University Assessment Committee Meeting
Monday, March 6, 2017: 1:30 – 3:30 PM
Student Resource Center Conference Room: Memorial Student Center 2W16

Minutes

Members Present: Nicki LoCascio, Carrie Childers (for Loukia Dixon during first part of the meeting), Loukia Dixon, Doug Nichols, Tim Melvin, Karen McComas, Sherri Stepp, Glenn Anderson, Paula Lucas, Sherri Smith, Marty Laubach, Hannah Kozlowski-Sloan (for Maribea Barnes, who is on sabbatical), Asad Salem, Larry Sheret, Mary Beth Reynolds, Andrew Gooding, Britt Frye, and Kim DeTardo-Bora

Guest: Kateryna Schray, Robert Ellison, Wook-Sung Yoo, Mike Rudolph, Kristen Huff, Marie Archambault, Mary Welch, Cam Brammer, Victor Fet, and Jennifer Sias

Members Absent: Mindy Allenger, Andy Hermansdorfer, Susan Imes, Edna Meisel, Caroline Perkins, and Alex O'Donnell

1. **Introductions**: The meeting began with introductions of guests and committee members.

2. **Minutes of the December 19, 2016 meeting** were approved unanimously as submitted.

3. **Blackboard Outcomes Presentation**: Dr. Robert Ellison, Assessment Coordinator for the Department of English, shared information regarding his department's use of Blackboard Outcomes. The English Department has two assessment days, one during the week before classes start in January and the other right after grades are due in May to assess artifacts from the fall and spring, respectively. The faculty start around 9:00 in the morning with norming sessions. Following norming, faculty do assessments independently, recording their rubric scores in Blackboard. They are typically finished by noon and then Robert spends the rest of each day collating the scores that have been entered into Blackboard. Most departmental faculty participate in this effort. Beginning this summer, English composition (ENG 201) will be done as a separate project. The composition assessment will have two readers per artifact.

   The English Department used to use the "organizations" feature in Blackboard to conduct its assessment. This required Robert to set up the organizations, and students and faculty to enroll in those organizations, which was a labor intensive process for all involved. Blackboard Outcomes has enabled the program to work smarter rather than harder. Blackboard Outcomes allows faculty to use their courses to set up assignments through the Blackboard Learn assignment tool, align the assignment to the Department's outcomes, and require that students submit their final work using the assignment tool. When Assessment Day comes, faculty assessors log into Blackboard, their assessment queues come up, and they use the appropriate rubrics to score each artifact. Robert works with Doug Nichols to generate the assessment queue for each faculty member. He noted that Doug can program Blackboard to assign two assessors per artifact. If there is a possible downside to Blackboard Outcomes, it may be that it provides too much data.

   Several Assessment Committee members asked questions. In response to these questions, it became apparent that using Blackboard Outcomes has allowed the English Department's faculty to conduct an analysis that helped them to identify their students' relative strengths and weaknesses, resulting in changes to pedagogy and the curriculum. During the discussion, members noted that

misalignments between assignments and outcomes are not as likely in a homogeneous department as they are in general education assessment.

In response to questions about degree programs using Blackboard Outcomes, Doug and Kristen Huff explained that, at least for the time being, they (Doug and Kristen) are the administrators of Blackboard, but offered to enter outcomes for any degree program/academic unit that would like to begin using Blackboard Outcomes for degree program assessment purposes. Kateryna Schray reinforced that this process is very easy from the faculty perspective. Nicki LoCascio asked if it's possible to break the data down and pull out a subset of students. Doug said this is possible, but since Blackboard is not connected to BANNER, either he or Kristen would need a list of students to do this.

4. **Integrative Thinking Project**: Dr. Kateryna Schray shared information with the committee regarding the Faculty Learning Community she has led this past year in the Center for Teaching and Learning as part of the Hedrick Faculty Teaching Fellowship. One expectation of this fellowship is that the fellow facilitate a Faculty Learning Community that is aligned in some way to one of the outcomes of the Marshall Baccalaureate Degree Profile. Kateryna said that one thing the learning community discovered is that the best Integrative Learning projects are process oriented and, although these are difficult to assess, they are worth a lot to students.

   Kateryna's Faculty Learning Community has developed a number of Integrative Thinking assignments, which she will present to the University Community in April. As a prelude this these presentations, she shared the assignments with the Assessment Committee for the purpose of receiving feedback. After each assignment presentation, members of the committee shared their thoughts about the assignment and made suggestions as what they might like to see, as assessors, to help them better assess student artifacts generated in response to each assignment. A common suggestion for all of the assignments was that, due to the importance of process in developing artifacts that align to Integrative Thinking, student metacognitive writing (which explains the process) should be included with these artifacts. Mary Beth Reynolds encouraged everyone to read the report from AAC&U entitled *On Solid Ground*. This report details the results of a nationwide study of student achievement on authentic artifacts, which were assessed with several Value rubrics from AAC&U.

5. **LibQUAL Update**: Larry Sheret reported that, in about the year 2000, the Association of Research Libraries started a 22 question qualitative survey that used gap analysis. Instead of a traditional survey that rates library services, it asked, "What's the minimum quality of service you expect from the library?" "What is your perception of the service you received?" "What is your expectation?" This is important because a regular survey doesn't tell you how important any aspect of library service is. Gap analysis lets the library examine the cost/benefit analysis of its services. If something is costly and people feel like they are getting service beyond their expectation, then maybe the library should not put as many resources into it. Over one million students have taken the survey, so Marshall will be able to compare its students' responses with those of students at our peer institutions. Larry and Kelli Johnson received a grant in the amount of $3,200 to cover the cost of LibQUAL. Kelli is taking the lead on LibQUAL's dissemination. Larry also reminded members that if they have classes willing to participate in library assessment to let him know.

6. **Syllabus Evaluations**: Mary Beth said she would send syllabus evaluation assignments soon. This semester's evaluations will be for previous syllabi that were identified as having missing elements

and syllabi for dual credit courses. Mary Beth also reminded people that, if they have not sent their assessment report evaluations, to please do so.

7. **Additional Discussion Items**
    - **Assessment Day**: Mary Beth informed members of the University's Assessment Day, which is now a semester of various activities, including departmental activities, senior assessments, campus-wide surveys, core curriculum survey, graduate degree program survey, graduation surveys, and LIBQual survey. She provided a handout outlining various prizes for each event and noted that prize drawings will be held on April 12.
    - **Qualtrics:** Tim Melvin attended a Qualtrics Conference in Salt Lake City. He reported that he had three objectives in attending this conference. These were 1) to see if we can use Qualtrics more effectively, 2) to improve Qualtrics training, and 3) to see where Qualtrics is going in the future. Tim talked about one demonstration of a statewide system of higher education using Qualtrics to do course evaluations. He noted that this system also used Qualtrics to develop its own dashboard where faculty are able to pull information for their own courses. Tim emphasized that it required about a year for this system to do all of the programming it needed to do within Qualtrics to make this work. Further discussion ensued regarding how to improve course evaluation response rates at Marshall. Suggestions included sending students multiple reminders to giving them time during class to complete the evaluations. Since Qualtrics surveys may be completed using cell phones, the latter suggestion would be feasible if course evaluations were completed through Qualtrics.
    - **Capstone Projects to Blackboard and Blackboard Updates**: Not addressed.
    - **Mapping Undergraduate Program to BDP outcomes**: Not addressed.
    - **NILOA, AAC&U, and VSA Excellence in Assessment Update**: Not addressed.

Meeting was adjourned around 3:30 PM.

Respectfully Submitted,

Mary Beth Reynolds