



Assessment Report

Academic Year 2014 – 2015

November 2015



Program Assessment Report Results: Academic Year 2013 – 2014

Evaluated during Academic Year

2014-2015

Go to

www.marshall.edu/assessment/AssessmentPlanArchive.aspx

To read program assessment plans

Annual Program Assessment: 2013 - 2014

- Annual assessment reports were due from 118 programs (in some cases majors within degree programs complete separate reports)
 - 56 graduate
 - 62 undergraduate
- 98 annual assessment reports were submitted
 - 45 graduate
 - 53 undergraduate
- Reasons why 20 reports were not submitted
 - No reasons given (11 programs [5 undergraduate and 6 graduate])
 - Relatively new programs (3 programs [1 undergraduate and 2 graduate])
 - Programs did not participate in Open Pathways (3 graduate programs [2 of these included assessment information in their program reviews; 1 did not submit])
 - Programs did not submit due to Office of Assessment's Communication issues (3 undergraduate programs, all of whom completed program reviews)

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).

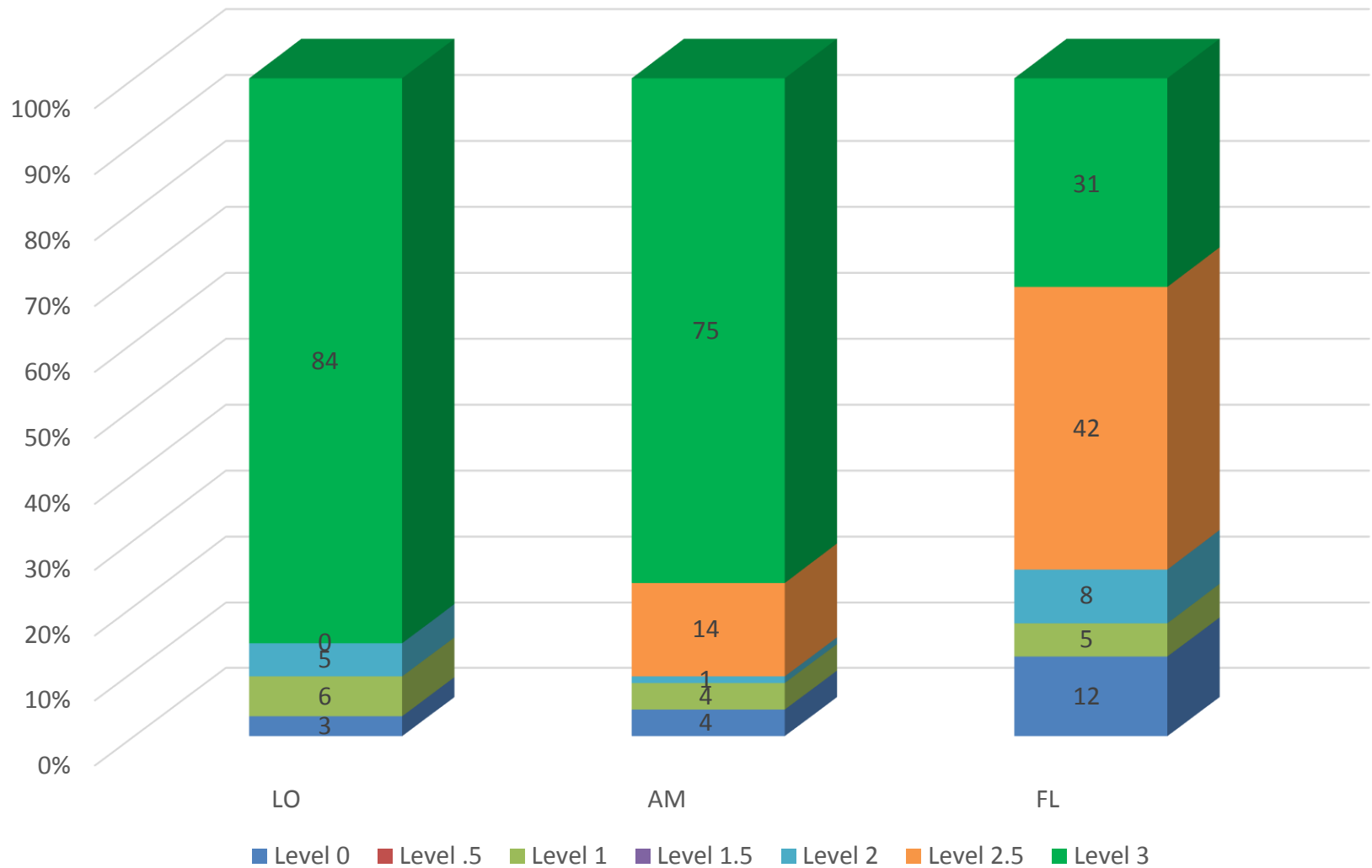
Student Learning Outcomes	Assessment Measures	Feedback Loop (Benchmarks, Results, Analysis and Planned Action)
Level 0 ____ No outcomes are provided or Level 1 was not fully achieved.	Level 0 ____ No measures are identified or Level 1 was not fully achieved.	Level 0 ____ Either no benchmarks are given 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 ($M = 2.73$; $SD = 0.711$; *skewness* = -2.72)
- Assessment Measures ($M = 2.71$; $SD = ; 0.707$ *skewness* = -2.94)
- Feedback Loop ($M = 2.23$; $SD = 0.958$; *skewness* = -1.539)

Program Assessment Results



Use of Data to Inform Improvement

- The assessment committee will continue to monitor improvements degree programs have made in all rubric areas (learning outcomes, assessment measures, and the feedback loop) over time. Although improvements have been made, the most challenging aspect of assessment for degree programs is the feedback loop, i.e. to use assessment data in meaningful ways to make changes in their programs. We might want to consider highlighting a few programs each year who have used data to make meaningful program improvements.
- The assessment committee will continue to review degree and certificate program assessment reports in the fall of each academic year.
- The Assessment Office will provide each program with feedback from reviewers no later than the following spring semester. Feedback will include rubric scores and verbal comments, including suggestions for improvement.
- The Assessment Committee will review the rubric for currency.



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

Academic Year 2014 – 2015

Executive Summary:

CLA+ Population/Sample Comparisons

Freshmen

(sample = 133; population = 1,881)

Significant	Not Significant
	Gender
	Race
	Honors College Enrollment
	College
HS GPA	Entering Academic Ability
	HS GPA

Seniors

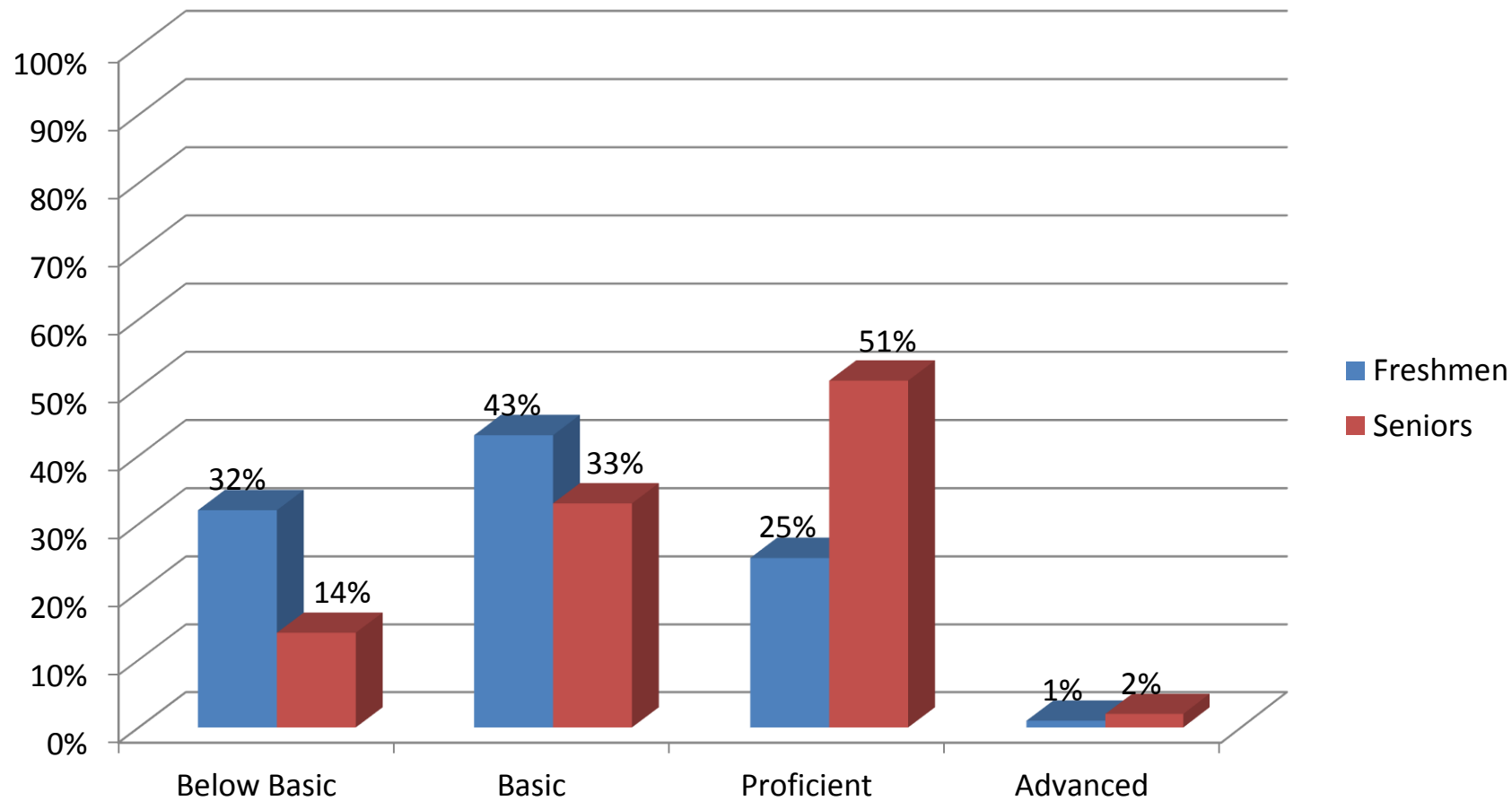
(sample = 97; population = 1,768)

Significant	Not Significant
College	Gender
	Race
	Honors College Enrollment
	Entering Academic Ability
	College GPA

Percentage of Marshall's *CLA+* Completers at Each Performance Level

53% of seniors (as compared to 57% in academic year 2013-2014) and 26% of freshmen (as compared to 28% in academic year 2013-2014) scored at the proficient or advanced levels

Marshall's Mean Performance Levels were *basic* for freshmen and *proficient* for seniors.



CLA+ Value-Added Explanation

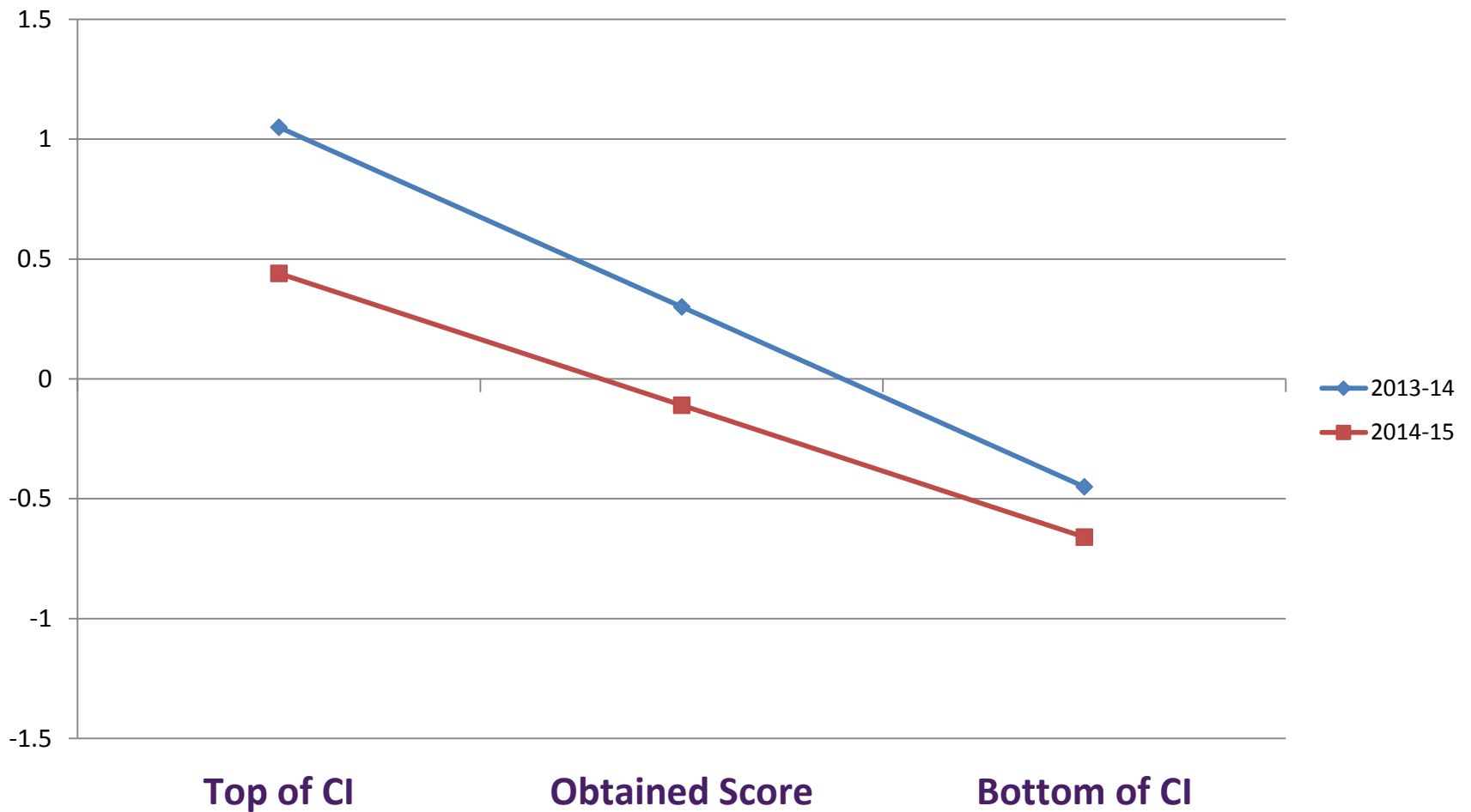
- Value-Added Figures are given as Z statistics
- Z statistics should be interpreted as follows:
 - + 2.0 or higher = Well above expected level
 - + 1.0 to + 1.99 = Above expected level
 - - 0.99 to + 0.99 = Near expected level
 - - 1.0 to -1.99 = Below expected level
 - - 2.0 or lower = Well below expected 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 2013-2014 and 2014-2015

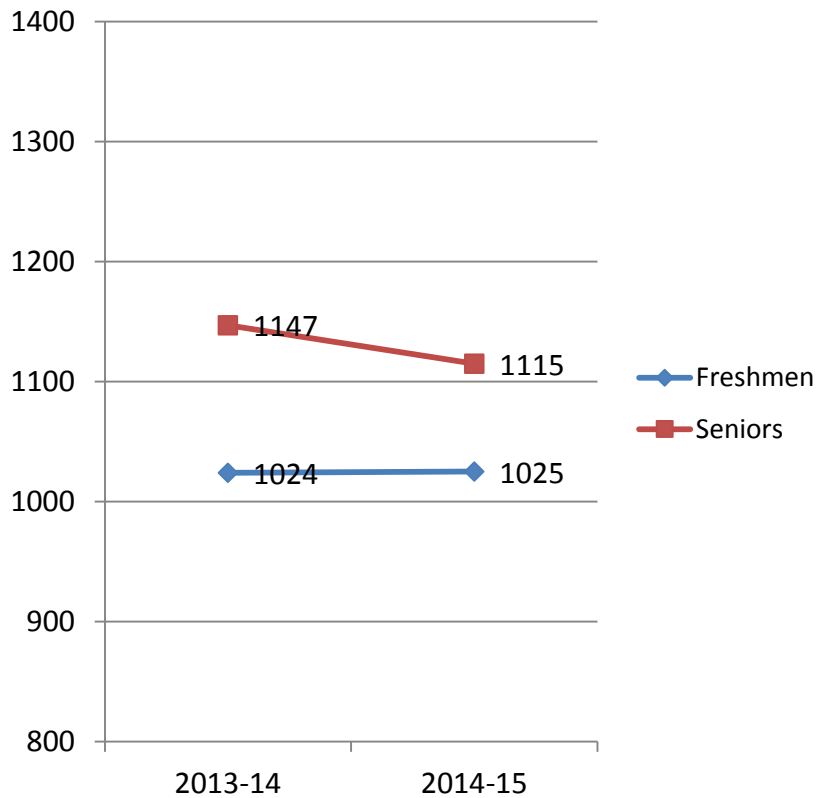
	2013-2014						2014-2015											
Class	Freshmen		Seniors		Value-Added		Freshmen		Seniors		Value-Added							
Sample Size	116		47				133		97									
	OS	%ile	OS	%ile	Z	%ile	OS	%ile	OS	%ile	Z	%ile						
CLA+ Composite	1024	53	1147	59	0.30	67	1025	47	1115	41	-0.11	43						
CLA Perform Task	1015	48	1127	57	0.17	58	1003	37	1081	30	-0.42	32						
CLA Selected Response	1033	57	1166	65	0.55	71	1047	54	1149	52	0.48	67						
Entering Academic Ability (on SAT Scale)	1046	56	1087	61			1013	46	1055	48								

Marshall University's *CLA+* Value Added at 95% Confidence Interval (CI)
Academic Years 2013-14 and 2014-15
Obtained Z Statistics are at the "Near Expected Levels"

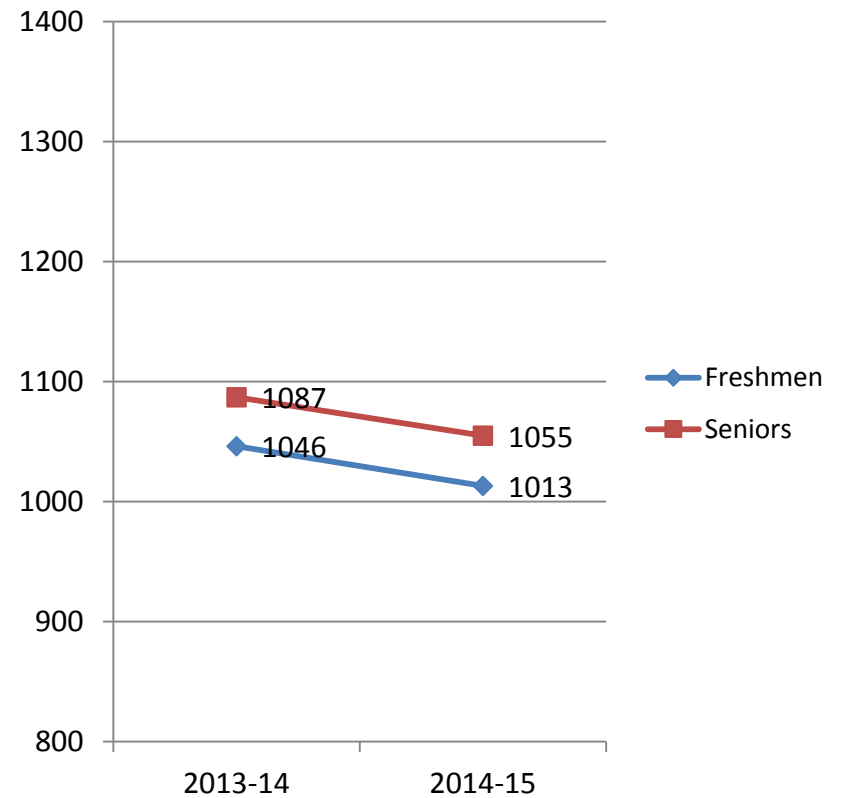


Marshall University's *CLA+* Performance among Freshmen and Seniors Academic Years 2013-14 and 2014-15

CLA Scores



Entering Academic Ability



CLA+ Rubric Score Analysis

Six-Point Scale Used for Individual Score Analysis

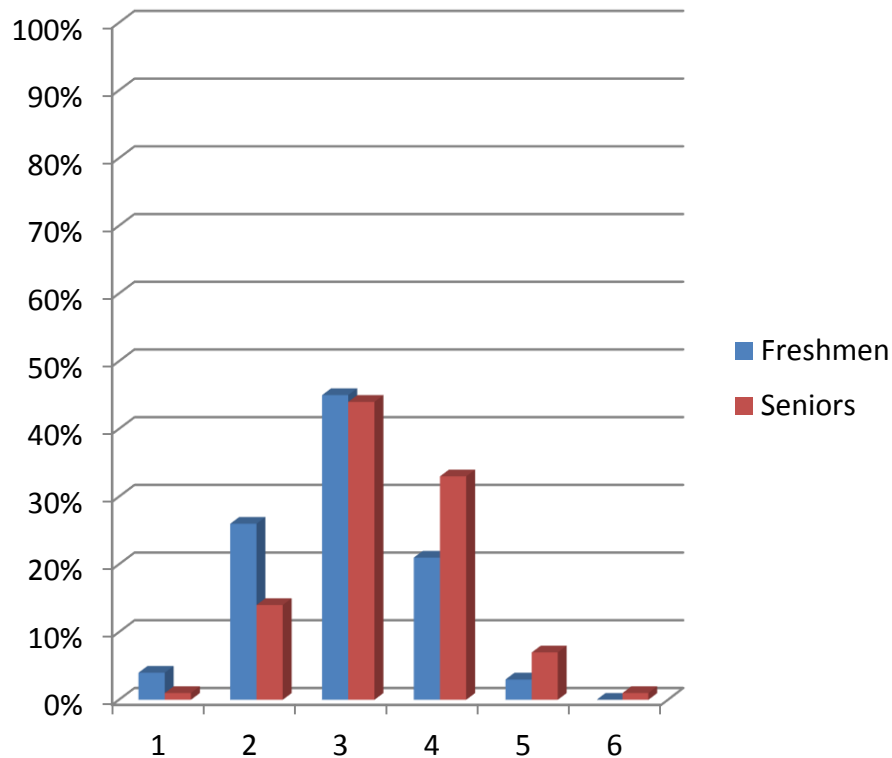
CLA+ Scoring Rubric

	1	2	3	4	5	6
Analysis and Problem Solving Making a logical decision or conclusion (or taking a position) and supporting it by utilizing appropriate information (facts, ideas, computed values, or salient features) from the Document Library	May state or imply a decision/conclusion/ position Provides minimal analysis as support (e.g., briefly addresses only one idea from one document) or analysis is entirely inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/ position	States or implies a decision/conclusion/ position Provides analysis that addresses a few ideas as support, some of which is inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/ position	States or implies a decision/conclusion/position Provides some valid support, but omits or misrepresents critical information, suggesting only superficial analysis and partial comprehension of the documents May not account for contradictory information (if applicable)	States an explicit decision/conclusion/ position Provides valid support that addresses multiple pieces of relevant and credible information in a manner that demonstrates adequate analysis and comprehension of the documents; some information is omitted May attempt to address contradictory information or alternative decisions/ conclusions/ positions (if applicable)	States an explicit decision/conclusion/ position Provides strong support that addresses much of the relevant and credible information, in a manner that demonstrates very good analysis and comprehension of the documents Refutes contradictory information or alternative decisions/conclusions/ positions (if applicable)	States an explicit decision/conclusion/ position Provides comprehensive support, including nearly all of the relevant and credible information, in a manner that demonstrates outstanding analysis and comprehension of the documents Thoroughly refutes contradictory evidence or alternative decisions/conclusions/ positions (if applicable)
Writing Effectiveness Constructing organized and logically cohesive arguments. Strengthening the writer's position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence)	Does not develop convincing arguments; writing may be disorganized and confusing Does not provide elaboration on facts or ideas	Provides limited, invalid, over-stated, or very unclear arguments; may present information in a disorganized fashion or undermine own points Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion); sources of information are often unclear	Provides limited or somewhat unclear arguments. Presents relevant information in each response, but that information is not woven into arguments Provides elaboration on facts or ideas a few times, some of which is valid; sources of information are sometimes unclear	Organizes response in a way that makes the writer's arguments and logic of those arguments apparent but not obvious Provides valid elaboration on facts or ideas several times and cites sources of information	Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments Provides valid elaboration on facts or ideas related to each argument and cites sources of information	Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information
Writing Mechanics Demonstrating facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage)	Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge Writes sentences that are repetitive or incomplete, and some are difficult to understand Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear	Demonstrates poor control of grammatical conventions with frequent minor errors and some severe errors Consistently writes sentences with similar structure and length, and some may be difficult to understand Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear	Demonstrates fair control of grammatical conventions with frequent minor errors Writes sentences that read naturally but tend to have similar structure and length Uses vocabulary that communicates ideas adequately but lacks variety	Demonstrates good control of grammatical conventions with few errors Writes well-constructed sentences with some varied structure and length Uses vocabulary that clearly communicates ideas but lacks variety	Demonstrates very good control of grammatical conventions Consistently writes well-constructed sentences with varied structure and length Uses varied and sometimes advanced vocabulary that effectively communicates ideas	Demonstrates outstanding control of grammatical conventions Consistently writes well-constructed complex sentences with varied structure and length Displays adept use of vocabulary that is precise, advanced, and varied

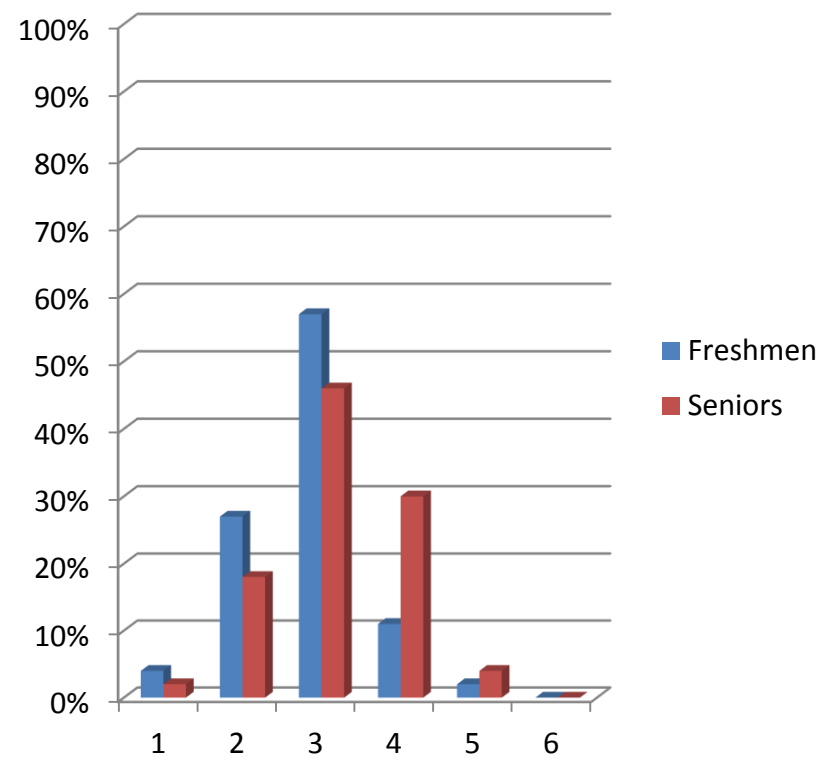
CLA+ Rubric Results (Categorical): Performance Task

(Numbers in the graphs are %ages)

Analysis and Problem-Solving: 2013-2014

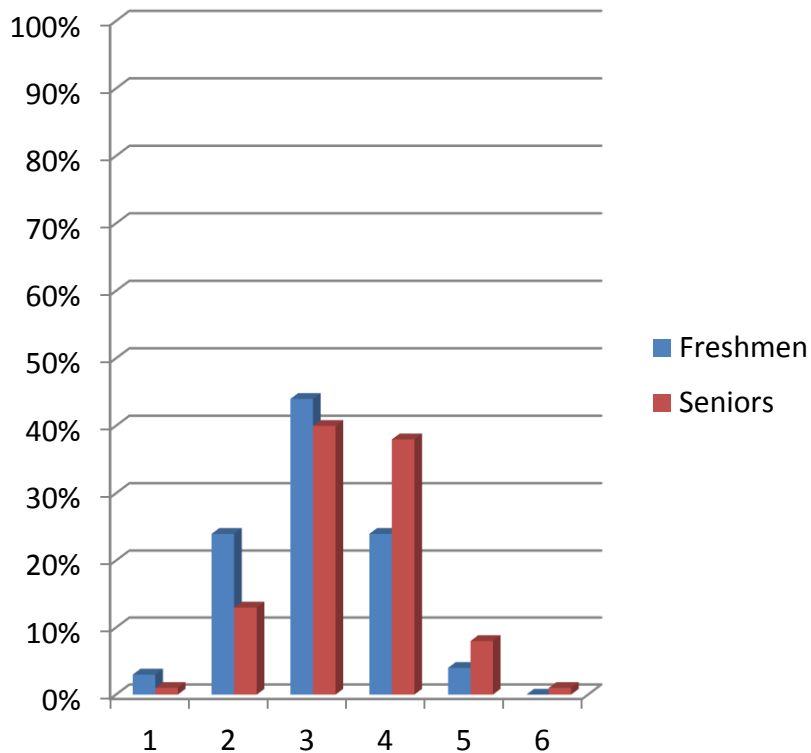


Analysis and Problem-Solving: 2014-2015

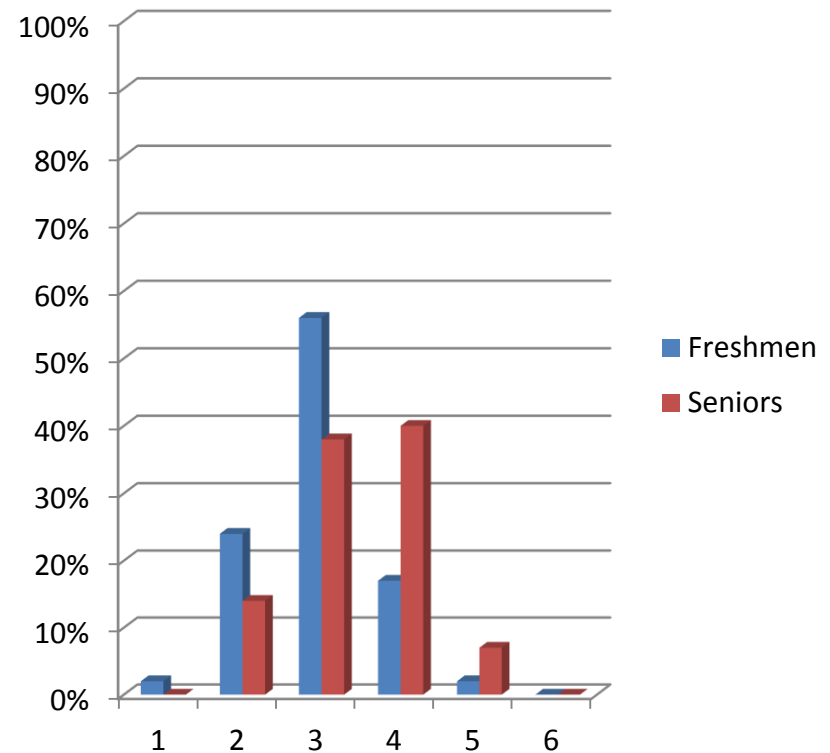


CLA+ Rubric Results (Categorical): Performance Task (Numbers in the graphs are %ages)

Writing Effectiveness: 2013-2014

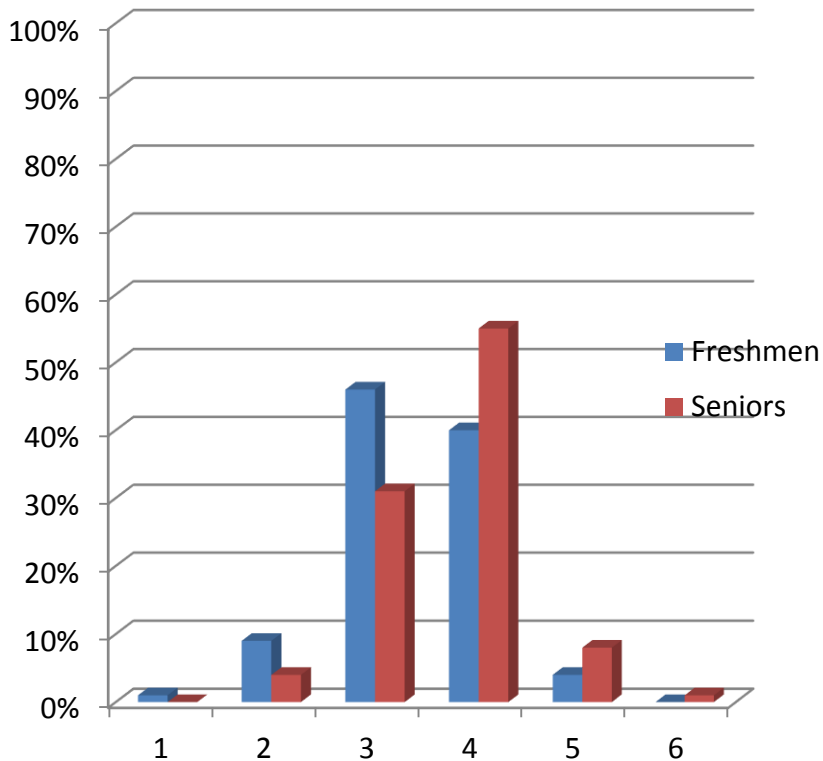


Writing Effectiveness: 2014-2015

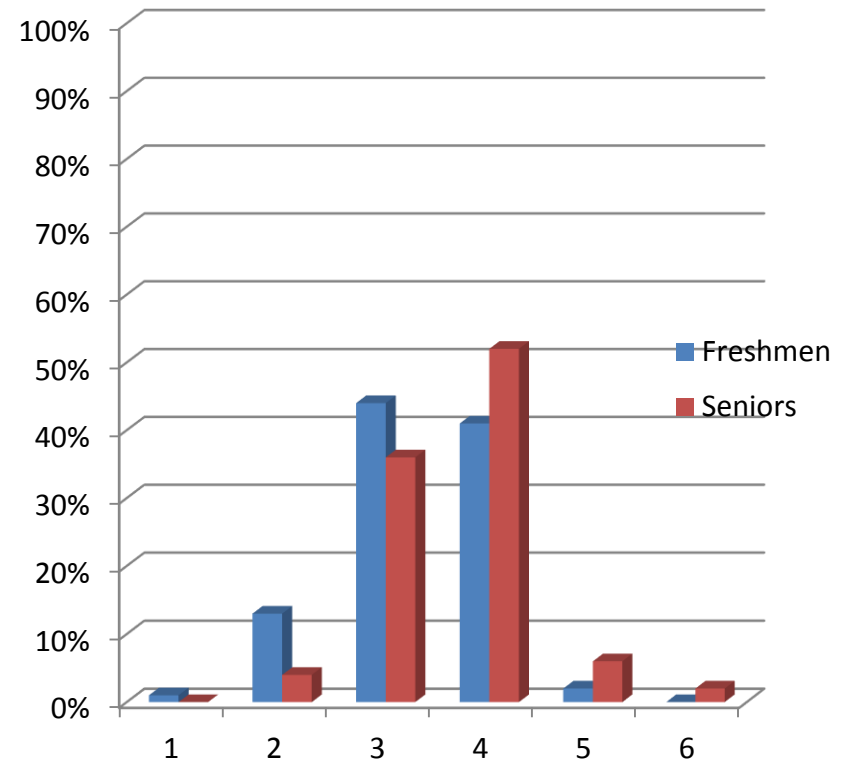


CLA+ Rubric Results (Categorical): Performance Task (Numbers in the graphs are %ages)

Writing Mechanics: 2013-2014



Writing Mechanics: 2014-2015



Use of Data to Inform Improvement

- Combining the freshman baseline assessment with the *CLA+* during Week of Welcome and sampling seniors from capstone classes resulted in a more representative sample than in past years.
- Results of the *CLA+* indicate, as they have done in past years, that Marshall's "value-added" is at the expected level. On average, Marshall's seniors score at the "proficient" level and freshmen score at the "basic" level. However, we have concern that, during academic year 2014-2015, 47% of seniors tested at the basic or below-basic levels.
- Combining these results with results from Marshall's Baseline/Senior assessments (reviewed in the next section of this report), on the average Marshall's students are significantly improving their skills in critical thinking and written communication. However, there remains room for improvement.
- The *CLA+* did not show significant strengths or weaknesses among the three traits (analysis and problem solving, writing effectiveness, and writing mechanics).
- The Assessment Committee may want to investigate more authentic assessment or a viable plan to assess greater numbers of students using the *CLA+*.



General Education Assessment Summer 2015

Please visit www.marshall.edu/assessment/GenEdAssessment.aspx
for full reports

Comparison of Freshman Baseline with First Year Seminar and Senior Exiting Assessment Results

Academic Year 2014 – 2015

Summer Assessment Workgroup Members: Marie Archambault, Harold Blanco, Kim DeTardo-Bora, Robert Ellison, Marty Laubach, Joan St. Germain, Gregg Twietmeyer, Anita Walz, Mary Welch, and Mary Beth Reynolds (Office of Assessment)

Executive Summary

Background

Recommendations from 2014 Assessment (with current status in red)

Assessments

Currently, students are given 90 minutes to complete the freshman baseline and senior assessments. The FYS final assessment, which consists of one additional section asking students to evaluate each piece of evidence that might help them to arrive at a recommendation for accuracy, bias, and relevance, is not included in the freshman baseline/senior assessments. Therefore, students are given 120 minutes to complete the FYS final assessment. The committee recommended standardization among all three assessments (freshman baseline, FYS, and senior) along the following parameters:

- Length of time period to complete – either 90 or 120 minutes. Due to time constraints during Week of Welcome, we were not able to accomplish this recommendation.
- All sections of assessment present for all. Due to the 90-minute limitation during Week of Welcome, we did not think it was feasible to have students explicitly evaluate each document for accuracy, bias, and relevance during the assessment. However, they are asked to keep these thoughts in mind as they develop a recommendation or position. The CLA+ uses a similar approach. We also feel that the explicit teaching of document/evidence evaluation in FYS is important to the improvement of students' abilities to more carefully evaluate information and question viewpoints.
- All presented in electronic format (currently, all assessments are completed using paper and pen/pencil). Although we would like to do this, the lack of computer lab space and the need to proctor these assessments has precluded this from happening for baseline and senior assessments. However, all FYS assessments were completed electronically through BlackBoard during academic year 2014 – 2015.

The committee recommended implementing the problem-based senior assessment in

- Capstone classes or
- As part of a student's graduation requirements. Senior assessments were given to seniors from capstone classes this year. Not all capstone instructors participated, but those who did required their students to complete the assessments. We believe this helped our sample, not in size, but in representativeness and in the elimination of self-selection as a factor.

Rubrics

Last summer, the assessment workgroup made very specific recommendations to revise the rubric we used to evaluate baseline/senior/FYS assessments. We used all of last year's recommendations and added a few more following our norming session on the first day of the assessment session this summer (2015).

General Procedures for 2015 Assessment

In August 2014, 1,479 incoming freshmen at Marshall University completed baseline assessments (an additional 135 students completed the *Collegiate Learning Assessment [CLA+]*). Both assessments required students to analyze and evaluate information, solve problems, and write effectively. These skills are aligned to three of Marshall University's outcomes; Information Literacy, Inquiry-Based Thinking, and Communication Fluency. In the spring semester of 2015, 145 graduating seniors completed the same assessments (43 the Marshall assessment and 102 the *CLA+*). The 145 seniors who completed either the *CLA+* or Marshall's senior assessment did not differ significantly from the senior population in terms of gender or entering academic ability based on ACT or SAT performance. However, the sample had a slightly higher mean college GPA (3.2) than the senior population (3.1). Freshmen completing Marshall's mandatory First Year Seminar (FYS) completed assessments that were similar to those finished by incoming freshmen and graduating seniors.

In May 2015 a group of nine faculty representing several academic colleges from across the university evaluated a sample of Marshall's assessments using a rubric that allowed them to score each assessment across nine criteria (traits). These included *information needed* and *source acknowledgment* (Information Literacy), *evidence*, *viewpoints*, and *recommendation/position* (Inquiry-Based Thinking), and *development*, *convention/format*, and *communication style* (Communication Fluency). This project was coordinated by the Office of Assessment.

A random sample of 225 Marshall Freshman baseline assessments was drawn from the pool of 1,479 (15%) of the total number of assessments available. Since only 43 seniors completed the Marshall senior exiting assessment, we included all in our analysis, giving us a total of 268 assessments in our sample.

One hundred eighty-two of the 225 freshmen from our baseline sample (81%) completed FYS assessments. The reasons we had no FYS assessments from 43 of the students in the baseline sample were as follows: 16 were enrolled in, and received credit for, FYS, but did not

complete the final exam, 8 were enrolled in, but did not receive credit for FYS, 7 were not enrolled in FYS during academic year 2014-2015, and 12 students withdrew from Marshall University without completing FYS.

All assessments were de-identified and, for the freshman baseline/senior comparisons, raters did not know which were completed by freshmen and which by seniors. Each assessment had two independent raters. Please see the supporting information that follows this summary for a detailed explanation of scoring procedures.

Results and Analysis

Comparison of Freshman Baseline to Senior Exiting Results and to Results at the End of FYS

Mean scores (on a scale of 1 – 4) for seniors were significantly higher than freshman baseline measures on all criteria (traits). However, mean performance for seniors ranged from a low of 2.09 (*Inquiry-Based Thinking*: viewpoints) to a high of 3.1 (*Communication Fluency*: development), indicating, as was the case last year, that there is room for improvement among Marshall's graduating seniors. Mean differences between freshman baseline performance and senior exiting performance ranged from a low of 0.46 for *Communication Fluency*: communication style to a high of 0.96 for *Communication Fluency*: development.

The workgroup discussed the two-pronged approach that Marshall uses to compare student performance in *Information Literacy*, *Inquiry-Based Thinking* (aka *Critical Thinking*), and *Communication Fluency* between freshman baseline and senior exiting assessments, namely that some students take the nationally standardized *Collegiate Learning Assessment (CLA+)*, while the rest take a similar assessment developed by Marshall University faculty. This process works well for freshmen, but having representative senior samples that are large enough to draw meaningful conclusions remains problematic. We noted, however, that for the past several years the *CLA+* and Marshall Assessment results have mirrored each other. Results of the *CLA+* for the past two years (and of the *CLA* for several years prior to that) have shown that Marshall University's value-added in student growth in these outcomes between freshman and senior year has been at the statistically calculated "expected level." For the past two years, the average baseline *CLA+* score of our freshman has been at the *basic* level, while the average score of our seniors has been at the *proficient* level. Likewise, for the past three years our seniors have scored significantly higher than our freshmen on all outcomes/traits of the Marshall developed assessment. As noted in the preceding paragraph, despite these results there continues to be room for our seniors to improve in all outcomes addressed in these assessments.

For the 182 students who completed both baseline and FYS assessments, *paired-samples t-tests* using adjusted alpha levels to control for Type I error (.025 for information literacy), (.017 for Inquiry-Based Thinking), and (.017 for Communication Fluency) showed significant mean differences between freshman baseline and FYS results for the following *outcomes* (traits) *Information Literacy* (acknowledgment of sources), *Inquiry-Based Thinking* (evidence), and *Communication Fluency* (convention/format). Students showed the greatest improvement in performance in *Information Literacy* (acknowledgment of sources [.52]). These results are not as impressive as last year's results, where student

showed more improvement in using evidence to make recommendations. However, we note that, in this area, the baseline performance of our sample was higher than that of last year's sample, with the final scores at the end of FYS being similar between the two years. As was the case last year, students did not demonstrate significant gains in questioning the viewpoints expressed in the pieces of evidence they examined, nor did they make significant gains in indicating the types of additional evidence they might need to make a recommendation. Therefore, as was the case last year, we recommend that the FYS Director and course instructors place additional emphasis on helping students to determine information need and critically examine various viewpoints surrounding real-world problems. Although we evaluated the FYS assessments for *Communication Fluency*, we note that this is not one of the outcomes of the FYS course.

Recommendations from the 2015 Assessment Workgroup

The workgroup noted that the revision of the FYS final assessment, which allows all students to complete the assessment online, was a positive step. However, members of the group expressed concern about the length of some of the documents the students must read and evaluate before making their recommendations for the problem they must solve. We noted that the FYS Advisory Board decided to begin using real documents in the faculty developed scenarios rather than documents created by faculty. The rationale for this was that the task would be more authentic because, in the real world, professionals are called upon to identify and evaluate such documents. However, members of the assessment workgroup pointed out that, in the real world, people typically have longer than two hours to do this. There was concern that the students had to spend so long reading the documents that they didn't have sufficient time to fully evaluate them and thoughtfully develop their recommendations. We note that two students' final assessments could not be evaluated because they had not included a recommendation, presumably running out of time before getting to that part of the assessment. The assessment workgroup recommended several options to try to remedy these issues:

- Release the documents before the final exam. Instructors would tell students they should have read the documents before arriving for the exam. Since the exam is administered in BlackBoard, one member suggested that it could be set up in two modules; first the documents, which would have to be read and evaluated for accuracy, relevance, and bias as a take-home part of the exam. Then, on the day of the exam itself, the second module allowing students to make a recommendation and indicate information still needed, would open.
- If the first option is not possible, the workgroup recommended that FYS faculty return to the previous method of using faculty created documents of a reasonable length.
- If students are instructed to give their recommendations in the form of a memorandum, the group recommended that one of the documents they read should be written in that format (or in whatever format they are asked to use to prepare their response).

Analysis of Artifacts from Marshall's General Education Assessment Repository

Spring Semester 2015

Summer Assessment Workgroup Members: Marie Archambault, Harold Blanco, Kim DeTardo-Bora, Robert Ellison, Marty Laubach, Joan St. Germain, Gregg Twietmeyer, Anita Walz, Mary Welch, and Mary Beth Reynolds (Office of Assessment)

Executive Summary

Background

Recommendations from 2014 Assessment (with current status in red)

GEAR Upload Process

1. Design GEAR so that instructors must upload assignment instructions before students can upload artifacts. Although not statistically significant in most cases, we noted a trend for a greater number of scores of 100 (assignments misaligned to outcomes) when the instructor had failed to upload the assignment instructions. *Beginning with the spring 2015 GEAR assignments, instructors could not create assignments without uploading an assignment instruction file.*
2. Redesign GEAR so that instructors (or students) must tag the assignment's outcome(s)/trait(s) and the outcome/trait performance levels to which the assignment is written. The Workgroup felt that this step would cause instructors and students to think more carefully about exactly what knowledge/skills are demonstrated in the artifact, as there are different outcome statements for each trait at each performance level. *Beginning with the spring 2015 GEAR assignments, instructors were asked to indicate the performance level (introductory, milestone, capstone, advanced) of each trait to which the assignment was aligned.*
3. Redesign GEAR so that, if instructors or students align an assignment/artifact to more than one outcome or to more than two outcome traits, they will be required to indicate a rank-order for the outcomes/traits tagged. In other words, reviewers would like to know if the outcome/traits they are assessing were the primary focus of the assignment, or a secondary focus. *Beginning in spring 2015, instructors were required to indicate the primary outcome to which their assignment aligned.*
4. Concern was expressed about the small percentage of outcomes assessed this year. To increase the number of artifacts reviewed from each outcome, the workgroup recommended that we rotate outcomes on a two-three year basis. For example, we might review artifacts tagged to only three-four outcomes in year 1, the next three-four in year 2, etc. *For the summer 2015 assessment, we assessed artifacts that aligned with the following outcomes: Intercultural Thinking, Ethical and Civic Thinking, and Communication Fluency.*

5. The workgroup strongly recommended that uploaded artifacts be summative in nature. *The nature of the artifacts (summative or formative) continues to vary by course.*
6. The workgroup recommended that we continue to assess artifacts for one outcome (can have multiple traits tagged for outcome) at a time. *We continued this process. Reviewers assessed artifacts aligned to each of these outcomes, spending two days on artifacts from each: Intercultural Thinking, Ethical and Civic Thinking, and Communication Fluency.*
7. The workgroup recommended that uploaded artifacts include process papers when tagged to an outcome/trait/performance level that addresses process rather than product. *This recommendation has not yet been accomplished.*
8. The workgroup recommended that instructors be provided with clearer definitions of rubric traits, especially for those of Inquiry-Based Thinking. *This recommendation has not yet been accomplished.*
9. The workgroup did not find the GEAR free text box asking students why they (or their instructors) had aligned artifacts with specific outcome(s)/trait(s). They recommended that we rely instead on formal process papers for the process-based outcome(s)/trait(s). *This recommendation has not yet been accomplished.*

General Procedures for 2015 Assessment

Recommended changes outlined above in red were made to GEAR before the spring semester of 2015. All students enrolled in FYS as well as in courses carrying multicultural, international, writing intensive, service learning, and critical thinking (CT) designations were asked to upload artifacts to GEAR. Instructors were asked to create assignments aligned to *Communication Fluency* (writing intensive courses), *Ethical and Civic Thinking* (service learning courses), and *Intercultural Thinking* (multicultural and international courses). Instructors were told that it was not necessary to align the assignments to all traits for the specified learning outcome; that they should align them only to those traits the assignment specifically addressed. Instructors also were asked to indicate the *performance level* they expected students to achieve. Since FYS addresses five of the University's outcomes (*Information Literacy* and *Inquiry-Based, Integrative, Intercultural, and Metacognitive Thinking*) and CT courses address *Integrative Thinking* and four additional university outcomes of their choice, it was left to instructors and/or students to decide to which of the course's outcome(s) their assignments aligned. It was possible for a single assignment to align to any number of outcomes and traits. However, as noted above, instructors were required to specify the primary outcome to which the assignment aligned.

In May 2015 a group of nine faculty representing several academic colleges from across the university evaluated a sample of these artifacts using outcome specific rubrics. These rubrics, which can be accessed by clicking on the hyperlink for each Domain of Critical Thinking at www.marshall.edu/assessment/LearningOutcomes.aspx, were developed as a series of outcome statements for each trait, specifying what students should be able to do at four levels of increasing challenge (introductory, milestone, capstone, and advanced). For purposes of Marshall's Baccalaureate Degree Profile, we expect students to perform at Level 3 (capstone) by the time of graduation. Based on last spring's recommendations, we focused our assessment efforts on three of the university's outcomes; *Communication Fluency*, *Ethical and Civic Thinking*, and *Intercultural Thinking*. This also allowed us to assess five course types (Writing Intensive [*Communication Fluency*], Multicultural [*Intercultural Thinking*], International [*Intercultural Thinking*], Service Learning [*Ethical and Civic Thinking*], and CT courses [potentially all three

outcomes]. In an effort to obtain a sample that would be as free as possible from assignments that were misaligned (i.e. not aligned to the correct outcomes), we decided to restrict our sample for each of the outcomes to those that specified these outcomes as the *primary* focus of the course assignment. However, due to an initial error in sampling (which was quickly corrected), five artifacts included in the sample for *Intercultural Thinking* were aligned to that outcome as a secondary outcome. Our final sample consisted of 324 artifacts, 108 per outcome. Each artifact was read by two independent reviewers. This project was coordinated by the Office of Assessment and Quality Initiatives.

Scoring Procedures

Evaluators assessed each artifact using the following scale:

Special Scoring Codes	
Score	Explanation
100	In the opinion of the evaluator, the artifact was misaligned with the outcome/trait to which the instructor or student had tagged it.
99	The student did not upload the correct assignment or there was a technical problem with the upload that prevented the artifact from being assessed.
Regular Scoring Codes	
These codes were given to artifacts that, in the opinion of the evaluator, were aligned with appropriate outcomes/traits and contained enough information to allow assessment.	
0	The artifact did not demonstrate the minimum level of performance expected at the introductory level.
1	The artifact demonstrated introductory level performance.
2	The artifact demonstrated milestone level performance.
3	The artifact demonstrated capstone level performance.
4	The artifact demonstrated advanced level performance. We should note that this is the performance level expected of graduate students, so we would expect it to be rarely achieved at the undergraduate level.

Please see the supporting information that follows this summary for a detailed explanation of scoring procedures.

General Information about the Sample

Approximately 42% (137) of the artifacts in our sample were drawn from courses at the 100/200 level, with the remaining 58% (187) drawn from courses at the 300/400 level. The reason why a greater proportion of artifacts were pulled from upper level courses was because we wished to assess the University's Service Learning Courses, which address *Ethical and Civic Thinking*, and Marshall offers more Service Learning courses at the 300/400 level than at the 100/200 level. This differentiates our sample from that used in summer 2014, which contained twice as many artifacts from 100/200 as from 300/400 level courses. Approximately 40% of the students in the sample were seniors, which also differed from

last year's sample, which was weighted toward freshmen. Unlike last year's sample, the sample this year had equal numbers of artifacts (108) aligned to each of the three outcomes assessed.

Results and Analysis

One challenge in reporting results of GEAR assessment is that, although we assessed 324 artifacts, results were analyzed by each outcome trait. As previously noted, instructors or students were free to align assignments/artifacts to as many (or as few) outcomes and traits as they deemed appropriate. Although we assessed each artifact for only one outcome, most of these aligned to more than one of the outcome's traits. For purposes of this assessment, we also added a trait (global contexts) to the *Intercultural Thinking* outcome and deleted a trait (context/audience) to the *Communication Fluency* outcome, bringing the total number of traits across the three outcomes to 13 (3 for *Communication Fluency*, 4 for *Ethical and Civic Thinking*, and 6 for *Intercultural Thinking*). A perusal of our supporting documentation shows that the artifacts evaluated by the Assessment Workgroup tagged to a total of 799 traits. However, scores for only 661 (83%) of those traits were usable for calculating means. One hundred thirty-eight were discarded either because they were judged not to align with the traits (91; 11%) or were not able to be assessed because of student upload error (47; 6%). The chart below shows the number of artifacts aligned to each trait, the number excluded from the analysis due to receiving scores of 100 (misalignment) or 99 (student upload error), and the resulting number of scores able to be used for the analysis of means. Focusing on assessing three outcomes this year helped us to significantly increase the number of scores able to be used over last year and assessing only artifacts that had been tagged to primary outcomes reduced the number of misalignments.

Outcome	Trait	Total Artifacts Aligned	# Misaligned (Scores of 100)	# Not Able to be Assessed (Score of 99)	Total # Excluded from Analysis of Means	Total Usable Artifacts
Communication Fluency	Design/Organization	88	0	8	8	80
	Diction	58	0	5	5	53
	Communication Style	77	0	7	7	70
Ethical and Civic Thinking	Ethical Self-Awareness	87	7	1	8	79
	Professional Rules and Standards of Conduct	59	9	1	10	49
	Civic Well-Being	80	2	1	3	77
	Complex Ethical Issues	44	8	1	9	35
Intercultural Thinking	Own Culture	68	6	6	12	56
	Other Cultures	81	5	5	10	71
	Communication with	15	4	2	6	9

	Others from Different Cultures					
	Global Awareness	58	21	3	24	34
	Cultural Conflict	50	7	4	11	39
	Global Contexts	34	22	3	25	9

Results for *Communication Fluency* (diction and communication style) showed that mean scores of students in 300/400 level courses were significantly higher than those for students in 100/200 level courses. Results did not differ by course level for any trait of *Intercultural Thinking* and the small number of artifacts from 100/200 level courses for *Ethical and Civic Thinking* made course level comparison difficult. Juniors and seniors outperformed freshmen and sophomores on *Communication Fluency* (diction and communication style), but mean differences based on class rank were not significant for the other two outcomes.

Overall results showed mean performance for traits to range from 1.01 (*Ethical and Civic Thinking*: complex ethical issues) to 2.43 (*Communication Fluency*: design/organization). Mean performance for artifacts uploaded from 100/200 level courses ranged from 1.17 (*Intercultural Thinking*: communication with other cultures) to 2.11 (*Communication Fluency*: design/organization) and from 300/400 level courses from 1.01 (*Ethical and Civic Thinking*: complex ethical issues) to 2.54 (*Communication Fluency*: design/organization). Consistent with last year's results, *Communication Fluency* appears to be a relative strength for our students.

Results for Course Type

Writing Intensive Courses

The primary outcome to which artifacts from writing intensive courses aligned was *Communication Fluency*. Usable scores were obtained by trait as follows:

Trait	Course Level	Number	Mean Score
Design/Organization	100/200	25	2.09
	300/400	54	2.58
Diction	100/200	18	1.78
	300/400	34	2.53
Communication Style	100/200	24	1.53
	300/400	45	2.17

Mean scores for diction and communication style were significantly higher for 300/400 level courses than for 100/200 level courses.

Multicultural Courses

The primary outcome to which artifacts from multicultural courses aligned was *Intercultural Thinking*. Multicultural courses were most likely to align to the first two traits of the *Intercultural outcome* (own culture and other cultures). Usable scores were obtained by trait as follows:

Trait	Course Level	Number	Mean Score
Own Culture	100/200	35	1.22
	300/400	10	1.55
Other Cultures	100/200	41	1.7
	300/400	13	1.73
Communication with Others from Different Cultures	100/200	2	1.0
	300/400	4	1.25
Global Awareness	100/200	5	1.4
	300/400	9	1.28
Cultural Conflict	100/200	7	1.43
	300/400	7	1.57
Global Contexts	100/200	0	---
	300/400	4	1.06

Although there were no significant differences between these means based on course level, we note the small number of alignments in each cell for the last four traits.

International Courses

The primary outcome to which artifacts from international courses aligned was *Intercultural Thinking*. Although the overall number of International courses in the sample was smaller than the number of Multicultural courses, we see that these courses were more likely to align assignments to the fourth and fifth outcomes of the *Intercultural outcome* (global awareness and cultural conflict). Usable scores were obtained by trait as follows:

Trait	Course Level	Number	Mean Score
Own Culture	100/200	9	1.56
	300/400	0	----
Other Cultures	100/200	10	2.08
	300/400	6	1.88
Communication with Others from Different Cultures	100/200	0	----
	300/400	2	2.0
Global Awareness	100/200	15	1.87

	300/400	5	1.6
Cultural Conflict	100/200	18	1.88
	300/400	2	1.13
Global Contexts	100/200	0	---
	300/400	5	1.6

There were no significant differences between these means based on course level; however we note that only the traits *other cultures*, *global awareness*, and *cultural conflict* had /n/s larger than 100 and these were in 100/200 level courses.

Service Learning Courses

The primary outcome to which artifacts from service learning courses aligned was *Ethical and Civic Thinking*. Usable scores were obtained by trait as follows:

Trait	Course Level	Number	Mean Score
Ethical Self-Awareness	100/200	18	1.99
	300/400	61	1.4
Professional Rules and Standards of Conduct	100/200	4	1.88
	300/400	45	1.27
Civic Well-Being	100/200	0	----
	300/400	77	1.56
Complex Ethical Issues	100/200	0	----
	300/400	35	1.01

The only statistically significant difference based on course level showed that students in 100/200 level courses scored significantly higher than students in 300/400 level courses in *ethical self-awareness*. We note, however, that the 300/400 course level sample for this trait has almost 3.5 times more students than the sample for 100/200 level courses.

Critical Thinking (CT) Courses

CT courses included in the assessment sample aligned to either *Communication Fluency* or to *Intercultural Thinking*. All CT courses are at the 100/200 level. Results are below:

Communication Fluency			Intercultural Thinking		
Trait	Number	Mean Score	Trait	Number	Mean Score
Design/Organization	25	2.09	Own Culture	19	1.71
Diction	18	1.78	Other Cultures	20	1.88
Communication Style	24	1.53	Communication with Others from Different Cultures	2	1.0

			Global Awareness	18	1.83
			Cultural Conflict	26	1.78
			Global contexts	0	-----

Recommendations from the 2015 Assessment Workgroup

Recommendations Specific to the Outcomes and Assessment Rubrics

1. Redesign all university rubrics so that they are continuous in nature. This should be done by stating the Baccalaureate Degree Profile outcome statements for each trait and then describing four levels of increasingly sophisticated levels of performance. A revised rubric for *Intercultural Thinking* might look like this:

Trait Outcome Statements	Performance Levels			
	Level 1	Level 2	Level 3	Level 4
Evaluates generalizations about one's own cultural group(s).				
Critiques generalizations and expressions of bias about a specific cultural group.				
Analyzes how specific cultural beliefs, values and sensibilities might affect the way people in different cultural groups communicate with each other.				
Evaluates how specific approaches to global issues will affect multiple cultural communities or political institutions.				
Analyzes and untangles competing economic, religious, social, political, institutional, or geographical				

interests of cultural groups in conflict.				
Evaluates practical solutions to global challenges that are appropriate to their contexts.				

Reasons for this recommendation include:

- We believe that all assignments should be written to the outcome specified in the Baccalaureate Degree Profile. This will provide students with the maximum amount of practice in achieving the goals Marshall University has set for them by the time of graduation. It will have the added advantage of students seeing these outcomes occurring across courses within the Core Curriculum, thus promoting integration of outcomes across courses.
 - This will reduce confusion among instructors as to what their assignments need to address. At present, most rubrics consist of outcome statements for each performance level, allowing assignments that vary across courses in terms of what students are expected to do.
 - Interrater reliability continues to be problematic when using these rubrics, with the greatest problem occurring with misalignments. And, a quick perusal of the interrater reliability data show that often one rater feels that the assignment has been misaligned with the rubric, but the other does not. This was especially true for several trait of the *Intercultural Thinking* rubric.
2. Form committees consisting of key stakeholders for each university outcome to revise the university outcomes (if needed) and to revise the rubrics. For example, the committee that reviews the *Intercultural Thinking* outcome and rubric should consist of faculty who teach *International* and *Multicultural* courses, a representative from the Office of Intercultural Affairs, a representative from INTO-Marshall, and other key stakeholders as deemed appropriate. The committee that reviews the rubric for *Ethical and Civic Thinking* should consist of the Director of Service Learning, faculty who teach Service Learning courses, and additional faculty from across the University. Faculty should critically examine course assignments to help inform rubric development.
 3. Before *Multicultural* and *International* courses are recertified by the General Education Council, faculty teaching these courses should attend a minimum of a one-hour workshop to develop assignments that align to one or more of the traits of the *Intercultural* rubric.

General Recommendations

1. The Assessment Office should provide a list of students who did not complete GEAR uploads to course instructors and a list of instructors who did not create assignments in GEAR to department chairs.
2. The Assessment Office should provide the GEAR shell to instructors several weeks before the beginning of the semester and update the student roster for each course the second week of the semester.
3. The Assessment Office should communicate with instructors that student work uploaded to GEAR should have enough substance to permit evaluation, i.e. should be summative, rather than formative, in nature. This recommendation was repeated from last year.
4. Instructors should be reminded of the importance up uploading assignment instructions to GEAR. This recommendation was made again because, despite the fact that an assignment file must be uploaded for an assignment to be created, a few instructors uploaded other types of file, e.g. entire course syllabus, GEAR upload instructions.

Longitudinal Analysis

For the initial assessment of artifacts uploaded to GEAR (summer 2013), all artifacts assessed were drawn from the university's First Year Seminar (FYS) course and we used these artifacts to assess all nine university outcomes. Mean performance across students ranged from a low of 0 for *Intercultural Thinking* (communication with other cultures) to a high of 1.24 for *Communication Fluency* (design/organization and diction). However, since artifacts were spread among so many outcomes, many traits had very small numbers (9 for communication with other cultures as compared to 24 for design/organization and 23 for diction). Other than the fact that all students included in the 2013 sample were freshmen, low means can be attributed to the fact that we had not yet settled on a score for misaligned artifacts, defaulting many of the scores to 0.

The second assessment of artifacts uploaded to GEAR (summer 2014) also included all nine outcomes, but we included artifacts from *Multicultural, International, Service Learning, and Writing Intensive* courses, in addition to those from FYS. The sample, however, continued to be skewed toward artifacts from lower level courses with freshman being the modal class rank for student artifacts in our sample. We decided to assign special codes to artifacts we felt to be misaligned to the outcomes or in cases of student upload or other technical issues that prevented assessment. This allowed us to see which outcomes/traits resulted in the greatest amount of confusion during the outcome/trait alignment process and resulted in recommendations to make sure instructors uploaded assignment instructions, specified the primary outcome to which their assignment aligned, and identified the performance level to which the assignment was written. Due to assessing all nine university outcomes again in 2014, we continued to have small numbers of artifacts aligned to each outcome, which led to the recommendation that we choose only three outcomes to assess in 2015, three more in 2016, and the last three in 2017 and continue to assess on a three-year cycle.

The third assessment of artifacts uploaded to GEAR (summer 2015) consisted of an in-depth assessment of artifacts that instructors aligned to the following outcomes as primary: *Intercultural Thinking* (due to sampling error, five of the alignments for *Intercultural Thinking* were secondary), *Ethical and Civic Thinking*, and *Communication Fluency*. One hundred eight artifacts were included for each outcome, resulting in a total of 324 artifacts. This sample resulted in higher numbers for each outcome trait. Results this year suggested a need to redesign rubrics to be continuous, rather than categorical, in nature. We recommended that all assignments address the outcomes articulated in Marshall's Baccalaureate Degree Profile, rather than lower levels as articulated in present rubrics. To that end, workgroups will be formed during academic year 2015 – 2016 to revise the rubrics and we will communicate with course instructors regarding writing assignments to the University outcome statements. We feel that it is especially important to involve faculty who teach courses that align to the university's outcomes to be involved in revising the rubrics and outcomes (if necessary).

Finally, the past two years of assessment data have shown that Marshall's students improve their writing skills as they move through the curriculum and, specifically, as they pass from 100/200 level writing intensive courses to 300/400 level writing intensive courses.

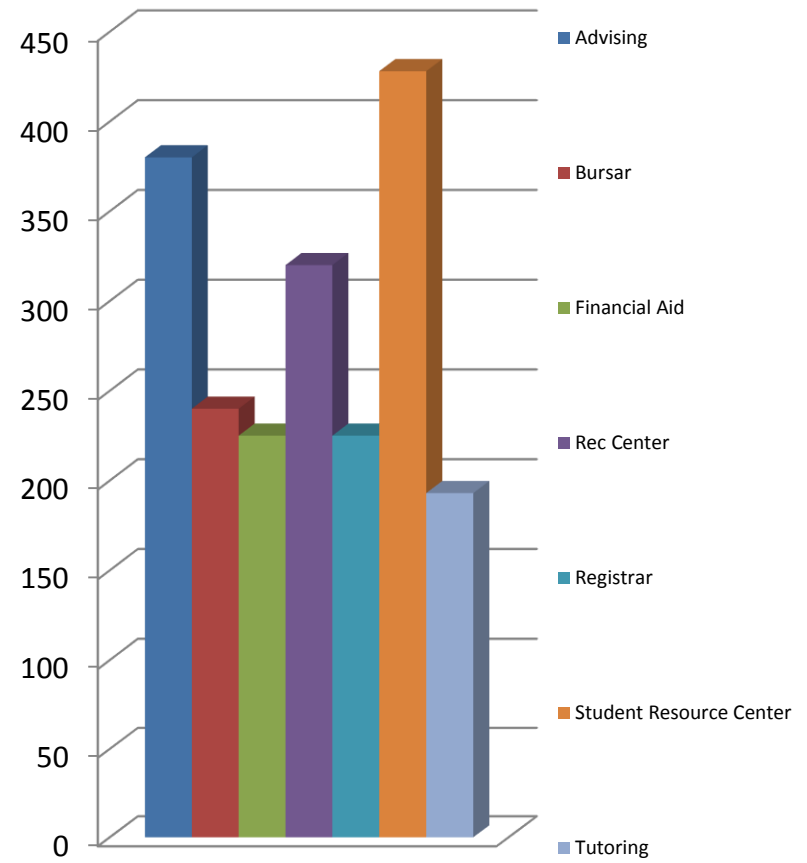


Assessment Day 2015

Survey Report

Responses for Each Survey: Students

Survey	# of Responses
Advising	380
Bursar	240
Financial Aid	225
MU Rec Center	320 (S/E combined)
Registrar	225
Student Resource Center	428
Tutoring	193



Assessment Day Survey Results

- All results were sent to offices.
- Please visit
 - www.marshall.edu/assessment/assessmentday and click on “past survey results” to see the results of Assessment Day Surveys.



Career Services Senior Interview Results

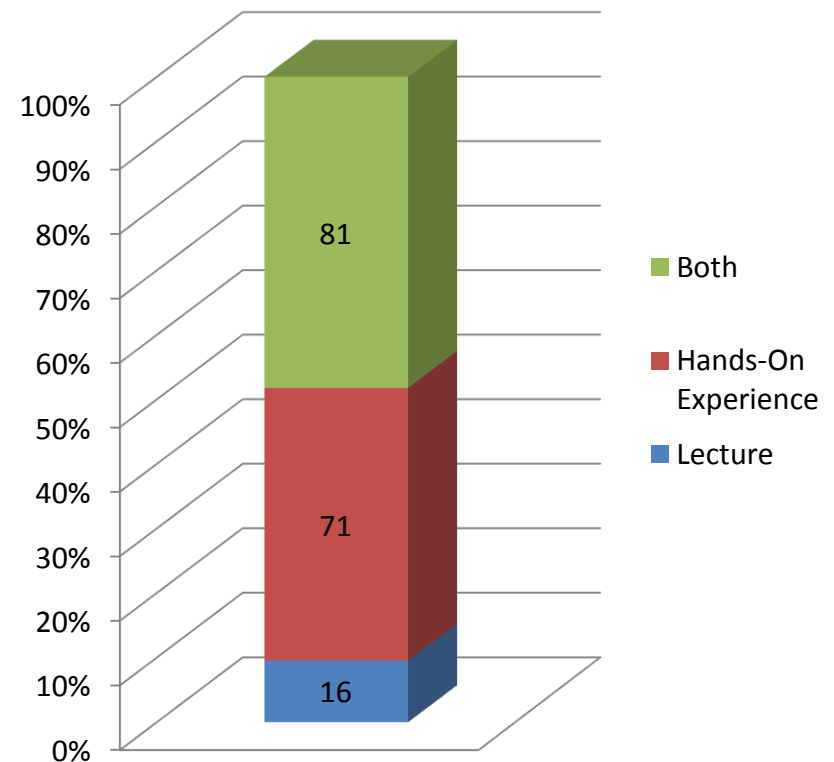
Assessment Day 2015

Interview Item Frequencies

Survey Item	Yes	No	No Response or N/A	Total
Established your major by sophomore year	131 (78%)	27 (16%)	10 (6%)	168
Identified your major in a timely fashion	136 (81%)	22 (13%)	10 (6%)	168
Feel your MU experience prepared you for next steps in life	158 (94%)	10 (6%)		168
Changed your major	99 (59%)	59 (35%)	10 (6%)	168
Learned to write a resume	125 (74%)	33 (20%)	10 (6%)	168
Learned to improve interviewing skills	117 (70%)	41 (24%)	10 (6%)	168
Learned to research careers	133 (79%)	25 (15%)	10 (6%)	168
Learned to plan career goals	135 (80%)	23 (14%)	10 (6%)	168
Have accepted a full-time position in your field of study	21 (12.5%)	147 (87.5%)		168
Will enroll in graduate school	98 (58%)	70 (42%)		168
Received adequate preparation to be competitive in graduate school	88 (52%)	9 (5%)	71 (42%)	168
Participated in an internship	88 (22%)	80 (48%)		168
Have a LinkedIn Account	69 (41%)	99 (59%)		168

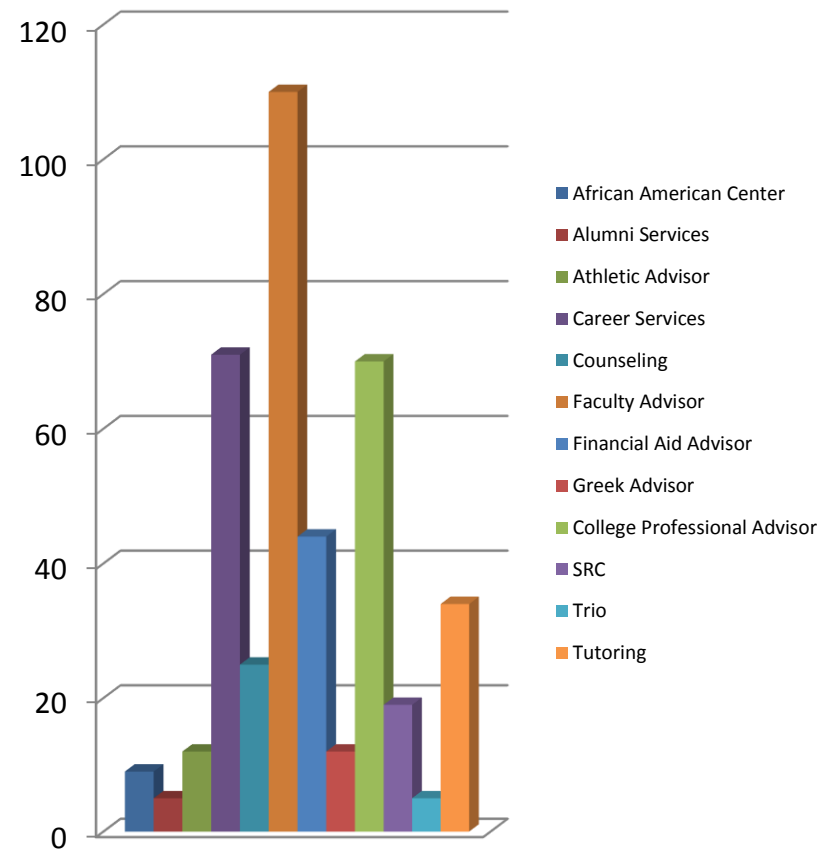
Response to Question, “What is your learning style?”

Choices	# and (%) of respondents
Lecture	16 (10%)
Hands-On Experience	71 (42%)
Both	81 (48%)
Total	168



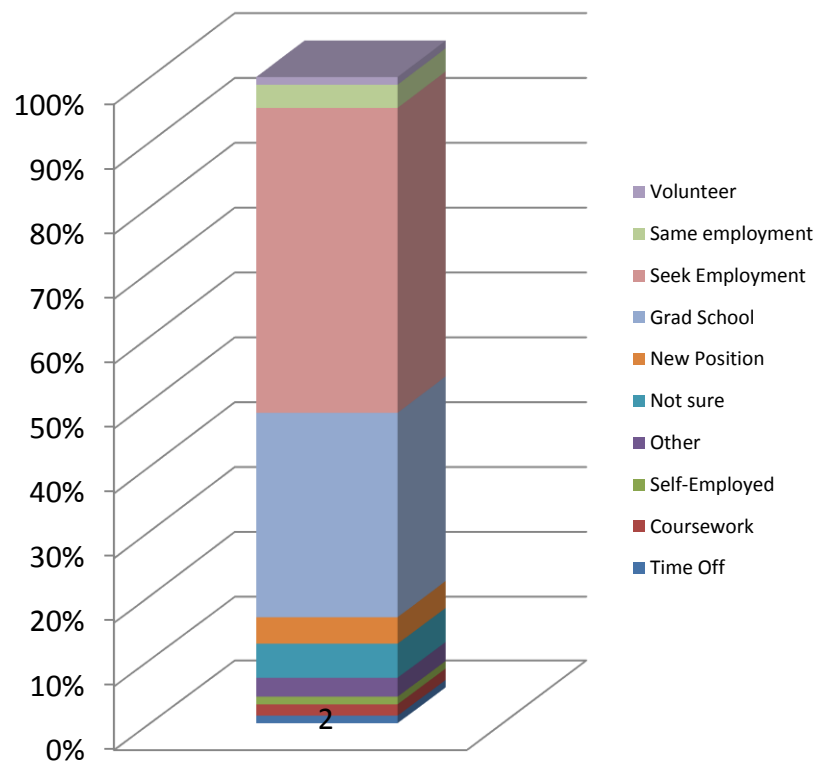
Response to Question, “What services provided at the University helped you the most to prepare for life after Marshall (choose top 3)?”

Choices	#
African American Center	9
Alumni Services	5
Athletic Advisor	12
Career Services Center	71
Counseling	25
Faculty Advisor	110
Financial Aid Advisor	44
Greek Advisor	12
Professional Advisor in College	70
Student Resource Center	19
Trio Program	5
Tutoring	34



Response to Question, “What is your primary plan after graduation?”

Choices	# and (%) of respondents
Complete a fellowship/service/volunteer opportunity	2 (2%)
Continue in position held prior to graduation	6 (4%)
Seek employment	79 (47%)
Enroll in Graduate or Professional School	53 (32%)
Have accepted new position	7 (4%)
Haven't decided yet	9 (5%)
Other	5 (3%)
Start or continue own business or self-employed	2 (1%)
Take additional coursework, but not in a degree program	3 (2%)
Take time off	2 (1%)
Total	168



Name two things Marshall has done to help you feel prepared for life after graduation.



A word cloud of responses to the question "Name two things Marshall has done to help you feel prepared for life after graduation." The words are arranged in a dense, overlapping cluster. The most prominent words, shown in larger fonts, include "job", "Spanish", "students", "better", "opportunities", "program", "get", "connection", "jobs", "nurse", "find", "times", "involved", "services", "available", "info", "opportunity", "future", "make", "firms", "actually", "looking", "preparing", "interviews", "corporations", "solicit", "leave", "citizen", "people", "professors", "Give", "you/connections", "departments", "Marshall", "building", "class", "Teach", "resumes", "build", "support", "career", "term", "market", "Alumni", "talk", "communication", "Improve", "internship", "ect", and "citizen". The colors of the words range from dark blue to brown, with some words in a lighter tan color.

[illegible]

Students indicating employment were asked their job titles.



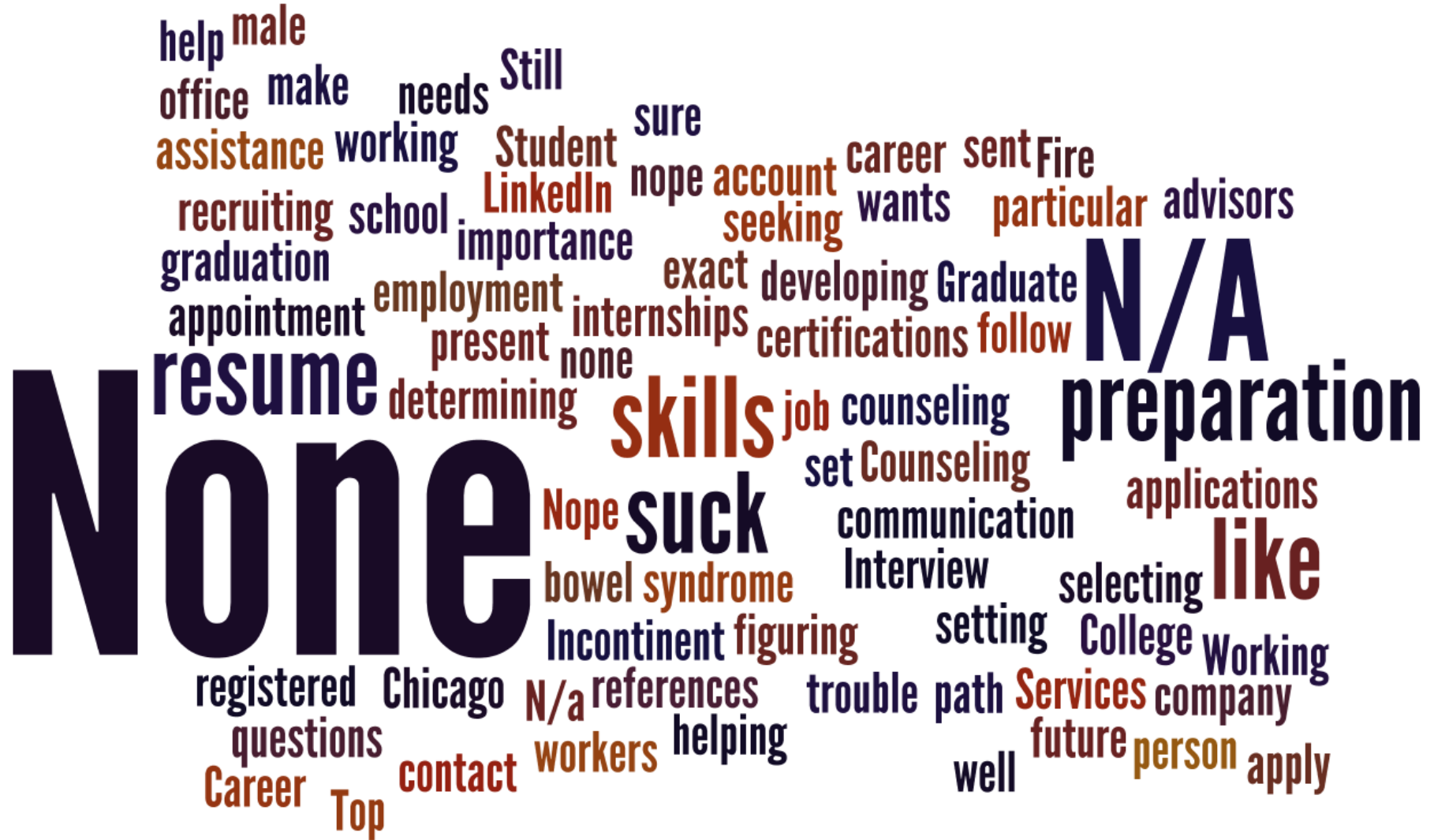
Students indicating employment were asked the name of their employer.



Students indicating employment were asked to indicate the industry in which they were employed.



What concerns do you have?



Additional comments about how Marshall prepared you for life after college.



A word cloud of student feedback comments. The words are arranged in a dense, overlapping cluster. The color palette consists of dark blue, brown, and gold. The word 'helped' is the largest and most central. Other prominent words include 'lot', 'Classes', 'campus', 'career', 'Services', 'streamlined', 'functional', 'options', 'good', 'effort', 'health', 'put', 'far', 'see', 'Student', 'also', 'job', 'goals', 'Services', 'done', 'Career', and 'goals'.

lot
Classes
campus
career
Services
streamlined
functional
options
good
effort
health
put
far
see
Student
also
job
goals
Services
done
Career
helped



Assessment Day 2015

Degree Program Survey Results: Graduate

Please access link to the Assessment Office's
Internal SharePoint site at
www.marshall.edu/assessment/AssessmentDay/SurveyArchive.aspx
for separate results for each degree program.

Executive Summary

- A total of 674 graduate students enrolled in 72 separate programs (9 graduate certificate, 2 post-graduate certificate, 3 professional development or non-degree, 2 professional, and 56 graduate degree) completed the survey.
- Results showed that most students agree or strongly agree that they have achieved the outcomes associated with Marshall's Core Domains of Critical Thinking as articulated in the Marshall University Degree Profile.

Survey Items with mean ratings of 4.0 or higher (on a five-point scale, with “5” being the most positive rating) and Alignment with Marshall Degree Profile

Survey Item	Marshall Domain	Mean Response
Find scholarly information, evaluate it critically and use it effectively.	Information Literacy	4.34
Assess my own values and examine other viewpoints and credible evidence.	Ethical/Civic Thinking	4.33
	Inquiry-Based Thinking	
Determine how to improve my own learning and to engage in lifelong learning.	Metacognitive Thinking	4.31
Analyze and evaluate issues and solve real-world problems in a manner that is ethical and supportive of our civic well-being.	Creative Thinking	4.24
	Ethical and Civic Thinking	
	Inquiry-Based Thinking	
Examine issues from multiple perspectives.	Creative Thinking	4.23
	Ethical/Civic Thinking	

Survey Items with mean ratings of 4.0 or higher (on a five-point scale, with “5” being the most positive rating) and Alignment with Marshall Degree Profile

Survey Item	Marshall Domain	Mean Response
Use knowledge from more than one area of study to explore issues or to solve problems.	Integrative Thinking	4.18
Develop the ability to write effectively.	Communication Fluency	4.17
Use what I know to solve novel problems.	Creative Thinking	4.17
Develop the ability to express myself through speaking	Communication Fluency	4.14
Gain experience in the use of technology important to my major field.	None	4.12

Survey Items with mean ratings below 4.0 (on a five-point scale, with “5” being the most positive rating) and Alignment with Marshall Degree Profile

Survey Item	Marshall Domain	Mean Response
Develop multicultural and global perspectives	Intercultural Thinking	3.96
Broaden my appreciation of the arts.	None	3.47
Develop my ability to use mathematics in everyday life.	Quantitative Thinking	3.44

Mean ratings reflecting student satisfaction with four aspects of their Marshall experience (on a five-point scale, with “5” being the most positive rating).

Additional Survey Items	Mean Ratings
Teaching	4.19
Advising	4.08
Classroom/Lab Facilities	3.84
Academic Support Services	3.85



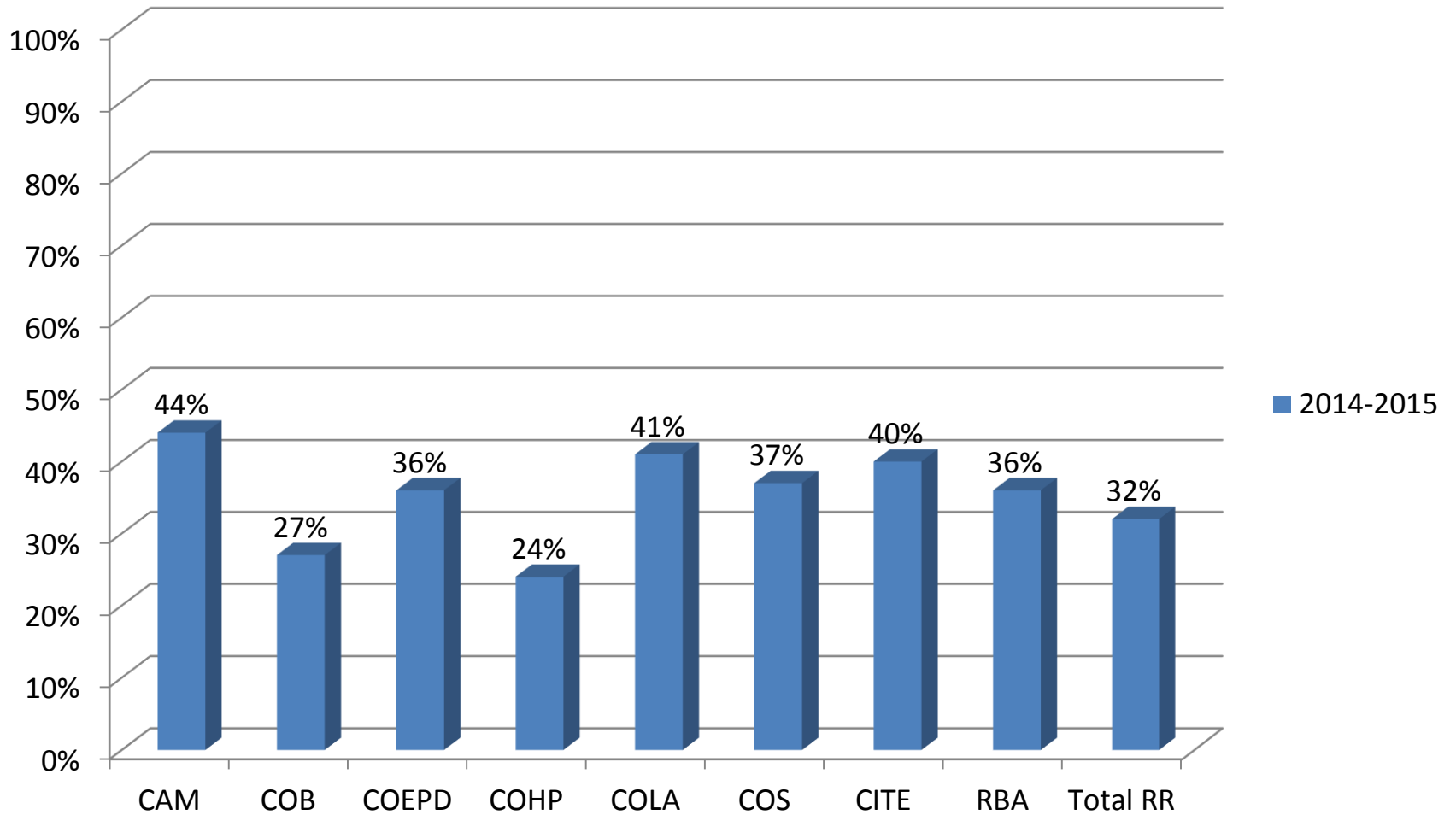
Graduation Survey Response Rates and Summary Results

Academic Year 2014 - 2015

2014 – 2015 Response Rate by College by Semester

College	Summer 2014	Fall 2014	Spring 2015	Total
CAM	1/9 = 11%	14/29 = 48%	36/77 = 47%	51/115 = 44%
COB	7/30 = 23%	21/97 = 22%	53/178 = 30%	81/305 = 27%
COEPD	2/3=67%	24/63 = 38%	34/99 = 34%	60/165 = 36%
COHP	2/22 = 9%	24/121 = 20%	85/320 = 27%	111/463 = 24%
COLA	9/25 = 36%	22/47 = 47%	45/113 = 40%	76/185 = 41%
COS	4/16 = 25%	35/82 = 43%	55/155 = 35%	94/253 = 37%
CITE	1/2 = 50%	11/19 = 58%	8/29 = 28%	20/50 = 40%
RBA	8/41 = 20%	28/66 = 42%	29/74 = 39%	65/181 = 36%
Total	34/148 = 23%	179/524 = 34%	345/1,045 = 33%	558/1,717 = 32%

Response Rate by College



Executive Summary

- **These data are for academic year 2014 – 2015. Unless otherwise noted, all findings are essentially unchanged since academic year 2013 – 2014.**
- Overall response rate was 32% (558 respondents out of 1,717 graduates) – **up from 28% in 2013-2014.**
- 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 (3.22) was significantly higher than that of all graduates (3.14), but the effect size was small.
- Response rates differed significantly across colleges. The College of Arts and Media had the highest response rate (44%) and the College of Health Professions the lowest (24%). **- in 2013-2014 response rates did not differ among 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.
- Twenty-nine percent reported no educational debt (down from 34% in 2013-2014), while 41% reported debt greater than \$20,000.
- Most respondents stated that their educational objective was to begin their first career.
- Fifty-five percent of respondents said they had participated in an internship or practicum (compared to 57% in 2013-2014), with 60% (compared to 59% in 2013 – 2014) believing this experience had helped them find employment.
- Fifty-eight percent (as compared to 57% in 2013 – 2014) of respondents indicated that they intend to pursue graduate studies, while only 4% 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 (as compared to four in 2013-2014) out of fourteen items. All of these items were the same as those identified in 2013 – 2014, while the item in red did not exceed 2.0 this year.
 - I developed the ability to use mathematics to explore real world problems. (2.05)
 - Writing intensive courses helped me to improve my writing skills. (2.07)
 - I broadened my appreciation for the arts. (2.14)
 - I developed multicultural and global perspectives. (1.94)

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 (1.86) than with
 - the quality of advising (2.28)
 - academic support services (2.20)
 - classroom and lab facilities (2.21)
- Sixty-six percent of respondents plan to be employed in their major field, 11% not in their major field, and 23% were unsure at the time of the survey.
- Fifty-seven percent (**down from 58% in 2013 – 2014**) plan to work in WV.
- Forty percent (of the 397 students who answered the question) reported having accepted a job (**up from 37% in 2013 – 2014**). Of those, 67% will earn more than \$30,000 annually (**up from 63% in 2013 – 2014**).
- Only 18% of respondents reported using Career Services (**down from 22% in 2013-2014**), with JobTrax and Resume Assistance used most frequently.

2014 – 2015 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 2015

www.marshall.edu/assessment/SurveyReports.aspx

Comparison of spring 2013/2014/2015 *NSSE Engagement Indicators*

* = 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.

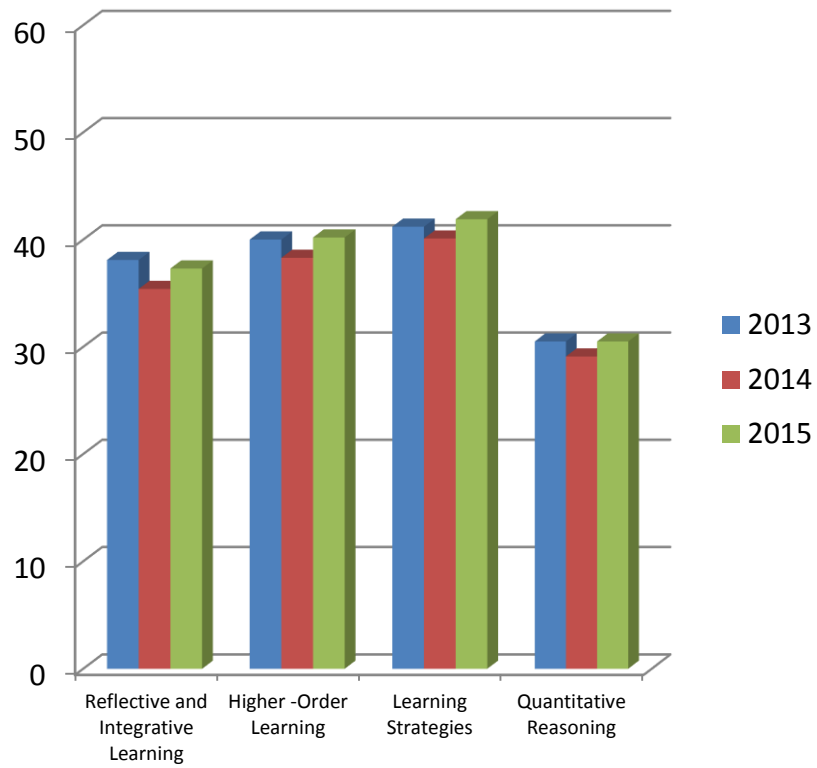
Theme	Engagement Indicator	2013		2014		2015	
		First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors
Academic Challenge	Reflective and Integrative Learning	**			*	*	*
	Higher-Order Learning	*			*	*	*
	Learning Strategies	*		*		*	*
	Quantitative Reasoning	**	**	**	*	**	*
Experience with Faculty	Student/Faculty Interaction		*		*		
	Effective Teaching Practices				*	*	
Learning with Peers	Collaborative Learning		*		*		
	Discussion with Diverse Others						
Campus Environment	Quality of Interactions						
	Supportive Environment						

Comparison of spring 2013/2014/2015 *NSSE Engagement Indicators*

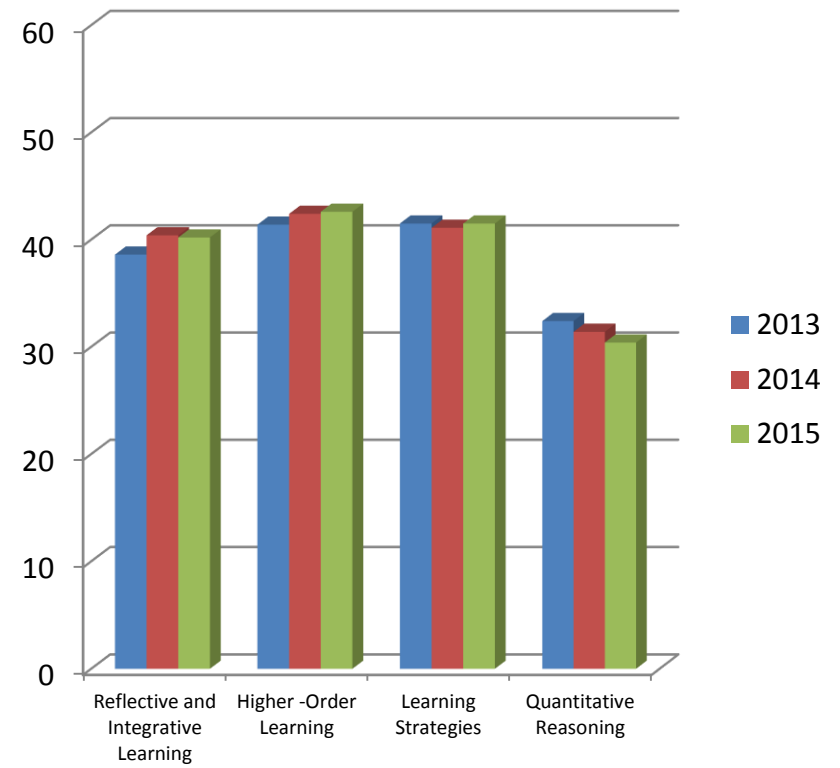
Theme	Engagement Indicator	2013		2014		2015	
		First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors
Academic Challenge	Reflective and Integrative Learning	38.1	38.6	35.4	40.4	37.3	40.2
	Higher-Order Learning	40.0	41.4	38.3	42.4	40.2	42.6
	Learning Strategies	41.2	41.5	40.1	41.1	41.9	41.5
	Quantitative Reasoning	30.5	32.4	29.1	31.4	30.5	30.4
Experience with Faculty	Student/Faculty Interaction	21.0	28.5	20.8	28.7	22.5	26.2
	Effective Teaching Practices	41.2	41.4	40.1	41.9	41.2	40.4
Learning with Peers	Collaborative Learning	30.3	33.7	30.1	34.3	33.3	32.3
	Discussion with Diverse Others	41.3	41.9	39.0	41.5	41.2	39.8
Campus Environment	Quality of Interactions	40.5	41.4	39.4	41.4	40.5	41.8
	Supportive Environment	37.6	33.6	36.9	32.9	37.5	33.9

Academic Challenge

Freshmen

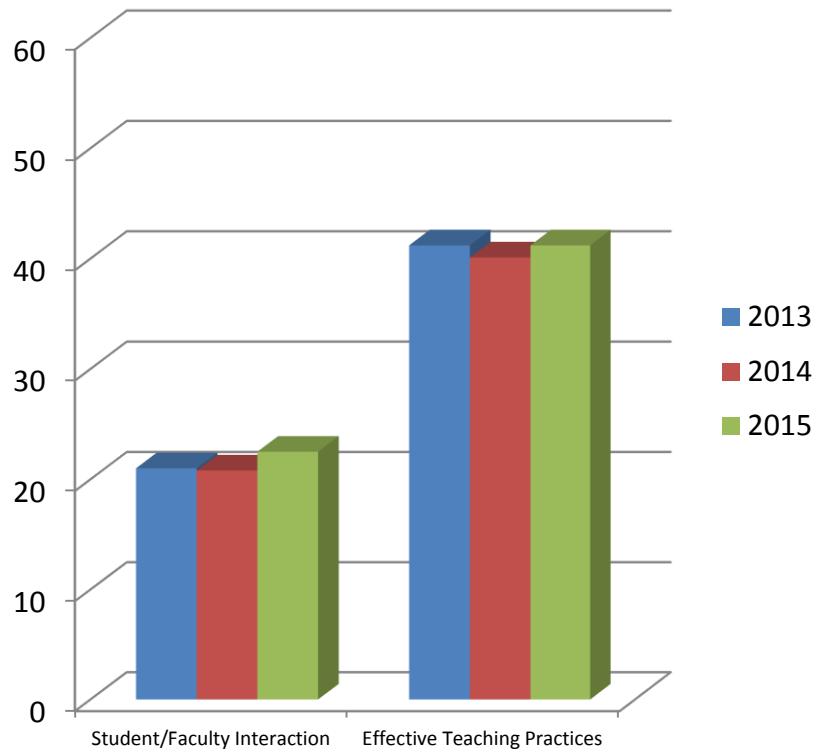


Seniors

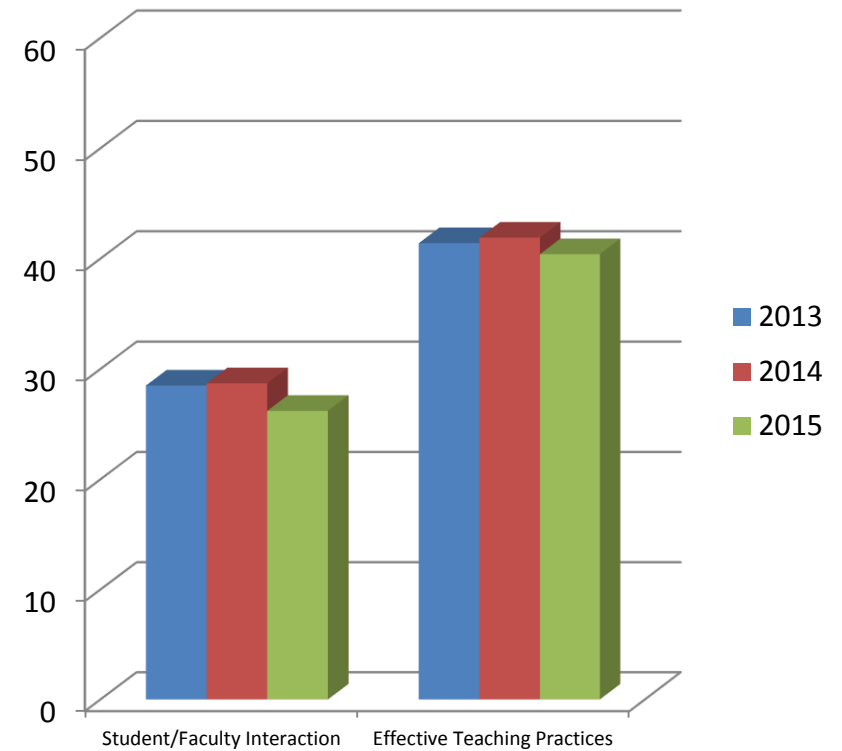


Experience with Faculty

Freshmen

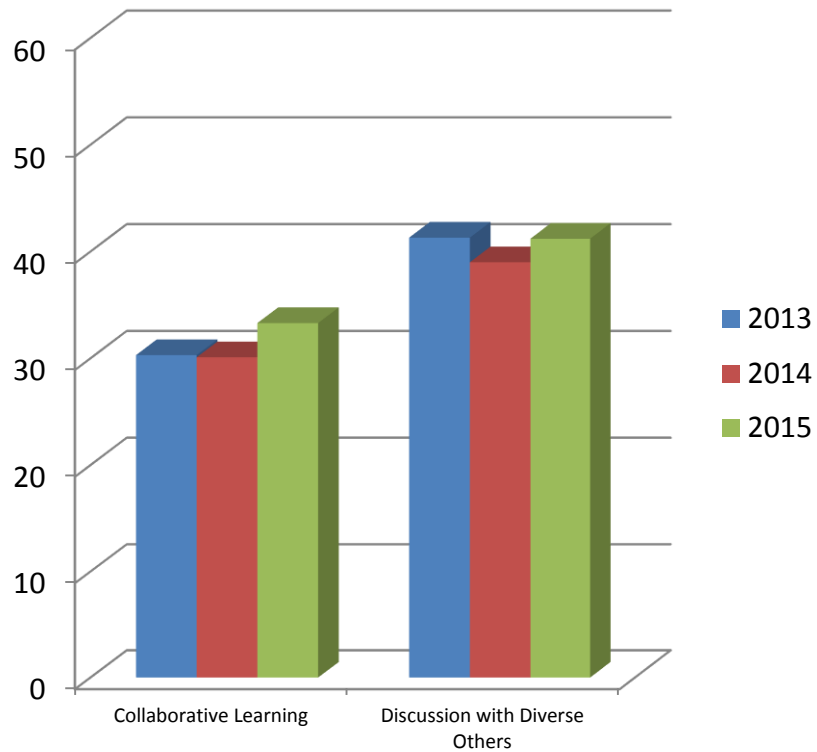


Seniors

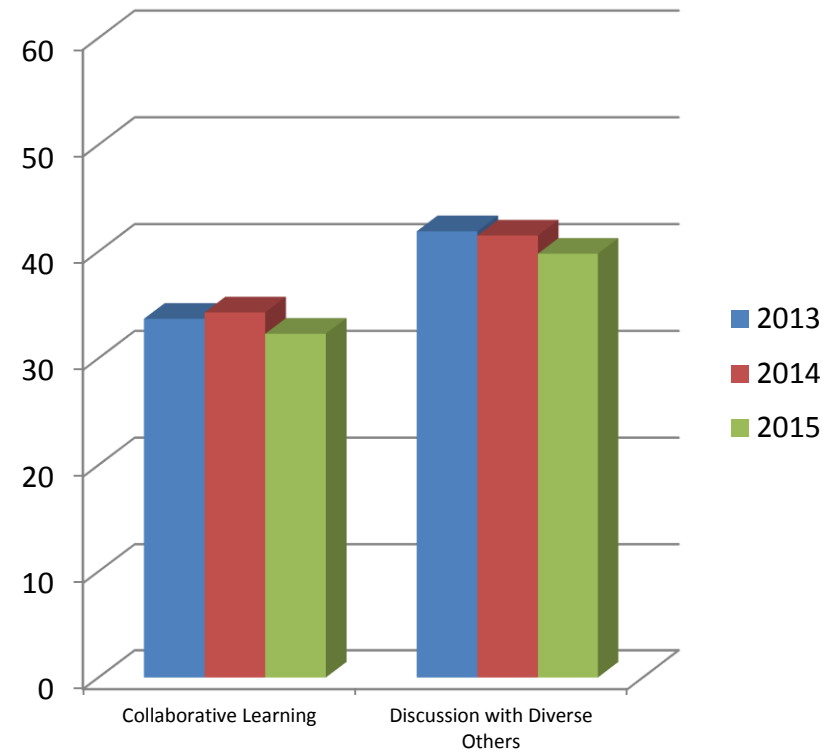


Learning with Peers

Freshmen

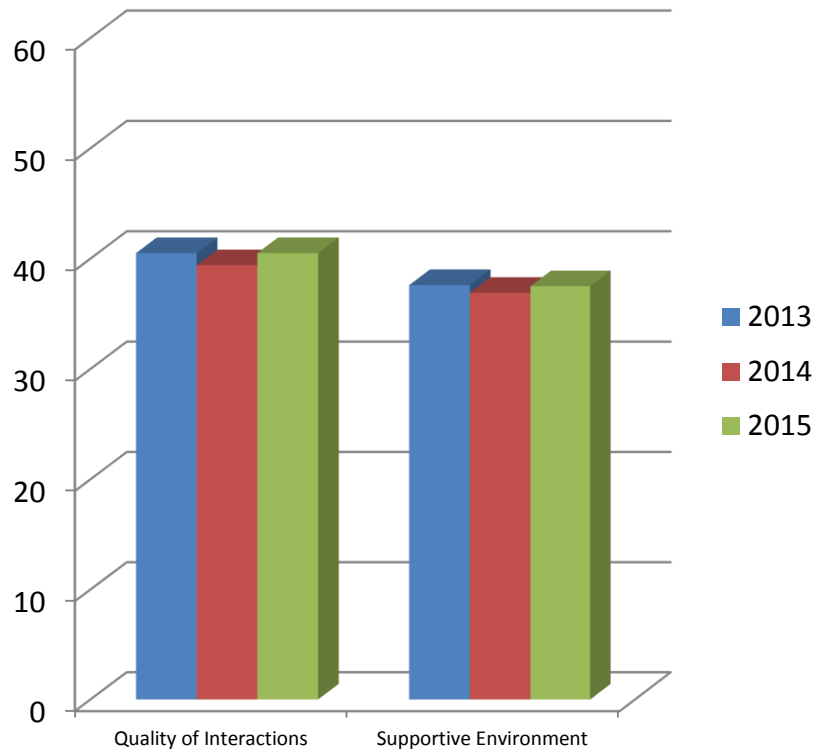


Seniors

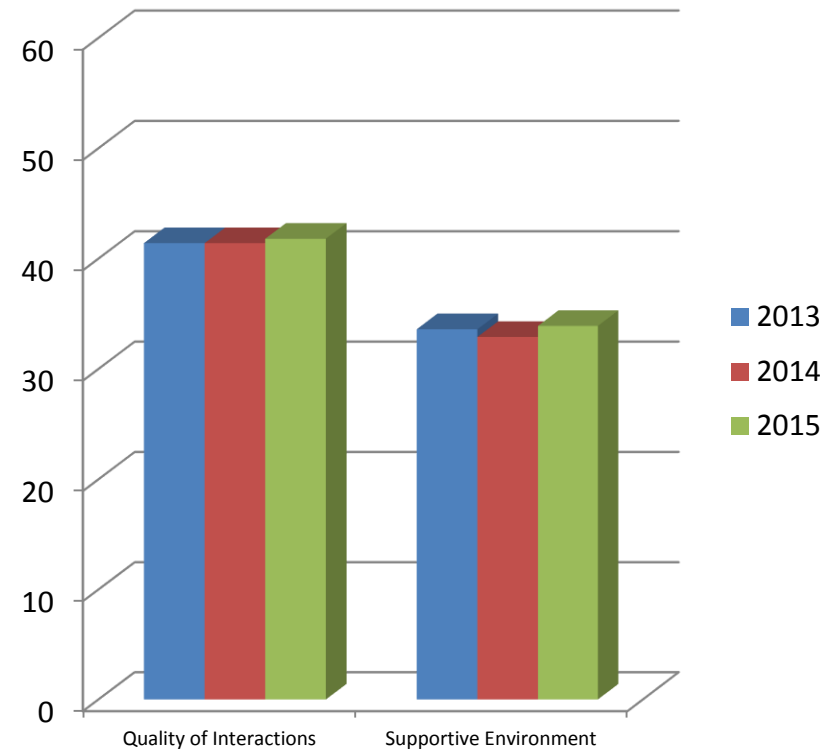


Campus Environment

Freshmen



Seniors



Spring 2013/2014/2015 *NSSE Engagement Indicators*

- *Significant Strengths* (Relative to Carnegie Peers; effect size $<.3$)
 - Academic Challenge
 - Reflective and Integrative Learning – Freshmen (2013, 2015); Seniors (2014)
 - Learning Strategies – Freshmen (2015)
 - Quantitative Reasoning – Freshmen (2013, 2014, 2015); Seniors (2013, 2014)
 - Learning with Peers
 - Collaborative Learning – Freshmen (2015); Seniors (2013, 2014)
 - Experiences with Faculty
 - Student-Faculty Interaction – Freshmen (2015); Seniors (2013, 2014, 2015) * effect size .3 or higher for seniors in 2013 and 2014
- *Significant Weaknesses* (Relative to Carnegie Peers; effect size $<.3$)
 - Campus Environment
 - Quality of Interactions – All Students (2013 and 2014)
 - Learning with Peers
 - Discussions with Diverse Others – Seniors (2015)

Comparison of spring 2013/2014 *NSSE High Impact Practices*

(Relative to Carnegie Peers)

* = $p < .05$; ** = $p < .01$; *** = $p < .001$

High Impact Practice	2013		2014		2015	
	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors
Learning Community Participation	Weakness *		Weakness *	Strength **	Weakness **	
Service Learning Participation	Weakness ***		Weakness *	Strength ***	Weakness **	
Research with Faculty		Strength ***		Strength ***		Strength ***
Internship or Field Experience		Strength ***		Strength ***		Strength *
Culminating Senior Experience		Strength ***		Strength ***		Strength ***
Study Abroad						
Participated in at least one HIP	Weakness ***	Strength ***	Weakness *	Strength ***	Weakness ***	Strength *
Participated in two or more HIPs		Strength ***		Strength ***		Strength ***

Comparison of spring 2013/2014 *NSSE High Impact Practices*

Percentages of Participation in Each High Impact Practice

High Impact Practice	2013		2014		2015	
	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors
Learning Community Participation	8	26	9	29	10	21
Service Learning Participation	42	65	47	71	48	66
Research with Faculty	6	30	7	33	6	29
Internship or Field Experience	N/A	58	N/A	57	N/A	54
Culminating Senior Experience	N/A	63	N/A	62	N/A	59
Study Abroad	N/A	11	N/A	10	N/A	9
Participated in at least one HIP	46	91	52	91	52	89
Participated in two or more HIPs	9	73	8	74	10	70

Use of NSSE Results

- Results from NSSE's analysis of participation in High Impact Practices among Marshall's freshmen informed our decision to pilot our High Impact Practice Learning Communities (referenced later in this report).
- Results suggest that the Core Curriculum has had a positive impact on the level of Academic Challenge reported by our students. We are continuing to monitor this.



Program Review

Academic Year 2014 - 2015

Marshall Board of Governors' Recommendations: Undergraduate Programs

College	Program	Recommendation
COHP	Medical Laboratory Technology – AAS	Continue at Current Level
	Nursing – ASN	Continue at Current Level
	Communication Disorders – BS	Continue at Current Level
	Cytotechnology – BS	Continue at Current Level
	Dietetics – BS	Continue at Current Level,
	Medical Imaging – BS	Continue at Current Level
	Medical Laboratory Science – BS	Continue at Current Level
	Nursing – BSN	Continue at Current Level
	Respiratory Care – BS	Continue at Current Level
	Social Work – BSN	Continue at Current Level
COLA	Communication Studies – BA	Continue at Current Level
	Foreign Languages – BA	Continue at Current Level

Marshall Board of Governors' Recommendations: Graduate Programs

College	Program	Recommendation
COHP	Communication Disorders – BS	Continue at Current Level
	Dietetics – MS	Continue at Current Level
	Nursing – MSN	Continue at Current Level
COS	Biological Sciences – MS/MA	Continue at Current Level
COLA	Communication Studies – BA	Continue at Current Level
	Latin – MA	Continue at Current Level
	Spanish – MA	Discontinue the program; program must make sure that all currently enrolled students are given an opportunity to complete the program
SOM	Biomedical Sciences – MS	Continue at Current Level
	Forensic Science – MS	Continue at Current Level; however BOG requested that program prepare a report on its fund raising efforts and present it during the March 2016 BOG program review meeting.
	Biomedical Sciences – PhD	Continue at Current Level
	Medicine – MD	Continue at Current Level

Programs Submitting Follow-Up Reports or having a Follow-Up Meeting with the BOG

College	Program	Reason for BOG Meeting	Recommendation
COS	Biological Sciences – BS	To provide an update on program's assessment of student learning	BOG requested a further update in the spring of 2016
CAM	Art – MA	Follow-Up report to determine whether or not to continue the program	Discontinue the program; program must make sure that all currently enrolled students are given an opportunity to complete the program
COB	Management – BBA	To update BOG on it equipment and other needs	Program provided update



High Impact Practice Project

2014-2015 Update

Timeline

- June 2014: Marshall team (April Fugett, Jennifer Sias, Kristi Fondren, Amy Lorenz, and Mary Beth Reynolds) participates in AAC&U's High Impact Practice Institute.
- June 2014: Marshall team develops a plan to test the effect of learning community participation on student learning and outcomes. The plan specifies enrollment of randomly selected incoming freshmen in paired courses with common themes. The plan originally also wanted to compare outcomes between students receiving Pell grants and those not.
- Fall 2014: Based on data from Institutional Research, which showed that historically, Pell grant status did not appear to be related to student persistence at Marshall, the plan was altered to compare fully admitted first-time freshmen who entered Marshall with high school GPAs ≥ 3.25 to those with high school GPAs < 3.25 .
- Fall 2014: Paired classes were formed consisting of FYS and SOC 200 (Harold Blanco and Kristi Fondren – two sections each; theme “Diversity and Social Justice”), FYS and SOC 200 (Jennifer Sias and Donna Sullivan; theme “The American Dream”), and FYS and PSC 104 (Peggy Proudfoot-Harman and Damien Arthur; theme “Investigation”).
- Spring 2015: Instructor cohorts met biweekly with the staff of the Center for Teaching and Learning (Karen McComas and April Fugett) to further develop their class plans and themes. Co-curricular activities with discussed with John Yaun, Director of Housing and Residence Life.
- Spring 2015: IRB approval was secured for the project.

Timeline Continued

- Summer 2015: Instructor pairs continued to meet to align course outcomes, activities, and projects. Instructors met with Mary Beth Reynolds, Karen McComas, and April Fugett three times to finalize course plans and a presentation for the iPED (Inquiring Pedagogies Fall Teaching Conference).
- Summer 2015: Michael Smith and April Fugett worked with Sherri Smith and Sonja Cantrell to enroll appropriate first-time freshmen in the paired courses. We had hoped for a total of 88 participants, but due to attrition and other issues regarding enrollment, our final numbers are 55.
- Summer 2015: Presented overview of project at iPED Conference.
- Summer 2015: Project outcomes will be measured by the difference between student performance on baseline and summative assessments linked to Integrative Thinking, the difference between experimental and control students' performance on FYS final exams (linked to critical thinking and information literacy) and by the difference between experimental and control students' GPA at the end of freshman year and their persistence to sophomore year. Indirect data will be gathered through the use of surveys and interviews.
- Summer 2015: Current members of the HIP team include Dr. Karen McComas, Dr. April Fugett, Mr. Michael Smith, Mr. Britt Frye, Ms. Jennifer Sias, Dr. Donna Sullivan, Dr. Harold Blanco, Dr. Kristi Fondren, Dr. Peg Proudfoot-Harman, Dr. Damien Arthur, and Dr. Mary Beth Reynolds



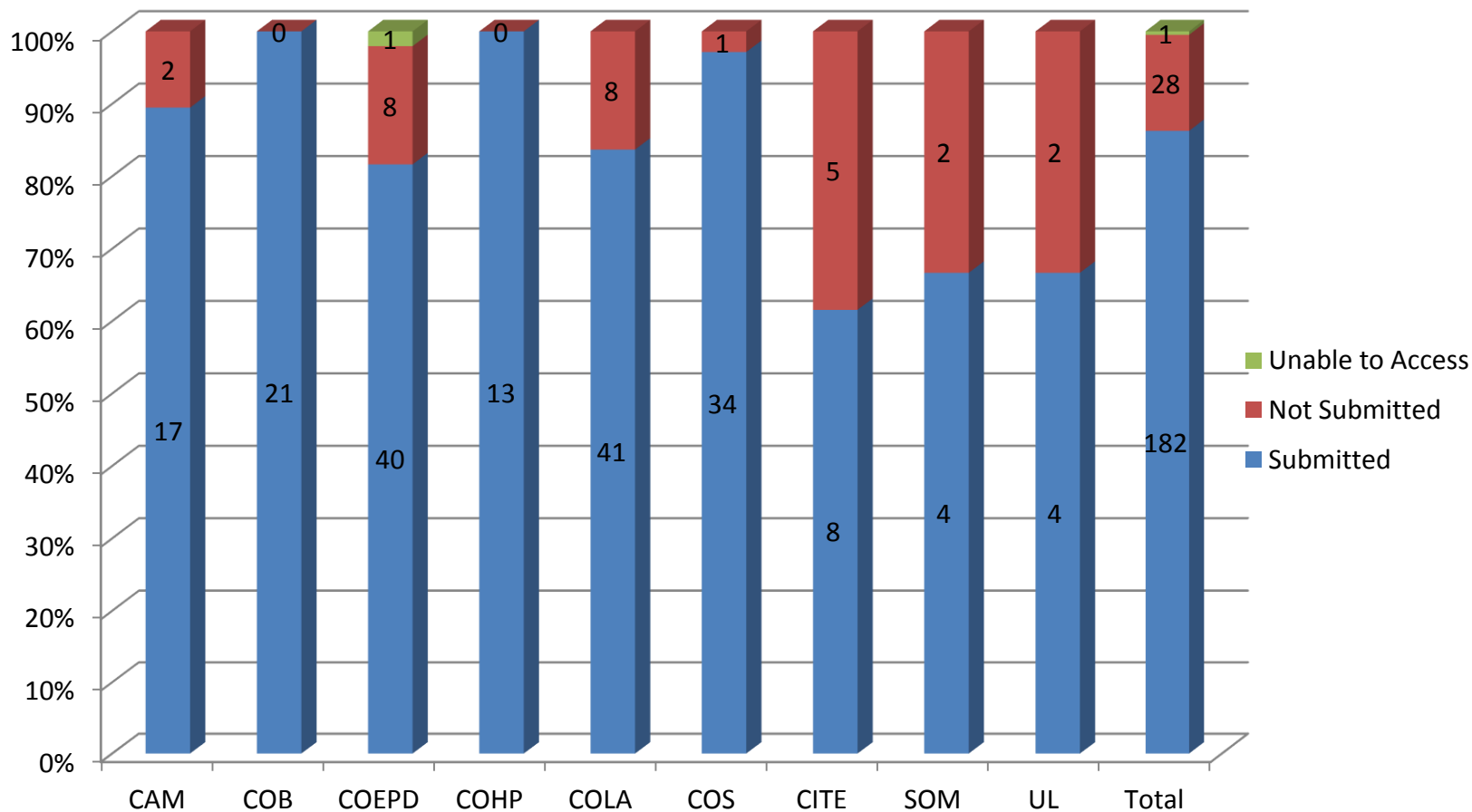
Syllabus Assessment

Spring 2015

Syllabus Sample: Academic Year 2014-2015

- There were 356 syllabi assigned for evaluation in the spring of 2014.
- Of these, 84 were either not uploaded or could not be accessed.
- This left 272 for evaluation.
- Of these, 81 (30%) included all elements required by the BOG syllabus policy.
- The current analysis included syllabi for faculty who either did not upload syllabi for the 2014 evaluation (84) or did not include all required elements (191).
- This resulted in a total of 275 syllabi for the current evaluation cycle.

Of 275 syllabi assigned for evaluation, 64 (23%) instructors did not teach courses during 2014-2015 or were retired. Of the 211 remaining syllabi, 28 (13%) were not uploaded and 1 (1%) could not be accessed. This left 182 (86%) for evaluation.



Syllabus Content Frequencies

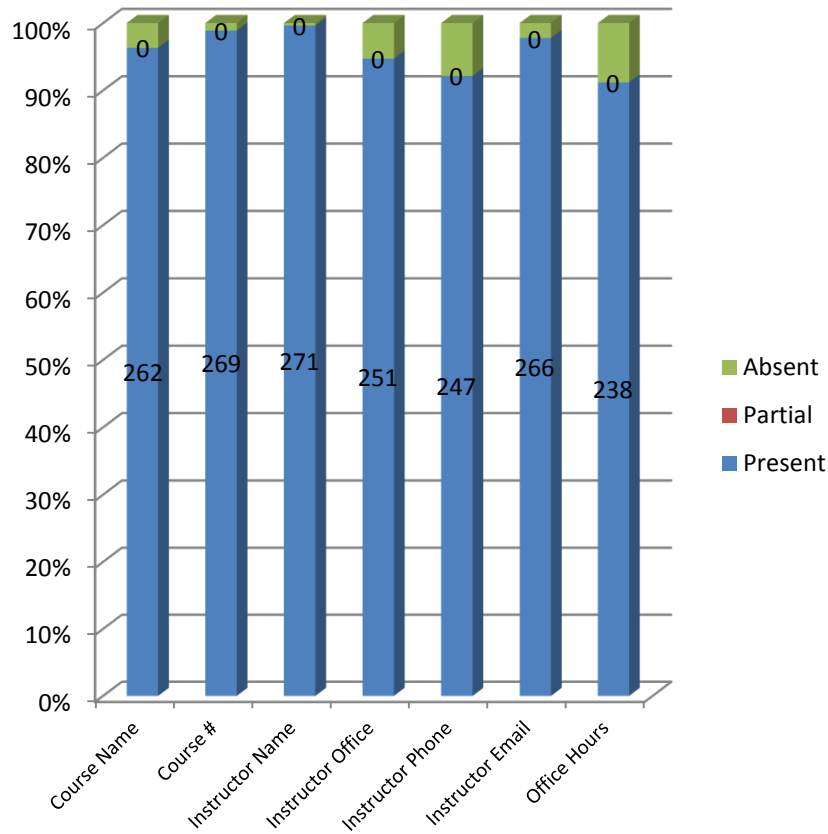
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Syllabus Content Frequencies

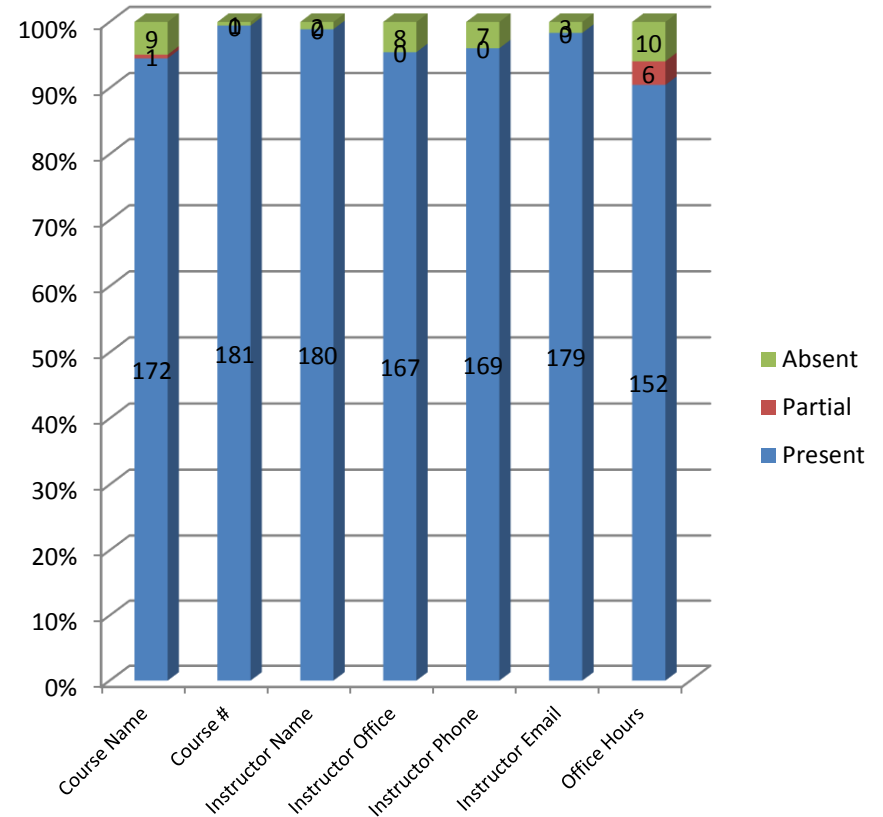
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Syllabus Element Frequencies

Spring 2014

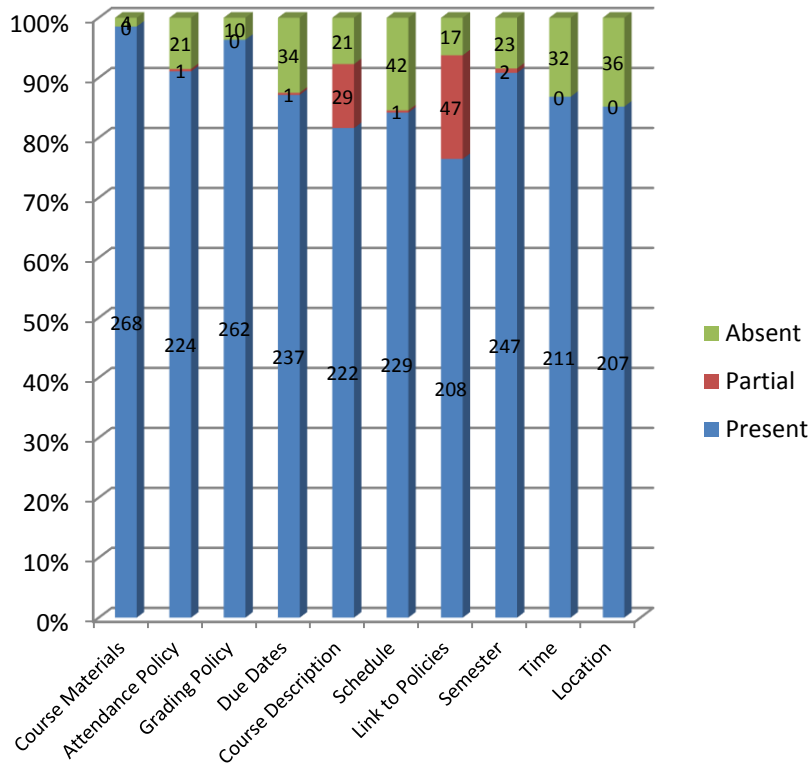


Spring 2015

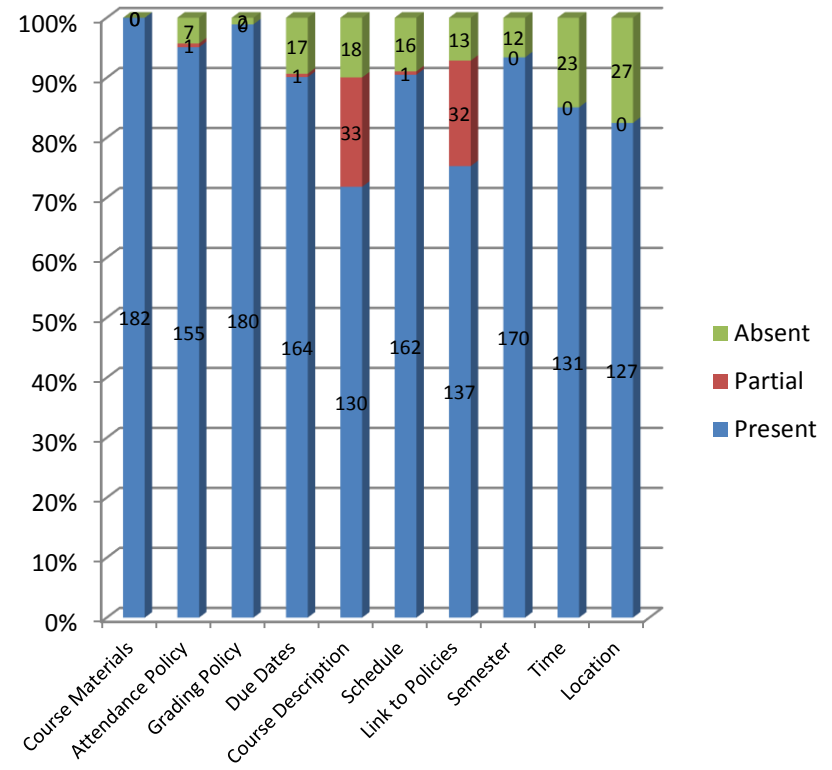


Syllabus Element Frequencies

Spring 2014

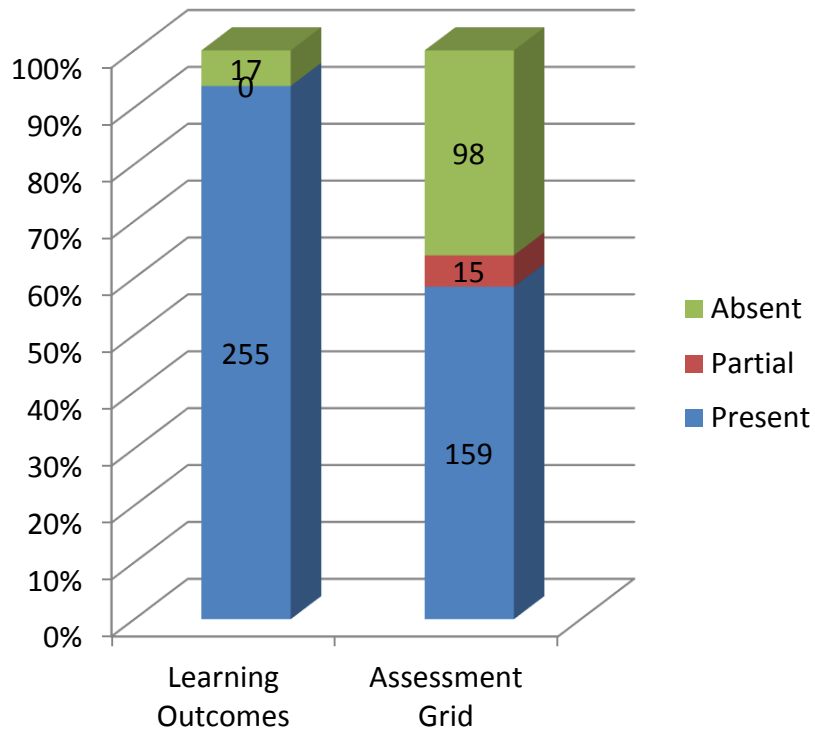


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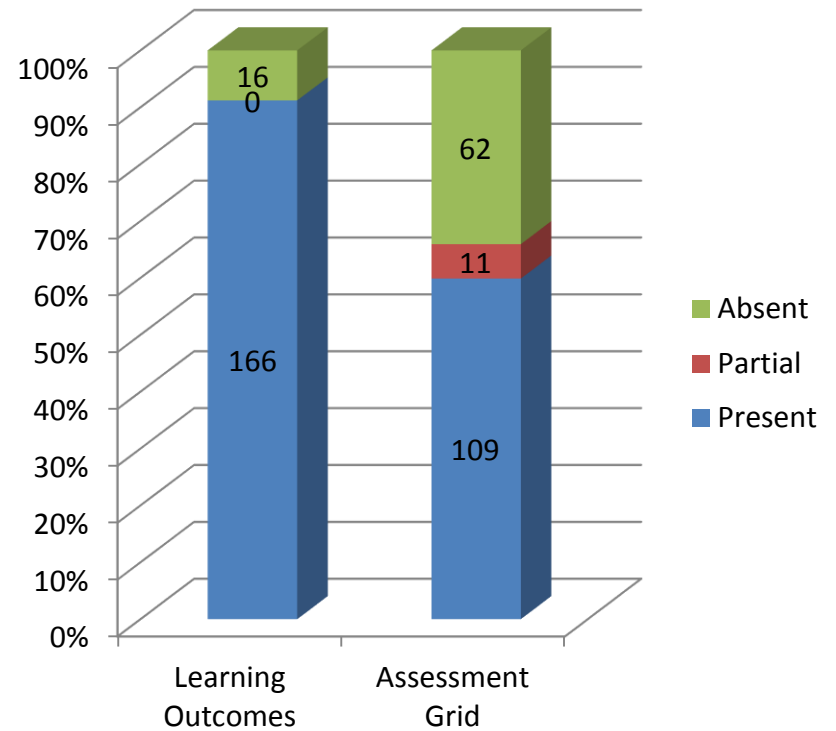


Syllabus Element Frequencies

Spring 2014



Spring 2015



Areas of Concern

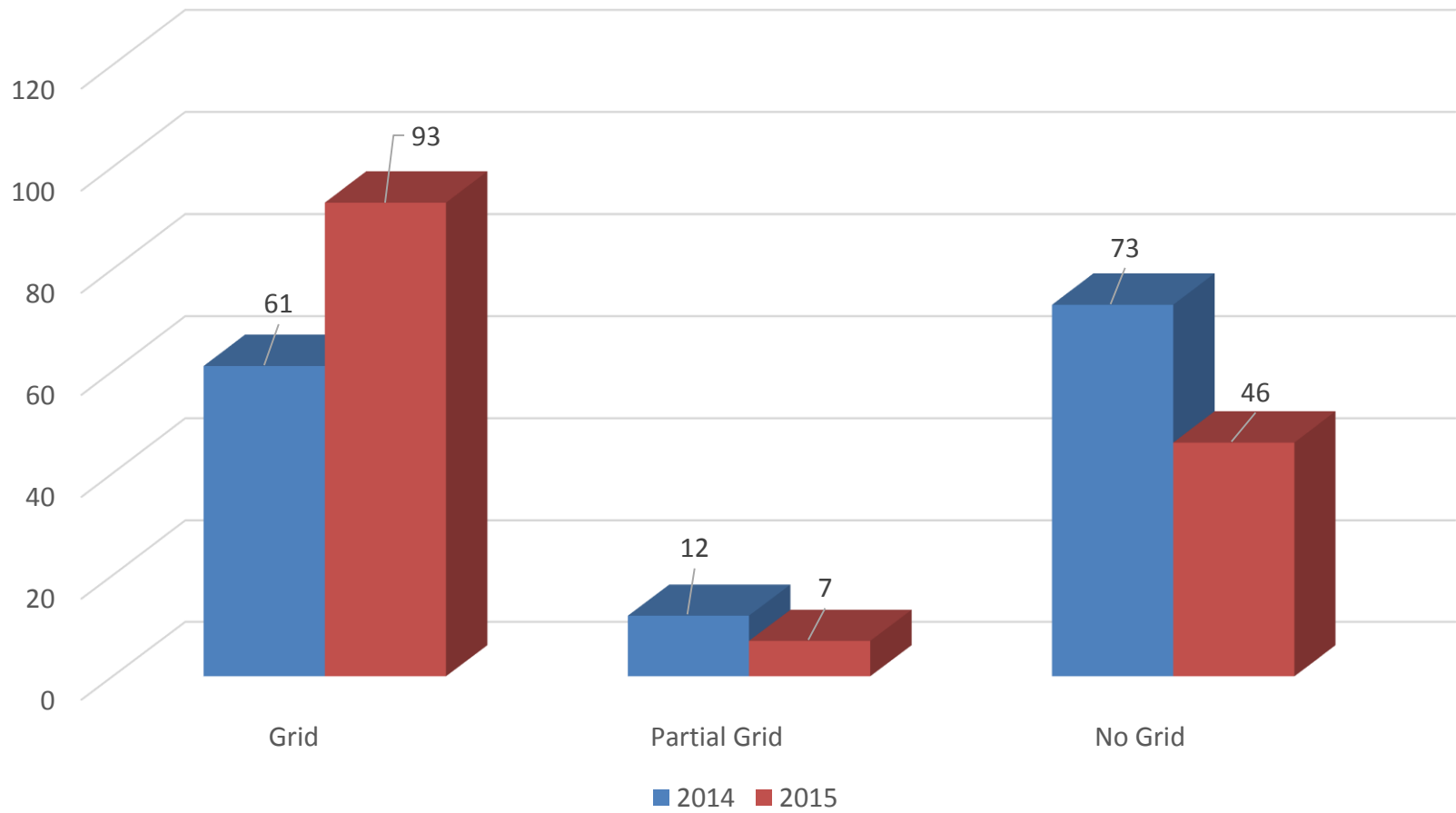
% (below 90%) including items when N/A are excluded for at least one assessment point

Syllabus Element	% of Syllabi - 2014	% of Syllabi – 2015
Assessment Grid	58% - slightly improved from 52% in spring 2013	60%
Link to University Policies	76%	75%
Course Description <u>from</u> <u>Catalog</u>	82%	72%
Schedule	84%	91%
Location of Course	85%	82%
Days and Times Course Meets	87%	85%
Due Dates	87%	90%

Procedures for Pre-Post Comparisons for Same Syllabi

- Of the 182 syllabi available for evaluation during academic year 2014-2015, 146 had been evaluated in the spring of 2014, while 36 were from faculty who had not uploaded their syllabi during the previous evaluation cycle.
- The next slides show “Area of Concern” comparisons for these 146 syllabi between spring 2014 and academic year 2014-2015 (marked as 2015 on slides).

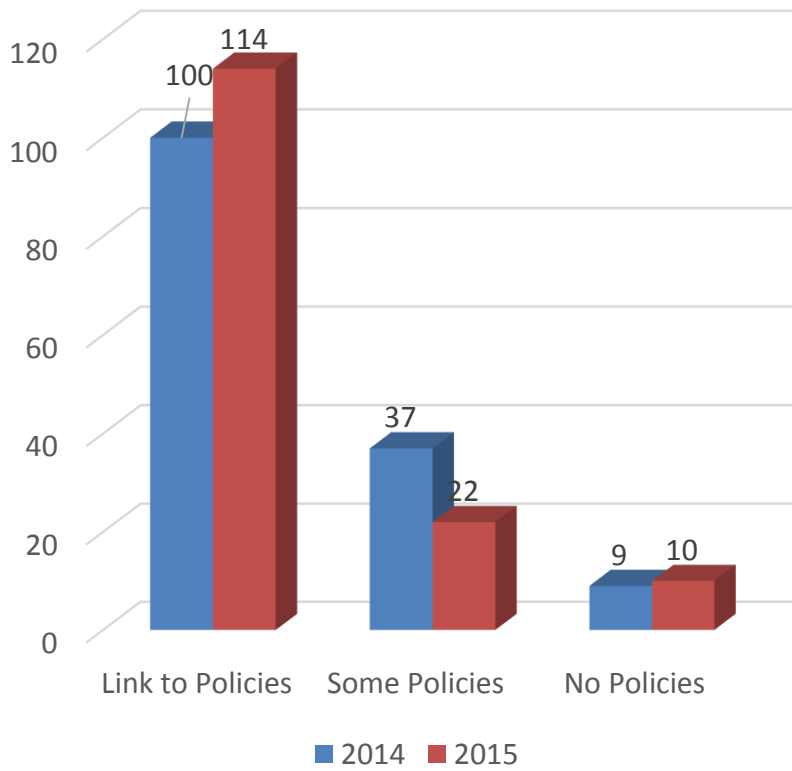
Comparison of Assessment Grid Inclusion: change was significant



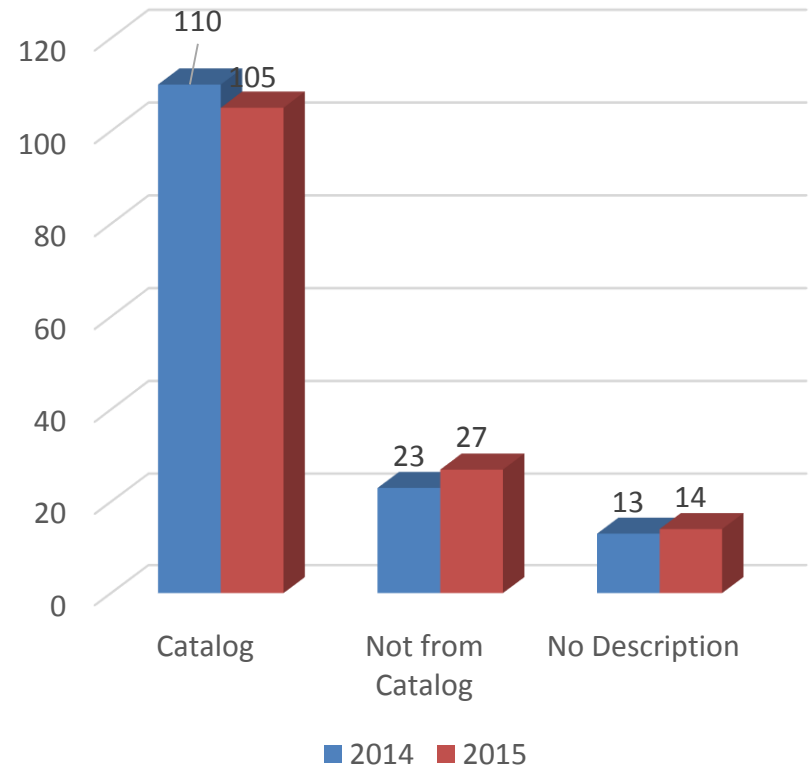
Comparison of University Policies and Course Description

Inclusions: changes were significant
(but not in the right direction for course description).

University Policies

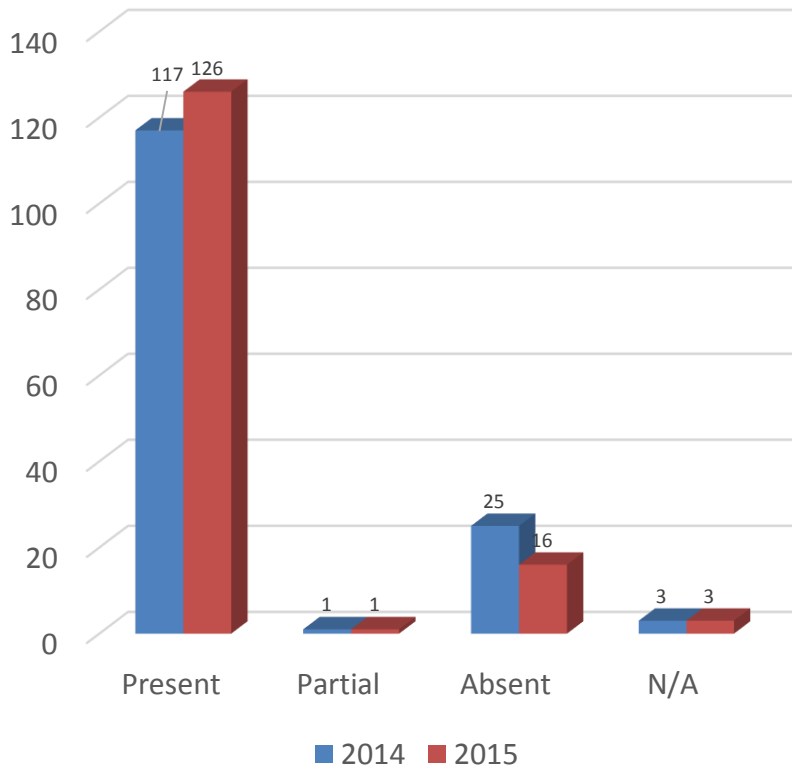


Course Description from Catalog

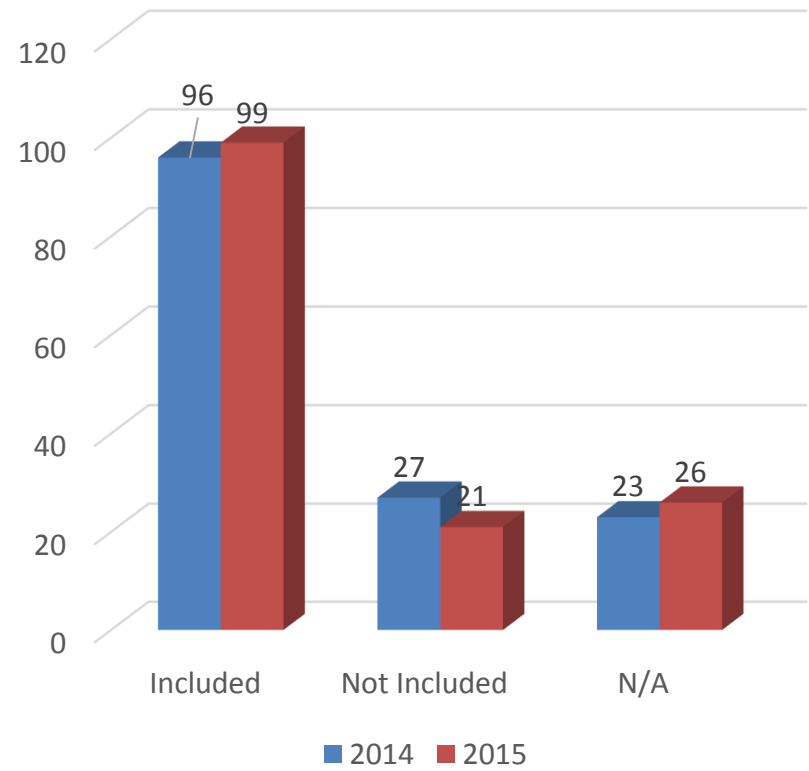


Comparison of Schedule and Course Location Inclusions: changes were significant

Schedule

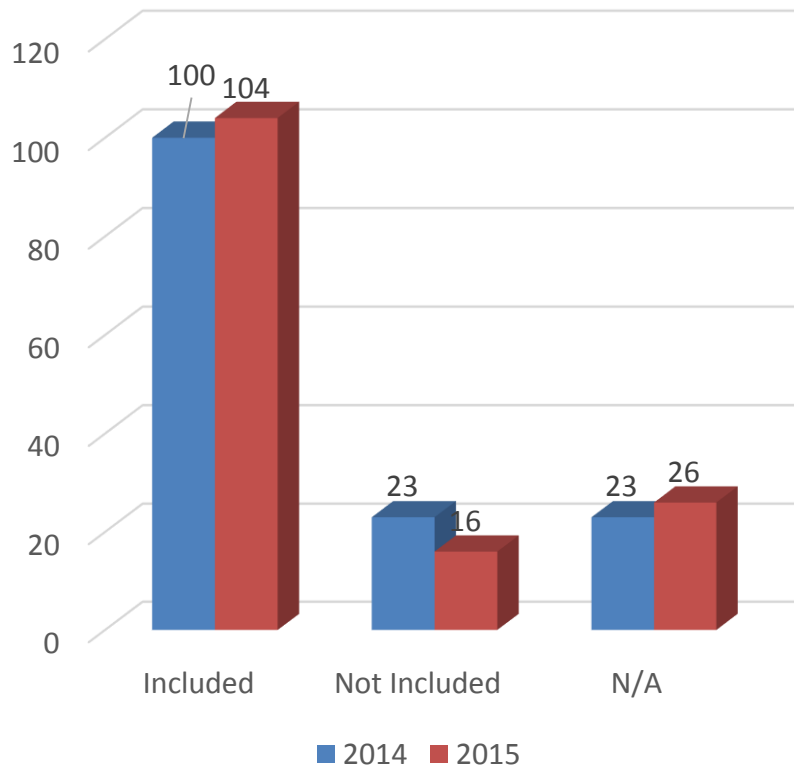


Course Location

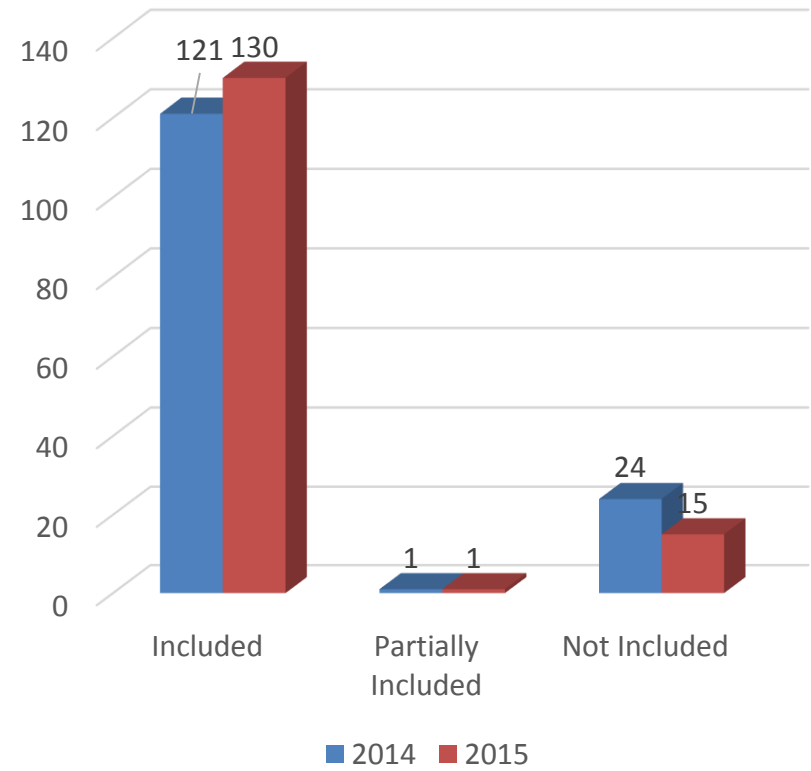


Comparison of Time Course Meets and Due Date Inclusions: changes were significant

Time Course Meets

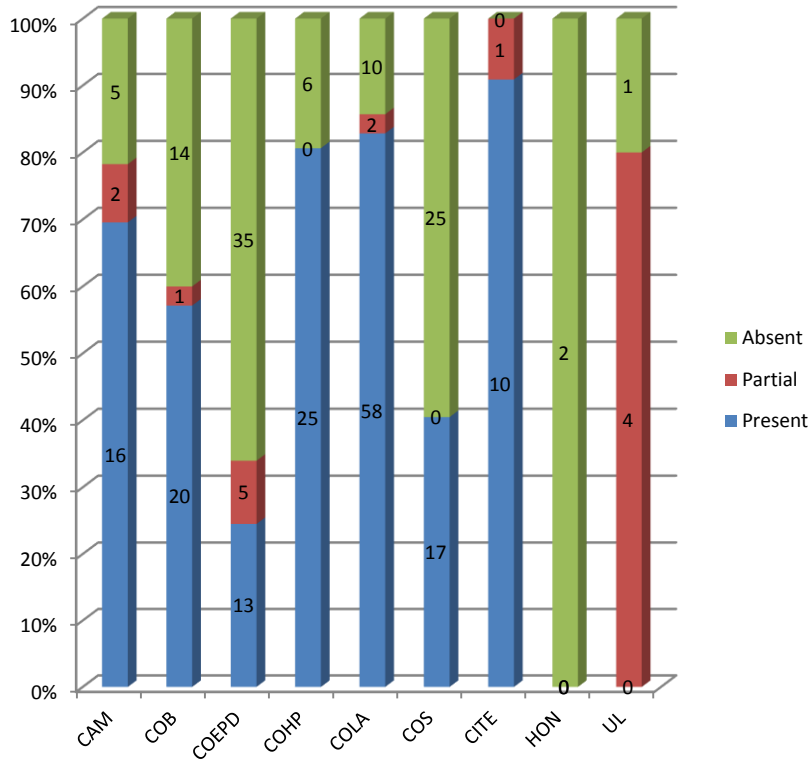


Due Dates

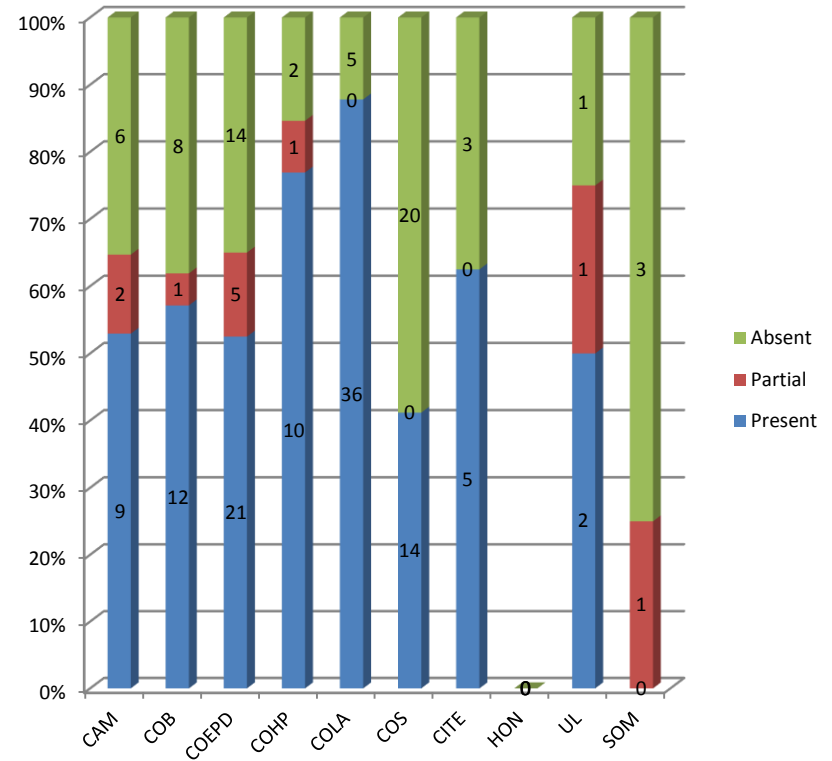


Assessment Grid by College

Spring 2014



Spring 2015



Planned Actions from Spring 2014

- **Immediate**

- Send general feedback providing information about the syllabus elements most commonly not included to all faculty whose syllabi were assessed. *In the fall of 2014, this information was sent to all faculty whose syllabi has been evaluated in spring 2014.*
- Send electronic copies of BOG Syllabus Policy and Marshall's Syllabus Template with current links to important university policies. *This information was sent to all faculty in the fall of 2014.*
- Send individual feedback to all faculty whose syllabi were assessed using the syllabus check sheet. *– In the fall of 2014 this information was sent to faculty whose syllabi were assessed.*
- Consult with Faculty as needed. *– This occurred at the request of faculty.*

- **Ongoing**

- University Assessment Committee will continue to review syllabi in the spring semester of each academic year. *– Due to timing issues, academic year 2014-2015 syllabi were reviewed by the Assessment Coordinator and the Associate VP for Assessment.*
- If needed, the Center for Teaching and Learning may provide faculty development concerning syllabus construction. Emphasis will be placed on helping faculty design learning experiences within the course that will allow students to *practice* each course learning outcome. Then, faculty will determine how to authentically *assess* student achievement of each outcome *following* sufficient practice. *– The CTL includes this information in all pedagogical faculty development.*

Planned Actions Based on Academic Year 2014 -2015 Reviews

- **Immediate**

- Target feedback regarding the following syllabus elements to faculty whose syllabi did not contain these:
 - Assessment Grid (i.e. alignment of outcomes, practice, and assessment)
 - Link to University Policies: www.marshall.edu/academic-affairs/policies/
 - Reason for requesting course description from catalog
 - Reasons for requesting course location and days/times courses meet
- Send electronic copies of BOG Syllabus Policy and Marshall's Syllabus Template with current links to important university policies to all faculty.
- Send individual feedback to all faculty whose syllabi were assessed using the syllabus check sheet.
- Consult with Faculty as needed.

- **Ongoing**

- University Assessment Committee will continue to review syllabi in the spring semester of each academic year. For spring 2016 we will evaluate faculty who did not upload or had missing elements in the last evaluation and add syllabi for new faculty members.
- University Assessment Committee also will review syllabi for dual credit courses in spring 2017.
- If needed, the Center for Teaching and Learning may provide faculty development concerning syllabus construction. Emphasis will be placed on helping faculty design learning experiences within the course that will allow students to *practice* each course learning outcome. Then, faculty will determine how to authentically *assess* student achievement of each outcome *following* sufficient practice.



Library's Information Literacy Assessment

Academic Year 2014 - 2015

Procedures Employed

- The library faculty conducted an information literacy assessment in two parts:
- General Education (Basic)
 - Assessed Information Literacy Skills of
 - First-Semester Freshmen (Baseline)
 - Second-Semester Sophomores (Culmination of General Education Experience)
- Capstone
 - Assessed Information Literacy Skills of
 - First Semester Juniors
 - Second Semester Seniors enrolled in Capstone Courses
- Please go to www.marshall.edu/assessment/GenEdAssessment.aspx and click on the link for “Information Literacy” for a full report.



Employer Find

Summer 2014 – Spring 2014

Procedures

- Marshall contracted with Hepdata Employer Find to help us track the outcomes of our graduates.
- We received outcome data for 24% of students who graduated from Marshall between summer 2010 and spring 2014.
- Results showed that job titles, employment industry, and graduate fields of study were consistent with degree fields from Marshall University.
- Full reports are at www.marshall.edu/assessment/AlumniReports.aspx
- Information were made available to deans and chairs through a SharePoint site.