

2009-2010 Assessment Report

Annual Program Assessment

Program Review

May 12, 2010

2009 – 2010 CLA Participation

- Fall – 106 freshmen (51 male; 55 female)
 - 18 sciences and engineering
 - 6 social sciences
 - 19 humanities and languages
 - 14 business
 - 33 helping/services
 - 16 undecided

- Spring – 90 seniors (35 male; 55 female)
 - 22 COLA
 - 20 LCOB
 - 14 COS
 - 12 COHP
 - 11 COEHS
 - 6 SOJMC
 - 5 CITE
 - 4 COFA
 - There were 4 students with majors in two colleges:
 - LCOB and COS
 - COHP and COLA
 - COLA and SOJMC
 - COS and COLA

Spring 2010 NSSE Participation

- VSA: <http://www.collegeportraits.org/WV>.
- Response Rate
 - Overall = 26.7%
 - Freshman = 21.4%
 - 1776 surveyed – 139 ineligible = 1637 total
 - 319 finished + 32 partial = 351 surveys
 - Senior = 31.7%
 - 1774 surveyed – 49 ineligible = 1725 total
 - 526 finished + 20 partial = 546 surveys

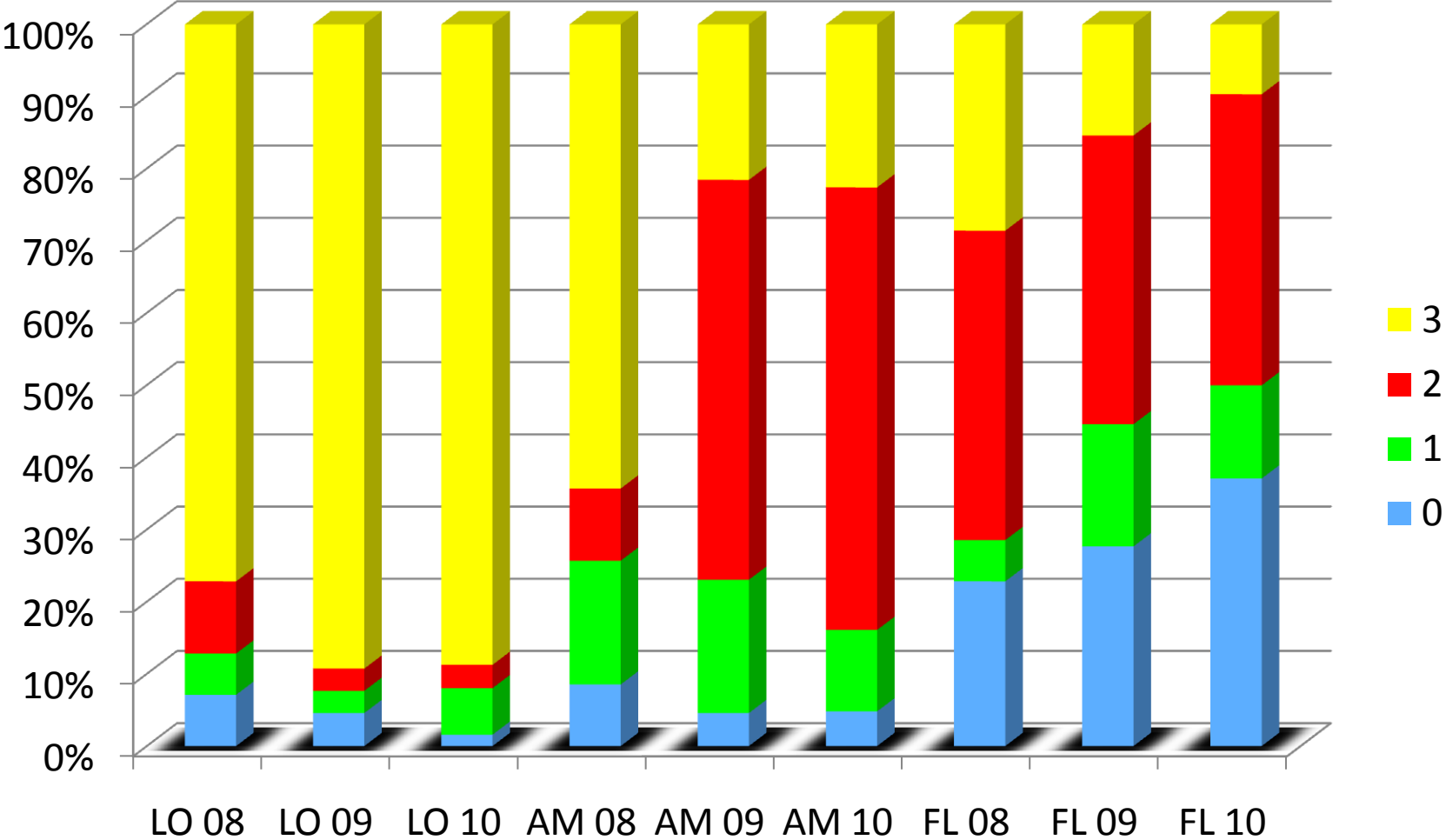
Annual Program Assessment: 2009 - 2010

- Annual assessment reports were due from 85 programs
 - 41 graduate
 - 44 undergraduate
- 62 annual assessment reports were submitted
 - 32 graduate
 - 30 undergraduate)
- Reasons why 23 reports were not submitted
 - ✓ No reasons given (11 programs)
 - ✓ New chairs who are revising assessment (9 programs)
 - ✓ External review conducted this year (1 program)
 - ✓ Program discontinued (1 program)
 - ✓ Assessment handled by a cognate program (1 program)

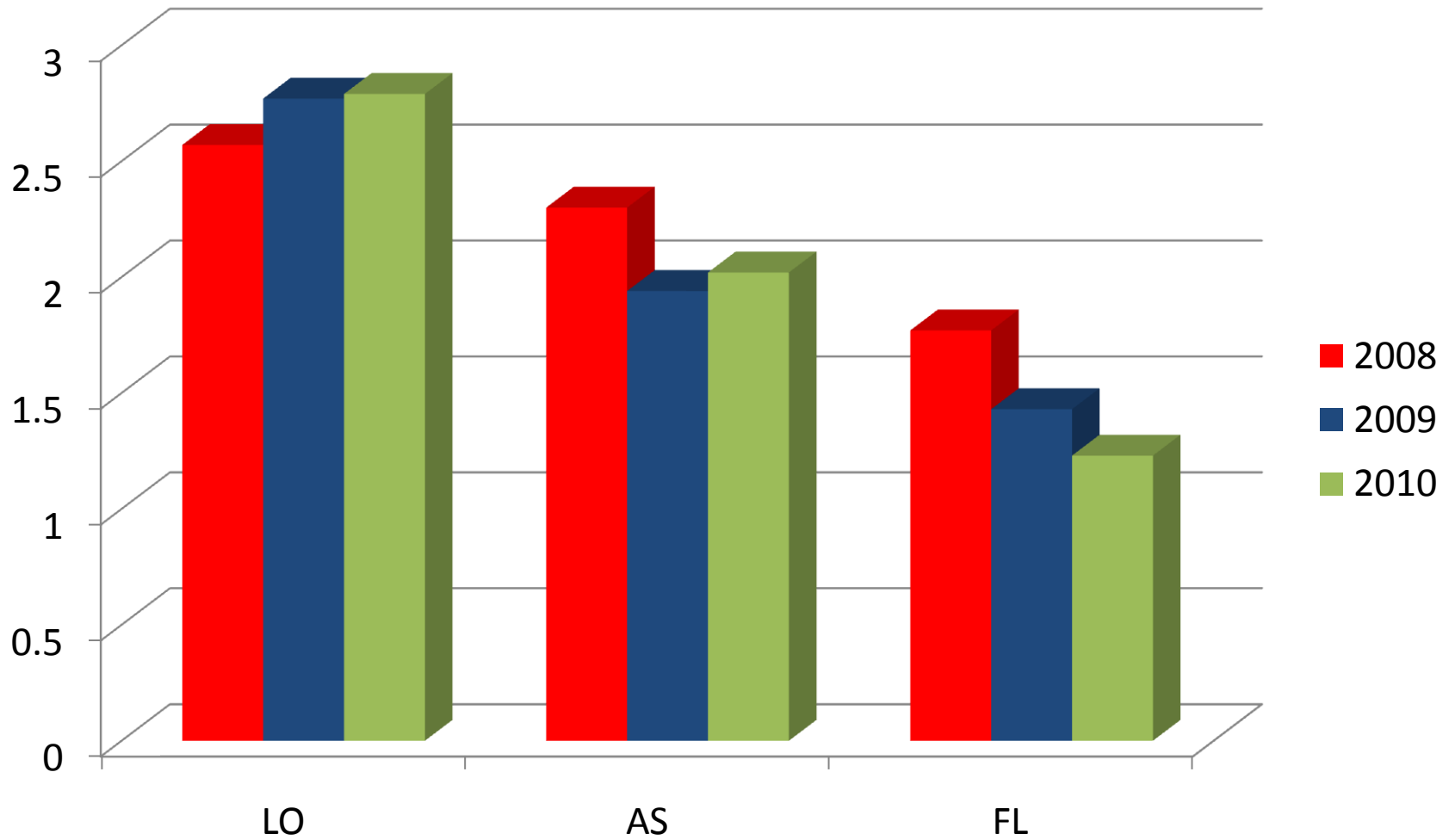
- Results

- ✓ Student Learning Outcomes ($M = 2.79$; $SD = 0.631$; *skewness* = -3.047)
- ✓ Assessment Measures ($M = 2.02$; $SD = 0.735$; *skewness* = -0.792)
- ✓ Feedback Loop ($M = 1.23$; $SD = 1.062$; *skewness* = 0.037)

Program Assessment Frequency Comparisons: 2008 and 2009



Program Assessment Mean Comparisons: 2008, 2009, and 2010



Program Review

- Regular five-year reviews = 15 programs
 - ✓ President's and BOG's recommendations
 - Current level of activity = 14 programs
 - Corrective action = 1 program

- Special follow-up reports = 5 programs
 - ✓ President's and BOG's recommendations
 - Four reports approved
 - External review completed for one program – program will submit follow-up report to Board during 2010 – 2011 academic year

Assessment Day 2010

- Participation Totals
 - 2,445 students
 - 643 faculty and staff

- Student Survey Participation

- Campus-Wide

- 16 surveys

- Response rates per survey ranged from 716 to 995

- » Eight surveys had 900 + respondents

- » Three surveys had between 800 and 899 respondents

- » Five surveys had between 716 and 799 respondents

- Special Populations

- MOVC – 71 responses (17% RR)

- Residence Halls – 736 responses (40% RR)

- CJ Undergraduate Exit – 18 responses (16% RR)

- CJ Graduate Exit – 6 responses (55% RR)

- Art and Design Majors – 55 responses (29% RR)

- Faculty/Staff Survey Participation
 - Campus-Wide
 - Women’s Center – 200 responses (13% RR)
 - Bookstore – 305 (19% RR)
 - Sodexo – 305 (19% RR)
 - Student Center – 267 (17% RR)
 - Faculty Only
 - MU Advance Climate – 353 responses ~ 47.5% response rate

- University-Wide Morning Sessions –
Approximately 100 participants
 - Introductory Remarks
 - Program Review
 - Service Learning
 - Study Abroad
 - Rubric Development
 - First Year Experience
 - Living/Learning Communities

- Departmental Sessions
 - Art and Design
 - Biological Sciences
 - Chemistry
 - Classics
 - Clinical Laboratory Sciences
 - Communication Disorders
 - Communication Studies
 - Criminal Justice
 - Dietetics
 - Engineering and Computer Science
 - Family and Consumer Science
 - History
 - Humanities
 - IST/Environmental Science
 - International Affairs
 - Lewis College of Business
 - Mathematics
 - Modern Languages
 - Music
 - Physics
 - Political Science
 - Psychology
 - Safety
 - School of Education
 - School of Journalism and Mass Communications
 - School of Nursing
 - Sociology/Anthropology
 - Student Activities Programming Board
 - Theatre
 - University College

- Additional Afternoon Sessions
 - iSkills Critical Thinking Tests
 - Collegiate Learning Assessment – approximately 20 participants – total 90 for the semester

- Lunch
 - Entertainment
 - Fife and Drum Corps
 - Looking Glass

- Analysis of Student Participation
 - Majority reported participating in electronic surveys
 - Fewer reported participating in departmental activities
- Analysis of Faculty/Staff Participation
 - Majority reported participating in electronic surveys
 - Second was college/departmental activities
- Analysis of Reasons for Student Participation
 - Majority wanted to give Marshall feedback
 - Second motivating factor was chance to win a prize
- Analysis of Reasons for Faculty/Staff Participation
 - Majority had college/departmental meetings
 - Second motivating factor was chance to give Marshall feedback

- Analysis of How Students Learned about Assessment Day
 - Majority reported receiving email
 - Second was learning from professors

- Analysis of How Faculty/Staff Learned about Assessment Day
 - Majority reported receiving email
 - Second was 5th Assessment Day – they just knew

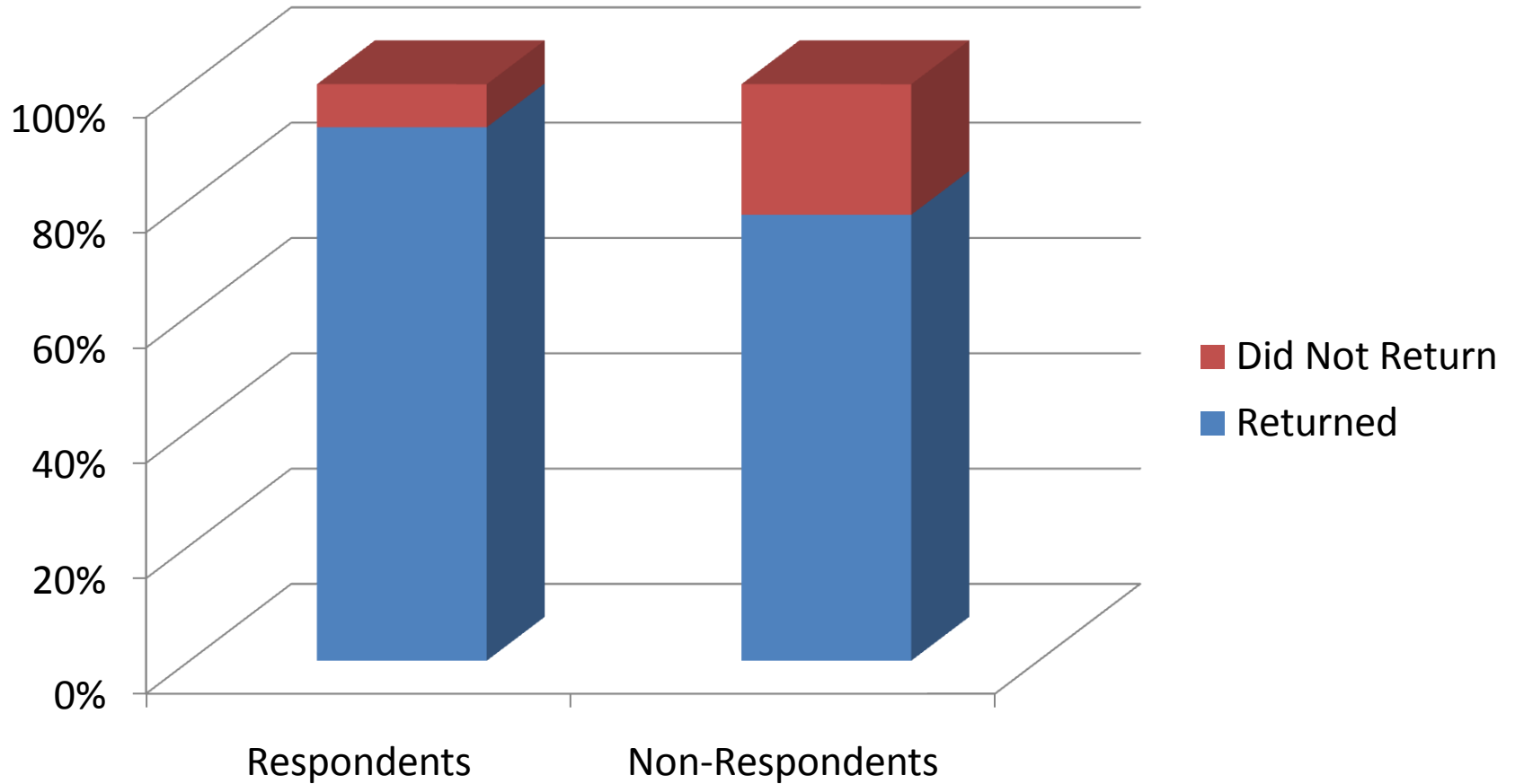
- Suggestions for improvement – themes (and other suggestions):
 - Improve surveys and their dissemination
 - Close feedback loop
 - More student participation needed
 - All programs should have assessment for students
 - Use Facebook to communicate about Assessment Day
 - End later for students, i.e. cancel evening classes
 - Open-ended comment box for every survey
 - Suggestion Box in Old Main

- How Assessment Data from students have been used to improve programs
 - Curriculum changes made
 - Program modifications
 - New degree developed
- Other program improvements
 - Assessment measures and rubrics developed

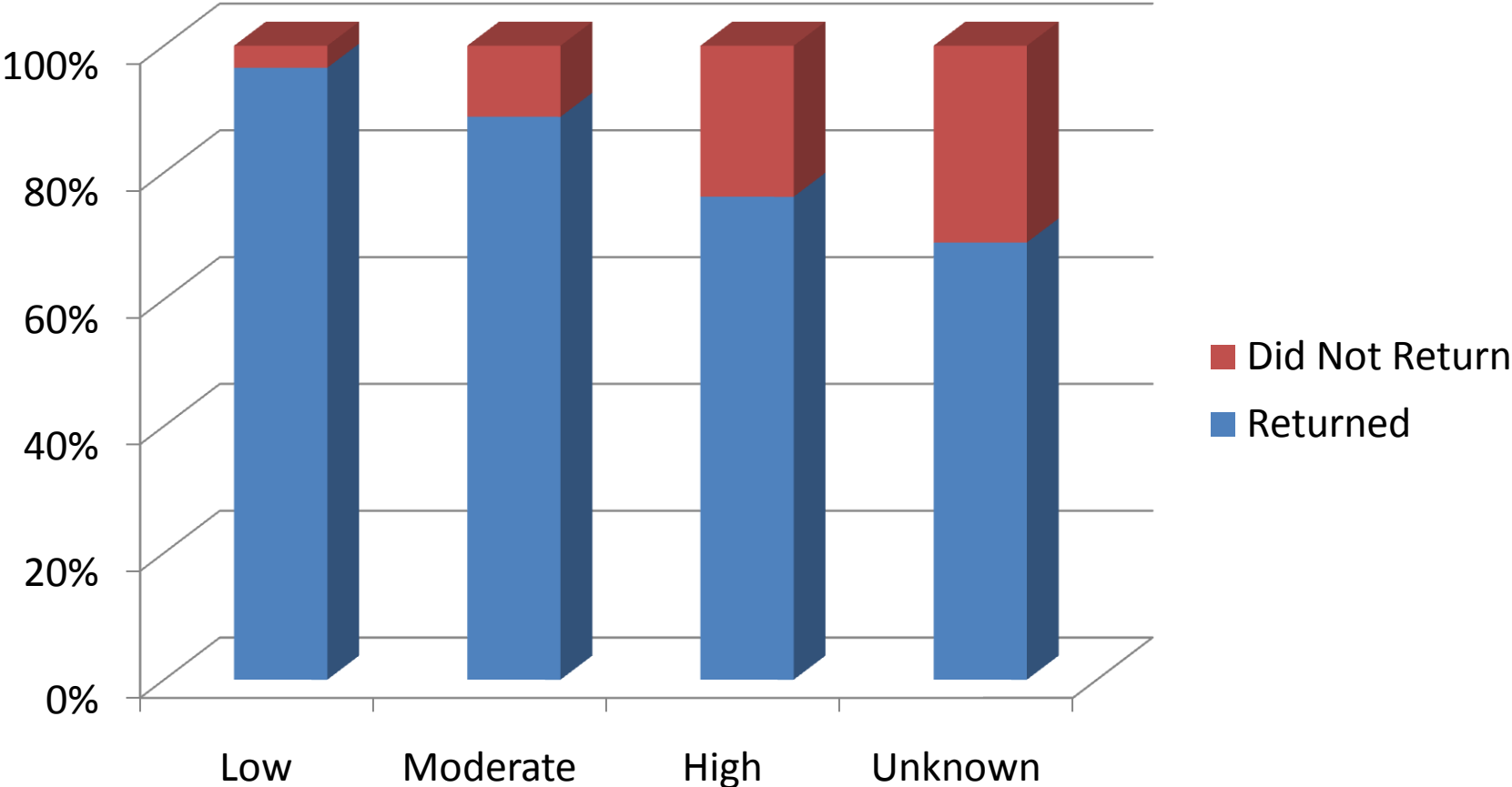
MAP-Works Report

- *MAP-Works* supports student success and retention in the following ways:
 - Each student receives a customized report
 - Each student is connected with faculty and staff in a position to support his/her success
 - The institution receives a report suggesting areas with potential for greatest impact on retention
 - Periodic check-up surveys allow faculty and staff to monitor change in student risk throughout the year.

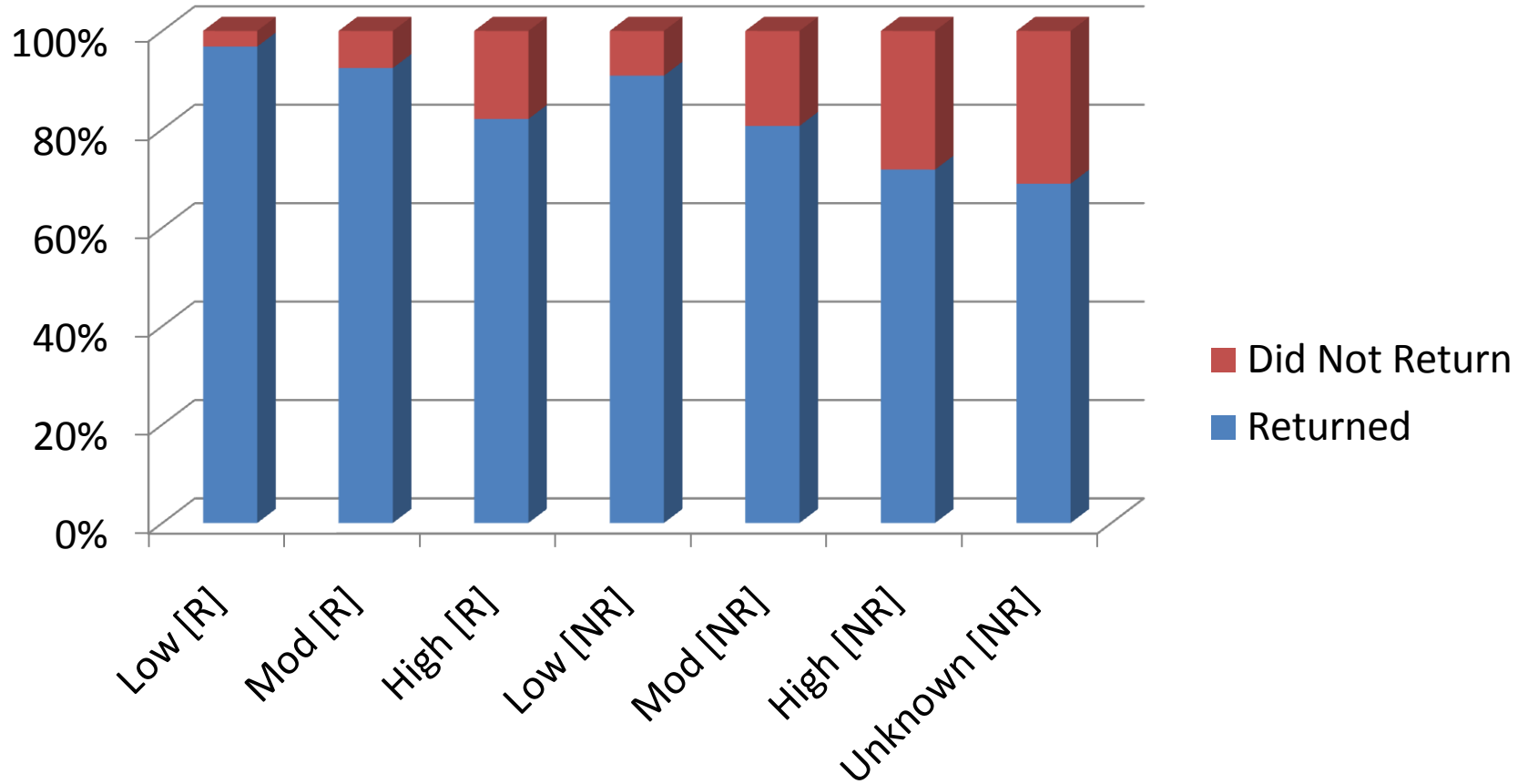
Retention by Response (Fall to Spring)



Retention by Risk Category (Fall to Spring)



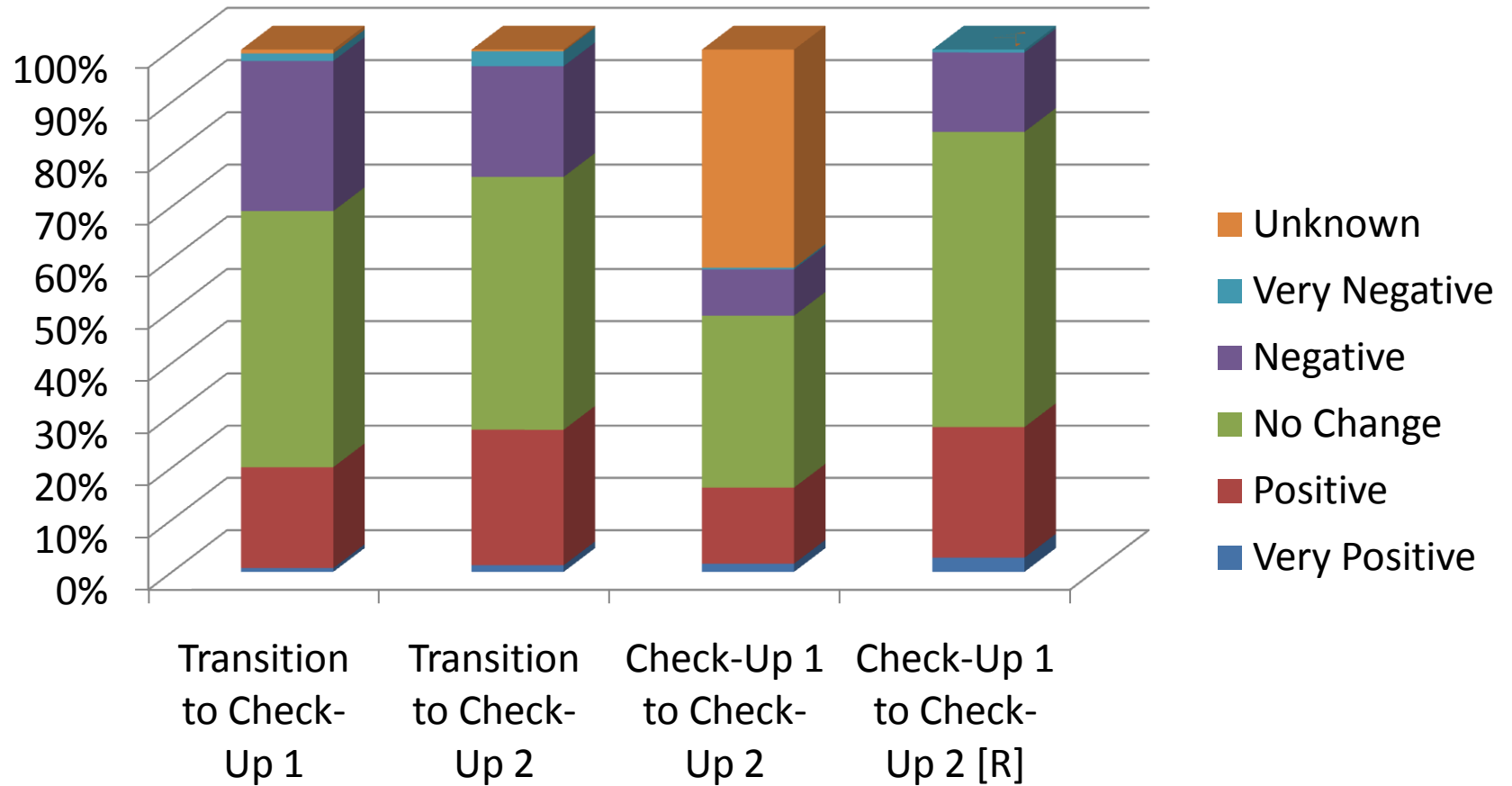
Retention by Response and Risk Category (Fall to Spring)



Fall Transition Survey Risk Indicator	Total Students	Recorded Activity	Returned	Did Not Return
WV Pilot Institutions				
Survey Respondents				
Green	410 (20.9%)	228 (55.6%)	397 (96.8%)	13 (3.2%)
Yellow	768 (39.2%)	435 (56.6%)	710 (92.4%)	58 (7.6%)
Red	162 (8.3%)	153 (94.4%)	133 (82.1%)	29 (17.9%)
Total Respondents	1340 (68.4%)			
Survey Non-Respondents				
Green	22 (1.1%)	22 (100%)	20 (90.9%)	2 (9.1%)
Yellow	347 (17.7%)	341 (98.3%)	280 (80.7%)	67 (19.3%)
Red	220 (11.2%)	220 (100%)	158 (71.8%)	62 (28.2%)
N/A (Insufficient profile data to calculate risk)	29 (1.5%)	29 (100%)	20 (69.0%)	9 (31.0%)
Total Non-Respondents	618 (31.6%)			
Total	1958	1428 (72.9%)	1718 (87.7%)	240 (12.3%)

- Institutional Priorities Identified by *MAP-Works*
 - Marshall: Peer Connections

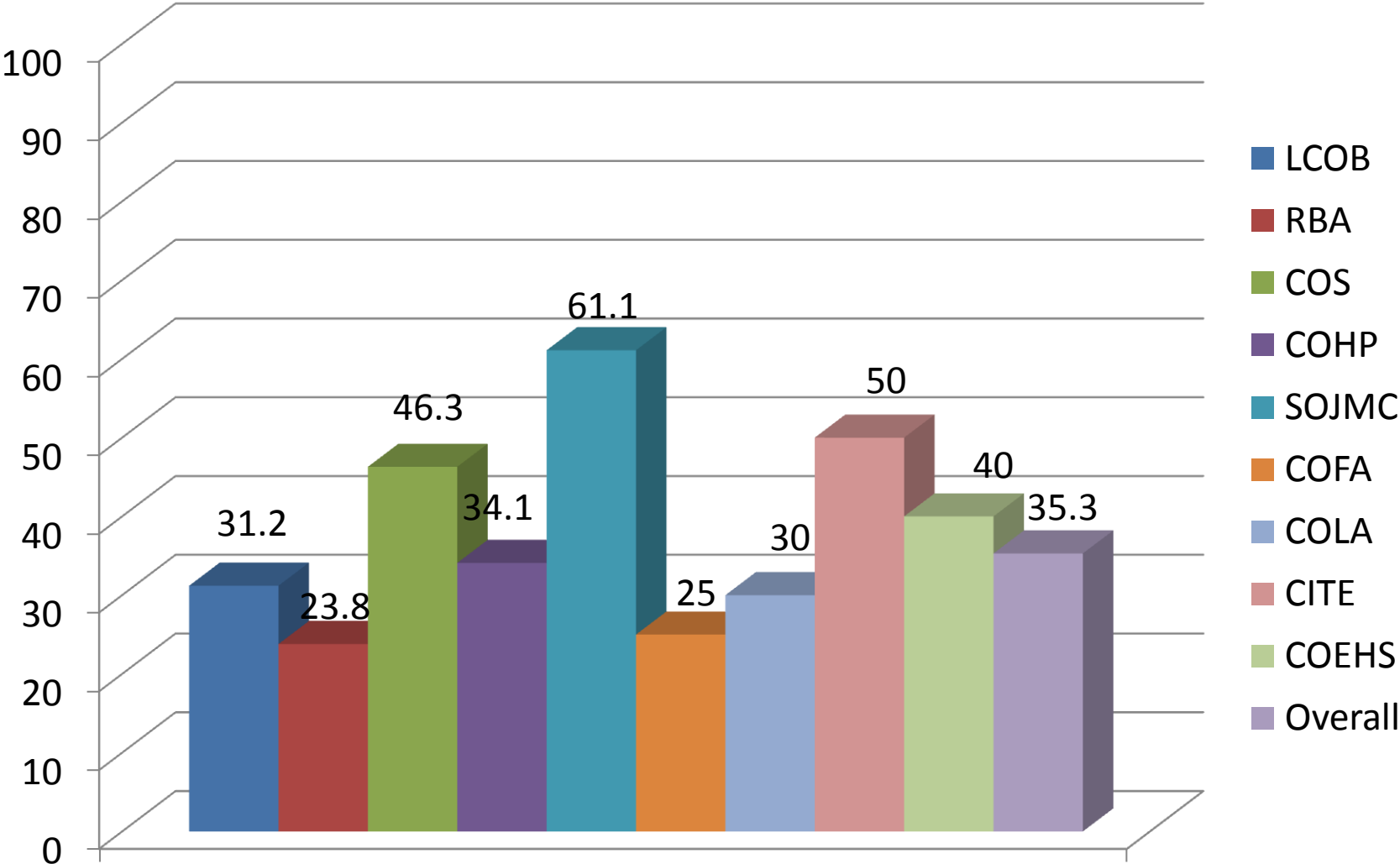
Changes in Risk: Marshall: Transition Survey $n = 1340$; Check-Up 1 $n = 414$; Check-Up 2 $n = 316$



Planned Retention Initiatives: Marshall

- Week of Welcome
- Student Resource (Centralized Advising) Center for New Students
- New Core Curriculum
- Enhanced Freshman Interest Groups
- Enhanced Freshman Living/Learning Communities
- Note: As of mid-term 2010 1,681 of 1,958 students in MAP-Works were still enrolled, for an 86% retention rate.

May Graduation Survey Update: Preliminary Response Rates



General Education

- General Education Assessment
 - Oral Communication – 2008
 - Written Communication – 2008
 - Fine Arts Appreciation (Art, Music, and Theatre - 2009)
- Pilot E-Portfolio Project launched in fall
 - Summer group will refine outcomes and rubrics

Syllabus Evaluation Procedures

- Plans received from:
 - COEHS
 - GSEPD
 - COS
 - LCOB
 - COHP
 - COFA
 - COLA