Assessment Report 2008-2009 November 16, 2009

Mary Beth Reynolds
Director of Academic Assessment
Marshall University

Assessment Results for 2008 – 2009

Seven Major Areas of Assessment

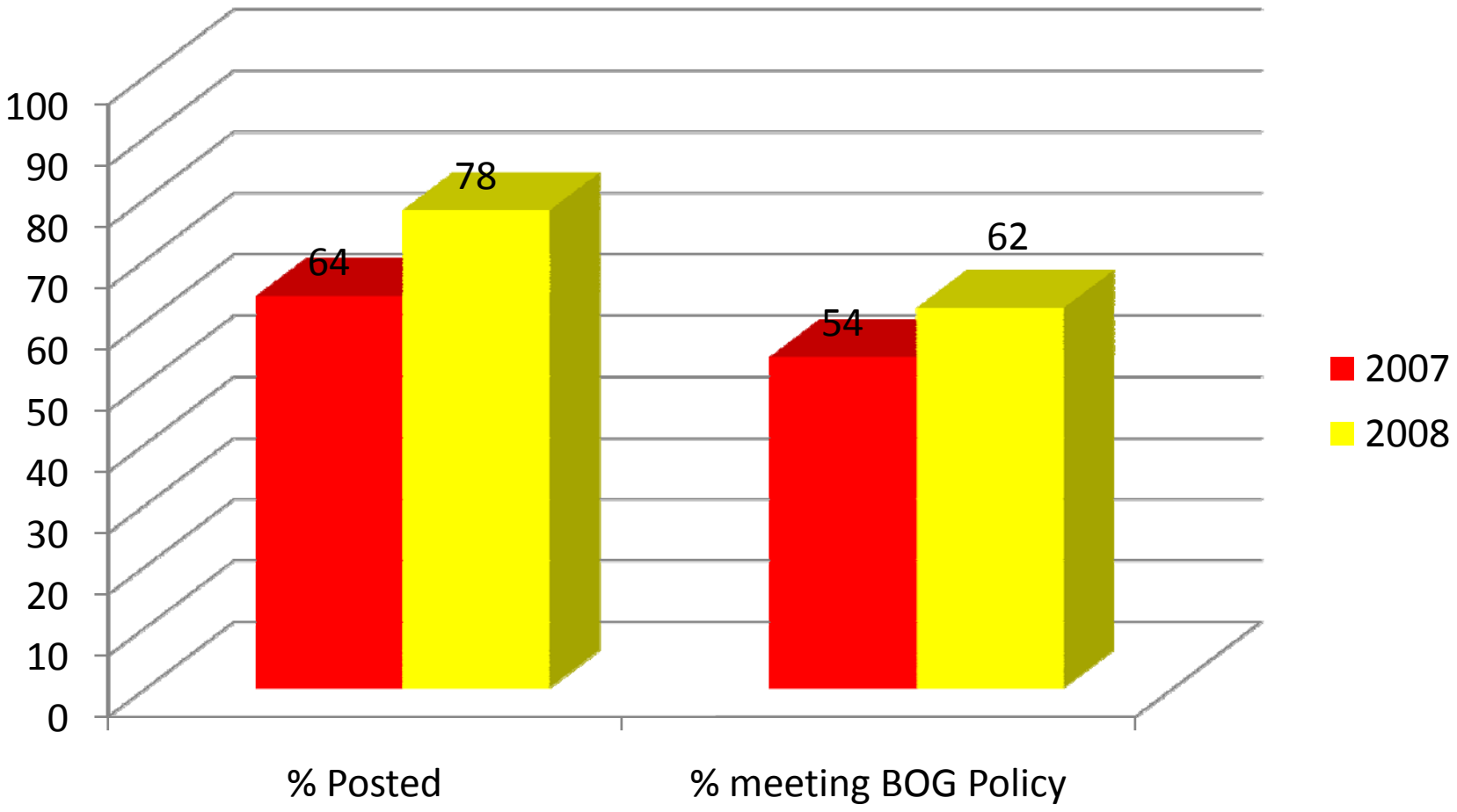
1. Syllabus Assessment
2. Program Assessment
3. Program Review
4. General Education Assessment
5. University Assessment
6. State Level Assessment
7. Assessment Program Accountability
8. Next Steps

Assessment Results by Category

1. Syllabus assessment

- ✓ Fall 2008 – 145 syllabi selected
- ✓ 113 syllabi (78%) were posted
- ✓ Of those posted, 70 (62%) met BOG policy. Most common omissions included:
  - ➢ No course description = 15 syllabi (13%)
  - ➢ No learning outcomes = 10 syllabi (9%)
  - ➢ No schedule = 9 syllabi (8%)
  - ➢ No due dates = 8 syllabi (7%)
  - ➢ No office hours = 7 syllabi (6%)

Syllabus Evaluation Results: 2007 and 2008



- Future syllabus assessment
  - ✓Completed by academic units as determined by colleges
  - ✓Recommended Procedures
    - ➢Each college asked to develop a plan for course syllabus evaluation
    - ➢Plan should include evaluation of sample of course syllabi each year, with all being evaluated within a minimum four-year period

- Recommendations are to
  - ✓Assess the syllabi for the presence required information.
  - ✓Assess the appropriateness of the course's expected student learning outcomes.
    - ➢Are the outcomes clearly stated?
    - ➢Does each use an active verb?
    - ➢Do at least some of the course's expected student learning outcomes support program level student learning outcomes? Is this connection made explicit on the course syllabus?

- ✓Assess the appropriateness of the course's assessment measures.
  - ➢Is it clear how each of the course's expected student learning outcomes will be assessed?
  - ➢Is each assessment an appropriate way to assess the outcome to which it is connected?
- Deans asked to
  - ✓Share thoughts/suggestions
  - ✓Submit plans by December 15
- University Assessment Committee's Next Steps:
  - ✓Determine plan and timeline for syllabus audit

2. Program Assessment

- Revised assessment rubric

- Annual assessment reports were due from 75 programs.

- 65 annual assessment reports were submitted

- Reasons why 10 reports were not submitted
  - ✓Program under revision (3 programs)
  - ✓Follow-up report submitted for program review (3 programs)
  - ✓No reasons given (4 programs)

- Using revised rubric, two reviewers (Graduate Council for graduate reports and Assessment Committee for undergraduate reports) and Director of Assessment read and evaluated each report

- The Director of Assessment prepared letters for each program

- Letter and rubric with reviewers' feedback was sent to each program on April 6.

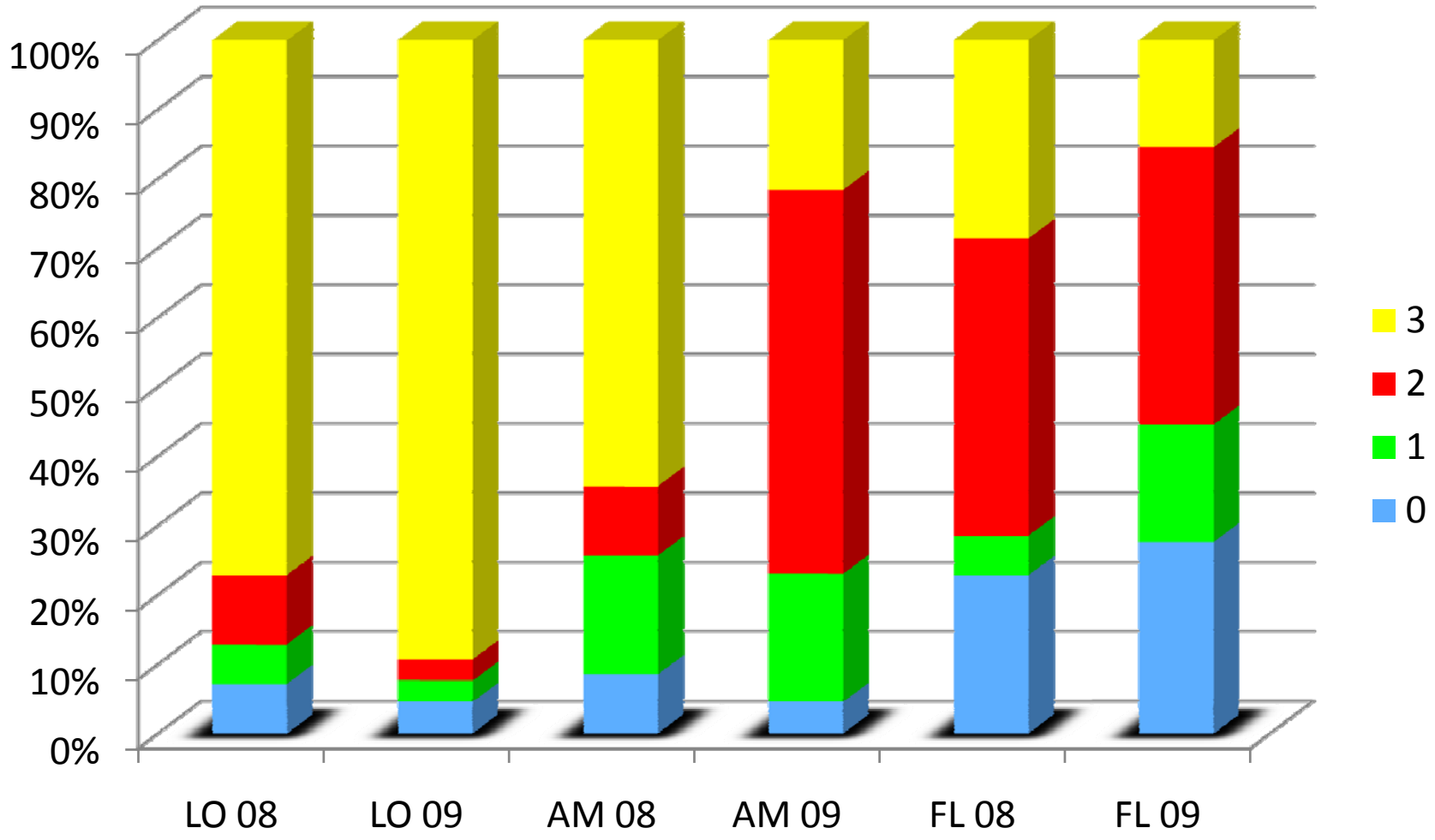
- Results

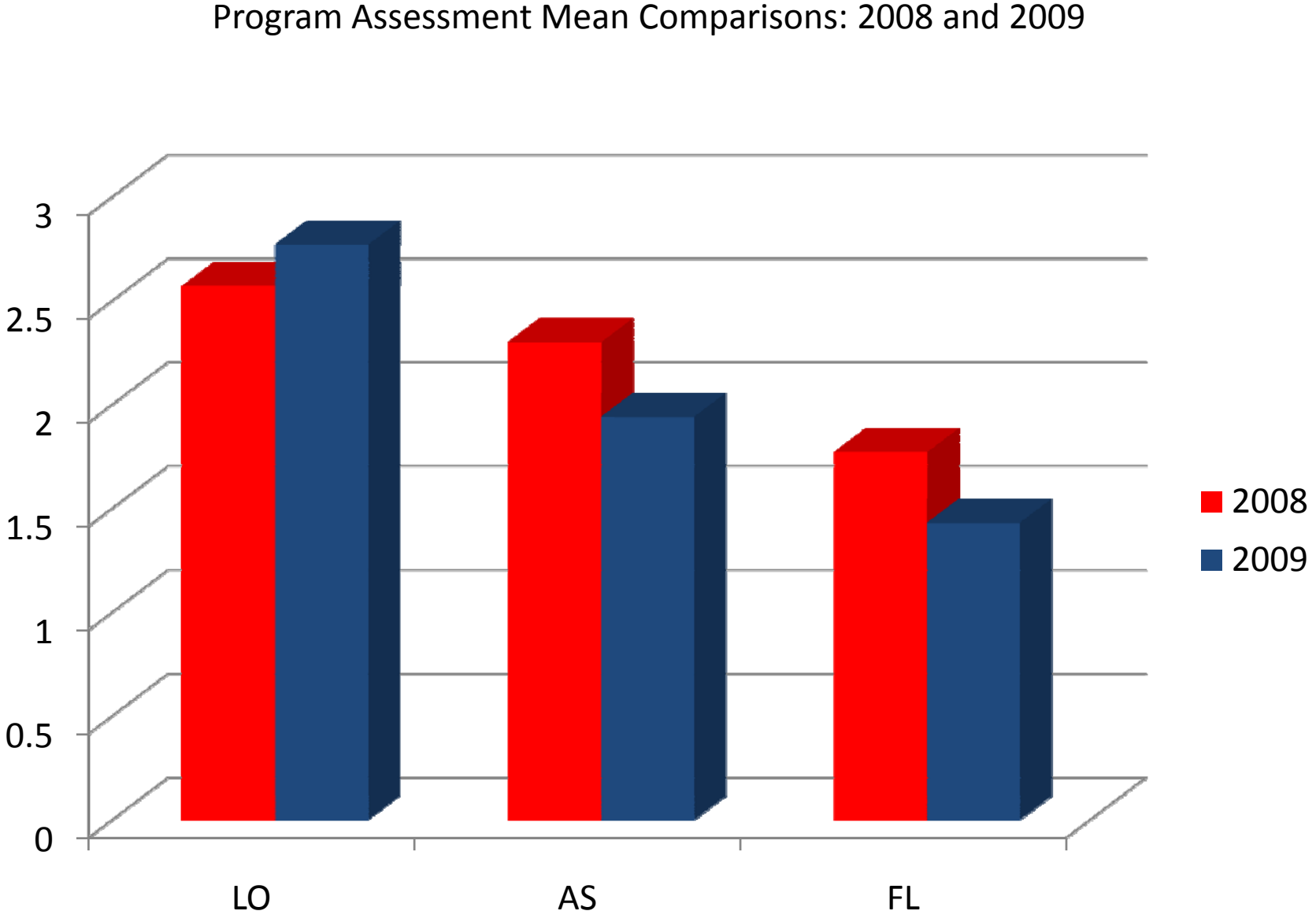
  - ✓ Student Learning Outcomes (*M* = 2.77; *SD* = 0.724; *skewness* = -3.186)

  - ✓ Assessment Measures (*M* = 1.94; *SD* = 0.768; *skewness* = -0.534)

  - ✓ Feedback Loop (*M* = 1.43; *SD* = 1.06; *skewness* = -0.137)

Program Assessment Frequency Comparisons: 2008 and 2009




Program Assessment Mean Comparisons: 2008 and 2009
3
2.5
2
1.5
1
0.5
0
LO
AS
FL
2008
2009

- Plans to improve process

  - ✓Develop online tutorial to assist programs in developing assessment plans
  - ✓Consider adding curriculum/outcome mapping to assessment report template
  - ✓Additional ideas?

3. Program Review

- Regular five-year reviews = 21 programs

  - ✓ President's and BOG's recommendations

    - ➢ Current level of activity = 9 programs
    - ➢ Resource development = 7 program
    - ➢ Corrective action = 5 programs

- Special follow-up reports = 3 programs

  ✓President's and BOG's recommendations

  ➢Three reports approved

- Program Review Schedule modified to allow for more even yearly distributions and better grouping of programs in each cycle.

- Low Productivity Programs

  - ✓HEPC identified five programs as low productivity
  - ✓Requests for exemption from further productivity review submitted
  - ✓Requests granted for two programs
  - ✓Plans to improve enrollment and graduation rates submitted by remaining three programs, which will remain on probationary status for the next four years

- Currently working on updated evaluation rubric for program review to include

  - ✓ More specific criteria to inform the following recommendations

    - ➢ Corrective action
    - ➢ Discontinuation

4. General Education Assessment

- In process of revision

  - ✓ General Education Council

    - ➢ Multicultural/International Subcommittee
    - ➢ Electronic Portfolio Subcommittee

- Multicultural/International Subcommittee as
  - ✓ Revised definitions for both areas
  - ✓ Revised student learning outcomes for both areas
  - ✓ Updated the course approval protocol

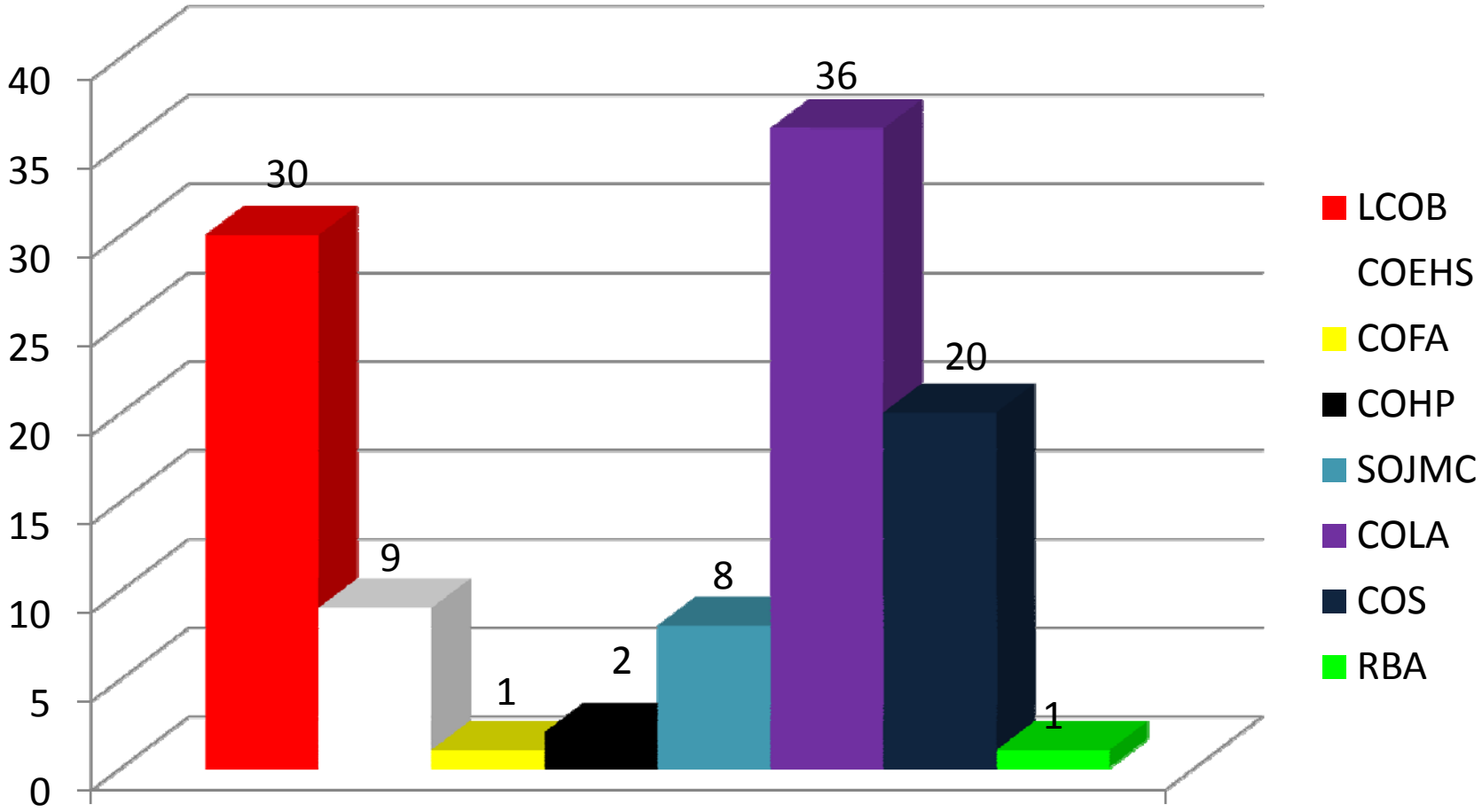
- Current assessment plans
  - ✓ Work with programs offering a large number of courses with multicultural or international designations to
    - ➢ Include assessment of these outcomes to their annual program assessment reports

- General Education Assessment
  - ✓ Electronic Portfolio
  - ✓ Five year General Education Program Review

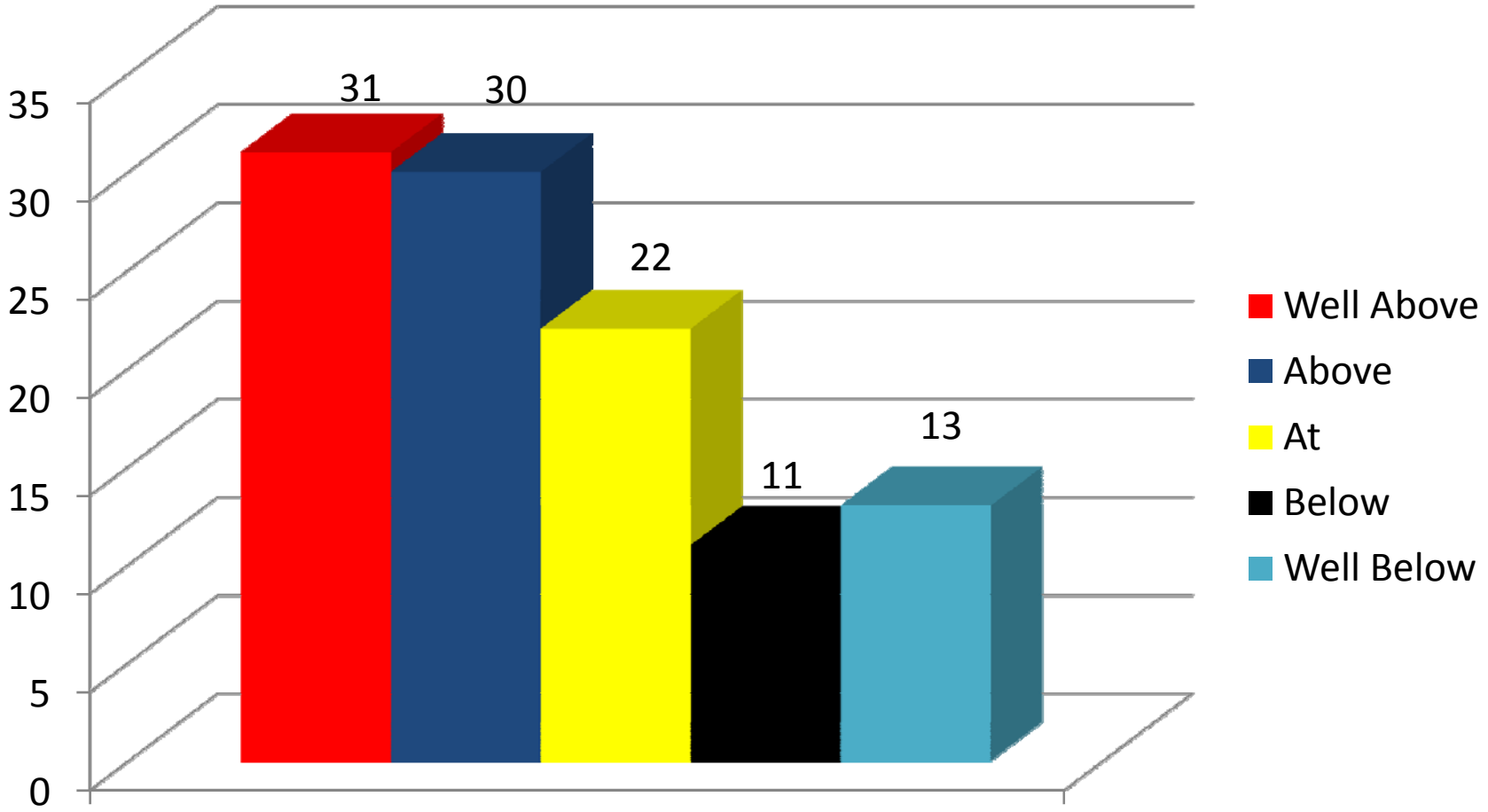
- Collegiate Learning Assessment (CLA) was administered fall 2008 and spring 2009

  - ✓106 students completed the test in the fall
  - ✓107 students completed the test in the spring

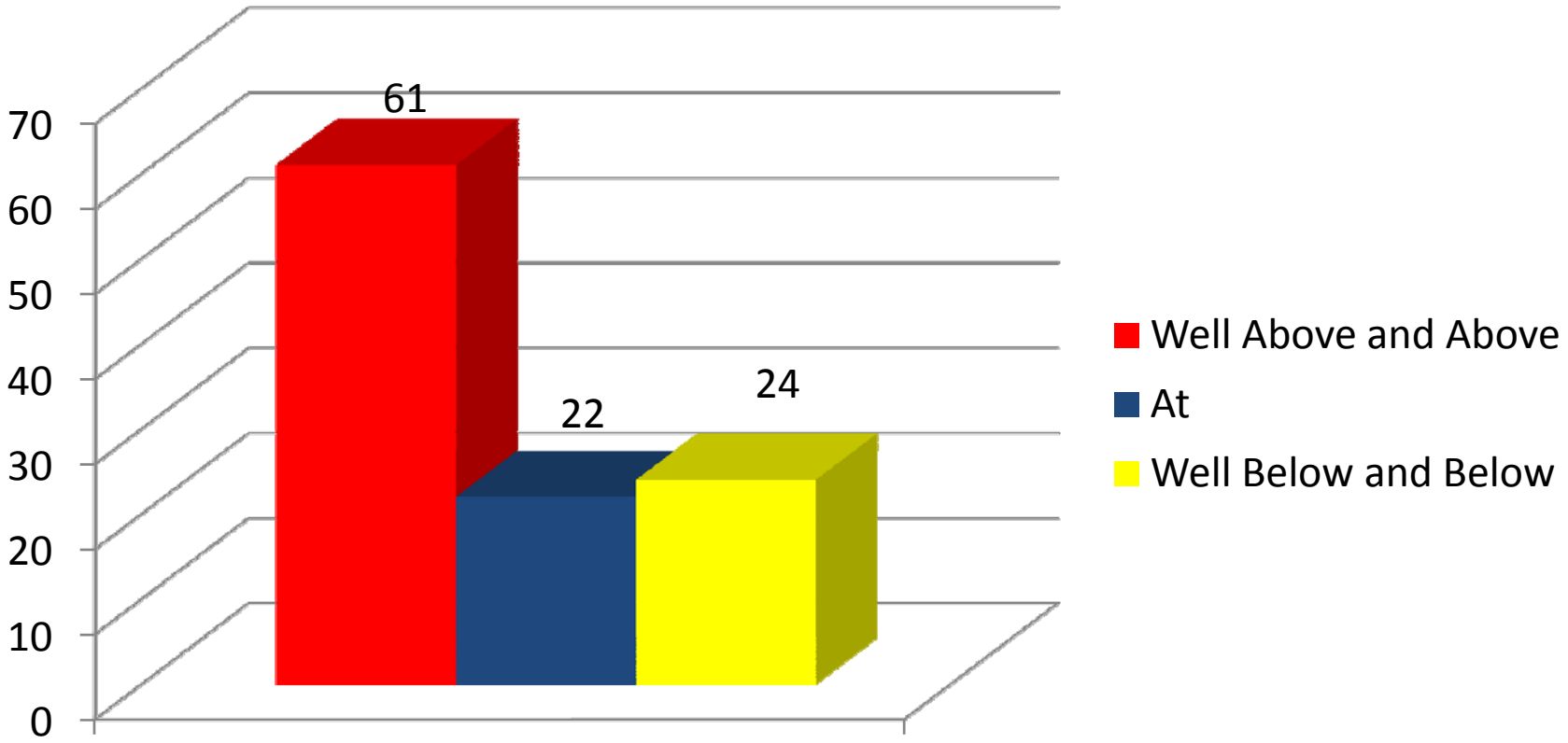
Number of senior participants by College (*n* = 107)



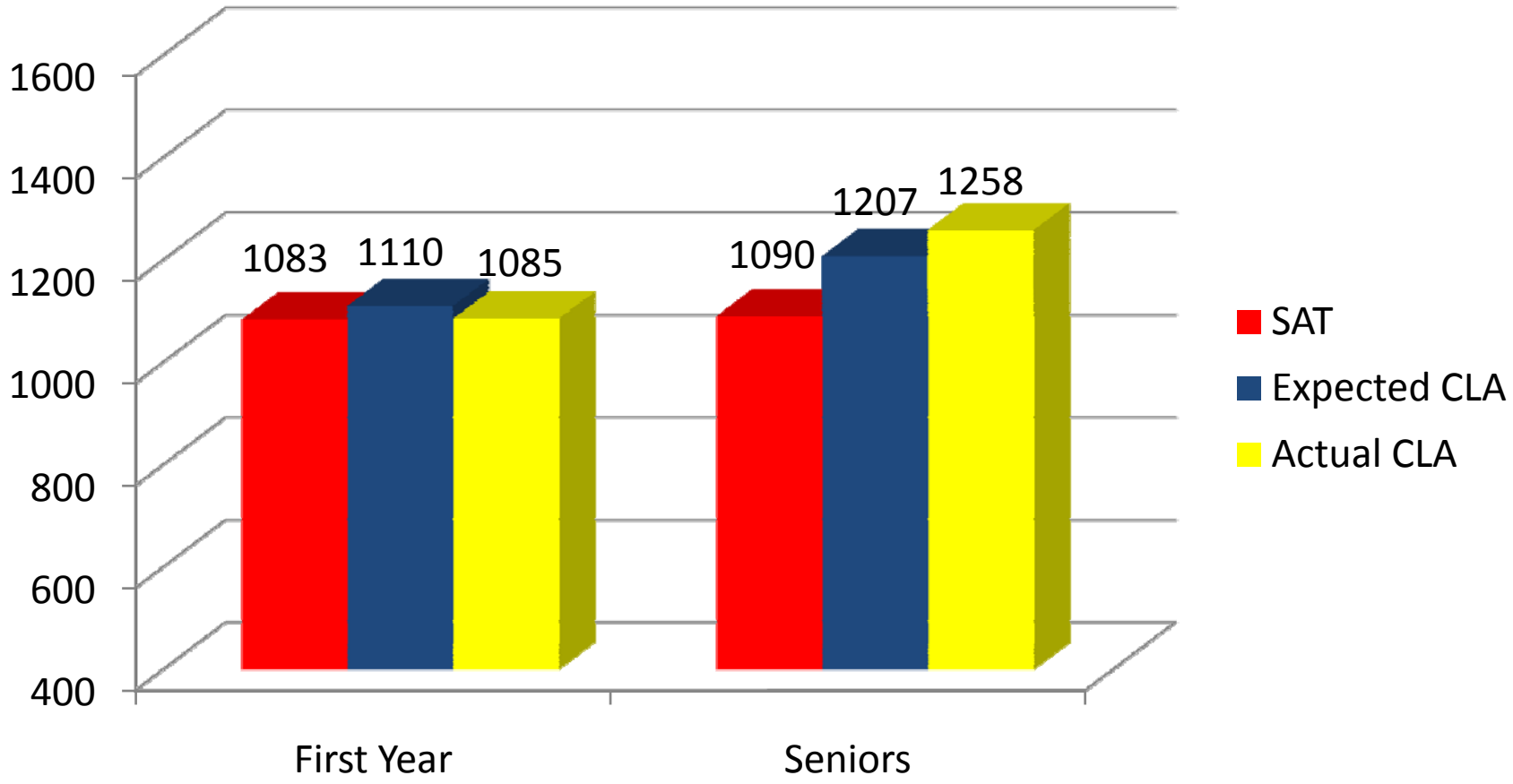
Number of seniors in each category (relative to expected level of performance)



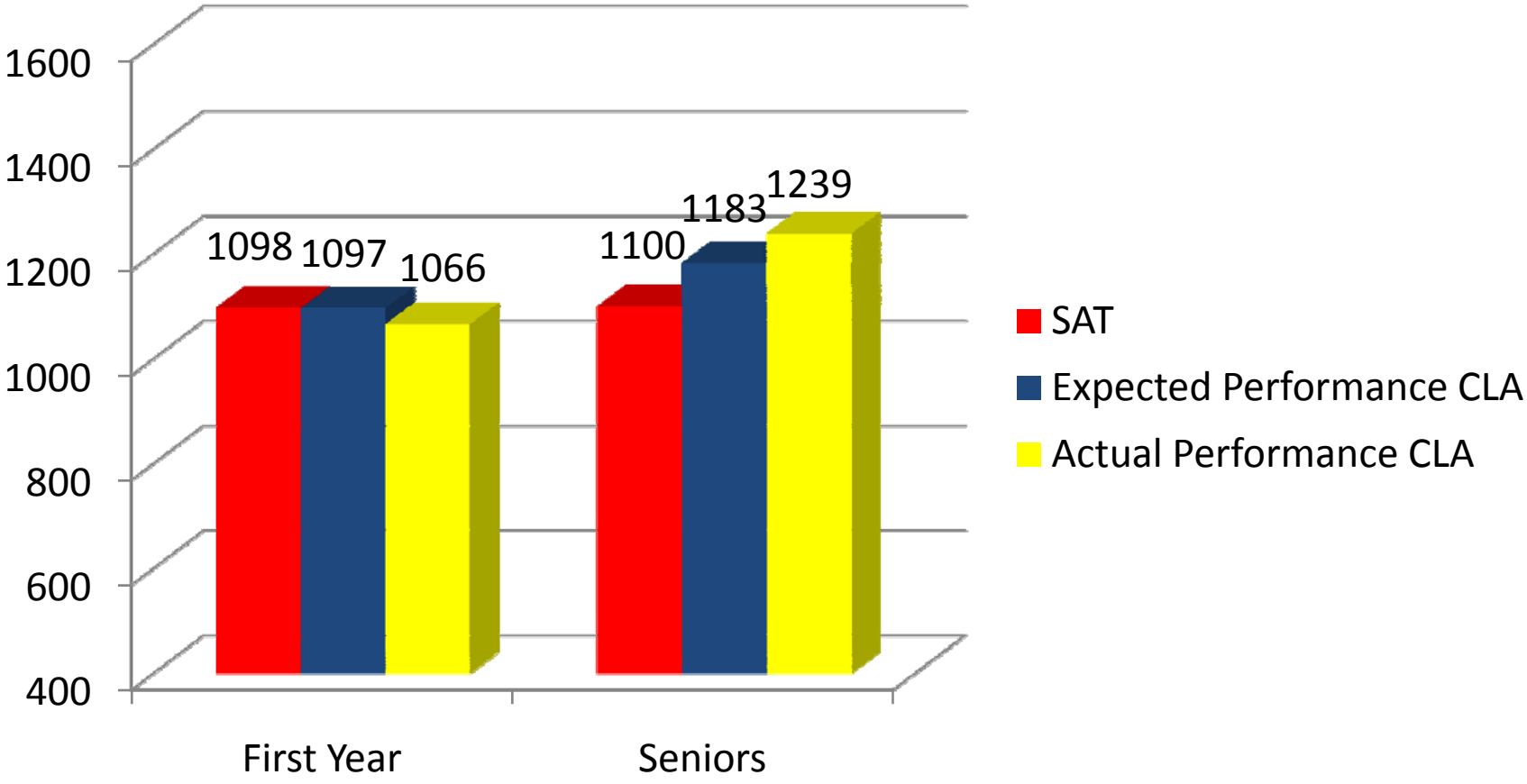
Number of seniors in each category (relative to expected level of performance)



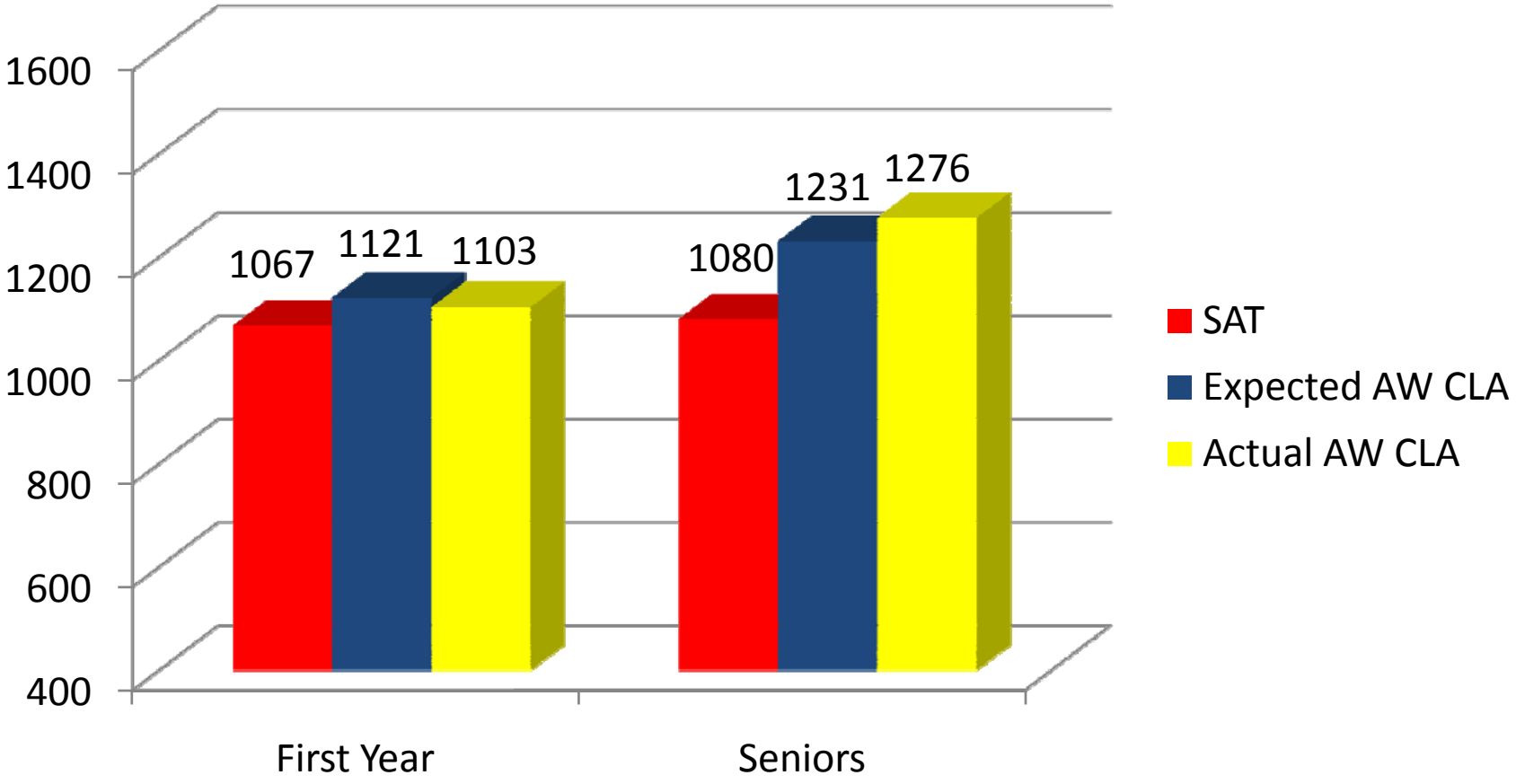
Expected Versus Actual CLA Means for MU Students 2008 – 2009
First Year *n* = 106; Senior *n* = 107



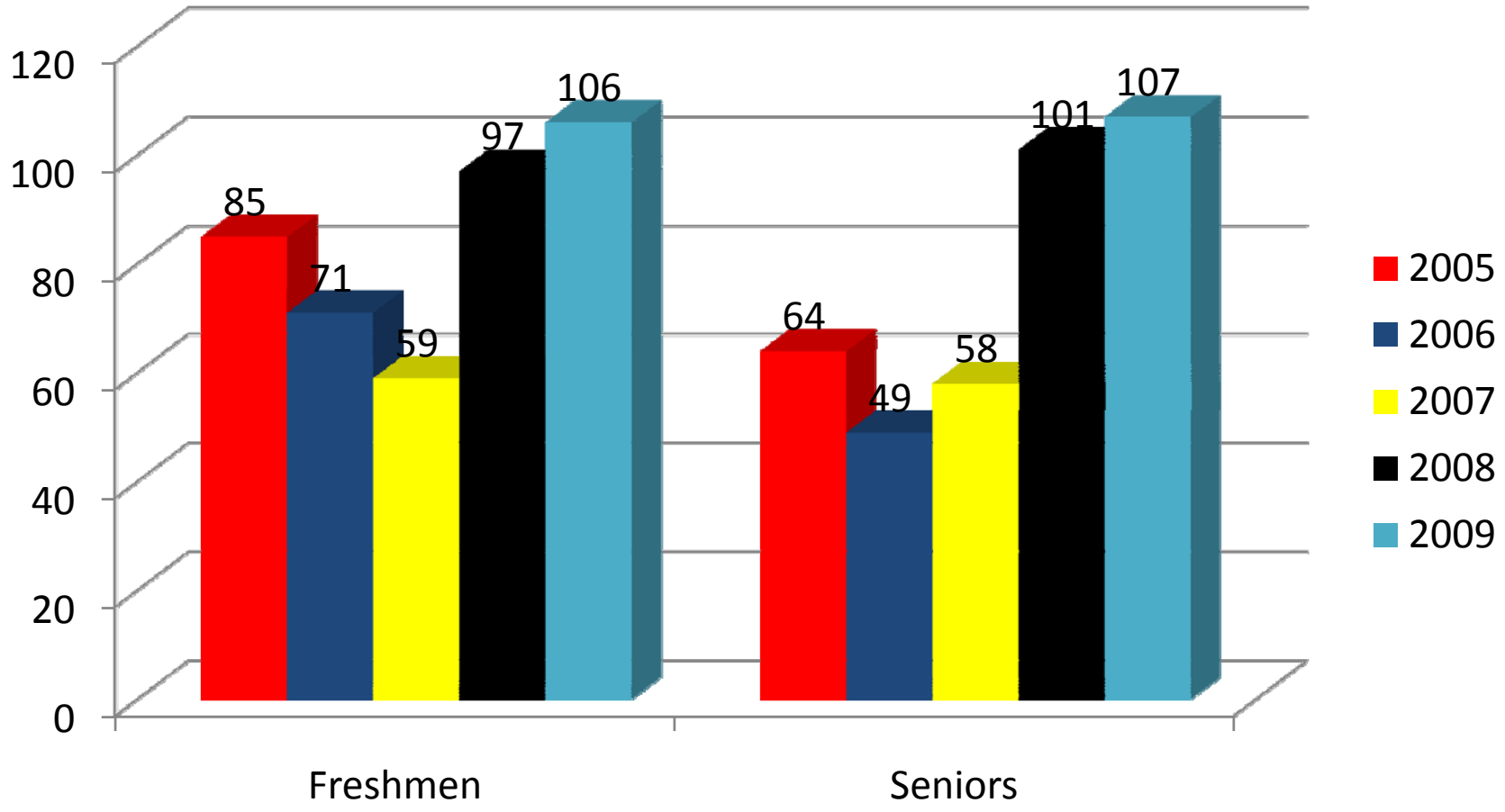
Expected Versus Actual CLA Performance Means for MU Students 2008 – 2009
First Year *n* = 53; Senior *n* = 54



Expected Versus Actual CLA Analytic Writing Means for MU Students 2008 – 2009
First Year *n* = 53; Senior *n* = 53

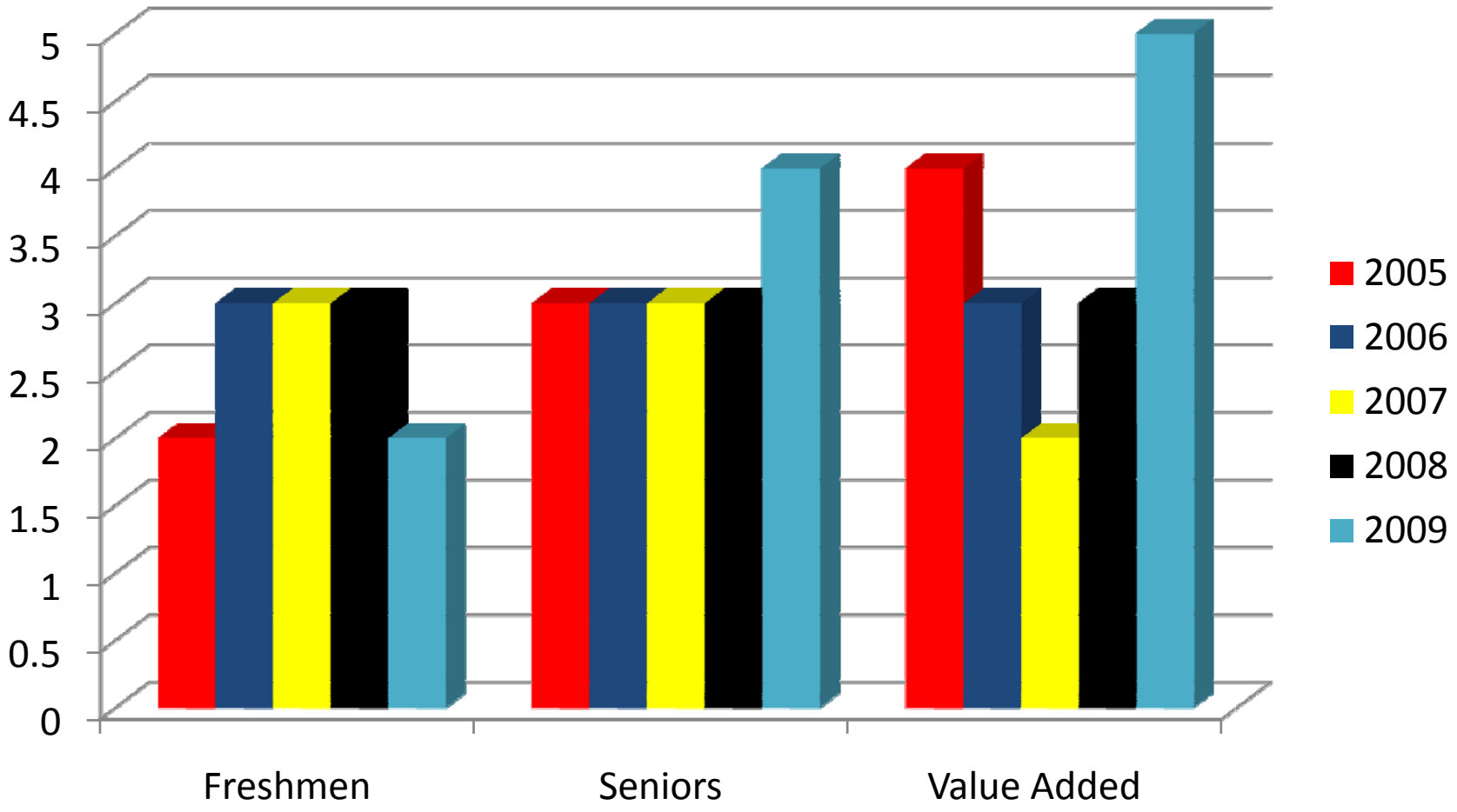


of Participants by Year



CLA Levels Across Years

1 = Well Below; 2 = Below; 3 = At; 4 = Above; 5 = Well Above

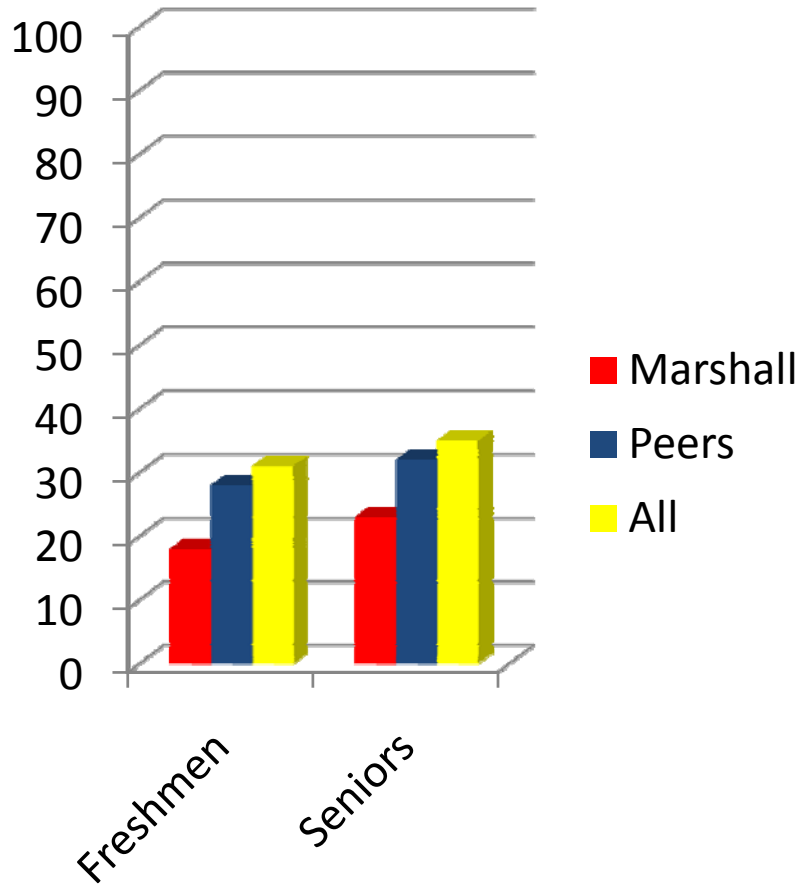


- Future Challenges for standardized direct assessment of critical thinking

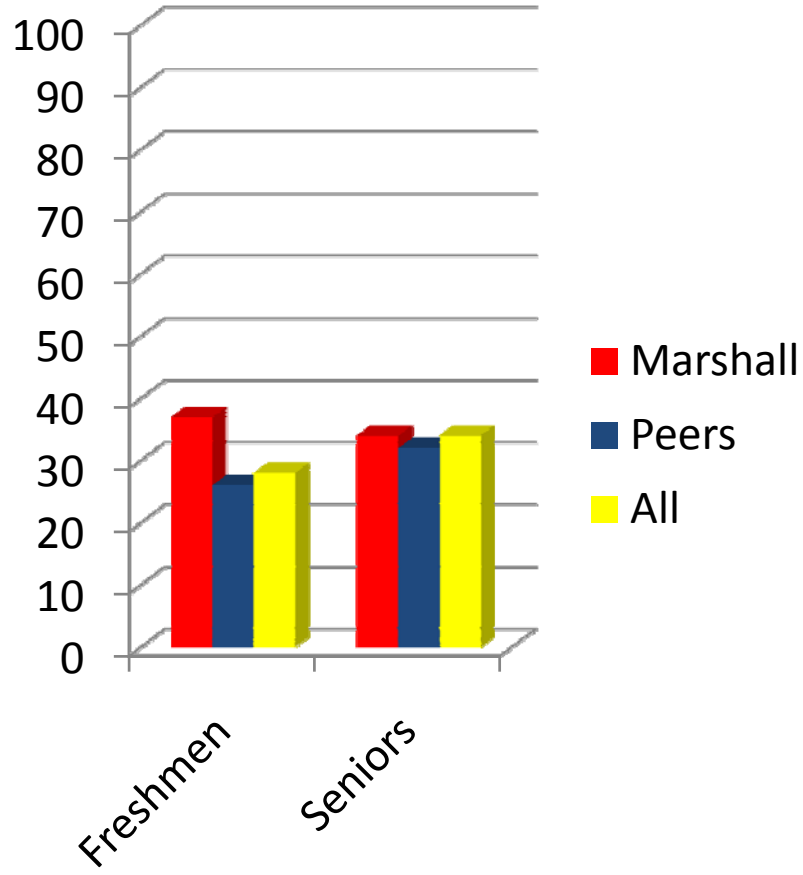
  - ✓Representative samples needed
  - ✓Rotate oversampling by college
  - ✓Consider alternative tests
    - ➢Measure of Academic Proficiency and Progress (MAPP)
    - ➢Collegiate Assessment of Academic Proficiency (CAAP)

- NSSE administered in spring 2009
  - ✓ 3,068 surveys sent (1,373 to Freshmen and 1,695 to seniors)
  - ✓ Overall response rate = 36% (Compared to 29% for Carnegie peers; 31% for all participating institutions)
  - ✓ Senior response rate = 34% (Compared to 32% for Carnegie peers; 34% for all participating institutions)
  - ✓ Freshman response rate = 37% (Compared to 26% for Carnegie peers; 28% for all participating institutions)

2008 response rates

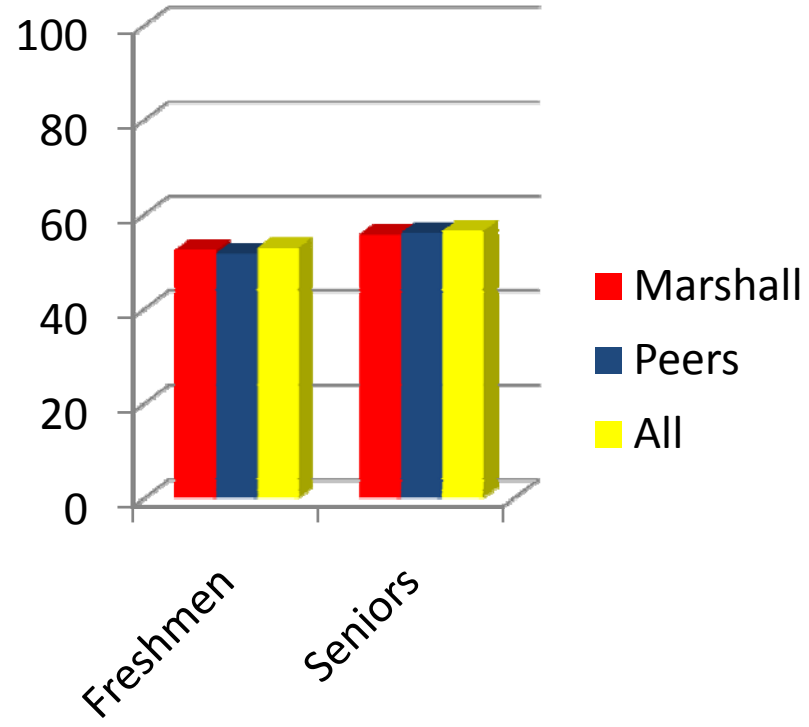


2009 response rates

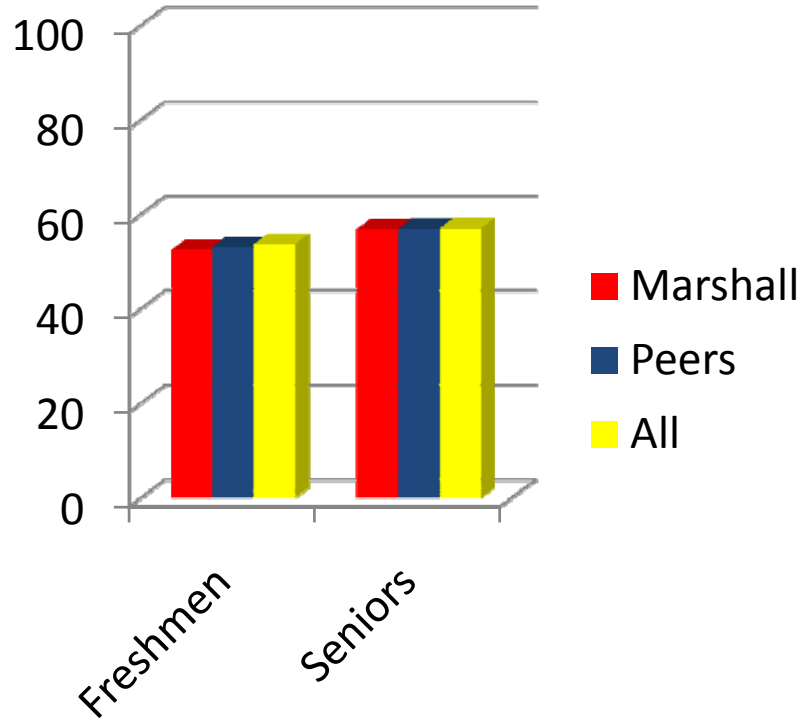


NSSE Comparisons: 2008 – 2009
Level of Academic Challenge

2008

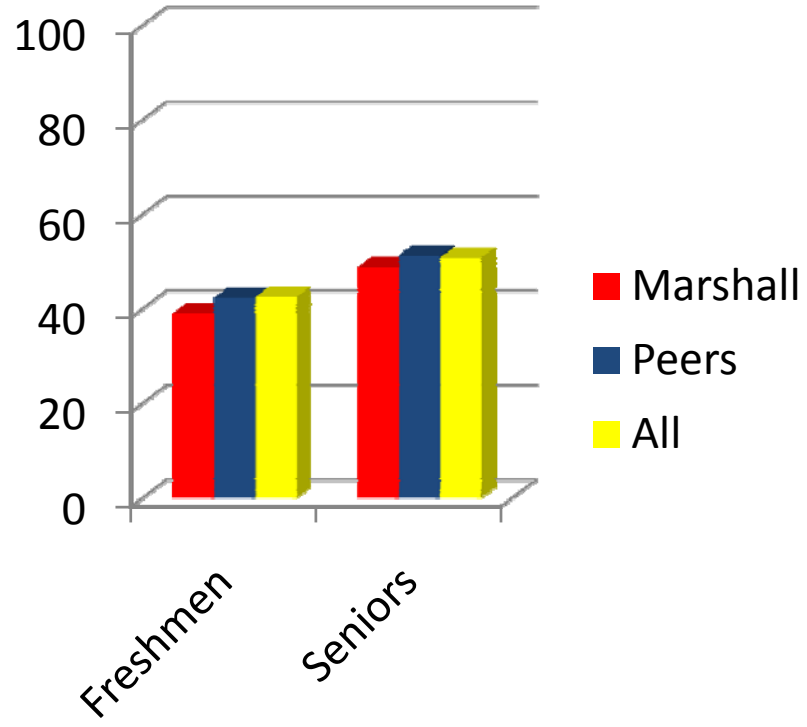


2009

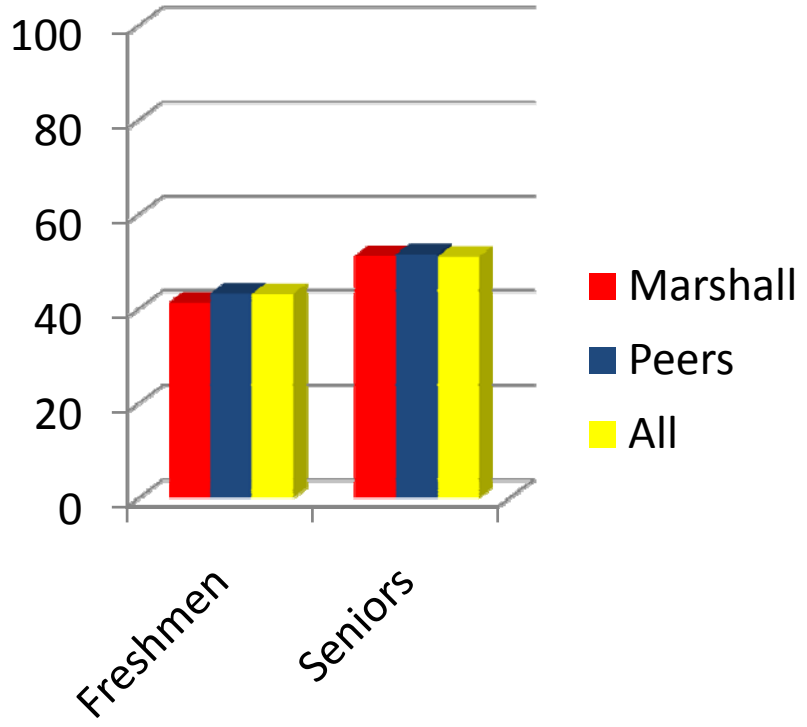


NSSE Comparisons: 2008 – 2009
Active and Collaborative Learning

2008

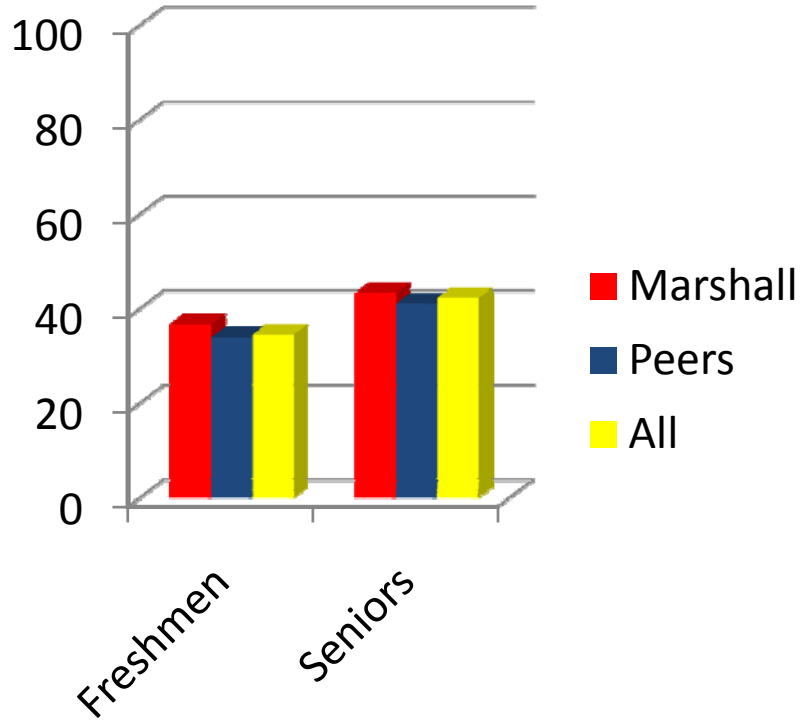


2009

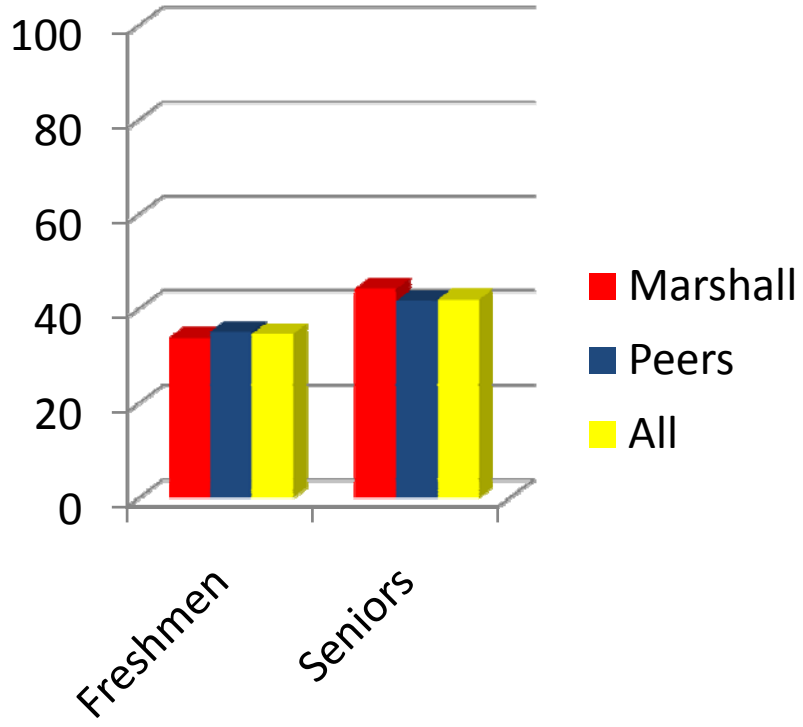


NSSE Comparisons: 2008 – 2009
Student/Faculty Interaction

2008

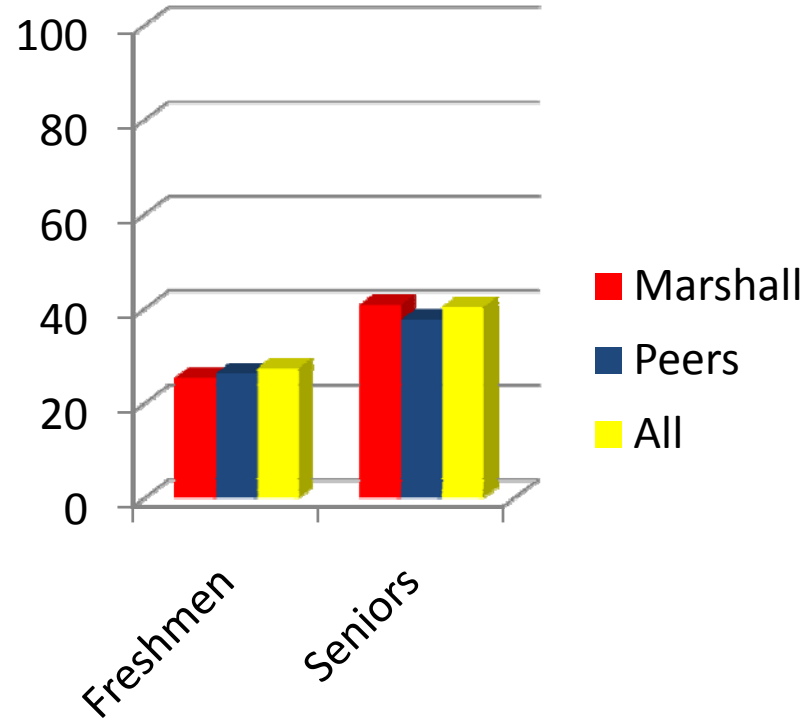


2009

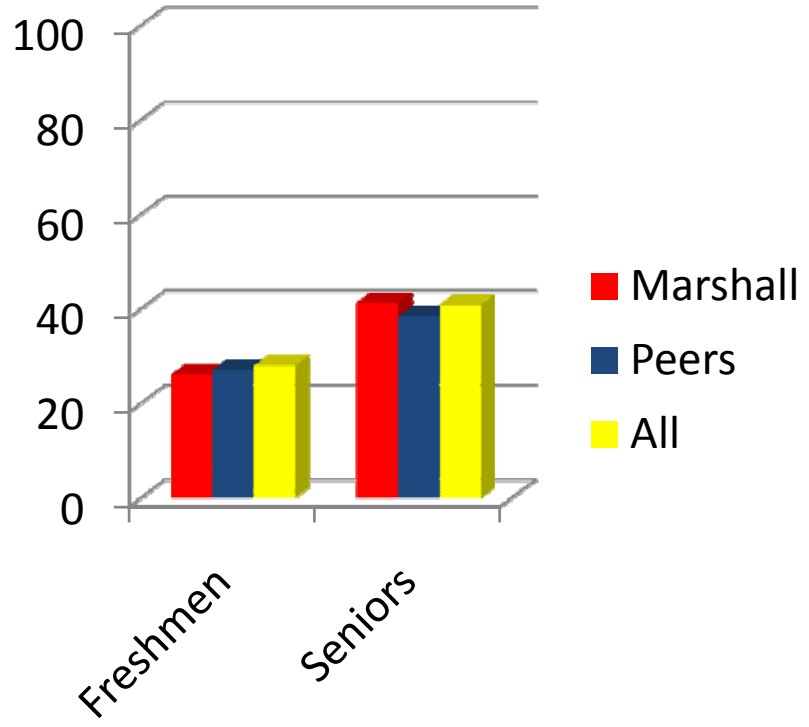


NSSE Comparisons: 2008 – 2009
Enriching Educational Experiences

2008

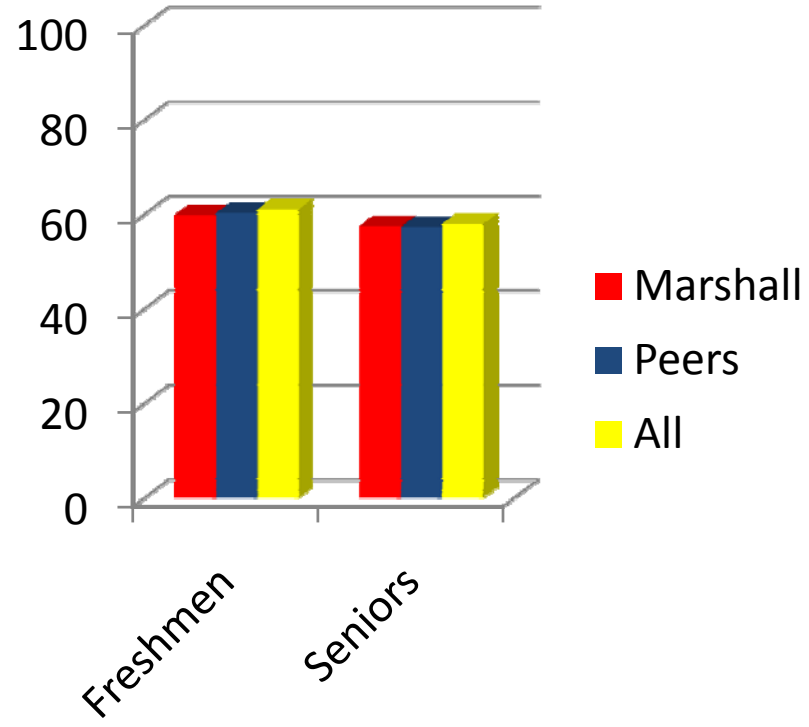


2009

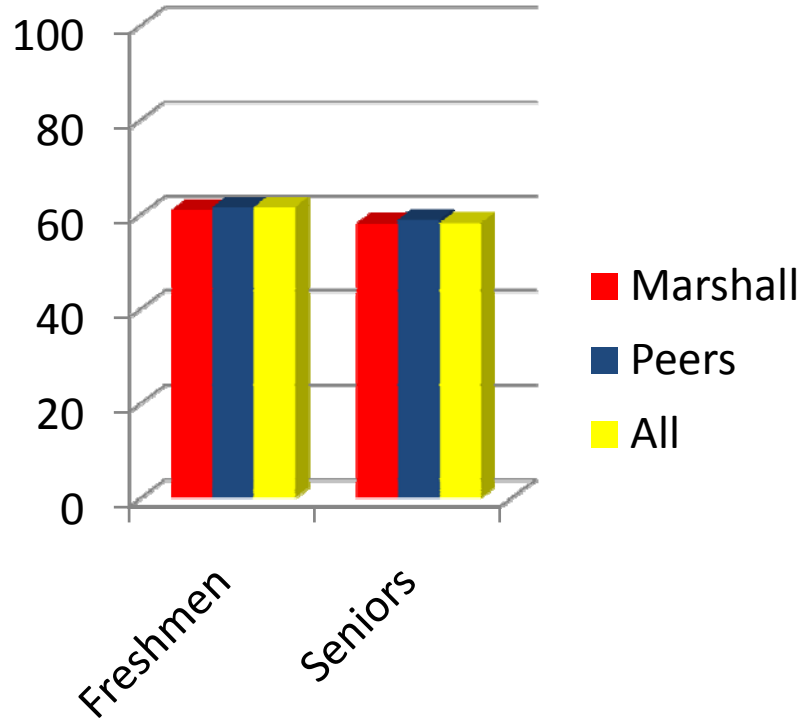


NSSE Comparisons: 2008 – 2009
Supportive Campus Environment

2008



2009



- NSSE identified strengths:
  - ✓Enriching Educational Experiences – Seniors
    - ✓Capstone Experience
    - ✓Internships, practicum, other types of field experiences
    - ✓Foreign Language Coursework
  - ✓Student/Faculty Interaction – Seniors
- NSSE identified challenges:
  - ✓Active and Collaborative Learning

5. University Assessment

- MAP-Works (Making Achievement Possible)
  - ✓ Freshman risk analysis
    - ➢ Compiled through survey responses and profile information
  - ✓ Freshmen connected with faculty and staff in a position to support their success

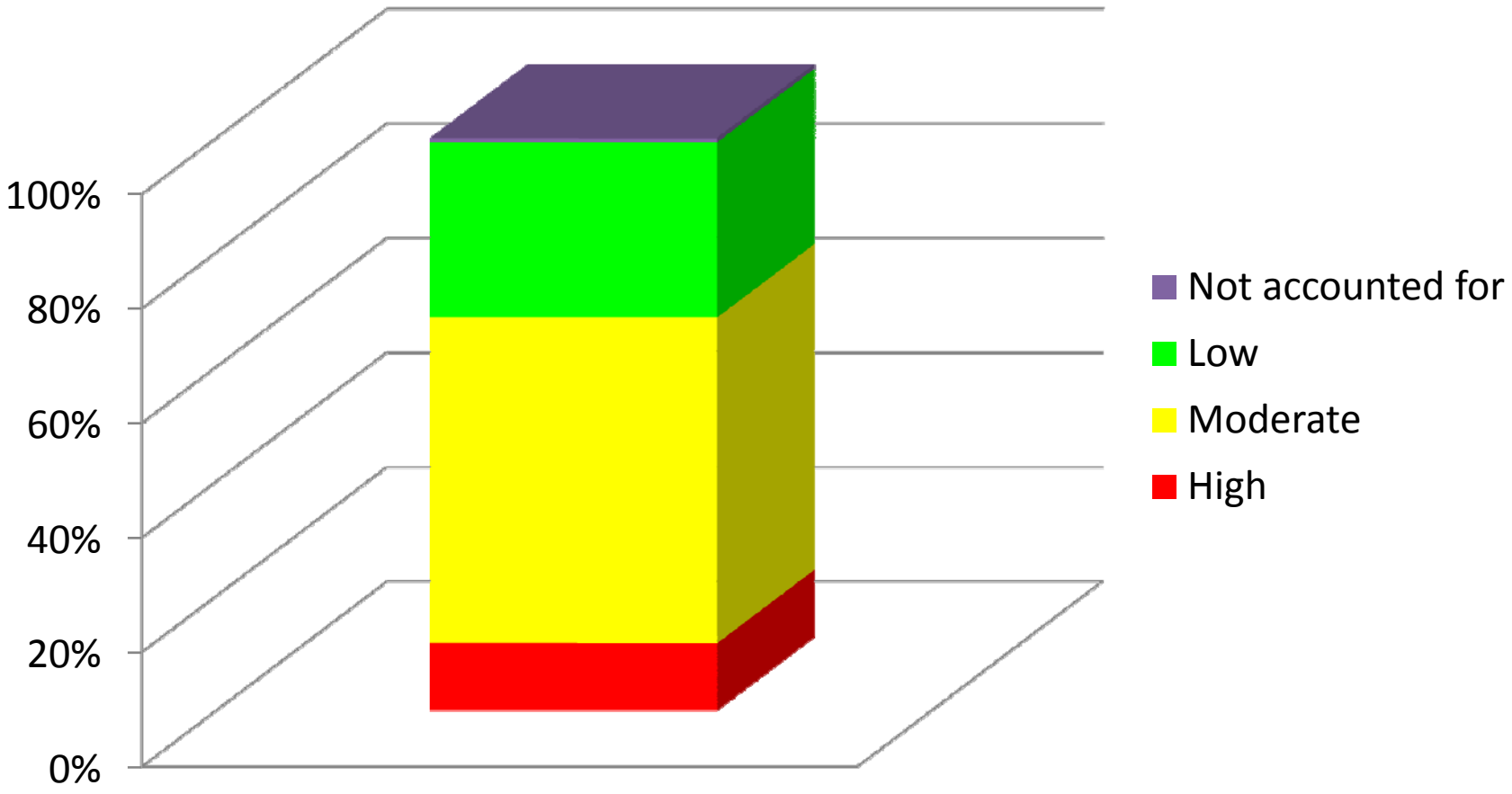
- Pilot Project financed by HEPC
  - ✓ West Liberty
  - ✓ Fairmont
  - ✓ Marshall

- Getting the system ready

  - ✓ Faculty/staff connections made
  - ✓ Faculty and student information uploaded
  - ✓ Faculty/staff trainings held
    - ➢ Approximately 73 attendees

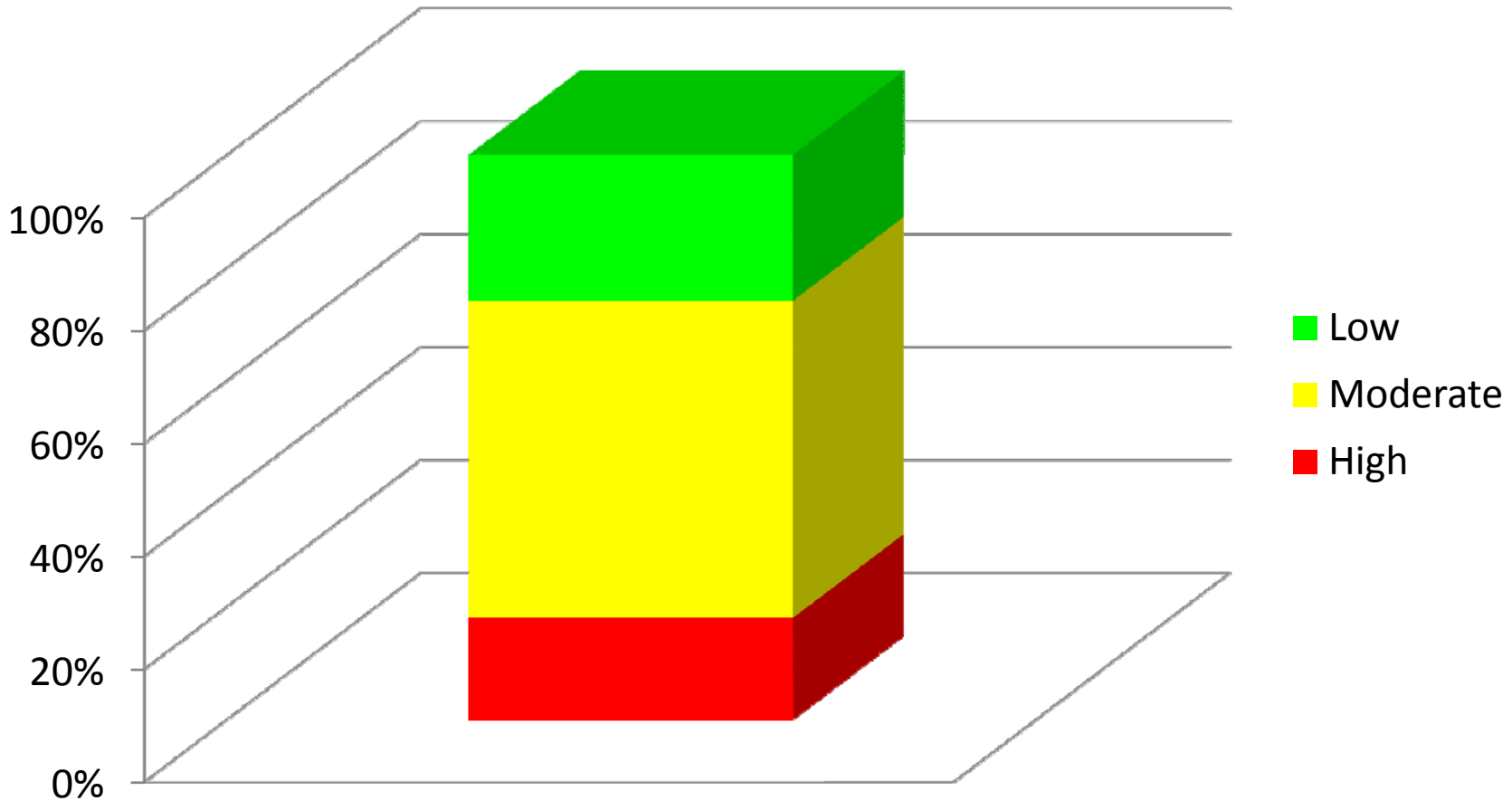
- Transition survey launched September 10
  - ✓ 1,958 students received surveys (11 had already left university, resulting in 1,947 potential respondents)
  - ✓ 1,340 responded (68.5% RR; 69% adjusted)
  - ✓ 522 students viewed report (39%)
    - ➢ 157 high risk
    - ➢ 762 moderate risk
    - ➢ 410 low risk
    - ➢ 11 unaccounted for – have left University since completing survey??

MAP-Works Transition Survey Risk Analysis

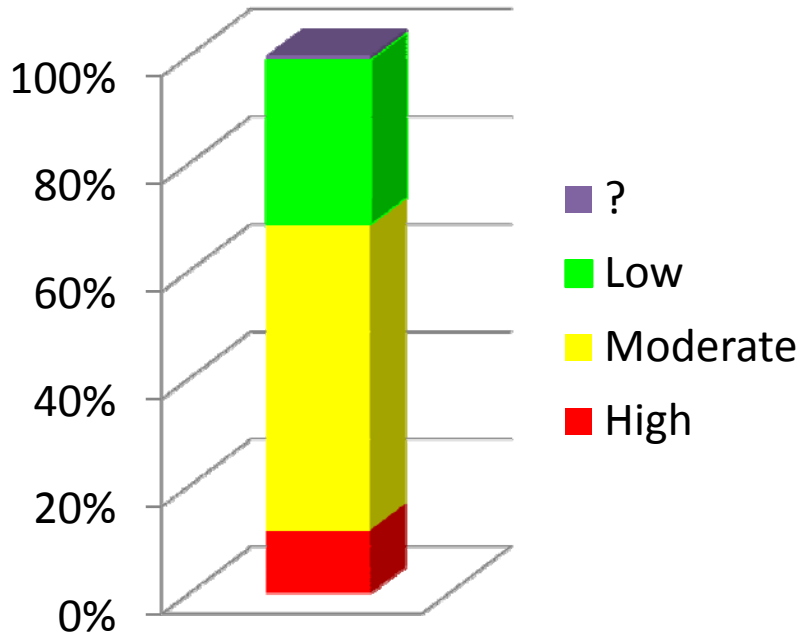


- Mid-Term Check Up Survey launched November 6 (Will close November 23)
  - ✓ 1,904 students received surveys (1 has left university, resulting in 1,903 potential respondents)
  - ✓ 55 students have withdrawn from Marshall
    - ➢ 11 complete withdrawals before start of term
    - ➢ 44 have completely withdrawn since start of term
      - ❖ 12 were withdrawn for nonpayment
  - ✓ 367 have responded (19.3% RR)
    - ➢ 66 High Risk
    - ➢ 206 Moderate Risk
    - ➢ 95 Low Risk

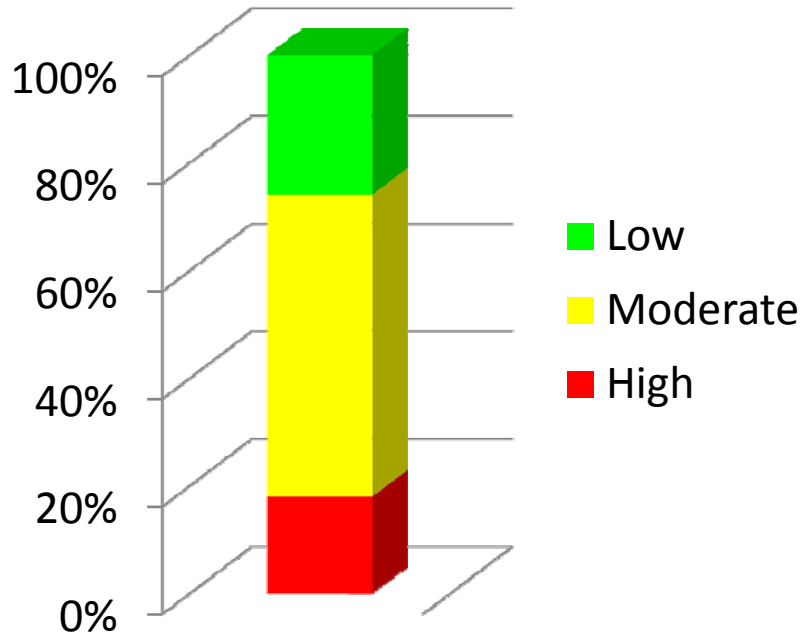
MAP-Works Check-Up Survey Risk Analysis



Transition Survey Risk

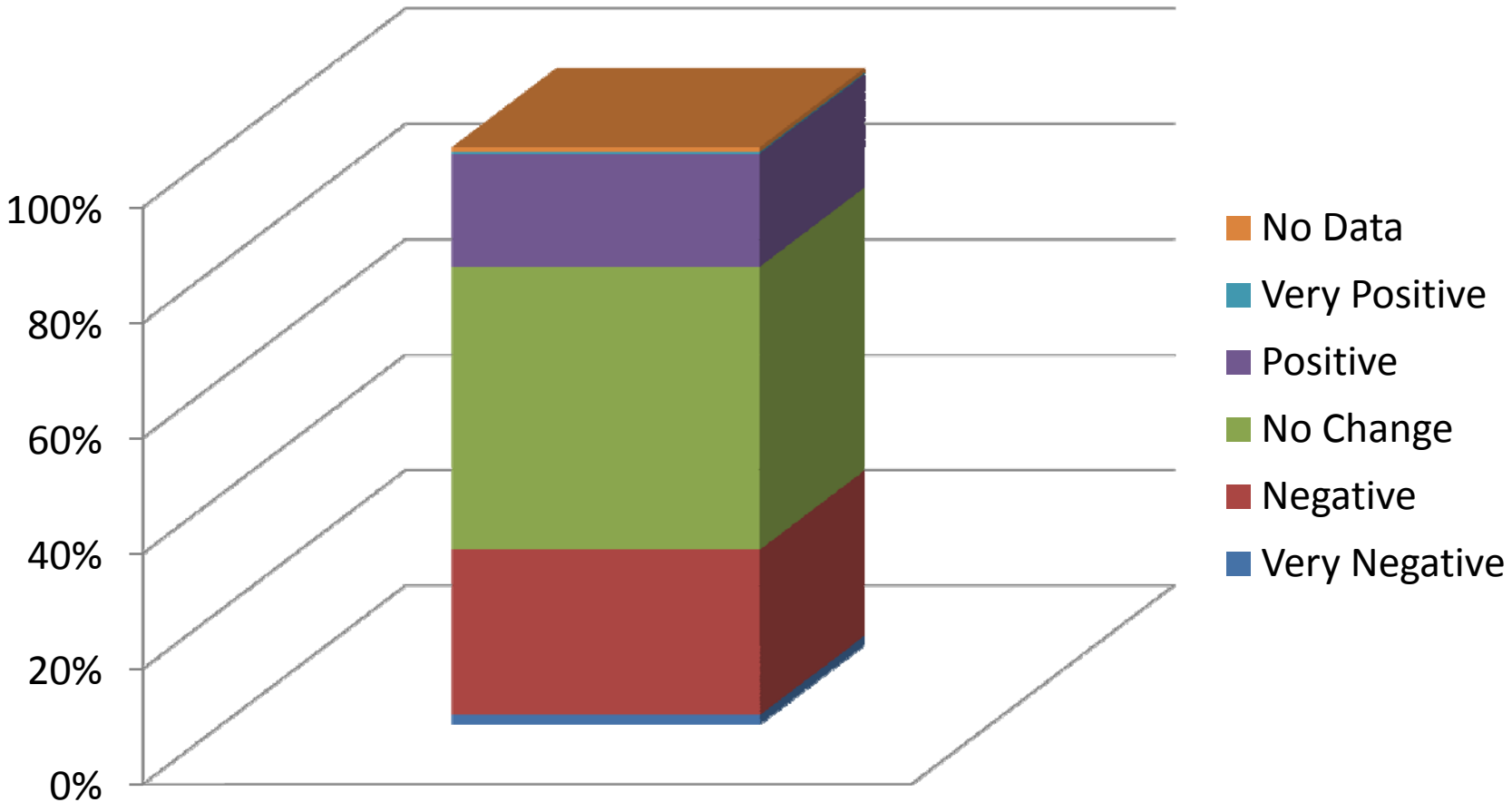


Check-up survey Risk



- ✓ 367 have responded (19.3% RR)
  - 6 very negative change in risk
  - 105 negative change
  - 180 no change
  - 72 positive change
  - 1 very positive change
  - 3 completed check-up, but not transition survey

MAP-Works Check-Up Survey Change in Risk Analysis



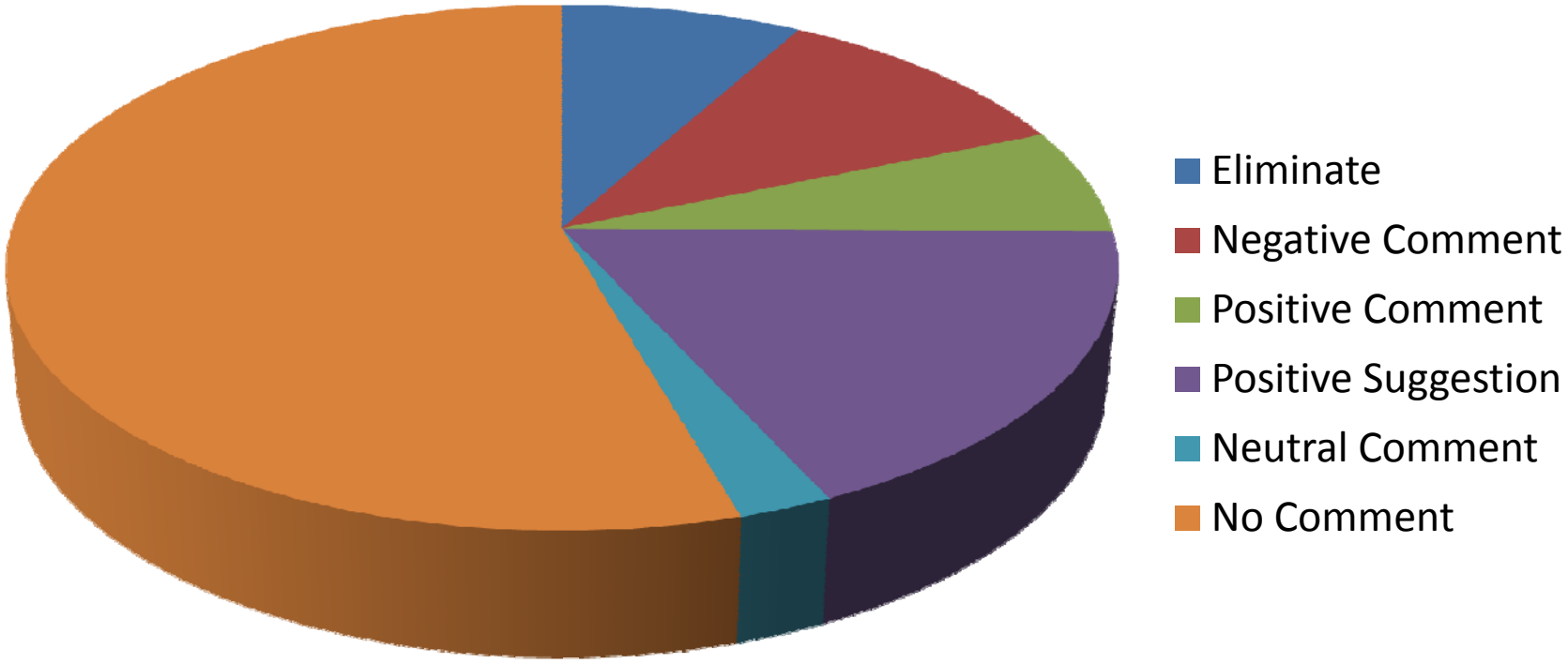
- Faculty/Staff Involvement
  - ✓ 282 have access
  - ✓ 95 have accessed the program (34%)
  - ✓ 862 student profiles have been viewed (44%)

- Institutional Information
  - ✓ Strengths
    - ➢ Commitment to the Institution
    - ➢ Satisfaction with the Institution
  - ✓ Challenges
    - ➢ Social aspects of on-campus living
    - ➢ Peer Connections
    - ➢ Health and Wellness
    - ➢ Time management

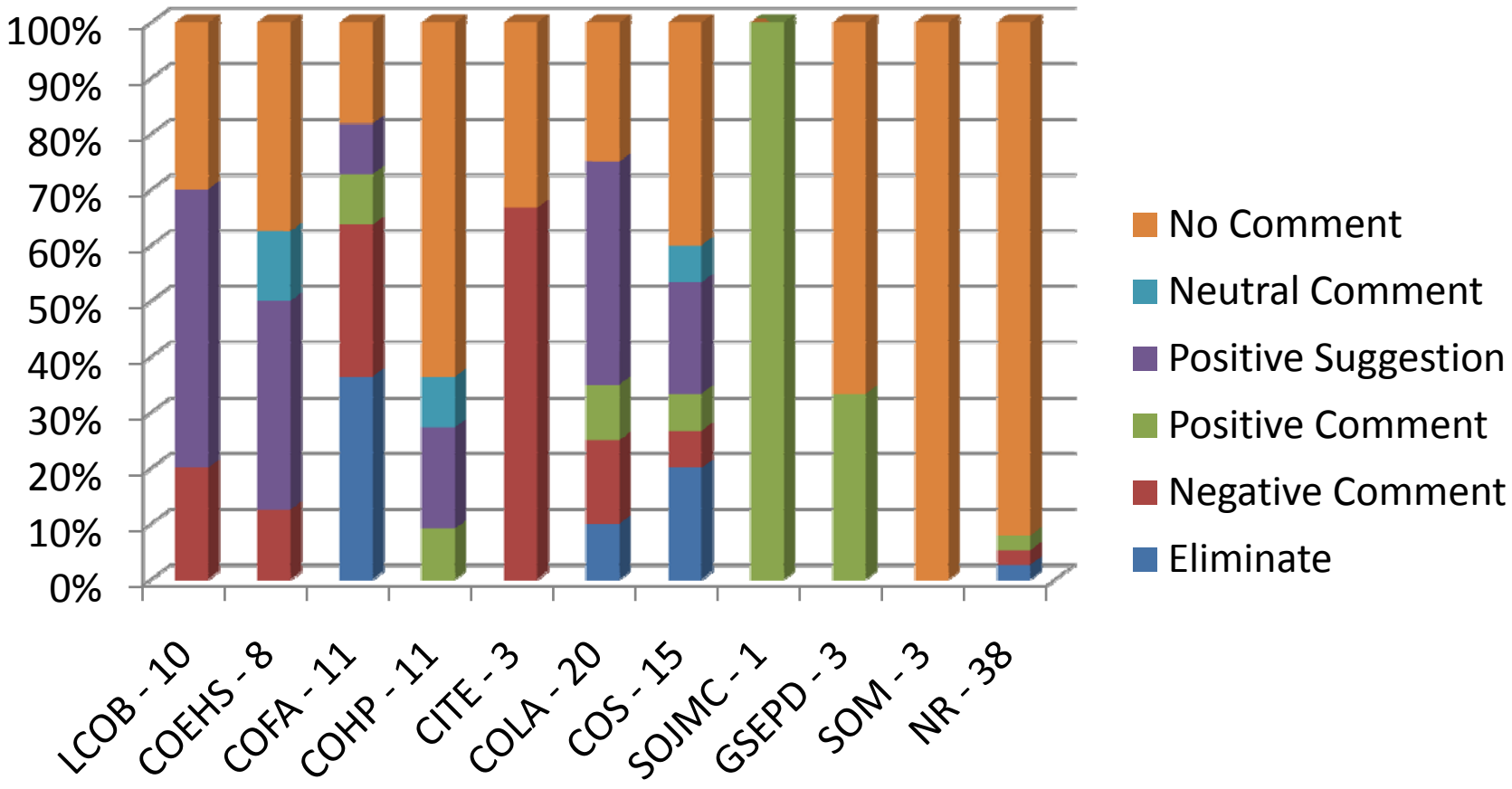
- Future Plans
  - ✓ Increase faculty/staff involvement during second semester
    - Training part of faculty development
    - Continuing to reach out to individual colleges/departments
  - ✓ Increase faculty/staff involvement during 2009-2010 academic year
  - ✓ Program used on conjunction with overall university retention efforts

- Assessment Day
  - ✓ Widespread campus participation
  - ✓ Department results and actions taken will be reported in yearly assessment reports
  - ✓ Faculty Survey regarding Assessment Day

Suggestions for Improving Assessment Day (*n* = 123)



Suggestions for Improving Assessment Day by College (*n* for each college is given next to the College Name)



- Thoughts partially informed by survey suggestions
  - ✓ Begin day with faculty workshop that sets the agenda for the rest of the day
    - ➢ Plenary session presenting model assessment program or
    - ➢ Plenary session addressing
      - ❖ Development of expected learning outcomes
      - ❖ Outcome/curriculum mapping
      - ❖ Choosing appropriate assessment measures
      - ❖ Scheduling and collecting data
      - ❖ Analyzing and reporting data
      - ❖ Putting feedback loop in motion
      - ❖ Continuous improvement
  - ✓ Departmental faculty, students, and employers (where appropriate) meet to
    - ➢ Share ideas about expected learning outcomes

- ✓ At minimum, each degree program should
  - ➢ Conduct exit surveys with seniors and graduating graduate students
    - ❖ Surveys should collect indirect data regarding program's expected learning outcomes
    - ❖ Surveys should collect data on expected student placement, i.e. further education or employment
    - ❖ Assessment Office will have new electronic software available for these surveys and will assist with data analysis
- ✓ Programs encouraged to
  - ➢ Survey all students
    - ➢ Surveys should collect indirect data regarding program's expected learning outcomes
    - ➢ Surveys should collect data on student satisfaction

- ✓ Given MAP-Works' findings, student service areas encouraged to
  - ➢ Conduct focus groups with students living on campus
    - ❖ Questions regarding on campus activities and other programming in the residence halls
  - ➢ Conduct focus groups with commuters
    - ❖ Questions regarding on campus activities and other campus-wide programming
  - ➢ Assessment Director should hold multiple training sessions for faculty and staff using MAP-Works
  - ➢ Discussion sessions regarding this year's experiences using MAP-Works, with plans for more effective use also are a possibility

6. Assessment at the State Level

- WV Higher Education Assessment Council organized
  - ✓ CLA in Classroom Workshop in December 2008
  - ✓ Retention Program demonstrations statewide resulting in
    - ➢ MAP-Works pilot project
  - ✓ Currently comparing assessment software packages

7. Accountability of Marshall University Assessment Program

- Report submitted to Provost yearly
  - ✓ This report becomes part of the HEPC Compact Report. The assessment section of the report is organized as follows:
    1. **Assessment of Student Learning**
       a. Data and Goals. *Describe Institutional Assessment Program Assessment Mission and Goals*
       b. Strategies Used to Achieve Assessment Goals and Rationale for Their Use

c. *Institutional Assessment Program*:

- How has the assessment program resulted in curricular modification and improvement in instruction during the past year?
- What is the status of the assessment program with the Higher Learning Commission and any specialized accrediting bodies?
- Any reports or focused visits required for the HLC?
- To what extent will the institution use professional development programs such as the Assessment Academy offered by the Higher Learning Commission?
- 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)?
- 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.

- Program Review Report submitted to HEPC yearly. Following information is required for each program reviewed:
  - ✓ Significant Findings
  - ✓ Plans for Program Improvement
  - ✓ Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished
  - ✓ Five year trend data on graduate and majors enrolled
  - ✓ Summary of assessment model and how results are used for program improvement
  - ✓ Data on students' placement
  - ✓ Final recommendations approved by MU BOG

- Low Productivity Program Reports
  - ✓ Provide data for exemption of programs from productivity review, if appropriate
  - ✓ Submit plans to improve productivity for programs placed on probationary status

8. Next Steps

- Feedback Loop Report at next meeting