additional Business: None

10. Next Meeting: TBA, but will be a lunch meeting.

Respectfully Submitted,

Janet Dozier and Mary Beth Reynolds