2010-2011 Assessment Report

May 11, 2011

2010-2011 Program Assessment Report

Annual Program Assessment: 2010 - 2011

- Annual assessment reports were due from 84 programs
  - 40 graduate
  - 44 undergraduate

- 70 annual assessment reports were submitted
  - 35 graduate
  - 35 undergraduate

- Reasons why 14 reports were not submitted
  - ✓ No reasons given (4 programs)
  - ✓ New chairs who are revising assessment (6 programs)
  - ✓ Assessment handled by a cognate program (1 program)
  - ✓ New programs (2 programs)
 - ✓ Assessment Data not collected (1 program)

- Results

  ✓ Student Learning Outcomes (M = 2.71; SD = 0.705; *skewness* = -5.597)

  ✓ Assessment Measures (M = 2.14; SD = 0.804; *skewness* = -0.957)

  ✓ Feedback Loop (M = 1.79; SD = 1.006; *skewness* = -0.608)

Program Assessment Frequency Comparisons: 2008 - 2011
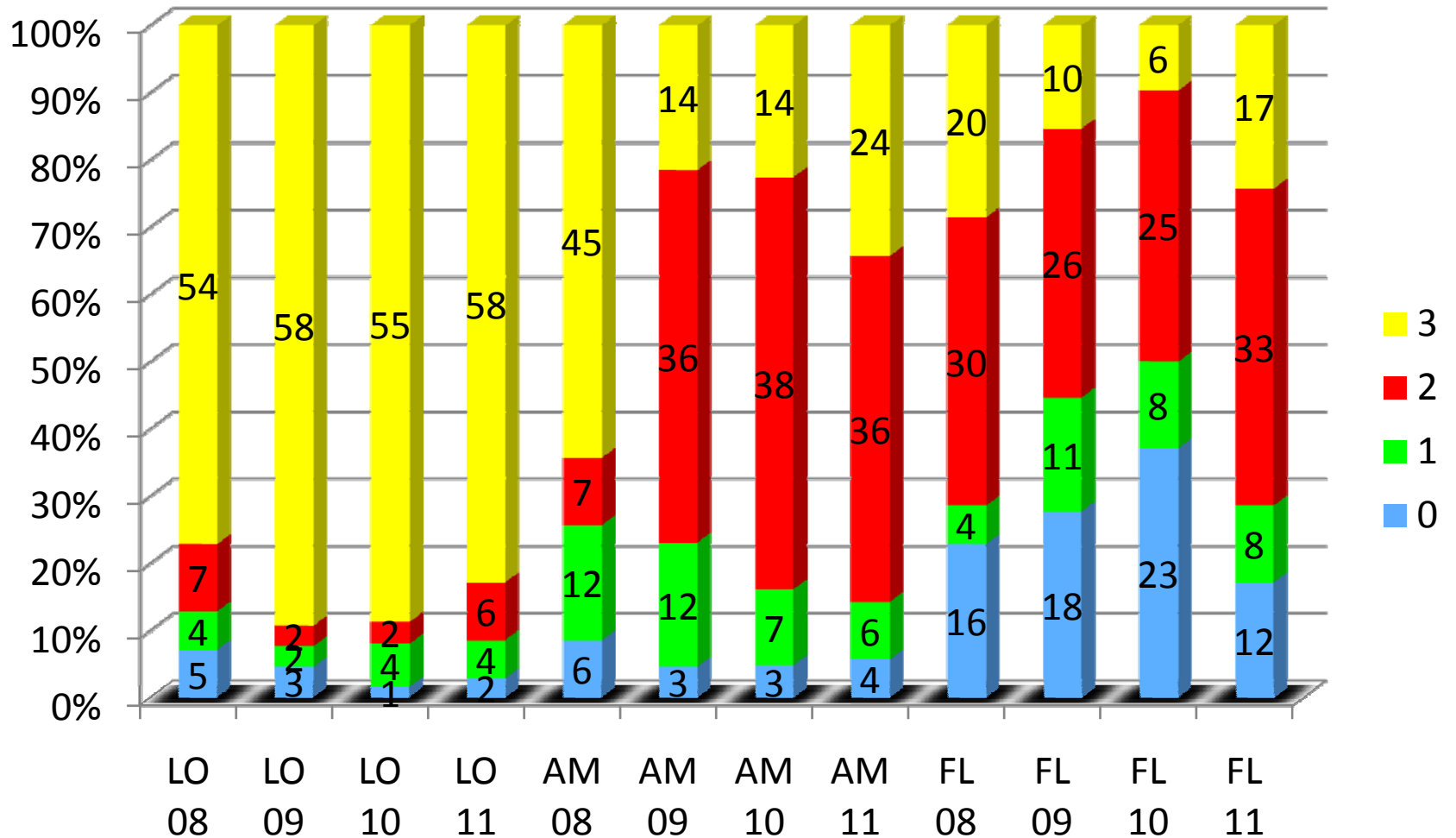
Program Assessment Mean Comparisons: 2008 - 2011

	LO	AS	FL
2008	2.57	2.3	1.77
2009	2.77	1.94	1.43
2010	2.79	2.02	1.23
2011	2.71	2.14	1.79
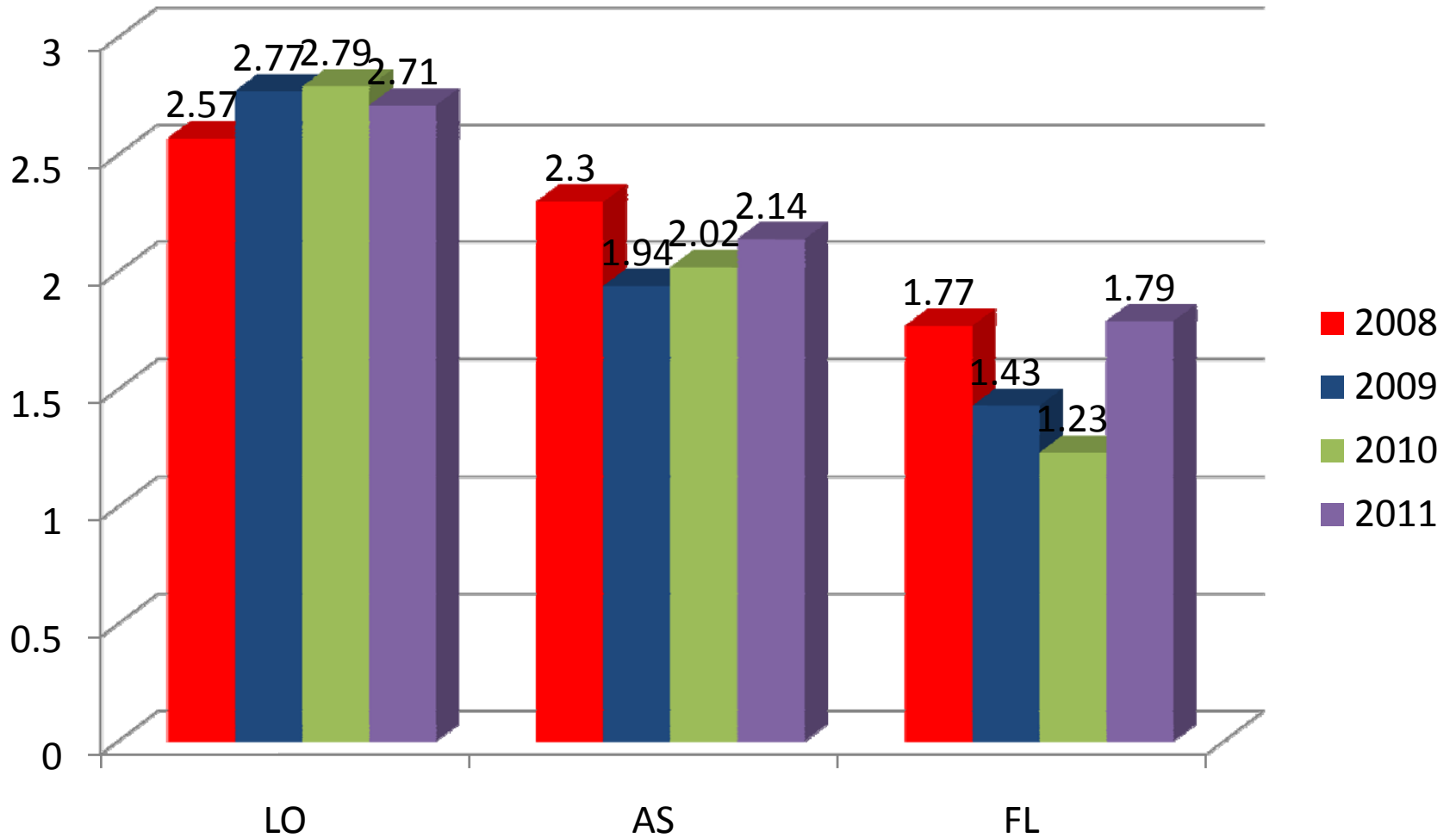
Suggested Improvements

- Rubric revision – Is it needed?
  - Current Levels
    - Learning outcomes
      - Level 2: Outcomes are measurable.
      - Level 3: Outcomes emphasize higher orders of learning.
    - Assessment Measures
      - Level 2: Complementary assessment measures
      - Level 3: Sufficient detail to inform improvement and integrated throughout curriculum.

- Work with programs on assessment plans
  - Make a specific schedule to do this.

2010-2011 Program Review Report

Program Review

- Regular five-year reviews = 17 programs

    ✓ President's and BOG's recommendations

        ➤ Current level of activity = 16 programs
        ➤ Resource Development = 1 program

- Special follow-up reports = 2 programs

  ✓ President's and BOG's recommendations

    ➢ Two reports approved – continue at current level of activity
    ➢ One of the two programs will be reviewed again in two years.
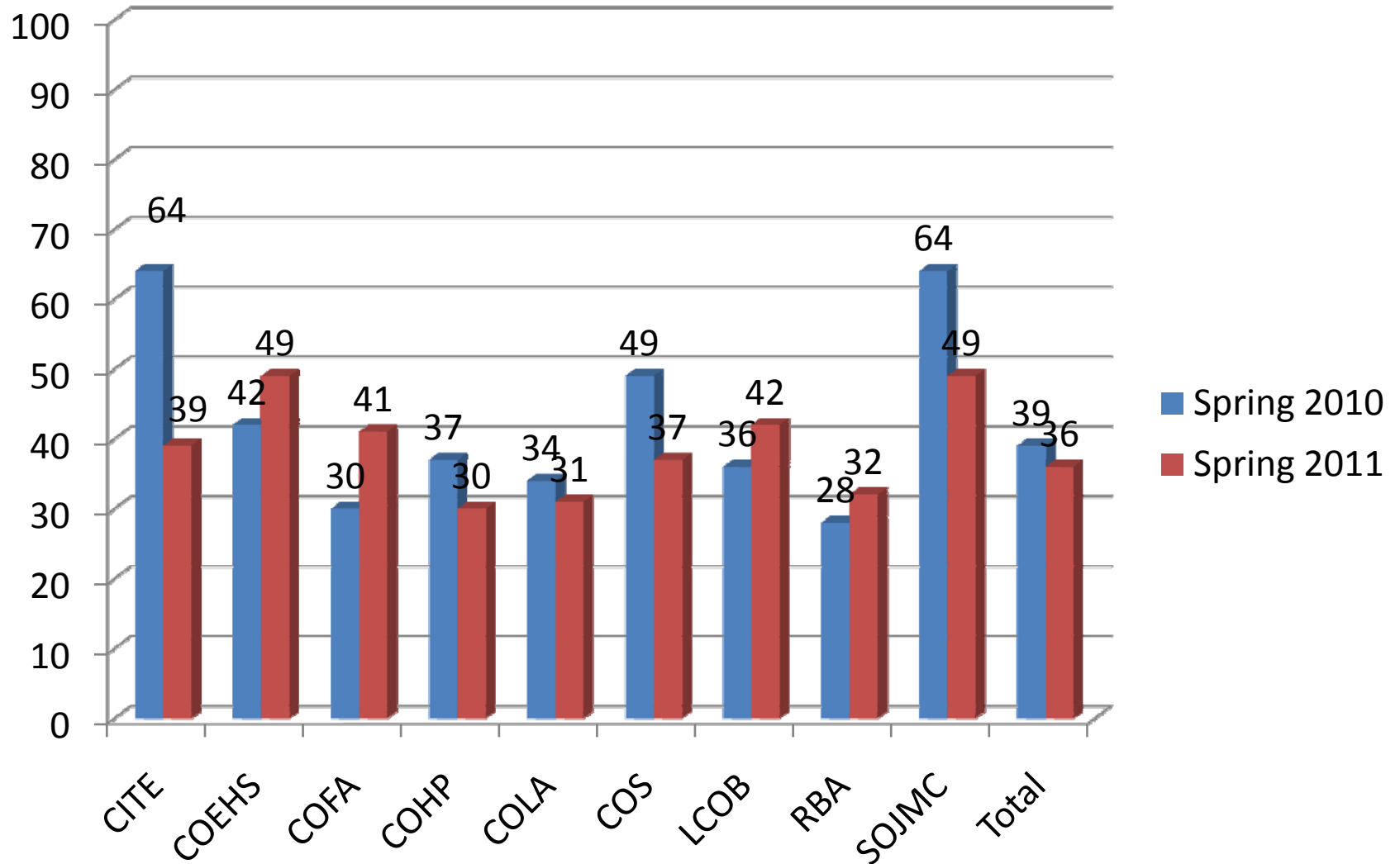
Suggested Improvements

- Continuous updates to schedule.
- Move toward online submission process.
- Other ideas?

2011 Spring Graduation Survey Preliminary Response Rate

Spring 2011 Response Rate by College

College	Spring 2011	Summer 2011	Fall 2011	Total RR for 2011
CITE	12/31 = 39%			
COEHS	42/85 = 49%			
COFA	11/27 = 41%			
COHP	68/225 = 30%			
COLA	48/157 = 31%			
COS	42/114 = 37%			
LCOB	56/132 = 42%			
RBA	37/115 = 32%			
SOJMC	19/39 = 49%			
Total	335/925 = 36%			

Comparison of May 2010 and 2011 Graduation Survey Response Rates (%): Preliminary for 2011

Suggested Improvements

- Revise Lickert scale questions to be more objective.

- Other ideas?

2011 Assessment Day Report

- 2010 suggestion
  - Improve surveys and their dissemination.
- 2011 response
  - All campus-wide surveys were available from Assessment Day website.
  - Students received one email invitation and one reminder with link to website for all surveys
- Evaluation of 2011 change
  - Process ran smoothly.
  - # of responses to campus-wide surveys were lower than in 2010.

- 2010 suggestion
  - Close the Feedback Loop
- 2011 Response
  - Feedback Loop PowerPoint available on Assessment Day website.
  - Summary of how past Assessment Day data have been used disseminated to students.
  - All student focus group participants received personal emails with the Focus Group results and plans for their use.
  - 2010 survey results were posted and 2011 survey results are now posted.
- Evaluation of 2011 Change
  - We continue to need better ways to disseminate this information.

- 2010 suggestion
  - More student participation needed.
- 2011 Response
  - All students invited to participate in Focus Groups and/or student conversations.
  - One prize ($25 gift card to bookstore) was dedicated to one student participant in each academic department.
  - Grand prizes included two iPad-2s and one Dell printer.
  - All students invited to participate in surveys.
  - All students emailed Assessment Day schedule.
  - All departments encouraged to involve students in Assessment Day activities.
  - Assessment Day flyers put up in campus buildings.
  - Assessment Day flyers sent to residence halls and academic departments.
  - Assessment Director spoke to Student Government concerning Assessment Day.
- Evaluation of 2011 Change
  - Based on lunch consumption, we believe that total of on-campus participants was greater this year than last year.

- 2010 suggestion
  - Open-ended comment box for every survey.
- 2011 Response
  - These were added for all non-IRB approved surveys.
- Evaluation of 2011 Change
  - Comment boxes resulted in valuable feedback for campus offices.

- 2010 suggestions that have not been implemented.
  - All academic programs should have student activities.
  - Use Facebook to promote Assessment Day.
  - Cancel evening classes.
  - Put a suggestion box in Old Main.

Assessment Day Focus Group Report

- Topic: What makes a good classroom learning experience?
  - 67 participants representing the following colleges
    - COFA
    - COLA
    - COEHS
    - COHP
    - CITE
    - COS
    - LCOB
    - SOJMC
    - RBA Program

- Major Themes from Focus Groups:
    - **Active Learning and Critical Thinking**
    - **Instructor Characteristics**
    - **Effective Use of Assessment**

- Major Themes from Focus Groups:
  - **Active Learning and Critical Thinking**
    - Students use course content to engage in "hands-on" work, both inside and outside the classroom.
    - Students apply knowledge through laboratory and other field experiences.
    - Students learn through completing projects where they must find answers by doing research.
    - Students and Professors engage in open discussions.
    - Students and Professors interact with one another during the classroom experience.
    - Students and Professors think through ambiguous problems.
    - Students complete projects that have general guidelines, but allow enough latitude for them to develop new ideas and solutions.

– **Instructor Characteristics**

- Professors are passionate and enthusiastic about the subject.
- Professors respect students.
- Professors communicate effectively with students – talk to them, not at them.
- Professors are organized.
- Professors are accessible to students – have "open door" policies.
- Professors relate course material to "real-life" situations.
- Professors help students discover their learning styles <u>and</u> use a variety of teaching methods, taking into consideration the variety of learning styles represented by students in their classes.
- Professors have high expectations for students and communicate those expectations to students.

– **Effective Use of Assessment**

- Professors make students aware of each course's intended learning outcomes.

- Professors provide frequent feedback to students regarding their progress in each course.

- Professors allow students to learn from mistakes by providing corrective feedback.

- Professors seek feedback from students to help improve teaching methods.

- Professors encourage students to keep up with material by giving frequent quizzes.

Additional Issues Raised in Focus Groups

- Students did not feel that they learn effectively from what they considered to be an inappropriate use of <u>PowerPoints</u>. They were particularly critical of professors who put all their notes on PowerPoint and then simply stand in front of the class and read the information. They strongly suggested that PowerPoints be used for <u>organizational</u> purposes only. They stressed that they learn much more effectively when being required to take notes and to use information to complete projects and other classroom work.

- Students stressed that multiple choice tests <u>do not</u> assess critical thinking and objected to their overuse in some general education classes.

- Students opined that most of the instructional methods that encourage deeper student learning are best accomplished when class sizes are small.

- Student requested that professors be asked to post grades in Blackboard as semester progresses, so that they will be able to gauge their progress.

Issues Specific to Freshmen Raised in Focus Groups

- Freshmen discussed the First Year Seminar (FYS) courses and had the following suggestions:

  - Organize FYS by major.
  - Standardize FYS to be sure critical thinking is at its core.
  - Relate FYS to life.
  - All students should take FYS first semester.
  - All FYS courses should teach students how to do library research.

Concluding Thoughts Regarding Focus Groups

- If I had to say there was a dominant theme, it was that we all learn best by <u>doing</u>, i.e. using new information in some sort of meaningful way. Another strong theme was that we learn by <u>discovering</u> information and answers to questions for ourselves.

Plans for Disseminating Focus Group Information

- Report sent to
  - Each student participant
  - Group facilitators
  - Academic Affairs and CTL staff
  - Members of the General Education Council
  - Members of the University Assessment Committee
- Next Steps??

Assessment Day Student Conversation Highlights

- *Good Aspects of Marshall*

  - University
    - Excellent reputation
    - Attractive campus
    - Honors seminars
    - Tutoring Services
    - Medical HELP program
    - Technology in classroom
  - Residence Life
    - Variety of activities to help students connect
  - Advising,
    - Colleges with dedicated advisors and Honors College
  - Food Services
    - Good variety
  - Student Services' Offices
    - Helpful
  - Faculty
    - Good
  - Campus Activities
    - Good variety
    - Recreation Center
  - Assessment
    - Marshall cares about student input

- *Aspects of Marshall that could be Improved*
-
    - University
        - Check handicapped-accessible doors frequently to be sure they are working!
        - More interaction needed between students and administration.
        - Allow students to register based on GPA
        - Provide better publicity regarding drop dates for nonpayment.
        - Do not wait until the last minute to cancel class due to instructor issues.
        - Four-Year Plans of Study should be accessible and prominent on MU website.
        - Create more green space.
        - Do not allow smoking outside of buildings or on major interior sidewalks. Allow only in low-traffic areas.
        - When it snows, clear sidewalks before 8:00 AM!
        - Build land bridge over 5th Avenue (between MSC and Playhouse).
        - Build another parking garage.
    - Advising
        - More information about career options
        - Consider dedicated non-faculty advisors
-
    - Food Services
        - More healthy options
        - Better food at non-peak times
    - Student Services' Offices
        - Communicate with students in a timely manner.
        - Offer way for students to electronically sign forms.
        - Create checklist of step-by-step instructions for transfer students.
    - Faculty
        - All faculty should have "open door" policies.
    - Campus Activities
        - More weekend on-campus activities
        - More weekday activities after 4:00 PM
        - Transportation available to off-campus activities such as MAS International Film Festival.
        - Advertise "Conversation Partners" better and create more programs for international students to become involved with their American counterparts.
    - Athletics
        - Advertise all athletic events, not just football and men's basketball! This could be done with pocket schedules and exhibition games with semi-professional teams.
    - Academics
        - FYS needs to be more consistent across sections.

Assessment Day Faculty Assessment Workshop

- 19 faculty attended
  - COHP
    - Nursing = 5
    - Communication Disorders = 5
    - Clinical Laboratory Sciences = 1
  - COS
    - Physics = 3
  - CITE
    - Safety Technology = 4
    - Technology Management = 1

- Survey Participation
  - Student Campus-Wide
    - 16 surveys
      - # of responses per survey ranged from 235 to 678
        - Three surveys had 500 + respondents
        - Seven surveys had between 300 and 499 respondents
        - Six surveys had between 200 and 299 respondents
  - Special Populations
    - MOVC – 56 responses (out of 292 invited) = 19% RR
    - Residence Halls – 723 responses (out of 1,940 invited) = 37% RR
    - CJ Undergraduate Exit – 26 responses (out of 123 invited = 21% RR
    - CJ Graduate Exit – 9 responses (out of 15 invited) = 60% RR
    - Art and Design Majors – 57 responses (out of 169 invited) = 34% RR
    - Advising – 648 responses (out of 8,038 invited) = 8% RR.
  - Faculty Campus-Wide
    - Four surveys
      - # of responses per survey ranged from 110 to 202

Departmental Activities

- Activities for students are listed at http://www.marshall.edu/assessment/assessmentday/ScheduleStudent.aspx

- Activities for faculty and staff are listed at http://www.marshall.edu/assessment/assessmentday/ScheduleStaff.aspx

Assessment Day Feedback Loop

- The Assessment Day Feedback Loop report is available at http://www.marshall.edu/assessment/assessmentday/Downloads/FeedbackLoop2011.pdf

Plans for 2012

- Student Focus Groups

- Open Student Forum

- Discuss alternative dissemination of surveys with Student Services Offices.

- Expand Faculty Program Assessment Workshops.

- Other ideas??

2011 *National Survey of Student Engagement (NSSE)*
Preliminary Response Rate Report

Spring 2011 NSSE Participation

- VSA: http://www.collegeportraits.org/WV.

- Response Rate
  - Overall = 23.44%
  - Freshman = 20.7%
    - 1874 surveyed – 142 ineligible = 1732 total
    - 341 finished + 17 partial = 358 surveys
  - Senior = 25.3%
    - 1893 surveyed – 58 ineligible = 1835 total
    - 436 finished + 28 partial = 464 surveys

Collegiate Learning Assessment Marshall University

Fall 2010

Gender *(ns)*
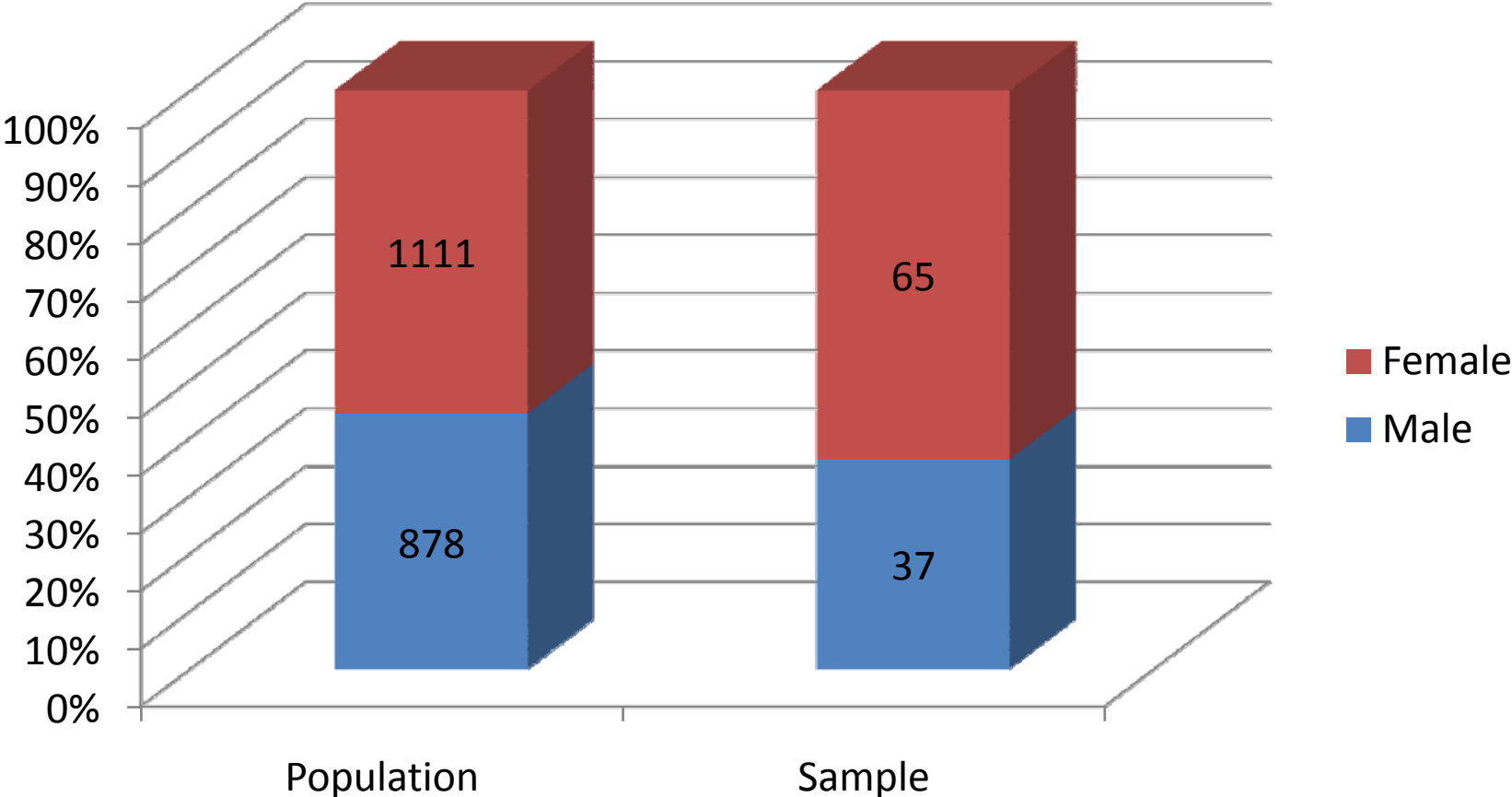
Race *(ns)*
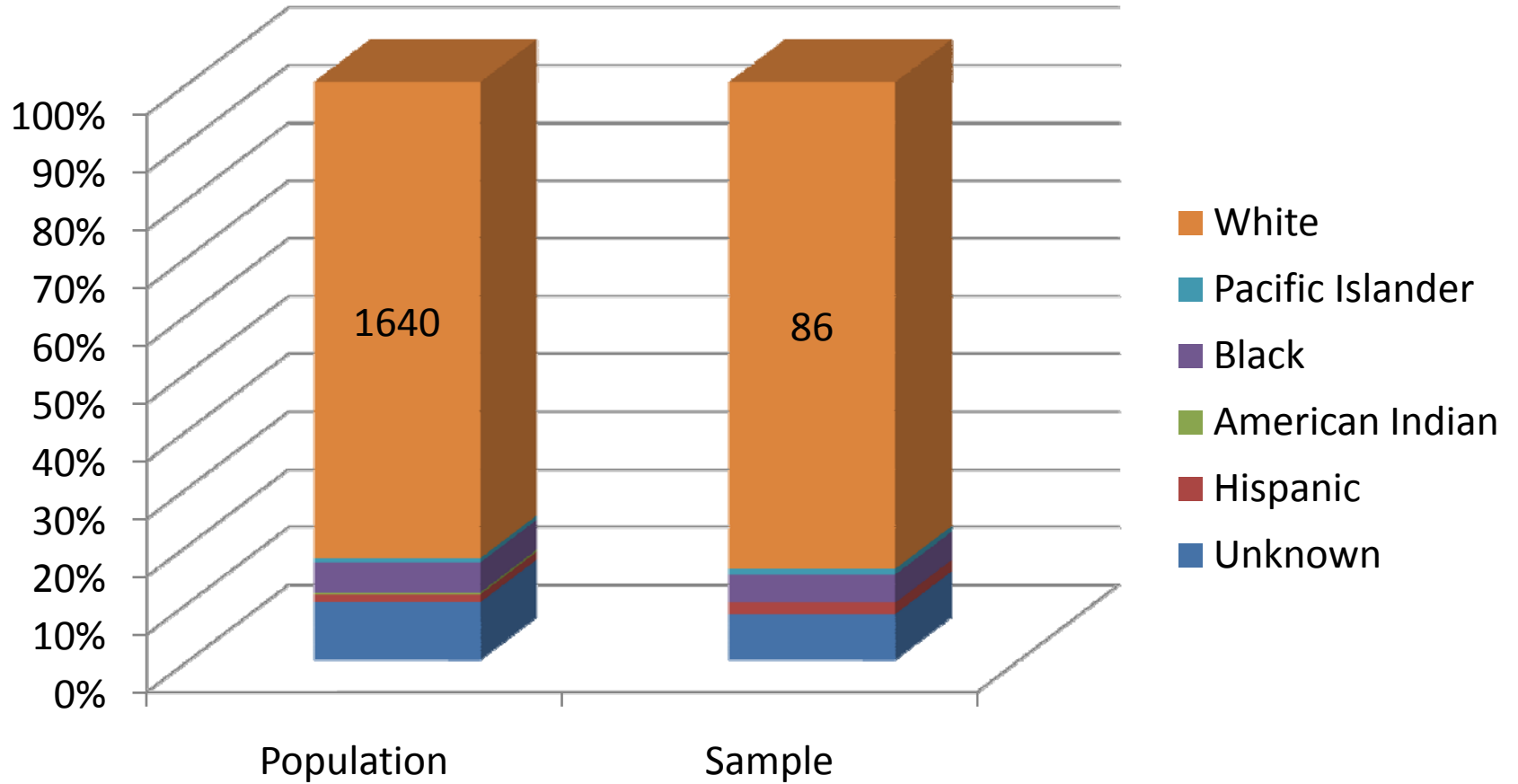
College *(ns)*
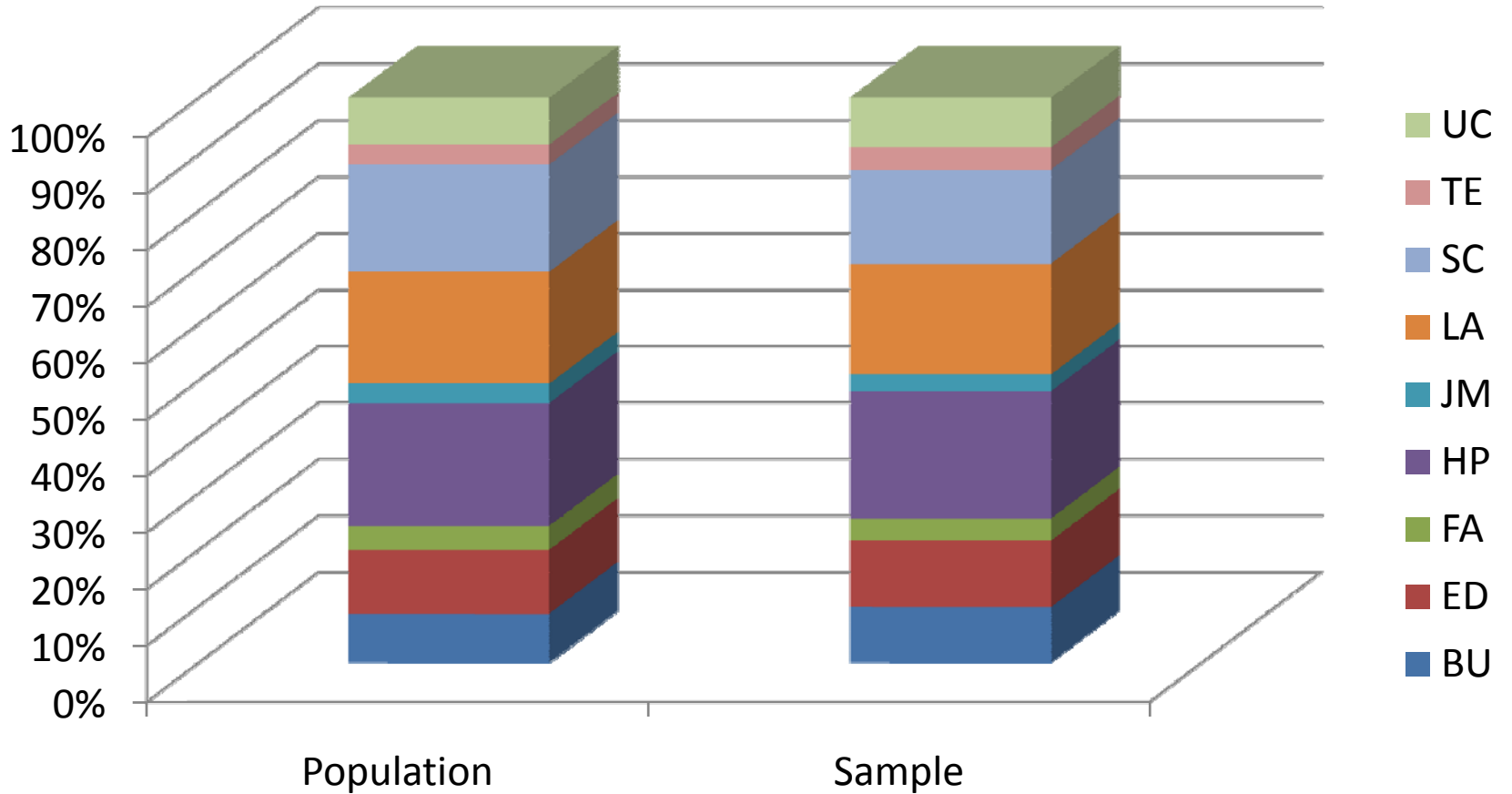
Honors, $X^2 (1) = 19.368$, $p < .001$
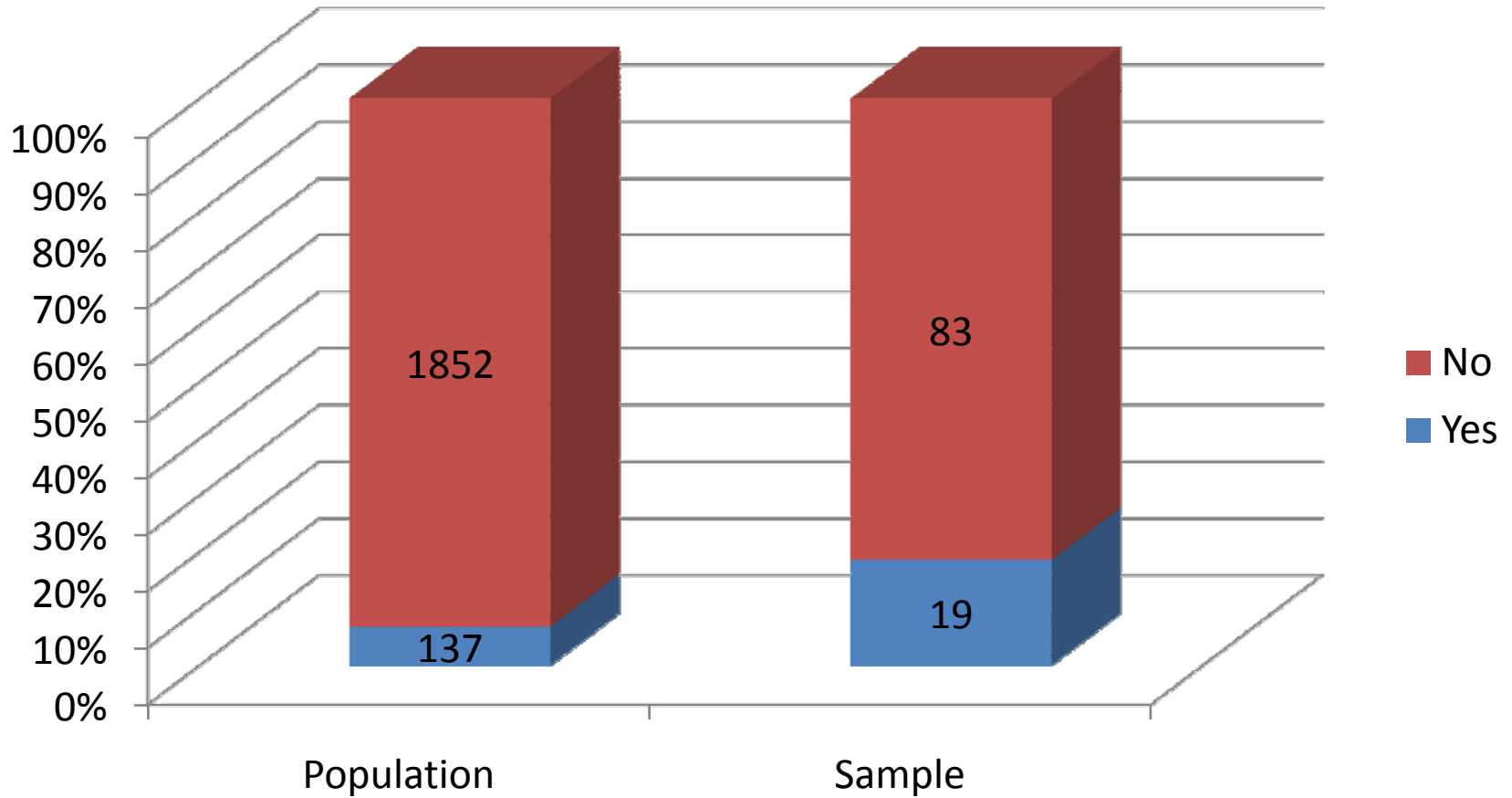
Comparison of Mean, Median, and Mode (entering academic ability on ACT scale) between Sample and Population: significant difference between means, *t* (2089) = -2.895, *p* = .004.
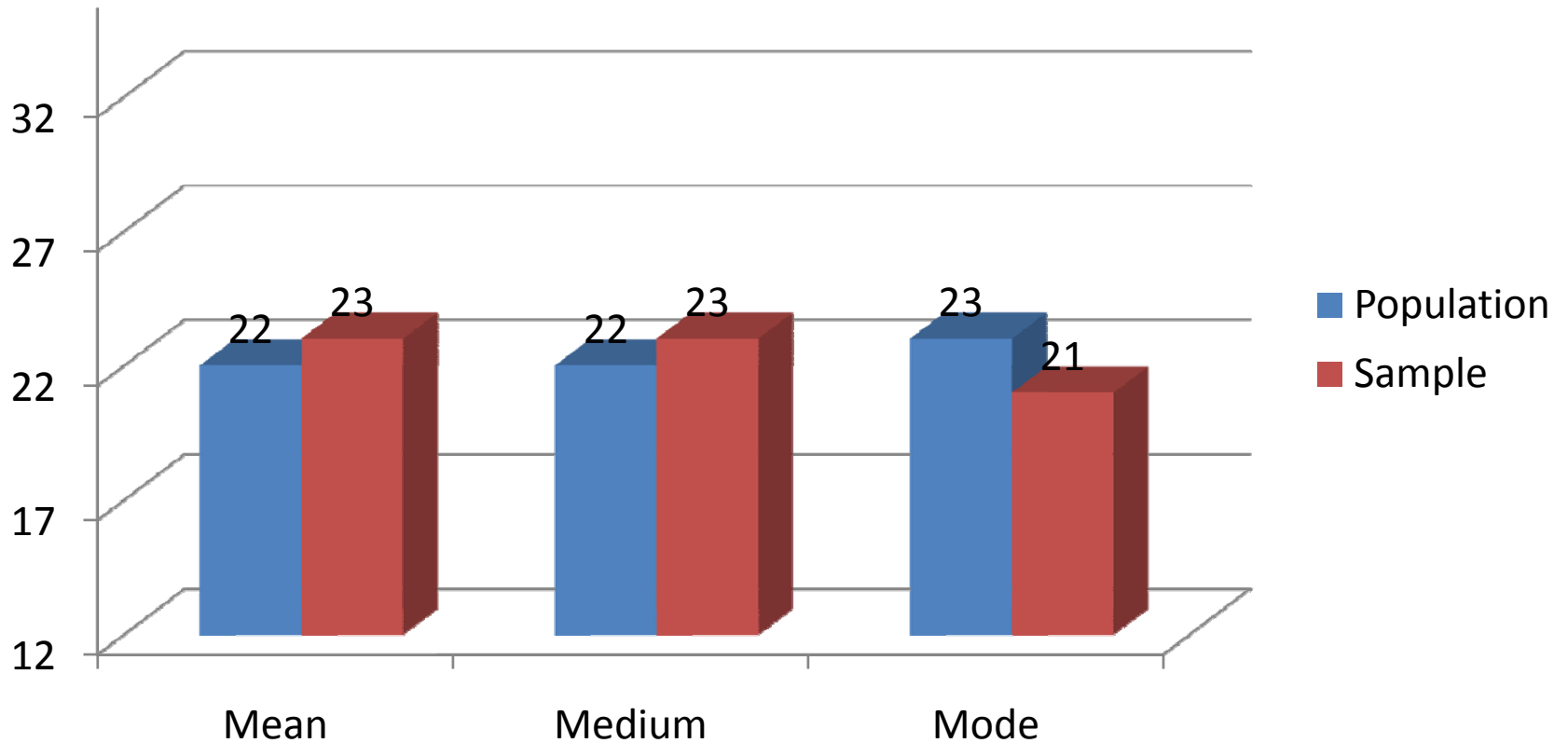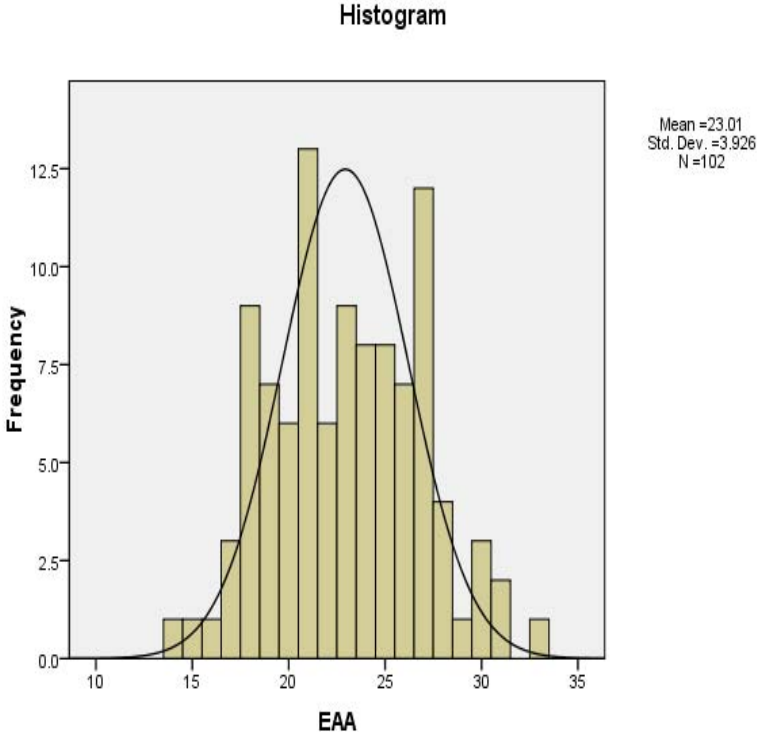
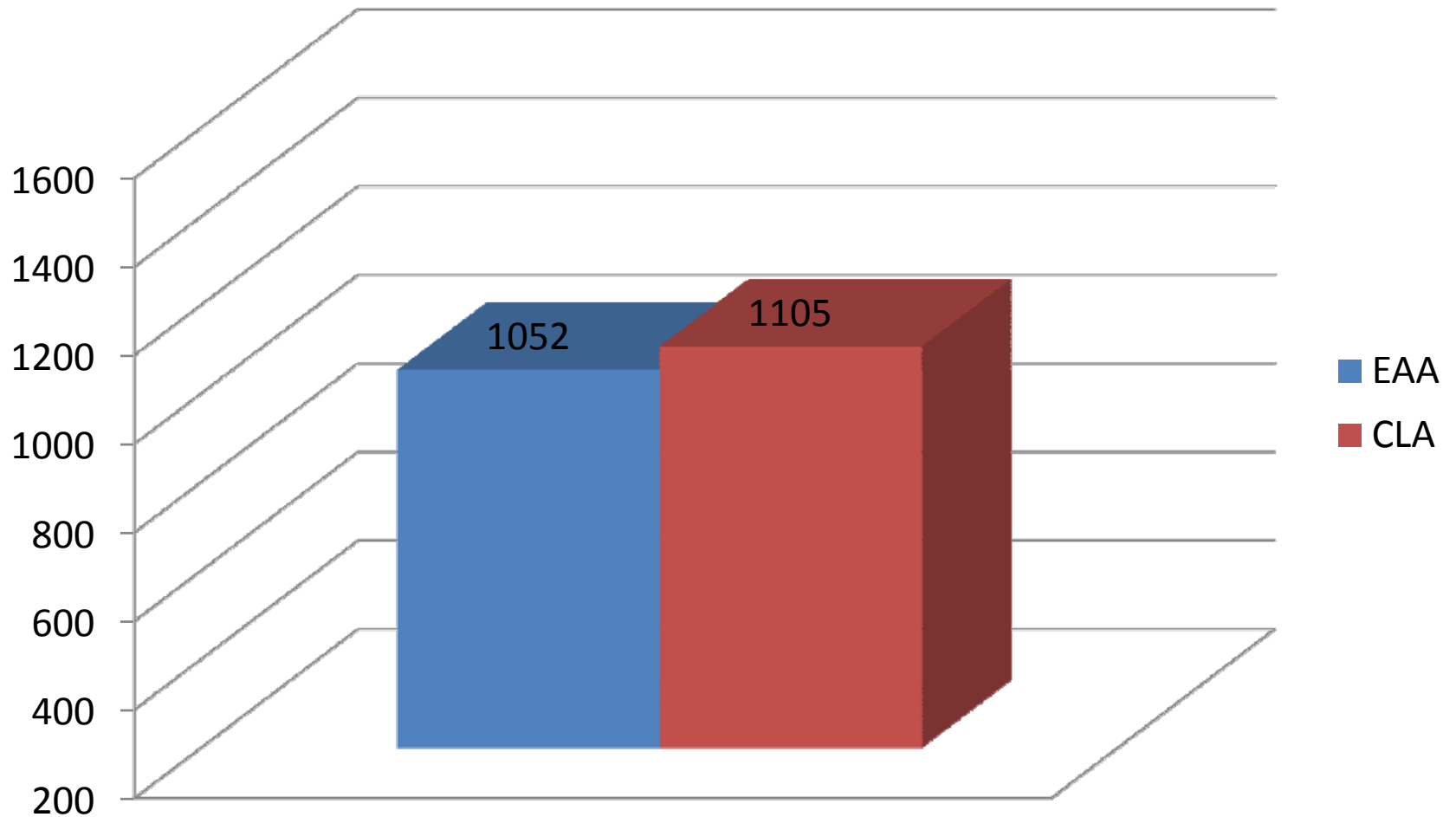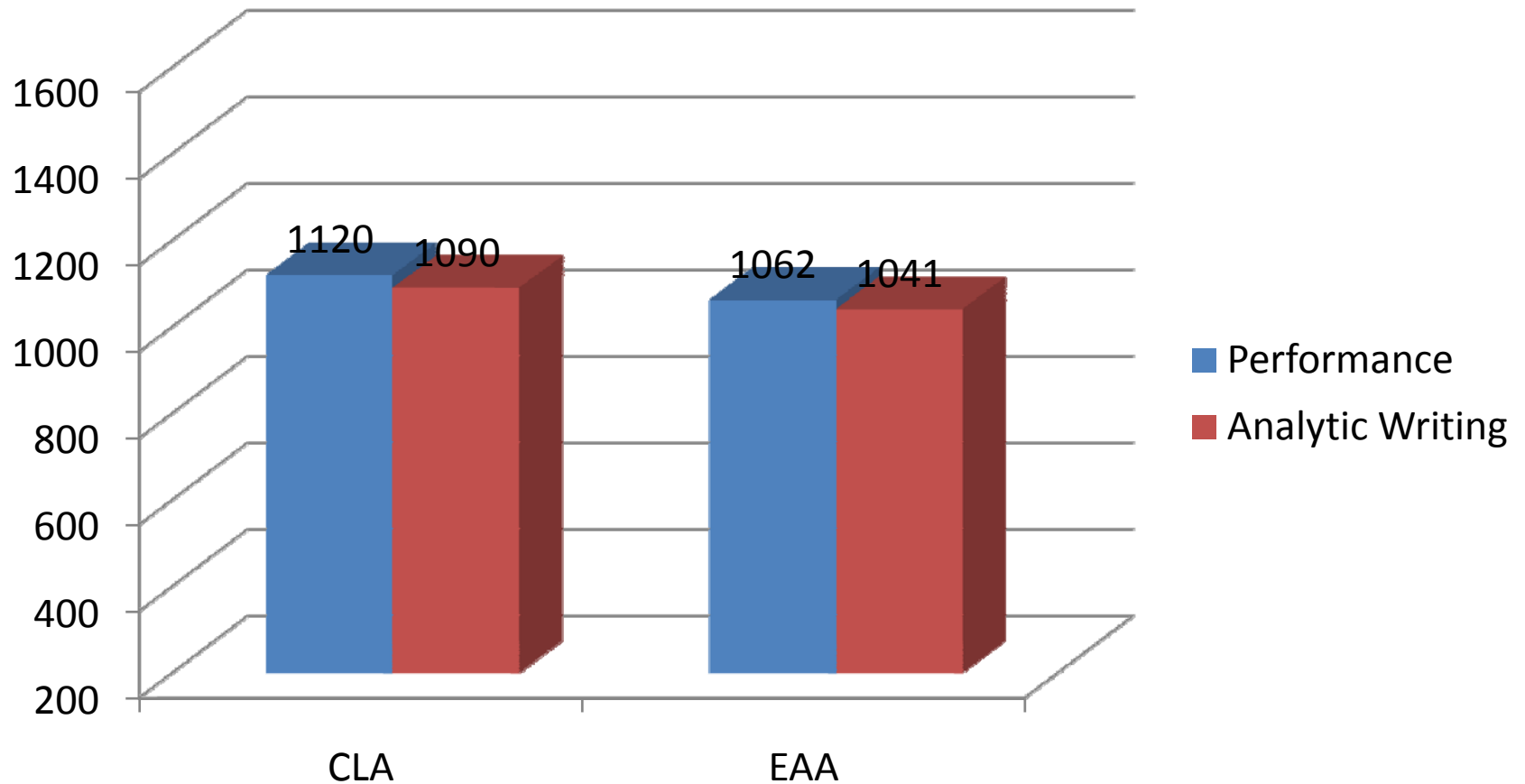# Comparison of normal curves for population and sample

Population

Sample

Histogram

Mean =21.91
Std. Dev. =3.743
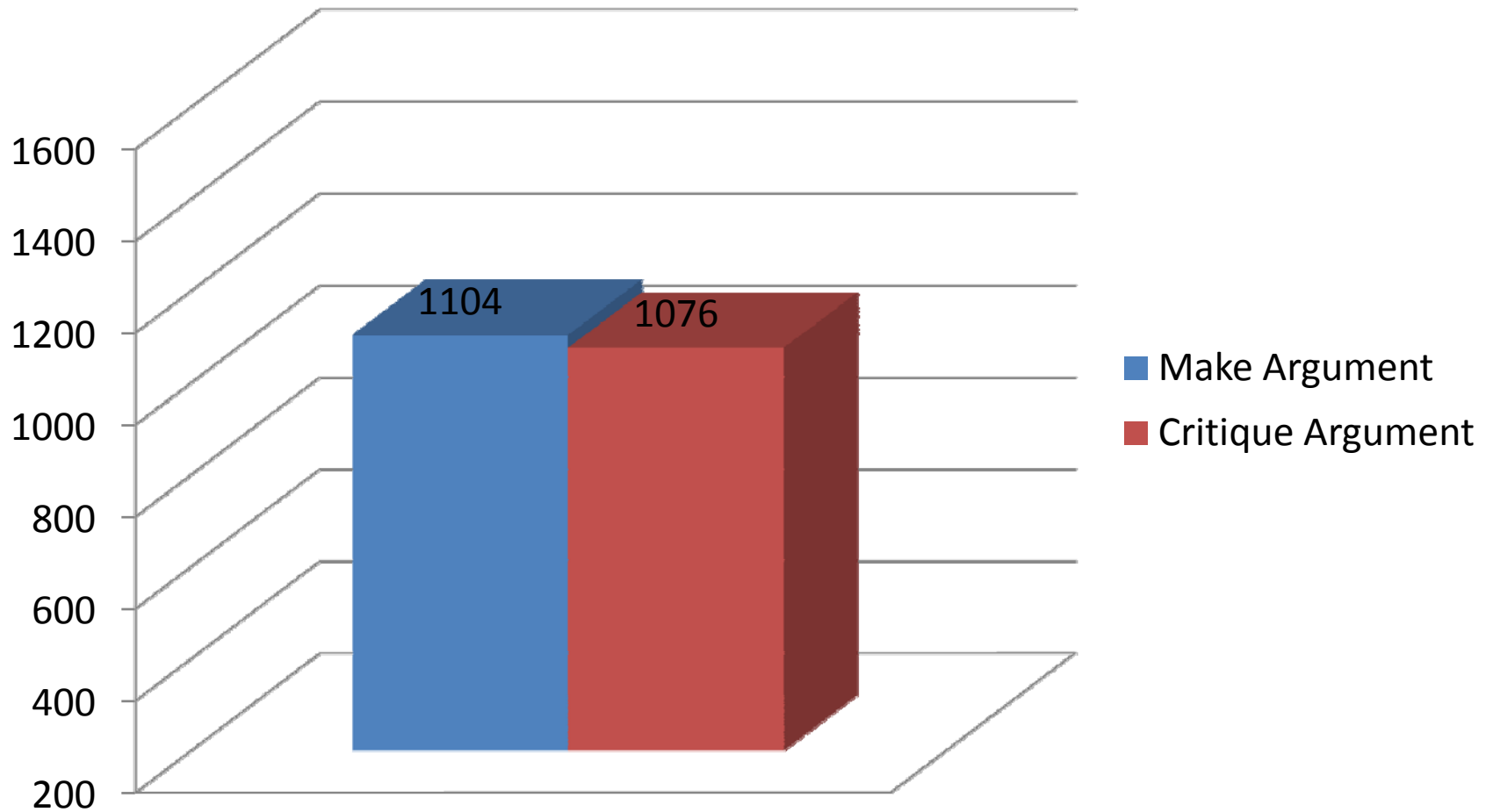N =1,989

Histogram

Mean =23.01
Std. Dev. =3.926
N =102
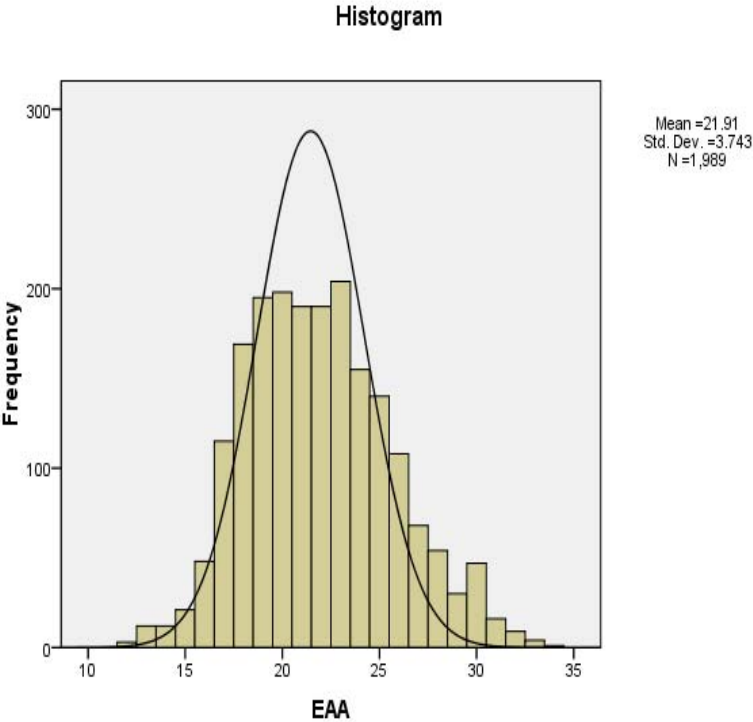
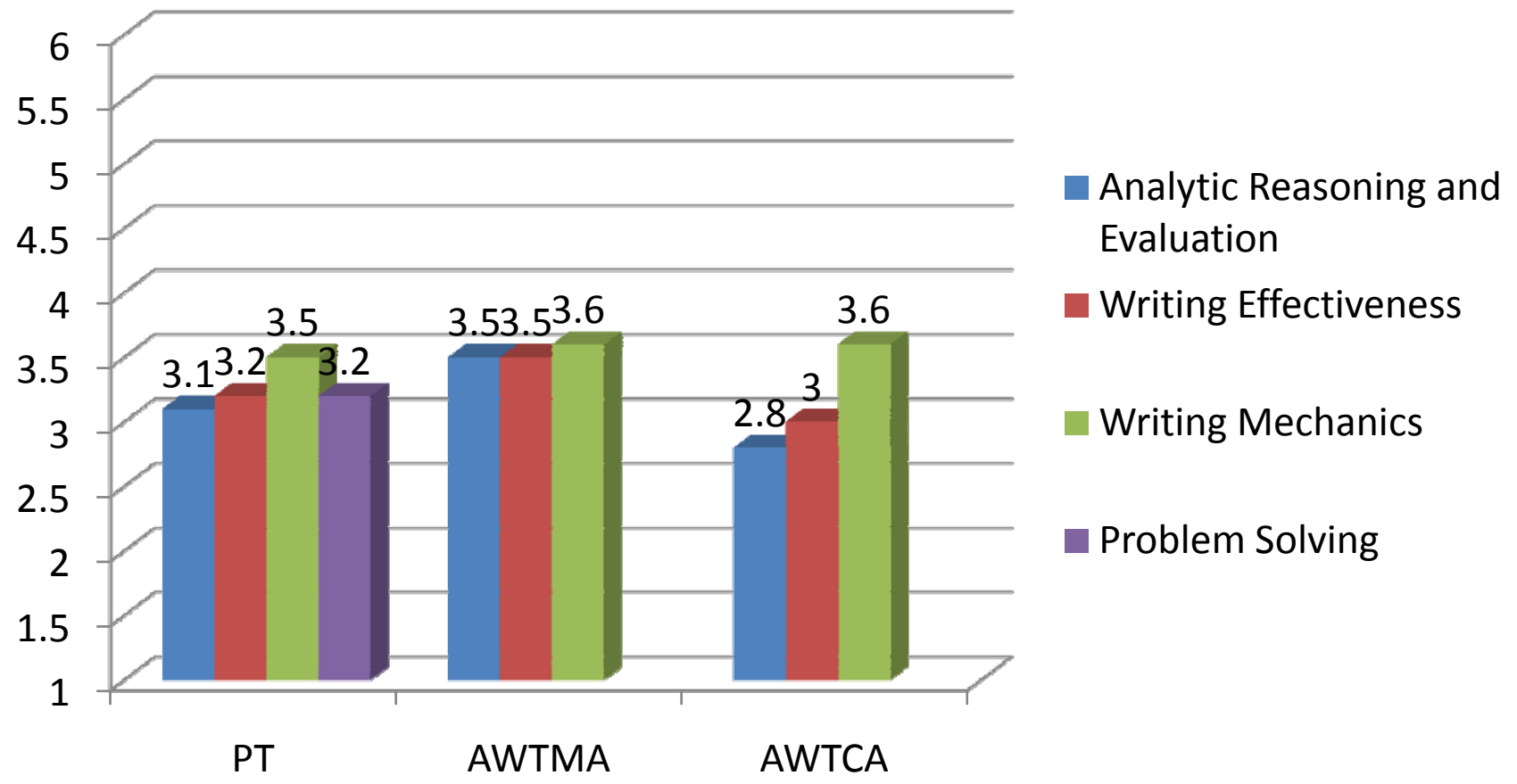Mean Scaled CLA and Entering Academic Ability (on SAT scale) Scores for Freshmen (*n* = 102)

Comparison of mean CLA and EAA scores between the Performance (n = 51) and Analytic Writing (n = 51) Groups; differences ns

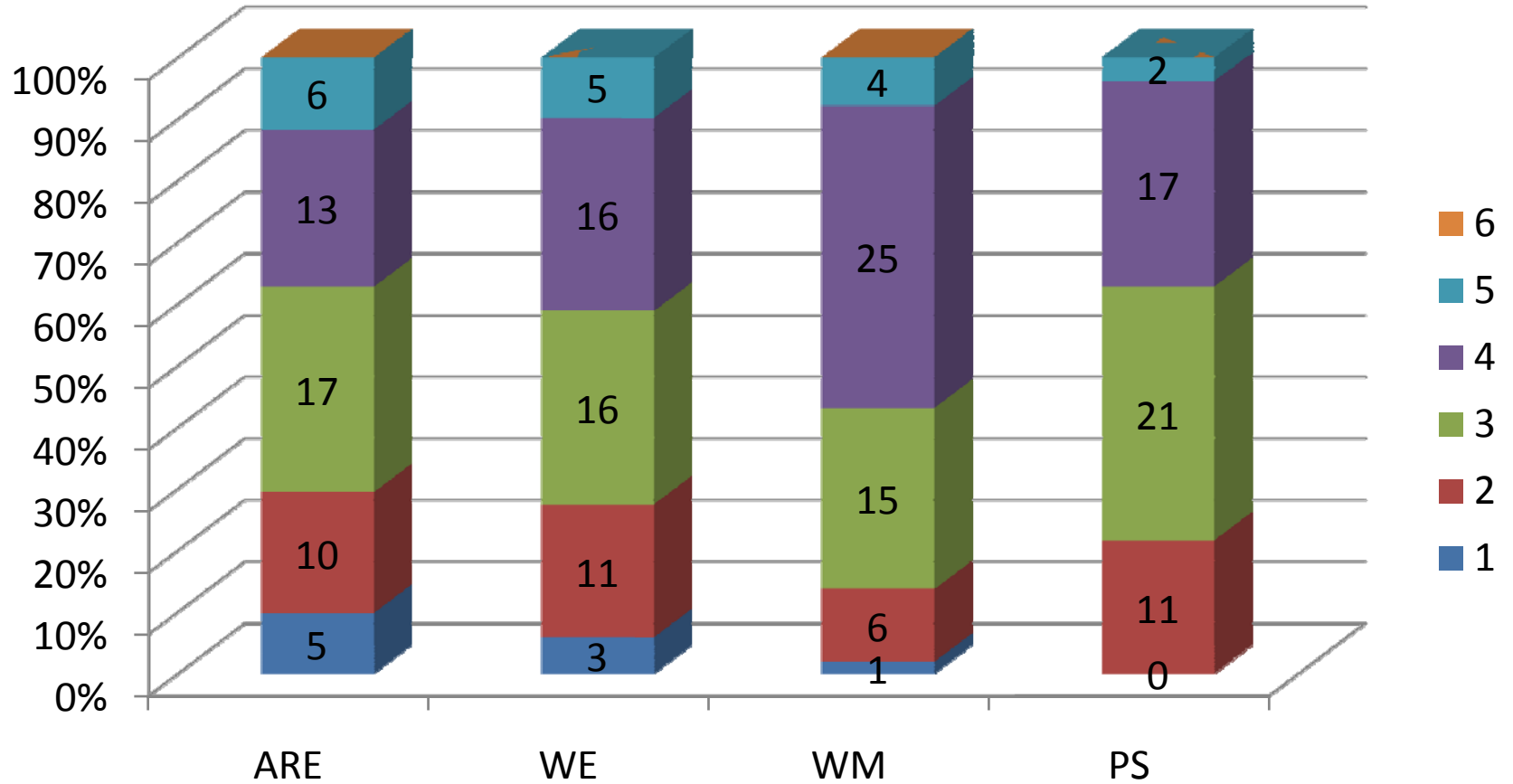Comparison of means for two parts of Analytic Writing Task (*n* = 51); difference *ns*

Analysis of performance in sub-areas of each test on a scale of 1 - 6
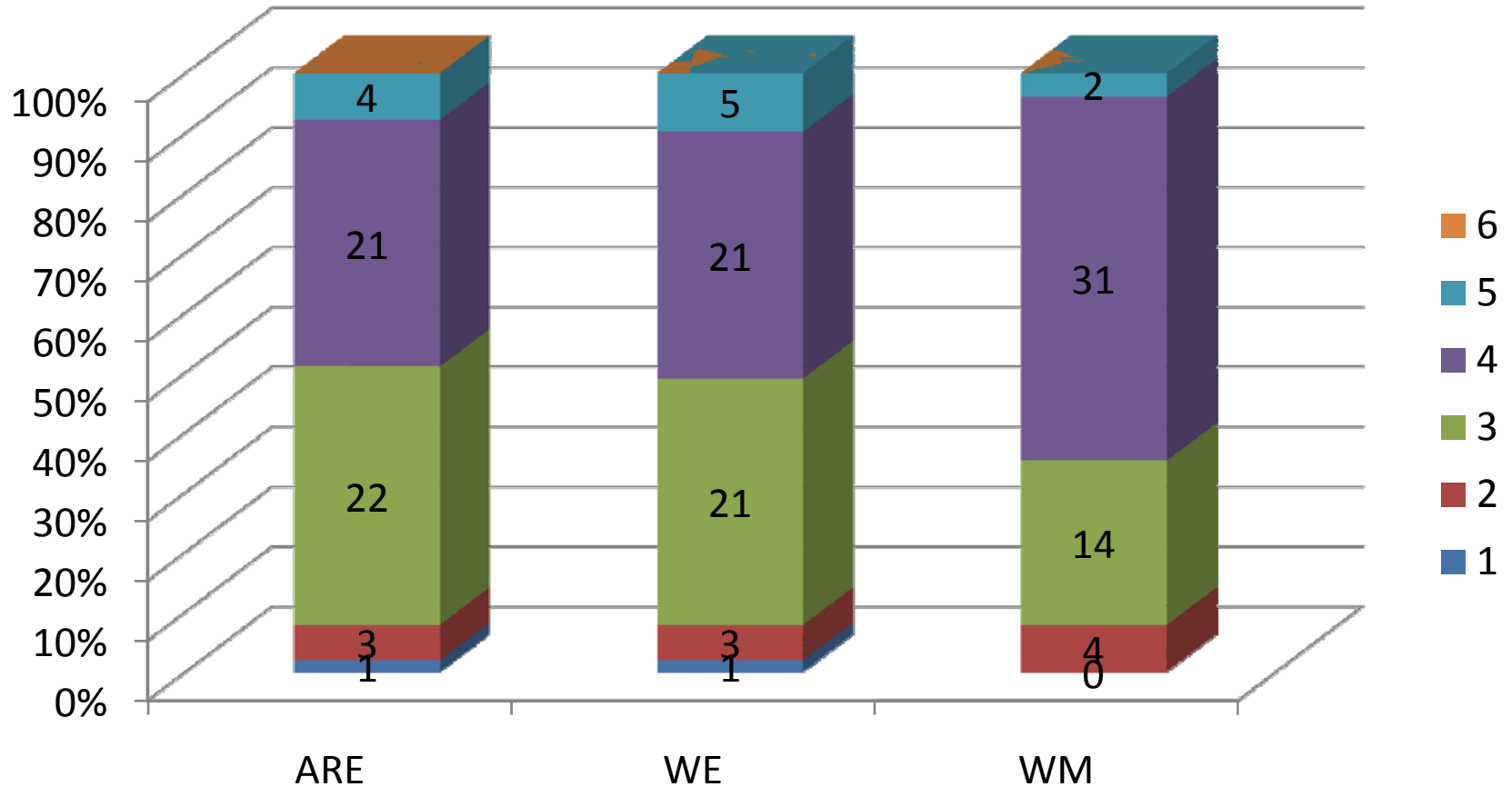
Analysis of Rubric Levels for Performance Task:
ARE = Analytic Reasoning and Evaluation; WE = Writing Effectiveness; WM = Writing Mechanics; PS = Problem Solving

|	ARE	WE	WM	PS
6				
5	6	5	4	2
4	13	16	17	17
3	17	16	25	21
2	10	11	15	11
1	5	3	6	0
			1	

Analysis of Rubric Levels for Make an Argument Analytic Writing Task:
ARE = Analytic Reasoning and Evaluation; WE = Writing Effectiveness; WM = Writing Mechanics

Analysis of Rubric Levels for Critique an Argument Analytic Writing Task:
ARE = Analytic Reasoning and Evaluation; WE = Writing Effectiveness; WM = Writing Mechanics
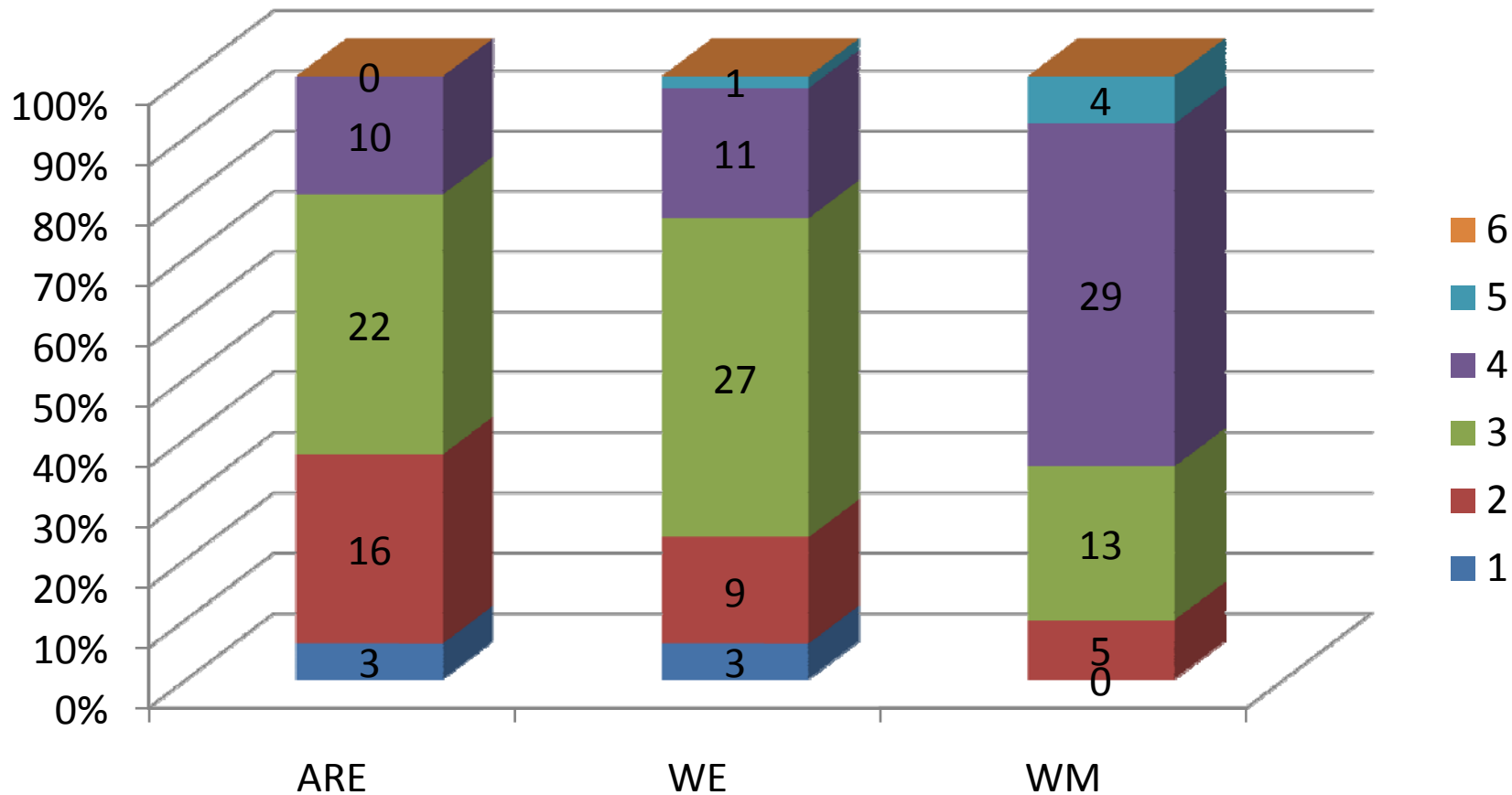
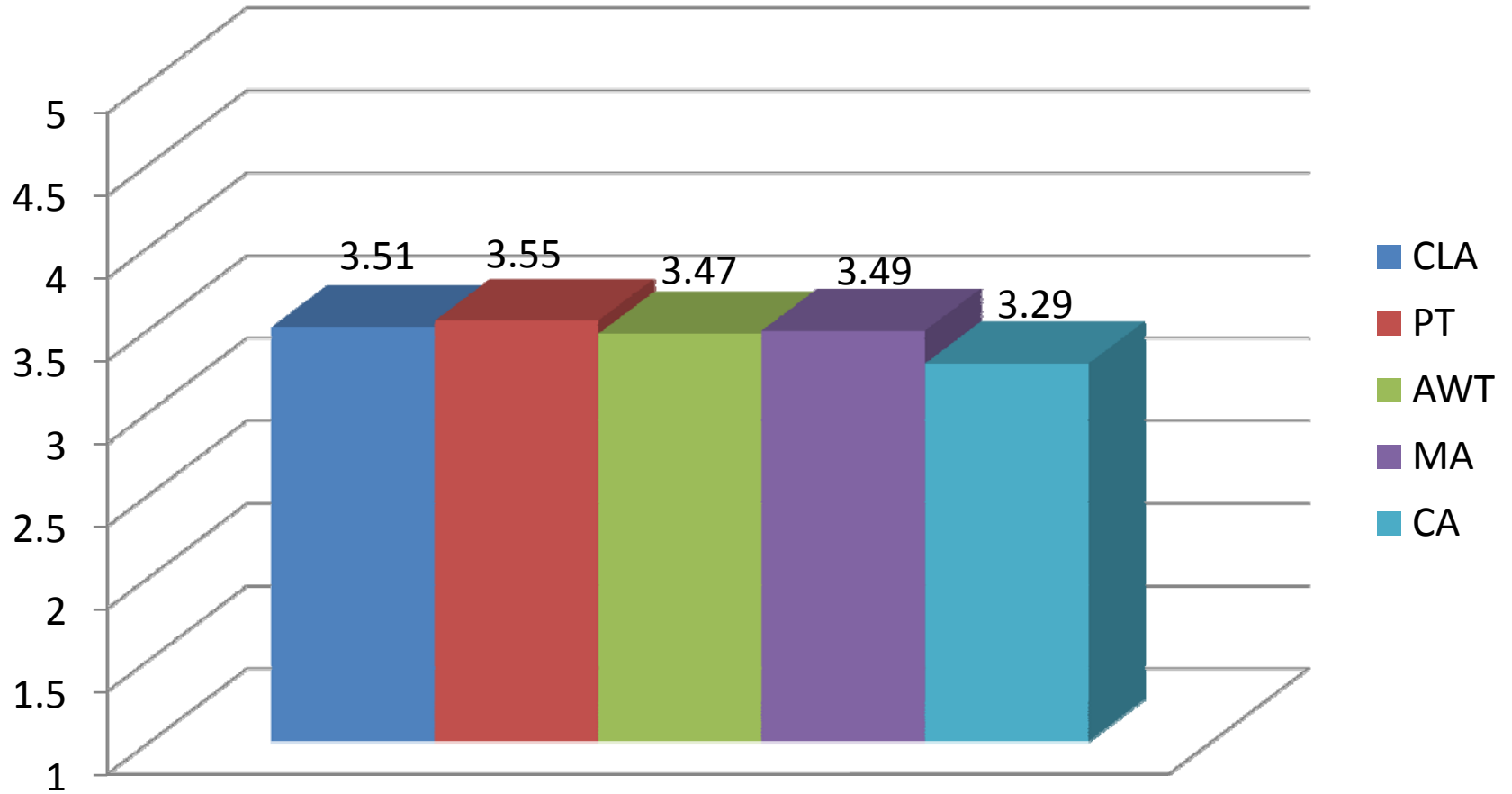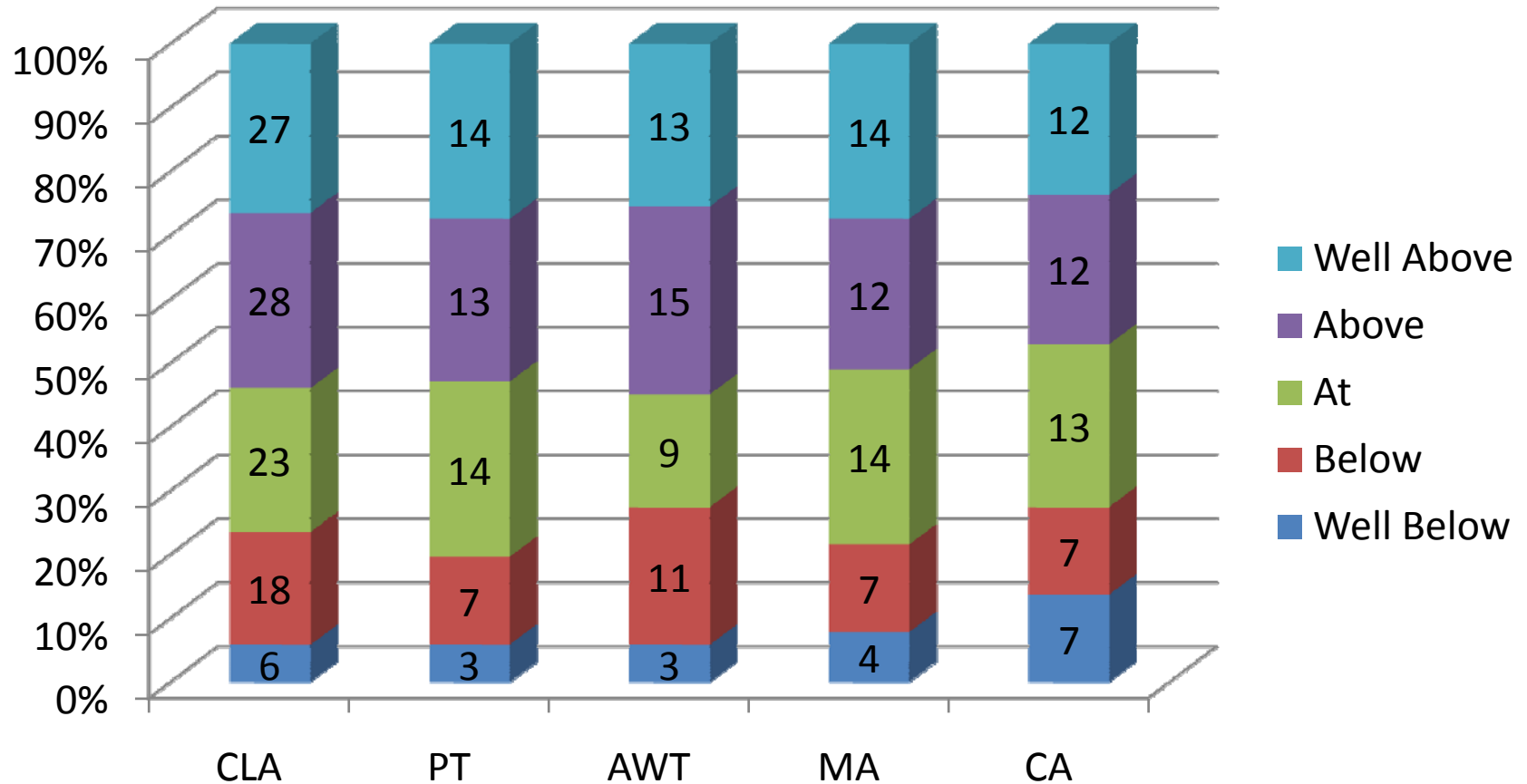Mean Expected Level of Performance Based on the following:
CLA (n = 102); Performance Task (PT: n = 51), Analytic Writing Task (AWT: n = 51), Make an Argument (MA: n = 51), Critique Argument (CA: n = 51)

Analysis of Level of Scoring on the following tasks

Analysis of Level of Scoring on the following tasks

	Well Below	Below	At	Above	Well Above
CLA	5.9%	17.6%	22.5%	27.5%	26.5%
Performance Task	5.9%	13.7%	27.5%	25.5%	27.5%
Analytic Writing Task	5.9%	21.6%	17.6%	29.4%	25.5%
Make an Argument	7.8%	13.7%	27.5%	23.5%	27.5%
Critique an Argument	13.7%	13.7%	25.5%	23.5%	23.5%

Points to Consider

- Area of Strength for incoming Freshmen
  - Writing Mechanics
- Area of Weakness for incoming Freshmen
  - Analytic Reasoning and Evaluation
  - Problem Solving
  - Writing Effectiveness
- Critique an Argument is weaker than Make an Argument and Performance Task
- Students' entering academic ability and time spent completing the test were significant predictors of results ($R^2 = .475$).
- Fall 2010 testing ran from September 20 – October 14.
- Do we want to consider making CLA testing part of Week of Welcome?

Sample Statistics for Spring 2011 CLA; $n = 96$

- Gender
  - 33 Males
  - 63 Females
- College Representation
  - 25 COLA
  - 18 COHP
  - 16 COS
  - 13 LCOB
  - 11 COEHS
  - 5 COFA
  - 4 SOJMC
  - 3 CITE
  - 1 RBA

Mean, Median, and Mode (entering academic ability on ACT scale) of Spring 2011 CLA Senior Sample
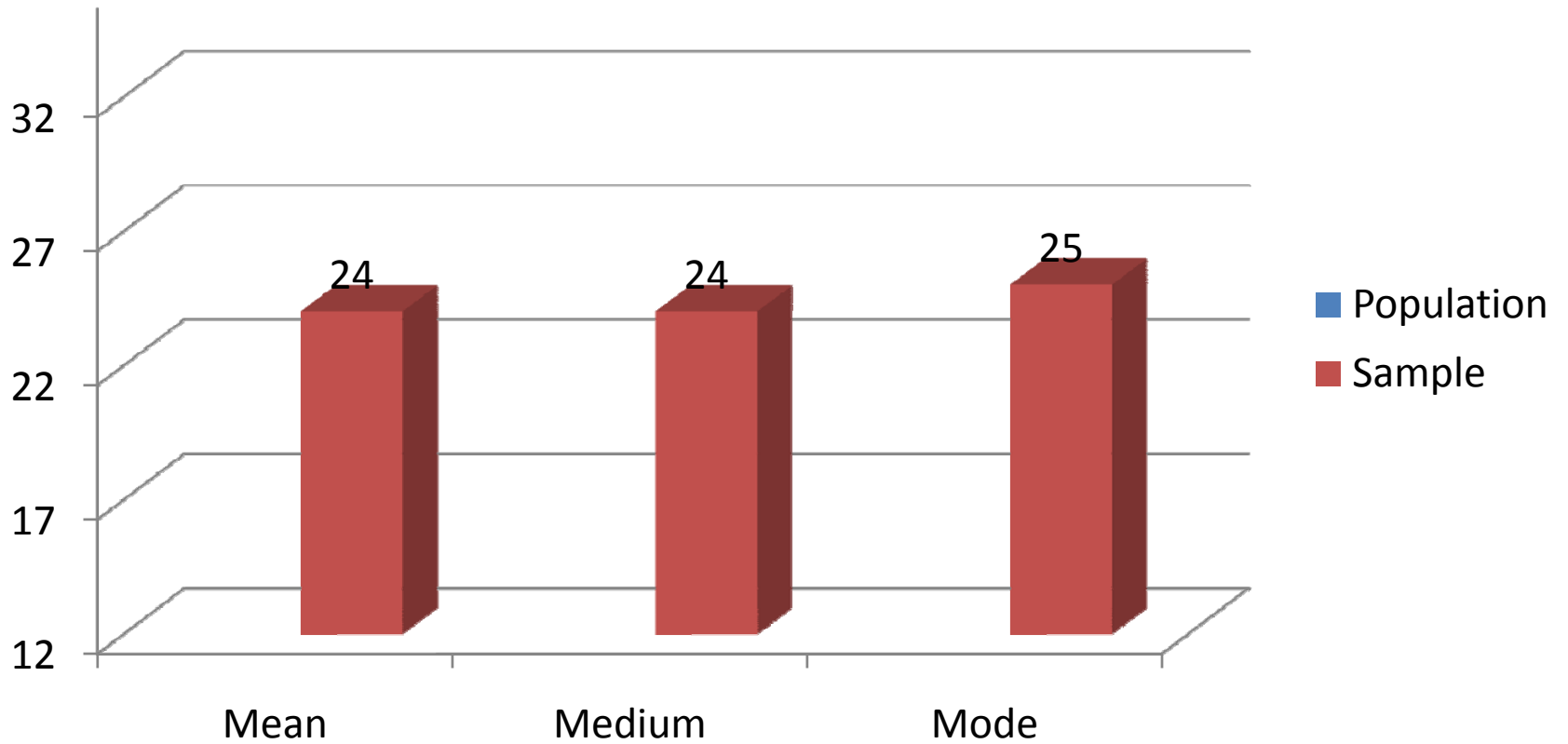
2011 General Education Assessment Repository (GEAR) Report

General Education Assessment Repository (GEAR)

- General Education Assessment
  - www.marshall.edu/gear
  - Fall FYS artifacts currently being assessed
  - Spring FYS artifacts will be assessed summer 2011.
- Pilot E-Portfolio Project launched in fall
  - Summer group will refine outcomes and rubrics

GEAR Assessment Process

- Students in FYS upload artifact, tagging to appropriate outcome – can tag to more than one outcome.

- Outcomes are organized under Faculty Senate approved domains.

- Four faculty evaluators are assigned to each domain.
  - 20% of artifacts from each domain are randomly sampled.
  - Each artifact is assigned to two independent raters.
  - Rater downloads artifact and rubric.
  - Rater reads artifact and assigns a rubric level via a drop-down menu.
  - Rater may leave comments if he/she wishes to do so.
  - When all artifacts have been reviewed by two independent reviewers, the system will assign a third reviewer to any artifact where there is a rater disagreement.
  - The level on which at least two raters agree will become the final score for the artifact.

GEAR Assessment Process Continued

- Each outcome will be analyzed in terms of mean and frequency scores to identify relative strengths and weaknesses.

- During the third week in August, the spring and summer committee members will discuss and offer suggestions for revisions to any part of the process. Suggestions may include
    - Revisions to the rubric
    - Revisions to the process itself
    - Others

Current Domains and Learning Outcomes

- Critical Thinking
  - Aesthetic and Artistic Thinking
    - Aesthetic Interpretation
    - Aesthetic Creation
  - Oral, Visual and Written Communication
    - Communicating
    - Interpreting communication
  - Mathematical and Abstract Reasoning
    - Mathematical and Abstract Representation
    - Mathematical Problem Solving
    - Mathematical Application to Other Disciplines
  - Multicultural and International Thinking
    - Intercultural Communication
    - Intercultural Appreciation
    - Global Awareness
  - Scientific Thinking
    - Scientific Contexts
    - Scientific Experimentation
  - Ethical, Social and Historical Thinking
    - Social Problems
    - Social Science Methodology
  - Information and Technical Literacy
    - Technical Literacy
    - Information Literacy
  - Metacognitive Reflection
    - Reflection on Learning Experience

Current Domains, Learning Outcomes, and Direct Assessments

- Critical Thinking: CLA, GEAR
  - Aesthetic and Artistic Thinking: COFA assessment; GEAR
    - Aesthetic Interpretation
    - Aesthetic Creation
  - Oral, Visual and Written Communication: CMM assessment, WAC Assessment, GEAR
    - Communicating
    - Interpreting communication
  - Mathematical and Abstract Reasoning: GEAR
    - Mathematical and Abstract Representation
    - Mathematical Problem Solving
    - Mathematical Application to Other Disciplines
  - Multicultural and International Thinking: GEAR
    - Intercultural Communication
    - Intercultural Appreciation
    - Global Awareness
  - Scientific Thinking: GEAR
    - Scientific Contexts
    - Scientific Experimentation
  - Ethical, Social and Historical Thinking: GEAR, possibly SOC 200 assessment
    - Social Problems
    - Social Science Methodology
  - Information and Technical Literacy: GEAR
    - Technical Literacy
    - Information Literacy
  - Metacognitive Reflection: GEAR
    - Reflection on Learning Experience

MAP-Works: 2010 - 2011

MAP-Works Statistics

- Fall Upload
  - 2,063 students
- Fall Check-Up
  - 2,008 students enrolled = 97.3% retention
- End of Fall Semester
  - 1,949 students enrolled = 94.5% retention
- Spring Semester
  - 1,754 students enrolled = 85% retention

Factors Related to Retention

- Fall mid-term academic risk
- Fall transition survey completion
- Entering academic ability
- Fall GPA
- Reading MAP-Works report
- # of alerts in MAP-Works was not related to retention.

Factors Related to Retention for Students who Completed the Fall Transition Survey: 0.5 or greater difference between students who left Marshall and those who stayed

- Homesickness: Distressed (1.0 difference)
- Commitment to Marshall (0.9 difference)
- Satisfaction with Marshall (0.7 difference)
- Homesickness: Separation (0.7 difference)
- Social Integration (0.6 difference)
- On-Campus Living Environment (0.6 difference)
- Academic Integration (0.5 difference)

More MAP-Works Data

- Data from 2009-2010 MAP-Works showed that students who entered Marshall with declared majors were more likely to persist than undecided students.

MAP-Works Issues

- Plan for more effective use.
- Ideas??

Syllabus Assessment

Will update at next meeting.

Rethinking the Assessment Model

The following slides present ideas for your consideration

Suggested Relationships among Levels of Student Learning Assessment

- University Level
  - General competencies students should have upon graduation.
- General Education Level
  - General competencies students should have upon completion of the Core Curriculum.
  - These competencies should map to university level competencies.
- Program Level
  - Discipline specific competencies students should have upon graduation.
  - These competencies should map to university outcomes.
- Course Level
  - Competencies students should have upon completion of a course.
  - These competencies should map to university, program, and/or general education outcomes.
- Other student experiences
  - Identify other experiences students have that help them achieve the university's learning outcomes.

Proposed University Learning Outcomes for Your Consideration

- Critical and Creative Thinking
  - Scientific Thinking
  - Mathematical and Abstract Thinking
  - Social and Historical Thinking
  - Aesthetic and Artistic Thinking
- Oral, Written, and Visual Communication
- Information and Technical Literacy
- Multicultural and International Thinking
- Ethical Thinking

Identified Areas for Improvement

Improve Communication and Transparency of Assessment Results and Actions Taken

• Website Redesign

- Homepage – keep as is with a brief description of the office with links.
- "About Us" Page – keep as is. This page provides the Office's mission and goals with further descriptions of our two main functions – assessment of student learning and program review.
- Program Contact Information – names and contacts of deans, chairs, and program coordinators
- University Assessment Committee – names, contact, and unit represented for each member of the University Assessment Committee. This page also includes agendas, minutes, and presentations made at each Assessment Committee meeting.
- Student Learning Outcome Statements' Page. On this page, we will begin with learning outcomes for general education and follow with learning outcomes for each of our programs. On this page, we can also place an * next to each program outcome that supports a general education outcome.
- Assessment Plans – on this page we will add Assessment Plans, which include outcomes, measures, and timeline for general education and for each program.

Improve Communication and Transparency of Assessment Results and Actions Taken

- Website Redesign continued:
  - Assessment Resources – this page would combine our current "Program Review Instructions and Forms" and "Assessment Forms" pages.
  - Current Assessment Activities – this page would outline all University-wide assessments being conducted during the current academic year. These would include general education portfolio assessment, CLA, NSSE, MAP-Works, Graduation Surveys, Assessment Day, and a reference to program assessment, where readers would be referred to each program's assessment plan for specifics.
  - Direct evidence of Student Learning – I suggest using the page we currently have labeled "Assessment Reports and Program Reviews" and adding general education assessment results to the page as well. This may make the page too long. If so, we can divide into two pages – Evidence of Student Learning: General Education and Evidence of Student Learning: Program Level.
  - Indirect evidence of Student learning – this page would contain survey data.
  - Use of Student Learning Evidence – also known as the "feedback loop." On this page, we could list the ways we're using data from NSSE, CLA, Graduation Surveys, GEAR assessment, and MAP-Works to make changes to the university curriculum. Then, we would list how each program is using data from its assessment to make changes to student learning in each program. The latter information would be pulled from annual assessment reports.
  - Assessment Day Page – keep as is.