Assessment Report
Academic Year 2012 – 2013

May 2, 2013

Final Update – September 24, 2013

Open Pathways Demonstration Project

Activities, Results, and Next Steps

Explanation of "Open Pathways"

- Marshall University is accredited by the Higher Learning Commission (HLC) of the North Central Association.

- In previous years, the HLC has allowed institutions to choose between two accreditation programs:
  - Program to Evaluate and Advance Quality (PEAQ)

    or
  - Academic Quality Improvement Program (AQIP)

- Marshall has used the PEAQ program

- The PEAQ accreditation program has been replaced by the Pathways Program (Open or Standard). Open Pathways requires two parts
  - Quality Initiative
  - Assurance Argument

Explanation of "Open Pathways"

- Marshall was invited by the HLC to participate in Pioneer Cohort #3.
  - Cohort #3 institutions tested the Lumina Foundation's Degree Qualifications Profile (DQP) as their quality initiative.
- Institutions in Pioneer Cohort #3 will have completed their quality initiatives (testing the DQP) as of June 15, 2013.
- Beginning July 1, 2013, Pioneer Cohort #3 institutions will begin work on their assurance arguments.
- Marshall's HLC site visit is scheduled for October 12 – 13, 2015.
- For more information about the HLC's current accreditation models, visit
  - www.ncahlc.org/Information-for-Institutions/pathways.html

Academic Year 2012 – 2013 Activities

Date	Activity
Summer 2012	Committee studied results from spring 2012 and compiled report for HLC and Lumina Foundation. muwww-new.marshall.edu/hlcopenpathways/files/2012/08/2012HLCOpenPathwaysReport.pdf
Fall 2012	Programs completed rubrics for all program learning outcomes and collected and reported data for at least two outcomes. New reporting template was created. muwww-new.marshall.edu/hlc/activity3.aspx
October 2012	Presentation at Assessment Institute, Indianapolis muwww-new.marshall.edu/hlcopenpathways/files/2011/11/2012-10-30-Assessment-Institute-Presentation.pdf
January 31, 2013	Dr. John Immerwahr, Senior Researcher and Public Engagement Specialist at *Public Agenda*, conducted Faculty Focus Groups regarding the DQP.
January 31, 2013	Marshall University Baccalaureate Degree Profile passed by Faculty Senate. www.marshall.edu/assessment/LearningOutcomes.aspx

Academic Year 2012 – 2013 Activities

Date	Activity
February 27 – March 1	Presented Open Pathways Project to other members of HLC's Cohort 3. muwww-new.marshall.edu/hlcopenpathways/files/2011/11/2013-02-28-HLC-Presentation.pdf
April 3, 2013	Programs completed Open Pathways Project Survey. Results can be accessed at muwww-new.marshall.edu/hlcopenpathways/files/2013/05/Open-Pathways-Assessment-Day-Survey-Results.pdf
April 6, 2013	Presentation at AAC&U's Network for Academic Renewal Conference: Student Success and the Quality Agenda, Miami, FL. http://prezi.com/xfisqimko9n7/coordinating-university-learning-outcomes-with-assessment-rubrics/?auth_key=c59cd445d83574af49dc9848467b875b2b977037&kw=view-xfisqimko9n7&rc=ref-721238
April 8, 2013	Participated in panel, "The DQP: Sharing Findings, Latest Thinking, and Candid Criticisms" at the Higher Learning Commission's Annual Meeting, Chicago, IL.
May 17, 2013	Programs use new reporting template to submit results of spring semester assessment. Following analysis of results, programs report planned actions. This results in completed assessment update for academic year 2012 – 2013. muwww-new.marshall.edu/assessment/ReportArchive.aspx
June 15, 2013	Final report on Marshall's Quality Initiative (testing the DQP) will be submitted to the Higher Learning Commission. muwww-new.marshall.edu/hlcopenpathways/files/2013/06/20130615FinalHLCQualityInitiativeOpenPathwaysReport.pdf

Assessment Report Results: Academic Year 2012 - 2013

Visit

muwww-new.marshall.edu/assessment/ReportArchive.aspx

to read programs' assessment reports

Annual Program Assessment: 2012 - 2013

- Annual assessment reports were due from 104 programs
  - 48 graduate
  - 56 undergraduate

- 99 annual assessment reports were submitted
  - 44 graduate
  - 55 undergraduate

- Reasons why 5 reports were not submitted
  - ✓ No reasons given (3 programs [1 undergraduate and 2 graduate])
  - ✓ Programs did not participate in Open Pathways – will be submitted late (2 graduate programs)

Rubric Used for Annual Assessment Reports

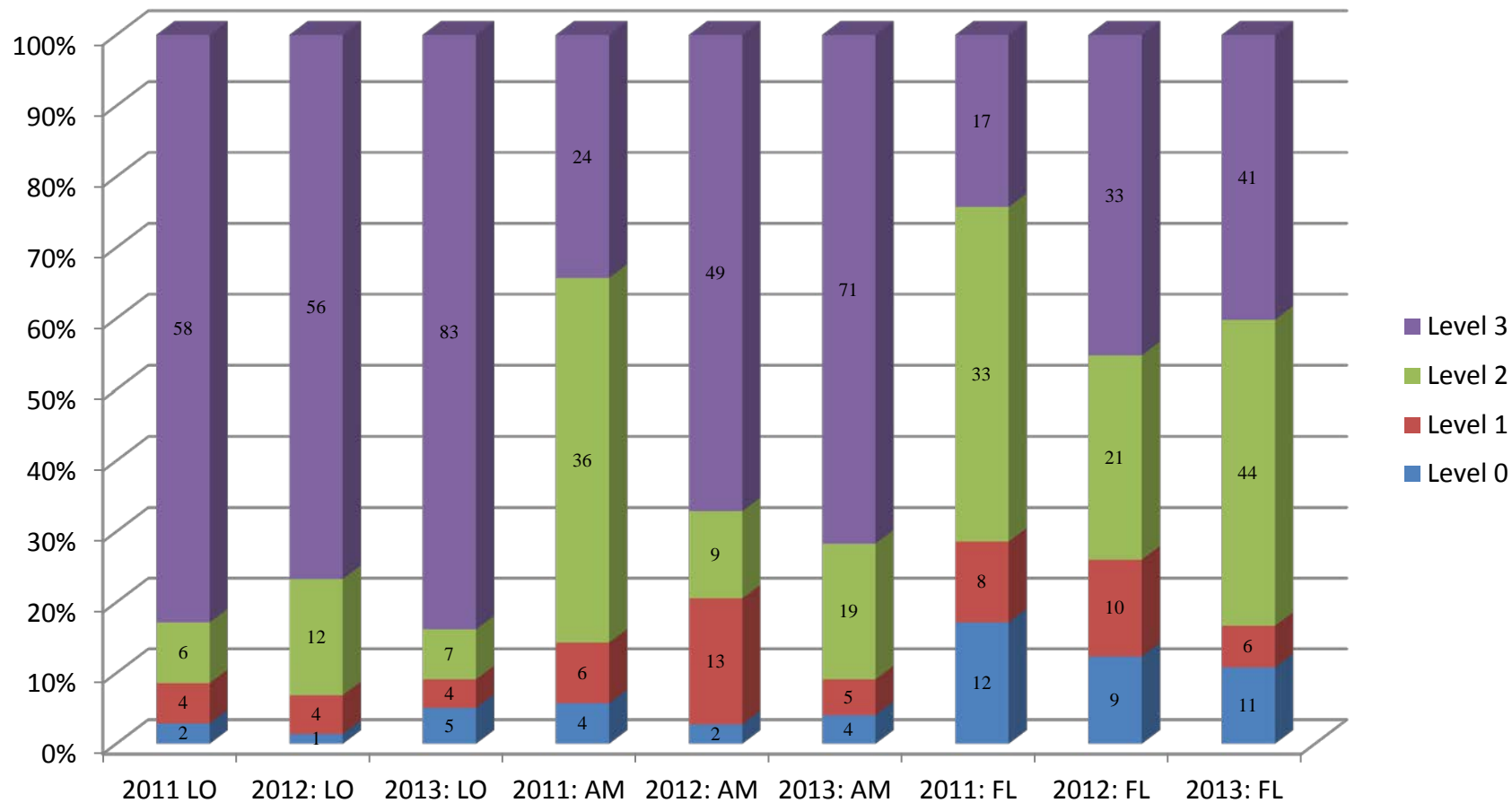Program _____ Reviewer _____ Date _____

To achieve a level, all items must be checked at that level and all preceding levels (except 0).

| Student Learning Outcomes	Assessment Measures	Feedback Loop (Benchmarks, Results, Analysis and Planned Action)
Level 0 _____ No outcomes are provided or Level 1 was not fully achieved.	Level 0 _____ No measures are identified or Level 1 was not fully achieved.	Level 0 _____ Either no benchmarks are given or results are not reported or Level 1 was not achieved.
Level 1 _____ Learning outcomes are identified _____ Learning outcomes are clearly derived from the program's educational mission (which in turn is derived from the university's educational mission).	Level 1 _____ Measures are identified for outcomes assessed this cycle. _____ Measures are valid in that they afford reasonable inferences regarding outcomes.	Level 1 _____ Assessment results are presented within the context of specified benchmarks.
Level 2 *All in Level 1 plus* _____ Stated learning outcomes are measurable (either qualitatively or quantitatively; i.e. they state what students will be able to do).	Level 2 *All in Level 1 plus* _____ Complementary assessment measures (of which the majority should be direct) were used.	Level 2 *All in Level 1 plus* _____ Reported results are derived from complementary assessment measures (of which the majority should be direct).
Level 3 *All in Levels 1 and 2 plus* _____ Learning outcomes span multiple learning domains, emphasizing higher orders of learning, i.e. analysis, synthesis, and evaluation.	Level 3 *All in Levels 1 and 2 plus* _____ Complementary assessment measures allow sufficient detail to inform improvement, e.g. employ analytic rubrics or other methods of analysis. _____ Complementary assessments are integrated throughout the curriculum, i.e. they allow performance to be gauged over time.	Level 3 *All in Levels 1 and 2 plus* _____ Results are aggregated and reported in detail using analytic rubrics or other appropriate tools that allow detailed analysis of students' strengths and weaknesses regarding the outcomes assessed. _____ A detailed plan for improvement in student learning, based on a clear analysis of assessment results, is presented for outcomes assessed this year.

Comments:

- Results (Scale ranges from 0 to 3)

  — Student Learning Outcomes (M = 2.71; SD = 0.756; *skewness* = -2.653)

  — Assessment Measures (M = 2.65; SD = 0.737; *skewness* = -2.492)

  — Feedback Loop (M = 2.22; SD = 0.962; *skewness* = - 1.315)

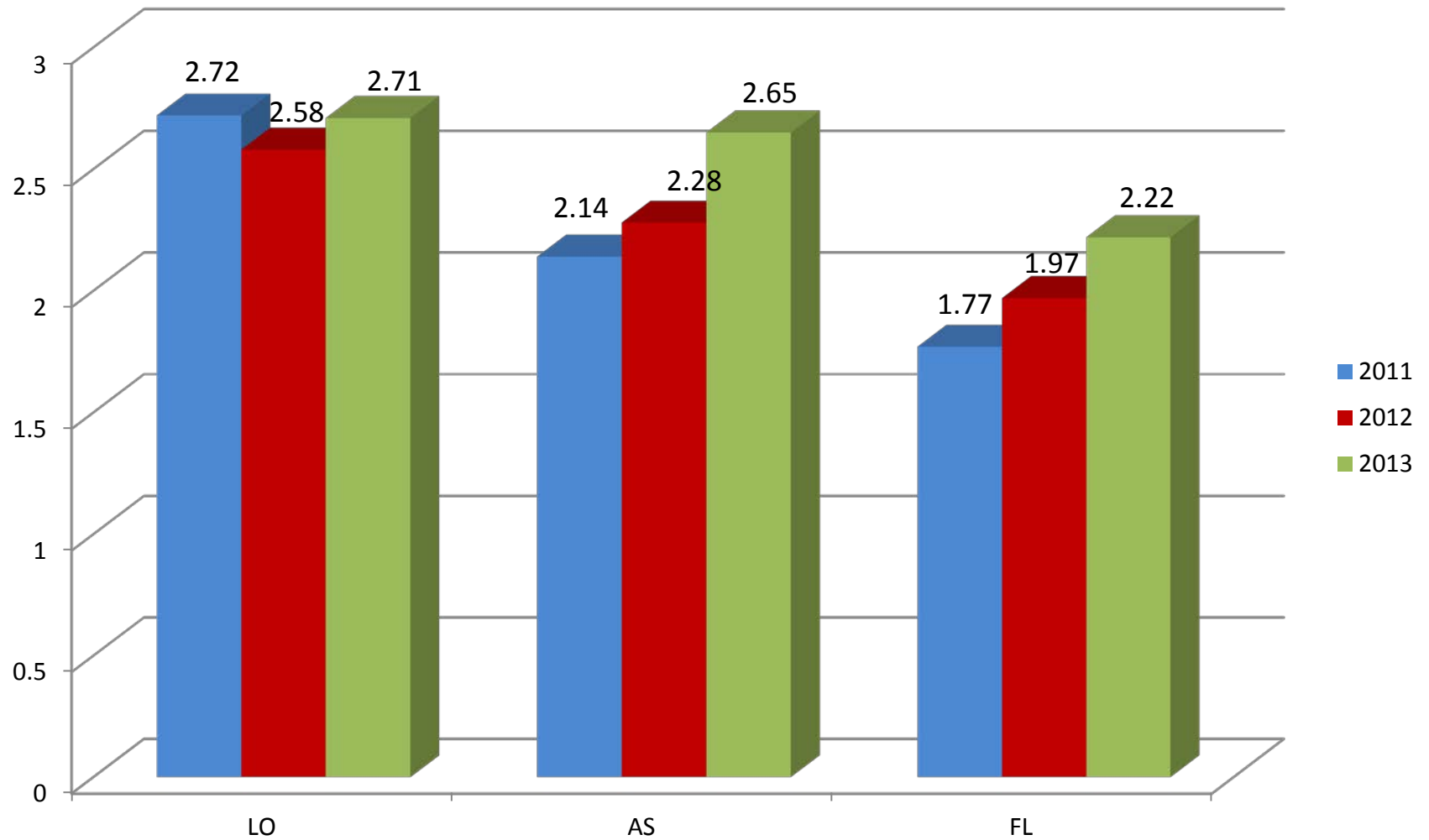Program Assessment Results, with comparison between spring 2011, spring 2012, and spring 2013

Program Assessment Results: Deeper Analysis for Spring 2013

	LO	AM	FL
Level 3	83	71	41
Level 2.5	1	13	18
Level 2	6	6	23
Level 1	4	5	6
Level 0.5	1	0	0
Level 0	4	4	11
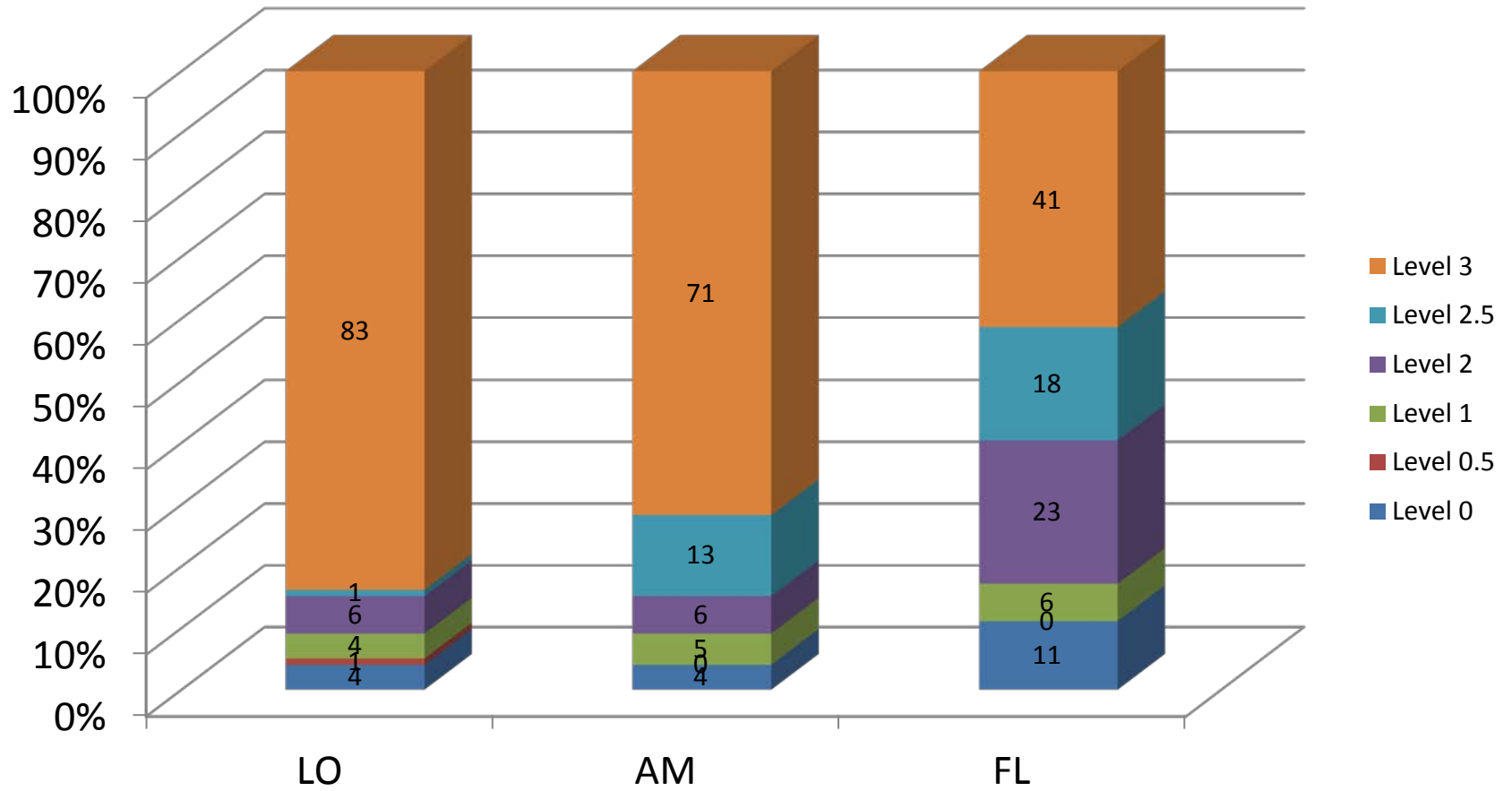
Program Assessment Mean Comparisons: spring 2011, 2012, and 2013

# Marshall Assessment: Proposed Next Steps

- Bachelor's Programs
  - Map program's trait outcomes to trait outcomes of the Marshall Baccalaureate Degree Profile.

- Master's Programs
  - Map program's trait outcomes to trait outcomes at the advanced level of the Marshall Baccalaureate Degree Profile.

- All Programs
  - Test newly developed data reporting system.

Assessment Day 2013

Senior Assessments

Assessment Day Senior Assessment Response Rate for each College

College	Tested	Invited	Response Rate
COB	64	161	40%
COE	70	100	70%
COFA	44	63	70%
COHP	121	179	68%
SOJMC	9	92	10%
COLA	31	181	17%
COS	44	151	29%
CITE	15	45	33%
Total	398	972	41%
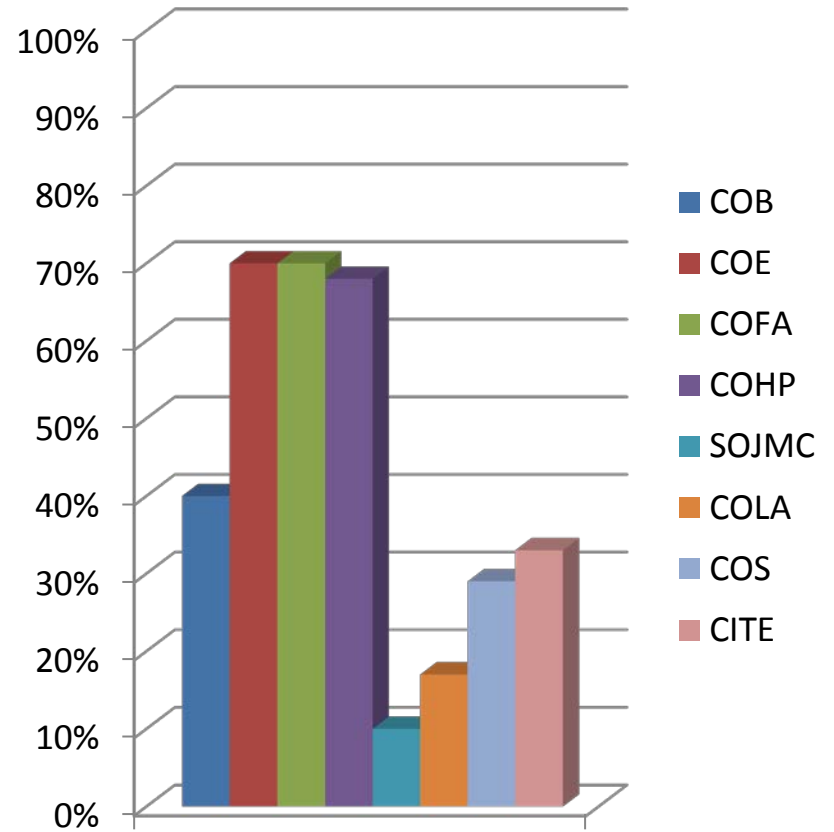
Senior Assessment Response Rate for each College
(including students who completed make-ups after Assessment Day)

College	Tested	Invited	Response Rate
COB	73	161	45%
COE	70	100	70%
COFA	45	63	71%
COHP	124	179	69%
SOJMC	9	92	10%
COLA	49	181	27%
COS	59	151	39%
CITE	16	45	36%
Total	445	972	46%
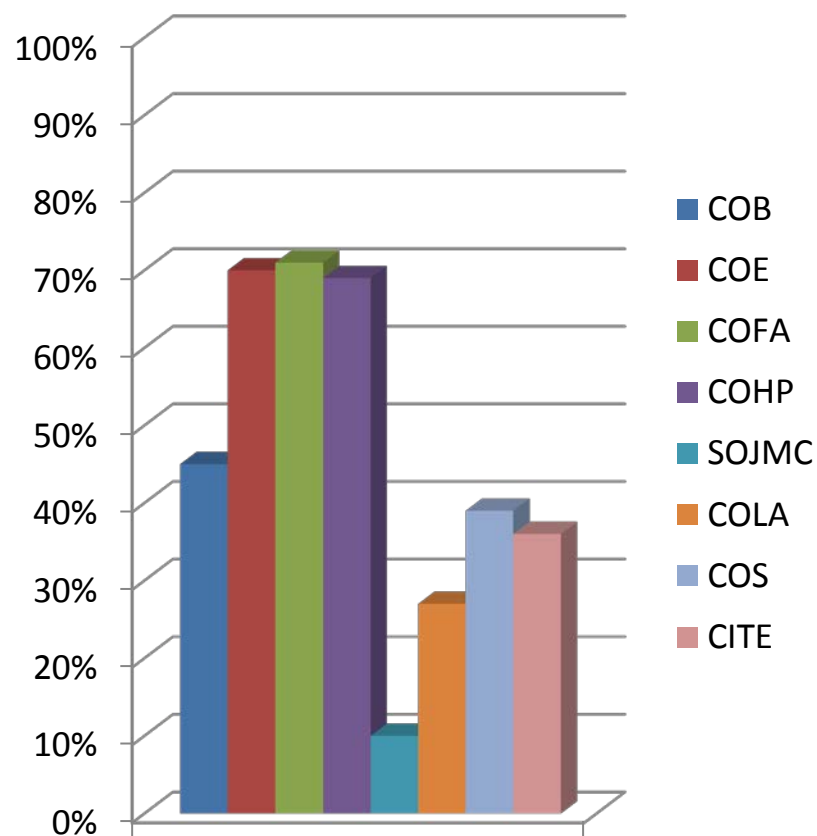
Comparison of Freshman Assessments from Week of Welcome (WOW)
and
Senior Assessments from Assessment Day

Academic Year 2012 - 2013

Review Procedures

- A total of 200 artifacts (130 freshman [WOW] and 70 senior [Assessment Day]) were randomly drawn for assessment.
  - Artifacts were de-identified and raters did not know which were completed by freshmen and which by seniors.
  - Each artifact was scored across six criteria.

- Each artifact had two independent raters and scores were determined in the following manner:
  - If raters assigned the same score, that became the score for the artifact.
  - If raters' scores differed by one point or less, e.g. Rater 1 assigned a score of 1 and Rater 2 a score of 2, the final score was the mean, i.e. 1.5.
  - If raters' scores differed by more than one point, e.g. Rater 1 assigned a score of 1 and Rater 2 a score of 3, the raters met to discuss the rationale for their scores to see if they could agree on a score or, at minimum, scores that differed by no more than one point.
  - If raters' scores differed by more than one point and, after discussion, they were not able to resolve the differences, a third rater was assigned to review the artifact.

Rules for Arriving at Final Scores when there were Three Raters: These rules were followed for all assessments conducted.

1. If the third rater's score agreed with one of the first two, the score with the two agreements was used.

2. If the first two raters' scores were two points apart, e.g. 1 and 3 and the third rater's score was in the middle, e.g. 2, the third rater's score was used.

3. If the first two raters' scores were two points apart, e.g. 1 and 3, and the third rater's score was between them, but a decimal, e.g. 1.5 or 2.5, the third rater's score was used.

4. If the first two raters' scores were two points apart, e.g. 1 and 3, and the third rater's score was a "4", the two scores closer together were averaged, e.g. 3.5.

5. IF the first two raters' scores were three points apart, e.g. 1 and 4, the third rater's score was averaged with the closest other rater; e.g. if the third rater's score was 3, the final score was 3.5; if the third rater's score was 2, the final score was 1.5.

WOW/Assessment Day Artifacts were scored using this rubric developed for First Year Seminar (FYS)
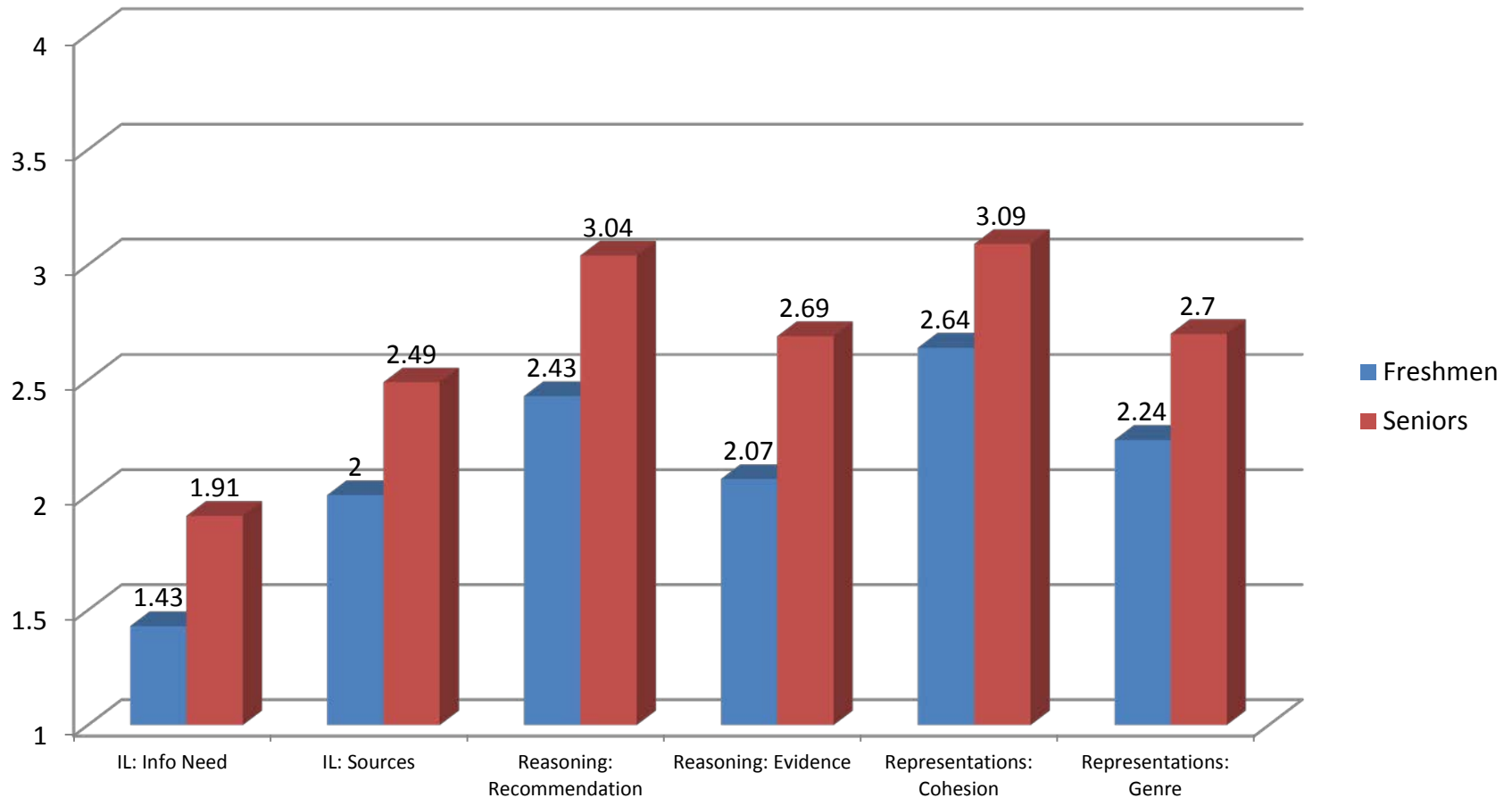
RUBRIC FOR FYS FINAL EXAM

FYS Outcomes	A (4)	B (3)	C (2)	D/F (1)	
Information Literacy (Accessing, evaluating, and using information ethically)	• **Part B**: Assesses the need for more information and recommends specific research methods/sources that would address most unanswered questions. • **Part C**: Deliberately acknowledges and evaluates multiple relevant sources of information from the DL.	• **Part B**: Assesses the need for more information and recommends general research methods/sources that would address some unanswered questions. • **Part C**: Clearly acknowledges relevant sources of information from the DL.	• **Part B**: Acknowledges the need for more information but does not identify feasible research methods/sources that would address unanswered questions. • **Part C**: Indirectly/vaguely acknowledges sources of information from the DL.	• **Part B**: Does not acknowledge or assess the need for more information. • **Part C**: Fails to acknowledge sources.	
Reasoning (Demonstrating sound reasoning skills through the construction of an argument)	Part C: • Offers a specific, consistent, and actionable recommendation that addresses the problem identified. • Explicitly links recommendation to relevant evidence from the DL; explains why some evidence has been disregarded because of inaccuracy, partiality/bias, or irrelevance.	Part C: • Offers a broad recommendation with some inconsistencies; may only partially address the problem identified. • Links recommendation to relevant evidence from the DL but does not explain why that evidence was chosen over other information.	Part C: • Offers an overgeneralized or contradictory recommendation (does not take a clear position). • Defends recommendation with a mix of appropriate and inappropriate evidence from the DL.	Part C: • Discusses the scenario topic but fails to define the problem or provide a recommendation. • Disregards most relevant evidence from the DL in favor of own ideas or biases.	
Representations (Evaluating and constructing representational artifacts in a variety of genres)	Part C • Produces a cohesive, readable document with only minor grammatical errors. • Produces a professional document in the specified genre.	Part C • Organizes document in a cohesive way but makes just enough grammatical errors to diminish the perceived expertise of the recommender. • Produces a document in the specified genre, but with minor formatting errors.	Part C • Produces a document that lacks a cohesive progression of ideas and/or makes significant grammatical errors. • Produces a document in the specified genre, but format is incorrect/incomplete.	Part C • Produces a document that is confusing and disjointed; makes grammatical errors that seriously affect the accuracy and readability of the document. • Makes no attempt to reproduce specified document format requested in the scenario.	

WOW/Assessment Day Results

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score
Freshman *n* = 130; Senior *n* = 70
(Differences between freshmen and seniors are statistically significant for all traits)
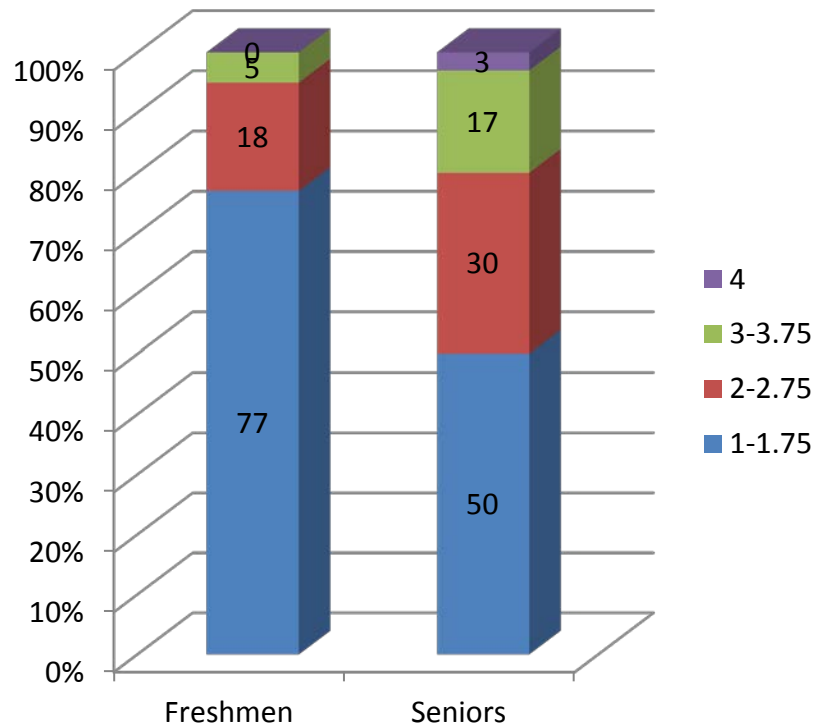
WOW/Assessment Day Results
Freshman *n* = 130; Senior *n* = 70

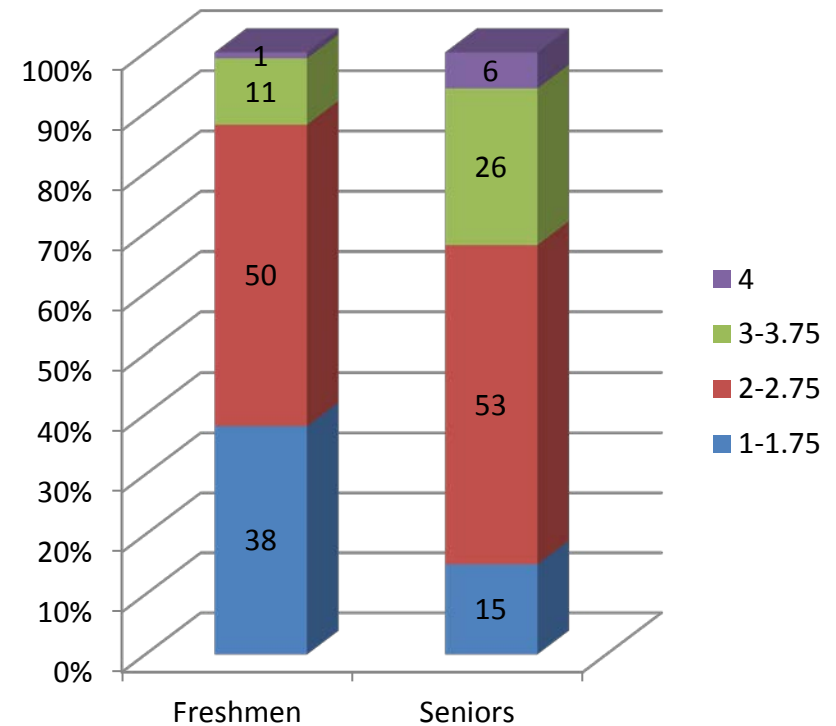| Trait/ Performance Level	IL: Information Needed	IL: Sources	Reasoning: Recommendation	Reasoning: Evidence	Rep: Cohesion	Rep: Genre	Total
1 – 1.75 Freshmen	100 (77%)	49 (38%)	27 (21%)	47 (36%)	16 (12%)	61 (47%)	300 (38%)
1 – 1.75 Seniors	35 (50%)	11 (15%)	5 (7%)	9 (13%)	5 (7%)	20 (29%)	85 (20%)
2 – 2.75 Freshmen	23 (18%)	65 (50%)	64 (49%)	63 (48%)	61 (47%)	16 (12%)	292 (37%)
2 – 2.75 Seniors	21 (30%)	37 (53%)	20 (29%)	29 (41%)	21 (30%)	10 (14%)	138 (33%)
3 – 3.75 Freshmen	7 (5%)	15 (11%)	31 (24%)	18 (14%)	37 (29%)	43 (33%)	151 (19%)
3 – 3.75 Seniors	12 (17%)	18 (26%)	30 (43%)	27 (39%)	25 (36%)	24 (34%)	136 (32%)
4 Freshmen	0 (0%)	1 (1%)	8 (6%)	2 (2%)	16 (12%)	10 (8%)	37 (5%)
4 Seniors	2 (3%)	4 (6%)	15 (21%)	5 (7%)	19 (27%)	16 (23%)	61 (15%)
Total Freshmen	130 (100%)	130 (100%)	130 (100%)	130 (100%)	130 (100%)	130 (100%)	780 (100%)
Total Seniors	70 (100%)	70 (100%)	70 (100%)	70 (100%)	70 (100%)	70 (100%)	420 (100%)

WOW/Assessment Day Results: Information Literacy
(Numbers in the graphs are %ages)

Information Needed

	Freshmen	Seniors
4	0	3
3-3.75	5	17
2-2.75	18	30
1-1.75	77	50

Sources

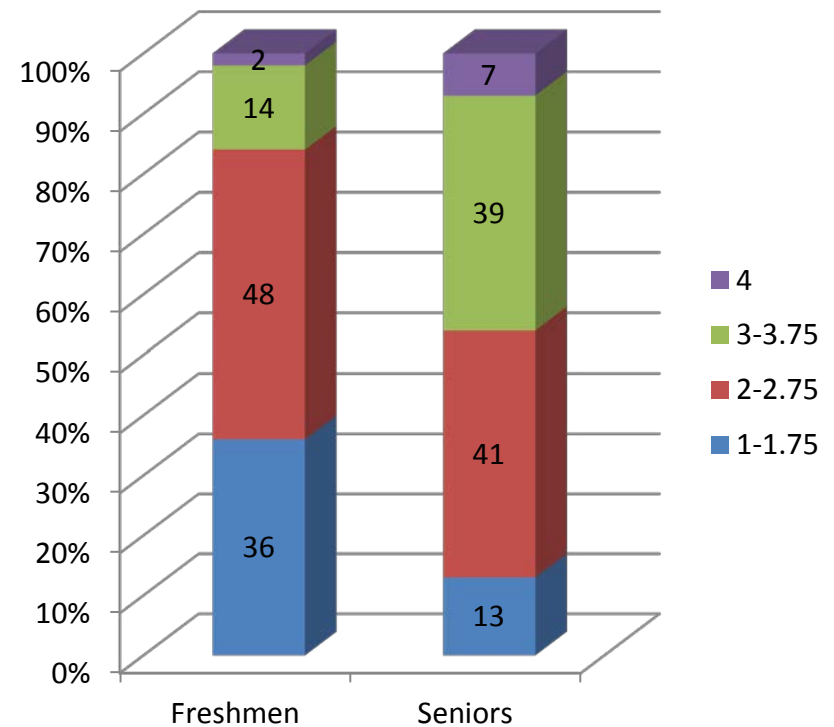|	Freshmen	Seniors
4	1	6
3-3.75	11	26
2-2.75	50	53
1-1.75	38	15

WOW/Assessment Day Results: Reasoning
(Numbers in the graphs are %ages)
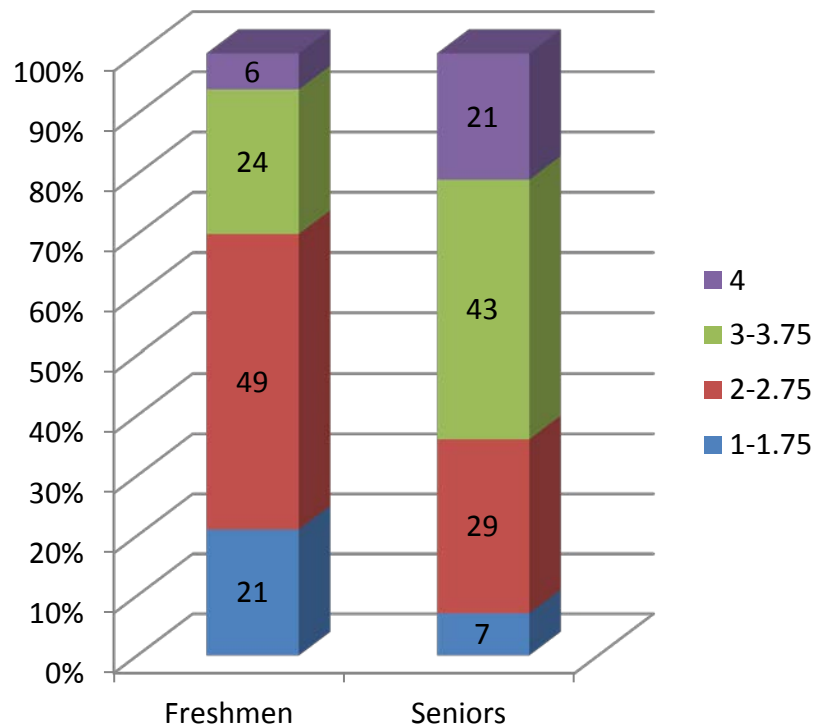
WOW/Assessment Day Results: Representation
(Numbers in the graphs are %ages)

Cohesion

	Cohesion	
	Freshmen	Seniors
4	12	27
3-3.75	29	36
2-2.75	47	30
1-1.75	12	7

Genre

	Genre	
	Freshmen	Seniors
4	8	23
3-3.75	33	34
2-2.75	12	14
1-1.75	47	29
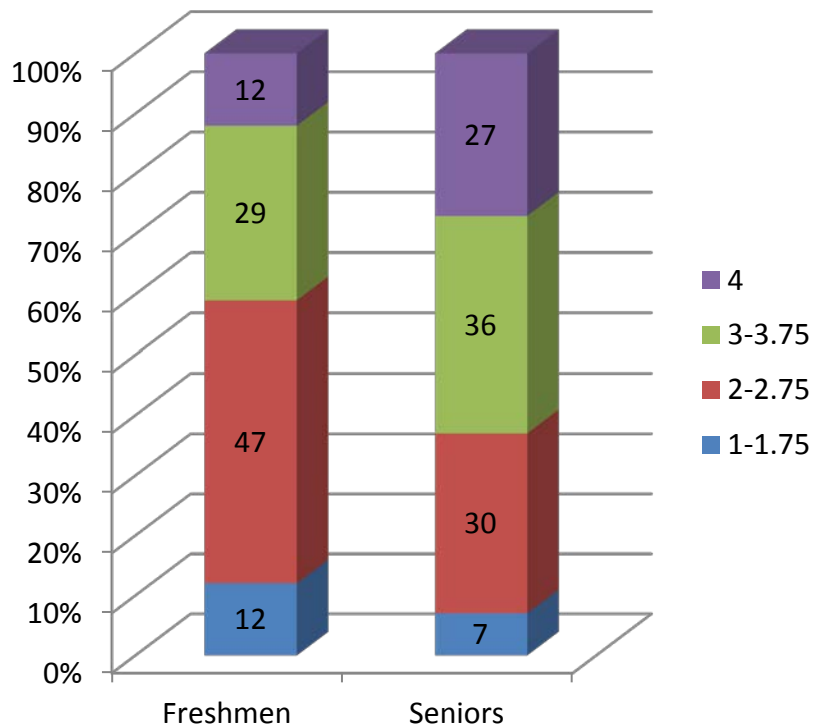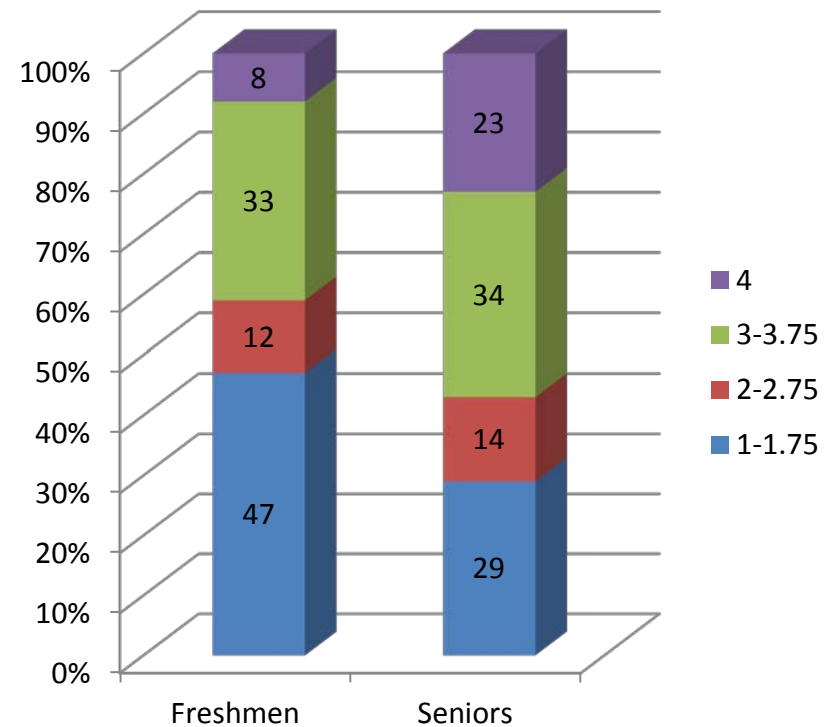
Interrater Agreement

WOW/Assessment Day Artifacts

Trait/ Agreement	IL: Information Needed	IL: Sources	Reasoning: Recommendation	Reasoning: Evidence	Rep: Cohesion	Rep: Genre	Total
Agree	126 (63%)	91 (45.5%)	68 (34%)	77 (38.5%)	79 (39.5%)	112 (56%)	553 (46%)
Difference = 1 point or less	56 (28%)	103 (51.5%)	96 (48%)	101 (50.5%)	86 (43%)	82 (41%)	524 (44%)
Difference = more than 1 point	18 (9%)	6 (3%)	36 (18%)	22 (11%)	35 (17.5%)	6 (3%)	123 (10%)
Total	200 (100%)	200 (100%)	200 (100%)	200 (100%)	200 (100%)	200 (100%)	1,200 (100%)

Collegiate Learning Assessment (CLA)
Sample/Population Comparisons and Results

Academic Year 2012 – 2013

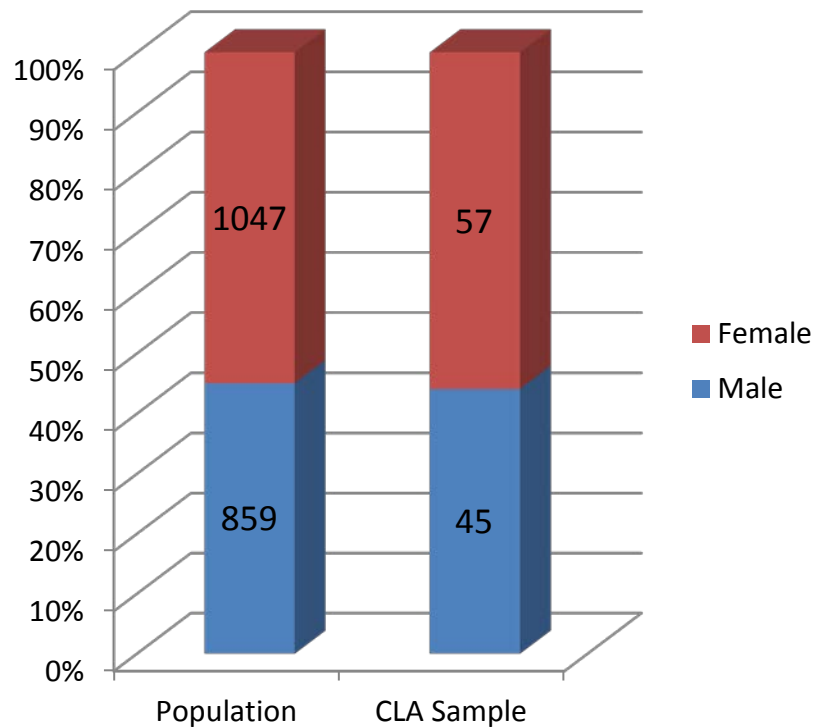# *CLA* Sample/Population Comparisons

Freshmen: Fall 2012

- Population n = 1,906
- Sample n = 102

Seniors: Spring 2013

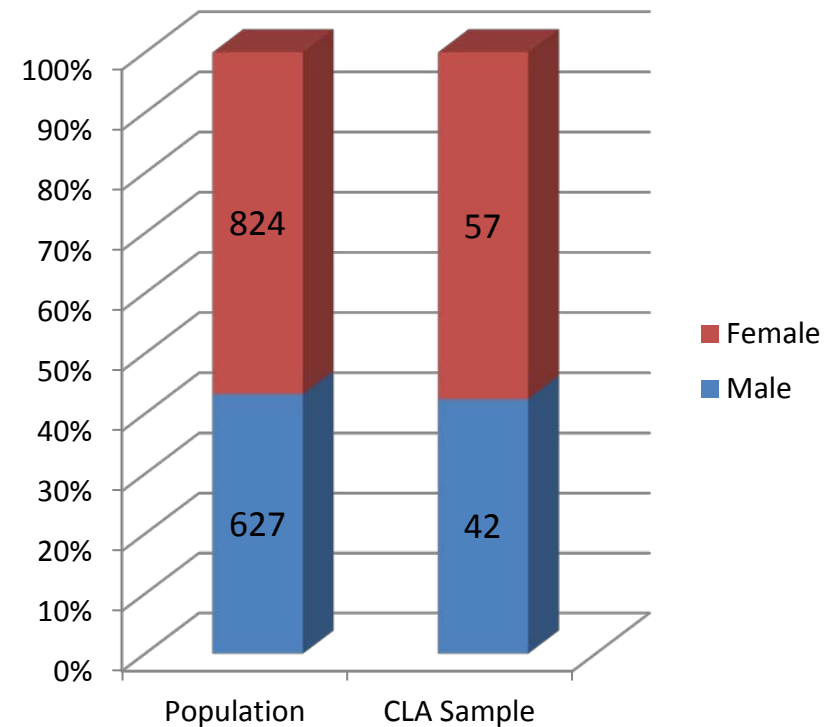- Population n = 1,451
- Sample n = 99

CLA Sample/Population Comparisons: Gender

Freshmen: Gender *(ns)*

	Population	CLA Sample
Female	1047	57
Male	859	45

Seniors: Gender *(ns)*

	Population	CLA Sample
Female	824	57
Male	627	42

CLA Sample/Population Comparisons: Race

Freshmen: Race *(ns)*

	Population	CLA Sample
Non US Residents	2	0
White	1,261	66
Asian/PI	13	2
Black	105	7
American Indian	5	0
Hispanic	58	2
Unknown	462	25
Total	1,906	102

Seniors: Race *(ns)*

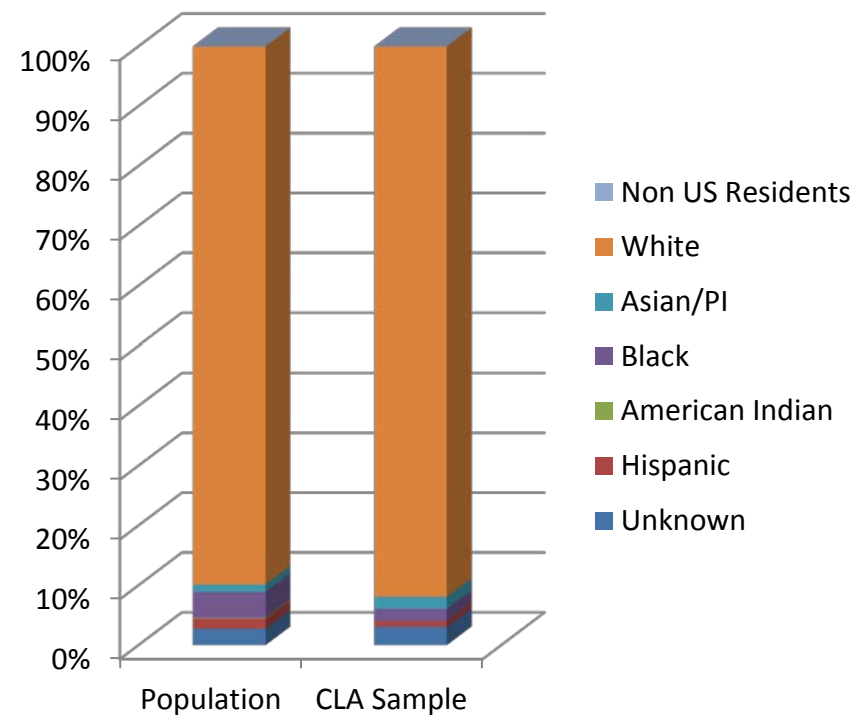|	Population	CLA Sample
Non US Residents	0	0
White	1,304	91
Asian/PI	18	2
Black	63	2
American Indian	2	0
Hispanic	24	1
Unknown	40	3
Total	1,451	99

CLA Sample/Population Comparisons: Race
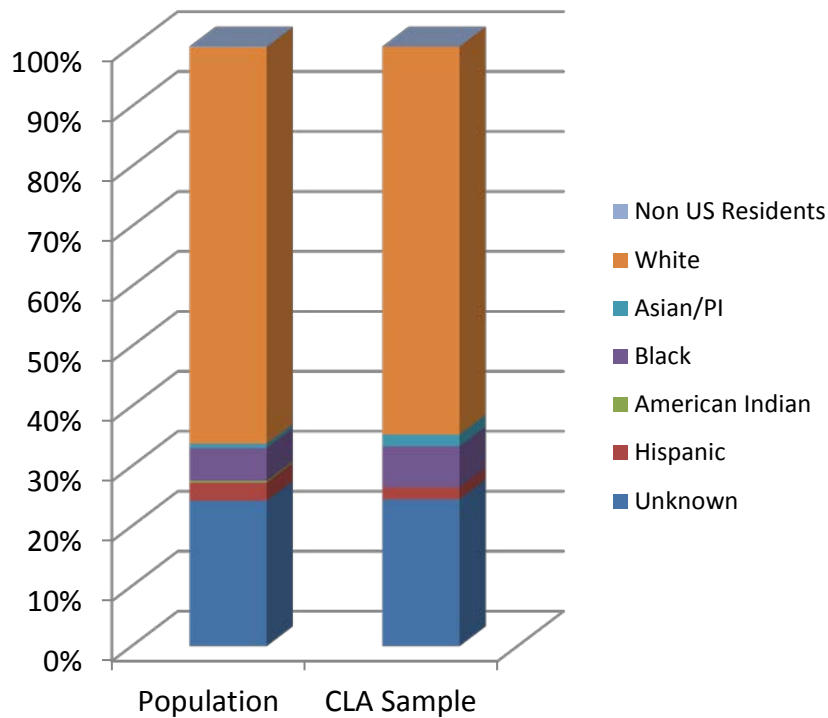
Freshmen: Race *(ns)*

Seniors: Race *(ns)*

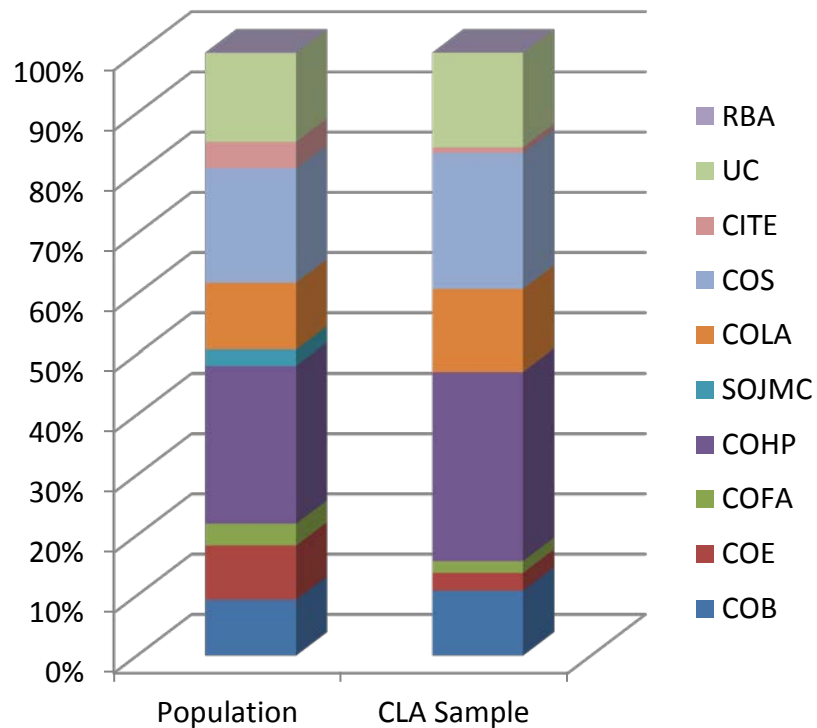# *CLA* Sample/Population Comparisons: College

Freshmen: College (*ns*)

	Population	CLA Sample
RBA	1	0
UC	281	16
CITE	84	1
COS	362	23
COLA	211	14
SOJMC	51	0
COHP	499	32
COFA	69	2
COE	171	3
COB	177	11
Total	1,906	102

Seniors: College $X^2 (8) = 16.662, p = .034$

	Population	CLA Sample
RBA	20	0
UC	0	0
CITE	78	2
COS	213	23
COLA	267	21
SOJMC	79	0
COHP	323	18
COFA	64	5
COE	203	11
COB	204	19
Total	1,451	99

CLA Sample/Population Comparisons: College
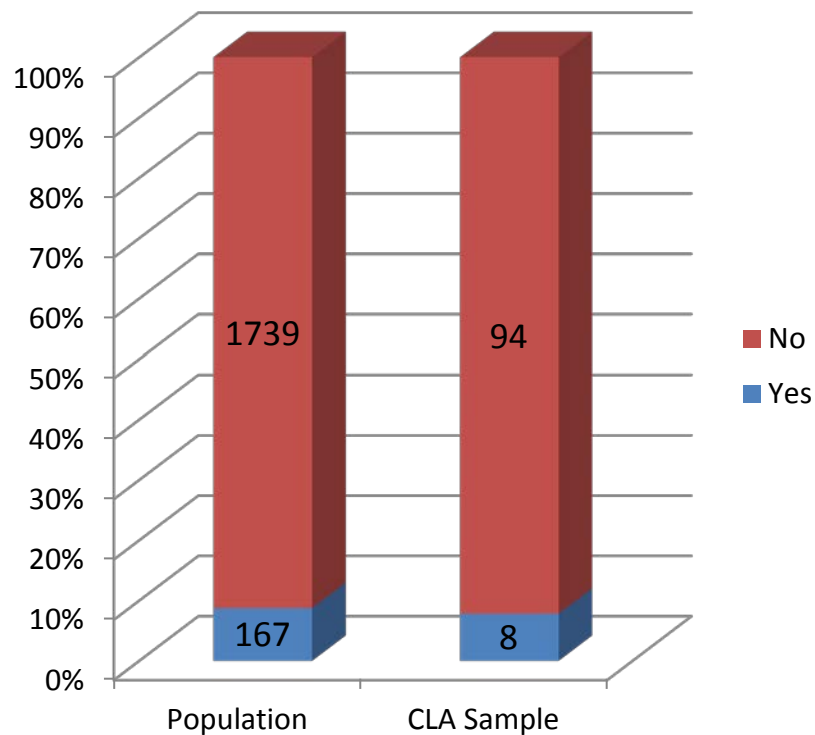
Freshmen: College (*ns*)

Seniors: College *X² (8) = 16.662, p = .034*
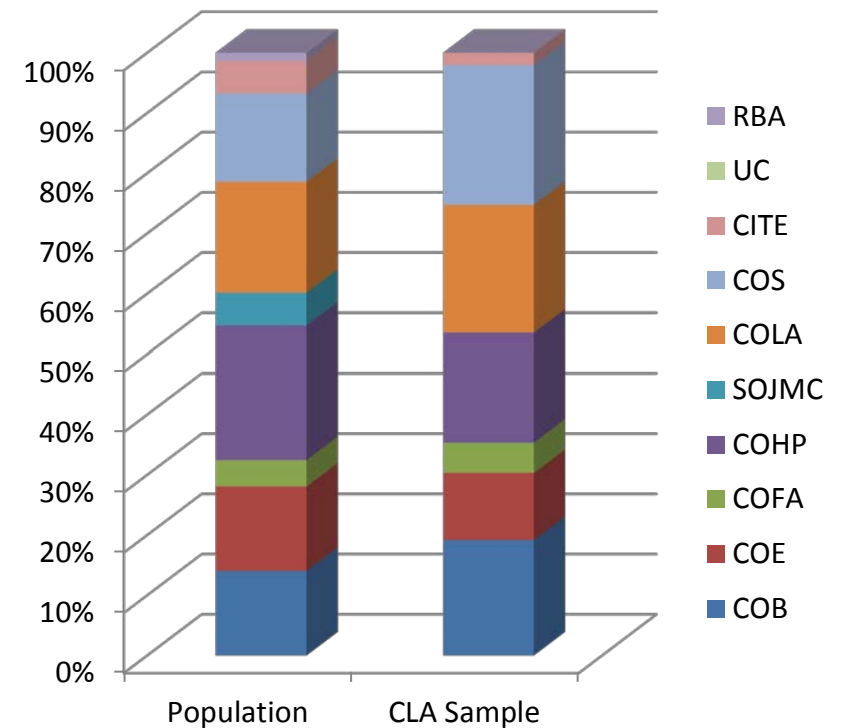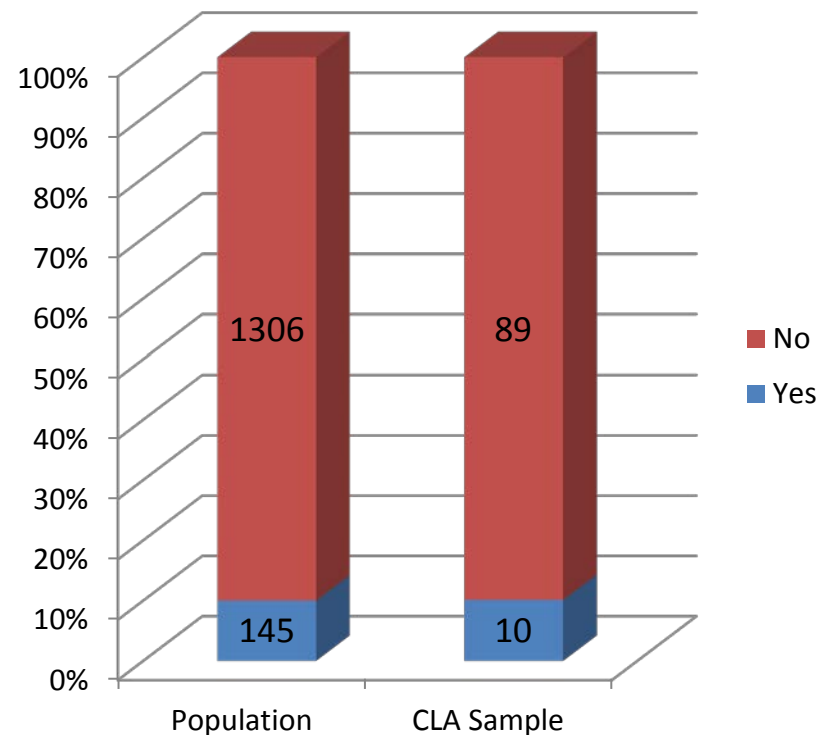
CLA Sample/Population Comparisons: Honors College Enrollment
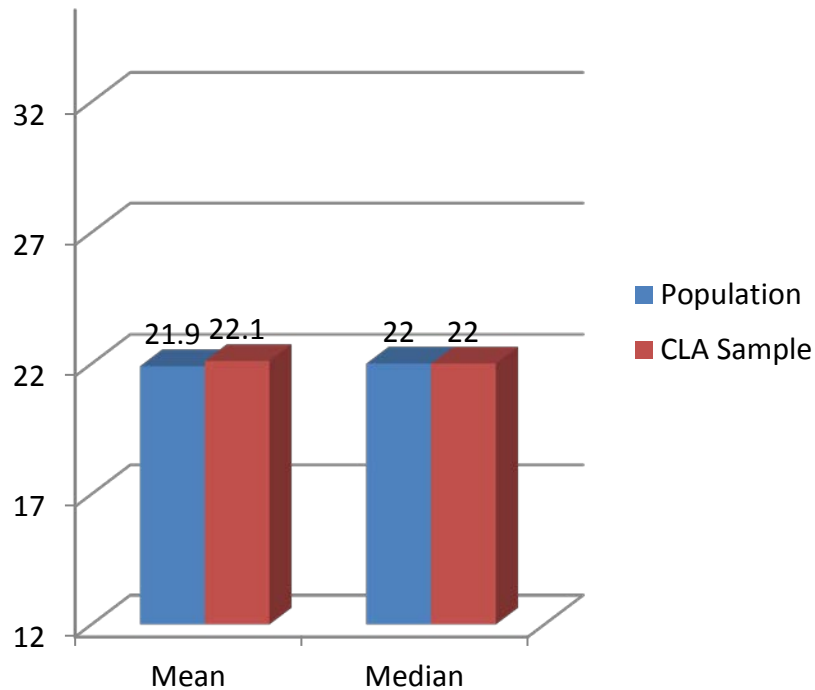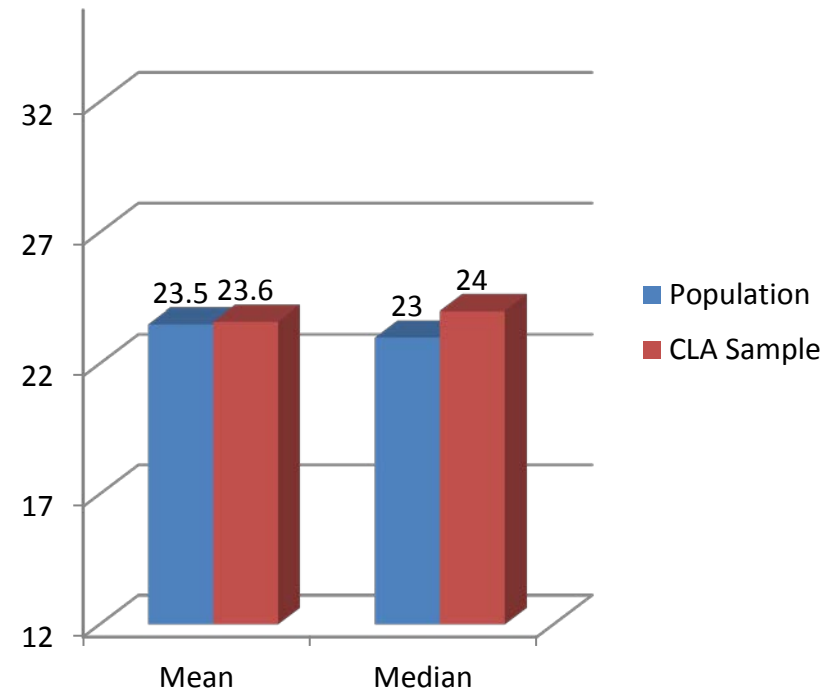
Freshmen: *(ns)*

Seniors: *(ns)*

Comparison of Mean and Median (entering academic ability on *ACT* scale) between Population (freshman *n* = 1,906; senior *n* = 1,451) and *CLA* Sample (freshman *n* = 102; senior *n* = 99)

Freshmen: (*ns*)

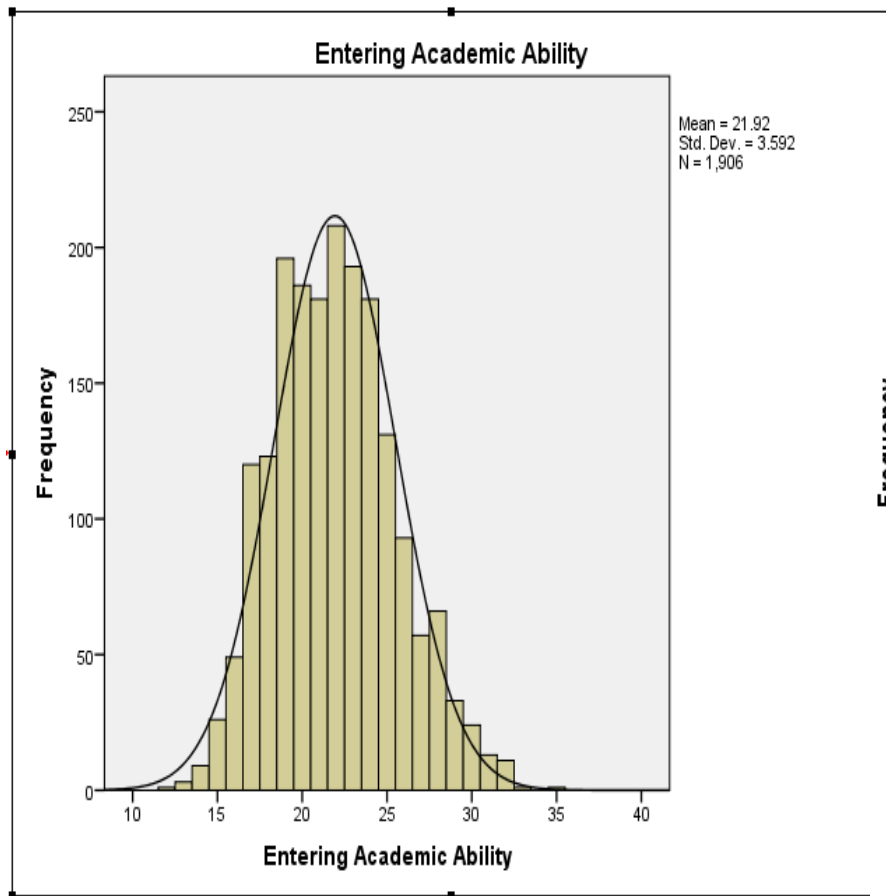**Seniors: (*ns*)**

Fall 2012 Freshmen
Comparison of normal curves for population and *CLA* sample

Population *n* = 1,906

CLA Sample *n* = 102

Spring 2013 Seniors
Comparison of normal curves for population and *CLA* sample
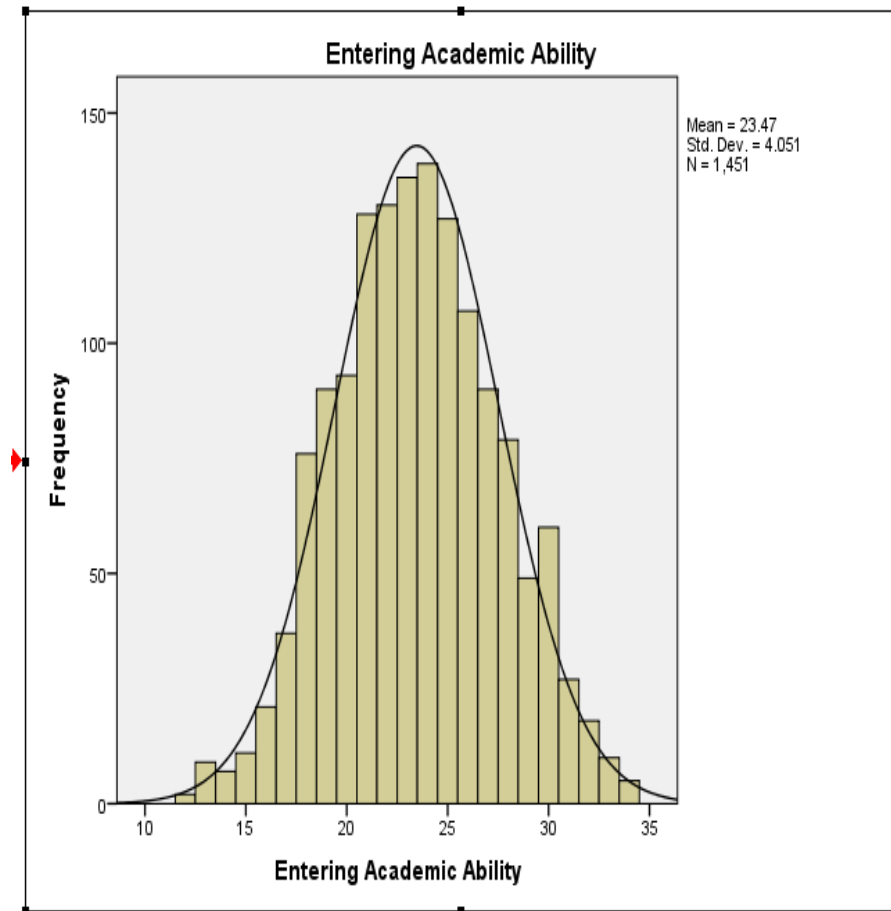
Population *n* = 1,451

CLA Sample *n* = 99

Comparison of Mean and Median (High School GPA [freshmen] and college GPA [seniors]) between Population (freshman *n* = 1,901; senior *n* = 1,451) and *CLA* Sample (freshman *n* = 102; senior *n* = 99)
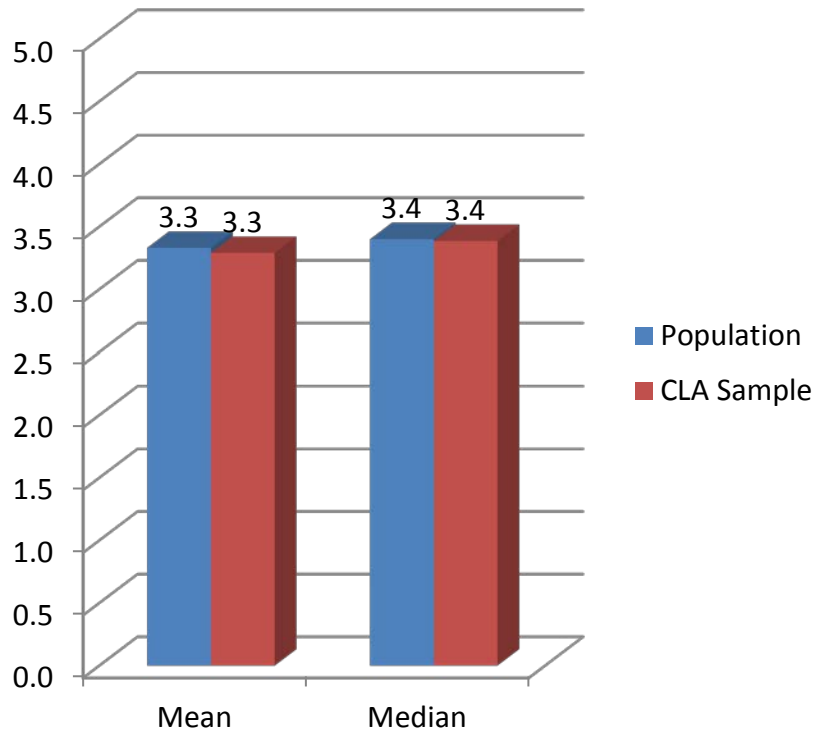
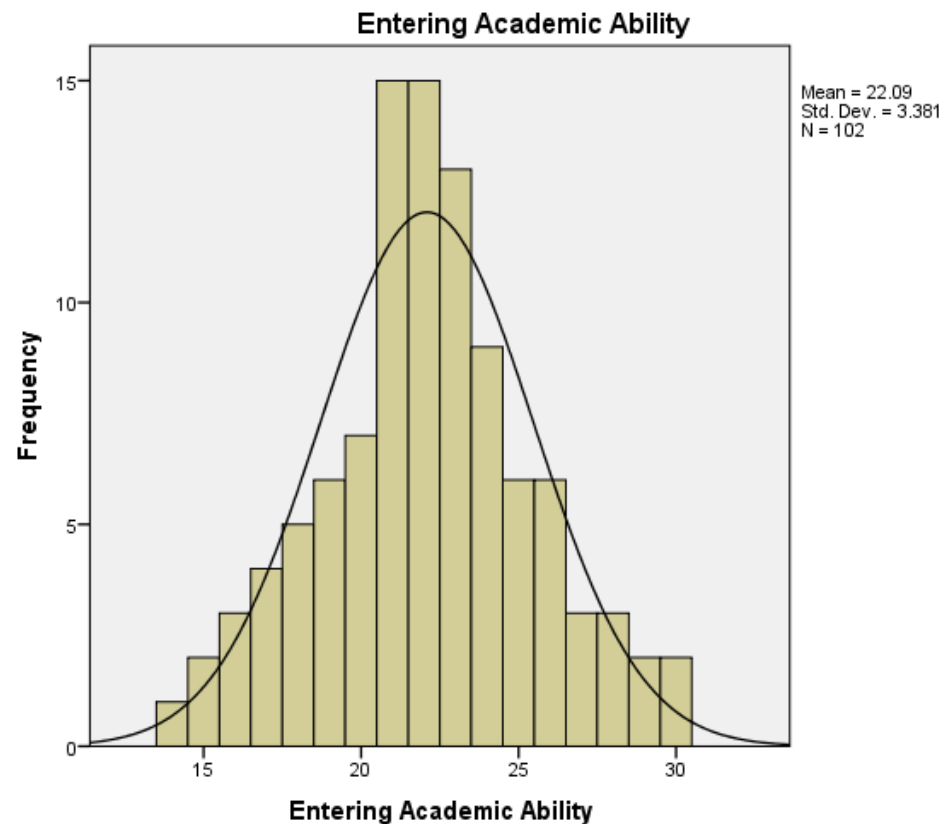**Freshmen: *(ns)***

Seniors: *t* (98) = 3.235, *p* = .002.
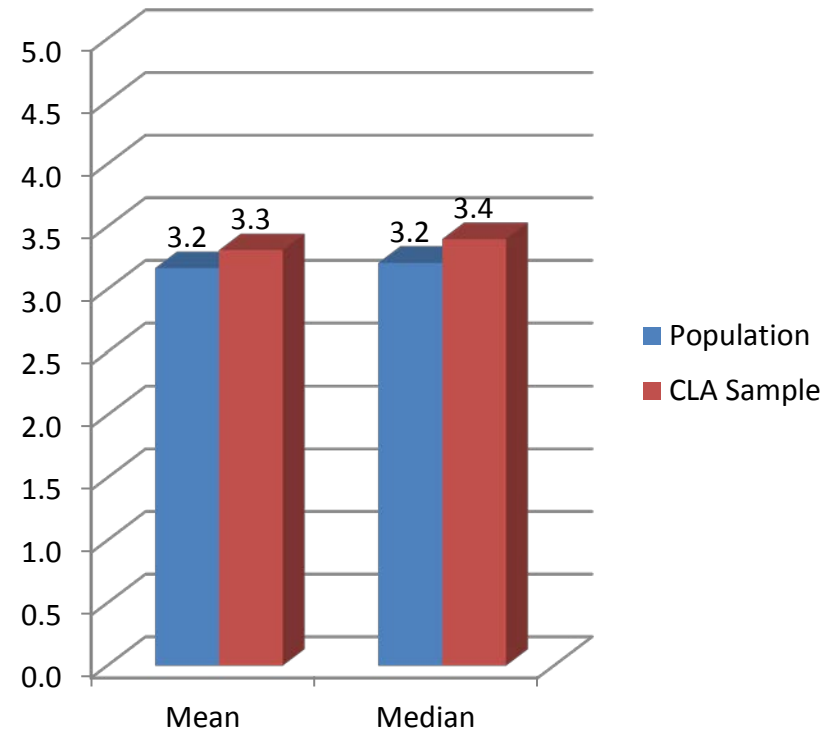
Fall 2012 Freshmen
Comparison of normal curves for population and *CLA* sample

Population *n* = 1,864

CLA Sample *n* = 102

HS GPA — Population: Mean = 3.34, Std. Dev. = .589, N = 1,864

HS GPA — CLA Sample: Mean = 3.29, Std. Dev. = .546, N = 102

Fall 2012 Freshmen
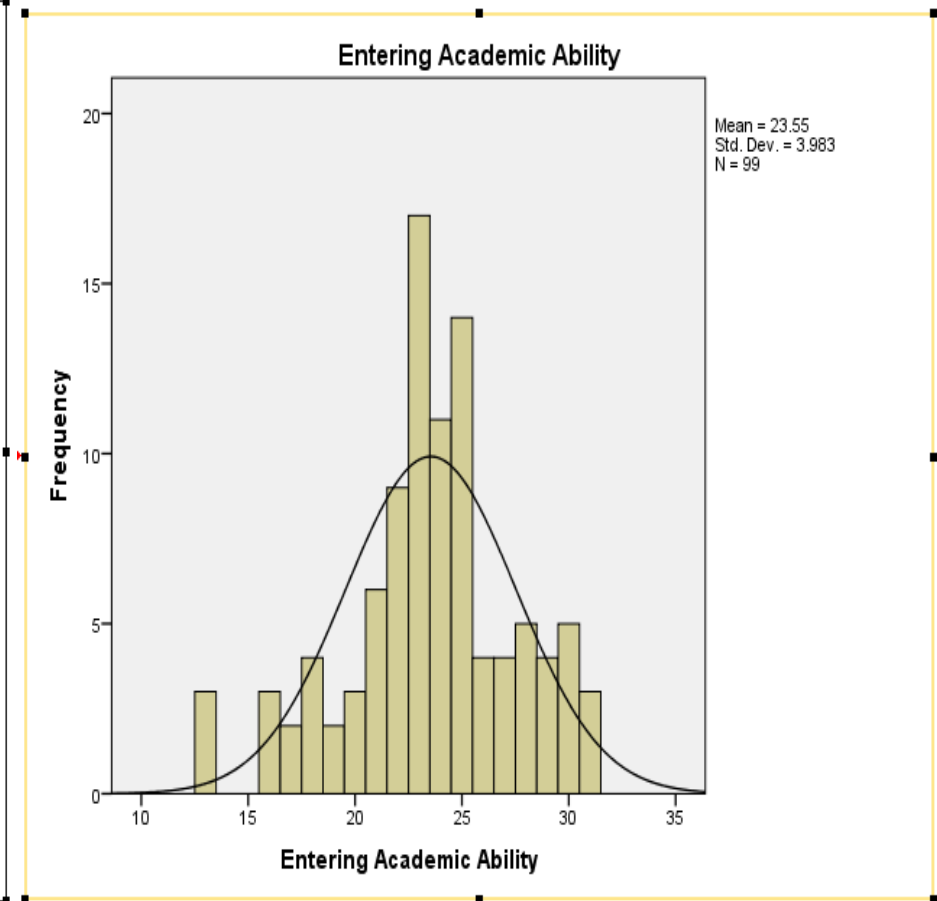## Comparison of normal curves for population and *CLA* sample

Population *n* = 1,451

Mean = 3.17
Std. Dev. = .493
N = 1,451

CLA Sample *n* = 99
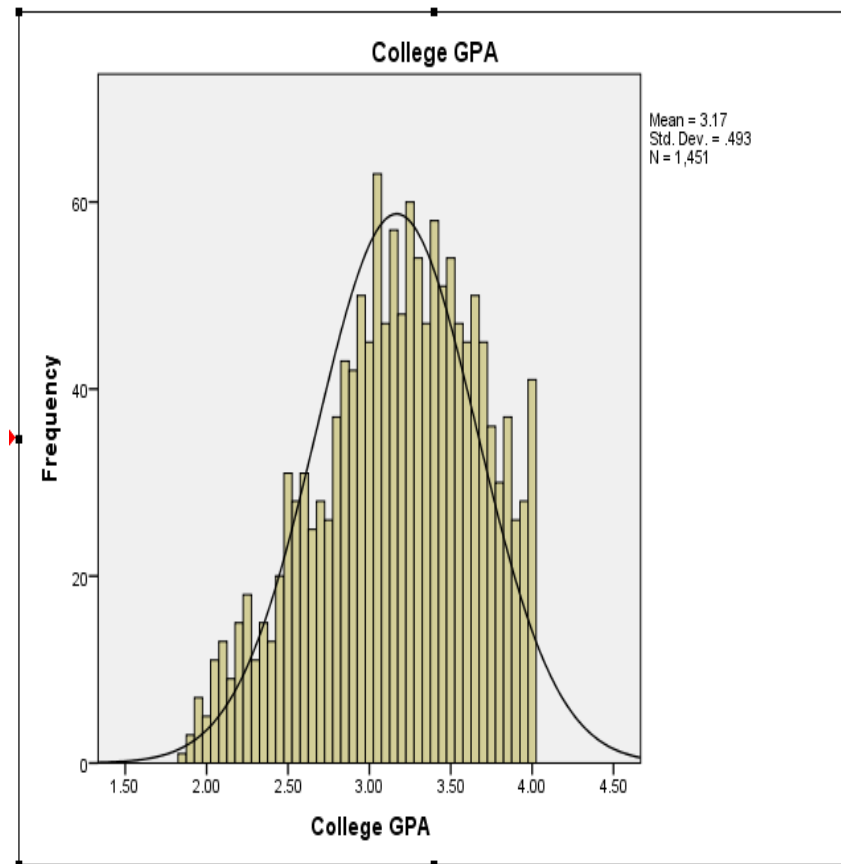
Mean = 3.31
Std. Dev. = .44
N = 99

CLA Value-Added Explanation

- Value-Added Figures are given as *Z* statistics
- *Z* statistics should be interpreted as follows:
  - o + 2.0 or higher = Well above expected level
  - o + 1.0 to + 1.99 = Above expected level
  - o - 0.99 to + 0.99 = Near expected level
  - o - 1.0 to -1.99 = Below expected level
  - o - 2.0 or lower = Well below expected level

    Visit muwww-new.marshall.edu/assessment/GenEdAssessment.aspx and click on appropriate year's "CLA Institutional Report" for full reports and additional explanation of results.

CLA Value-Added Results:
Comparisons of Academic Years 2010-2011, 2011-2012, and 2012-2013

	2010-2011						2011-2012						2011-2012					
Class	Freshmen		Seniors		Value-Added		Freshmen		Seniors		Value-Added		Freshmen		Seniors		Value-Added	
Sample Size	102		96				101		83				102		99			
	OS	%ile	OS	%ile	Z	%ile	OS	%ile	OS	%ile	Z	%ile	OS	%ile	OS	%ile	Z	%ile
CLA Composite	1105	70	1232	81	0.93	79	1103	72	1189	57	-0.06	45	1003	29	1140	38	-0.10	45
CLA Perform Task	1120	77	1239	83	0.82	78	1085	62	1203	61	0.28	62	1012	33	1125	28	-0.25	36
CLA Analytic Writing Task	1090	64	1225	77	0.97	84	1122	80	1176	56	-0.43	27	994	23	1157	47	0.13	53
Entering Academic Ability (on SAT Scale)	1052	52	1093	64			1049	56	1104	70			1016	45	1061	52		

Marshall University's *CLA* Value Added at 95% Confidence Interval (CI)
Academic Years 2010-11; 2011-12; 2012-13
Obtained *Z* Statistics are at the "Near Expected Levels"
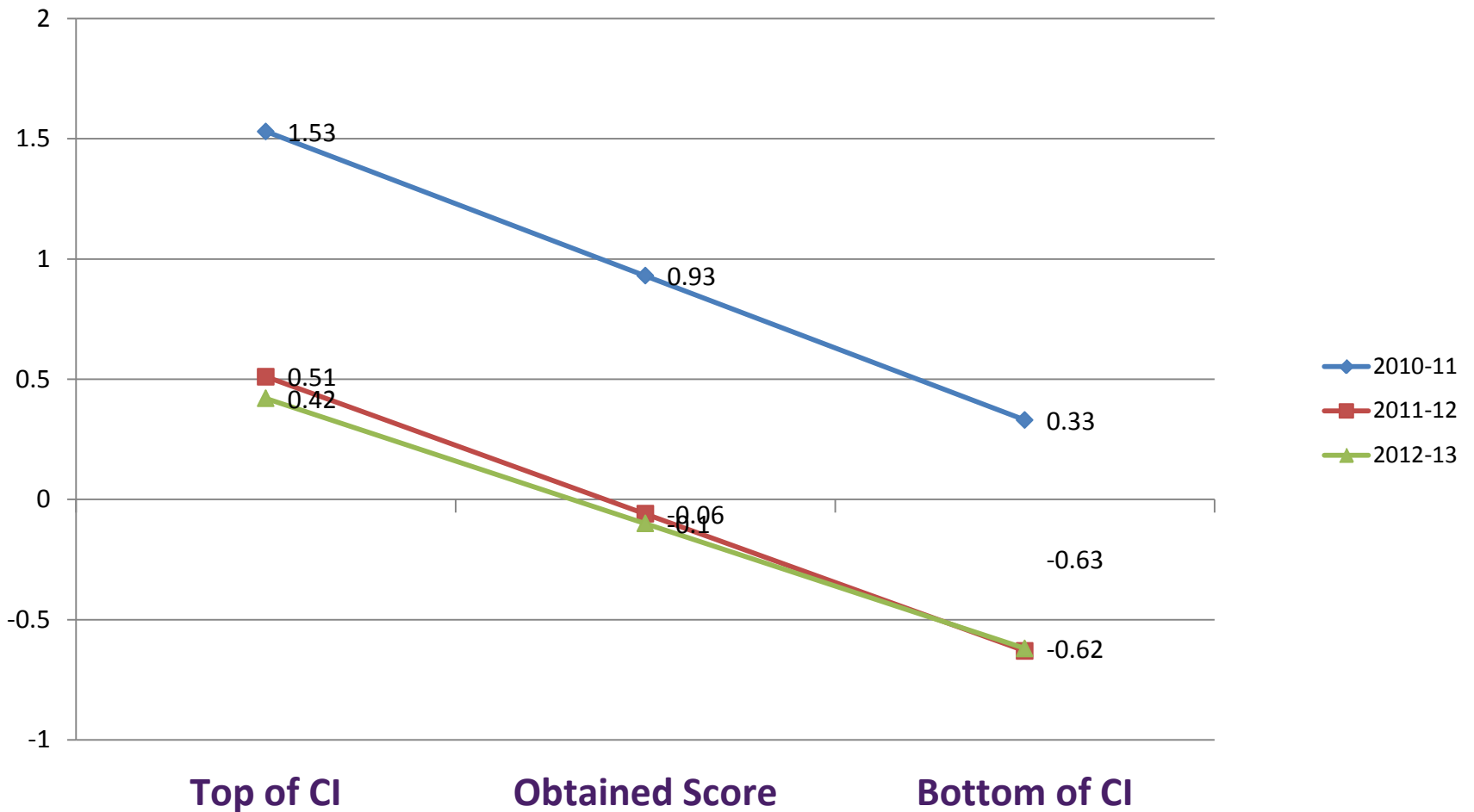
Marshall University's *CLA* Performance among Freshmen and Seniors
Academic Years 2009-10; 2010-11; 2011-12
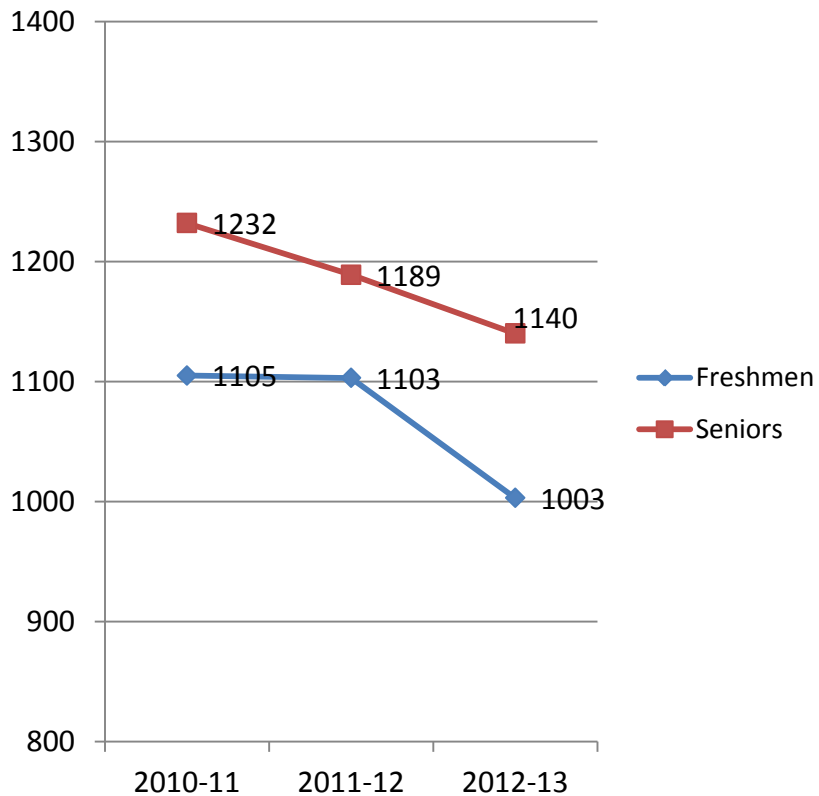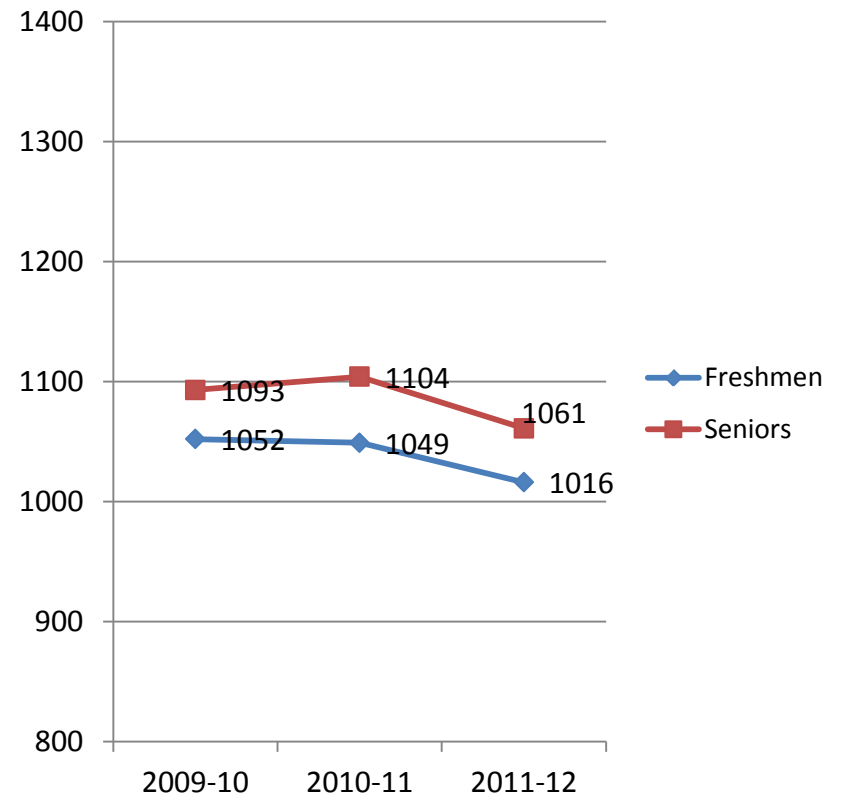
CLA Rubric Score Analysis

- To see rubrics for each task, view the full *CLA* report for 2013 at

muwww-new.marshall.edu/assessment/GenEdReports/CLA_1213%20Report_Institution.pdf

The rubric descriptions begin on page 26.

CLA Rubric Results Comparisons: Performance Task
Mean Scores on a scale of 1 – 6, with 6 being the highest possible score
Freshman *n* = 51; Senior *n* = 51
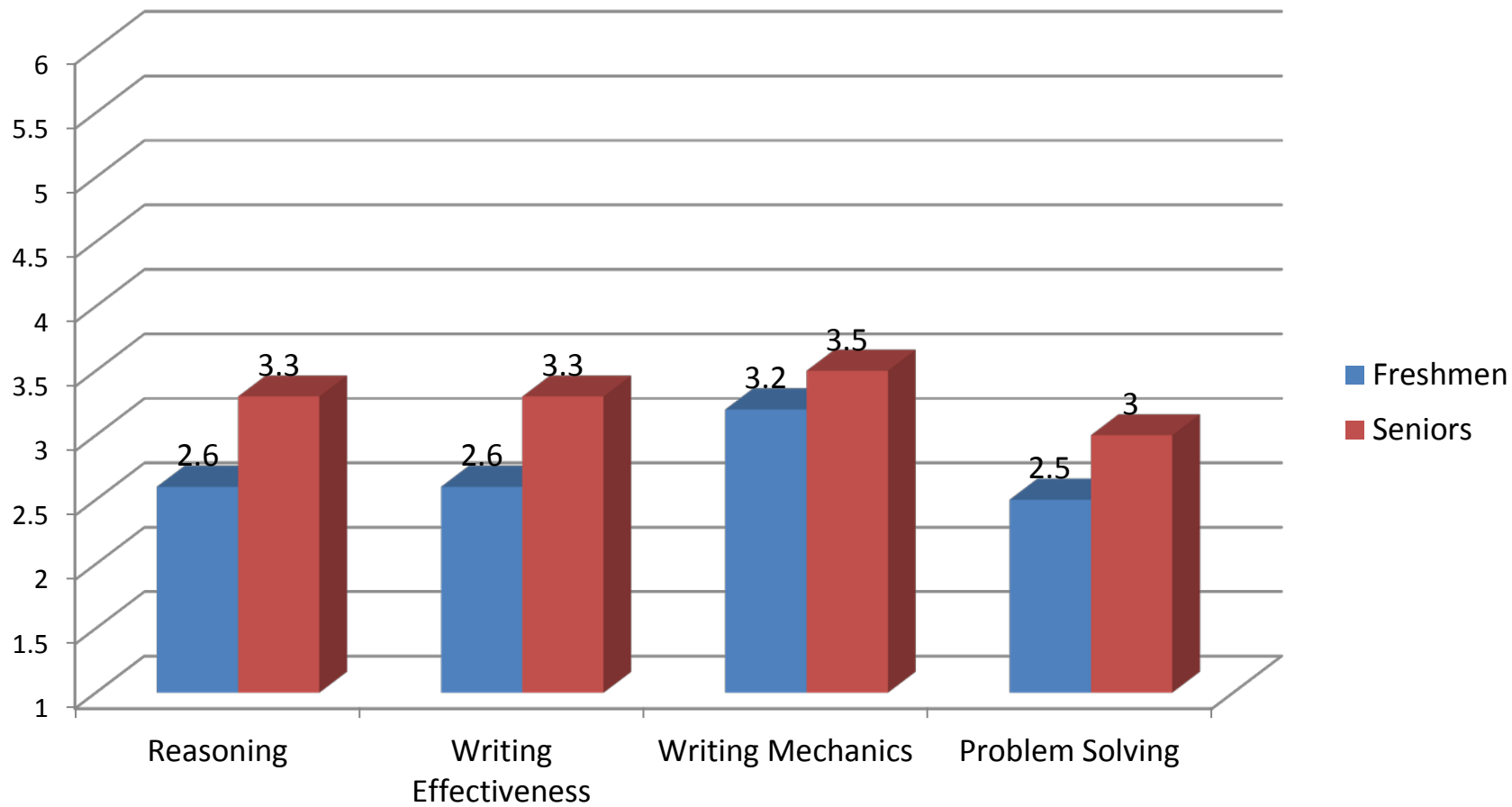
CLA Rubric Results (Categorical): Performance Task
(Numbers in the graphs are %ages)
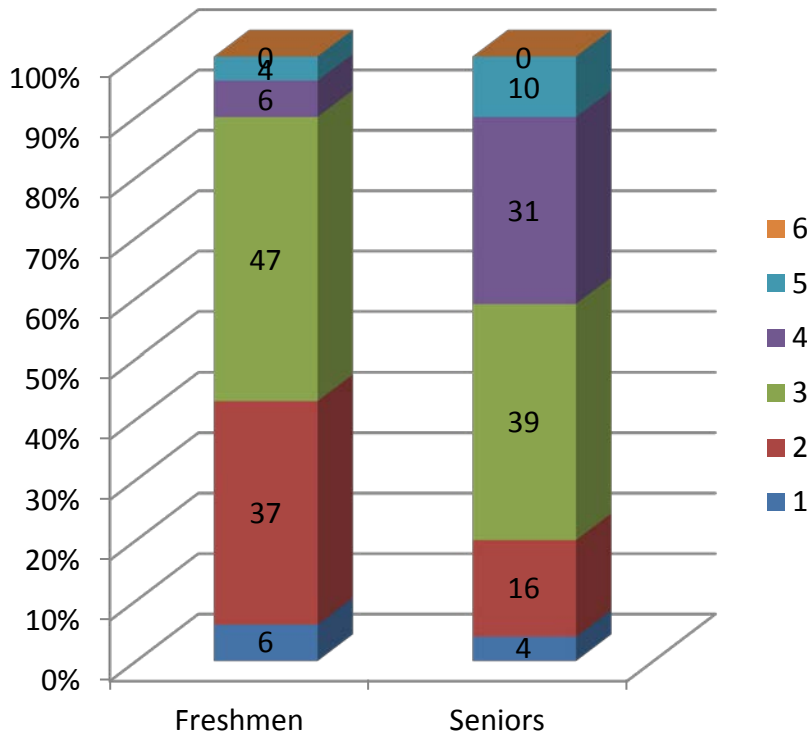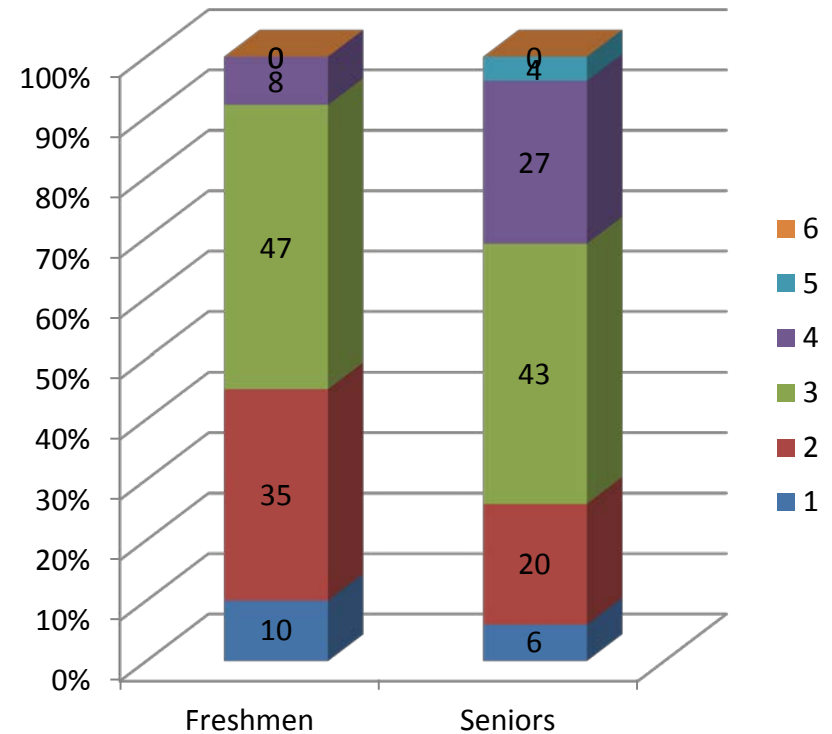
CLA Rubric Results (Categorical): Performance Task
(Numbers in the graphs are %ages)

Writing Effectiveness
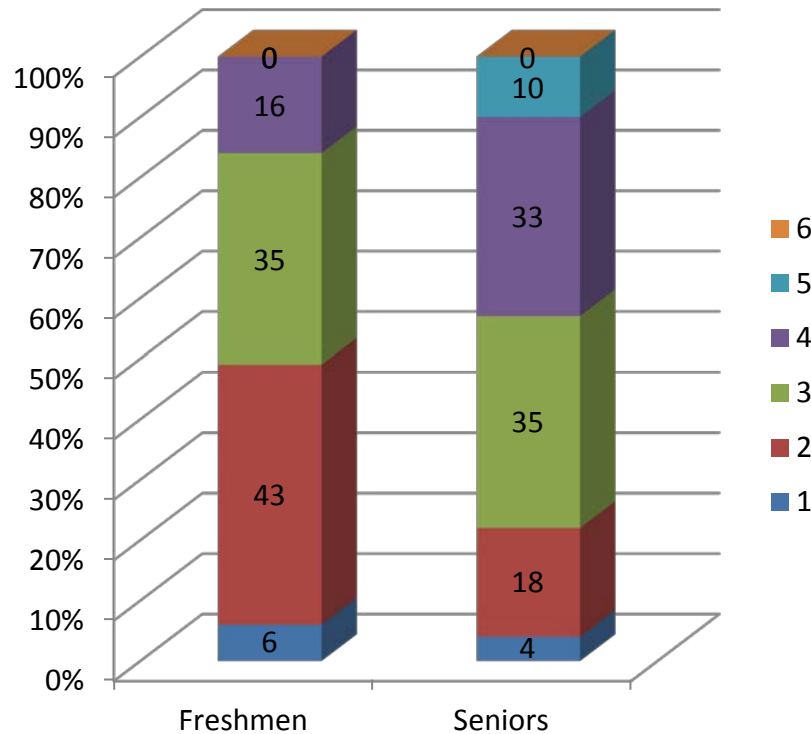
Writing Mechanics
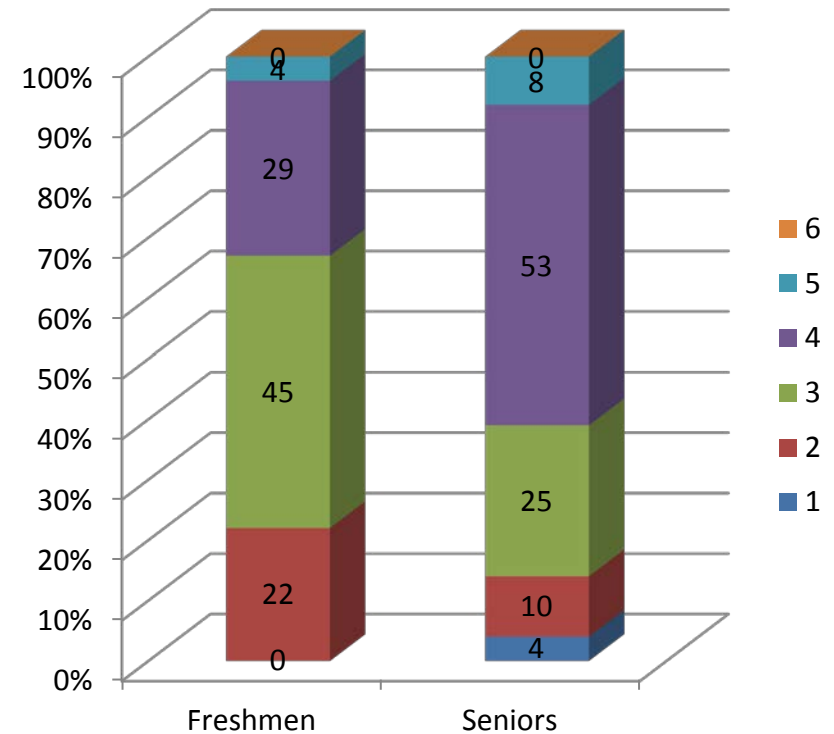
CLA Rubric Results Comparisons: Analytic Writing (Make an Argument)
Mean Scores on a scale of 1 – 6, with 6 being the highest possible score
Freshman *n* = 51; Senior *n* = 48
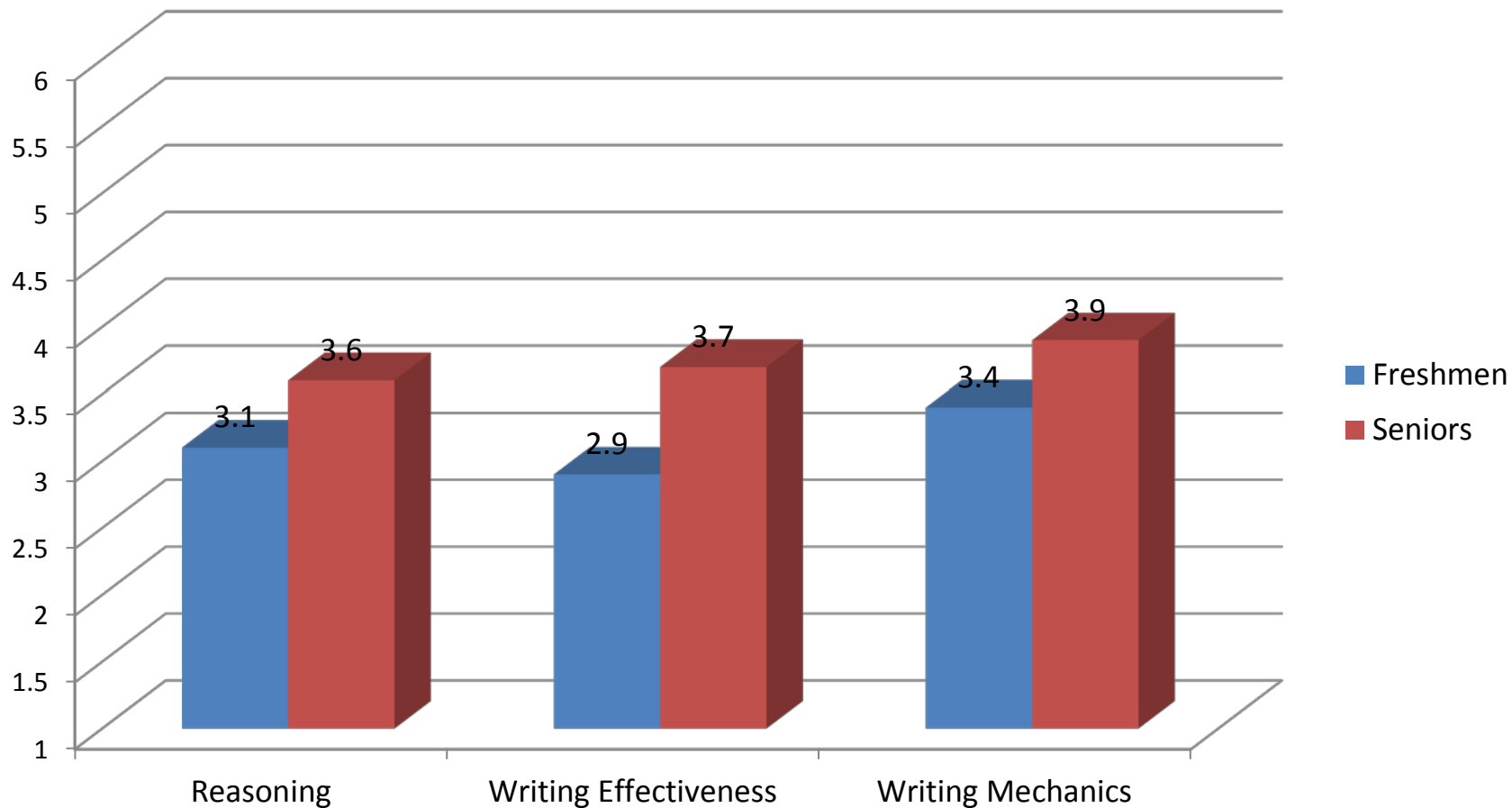
CLA Rubric Results (Categorical): Analytic Writing Task (Numbers in the graphs are %ages)

Make-an-Argument
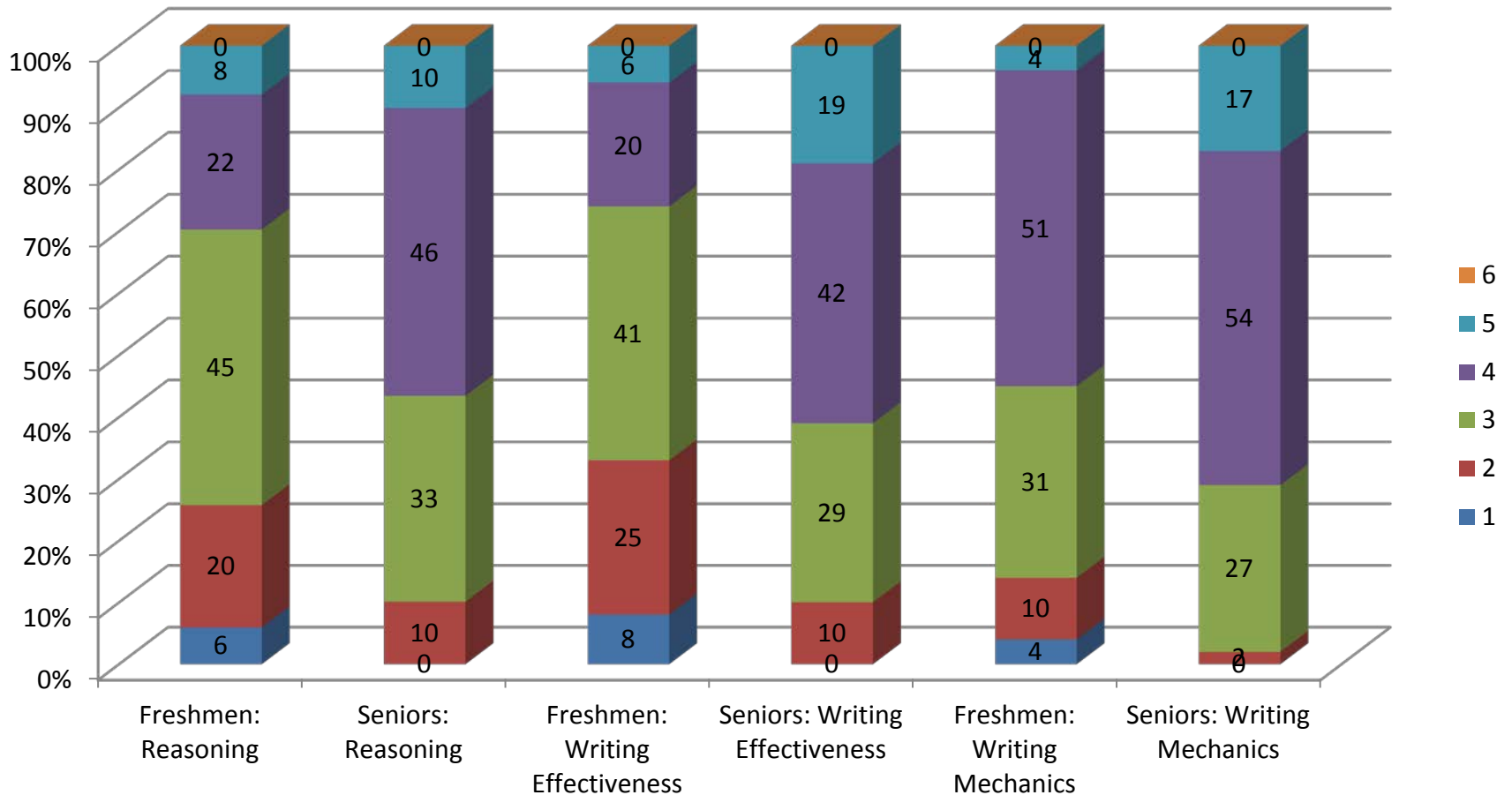
CLA Rubric Results Comparisons: Analytic Writing (Critique an Argument)
Mean Scores on a scale of 1 – 6, with 6 being the highest possible score
Freshman *n* = 51; Senior *n* = 48
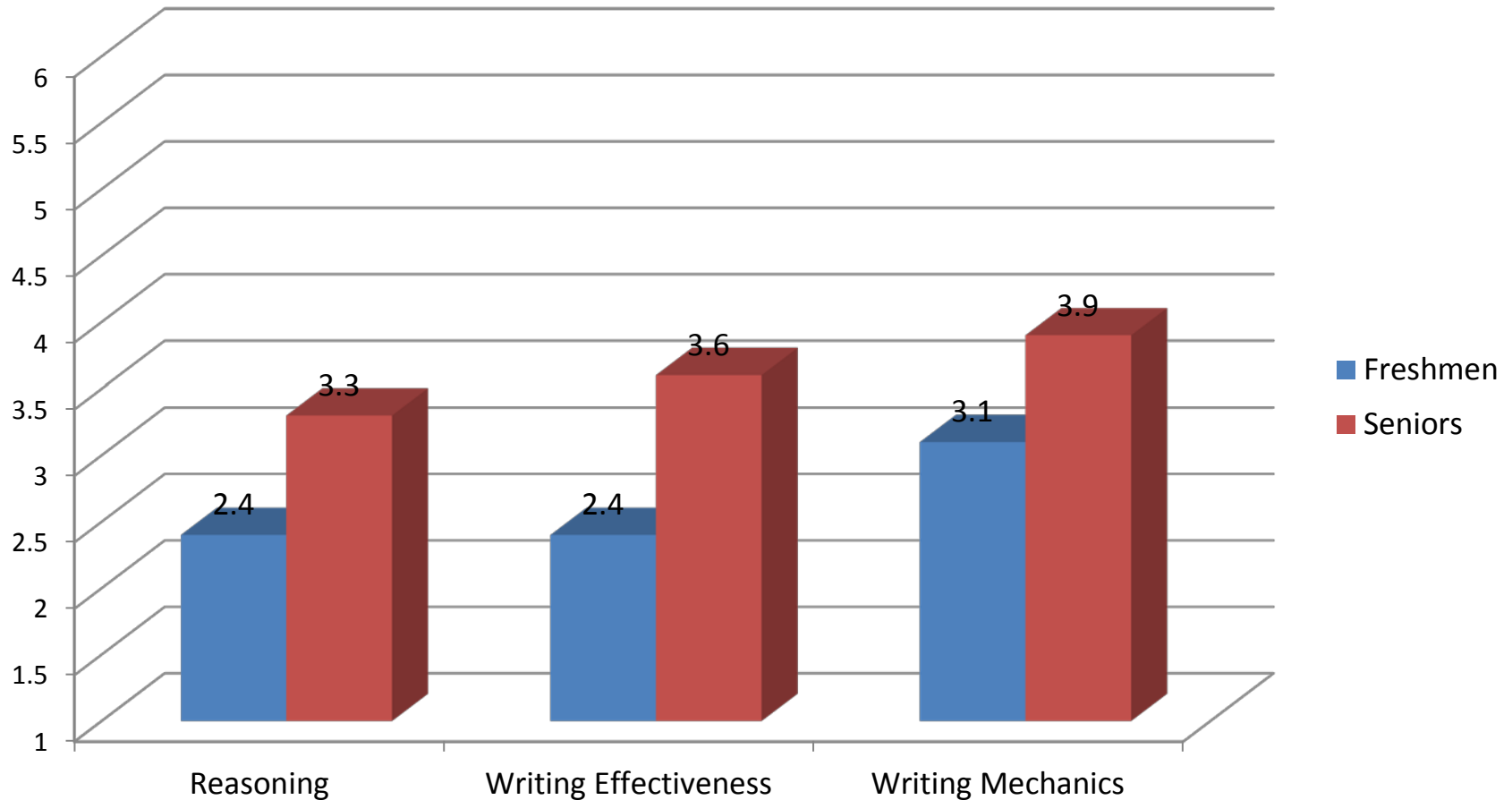
CLA Rubric Results (Categorical): Analytic Writing Task (Numbers in the graphs are %ages)

Critique-an-Argument
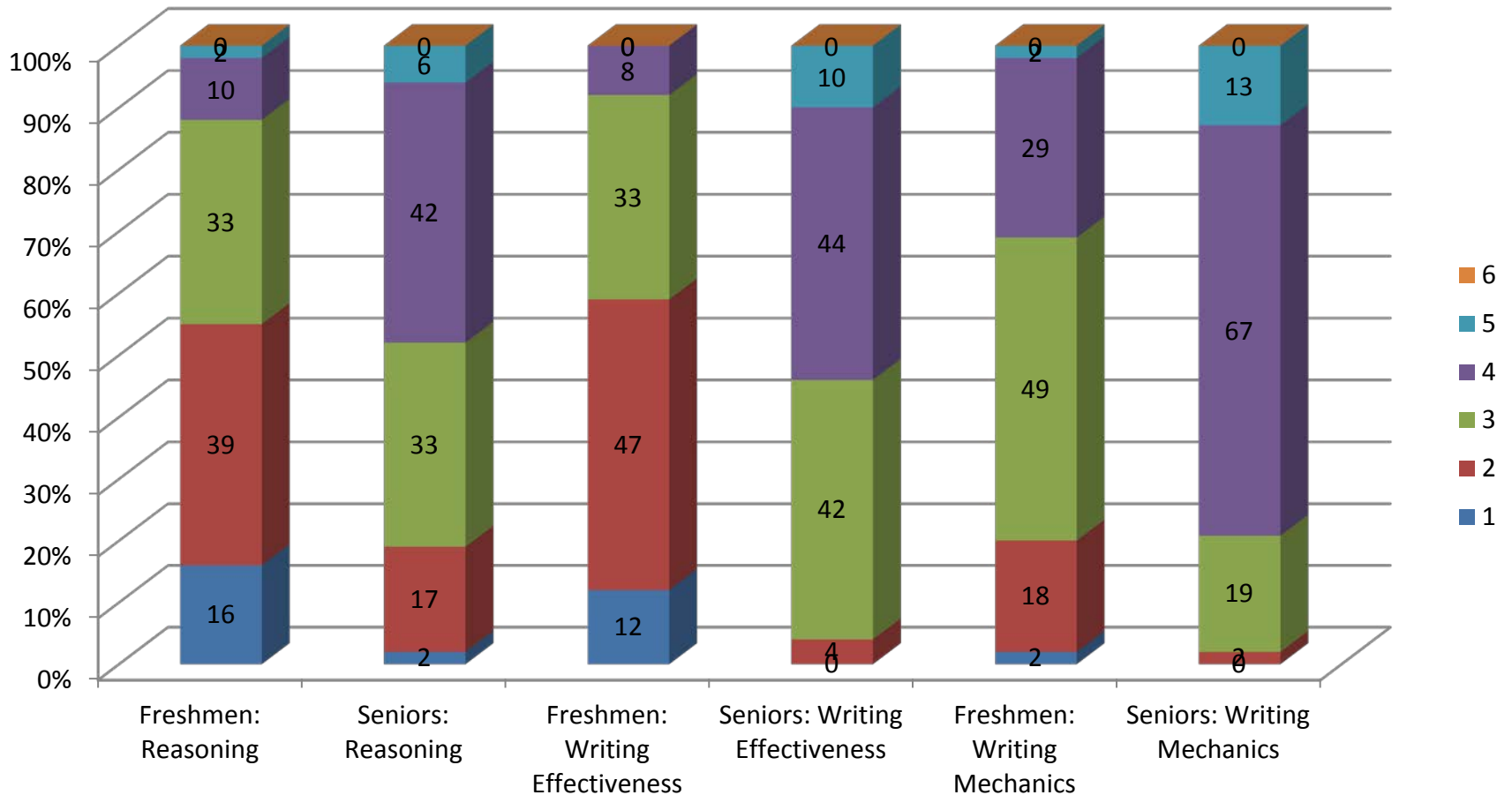
CLA Rubric Results Comparisons: Performance Task
Mean Scores on a scale of 1 – 6, with 6 being the highest possible score
Marshall Seniors Compared to Seniors at all CLA Schools

	Marshall	All Schools
Reasoning	3.3	3.4
Writing Effectiveness	3.3	3.5
Writing Mechanics	3.5	3.7
Problem Solving	3	3.3
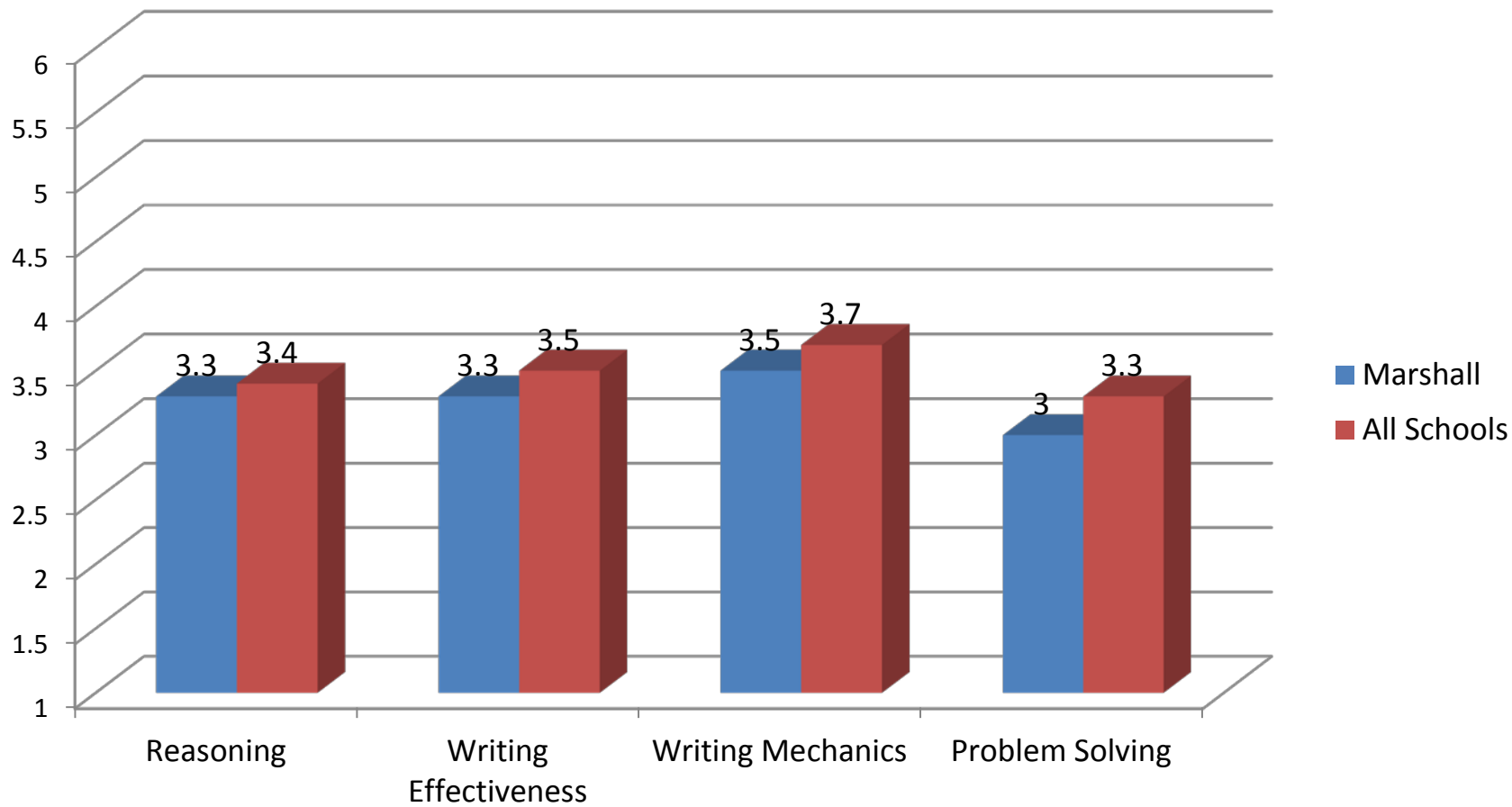
CLA Rubric Results Comparisons: Analytic Writing (Make an Argument)
Mean Scores on a scale of 1 – 6, with 6 being the highest possible score
Marshall Seniors Compared to Seniors at all CLA Schools

CLA Rubric Results Comparisons: Analytic Writing (Critique an Argument)
Mean Scores on a scale of 1 – 6, with 6 being the highest possible score
Marshall Seniors Compared to Seniors at all CLA Schools
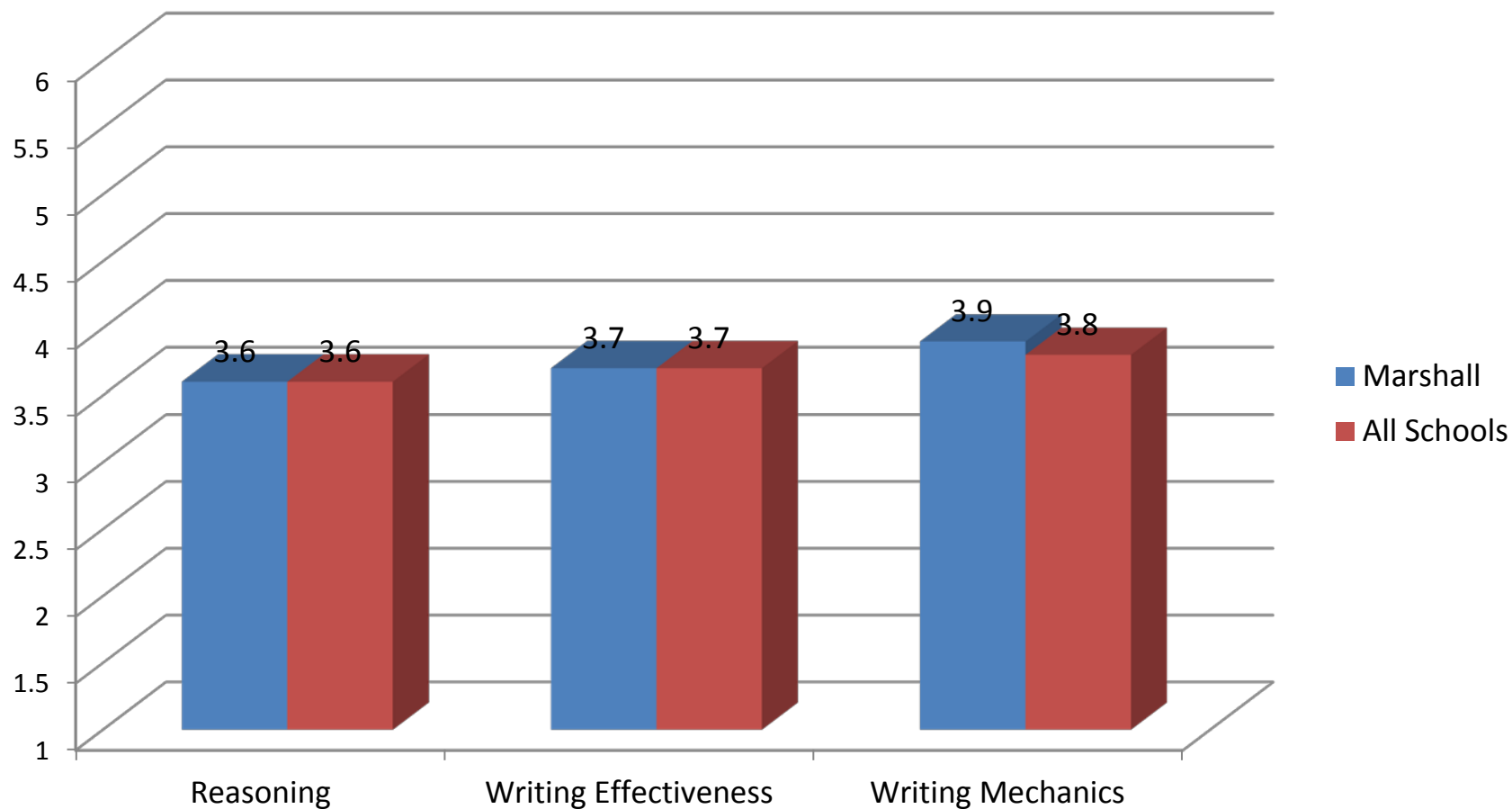
	Marshall	All Schools
Reasoning	3.3	3.4
Writing Effectiveness	3.6	3.5
Writing Mechanics	3.9	3.9
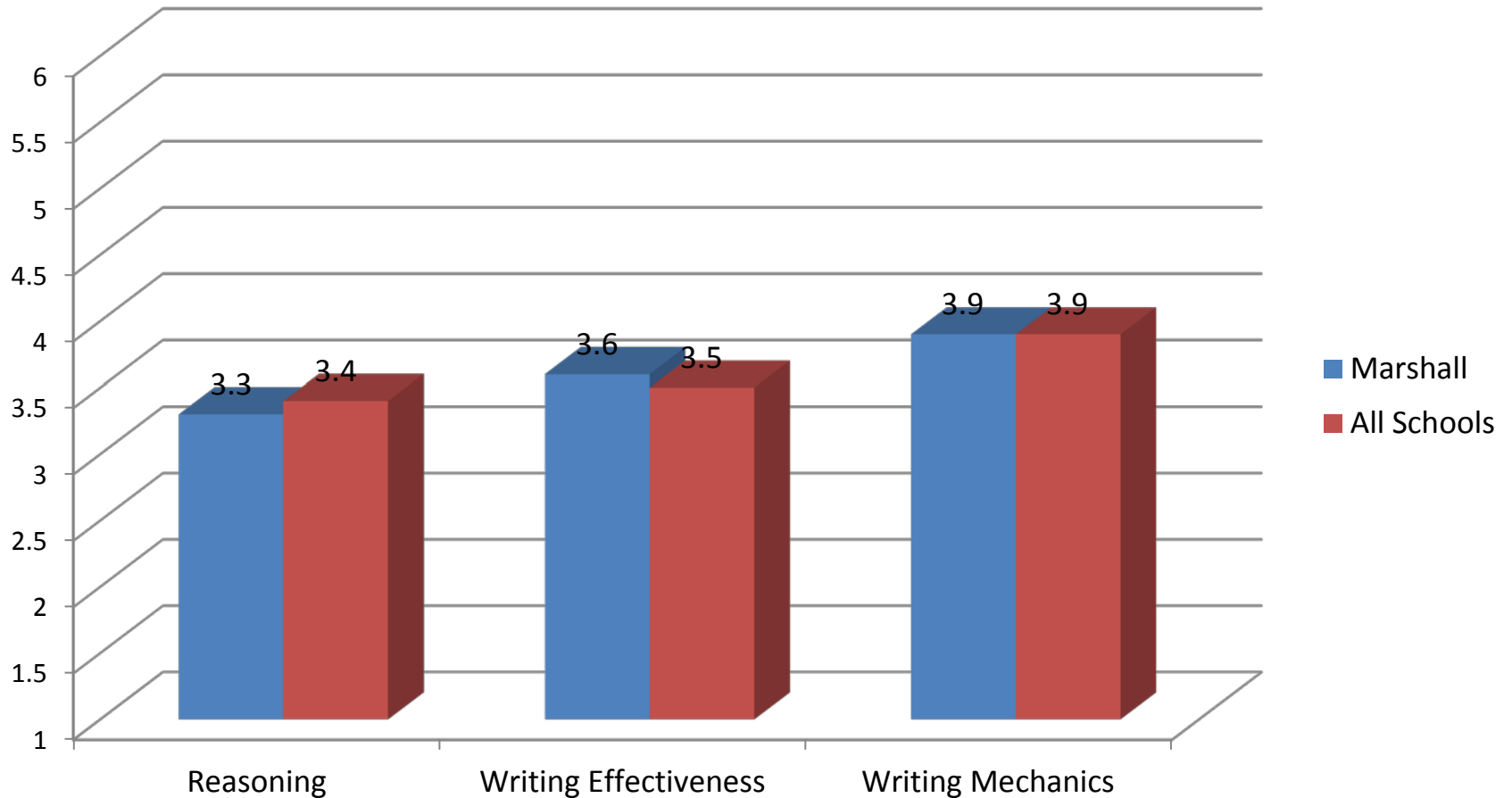
Assessment Day 2013

Survey Report

Responses for Each Survey: Students

Survey	# of Responses
Advising	263
All Campus	440
Bookstore	241
Bursar	227
Campus Activities Board	200
Career Services	199
MU Rec Center	487 (S/E combined)
Registrar	206
Resident Services	832
Student Center	274
Student Resource Center	190
Tobacco	313
Tutoring	221
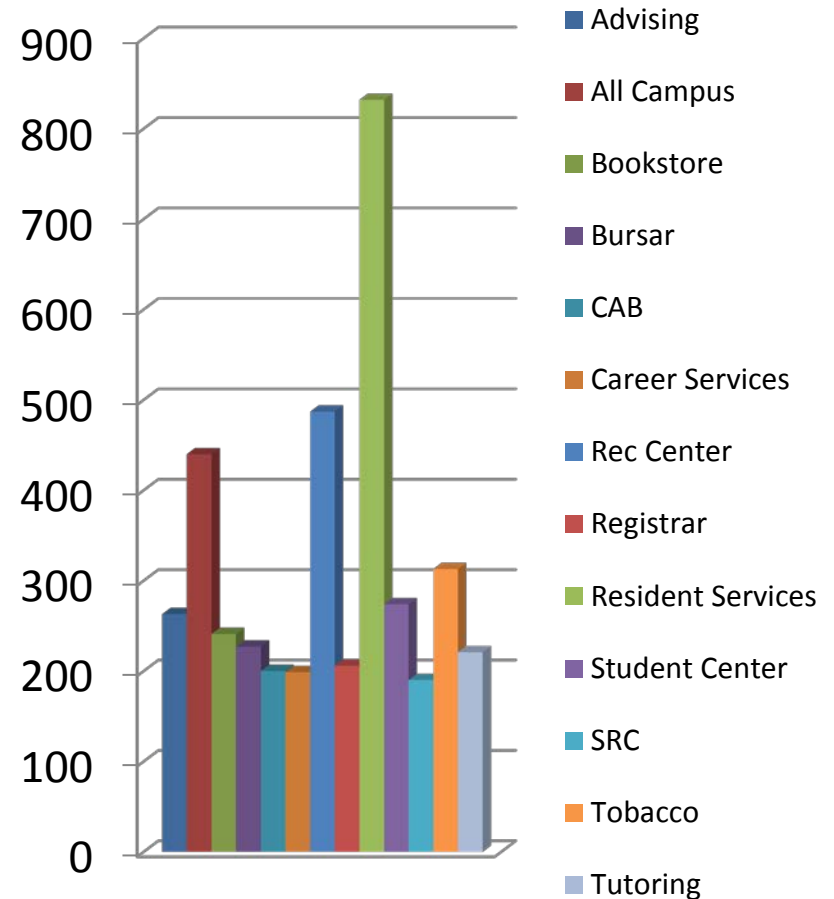
Responses for Each Survey: Employees

Survey	# of Responses
Bookstore	229
MU Rec Center	487 (S/E combined)
Student Center	205
Tobacco	242
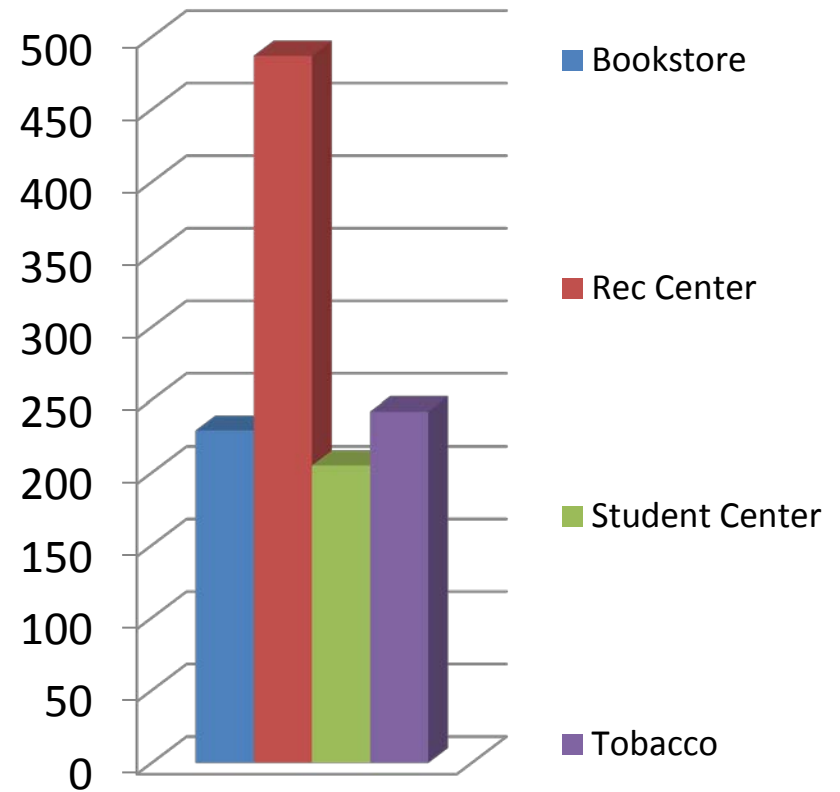
Assessment Day Survey Results

- All results were sent to offices between April 15 and 16.

- Please visit
  - www.marshall.edu/assessment/assessmentday and click on "past survey results." Results for 2013 will be posted within the next couple months.

Assessment Day 2013

Student Focus Group Results

Topic:
What makes a good classroom learning experience?
of Participants = 18

Gender
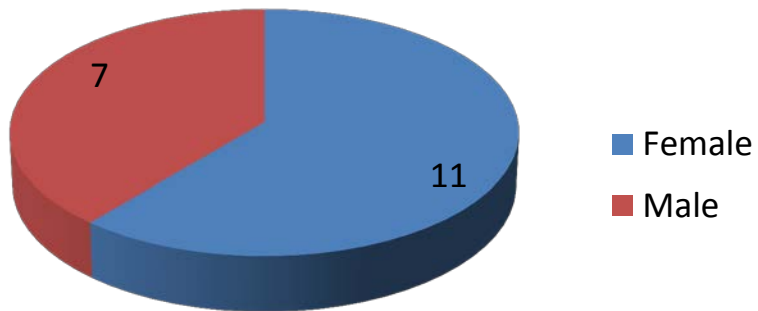
Class
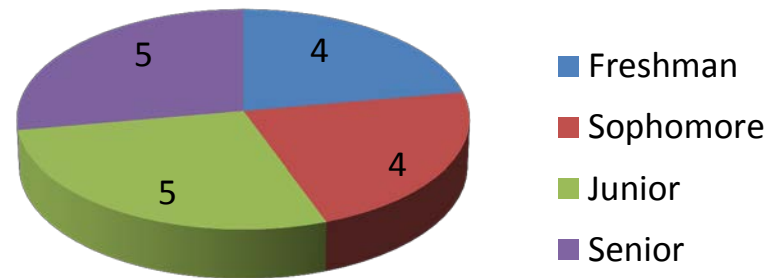
Topic:
What makes a good classroom learning experience?
of Participants = 18

College

Legend:
- RBA
- COB
- COE
- COFA
- COHP
- SOJMC
- COLA
- COS
- CITE
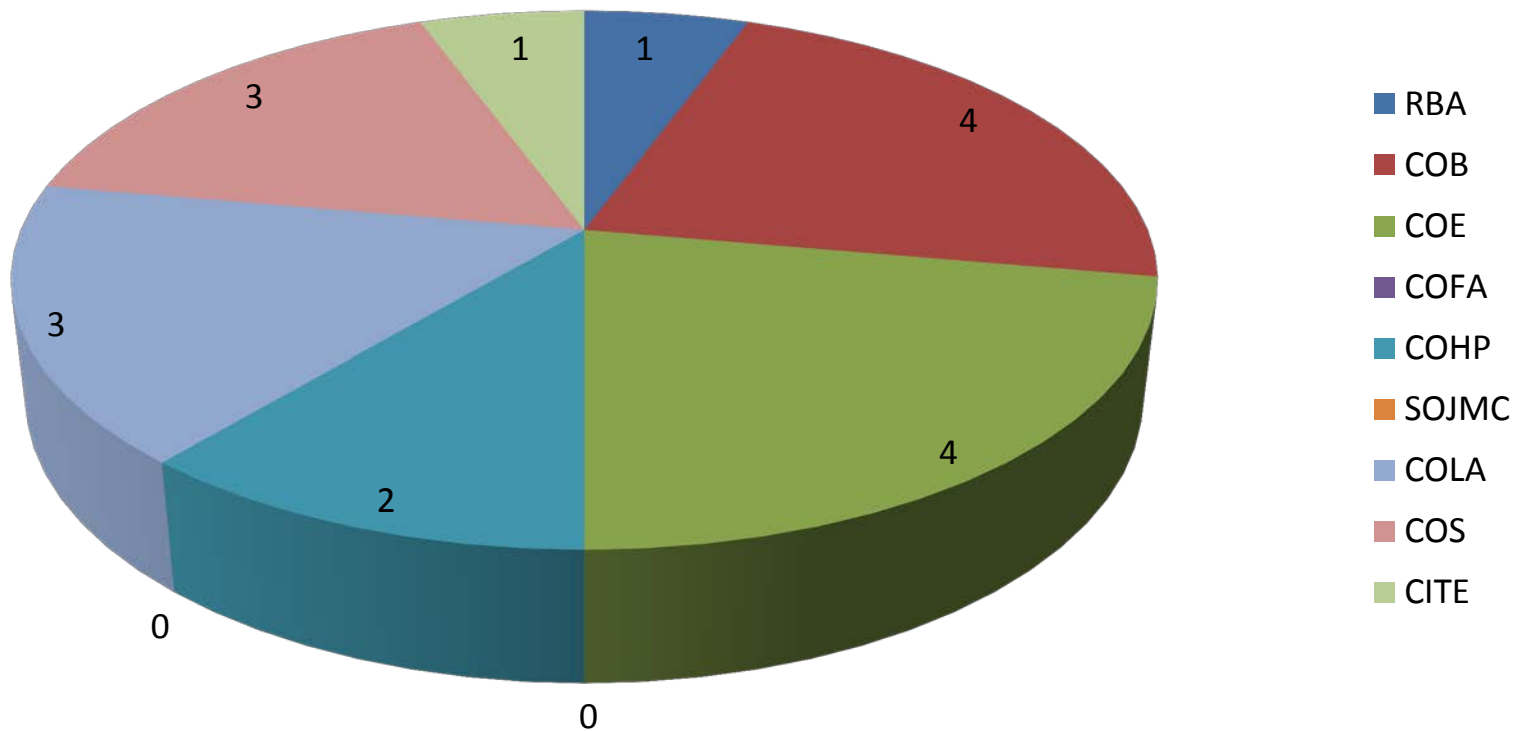
Topic:
What makes a good classroom learning experience?
Major Themes

- **Active Learning**
  - Discussion/questions/small class size
  - Application, "hands-on" learning
  - Connection to the "real-world," e.g. job students will have in future
  - Interaction with peers and professors
  - Opportunities to practice, including clinical experiences and internships
  - Project based/team based learning
  - Group projects – can learn from each other, but it can be stressful when one member does not pull his/her weight – on the other hand one learns how to deal with different types of people and is better off in the long run if he/she participates fully in the group project.

Topic:
What makes a good classroom learning experience?
Major Themes

- **Connections**
  - Major concepts (program's learning outcomes?) should be reinforced in many classes
  - Real-life applications

- **Assessment**
  - In addition to opportunities to practice, students must receive formative assessment.
  - Students need to know what is expected of them, i.e. outcomes and rubrics should be provided.

Topic:
What makes a good classroom learning experience?
Major Themes

- **Professors**
  - Should be prepared to teach
  - Should be passionate about their subjects
  - Should have practical experience with their field
  - Should be responsive to, and collaborative with, students
  - Should have good classroom management skills
  - Should have and enforce attendance policies
  - Should not just read from PowerPoints
- **Issues specific to FYS**
  - Recommended more uniform structure
  - Realized its value a year after taking the course
  - Said that Metacognitive Reflection is an important part of this class – helped students to "learn how to learn"

Topic:
What makes a good classroom learning experience?
Thoughts

- **Themes similar to those that emerged in 2011**
  - Active Learning
  - Assessment
  - Professors
- **New theme**
  - Connections

- **Results are posted at www.marshall.edu/assessment/assessmentday, click on the "Feedback Loop" tab.**

Assessment Day 2013

Open Pathways

(Degree Qualifications Profile [DQP])

Project Survey Results

Question 1: What have you learned about your program as a result of testing the Lumina Foundation's Degree Qualifications Profile?

- *Positive Themes*
  - Examined the relationship between course and program goals.
  - Examined course design and course integration.
  - More closely examined the relationship between student learning outcomes and actual student learning.
  - Recognized the need for multiple assessment points.
  - Reevaluated assessment tools.
  - Made curricular revisions.
  - Reinforced the fact that programs are teaching and assessing appropriately already.
  - Helped us to align our mission, goals, student learning outcomes, and assignments that allowed students to accomplish the outcomes.

Question 1: What have you learned about your program as a result of testing the Lumina Foundation's Degree Qualifications Profile?

- ### *Negative Themes*
  - Specialized accreditation made this exercise redundant and hence, unnecessary.
  - Comparing achievement of students from different cohorts is problematic.
  - Having faculty do their own assessment is a threat to the integrity of the data.
  - We believe the DQP does not reflect what "real" education is all about and the approach we currently use in our program does.
  - DQP expectations are too high for MU students.

Question 2: Do you believe that using a Degree Qualifications Profile, such as the one developed by the Lumina Foundation, has the potential to improve student learning?

18, 40%

27, 60%

- Yes
- No
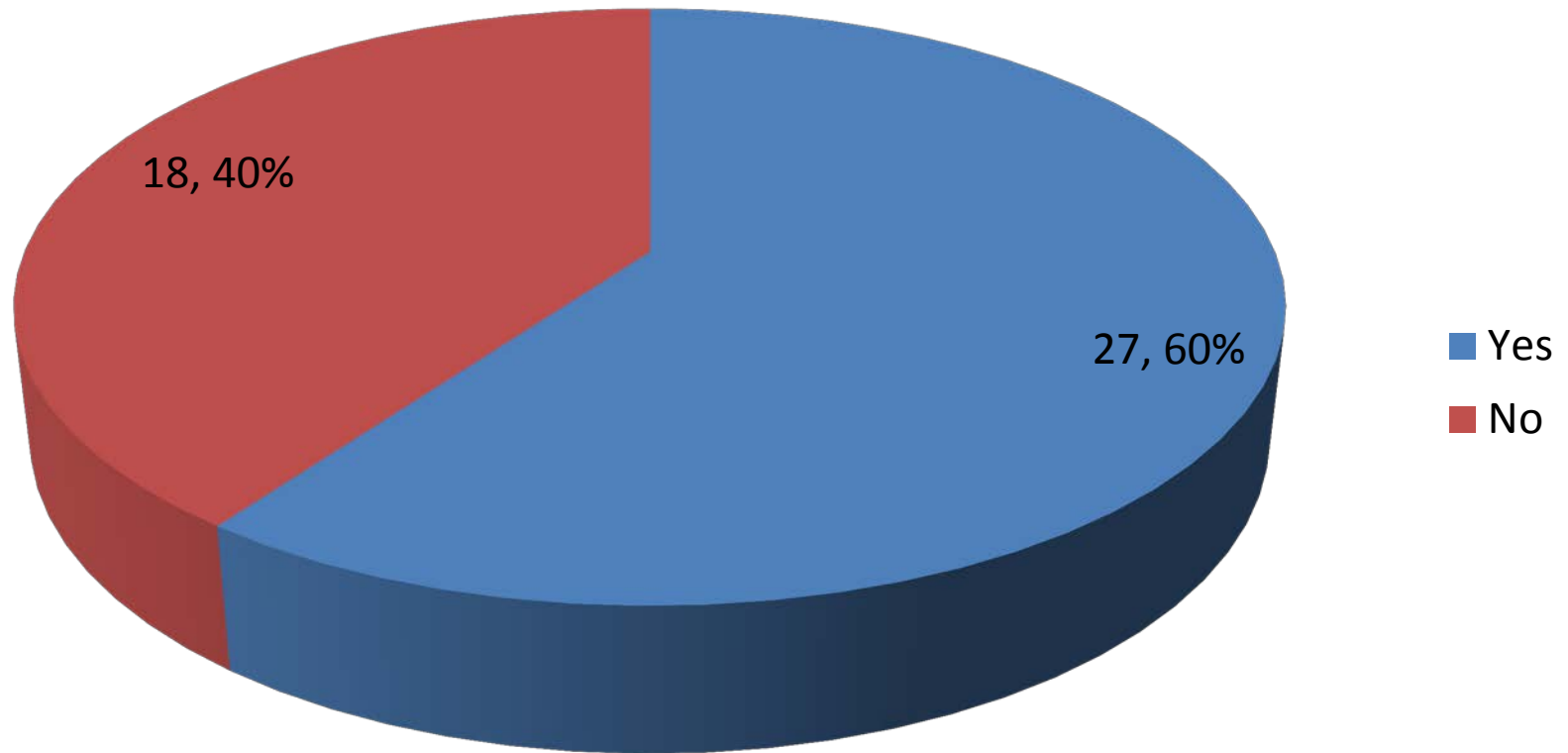
Question 3: Please elaborate on your response to the question above.

- *"Yes" Themes*
  - Makes goals explicit for students.
  - Promotes active learning and authentic assessment
  - Makes connections between course and program outcomes explicit.
  - Establishes consistency of outcomes across course sections.
  - Keeps all elements of the course focused on the development of the student.
  - Emphasizes the feedback loop.
- *"No" Themes*
  - Too "one-size" fits all.
  - Not possible to assess critical thinking, even with best rubrics.
  - Comparing performance of different student cohorts at points 1 and 2 is not valid.
  - Treats education like "skills" training.
  - Is too simplistic.
  - The DQP is an organizational device, not an assessment tool.
  - Objectives alone are not enough to improve student learning.

Question 4: What do you think are the real benefits and unintended consequences of a Degree Qualifications Profile on higher education?

- *Themes (Benefits)*
  - Encourages comprehensive review of the curriculum.
  - Provides a vehicle to help higher education achieve excellence.
  - Challenges faculty to be more intentional in what they do.
  - Has potential to improve caliber of our graduates.
  - Emphasizes the interconnectedness of courses.
  - Improves learning through setting clear expectations and encouraging self-reflection.
  - Places emphasis on program assessment.
  - Offers everyone, students, faculty, and other stakeholders, a clear understanding of what is expected of students in the program.

Question 4: What do you think are the real benefits and unintended consequences of a Degree Qualifications Profile on higher education?

- *Themes (Unintended Consequences)*
  - Too great a time commitment for faculty.
  - Reduces class flexibility – temptation to "teach to the test."
  - Too prescriptive.
  - Feels uncomfortable.
  - Too rigid.
  - Can't compare the same outcomes using students from different majors.
  - Might cause a program to have to restructure its courses.

Question 5: How could the Lumina Foundation's Degree Qualifications Profile be improved?

- *Themes*
  - The DQP language should be simplified.
  - The outcomes should include examples.
  - Some programs thought that the learning outcomes should be broadened to make them applicable to a variety of degree programs, while others thought they should be more specific.
  - Scale back the profile's expectations.
  - Definition of "civic learning" should be expanded.

- *Access comprehensive report at*
  - muwww-new.marshall.edu/hlcopenpathways/files/2013/05/Open-Pathways-Assessment-Day-Survey-Results.pdf

Graduation Survey Response Rates and Summary Results

Academic Year 2012 - 2013

2012 – 2013 Response Rate by College by Semester

College	Summer 2012	Fall 2012	Spring 2013	Total
COB	9/39 = 23%	41/82 = 50%	65/154 = 42%	115/275 = 42%
COE	2/6 = 33%	57/92 = 62%	51/97 = 53%	110/195 = 56%
COFA	0/1 = 0%	11/22 = 50%	13/35 = 37%	24/58 = 41%
COHP	6/23 = 23%	32/93 = 34%	80/235 = 34%	118/351 = 34%
SOJMC	5/8 = 63%	10/19 = 53%	19/36 = 53%	34/63 = 54%
COLA	8/39 = 21%	35/78 = 45%	71/178 = 40%	114/295 = 39%
COS	3/13 = 23%	22/51 = 43%	49/108 = 45%	74/172 = 43%
CITE	2/5 = 40%	11/17 = 65%	19/42 = 45%	32/64 = 50%
RBA	6/48 = 13%	46/96 = 48%	46/87 = 53%	96/231 = 42%
Total	41/182 = 23%	260/550 = 47%	422/972 = 43%	717/1,704 = 42%

Response Rate by College
(#s indicate percentages)
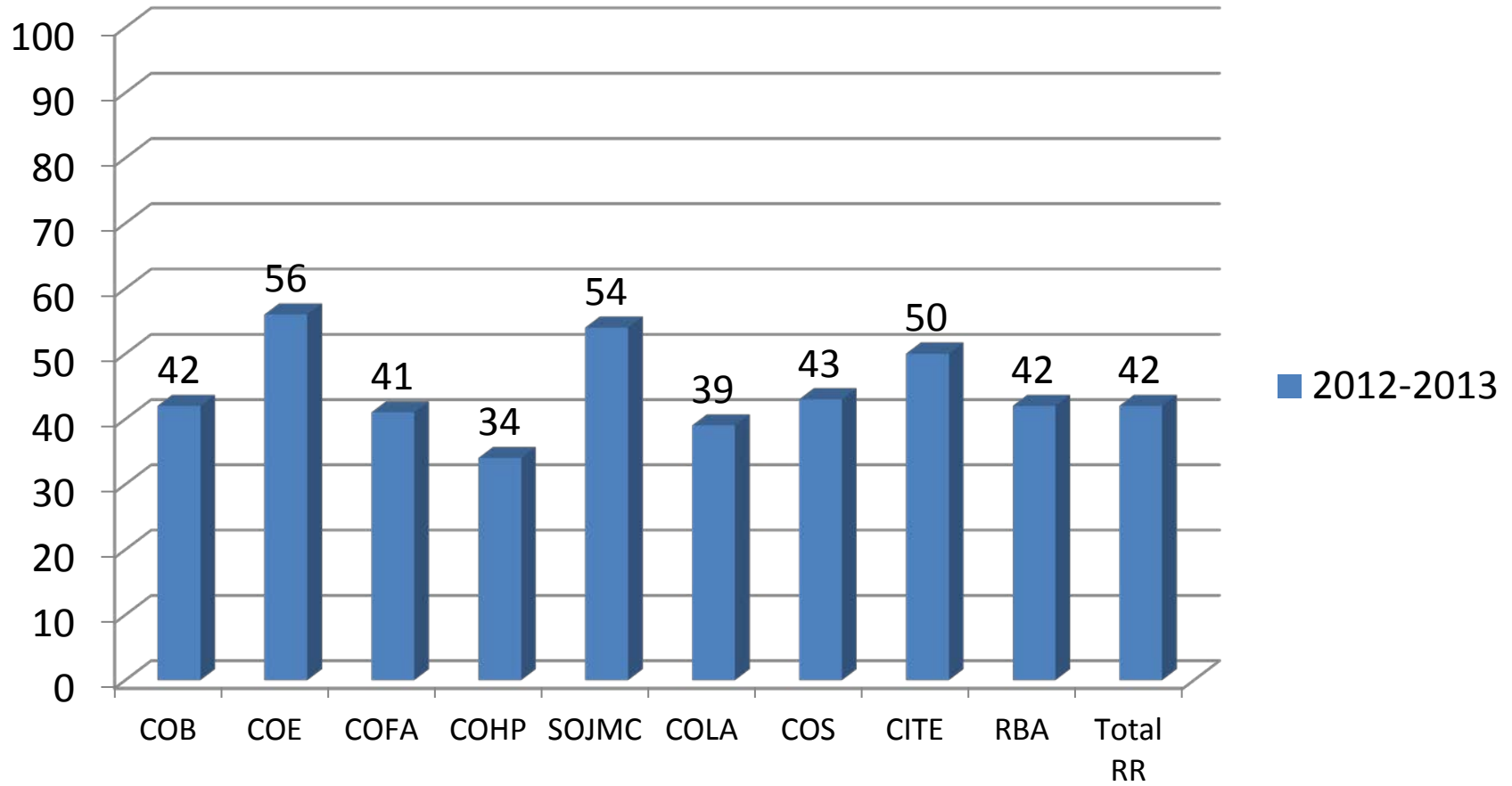
Executive Summary

- **These data are for academic year 2012 - 2013. Unless otherwise noted, all findings are essentially unchanged since spring 2012.**

- Overall response rate was 42% (717 respondents out of 1,704 graduates) – up from 34.5% in spring 2012.

- Females were more likely than males to respond to the survey.

- Students who completed Bachelor's Degrees were more likely to respond than were students who completed Associate's Degrees.

- The Mean GPA of respondents (3.18) was significantly higher than that of all graduates (3.10), but the effect size was small.

- Response rates did not differ significantly across colleges.

- Respondents did not differ from the cohort in terms of race and age.

Executive Summary

- Most respondents were single with no children, were WV residents, and completed their entire education at Marshall.

- Thirty-four percent (compared to 41% in spring 2012) reported no educational debt, while 40% (compared to 33% in spring 2012) reported debt greater than $20,000.

- Most respondents stated that their educational objective was to begin their first career.

- Fifty-seven percent (compared to 56% in spring 2012) of respondents said they had participated in an internship or practicum, with 58% (compared to 66% in spring 2012) believing this experience had helped them find employment.

- Fifty-six percent (as compared to 61% in spring 2012) of respondents indicated that they intend to pursue graduate studies, while only 4% (as compared to 6% in spring 2012) indicated that they intend to work for a Volunteer Organization such as the Peace Corps or AmeriCorps.

- Most students reported that they intend to remain in WV to complete graduate studies and most chose Marshall University for this purpose.

Executive Summary

- Students reported positive feelings about all aspects of their MU education. On a scale of 1 – 5, with 1 being "strongly agree," 2 being "agree," 3 being "neither agree nor disagree," 4 being "disagree" and 5 being "strongly disagree," means exceeded 2 for only three out of fourteen items. These categories were the same as those identified in spring 2012.

  - I developed the ability to use mathematics in everyday life (2.33)
  - Writing intensive courses helped me to improve my writing skills (2.17)
  - I broadened my appreciation for the arts (2.40)

Executive Summary

- On a scale of 1 – 5, with 1 being "very satisfied," 2 being "satisfied," 3 being "neutral," 4 being "dissatisfied," and 5 being "very dissatisfied," students reported greater satisfaction with
  - the quality of teaching (1.89) than with
  - the quality of advising (2.31)
  - academic support services (2.30)
  - classroom and lab facilities (2.28)
- Sixty-eight percent (down from 71% in spring 2012) of respondents plan to be employed in their major field, 10% not in their major field, and 22% were unsure at the time of the survey.
- Fifty-nine percent (down from 61% in spring 2012) plan to work in WV.
- Fifty-eight percent (of the 501 students who answered the question) reported having accepted a job (up from 38% in spring 2012). Of those, 60% will earn more than $30,000 annually (down slightly from 64% in spring 2012).
- Only 22% of respondents reported using Career Services, with JobTrax and Resume Assistance used most frequently.

2012 – 2013 Graduation Survey Results

- Full results are posted at
  www.marshall.edu/assessment/SurveyReports.aspx
  (Please see previous years' results here as well)

National Survey of Student Engagement (NSSE)

Spring 2013

www.marshall.edu/assessment/SurveyReports.aspx

Spring 2013 *NSSE Engagement Indicators*

- *Significant Strengths*
  - Academic Challenge
    - Reflective and Integrative Learning – First Year Students **
    - Higher-Order Learning – First Year Students *
    - Learning Strategies – First Year Students *
    - Quantitative Reasoning – All Students **
  - Experiences with Faculty
    - Student/Faculty Interaction – Seniors *
  - Learning with Peers
    - Collaborative Learning – Seniors *

* Results comparable to those of students at the top 50% of NSSE institutions.

** Results comparable to those of students at the top 10% of NSSE institutions.

Spring 2013 *NSSE Engagement Indicators*

- *Significant Weakness*
  - Campus Environment
    - Quality of Interactions – All Students

Spring 2013 *NSSE High Impact Practices*

- *Significant Strengths*
  - Research with Faculty – Seniors
  - Internship or Field Experience – Seniors
  - Culminating Senior Experience – Seniors

- *Significant Weaknesses*
  - Learning Community Participation – First Year Students
  - Service Learning – First Year Students

Program Review

Academic Year 2012 - 2013

Marshall Board of Governors' Recommendations: Undergraduate Programs

College	Program	Recommendation
COB	Accounting – BBA	Continue at Current Level
	Economics – BBA	Continue at Current Level
	Finance – BBA	Continue at Current Level
	International Business – BBA	Continue at Current Level
	Management – BBA	Continue at Current Level
	Management Information Systems – BBA	Continue at Current Level
	Marketing – BBA	Continue at Current Level
COLA	Economics – BA	Continue at Current Level
	Geography – BA/BS	Continue at Current Level
	International Affairs – BA	Continue at Current Level
	Political Science – BA	Continue at Current Level

Marshall Board of Governors' Recommendations: Graduate Programs

College	Program	Recommendation
COB	Accountancy – MS	Continue at Current Level
	Business Administration – MBA	Continue at Current Level
	Health Care Administration – MS	Continue at Current Level
	Human Resource Management – MS	Continue at Current Level
	Doctor of Management Practice in Nurse Anesthesia – DMPNA	Continue at Current Level
GSEPD	Education Doctorate – EdD	Continue at Current Level
	Leadership Studies – MA	Continue at Current Level
	Special Education – MA	Continue at Current Level
	Reading (Literacy) Education – MA	Continue at Current Level
	Master of Arts in Teaching – MAT	Continue at Current Level
COLA	Geography – MA/MS	Continue at Current Level
	Political Science – MA	Continue at Current Level

Marshall Board of Governors' Recommendations: Programs Submitting Follow-Up Reports

College	Program	Recommendation
GSEPD	Adult and Technical Education – MS	Continue at Current Level
COS	Mathematics – MA	Continue at Current Level

Syllabus Audits

Academic Year 2012 - 2013

380 Syllabi Audited: Results Show Number that Included Outcome/Practice/Assessment Information

100%	
90%	149
80%	
70%	18
60%	
50%	118
40%	
30%	
20%	94
10%	1
0%	

Legend:
- Info Present
- Info Partially Present
- Info Not Present
- Not Uploaded
- Error in Uploading

380 Syllabi Audited: Results Show Number that Included Outcome/Practice/Assessment Information by College

College	Info Present	Infor Partially Present	Info Not Present	Not Uploaded	Error in Upload
COB	16	3	14	7	0
COE/GSEPD	13	4	25	3	0
COFA	19	0	10	7	0
COHP	26	1	3	3	0
SOJMC	6	1	2	4	0
COLA	45	5	19	33	1
COS	15	2	43	33	0
CITE	9	2	2	4	0

Legend:
- Info Present
- Infor Partially Present
- Info Not Present
- Not Uploaded
- Error in Upload
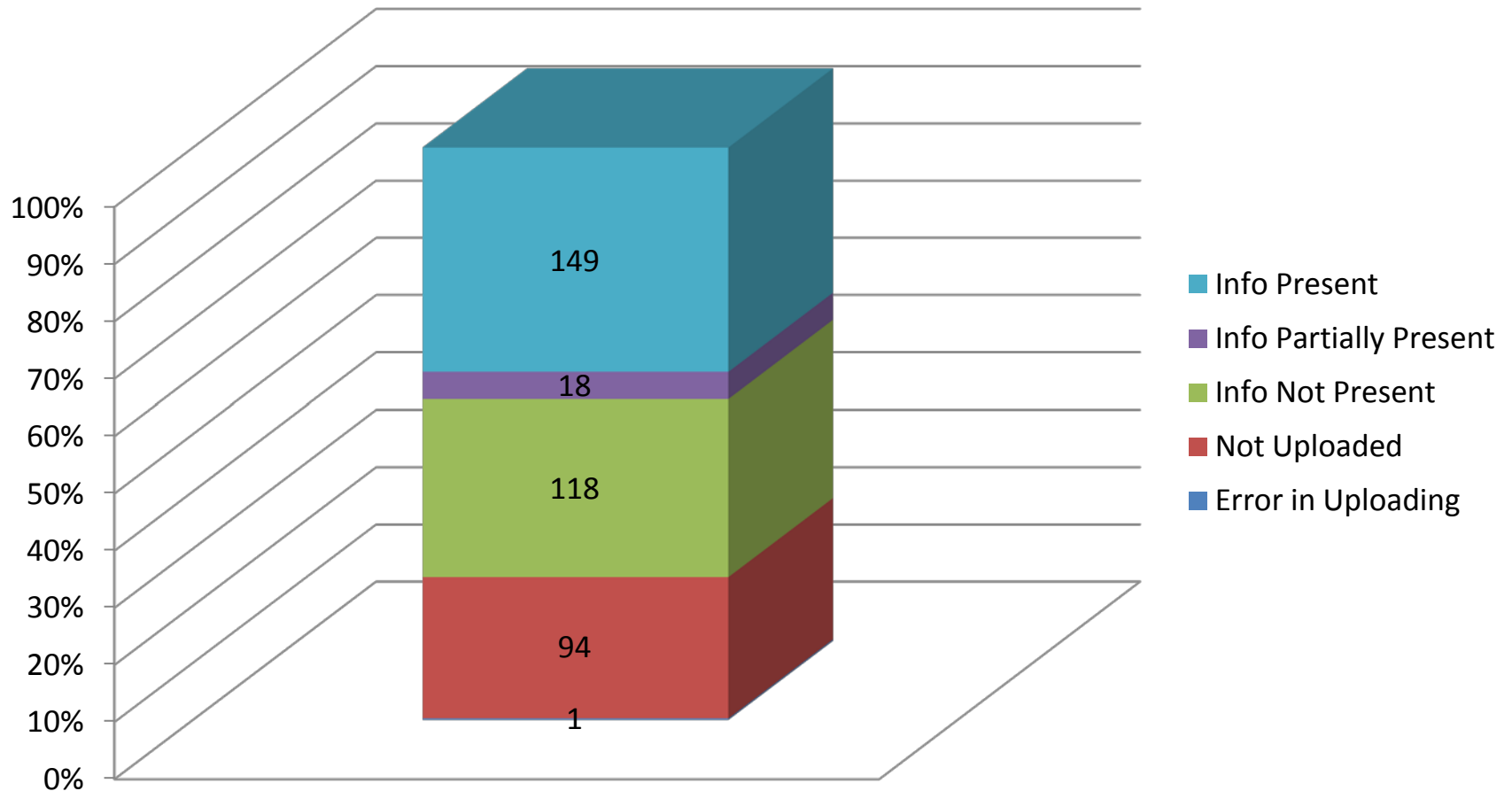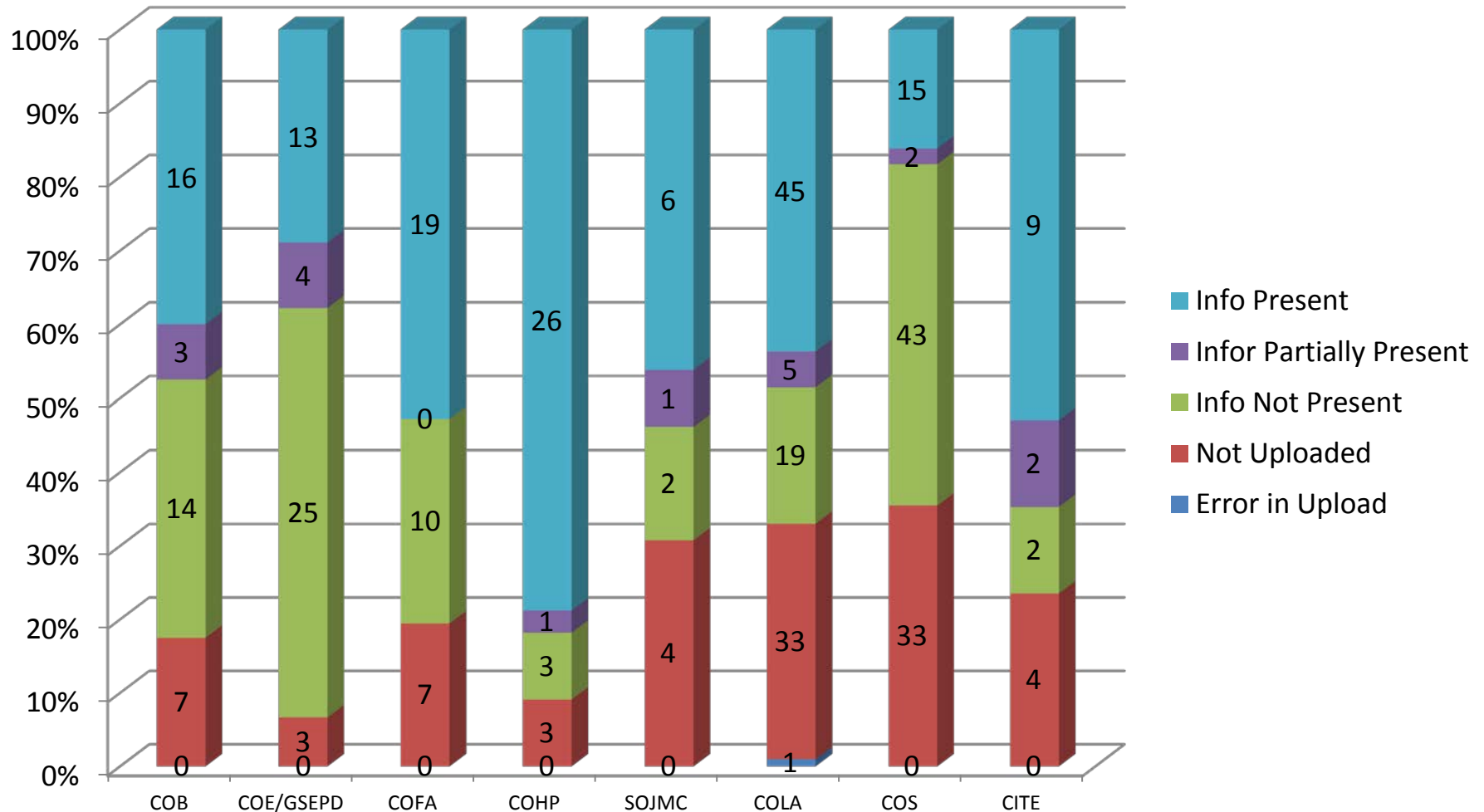
Percentage of Syllabi Uploaded by College
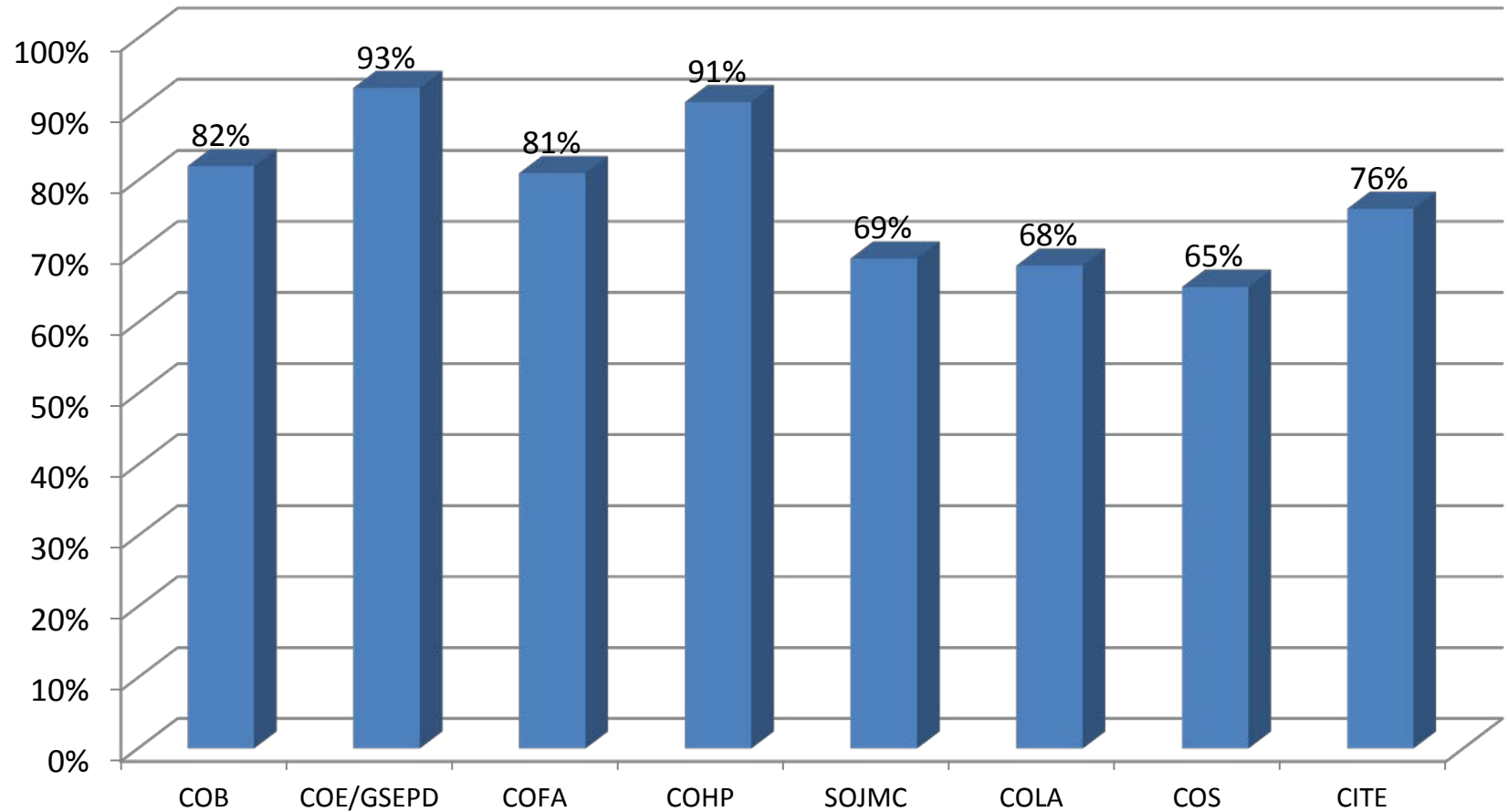
Percentage of Uploaded Syllabi that Include Complete Outcome/Practice/Assessment Information by College

College	Percentage
COB	48%
COE/GSEPD	31%
COFA	66%
COHP	87%
SOJMC	67%
COLA	64%
COS	25%
CITE	69%
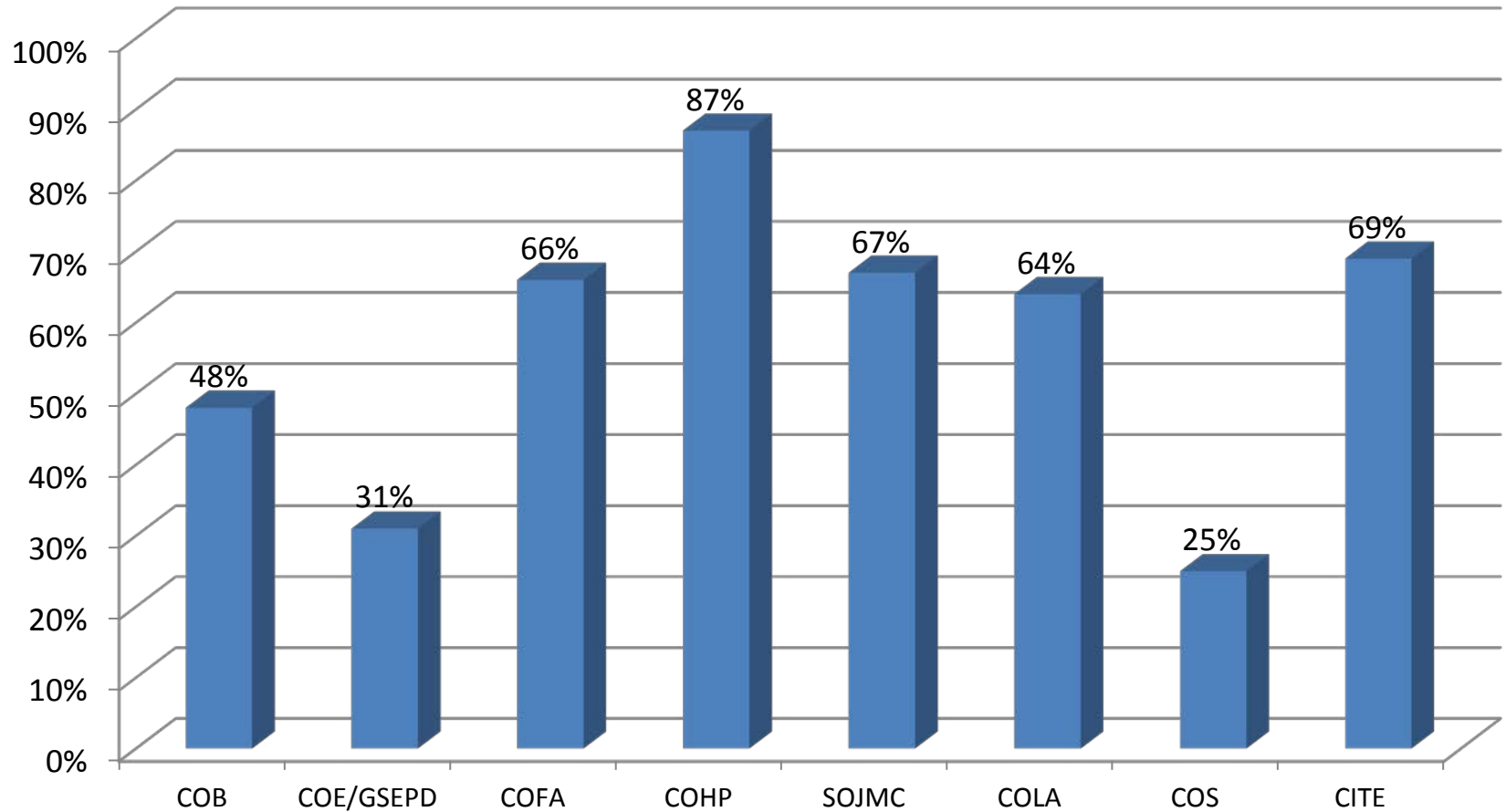
Action Plan

- Offer small workshops with faculty at beginning of fall semester. Begin with these colleges:
  - COS
  - COE/GSEPD
  - COB

General Education Assessment Repository (GEAR) Update

Summer 2013

Summer 2013 Plans

- Newly created rubrics have been entered into GEAR.
  www.marshall.edu/assessment/LearningOutcomes.aspx (Click on Domain name
  for rubric)

- Students tag to primary outcome only and then choose the traits to which the
  outcome applies, e.g. if a student tags to "Inquiry Based Thinking," s/he would see
  its four traits, with a message "My artifact demonstrates that I can do one of the
  following (example is first trait):

- Problem/Question

Recognize and explain a given problem and hypothesis.	**Choose an appropriate question to be studied that is focused and manageable in the timeframe allotted.**	**Formulate a focused and manageable problem/question that addresses a potentially significant area of inquiry. Propose a reasonable hypothesis.**	**Formulate a creative, focused, and manageable question and hypothesis that addresses potentially significant yet previously less-explored aspects of the topic.**

Summer 2013 Plans

- Group of five faculty members will assess the following de-identified artifacts:
  - Week of Welcome (WOW) performance tasks
  - First Year Seminar (FYS) final exams
  - Assessment Day Senior Assessments
  - FYS artifacts

- Results will be compiled and reported in summer 2013.

GEAR
(General Education Assessment Repository)
Assessment of FYS Artifacts
Spring 2013

Minimum Expected Level of
Performance (Benchmark) = 1

Distribution of First Year Seminar (FYS) Artifacts among Marshall's Learning Outcomes

Marshall Outcome	# Artifacts Uploaded	# of Artifacts in Sample	Percentage	Number of trait tags
Communication Fluency	136	27	20%	96
Creative Thinking	84	17 (2 eliminated due to inability to access) = 15	20% (2 eliminated) = 18%	35 (6 eliminated) = 29
Ethical and Civic Thinking	52	15	29%	34
Information Literacy	153	31	20%	94
Inquiry Based Thinking	114	23	20%	75
Integrative Thinking	105	21 (1 eliminated due to inability to access) = 20	20% (1 eliminated) = 19%	73 (4 eliminated) = 69
Intercultural Thinking	42	16	38%	53
Metacognitive Thinking	60	15	25%	18
Quantitative Thinking	22	15	68%	37
Total	**768**	**180 (3 eliminated) = 177**	**23% (3 eliminated) = 23%**	**515 (10 eliminated) = 505**

Review Procedures

- Please access muwww-new.marshall.edu/assessment/LearningOutcomes.aspx and click on the links for each Domain of Critical Thinking to access rubrics used for this assessment.

- Each artifact had two independent raters and scores were determined in the following manner:
  - If raters assigned the same score, that became the score for the artifact.
  - If raters' scores differed by one point or less, e.g. Rater 1 assigned a score of 1 and Rater 2 a score of 2, the final score was the mean, i.e. 1.5.
  - If raters' scores differed by more than one point, e.g. Rater 1 assigned a score of 1 and Rater 2 a score of 3, the raters met to discuss the rationale for their scores to see if they could agree on a score or, at minimum, scores that differed by no more than one point.
  - If raters' scores differed by more than one point and, after discussion, they were not able to resolve the differences, a third rater was assigned to review the artifact.

Communication Fluency

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

Legend:
- ■ Context/Audience - n = 25
- ■ Design/Organization - n = 24
- ■ Diction - n = 23
- ■ Communication Style - n = 24

Values: 1.12, 1.24, 1.24, 1.09
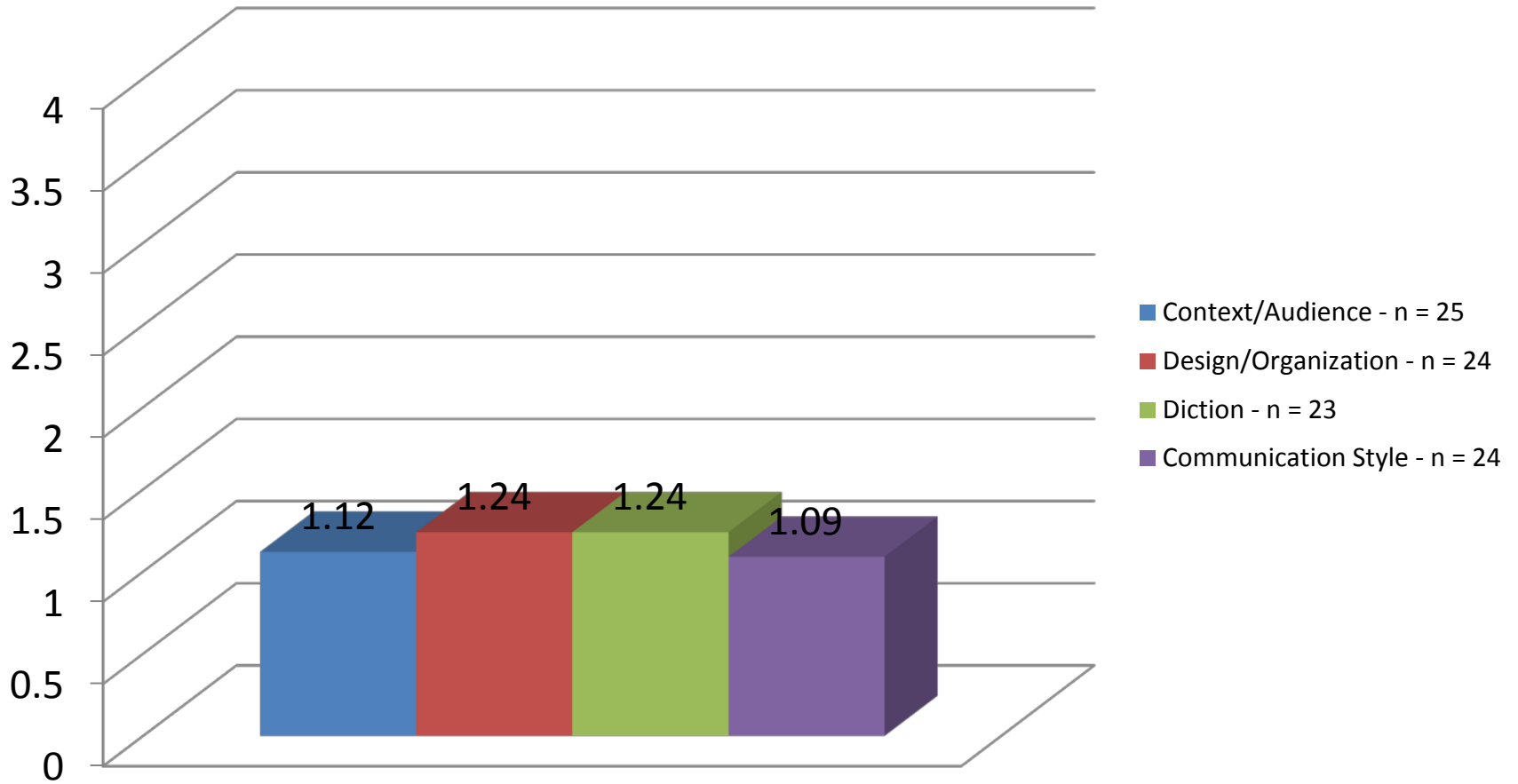
Communication Fluency
Number of artifacts scoring at each performance level

Trait/ Performance Level	Context/ Audience	Design/ Organization	Diction	CMM Style	Total
0	0	0	1 (4%)	4 (17%)	5 (5%)
> 0, but < 1	9 (36%)	5 (21%)	2 (9%)	4 (17%)	20 (21%)
1 – 1.75	12 (48%)	16 (67%)	17 (74%)	11 (46%)	56 (58%)
2 – 2.75	3 (12%)	2 (8%)	3 (13%)	5 (21%)	13 (14%)
3 – 3.75	1 (4%)	1 (4%)	0	0	2 (2%)
4	0	0	0	0	0
Totals	25 (100%)	24 (100%)	23 (100%)	24 (100%)	96 (100%)

Communication Fluency
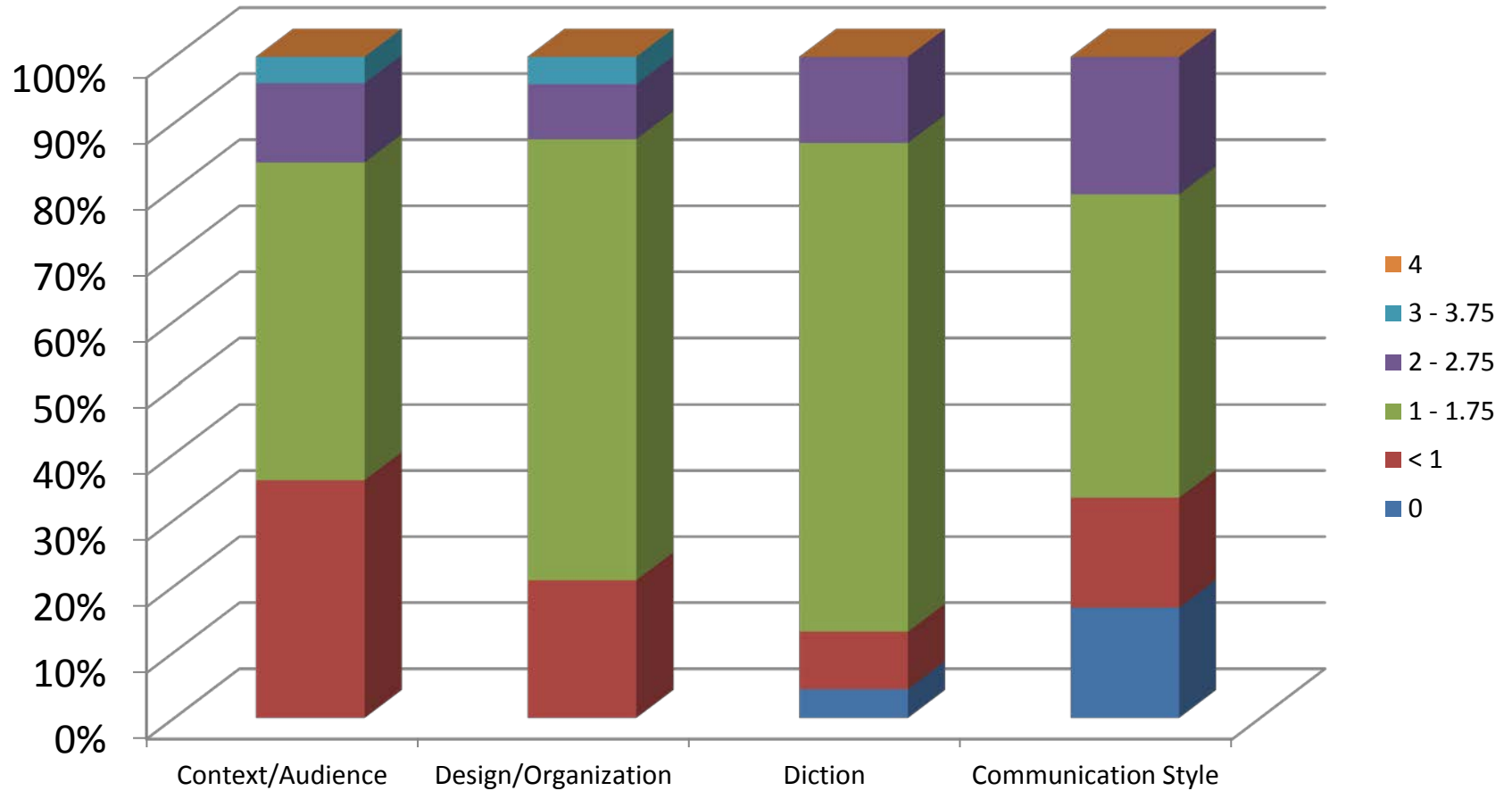
Creative Thinking

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score
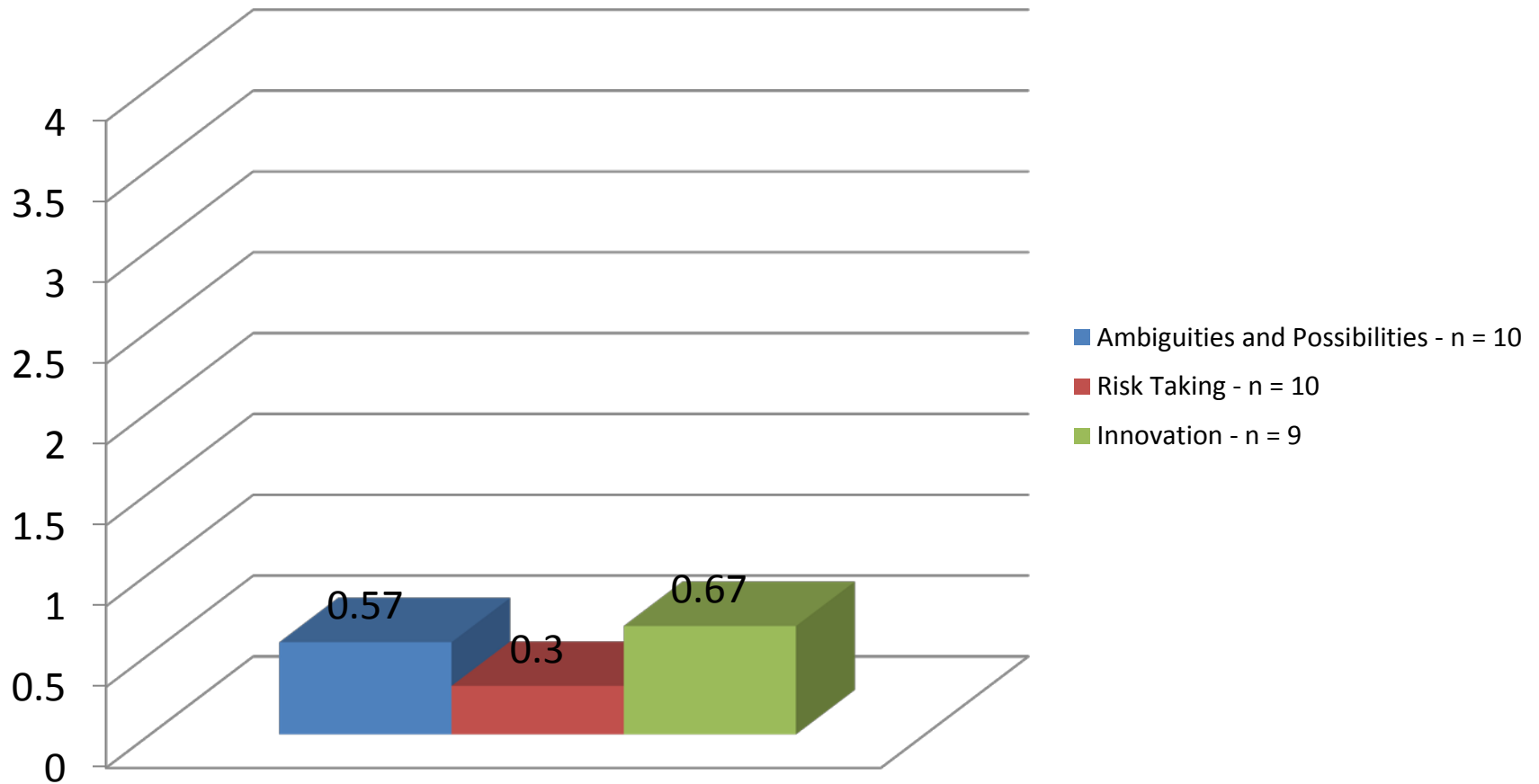
Creative Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Ambiguities and Possibilities	Risk Taking	Innovation	Total
0	1 (10%)	4 (40%)	2 (11%)	7 (24%)
> 0, but < 1	7 (70%)	6 (60%)	5 (26%)	18 (62%)
1 – 1.75	2 (20%)	0	0	2 (7%)
2 – 2.75	0	0	2 (11%)	2 (7%)
3 – 3.75	0	0	0	0
4	0	0	0	0
Totals	10 (100%)	10 (100%)	19 (100%)	29 (100%)

Creative Thinking
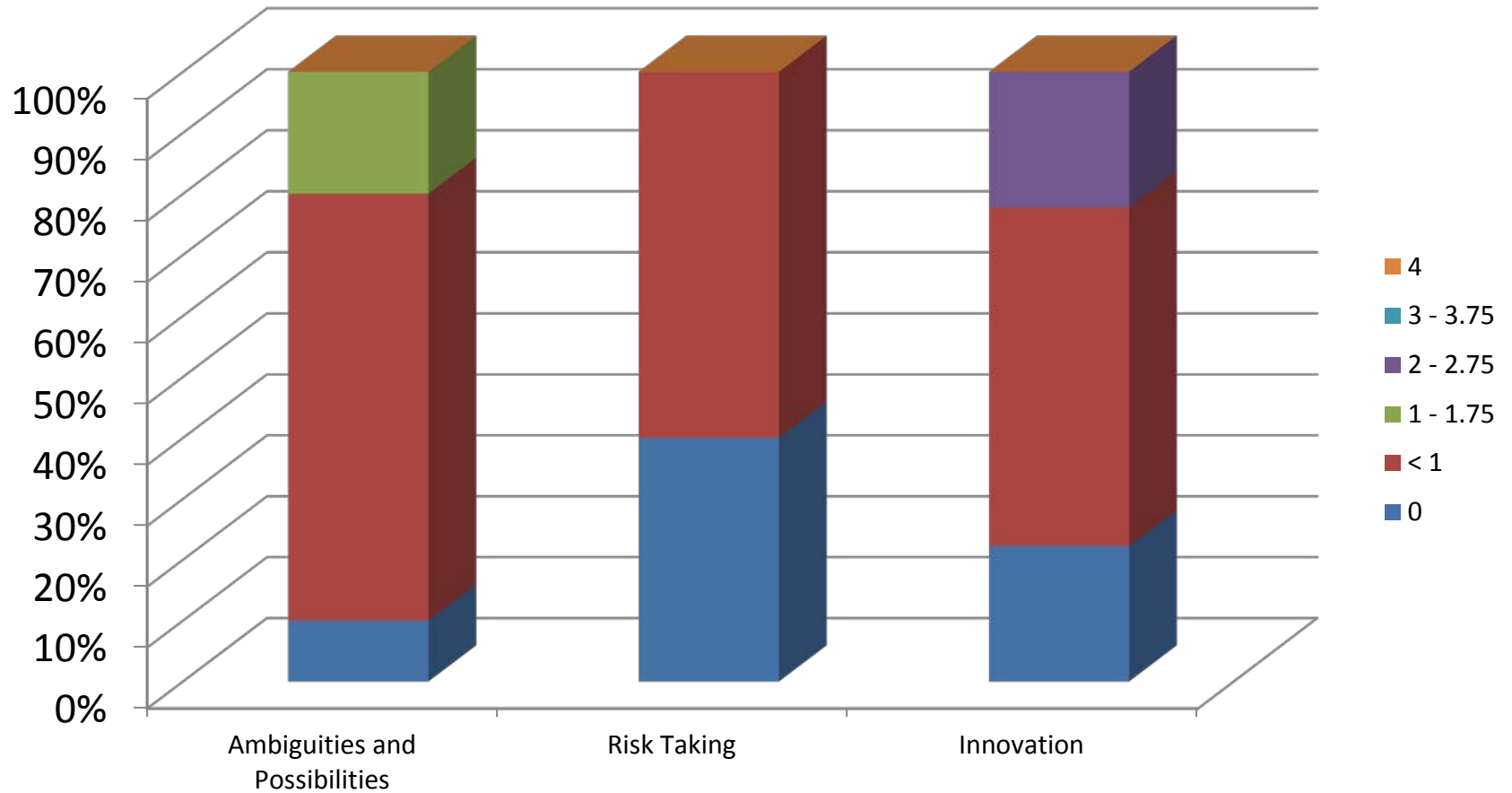
Ethical and Civic Thinking
Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

Legend:
- Ethical Self Awareness - n = 10
- Professional Rules and Standards of Conduct - n = 5
- Civic Well Being - n = 7
- Complex Ethical Issues - n = 12

Values: 0.28, 0.55, 0.46, 1.23
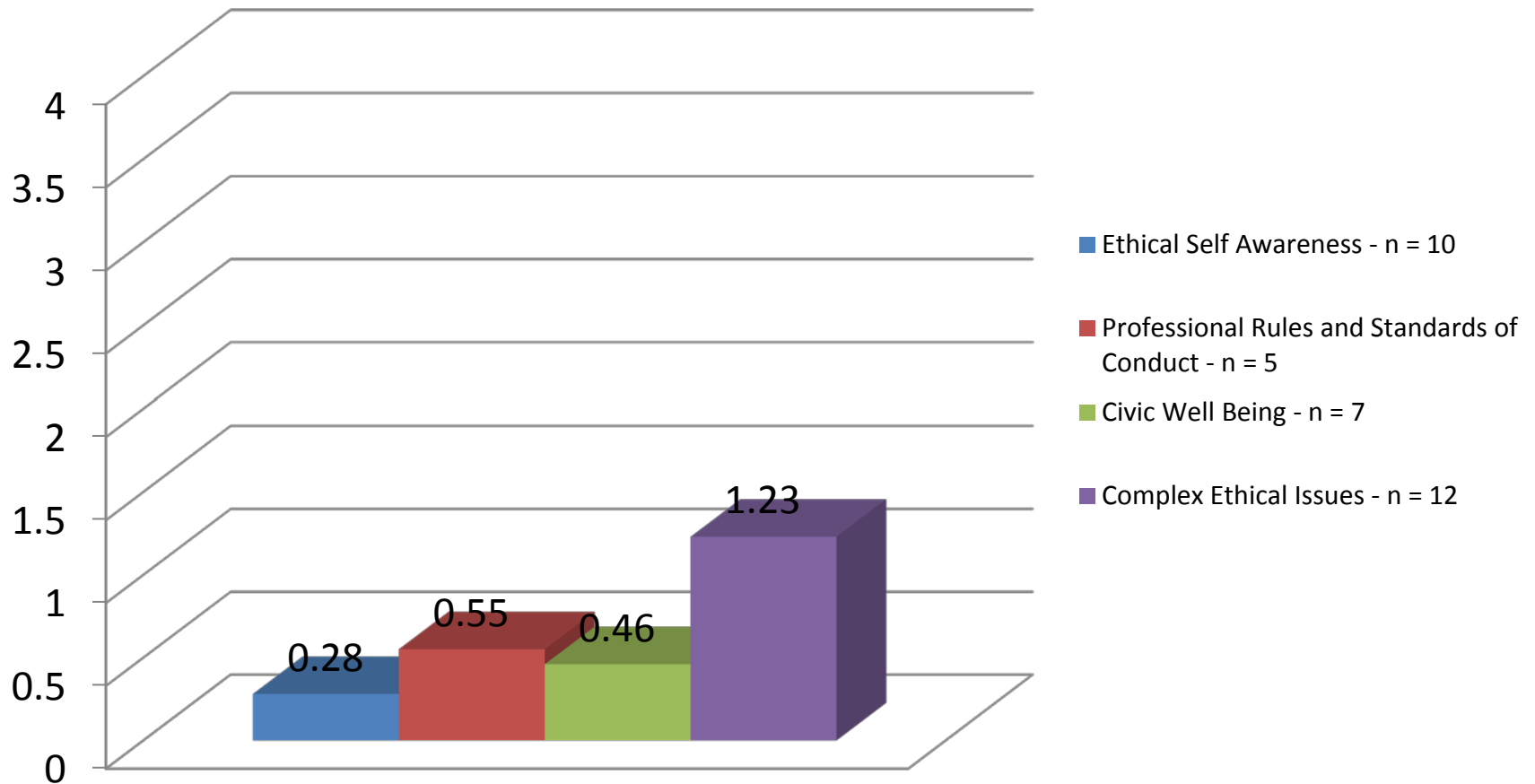
Ethical and Civic Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Ethical Self Awareness	Professional Rules and Standards of Conduct	Civic Well Being	Complex Ethical Issues	Total
0	5 (50%)	2 (40%)	4 (57%)	0	11 (32%)
> 0, but < 1	5 (50%)	2 (40%)	2 (29%)	4 (33%)	13 (38%)
1 – 1.75	0	1 (20%)	0	6 (50%)	7 (21%)
2 – 2.75	0	0	1 (14%)	2 (17%)	3 (9%)
3 – 3.75	0	0	0	0	0
4	0	0	0	0	0
Totals	10 (100%)	5 (100%)	7 (100%)	12 (100%)	34 (100%)

Ethical and Civic Thinking
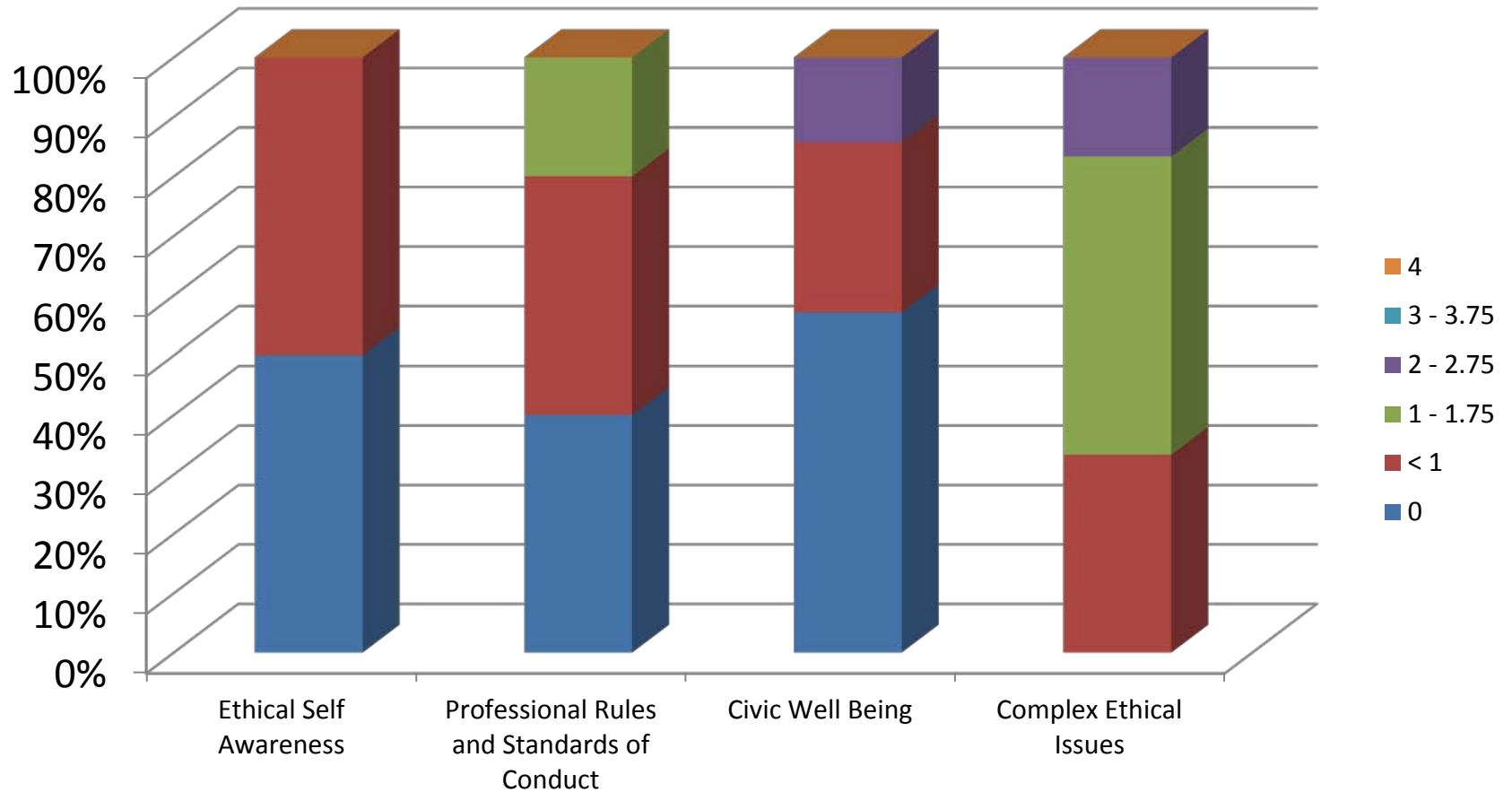
Information Literacy

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

- Tool Use - n = 21
- Relevance of Information - n = 28
- Complex Information Environment - n = 22
- Legal/Ethical Issues - n = 23

0.99 1.03 0.22 0.95
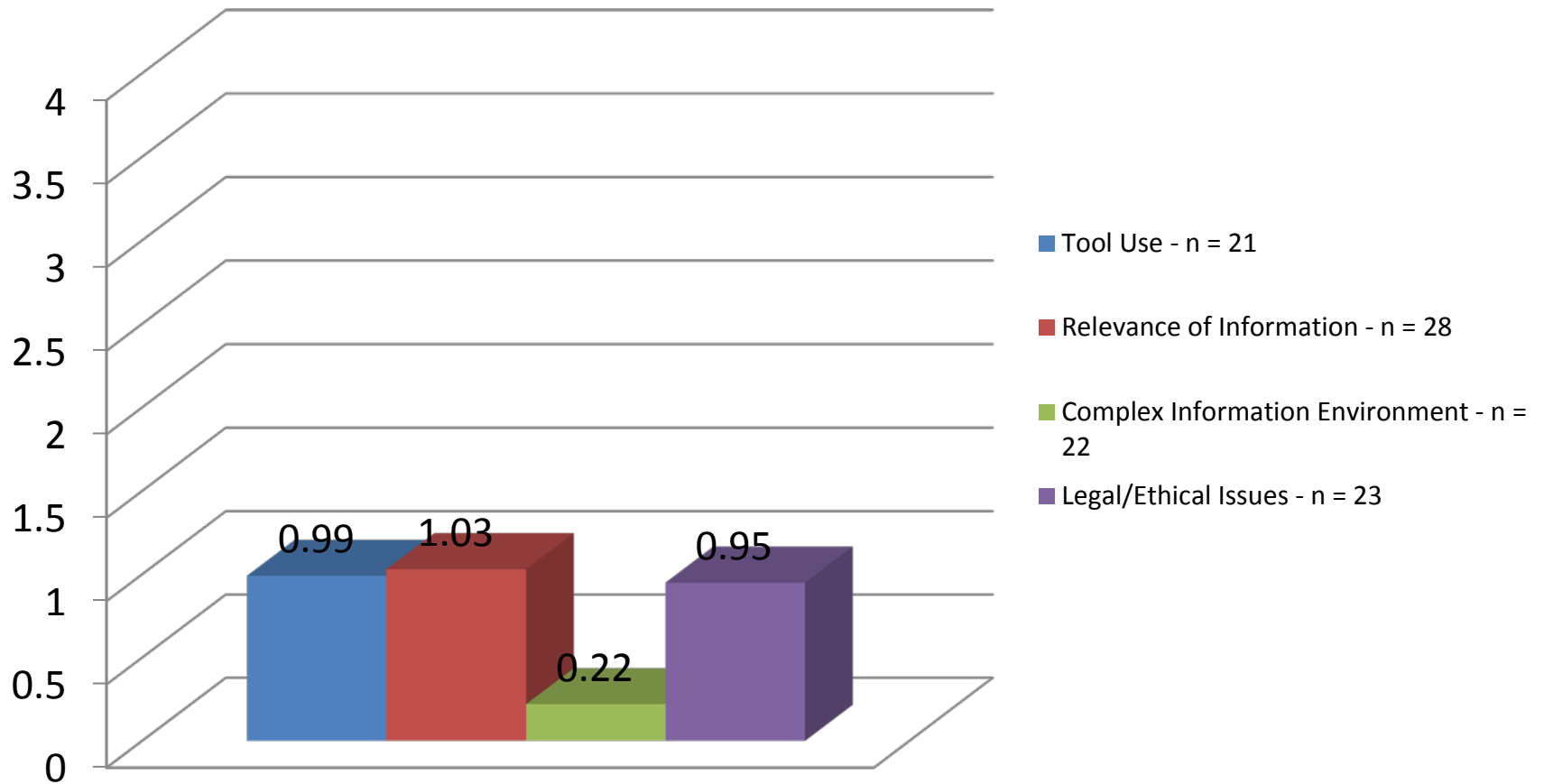
Information Literacy
Number of artifacts scoring at each performance level

Trait/ Performance Level	Tool Use	Relevance of Information	Complex Information Environment	Legal/Ethical Issues	Total
0	4 (19%)	4 (14%)	14 (64%)	3 (13%)	25 (27%)
> 0, but < 1	4 (19%)	4 (14%)	7 (32%)	6 (26%)	21 (22%)
1 – 1.75	11 (52%)	17 (61%)	1 (4%)	12 (52%)	41 (44%)
2 – 2.75	2 (10%)	2 (7%)	0	2 (9%)	6 (6%)
3 – 3.75	0	1 (4%)	0	0	1 (1%)
4	0	0	0	0	0
Totals	21 (100%)	28 (100%)	22 (100%)	23 (100%)	94 (100%)

Information Literacy
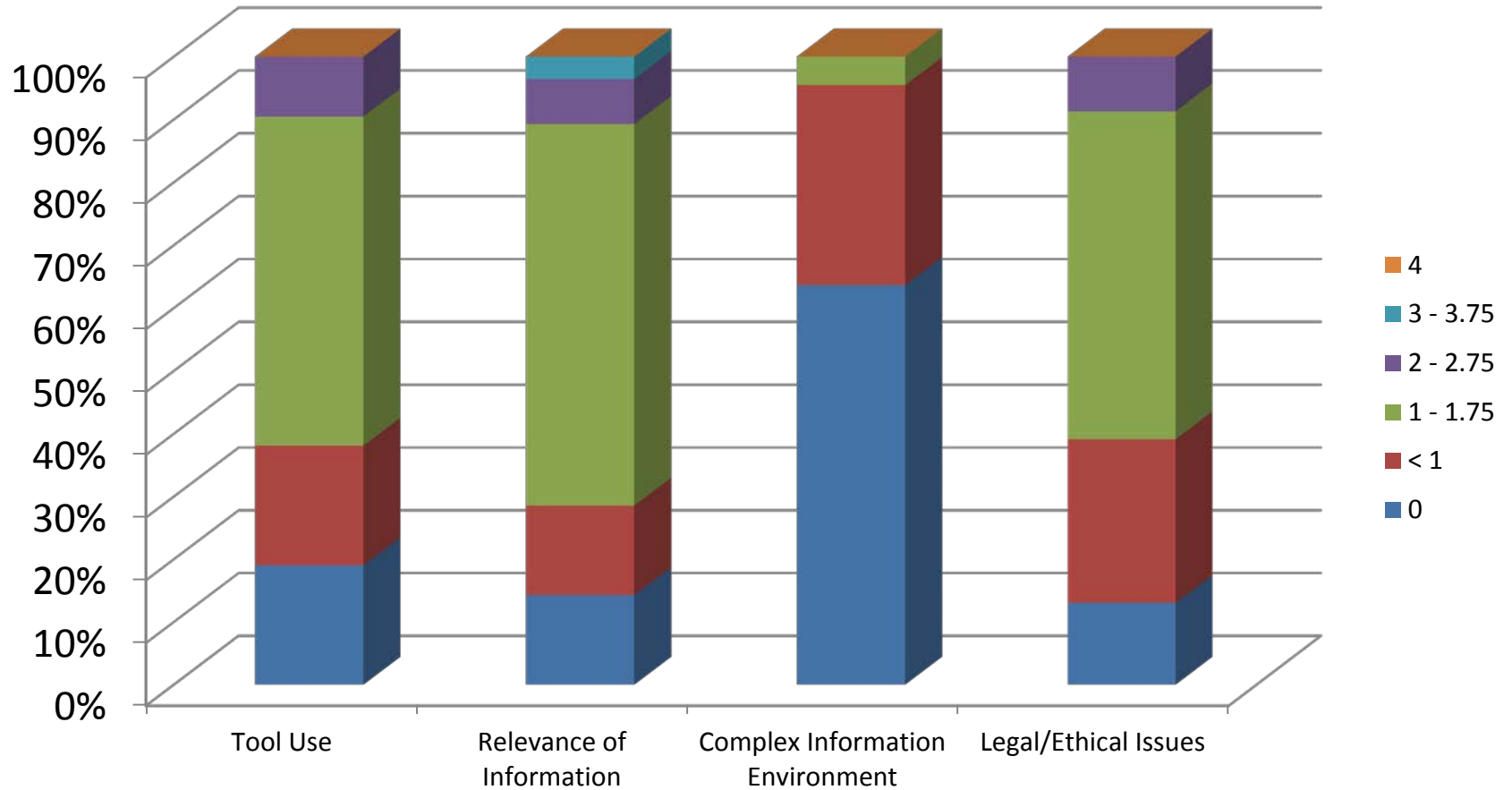
Inquiry Based Thinking

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

- Problem/Question - n = 21
- Research of Existing Knowledge - n = 21
- Method of Inquiry - n = 17
- Data Analysis and Conclusions - n = 16
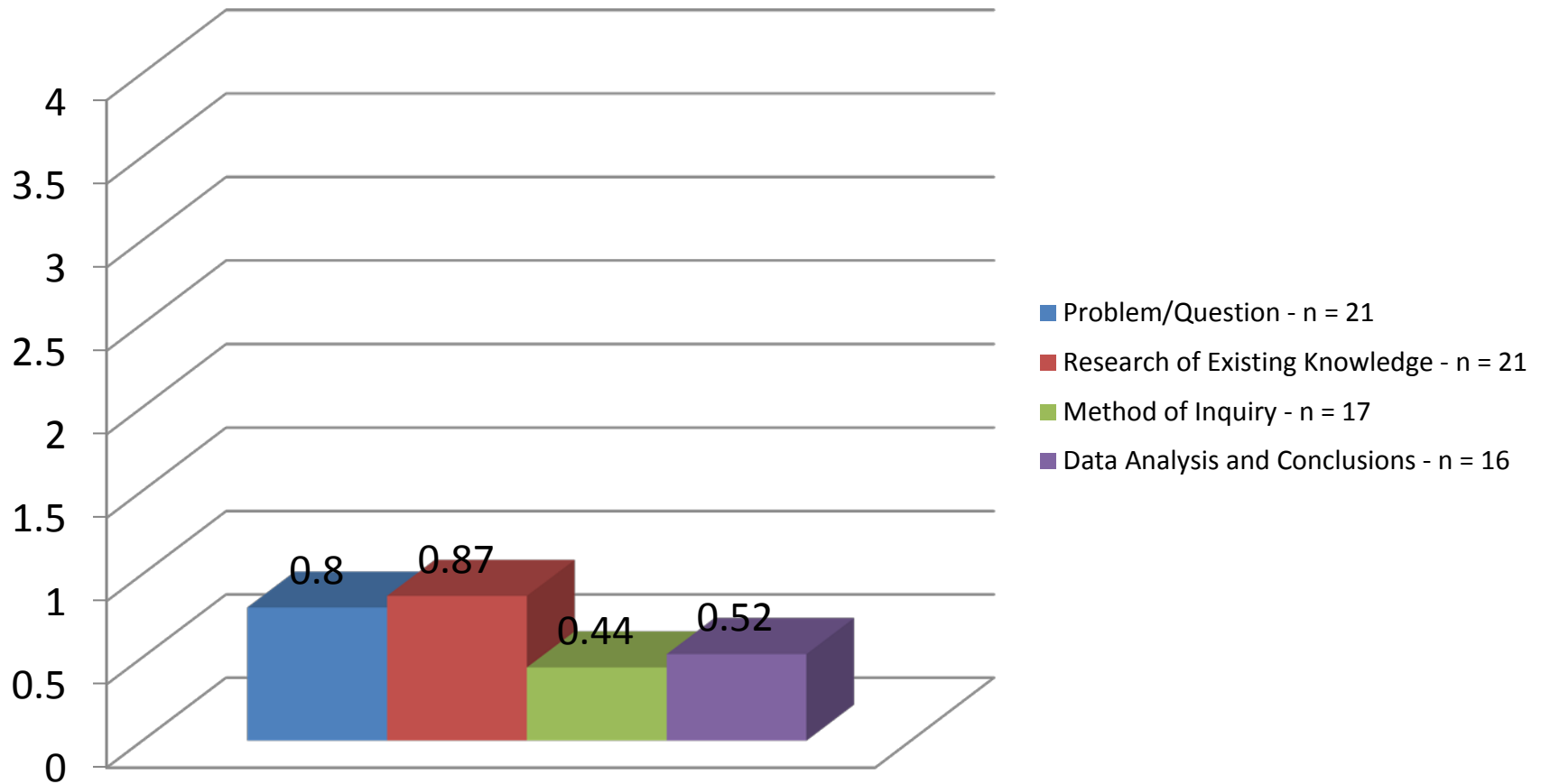
Inquiry Based Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Problem/ Question	Research of Existing Knowledge	Method of Inquiry	Data Analysis and Conclusions	Total
0	1 (5%)	2 (10%)	6 (35%)	4 (25%)	13 (17%)
> 0, but < 1	11 (52%)	7 (33%)	8 (47%)	8 (25%)	34 (45%)
1 – 1.75	9 (43%)	12 (57%)	3 (18%)	4 (50%)	28 (37%)
2 – 2.75	0	0	0	0	0
3 – 3.75	0	0	0	0	0
4	0	0	0	0	0
Totals	21 (100%)	21 (100%)	17 (100%)	16 (100%)	75 (100%)

Integrative Thinking
Mean Scores on a scale of 0 – 4, with 4 being the highest possible score
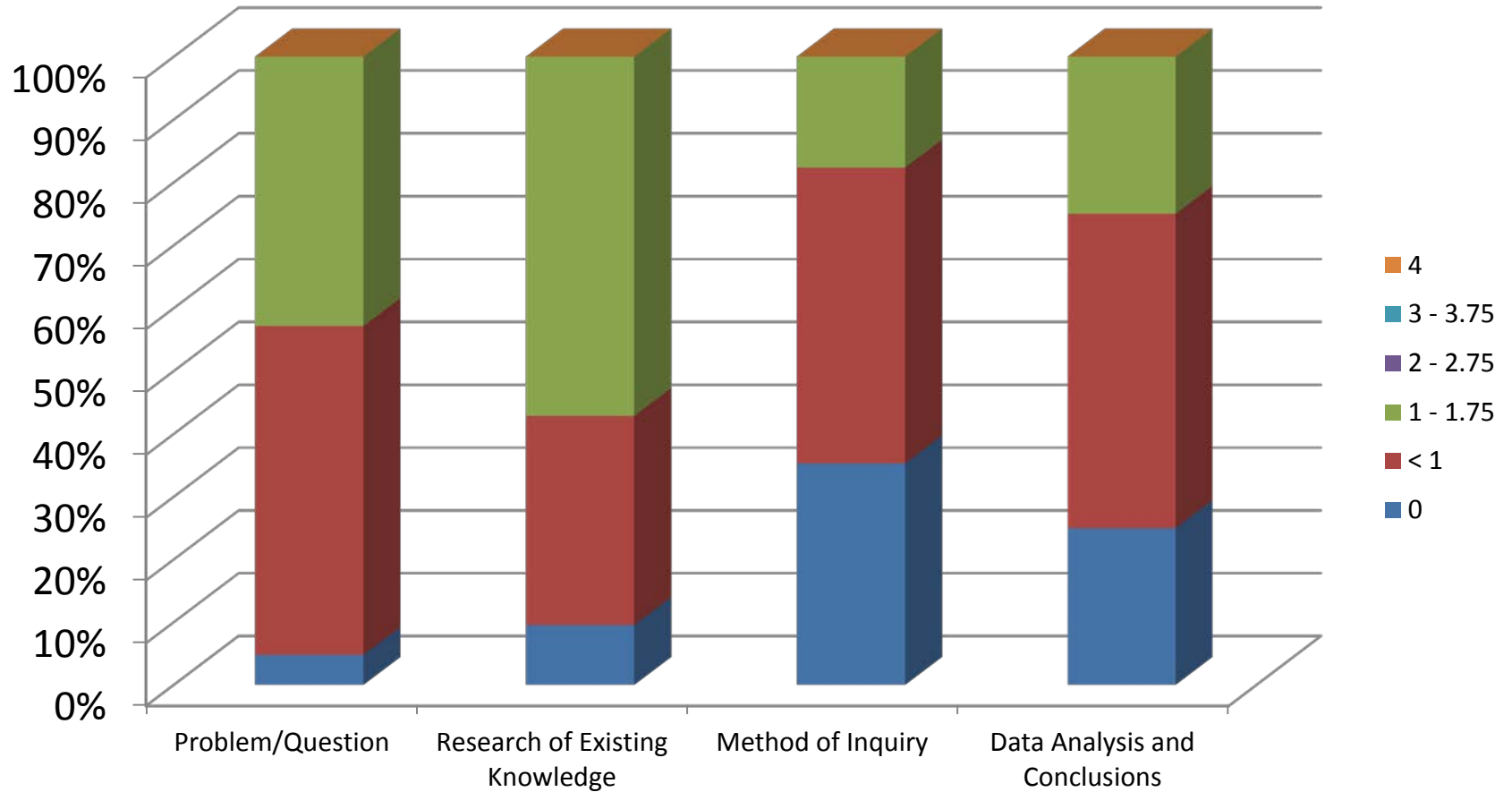
Legend:
- Connections among Disciplines - n = 17
- Relation among Domains - n = 17
- Transfer - n = 17
- Connections to Experience - n = 18

Values: 0.5, 0.63, 0.31, 0.6
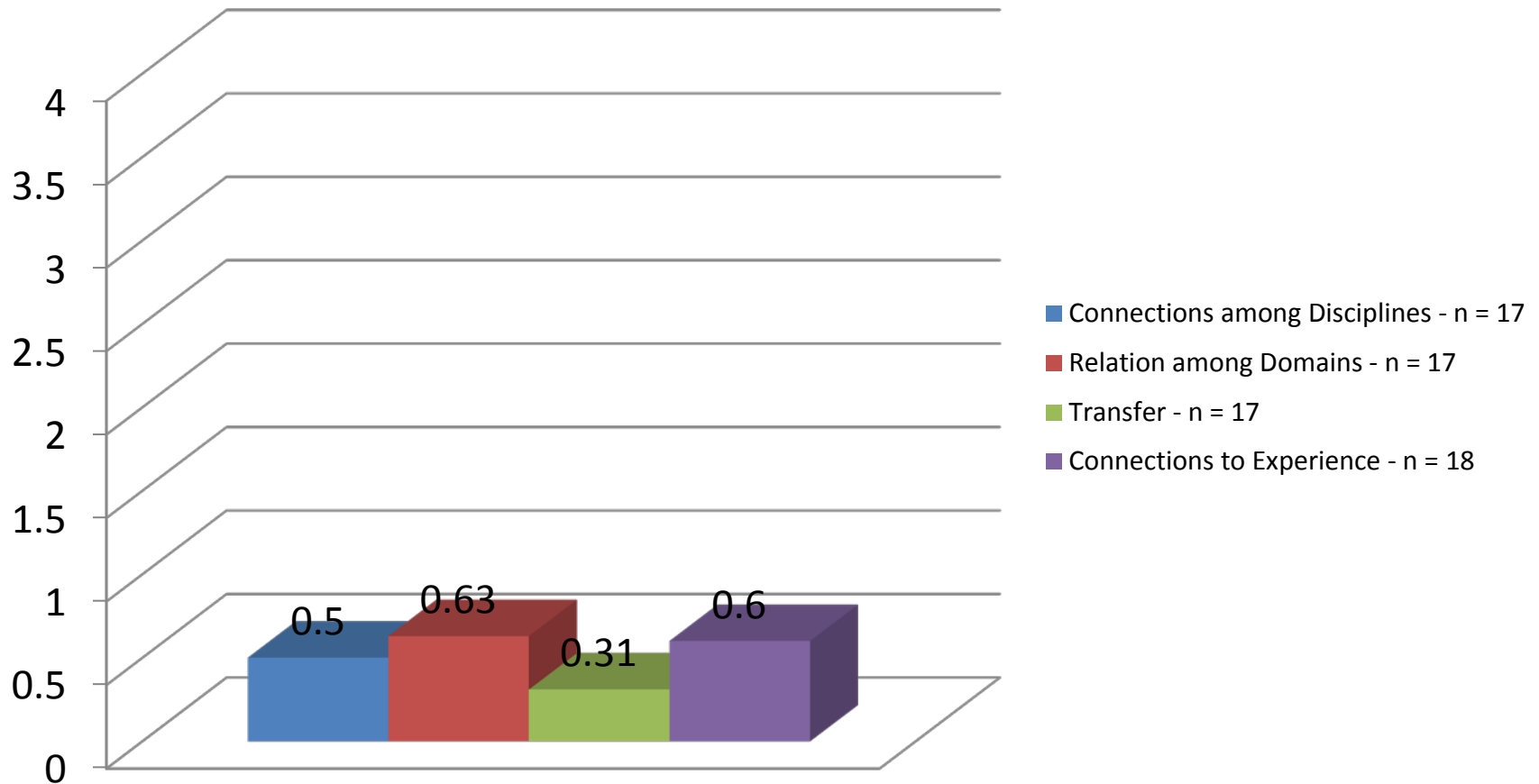
Integrative Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Connections among Disciplines	Relation among Domains	Transfer	Connections to Experience	Total
0	7 (41%)	7 (41%)	10 (59%)	4 (22%)	28 (41%)
> 0, but < 1	6 (35%)	7 (41%)	5 (29%)	9 (50%)	27 (39%)
1 – 1.75	3 (18%)	0	1 (6%)	3 (17%)	7 (10%)
2 – 2.75	1 (6%)	1 (6%)	1 (6%)	2 (11%)	5 (7%)
3 – 3.75	0	2 (12%)	0	0	2 (3%)
4	0	0	0	0	0
Totals	17 (100%)	17 (100%)	17 (100%)	18 (100%)	69 (100%)

Integrative Thinking

Legend:
- 4
- 3 - 3.75
- 2 - 2.75
- 1 - 1.75
- > 1
- 0

Categories: Connections among Disciplines, Relation among Domains, Transfer, Connections to Experience
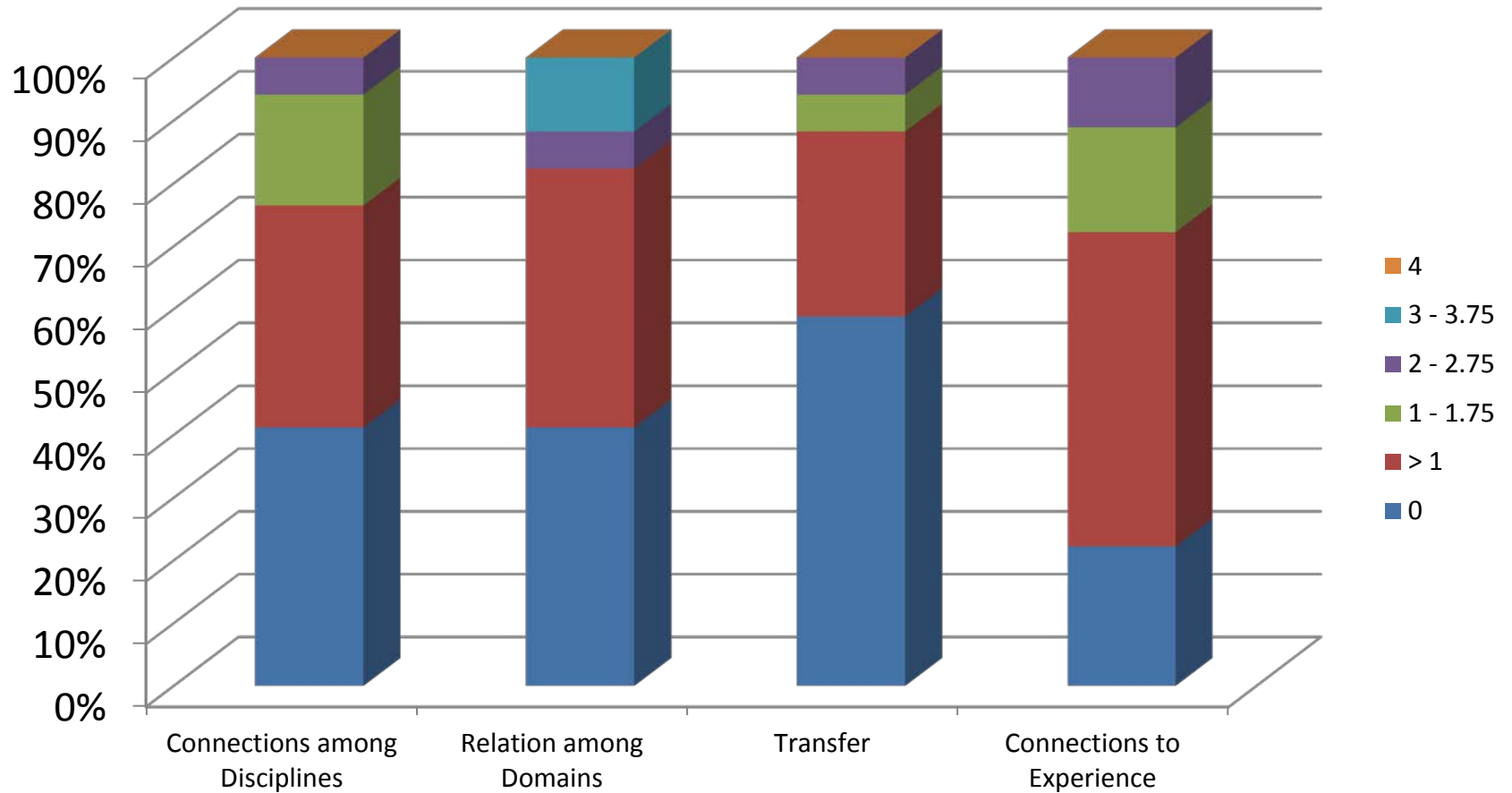
Intercultural Thinking

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

Legend:
- ■ Own Culture - n = 11
- ■ Other Cultures - n = 13
- ■ Communication with Other Cultures - n = 7
- ■ Global Awareness - n = 11
- ■ Cultural Conflict - n = 11

Values: 0.34, 0.62, 0, 0.25, 0.66
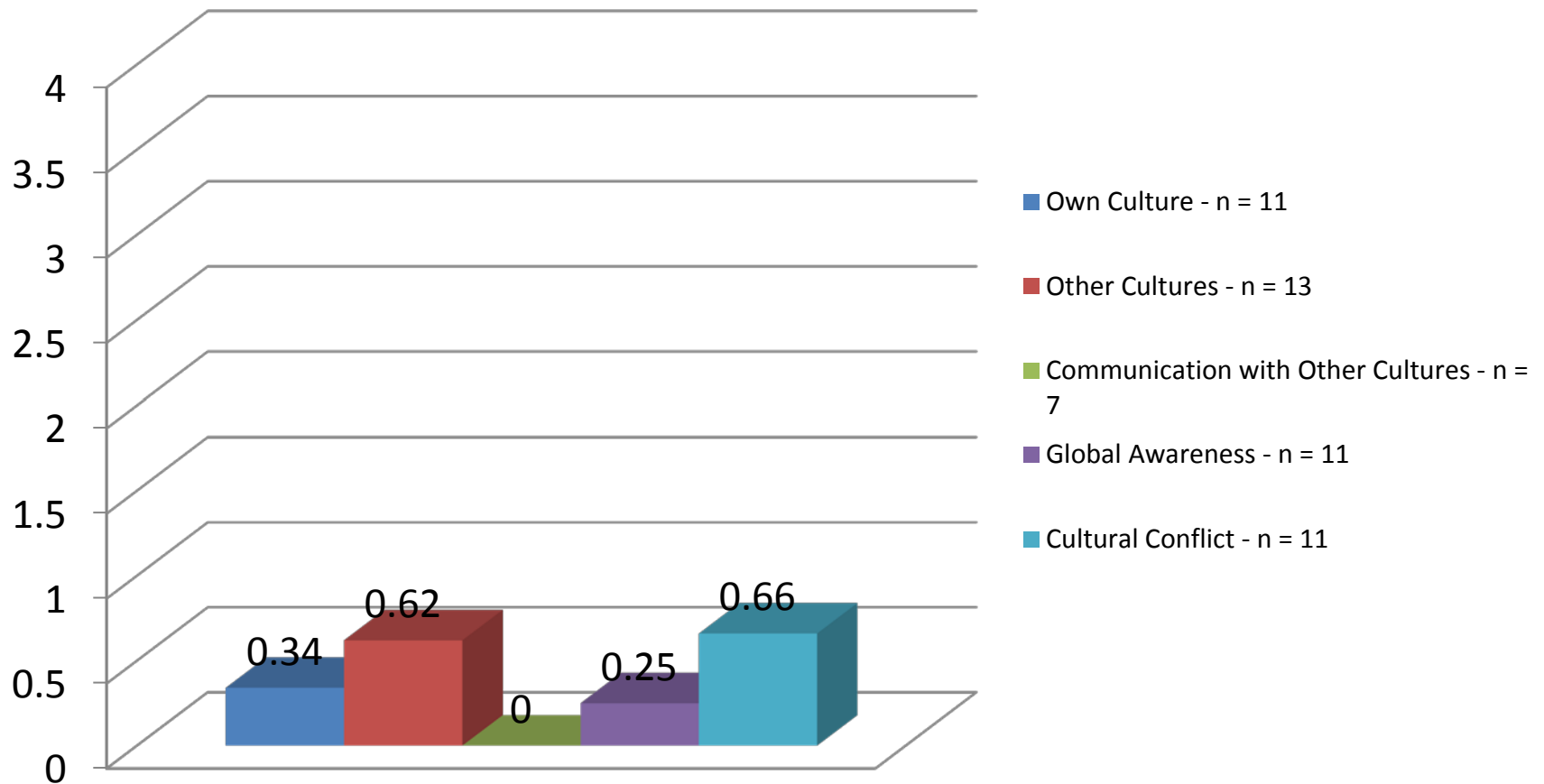
Intercultural Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Own Culture	Other Cultures	CMM with Other Cultures	Global Awareness	Cultural Conflict	Total
0	7 (64%)	2 (15%)	7 (100%)	8 (73%)	4 (36%)	28 (53%)
> 0, but < 1	2 (18%)	8 (62%)	0	1 (9%)	3 (27%)	14 (26%)
1 – 1.75	1 (9%)	3 (23%)	0	2 (18%)	3 (27%)	9 (17%)
2 – 2.75	1 (9%)	0	0	0	1 (9%)	2 (4%)
3 – 3.75	0	0	0	0	0	0
4	0	0	0	0	0	0
Totals	11 (100%)	13 (100%)	7 (100%)	11 (100%)	11 (100%)	53 (100%)

Intercultural Thinking
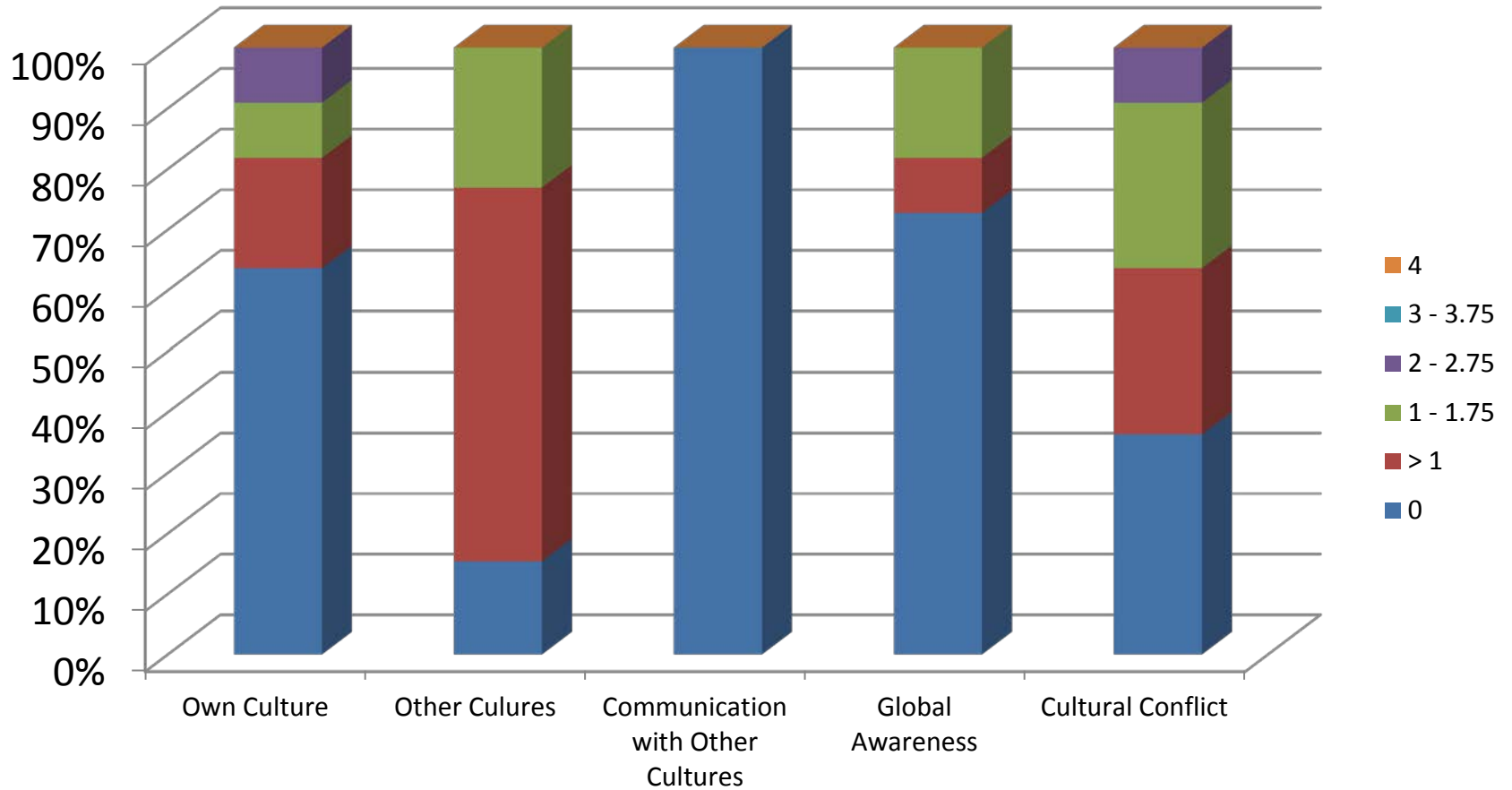
Legend:
- 4 (orange)
- 3 - 3.75 (teal)
- 2 - 2.75 (purple)
- 1 - 1.75 (green)
- > 1 (red)
- 0 (blue)

Categories: Own Culture, Other Cultures, Communication with Other Cultures, Global Awareness, Cultural Conflict

Metacognitive Thinking

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

Legend:
- Project Management - n - 3
- Self Evaluation - n = 15

Values shown: 1, 1.4
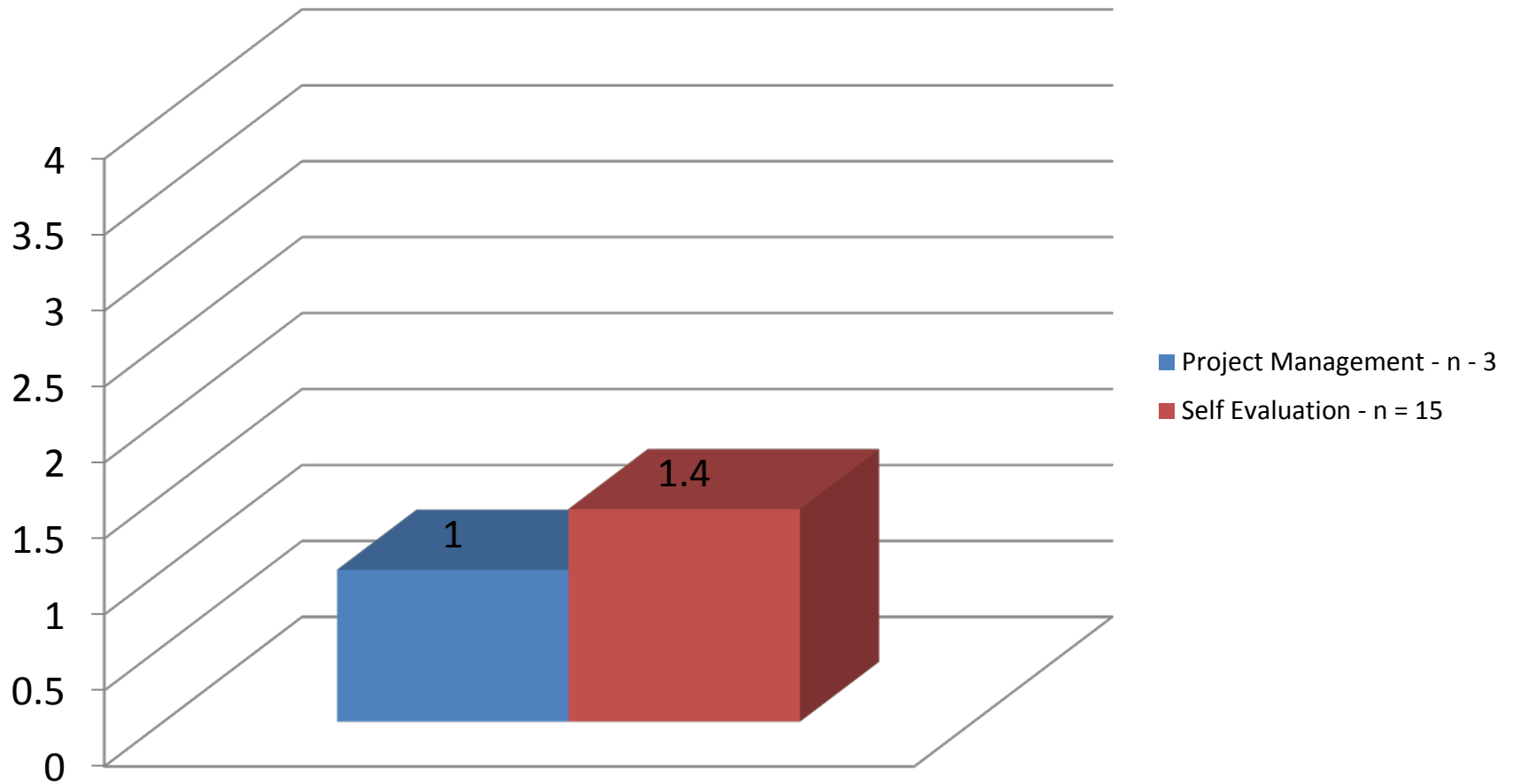
Metacognitive Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Project Management	Self Evaluation	Total
0	1 (33%)	1 (7%)	2 (11%)
> 0, but < 1	1 (33%)	3 (20%)	4 (22%)
1 – 1.75	0	8 (53%)	8 (44%)
2 – 2.75	1 (33%)	2 (13%)	3 (17%)
3 – 3.75	0	1 (7%)	1 (6%)
4	0	0	0
Totals	3 (100%)	15 (100%)	18 (100%)

Metacognitive Thinking
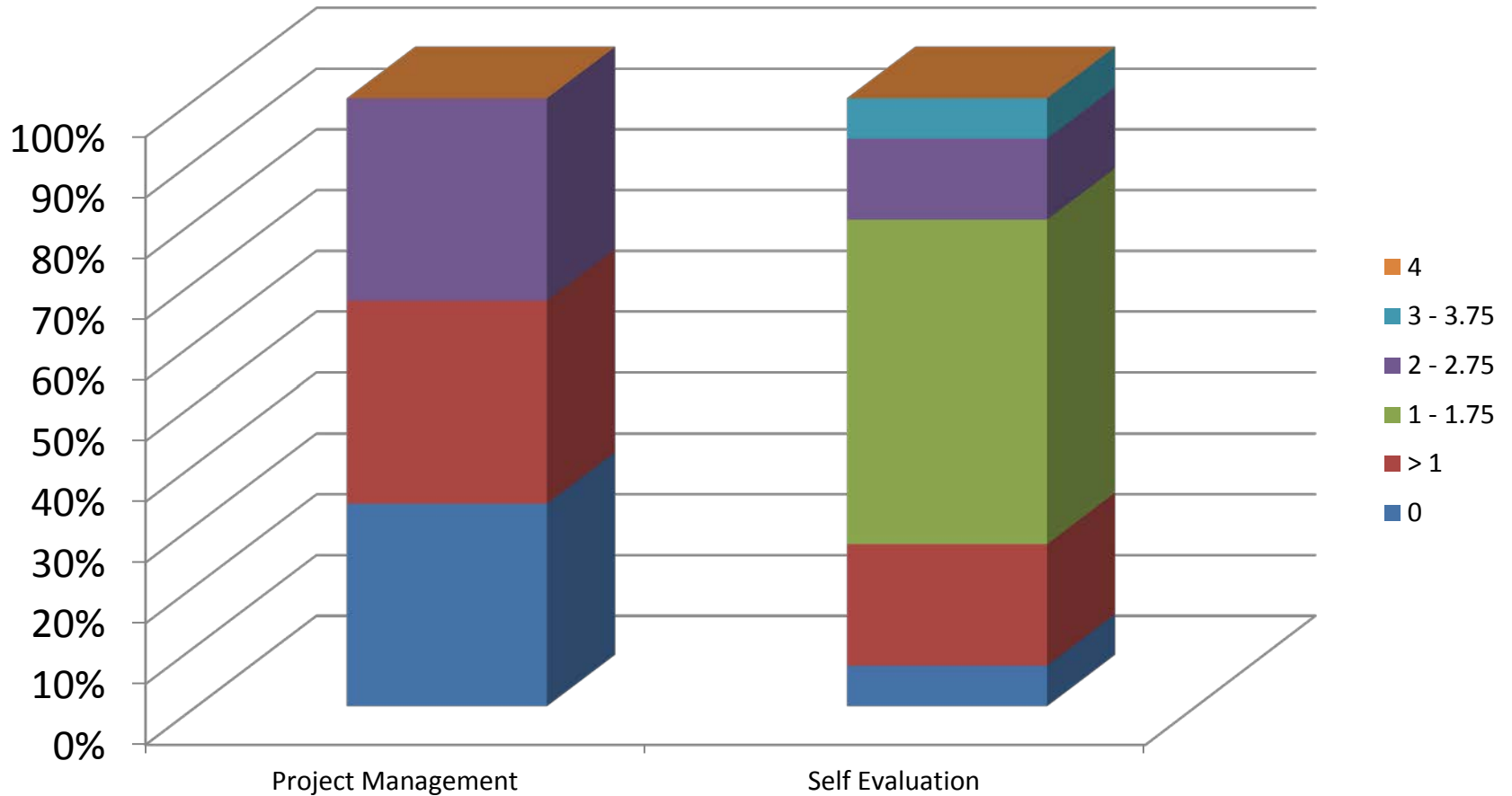
Legend:
- 4 (orange)
- 3 - 3.75 (teal)
- 2 - 2.75 (purple)
- 1 - 1.75 (green)
- > 1 (red)
- 0 (blue)

Categories: Project Management, Self Evaluation

Y-axis: 0% to 100%

Quantitative Thinking

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

Context - n = 13
Estimation - n = 8
Visual Representation - n = 8
Statistics - n = 8

0.52
0.25
0.09
0.19
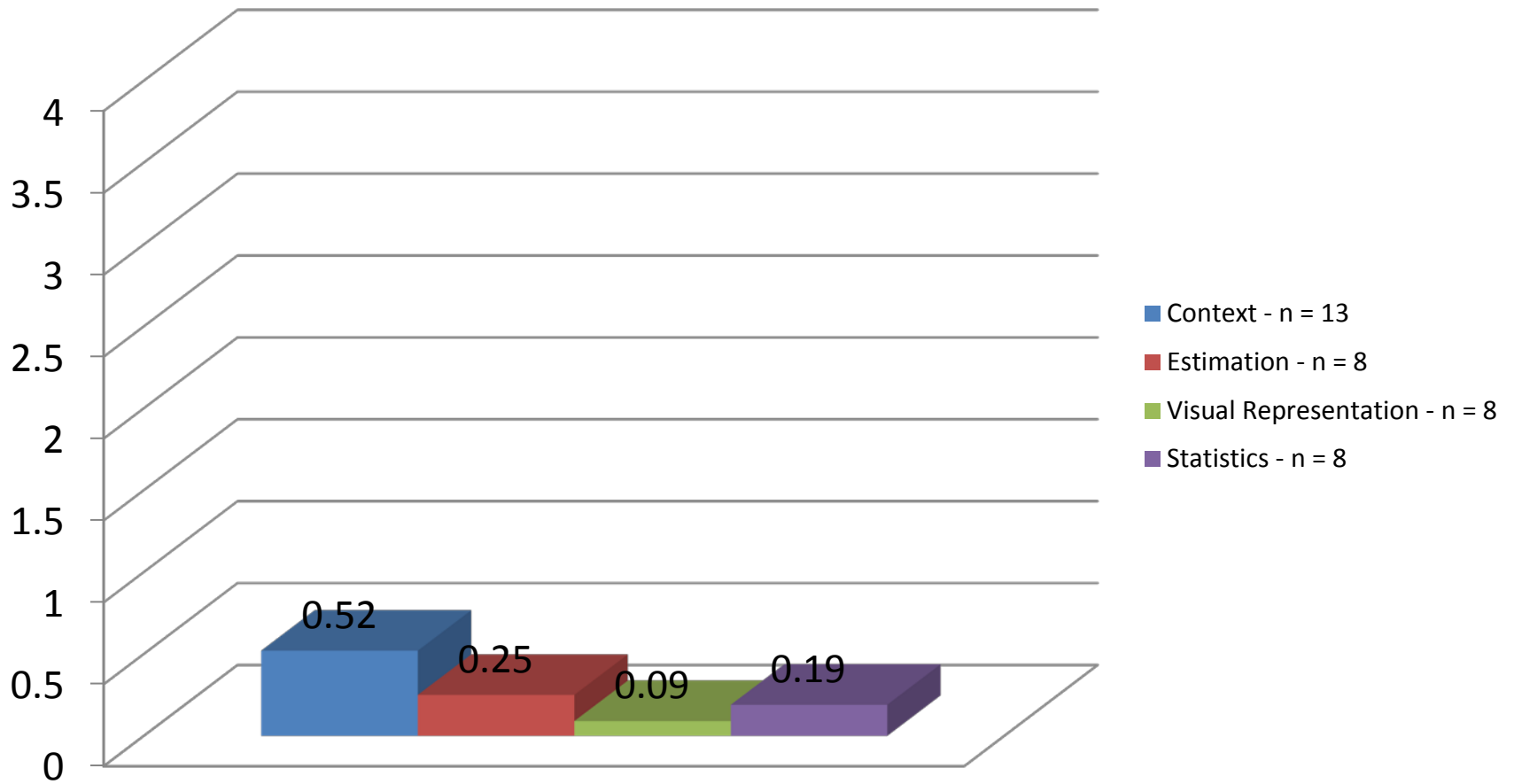
Quantitative Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Context	Estimation	Visual Representations	Statistics	Total
0	5 (38%)	6 (75%)	6 (75%)	6 (75%)	23 (62%)
> 0, but < 1	4 (31%)	1 (12.5%)	2 (25%)	1 (12.5%)	8 (22%)
1 – 1.75	3 (23%)	1 (12.5%)	0	1 (12.5%)	5 (14%)
2 – 2.75	1 (8%)	0	0	0	1 (3%)
3 – 3.75	0	0	0	0	0
4	0	0	0	0	0
Totals	13 (100%)	8 (100%)	8 (100%)	8 (100%)	37 (100%)

Quantitative Thinking
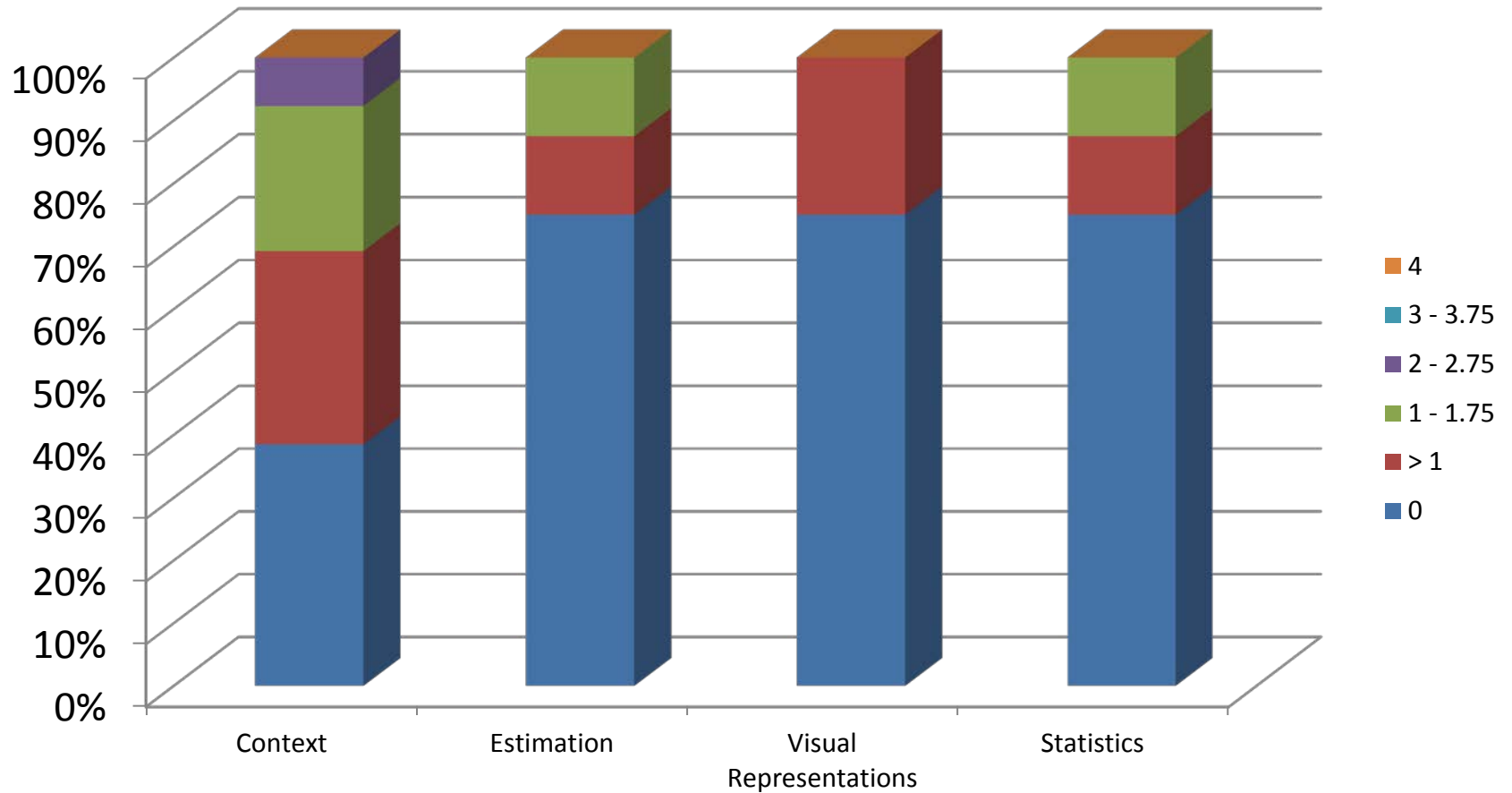
Interrater Agreement

FYS (GEAR) Artifacts
Overall Interrater Agreement Analysis

Agreement/ Outcome	Agree	Difference = 1 point or less	Difference = more than 1 point	Total
Communication Fluency	39	34	23	96
Creative Thinking	11	15	3	29
Ethical and Civic Thinking	12	15	7	34
Information Literacy	50	28	16	94
Inquiry Based Thinking	22	40	13	75
Integrative Thinking	30	31	8	69
Intercultural Thinking	30	19	4	53
Metacognitive Thinking	5	13	0	18
Quantitative Thinking	25	9	3	37
Total	224 (44%)	204 (40%)	77 (15%)	505 (100%)

Comparison of WOW Artifacts
and
First Year Seminar (FYS) Final Exams

Academic Year 2012 - 2013
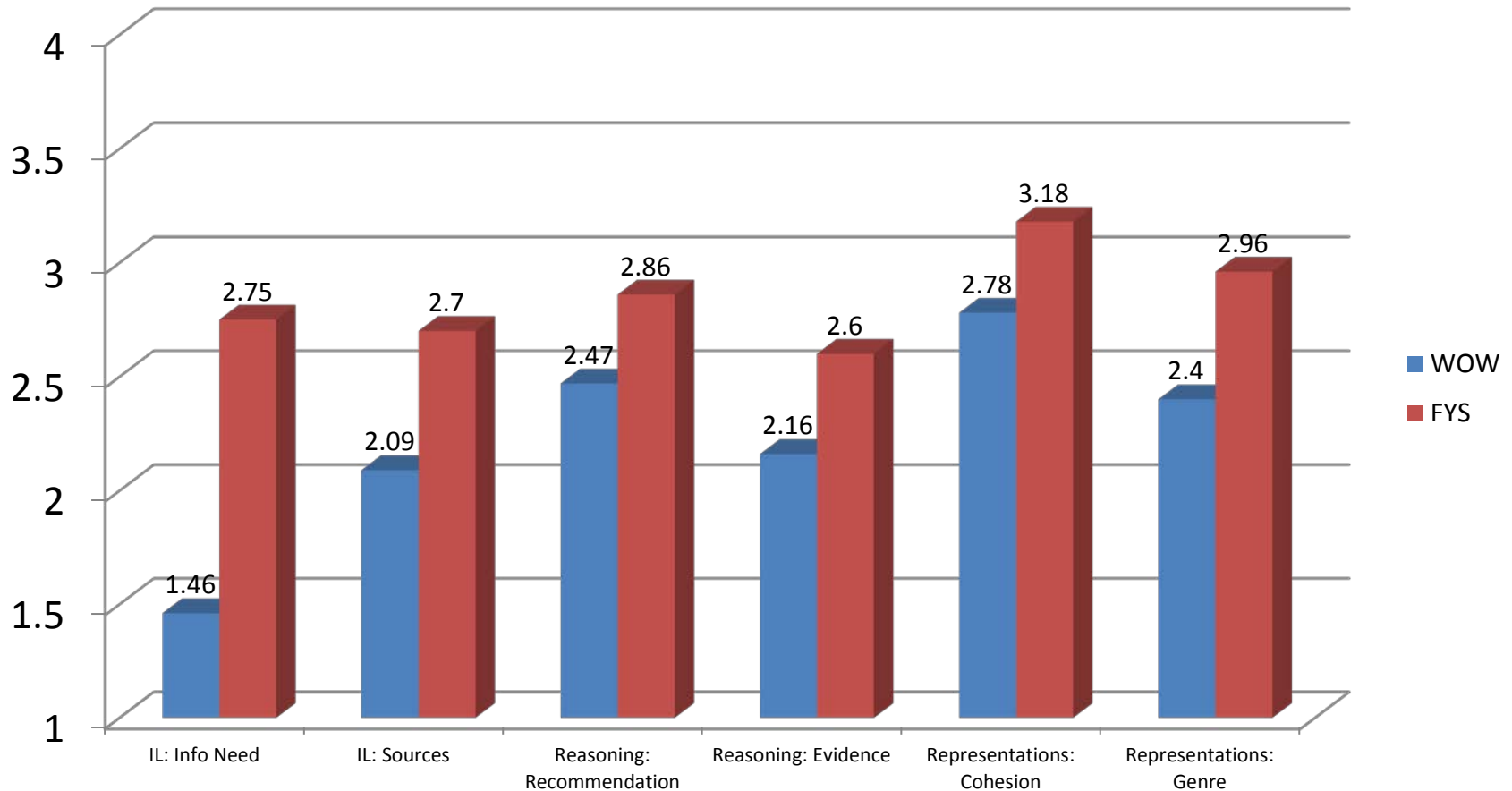
Review Procedures

- FYS instructors supplied final exams and scores for 55 of the 130 students whose WOW artifacts were assessed. FYS assessments were scored across the same six criteria used to assess WOW artifacts.

- The 55 FYS exams had two independent raters. Rater 1 was the FYS instructor and Rater 2 was a member of the summer assessment team. Final scores were determined in the following manner:
    - If raters assigned the same score, that became the score for the artifact.
    - If raters' scores differed by one point or less, e.g. FYS instructor assigned a score of 1 and summer assessment rater a score of 2, the final score was the mean, i.e. 1.5.
    - If raters' scores differed by more than one point, e.g. FYS instructor assigned a score of 1 and summer assessment rater a score of 3, a third rater was assigned to review the artifact.

WOW Artifact/FYS Final Exam Results

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score

n = 55

Note: The dramatic increase in "Information Needed" at the end of FYS can be partially explained by more explicit directions for the FYS exam.
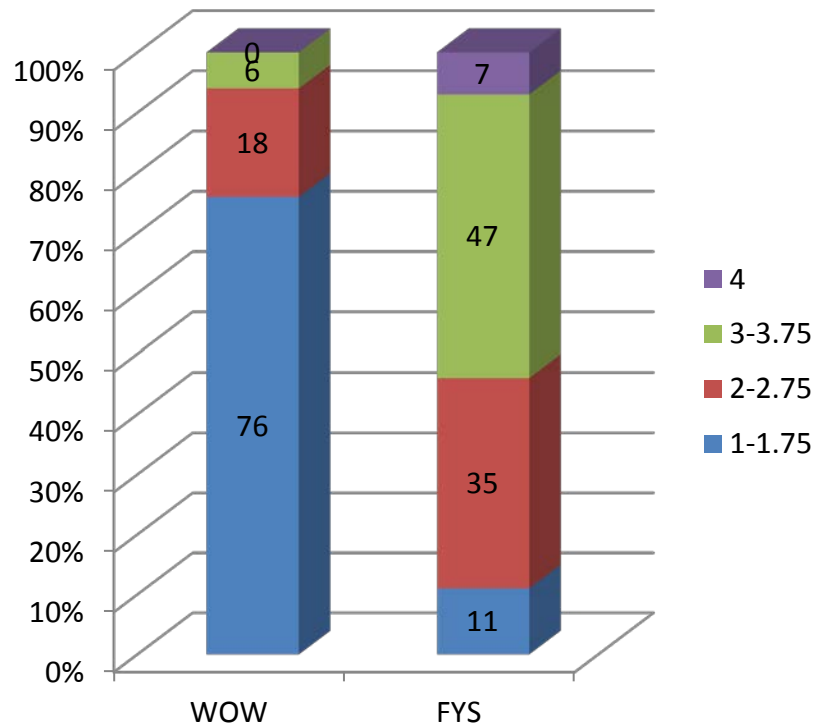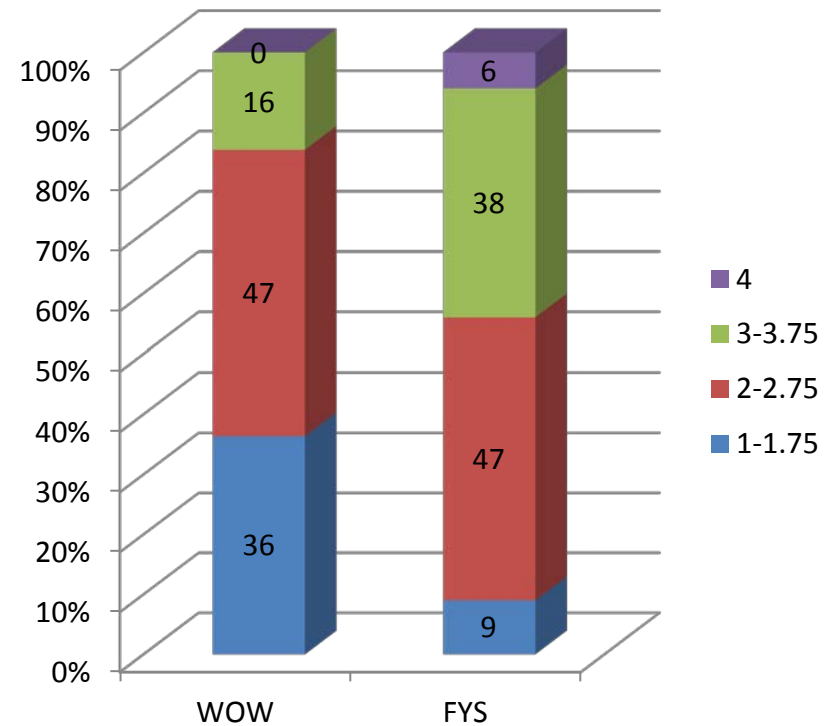
WOW Artifact/FYS Final Exam Results
n = 55

Trait/ Performance Level	IL: Information Needed	IL: Sources	Reasoning: Recommendation	Reasoning: Evidence	Rep: Cohesion	Rep: Genre	Totals
1 – 1.75 WOW	42 (76%)	20 (36%)	13 (24%)	19 (35%)	3 (5%)	22 (40%)	119 (36%)
1 – 1.75 FYS	6 (11%)	5 (9%)	6 (11%)	8 (15%)	5 (9%)	14 (25%)	44 (13%)
2 – 2.75 WOW	10 (18%)	26 (47%)	20 (36%)	26 (47%)	26 (47%)	9 (16%)	117 (35%)
2 – 2.75 FYS	19 (35%)	26 (47%)	20 (36%)	25 (45%)	10 (18%)	5 (9%)	105 (32%)
3 – 3.75 WOW	3 (6%)	9 (16%)	18 (33%)	9 (16%)	18 (33%)	15 (27%)	72 (22%)
3 – 3.75 FYS	26 (47%)	21 (38%)	21 (38%)	17 (31%)	25 (46%)	19 (35%)	129 (39%)
4 WOW	0	0	4 (7%)	1 (2%)	8 (15%)	9 (16%)	22 (7%)
4 FYS	4 (7%)	3 (6%)	8 (15%)	5 (9%)	15 (27%)	17 (31%)	52 (16%)
Total WOW	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	330 (100%)
Total FYS	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	330 (100%)

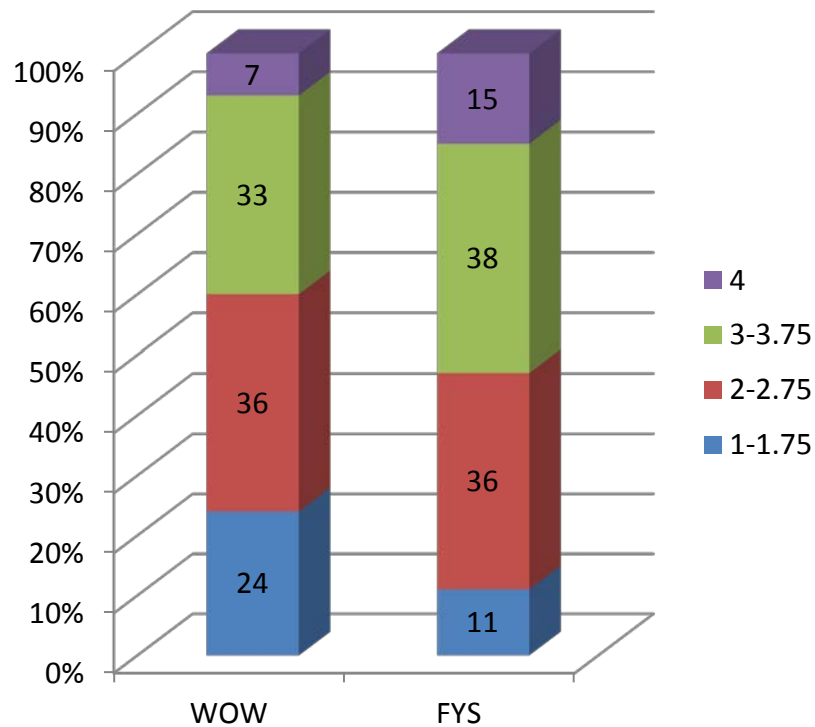# WOW/FYS Results: Information Literacy
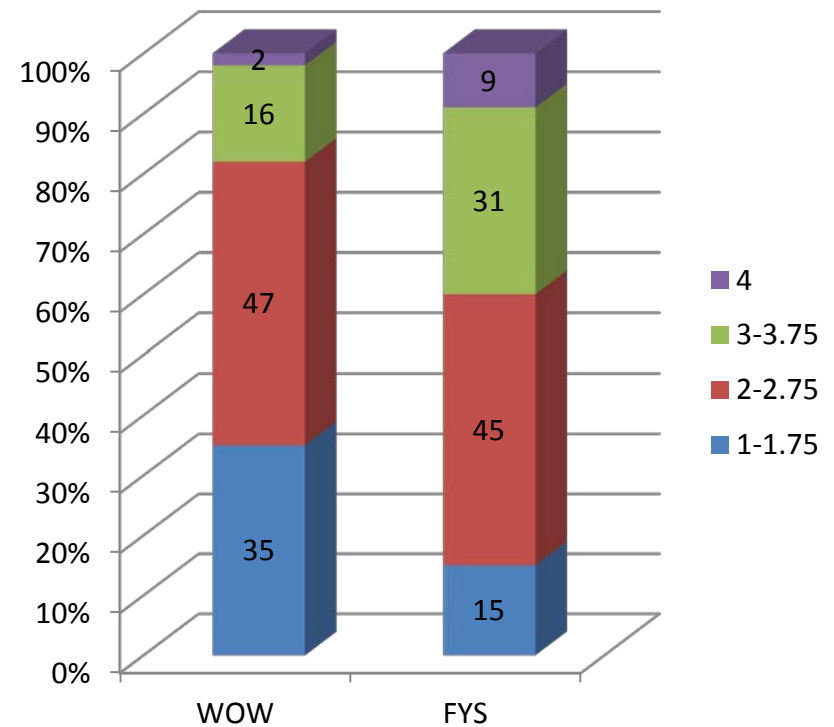# (Numbers in the graphs are %ages)

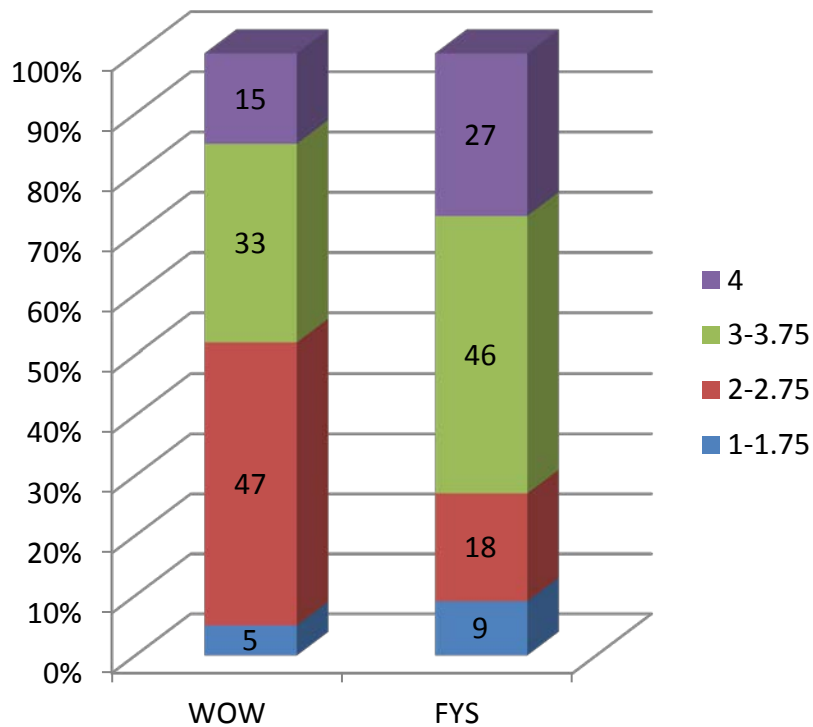# WOW/FYS Results: Reasoning
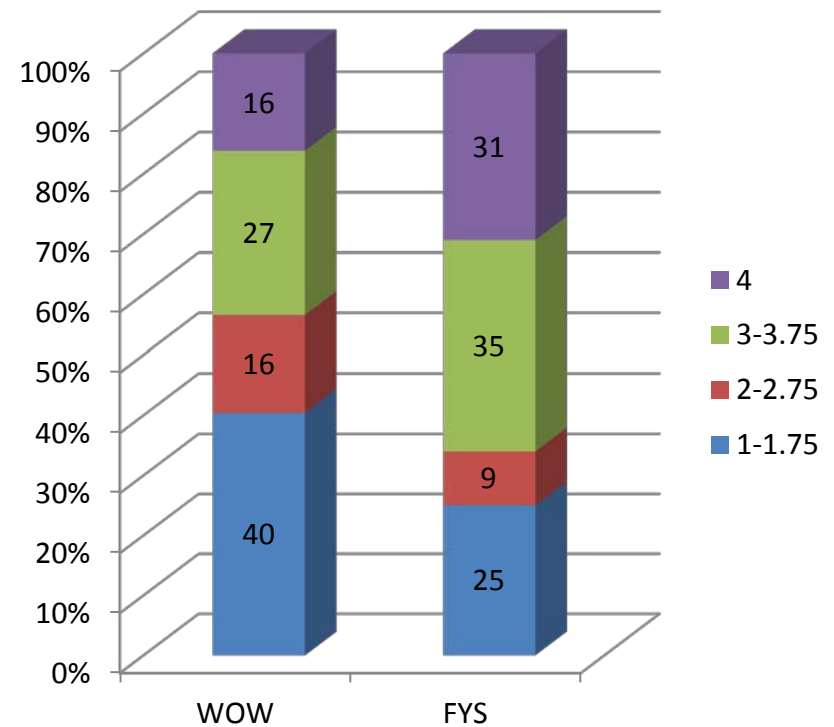## (Numbers in the graphs are %ages)

Recommendation

Evidence

WOW/FYS Results: Representations
(Numbers in the graphs are %ages)

Interrater Agreement

FYS Final Exams

Trait/ Agreement	IL: Information Needed	IL: Sources	Reasoning: Recommendation	Reasoning: Evidence	Rep: Cohesion	Rep: Genre	Total
Agree	25 (45.5%)	17 (30.9%)	15 (27.3%)	18 (32.7%)	18 (32.7%)	25 (45.5%)	118 (36%)
Difference = 1 point or less	24 (43.6%)	31 (56.4%)	27 (49.1%)	26 (47.3%)	27 (49.1%)	24 (43.6%)	159 (48%)
Difference = more than 1 point	6 (10.9%)	7 (12.7%)	13 (23.6%)	11 (20%)	10 (18.2%)	6 (10.9%)	53 (16%)
Total	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	330 (100%)